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THE USE OF STUDENT PROFILE BOOKS IN MONITORING STUDENTS' QUR'AN MEMORIZATION

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Abstrak: Menghafal Al-Qur'an merupakan kegiatan penting dalam pendidikan Islam yang membentuk nilai spiritual, kedisiplinan, dan tanggung jawab peserta didik. Namun, pemantauan hafalan sering belum menggunakan instrumen yang sistematis. Penelitian ini bertujuan menganalisis pelaksanaan buku profil siswa dalam memantau hafalan Al-Qur'an kelas IX di MTs Sains Algebra Kota Sorong dan dampaknya dalam memantau hafalan peserta didik. Penelitian menggunakan pendekatan kualitatif deskriptif dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi melibatkan guru, peserta didik, dan orang tua. Data dianalisis melalui reduksi, penyajian, dan penarikan kesimpulan. Hasil menunjukkan buku profil siswa lahir dari kebutuhan madrasah akan sistem terstruktur untuk pemantauan hafalan dan melibatkan orang tua agar proses pembelajaran berlanjut di rumah. Buku ini dirancang sederhana, jelas, dan mudah dipahami, melibatkan semua pihak terkait. Praktiknya, peserta didik menyetor hafalan kepada wali kelas sesuai jadwal, dan buku diserahkan ke orang tua secara berkala. Dampak pelaksanaannya meliputi pemantauan lebih terstruktur, peningkatan kualitas hafalan, kedisiplinan, motivasi, serta sinergi madrasah dan orang tua. Implikasi penelitian menunjukkan buku profil siswa efektif sebagai instrumen evaluatif, kolaboratif, dan strategis dalam mendukung pembelajaran Al-Qur'an di madrasah.

Kata Kunci: Buku Profil Siswa, Hafalan Al-Qur'an, Instrumen Pemantauan

Abstract: Memorizing the Qur'an is a vital activity in Islamic education, fostering students' spiritual values, discipline, and learning responsibility. However, the monitoring of memorization often lacks systematic instruments. This study aims to analyze the implementation of the student profile book in monitoring the Qur'an memorization of ninth-grade students at MTs Sains Algebra, Sorong City, and and its impact on monitoring students' memorization. The research employs a descriptive qualitative approach, collecting data through observation, interviews, and documentation involving teachers, students, and parents. Data were analyzed through reduction, presentation, and conclusion drawing. The results indicate that the student profile book was developed to meet the school's need for a structured system to monitor memorization and to engage parents in continuing the learning process at home. The book is designed to be simple, clear, and easy to understand, involving all relevant parties. In practice, students submit their memorization to the class teacher according to a set schedule, and the book is periodically handed over to parents. Its implementation enhances structured monitoring, improves memorization quality, discipline, motivation, and strengthens collaboration between the school and parents. The study implies that the student profile book is an effective evaluative, collaborative, and strategic tool for supporting Qur'an learning in schools.

Keywords: Student Profile Book, Qur'an Memorization, Monitoring Instrument

INTRODUCTION

Qur'an memorization is one of the primary activities in Islamic education that plays a role in strengthening students' spirituality. Qur'an memorization is a crucial component of Islamic religious education and is part of the effort to instill Islamic values, piety, and discipline. Furthermore, the activity of memorizing the Qur'an can enhance students' intellectual, emotional, and spiritual intelligence, particularly in Madrasah al- . Indeed, Allah has explained the importance of reading and memorizing the Qur'an as stated in Surah al-Qamar [54]: 17 as follows:

وَلَقَدۡ يَسَّرۡنَا ٱلۡقُرۡءَانَ لِلذِّكۡرِ فَهَلۡ مِن مُّدَّكِرٖ (١٧)

"And indeed, We have made the Qur'an easy for remembrance, so is there anyone who will take heed?" (Al-Qur'an RI, 2019)

Based on the above verse of the Qur'an, it is clear that Allah has made it easy for humans to memorize, study, and practice the contents of the Qur'an. This ease is a divine blessing that must be accompanied by human effort in preserving, practicing, and reflecting on the contents of the Qur'an (Aziz et al.., 2025)). The encouragement to memorize the Qur'an is also explained in the following hadith:

