

IMPACT ANALYSIS OF ONE VILLAGE ONE HAFIDZ PROGRAM IN IMPROVING THE QUALITY OF HUMAN RESOURCES IN WEST JAVA

Riny Kusumawati

Universitas Djuanda Bogor, Indonesia

nabilarizqi@yahoo.co.id

ABSTRACT

One Village One Hafidz Program is a program that aims to motivate the community and create Hafidz in the village, in an effort to realize the Vision of West Java Inner and Outer Champion. The program is in line with the central government's vision to improve the quality of human resources, which not only emphasizes technology and education, but also religious values need to be improved. This study aims to determine the improvement of the quality of human resources through the One Village One Hafidz Program in West Java and to determine the inhibiting and supporting factors of the strategy to improve human resources through the One Village One Hafidz Program. The type of research used in this research is quantitative research. This study describes how the government is improving human resources through the One Village One Hafidz program in West Java. The types of data used are primary data and secondary data. Primary data was obtained through distributing questionnaires to research respondents. The questionnaire is in the form of open and close ended questions distributed via Google Form. While secondary data comes from articles, journals or related literature. The results of data analysis show that all variables tested in this study have a positive and significant effect on program success. The results of the analysis show that the dimensions of awareness building, meeting program needs, leaders support the program, setting program targets and budgets according to scope has the largest loading factor value.

Keywords: Religious Value, Tahfidz Program, Human Resources

INTRODUCTION

Low public awareness in religious activities is a problem that occurs in an area. Religion or spiritual matters have a function to shape individual morals. Religion and education are two things that are inseparable in building human character (character building). Education is one of the benchmarks to see the development or progress of a country, region, village and even a family (Hardi et al., 2022). Excellent human resources as an implication of good education are at the forefront of the nation's bright future.

Islamic Religious Education includes religious learning as well as knowledge, starting with the Qur'an and related worship, including prayer, zakat, fasting and hajj. In addition, Islam also teaches how to be ethical when eating and drinking, dressing in an Islamic manner, doing business according to Sharia, criminal law, inheritance and having a family as recommended by the Prophet. All this knowledge is taken from the Qur'an and Sunnah and from the writings of Islamic scholars. Islamic Religious Education is not only acquiring intellectual knowledge, but it is a way to shape the nature and character of learners so that collectively they can represent Islamic values, behave as khalifatullah fi lard (representatives of Allah on earth), to serve as witnesses of truth and noble morals (Aladdin and PS, 2019). Therefore, memorizing the Qur'an is important in accelerating the improvement of superior human resources (HR).

Human resource development is the implementation of any activity that leads to continuous learning and self-development and contributes to realizing individual goals (Rachmat & Kurniawan, 2023). In addition, a person who has Human Capital is needed to face challenges in order to build the quality of Indonesian humans, which determines success in facing global competition (Kurniawan et al., 2023).

Qur'an memorizers or Hafidz Qur'an are people who memorize the Qur'an both in Arabic and its translation. Indonesia has no shortage of hafidz, even many have become champions in international events. West Java Province has a total of 5957 villages and as a province with the largest population in Indonesia, which is 48.78 million people (BPS, 2023) has a big challenge to increase religious values. One of the efforts to realize this is by initiating the One Village One Hafidz (Sadesha) Program.

Sadesha is a program that aims to motivate the community and create Hafidz in every village, in an effort to realize the Vision of West Java Inner and Outer Champion. The program is in line with the central government's vision to improve the quality of human resources, which not only emphasizes technology and education, but also religious values need to be improved. Sadesha is the forerunner of the West Java Governor's big dream in realizing the vision and mission of West Java to become a physical and spiritual champion. The target is that within 5 years of his leadership, every village in West Java has one hafiz and can develop with the birth of the next hafiz. Apart from being an invitation and motivation for the community to preserve the text of the Qur'an, it is also a strategic step in moral development, especially among the younger generation.

Research (Sabarudin et al., 2022) related to the Sadesha program, that the main problem that makes this program less than optimal is mentoring. Human resources accompanying hafidz are a very important role for the success of this program. Sadesha program determines human resources, such as ustadz or educators who are professional in teaching, guiding or training. A good companion will produce students, in this case, good hafidz as well. Therefore, the companion's human resources also have implications for the good or bad human resources of the Qur'an hafidz.

In 2022, West Java broke the Muri (Indonesian World Record Museum) record with the largest number of graduates of hafidz Qur'an in one day around 2,000 people. This is an achievement of West Java and with the Sadesha program can be developed in terms of quality and quantity. In addition, the existence of this program is expected that hafidz are able to improve the quality of human resources in line with increasing the number of memorization. This study aims to determine how much human resources are improved through the One Village One Hafidz Program as seen from the competence of the program director, centralization / decentralization, job specifications, program and budget plans, job descriptions, and work routines. Research on the impact of the Sadesha program needs to be done to measure how much benefit it provides in improving the quality of human resources in West Java and as an evaluation of future programs to optimize the quality and quantity of hafidz.

