EVALUATION OF THE QURAN TEACHER TRAINING PROGRAM AT SDIT ANAK SHALIH BOGOR ISLAMIC SCHOOL USING THE UMMI METHODE

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Abstrak

Penelitian ini adalah penelitian evaluasi menggunakan model Kirkpatrick yang bertujuan untuk memberikan gambaran mendalam mengenai pelaksanaan dan hasil dari program pelatihan yang diadakan dengan menggunakan metode UMMI dalam rangka meningkatkan kualitas pengajaran Al-Qur'an bagi para guru dan juga perbaikan untuk mewujudkan pendidikan yang lebih baik lagi di masa depan. Metode penelitian adalah kualitatif dengan menggunakan instrumen pengumpulan data berupa wawancara, observasi, kuesioner dan dokumentasi. Hasil penelitian menunjukkan bahwa tingkat kepuasan peserta terhadap pelatihan ini sangat tinggi, menunjukkan bahwa pelaksanaan kegiatan berjalan efektif dan memenuhi harapan mereka. Selain itu, sikap peserta pun mengalami perubahan positif, menjadi lebih disiplin dan teliti dalam proses mengajar, sehingga diharapkan dapat meningkatkan kualitas pembelajaran di kelas. Mayoritas peserta merasakan adanya perubahan signifikan dalam cara mereka mengajar, dengan metode yang lebih terstruktur dan efektif, sehingga proses pembelajaran menjadi lebih berkualitas. Hal ini menunjukkan bahwa pelatihan berkontribusi besar dalam meningkatkan kualitas proses dan hasil pembelajaran di kelas.

Kata kunci : pelatihan, metode ummi, evaluasi program, kirkpatrick

Abstract

This research is an evaluation study using the Kirkpatrick model. It aims to provide an in-depth overview of the implementation and outcomes of a training program conducted using the UMMI method to improve the quality of Quranic teaching for teachers and also to improve future education. The research method was qualitative, using data collection instruments such as interviews, observations, questionnaires, and documentation. The results showed a very high level of participant satisfaction with the training, indicating that the implementation was effective and met their expectations. Furthermore, participants' attitudes also experienced positive changes, becoming more disciplined and meticulous in their teaching process, which is expected to improve the quality of classroom learning. The majority of participants felt a significant change in their teaching methods, with more structured and effective methods resulting in a higher quality learning process. This indicates that the training contributed significantly to improving the quality of classroom learning processes and outcomes.

I.   INTRODUCTION

Quality human resources are key to an organization's success in achieving its vision, mission, and goals. One effort to develop quality human resources is through training programs. Training is a learning activity designed to help participants improve their job performance. Through training, individuals can enhance their knowledge and skills in performing their jobs. "Training refers to a planned effort by a company to facilitate employee learning of job-related competencies, knowledge, skills, and behaviors" (Noe R.A., 2013). An appropriate training program is crucial to ensure all employees possess the required competencies for their respective fields. Therefore, training programs must be tailored to the needs of the trainees and their respective fields.

SDIT Anak Shalih Bogor Islamic School is an Islamic educational institution in the city of Bogor that organizes Islamic learning programs, one of which is reading the Quran. As an effort to improve the quality of teaching, teachers at SDIT Anak Shalih Bogor held training in reading the Quran using the UMMI method. The Ummi method is a method of learning to read the Quran that teaches tartil reading according to the rules of tajwid with a direct method approach (direct practice) and repetition (repetition), and uses a soft and affectionate tone (Harahap, 2020). This method is a new method applied in schools, therefore it is necessary to evaluate the sustainability of the training program that has been implemented. Evaluation is the process of assessing something based on certain criteria, the purpose of which is to find out whether the objectives of a program are appropriate or not, and to assess how the results achieved in a program, both short-term results and long-term results. This is in accordance with Kirkpatrik's opinion that "Why do we need to evaluate training. Here are three specific reasons: 1) To justify the existence of the training department by showing how it contributes to the organization's objectives and goals, 2) To decide whether to continue or discontinue training programs, 3) To gain information on how to improve future training programs (Kirkpatrick, 1998). Evaluation of the Quran reading training program using the UMMI method at SDIT Anak Shalih Bogor is important because it is used to determine how effective the training program is, seen from the reactions, learning outcomes, behavior of participants, and the impacts that arise after participating in the training program. The evaluation model used in evaluating this training program is the Kirkpatrick evaluation model known as The Four Levels or Kirkpatrick's evaluation model which includes four levels of evaluation, namely reaction, learning, behavior, and result (Kirkpatrick, 1998).

Evaluating participant reactions means measuring their level of satisfaction with the training program. A training program is considered effective if the training process is enjoyable and satisfying for participants, so they are interested and motivated to learn and practice. Determining participant satisfaction can be done by measuring

several aspects of the training, including the service provided by the organizing committee, the quality of the instructors, the training materials, the training methods, the classroom atmosphere, the main and supporting facilities, and the meaningfulness of the training content.

Learning evaluation is the assessment of changes in participants' attitudes, knowledge, and skills after participating in a training program. Learning evaluation is the assessment of the training's outcomes or outputs. A training program is considered successful when these aspects improve, comparing pre- and post-training measurement results. The higher the level of improvement, the more successful the training program.