حَدَّثَنَا مُسَدَّدٌ، حَدَّثَنَا يَحْيَى، عَنْ سُفْيَانَ، حَدَّثَنِي عَاصِمُ بْنُ بَهْدَلَةَ، عَنْ زِرٍّ، عَنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو، قَالَ:قَال رَسُولُ اللَّهِ صلى الله عليه وسلم " يُقَالُ لِصَاحِبِ الْقُرْآنِ اقْرَأْ وَارْتَقِ وَرَتِّلْ كَمَا كُنْتَ تُرَتِّلُ فِي الدُّنْيَا فَإِنَّ مَنْزِلَكَ عِنْدَ آخِ آيَةٍ تَقْرَؤُهَا روا أبو داود في "سننه" (حديث رقم 1464)، والترمذي في "الجامع" (حديث رقم 2914) وقال: "حديث حسن صحيح"، وأحمد في "المسند" (رقم 6799)، والنسائي في "السنن الكبرى"(رقم 8056)

Musaddad narrated to us, Yahya narrated to us, from Sufyan, who said: 'Asim bin Bahdalah narrated to me, from Zirr, from Abdullah bin Amr, who said: The Messenger of Allah, may Allah's peace and blessings be upon him, said: 'It will be said to the one who possesses (memorizes and recites) the Qur'an: "Recite, ascend, and recite clearly just as you recited it in the world, for your place (in Paradise) is at the last verse you recited."'Narrated by Abu Dawud in Sunan Abu Dawud (Hadith No. 1464), and by At-Tirmidhi in Jami' At-Tirmidhi (Hadith No. 2914). And At-Tirmidhi said: "A hasan sahih hadith." It is also narrated by Ahmad in Musnad Ahmad (No. 6799), and by An-Nasa'i in As-Sunan Al-Kubra No. 8056 (Haditssoft, 2024) .

The hadith above indicates that a person's status in the afterlife is largely determined by how much they read, memorize, and recite the verses of the Qur'an during their life in this world. In its application to education, memorizing the Qur'an is not merely part of the curriculum; rather, it serves as a means to cultivate the habit of worship, train memory, and enhance discipline among students.

Various Islamic educational institutions, including madrasahs, have developed Islamic programs, particularly Qur'an memorization. One educational institution that implements a Qur'an memorization program is MTs Sains Algebra

in Sorong City. One effort to monitor and foster Qur'an memorization at this madrasah is through the use of student profile books, which in practice have the same function and format as monitoring books. According to Pangkat, to support the success and sustainability of the Qur'an memorization program, the madrasah uses student profile books as a tool to monitor students' Qur'an memorization (Pangkat, Interview, February 23, 2025).

The student profile book is an important tool in education for monitoring and assessing student progress. It aims to gather initial information about students from parents or guardians, provide regular updates to parents or guardians regarding students' academic performance and behavior while at school, and foster collaboration between the school and parents or guardians in the educational process. Additionally, the student profile book offers several benefits. The benefits of the student profile book include providing individual feedback on students' memorization progress and increasing students' motivation to memorize consistently due to the presence of progress records that can be viewed directly. The student profile book also serves as a reference for parents to track their children's memorization progress, thereby functioning as a benchmark for providing more optimal support at home (Khotimah, 2023).

Based on initial observations, it was found that the implementation of student profile books at Madrasah Tsanawiyah Sains Algebra in Sorong City has been in effect since September 2024, implemented simultaneously for all 253 students. The Qur'an memorization target for each grade level is 22 surahs in *Juz 'Amma* (Pangkat, Interview, February 23, 2025). During the observation, it was found that among the ninth-grade students, 57 out of a total of 89 students had completed their memorization targets. However, there were 10 students out of the total ninth-grade class who did not show an increase in the number of surahs memorized over the two periods. Students who exceeded their memorization targets were given prizes or awards. The handover of student profile books to parents or guardians is conducted every three to four months on a routine basis in accordance with applicable regulations.

