

Evaluation of the al-qur'an tahfidz program at Al-Azhar Elementary School: efforts to nurture a qur'anic generation from an early age

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ABSTRACT

Elementary school is an important foundation in the development of children in Indonesia, especially for those aged 7 to 12 years. During this golden age, elementary school is not only a place where children receive formal education but also a place that shapes character and instills spiritual values that are highly needed in today's era. One of the efforts undertaken is through the tahfidz program, which serves as a bridge between academic education and character education. Through this program, students are not only taught to memorize verses of the Al-Qur'an but also to understand the meaning and values contained within.

However, it must be acknowledged that each student has different memorization abilities, so it is not uncommon for boredom to arise during the learning process. Therefore, this study was conducted to evaluate and improve the effectiveness of the extracurricular tahfidz program. This study uses the CIPP evaluation model (Context, Input, Process, Product), which includes evaluation of the context, input, process, and results of the program. The evaluation results show that the extracurricular tahfidz program at SD Al Azhar is able to improve students' faith, piety, and spiritual quality. This success is supported by a relevant curriculum, adequate facilities and infrastructure, as well as competent teaching staff. Overall, the implementation of this program has been in line with the curriculum and is able to meet the expected educational goals.

Introduction

Elementary schools in Indonesia play a very important role in the growth and development of children, especially in providing basic education for ages 7 to 12 years. At this stage, elementary schools not only function as places for academic learning but also serve as the main arena for shaping students' character and language skills, while preparing them to face the next level of education and global competition (M. S. et al., 2023). A conducive elementary school environment greatly influences the cognitive, social, and emotional development of children, thus becoming the primary foundation for forming a complete and balanced personality (Rahman & Fitriani, 2024). Therefore, elementary schools become the most appropriate environment for children to develop optimally during their golden age.

Amid the dense formal education curriculum, the need for character building and spiritual values also becomes a very important aspect, especially in the modern era where the changing times have begun to erode these values (Hidayat & Sari, 2022). The instillation of religious values and character through formal education often requires accompaniment and

strengthening through extracurricular activities, one of which is the tahfidz Al-Qur'an program. This program not only functions as a means to memorize the Al-Qur'an but also as a medium for shaping Qur'anic character, which includes discipline, patience, and a love of knowledge (Putri & Wibowo, 2023).

Recent studies have shown that tahfidz programs in elementary schools can provide significant positive impacts on students' spiritual and moral development, while also increasing their overall learning motivation (Nurhadi, 2024). Moreover, this program helps children internalize religious values in their daily lives, so they not only become hafiz of the Al-Qur'an but also a generation with noble character, ready to face global challenges with a strong spiritual foundation (Zahra & Kurniawan, 2025). Thus, integrating the tahfidz program into extracurricular activities in elementary schools is an effective strategy to form a Qur'anic generation from an early age while maintaining the continuity of noble values amid the dynamics of changing times.

Amid the dense formal education curriculum, the need for character building and spiritual values also becomes a very important aspect, especially in today's modern era where changes in times begin to erode these values (Hidayat, Sari, 2022). One effective effort to achieve this goal is through the extracurricular Al-Qur'an tahfidz program held alongside school activities.

The tahfidz program in elementary schools serves as a bridge connecting formal education with character education. Through this activity, students are not only taught to memorize verses of the Qur'an but also to understand the meanings and values contained within them. Various studies have shown that extracurricular tahfidz activities can provide significant benefits for students' development, including the development of religious character, enhancement of relationships with God and others, as well as the improvement of cognitive abilities (Wildani Firdaus et al., 2023; Amir et al., 2021). Thus, the tahfidz program not only equips students with religious knowledge but also shapes better personalities, strengthens discipline, and instills important moral values in everyday life.

