




Research Article

CIPP Evaluation Model In The Yellow Book Reading Acceleration Program PP. Al Akhyariyah Blega Bangkalan

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Abstract. The Yellow Book Reading Acceleration Program at PP Al Akhyariyah Blega Bangkalan differs from similar programs in Indonesian Islamic boarding schools. This program requires students to fully read and understand the book over a structured timeline divided into three stages: 1) one year to master *nahwu sorrof*, 2) one year to study the book content, and 3) three years to fully comprehend the *Fathul Qorib* Yellow Book. Graduation each year is mandatory for students who meet the criteria. This study uses the CIPP evaluation model to assess the program. The results show: 1) Context evaluation indicates the program was developed with consideration of local regulations, including the Decree of the Roudlotul Al Akhyariyah As Syafi Foundation; 2) Input evaluation highlights that the curriculum,

infrastructure, and supporting tools were appropriately designed by the boarding school; 3) Process evaluation confirms students were informed about memorization and comprehension targets at the start of the program; 4) Product evaluation finds that while the program has been implemented effectively, full success has not yet been achieved, as the quality of students' reading and understanding of *Fathul Qorib* requires improvement, especially in accuracy of *nahwu sorrof* and grammar. The acceleration program is crucial for enhancing students' personal and social quality, promoting Islamic syi'ar, and instilling moral values and character through habituation in reading the Yellow Book.

Keywords: Evaluation, Yellow Book, CIPP

INTRODUCTION

Education is an activity that is closely related to the development of the younger generation, starting from the development of the mind and body, including thinking, will, physical development, emotions, health, abilities, social skills, love and conscience. The definition of education according to the National Education System Law Number 20 of 2003 is to create an atmosphere and learning process so that students can actively develop their potentials such as spiritual strength, self-control, character, intellect and spiritual strength. This is a conscious and deliberate effort to create noble morals and abilities necessary for oneself and society.¹

Education in Indonesia is divided into 3 types, namely formal, informal and non-formal education.² Formal education is education that is generally held in schools and has different stages ranging from primary, secondary, to tertiary education. Non-formal education is education that takes place outside formal education channels, can be implemented systematically and in stages, usually including Al-Quran Education Parks, Yellow Book Studies. and so forth. Meanwhile, informal education is about family education and education living environment, and can be designed independently, of, the learning environment.³

Formal education includes kindergarten, elementary school, middle school/MTS, high school/MA, and college. In addition, non-formal education includes things such as conditioning education at home. Informal education in Indonesia now also includes Islamic boarding schools. Islamic boarding schools are the oldest educational institutions in Indonesia. As an educational institution that has an important role in the field of public education, apart from that, facilities at Islamic boarding schools are one of the important tasks that must be in place to support the continuity of the teaching and learning process itself. The facilities referred to here are teachers, school buildings and Islamic boarding schools. Even though the development of Islam in Indonesia is very large and very important, not only that, the increasingly established Islamic teachings in Indonesia cannot be

¹ Sara Sirait, G., & Simamora. (2020). Analisis Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional Mencakup Bab IV Pasal 5 Mengenai Hak Dan Kewajiban Warga Negara, Orang Tua Dan Pemerintah. *Visi Ilmu Sosial Dan Humaniora (VISH)*, 1(1), 82–88.

² Syaadah, Hady, S., & Fauziah, S. (2023). Pendidikan Formal, Pendidikan Non Formal Dan Pendidikan Informal. *Pema (Jurnal Pendidikan Dan Pengabdian Kepada Masyarakat)*, 2(2), 125–131.

³ Kusmiran Husti, I. N. (2022). *Pendidikan Formal, Non Formal dan Informal dalam Desain Hadits Tarbawi*. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 1(2), 485– 492.

separated from the existence of Islamic boarding schools. Islamic boarding schools as Islamic educational institutions are influenced by modern developments, especially advances in science and technology.⁴ Changing the shape of Islamic boarding schools does not mean eliminating the characteristics of Islamic boarding schools. The Islamic boarding school system is broadly divided into two types, namely, Salafiyah (traditional) Islamic boarding schools and modern Islamic boarding schools.

The Yellow Book Acceleration Reading Program emphasizes three domains, namely skills, knowledge and attitudes. Referring to these three domains, the Yellow Book Reading Acceleration Program should be evaluated so that the program can adapt to Islamic boarding school standards and the needs of the Al Akhyariyah Islamic Boarding School community. . However, in this research, we will only evaluate the reading acceleration implementation program yellow book only in extracurricular activities.

