EVALUATION SYSTEM FOR THE READING AL-QURAN PRIVATE PROGRAM USING THE IQRA METHOD

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Abstract	This evaluation study aims to determine the quality and output of the Private Program for Reading Al-Quran using the Iqra Method to eliminate illiteracy in Reading Al-Quran for Santri at Dayah Ummul Ayman Aceh. The method used in descriptive quantitative research. The data taken is primary data. The data source comes from questionnaires filled out by research subjects. This research is evaluation research using the Quality Evaluation Model and Learning Output, better known as the EKOP Model. This research was conducted at the Private Program for Reading Al-Quran using the Iqra Method at Dayah Ummul Ayman, Putoh Village, Samalanga District, Bireuen Regency, Aceh Province in June 2023 with a sample of 45 santri (N = 45). Data collection using tests and questionnaires. Data were analyzed with descriptive statistical techniques using IBM SPSS Statistics 25 software. The results of the study found that the quality of learning in the private program of reading Al-Quran with the Iqra method at Dayah Ummul Ayman had gone well. However, Learning Facilities are still in the Adequate category. The Learning Output in the Private Program Reading Al-Quran with the Iqra Method at Dayah Ummul Ayman in terms of Academic Proficiency has achieved a fairly high score. However, the Learning Output on the Personal and Social Proficiency indicators is still in the Adequate category. The recommendations for improvement given are to improve learning facilities better. In addition, learning output in the context of personal skills and social skills must also be improved.
Keywords	Dayah Ummul Ayman, EKOP Model, Iqra method, Learning Output, Learning Quality.

INTRODUCTION

In Islamic boarding schools, reading the Al-Quran is not only an obligation but also an integral part of Islamic religious education, which aims to form students with noble character and broad knowledge about Islam. By studying and reading the Al-Quran, they prepare themselves to understand and teach the Islamic religion to others. The ability to read the Al-Quran also allows them to lead worship and teach the Al-Quran to others. However, based on data from researchers' observations, at Dayah Ummul Ayman, there are still several students at the elementary level who cannot read the Al-Quran fluently. This problem made Dayah Ummul Ayman initiate a private Al-Quran program to support students' skills in reading the Al-Quran fluently.

The Private Al-Quran Reading Program at Dayah Ummul Ayman has been running since 2017 and is still ongoing until now (2023). In June 2023, the program was updated with new methods, teaching materials, and teaching staff. The new method is the Iqra Method. This makes it necessary to evaluate the program so that it is known to what extent the program has been successful, things that hinder the success of the program are known, and potential solutions can be found. Based on the need to evaluate the Private Al-Quran Reading Program, this research was conducted to support this need.

The private Al-Quran reading program using the Iqra method is implemented with an evaluation system designed to ensure that students' progress can be measured objectively. The evaluation objectives are clearly defined, involving the development of evaluation instruments that cover various aspects, such as reading ability, understanding the meaning, and application of Al-Quran teachings in daily life. Measurable assessment criteria are set to describe the student's level of fluency and understanding of the Iqra method. The evaluation instrument used in this program has clear and measurable assessment criteria, guiding evaluators in giving scores based on the level of importance of each criterion. Throughout the evaluation process, scoring rubrics are used to provide consistent guidance to evaluators, thereby reducing potential bias and ensuring consistency in scoring. Evaluators involved in this process have undergone training to ensure a good understanding of the Iqra method and the learning objectives of the program. The evaluation process is carried out periodically, with continuous monitoring of the results. Feedback is given to evaluators and students, and reflection on the evaluation results is carried out to improve and enhance the learning process. The validity of evaluation instruments is always maintained by involving educational experts or Al-Quran experts. This evaluation system is also consistent with the Iqra

method curriculum used in the program, so it can provide an accurate picture of the student's achievements and progress in reading the Al-Quran. Continuous improvements are made so that the evaluation system remains relevant and effective following the development of students' learning needs.