Based on the explanation above, this research focuses on knowing the impact of the One Village One Hafidz program in improving the quality of human resources in West Java as well as wanting to know the development strategy of the One Village One Hafidz program in West Java Province.

RESEARCH METHODOLOGY

The approach used in this research uses quantitative research methods. The data used in this study are primary data and secondary data. Primary data was obtained through distributing questionnaires to research respondents. The questionnaire is in the form of open and close ended questions distributed via Google Form. While secondary data comes from articles, journals or related literature. The respondent sample was selected using purposive sampling method, namely West Java residents with the determination of the number of respondents referring to Walpole (1995), if the sample size is greater than or equal to 30 respondents, it can represent the population.

Test the validity and reliability of the questionnaire using SPSS software. Descriptive analysis is used to describe the results of primary data. In this study, descriptive analysis aims to identify the characteristics and analyze the impact of the one village one hafidz program in improving the quality of human resources in West Java. To determine how each indicator is related to its latent variable, it is analyzed with the Partial Least Square (PLS) measurement model (outer model). The convergent validity test was conducted using Smart PLS 3.0 software which was evaluated based on the relationship between the internal score and the construct score.

RESULTS AND DISCUSSION

The analysis of the results carried out for the analysis of the impact of the one village one hafidz program in improving the quality of human resources in West Java, is divided into 2 (two) parts: first, a description of the characteristics of the respondents and second, an analysis of the One Village One Hafidz Program, which can be presented as follows:

1. Age of Respondents

Data on respondents by age in the one village one hafidz program can be seen in Figure 1, namely: 26% were under 30 years old, 32.9% were 30-40 years old, 28.8% were 40-50 years old, and 12.3% were over 50 years old.

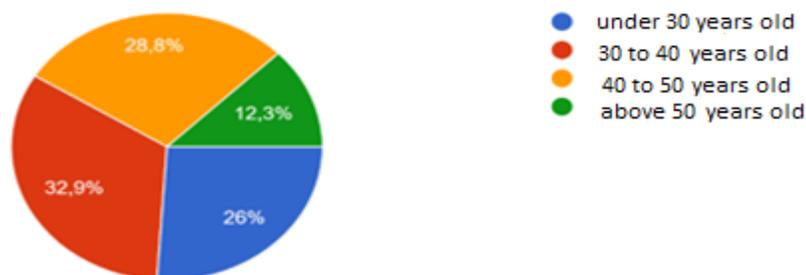


Figure 1. Characteristics based on age of respondents

2. Gender

Respondent data according to gender in the one village one hafidz program can be seen in figure 2, namely: 76.7% male and 23.3% female.

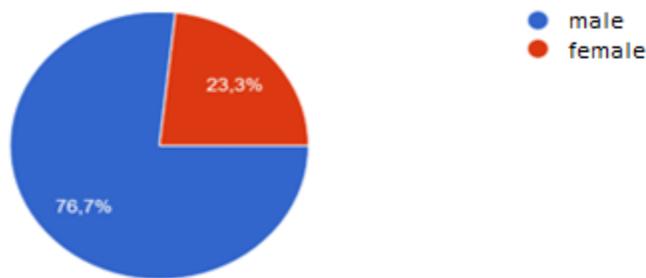


Figure 2. Characteristics Based on Gender of Respondents

3. Education Level of Respondents

Respondent data according to education level in the one village one hafidz program there are three largest, can be seen in Figure 3, namely: SMA as much as 34.2%, D4 / S1 as much as 38.4%, and S2 as much as 16.4%.

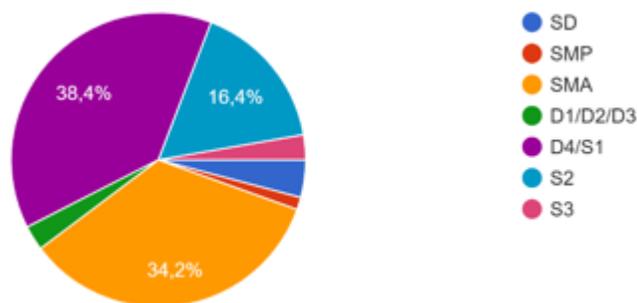


Figure 3. Characteristics Based on Respondents' Education Level

4. Main Occupation

Respondent data according to the type of work in the one village one hafidz program there are four largest, can be seen in Figure 4, namely: 27.4% civil servants, 21.9% private employees, 12.3 self-employed and 11% students.

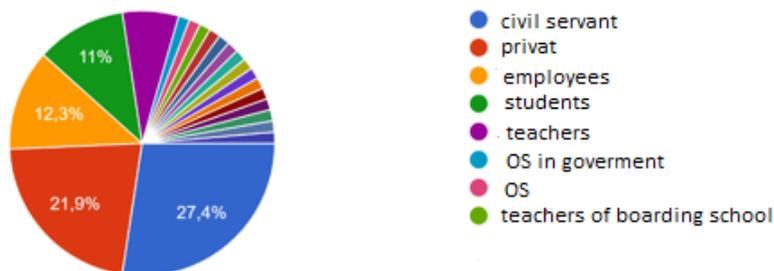


Figure 4. Type of Occupation of Respondents

5. Domicile

Respondent data according to Domicile in the one village one hafidz program can be seen in Figure 5, namely: the domicile of respondents in this study is dominated by 97.3% from Bogor Regency and the rest come from outside of Bogor Regency.



