



## Implementation Of The Outstanding Quran Memorization Program At Sinar Cendekia Islamic Senior High School, South Tangerang City

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### Abstract

This study examines the implementation of the Quran memorization program at Sinar Cendekia Islamic High School, which integrates the national curriculum with an independent curriculum to support Quran memorization achievement. The program is implemented three days a week at regular hours, with a target of memorizing a minimum of two juz (juz 28 and 29) in three years, without limiting students to 30 juz. The systematic approach involves strategic planning in the form of student and teacher mapping, teaching methods (talaqqi and takriri), and periodic evaluations conducted every month and semester. The results show that the success of the tahfidz program is influenced by schedule management, the implementation of teaching methods, and a consistent evaluation system. The flexibility of the independent curriculum provides room for innovation that allows for adaptation of the program design to students' needs. These findings make the tahfidz program at Sinar Cendekia Islamic High School a model that can be replicated in other Islamic schools. This study contributes to the development of Islamic education management through an integrative approach that improves students' Quran memorization, while simultaneously forming a generation of Muslims who excel academically, spiritually, and have a global perspective.

### Article Info

#### Article History:

Received April 17, 2025

Revised June 7, 2025

Accepted August 5, 2025

Available online November 10, 2025.

**Keyword:** *curriculum, implementation, sinar cendekia islamic high school, tahfidz, quran program.*

### Abstrak

Penelitian ini mengkaji implementasi program tahfidz Quran di SMA Islam Sinar Cendekia, yang mengintegrasikan kurikulum nasional dengan kurikulum mandiri untuk mendukung capaian hafalan Quran. Program ini dilaksanakan selama tiga hari dalam seminggu pada jam reguler, dengan target hafalan minimum dua juz (juz 28 dan 29) dalam tiga tahun, tanpa membatasi siswa mencapai 30 juz. Pendekatan sistematis melibatkan perencanaan strategis berupa pemetaan siswa dan guru, metode pengajaran (talaqqi dan takriri), serta evaluasi berkala yang dilakukan setiap bulan dan semester. Hasil penelitian menunjukkan bahwa keberhasilan program tahfidz dipengaruhi oleh pengelolaan jadwal, penerapan metode pengajaran, dan sistem evaluasi yang konsisten. Fleksibilitas kurikulum mandiri memberikan ruang inovasi yang memungkinkan adaptasi desain program sesuai kebutuhan siswa. Temuan ini menjadikan program tahfidz di

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SMA Islam Sinar Cendekia sebagai model yang dapat direplikasi di sekolah-sekolah Islam lainnya. Penelitian ini memberikan kontribusi pada pengembangan manajemen pendidikan Islam melalui pendekatan integratif yang meningkatkan hafalan Quran siswa, sekaligus membentuk generasi muslim yang unggul secara akademik, spiritual, dan berwawasan global.

## INTRODUCTION

The presence of a flagship program in every school is an important part for the school, because it has a very decisive role in offering an attraction for prospective students and parents. Similarly, as expressed by Prakasa et. al., (2023), namely the presence of a flagship program in a school is a good approach to achieving school goals, because it can provide attraction through an effective and interesting approach. This shows that the existence of a flagship program in an educational institution provides added value to the institution so that prospective students and parents wisely dare to make a wise decision to choose the school institution as the educational destination for their children.

For the past 12 years, Sinar Cendekia Islamic High School in South Tangerang City has had a flagship program developed through the school's internal independent curriculum. Empowering this independent curriculum program is the best means of innovating and achieving the school's goals, as outlined in the school's vision and mission. The independent curriculum provides clarity of purpose and eliminates dependence on a single system, fostering independence, innovation, and creativity (Hidayatullah et al., 2021).

One of the flagship programs of Sinar Cendekia Islamic High School in South Tangerang City is the Quran memorization program, this program is the most mandatory and main program at Sinar Cendekia Islamic High School where every student is required to carry it out while at Sinar Cendekia Islamic High School. In its implementation, this program is not carried out during extracurricular hours, but is included in mandatory class hours, carried out during regular hours or compulsory subject hours in a structured manner, and has a final report in the form of a Quran report card that will be given every semester to students and their parents.

