

EVALUATION OF THE MAHASANTRI MA'HAD AL-JAMI'AH TAHFIDZ SUPERCAMP PROGRAM UIN RADEN FATAH PALEMBANG

***¹Wiyanda Vera Nurfajriani, ²Fajri Ismail, ³Hartatiana**

^{*1,2,3}Universitas Islam Negeri Raden Fatah Palembang

Email: ^{*1}23052160008_uin@radenfatah.ac.id, ²fajriismail_uin@radenfatah.ac.id,
³hartatiana_uin@radenfatah.ac.id,

Abstract

This study aims to evaluate the Tahfidz Supercamp Program held at Mahad Aljamiah UIN Raden Fatah Palembang with a comprehensive evaluation approach. This study uses a qualitative descriptive method with a CIPP (Context, Input, Process, Product) evaluation model to analyze all aspects of the program. The focus of the research includes four main dimensions: (1) Context, assessing the suitability of program objectives with the needs of participants and institutional policies; (2) Input, exploring the readiness of human resources, materials, facilities, and teacher qualifications; (3) Process, analyzing the effectiveness of program implementation and participant interaction with supervisors; and (4) Product, measuring the success of the program in improving tahfidz skills, attitude changes, and participant motivation. The results of the study show that this program is in line with the vision of the institution in developing tahfidz skills. Qualified teaching staff, adequate facilities, and structured learning methods support the success of the program. Participants managed to memorize an average of 2–3 juz with a significant increase in spiritual motivation. Data was collected through in-depth interviews, participatory observations, and documentation involving participants, supervisors, institutional leaders, and stakeholders. This study recommends sustainably strengthening the program, improving the quality of supervisors, and developing innovative tahfidz methods. These findings make an important contribution to the development of a model for hafidz coaching in religious universities.

Keywords: Program Evaluation, Tahfidz Supercamp, CIPP, Student Islamic Boarding School, Tahfidz Development

Abstrak

Penelitian ini bertujuan untuk mengevaluasi Program Supercamp Tahfidz yang diselenggarakan di Mahad Aljamiah UIN Raden Fatah Palembang dengan pendekatan evaluasi komprehensif. Penelitian ini menggunakan metode deskriptif kualitatif dengan model evaluasi CIPP (Context, Input, Process, Product) untuk menganalisis seluruh aspek program. Fokus penelitian mencakup empat dimensi utama: (1) Konteks, menilai kesesuaian tujuan program dengan kebutuhan peserta dan kebijakan lembaga; (2) Input, mengeksplorasi kesiapan sumber daya manusia, materi, fasilitas, dan kualifikasi pengajar; (3) Proses, menganalisis efektivitas pelaksanaan program dan interaksi peserta dengan pembimbing; serta (4) Produk, mengukur keberhasilan program dalam meningkatkan kemampuan tahfidz, perubahan sikap, dan motivasi peserta. Hasil penelitian menunjukkan bahwa program ini sejalan dengan visi lembaga dalam

mengembangkan kemampuan tahfidz. Tenaga pengajar berkualifikasi, fasilitas memadai, serta metode pembelajaran terstruktur mendukung keberhasilan program. Peserta berhasil menghafal rata-rata 2–3 juz dengan peningkatan motivasi spiritual yang signifikan. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan dokumentasi dengan melibatkan peserta, pembimbing, pimpinan lembaga, dan stakeholder. Penelitian ini merekomendasikan penguatan program secara berkelanjutan, peningkatan kualitas pembimbing, serta pengembangan metode tahfidz yang inovatif. Temuan ini memberikan kontribusi penting dalam pengembangan model pembinaan hafidz di perguruan tinggi keagamaan.

