EVALUATION OF MEMORIES LEARNING PROGRAM AL-QUR'ANAS A LOCAL CURRICULUM AT MTs.N 7 MODUR JAKARTA TIMUR
(*Evaluative Research Using CSE-UCLA Models)*

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ABSTRACT

This study aims to find out how effective the implementation of Qur'anic learning in MTs.N 7 East Jakarta models. This study is classified as evaluative research using the CSE-UCLA model consisting of *assessment, program planning, implementation programs, programs improvement* and *program certification*. The subject of this study consisted of: school principal, mentor, student and student guardian. Data collection methods are carried out with questionnaires, observation, interviews, and documentation. Data analysis techniques in this study are the Miles and Huburmen models. The activity in data analysis is *datareduction* , *datadisplay* (data presentation), and *conclusiondrawing / verification* (drawing conclusions / verification). The research findings show that the Al-Qur'an learning program has been running effectively even though there are obstacles that need to be corrected.
Keywords: CSE-UCLA, Recitation of the al-Qur'an, Program Evaluation

INTRODUCTION

Culture is the identity of a nation. The culture in Indonesia is very diverse. Indonesia's cultural wealth lies in the diversity of regional cultures or local cultures scattered throughout the archipelago. For example in the world of education, madrasas have a culture that is different from schools in general. the religious atmosphere in the madrasa environment is the main characteristic of madrasas. In order for the Indonesian generation not to be easily affected by the negative effects of globalization, the education unit needs to provide broad insight to students about the particularities that exist in their environment through local content learning. The education unit determines the type of local content that is adapted to the characteristics and potential of the region including the advantages of an area, whose learning material cannot be grouped into the national curriculum.

Madrasah Tsanawiyah as one of the schools that are characterized by Islamic religion has a variety of potential, one of which is memorizing the Qur'an. Efforts to improve student achievement related to memorization of Al-Qur'an requires the existence of special learning programs, by the education unit is included in the form of local content. The evaluator will conduct research in the East Jakarta model MTs.N 7 that applies the local content memorization curriculum to the Koran.

The aspects contained in the Al-Qur'an memorization program were evaluated using five components of CSE-UCLA, namely 1)component *assessment* 2) component *planning* 3) component *implementation* 4) component *improvement*, and 5) component *certification. From the results of the evaluation, it will later be used to make decisions about the Qur'anic memorization program whether the program is still feasible to continue or to stop.*

Literature Review

a. Evaluation

Evaluation is to ensure the value, amount or value. Marvin C. Alkin (2011: 5) Evaluation issystematic data collection with the aim of informing the decision to design or improve results. Barbara N Flagg, *(*1990: 1-2).

Evaluation can be interpreted as a data collection process to determine the value of strengths and weaknesses in increasing its effectiveness and attractiveness. Marteen Tessmer (1995: 11)

Evaluation means a process of collecting, analyzing and interpreting information that has been obtained through measurements to give some meaning based on value considerations. Dede Gede Henda Divayana and GustiAyu Dessy Sugiharni (2016: 36)

From the above opinion it can be concluded that evaluation is an effort to determine the effectiveness of each component of a program, then report the results of the analysis of the program, so that the results can be used as a consideration to make a decision whether the program can be stopped or continued.

b. The CSE-UCLAmodel

CSE-UCLAconsists of two abbreviations, CSE and UCLA. CSE is an acronym of the *Center for the Study of*Evaluation,while UCLA is an abbreviation of *the University of California in Los*Angeles,the *system of*assessment,program *planning,* program *implementation,* program *improvement*andprograms. *certification*

RESEARCH METHODS

a. ResearchObjects

The object of this study is the memorization learning program of the Koran. location The location of this study was carried out at MTs.N 7 model East Jakarta. approach Theapproach used in this study is qualitative.

b. Data Analysis of Technique Analysis

Data about the implementation of the Qur'anic memorization learning program evaluation from the components of planning, planning components, impementation components, improvement components, and components using the Miles and Huburmen models. The activity in data analysis is *datareduction* , *datadisplay* (data presentation), and *conclusiondrawing / verification* (drawing conclusions / verification).

