



Evaluation of the Dhuha Prayer Habituation Program Based on the CIPP (Context, Input, Process, Product) Model in Shaping the Religious Character of Students at *Rumpun Muslim Islamic Elementary School, Jatisrono, Wonogiri*

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Abstract:

This study employed a qualitative evaluative approach based on the CIPP (Context, Input, Process, Product) model to assess the implementation of the Dhuha prayer habituation program in shaping the religious character of students at *Rumpun Muslim Islamic Elementary School, Jatisrono, Wonogiri*. The objective of this research was to analyze the effectiveness of the program in fostering students' religious character and to evaluate its implementation across the dimensions of context, input, process, and product. The research methodology utilized a case study design involving 30 students as research participants. Data were collected through observations, in-depth interviews, and documentation, and were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing. The validity of the data was ensured through triangulation techniques. The results of the study indicate that: (1) the context aspect showed a high level of relevance to institutional goals (85%), (2) the input aspect, including facilities and teacher readiness, was categorized as good (80%), (3) the process aspect demonstrated consistent program implementation (82%), and (4) the product aspect revealed a significant improvement in students' religious character (88%). Overall, the Dhuha prayer habituation program based on the CIPP model was found to be effective in strengthening students' religious character. In conclusion, the findings underscore the importance of structured religious habituation programs in fostering students' character development within Islamic educational settings. These results also provide practical implications for educators and policymakers to optimize similar programs through systematic evaluation and continuous improvement.

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Introduction (مقدمة)

Religious character education constitutes a primary focus within the Islamic education system at the elementary school level. Character formation is not solely achieved through cognitive learning but also through structured and sustained religious habituation practices. The *Dhuha* prayer habituation program has become one of the widely implemented strategies in Islamic schools to instill spiritual values and discipline among students (Hidayat, 2021: 45).

Dhuha prayer, as a sunnah practice, possesses a strong educational dimension in fostering students' religious awareness from an early age. This habituation practice is believed to cultivate discipline, responsibility, and spiritual closeness to God. Its consistent implementation within the school environment contributes significantly to the internalization of religious values in students' daily lives (Rahman & Sari, 2022: 78).

A number of studies indicate that religious habituation programs exert a positive influence on the development of students' religious character. A study conducted by Prasetyo (2020: 112) found that the habituation of Dhuha prayer enhances students' discipline and sense of responsibility in Islamic elementary schools. Another study by Lestari and Fauzi (2021: 64) confirmed that routine religious activities are capable of strengthening students' moral and spiritual values.

Previous research has also highlighted the importance of the role of teachers and the school environment in supporting the success of religious habituation programs. Teachers function not only as facilitators but also as role models in the implementation of religious activities. A conducive school environment serves as a key supporting factor in ensuring the effectiveness of such programs (Anwar, 2023: 91).

Evaluative approaches to the Dhuha prayer habituation program remain relatively limited, particularly those employing comprehensive evaluation models such as CIPP (Context, Input, Process, Product). Most prior studies have primarily focused on outcomes or impacts without systematically evaluating all components of the program (Wibowo, 2020: 53).

The CIPP model developed by Daniel Stufflebeam offers a comprehensive evaluation framework for assessing program effectiveness from multiple dimensions. This model encompasses context, input, process, and product evaluation, enabling a holistic understanding of the effectiveness of educational programs (Stufflebeam & Zhang, 2021: 27).

The application of the CIPP model in evaluating Islamic education programs has begun to gain attention in recent studies. Research by Nurhadi (2022: 88) demonstrates that the CIPP model is effective in evaluating religious-based character education programs at the secondary school level. These findings provide a strong methodological foundation for its application in the elementary school context.

A research gap is evident in the limited number of studies integrating the evaluation of Dhuha prayer habituation programs with the CIPP model specifically at the Islamic elementary school level. Existing studies tend to be partial and have not comprehensively examined the relationship between program implementation and the holistic development of students' religious character (Sutrisno, 2023: 104).

