EVALUATION OF THE IMPLEMENTATION OF THE *TAHFIZH* SPT PROGRAM AT SMPN ACEH BESAR REGENCY: A REVIEW FROM THE PERSPECTIVE OF PLANNING AND IMPLEMENTATION

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Abstract: This study aims to evaluate educators' and students' planning in the Integrated Education System (SPT) program in the field of *tahfizh* at the junior high school (SMP) level in Aceh Besar Regency. The evaluation used a quantitative approach involving 12 educators and 361 students. Data collection was carried out using a questionnaire that had undergone content validation (Aiken's) and reliability (Cronbach's Alpha). The educators' evaluation results at the planning stage averaged 4.44, with a "Very Good" rating, and the students' evaluation results averaged 3.81, with a "Good" rating. Based on the results of this planning evaluation, the recommendations that can be given are that educators can use a variety of methods in *tahfizh* learning, need to conduct initial diagnostic tests to determine the learning styles and methods that are suitable for students, evaluate student responses to the learning methods used, and collaborate in the preparation of teaching modules that integrate several learning methods in accordance with the characteristics of the students. These findings emphasize the importance of adjusting learning strategies and improving planning quality to better align with student needs, enabling the objectives of the *tahfizh* program to be achieved optimally.
Keywords: Planning Evaluation, SPT Program, *Tahfizh*

Abstrak: Penelitian ini bertujuan untuk mengevaluasi perencanaan pendidik dan peserta didik pada Program Sistem Pendidikan Terpadu (SPT) bidang *Tahfiẓ* tingkat Sekolah Menengah Pertama (SMP) di Kabupaten Aceh Besar. Evaluasi dilakukan dengan pendekatan kuantitatif yang melibatkan sebanyak 12 pendidik dan 361 peserta didik. Pengumpulan data dilakukan menggunakan angket yang telah melewati tahap validasi isi (Aiken's) dan relibilitas (Alpha Cronbach). Hasil evaluasi pada tahap perencanaan dari pihak pendidik memperoleh rata-rata sebesar 4.44 dengan kategori "Sangat Baik" dan pihak peserta didik rata-rata sebesar 3.81 dengan kategori "Baik". Berdasarkan hasil evaluasi perencanaan ini rekomendasi yang dapat diberikan yaitu pendidik dapat menggunakan variasi metode dalam pembelajaran *tahfizh*, perlu melakukan tes diagnostik awal dalam rangka mengetahui gaya belajar dan metode yang sesuai untuk peserta didik, melakukan evaluasi respons peserta didik terhadap metode pembelajaran yang digunakan, dan melakukan kolaborasi dalam penyusunan modul ajar yang mengintegrasikan beberapa metode pembelajaran sesuai dengan karakteristik peserta didik. Temuan ini menegaskan pentingnya penyesuaian strategi pembelajaran dan peningkatan kualitas perencanaan berbasis kebutuhan peserta didik agar tujuan program *tahfiẓ* dapat tercapai secara maksimal.
Kata Kunci: Evaluasi Perencanaan, Program SPT, *Tahfizh*

INTRODUCTION

The Integrated Education System (SPT) program is an implementation of the national development vision in the field of education, as outlined in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. The Aceh Besar regency government created the SPT program to realize these national educational aspirations, with a special emphasis on character development grounded in religious values and intellectual skills. Through the integration of general and religious education, SPT strives to create a generation that is not only excellent in science but also has a strong moral and spiritual foundation, in line with the national educational objectives outlined in the law.

The Integrated Education System (SPT) program focuses on two main components in its curriculum: *Diniyah* lessons and *tahfizh* Al-Qur'an lessons. *Diniyah* lessons cover several important aspects of Islamic education, such as tauhid, fiqh (Islamic law), morals, Islamic history, and hadith. Meanwhile, *tahfizh Al-Qur'an* lessons are conducted correctly and *mutqin* (perfect memorization), with the memorization material consisting of *juz* 30, *juz* 29, *juz* 28, *juz* 1, and so on, in accordance with the minimum requirements set out in the SPT implementation guideline book (Aceh Besar Regency Government, 2021). The established success criteria are expected to be achieved through various steps and strategies that have been formulated.

