

Evaluation of the Al-Qur'an Literacy Program Based on the Countenance Stake Model at Junior High School

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ABSTRACT

This research aims to evaluate the planning and implementation of the Al-Qur'an literacy program (antecedents and transactions) and analyze its impact on improving students' Al-Qur'an reading competence (outcomes) at SMP Negeri 5 Depok Sleman. Method: This study uses a qualitative evaluative approach with the Countenance Stake Evaluation Model. Data were collected through in-depth interviews, narrative observations, and oral tests of Quran reading with the principal, PAI teachers, BTQ instructors, class assistant teachers, and 7 priority student samples. Data analysis used the interactive model of Miles, Huberman, and Saldaña with source and technique triangulation. Findings: The evaluation of antecedents shows initial data where 49.4% (170 out of 344) Muslim students are in the *Zaalimun Linafsih* cluster (basic level/not yet fluent). At the transactions stage, the program was implemented with a dual-system scheme (mass KAIH and intensive BTQ). Outcome evaluation proves a significant increase in competence among 7 priority student samples (KH, DE, RA, NO, AL, AR, SH) who successfully advanced to the *Muqtaṣid* level with scores of 8–9 out of a total score of 12. Conclusion: The Stake model effectively reveals operational gaps while also empirically confirming the success of improving students' Quran reading skills.

I. INTRODUCTION

The ability to read the Qur'an is the main foundation in the character and religious development of Muslim students in formal educational institutions. However, various field facts indicate that the level of illiteracy in reading the Qur'an at the secondary school level is still relatively high. At SMP Negeri 5 Depok Sleman, out of a total population of 344 Muslim students, initial data shows that 170 students (49.4%) fall into the *Zaalimun Linafsih* cluster, which is a group of students who are not yet able to read the Qur'an according to basic tajwid rules or are still at the stage of recognizing hijaiyah letters. Education evaluation based on the mapping of human typology in Surah Fatir verse 32 plays an important role in measuring the success of learning and optimizing the potential and intelligence of students. This condition emphasizes the need for a well-planned, structured, and comprehensively validated Quran literacy program intervention. To address this issue, SMP Negeri 5 Depok Sleman implements a dual-system scheme that combines Daily Islamic Religious Activities (KAIH) lasting 15 minutes every morning in the classroom and the extracurricular program of Reading and Writing the Qur'an (BTQ) focused on intensive talaqqi guidance. Each of these schemes is designed to meet the heterogeneous needs of the students. The internalization of religious values, managed in a structured manner through the application of management functions (planning, organizing, directing, and evaluating), has proven effective in achieving the goal of character building.

Strengthening the personality competence of educators who are noble and have an Islamic work ethic becomes the main foundation in building exemplary behavior and motivating the learning character of students. Nevertheless, the effectiveness of this program integration requires a systematic evaluation to determine the level of alignment between planning (antecedents), implementation (transactions), and the outcomes of student competency achievement. Evaluation of

religious education programs often focuses solely on the final outcomes without analyzing the dynamics of the process and the supporting initial conditions. In this context, the Countenance Evaluation Model developed by Robert E. Stake offers a holistic analytical framework that divides evaluation into three main matrices: antecedents (initial conditions/input), transactions (interaction processes), and outcomes (achievement results). The use of this model allows researchers to identify gaps (congruence) and logical connections (contingency) in the implementation of Quran literacy in public schools. This research has novelty in applying Stake's Countenance Evaluation Model in detail to the dual-system Quran literacy scheme in public secondary schools. The focus of the research is limited to two main problem formulations, namely: How is the evaluation of the planning (antecedents) and implementation (transactions) of the Al-Qur'an literacy program at SMP Negeri 5 Depok Sleman? How is the evaluation of the improvement in students' Quran reading competence (outcomes) based on the achievement of oral assessment criteria?

II. METHODS

This research uses a qualitative evaluative approach by applying the Countenance Stake Evaluation Model. The research was conducted at SMP Negeri 5 Depok Sleman from April to August 2026. The research subjects consisted of the Principal (top management), Islamic Religious Education Teachers (GPAI), BTQ Extracurricular Supervisors, Class Companion Teachers (GPK), and 7 priority student samples (KH, DE, RA, NO, AL, AR, SH) selected through purposive sampling based on the initial criteria of being in the Zaalimun Linafsih cluster. The data collection techniques used include: In-Depth Interviews: Conducted with school officials, instructors, and students to gather input data (antecedents) and process implementation (transactions). Narrative Observation: Carried out during the KAIH process in the classroom and the BTQ recitation guidance to observe the dynamics of learning. Oral Test of Quran Reading Practice: Used to measure the Quran reading competence (outcomes) of 7 priority sample students based on a weighted assessment rubric of 1–12 points, which includes aspects of makharijul huruf, basic tajwid rules, fluency (tartil), and correctness of harakat. Documentation Study: Used to extract initial student recap data and supporting policy documents. Data analysis is conducted interactively following the stages of Miles, Huberman, and Saldaña, which include data reduction, data display, and conclusion/verification. The credibility of the data is maintained through source triangulation and triangulation of data collection techniques.

