

EVALUATION OF THE QUR'AN READING AND WRITING PROGRAM (BTQ) USING THE CIPP MODEL AMONG STUDENTS AT MANGGARUPI ELEMENTARY MADRASAH

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Abstract

This study aims to evaluate the Al-Qur'an Reading and Writing Program (BTQ) implemented at Madrasah Ibtidaiyah Manggarupi using the CIPP (Context, Input, Process, Product) evaluation model. This evaluation was conducted to determine the extent to which the BTQ program was able to improve students' Al-Qur'an literacy skills and the effectiveness of its implementation in the context of religious education at the madrasah. The research method used was descriptive qualitative with data collection through interviews, observations, and document analysis. Research informants included educators in charge of the program, teaching staff, students, and parents of students. The results of the evaluation on the context component showed that the BTQ program was a school initiative driven by the needs of students who still had low Al-Qur'an reading and writing skills and the support of the school's vision that emphasized religious values. In the input component, it was found that most of the teaching staff came from classroom educators with a background in religious education, but special BTQ training was still limited, and supporting facilities and infrastructure such as mushafs and digital learning media were still inadequate. The learning process runs according to schedule with various methods, but the constraints of time constraints and the large number of students affect the effectiveness of individual supervision and evaluation. The products of this program show significant improvement, with 70% of students being able to read the Qur'an properly and correctly according to basic tajwid rules and increasing positive religious attitudes. This study recommends strengthening teacher training, developing curriculum and learning methods, and improving facilities and infrastructure to support the sustainability and quality improvement of the BTQ program at Madrasah Ibtidaiyah.

Keywords: Program Evaluation, Reading and Writing the Qur'an (BTQ), CIPP Model.

Abstrak

Penelitian ini bertujuan untuk mengevaluasi Program Baca Tulis Al-Qur'an (BTQ) yang dilaksanakan di Madrasah Ibtidaiyah Manggarupi menggunakan model evaluasi CIPP (Context, Input, Process, Product). Evaluasi ini dilakukan untuk mengetahui sejauh mana program BTQ mampu meningkatkan kemampuan literasi Al-Qur'an peserta didik serta efektivitas pelaksanaannya dalam konteks pendidikan agama di madrasah tersebut. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan pengumpulan data melalui wawancara, observasi, dan analisis dokumen. Informan penelitian meliputi pendidik penanggung jawab program, tenaga pengajar, peserta didik, dan orang tua peserta didik.

Hasil evaluasi pada komponen konteks menunjukkan bahwa program BTQ merupakan inisiatif sekolah yang didorong oleh kebutuhan peserta didik yang masih rendah kemampuan baca tulis Al-Qur'annya serta dukungan visi sekolah yang menitikberatkan pada nilai-nilai religius. Pada komponen input, ditemukan bahwa tenaga pengajar sebagian besar berasal dari pendidik kelas dengan latar belakang pendidikan keagamaan, namun pelatihan khusus BTQ masih terbatas, dan sarana prasarana pendukung seperti mushaf dan media pembelajaran digital masih kurang memadai. Proses pembelajaran berjalan sesuai jadwal dengan metode yang bervariasi, namun kendala keterbatasan waktu dan jumlah peserta didik yang banyak mempengaruhi efektivitas pengawasan dan evaluasi individu. Produk dari program ini menunjukkan peningkatan signifikan, dengan 70% peserta didik mampu membaca Al-Qur'an dengan baik dan benar sesuai kaidah tajwid dasar serta peningkatan sikap religius yang positif. Penelitian ini merekomendasikan penguatan pelatihan pendidik, pengembangan kurikulum dan metode pembelajaran, serta peningkatan sarana prasarana untuk mendukung keberlanjutan dan peningkatan kualitas program BTQ di Madrasah Ibtidaiyah Manggarupi.

