

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

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Abstract

The 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 Juara Lahir Batin. 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 find out the inhibiting and supporting factors of the strategy of improving human resources through the One Village One Hafidz Program. The type of research used in this research is qualitative research. This research 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 the distribution of questionnaires to research respondents. The questionnaire is in the form of *open and closed ended questions* which are distributed through *Google Form*. While secondary data comes from articles, journals or related literature. The results of data analysis showed that all the variables tested in this study had a positive and significant effect on the success of the program. The results of the analysis showed that the dimensions of *awareness building*, meeting program needs, leaders supporting the program, setting program targets and *budgets* according to *the scope* had the largest *loading factor* value.

Keywords: Human Resource Quality, Religious Values, One Village One Hafidz

INTRODUCTION

Background

The low level of public awareness in religious activities is a problem that occurs in an area. Religious or spiritual things have a function to shape individual morals. Religion and education are two things that are inseparable in building character (*character building*) humans. 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). Superior human resources as an implication of good education are at the forefront of a bright future for the nation.

Islamic Religious Education includes religious learning and knowledge, starting with the Qur'an and related to worship, among others prayer, zakat, fasting and hajj. In addition, Islam also teaches ethical procedures when eating and drinking, dressing Islamically, doing business according to sharia, criminal law, inheritance and family with the advice of the Prophet. All this knowledge is taken from the Qur'an and the Sunnah and from the writings of Islamic scholars. Islamic Religious Education is not only to acquire intellectual knowledge, but is a way to shape the nature and character of students so that they can collectively represent Islamic values, behave as *Khalifatullah Filard* (representing God on earth), to serve as a witness to truth and noble morals (Aladdin and PS, 2019). Therefore, memorizing the Qur'an is important in accelerating the improvement of superior human resources (HR).

A Qur'an memorizer or Hafidz Qur'an is a person who memorizes the Qur'an, both in Arabic and its translation. Indonesia has no shortage of hafidz, in fact, many have become champions in international events. West Java Province has a total of 5957 villages and as the province with the largest population in Indonesia, which is 48.78 million people (BPS, 2023), there is a big challenge in increasing religious values. One of the efforts to realize this is by initiating 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 Juara Lahir Batin. 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 big dream of the Governor of West Java in realizing the vision and mission of West Java to become a physical and spiritual champion. The target is that in 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 maintain the text of the Qur'an, it is also a strategic step in moral development, especially among the younger generation.

Sabarudin Research *et al.* (2022) regarding the Sadesha program, that the main problem that makes this program less than optimal is mentoring. Human resources to accompany hafidz are a very important role for the success of this program. The 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 a good hafidz as well. Therefore, accompanying human resources also have implications for the good or bad human resources of the Qur'anic hafidz.

In 2022, West Java broke the Muri (Indonesian World Record Museum) record with the highest number of Qur'an hafidz graduates in one day of around 2,000 people. This is an achievement of West Java and with the existence of the Sadesha program, it can be developed in terms of quality and quantity. Moreover The existence of this program is expected to be able to improve the quality of human resources in line with increasing the number of memorization. This research aims to determine the implementation of human resource improvement through the One Village One Hafidz Program as seen from the competence of the program director, centralization/decentralization, work specifications, program plans and budgets, task descriptions, and work routines. Research on the impact of the Sadesha program needs to be carried out to measure how much benefit is provided 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.

Problem Formulation

The problems in this study are:

- a) What is the impact of the One Village One Hafidz program in improving the quality of human resources in West Java?
- b) What are the recommendations for the development of the One Village One Hafidz program in West Java Province?

METHODOLOGY

The data used in this study are primary data and secondary data. Primary data was obtained through the distribution of questionnaires to research respondents. Questionnaire in the form of *open and close ended question* which is disseminated through *Google Form*. While secondary data comes from articles, journals or related literature. The sample of respondents was selected by the *purposive sampling* i.e. West Java residents with the determination of the number of respondents referring to Walpole (1995), if the sample size is larger than or equal to 30 respondents, then it can represent the population.

The validity and reliability test of this research questionnaire was tested using software SPSS to indicate valid and reliable. Descriptive analysis was used to present the results of the primary data. Sugiyono (2013) argues that descriptive analysis is intended to analyze data by describing the data collected. In this study, the 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.

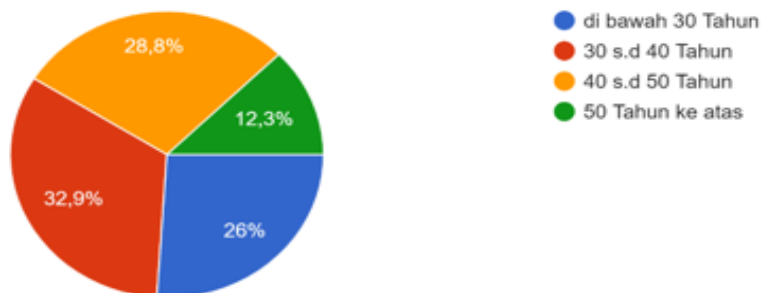
RESULT

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, an overview of the characteristics of the respondents and second, the Analysis of the One Village One Hafidz Program, which can be explained as follows:

A. Characteristics Responden

1) Age of Respondents

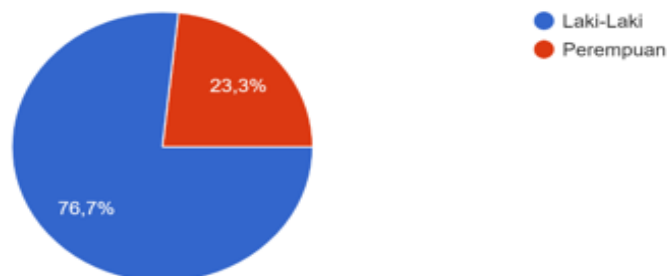
The data of respondents by age in the One Village One Hafidz program can be seen in Figure 1, namely: under 30 years old as 26%, 30-40 years old as much as 32.9%, 40-50 years old as much as 28.8%, and over 50 years old as much as 12.3%.