In the implementation of the student profile book at Madrasah Tsanawiyah Sains Algebra in Sorong City, several issues have emerged. One of them is that there are still some students, particularly in ninth grade, who have not shown an increase in the number of surahs they have memorized over the two periods during which student profile books were distributed to parents/guardians. Although Qur'an memorization plays a very important role, in reality, the monitoring system currently in use is not effective and lacks a systematic approach to tracking students' progress in Qur'an memorization. Consequently, this may result in some students not being monitored optimally. Furthermore, to date, no pilot studies have been conducted prior to the use of student profile books, and no comprehensive research has examined the implementation process of these books.

Several studies indicate that systematic efforts to monitor Qur'an memorization can enhance the effectiveness of learning in educational settings. A study by Qurrata A'yun

and Nurdyansyah in 2024 states that the implementation of monitoring books has proven effective in improving student achievement. Positive behavioral changes and student achievement indicate that the monitoring books were implemented well and effectively as expected (A'yun and Nurdyansyah, 2024). Additionally, research conducted by Anisha Ayu Alfiani in 2023 revealed that documenting memorization progress through specialized tahfiz report cards can be beneficial in helping teachers evaluate the most effective learning strategies for students (Alfiani, 2023). A study by Siti Faridah Rumadaul et al. in 2023 titled "Factors Influencing the Reinforcement of Qur'an Memorization at Lukman El-Hakim Yapis Elementary Madrasah in Raja Ampat Regency" concluded that several factors significantly influence students' memorization reinforcement. These factors include parental cooperation, cooperation with Islamic Education teachers, and students' intellectual intelligence (IQ). The analysis results indicate that these three factors contribute significantly to the success of students' Qur'an memorization (Siti Farida Rumadaul, Surahman Amin, 2023). A study conducted by Hardiyanti in 2023 titled "Female Teachers' Strategies for Improving Qur'an Memorization at Ulumul Qur'an Mardhatillah in Gampong Belegen, Simpang Kiri District, Subulussalam City" focuses on the strategies used by female teachers to improve female students' memorization skills at the Ulumul Qur'an Mardhatillah boarding school in Gampong Belegen, Simpang Kiri District, Subulussalam City. Some of the strategies employed include organizational, delivery, and management strategies. Additionally, the strategies utilized encompass principles such as goal orientation and integrity in the learning process. Techniques applied by female teachers also include muraja'ah, tasmi', and conducting regular evaluations through memorization exams (Hardiyanti, 2023). Finally, the study conducted by Mukhlis Rohmadi, Lisnia Nursafitri, Maryuni, et al. in 2023, titled "Memorization Guidance at TPQ Noor Huda in Palingkau Asri Village, Kapuas Regency, Through a Memorization Monitoring Book" discusses memorization guidance at TPQ Noor Huda in Palingkau Asri Village, which aims to facilitate and assist students in memorizing Qur'anic verses, daily prayers, and prayer recitations through a memorization monitoring book. The methods used in this guidance activity include lectures, question-and-answer sessions, demonstrations, and storytelling. The implementation process is divided into three stages: the observation stage, the implementation stage, and the evaluation stage (Rohmadi et al., 2024) .

The primary theory underlying this study is the CIPP evaluation model (*Context, Input, Process, Product*) developed by Stufflebeam. This theory is crucial for comprehensively evaluating educational policies or programs, from planning and implementation to the outcomes achieved. Stufflebeam states, "The CIPP model helps evaluators provide information for decision-making by systematically examining four program components: Context, Input, Process, and Product" (Hang and Excellent, 2023) . The Context component refers to understanding the background and needs of the student profile book in monitoring Qur'an memorization. The

Input component refers to all resources and stakeholders involved, such as teachers, methods, and the student profile book as a medium. The Process component relates to the implementation of the student profile book in monitoring students' Qur'an memorization. The Product component focuses on the results or impact of using the student profile book, by examining whether the student profile book influences improvements in students' Qur'an memorization. In the context of this study, the student profile book can be used to assess the Process aspect (whether the memorization program is running) and the Product aspect (how many surahs students have successfully memorized). Evaluation in this model is not only summative but also serves as a basis for decision-making to improve the quality of education. Therefore, educational evaluation theory is used as the main theory relevant to this study.

