Effectiveness of the Bright Moon Age Quran Learning Programme at Alif Iqra Makassar: Evaluation Based on Context, Input, Process, and Product

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Abstract: This study evaluates the effectiveness of the Bright Moon Age Quran Learning Programme at Alif Iqra Makassar using the CIPP model (Context, Input, Process, Product). The research employs a descriptive evaluation method with a qualitative approach. The findings indicate that the programme has been well-implemented at each stage. In terms of context, the programme aligns with needs identified through a needs assessment, with relevant objectives and sufficient resources, including teacher training. The input evaluation shows that the programme is appropriately targeted, with qualified instructors and adequate facilities. In the process, although the programme has followed the planned procedures, improvements are needed in time management and classroom atmosphere to optimise learning. The product evaluation reveals significant progress in students' understanding of the Arabic alphabet (*hijaiyyah*) and Islamic beliefs. Overall, the programme proves effective in providing quality Quranic education at an early age, though further improvements in process are necessary for greater effectiveness.

Keywords: Effectiveness, Quran Learning Programme, Bright Moon Age, CIPP Evaluation, Alif Iqra.

Abstrak: Penelitian ini mengevaluasi efektivitas program mengaji usia Bright Moon di Alif Iqra Makassar dengan model CIPP (Context, Input, Process, Product). Metode yang digunakan adalah evaluasi deskriptif dengan pendekatan kualitatif. Hasil evaluasi menunjukkan bahwa program ini berjalan baik di setiap tahap. Pada konteks, program ini sesuai dengan kebutuhan yang teridentifikasi melalui needs assessment, dengan tujuan yang relevan dan

sumber daya yang memadai, termasuk pelatihan pengajar. Evaluasi input menunjukkan bahwa program tepat sasaran, dengan pengajar berkualifikasi dan fasilitas yang mendukung. Pada proses, meski program berjalan sesuai perencanaan, terdapat kebutuhan untuk meningkatkan kedisiplinan waktu dan pengelolaan suasana pembelajaran. Evaluasi produk menunjukkan kemajuan yang signifikan dalam pemahaman huruf hijaiyyah dan akidah Islam. Secara keseluruhan, program ini efektif dalam memberikan pendidikan Al-Qur'an berkualitas pada usia dini, meskipun perbaikan pada proses masih diperlukan.

Kata kunci: Efektivitas, Program Mengaji, Usia Bright Moon, Evaluasi CIPP, Alif Iqra.

Introduction

Early childhood refers to the period in a child's life characterised by rapid development. Research indicates that 40% of human development occurs during early childhood (Khaironi, 2018). For this reason, early childhood is considered a critical phase, often referred to as the "golden age." Everyone experiences early childhood, but only once in their lifetime, making this stage particularly significant. Early childhood is the optimal period for stimulating individual development.

Teaching children to read the Quran at an early age is not a new practice. In fact, it is advisable to introduce Quranic reading as early as possible, particularly during the golden age, when children are most receptive to learning. This allows the educational process to be absorbed more effectively and efficiently (Ummah & Wafi, 2017). Moreover, children who are taught to read the Qur'an from an early age will find it easier to develop the habit of reading the Qur'an regularly. Young children who are able to read the Qur'an and become accustomed to it will be deeply influenced, internalising its teachings, which in turn brings them significant benefits. During the golden

age of childhood, a period of rapid physical and mental development, the brain undergoes crucial development, with 80% of brain growth occurring at this stage. For this reason, researchers emphasise the importance of creating an environment that nurtures young children and maximises their potential. In relation to early childhood and Qur'an learning, this is particularly beneficial, as teaching the Qur'an at a young age helps to improve memory retention and instils religious values from an early age (Fitriningsih, 2016).

When discussing the teaching of the Quran at an early age, it is essential to formulate a programme that supports children in learning the Quran from a young age. In relation to the programme, evaluation is an integral part to ensure its quality (Rahmanita et al., 2022). The purpose of evaluation is to determine whether the programme's objectives have been achieved, whether the activities meet the required standards, whether improvements are needed, and whether the programme's shortcomings can be addressed. One widely recognised programme evaluation model is the CIPP model, developed by Stufflebeam in 1970 (Husnussaadah et al., 2023). Stufflebeam developed this model based on the belief that evaluation is a tool for improvement, rather than for proving something. The CIPP evaluation model consists of four activities, each of which forms part of the process within an organisational programme; these activities are context, input, process, and product.