Basically, the purpose of implementing this Quran memorization program presented by Sinar Cendekia Islamic High School is because Sinar Cendekia Islamic High School is a school based on Islamic values, that is why Islamic values are truly prioritized in this school, one of which is Quran memorization, as depicted in the vision of this school.

The vision of Sinar Cendekia Islamic High School is:

“To be a leading Islamic educational institution in developing a generation that is faithful and pious (IMTAQ), proficient in science and technology (IPTEK), has a global perspective, and is able to compete internationally.” (Sinar Cendekia Islamic School, 2014)

This shows that the Quran memorization program at Sinar Cendekia Islamic High School is truly prioritized because the purpose of this memorization program is to prepare the best generations of Muslims in the future who excel in religious, academic, and character values.

The Quran memorization program at Sinar Cendekia Islamic High School continues to be developed because it is closely associated with the school, in addition to its reputable academic reputation. The program is also quite popular, as revealed in an interview with Budi Haryanto (2024), the principal of Sinar Cendekia Islamic High School.

The Quran memorization program has been in place since the school's official founding in 2012, as stated on the official Data Pokok Kemdikbud website (2012). The Quran memorization program continues to this day, with creativity and innovation being pursued to achieve positive results. Maintaining this flagship Quran memorization program is challenging, as many schools, particularly Islamic schools, have implemented similar programs. Therefore, Sinar Cendekia Islamic High School must continually innovate and improve its creativity and quality in implementing this Quran program over time.

At the implementation level, several stages are carried out, starting from program development, program planning, program implementation, and program evaluation, which are continuously carried out to ensure this Quran program can be truly realized properly. This tahfidz program provides an excellent means for students to review their memorization while at Islamic boarding schools, boarding schools, or previous schools. It also serves as a resource for students in public schools to improve their Quran recitation and memorization. This is an added value for Sinar Cendekia Islamic High School to develop this tahfidz program to its full potential.

In previous research such as in the journal of Sulistiyo et al. (2023) entitled Islamic-Based School Flagship Program: Analysis of Quran Memorization Program Management for Achieving Memorization Targets conducted in 2023 and the journal of Samad et al. (2023) entitled Implementation of the Quran Memorization Program in the Formation of Religious Character at Mts At-Tahzib and Mts Al-Ishlahuddin, West Lombok in 2023.

What differentiates the researcher's research from the implementation in the field is the selection and maximization of the Quran leadership structure called the Quran Coordinator or Pj Quran (Person in Charge of the Quran) both in designing, building human resources, accompanying and supervising, and evaluating the activities of the Quran memorization program for a full year and then maximizing internet-based media such as spreadsheets for the performance of Quran teachers and open information systems for student grades during the implementation of the Quran memorization program at Sinar Cendekia Islamic High School.

## METHODS

The research method used in this study is field research, the choice of this method is because field research requires the presence of researchers at the research location where they directly study the population and sampling, whether it is a small group, a remote community, or part of a large community over a relatively long period of time, during the research the researcher mixes and joins and adapts with the community to obtain appropriate and expected results (Abdussamad, 2021, p. 57). so the researcher concludes that this research method is very suitable for the researcher's research.

This research is a qualitative research with a descriptive design, the data collection techniques are by observation, questionnaires, and interviews. The location of the research is at Sinar Cendekia Islamic High School located at Jl. Ciater Raya Jl. Swadaya No. 20, Rw. Mekar Jaya, Serpong District, South Tangerang City, Banten 15310. The subjects of this research are the Principal, Al-Quran Teachers or Musyrif al-Quran and Students.

## RESULTS AND DISCUSSION

### 1. Quran Memorization Program

#### a. Curriculum

The Quran memorization program at Sinar Cendekia Islamic High School is a product of the school's internal curriculum, integrated into the national curriculum. The Quran memorization program is implemented during regular hours or subject hours tailored to the grade level.

This internal curriculum is designed to maximize its effectiveness, as the program is not offered as an extracurricular activity or after school. Instead, it is offered three days a week, integrated into the required subject hours.

The development of the independent curriculum at Sinar Cendekia Islamic High School is inseparable from long-term efforts and high enthusiasm. This program presents unique challenges in its implementation, yet it offers significant flexibility, such as enhanced creativity. The independent curriculum has a unique role in generating and processing creative ideas without waiting for central government policies (Hidayatullah et al., 2021).