In addition to utilizing the core theory of Stufflebeam's CIPP evaluation model, this study is also grounded in Lev Vygotsky's social constructivist learning theory, particularly the concepts of scaffolding and the Zone of Proximal Development. This theory serves as a supporting framework to reinforce the core theory in explaining how student profile books function in monitoring students' memorization of the Qur'an. Vygotsky (1978) states that "The zone of proximal development is the distance between the actual level of development, determined by independent problem-solving, and the potential level of development, determined through problem-solving under adult guidance or in collaboration with more capable peers" (Mudi and Samanta, 2024) . This statement can be interpreted to mean that "The zone of proximal development is the distance between the actual level of development, determined by the ability to solve problems independently, and the potential level of development, determined through problem-solving with adult guidance or in collaboration with more capable peers." Based on this quote, it can be understood that effective learning occurs when students receive assistance or guidance from teachers, peers, or learning aids, enabling them to complete tasks they previously could not accomplish on their own. This assistance is called *scaffolding*, which is temporary support provided to help students reach a higher level of cognitive development. *Scaffolding* is essentially about how adults manage task elements that are initially beyond a student's learning capacity, so that learners can focus on and complete elements within their current capabilities (Spadafora and Downes, 2020). In the context of this study, the student profile book serves as a structured instrument to record memorization, monitor memorization progress, and facilitate continuous evaluation/assessment. Through the student profile book, teachers can provide appropriate feedback and set gradual memorization targets, as well as facilitate students' active engagement in monitoring their own memorization. This aligns with the principle of the Zone of Proximal Development (ZPD), where teachers assist students in achieving abilities they previously could not accomplish independently.

Based on the issues that arose during the implementation of the student profile book, as well as the urgency of Qur'an memorization as explained above, this study aims to explore in greater depth the implementation of the student profile book in monitoring the Qur'an memorization of 9th-grade students and the

impacts observed during its implementation at MTs Sains Algebra in Sorong City. This study seeks to examine and reveal the implementation of the student profile book in helping teachers and students achieve more optimal targets and quality in Qur'an memorization. It is hoped that this study will yield clear and valid findings regarding the implementation of the student profile book and its impact in optimally supporting the Qur'an memorization program.

METHOD

In this study, the researcher employed a qualitative research design using a case study approach aimed at gathering in-depth information regarding the implementation of the student profile book and its impact on monitoring the Qur'an memorization of ninth-grade students at MTs Sains Algebra in Sorong City. This study not only focuses on the achievement of surah memorization but also comprehensively examines the data collection process, student engagement, and the roles of teachers and parents in supporting this memorization development.

Research subjects were selected using a sampling method based on clear criteria relevant to the research focus. The research subjects included homeroom teachers who actively supervised memorization as part of the madrasah's program, ninth-grade students, parents or guardians who monitored memorization at home, and the madrasah's vice principal for curriculum, who has authority over academic policies. These criteria were established to ensure that the collected data truly originated from informants with direct experience regarding the phenomenon under study.

The data collection methods used in this study include participatory observation, in-depth interviews, and documentation. Observations were conducted using a structured observation sheet to record the use of student profile books in the learning process and memorization monitoring. Interviews were conducted using a semi-structured approach with a pre- d interview guide to obtain more in-depth information from each informant. The documentation reviewed included student profile books, memorization progress records, and madrasah policy documents relevant to the program.

Data analysis was conducted using an interactive model through the stages of data reduction, data presentation, and drawing conclusions. This process began with open coding of the collected data, followed by grouping the data into specific categories, until finally the main themes representing the research findings were identified.

To ensure data validity, this study employed source triangulation and temporal triangulation. Additionally, member checking was conducted with informants to verify that the data aligned with their lived experiences, and an audit trail was maintained to ensure transparency in the research process. Consequently, this research methodology is expected to yield credible, systematic, and scientifically accountable findings.