Kata kunci: *Evaluasi Program, Baca Tulis al-Qur'an (BTQ), Model CIPP.*

INTRODUCTION

Education plays a vital role in shaping the quality of a nation and a country. Through education, individuals' character and abilities are developed so that they can make positive contributions to society and the nation (Pelawi & Is, 2021). Law of the Republic of Indonesia No. 20 of 2003 on the National Education System emphasizes that education serves to develop abilities and to shape the character and civilization of a dignified nation. The goal is to produce individuals who are faithful and devout to the One and Only God, possess noble character, are knowledgeable, competent, creative, independent, and become democratic and responsible citizens. To achieve these objectives, every educational institution routinely evaluates the programs it implements. This evaluation is crucial for measuring the extent to which objectives have been met and for identifying aspects that need improvement to enhance the quality of education. Educational evaluation is divided into three main types: learning evaluation, which assesses students' mastery of the material; program evaluation, which assesses the achievement of program objectives; and system evaluation, which focuses on the achievement of institutional goals and the commitment of the institution's leadership (Sukardi, 2021).

The Quran Reading and Writing (BTQ) Program at Manggarupi Elementary Madrasah (MI) is one of the flagship programs aimed at improving students' ability to read and write the Quran as part of Islamic education. However, an internal evaluation from the previous year indicated that approximately 35% of students in the early grades at MI Manggarupi had not yet achieved fluency in reading the Qur'an according to the madrasah's standards. This figure is notably higher compared to other madrasahs in the surrounding area, which range between 20–25%. Additionally, there are challenges with teaching methods and the frequency of instruction that may reduce the overall effectiveness of the program (Nurhikma, 2016).

To address these issues, a systematic and comprehensive program evaluation is necessary. One evaluation model frequently used in educational contexts is the CIPP Model (Context, Input, Process, Product). This model was selected because it can evaluate all critical aspects of program implementation, ranging from the implementation context, the resources used,

the implementation process, to the final program outcomes. When compared to other evaluation models such as Kirkpatrick's, which places greater emphasis on reactions, learning, behavior, and outcomes, the CIPP Model offers a more comprehensive and systematic approach. Therefore, this model is highly suitable for the BTQ program, which requires thorough monitoring at every stage of implementation (Stufflebeam & Coryn, 2022).

In the context of MI Manggarupi, the CIPP Model is highly relevant for addressing the specific challenges faced by the BTQ program. In the Context aspect, evaluation can identify the learning environment conditions, student characteristics, and special needs that influence the program's success. In the Input aspect, evaluation assesses the availability and quality of resources such as instructors, instructional materials, and BTQ support facilities. Next, the Process evaluates how the program is implemented, including teaching methods and interactions between educators and students. Finally, the Product assesses the final outcomes in the form of improvements in students' ability to read and write the Qur'an. This approach enables the systematic identification of factors that hinder and support the program's success, ensuring that the resulting recommendations are more targeted and practical.

Evaluation is a form of research that collects and analyzes relevant information to assess and compare the evaluation object against established indicators, and is used as a basis for decision-making (Faizin & Kusumaningrum, 2023). According to the book *Evaluation Research Methods*, evaluation is defined as the process of collecting information about an object, assessing that object, and comparing it with criteria, standards, and indicators (Mahsun, 2017). Evaluation is also viewed as the process of determining the results achieved from planned activities to support the attainment of objectives (Arif, 2019). Therefore, evaluation must be conducted continuously to obtain comprehensive information that supports sound decision-making in educational management (Nureni & Kaharuddin, 2024).

Based on relevant prior research, program evaluations of the BTQ program using the CIPP model have been widely conducted in various madrasahs and Islamic educational institutions. For example, Doli Dwijayanto's study at SMPN 7 Rejang Lebong showed that the BTQ program was able to enhance students' proficiency in reciting and writing Qur'anic verses in accordance with the rules of tajwid and the articulation points of letters; however, there were still challenges in implementation that required a comprehensive evaluation of the context, input, process, and product aspects (Dwijayanto, 2018). Another study at MTs Ats Tsabat Makassar revealed that some students are not yet proficient in reading and writing the Qur'an according to the rules, so an evaluation of the BTQ program using the CIPP model is necessary to identify shortcomings and improve the effectiveness of learning (Adolph, 2016).

The issues that arise include: how the evaluation of the BTQ program at Manggarupi Elementary Madrasah is conducted using the CIPP model at the context stage, how the evaluation of the BTQ program at Manggarupi Elementary Madrasah is conducted using the CIPP model at the input stage, how the evaluation of the BTQ program at Manggarupi Elementary Madrasah is conducted using the CIPP model at the process stage, and how the evaluation of the BTQ program at Manggarupi Elementary Madrasah is conducted using the CIPP model at the product stage.