RESULTS

1. *Components Assessment*
 a. Program planning

Al-Qur'an memorization program has a formal legal basis, in technical instructions "local content curriculum memorization of the Koran Madrasah Tsanawiyah in the Special Capital Region of Jakarta" in 2013.

Memorization of the Qur The background is because students who study at Madrasah Tsanawiyah, who are originally from elementary school, get very little

reading knowledge of the Koran, so memorization of Al-Qur'an learning in Madrasah Tsanawiyah is very important as debriefing their lives later when they grow up. With the memorization program of the Koran, it helps students to learn the *Qur'anic verses* . So that the knowledge of students related to reading the Koran increases.

The Jakarta model 7 Mts Vision is to become a superior, creative, innovative Madrasah and scientist based on faith and piety. Its mission is to improve the quality, creative, innovative, responsible, and noble human resources. Foster students to become qualified leaders. Develop IT-based learning models. Improve the quality of educational facilities and infrastructure.

The purpose of the Qur'an memorization program to maintain the purity of the Qur'an. Al-Qur'an is the holy book of Islam that has to be kept pure, when seeing the history of the Qur'an in the past besides being memorized by the Companions, this is done so that the Qur'an is kept pure.

The purpose of the memorization program of the Koran to appreciate the contents of the Qur'an. often the Qur'an is read, the reader will better understand the contents of the Qur'an. Al-Qur'an memorizers appreciate their reading if they understand what is read.

The purpose of the memorization program of the Qur'an is to practice the values contained in the Qur'an, that the Qur'an is not just read and memorized. But the contents of what is read must be carried out. Like the message of Allah in the Surah *Al-Ma'un* which contains humans must love the orphans and give charity to the poor.

b. **Planning the implementation of learning**

Supervisor has a syllabus and RPP in memorizing learning of the Koran. The material used as a guideline in MTs.N 7 East Jakarta Model in accordance with the local content curriculum of memorization of the Koran at MTs.N 7 East Jakarta Model is divided into 2 categories, namely classes *bilfidz* and regular classes.

2. *Component Planning*
   a. **Development ofLearning**

Al-Qur'an RecitationJuz 29 in accordance with the level of development of students because the age of students in MTs.N 7 East Jakarta is 12-14 years. In this age, someone has excellent memorization quality. Therefore, people who want to memorize the Qur'an should take advantage of these golden ages to memorize as much as possible the

availability of the necessary guidance is 4.32 or 66%. This is in one class with a total of 32 students, only 1 mentor. This is less effective if the supervisor applies themethod *talaqii*, because with this method the supervisor must listen to the memorization of the students one by one. If there is only one mentor, the time spent will be used up before the students deposit the memorization.

Availability of adequate facilities and infrastructure of 4.66 or 70%. In MTs.N 7 the model has provided adequate facilities and infrastructure. In terms of facilities the school has provided it according to the needs of students. Likewise with infrastructure other than students studying in class students can also study in small mosque, parks, libraries, etc.

The memorization of the al-Qur'an is in accordance with the conditions of madrasas of 4.66 or 72%. Recitation of the al-Qur'an is in accordance with the