RESULTS AND DISCUSSION

Implementation of the Student Profile Book in Monitoring Students' Qur'an Memorization

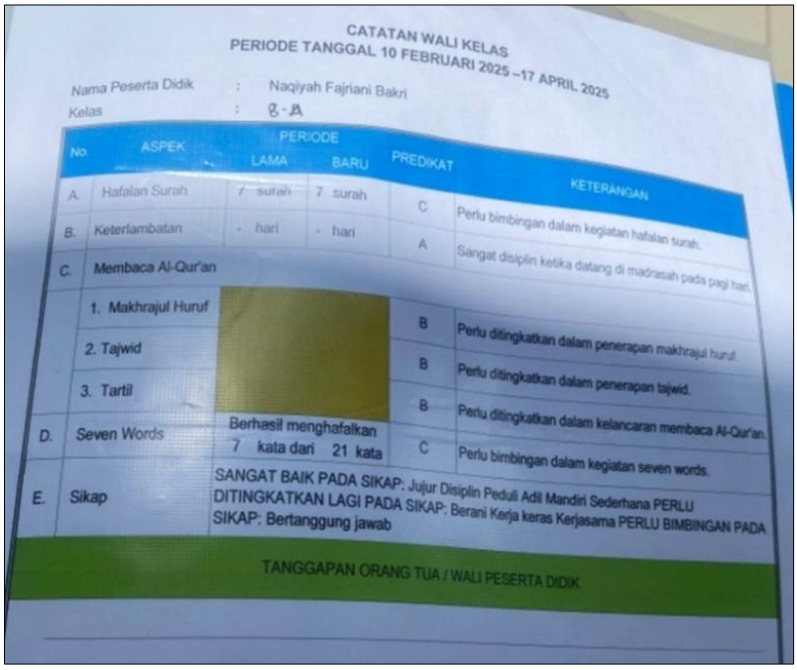
Based on the results of observations, interviews, and documentation conducted at MTs Sains Algebra in Sorong City, it is clear that the implementation of the student profile book to monitor Qur'an memorization has been carried out in a structured and continuous

manner since early September 2024. This program is implemented for all students in grades 6, 7, and 9. The total number of students is 253, with 89 of them being ninth-grade students (Pangkat, 2026) .

The student profile book serves as a tool to monitor the progress of the ninth-grade students' Qur'an memorization. In practice, each student is required to submit their memorization periodically according to the schedule set by the madrasah. For ninth grade, memorization activities are conducted twice a week through the At-Ta'dib subject, with a target of 22 surahs.

Homeroom teachers are responsible for recording each memorization assignment collected in a daily logbook. These records include the surahs memorized, the level of fluency, the accuracy of tajwid, and the scores earned by students. Furthermore, this memorization progress data is periodically summarized every three months in a student profile book, which is then provided to the students' parents or guardians as a progress report (Fu'adah, 2026) .

Based on research documentation, it was found that MTs Sains Algebra in Sorong City uses the student profile book as the primary instrument for monitoring students' progress in memorizing the Qur'an. The use of this instrument demonstrates a systematic effort to document memorization achievements in a structured and sustainable manner. The format and content of the student profile book can be seen in the following figure.



CATATAN WALI KELAS
PERIODE TANGGAL 10 FEBRUARI 2025 –17 APRIL 2025

Nama Peserta Didik : Naqiyah Fajriani Bakri
Kelas : 8-A

No	ASPEK	PERIODE LAMA	PERIODE BARU	PREDIKAT	KETERANGAN
A.	Hafalan Surah	7 surah	7 surah	C	Perlu bimbingan dalam kegiatan hafalan surah.
B.	Keterlambatan	- hari	- hari	A	Sangat disiplin ketika datang di madrasah pada pagi hari.
C.	Membaca Al-Qur'an				
	1. Makhrajul Huruf			B	Perlu ditingkatkan dalam penerapan makhrajul huruf.
	2. Tajwid			B	Perlu ditingkatkan dalam penerapan tajwid.
	3. Tartil			B	Perlu ditingkatkan dalam kelancaran membaca Al-Qur'an.
D.	Seven Words	Berhasil menghafalkan 7 kata dari 21 kata		C	Perlu bimbingan dalam kegiatan seven words.
E.	Sikap	SANGAT BAIK PADA SIKAP: Jujur Disiplin Peduli Adil Mandiri Sederhana PERLU DITINGKATKAN LAGI PADA SIKAP: Berani Kerja keras Kerjasama PERLU BIMBINGAN PADA SIKAP: Bertanggung jawab			

TANGGAPAN ORANG TUA / WALI PESERTA DIDIK

Figure 1. Student Profile Book

As shown in Figure 1, the student profile book contains several key components related to monitoring students' Qur'an memorization. These components include the student's identity, class, memorization progress notes, homeroom teacher evaluation notes, and feedback from parents or guardians. Additionally, there is an assessment column representing the student's memorization achievements over a

specific period, covering aspects of reading fluency and accuracy of tajwid. Teachers also provide notes in the form of suggestions, corrections, and follow-up actions that students need to take for their next memorization session. These notes serve as a reflective guide for students to improve the quality of their Qur'an memorization (Wulansari, 2026).