Figure 5. Respondents' Domicile

The results of the analysis show that the characteristics of respondents in the one village one hafidz program can be seen in Table 1.

Table 1. Recapitulation of Respondent Characteristics

No.	Respondent Characteristics	Persentase
1	Respondents' age is dominated by the age range of 30-40 years	32,9%
2	Gender is dominated by male respondents	76,7%
3	Respondent education is dominated by respondents with a D4 / S1 graduate education	38,4%
4	Respondents' occupations are dominated by respondents who work as civil servants	27,4%
5	The domicile of respondents is dominated by residents from Bogor Regency	97,3%

Source: Research results of the one village one hafidz program in 2023

Analysis of the One Village One Hafidz Program

Based on the results of the analysis of the one village one hafidz program, it can be described as follows.

1) Respondents' Level of Knowledge of the One Village One Hafidz Program

Based on the level of knowledge of respondents on the one village one hafidz program can be seen in Figure 6, namely: respondents who know the one village one hafidz program as many as 89% of respondents. This shows that the one village one hafidz program is widely known and familiar among the community.

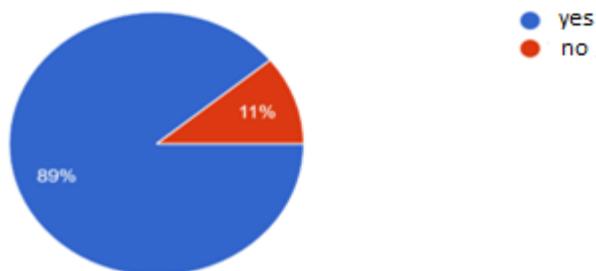


Figure 6. Respondents' level of knowledge of the One Village One Hafidz Program

2) Level of Information Dissemination of the One Village One Hafidz Program

Based on the level of effectiveness of the media for disseminating information on the one village one hafidz program can be seen in Figure 7, namely: The most effective media used to disseminate information about this program is through socialization from the government because many respondents know about this program from socialization from the government as many as 42.5 respondents.

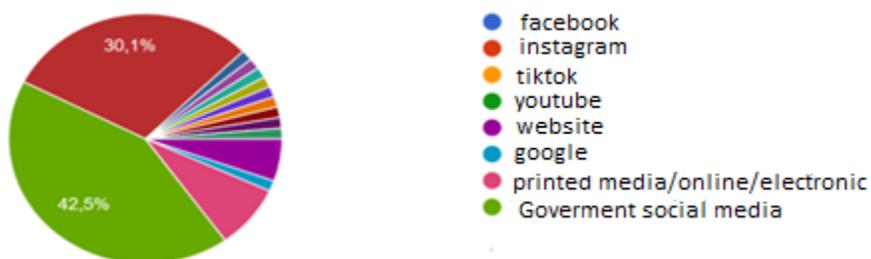


Figure 7. Level of Media Notification of One Village One Hafidz Program

3) Level of Knowledge of the Purpose of the One Village One Hafidz Program

Based on the level of respondents' knowledge of the objectives of the One Village One Hafidz Program can be seen in Figure 8, namely: respondents who know the objectives of the One Village One Hafidz Program as many as 78.1% of respondents and those who do not know the objectives of the One Village One Hafidz Program as many as 21.9% of respondents.

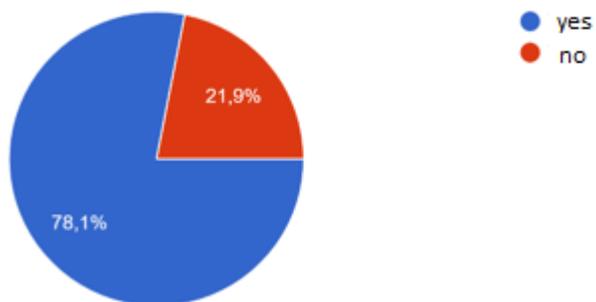


Figure 8. Level of Knowledge of the Purpose of the One Village One Hafidz Program

4) Level of knowledge of the benefits/impact of the One Village One Hafidz Program

Based on the level of respondents' knowledge of the benefits/impact of the One Hafidz Village Program, it can be seen in Figure 9, namely: respondents who know the benefits/impact of the

One Hafidz Village Program as many as 79.5% of respondents and those who do not know the benefits/impact of the One Hafidz Village Program are 20.5% of respondents.

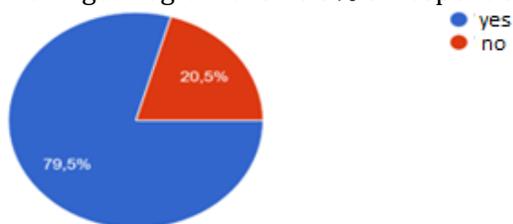


Figure 9: Level of Knowledge of Benefits/Impacts of the One Village One Hafidz Program
The recapitulation of the benefits/impacts of the One Village One Hafidz Program is as follows.