Quran learning programmes are widely conducted across Indonesia, one of which is at an institution called Alif Iqra. The Quran learning programme at Alif Iqra offers five different classes, namely: the Lovely Earth programme for children aged 2-3 years, the Bright Moon programme for children aged 3-6 years, the Sparkling Stars programme for children aged 6-12 years, the Shiny Sun programme for adolescents aged 12-17 years, and the High Sky programme for individuals over 17 years old. Each of these programmes has been designed and implemented differently at Alif Iqra. The CIPP evaluation model has been adopted as one of the researcher's objectives to assess the extent to which the Bright Moon programme (for ages 3-6) has been

implemented, whether it adheres to the applicable standards, and how the outcomes of this early childhood Quran learning programme can be evaluated.

Research Methodology

This study was conducted in Makassar, with the research subjects including the teaching team, parents, and the Alif Iqra Center institution. The approach employed in this study is qualitative, using a descriptive evaluative method. The evaluation model applied in this research is the CIPP model, which consists of Context, Input, Process, and Product. The choice of the CIPP model was based on the objective of evaluating the Quran learning programme for the Bright Moon Age group at Alif Iqra Makassar. The aim of this evaluation is to assess the extent to which the programme for children aged 3-6 years is implemented, whether it aligns with established standards, and the outcomes produced by the programme for early childhood Quran education (Mahmudi, 2011). Data collection was carried out through interviews and observations of parents, Alif Iqra teachers in Makassar, and the Alif Iqra Center's facilitators. The data obtained were then analysed using the CIPP evaluation model.

Result and Discussion

CIPP Evaluation Analysis of the Quran Learning Programme for Bright Moon Age at Alif Iqra Makassar

Component	Evaluated Aspect	Evaluation Indicators
Context	Analysing the needs of the Quran learning programme for Bright Moon Age at Alif Iqra Makassar	1. Background and need for the Quran learning programme for Bright Moon Age. 2. The learning environment during the Quran programme at Alif Iqra. 3. Objectives of the Quran learning programme for Bright Moon Age at Alif Iqra.

Input	Evaluating the strategies and planning used in implementing the Quran learning programme for Bright Moon Age at Alif Iqra Makassar	1. Instructors of the Quran learning programme for Bright Moon Age at Alif Iqra. 2. Students' abilities in the Quran learning programme for Bright Moon Age at Alif Iqra Makassar.
Process	Evaluating the implementation process of the Quran learning programme for Bright Moon Age at Alif Iqra Makassar	1. Execution of the Quran learning programme for Bright Moon Age at Alif Iqra. 2. Teachers' skills in delivering the programme for Bright Moon Age at Alif Iqra. 3. Use of learning media in the Quran programme for Bright Moon Age at Alif Iqra Makassar. 4. Challenges faced during the implementation of the Quran learning programme for Bright Moon Age at Alif Iqra Makassar.
Product	Evaluating the extent of success of the Quran learning programme for Bright Moon Age at Alif Iqra Makassar	1. Achievement of the programme's objectives for Bright Moon Age. 2. Benefits of the Quran learning programme for Bright Moon Age.

Context

In the context stage, the primary focus is to assess the implementation of the programme at a non-formal educational institution, which includes identifying the strengths and weaknesses of the evaluated object. Therefore, the indicators for the context evaluation involve analysing the ongoing programme's needs, often referred to as needs assessment. The purpose of the context evaluation is to assess how well the objectives are being met and to offer recommendations or solutions for improvements where necessary.

Background and Needs Assessment in the Bright Moon Age Quran Learning Programme at Alif Iqra Makassar

According to an interview with one of the instructors from the Alif Iqra programme in Makassar, it was revealed that Alif Iqra is a platform managed by PT. Sahabat Alif Indonesia. The platform's primary goal is to connect skilled and qualified Quran teachers with students who require their services. In 2016, the Home Privat Alif School programme, which had been initially offered in Jakarta, transitioned to an online format, resulting in increased demand for private lessons. By 2018, Alif Iqra was launched as an application that helped parents find suitable Quran teachers for their children. Since its inception, the programme has rapidly expanded to multiple cities, including Jabodetabek, Bandung, Cirebon, Yogyakarta, Surabaya, Malang, Pontianak, Pekanbaru, Medan, Denpasar, Palembang, Balikpapan, and even Makassar (Admin_Alif, 2019; Himmah, 2023).