conditions of the madrasah MTs.N 7 because madrasas are identical with Islamic behavior which is instilled by educators towards students. Therefore, students are guided to know more about the basics of their religion, especially reading, memorizing and understanding the meaning of the Koran. So that the Qur'an memorization learning program is very suitable if implemented in a madrasa environment.
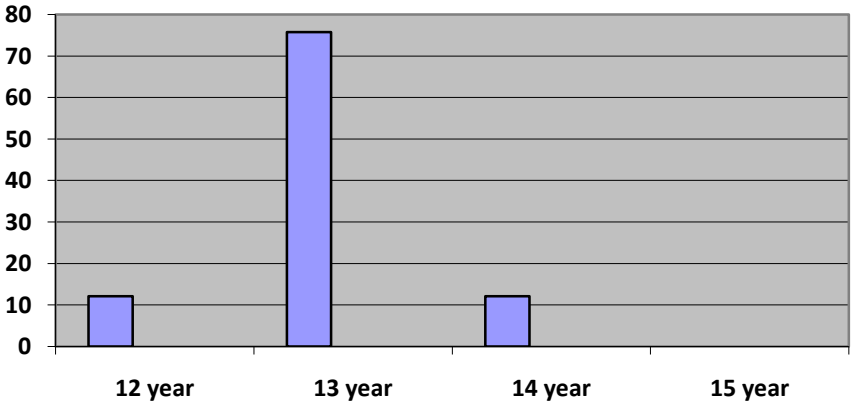
b. Students

Age students at MTs.N 7 East Jakarta in class IIV maximum 14 years. As for the graph of the age of students when they take part in the Qur'an memorization program in MTS.N 7 East Jakarta models in 2017/2018.

Table 4.4 Age of MTs.N 7 students in east Jakart

Students age	Number of	Frequency (%)
12 year	4	12,12
13 year	25	75,76
14 year	4	12,12
15 year	0	0
Total	33	100

The following is the age chart of students when they take part in the al-Qur'an memorization program in MTs.N east Jakarta models in 2017/2018. Graph 4.4

Data graph 4.4 age of MTs.N 7 students in East Jakarta in class IIV in 2017/2018. 12 years old is 12.12%. The age of 13 years is 75.76%. 14 years of 12.12%. It can be concluded that the average age of students is 13 years when sitting in the seventh grade Madrasah tsanawiyah.

Students understand the science of recitation properly can be known from the results of the theoretical test of Tajweed science. The test results of the theoretical questions of Tajweed science. It can be seen that East Jakarta MTs.N 7 students understand enough about Tajweed, because their mean scores (*mean*) are 81.97 and the *mode* of data above is 87.

Students at MTs.N 7 models in East Jakarta understand Arabic with well,

the following is the Arabic language grade 7.2 semseter 2. It can be seen that MTs.N 7 students in East Jakarta model quite understand Arabic because the average score of students is 82.12 and theMadrasas *mode* of the data above is 87.to improve the quality of students in language, a special class is called the superiorclass *bilinggual*, namely *hafidz* and *bilinggualscience bilinggual*. this is done one of them to help students understand the content of the Qur'an.

Students fluent in reading the Koran can be seen from the results of the Al-Qur'an hadith test as follows: the results of the grades of Al-Quran Hadits class 7.2 semester 2 the average value of students is 78.21 and the *mode* of data above is 75. Therefore, in order for students to read the Koran smoothly, the daily activities of students to read the Koran fluently are (1) Monday 2 nd week together at MTs.N 7 field, East Jakarta model, (2) before the teaching and learning activities on Tuesday to Thursday begin, at 6:30 a.m. to 6:50 a.m. students read the Koran together in their respective classes (tadarrus in class), (3) Friday sunday first - the third hour 06.30-07.30 together and dhuha prayer. This activity is to improve the fluency in reading the Koran. It is easy to read the Qur'an, the main capital for memorizing the Qur'an.