For a program to achieve optimal results, it must go through an initial stage: planning. As explained by Hasibuan, a program is a clear, concrete plan because it contains predetermined objectives, policies, procedures, budgets, and implementation times (Hasibuan, 2019). Based on this statement, programs and planning are inseparable. Careful, thorough planning is expected to serve as the basis for implementing a program, ensuring it has a clear direction and objectives. Planning is the first step in achieving goals (Hasanah, Damayanti, Fahlevi, & Mu'alimin, 2025).

Research on the Aceh Besar SPT program has been conducted by previous researchers with various research foci, including supervision, management, and program implementation (Khatami, 2023; Saifuddin, 2022). However, no research has evaluated program planning, even though it is a fundamental stage in program implementation. Another field finding that supports the need for planning evaluation is the low achievement of the memorization targets set by the Aceh Besar Education and Culture Office: 4 *juz*, but most ninth-grade students can memorize only 1 *juz*. This finding also indicates a problem that must be traced back to the planning stage. This study is expected to provide an overview of the situation and recommendations for more accurate planning to achieve optimal results.

LITERATURE REVIEW
Program Evaluation

Evaluation comes from the English word "evaluation." This word was absorbed into Indonesian vocabulary, to retain the original word while making a slight adjustment to the Indonesian pronunciation, becoming "*evaluasi*" (Arikunto & Jabar, 2018). According to Fitzpatrick, evaluation is the identification, clarification,

classification, and application of defensible criteria to determine the value of the object being evaluated (Fitzpatrick, Sanders, Worthen, & Wingate, 2023; Winaryati, Munsarif, Mardiana, & Suwahono, 2021). Evaluation objects can include programs, projects, policies, products, equipment, and so on (Muslimah, Rohmah, Azzahra, Sabillah, & Aji, 2024; Stufflebeam & Coryn, 2014). According to Stufflebeam, program evaluation is an effort to provide information to decision makers (A. Diana & Sari, 2023; Stufflebeam & Coryn, 2014). Program evaluation helps answer questions such as whether stakeholders' actions are appropriate or whether there are better ways to improve program outcomes. As a systematic way to assess the effectiveness, efficiency, and impact of a program, evaluation provides insights that go beyond mere outcome reports (Stufflebeam & Coryn, 2014). The main benefit of program evaluation is that it aids better decision-making. Evaluation provides data and analysis that enable stakeholders to make evidence-based decisions about whether a program should be continued, modified, or discontinued (Warman, Komariyah, & Kaltsum, 2023). Evaluation also encourages organizational learning and improvement. Through evaluation, organizations can discover best practices, learn from failures, and adjust their strategies (Preskill & Torres, 1999; Warman et al., 2023).

There are many models for evaluating a program. Although different, all models serve the same purpose: to collect data or information about the object being evaluated to provide a basis for decision-makers in determining the program's follow-up. There are several program evaluation models, such as CIPP, Countenance Stake, Goal-Oriented Evaluation Model, Goal-Free Evaluation Model, Responsive Evaluation Model, Discrepancy, and Kirkpatrick. In this study, the evaluation model used is the countenance stake evaluation model. The Countenance Stake Evaluation Model was developed by Robert E. Stake in 1967. The Countenance Stake model has three stages of evaluation: antecedents (planning/preparation), transaction (implementation), and outcomes. It creates a comparison matrix between description and judgment (Stufflebeam & Coryn, 2014), but this study focuses only on the first stage, namely planning/preparation.