Kata kunci: *Evaluasi Program, Supercamp Tahfidz, CIPP, Pesantren Mahasiswa, Pembinaan Tahfidz*

INTRODUCTION

National education in Indonesia refers to the National Education Standards (SNP), which in principle must be implemented and evaluated periodically, comprehensively, transparently, and systematically to ensure the effectiveness and efficiency of the learning process and outcomes (Hasibuan, 2022). The evaluation was carried out using key indicators of success in the form of activities and student achievement towards learning objectives. This assessment and evaluation not only aims to measure the success of the learning process, but also becomes an important foundation in making continuous improvements and development of the existing learning system (Suardipa & Primayana, 2023). Thus, evaluation becomes an integral part of the cycle of improving the quality of education. In today's modern era, technological and media advances are very rapid, but they also pose challenges in the form of rampant negative influences on the younger generation. Therefore, education that has a spiritual and moral value base is very important to protect for future generations. Islamic education, especially through the teaching and practice of the Qur'an, has a strategic role in shaping the character of a resilient, moral, and competitive generation. The Qur'an as a divine revelation revealed through the Angel Gabriel to the Prophet Muhammad PBUH, is a guide for Muslims to the happiness of this world and the hereafter. Reading and studying the Qur'an is even considered a form of worship because its authenticity is maintained in mutawatir directly from Allah SWT (Hanan dkk., 2024).

Learning the Qur'an itself includes seven important and interrelated aspects, namely reading the Qur'an, reading with tartil, writing, memorizing, meditating, practicing, and spreading the Qur'an (A. Abdul Muqit, 2021). The activity of memorizing the Qur'an, or tahfidz, is one of the most complex forms of learning because it requires not only good reading skills but also perseverance, motivation, and a conducive environment. Sayyid Muhammad Haqi An Nazili said that the memorization process can be divided into several stages, starting from learning to read with tajweed, understanding the meaning of verses, to memorizing them as done by the Prophet's companions (Wahyu, 2024). However, in the process of memorizing the Qur'an, not a few students face obstacles (Fathullah dkk., 2024). These obstacles fall into two categories, namely internal and external obstacles. Internal barriers include laziness, lack of motivation, and despair.

Meanwhile, external obstacles can be in the form of a lack of teacher competence, limited infrastructure, and inappropriate teaching methods. Therefore, in the tradition of memorizing the Qur'an, methods such as murajaah (repetition of memorization) and simaan (listening to memorization) are known, which aim to maintain the consistency of memorization and ensure that students understand and remember well (Awwaliyah & Muslimah, 2021; Habsy dkk., 2025).

In the institutional context, Ma'had Al-Jami'ah UIN Raden Fatah Palembang initiated a flagship program called "Tahfidz Supercamp". This program targets students who can read the Qur'an and understand the basics of tajweed. This program is carried out during semester holidays and is held at the Ki Marrogan Islamic Boarding School, with a target of achieving at least 2-3 juz per month. This program combines religious activities with intensive coaching activities, guided by young people from Ma'had and pesantren caregivers. In the process, students learn tahsin and tahfidz using various methods, such as the Jariyah method and the Fatihah method. The Jariyah method teaches the recognition of letters, punctuation, and reading rhythm through a motor (finger) approach, while the Fatihah method teaches memorization of the Qur'an with systematic understanding, appreciation, and repetition of verses.

To assess the success of tahfidz learning, this program also uses various evaluations, such as memorization deposits, joint murajaah, and Hifzil Qur'an competitions. However, not all participants managed to achieve the set target. The difference in memorization ability and internal and external obstacles makes it important to evaluate the program thoroughly. In this case, the CIPP (Context, Input, Process, Product) evaluation model is the right and comprehensive approach. The CIPP model helps identify program needs (context), evaluate the readiness and availability of resources (inputs), assess program implementation (process), and measure the final results achieved (product) (Aristya & Zamroni, 2024). This approach not only focuses on the result, but also pays attention to the processes and other supporting factors that affect the success of the program. Contextual evaluation helps to see the extent to which the program is relevant to the needs of participants, input evaluation reviews the feasibility of facilities and human resources, process evaluation reviews the implementation of activities, while product evaluation measures the effectiveness of participants' achievements.

