



Beyond the Competition Cycle: Toward a Sustainable Institutional Strategy for Qari-Qari'ah Development in Jambi Province, Indonesia

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ABSTRACT

This study analyzes the institutional strategy of the Qur'anic Recitation Development Institute (Lembaga Pengembangan Tilawatil Qur'an, LPTQ) in improving the quality of Qari and Qari'ah training in Jambi Province, Indonesia. The central problem is that LPTQ organizational development has not yet optimized sustainable, high-quality coaching. Using a qualitative descriptive design, data were generated through in-depth interviews, participant observation, and documentation at the Provincial LPTQ of Jambi and three district-level LPTQs (Sungai Penuh, Tanjung Jabung Barat, and Muaro Jambi), and analyzed through an iterative flow of data condensation, display, and verification. The findings show that LPTQ organizational development remains event-based and competition-oriented, unsupported by long-term strategic planning, a standardized curriculum, or a sustainable cadre-regeneration system; limited and unstable budgets, a weak reward system, and minimal digital integration further constrain training quality. The study proposes a Sustainable Integrative Strategy Model (SISM) comprising five-year strategic planning, standardized tiered curricula, early-age cadre regeneration, a scholarship-based reward system, and systemic collaboration among LPTQ, pesantren, madrasah, and local government, operationalized through differentiated, measurable targets for each institutional level. Theoretically, the study extends the literature on non-formal religious-institution management and training needs assessment; practically, it offers policymakers and LPTQ administrators an evidence-based roadmap for building a professional, systemic, and sustainable pipeline of high-performing Qari and Qari'ah.

INTRODUCTION

The Lembaga Pengembangan Tilawatil Qur'an (LPTQ), or Qur'anic Recitation Development Institute, is a semi-governmental body established across Indonesia's provinces and districts to cultivate, supervise, and popularize the correct and aesthetically refined recitation of the Qur'an. Beyond the annual Musabaqah Tilawatil Qur'an (MTQ, the Qur'an Recitation Competition) that it organizes from the district to the national level, LPTQ carries a broader religious-education mandate spanning tilawah (recitation), tahfidz (memorization), tafsir (exegesis), khat (calligraphy), syarhil Qur'an (oratory on Qur'anic content), and fahmil Qur'an (comprehension of Qur'anic meaning) (Kementerian Agama RI, 2020). As a state-sanctioned religious institution, LPTQ occupies a strategic position at the interface of government policy and grassroots religious practice, and its capacity to regenerate skilled reciters bears directly on the vitality of Qur'anic culture in Indonesian Muslim society.

Recent scholarship on Indonesian LPTQ practice across several provinces documents a persistent management pattern: recitation coaching intensifies sharply before competitions and recedes sharply afterward, producing short bursts of technical improvement without a durable pipeline of talent (Arfa, 2016; Nasution et al., 2022; Sari, 2023; Suseno & Indra, 2024; Dalimunthe & Ritonga, 2025). Complementary studies of religious training in North Sumatra and Aceh similarly find that recitation and tahfidz coaching depends heavily on individual trainer reputations rather than institutionalized curricula (Amir et al., 2024; Fahrudin & Ramadhan, 2020), while a doctoral study of MTQ competence in Jambi itself confirms that the province's recitation ecosystem has historically been organized around competitive events rather than continuous professional development (Ronaldi, 2022). This pattern is not unique to religious education: the broader human-resource-development literature has long shown that training programs lacking systematic needs analysis, standardized design, and continuous evaluation tend to yield short-lived performance gains that decay once the immediate incentive disappears (Bell et al., 2017; Bisbey et al., 2021).