III. RESULTS AND DISCUSSION

Evaluation of Planning (Antecedents) and Implementation (Transactions) of the Program
The results of the evaluation on the Antecedents and Transactions matrix are summarized in Stake's evaluation framework as follows:

Table 1. Evaluation Matrix of Antecedents and Transactions of the Al-Qur'an Literacy Program

Evaluation Component	Intended Condition	Observed Condition in the Field	Congruence Evaluation
Antecedents (Input & Planning)	1. Initial Student Data: All students' qualifications are systematically mapped.2. Teaching Human Resources: PAI and BTQ teachers have relevant and adequate qualifications.3. Facilities: Qur'anic copies (<i>muṣḥaf</i>) and audio speakers are available in the classroom.	1. A total of 344 Muslim students were identified; 170 students (49.4%) were classified in the <i>Zālimun Linafsih</i> cluster.2. The ratio of BTQ instructors is limited compared with the number of students requiring <i>talaqqi</i> guidance.3. Classroom audio systems function properly; however, the availability of	Fairly Congruent: The initial student mapping was highly accurate; however, there were constraints related to the limited ratio of BTQ instructors.

Evaluation Component	Intended Condition	Observed Condition in the Field	Congruence Evaluation
Transactions (Implementation Process)		BTQ learning modules is not yet evenly distributed.	
	1. Mass KAIH: A 15-minute <i>tadarus</i> session (07:00–07:15 WIB) is conducted under the guidance of a centralized audio system.2. BTQ Extracurricular Program: Individual or small-group <i>talaqqi</i> guidance is provided every Friday.	1. KAIH is conducted regularly; however, students in the lower-level clusters tend to be passive and mainly listen to the recitation.2. Intensive BTQ sessions are effective for students who attend, but attendance monitoring needs to be strengthened.	Conditional / Requires Improvement: The <i>dual-system</i> scheme is operational; however, the mass KAIH sessions are less effective in intervening with students who have basic-level competencies.

The evaluation findings indicate that the implementation of the Qur’anic literacy program demonstrates a relatively strong level of congruence between the intended conditions and the conditions observed in the field. The analysis of the Antecedents shows that the initial student mapping was conducted systematically, with 344 Muslim students identified and 170 students (49.4%) classified within the *Zālimun Linafsih* cluster. This finding indicates that the initial assessment was sufficiently effective in identifying students who required additional assistance in Qur’anic reading. The availability of qualified PAI and BTQ teachers, Qur’anic copies (*muṣḥaf*), and classroom audio systems also provided important structural support for program implementation. However, the antecedent evaluation also identified several constraints, particularly the limited ratio of BTQ instructors relative to the number of students requiring intensive *talaqqi* guidance. This condition may affect the intensity and individualization of instruction, especially for students with basic or very basic Qur’anic reading competencies. In addition, although classroom audio facilities were generally functional, the uneven availability of BTQ learning modules suggests that instructional resources have not been distributed optimally. Thus, the planning component can be considered fairly congruent, while still requiring improvement in human-resource allocation and learning-resource provision.

The evaluation of the Transactions demonstrates that the program has been implemented through a *dual-system* consisting of mass KAIH activities and more intensive BTQ instruction. The 15-minute daily *tadarus* session provides a routine learning environment and promotes students’ regular engagement with Qur’anic reading. Nevertheless, the observed passivity of students in the lower-ability clusters indicates that a mass instructional model may not adequately address individual learning needs. Students with limited foundational competencies require more direct interaction, corrective feedback, and guided practice than can generally be provided through centralized audio-based activities. Meanwhile, the implementation of intensive BTQ through individual or small-group *talaqqi* sessions appears to provide a more targeted form of intervention. The approach allows teachers to respond directly to students’ pronunciation, *makhraj*, Tajwid, and reading-fluency difficulties. However, its effectiveness is partly dependent on student attendance and the availability of sufficient instructors. Therefore, strengthening attendance monitoring and increasing the capacity of BTQ instructors are important for ensuring that the intervention reaches students consistently.