Through the application of the CIPP evaluation model, Tahfidz Supercamp Ma'had UIN Raden Fatah Palembang can continue to make improvements based on the results of the evaluation of each component. Thus, this program can make a real contribution in producing a generation of Qur'ans who are not only able to memorize but also understand, practice, and disseminate the values of the Qur'an during the challenges of an ever-evolving era. The relevance of this research previously lies in the context of the development of Qur'anic education in the Islamic higher education environment, especially in terms of the evaluation of pesantren-based tahfidz programs under the auspices of the university. So far, most research on tahfidzul Qur'an has only focused on memorization methods, participant motivation, or quantitative achievement of the

number of memorized verses. Very few studies have comprehensively examined the effectiveness of tahfidz programs using systematic and multidimensional evaluative approaches such as the CIPP model, especially in the context of state Islamic campuses such as UIN Raden Fatah Palembang.

Another novelty of this research lies in the object of its study, namely the Tahfidz Supercamp Program, which is an innovation of Ma'had Al-Jami'ah UIN Raden Fatah. This program is unique because it combines an intensive pesantren approach and modern campus-based learning methods. By taking advantage of semester breaks, this program is designed to speed up memorization in a short time while still upholding the quality of reading and comprehension. The study of this model through CIPP evaluation has not been carried out much before, making this study an initial contribution in the scientific documentation of an effective tahfidz education model in the university environment. In addition, the use of the CIPP model in this study provides a new perspective on the development of tahfidz coaching programs that are sustainable and adaptive to the needs of today's students, which not only require memorization but also spiritual skills, time management, and a supportive environment. Thus, this research is expected not only to enrich the scientific treasures in the field of Islamic education and education management but also to be a practical reference for other Islamic higher education institutions that want to develop similar tahfidz programs with a measurable, efficient, and thorough evaluation-based approach.

METHOD

This research is a type of qualitative research with an evaluative approach, which aims to thoroughly and in-depth examine the implementation of the Tahfidz Supercamp Program for students at Ma'had Al-Jamiah UIN Raden Fatah Palembang. Qualitative research is chosen because it can present accurate, objective, and descriptive information about the reality in the field without using statistical calculations, as stated by (Hermawan, 2019), that qualitative research produces data in the form of written or spoken words from people and observed behaviors. The researcher conducts data collection, observation, recording, coding, and data analysis activities repeatedly with the aim of understanding in depth the process and results of the program.

The evaluation model used in this study is the CIPP (Context, Input, Process, and Product) model, which is considered the most appropriate in evaluating educational programs such as tahfidz because of its comprehensive scope, starting from the context of program needs, inputs or resources used, implementation processes, to the results or products achieved. This model not only captures the success of the program in terms of the end result, but also considers the feasibility and effectiveness of all stages of the program. The location of this research was carried out in two places, namely at Ma'had Al-Jami'ah UIN Raden Fatah Palembang which is located at Jl. Prof. K.H. Zainal Abidin Fikri, Km. 3, RW.05, Pahlawan Village, Kemuning District, Palembang City, and at Marogan Raihan Tahfidz Camp which is located on Jl. Griya Sejahtera Housing, Timbangan, North Indralaya

District, Ogan Ilir Regency, South Sumatra. This research was carried out during the semester holidays, following the implementation of the Supercamp Tahfidz program.

RESULTS AND DISCUSSION

Evaluation of the Tahfidz Supercamp Program Using the CIPP Model

The Tahfidz Supercamp program is an intensive initiative that is systematically prepared to improve the participants' Qur'an memorization skills in a short time. The evaluation of this program uses the CIPP (Context, Input, Process, Product) model developed by Stufflebeam, to get a comprehensive picture of various aspects of implementation. The results of the evaluation show that the program has relevance, resource readiness, effective implementation, and encouraging results.