The Alif Iqra programme consists of several class categories, namely:

a. **Lovely Earth**: Focused on fostering a love for the learning process and environment for children aged 2-3 years, using the Montessori method.

b. **Bright Moon**: A programme for children aged 3-6 years, where they begin to show a keen curiosity.

c. **Sparkling Stars**: A programme for children aged 6-12 years, emphasising the development of creativity.

d. **Shiny Sun**: A programme for children aged 12-17 years.

e. **High Sky**: A programme for individuals aged 17 and above, transitioning into adulthood.

Environmental Conditions

The environment in Makassar is very supportive of the programme's implementation, as many children aged 4-12 years (in the Bright Moon category) spend more time on gadgets than reading the Quran. With the

introduction of this programme, it is hoped that children will become familiar with the hijaiyyah letters at an earlier age, enabling them to read and memorise Quranic verses at a younger age.

Objectives of the Quran Learning Programme for Bright Moon Age at Alif Iqra Makassar

The Bright Moon Quran programme at Alif Iqra Makassar aims to connect children with competent Quran teachers to accelerate their introduction to the Qur'an. At an early age, children are in a developmental stage heavily influenced by concrete and sensory experiences (Piaget, 1972), which makes it crucial to employ an engaging approach that fosters an emotional connection to the material being taught (Muliadi, 2012).

The quality of teaching is also vital, as a competent teacher is able to adjust their teaching methods to the developmental stage of the child, not only teaching the Qur'an but also fostering a positive relationship (Hidayat et al., 2018). With the appropriate approach, this programme not only introduces the children to the Arabic letters (*hijaiyyah*) but also instils religious values, strengthening the child's spiritual foundation from an early age and facilitating their understanding and internalisation of the teachings of the Qur'an.

Input

The input evaluation stage aims to explain the selected inputs and identify the strengths and weaknesses, strategies, and designs implemented to achieve the programme's objectives (Sukardi, 2017). Based on interviews with one of the instructors at Alif Iqra, it was found that the competencies of each teacher are in line with the programme's needs. This programme is intended for children aged 3-6 years, referred to as the Bright Moon category, in the city of Makassar. In Makassar, each instructor handles one student. One of the challenges faced during the programme's implementation is that teachers must adapt to the mood of the students during lessons.

Instructors of the Bright Moon Age Quran Learning Programme at Alif Iqra Makassar

At the Alif Iqra centre, there is one mentor who provides training to teachers involved in the Alif Iqra programme across various regions. In Makassar, several instructors are involved, one of whom is Nurwinanda, S.Pd., a graduate of Universitas Negeri Makassar.

The competencies of the instructors align with the programme's needs, as each teacher undergoes training before being assigned to a student. In general, the instructors participating in this programme are graduates in the fields of Islamic Education, Arabic Language Education, Tafsir Studies, and some even have backgrounds in Quranic education. Additionally, instructors who have completed the training are provided with curricula, syllabi, and supporting materials, which are accessible through the Alif Iqra website.

Students of the Bright Moon Age Quran Learning Programme at Alif Iqra Makassar

The Bright Moon Age Quran Learning Programme at Alif Iqra Makassar is specifically for children aged 3-6 years. The facilities and infrastructure used in this programme are as follows:

a. **Venue for Programme Implementation:** The programme is conducted at the students' homes. This means that each teacher, after undergoing training, will visit the student's home to conduct lessons in person.

b. **Learning Resources:** This programme has its own website, where teachers can access materials to be taught to each student. The book used in this programme is Tilawati PAUD, specially designed for the Bright Moon age group. After completing the Tilawati PAUD book, students can proceed to Tilawati Volume 1 and so on.

c. **Teaching Media:** The teaching media used in this programme include tracing, colouring, painting, game learning, crafting, video learning, and storytelling.

Alif Iqra in Makassar has provided facilities to support the programme's

implementation, such as learning spaces provided by the students' parents, learning media facilitated by Alif Iqra, and the Tilawati Quran learning method. All these elements contribute to the successful and efficient implementation of the Bright Moon Age Quran Learning Programme at Alif Iqra Makassar.

This aligns with the findings presented by Imron in his research, which states that at the input evaluation stage, the main focus is to ensure that available resources are sufficient, plans are in place, and the strategies used are appropriate to achieve the programme's objectives (Fauzi, 2023).

Process

In the process evaluation stage, the main focus is to provide the evaluator with information regarding the monitoring phase of the Quran learning programme for Bright Moon Age at Alif Iqra Makassar. The aim is to identify the strong aspects for further development, while addressing weaknesses that can be removed or improved (Zhang et al., 2011). This stage of evaluation concentrates on the programme's implementation to determine whether it aligns with expectations based on established indicators.