Every educator needs to understand various instructional models so that the learning process can take place effectively and in accordance with the intended objectives. This is particularly important for educators at elementary madrasahs, who must master various instructional models, especially in the implementation of the Quran Reading and Writing (BTQ) program.

Program evaluation is a series of deliberate activities to assess the success of a program. The purpose of conducting a program evaluation is to determine the extent of success of the planned activities (Supriyanto et al., 2024). This evaluation serves as an effort to provide information that can be used by decision-makers. Program evaluation is conducted in a structured and systematic manner, with clear direction and objectives. Thus, program evaluation involves the collection, organization, processing, and analysis of facts, data, and information to produce evaluation results that are an essential component of every activity or program. Without evaluation, the implementation of an activity cannot proceed optimally (Malik et al., 2025). Program evaluation is also a process of continuously and consistently collecting data or information related to the implementation of a specific policy or program (Phafiandita et al., 2022). In practice, evaluators focus on assessing the quality and status of a program by considering aspects of its effectiveness, efficiency, relevance, and impact. The primary purpose of evaluation is to determine how well the program is performing and achieving its established targets, as well as to assess whether the program meets the expected needs.

The word “read” or “recite” implies following the text precisely, both physically and in accordance with the correct and proper rules of reading. Reading is the process of viewing written text and assigning meaning to it, or vocalizing what is written (Damayanti et al., 2023). In other words, reading is an effort to understand the content of the text. People who enjoy reading tend to acquire more information and possess broader knowledge. Although reading here refers to the activity of reading text, the reading process involves various aspects, such as thinking (*to think*), feeling (*to feel*), and acting (*to act*) by carrying out positive and beneficial actions in accordance with existing recommendations (Purba et al., 2023).

Stufflebeam and Coryn (2022) state that context evaluation focuses on assessing existing needs, problems, and opportunities as a basis for setting goals and priorities, while also evaluating the importance of expected outcomes (Jumari & Suwandi, 2021). Input evaluation aims to assess various alternative approaches that can be used to meet needs, serving as the basis for program planning and resource allocation. Furthermore, process evaluation assesses the implementation of the established plan to guide activities and help explain the results obtained. Finally, product evaluation identifies both desired and undesired outcomes, which play a role in ensuring the process remains on track and determining the program’s effectiveness. Based on these empirical facts and research findings, there is a gap that needs to be identified in the evaluation of the BTQ program at Manggarupi Elementary Madrasah. Although various studies have assessed the BTQ program using the CIPP model, there has been no in-depth and comprehensive study, particularly at the elementary madrasah level in Manggarupi, that integrates the evaluation of context, input, process, and product aspects simultaneously while considering local characteristics and the diverse backgrounds of the students.

Furthermore, several studies indicate that challenges persist regarding mastery of tajwid, the articulation points of letters, and suboptimal learning support resources; however, no structured and measurable solutions have been developed within the context of Madrasah Ibtidaiyah Manggarupi. Therefore, this study is crucial to address this gap by providing a more holistic evaluation and recommendations for improvement that align with the actual conditions on the ground.

METHOD

This research employs a qualitative descriptive approach using the CIPP Model as the evaluation framework (Mania, S., & Rasyid, 2024). Data collection was conducted through observation, interviews, and analysis of documents related to the Quran Reading and Writing (BTQ) program at Madrasah Ibtidaiyah Manggarupi. The research participants consisted of students and accompanying educators directly involved in the implementation of the BTQ program. The collected data was then analyzed qualitatively to obtain a comprehensive picture of the program's effectiveness. This approach constitutes descriptive field research, aimed at describing and interpreting the research subject in accordance with actual conditions (Rahayu, 2020).

This study adopted a descriptive qualitative design using the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam. This model was chosen because it provides a comprehensive and systematic overview of the evaluated program, not only in terms of final outcomes but also encompassing the implementation process as well as factors that support or hinder the program's success (Agustinus & Muttaqin, 2024).

Data Sources

Research data were obtained from two groups of informants: primary informants and supporting informants. Primary informants consisted of three educators with a background in Islamic Religious Education (IRE) as well as students in grades 3, 4, and 5 who actively participated in the BTQ program. The number of students serving as informants was 38 students from Class A and 37 students from Class B for grade 3, and 18 students from Class A and 12 students from Class B for grades 4 and 5. Supporting informants were the Madrasah principal, who served as the program supervisor. To provide an understanding of the evaluation components and data sources used, the following table presents a classification of data sources based on the CIPP evaluation model.