1. Context Evaluation

Evaluation of the context aspect revealed that the objectives of the program were very much in line with the needs of the participants. The majority of participants participated in this program in the hope of significantly improving memorization, being guided directly by experienced hafizh, and being in a conducive environment that supported the memorization process. The need for motivation, murojaah techniques, and friends of conscience is also met by an intensive and directed program design. From the perspective of the organizing institution, this program is part of the institution's grand vision to produce a generation of Qur'an, expand the influence of Qur'anic education, and develop superior tahfidz learning methods. This is in line with the institution's policy, where Supercamp Tahfidz has its full support, is a flagship program, and is included in the long-term development roadmap. The program has also followed the institution's standard procedures, ranging from planning, participant selection, teacher recruitment, to periodic monitoring and evaluation, showing professionalism in management.

2. Input Evaluation

Input evaluation highlights the readiness of human resources, materials, facilities, and learning methods. The ratio of teachers to participants (1:8) is considered ideal for intensive coaching. The teachers are highly qualified, most of them memorize 30 juz, have a scientific sanad, and can guide participants not only in the aspects of memorization but also in motivation, emotion management, and a humanistic approach to learning. The learning materials are comprehensively arranged, ranging from special mushaf with color markers, practical tajweed and tahsin materials, to audio-visual media that supports diverse learning styles. Individual learning kits and monitoring books also support the achievement of daily targets. Supporting facilities such as dormitories, study rooms, mosques, as well as health and counseling services, show that the logistical aspects of the program have been well met, creating a comfort that supports the learning process. The learning method used is also very adaptive. A structured curriculum, varied approaches such as talaqqi, tasmi', group murojaah, and techniques such as takrir and memory paths

show innovation in the memorization process. Periodic evaluations also strengthen the control of the quality of memorization and participant development.

3. Process Evaluation

The implementation of the program is considered effective and efficient, as shown by the high level of participant participation, the suitability between the plan and implementation, and the achievement of daily memorization targets. Coordination between program components is going well, and the use of technology in learning and monitoring is an added value. The interaction between participants and teachers was warm but still professional. Teachers play the role of facilitators, motivators, as well as spiritual guides. Effective two-way communication and open dialogue spaces create a comfortable learning atmosphere. The teacher also showed high sensitivity to the participants' psychological state. However, the implementation process is not without challenges, both technically and psychologically. Technical constraints include time constraints, differences in participants' initial abilities, technical glitches of devices, and weather. The solutions include adjusting individual targets, grouping participants, method variations, and replanning activities. Psychological obstacles such as decreased motivation, homesickness, stress, anxiety, and burnout, are addressed through counseling sessions, motivational programs, recreational activities, and the creation of a supportive and inclusive environment.

4. Product Evaluation

In terms of results, the program showed a significant impact on improving the tahfidz skills of the participants. The majority of participants managed to achieve the set memorization target. The average score of fluency and tajweed increased to 8.5 out of a scale of 10. The speed of memorization has doubled from 0.5 pages per day to 1 page per day. More than that, participants were able to find memorization methods that were suitable for their own lives and develop independent murojaah skills. Memorization retention was also higher than that of non-intensive methods, and participants demonstrated the ability to detect and correct errors independently. This increase is not only quantitative, but also qualitative, with participants demonstrating a deeper understanding of the content and structure of the Qur'an. In addition to academic achievements, this program also succeeded in strengthening the spiritual, emotional, and social aspects of participants. Confidence increased, solidarity between participants was built, and enthusiasm to continue memorization after the program showed indications of sustainability of positive effects.

DISCUSSION

The Tahfidz Supercamp Ma'had Al-Jami'ah program of UIN Raden Fatah Palembang is a form of strategic effort in improving the quality of students' memorization of the Qur'an. Based on the results of the evaluation using the CIPP (Context, Input, Process, and Product) model, it was found that the implementation of this program has various significant strengths, as well as challenges that need to be improved so that the main goals

of the program can be achieved optimally. This discussion will outline the findings based on the four aspects of the CIPP model and relate them to relevant theories. In terms of context, the Tahfidz Supercamp program was designed in response to the need to strengthen the culture of memorizing the Qur'an among students, especially those living in Ma'had Al-Jami'ah. This context is rooted in the institutional and spiritual need to form a generation of Qur'anis who not only excel academically but also possess deep religious prowess. In this context, Kaufman's Need Assessment theory is very relevant, because this program was born from the identification of actual needs in the campus environment, both in terms of students, institutions, and the community who yearn for the birth of a cadre of scholars and intellectuals who are hafizh (Zahara dkk., 2022). The need for this intensive program is also in line with the university's mission in balancing the intellectual and spiritual aspects of students.