The reasons for MTs.N 7 students to take part in the al-Qur'an memorization program are shown in Table 4.7 below:

Table 4.7 Reasons for students to learn the memorization of the Qur'an

Reasons for students to learn the memorization of Al-Qur'an	Number of	Frequency (%)
Factor demands of the madrasa	1	1.52
Factors want to be *hafidz* or *hafidzah*	48	72.72
Factors influencing friends	6	9.09
Factors parental demands	11	16.67
Total	66	100

Following is a table of reasons students attend the Qur'an memorization program in MTS.N 7 East Jakarta model. Graph 4.7
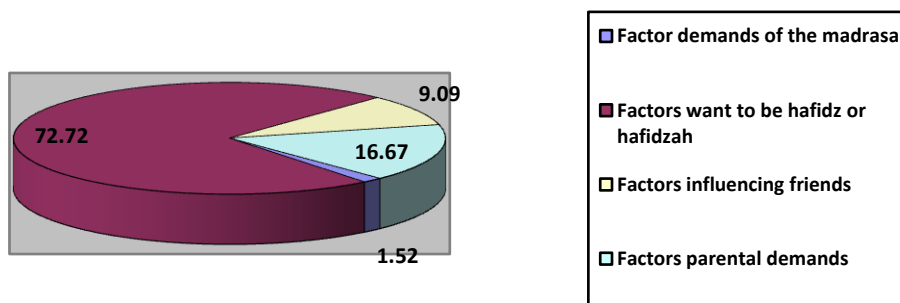
From graph 4.7, an assessment of the reasons for students taking part in the memorization program of the Koran was assessed by 66 respondents, namely the

madrasah demand factor of 1.52%. Factors want to be hafidz or hafidzah 72.72%. Factor influence of friends 9.09%. Factor demands parents 16.67%. From this graph it can be concluded that students follow the program because of their own desires.

c. Qualifications Supervisor

Supervisor at MTs.N 7 models of East Jakarta have a minimum memorization of 30 and 29 juz. Counselors who teach memorization of the Koran at MTs.N 7 Model East Jakarta pass the stratum 1 and at least memorize 2 juz, namely juz 30 and 29 And has more than one year teaching experience.

Counselors understand Tajweed science both theoretically and practically. This can be proved that the supervisor can answer the questions that have been given. The following are the results of the theoretical tajwid supervisor's test:

Table 4.8 the results of the theoretical tajwid test of the supervisor

No	score	f	f (%) f.	Cumulative
1	83-86	1	9.09	1
2	87-90	2	18.18	3
3	91-94	2	18 , 18	5
4	95-98	6	54.55	11
	Total	11	100	-

Table 4.8 the results of the theoretical Tajweed test can be explained that the average value is 93.45 and the *mode* of the data above is 97 out of 30 questions. This means that the recitation of recitation of Qur'an recitation in MTs.N 7 models is very good. So that the mentor can carry out memorization of the Qur'an at MTs.N 7 East Jakarta.

The counselor has a high interest in memorizing the Koran, which is the Advisor wants to practice the knowledge he has, the mentor wants to motivate students to the importance of reading and memorizing the Koran. in addition, the motivation of the mentor to carry out the Koran memorization program because of a call from the conscience and carrying out duties as a teacher.

d. Facilities and infrastructure

Facilities and infrastructure in the Qur'an memorization program are very important to achieve the goals of education effectively and efficiently. Facilities and infrastructure are very important in schools, because their existence is very supportive of the success of the learning process at school. The assessment results obtained that the feasibility of the facilities and infrastructure to support the learning process of the Koran in MTs.N 7 East Jakarta model is sufficient.

3. *Component Implementation*
a. Program socialization

Respondents' assessment of program socialization was 250 respondents, consisting of 12 mentors, 38 parents of students and 200 students. The program has been socialized to madrasah teachers at 4.62 or 77%. The program has been socialized to parents of 4.80 or 86%. The program has been socialized to students

at 4.78 or 83%. The accumulation of support from various parties to get support in the form of facilities and infrastructure that can support the program of 4.78 or 81%.