Implementation of the Quran Learning Programme for Bright Moon Age at Alif Iqra

The Quran learning programme for Bright Moon Age at Alif Iqra Makassar offers flexible scheduling options tailored to parents' preferences. These include four sessions per month, eight sessions per month, or even daily classes. Each session lasts approximately 90 minutes, covering Quranic recitation using relevant media, as well as religious jurisprudence lessons. The teaching method is adjusted to suit the characteristics of each student, requiring instructors to prepare various strategies to ensure effective learning.

Competency of Instructors in the Quran Learning Programme for Bright Moon Age at Alif Iqra

Instructors involved in the programme at Alif Iqra Makassar are graduates of reputable universities with a background in Quranic studies. This ensures that the teachers' expertise is in line with the needs of the students. Their qualifications enable them to deliver relevant and effective material for teaching the Quran to young children.

Utilisation of Facilities and Infrastructure

Alif Iqra Centre provides various learning resources, such as origami paper sent from the central office, as well as uniforms for teachers to wear when teaching at students' homes. The programme also offers incentives, such as funding from parents, to ensure the smooth implementation of the programme. This indicates that Alif Iqra has adequately prepared the necessary resources to support the teaching and learning process.

Challenges in Implementing the Quran Learning Programme for Bright Moon Age at Alif Iqra Makassar

Several challenges have been identified in the implementation of the programme, relating to learning resources, programme execution, and the programme's policies. According to the researcher's observations, there have been issues with time management, resulting in discrepancies between the scheduled and actual class times, which occasionally causes delays or rescheduling of lessons. Additionally, instructors face difficulties in selecting the appropriate methods and materials to deliver, as the students' needs vary with each session.

Product

In the product stage, the goal is to assess whether the programme has been successful by evaluating the outcomes achieved. The data gathered in

this stage will determine whether the programme should be continued, stopped, or modified. Therefore, this stage aims to answer the question of whether the programme has been successful. To assess this, it is necessary to evaluate the alignment between the benefits gained and the objectives set within the programme (Wirawan, 2018).

Achievement of the Quran Learning Programme's Objectives for Bright Moon Age at Alif Iqra

Based on interviews with instructors in Makassar, the Quran learning programme for Bright Moon Age at Alif Iqra has shown significant progress in its students. This is evident from the students' understanding of the material, their ability to recognise the Arabic alphabet (hijaiyyah) from an early age, and their comprehension of Islamic beliefs.

Benefits of the Quran Learning Programme for Bright Moon Age at Alif Iqra Makassar

According to an online interview with one of the instructors in Makassar, the Quran learning programme for Bright Moon Age at Alif Iqra provides numerous benefits. The programme teaches the Quran from an early age, helping children not only to recognise the Arabic letters but also to develop a sound understanding of their religion. Consequently, students who participate in the programme acquire a solid religious foundation from a young age.

Conclusion

Based on the evaluation results of the Quran learning programme for Bright Moon-age children at Alif Iqra Makassar, using the CIPP model (Context, Input, Process, Product), it can be concluded that the programme has been effectively implemented at each evaluation stage:

1. **Context Evaluation**

   The programme for Bright Moon-age children at Alif Iqra was designed in accordance with the needs identified through a needs assessment. Its

objectives are highly relevant to the needs of parents seeking competent Quran teachers for their children. The available resources greatly support the success of the programme, with teacher training ensuring the quality of instruction.

2. **Input Evaluation**

   The programme is appropriately targeted at children aged 3-6 years, and is supported by adequate facilities and infrastructure. The instructors involved meet the required qualifications for their field, and the allocated budget is sufficient to cover the programme's operational needs. Additionally, the programme is supported by various teaching media tailored to the characteristics of young learners.

3. **Process Evaluation**

   The implementation of the programme has followed the established plan. However, some aspects require improvement, such as time discipline and the management of the learning environment to ensure the material is effectively delivered and received by the children. Enhancements in these areas would further optimise the programme's effectiveness.

4. **Product Evaluation**

   The results of the programme show significant progress in the students' understanding of the Arabic alphabet (hijaiyyah) and Islamic beliefs. The programme has successfully achieved its goal of imparting foundational knowledge of the Quran and religious values to young children.

Overall, the Bright Moon-age Quran learning programme at Alif Iqra Makassar has proven effective in providing quality Quranic education at an early age. However, further improvements in the process are necessary to ensure the smooth operation and sustainability of the programme.

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