The Iqra method has long been one of the approaches used in learning to read the Al-Quran for students. Over time, evidence shows that the effectiveness of the Iqra method in helping students understand and read the Al-Quran in depth has been tested. The carefully designed teaching materials in the Iqra method provide students with a solid understanding of the phonetics and recitation of the Al-Quran and help them develop the ability to read fluently. The learning process that is structured and focused on reading skills and understanding the verses of the Al-Quran in the Iqra method has had a positive impact. Students, with the guidance of competent teachers, can explore the meaning and context of Al-Quran verses, thereby deepening their understanding of religious teachings. In addition, the Iqra method promotes an effective memorization method, helping students to memorize and remember important verses in the Al-Quran better. In many cases, students who take part in learning using the Iqra method show significant progress in reading the Al-Quran correctly and understanding its meaning. Although the effectiveness of a learning method can be influenced by various factors, including the teacher, the learning environment, and the commitment of the students, the Iqra method remains a choice that has been proven to provide good results in helping students gain proficiency in reading and understanding the Al-Quran.

Several previous studies have been conducted regarding learning programs to read the Al-Quran. Some of them use the Ummi method in their Al-Quran learning program (Azizah & Riyadi, 2020; Herawati, 2022; Hernawan, 2019; Nobisa & Usman, 2021; Rifa'i, 2018; Rifa'i & Nasir, 2018; Suratman, 2020; S. N. Wahyuni & Aisyah, 2020; Zulkarnain, 2022). There are also other studies explaining the use of the Tilawati (Aini, 2021; Sugeng & Sholah, 2019) and Qiraati methods (Saifuddin & Amalia, 2018) in Al-Quran learning programs. The Al-Quran learning program using the Iqra method is carried out more concentratedly for children in Al Qur'an Learning Park (TPA), Kindergarten, and preschool (PAUD) (Aisy et al., 2022; Komariyah et al., 2021; Ramadhaniar et al., 2022) and for students at universities (Aristyasari & Azhar, 2020). However, evaluation research on Al-Quran learning programs using the Iqra method at Dayah educational institutions has never been carried out. This research is expected to fill this gap.

This evaluation research aims to determine the quality and output of the Private Al-Quran Reading Program using the Iqra Method in Eradicating Al-Quran Reading Illiteracy for Santri at Dayah Ummul Ayman Aceh. By knowing the quality and output of learning in the Private Al-Quran Reading Program using the Iqra Method, you will know to what extent the program has run well. Then, you can also find out the aspects that are still lacking in learning in this program so that they can be improved for a better program in the future. It is hoped that this research can have a positive impact on improving the Private Al-Quran Reading Program using the Iqra Method at Dayah Ummul Ayman Aceh for the better. Apart from that, it is hoped that this evaluation research can determine the effectiveness of the Private Al-Quran Reading Program using the Iqra Method at Dayah Ummul Ayman Aceh in eradicating illiteracy in reading the Al-Quran for students who have just entered Dayah at the elementary level. This research is also theoretically expected to make a scientific contribution to the field of Islamic Religious Education, especially in the field of learning the Al-Quran.

METHOD

The method used in this research is quantitative descriptive. The data taken is primary data. The data source comes from a questionnaire filled out by research subjects. This research is evaluation research using the Learning Quality and Output Evaluation Model, better known as the EKOP Model (Widoyoko, 2008), which is a combination of the Context, Input, Process, and Product Model (CIPP Model) developed by Daniel Stufflebeam with the Model Kirkpatrick Evaluation (Kirkpatrick Evaluation Model). The EKOP model emphasizes process (quality) and product (output) evaluation. Quality evaluation includes several aspects, namely teacher performance, facilities, classroom climate, student attitudes, and student motivation. Meanwhile, output evaluation includes academic, personal, and social skills.

This research was conducted at the Private Al-Quran Reading Program using the Iqra Method in Dayah Ummul Ayman, Gampong Putoh Village, Samalanga District, Bireuen Regency, Aceh Province. The research was conducted in June 2023 with a sample of 45 students (N = 45). Data collection uses tests and questionnaires. Data were analyzed using descriptive statistical techniques. The evaluation standards that will be used are adjusted to the measurement scale on the instrument from a scale of 1 to 5.