5) Sustainability Level of the One Village One Hafidz Program

Based on the survey of the level of sustainability of the One Village One Hafidz program can be seen in Figure 10, namely: respondents answered that this program was running well and smoothly as many as 79.5%, respondents answered that this program did not know that it was running well and smoothly as many as 17.8% and the rest of the respondents answered that this program was not running well and smoothly.

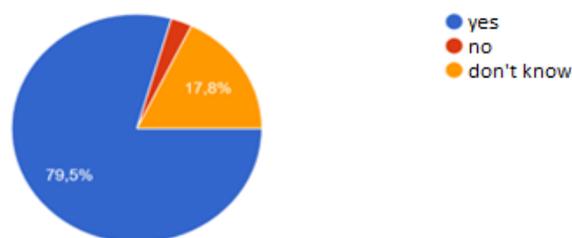


Figure 10. Level of Sustainability of One Village One Hafidz Program

6) Level of Deficiencies / Constraints in the One Village One Hafidz Program

Based on the survey of the level of shortcomings / constraints of the One Village One Hafidz program can be seen in Figure 11, namely: 37% of respondents said that the One Village One Hafidz program had shortcomings / constraints, 34.2% of respondents answered that the One Village One Hafidz program had no shortcomings / constraints, and 28.8% of respondents answered that the One Village One Hafidz program did not know it had shortcomings / constraints.

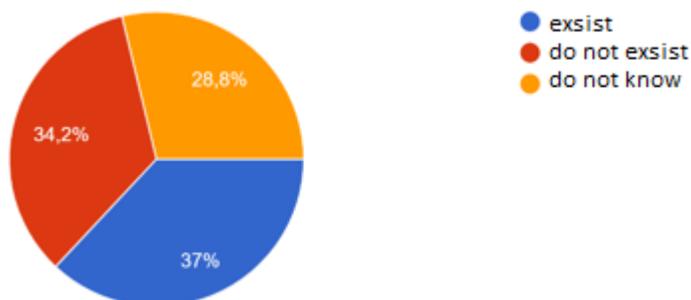


Figure 11. Level of Deficiencies/Constraints in the One Village One Hafidz Program

7) Level of Excellence/Uniqueness of One Hafidz Village Program

Based on the survey of the level of excellence/uniqueness of the One Village One Hafidz Program, it can be seen in Figure 12, namely: 75.3% of respondents answered that the One Village One Hafidz Program had advantages / uniqueness, 20.5% of respondents answered that the One Village One Hafidz Program did not know it had advantages / uniqueness, and the rest of the respondents answered that there were no advantages or uniqueness for this program.

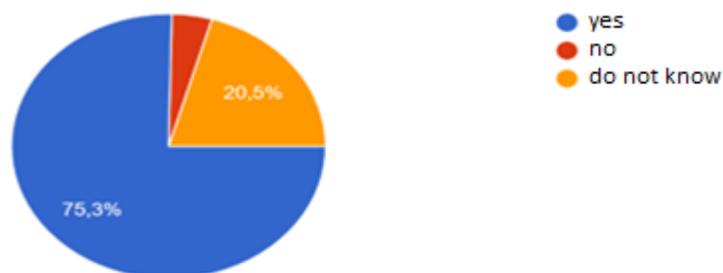


Figure 12. Level of Excellence/Uniqueness of One Village One Hafidz Program

8) Level of Existence in the One Village One Hafidz Program Community

Based on the survey of the level of existence of the One Village One Hafidz Program, it can be seen in Figure 13, namely: 53.4% of respondents answered that the One Village One Hafidz Program had not been felt. Therefore, it is necessary to increase socialization in accordance with the suggestions of respondents so that people know about the One Village One Hafidz Program.

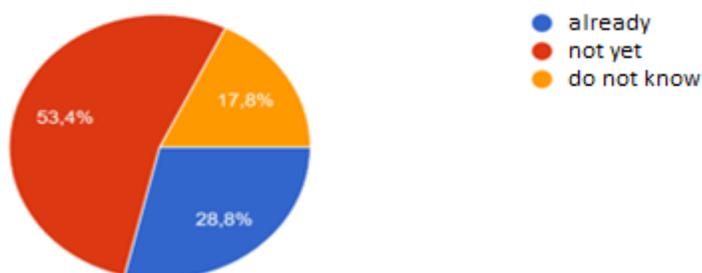


Figure 13. Level of Existence of One Village One Hafidz Program

9) Level of Support for the Continuation of the One Village One Hafidz Program

Based on the survey of the level of support for the sustainability of the One Village One Hafidz Program can be seen in Figure 14, namely: 98.6% of respondents answered that the One Village One Hafidz Program needs to be continued because according to respondents, this program has a positive impact, namely it will motivate the memorizers of the Qur'an because sometimes the spirit of memorizing the Qur'an fluctuates.