The student profile book serves not only as a monitoring tool but also as a medium for educational communication between teachers and parents or guardians. Through the periodic distribution of the profile book, parents can comprehensively monitor their children's memorization progress, including achievement of memorization targets, the quality of memorization, and challenges faced, based on the homeroom teacher's notes (Salima, 2025). This demonstrates that the implementation of student profile books not only involves interaction between teachers and students but also encourages active parental involvement in supporting the Qur'an memorization process. This involvement is reflected in the handover of student profile books to parents or guardians as part of a commitment to transparency and strengthening communication regarding students' memorization progress.

Through the handover of the student profile book, parents are encouraged to actively participate in supporting their children's Qur'an memorization at home. Parents can monitor the consistency of their children's memorization, provide encouragement and motivation, and help remind them of the review schedule according to the notes and guidelines outlined in the student profile book. The process of handing over the student profile book to parents demonstrates a feedback mechanism that strengthens collaboration between the madrasah and the family in guiding Qur'an memorization. Interactions and discussions between homeroom teachers and parents through the distribution of student profile books also strengthen the collaborative memorization support process. Therefore, monitoring Qur'an memorization is not solely the responsibility of the madrasah, but a shared responsibility between the madrasah and the family (Fu'adah, 2026).

The implementation of student profile books in monitoring the Qur'an memorization of ninth-grade students can be understood as an educational program designed to meet the need for systematic and continuous monitoring of memorization (Pangkat, 2025). To assess the effectiveness of its implementation, the results of the above study were analyzed using the CIPP evaluation model and linked to constructivist learning theory as its pedagogical foundation. From the contextual aspect, the implementation of the student profile book emerged from the madrasah's need for a structured system to monitor Qur'an memorization (Lessy, 2025). At-Ta'dib, as one of the flagship programs in the madrasah, requires an instrument capable of recording students' memorization progress individually, objectively, and in a manner that is easily evaluated. One aspect of the At-Ta'dib program is Qur'an memorization. The student profile book serves as a relevant

instrument because it can document memorization achievements, challenges faced by students, and necessary follow-up actions (Wulansari, 2026). Additionally, the implementation of the student profile book is also based on the need to involve parents in the memorization monitoring process, so that Qur'an learning activities do not only take place at the madrasah but also continue at home (Pangkat, 2025). From the CIPP model perspective, a strong context serves as the foundation for a program's legitimacy. Thus, the existence of the student profile book represents the madrasah's strategic response to previously undocumented needs to support Qur'an memorization.

From the input aspect, the student profile book is supported by the readiness of human resources and learning support facilities. Homeroom teachers serve as the primary implementers who fill out, evaluate, guide, and provide feedback on students' memorization (Fu'adah, 2026). Students become active participants in the learning process, regularly reviewing memorized material, while parents serve as companions at home. Within the CIPP framework, the quality of input is crucial for the success of the program's process and outcomes (Aziz et al.., 2018). A student profile book designed with a simple, clear, and easy-to-understand format allows all parties involved to make optimal use of this instrument. With adequate input, the Qur'an memorization monitoring program has a strong foundation for consistent implementation.

From a process perspective, the implementation of the student profile book is carried out through scheduled and ongoing Qur'an memorization sessions. Each memorization milestone, fluency level, and evaluation note is systematically recorded by the teacher. This process of scheduled Qur'an memorization, documented in the student profile book, ensures that progress monitoring is conducted consistently. In CIPP evaluation, the process is viewed as the core of program implementation because it involves the interaction between planning and implementation (Suryana et al.., 2023). Continuous recording and evaluation of memorization facilitate teachers in monitoring student progress longitudinally, rather than merely assessing final outcomes. The results of implementing the student profile book demonstrate a positive impact on the monitoring of Qur'an memorization. Students demonstrated improved discipline in submitting their memorization, better learning motivation, and more consistent memorization quality. Additionally, systematically documented memorization progress data facilitates the madrasah in evaluating the program and determining further guidance for students.