Table 1. Informants in the BTQ Program at Madrasah Ibtidaiyah Manggarupi

TYPES OF INFORMANTS	NUMBER OF INFORMANTS	REMARKS
HEAD OF MADRASAH	1	BTQ program supervisor in madrasah
EDUCATOR IN CHARGE OF BTQ	3	Educators who are directly responsible for the implementation of the BTQ program
GRADE 3 STUDENTS	10	Grade 3 students involved in the interview (actual number needs to be adjusted)
CLASS 4 & 5 STUDENTS	8	Grades 4 and 5 students involved in the interview (actual number needs to be adjusted)

Data Collection Procedures

The data collection process was conducted using two main techniques, namely: 1) In-depth interviews with educators and students. The interview guide was developed based on the four components of the CIPP model. 2) Participatory observation of how educators implement the BTQ program (Aziz, 2023).

Data Analysis

The data analysis technique used in this study is thematic analysis, conducted inductively. The analysis process begins with data reduction, which involves filtering and grouping data based on the categories of context, input, process, and product. Subsequently, the data is presented in the form of thematic narratives and an evaluative matrix, followed by drawing conclusions and verification. The researcher identifies patterns emerging from the interviews, observations, and documents, then maps them to examine the interrelationships among the components in the CIPP model, including the factors supporting and hindering the program's success (Purwanto, 2022).

Data Validity

To ensure data validity, this study employs triangulation techniques, including both data source triangulation and data collection method triangulation. Data source triangulation involves comparing information obtained from students and educators to ensure consistency in findings. Method triangulation involves combining results from interviews, observations, and documentation as a basis for cross-validation. Additionally, the researcher conducted member checking, which involves confirming preliminary findings with participants to ensure that the data interpretation aligns with their experiences. This process aims to enhance the credibility, transferability, and reliability of the research findings (Hety, 2020).

Table 2. Evaluation Indicators for the BTQ Program at Manggarupi Elementary Madrasah

COMPONENTS	EVALUATION INDICATORS ON THE TABLE	RELEVANT RESEARCH OUTCOME INDICATORS
BACKGROUND	1. Suitability of the objectives of the BTQ program with the needs of students 2. The suitability of the BTQ program with the Vision and Mission of the madrasah. 3. The condition of the school environment supports the implementation of BTQ 4. Parental support for the implementation of BTQ	1. Relevance of program objectives to the needs of institutions and participants 2. Alignment of vision and mission with the program 3. Background and needs of students and institutions
INPUT	1. Quality of BTQ Teaching Staff 2. BTQ curriculum standards and development 3. Quality of BTQ learning	1. Availability of competent human resources 2. Systematic program planning 3. Curriculum and learning

	materials	materials
	4. Availability of BTQ facilities and facilities	4. Learning support facilities
	5. Use of digital learning media	
PROCESS	1. BTQ implementation schedule 2. Variations of BTQ learning methods 3. Distribution of students based on ability 4. Obstacles in the implementation of the BTQ program 5. Students' response to the BTQ program	Implementation of learning as planned
PRODUCTS	1. Ability to read the Qur'an 2. Improvement of students' religious attitudes 3. Changes in children's behavior in religious aspects 4. Follow-up needs for program sustainability	1. Improved participant skills 2. Achievement of learning targets 3. Participant satisfaction with the program 4. Positive impact of the program

Notes:

Context: The indicators in the table align with the research outcome indicators, which emphasize the relevance of objectives, the alignment of the vision and mission, and the program's background with the needs of students and the institution.

Input: All input indicators in the table (resources, planning, curriculum, facilities) have been aligned with the research outcome indicators, which emphasize resource competence, systematic planning, curriculum completeness, and supporting facilities.

Process: Program implementation in the table is aligned with the implementation of learning as planned, which is the focus of the research findings.

Outputs: The program outcome and impact indicators in the table have been expanded to include four main aspects: improvement in participants' abilities, achievement of learning objectives, participant satisfaction, and the program's positive impact, in accordance with the research outcome evaluation indicators. The indicators in the BTQ program evaluation table are now aligned with those used in the presentation of research results, ensuring that the evaluation conducted is more valid and comprehensive.