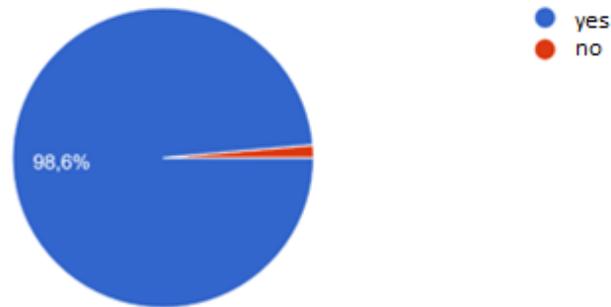


Figure 14. Level of Support to Continue the One Village One Hafidz Program

Table 2. Recapitulation of Analysis Results of One Village One Hafidz Program

No.	Respondent Characteristics	Percentage
1	Respondents' level of knowledge of the One Village One Hafidz Program	89 %
2	The level of information dissemination of the One Village One Hafidz Program	42,5 %
3	The level of knowledge of the objectives of the One Village One Hafidz Program	78,1 %
4	The level of knowledge of the benefits/impacts of the One Hafidz One Village Program	79,5 %
5	The level of sustainability of the One Village One Hafidz Program	79,5 %
6	The level of shortcomings/obstacles in the One Village One Hafidz Program	34,2 %
7	The level of excellence/uniqueness of the One Village One Hafidz Program	75,3 %
8	The level of presence of the One Village One Hafidz Program in the community	28,8 %
9	Level of support for the continuation of the One Village One Hafidz Program	98,6 %

Description of Research Variables

In this study, several variables will be tested for their influence on research on the One Village One Tahfidz Program in improving human resources in West Java. The following table presents the variables that will be tested, namely, as follows.

Table 7. Research Variables

Variable	Variable Description
CM	Change Management (X1)
PM	Project Management (X2)

DK	Leadership Support (X3)
SR	Realistic Scope (Y1)
BM	Adequate budget (Y2)
ED	Education (Y3)
KP	Program Success (Z1)

Source: Processed, 2023

Measurement Model Analysis (Outer Model)

The purpose of the measurement model analysis (outer model) is to determine how each indicator is related to its latent variable. According to (Ghozali & Latan, 2015), the measurement model evaluation goes through three stages, namely convergent validity, discriminant validity, and composite reliability. The PLS model used in this study is a reflective model, meaning that indicator measurements are influenced by latent structures or represent variations from indirect structures (Ghozali & Latan, 2015). The convergent validity test is carried out using SmartPLS 3.0 software which is evaluated based on the relationship between internal scores and construct scores. According to Ghozali & Latan (2015), an indicator is said to be valid if its loading factor value is more than 0.70. If the initial construct has not met the requirements, then the indicator is eliminated (dropping) one by one against the lowest loading factor value. After carrying out the indicator elimination stage, the research constructs are calculated again to obtain the final calculation model. Initial constructs and calculations can be seen in Figure 15.

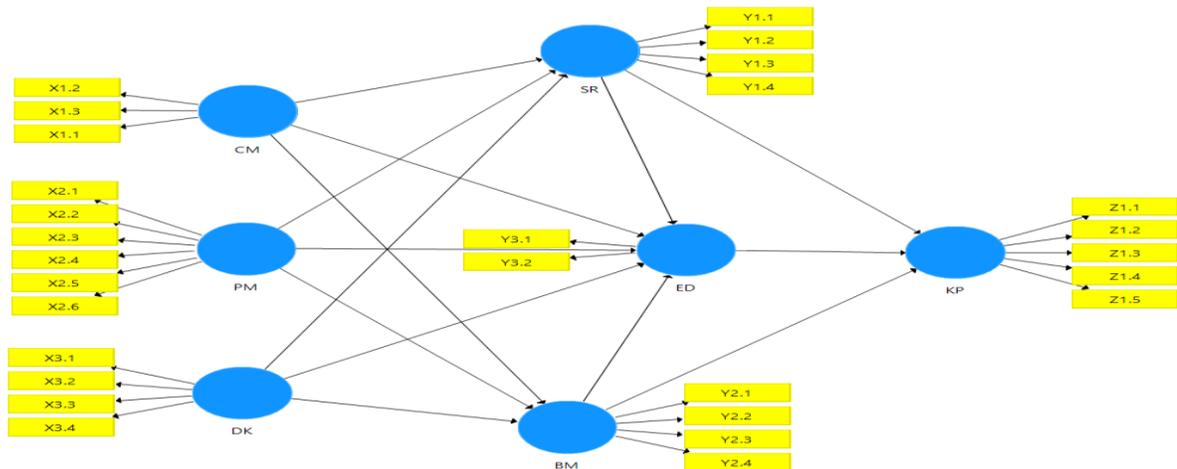


Figure 15. Model and Initial Loading Factor Calculation

Based on Figure 15, there are all dimensions that meet the loading factor requirement of more than 0.70. Dimensions that meet this requirement need to be retained. Then the final model and calculation will be obtained. The following final model and calculation are shown in figure 16.