Program Implementation

Implementation is the process of applying or executing. Implementation is usually related to a policy established by a particular institution or agency to achieve a set goal. Policy implementation is a means of achieving its objectives. Implementation is considered the main form and a crucial stage in the policy process. George C. Edward III's statement reinforces the idea that, without effective and efficient implementation, policymakers' decisions will not be successfully executed. George C. Edward III argues that policy implementation is influenced by four variables, namely communication, resources, disposition (temperament and characteristics), and bureaucratic structure (Mazmanian & Sabatier, 1984; Pramono, 2020).

Daniel A Mazmanian and Paul A. Sabatier explain the meaning of implementation as understanding what actually happens after a program is declared effective. The primary focus is on the activities and events that arise after the policy is passed, including efforts to implement the policy or program and the real impact it has on society (Pramono, 2020). Ripley and Franklin state that implementation is what

happens after a law is enacted, granting authority to a program, policy, benefit, or tangible output. In addition, Marilee S. Grindle notes that implementation is a form of connection that facilitates the realization of policy objectives through government activities. Based on these definitions, implementation is a series of activities or actions carried out after a policy is enacted to achieve the desired outcome. Edward III named his public policy implementation model Direct and Indirect Impact on Implementation. In this theoretical approach, four variables influence the success of policy implementation, namely communication, resources, disposition (characteristics of the implementer), and bureaucratic structure (Pramono, 2020).

Aceh Besar Integrated Education System (SPT) Program

SPT is an education program specifically designed for students at the public elementary school (SDN) and public junior high school (SMPN) levels. This program integrates Islamic principles, daily worship practices, Quranic reading lessons, and Quran memorization into the national education system. SPT is implemented in schools under the auspices of the Aceh Besar District Education and Culture Office, creating synergy between Islamic values and national education standards. The Integrated Education System (SPT) program focuses on two main components in its curriculum: *Diniyah* lessons and *tahfizh Al-Qur'an* lessons. Learning in the Integrated Education System (SPT) program not only includes theoretical classroom instruction, such as *Diniyah* and *tahfizh Al-Qur'an* lessons, but also activities to instill habits in students. The habit formation referred to is that of Islamic culture and daily worship practices, such as shaking hands, reading the Qur'an every morning, reciting prayers before and after lessons at school, performing *wudhu*, praying *Zuhr* in congregation, and others (Aceh Besar Regency Government, 2021).

The Integrated Education System (SPT) program implemented in Aceh Besar Regency combines the national curriculum (determined by the central government) with a local Islamic curriculum (comprising only Islamic Religious Education and the Qur'an). All procedures and implementation provisions are written in the book "Guidelines for the Implementation of the Integrated Education System (SPT)". The legal basis for implementing the Integrated Education System (SPT) program in Aceh Besar Regency includes Law Number 20 of 2003 concerning the National Education System and Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 63 of 2014 concerning Extracurricular Activities in Primary and Secondary Schools. Qanun of the Government of Aceh Number 9 of 2015 concerning Amendments to Qanun Aceh Number 11 of 2014 concerning the Implementation of Education. Qanun of the Government of Aceh Besar Regency Number 6 of 2010 concerning Education in Aceh Besar Regency. Qanun of the Government of Aceh Besar Regency Number 1 of 2022 concerning the Integrated Education System.

RESEARCH METHODOLOGY

Research Design

This research is a program evaluation with a quantitative approach. According to Creswell, quantitative research is a systematic, objective approach to data collection and analysis that uses numerical data to gather valid information about a particular

phenomenon or problem (Creswell & Creswell, 2018). Data collection used a Likert-scale questionnaire with a 1-5 response scale. The instrument used had passed the content validation stage using the Aiken formula. The content validation stage was conducted by calculating scores from 7 expert judgments. The results of the content validation for each questionnaire are shown below.

