

The Evaluation of the Effectiveness of Da'wah Training at Baladi Ad-Dakwah Center (BAC) Kresek

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ABSTRAC

This research aims to evaluate the effectiveness of da'wah training at Baladi Ad-Dakwah Center (BAC) Kresek. The main objective is to assess the strengths and weaknesses of existing training programs and provide relevant recommendations for future improvements. The research methodology includes observations, in-depth interviews with participants and instructors, and surveys focusing on environmental analysis, participant needs, training processes, and achieved outcomes.

Through this comprehensive approach, the research seeks to delve deeper into how training programs are conducted, the factors influencing their effectiveness, and the extent to which program goals are achieved. Findings indicate that participants' mastery of religious knowledge and rhetorical skills are key indicators of program success. Observations show that program graduates are able to apply the knowledge and skills they have acquired in their daily lives and in community da'wah activities.

The research also identifies several areas needing improvement, such as enhancing the quality of instructors, updating training materials to address contemporary issues, and developing facilities and learning resources. Other recommendations include adjusting training schedules for greater flexibility and developing advanced programs or mentoring to support participants' development post-training.

With the results and recommendations generated, this research is expected to significantly contribute to enhancing the quality and effectiveness of da'wah training programs at BAC Kresek. It also aims to serve as a reference for other da'wah institutions in developing comprehensive and adaptive training programs that respond to changing times.

Keywords: *Evaluation, Da'wah Training, Baladi Ad-Dakwah Center, Program Effectiveness, Improvement Recommendations.*

INTRODUCTION

According to W. Hamilton, an institution is a set of rules for a group of people, the violation of which results in various levels of sanctions. Soerjono Soekanto adds that an institution is a part of the social structure that regulates relationships between individuals and groups according to their interests. Meanwhile, Ruttan and Hayami (1984) define institutions as regulations within a social group or organization that facilitate coordination among its members, aimed at helping them cooperate or interact to achieve shared goals.

On the other hand, Dakwah, originating from the Arabic word "da'a" meaning to invite or summon, involves efforts aimed at calling humanity to believe in Allah, accept the teachings of His messengers, affirm their message, and obey His commands, as expressed by Ibn Taimiyah. Sheikh Ali Mahfudz explains that dakwah also encompasses inviting towards goodness and guidance from Allah SWT, encouraging people to practice virtuous habits and reject bad ones, as a path towards prosperity in both the worldly life and the Hereafter. According to Prof. Toha Yahya Oemar, dakwah is a wise effort to guide people to follow the right path as ordained by God, aiming to enhance well-being in both this world and the Hereafter.

Training for dai (Islamic preachers) is crucial in enhancing their abilities and skills in conducting dakwah and religious activities. Ranupandjo (2008:7-8) defines dai training as an effort to improve individuals' religious work capabilities, enabling them to effectively convey religious messages and achieve dakwah goals desired by their religious organizations. Hadari (2005:208) views dai training as programs designed to enhance individuals' abilities in carrying out religious duties, both individually and within groups, corresponding to their positions within religious organizational structures.

Theoretically, dai training is also defined as a process where participants acquire specific skills that assist them in achieving the goals of religious organizations (Mathis & Jackson, 2002:5). This emphasizes that dai training aims to improve the quality and effectiveness of participants in carrying out dakwah tasks and achieving the overall goals of religious organizations.

According to Gomes (2003:197), dai training encompasses all efforts to enhance the performance of workers in carrying out religious duties they are responsible for. This reflects the importance of continuous support in developing dai skills to address modern dakwah challenges.

In the era of digitalization and globalization, the challenges of dakwah are becoming increasingly complex and dynamic. Dai must not only master religious knowledge but also possess effective communication skills and broad contextual understanding. Challenges such as global cultural penetration, the use of social media, and societal pluralism require dai to continually develop their abilities to ensure that dakwah remains relevant and effective.

BAC Kresek, as a dakwah institution, plays a vital role in shaping the religious understanding, communication skills, and social insight of aspiring dai. In modern society, dakwah serves a more complex role beyond imparting religious understanding—it strengthens community identity, promotes moral values, and supports social cohesion. Rapid social changes, advancements in information technology, and cross-cultural interactions demand that dai be more adaptive and responsive. They must harness new media to disseminate messages, address contemporary challenges, and remain relevant in public discourse.

Therefore, BAC Kresek adopts a holistic training approach, combining traditional methods with modern teaching techniques. This training program aims to enhance dai capacity across various aspects, from understanding religious texts to utilizing digital media. As a result, dai are expected to confront various dakwah challenges in the modern era more effectively.