In addition, this program also serves as a platform for students to develop their talents and interests, recognize their potential, and increase their self-confidence. However, each student has different memorization abilities; some may memorize quickly, while others require more time, which can lead to frustration or decreased motivation. Other challenges often encountered include limited time to consistently participate in the program, as well as boredom due to a lack of variety in teaching methods. These obstacles can hinder the smooth running of the tahfidz program and require special attention from the school and teachers so that the learning process remains effective and enjoyable for all students (Nurhabibah, 2022).

The obstacles that arise in the implementation of the tahfidz extracurricular program at SD Al Azhar, such as limited resources, lack of student motivation, and challenges in teaching methods, can cause the program to run less optimally (Riti, 2023). This condition has the potential to hinder the achievement of the program's main goal, which is to form a Qur'anic generation with strong character and spirituality from an early age. Therefore, program evaluation becomes very important as an instrument to systematically identify these obstacles and provide constructive feedback from various parties, including teachers, students, parents, and school administrators (Almawaddah, S. W., 2022). This feedback is highly needed for further program development so that it can be adjusted to the real needs and conditions in the field.

Method

This study uses a qualitative approach based on the philosophy of postpositivism. This approach was chosen because it allows the researcher to examine the natural and in-depth conditions of the object, where the researcher acts as the key instrument in data collection and

analysis (Abdussamad, 2022). By using this approach, the study can explore various aspects related to the tahfidz extracurricular program holistically, including perceptions, experiences, and dynamics occurring during the program's implementation. The data collection techniques used include in-depth interviews and participatory observation, resulting in richer and more contextual data that provide a comprehensive picture of the tahfidz program implementation in elementary schools.

In its implementation, this study uses the CIPP evaluation model (Context, Input, Process, Product), which includes several important steps to systematically assess the success and effectiveness of the tahfidz extracurricular program. First, Context Evaluation aims to determine the extent to which the program's goals and targets have been achieved according to the established needs. The aspects assessed in this evaluation include the objectives of the tahfidz extracurricular program and the identification of the needs underlying the program's implementation, so the program can be adjusted to the conditions and expectations of the students and the school. Next, Input Evaluation examines the resources, strategies, and planning involved in the program's implementation (Warju, 2016). The aspects evaluated at this stage include the quality and competence of the supervising teachers, the characteristics of the students participating in the program, the materials used in learning, and the extracurricular schedule, which must be effectively arranged so as not to interfere with the students' main academic activities.

The next stage is Process Evaluation, which aims to record and monitor every activity carried out during the tahfidz extracurricular program. This evaluation is crucial to provide constructive feedback to the program managers, so it can be known how well the activities are running according to plan and whether there are obstacles that need to be addressed to improve the program's effectiveness. Finally, Product Evaluation is an assessment conducted to measure the program's success in achieving the set objectives. This assessment considers the impact and results achieved by the students through the tahfidz program, both in terms of improved memorization ability, understanding of religious values, and the development of religious character. By using the CIPP evaluation model comprehensively, this study is expected to provide a clear and comprehensive picture of the strengths and weaknesses of the tahfidz extracurricular program, as well as offer useful recommendations for future program development.

Result

The learning program at SD Al Azhar overall runs well, as revealed from the interviews and observations in this study. The A accreditation held by SD Al Azhar reflects the optimal and quality implementation of programs at the school. However, there is one extracurricular program that runs less optimally, namely the Al-Qur'an tahfidz extracurricular. This program has been implemented for the last two years and is attended by around 60 students from grades 1 to 6. Registration is done through a provided Google Form link, and tahfidz activities are held every Tuesday and Thursday from 14:15 to 15:15, immediately after regular classes end.