Furthermore, in the input aspect, it was found that the planning of the Tahfidz Supercamp program was quite mature, with the support of adequate facilities, a structured curriculum, and the involvement of competent tahfidz instructors. However, several obstacles such as time constraints, participant fatigue, and uneven initial ability of participants are challenges in themselves. In this case, the theory of the education system from David Easton is an important reference. Easton views the system as a unit consisting of inputs, processes, and outputs that interact with each other. In the context of this program, good input in the form of selected participants, varied memorization methods (muroja'ah, talaqqi, and deposits), and motivational support from coaches is crucial initial capital (Suliarso dkk., 2021). However, if these inputs are not managed systematically and adaptively to the needs of the participants, the output produced can be not optimal.

The process aspect shows seriousness in the implementation of the program, both in terms of supervision, daily schedule, memorization evaluation methods, and monitoring the development of participants. The implementation of the activity lasted for two full weeks, with a strict boarding system, fostering discipline and a religious atmosphere that supported the memorization process. But on the other hand, this process also shows symptoms of boredom, mental stress, and a lack of variety of activities, which can be factors that decrease the morale of some participants. This is in line with David Kolb's experiential learning theory, which emphasizes the importance of learning cycles that involve concrete experiences, reflection, conceptualization, and active experimentation (Widyastuti, 2021). If participants only undergo one form of experience continuously without any opportunity to reflect or develop new methods, then the learning process will lose its effectiveness. Therefore, adding variety in the approach to learning and spiritual relaxation can be one of the strategies to keep the dynamics of the program productive.

From the product aspect, this program succeeded in showing a quantitative improvement in memorization in most of the participants. Some participants managed to increase memorization to more than three juz during the program, although there were also those whose progress was not significant due to internal and external factors. In addition, non-cognitive impacts are also quite felt, such as increasing time discipline, the spirit of

worship, and awareness of the importance of maintaining interaction with the Qur'an in daily life. In assessing the success of this program's product, the evaluation theory of Stake becomes relevant. According to Stake, the evaluation looks not only at the final output quantitatively, but also at the process, long-term impact, and participant satisfaction as important indicators. In this case, the products produced by the Tahfidz Supercamp program are not only in the form of increased memorization, but also transformations of religious character and attitudes that are deeply embedded in the participants (Ferdi W., 2013).

In addition, this program can also be analyzed using the theory of learning motivation from Abraham Maslow, especially at the level of the need for self-actualization and the need for a sense of belonging and appreciation (Tahrim dkk., 2021). Many participants revealed that this program provides space for them to achieve spiritual achievements while building a strong religious identity. With the support of inspiring coaches and a conducive environment, this program answers the psychological needs of students to be part of the Qur'an memorization community, as well as fosters a sense of pride and confidence. On the other hand, the challenges that arise in this program also need to be considered as material for continuous evaluation. Some participants experienced mental fatigue due to the pressure of memorization targets, which, if not managed with the right psychopedagogical approach, can cause resistance. In this regard, Vygotsky & Cole, (1978) The zone theory of proximal development (ZPD) is important. This theory explains that each individual has an optimal developmental zone that requires scaffolding or gradual support from a teacher or supervisor. If the memorization target is too high without a gradual approach that suits the participants' abilities, then learning frustration can occur. Therefore, tahfidz supervisors need to have pedagogical sensitivity to adapt methods and approaches to the conditions of each participant.