BENEFITS OF RESEARCH

This research provides a significant contribution in preparing higher-quality dai candidates. By evaluating the effectiveness of dakwah training, BAC Kresek can identify strengths and weaknesses in their programs. This not only helps in adjusting curricula and teaching methods but also in enhancing instructor capabilities and updating training materials to remain relevant in contemporary challenges.

Through an in-depth evaluation of the training process, this research contributes to strengthening the scholarly and religious foundation among dai and related communities. By enriching the curriculum with contemporary issues and information technology, BAC Kresek can produce dai who not only master religious theories but also can address rapidly evolving social and technological issues.

The social impact of this research includes improving dakwah services that are more effective and relevant to community needs. Well-trained dai can positively contribute to shaping a more harmonious and empowered society, emphasizing religious values in daily interactions and dakwah activities.

The evaluation of teaching methods and improvement of instructor quality also impacts the education sector more broadly. Innovative practices and adaptations to information technology developments

resulting from this research can inspire other educational institutions to enhance the quality of teaching and learning.

The findings of this research can help in developing more effective and efficient dakwah learning models. By understanding what works and what needs improvement in dai training, BAC Kresek can serve as a model for adaptive and responsive learning methods tailored to participant needs.

In the context of knowledge development and program sustainability, this research also holds important implications. By implementing the recommendations from this study, BAC Kresek not only strengthens its existence as a trusted religious educational institution but also prepares future dai to face global challenges in dakwah. Therefore, this research is not merely an internal evaluation but also an investment in building a better future for society through quality religious education.

METHOD

This study employs a qualitative approach to gather in-depth and comprehensive data regarding the dakwah training at Baladi Ad-Dakwah Center (BAC) Kresek. This method is designed to ensure that all aspects of the training program are analyzed holistically, from planning to the final outcomes achieved by the participants.

1. Direct Observation

Direct observation was conducted during several training sessions to observe the interactions between instructors and participants, the teaching methods used, and the active participation of the trainees. This observation helps identify strengths and weaknesses in program implementation and provides an overview of classroom dynamics and the effectiveness of the teaching strategies employed. Observations were carried out systematically and recorded in field journals to ensure accurate and organized data.

2. Interviews

In-depth interviews were conducted with various stakeholders, including training participants, tutors, and BAC Kresek administrators. Interviews with participants aimed to understand their experiences during the training, their perceptions of the material taught, and the impact of the training on their dakwah abilities. Interviews with tutors focused on teaching methods, challenges faced during the training, and their assessment of participants' progress. Interviews with BAC Kresek administrators provided insights into the planning, management, and long-term goals of the training program. Interviews were conducted face-to-face and recorded for further analysis.

3. Surveys

Although not quantitative, surveys were conducted to collect descriptive responses from training participants regarding various aspects of the program. These surveys were designed to evaluate the quality of materials, the effectiveness of teaching methods, and the facilities provided. Survey questions included open-ended responses to gather more detailed and context-rich feedback from participants. Surveys were distributed both online and manually to ensure maximum participation and representative data.

4. Documentation

Documentation in the form of videos and photos was used to support the collection of more concrete data. Videos of training sessions helped analyze interactions and teaching methods in more detail, while photos provided visual evidence of facilities, materials, and activities during the training. This documentation also served as a tool to validate findings from observations and interviews. Additionally,

written documents such as curricula, training modules, and evaluation reports were analyzed to understand the structure and content of the training program.

5. Data Analysis

The collected data were analyzed using a thematic analysis approach. This process involved coding the data to identify key themes emerging from observations, interviews, surveys, and documentation. Each theme was analyzed to understand patterns and relationships within the data and to draw deep conclusions about the effectiveness of the training program at BAC Kresek. The analysis was conducted iteratively with data triangulation to enhance the validity and reliability of the findings.

With this approach, the study aims to provide a comprehensive overview of the implementation of dakwah training at BAC Kresek and offer constructive recommendations for the program's improvement in the future.

RESULTS AND DISCUSSION

The effectiveness of a program emphasizes the importance of conducting regular evaluations to identify its benefits and weaknesses, measure the knowledge, skills, and behavior patterns of students, and provide necessary feedback for continuous improvement. Such evaluations not only help in understanding the positive impacts and areas needing enhancement of a program but also support the development of more effective strategies and measures in achieving the desired educational and developmental goals (Ranita Manap, et al. 2019).

1. Environmental analysis

Environmental analysis is a systematic process used in strategic management to evaluate external factors that affect the performance of an organization or industry. The objective is to understand thoroughly the threats and opportunities that exist around the environment.