Although this program has been running for quite some time, its continuity is less than optimal due to some students not being fully committed during the activities. Often, the number of participants registering at the beginning is quite large, but over time it decreases. This condition indicates the need for a comprehensive evaluation to improve the quality of the program. Therefore, this study uses the CIPP evaluation model (Context, Input, Process,

Product), a comprehensive approach widely used in educational program assessment (Salsabila et al., 2024).

a. Context Evaluation

The context evaluation shows that the tahfidz program has clear and relevant objectives, namely to preserve the purity of the Al-Qur'an and to shape a young generation that is Qur'anic and has noble character (Amir et al., 2021; Amalia et al., 2022). This activity aims not only to improve the quality of faith and piety but also to enrich religious knowledge and provide added value to students, including additional points at graduation. The context evaluation also assesses the alignment of the program's objectives with the participants' needs and the applicable legal basis, which in this case have been well fulfilled (Romdhan et al., 2022).

b. Input Evaluation

Input evaluation refers to all forms of data or resources entered into a system, whether in the form of information, raw materials, ideas, or other things needed to produce a certain output or result. In the tahfidz extracurricular program, the input evaluation components include:

1. Curriculum and materials consisting of memorization materials and lessons on tajwid, tahsin, and adab (etiquette) towards the Al-Qur'an.
2. Competence of ustadz and ustadzah (teachers).
3. Students related to interest and discipline.
4. Schedule related to duration and meeting times.
5. Facilities and infrastructure related to classrooms, Al-Qur'an copies, stationery, and agenda books.

Based on the research results, it can be concluded that the memorization materials run according to the established curriculum. In addition, students are also given lessons on tajwid, tahsin, and adab towards the Al-Qur'an by competent and certified ustadz and ustadzah. Students participating in the tahfidz extracurricular are very enthusiastic and eager when teachers explain how to read and pronounce correctly; they are also always punctual in attending the extracurricular sessions.

The tahfidz extracurricular, held regularly twice a week, runs for one hour from 14:15 to 15:15. Student comfort is also well maintained by providing a clean and spacious classroom so that students can study calmly. The facilities provided are quite complete, ranging from whiteboards, copies of the Al-Qur'an, stationery such as books and ballpoint pens, and agenda books used as records of students' achievements in the tahfidz extracurricular program.

c. Process Evaluation

The process evaluation of extracurricular activities aims to record every activity that occurs during the learning process. The following is an analysis based on the assessed aspects:

1. Teaching Methods

The teaching method used to deliver material during the extracurricular is murojaah, or reviewing old memorization, which is a very important initial stage in the tahfidz program. The aim is to strengthen existing memorization so that students do not easily forget. By regularly doing murojaah, students' old memorization becomes more solid, making them more prepared to add new memorization. After murojaah, the activity continues with new memorization submission, where students submit the memorization they have learned outside the tahfidz activity to the teacher or mentor. At this stage, the teacher checks and corrects the students' recitation to ensure their memorization is fluent and correct. The next stage is simaan, which involves listening

to students recite their memorization entirely without looking at the mushaf. Simaan aims to test students' memorization and is usually conducted after murojaah and submission, either individually or in groups.

2. Schedule Implementation

The implementation of the tahfidz extracurricular activities can be said to be punctual, as the extracurricular class starts after regular classes end, so the children are still within the school environment. The ustadz and ustadzah also use the one-hour time very well to deliver material and guide students during the activities. Likewise, the students almost always enter the classroom on time.

d. Product Evaluation

Product evaluation aims to concretely measure the success of achieving the predetermined program objectives. In the context of the tahfidz extracurricular program, the results obtained can be measured through several operational indicators as follows:

1) Ability to Recite Qur'anic Verses

Students are routinely able to recite Qur'anic verses accurately, fluently, and smoothly according to the correct tajwid standards. This can be evidenced through audio or video recordings during periodic memorization tests, as well as direct observation by the supervising teacher.

2) Understanding of Tajwid and Makhraj Rules

Students are provided with systematic lessons on the rules of tajwid and makhraj, enabling them to apply the correct recitation rules in every verse they memorize. Mastery of this material is assessed through written tests and reading practices conducted regularly, along with direct correction from the teacher.