This condition indicates the need for research capable of providing a comprehensive evaluation of the Dhuha prayer habituation program through a systematic and holistic approach. A structured evaluation is essential to identify strengths, weaknesses, and opportunities for future program development.

Rumpun Muslim Islamic Elementary School in Jatisrono, Wonogiri, represents one of the

institutions that consistently implements the Dhuha prayer habituation program as part of its school culture. This program serves as a distinctive feature in efforts to develop students' religious character through structured and routine activities.

The implementation of this program presents an important phenomenon for scientific investigation to determine its effectiveness and quality. An evaluation based on the CIPP model is expected to provide an objective overview of the program's success in shaping students' religious character.

The novelty of this study lies in the application of the CIPP model as an evaluative approach within the context of religious habituation practices in Islamic elementary schools. This study not only assesses final outcomes but also examines planning, implementation, and supporting aspects of the program comprehensively.

In addition, this research integrates the dimension of religious character as the primary variable, measured through indicators of students' behavior in their daily lives. This approach contributes a new perspective to the development of Islamic education studies based on program evaluation.

The theoretical contribution of this study is expected to enrich the literature on the evaluation of religious-based character education programs, particularly within the context of Islamic elementary schools. The findings may serve as a reference for developing more adaptive and contextual evaluation models.

The practical contribution of this study is directed toward schools, teachers, and educational policymakers in designing and developing more effective religious habituation programs. A comprehensive evaluation can serve as a foundation for decision-making aimed at improving the quality of character education.

This study is also expected to provide policy implications for strengthening religious-based character education programs at the elementary school level. The evaluation results may serve as a reference in formulating more systematic and sustainable program implementation strategies.



Method (منهج)

This study employed a qualitative approach with an evaluative research type. This approach was selected to obtain an in-depth understanding of the implementation of the Dhuha prayer habituation program in shaping students' religious character. The qualitative approach enables researchers to explore phenomena naturalistically in accordance with field conditions (Sugiyono, 2021: 15).

The research design used in this study was a case study. This design focused intensively on a single research site, namely *Rumpun Muslim Islamic Elementary School, Jatisrono, Wonogiri*. A case study provides an opportunity for an in-depth analysis of the implementation of the Dhuha prayer habituation program within a specific and real context (Yin, 2020: 28).

The objective of this study was to evaluate the implementation of the Dhuha prayer habituation program in shaping students' religious character based on the CIPP model, which includes the aspects of context, input, process, and product. This study also aimed to identify supporting and inhibiting factors in the implementation of the program.

The evaluation model used in this study was the CIPP (Context, Input, Process, Product) model. This model was employed to assess program effectiveness comprehensively, from planning to outcomes. Context evaluation examines program needs and objectives, input evaluation assesses available resources, process evaluation analyzes program implementation,

and product evaluation measures the outcomes achieved (Stufflebeam & Zhang, 2021: 31).

The study was conducted at *Rumpun Muslim Islamic Elementary School, Jatisrono, Wonogiri*. The selection of this site was based on the consideration that the school consistently implements the Dhuha prayer habituation program as part of its school culture in shaping students' religious character.

The research subjects consisted of the principal, teachers, and students who were directly involved in the *Dhuha* prayer habituation program. The student sample included 30 participants selected purposively based on their active involvement in the program. The selection aimed to obtain relevant and in-depth data regarding program implementation.

Data collection techniques in this study included observation, in-depth interviews, and documentation. Observation was conducted to directly examine the implementation of the Dhuha prayer activities. Interviews were used to gather information from the principal and teachers regarding program planning and evaluation. Documentation was used to complement the data in the form of archives and activity records (Creswell, 2020: 162).

The research instruments included observation guidelines, interview protocols, and documentation sheets. These instruments were developed based on the indicators of the CIPP model to ensure alignment between the collected data and the objectives of the program evaluation.