The factors assessed include politics (government policies and political stability), economics (economic growth and market conditions), social (changes in consumer behaviour and demographics), technology (innovation and adoption of new technologies), environment (environmental protection policies and environmental impact), and law. (industry regulations and legal requirements).

General approaches in Environmental Analysis include PESTEL analysis to investigate political, economic, social, technological, environmental, and legal factors, as well as a Porter Five Strengths framework to evaluate competitive strengths within industry. This analysis helps organizations identify risks, anticipate market changes, find growth opportunities, and formulate more effective strategies to a competitive advantage.

The training participants at the Baladi Ad-Dakwah Center (BAC) Kresek come from a wide range of educational and social backgrounds, with the majority coming from Binuang 1st High School and residents around Kreseks. This diversity reflects heterogeneity in the level of knowledge, experience, and learning needs, thus requiring a varied teaching approach that is tailored to the individual needs of the participants. The diversity of participants' backgrounds presents both challenges and opportunities in the teaching process. For example, participants with a higher formal education background may require a different approach compared to those with more practical experience.

Teachers at BAC Kresek must be able to customize teaching methods to ensure that each participant gets the maximum benefit from the training program. Family and community support became the key contributors to the success of the program. The involvement of the family in supporting the learning process of the participants is crucial because it provides additional motivation and ensures the application of the values learned in the home environment. A supportive family not only provides a moral boost but can also help in providing time and space conducive to learning.

They also play a role in encouraging participants to apply knowledge and skills acquired in everyday life. The surrounding community also plays an important role in creating a conducive learning environment. Community support can be the provision of additional resources, such as reading materials, guards, and access to religious figures that can be a source of training. Supporting communities can provide useful social networks for participants, provide opportunities to share knowledge and experience, and organize additional activities that support the learning process. The facilities available at BAC Kresek are also an important component in supporting the teaching learning process.

Adequate classrooms provide a comfortable and conducive physical environment for learning. A library with a collection of relevant religious books offers the resources participants need to deepen their understanding. Access to information technology, such as computers and the Internet, allows participants to access additional information, online learning materials, and interact with teachers and other participants through digital platforms.

However, there are some challenges to overcome in order to improve the effectiveness of training programmes. Restricted access to learning resources is one of the major challenges. Many participants do not have adequate access to books, modules, or other learning materials. This can impede their ability to prepare themselves well before attending a training session. In addition, restrictions on access to the Internet and other technological devices may limit the ability of participants to access online learning materials and other digital resources. To overcome this challenge, BAC Kresek needs to take steps to expand access to learning resources.

This could include purchasing additional books and modules, improving library facilities, as well as providing better internet access and adequate technological equipment. In addition, collaboration with educational institutions, religious organizations, and local communities can help provide additional resources and support the teaching learning process.

Overall, environmental analysis shows that the diversity of participants background, family and community support, as well as the facilities available are key factors that affect the success of the training program at BAC Kresek. By addressing the existing challenges and maximizing the support available, BAC Cresek can continue to improve the quality of its training program and make a significant contribution to the formation of competent and influential people in society.

2. Participant Needs

The participant needs is an approach in the development of a program or activity that focuses on understanding and fulfilling the needs perceived by the participant or recipient of a service. This approach is generally applied in the fields of education, training, community development, and social services. The aim is to improve the effectiveness of an intervention or service by considering the views, needs, and expectations of the individual or group served. In this way, it is expected that the program can be more relevant, have a positive impact, and strengthen the participation and active participation of participants in the process of activities or interventions they follow.

According to the RI Law No. 20 of 2003 on the National Education System, students are individuals who come from the community and seek to develop their talents and potential through learning processes available in various paths, levels, and types of education. Thus, students have the freedom to pursue knowledge in accordance with their aspirations and aspirations for the future.

Each student as an individual has a variety of needs that cover physical, social, and psychological aspects. In principle, these needs encourage individuals to seek their fulfillment, which in turn affects their behavior and survival. When these needs are met, students will experience satisfaction and happiness in their lives; on the contrary, dissatisfaction in meeting such needs can have a negative impact on their lives. (Hendrarno dkk, 2003:9).

Training participants at the Baladi Ad-Dakwah Center (BAC) Kresek need a deep religious understanding as well as strong communication and leadership skills to be effective. This need is based on the demands of preaching in the modern era that require not only mastery of religious material but also the ability to convey the message in an attractive and persuasive way.

Participants needed in-depth knowledge of various aspects of Islam, including aqidah, fiqh, tafsir, and hadith. This knowledge is essential to ensure that people can provide accurate and in-depth answers to the various questions and issues faced by society. Teachers at BAC Kresek generally have good qualifications with a strong background in religious education, which provides a solid foundation in the teaching of religious material. However, this teaching needs to be continuously improved through continuous training for teachers to ensure that they remain up-to-date with the latest developments in the religious sciences.