Picture 1. Characteristics Based on Respondent's Age

2) Gender

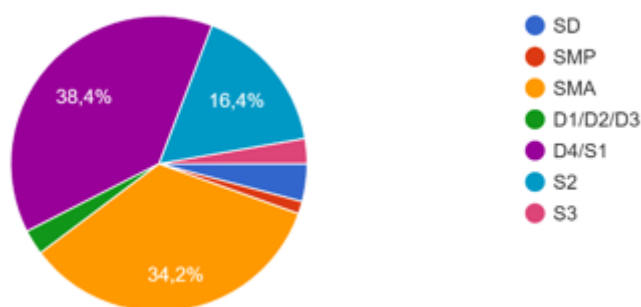
Respondent data by gender in the One Village One Hafidz program can be seen in Figure 2, namely: male sex as much as 76.7% and female sex as much as 23.3%.



Picture 2. Characteristics Based on Respondent's Gender

3) Respondent's Education Level

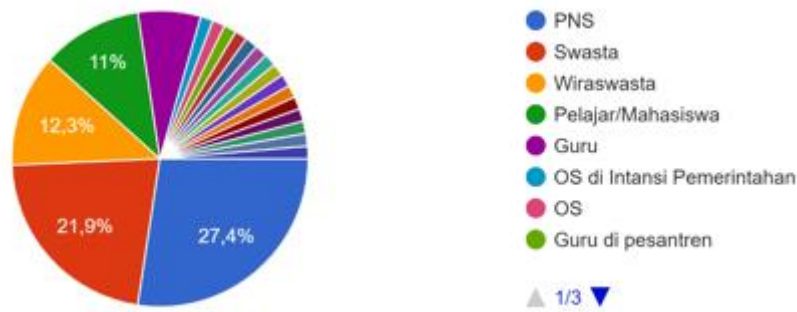
Respondent data according to the level of education in the One Village One Hafidz program has the three largest, which can be seen in Figure 3, namely: High School as much as 34.2%, D4/S1 as much as 38.4%, and S2 as much as 16.4%.



Picture 3. Characteristics Based on Respondent's Education Level

4) Main Jobs

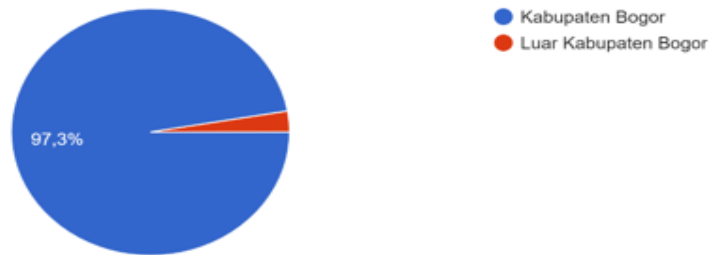
Respondent data according to the type of work in the One Village One Hafidz program has the four largest, which can be seen in Figure 4, namely: civil servants as many as 27.4%, private employees as many as 21.9%, self-employed as many as 12.3 and students/students as much as 11%.



Picture 4. Type of Respondent's Job

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 Bogor regency as much as 97.3% and the rest comes from outside Bogor Regency.



Picture 5. Domisili Responden

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. | Characteristics Responden | Percentage |
|-----|---|------------|
| 1 | Age of Respondents is dominated by the age range of 30-40 years | 32,9% |
| 2 | Gender is dominated by Male respondents | 76,7% |
| 3 | Respondents' education is dominated by educated respondents who are D4/S1 graduates | 38,4% |
| 4 | Respondents' work is dominated by respondents who work as civil servants | 27,4% |
| 5 | The domicile of the respondents was dominated by residents from Bogor Regency | 97,3% |

Source: Research results of the One Village One Hafidz program in 2023

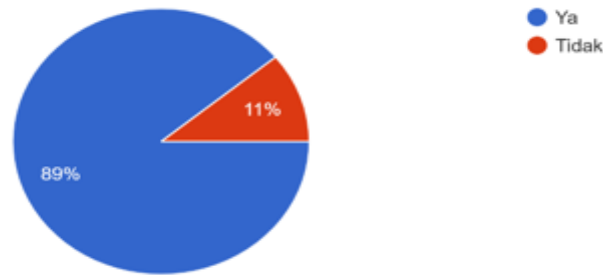
B. Analysis of the One Village One Hafidz Program

Based on the results of the analysis on the One Village One Hafidz program, it can be explained as follows.

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

Based on the level of respondents' knowledge of the One Village One Hafidz program, it can be seen in Figure 6, namely: 89% of respondents knew about the One Village One Hafidz

program. This shows that the One Village One Hafidz program is already well-known and familiar among the community.