When linked to constructivist learning theory, the use of the student profile book supports a learning process that emphasizes students' active and reflective engagement (Oktaviani & Aini, 2024). Students do not merely receive passive evaluations but can also observe, understand, and reflect on their memorization progress through the notes in the student profile book. The feedback provided by the homeroom teacher serves as a stimulus for students to independently improve and deepen their memorization. Thus, the process of

memorizing the Qur'an becomes a meaningful learning experience for students. Parental involvement through the student profile book also aligns with the principles of social constructivism, which state that the learning process is influenced by social interaction and the environment (Sugrah, 2019). Parental guidance at home helps students develop sustainable habits of memorization and review. Interaction between homeroom teachers, students, and parents creates a learning environment that fosters students' awareness, responsibility, and independence in memorizing the Qur'an.

In terms of outcomes (products), the implementation of the student profile book at Madrasah Tsanawiyah Sains Algebra in Sorong City demonstrated a positive impact on the quality of monitoring and students' Qur'an memorization outcomes. These results are reflected in improved student discipline in submitting memorization assignments, increased learning motivation, and the maintenance of the quality of Qur'an memorization. In the CIPP model, product evaluation focuses not only on achieving targets but also on the long-term benefits of the program (Krisnawati, 2024) . The student profile book generates systematically documented data on memorization progress, which can serve as a basis for further evaluation and decision-making by the madrasah.

Theoretically, this aligns with social constructivism, which emphasizes the importance of interaction among students, teachers, and the learning environment. Parental involvement through the student profile book strengthens the students' learning environment outside the madrasah. Thus, the process of memorizing the Qur'an occurs in a contextual and sustainable manner. This synergy makes the student profile book an effective instrument in improving the quality of Qur'an learning in madrasahs (Nugraha et al.., 2024).

The Impact of Implementing the Student Profile Book on Monitoring Students' Qur'an Memorization

Research findings indicate that the implementation of the student profile book has yielded various positive impacts. These positive impacts are evident in the monitoring process and the improvement of Qur'an memorization among ninth-grade students at the Algebra Science Middle School in Sorong City. These impacts can be observed in terms of discipline or punctuality in submitting memorization assignments, learning motivation, the quality of memorization, and parental involvement. In terms of discipline, students have become more consistent in submitting their Qur'an recitations (Aisyah & Nadwa, 2026). Students routinely submit their memorization during every At-Ta'dib class period. In a single class, the number of students who were unable to submit their memorization ranged from two to three per week (Fu'adah, 2026). This indicates an improvement in student discipline, particularly regarding memorization activities. Systematic recording in student profile books encourages students to take responsibility for achieving the set memorization targets. Students who were previously inconsistent in memorizing the Qur'an are now more motivated to prepare their memorization

before the scheduled submission time (Furqon & Amina, 2026). Recitation submission is scheduled during At-Ta'dib class. However, students who have not yet had the chance to submit their recitations in class are given the opportunity to do so during recess or after school (Fu'adah, 2026). In terms of motivation, the student profile book serves as a reinforcement tool for students. When memorization achievements are systematically recorded and accompanied by appreciation from the teacher, students feel valued for the efforts they have made (Nadwa et al., 2026). This fosters intrinsic motivation to continue improving their Qur'an memorization. Conversely, when students encounter difficulties, the evaluation notes in the student profile book serve as a reminder to make improvements and strengthen their commitment to memorization (Hilmy & Rizky, 2026).

Another impact is evident in the quality of students' recitation. Ongoing written assessments encourage students to pay closer attention to the fluency and accuracy of their recitation. Inaccurate recitation can be corrected immediately because teachers provide both verbal and written feedback (Alfian, 2026). This helps students maintain the quality of their Qur'anic recitation in accordance with the rules of tajwid. Additionally, the implementation of student profile books increases parental involvement in Qur'anic memorization. Parents with limited time to accompany their children in their studies can still monitor the progress of memorization through the notes in the student profile book (Salima et al., 2025). Parents become more active in providing guidance, encouragement, and additional motivation at home, especially when their children face difficulties in memorizing the Qur'an (Dian, 2026). Additionally, for students struggling with memorization, homeroom teachers communicate and discuss these issues with parents during the handover of the student profile book to find appropriate solutions. This synergy between the madrasah and the family is one of the supporting factors for the success of the Qur'an memorization program at Madrasah Tsanawiyah Sains Algebra in Sorong City.