The results achieved by the independent curriculum through the Quran memorization program are the interest of other schools in making Sinar Cendekia Islamic High School a comparative study and a model study for various parties, especially private Islamic schools that want to develop the concept of the Quran memorization program and the development of an integrated curriculum system.

The Quran memorization program at Sinar Cendekia Islamic High School is a mandatory program at Sinar Cendekia Islamic High School. This program operates through the development of an internal or independent curriculum at Sinar Cendekia

Islamic High School and is integrated with the national curriculum. This program was created to address the challenges of the times, namely producing academically intelligent Muslim youth with a strong religious foundation, as stated in the school's vision: IMTAQ (Faith, Faith, Technology, and Global Perspective).

### b. Leadership Structure

In this Quran memorization program, the first step established by school management is selecting a Quran team leader. This leader carries significant responsibilities, including being the Quran coordinator, who will serve as the central point for designing, developing, overseeing, evaluating, and leading the program for the next year or two semesters.

The program's leadership structure begins with the principal, the team leader, or acting Quran coordinator, and the teachers as implementers, as well as the students as participants.

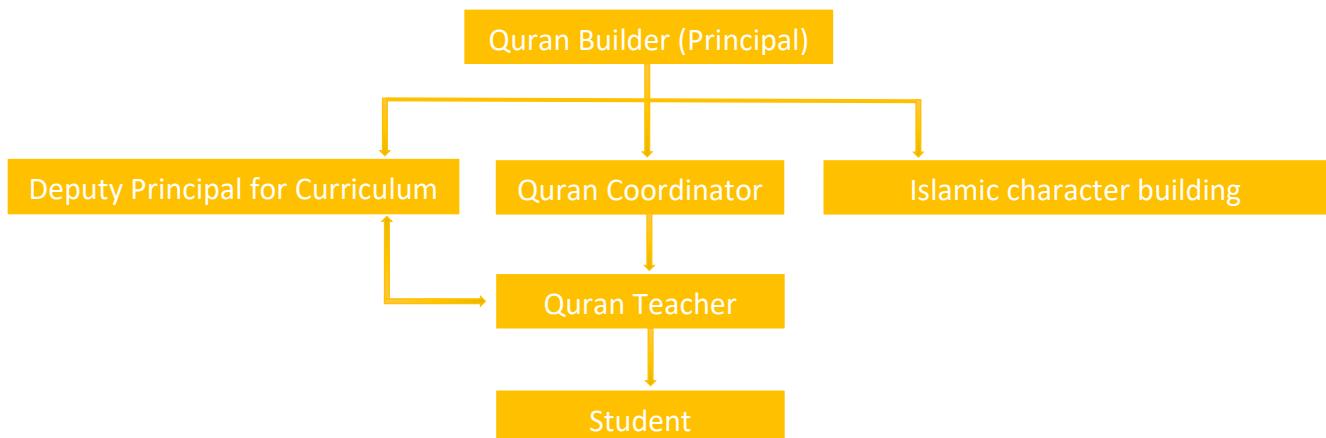


Figure 1. Leadership Structure of the Quran Memorization Program

The image above shows that the leadership structure begins with the Quran instructor, who is the principal of Sinar Cendekia Islamic High School, followed by the Quran program leader, who is responsible for the Quran (Pj Quran), then the Quran teacher who implements the Quran memorization program, and finally, the students who participate in the Quran memorization program.

The Vice Principal for Curriculum (Wakakur) is not directly connected to the Pj Quran. However, regarding the scheduling of Quran memorization subjects, the Pj Quran relies on the Vice Principal for Curriculum (Wakakur). While Bikami (Islamic Character building) at Sinar Cendekia Islamic High School is part of the Pj Quran's supervisory authority, it is not directly connected to the program because the Quran memorization program is separate from the Bikami program.

This Quran memorization program requires students to memorize two juz (juz) of the Quran during their time at Sinar Cendekia Islamic High School, namely, Juz 29 and Juz 28. Students are required to complete this minimum requirement over three years, starting in grades 10, 11, and 12.