Picture 6. The Level of Respondents Knowing the One Village One Hafidz Program

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

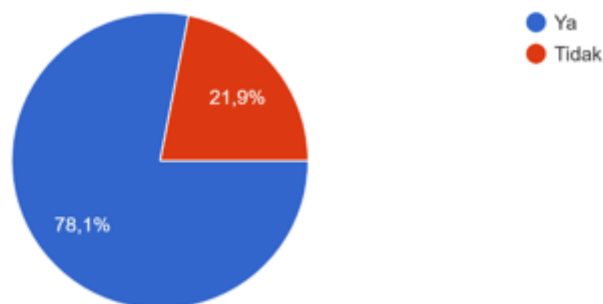
Based on the level of effectiveness of the information dissemination media in the One Village One Hafidz program, it can be seen in Figure 7, namely: The most effective media used for the dissemination of information on this program through socialization from the government because many respondents knew about this program from socialization from the government as many as 42.5 respondents.



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

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

Based on the level of knowledge of respondents about the objectives of the One Village One Hafidz Program, it can be seen in Figure 8, namely: 78.1% of respondents knew the objectives of the One Village One Hafidz Program and 21.9% of respondents did not know the objectives of the One Village One Hafidz Program.



Picture 8. Level of Knowledge of the Goals of the One Village One Hafidz Program

The recapitulation of the objectives of the One Village One Hafidz Program is as follows.

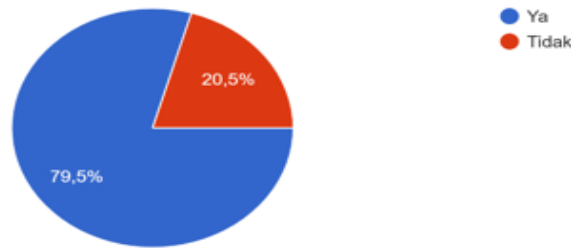
Table 2. Recapitulation of Respondents' Answers Regarding the Goal of One Village One Hafidz

| It | Objectives of the One Village One Hafidz Program |
|-----------|---|
| 1 | Educating the public from illiteracy of the Quran |
| 2 | Alleviating illiteracy in the Quran in West Java |
| 3 | Realizing West Java Won the Birth of Bathin |
| 4 | Printing the Quran generation |
| 5 | So that people love the Quran |
| 6 | Printing memorizers of the Qur'an and eradicating illiteracy of the Qur'an by assigning one hafidz/hafidzah in one village. for the realization of the Qur'ani generation. As a flagship program of the West Java Provincial Government |
| 7 | Printing 1 hafidz in every village in West Java |
| 8 | Popularizing the Qur'an |
| 9 | To develop tahfidz Al Qur'an |
| 10 | Printing memorizers of the Qur'an to make West Java a champion born inwardly |
| 11 | Empowering Quran memorizers |
| 12 | Fostering and printing candidates for hafidz quran in the region/village in Bogor Regency |
| 13 | Noble with the Qur'an |
| 14 | Holding one village one hafidz |
| 15 | Printing one hafidz in 1 village |
| 16 | West Java Champion |
| 17 | Creating the hafidz of the Quran |
| 18 | Creating the haffidz quran |
| 19 | To practice it or broadcast the Qur'an in the community. |
| 20 | Grounding the Qur'an and sowing the generation of Qur'anis to remote villages in the West Java Region |
| 21 | Printing good quality Quran memorizers in West Java |
| 22 | The Construction of the Quran |
| 23 | TAHFIZH PROGRAM FOR INDONESIAN PROGRESS |
| 24 | To increase the faith and piety of the people of West Java |
| 25 | Part of the mission is to make West Java Champion with many Hafidz Al-Qur'an |
| 26 | Increasing the interest of the younger generation in reading the Quran to then give birth to new hafidz/hafidzah. |
| 27 | Making West Java a champion born in the heart |
| 28 | To improve the quality in the field of tahfidz and develop talents in the village |
| 29 | To print hafiz in every village |
| 30 | Printing hafizh and hafizhah in every village in the West Java provincial area |
| 31 | To eradicate illiteracy of the Quran |
| 32 | Among them is maintaining the purity of the Qur'an itself and producing a generation that is qura'ani kahlakul Karimah in realizing a civilized Bogor regency |
| 33 | Yes, every village has a Hafidz |
| 34 | Producing 1 Hafidz in every village in the West Java region |
| 35 | Broadcasting and grounding the Quran |

| | |
|----|---|
| 36 | West Java is a champion of birth and mind |
| 37 | The West Java Provincial Government hopes that in every village in West Java it can be programmed that there are tahfiz teachers who actively nurture prospective hafizh of the Qur'an |
| 38 | For the general public, eradicate illiteracy of the Qur'an and become a place to learn to practice the Qur'an for participants |
| 39 | Increasing interest in reading the Qur'an |
| 40 | Creating one village 1 hafizh qur'an |
| 41 | Lucky to score superior hafiz from the region |
| 42 | To improve the quality of human resources |
| 43 | Improving the quality of human resources of the people of West Java |
| 44 | Programmes are good for students |
| 45 | Producing superior, competent, and accomplished hafizh who will later be able to compete in national or international championships, besides of course must be able to strengthen the unity and unity of the nation in maintaining state sovereignty. |
| 46 | The purpose of the "One Village One Hafidz" program is so that in every village there are always memorizers and lovers of the Qur'an |
| 47 | Training villagers to become memorizers of the Quran |
| 48 | To increase the faith and piety of the people of West Java where the values of the Qur'an are present are the foundation in the hearts of the people, in carrying out their daily routines. |
| 49 | Printing Quran memorizers in every village |
| 50 | In order to increase devotion to Allah swt |
| 51 | To foster the value of learning the Quran, for each child |
| 52 | Grounding the Qur'an |
| 53 | Improving infrastructure and human resource development |
| 54 | Eradicating illiteracy in the Qur'an |
| 55 | Printing Quran memorizers in the West Java region |
| 56 | One of them is realizing and grounding the Qur'an in the hearts of Muslims in order to create <i>baldatun thayibun warobun ghofur</i> |
| 57 | Where the strength of Imtaq is a priority to produce other religious programs for Muslims in West Java, including Magrib Mengaji, Fajr Berjamaah, Digital Zakat, <i>One Pesantren One Product</i> (OPOP), <i>English For Ulama</i> , and Digital Dakwa. |