b. Appointment of Advisors

Evaluation of respondents to the appointment of mentors as many as 12 respondents. The supervisor has an education certificate of 4.00 or 50%. Counselors who teach memorization of the Koran at MTs.N 7 models have an education certificate, because they have become Civil Servants (PNS). In addition, they are also graduates of pesantren. There are also mentors selected from madrasas to help memorize students, on average they have memorized juz 29. The madrasas have a guiding recruitment standard of 4.91 or 91%. According to Mr. Nurul Huda, Teachers who teach memorization of the Koran can at least read the Koran correctly, understand Tajweed knowledge, and have memorization of at least juz 30 and 29. Prospective supervisors can be appointed as educators after passing the feasibility test of 4 , 50 or 75%. The feasibility test when becoming a Civil Servant (PNS) from the Ministry of Religion one of which is the prospective teacher is able to read the Qur'an correctly. Advisers get approval from school leaders at 4.91 or 91%. Every recitation of Qur'an recitation from outside the school must get permission from the principal.

c. Student placement

The respondents' assessment of student placement was 212 respondents, namely 12 mentors and 200 students. Students are grouped according to the memorization level of 4.81% or 90% respectively. Students are grouped according to their memorization. Students who memorize juz 29 with students who memorize the same. This grouping of students aims to enable students to correct their friends' memorization, increase their own memorization strength, and make it easier for surahs that have not been memorized. The group is divided into two men and women by 4.45 or 72%. Each group has a total of 10 students at 4.38 or 77%. Each group numbered approximately 10 students, because this was done so that students focus more on memorizing.

e. Implementation of learning
Table 4.12 Assessment of respondents carrying out learning

No	Aspect to be assessed	Average Score	Percentage of score Maximum
1.	Guidance provides learning motivation to students.	4.47	77%
2.	Counselors use learning resources that are in accordance with the memorized subjects of the Qur'an.	4.71	83%
3.	Counselors use learning methods according to the character of students.	4.70	81%
4.	Counselors provide memorization tasks at home to students.	4.80	86%
5.	Allocation of Qur'anic learning time 2 hours / week.	4.76	84%
6.	supervisor starts and ends the learning process on time.	4.87	91%

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	Average	4.71	
	Percentage		83%

Table 4.12 Respondents' assessment of learning implementation was 212 respondents, namely 12 mentors and 200 students. Counselors provide learning motivation to students at 4.47 or 77%. In the preliminary activities carried out by the mentor is first to give motivation to students. The motivation is in the form of stories of the Companions of the Koran and the delivery of the verses of the Qur'an and the hadith related to the virtue of memorizing the Qur'an.

The counselor uses learning resources that are in accordance with the memorized subjects of the Qur'an of 4.71 or 83%. In the regular class the mentor uses *al-Qur'an karim manuscripts and al-Qur'an* memorization books 29 juz issued a triumvirate of the mandidiri center. Whereas in class *hafidz bilinggual is* almost the same as regular class. The only difference is that the mentor uses a special Qur'an called *the tikrar Qur'an manuscript: the memorized Qur'an*. Al-Qur'an manuscripts with themethod *tikrar* are a systematic form of how to memorize the oldest Qur'an and which are widely practiced by the *huffadz* (memorizing the Qur'an) from ancient times to the present.

The counselor uses the learning method according to the student's character of 4.70 or 81%. According to Diding Ubaedilah, in the process of learning the recitation of the Qur'an the mentor uses the method of *bi-voting* first, which is a method of reading the Qur'an by looking at the *Mushaf* with tartil reading it and paying attention to the recitation in it. Then the supervisor gives students 10 minutes to add memorization or muraja'ah, after which the instructor accepts' memorizing students one by one. Then, the instructor directs students to read together the memorized surah.

Counselors give students memorization at home for 4.80 or 86%. Counselors give students the task of memorizing verses in certain surahs. By the way students are given assignments at home to memorize at least 15 lines or one page. The time allocation for memorization of Al-Qur'an 2 hours / week is 4.76 or 84%. The supervisor starts and ends the learning process on time at 4.87 or 91%.

f. Use of learning media

Counselors provide motivation to students related to memorizing the Koran by playing short films. The film is in the form of stories of the struggles of friends in memorizing the Qur'an. In addition, hafidz al-Qur'ansuch as competitionsMusabaqoh Tilawatil Qur'an (MTQ) and *Musabaqoh Hifdzil Qur'an* (MHQ). That way students can foster enthusiasm and motivation in themselves, students are also able to measure the ability to read and memorize the Koran. The supervisor is able to use the learning media used by 4.86 or 92%. Media is flexible and practical at 4.88 or 93%. The media used is in accordance with the existing time allocation of 4.80 or 88%.