However, this Quran memorization program is not limited to these two juz; students can add to it up to 30 juz. This is a common practice at Sinar Cendekia Islamic High School.

## 2. Planning the Quran Memorization Program

Planning is the process of determining what to do and how to do it (Azkiya, 2023). Planning the Quran memorization program is the responsibility of the Quranic instruction teacher (Pj Quran). The Pj Quran will design the implementation of the program daily,

monthly, quarterly, semesterly, and up to two semesters. This plan serves as a guide for implementation by Quranic teachers and students over the next year.

The development of this memorization program plan serves to meet the Quran memorization targets for each class.

*Table 1. Target achievement per level*

| No. | Class | Target Achievement | Number of Surahs | Juz    |
|-----|-------|--------------------|------------------|--------|
| 1   | 10    | 50%                | 11 Surahs        | Juz 29 |
| 2   | 11    | 30%                | 6 Surahs         | Juz 28 |
| 3   | 12    | 20%                | 3 Surahs         | Juz 28 |

The table above shows the different Quran targets for each level. Within each target, the Quran teacher will divide the required surahs into units to be submitted daily for up to a year.

The role of this planning is to serve as a benchmark or parameter for the targets to be achieved before implementation (Tsauri, 2014). In this case, the Quran teacher will design a student mapping based on reading and memorization levels, as well as placement, daily schedule creation, methodology determination, daily implementation, and implementation in the field.

#### a. Mapping and grouping of Quran students and teachers

Mapping and grouping Quran students and teachers is the first step the Quran teacher will take. The goal is to identify students with extensive memorization and those with limited memorization. Students with extensive memorization will be grouped into Level A, and they will be required to participate in the development of Quranic memorization extracurricular activities in the afternoon. Students with limited memorization will be provided with support and facilities to improve their skills in Quranic circles.

The Quran teacher, acting as the implementing teacher, will then be assigned a task by the Quran teacher to form groups with students previously determined by the Quran teacher. Since assuming this role, the Quran teacher has been tasked with ensuring the success of the Quranic memorization program at Sinar Cendekia Islamic High School for the entire year.

#### b. Division of daily schedule

The Quran memorization program at Sinar Cendekia Islamic High School is scheduled for three separate periods, three days a week. The first period is for 10th grade, the second period is for 11th grade, and the third period is for 12th grade. This can be seen in the image below:

Table 2. Division of Tahfidz Implementation Time

| No. | Class | Time in a Day         | Daily Count Hours               | One Week x 3<br>(Monday, Tuesday, Wednesday) |
|-----|-------|-----------------------|---------------------------------|--|
| 1   | 10    | 07.45 WIB – 09.00 WIB | 1 Hour 15 Minutes<br>17 Minutes | 75x3=225 Minutes<br>(3 Hours 75 Minutes)     |
| 2   | 11    | 09.00 WIB – 10.20 WIB | 1 Hour 20 Minutes<br>80 Minutes | 50x3=240 Minutes<br>(4 Hours)                |
| 3   | 12    | 10.20 WIB – 12.00 WIB | 1 Hour 20 Minutes<br>50 Minutes | 80x3=240 Minutes<br>(4 Hours)                |

This schedule division has been adjusted by the Deputy Head of Curriculum (Wakakur) of Sinar Cendekia Islamic High School. The subject hours in the picture above are routines that are carried out every day starting from 07.45 WIB – 09.00 WIB for class 10, 09.00 WIB – 10.20 WIB for class 11, 10.20 WIB – 12.00 WIB for class 12.

#### c. Determining the Tahfidz Method

The methods used at Sinar Cendekia Islamic High School from its inception to the present day include two methods: the Talaqqi method and the Takriri method. According to Achmad Fatahila & Habibi Muhammad (2023), in their journal, the method of memorizing the Quran involves face-to-face interaction with the mushrif until fluent and correct. Subhan Abdullah Acim (2022) in his book states that the Takriri method involves repeated memorization until memorized.

These two methods are the foundations used by Quran teachers in the Quran memorization program at Sinar Cendekia Islamic High School. However, the implementation of these methods continues to evolve, with Quran teachers free to use other methods that are appropriate and adaptable to the students participating in the program.