4) Knowledge Level of Benefits/Impacts of the One Village One Hafidz Program

Based on the level of respondents' understanding of the benefits/impacts of the One Village One Hafidz Program, it can be seen in Figure 9, namely: 79.5% of respondents who know the benefits/impacts of the One Village One Hafidz Program and 20.5% of respondents who do not know the benefits/impacts of the One Village One Hafidz Program.



Picture 9. Level of Knowledge of the Benefits/Impact of the One Village One Hafidz Program

The Recapitulation of the Benefits/impacts of the One Village One Hafidz Program is as follows.

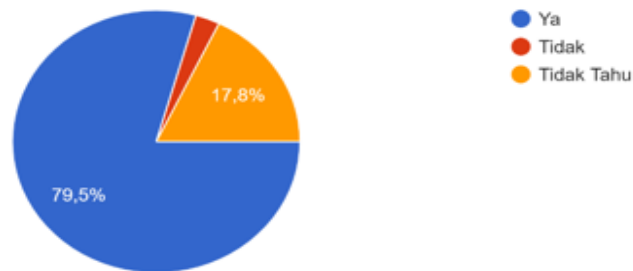
Table 3. Recapitulation of Respondents' Answers related to the Benefits/impacts of the One Village One Hafidz Program

| It | Benefits/impacts of the One Village One Hafidz Program |
|----|--|
| 1 | The benefit is that people can read the Quran |
| 2 | Equitable distribution of Hafidz/ah in every village throughout West Java, Cadre of Hafidz/ah and Eradication of Illiteracy of the Qur'an |
| 3 | The existence or increase of Quran memorizers in each village |
| 4 | If the community loves the Quran, then grace and blessings will be poured out to the environment and society |
| 5 | Eradicate illiteracy of the Qur'an and produce a generation of memorizers of the Qur'an |
| 6 | Many Quran memorizers in West Java |
| 7 | More and more lovers of memorizing the Qur'an |
| 8 | Become a figure in their respective regions / villages teaching and developing tahfidz Al Qur'an |
| 9 | Promoting the teaching of the Qur'an to villages |
| 10 | Some teachers are helped |
| 11 | The benefits can reach and empower the Quran hafidz to practice the content of the Quran, especially in villages in the Bogor Regency area |
| 12 | Prints a lot of hafidz |
| 13 | Eradicating illiteracy in the Qur'an |
| 14 | Eradicating illiteracy of the Qur'an |
| 15 | Eradication of illiteracy in the Qur'an |
| 16 | Benefits can be a motivation for children to become memorizers of the Qur'an |
| 17 | The growth and development of the development of learners and teaching of the Qur'an in rural villages in the West Java Region. |
| 18 | More children who memorize the Quran are noticed |
| 19 | Da'wah |
| 20 | Printing the Quranic generation |
| 21 | With many memorizers of the Qur'an, God willing, the people of West Java will be even more blessed |

| | |
|----|---|
| 22 | Popularize the Qur'an by being able to read well and memorize it |
| 23 | Making it easier for the villagers to learn the Qur'an |
| 24 | Shalih socially |
| 25 | Making the hafidz in the villages |
| 26 | Triggering rural children in West Java province to tahfiz |
| 28 | Fostering enthusiasm for Quran memorizers |
| 29 | Providing encouragement and motivation for students, especially Qur'an memorizers with the help of the local government |
| 30 | Introducing the Qur'an hafidz program |

5) The Level of Sustainability of the One Village One Hafidz Program

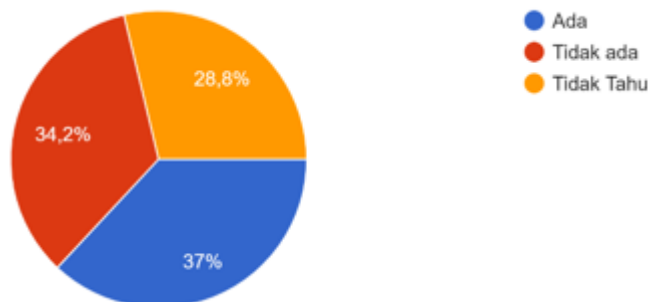
Based on the survey on the level of sustainability in the One Village One Hafidz program, it can be seen in Figure 10, namely: respondents answered that this program is running well and smoothly as many as 79.5%, respondents answered that this program does not know that it is running well and smoothly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



Picture 10. The Level of Sustainability of the One Village One Hafidz Program

6) Levels of Shortcomings/Obstacles in the One Village One Hafidz Program

Based on the survey of the level of shortcomings/constraints of the One Village One Hafidz program, it can be seen in Figure 11, namely: As many as 37% of respondents that the One Village One Hafidz program has shortcomings/obstacles, as many as 34.2% of respondents answered that the One Village One Hafidz program has no shortcomings/obstacles, and as many as 28.8% of respondents answered that the One Village One Hafidz program does not know that it has shortcomings/obstacles.