Jambi Province presents a instructive case. Despite substantial cultural and religious capital and consistent participation in national MTQ events, the province's four coordinating LPTQ bodies – the Provincial LPTQ, and the district-level LPTQs of Sungai Penuh, Tanjung Jabung Barat, and Muaro Jambi – face a persistent gap between the demand for accomplished Qari and Qari'ah and the institutional capacity to produce them sustainably. Preliminary field observation identified several concrete symptoms: coaching activity concentrated almost entirely in the months preceding MTQ; a documented decline in the Provincial LPTQ's Training Center (TC) sessions from ten in 2023 to four in 2024 and three in 2025; the absence of standing annual grants (hibah) in two of the three districts studied; an absence of a written, tiered curriculum; a reward system limited to ceremonial recognition rather than scholarships or career pathways; and a continuing dependence on recruiting reciters from outside the province to fill provincial delegations. These symptoms motivate the central inquiry of this study: why, despite decades of formal existence, has LPTQ organizational development in Jambi not translated into a sustainable

improvement in Qari-Qari'ah training quality, and what institutional strategy could close that gap?

Framed against the training-and-development literature, the puzzle is one of institutional design rather than technical deficiency: individual trainers and participants in Jambi are not lacking in skill or motivation, but the organizational scaffolding around them – planning, curriculum, budgeting, human-resource regeneration, digital infrastructure, and inter-institutional collaboration – has not matured into a system capable of sustaining quality across competitive cycles. Human capital theory suggests that without continuous investment, skill accumulated through intensive short-term coaching depreciates once formal reinforcement ceases (Wuttaphan, 2017; Marginson, 2019), while training needs assessment theory holds that effective programs must be preceded by tiered analysis at the organizational, task, and individual levels – an analysis this study finds largely absent in the Jambi LPTQ system (Bauer et al., 2019).

Accordingly, this study addresses four research questions: (1) What factors explain why LPTQ organizational development in Jambi Province has not yet improved Qari-Qari'ah training quality? (2) What form does LPTQ organizational development currently take across the province? (3) What training-quality standard is required to improve Qari and Qari'ah competence? and (4) What organizational strategy can make a concrete contribution to improving training quality? The study's contribution is threefold: an empirically grounded diagnosis of the gap between LPTQ's formal legitimacy and its substantive managerial capacity; a benchmarking analysis against the more institutionally mature LPTQ of DKI Jakarta; and a Sustainable Integrative Strategy Model (SISM) that translates six generic strategic components into differentiated, measurable targets for each level of the LPTQ hierarchy in Jambi.

THEORETICAL FRAMEWORK

Strategic management and long-range institutional planning

Strategic management is conventionally defined as the ongoing process of formulating, implementing, and evaluating decisions that enable an organization to achieve its long-term objectives, beginning with an assessment of internal capability and external opportunity before program design (Ahmad, 2020; Yunus, 2016). Applied to a semi-formal religious institution such as LPTQ, strategic management implies that coaching activity should be derived from a multi-year roadmap with measurable performance indicators rather than being generated reactively in response to an approaching competition. The absence of a five-year strategic plan (*Rencana Strategis*) is, in this framework, not merely an administrative gap but a structural cause of the event-based pattern this study documents.

Training needs assessment and the training cycle

The human-resource-development literature conceptualizes effective training as a cycle of need assessment, design, implementation, and evaluation, in which each stage depends on the integrity of the one preceding it (Bauer et al., 2019). Needs assessment itself is theorized as multi-level, requiring analysis at the organizational level (alignment with institutional goals), the task level (the specific competencies a job or role requires), and the individual level (a person's

current competency gap) before a program is designed (Bauer et al., 2019). The ADDIE model – analysis, design, development, implementation, and evaluation – offers a parallel, widely used template for instructional design in professional and continuing-education contexts (Almomen et al., 2016). Where these stages are compressed or skipped, as this study finds in the Jambi LPTQ context, training tends to default to whatever content and method the available trainer knows, rather than to a validated competency standard.

The Kirkpatrick framework for training evaluation

Training-evaluation theory, most influentially formalized in the four-level Kirkpatrick framework, distinguishes participants' immediate reaction, the learning or competency gain achieved, the behavioral change sustained after training, and the ultimate organizational results (Sudipta Paul et al., 2024). A composite, updated reading of this framework emphasizes that evaluation confined to the reaction and results levels – enthusiasm during training and competition outcomes – systematically under-measures whether learning has genuinely transferred into durable behavior (Sudipta Paul et al., 2024). This study applies the framework diagnostically to show that LPTQ evaluation in Jambi is concentrated almost entirely at the reaction and results levels, leaving the learning and behavior levels largely unmeasured.