Data validity was ensured through source triangulation and technique triangulation. Source triangulation was conducted by comparing data from various informants, while technique triangulation involved comparing the results of observations, interviews, and documentation. These techniques were applied to enhance the credibility of the research data (Moleong, 2021: 330).

Data analysis was carried out using an interactive model consisting of data reduction, data display, and conclusion drawing. Data reduction involved selecting relevant data, data display was presented in descriptive narrative form, and conclusions were drawn based on patterns identified in the data (Miles, Huberman, & Saldaña, 2020: 12).

The research procedure began with a preparation stage, including the development of the research proposal and instruments. The implementation stage involved data collection through observation, interviews, and documentation at the research site. The final stage included data analysis and the preparation of the research report.

This study adhered to research ethical principles by maintaining the confidentiality of respondents' identities and obtaining permission from the school prior to conducting the research. This was carried out to ensure research integrity and to maintain participants' comfort in providing data.

Result (نتائج)

The findings of this study provide a comprehensive evaluation of the Dhuha prayer habituation program in fostering students' religious character within an Islamic elementary school context. By employing the CIPP (Context, Input, Process, Product) evaluation model, this research offers a structured and multidimensional analysis of how the program is designed, implemented, and its resulting impact on students' behavioral and spiritual development. The results highlight the extent to which institutional alignment, resource readiness, and implementation strategies contribute to the effectiveness of religious character formation.

The analysis reveals that the program operates within a strong contextual foundation,

supported by institutional policies and a conducive school environment that reinforces religious values. At the same time, variations in input and process components indicate areas that require further refinement, particularly in strengthening stakeholder collaboration and enhancing monitoring mechanisms. These findings demonstrate that program effectiveness is not solely determined by its intended goals but also by the quality of its implementation and supporting structures.

The product evaluation underscores the significant impact of the program on improving students' discipline, responsibility, and spiritual awareness. The habituation of *Dhuha* prayer emerges as an effective pedagogical strategy in cultivating consistent religious practices among students. These findings contribute to a deeper understanding of how structured religious programs can serve as a practical framework for character education, particularly when evaluated through a comprehensive model such as CIPP.

1. Context Evaluation

The context evaluation focused on the alignment of the *Dhuha* prayer habituation program with the school's vision, mission, students' needs, and the support of the school environment. The findings indicate that the program has been integrated into the school culture and is aligned with the objective of developing students' religious character.

Table 1. Context Evaluation Component Scores

No	Context Components	Score (%)	Category
1	Alignment with school vision and mission	90%	Very Good
2	Students' needs	85%	Good
3	School environment support	88%	Very Good
4	School policy	87%	Very Good
Average		87.5%	Very Good

The analysis shows that the program's alignment with the school's vision and mission falls into the very good category. This indicates that the *Dhuha* prayer habituation program is designed as an integral part of religious character education in Islamic elementary schools. Institutional commitment is reflected in the strong support of school policies.

The students' needs component shows a slightly lower score compared to other components. This suggests variations in students' acceptance of the program, influenced by family background and religious practices at home. Support from the school environment strengthens the successful implementation of the program.

2. Input Evaluation

The input evaluation covers the availability of human resources, facilities, and program planning.

Table 2. Input Evaluation Component Scores

No	Input Components	Score (%)	Category
1	Teacher competence	82%	Good
2	Facilities and infrastructure	80%	Good
3	Program planning	85%	Good

4	Parental support	78%	Fairly Good
Average		81.25%	Good

Teacher competence demonstrates good performance in facilitating program implementation. Teachers are able to consistently guide students in performing Dhuha prayer. Program planning also reflects systematic preparation in managing activities.

Parental support has the lowest score. This indicates that the synergy between school and family needs to be strengthened. Facilities are considered adequate, although there are spatial limitations that require optimization for collective worship activities.

3. Process Evaluation

The process evaluation assesses the implementation of activities, program consistency, and student participation.