Picture 11. Levels of Shortcomings/Obstacles in the One Village One Hafidz Program

The Recapitulation of the Shortcomings/Constraints of the One Village One Hafidz Program is as follows.

Table 4. Recapitulation of Respondents' Answers Regarding the Shortcomings/Constraints of the One Village One Hafidz Program

| It | Shortcomings/Obstacles of the One Village One Hafidz Program |
|----|---|
| 1 | Coach's honorarium, please pay attention |
| 2 | Slow Decree for empowerment participants that hinders empowerment in their duties |
| 3 | The information is clearer to the people of West Java |
| 4 | Lack of socialization |
| 5 | There must be evaluation and follow-up |
| 8 | None |
| 9 | Not well organized |
| 10 | The lack of intensive socialization of the people of West Java and the provision of more than 1 reward for memorizers of the Qur'an |
| 11 | Incentives for teachers who are always late |
| 12 | The welfare of teaching staff has not been maximized |
| 13 | Less neat |
| 14 | There needs to be a special team that selects for village hafiz |
| 15 | It is not evenly distributed as a whole and it seems that there are still many competent people in the field of tahfizh who do not know about this program which is caused by a lack of information and socialization |
| 16 | Not all groups can participate |
| 17 | Difficult to find qualified qualities |
| 20 | Must be more <i>supportive</i> (support) to the participants |

7) Tingkat Keunggulan/Keunikan Program Satu Desa Satu Hafidz

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: As many as 75.3% of respondents answered that the One Village One Hafidz Program has advantages/uniqueness, as many as 20.5% of respondents answered that the One Village One Hafidz Program does not know that it has advantages/uniqueness, and the rest of the respondents answered that there is no advantage or uniqueness for this program.

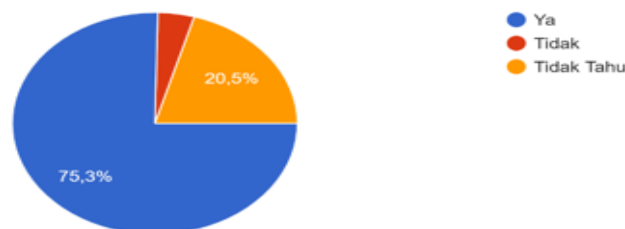


Figure 12. Level of Excellence/Uniqueness of the One Village One Hafidz Program

The recapitulation of the excellence/uniqueness of the One Village One Hafidz Program is as follows.

Table 5. Rekapitulasi Jawaban Tingkat Keunggulan/keunikan Program Satu Desa Satu Hafidz

| It | Keunggulan/Keunikan Program Satu Desa Satu Hafidz |
|----|--|
| 1 | Only in West Java |
| 2 | Equitable distribution of Hafidz/ah which is in accordance with the law of hafidz/ah in each region |
| 3 | Tremendous attention from the government to Quran memorizers |
| 4 | This sadesha program is only owned by the West Java Provincial Government and is very beneficial for the people of West Java |
| 5 | Passion for memorization |

8) Suggestions for the One Village One Hafidz Program

The suggestions for the One Village One Hafidz program are as follows:

Table 6. Recapitulation of the Suggestions of the One Village One Hafidz Program

| It | Suggestions for changes to the participants of One Village One Hafidz |
|----|---|
| 1 | Next year there must be another |
| 2 | Please accelerate the disbursement of funds for coaches in their respective districts\cities |
| 3 | Hold a special competition for participants of 1 village 1 hafidz (MTQ) participants must not be from other than the 1 village 1 hafidz program |
| 4 | The recruitment is even more open |

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

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

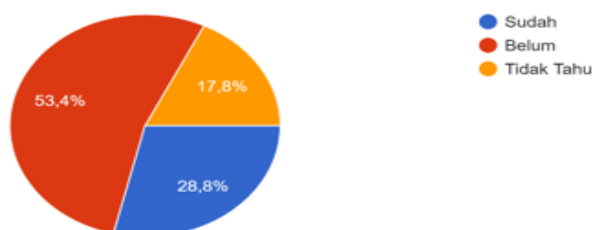


Figure 13. The Existence Level of the One Village One Hafidz Program

10) Level of Support for Continuing the One Village One Hafidz Program Program

Based on the survey of the level of support for the sustainability of the One Village One Hafidz Program, it can be seen in Figure 14, namely: as many as 98.6% of respondents answered that the One Village One Hafidz Program needs to be continued because this program, according to respondents, has a positive impact, namely it will motivate the

memorizers of the Qur'an because sometimes the spirit of memorizing the Qur'an goes up and down.