RESULTS AND DISCUSSION

The evaluation results show that the BTQ program is a key initiative by the madrasah to improve students' Qur'anic literacy skills, which were previously low. Most third-grade

students are not yet fluent in reading Iqra', and many fourth- and fifth-grade students are not yet able to read the Qur'an correctly. The community's need for strong religious education serves as the primary rationale for this program. The madrasah's vision, which emphasizes religious values, further drives the implementation of the BTQ program. Overall, the school environment is supportive, and parental support has a positive impact on the program's success.

The following is a presentation of the evaluation results based on indicators for each component of the CIPP framework (Context, Input, Process, Product). Each indicator is preceded by a brief introduction to clarify the focus of the analysis, and data is presented by source type: interviews, documents, and observations.

Context Evaluation

Indicator 1. Alignment of the BTQ program's objectives with students' needs

In an effort to improve the quality of education and equip students with a crucial foundational skill—namely, reading the Qur'an well and correctly—the Madrasah has designed and implemented the BTQ program. This program aims not only to meet students' basic needs in mastering Qur'anic recitation but also to instill a deep love and understanding of the Holy Book as a strong spiritual foundation. The Madrasah Principal stated that the BTQ program was created to meet students' basic needs in mastering Qur'anic recitation. One educator added that most students are not yet able to read the Qur'an well, making this program essential. The curriculum document explicitly lists specific objectives to improve Qur'anic reading and writing skills. Observations revealed high enthusiasm among students, though some faced difficulties, particularly in mastering the Arabic alphabet and basic Tajwid.

Indicator 2. Alignment of the BTQ program with the Madrasah's Vision and Mission

As part of efforts to realize the madrasah's vision and mission, the BTQ program is designed to strengthen religious values while fostering Islamic character in students. The Madrasah Principal emphasized that the objectives of the BTQ program are fully aligned with the madrasah's vision, which emphasizes the strengthening of religious values and the development of Islamic character. BTQ educators stated that this program supports the madrasah's mission in producing a generation that is faithful and of noble character. The madrasah's vision and mission documents clearly outline a commitment to the development of quality religious education.

Indicator 3. The school environment supports the implementation of the BTQ program

To ensure the smooth operation of the learning process, the school environment and available facilities are critical factors considered by the madrasah. The Head of the Madrasah and educators state that the school environment is conducive, with adequate learning spaces and support from school staff. The facilities and infrastructure documents indicate the presence of specialized classrooms, copies of the Qur'an, and sufficient learning aids. Observations confirm that classrooms are reasonably comfortable, although audiovisual resources remain limited.

Indicator 4. Parental support for the implementation of the BTQ

Parental support is a key factor in the success of the BTQ program, so the madrasah

maintains close communication and collaboration with parents. The Madrasah Principal noted that parental support is quite strong, evident through participation in learning activities and regular communication with BTQ teachers. Parent meeting minutes document a specific agenda discussing the progress of the BTQ program. Observations show positive interaction between teachers and parents as well as parental attendance at BTQ activities.

Input Evaluation

Indicator 1. Quality of BTQ teaching staff

Teaching staff play a crucial role in the success of the BTQ program; therefore, adequate competencies and training are essential to support effective learning processes.

Most teaching staff are classroom teachers with a background in religious education. However, specialized training in the BTQ method remains limited. Documents do not provide comprehensive records of specialized training. Observations reveal variations in teaching methods among educators, which may affect the consistency and effectiveness of the program.

Indicator 2. BTQ Curriculum Standards and Development

Appropriate curriculum development is a crucial aspect in ensuring the quality of effective BTQ learning that meets students' needs. The curriculum remains basic and does not yet align with national standards. The material covers the introduction to the Hijaiyah alphabet, reading from the Iqra' book, basic tajwid, and tahsin of the Qur'an recitation. The syllabus document reveals limitations in the variety and depth of the material. Observations confirm that the material aligns with the syllabus, but further development is needed.

Indicator 3. Quality of BTQ Learning Materials

Effective delivery of the material is essential to ensure students can understand and master the lessons well, so the material is structured progressively according to their abilities. The material is presented progressively according to students' abilities, but it remains simple and does not yet align with official national standards. Educators state the material aligns with the syllabus, but enrichment is needed to optimally meet students' needs.