Behavioral evaluation focuses on changes in behavior after participants return to the workplace. It examines whether the changes that occurred after the training will be implemented after participants return to the workplace. The behaviors referred to here are work behaviors directly related to the training material, not behaviors related to personal relationships with coworkers.

Outcome evaluation focuses on the final results, aiming to determine the impact of changes in training participants' work behavior on the organization's productivity. The final outcomes targeted by training program evaluations include increased production, improved production quality, reduced costs, reduced workplace accidents, and increased profits.

II.   METHOD

The purpose of this study is to provide an in-depth overview of the implementation and outcomes of a training program conducted using the UMMI method, which aims to improve the quality of Quranic teaching for teachers and also to improve future education.

This research is an evaluation research using a qualitative approach, this approach is carried out to examine an education and training program in depth regarding conditions/circumstances that can be used as considerations for developing a better program. Qualitative research is research conducted in real and natural settings, with the intention of investigating and understanding the phenomena that occur, why they occur, and how they occur (Wibawa B, 2014). Researchers as evaluators use data from interviews, observations, questionnaires and documentation together in the analysis by comparing, integrating or comparing the results of the data to the social phenomena conducted by the researcher.

In this study, the research design refers to the Kirkpatrick model which consists of 4 steps, namely reaction, learning, behavior, and result. By referring to the evaluation model used, the research design systematically includes the stages of the evaluation model, each stage is expected to produce conclusions that can be used as recommendations for decision makers to be followed up as a framework for

improvement to improve performance (Improving performance). Thus, the paradigm developed in this study is in accordance with the Educational Technology framework according to Januszewski and Molenda, namely "Educational Technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources" (Januszewski and Michael Molenda, 2008).

III.   RESULTS

The results of this study contain a description and review of the training program based on the Kirkpatrick model, which was used to provide data for decision-makers to determine follow-up actions regarding the training program.

Reaction Evaluation: Based on the evaluation results, the majority of training participants responded very positively to various aspects of the activity. Participants felt that the material presented was highly relevant to their needs as Quran teachers, with most participants giving the highest score of 5, meaning "very relevant." Furthermore, the material presentation by the presenter was deemed clear and easy to understand, making it easier for participants to absorb the knowledge provided. The facilities and equipment provided during the training were also deemed adequate, supporting the overall smooth running of the program. Overall, participant satisfaction with the training was very high, indicating that the implementation was effective and met their expectations.

Learning Evaluation: The training participants showed significant improvements in various aspects of learning. In terms of knowledge, they increasingly understood the methods of teaching the Qur'an better, including mastery of the makharijul huruf and systematically structured teaching stages. Improvements were also seen in the participants' skills, where they were able to master repetition techniques, student conditioning, and the use of appropriate rhythm in reading the Qur'an. In addition, the participants' attitudes also experienced positive changes, becoming more disciplined and meticulous in the teaching process, which is expected to improve the quality of learning in the classroom.

Behavioral Evaluation: After participating in the training, positive behavioral changes occurred among teachers in the teaching process. Most teachers began to routinely apply the UMMI method in class, although some still had not fully optimized it. Interactions between teachers and students became more interactive and enjoyable, creating a more dynamic and comfortable learning atmosphere. Furthermore, the majority of participants felt a significant change in their teaching methods, with more structured and effective methods, resulting in a higher quality learning process.

Evaluation of Results: The training attended by teachers had a significant positive impact on learning outcomes. Teachers' enthusiasm and motivation in teaching

increased, encouraging them to be more innovative and enthusiastic in delivering the material. Consequently, most students found it easier to understand the material taught and showed improved learning outcomes. Furthermore, several teachers reported that more than 90% of students in their classes successfully achieved their learning targets, although a small number still fell short. This indicates that the training significantly contributed to improving the quality of the learning process and outcomes in the classroom.

IV.   CONCLUSIONS

The training proved effective and had a significant positive impact on participants. In terms of reactions, most participants were satisfied with the material presented, the delivery method, and the facilities that supported the smooth running of the activity. In terms of learning, there was an increase in participants' knowledge, skills, and attitudes, leading to greater discipline and thoroughness in teaching. Changes in teacher behavior were evident through the more consistent application of the UMMI method, more active and enjoyable interactions with students, and more structured teaching methods. The positive impact of the training was also reflected in increased teacher motivation, improved student understanding of the material, and the achievement of learning targets by the majority of students.

To increase the effectiveness of the training, it is important for teachers who are still experiencing difficulties or are not yet fully utilizing the UMMI method to receive further guidance. Further training can provide them with the opportunity to deepen their understanding and practice, thus optimizing the method's application and generating greater impact. Furthermore, the training material should be expanded by adding case studies and hands-on classroom practice. This approach will enrich the participants' experience and help them develop their skills more practically. Furthermore, regular evaluation is essential to ensure that the methods implemented are truly effective in the learning process. Periodic evaluations will provide insight into progress and areas for improvement, ensuring continued teaching progress. Equally important, schools need to provide ongoing facilities and support so that teachers can continue to develop more creative and effective teaching methods.

With this support, teachers can be more flexible in innovating their teaching. Finally, more attention is needed for students who have not yet achieved their learning targets. With a more personalized and adaptive approach, where teachers can tailor methods to each student's needs, it is hoped that each individual will receive sufficient attention to develop according to their potential. This approach will help improve overall student learning outcomes.

V.   REFERENCE

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