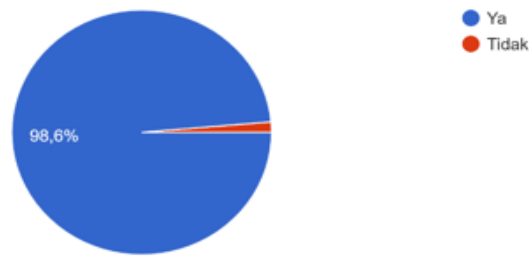


Figure 14 Level of Support to Continue on the One Village One Hafidz Program

DISCUSSION

Description of Research Variables

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

Table 7. Research Variables

| Variable | Variable Description |
|----------|---------------------------|
| CM | <i>Change Management</i> |
| PM | <i>Project Management</i> |
| DK | Leadership Support |
| SR | <i>Realistic scope</i> |
| BM | <i>Adequate budget</i> |
| ED | Education |
| KP | Program Success |

Source: Processed, 2023

Analysis of the Measurement Model (*Outer Model*)

The purpose of the outer model analysis is to determine how each indicator is related to its latent variables. According to (Ghozali & Latan, 2015), evaluation of the measurement model through three stages, namely convergent validity, discriminant validity, and composite reliability. The PLS model used in this study is a reflective model, meaning that the measurement of indicators is influenced by latent structures or represents variations of indirect structures (Ghozali & Latan, 2015). Test convergent validity done using software SmartPLS 3.0 which is evaluated based on the relationship between internal scores and construction scores. According to Ghozali & Latan (2015), an indicator is said to valid If the value loading factor is more than 0.70. If the initial construct does not meet the requirements, then the elimination of the indicator (dropping) one by one against the value loading factor Lowest. After performing the indicator elimination stage, the research construct is recalculated to obtain the final model of the calculation. The initial construction and calculations can be seen in Figure 15.

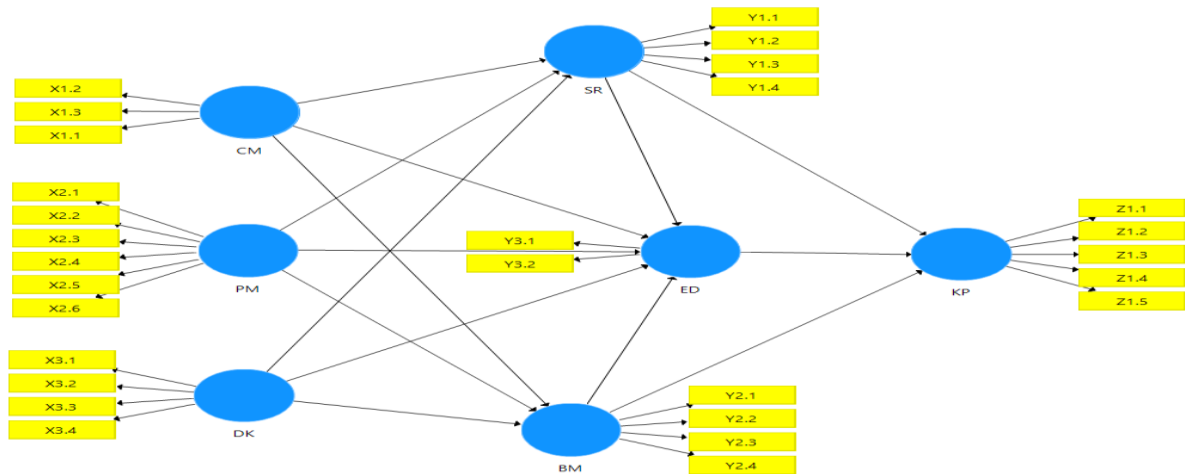


Figure 15. Model and Initial Calculation of Loading Factor

Based on Figure 15, there are all dimensions that meet the loading factor requirements, which is more than 0.70. Dimensions that meet these requirements need to be maintained. Then a model and final calculation will be obtained. The following model and final calculations are shown in Figure 16.

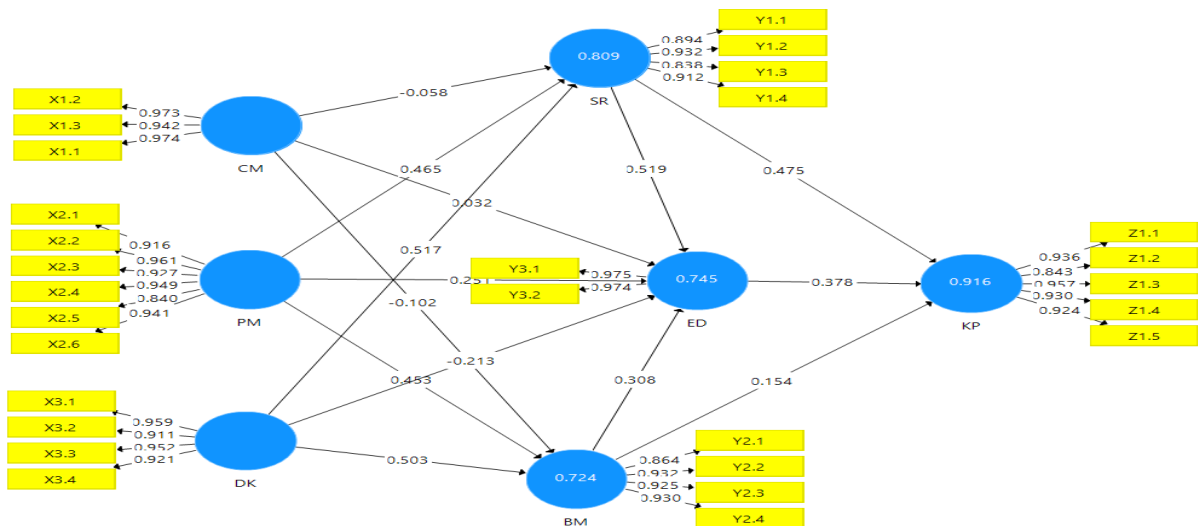


Figure 16. Final Loading Factor Model and Calculation

Based on Figure 16, it is known that the dimensions that reflect the latent variables 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 stated to have the most influence on the latent variable of program success, which is 0.974. This shows that awareness building for the success of programs made by companies has better performance because better awareness building will improve the company's image.