#### d. Implementation of Quran memorization activities

The Quran memorization program is held three days a week: Monday, Tuesday, and Wednesday. The hours are included in the main hours: first period for grade 10, first period for grade 11, and first period for grade 12.

When allocating the time, the Acting Quran Teacher does not automatically determine the activity time but instead consults with the Vice Principal for Curriculum or Wakakur to determine the appropriate time, as the activity is included in regular or subject hours.

Once the schedule and times have been determined, this is the time the Quran teacher and students will use for the entire year.

#### e. Implementation of student deposits

The Quran teacher will divide the 29th and 28th chapters into two parts. The total number of both chapters is 20 surahs. Therefore, it can be seen that in grade 10, 50% of the required surahs will be submitted, which are 11 surahs, from Surah Al-Mulk to Surah Al-Mursalat. In grade 11, 30% of the required surahs will be submitted, which are 6 surahs, from Surah Al-Mujadilah to Surah Al-Munafikun, and in grade 11, 20% of the required surahs will be submitted, which are 3 surahs, from Surah Al-Taghabun to Surah Al-Tahrim. Overall, over the course of three years, 100% of the set target will be achieved.

### 3. Implementation of the Quran Memorization Program

#### a. Quran Teachers

The role of Quran teachers in the Quran memorization program at Sinar Cendekia Islamic High School is crucial. As implementers of the Quran memorization program, Quran teachers have a crucial role in ensuring the professional success of the program. These include selecting leaders, building unity within the Quran memorization group, preparing students for memorization, receiving contributions, overseeing memorization, reinforcing memorization, assigning grades, and conducting periodic evaluations within their respective Quran memorization groups.

This is part of the professionalism of a Quran teacher, as Saerang et al. (2023) stated in their research that a professional teacher is one who is experienced and well-trained.

Another role of the Quran teacher is to be able to read the situation and condition of the halakah, not to discriminate between students and to be able to handle students well, if there are students who have a lot of memorization then they are facilitated and motivated so that they are enthusiastic and do a lot in carrying out the memorization deposits and if there are students who have difficulty and have less in depositing memorization then they are able to motivate and support students well so that students are able to complete their obligations in achieving the SMA Islam Sinar Cendekia Quran memorization program.

#### b. Student meeting for mandatory deposits

Applying the concept of dividing the number of surahs by the Quranic Religious Officer (Pj Quran), the daily obligatory recitation will be 5 lines, which will be added together for each day, one month, three months, six months (or one semester), and 12 months (or two semesters). Here's an illustration:

*Table 3. Meeting Description*

| EXPLANATION OF DAILY QURAN MEETING-3 MONTHS |   |                         |                                |                |
|---|---|-------------------------|--------------------------------|----------------|
| No.   | Daily and 1 Month Meetings  |                         |                                |                |
| 1.  | 1 Meeting = 1 day, there are 3 meetings per week (Monday, Tuesday, Wednesday) | 1 month = 4 weeks       | 3 Meetings x 4 weeks (1 month) | = 12 meetings  |
| 3-Month Meeting                             |   |                         |                                |                |
| 2   | ½ Semester = 3 months   | 12 Meetings x 3 months  |                                | = 36 meetings  |
| 6-Month/1-Semester Meeting                  |   |                         |                                |                |
| 3.  | 1 Semester = 6 months   | 12 Meetings x 3 months  |                                | = 72 meetings  |
| 12-Month/2-Semester Meeting                 |   |                         |                                |                |
| 4.  | 2 Semesters = 12 months   | 12 Meetings x 12 months |                                | = 144 meetings |

The explanation of the image above is as follows: 1 day equals 1 meeting for each halakah group, whether in grades 10, 11, or 12. Therefore, 3 meetings between Quran teachers and students per week, on Monday, Tuesday, and Wednesday, equates to 3 meetings across all classes (grades 10, 11, and 12). Therefore, if there are 3 meetings, then the number of meetings per week multiplied by 1 month or 4 weeks will result in 12 meetings.

There are 12 meetings per month, and if there are 36 meetings in 3 months, it can be concluded that the normal number of meetings between Quran teachers and students is 36 in 3 months.