4. *Component Improvement*
Implementation of recitation of Qur'an recitation is scheduled. Evaluation

results have a target of completeness. Evaluation materials have been prepared by the team of evaluators who prepare remedial materials, with an average score of 4.71 or 79%. This means that the evaluation is quite good.

Madrasas formulate monitoring programs in an objective, responsible and sustainable manner. The internal supervision system is carried out by principals, education service supervisors and the Educational Quality guarantor institution, with an average score of 4.50 or 75%. This means that the supervision carried out by the principal and PENMAD KASI on the Qur'anic memorization program as a local content curriculum at MTs.N 7 East Jakarta model is quite good.

5. *ComponentCertification*

Certificate is given by the school if the student has memorized the specified juz. Regular classes that give certificates are madrasas, while *tahfidz bilingual classes* that give certificates are certification bodies, namely markaz al-Qur'an. Respondents' assessment of Al-Qur'an memorization certificate juz 29 A total of 250 respondents consisted of 12 mentors, 212 students, and 38 parents. The certificate of competence is given by the madrasah / certification body at 4.89 or 90%. Certificates for regular classes from madrasas, while hafidz bilingual classes from certification bodies. The certificate of competency is given to students after memorizing 29 of 4.89 or 90%. Testers on the Qur'anic memorization exam are educators who memorize at least two juz of 4.83 or 89%. Al-Qur'an memorization material consists of theoretical and practical test material of 4.90 or 92%. The memorization material of the Koran is memorizing one full surah and continuing the fragment of verses from several suras.

Conclusion

Based on the results obtained in this study, it can be concluded as follows:

1. Evaluation *Assessment*

Perama, in terms of the legal foundation aspects of Al-Qur'an memorization learning programs as local curriculum memorization of the Qur'an in accordance with educational objectives and based on the Law Republic of Indonesia number 22 of 1999 concerning Regional Government.

Second, the memorized background of the Koran is to equip students later when they grow up, so that the Koran is able to become medicine and *hudan* for students to obtain happiness in the world and in the hereafter.

Third, the memorization program of the Koran is relevant to the vision and mission of the school, that the vision of the madrasa if linked to the Koran is the Qur'anic book which does not only contain information about faith in God, but the book of al- The Qur'an also informs about the creation of humans and the solar system. If it is related to the mission of the madrasa that hafidz or hafidzhoh who truly understand the Koran will have a noble and responsible attitude.

Fourth, the purpose of memorization of the Koran learning program is to maintain the purity of the Qur'an, practice the values contained in the Koran and to appreciate the contents of the Koran. Fifth, the supervisor has a syllabus and RPP.

The fifth memorization material of the Koran at MTs.N 7 East Jakarta is in accordance with the local content memorization curriculum of the Koran.

The six constraints obtained by the researcher on thecomponent

assessment in memorizing learning of the Koran, the mentor has not made a systematic Qur'anic Learning Plan.

2. Evaluation *Planning*

First, Memorization of Juz 29 is in accordance with the development of students at MTs.N 7 model East Jakarta. By memorizing the Qur'an, Allah will add intelligence to the memorizers, because *hafidz* or *hafidzoh* are accustomed to distinguishing verses that are almost similar to other surahs.

Second, the students' condition and initial cognitive knowledge before memorizing, related to the age of the students, the Qur'an reading, the understanding of recitation, understanding Arabic, and the motivation to follow the memorization program of the Qur'an is quite ready to obtain the material.