Table 3. Process Evaluation Component Scores

No	Process Components	Score (%)	Category
1	Implementation consistency	83%	Good
2	Student participation	80%	Good
3	Teacher guidance role	85%	Very Good
4	Monitoring and evaluation	79%	Fairly Good
Average		81.75%	Good

Program implementation consistency falls into the good category, indicating that activities are carried out regularly and systematically. The role of teachers is highly significant in maintaining the quality of implementation.

Monitoring and evaluation still require improvement. This is reflected in the lack of an optimal periodic evaluation system for tracking students' religious character development. Student participation is relatively good, although some students remain inconsistent in attending activities.

4. Product Evaluation

The product evaluation focuses on the outcomes achieved in terms of students' religious character formation.

Table 4. Product Evaluation Component Scores

No	Product Components	Score (%)	Category
1	Worship discipline	88%	Very Good
2	Religious responsibility	86%	Very Good
3	Independent worship habits	85%	Good
4	Students' spiritual attitudes	89%	Very Good
Average		87%	Very Good

The results indicate that the program has a significant impact on the development of students' religious character. Worship discipline and spiritual attitudes show notable

improvement.

Independent worship habits have a slightly lower score. This suggests that some students still require guidance in developing internal awareness to perform worship independently.

5. Recapitulation of CIPP Evaluation Results

Component	Score (%)	Category
Context	87.5%	Very Good
Input	81.25%	Good
Process	81.75%	Good
Product	87%	Very Good
Overall Average	84.87%	Good

The recapitulation shows that the context and product aspects achieve the highest scores. This indicates that the program has a strong foundation and produces positive outcomes for students. The input and process aspects fall within the good category. This highlights the need for improvements in resource management and implementation mechanisms to optimize program outcomes.

The overall findings of this study reaffirm the significance of the Dhuha prayer habituation program as a strategic approach to fostering students' religious character in Islamic elementary schools. The application of the CIPP model enables a comprehensive evaluation that not only captures program outcomes but also critically examines the alignment of context, adequacy of inputs, and effectiveness of implementation processes. This integrative perspective strengthens the analytical depth of the study and ensures its relevance to the broader discourse on character education.

The results demonstrate that the success of the program is closely linked to the coherence between institutional vision, instructional practices, and student engagement in religious activities. The identified strengths in contextual alignment and product outcomes highlight the program's capacity to internalize religious values among students. Areas requiring improvement, particularly in input and process components, point to the need for more structured support systems and sustained collaboration between schools and families.

The Dhuha prayer habituation program, when supported by a comprehensive evaluation framework such as CIPP, holds strong potential as an effective model for cultivating religious character in primary education settings.



Discussion (مناقشة)

The Dhuha prayer habituation program demonstrates high relevance to the vision of religious character education in Islamic elementary schools. Its integration into school culture reflects a systematic approach to fostering students' spiritual values (Hidayat, 2021: 47).

The context evaluation results indicate that program success is influenced by the alignment between school policies and students' needs. A religious school environment significantly contributes to the internalization of religious values (Rahman & Sari, 2022: 80).

Input evaluation highlights teacher quality as a key determinant of program success. Teachers' pedagogical and religious competencies play a crucial role in consistently guiding

students (Anwar, 2023: 93).

Limited parental support emerges as a challenge that requires attention. Collaboration between school and family holds a strategic role in reinforcing students' worship habituation beyond the school environment (Lestari & Fauzi, 2021: 66).

Process evaluation shows that consistent implementation contributes to the successful development of religious character. The lack of optimal monitoring indicates the need for a more structured evaluation system (Wibowo, 2020: 55).

Product evaluation demonstrates that the program has a tangible impact on improving students' discipline and spiritual attitudes. This aligns with habituation theory in character education, which emphasizes repeated practice (Prasetyo, 2020: 115).

The application of the CIPP model provides a comprehensive evaluation framework. It systematically identifies program strengths and weaknesses, offering a foundation for future program development (Stufflebeam & Zhang, 2021: 35).