From the results of interviews and observations, it was also found that the enthusiasm of the participants was very high at the beginning of the program, but tended to decline towards the end of the implementation period. This shows the importance of considering aspects of developmental psychology in designing an intensive program like this. Concerning the theory of behaviorism, especially the strengthening principle of B.F. Skinner, participant motivation can be increased through a consistent and varied reward system, both in the form of praise, certificates, symbolic awards, and social reinforcement of the group (Sari dkk., 2024). Thus, the enthusiasm of the participants can be maintained until the end of the program.

Overall, the Tahfidz Supercamp program is a form of dormitory-based educational innovation that emphasizes character formation and spiritual competence improvement. Evaluation of the CIPP model shows that the success of this program is strongly influenced by the fit between contexts, inputs, processes, and products that are thoroughly integrated. To increase the effectiveness of the program in the future, there needs to be a continuous evaluation with a participatory approach, where the voices of participants and coaches are an important part of the improvement process. In addition, the integration of

educational theory, learning psychology, and a humanistic religious approach will be an important foundation in designing a more inclusive, adaptive, and sustainable tahfidz program. By linking the findings with theories such as Need Assessment, Easton's theory of the education system, Kolb's experiential learning, Stake evaluation, Maslow's motivation, Vygotsky's ZPD, and Skinner's principles of behaviorism, it can be concluded that the success of the Tahfidz Supercamp program is determined not only by the technical aspects of implementation, but also by the sensitivity to the psychosocial aspects of the participants. In the future, a transdisciplinary approach needs to be developed so that programs like this can answer the challenges of the times while forming a generation of Qur'anis with strong, intelligent, and competitive character.

CONCLUSION

Based on the results of the previous research and discussion, it can be concluded that the evaluation of the Qur'an memorization program at Ma'had Al-Jami'ah Serua using the CIPP (Context, Input, Process, Product) model shows positive results in various aspects. In terms of context, this program has been aligned with the vision and mission of the institution, and has succeeded in achieving the target of developing the competency of tahfidz students according to the initial standards. However, the aspects of program policies and needs analysis need to be updated to be more responsive to the changing needs of participants and the challenges of the times. In the input aspect, the quality of human resources, especially tahfidz teachers, is considered quite good, shown by the ability to read and memorize the Qur'an per the rules of makhraj and tajweed. Supporting facilities and fund management are also adequate, although the qualifications of teachers still need to be improved on an ongoing basis. The program implementation process shows effectiveness, as seen from good communication between teachers and students and the conducive course of learning, although the allocation of implementation time can still be improved so that the results are more optimal. In terms of product, the participants' memorization achievements are very encouraging with an average of at least three juz memorization in one month and readings that are following tajwid. Not only in terms of the quantity of memorization, participants also showed an increase in the internalization of Islamic values and love for the Qur'an, both personally and in their social environment. Overall, the Tahfidz Supercamp Program at Ma'had Al-Jami'ah Serua has proven to be effective in achieving its goals and is worthy of continued continued and development. This success is the result of solid collaboration between the organizing institutions, teachers, participants, parents, and all stakeholders. With continuous improvement, this program is expected to produce a generation of superior and highly competitive Qur'an memorizers.

REFERENCES

Aristya, S., & Zamroni, Z. (2024). EVALUASI PENERAPAN PENDIDIKAN KESETARAAN DI PONDOK PESANTREN SALAFIYAH TAHFIDZUL QUR'AN

AHLUS SHUFFAH BALIKPAPAN. *Al-Rabwah*, 18(01), Article 01.
<https://doi.org/10.55799/jalr.v18i01.354>

Awwaliyah, N. M., & Muslimah, M. (2021). Problematika Evaluasi Pembelajaran Hafalan Al-Quran Studi di Pondok Pesantren Tahfidz Nurul Musthofa. *Proceedings of Palangka Raya International and National Conference on Islamic Studies (PINCIS)*, 1(1).
<https://e-proceedings.iain-palangkaraya.ac.id/index.php/PICIS/article/view/468>

Fathullah, A., Effendi, M. N., & Yusuf, M. (2024). THE EFFECTIVENESS OF THE TAHFIDZ AL-QUR'AN PROGRAMME IN IMPROVING STUDENT DISCIPLINE AND ACADEMIC ACHIEVEMENT. *INTERNATIONAL JOURNAL OF SOCIAL AND EDUCATION*, 1(4), Article 4.