Overall, the congruence analysis suggests that the program has been implemented in accordance with its basic design, but there remains a gap between the intended instructional model and the learning needs of students in the lower competency clusters. The mass KAIH component is useful for establishing a culture of Qur’anic reading and maintaining routine practice, whereas the *talaqqi*-based BTQ component is more suitable for addressing individual deficiencies. These findings suggest that the program would benefit from a more differentiated instructional

strategy in which students' initial competency levels determine the intensity, method, and frequency of intervention. Such an approach could improve the alignment between program inputs, implementation processes, and students' actual learning needs.

The Antecedents Evaluation reveals that the foundation of the school policy is very strong due to precise initial data collection. However, a gap arises due to the limited number of BTQ instructors to personally guide 170 students in the basic category. In the Transactions matrix, mass KAIH for 15 minutes in the morning effectively builds a living Qur'an and a religious atmosphere in the school. The process of religious education for students requires the integration of stages of Islamic education, namely exemplary behavior (al-Qudwah), habituation (al-'Adah), advice (al-Mauidzah), attention to potential (al-Mulahadhah), and proportional discipline (al-'Uqubah). However, classroom interaction is predominantly one-way from a central audio source, so students categorized as *Zālimun Linafsih* do not receive individual pronunciation corrections. This obstacle was successfully overcome by the extra BTQ program that uses the talaqqi method, where the Teacher-Student interaction is interactive and constructive. Results of the Evaluation of Students' Quran Reading Competence Improvement (Outcomes) The Outcomes Matrix measures the real changes in Quran reading ability among 7 prioritized student samples who are continuously monitored. The measurement was conducted by comparing the pre-intervention and post-intervention conditions using a standard assessment rubric (maximum score of 12).

Table 2. Recap of Evaluation Outcomes for 7 Priority Student Samples

Student Code	Initial Cluster	Initial Score (1–12)	Post-Intervention Achievement	Final Score	Final Cluster	Achievement Evaluation
KH	<i>Zālimun Linafsih</i>	3 (Basic)	Improved fluency and mastery of basic Tajwid rules (<i>Nun Sukun</i>)	9	<i>Muqtaṣid</i>	Achieved
DE	<i>Zālimun Linafsih</i>	2 (Very Basic)	Accurate articulation of <i>makhraj</i> and improved <i>harakat</i> accuracy	8	<i>Muqtaṣid</i>	Achieved
RA	<i>Zālimun Linafsih</i>	3 (Basic)	Improved mastery of <i>Madd</i> rules and reading fluency	9	<i>Muqtaṣid</i>	Achieved
NO	<i>Zālimun Linafsih</i>	2 (Very Basic)	Able to distinguish similar Arabic letters (<i>Al-Ḥurūf al-Mutashābihah</i>)	8	<i>Muqtaṣid</i>	Achieved
AL	<i>Zālimun Linafsih</i>	4 (Basic)	Improved <i>tartīl</i> ability and mastery of <i>waqf</i>	9	<i>Muqtaṣid</i>	Achieved
AR	<i>Zālimun Linafsih</i>	3 (Basic)	Mastery of <i>Ghunnah</i> and the pronunciation of <i>Sukūn</i> rules	8	<i>Muqtaṣid</i>	Achieved
SH	<i>Zālimun Linafsih</i>	3 (Basic)	Consistent application of basic Tajwid and improved reading fluency	9	<i>Muqtaṣid</i>	Achieved

Table 2 data shows that all priority student samples (KH, DE, RA, NO, AL, AR, SH) experienced a significant increase in their Quran reading competence. The average score of the students increased from the very basic category (score 2–4) to the *Muqtaṣid* category or the intermediate/proficient level with scores ranging from 8 to 9. Theoretically, these findings indicate a positive logical relationship (contingency) between the talaqqi treatment in BTQ (Transactions) activities and the improvement in students' oral competence (Outcomes). Intensive face-to-face guidance provides space for instructors to correct *makhraj* and *tajwid* directly (direct feedback), something that cannot be fully accommodated in mass KAIH in the classroom.

IV. CONCLUSION

Based on the evaluation results of the Stake's Countenance Model on the Quran literacy program at SMP Negeri 5 Depok Sleman, it can be concluded that: 1. The antecedents evaluation shows a highly structured mapping of initial student data (170 students or 49.4% are in the *Zaalimun Linafsih* cluster), but faces challenges due to the limited ratio of BTQ instructors. The transactions evaluation proves that the dual-system scheme runs routinely, where mass KAIH excels in building a religious culture, while the BTQ extracurricular excels in the technical improvement of students' reading through *talaqqi*. The outcomes evaluation confirms a significant improvement in Quran reading competence among 7 priority student samples (KH, DE, RA, NO, AL, AR, SH), all of whom successfully advanced from the basic level to the *Muqtasid* cluster, achieving oral test scores between 8 and 9 out of a total score of 12.

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