Third, the qualifications of Al-Qur'an memorization learning at MTs.N 7 East Jakarta model, with the guiding criteria having experience of memorizing Al-Qur'an at least 1 year, minimum guidance of four or undergraduate diploma courses that are appropriate to the subjects who is being taught. The supervisor has a memorization of at least 30 and 29 juz, the mentor understands the science of recitation both theoretical and practical, the supervisor has a high interest in memorization of the Qur'an obtained an average score of 4.66 or 78%, this can be interpreted as a guide it is appropriate to teach memorization of the Qur'an.

Fourth, the facilities and infrastructure in learning the Koran are sufficient, because students get good facilities, such as the LCD in each room, air conditioning, there are wall clocks in each room, seating and table according to the number of students.

Fifth, student motivation if declining is very hindering memorization of the Koran, one of the ways that counselors do is to tell the stories of the Companions of the Qur'an.

3. evaluation *Implementation*

First, the madrasa has socialized the Qur'anic memorization learning program to teachers, students, parents. Parents are very supportive of the program obtained an average score of 4.74 or 81%. One such support is the cost of the *tahfidz camp* and *one hour activities. Tahfidz camp is* held every five months in May and November at the Hajj dormitory. While *one hour* conducted 1 week starting at 15:00 to*14:30.* Therefore, because of the support of all parties, these activities can be carried out properly.

Secondly, the mechanism for appointing supervisors has been carried out by the Ministry of Religion for civil servant teachers, and mentors from outside the madrasah have received approval from the school leadership. Al Qur'an recitation guidance at MTs.N 7 East Jakarta is quite competent with the field of *tahfidz al-Qur'an*.

Thirdly, students are grouped according to their memorization, one of them is the madrasah which divides the regular class and the final year.class *Tahfidz bilingual* is a class for students who have more ability in the field of the Koran hafidz obtained the maximum score of 4.81% or 90%. In a smaller scope, the group is divided into two between men and women. Then each group has a total of 10 students, so students focus more on memorizing. From the grouping of students as a whole obtained an average score of 4.54 or 80%. From these scores it can be

concluded that student placement is in accordance with the research criteria.

Fourth, learning media used by counselors include: compatibility between learning media with learning objectives, mentors are able to use the learning media used, the media is flexible and practical, the media used in accordance with the time allocation obtained an average score of 4, 80 or 90%. This means that the media used is in accordance with the research criteria.

Fifth, obstacles are not found in using the memorization method of the Koran, because the method used by the mentor is adjusted to the level of students' abilities.

4. Evaluation *Improvement*

First, Schedule Qur'an recitation is scheduled, Evaluation results have a target of completeness, evaluation material has been prepared by the supervisor evaluator team preparing remedial material material obtained an average score of 4.71 or 79%.

Second, Madrasahs formulate monitoring programs in an objective, responsible and sustainable manner. The internal supervision system is carried out by principals, education service supervisors and Educational Quality guarantor institutions, with an average score of 4.50 or 75%.

5. *Evaluation Certification*

Regular class if memorized juz 29 then the certificate of competence is given by the madrasa. Whereas if theclass the *hafidz bilingual* certificate of competence is given by the markaz al-Qur'an certification institution. students who take the recitation juz 29 certification exam, the exam questions are students reading the full surah read by the examiner, and connecting the piece of verse read by the examiner.

RECOMMENDATION

First, the lesson plan should be written systematically by the mentor, so that the implementation of Qur'anic learning is more directed. Secondly, it should be *that the Qur'anic Qur'an is* also intended for regular classes so that students can improve their recitation of the Qur'an. Third, Supervision is carried out more often so that the madrasa can know the development of students. Fourth, students who memorize juz 29 should be *rewarded* by the school to be more enthusiastic in memorizing the Qur'an. fifth, the teacher of *hafidz al-Qur'an should* get trainings related to memorization of the Koran, so as to add insight and knowledge related to reading and memorizing the Koran.

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