Dimensions that reflect the latent variables of project management are the arrangement of work mechanisms (X2.1), the fulfillment of program needs (X2.2), communication between stakeholders (X2.3), the regulation of human resources and their competencies (X2.4), program direction by leaders (X2.5) and cross-sector cooperation (X2.6). The fulfillment of program

needs (X2.2) is the dimension that has the largest loading factor value so that this dimension is stated to have the most influence on the latent variable of program success, which is 0.961. This shows that meeting the needs of the program will support the success of a program.

The dimension that reflects the latent variable of leadership support is reflected by four dimensions, namely the leader supports the program (X3.1), the leader is involved in the program (X3.2), the leader evaluates the program regularly (X3.3), and the leader provides incentives and motivation (X3.4). The dimension of leadership supporting the program (X3.1) is the dimension that has the largest loading factor value on the success of the program, so this dimension is stated to have the most influence 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 variables are the scope implemented in accordance (Y1.1), the determination of program targets (Y1.2), adequate human resources (Y1.3), and SOPs implemented (Y1.4). The determination of program targets (Y1.2) is the dimension that has the largest loading factor value so that this dimension is stated to have the most influence on the latent variables of program success, which is 0.932. This shows that the target of a program will provide a clear direction for the company.

Dimensions that reflect the latent variables of an adequate budget are the budget for the program (Y2.1), the budget according to the scope (Y2.2), the budget for quality services (Y2.3), and the budget to achieve the target (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 have the most influence 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.

Dimensions that reflect the latent variables of education are BIMTEK program implementation (Y3.1) and program socialization (Y3.2). Program implementation BIMTEK (Y3.1) is the dimension that has the largest loading factor value so that this dimension is stated to have the most influence 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.

Dimensions that reflect the variables of program success are programs according to budget (Z1.1), programs according to targets (Z1.2), programs according to scope (Z1.3), programs to improve service quality (Z1.4) and programs to improve performance effectiveness (Z1.5). Programs according to scope (Z1.3) are dimensions that have a loading factor value So that this dimension was declared to have the most influence on the latent variable of program success, which was 0.957. This shows that the program according to the scope determines the success of a program that is made.

Evaluation of reliability can be done by noting that Cronbach's alpha value is greater than 0.70. The following values of Cronbach's alpha and composite reliability can be presented in Table 8.

Table 8. Value Cronbach's Alpha

| | 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, Cronbach's alpha value of the seven variables is above 0.70. In this case it means that Cronbach's alpha is greater than 0.70 thus 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 values obtained through the bootstrapping process. According to Ghozali and Latan (2015), the use of R-square values aims to test structural models. The measurement is used to determine the predictive power of the structural model. The evaluation of the inner model was assessed by looking at the influence of exogenous latent variables on endogenous latent variables using the value of path coefficient and the level of significance. The following results of the bootstrapping analysis can be seen in Figure 17.

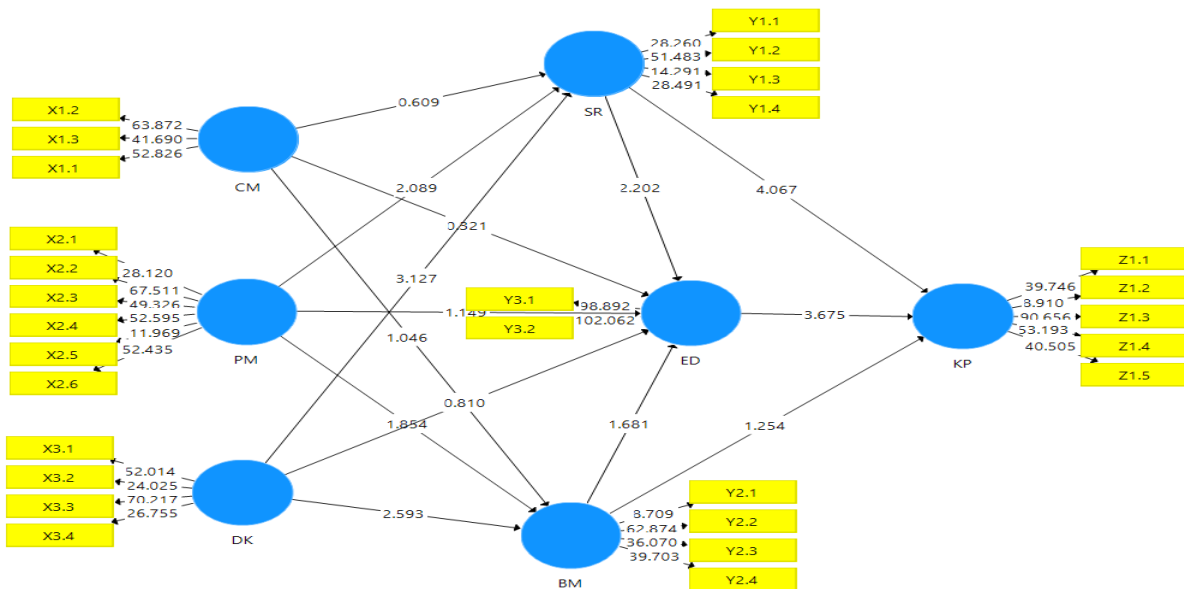


Figure 7. Results of Bootstrapping Analysis

The inner model is measured by bootstrapping which is carried out by evaluating the significance of t statistics to determine the influence between variables. Hypothesis testing is carried out by comparing the calculated t value with the table t through the coefficient path. The test parameters are $t\text{-count} > t\text{-table} (0.05)$. To see the nature of the relationship between