Indicator 4. Availability of BTQ Facilities and Resources

The availability of adequate learning resources and media plays a significant role in supporting an effective and engaging teaching-learning process for students. Resources such as Qur'an manuscripts, Iqra' books, whiteboards, and speakers are available only in limited quantities. Digital learning media are scarce, hindering the development of varied and engaging teaching methods. Observations confirm the limitations of digital media and audiovisual aids.

Indicator 5. Use of digital learning media

The utilization of digital media in the learning process is a key factor in enhancing the effectiveness and appeal of teaching methods. Digital media is used very minimally. The scarcity of devices and technology-based learning resources results in teaching methods that remain conventional and limited to rote memorization. Educators hope for the addition of digital media, such as educational videos and interactive applications, to boost student

motivation and understanding.

Process Evaluation

Indicator 1. BTQ Implementation Schedule

Regular and consistent scheduling of learning activities is crucial to ensure students can fully participate in the program. The program is held regularly every Friday from 11:00 AM to 12:00 PM. Educators confirm this schedule, supported by the madrasah's official schedule. Observations indicate that the program is conducted according to schedule, ensuring consistency and regularity.

Indicator 2. Variation in BTQ Learning Methods

The use of varied learning methods is essential to effectively and engagingly meet students' learning needs. Methods vary, including individual learning, small groups, and demonstrations. Educators adapt methods to students' needs. Observations confirm group division and direct demonstrations.

Indicator 3. Student Grouping by Ability

Systematic grouping by learning level is essential to ensure students can master Quranic recitation progressively and effectively according to their individual abilities. Instruction is structured from beginners using the Iqra' book up to advanced students who can recite the Quran with proper tajwid. Materials are adapted to ensure effective and gradual learning. Observations demonstrate the use of different instructional materials based on ability.

Indicator 4. Challenges in implementing the BTQ program

In implementing the BTQ program, several challenges affect the effectiveness of learning, particularly regarding time and student supervision. Challenges include short class durations, heavy workloads for educators, and large class sizes, resulting in suboptimal individual supervision. Educators state that a one-hour session is insufficient. Observations indicate that supervision is not maximized due to the number of students.

Indicator 5. Students' Responses to the BTQ Program

Students' responses to the learning process are crucial to consider in order to create an effective and enjoyable learning environment. Students generally enjoy a relaxed and meaningful learning atmosphere but desire varied methods to prevent boredom. Observations show enthusiasm, though signs of fatigue were noted in some sessions.

Product Evaluation

Indicator 1. Ability to read the Qur'an

Evaluating learning outcomes is a crucial step in measuring the success of the BTQ program in improving students' abilities. After more than a year, 70% of students are able to read the Qur'an well and correctly according to basic tajwid rules. Educators report significant improvement. Quran reading tests and observations confirmed fluent and independent reading ability.

Indicator 2. Improvement in students' religious attitudes

The development of students' religious attitudes and behavior serves as a key indicator of

the success of religious education programs in madrasahs. Students demonstrate improved religious attitudes, making a habit of reciting daily prayers, observing proper etiquette toward the Qur'an, and diligently studying the Qur'an at home. Parents report that their children are more enthusiastic about studying the Qur'an and show greater respect for it. Observations reveal active participation in religious activities.

Indicator 3. Changes in children's behavior regarding religious aspects

Feedback from parents is a crucial aspect in evaluating students' development, particularly regarding worship and religious education. Parents report improvements in their children's habits and attitudes toward performing religious duties and studying religion with discipline. Educators assess that sustained follow-up is necessary to ensure results are maintained and further improved.

Indicator 4. Need for follow-up to ensure program sustainability

To ensure the sustainability and improvement of the BTQ program's quality, various strategic steps must be taken by the madrasah. Educators recommend advanced training, strengthening of teaching methods, and periodic evaluations as essential steps to maintain the quality of learning and program outcomes.