To be effective, participants also need strong communication skills, including public speaking skills, persuasion techniques, and good listening skills. Leadership skills are also important because people are often in a position to lead communities and religious activities. They need to be able to inspire and motivate others, manage conflict, and work together with various parties.

To meet this need, teachers at BAC Kresek need to be trained to use varied and innovative teaching methods. Project-based learning methods, for example, can help participants develop practical skills in planning and implementing a program of education. The use of audiovisual media, such as video and multimedia presentations, can make training materials more interesting and understandable. Integration of information technology into the learning process, like the use of e-learning applications and social media platforms, can help in delivering material more engagingly and facilitate interactive discussions beyond training hours.

The learning facilities and resources available at BAC Kresek need to be updated and expanded to support a more effective teaching learning process. This includes the provision of books, modules, and adequate information technology access. In addition, additional resources, such as video lectures by leading religious experts and access to relevant journals and scientific articles, are needed to enrich the training material. Additional facilities such as multimedia rooms and computer laboratories can help participants in accessing digital resources and deepening their understanding through self-learning.

Teachers also need to be trained in pedagogical skills. These include effective teaching techniques, ways to create interesting material, and evaluation methods that can measure participants' understanding accurately. This training should include the use of technology in teaching, such as how to use learning software and digital presentation tools to enhance the learning experience of participants.

Continuous evaluation processes and feedback from training participants are essential to ensure that the training program continues to evolve and meets the needs of the participants. Evaluation can be done through surveys, interviews, and live observations. This feedback should be used to make adjustments and improvements to the training programme, including in terms of the materials taught, teaching methods, and facilities provided. By paying attention to and meeting the needs of these participants, BAC Kresek can improve the quality of its training program and ensure that those born of this program have.

3. Training Process

The scheduled activities every Saturday and Sunday at the Baladi Ad-Dakwah Center (BAC) Kresek are very helpful to the participants in organizing their study time efficiently. This consistent schedule provides a clear structure for participants, which is essential in building discipline and good learning habits. It also helps participants appropriately allocate time to learn, practice, and apply the knowledge they have acquired in everyday life.

The teaching methods used in BAC Kresek include lectures, group discussions, and simulations. Each method has different advantages in supporting the learning process: Lectures provide a strong theoretical foundation to participants. In lectures, teachers can convey information in a structured and systematic way, so that participants gain a deep understanding of the topic discussed. Lecturer also allows teachers to teach a lot of material in a relatively short time.

Group discussions enable participants to share views and deepen their understanding through interaction with fellow participants. These discussions encourage participants to think critically, ask questions, and develop public speaking skills. Simulations help participants apply theory to real situations. In simulations, participants can practice practical skills such as preaching in public, managing conflicts, and leading groups. These simulations are important in building participants' confidence and preparing them to face the challenges of preaching on the ground.

Evaluation of the training process shows that these methods are effective in achieving learning goals. However, there is room for improvement in terms of the variety of teaching methods and use of technology. For example, the use of technologies such as e-learning and social media can help in delivering material in a more interactive and engaging way, as well as enabling participants to learn independently outside training hours.

E-Learning: The e-learning platform allows participants to access training materials anytime and anywhere. It gives participants the flexibility to study according to their own schedules. E-leaching also allows the use of various types of content, such as videos, interactive quizzes, and online discussions, which can enhance participant engagement.

Social media can be used to build online learning communities where participants can share resources, discuss relevant topics, and receive support from fellow participants and instructors. The use of social media can also help in expanding the reach of dakwah and attracting a wider audience.

Integrating technology into the teaching process can enhance the effectiveness of learning. The use of presentation software, educational videos, and digital assessment tools can make lessons more engaging and facilitate better understanding. Technology also allows instructors to provide real-time feedback, which is very helpful in the teaching and learning process.

Project-based learning can be used to provide practical experiences for participants. In project-based learning, participants are given real projects that must be completed within a certain timeframe. These projects can include planning and executing dakwah programs, creating dakwah materials, or managing religious events. Through these projects, participants can develop practical skills, work in teams, and apply the knowledge they have gained in real-life situations.

Continuous evaluation and feedback from participants are essential to ensure that the training program evolves and meets the needs of the participants. Evaluation can be conducted through surveys, interviews, and direct observation. This feedback should be used to make adjustments and improvements to the training program, including the content taught, teaching methods, and facilities provided. By addressing and meeting these needs, BAC Kresek can improve the quality of its training programs and ensure that the dai produced from this program have deep knowledge, strong communication skills, and the ability to preach effectively in the modern era. The integration of technology and innovation in teaching methods will be key to achieving this goal.