Table 1. Results of the Aiken analysis of the educator questionnaire

Educator Questionnaire					
Statement	CVI	Criteria	Statement	CVI	Criteria
Statement 1	0.9285714	Valid	Statement 10	0.9642857	Valid
Statement 2	0.9285714	Valid	Statement 11	0.9642857	Valid
Statement 3	0.8928571	Valid	Statement 12	1	Valid
Statement 4	0.9642857	Valid	Statement 13	0.9285714	Valid
Statement 5	0.8214286	Valid	Statement 14	1	Valid
Statement 6	0.9285714	Valid	Statement 15	0.9285714	Valid
Statement 7	1	Valid	Statement 16	0.8214286	Valid
Statement 8	0.9285714	Valid	Statement 17	0.9285714	Valid
Statement 9	0.9285714	Valid			

Source: Data processing in 2025

Table 2. Results of the Aiken analysis of student questionnaires

Student Questionnaire					
Statement	CVI	Criteria	Statement	CVI	Criteria
Statement 1	0.9642857	Valid	Statement 5	0.964286	Valid
Statement 2	0.9642857	Valid	Statement 6	0.964286	Valid
Statement 3	0.9642857	Valid	Statement 7	0.928571	Valid
Statement 4	0.9642857	Valid	Statement 8	0.892857	Valid

Source: Data processing in 2025

After passing the content validity test, the instrument was tested for reliability using Cronbach's alpha in Jamovi. The analysis showed that the instrument had high reliability, with a range of 0.86–0.95.

Data Collection

The population in this study consisted of 11th-grade students who had participated in the program for at least 2 years and educators in the *tahfizh* program at the public junior high school level, in accordance with the decree issued by the Aceh Besar Education and Culture Office. The sampling technique for educators and teachers was random sampling. Random sampling is a method of selecting research participants at random, ensuring that every member of the research population has an equal chance of being selected (Creswell, 2012). The sample size in this study was 361 student respondents and 12 educator respondents.

Data Analysis

All data obtained were then analyzed descriptively by considering the SD and mean values in determining the achievement categorization. All data analysis in this study was conducted using Jamovi software. The categorization of program success levels was

determined based on the questionnaire's mean score. The interval division was performed using the Likert scale division principle (Sugiono, 2022). The categorization was performed using the following formula:

$$Range = \frac{Highest\ Score - Lowest\ Score}{Category}$$

with the highest score = 5, the lowest score = 1, and the category = 5. The calculation results yielded an interval of 0.8, so the success categorization is as follows.

Table 3. Categorization of success

Interval	Category
4,20 – 5,00	Very Good
3,40 – 4.19	Good
2,60 – 3.39	Fair
1,80 – 2,59	Poor
1,00 – 1,79	Not Good

FINDINGS AND DISCUSSION
Findings
Educator Planning

In the educator planning stage, six components are evaluated. The detailed results of the descriptive analysis of each component are shown below.

Table 4. Educator planning output

Aspect	N	Mean	Median	SD	Category
Human Resources	12	4.58	4.90	0.592	Very Good
Learning activity planning	12	4.40	4.50	0.419	Very Good
Strategy alignment	12	4.33	4.40	0.462	Very Good
Availability of facilities	12	4.44	4.67	0.499	Very good
Educational planning (overall)	12	4.44	4.62	0.421	Very Good

Source: Output of Jamovi

The average score for overall educational planning was 4.44, indicating that the level of planning was in the "very good" category. The SD value of 0.421 indicates the similarity and consistency of respondents' responses. The highest score was obtained in the human resources (HR) aspect, with a mean of 4.58. This value indicates that SPT teachers in the field of *tahfiz*h possess strong human resources and meet the requirements of the Aceh Besar Education and Culture Office. Reading the Qur'an correctly and adequately, participating in the selection process, studying the implementation guidelines, and attending training conducted by the relevant agency are among the mandatory requirements that *tahfizh* teachers must meet in this program. It is done to ensure that educators have high competence in their respective fields.

Three other aspects of educator preparation are the preparation of learning activities, the appropriateness of strategies, and the availability of facilities. The

facilities provided to *tahfizh* teachers include implementation guidebooks for the program. These books explain the implementation targets, the curriculum for each class and level, examples of learning documents (lesson plans/modules), and examples of student memorization cards. All of these things are done to prepare for the program's pre-implementation and ensure it runs smoothly. These three aspects are in the "very good" category with a mean of > 4.3, indicating that the use of methods, the accuracy of preparing learning materials for program targets, and the utilization of facilities have been carried out optimally.