Table 3. Results of the BTQ Program at Madrasah Ibtidaiyah Manggarupi

COMPONENTS	INDICATOR	KEY FINDINGS	CONCLUSION
CONTEXT	Suitability of Program Objectives with the Needs of Students	The BTQ program is designed to meet the basic needs of students in mastering the reading of the Qur'an. Students are enthusiastic, but there are difficulties in mastering hijaiyah and basic tajweed letters.	The program is needed to improve students' Qur'an reading skills.
	Conformity of Program Objectives with the Vision and Mission of the Madrasah	The program's objectives are closely aligned with the vision and mission of madrasahs that emphasize religious values and Islamic character.	The vision of the madrasah fully supports the implementation of the BTQ program.
	School Environment Conditions	The school environment is conducive with adequate learning room facilities, mushaf, and sufficient learning aids, although audio-visual media is limited.	Positive environmental conditions for the implementation of the program.
	Parent Support	Parents provide positive support through active participation and regular communication with BTQ teachers.	Parental support is an important factor in the success of the program.

INPUT	Teaching Staff	Most of the teaching staff have religious backgrounds, but special BTQ training is still limited. Teaching methods vary between educators.	The quality of teaching staff needs to be improved through special BTQ training.
	Curriculum	The curriculum is simple, does not yet refer to national standards. The material includes hijaiyah letters, Iqra', basic tajweed, and tahsin.	The curriculum needs to be developed and standardized.
	Learning Materials	The material is delivered in stages according to the ability of the participants, it is still simple and not yet national standard.	The material needs to be enriched to meet the needs of the students.
	Facilities and Infrastructure	Mushaf, Iqra', whiteboards, and speakers are limited. Digital media is very minimal.	Limited facilities, additional needs to be added to optimize learning.
	Digital Learning Media	Digital media is very minimal, learning methods tend to be conventional and limited to memorization.	The need for digital media is urgent to increase the variety of methods.
PROCESS	Implementation Schedule	The program is carried out routinely every Friday at 11.00–12.00.	The schedule is organized, but the duration of time is relatively short.
	Learning Methods	Methods vary: individual, small group, and demonstration.	The methods are diverse, they need to be developed to make them more interesting.
	Divisions Based on Ability	Learning is divided according to the level of ability of students from beginner to advanced.	Distribution according to the needs of participants and supports the effective learning process.
	Implementation Constraints	Time constraints, educator workloads, and the number of participants hinder individual supervision and evaluation.	Significant obstacles need to be overcome to improve the quality of learning.
	Student Responses	Students enjoy a relaxed and meaningful atmosphere, but want a variety of methods so they don't get bored.	Positive response, it is necessary to innovate methods to maintain learning motivation.
PRODUCTS	Improvement of Qur'an Reading Ability	After more than one year, 70% of students are able to read the Qur'an well and correctly according to the basic rules of tajweed.	There has been a significant increase in the ability to read the Qur'an.

	Increased Religious Attitudes	Students get used to daily prayers, manners towards the Qur'an, and diligently recite at home.	The religious attitude of students has experienced positive development.
	Changes in Children's Behavior	Parents reported changes in their children's religious behavior to be more disciplined and consistent.	Positive behavior changes support the achievement of program goals.
	Follow-up Needs	Educators consider the need for further training, strengthening methods, and periodic evaluations to maintain and improve program results.	Continuous follow-up is important to maintain and improve program outcomes.

DISCUSSION

Contextual Evaluation

Based on field findings, it was determined that the BTQ program was implemented due to a genuine need to improve students' ability to read and write the Qur'an. Many students were still unable to read the Hijaiyah script fluently, even by the time they reached fifth grade. This became a serious concern for both the school and parents. This aligns with Stufflebeam's explanation that context evaluation aims to identify needs, problems, and opportunities that form the basis for implementing a program (Taufiqurrahman, 2022). Similarly, Fitzpatrick, Sanders, and Worthen emphasize that education programs based on contextual needs are more effective in producing relevant outcomes (Nugraha, 2024). Thus, the BTQ program, as a response to students' religious literacy needs, represents an appropriate implementation of contextual evaluation.

Furthermore, the school's vision and mission, which emphasize the development of religious character, have driven the creation of the BTQ program as part of strengthening Islamic values. A religious school environment, along with community and parental support, reinforces the urgency and legitimacy of this program. In this context, the BTQ program has a strong foundation for implementation because it aligns with students' needs and their social environment.