Ferdi W., F. W. (2013). Pembiayaan Pendidikan: Suatu Kajian Teoritis. *Jurnal Pendidikan dan Kebudayaan*, 19(4), Article 4. <https://doi.org/10.24832/jpnk.v19i4.310>

Habsy, B. A., Putra, A. M. A. M., Laksmana, T. I., & Kurnianto, Y. A. (2025). THE APPLICATION OF PSYCHOANALYTIC COUNSELING IN UNDERSTANDING STUDENTS' POTENTIAL. *Jurnal Kajian Pendidikan Dan Psikologi*, 2(3), Article 3.
<https://doi.org/10.61397/jkpp.v2i3.161>

Hanan, M. A., Yuniasanti, R., & Efendy, M. (2024). THE RELATIONSHIP BETWEEN RESILIENCE AND WORK STRESS IN GENERATION Z RETAIL EMPLOYEES IN SURABAYA. *Jurnal Konseling Pendidikan Islam*, 5(1 Januari), 134–143.

Hasibuan, A. J. (2022). *Evaluasi Program Tahfidz Qur'an SDIT As-Shiddiq Seura Indah Tangerang Selatan* [masterThesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta].
<https://repository.uinjkt.ac.id/dspace/handle/123456789/59206>

Hermawan, I. (2019). *Metodologi Penelitian Pendidikan (Kualitatif, Kuantitatif dan Mixed Method)*. Hidayatul Quran.

Sari, F., Kurniawan, D., Afifi, A. A., Eliza, M., & Abbas, A. F. (2024). Peningkatan Literasi Membaca Al-Quran Siswa Pemula Melalui Program Tilawah di Pondok Pesantren Perguruan Darulfunun El-Abbasiyah. *Journal of Regional Development and Technology Initiatives*, 2, 13–24. <https://doi.org/10.58764/j.jrdti.2024.2.54>

Suardipa, I. P., & Primayana, K. H. (2023). PERAN DESAIN EVALUASI PEMBELAJARAN UNTUK MENINGKATKAN KUALITAS PEMBELAJARAN. *Widyacarya: Jurnal Pendidikan, Agama dan Budaya*, 4(2), Article 2.
<https://doi.org/10.55115/widyacarya.v4i2.796>

Suliarso, M., Efgivia, M. G., & Yanuardi, Y. (2021). *MONOGRAF PEMBELAJARAN ONLINE MATEMATIKA BERBASIS BLENDED LEARNING*. CV WIDINA MEDIA UTAMA. <https://repository.penerbitwidina.com/ms/publications/352064/>

Tahrim, T., Owon, R. A. S., Tabun, Y. F., Bahri, S., Nikmah, N., Sukasih, S., Hamzah, R. A., Pertiwi, S., Rizki, M., & Qadrianti, L. (2021). *Pengembangan Model dan Strategi Pembelajaran Bahasa Indonesia*. Yayasan Penerbit Muhammad Zaini.

Vygotsky, L. S., & Cole, M. (1978). *Mind in Society: Development of Higher Psychological Processes*. Harvard University Press.

Wahyu, E. (2024). Peran Guru Pendidikan Agama Islam dalam Menanamkan Nilai Moral di SD Binjai Utara. *Komprehensif*, 2(2), Article 2.

Widyastuti, A. (2021). *Optimalisasi Pembelajaran Jarak Jauh (PJJ), Daring Luring, BDR*. Elex Media Komputindo.

Zahara, R., Nasution, F. S., Yusnadi, Y., & Surya, E. (2022). Implementasi Pembelajaran Blended Learning di Jenjang Sekolah Dasar. *Jurnal Basicedu*, 6(4), 6482–6490. <https://doi.org/10.31004/basicedu.v6i4.3189>