Student Planning

The evaluation of planning in this program was also carried out for the students. There are two aspects with the following detailed results.

Table 5. Student planning output

Aspect	N	Mean	Median	Elementary	Category
Strategy suitability	361	3.84	4.00	0.600	Good
Facility suitability	361	3.77	3.75	0.575	Good
Student planning (all)	361	3.81	3.88	0.525	Good

Source: Output of Jamovi

Based on the overall planning score analysis, students received a mean of 3.81 with a standard deviation of 0.52. Based on the assessment categorization, this score falls into the "good" category, indicating that the learning planning process for students has been carried out well across all aspects. In detail, the learning strategy suitability aspect received the highest average score of 3.84, indicating that the learning strategies used were appropriate for students' needs and characteristics. Meanwhile, the aspect of resource suitability received an average score of 3.77, also in the "good" category, indicating that the resources and infrastructure supporting learning activities are generally adequate. However, there is still room for improvement in some areas. The relatively small standard deviation score indicates that respondents' perceptions of the implementation of learning planning are uniform. It shows that respondents believe the planning process is running effectively.

DISCUSSION

If a program wants to achieve optimal results, it must go through an initial stage, namely planning. As explained by Hasibuan, a program is a clear, concrete plan because it includes predetermined objectives, policies, procedures, budgets, and implementation timelines (Hasibuan, 2019). Based on this statement, programs and planning are inseparable. Careful, thorough planning is expected to serve as the basis for implementing a program with a clear direction and objectives. Planning is the first step in achieving goals (Hasanah et al., 2025).

Human resources (HR) is a key factor in an organization's operations. HR also serves as one of the indicators influencing program implementation success (Mazmanian & Sabatier, 1984; Pramono, 2020). A program will be effective if every implementer complies with the regulations (Pramono, 2020). The "very good" rating in the human resources aspect indicates that SPT teachers in the field of *tahfizh* have met all requirements outlined in the SPT program implementation manual.

Professional resources positively influence educators' performance. The professionalism of educators is not only reflected in their punctuality but also in how they manage the class and apply learning strategies (Suherman & Roni, 2024). This ability covers not only academic aspects but also interpersonal and managerial skills, as well as other skills needed to carry out the duties of an educator. The results of the analysis on the aspects of learning activity preparation and strategy suitability were in the "very good" category. Appropriate strategies will help students better understand the learning process. The strategy's accuracy can also increase the likelihood of program success. Not only are appropriate strategies essential, but the availability of facilities is also a factor in the success of program implementation (Wijaya, Astra, & Spyanawati, 2023).

In the implementation of the learning process, the availability and completeness of facilities play an important role in improving learning quality (Fadillah & Aliyyah, 2024). Based on Government Regulation of the Republic of Indonesia Number 32 of 2013, one component of the national education standards is the standard for facilities and infrastructure. In implementing the SPT program in the field of *tahfizh*, several facilities must be available in schools to support the continuity of learning. Various facilities used to implement the SPT program in the field of *tahfizh* include tajwid books, memorization cards, guidebooks, the Qur'an, and mosques/*mushallas*. These findings also align with research by Silahuddin and Sofia (2021). The availability of complete learning facilities not only facilitates learning but also increases learning success (Nopida, Siregar, & Siregar, 2025).