3) Implementation of Periodic Evaluations

The program implements periodic memorization evaluations, for example monthly or each semester, which facilitates teachers in assessing students' memorization progress. The evaluation results are documented in progress reports that show the development of students' abilities over time.

4) Level of Memorization Ability and Islamic Character Formation

In addition to memorization ability, the evaluation also includes aspects of Islamic character formation, such as discipline, honesty, patience, and responsibility. Character assessment is conducted through observation of students' behavior during extracurricular activities and in the school environment, as well as through self-reflection guided by the teacher.

5) Additional Graduation Points

Students who are active and successful in the tahfidz program receive additional points as extra credit upon graduation. This serves as a tangible motivation for students to continuously improve the quality of their memorization and religious attitude.

Based on the evaluation data above, it can be concluded that the tahfidz extracurricular program has been implemented in accordance with the established curriculum and standards. Overall, the program has successfully achieved all the expected objectives, both in terms of memorization ability and Islamic character formation, as measured through the CIPP evaluation model. Therefore, the recommendation given is to continue and further develop this

program by improving the quality of teaching methods and evaluation so that the results obtained become increasingly optimal.

Discussion

Evaluation is an important step in ensuring the quality and effectiveness of an educational program. In this context, an in-depth analysis of the Al-Qur'an tahfidz extracurricular program at SD Al Azhar was conducted using the CIPP evaluation model. The results of this analysis provide a comprehensive overview of the strengths and weaknesses of the program, as well as recommendations for future improvements.

- a. The context evaluation indicates that the tahfidz extracurricular program at SD Al Azhar has very clear objectives that are highly relevant to the needs of the students as well as the vision and mission of the school. This program is designed not only to optimally develop students' Qur'an memorization skills but also to build a strong Islamic character and enhance the quality of students' faith and piety comprehensively. This approach aligns with the principles of character education, which emphasize the importance of shaping a young generation with noble morals and high moral integrity (Amir et al., 2021; Amalia et al., 2022). Thus, the tahfidz program functions not only as a means of religious development but also as a vehicle for building a solid personality grounded in universal Islamic values.

Moreover, the program provides a significant added value in the form of graduation points, which serve as an additional motivation for students to actively participate and improve the quality of their memorization. The awarding of these points also reflects the school's commitment to integrating the tahfidz program into the formal academic assessment system, thereby officially recognizing students' achievements in this program. Considering the students' needs, the school's vision, and the applicable educational legal framework, it can be concluded that the objectives of the tahfidz extracurricular program are highly appropriate and relevant to the educational context at SD Al Azhar (Romdhanian et al., 2022). Therefore, the contextual aspect of the program can be said to have been well fulfilled and serves as a strong foundation for the effective and sustainable implementation of the program.

- b. Input Evaluation reveals that the resources available for the tahfidz program are adequate and well-aligned to support effective learning outcomes. The curriculum implemented is comprehensive and well-structured, encompassing not only memorization materials but also essential components such as tajwid (rules of Qur'anic recitation), tahsin (improvement of recitation), and adab (etiquette) related to the Al-Qur'an. This holistic curriculum ensures that students receive a balanced and thorough religious education that goes beyond rote memorization, fostering deeper understanding and proper practice. A key strength of the program lies in the competence of the teaching staff, which consists of certified and experienced ustadz and ustadzah who bring both expertise and pedagogical skills to the learning environment. Their ability to guide, motivate, and correct students plays a crucial role in maintaining the quality and consistency of the program.

In addition to human resources, the physical and material inputs are also well-provided. The classrooms are comfortable and conducive to focused learning, equipped with sufficient copies of the Al-Qur'an, stationery, and agenda books that help students organize their study schedules and track their progress. The availability of these facilities complements the curriculum and teaching staff, creating an optimal environment for students to engage actively in the tahfidz program. Moreover, the students themselves demonstrate high levels of interest and discipline, which further reinforces the positive learning atmosphere. These factors collectively show that the

program inputs strongly support the achievement of its educational goals (Warju, 2016; Nurhabibah, 2022).