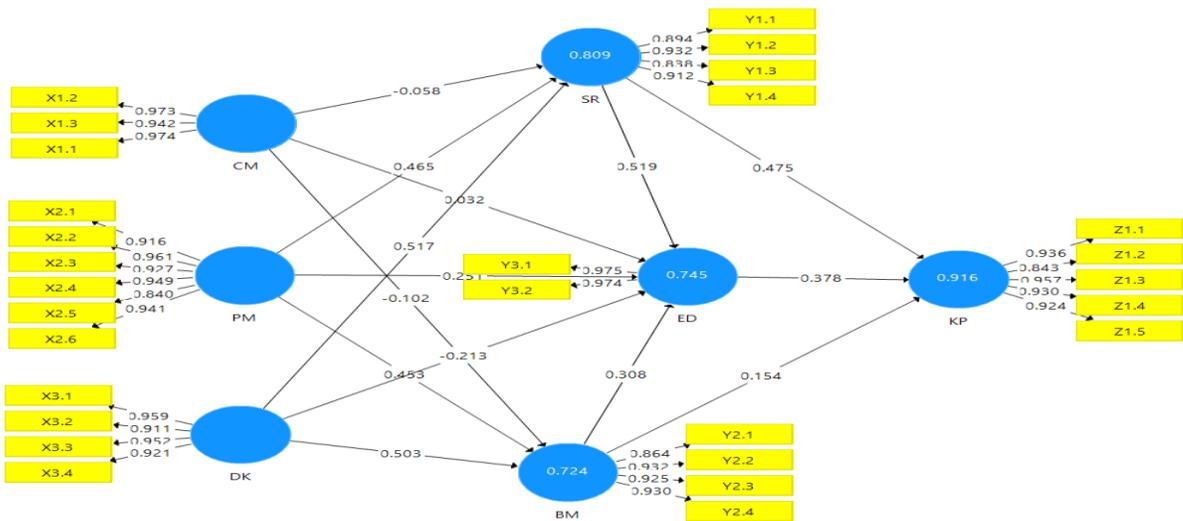


Figure 16. Model and Final Loading Factor Calculation

Based on Figure 16, it is known that the dimensions that reflect the latent variable of change management are awareness building activities (X1.1), changes in business processes (X1.2) and changes in work culture (X1.3). awareness building (X1.1) is the dimension that has the largest loading factor value so that this dimension is declared the most influential on the latent variable of program success, which is 0.974. This shows that awareness building on the success of the program created by the company has better performance because better awareness building will improve the company's image. The dimensions that reflect the latent project management variable are setting up work mechanisms (X2.1), meeting program needs (X2.2), communication between stakeholders (X2.3), managing human resources and their competencies (X2.4), directing programs by leaders (X2.5) and cooperation between cross-sectors (X2.6). Fulfilling program needs (X2.2) is the dimension that has the largest loading factor value so that this dimension is stated to be the most influential on the latent variable of program success, which is 0.961. This shows that meeting program needs will support the success of a program.

The dimensions that reflect the latent variable of leadership support are reflected by four dimensions, namely leaders supporting the program (X3.1), leaders involved in the program (X3.2), leaders evaluating the program regularly (X3.3), and leaders providing incentives and motivation (X3.4). The dimension of leaders supporting the program (X3.1) is the dimension that has the largest loading factor value on program success so that this dimension is stated to be the most influential on the latent variable of human resource risk, which is 0.959. This shows that leadership support is one of the indicators used to measure the success of the performance of the one village one tahfidz program.

The dimensions that reflect the realistic scope latent variable are the scope implemented accordingly (Y1.1), setting program targets (Y1.2), adequate human resources (Y1.3), SOPs are implemented (Y1.4). setting program targets (Y1.2) is the dimension that has the largest loading factor value so that this dimension is stated to be the most influential on the latent variable of program success, which is 0.932. This shows that the target of a program will provide a clear direction for the company. The dimensions that reflect the latent variable adequate budget are

budget for the program (Y2.1), budget according to scope (Y2.2), budget for quality services (Y2.3), and budget to achieve targets (Y2.4). Budget according to scope (Y2.2) is the dimension that has the largest loading factor value so that this dimension is stated to be the most influential on the latent variable of program success, which is 0.932. This shows that the budget according to the scope will determine the success of the program created by the company.

The dimensions that reflect the latent variable of education are BIMTEK on program implementation (Y3.1) and program socialization (Y3.2). BIMTEK program implementation (Y3.1) is the dimension that has the largest loading factor value so that this dimension is stated to be the most influential on the latent variable of program success, which is 0.931. This shows that BIMTEK is able to improve the competence of participants through the training/materials provided so that the program will be successful. The dimensions that reflect the program success variable are program according to budget (Z1.1), program according to target (Z1.2), program according to scope (Z1.3), program to improve service quality (Z1.4) and program to improve performance effectiveness (Z1.5). program according to scope (Z1.3) is the dimension that has the largest loading factor value so that this dimension is declared the most influential on the latent variable of program success, which is 0.957. This shows that the program according to the scope determines the success of a program created. Evaluation of reliability can be done by paying attention to the Cronbach's alpha value greater than 0.70. The following Cronbach's alpha and composite reliability values can be presented in Table 8.