FINDINGS AND DISCUSSION

Findings

Quality of learning

The quality of learning is measured by indicators of teacher performance, facilities, classroom climate, student attitudes, and student motivation at Dayah Ummul Ayman. The results of the analysis are shown in table 1.

Table 1. Quality of Learning in Teacher Performance Indicators

Quality of Learning in Teacher Performance Indicators				
	N	Minimum	Maximum	Mean	Std. Deviation
Concept Mastery	45	3	5	3.96	.520
Understanding the Characteristics of Santri	45	1	5	4.62	.747
Learning Management	45	1	5	3.53	.786
Strategy Mastery	45	1	5	3.73	.720
Evaluation Capability	45	1	5	3.24	.712
Teacher Performance	45	2.40	4.40	3.8178	.42602
Valid N (listwise)	45				

Source: Data processed with IBM SPSS Statistics 25

Teacher Performance Indicators are measured based on the aspects of Understanding Concepts of Learning Material, Understanding Characteristics of Santri, Learning Management, Mastery of Learning Strategies, and Evaluation Ability at Dayah Ummul Ayman. Based on Table 1, Concept Mastery has an average value of 3.96, a minimum value of 3, a maximum value of 5, and a standard deviation of 0.52. Understanding of Santri Characteristics is at an average value of 4.62, a minimum value of 1, a maximum value of 5, and a standard deviation of 0.74. Learning Management has an average value of 3.53, a minimum value of 1, a maximum value of 5, and a standard deviation of 0.78. Strategy Mastery has an average value of 3.73, a minimum value of 1, a maximum value of 5, and a standard deviation of 0.72. Evaluation ability is at an average value of 3.24, a minimum value of 1, a maximum value of 5, and a standard deviation of 0.71. Thus, the Teacher Performance indicator is at an average value of 3.81.

Table 2. Learning Quality in Learning Facilities Indicators

Learning Quality in Learning Facilities Indicators				
	N	Minimum	Maximum	Mean	Std. Deviation
Study room	45	1	4	3.27	.654
Study Furniture	45	1	4	3.31	.821
Learning Media	45	3	4	3.51	.506
Facility	45	2.33	4.00	3.3630	.43124

Valid N (listwise)	45

Learning Facilities indicators are measured based on aspects of the Study Room, Study Furniture, and Learning Media at Dayah Ummul Ayman. Based on Table 2, it can be described that the Study Room has an average value of 3.27, a minimum value of 1, a maximum value of 4, and a standard deviation of 0.65. Learning Furniture has an average value of 3.31, a minimum value of 1, a maximum value of 4, and a standard deviation of 0.82. Learning Media has an average value of 3.51, a minimum value of 3, a maximum value of 4, and a standard deviation of 0.50. Thus, the Learning Facilities indicator is at an average value of 3.36.

Table 3. Quality of Learning in Classroom Climate Indicators

Quality of Learning in Classroom Climate Indicators					
	N	Minimum	Maximum	Mean	Std. Deviation
Student Solidarity	45	3	5	4.02	.543
Student Involvement	45	1	4	3.49	.815
Student Satisfaction	45	1	5	3.84	1.043
Teacher Support	45	4	5	4.78	.420
Class Climate	45	2.50	4.75	4.0333	.48148
Valid N (listwise)	45				

Class Climate indicators are measured based on the aspects of Santri Cohesion, Santri Involvement, Santri Satisfaction, and Teacher Support at Dayah Ummul Ayman. Based on Table 3, it can be described that Santri Cohesiveness is at an average value of 4.02, a minimum value of 3, a maximum value of 5, and a standard deviation of 0.54. Santri involvement is at an average value of 3.49, a minimum value of 1, a maximum value of 4, and a standard deviation of 0.81. Student satisfaction is at an average value of 3.84, a minimum value of 1, a maximum value of 5, and a standard deviation of 1.04. Teacher support is at an average value of 4.78, a minimum value of 4, a maximum value of 5, and a standard deviation of 0.42. Thus, the Class Climate indicator is at an average value of 4.03.