Previous studies on Yellow Book reading acceleration programs in other boarding schools indicate that program success depends significantly on curriculum suitability, teacher quality, and availability of supporting facilities⁵. Additionally, Emphasized the importance of clear learning processes to achieve mastery targets effectively.⁶ Based on these findings, this study aims to evaluate the implementation of the Yellow Book acceleration program at Pondok Pesantren Al Akhyariyah, to identify strengths and challenges, and to provide recommendations for improvements tailored to the boarding school's needs

Extracurricular activities: Accelerated reading of the yellow book at Pondok Al Akhyariyah appeared in 2017. The program for implementing the Acceleration of reading the yellow book has not been evaluated in detail, so the program is just continuing without knowing the results obtained from this extracurricular. Akhyariyah Islamic Boarding School has the vision "The realization of students who are Istigomah in worship and have good morals".

This study evaluates the Yellow Book Reading Acceleration program at Pondok Pesantren Al Akhyariyah Blega Bangkalan using the CIPP model. It focuses on: 1) The contextual factors and legal foundation of the program. 2) The curriculum, implementation procedures, and supporting facilities. 3) The teaching methods and student engagement during the program. 3) The outcomes, especially graduates' reading skills and participation in the graduation ceremony.

RESEARCH METHODS

This research is a type of **field research**, where the researcher goes directly to the location to explore and deeply understand the issue being studied. The approach used is **qualitative descriptive**, which is a research procedure that

⁴ Abdurrahman. (2018). *Pemikiran Tentang Pendidikan Pesantren*. Jurnal Pusaka: Media Kajian Dan Pemikiran Islam, 5(2), 48-70.

⁵ Sari, N. (2020). *Faktor-Faktor Penunjang Keberhasilan Program Percepatan Membaca Kitab Kuning di Pesantren Tradisional*. Jurnal Studi Islam, 10(3), 78-92.

⁶ Rahman, M. (2019). *Pentingnya Proses Pembelajaran dalam Program Percepatan Studi Kitab Kuning*. Jurnal Pendidikan dan Kebudayaan Islam, 12(1), 45-60.

produces descriptive data in the form of written or spoken words from people and observable behavior.

The object of this study is the **Yellow Book Reading Acceleration Program** at Al Akhyariyah Islamic Boarding School in Blega, Bangkalan. It is classified as **evaluation research**, as it focuses on the process of data collection, analysis, and drawing conclusions for the purpose of program improvement. The **CIPP model** (Context, Input, Process, Product) is used to evaluate the program and to identify its strategies, components, strengths, and challenges.

Data Sources and Informants: This study uses both **primary** and **secondary** data sources: 1) **Primary data** are obtained directly from key informants, including: a) The head of the Islamic boarding school. b) Teachers (ustadz and ustadzah) involved in the program. c) Active students currently enrolled in the acceleration program. d) Alumni who have completed the program. 2) **Secondary data** consist of official documents such as foundation decrees, curriculum guidelines, program manuals, event archives, and multimedia documentation.

Data Collection Techniques: A **triangulation** method is used, involving: 1) **Participant observation:** The researcher observes the implementation of the program directly. 2) **In-depth interviews:** Semi-structured interviews are conducted with the school leadership, teaching staff, and students to gain insights into their experiences and perceptions. 3) **Document analysis:** Includes reviewing official documents and records related to the program's implementation and outcomes.

Data Analysis: The collected data are analyzed qualitatively using the CIPP framework. Analysis involves interpreting the meaning of the data based on context and presenting the findings in narrative form. This process is carried out iteratively to obtain an in-depth understanding of the program's effectiveness and limitations.

Conclusion Drawing: Conclusions in qualitative research are tentative and evolve throughout the research process. The findings provide new insights into the evaluated object and aim to answer the research questions, while also offering a deeper understanding of the strengths and weaknesses of the Yellow Book Reading Acceleration Program at Pondok Pesantren Al Akhyariyah.

DISCUSSION

Evaluation literally comes from the English language evaluation, in Arabic it is called at Taqdiir (التقدير), and in Indonesian it is called improvement.⁷ Evaluation is the process of detecting, obtaining and presenting information that helps someone evaluating in making decisions. Guba and Lincoln in the book, Zainal Arifin, put forward the meaning of evaluation as a process of action, guaranteeing and determining the quality of a system, as well as formulating policies based on

⁷ Idrus. (2019). Evaluasi Dalam Proses Pembelajaran. Idrus L 1. Evaluasi Dalam Proses Pembelajaran, 2, 920-935.

considerations and provisions that have been determined as a form of responsibility for implementing activities.⁸

According to Anderson in Winarno, in general, evaluation can be said to be the activity of estimating and evaluating policy steps, including their content, implementation status and impact. (Mais & Liando, Daud, 2019). According to Suharsimi Arikunto. Evaluation is the activity of collecting information about how something works, and this information is used to determine the right decision. (Rohman, 2020).