Table 8. Cronbach's Alpha Value

	Cronbach's Alpha
BM	0.933
CM	0.961
DK	0.953
ED	0.947
KP	0.953
PM	0.965
SR	0.917

Source: Data processed ,2023

Based on Table 8, the Cronbach's alpha values of the seven variables are above 0.70. In this case, it means that Cronbach's alpha is greater than 0.70, indicating that each indicator has accurate, precise and consistent reliability.

Structural Model Evaluation Analysis (Inner Model)

After testing the outer model to determine the validity and reliability of a construct, then testing the structural model (inner model) is carried out by looking at the value obtained through the bootstrapping process. According to Ghazali and Latan (2015), the use of the R-square value aims to test the structural model. This measurement is used to determine the predictive power of the structural model. Inner model evaluation is assessed by looking at the effect of exogenous latent variables on endogenous latent variables using the path coefficient value and significance level. The following bootstrapping analysis results can be seen in Figure 17.

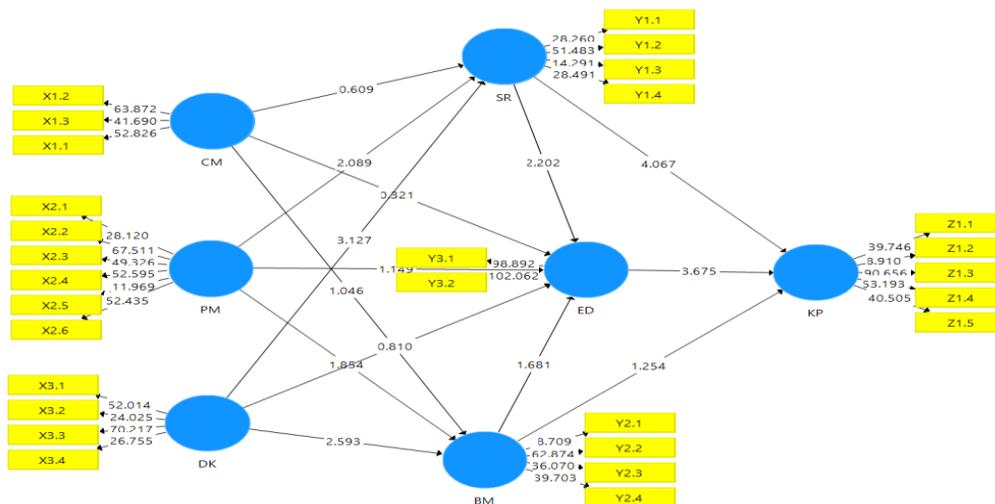


Figure 17. Bootstrapping Analysis Results

The inner model is measured by bootstrapping which is done by evaluating the significance of the t statistic to determine the effect between variables. Hypothesis testing is done by comparing the calculated t value with the t table through the path coefficient. The test parameter is $t\text{-count} > t\text{-table}$ (0.05). To see the nature of the relationship between latent variables (positive and negative), see the p value. The effect and significance level of exogenous latent variables on endogenous latent variables can be seen in Table 9.

Table 9. Path-Coefficient Results

	P Values
BM -> ED	0.093
BM -> KP	0.210
CM -> BM	0.296
CM -> ED	0.749
CM -> SR	0.543
DK -> BM	0.010
DK -> ED	0.418
DK -> SR	0.002
ED -> KP	0.000
PM -> BM	0.064
PM -> ED	0.251
PM -> SR	0.037

Source: Data processed, 2023

Hypothesis:

H0 : There is no effect of significance < 0.05

HA : There is an effect of significance > 0.05

In Table 9, conclusions can be drawn, namely:

1. The first hypothesis that the adequate budget variable has a significant effect on education. Evidenced by the calculated p value of 0.093. This shows that the calculated T value is greater than the T table value. Thus it can be concluded that HA is accepted in this research hypothesis. The positive coefficient value means that the higher the adequate budget, the higher the education.
2. The second hypothesis is that the adequate budget variable has a significant effect on program success. Evidenced by the calculated p value of 0.210. This shows that the calculated T value is greater than the T table value. Thus it can be concluded that HA is accepted in this research hypothesis. The positive coefficient value means that the higher the adequate budget, the higher the program success.
3. The third hypothesis in this study is that the change management variable has a significant effect on an adequate budget. Evidenced by the calculated p value of 0.296, this shows that the calculated T value is greater than the T table value. Thus it can be concluded that HA is accepted in this research hypothesis. The positive coefficient value means that the higher the change management, the higher the adequate budget.
4. The fourth hypothesis in this study is that the change management variable has a significant effect on education. Evidenced by the calculated p value of 0.749. This shows that the calculated T value is greater than the T table value. Thus it can be concluded that HA is accepted in this research hypothesis. The positive coefficient value means that the higher the change management, the higher the education.
5. The fifth hypothesis in this study is that the change management variable has a significant effect on realistic scope. Evidenced by the calculated p value of 0.543. This shows that the calculated T value is greater than the T table value. Thus it can be concluded that HA is accepted in this research hypothesis. The positive coefficient value means that the higher the change management, the higher the realistic scope.
6. The sixth hypothesis in this study is that the leadership support variable has no significant effect on adequate budget. Evidenced by the calculated p value of 0.010. This shows that the calculated T value is smaller than the T table value. Thus it can be concluded that H0 is accepted in this research hypothesis. The negative coefficient value means that the higher/lower the leadership support, the no effect on adequate budget.
7. The seventh hypothesis in this study is that the leadership support variable has a significant effect on education. Evidenced by the calculated p value of 0.418. This shows that the calculated T value is greater than the T table value. Thus it can be concluded that HA is accepted in this research hypothesis. The positive coefficient value means that the higher the leadership support, the higher the education.
8. The eighth hypothesis in this study is that the leadership support variable has no significant effect on realistic scope. Evidenced by the calculated p value of 0.002. This shows that the calculated T value is smaller than the T table value. Thus it can be concluded that H0 is accepted in this research hypothesis. The negative coefficient value means that the higher the leadership support, the no effect on realistic scope.