latent variables (positive and negative) is seen p value. The influence and significance of exogenous latent variables on endogenous latent variables can be seen in Table 9.

Table 9. Result Path-Coefficient

| | 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 was no significant effect < 0.05

HAS : There is a significant influence > 0.05

In Table 9, conclusions can be drawn, namely:

- The first hypothesis is that adequate *budget* variables have a significant effect on education. It is proven by a calculated p *value* of 0.093. This indicates that the calculated T value is greater than the T value of the table. Thus, it can be concluded that HA is accepted in this research hypothesis. A positive coefficient value means that the higher the adequate budget, the higher the education.
- The second hypothesis of adequate *budget* variables has a significant effect on the success of the program. It is evidenced by the calculated p *value* of 0.210. This indicates that the calculated T value is greater than the T value of the table. Thus, it can be concluded that HA is accepted in this research hypothesis. A positive coefficient value means that the higher the adequate budget, the higher the success of the program.
- The third hypothesis in this study is that *the change management* variable has a significant effect on the adequate budget. It is evidenced by the calculated p *value* of 0.296 This shows that the calculated T value is greater than the T value of the table. Thus, it can be concluded that HA is accepted in this research hypothesis. The value of the positive coefficient means that the higher *the change management*, the higher *the adequate* budget.
- The fourth hypothesis in this study is that the *change management* variable has a significant effect on education. It is evidenced by *the calculated p value* of 0.749. This indicates that the calculated T value is greater than the T value of the table. Thus, it can be concluded that HA is accepted in this research hypothesis. The value of the positive coefficient means that the higher *the change management*, the higher the education.

- The fifth hypothesis in this study is that the change *management variable* has a significant effect on the realistic scope. It is evidenced by the calculated *p value* of 0.543. This indicates that the calculated T value is greater than the T value of the table. Thus, it can be concluded that HA is accepted in this research hypothesis. The value of the positive coefficient means that the higher *the change management*, the higher *the realistic scope*.
- The sixth hypothesis in this study is that the leadership support variable does not have a significant effect on the adequate budget. It is evidenced by a calculated *p value* of 0.010. This indicates that the calculated T value is smaller than the table T value. Thus, it can be concluded that H0 is accepted in this research hypothesis. A negative coefficient value means that the higher/lower the leadership support, the less it affects *the adequate budget*.
- The seventh hypothesis in this study is that the variable of leadership support has a significant effect on education. It is evidenced by a calculated *p value* of 0.418. This indicates that the calculated T value is greater than the T value of the table. Thus, it can be concluded that HA is accepted in this research hypothesis. A positive coefficient value means that the higher the leadership support, the higher the education
- The eighth hypothesis in this study is that the variable of leadership support does not have a significant effect on the realistic scope. It is evidenced by the calculated *p value* of 0.002. This indicates that the calculated T value is smaller than the table T value. Thus, it can be concluded that H0 is accepted in this research hypothesis. The value of the negative coefficient means that the higher the leadership support, the less it affects *the realistic scope*.
- The ninth hypothesis in this study is that educational variables do not have a significant effect on the success of the program. It is evidenced by a calculated *p value* of 0.000. This indicates that the calculated T value is smaller than the table T value. Thus, it can be concluded that H0 is accepted in this research hypothesis. A negative coefficient value means that the higher the education, the less it affects the success of the program.
- The hypothesis of the ten variables of *project management* has a significant effect on adequate *budget*. It is evidenced by the calculated *p value* of 0.064. This indicates that the calculated T value is greater than the T value of the table. Thus, it can be concluded that HA is accepted in this research hypothesis. A positive coefficient value means that the higher *the project management*, the higher *the adequate budget*.
- The eleventh hypothesis of the *project management* variable has a significant effect on education. It is evidenced by *the calculated p value* of 0.251. This indicates that the calculated T value is greater than the T value of the table. Thus, it can be concluded that HA is accepted in this research hypothesis. A positive coefficient value means that the higher *the project management*, the higher the education.
- The twelfth hypothesis in this study is that *project management* variables do not have a significant effect on the realistic scope. It is evidenced by the calculated *p value* of 0.037. This indicates that the calculated T value is smaller than the table T value. Thus, it can be concluded that H0 is accepted in this research hypothesis. A negative coefficient value means that the higher *the project management*, the less it affects *the realistic scope*.

CONCLUSIONS

Based on the results of SEM analysis (*Structural Equation Modeling*) and the discussion that has been carried out in this study, there are several conclusions as follows.

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

Recommendations

Based on the above findings, the researcher should further examine other variables related to the One Village One Hafidz program on the success of program implementation in the community.

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