In the research findings, the strategy's suitability received a score of 3.84, which is categorised as "Good". It indicates that there are still gaps that need improvement. Based on the research data, it was revealed that the methods that were not suitable for students were the gap in this improvement. Although educators had implemented methods in accordance with applicable regulations (*talaqqi* and *musyafahah* methods), in practice, these methods remained monotonous to students and led to boredom in the learning process. Boredom can occur when students' learning process reaches the limits of their physical abilities (Lisman, Zainab, & Wicaksono, 2022). When students experience boredom, memorizing the Qur'an, which requires concentration, becomes increasingly difficult, making it harder to meet the set memorization targets. Monotonous learning methods not only cause boredom but also impact concentration, learning motivation, and the absorption of taught material (Haliza & Dwi, 2025; Susanti, Aminah, Assa'idah, Aulia, & Angelika, 2024). The use of varied teaching methods has been proven to increase student motivation and create a more enjoyable learning environment (Hasibuan, Yeli, & Zaitun, 2025). In the context of *tahfizh* learning, variations in methods can include a combination of approaches, such as listening to each other's memorization, connecting verses, and using technology, such as Quran memorization applications, to make the memorization process more engaging and less boring. The integration of social media and other technological advances can support interaction between educators and students, thereby enhancing students' learning experience (Lasut & Kumois, 2023; Munandar, 2024). The mismatch between learning styles and the teaching methods used can lead to a loss of

interest in learning and difficulties in understanding, ultimately resulting in a decline in academic achievement (Putra, Masnawati, & Darmawan, 2024).

In addition to the strategy's suitability, the availability of learning facilities is also an important factor supporting the implementation of the SPT program in the field of *tahfizh*. Based on the research results, the aspect of student preparation facilities received a score of 3.77 in the "good" category, indicating that learning support facilities are adequately available. The learning facilities used in the implementation of this *tahfizh* program include tajwid books provided by the education office, comfortable classrooms, classroom support equipment, and projector screens that can be used at any time if needed. The availability of good learning facilities can support the smooth implementation of the SPT program in the field of *tahfizh* and create a conducive learning environment for students. However, the availability of adequate facilities must be balanced with their effective use across a range of learning methods (Diana & Amalia, 2024; Sahroni & Abidin, 2025). Student involvement in maintaining and using the available facilities is a positive step that needs to be taken. The available projector can be used to show tajwid learning videos, illustrate *makharijul huruf,* or show motivational videos from inspiring hafiz. A comfortable classroom can be rearranged periodically to create a different, non-monotonous learning atmosphere, such as setting up circle time for group *talaqqi* sessions or a quiet Qur'an reading corner for individual *muraja'ah.* Thus, the available facilities are not merely complementary but truly become instruments that support the learning method. To improve the strategy's suitability, concrete steps should be implemented, such as training educators in a variety of teaching methods, evaluating students' responses to the methods used, and integrating learning to students' characteristics.

CONCLUSION

The evaluation of the planning stage of the SPT program in the field of *tahfizh* shows positive results overall, though some areas require improvement. Educator planning received an average score of 4.44 in the "very good" category, indicating optimal preparation. The human resources aspect achieved the highest score (mean 4.58), indicating that the teachers have the appropriate qualifications and competencies. The aspects of learning activity preparation, strategy suitability, and facility availability were also in the "very good" category (mean > 4.3), indicating that the use of methods, learning preparation, and facility utilization were carried out optimally.

The planning for students obtained an average score of 3.81 in the "good" category, indicating effective implementation but still room for improvement. The aspects of strategy suitability and facility suitability received scores of 3.84 and 3.77, respectively, both in the "good" category. The area that needs improvement is the suitability of the learning strategy for students. The *talaqqi* and *musyafahah* methods used are still considered monotonous and cause boredom. More innovative learning methods tailored to students' learning styles are needed, as are optimizations of available facilities to support diversification of learning.

Based on the results of the planning evaluation for the *tahfizh* program at the junior high school level in Aceh Besar Regency, the following recommendations can be made:

1) Educators need training in varied and innovative *tahfizh* learning methods that can be applied in the classroom. 2) It is necessary to develop a schedule of different learning methods so that students do not become bored with the same method. 3) It is necessary to conduct initial diagnostic tests to identify students' learning styles and needs in the learning process. 4) Conduct periodic evaluations of student responses to the methods used. 5) Collaborate in designing *tahfizh* learning modules that integrate various methods according to the characteristics and needs of students.

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