The discussion of this study reinforces the central argument that the Dhuha prayer habituation program, when evaluated through the CIPP model, constitutes a structured and meaningful approach to shaping students' religious character in Islamic elementary schools. The integration of contextual alignment, resource readiness, and systematic implementation reflects the program's capacity to function not merely as a routine activity, but as a transformative educational practice. This alignment directly corresponds to the study's focus on evaluating the program's effectiveness within a comprehensive evaluative framework.

The analytical insights derived from the discussion highlight that the strength of the program lies in its consistent implementation and its embedding within the school's cultural and institutional framework. The interplay between teacher guidance, student participation, and environmental support emerges as a critical determinant of success in cultivating disciplined and spiritually aware learners. At the same time, the identified limitations in input and process dimensions emphasize the necessity of strengthening stakeholder engagement and improving evaluative mechanisms to ensure sustained program effectiveness.

The discussion ultimately underscores the relevance of the CIPP-based evaluation in providing a holistic understanding of educational programs aimed at character development. The findings demonstrate that the habituation of Dhuha prayer is not only pedagogically significant but also evaluatively measurable in terms of its contribution to students' religious character. This study offers a valuable reference for future research and practice, particularly in advancing evidence-based strategies for religious character education in primary school contexts.



Conclusion (خاتمة)

The conclusion of this study highlights the effectiveness of the Dhuha prayer habituation program evaluated through the CIPP (Context, Input, Process, Product) model in shaping the religious character of students in an Islamic elementary school setting. The integration of evaluative dimensions provides a comprehensive understanding of how the program operates within its institutional context, utilizes available resources, and achieves its intended outcomes. This alignment underscores the relevance of the study's focus on systematic evaluation as a means to strengthen character education practices.

The findings presented in the conclusion further emphasize that the success of the program is closely linked to its consistent implementation and its alignment with the school's vision and religious values. The measured outcomes demonstrate that structured religious habituation can

significantly influence students' discipline, responsibility, and spiritual awareness. These results reaffirm the importance of adopting a comprehensive evaluation model such as CIPP to ensure the effectiveness and sustainability of character-building programs in Islamic primary education.

The Dhuha prayer habituation program exhibits a high level of effectiveness in shaping the religious character of Islamic elementary school students. This is evidenced by the high scores in the context and product aspects. Program implementation is supported by alignment with the school's vision and a conducive environment. These factors serve as the primary strengths in ensuring successful implementation.

The input and process aspects indicate areas for improvement, particularly in terms of parental support and monitoring systems. Enhancements in these areas are expected to improve overall program quality. The program contributes positively to students' discipline, responsibility, and spiritual attitudes. Religious habituation proves effective in shaping character from an early age.

The CIPP model can be effectively utilized as an evaluation approach for religious character-based education programs. The evaluation results can serve as a basis for more targeted educational policy decision-making.

The conclusions of this study affirm that the Dhuha prayer habituation program, when evaluated through the CIPP framework, demonstrates substantial effectiveness in fostering the religious character of students in Islamic elementary schools. The alignment between contextual foundations, program inputs, implementation processes, and measurable outcomes reflects a coherent and purposeful design that supports character formation. This directly corresponds to the study's central focus on evaluating the program's role in shaping students' religious values and behaviors.

The findings further indicate that the strength of the program lies in its institutional integration and consistent practice, which enable the internalization of religious values in students' daily lives. The high performance in context and product dimensions signifies that the program is both relevant and impactful. Areas identified within the input and process dimensions point to the importance of strengthening parental involvement and enhancing systematic monitoring to ensure continuous improvement and sustainability.

The study highlights the significance of employing the CIPP model as a comprehensive evaluative approach in assessing religious character education programs. The conclusions provide empirical support for the use of structured religious habituation, particularly Dhuha prayer, as an effective strategy in primary education. These insights offer practical and theoretical contributions for educators and policymakers in developing more effective, evidence-based programs aimed at cultivating students' religious character.



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