However, despite these adequate and well-managed inputs, the program faces a notable challenge in sustaining student motivation over time. It has been observed that as the program progresses, some students experience a decline in enthusiasm and commitment, which can affect their learning outcomes and overall engagement. This issue highlights the need for continuous innovation in teaching methods, motivational strategies, and perhaps more personalized support to keep students motivated and resilient throughout their tahfidz journey. Addressing this challenge is essential to ensure that the strong foundation provided by the program inputs translates into sustained success and meaningful student development.

- c. Process Evaluation indicates that the implementation of the tahfidz extracurricular activities runs according to plan with effective methods. The murojaah (review), memorization submission, and simaan (recitation test) methods applied are proven approaches in tahfidz learning that strengthen memorization and ensure the quality of students' recitation (Amir et al., 2021). The punctual and consistent schedule also provides comfort and convenience for students to participate without disrupting formal learning activities. However, despite the smooth learning process, the decreasing number of participants suggests that student motivation and engagement require more attention to maintain high participation.
- d. Product Evaluation shows that the tahfidz program has successfully achieved its main objectives, namely students' ability to recite Al-Qur'an verses accurately, fluently, and eloquently, as well as a good understanding of tajwid and makhraj rules. Regular evaluations help monitor memorization progress and the continuous formation of students' Islamic character. The additional points awarded at graduation serve as a positive incentive that boosts student motivation. Therefore, the program outcomes are consistent with the curriculum and the set objectives (Amalia et al., 2022; Nurhabibah, 2022).

Overall, the tahfidz extracurricular program at SD Al Azhar has been running well and meets educational quality standards based on the CIPP evaluation model. The success of this program is supported by clear objectives, adequate resources, effective process implementation, and results that meet expectations. However, the main challenge to overcome is the decline in student motivation and participation over time. This may be caused by a lack of variety in teaching methods, boredom, or the perceived burden of activities. Therefore, developing more innovative teaching methods and motivational approaches should be considered to sustainably increase student enthusiasm and engagement.

Based on the evaluation results and discussion, it is recommended that the tahfidz extracurricular program at SD Al Azhar continue with several improvements, including:

- a. Developing more interesting and interactive teaching method variations.
- b. Enhancing motivational approaches through rewards and recognition for high-achieving students.
- c. Involving parents in supporting tahfidz activities to further motivate students.
- d. Conducting regular evaluations and monitoring student participation to anticipate declining interest.

With these steps, it is hoped that the tahfidz program can run more optimally and provide a greater positive impact on the development of students' character and spirituality.

Conclusion

The tahfidz extracurricular program has successfully achieved the targets set based on an evaluation using the CIPP model (Context, Input, Process, Product). In terms of context, this program is effective in preserving the purity of the Al-Qur'an and shaping students' Qur'anic character, in line with the goals of enhancing their faith, piety, and spiritual quality. From the

input perspective, the program is supported by an appropriate curriculum, learning materials such as memorization, tajwid, tahsin, and adab related to the Al-Qur'an, as well as competent and certified teaching staff. Additionally, adequate facilities, such as comfortable classrooms and complete learning equipment, also contribute to the program's success.

The program's implementation demonstrates good management, with teaching methods such as murojaah (review), new memorization submission, and simaan (recitation test) applied effectively. The regular schedule and active student participation reflect their enthusiasm and discipline. Regarding the product aspect, students are able to recite Al-Qur'an verses fluently and accurately, understand the rules of tajwid and makhraj, and show memorization progress through regular evaluations. The program also plays a role in shaping students' Islamic character and provides additional points as graduation credits.

Overall, the tahfidz extracurricular program has been conducted according to the designed curriculum and successfully meets the expected educational objectives. Therefore, it is recommended that this program be continued while maintaining the quality of implementation and conducting regular evaluations to ensure the program's sustainability and improvement.

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