Table 4. Quality of Learning in Indicators of Santri Attitudes

Quality of Learning in Indicators of Santri Attitudes					
	N	Minimum	Maximum	Mean	Std. Deviation
Students' Views	45	2	5	4.31	.763
Students feelings	45	1	5	4.38	.834
Student Tendencies	45	1	5	3.78	1.042

Santri Attitude	45	1.67	5.00	4.1556	.60969
Valid N (listwise)	45				

Source: Data processed with IBM SPSS Statistics 25

The Santri Attitude Indicator is measured based on the aspects of Santri Views, Santri Feelings, and Santri Tendencies at Dayah Ummul Ayman. Based on Table 4, it can be described that Santri's views have an average value of 4.31, a minimum value of 2, a maximum value of 5, and a standard deviation of 0.76. Santri's feelings have an average value of 4.38, a minimum value of 1, a maximum value of 5, and a standard deviation of 0.83. The student's tendency is at an average value of 3.78, a minimum value of 1, a maximum value of 5, and a standard deviation of 1.04. Thus, the Santri Attitude indicator is at an average value of 4.15.

Table 5. Quality of Learning on Student Motivation Indicators

Quality of Learning on Student Motivation Indicators				
	N	Minimum	Maximum	Mean	Std. Deviation
Success Orientation	45	3	5	3.82	.576
Anticipate Failure	45	3	5	3.67	.522
Responsibility	45	3	5	3.78	.471
Student Motivation	45	3.000	4.333	3.75556	.320983
Valid N (listwise)	45				

Source: Data processed with IBM SPSS Statistics 25

Santri Motivation Indicators are measured based on the aspects of Success Orientation, Anticipation of Failure, and Responsibility. Based on Table 5, it can be described that the Santri Success Orientation has an average value of 3.82, a minimum value of 3, a maximum value of 5, and a standard deviation of 0.57. Santri's Anticipation of Failure is at an average value of 3.67, a minimum value of 3, a maximum value of 5, and a standard deviation of 0.52. Student Responsibility is at an average value of 3.78, a minimum value of 3, a maximum value of 5, and a standard deviation of 0.47. Thus, the Santri Motivation indicator is at an average value of 3.75.

Learning Output

Learning output is measured by indicators of Academic Skills, Personal Skills, and Social Skills. Academic Proficiency Indicators are measured using tests. Meanwhile, the Personal Skills and Social Skills indicators are measured using a questionnaire. The results of the analysis are shown in the table.

Table 6. Learning Test Results on Academic Skills

Learning Test Results on Academic Skills					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Competency	45	7.5	9.5	8.378	.6839
Valid N (listwise)	45				

Source: Data processed with IBM SPSS Statistics 25

Academic Proficiency Indicators are measured using tests. The scale used in the test ranges from 1 – 10. Based on the test results in Table 6, it can be described that the average academic score of students is 8.37, the minimum score is 7.5, the maximum score is 9.5, and the standard deviation is 0.68.

Table 7. Learning Output on Personal Competency Indicators

Learning Output on Personal Competency Indicators					
	N	Minimum	Maximum	Mean	Std. Deviation
Identification of problems	45	1	5	3.44	.867
Problem-Solving	45	2	5	3.11	.487
Personal Competence	45	1.50	4.50	3.2778	.57953
Valid N (listwise)	45				

Source: Data processed with IBM SPSS Statistics 25

Personal Skills Indicators are measured based on the Problem Identification and Problem-Solving aspects. Based on Table 7, it can be described that Problem Identification has an average value of 3.44, a minimum value of 1, a maximum value of 5, and a standard deviation of 0.86. Meanwhile, Problem Solving has an average value of 3.11, a minimum value of 2, a maximum value of 5, and a standard deviation of 0.48. Thus, the Personal Skills indicator is at an average value of 3.27.