In a calculation of 6 months to 12 months, or one year. One semester equals 6 months, so if multiplied by 12 meetings (one month), this results in 72 meetings between Quran teachers and students. If calculated over two semesters, equivalent to 12 months,

multiplied by 12 meetings (one month), this results in 144 meetings between Quran teachers and students at Sinar Cendekia Islamic High School.

The number of meetings above is key to the success or failure of students' Quran memorization targets. This calculation is also a standard calculation, excluding various obstacles encountered in the field during meetings within the halakah (religious circle).

**c. Student deposit system**

The student deposit system is divided into two concepts: first, receiving 5 lines immediately or dividing it into two deposits. 1. A 5-line deposit is a deposit of at least 5 lines or more, with good quality and smooth payment. 2. A two-line deposit is a deposit of 3 lines for the initial deposit and 2 lines for the second, or vice versa, resulting in a total of 5 lines.

The purpose of this system is to make it easier for students to achieve their targets effectively, ensuring they achieve their goals in a day, a month, three months, six months (or one semester), and 12 months (or two semesters). However, Quran teachers are faced with a time constraint, and therefore must be smart about managing their time effectively due to the limited time allotted.

**4. Evaluation of the Quran Memorization Program**

All activities of the Al-Quran memorization program at Sinar Cendekia Islamic High School are inseparable from the implementation of evaluation, the implementation of this evaluation in the Al-Quran memorization program at Sinar Cendekia Islamic High School is mandatory because the evaluation has the main function of being feedback on learning activities that have been carried out and building measurable action solutions, in the journal Mtd et al., (2023) it is stated that evaluation is a planned and conceptualized activity using instruments and benchmarks so as to obtain conclusions from it. One of the evaluations in the activity is to measure the extent to which the achievement of a program has been achieved (Sanda P.H & Gistituati, 2023). The existence of this evaluation results in new ideas or breakthroughs from the results of the program that has been built and implemented, at Sinar Cendekia Islamic High School this evaluation has several stages.

**a. Monthly Evaluation**

Monthly evaluation is a routine activity conducted by the Sinar Cendekia Islamic High School Quran team. This evaluation will discuss daily activities and findings from the halakah (group discussion). The Quran teacher will report on the findings from the halakah, and the Quranic PJ will record all findings so that we can all work together to find effective solutions to existing problems.

If the Quran teacher's circle finds a good solution, the Quran teacher will convey this in the forum so that it becomes material for development in its implementation. This monthly evaluation activity will continue to be carried out every month in order to build a good strategy for the circle and students.

**b. Semester Evaluation**

Semester evaluations are conducted during the end-of-semester meeting. The Quran instructor will present to all teachers the semester's achievements. The Quran instructor will open a question-and-answer forum and provide an opportunity for all teachers and management to provide feedback, field findings, and joint solutions. The Quran instructor and Quran teachers will take notes on everything presented in the forum, which will then serve as discussion material for the SMA Islam Sinar Cendekia Quran team.

**Conclusion**

The Quran memorization program at Sinar Cendekia Islamic High School is a strategic educational innovation that integrates religious values with academic achievement, as reflected in the program's well-thought-out structure, planning, implementation, and evaluation. The school's flexible, independent curriculum approach has become one of its distinguishing strengths, making

it a benchmark for other educational institutions. This program not only supports students' Quran memorization but also reinforces the school's vision of building a generation with a foundation of faith (imaq), knowledge (imat), and technology (imat technology), and a global perspective.

An organized leadership structure, target-based planning, comprehensive memorization methods, and continuous evaluation form an effective program management cycle. The professional involvement of Quran teachers in the implementation of halakah is key to successfully assisting students in achieving memorization targets, although various challenges such as time constraints and differences in student abilities remain dynamics that must be optimally managed.

This program not only results in Quran memorization but also fosters character through the values of patience, discipline, and responsibility. With monthly and semester evaluations, Sinar Cendekia Islamic High School has ensured that the program continues to develop adaptively, meeting student needs, and positively impacting the development of a generation of broad-minded Muslim leaders.

Therefore, the implementation of the Quran memorization program at Sinar Cendekia Islamic High School can be a holistic education model that can be replicated by other schools to strengthen the synergy between religious and academic education in a global context.

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