Based on field findings, the impact of implementing the student profile book in monitoring the Qur'an memorization of ninth-grade students at Madrasah Tsanawiyah Sains Algebra in Sorong City can be analyzed using the CIPP evaluation model, specifically the product component, and linked to constructivist learning theory. The CIPP model emphasizes that the success of an educational program can be seen from the results (outputs) achieved after the program is implemented (Aziz et al., 2018). From the product aspect, the implementation of student profile books has a positive impact on discipline and consistency in memorizing the Qur'an. Students become more focused on achieving their memorization goals because each achievement is systematically documented. Additionally, the student profile book contributes to enhancing students' learning motivation. The presence of records of memorization progress and feedback from homeroom teachers encourages students to continuously improve and develop the quality of their

memorization. In the context of CIPP evaluation, this indicates that the monitoring program through student profile books is capable of producing results aligned with the learning objectives of Qur'an memorization (Haryono et al.., 2023).

From the perspective of constructivist learning theory, the impact of implementing the student profile book is reflected in the increased reflective awareness of students in the learning process. Constructivist theory states that students construct knowledge through experience and reflection on the learning processes they undergo (Witasari, 2024). Through the student profile book, students can review their memorization achievements, identify shortcomings, and plan improvements independently. Additionally, another positive impact is the improvement in the quality of students' Qur'an memorization, both in terms of fluency and accuracy of recitation. The feedback included in the student profile book helps students understand their mistakes and correct them continuously. This aligns with constructivist theory, which emphasizes the importance of feedback as a means to build deeper understanding (Mudi & Samanta, 2024).

The implementation of the student profile book has also increased parental involvement and contribution to the Qur'an memorization learning process. Through the student profile book, parents can directly monitor their children's memorization progress in real time, provide guidance, and offer motivation at home. When linked to the "process" aspect of the CIPP evaluation model, this parental involvement strengthens the overall implementation of the Qur'an memorization program. From a social constructivist perspective, interactions among students, teachers, and parents are critical factors in supporting learning success (Sugrah, 2019). Thus, the impact of implementing the student profile book demonstrates a strong correlation between the outcomes of the Qur'an memorization monitoring program, the CIPP evaluation framework, and constructivist learning principles. The student profile book serves not only as a recording tool but also as an evaluative instrument that fosters discipline, motivation, reflection, and continuous improvement in students' Qur'an memorization quality (Zakiah & Yulia, 2024).

CONCLUSION

Based on the results of a study on the implementation of student profile books in monitoring the Qur'an memorization of ninth-grade students at Madrasah Tsanawiyah Sains Algebra in Sorong City, it can be concluded that the implementation of student profile books has been carried out in a planned, systematic, and sustainable manner. The use of student profile books arose from the madrasah's need for a structured system to monitor Qur'an memorization. The implementation of the student profile book was also based on the need to involve parents in the memorization monitoring process, so that Qur'an learning activities do not only take place at the madrasah but also continue at home. The student profile book was designed with a simple, clear, and easy-

to-understand format, involving all relevant parties to make optimal use of this tool. In practice, each student recites their memorized Qur'an to the homeroom teacher according to the established schedule. The student profile book is periodically handed over to parents. The student profile book serves as a tool for recording, assessing, and evaluating the individual progress of students' Qur'an memorization, thereby facilitating teachers in conducting comprehensive and continuous monitoring and evaluation of memorization. The impact of implementing the student profile book can be seen in the more structured monitoring of Qur'an memorization. Additionally, during the Qur'an memorization learning process, students demonstrate increased discipline and consistency in submitting their memorization, accompanied by an improvement in the quality of their Qur'an memorization. Parental involvement has also increased through the use of information contained in the student profile book as a monitoring tool at home. Thus, the student profile book functions not only as an administrative tool but also as an effective evaluative and communicative medium in fostering collaboration between the madrasah and parents to support the optimization of students' Qur'an learning.

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