Human capital and the depreciation of untended skill

Human capital theory treats trained competency as a stock of productive capacity that requires continuous investment to be maintained and that depreciates without it (Wuttaphan, 2017). Critical extensions of the theory caution against treating human capital as a purely individual attainment abstracted from the institutional conditions that sustain it, arguing instead that the durability of skill is inseparable from the surrounding system of continuing investment, feedback, and opportunity (Marginson, 2019). This distinction is directly relevant to the LPTQ case: intensive pre-competition coaching can raise a Qari or Qari'ah's competency sharply in the short run, but without post-competition reinforcement, that gain is not treated by the theory as durable human capital so much as a temporary performance spike.

The centrality of trained human resources in training-and-development research

A century of accumulated training-and-development research converges on several durable findings: training effectiveness depends jointly on trainee characteristics, training design, and the work environment to which trainees return; transfer of learning is the single most persistent challenge in the field; and the strongest programs embed continuous evaluation and follow-up rather than treating training as a discrete event (Bell et al., 2017; Bisbey et al., 2021; Abdulraheem & Raja, 2016). Digitalization has more recently emerged as a mechanism for sustaining engagement and extending the reach of training beyond scheduled, in-person sessions, with blended and flipped approaches shown to improve engagement and outcomes when properly scaffolded (Lee, Park, & Davis, 2022) – a mechanism this study identifies as underused in the Jambi LPTQ system.

Institutional collaboration and non-formal religious education

Studies of LPTQ practice elsewhere in Indonesia consistently identify collaboration with pesantren (Islamic boarding schools) and madrasah as a critical, and frequently under-formalized, lever for sustainable cadre regeneration (Nasution et al., 2022; Fauzi et al., 2023; Dalimunthe & Ritonga, 2025). Where such collaboration is limited to informal recruitment rather than joint planning through a memorandum of understanding, the resulting talent pipeline depends on ad hoc goodwill rather than an institutionalized system – a pattern this study finds replicated across Jambi's district-level LPTQs. Taken together, these five theoretical strands – strategic management, training needs assessment, Kirkpatrick-based evaluation, human capital, and inter-institutional collaboration – furnish the analytical scaffolding through which this study reads its qualitative findings on LPTQ organizational development in Jambi Province.

METHODOLOGY

Design and approach

This study employed a qualitative descriptive design intended to generate an in-depth account of LPTQ institutional strategy as it is actually practiced, rather than to test a predetermined hypothesis. A descriptive-qualitative approach was chosen because the research questions concern the texture and structure of an organizational process – how planning, budgeting, curriculum, and collaboration actually unfold – which is better recovered through sustained field engagement than through instruments that presuppose the variables in advance.

Research sites and participants

Four coordinating sites were purposively selected to represent the province's institutional hierarchy and its western, central, and eastern regions: the Provincial LPTQ of Jambi (coordinating body), LPTQ Sungai Penuh (western region), LPTQ Muaro Jambi (central region), and LPTQ Tanjung Jabung Barat (eastern region). Participants were selected through purposive sampling and comprised three groups occupying distinct vantage points on the coaching process: LPTQ administrators (chairpersons, secretaries, and training coordinators), trainers/coaches of tilawah and related disciplines, and Qari-Qari'ah participants themselves. This composition allowed triangulation of the institutional, pedagogical, and lived-experience perspectives on the same coaching system.

Data collection

Three complementary techniques were used. Participant observation was conducted directly at Training Center sessions and routine coordination meetings in each site, capturing planning practices, curriculum content as actually delivered, trainer-participant interaction, and the condition of supporting facilities. In-depth, semi-structured interviews were conducted with administrators, trainers, and participants across the pre-, during-, and post-training phases of the competition cycle to capture how strategy, implementation, and evaluation were understood from each vantage point. Documentation review covered official activity reports, participant rosters, training schedules, budget records, training modules, and evaluation records,

providing a corroborating, historically anchored layer of evidence against which interview and observational data could be checked.