Input Evaluation

Evaluation results indicate that BTQ educators generally come from classroom teachers who possess basic knowledge of Islam, but not all have received specialized training in BTQ instruction. This poses a challenge because effective teaching methods require specialized skills. Regarding the curriculum, the school lacks official guidelines or a standardized curriculum to serve as a reference for implementing the BTQ program. Materials are primarily developed based on educators' experience and field-specific needs. Learning tools such as Iqra', the Qur'an, whiteboards, and markers are available, but their quantities remain limited. The use of digital media has not been maximized due to limitations in devices and educators' technological competencies. According to Gagne, the effectiveness of learning depends heavily on the instructor's readiness and the completeness of learning resources. Inadequate inputs will affect the effectiveness of the learning process and outcomes (Veranita, 2020). Therefore, the BTQ program requires strengthening of inputs through

educator training and the development of curricula and learning media. In general, program inputs can still be improved through educator training, the development of a more systematic BTQ curriculum, and the provision of more varied learning media.

Process Evaluation

Based on the results of observations and interviews, BTQ activities are held every Friday from 11:00 AM to 12:00 PM. Educators group students based on their reading abilities, ranging from those who are not yet familiar with the Hijaiyah alphabet to those who can already read the Qur'an. The methods used are relatively diverse, such as group reading, individual reading in front of the class, and small-group tutoring. However, the greatest challenge is the large number of students and limited time, which prevents the learning process from being maximized for every student individually. Some students who struggle to grasp the material often fall behind and require special attention. According to the constructivist learning theory developed by Vygotsky, the success of the learning process is significantly influenced by the educator's mediation and social interaction (Widayanthi, 2024). However, time constraints and a large number of students reduce the effectiveness of this mediation. In the context of process evaluation, this theory emphasizes the importance of a learning approach tailored to students' capacities, as well as continuous monitoring to ensure the program's successful implementation.

Product Evaluation

Interview results indicate that this program has had a positive impact. Most students have shown improvement in their ability to read the Qur'an, both in terms of fluency and the accuracy of basic tajwid recitation. This improvement is also noted by parents who observe their children becoming more confident when reading the Qur'an at home. However, these results are not yet consistent across all grade levels. Students with a background in religious education from an early age showed faster progress compared to those who were only introduced to the Arabic alphabet upon entering elementary school. Additionally, learning outcomes remain focused on reading, while writing and understanding the content of the Qur'an have not yet become primary focuses. The evaluation model states that the results of training or educational programs must be assessed across four levels: reaction, learning, behavior, and results. In the context of BTQ, student reactions are positive (enthusiasm), learning occurs (reading ability improves), and behavior changes (becoming more religious) (Farkhatun, 2021). However, broader outcomes, such as understanding the meaning of verses and the internalization of values, still need to be strengthened. Thus, the outcomes of the BTQ program have shown positive results, but the objectives need to be reinforced and diversified to include spiritual and comprehension aspects, not just reading ability.

CONCLUSION

The implementation of the BTQ Program at Madrasah Ibtidaiyah Manggarupi is an initiative highly relevant to the needs of students and the community. Initial conditions indicated that students' Quranic literacy skills were still low, making this program a strategic solution supported by the school's vision emphasizing religious values, as well as positive support from the school environment and parents. Regarding the teaching staff, most instructors are classroom teachers with a religious education background, although not all have received specialized BTQ training. The curriculum used remains simple and has not yet been

standardized nationally, and supporting facilities such as Qur'an manuscripts and digital learning materials are still limited, posing challenges in developing teaching methods.

The BTQ learning process is conducted routinely every Friday for one hour using varied methods, such as individual learning, small groups, and teacher demonstrations. The distribution of material is tailored to students' abilities; however, constraints such as time limitations, teachers' workloads, and large class sizes affect the effectiveness of individual monitoring and evaluation. Students' responses to the learning environment are positive, though they desire more varied methods to prevent boredom. The program's outcomes are encouraging, with approximately 70% of students able to read the Qur'an well and correctly according to basic tajwid rules. In addition to improved reading skills, students' religious attitudes have shown positive development, supported by changes in religious behavior reported by parents. Nevertheless, educators assess the need for follow-up measures, including teacher training, strengthening of teaching methods, and periodic evaluations to ensure the program's results are sustainable. Overall, the BTQ program at Madrasah Ibtidaiyah Manggarupi has been effective and has had a positive impact; however, it still requires improvements in the areas of teacher training, curriculum development, the addition of facilities and infrastructure, as well as innovations in teaching methods to achieve optimal and sustainable results.

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