4. Training Outcomes at BAC Kresek

The evaluation of the training outcomes at the Baladi Ad-Dakwah Center (BAC) Kresek shows a significant improvement in participants' understanding of religious material and rhetorical skills. The religious material taught includes an in-depth understanding of sacred texts, religious history, and relevant doctrinal principles. Training participants have been able to internalize and apply this knowledge in various contexts of their daily lives.

Rhetorical skills are a primary focus of the training, where participants are trained to deliver religious messages in a clear, persuasive manner appropriate to their social context. With an emphasis on public speaking, discussion, and debate skills, participants gain the confidence necessary to become effective ambassadors in their dakwah activities.

Graduates of the training program at BAC Kresek successfully apply the knowledge and skills they have acquired in their daily lives and dakwah activities. They can initiate and lead religious discussions in their communities, deliver sermons and religious lectures in local mosques, and engage in various social and religious activities that require deep religious understanding and effective communication skills.

This application extends not only to their immediate surroundings but also to broader contexts, such as on social media or in online discussion forums. The ability to adapt religious knowledge and communication skills across various platforms expands their dakwah reach and enhances their positive influence in society.

While the training program at BAC Kresek has provided a solid foundation in religious understanding and rhetorical skills, there is an urgent need to strengthen the training material related to contemporary issues and modern dakwah challenges. Issues such as religious pluralism, digital technology in dakwah, and the ethical challenges faced by contemporary dai are major focuses that should be included in the training curriculum.

Developing material that integrates these issues will prepare participants with a deeper understanding of the rapidly evolving social and technological context. This will also enable them to face new challenges in their dakwah mission more effectively and relevantly.

To ensure that program graduates remain connected and continue to develop their competencies, the development of advanced programs or post-training mentoring is highly recommended. This program can provide opportunities for graduates to engage in in-depth discussions, theoretical updates, and advanced skill development that may not have been covered in the main training program.

Mentoring can also provide the psychological and professional support needed to overcome challenges and obstacles that graduates may face in the field. With this support network, graduates will feel more motivated and prepared to take on the tasks and responsibilities as responsible and skilled dai.

A post-training support program that fosters continuous growth for graduates is essential. Thus, BAC Kresek can continue to be an outstanding center in preparing competent and adaptable dai to face the challenges of modern dakwah.

CONCLUSION

An in-depth evaluation of the dakwah training program at the Baladi Ad-Dakwah Center (BAC) Kresek has yielded a comprehensive understanding of its successes and challenges. The proposed recommendations for improvement address various crucial aspects to ensure the program remains relevant and effective in preparing high-quality dai candidates.

Enhancing the quality of instructors at BAC Kresek is the primary focus of the recommendations. While the current instructors have strong religious educational backgrounds, there is a need for improvement in pedagogical skills and the adoption of more innovative and interactive teaching methods. Structured training that includes the use of project-based learning techniques, audiovisual media, and the integration of information technology will help instructors enrich the learning experience of participants and increase their engagement in the learning process.

Updating the training material at BAC Kresek to include contemporary issues and modern dakwah challenges is essential. This includes aspects such as religious pluralism, digital technology in dakwah, and the ethical challenges faced by dai in the digital and globalization era. By incorporating relevant and up-to-date material, the training program will better prepare participants with a deeper understanding of the evolving social and technological context.

Improving and expanding the learning facilities and resources at BAC Kresek is necessary to support more effective teaching and learning processes. This includes better access to books and modules, state-of-the-art information technology devices, and infrastructure that supports discussion and simulation activities. Enhancing the accessibility of these resources will enable participants to maximize their potential in developing religious understanding and communication skills.

Adjusting the training schedule to be more flexible and responsive to participants' needs is important for ensuring the program's effectiveness. By providing a more structured yet adaptable schedule to accommodate participants' availability, BAC Kresek can allow them to manage their study time more efficiently and effectively.

Developing advanced programs or post-training mentoring at BAC Kresek will support the continuous development of graduates. This program will provide a platform for in-depth discussions, theoretical updates, and advanced skill development that may not have been covered in the main training program. Thus, graduates will continue to receive the support they need in facing challenges and developing themselves as more competent dai.

Through the implementation of these recommendations, BAC Kresek can strengthen its position as an outstanding center in preparing dai candidates capable of facing various dakwah challenges in the modern era. With a commitment to continuously improving the quality and relevance of the program, BAC Kresek will be able to make a significant contribution to building a society based on religious values and social justice.

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