Evaluation is a data collection process whose aim is to determine policy direction, regarding the extent to which the program is implemented, under what conditions, and to what extent the program has achieved its achievements (Hajarah, 2019). This program was formed after a long process and is one of the results of policies agreed by managers to be implemented. According to the management of Trias Teknodik, it is as an educational activity that is provided on a continuing basis. It means. This is an ongoing educational activity and in this program it is an educational activity that is held.

The definition of a program is a plan that includes various units, policies and a series of activities that will be carried out within a certain period of time. In the dictionary, the definition of program can be interpreted as follows: (a) a program is a plan, and (b) a program is an activity that is carried out carefully. According to Suharsimi Arikunto, a program can be understood in two senses, namely generally and specifically (Munthe, 2015). The general definition of a program can be interpreted as a plan or design of activities that a person will carry out in the future. The specific definition of a program is usually associated with evaluation, which means a unit or unit of activity which is the implementation or realization of a policy, taking place in a continuous process. and occurs in an organization involving a group of people.

Al Akhyariyah Islamic Boarding School is an Islamic boarding school that combines Salafism and modernity in the Bangkalan area. This Islamic boarding school presents the Yellow Book Reading Acceleration program as a superior program. Al Akhyariyah Islamic Boarding School targets every graduate with a minimum target of understanding the book of Fathul Qorib Full. The Islamic Boarding School, Al Akhyariyah, emphasizes that teachers must be competent in understanding the book, Fathul Qorib, both in pronunciation. understanding and practice. So that students don't just memorize it, but also implement it in their daily lives.

For this reason, there is a need for a method to help students be able to read & understand the book Fathul Qorib properly and correctly (Fazil, 2020). The method used by the Al Akhyariyah Islamic Boarding School is the As Syafi method (Book of certainty in learning to read the Yellow Book). As a mixed Salaf and modern Islamic boarding school with diverse input and the target of understanding quite a few books and still succeeding in producing a generation of students who understand

⁸ Musarwan, M., & Warsah, I. (2022). Evaluasi Pembelajaran (Konsep, Fungsi dan Tujuan) Sebuah Tinjauan Teoritis. *Jurnal Kajian Pendidikan Islam*, 1, 186–199.

the Salaf book so that This is an advantage over other Islamic boarding schools in the Bangkalan area.

Programs must always be evaluated to determine how successful their implementation is in achieving the program implementation goals that have been set. The effectiveness of an ongoing program cannot be assessed without an evaluation of the program. Therefore, new policies related to the program will be supported by data.⁹ Therefore, program evaluation aims to provide information, data and recommendations for policy makers (decision makers) to decide whether to continue, improve, or stop a program.

purpose of program evaluation is to determine the achievement of program objectives through program implementation because evaluators want to know how and why program components and sub-components are implemented.¹⁰ Based on the definition above, the author believes that program evaluation is an effort to determine the degree of success of a program, and the results of the evaluation are used by policy makers. (decision makers) in determining the degree of success of a program. We can conclude that it can be done. Although this system is appropriate, it is still unclear whether this system is worth continuing and needs to be reviewed or stopped.

Al Akhyariyah Islamic Boarding School Blega Bangkalan

A glance at the history of the establishment of the Al Akhyariyah Blega Bangkalan Islamic Boarding School, located on Jl. KH. Mawardi, Galba Village, Panjalinan Village, District. Blega Kab. Bangkalan. East Java Province. Geographically, it is on the border with Sampang district because it is the eastern tip of Bangkalan district. This location is a very strategic location because it connects 2 districts, including trade routes, agriculture and ponds.

The Al Akhyariyah Blega Bangkalan Islamic boarding school was founded by Sayyid Kholig around 1,700 AD, then continued by his sons and daughters until at the beginning of independence it was taken care of by KH. Mawardi is the fourth generation and in his teaching system is only focused on a centralized and sorogan learning system. Then after his death his care was taken by his eldest son KH. Rachbini, then continued by his younger brother KH. Muhammad after KH. Rachbini moved from Al Akhyariyah, to the care of KH. Muhammad Pondok Pesantren Al Akhyariyah Blega Bangkalan experienced curriculum changes starting from the existence of a madrasah diniyah school and formal MTs SMA, to Tahfidzul Qur'an and the inauguration of the Yellow Book Reading Acceleration program in 2017.