Table 8. Learning Output on Social Competency Indicators

Learning Output on Social Competency Indicators					
	N	Minimum	Maximum	Mean	Std. Deviation
Communication Skills	45	1	5	3.31	.848
Collaboration Skills	45	1	4	2.91	.900
Social Competence	45	1.00	4.50	3.1111	.75294
Valid N (listwise)	45				

Source: Data processed with IBM SPSS Statistics 25

Social Skills indicators are measured based on aspects of Communication Skills and Collaboration Skills. Based on Table 8, communication skills are at an average value of 3.31, a minimum value of 1, a maximum value of 5, and a standard deviation of 0.84. Meanwhile, Santri's Collaboration Skills are at an average value of 2.91, a minimum value of 1, a maximum value of 4, and a standard deviation of 0.90. Thus, the Santri Social Skills indicator is at an average value of 3.11.

Discussion

Based on the data presented above, the Quality of Learning in the Private Al-Quran Reading Program using the Iqra Method at Dayah Ummul Ayman, measured using the Teacher Performance indicator, has reached an average of 3.81 with a good predicate. The quality of learning in the Learning Facilities indicator has reached an average of 3.36 with the predicate Sufficient. The quality of learning in the Classroom Climate indicator has reached an average of 4.03 with a good predicate. The quality of learning in the Santri Attitude indicator has reached an average of 4.15 with a good predicate. The quality of learning in the Santri Motivation indicator has reached an average of 3.75 with a good predicate.

The Learning Output in the Private Al-Quran Reading Program using the Iqra Method at Dayah Ummul Ayman on the Academic Proficiency indicator measured using tests has reached an average of 8.37. The Learning Output on the Personal Skills indicator has reached an average of 3.27 with the title Sufficient. Learning Output on the Social Skills indicator has reached an average of 3.11 with the predicate Sufficient.

Based on these data, it can be seen that the overall quality of learning in the Private Al-Quran Reading Program using the Iqra Method at Dayah Ummul Ayman is classified as good. However, partially, the quality of learning in this program has not yet reached the Very Good category. Apart from that, the learning facilities in this program are still adequate. According to several previous studies, learning facilities are one of the variables that influence results, achievement, and the quality of learning (Cynthia et al., 2016; Habsyi, 2020; Khairunisa, 2020; Muhamad et al., 2019; Prihatin, 2017; Putri, 2019; S. Wahyuni & Satiman, 2020). Therefore, it is necessary to improve learning facilities so that related programs can produce better output.

The learning output in the Private Al-Quran Reading Program using the Iqra Method at Dayah Ummul Ayman in terms of Academic Skills is relatively high. However, the student's personal and social skills are still in the sufficient category. According to (Greenspan & Driscoll, 1997), Personal Competence is important to form because it can encompass other competencies such

as Academic Competency (including conceptual intelligence), Daily Competency (practical and social intelligence), Physical Competency, and Affective Competency. This follows the theory of Zimmerman & Kitsantas (2005), which states that people who learn to improve Personal Competence with a self-regulatory model (managing themselves) and adapt it to their respective personalities will be more successful and better motivated. Therefore, students' skills need to be improved even further.

As for Social Skills, according to (Taborsky & Oliveira, 2012), Social Skills, better known as Social Competence, refer to an individual's ability to optimize their social behavior depending on the available social information. Correspondingly, Social Skills can also increase the likelihood that a child will behave in a way that is judged competent by peers and adults (Dodge et al., 1986). Apart from that, several theories and previous research also support the importance of Social Competence in learning as a treasure for a student (Chen & French, 2008; Halberstadt et al., 2001; Orpinas, 2010; Rose-Krasnor, 1997; Topping et al., 2000; Waters & Sroufe, 1983). Therefore, students' social skills need to be improved even further.

CONCLUSION

Based on the results and discussion above, it can be concluded that the quality of learning in the Private Al-Quran Reading Program using the Iqra Method at Dayah Ummul Ayman has gone well. However, learning facilities are still in the Satisfactory category. The learning output in the Private Al-Quran Reading Program using the Iqra Method at Dayah Ummul Ayman in terms of Academic Skills has achieved quite high scores. However, the Learning Output in the Personal and Social Skills indicators is still in the Sufficient category. The author provides several recommendations for improvements to the Private Al-Quran Reading Program using the Iqra Method at Dayah Ummul Ayman to improve learning facilities. Apart from that, Learning Output in the context of Personal Skills and Social Skills must also be improved.

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