9. The ninth hypothesis in this study is that the education variable has no significant effect on program success. Evidenced by the calculated p value of 0.000. This shows that the calculated T value is smaller than the T table value. Thus it can be concluded that H₀ is accepted in this research hypothesis. The negative coefficient value means that the higher the education, the no effect on program success.
10. The tenth hypothesis that project management variables have a significant effect on adequate budget. Evidenced by the calculated p value of 0.064. This shows that the calculated T value is greater than the T table value. Thus it can be concluded that H_A is accepted in this research hypothesis. The positive coefficient value means that the higher the project management, the higher the adequate budget.
11. The eleventh hypothesis that project management variables have a significant effect on education. Evidenced by the calculated p value of 0.251. This shows that the calculated T value is greater than the T table value. Thus it can be concluded that H_A is accepted in this research hypothesis. The positive coefficient value means that the higher the project management, the higher the education.
12. The twelfth hypothesis in this study is that the project management variable has no significant effect on realistic scope. Evidenced by the calculated p value of 0.037. This shows that the calculated T value is smaller than the T table value. Thus it can be concluded that H₀ is accepted in this research hypothesis. The negative coefficient value means that the higher the project management, the less influence it has on realistic scope.

CONCLUSION

Based on the results of SEM (Structural Equation Modeling) analysis and discussions that have been carried out in this study, there are the following conclusions.

1. The results of data analysis show that all variables tested in this study Change Management, Project Management, Leadership Support, Realistic Scope, Adequate Budget and Education have a positive and significant effect on program success. Evidenced by the calculated p value greater than the T table value.
2. The results of data analysis also show that the dimensions of each variable tested have the largest loading factor value, namely: the awareness building dimension in the Change Management variable of 0.974, the dimension of meeting program needs in the project management variable of 0.961, the dimension of leadership support for the program in the leadership support variable of 0.959, the dimension of setting program targets in the realistic Scope variable of 0.932, the budget dimension according to the scope in the adequate Budget variable of 0.932 and the BIMTEK dimension as program implementation in the education variable of 0.931.

BIBLIOGRAPHY

Aladdiin, H. M. F., & Ps, A. M. B. K. (2019). Peran Materi Pendidikan Agama Islam di Sekolah dalam Membentuk Karakter Kebangsaan. *Jurnal Penelitian Medan Agama*, 10(2).

- Badan Pusat Statistik (BPS). (2023). Provinsi Jawa Barat dalam angka. [Diakses 9 Mei 2023]. <https://jabar.bps.go.id/publication/2023/02/28/>
- Ghozali, L., & Latan, H. (2015). *Konsep, Teknik, Aplikasi Menggunakan Smart PLS 3.0 Untuk Penelitian Empiris* (2nd ed.). Badan Penerbit Universitas Diponegoro.
- Hardi, P., Nazaruddin, M., Marwadi, R., Hidayah, Z., Wildan, M., & Fujianti, I. (2022). Pendekatan Religius Sebagai Upaya Pemakmuran Musolla Al-Amanah Dusun Mekar Indah Desa Korleko Selatan. *Empowerment: Jurnal Pengabdian Pada Masyarakat*, 2(1), 26-38.
- Islampos, *Raih Rekor Muri, Jawa Barat Wisuda Hafidz Quran Terbanyak*, <https://faktaintegritas.id/2022/02/04/raih-rekor-muri-jawa-barat-wisuda-hafidz-quran-terbanyak/>
- Kurniawan, M. A., & Hum, S. *Pengembangan Sumber Daya Manusia Berbasis Al-Qur'an: Teori dan Praktek (Jilid 1)*. CV Penadiksi Media Group.
- Sabarudin, M., Somantri, E. A., & Rahayu, A. P. (2023). Pendampingan Hafalan Juz 30 Melalui Program Satu Desa Satu Hafidz Pada Anak Usia Sekolah SD di Pondok Pesantren Darul Hikam Almusri li Desa Wangunsari. *Bhinneka Tunggal Ika: Jurnal Pengabdian Kepada Masyarakat*, 1(01), 39-46.
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Walpole RE. (1995). *Pengantar Statistika*. Jakarta: Gramedia Pustaka Utama