Culturally and religiously, the people of Blega Bangkalan are adherents of the Islamic religion and have Madurese cultural traditions and are based on Islam. This condition is certainly very beneficial for development in the field of religious education because it is in accordance with the conditions of daily religious life of the

⁹ Nurhayani, & Yaswinda. (2020). Model Evaluasi Cipp Dalam Mengevaluasi Program Pendidikan Karakter Sebagai Fungsi Pendidikan. *Jurnal Inovasi Penelitian*, 2(8), 2353-2362

¹⁰ Mufid, M. (2020). Evaluasi Model Context, Input, Process and Product (CIPP). *Institut Agama Islam Negeri Pekalongan. Quality*, 8(1), 1

people of Blega Bangkalan. However, considering the concerns of many people regarding the spiritual and moral crisis for the next generation, the need for education in the religious field is highly anticipated, and the need for education religion in society is increasing day by day and with the hopes and worries of the community. KH. Muhammad lodged his son KH. Hasan Syafi, until he graduated from bachelor's degree and carried out the community service process by brick and mortar Mambaul Ulum Islamic boarding school. KH. Hasan Syafi, as his son, helped in realizing the dream of establishing a religious educational institution, according to the educational background they had during their education. Until finally seeing the condition of the Islamic boarding school, which lacked understanding of the Yellow Book and the difficulty of the students in reading the book and there were many more problems faced by the students in understanding the book, then KH. Hasan Syafi deemed it necessary to formulate a method for learning to read the yellow book which then published a book entitled "certainty in the science of nahwu and shorrof" then the book was implemented with other books including futuhul mannan (beginner's book of nahwu sorrof) and the book of Fathul Qorib as the main source in implementation Yellow Book Reading Acceleration program at Al Akhyariyah Islamic Boarding School.

The specific results described in this chapter are an important part of the explanation: a description of data analysis related to the learning evaluation of the Buku Kuning program based on the Context Input Process Product (CIPP) perspective with qualitative analysis. The main aim of implementing the Yellow Book Reading Acceleration learning program at Al Akhyariyah Islamic Boarding School is to improve the quality of reading and understanding of Al Akhyariyah Islamic Boarding School students according to the principles of nahwu sorrof science and book understanding. Fathul Qorib well and correctly.

The choice of the book Fathul Qorib as the main book in the implementation of the Yellow Book Reading Acceleration program at the Al Akhyariyah Blega Bangkalan Islamic Boarding School is because the general book used in the Yellow Book Reading Acceleration and in book i includes: a) worship (worship), b) daily transactions -hari (muamalah) 3) Marriage (munakahah) d) crime (jinayah), apart from covering all the needs, by understanding the book of Fathul Qorib both in reading, understanding and practice. This book of Fathul Qorib is the first step for students to be able to understand books other than the book of Fathul Qorib, including: the Book of Fathul Mu'in. Maragil Ubudiyah, and so on.

Accelerated reading of the yellow book at the Al Akhyariyah Blega Bangkalan Islamic boarding school is not solely focused on reading, understanding and practice. but what is more important is, in the process of reading, understanding and practicing the. Apart from that, the muthola'ah process is also emphasized, or looking for other references from other than the Fathul Qorib book. The ultimate goal is that the alumni of the Al Akhyariyah Islamic Boarding School students will not only have expertise in general fields but they will also have expertise. have the ability to read and understand the yellow book inherited from Salaf ulama' properly and correctly.

The accelerated learning program for reading the yellow book at the Al Akhyariyah Islamic Boarding School is currently guided by the legality of the Roudlotul Al Akhyariyah As Syafi Foundation Decree Number: 021/YRAA/Aks/Ktb/2017 which was inaugurated by the chairman of the mzkd from the Mamba'ul Ulum bata-bata boarding school.

Implementation of the yellow book reading acceleration program is a necessity because it is legal and structured. Apart from that, before implementing the yellow reading acceleration, an analysis of the curriculum, implementation procedures and supporting infrastructure is first carried out. The Yellow Book Reading Acceleration Curriculum at the Al Akhyariyah Blega Bangkalan Islamic Boarding School which is currently in effect and is a curriculum that has been created by the Islamic boarding school. The yellow book acceleration program into intensive learning at the Akhyariyah Blega Bangkalan Islamic Boarding School is based on the existing curriculum.

In accelerated learning to read the Yellow Book, students are given the understanding to obtain information regarding the targets for the Acceleration of Reading the Yellow Book program which must be completed in one year. Implementation in the first year of the students learning the Nahwu Sorrof Futuhul Mannan Book serves as a basic introduction to being able to read the book and is then paired with the book of certainty which is used to better understand when learning to read the book. In the second year, students learn to read the Yellow Book as a preparation for understanding the Yellow Book and here only the worship chapter is studied until they can graduate at the end of the year. Then in the third year, in the Uning Book Reading Acceleration Program, students learn to understand the Ubudiyah chapter of the book Fathul Qorib, in the fourth year the Muamalah and Munakahah chapters and in the final year the students learn the Jinayah chapter. And every year, students who meet the criteria and are deemed capable will graduate. The graduation ceremony is not as usual, the graduation program for the Yellow Book Reading Acceleration program is like an oral exam, which is packaged with a yellow book reading creation (UKBKK) event at the Al Akhyariyah Blega Bangkalan Islamic boarding school.

In realizing the quality of the yellow book reading acceleration program, not all students in one class can graduate, the students who are not participating are the graduation participants for the Yellow Book Reading Acceleration program which is packaged with a display of yellow book reading creations at the Al Akhyariyah Blega Bangkalan Islamic Boarding School. The absence of students from participating in the graduation ceremony is of course to maintain the quality of graduates of the PP Yellow Book Reading Acceleration program Al Akhyariyah,

Asatidz & asatidzah must be wiser in translating the values of the book into programs to be included in plans for holistic human development through the learning process. This must be accompanied by habituation and example, increasing discipline, distributing rewards and punishments, contextual learning, role-playing, and participatory learning. This is an effort that is expected to build students with noble character and based on Islamic education

Accelerated learning to read the yellow book carried out by the Al Akhyariyah Blega Bangkalan Islamic Boarding School, one of which is to help students deepen the quality of reading and understanding the Fathul Qorib yellow book. as well as to support the success of students' studies. Below the author presents a discussion based on the Context, Input, Process, and Product Model (CIPP) for each aspect of the evaluation analysis of accelerated learning to read the yellow book at the Al Akhyariyah Blega Bangkalan Islamic Boarding School. In principle, the aim of the accelerated learning program for reading the yellow book is in accordance with the standardization of practical learning skills for reading the yellow book. His greatest hope is that all students at the Al Akhyariyah Blega Bangkalan Islamic Boarding School will be equipped with the knowledge to face the challenges of learning and developing in the world and society.

CONCLUSION

A contextual evaluation of the Yellow Book Reading Acceleration program at the Al Akhyariyah Blega Bangkalan Islamic Boarding School was carried out to examine contextual considerations. Some of these situational considerations Foundation Decree : Roudlotul Al Akhyariyah As Syafi Number: 021/YRAA/Aks/Ktb/2017 was inaugurated by the chairman of m2kd from the Mamba'ul Ulum bata-bata cottage.

Input evaluation (input evaluation) in this evaluation, the focus of the input evaluation is on curriculum analysis, implementation procedures, and supporting infrastructure. boarding school. The acceleration program for reading the yellow book into intensive learning at the Al Akhyariyah Blega Bangkalan Islamic Boarding School is based on the existing curriculum.

Some of the evaluation processes that have been implemented are that at the beginning of learning, accelerated reading of the yellow book, students have received information regarding the target of the accelerated reading of the yellow book program which must be completed in one year. Then, the performance of asatidz and asatidzah which received the most positive response from the majority of students at the Al Akhyariyah Blega Bangkalan Islamic Boarding School was the asatidz and asatidzah method of teaching, namely always modeling and guiding students in reading and understanding the yellow book.

Product evaluation in the accelerated yellow book reading program at the Al Akhyariyah Blega Islamic Boarding School, Bangkalan, produced good products. That the Yellow Book Reading Acceleration program has been implemented. But of course the success of the Yellow Book Reading Acceleration program has not yet been fully achieved. This can be seen from the absence of santri as participants in the graduation ceremony of the Yellow Book Reading Acceleration program which was packaged with a display of yellow book reading creations at the Al Akhyariyah Blega Bangkalan Islamic Boarding School. The absence of students from participating in the graduation ceremony is of course to maintain the quality of graduates of the PP yellow book reading acceleration program Al Akhyariyah.

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