Data analysis

Data were analyzed using an iterative flow model consisting of concurrent data condensation, display, and conclusion drawing/verification, repeated until conclusions were consistently supported across sources. Condensation involved coding field notes, interview transcripts, and documents into recurring themes and categories; display organized these categories into comparative matrices across the four research sites; and conclusion drawing proceeded through constant comparison until saturation was reached. Analytic rigor was supported through source triangulation – cross-checking administrator, trainer, and participant accounts against documentary records – and method triangulation combining observation, interview, and documentation, an approach consistent with recommended practice for establishing credibility in qualitative organizational research (Meydan & Akkaş, 2024).

Trustworthiness and ethics

Credibility, dependability, and confirmability were pursued through prolonged engagement at each site, persistent observation of routine (non-event) periods as well as competition-adjacent periods, and triangulation across sources, methods, and time. Informed consent was obtained from all participants, identifying details were handled confidentially, and a summary of findings was made available to the participating institutions as a form of member-checking.

Table 1 summarizes the research sites and their institutional profile.

Site (region)	Institutional role	Participant groups	Documented budget/TC condition (2023–2025)
LPTQ Provinsi Jambi (coordination)	Provincial coordinator; liaison to LPTQ Nasional; MTQ policy formulation	Chair, secretary, training coordinator, provincial trainers	TC declined from 10 sessions (2023) to 4 (2024) and 3 (2025); no dedicated standing grant separate from MTQ event funding
LPTQ Sungai Penuh (west)	District coordination and training center	District chair, trainers, participants	Standing annual grant of Rp100 million; TC stable at 5 sessions/year
LPTQ Tanjung Jabung Barat (east)	District coordination and training center	District chair, trainers, participants	No standing grant; approx. 2 coaching sessions/year; single annual evaluation
LPTQ Muaro Jambi (central)	District coordination and training center	District chair, trainers, participants	No standing grant; budget sourced from incidental Kesra (public-welfare) allocation

Note: figures reflect documentary and interview evidence gathered during fieldwork and are used descriptively rather than as population estimates.

FINDINGS

Structural legitimacy versus functional performance

Across all four sites, LPTQ has achieved complete formal legitimacy: each body was established through gubernatorial or district-head decree, possesses a full administrative structure (patron, chair, secretary, treasurer, and technical divisions for tilawah, tahfidz, tafsir, and other MTQ branches), and maintains a formal reporting line to LPTQ Nasional through the Provincial LPTQ. This structural completeness, however, diverges sharply from functional performance. Technical divisions are active almost exclusively in the months preceding MTQ; vertical coordination between the Provincial LPTQ and district bodies concentrates on competition logistics rather than routine capacity-building; and horizontal coordination with pesantren and madrasah remains informal, limited to ad hoc recruitment and trainer invitations rather than a documented partnership framework. No site had produced a five-year strategic plan or a set of key performance indicators against which annual coaching activity could be assessed. The overall pattern is consistent with an organization that has achieved formal institutionalization without a corresponding depth of substantive managerial capacity – the coordinating apparatus exists, but the planning, budgeting, and evaluation routines that would make it self-sustaining across competitive cycles have not yet matured.

Managerial capacity through a planning-organizing-actuating-controlling lens

Reading the four classical management functions against the fieldwork evidence sharpens the diagnosis. In planning, LPTQ activity is generated by the approaching MTQ calendar rather than by a written annual work plan with measurable targets; no site had documented indicators of coaching progress independent of competition outcomes. In organizing, the formal division into tilawah, tahfidz, tafsir, and related branches exists on paper, but coordination across divisions is situational and most visible only when a competition approaches. In actuating, Training Center sessions are run with genuine commitment from trainers and administrators, yet remain dependent on whatever budget happens to be available in a given year, with no year-round cadre-training system for either trainers or participants. In controlling, evaluation is conducted almost exclusively after MTQ and focuses on competition placement rather than on the training process, curriculum effectiveness, or the trajectory of individual participant competency. This gap between the four management functions as classically specified and their actual operation in the field constitutes the structural mechanism underlying the training-quality shortfall identified in this study.

Training quality against the Kirkpatrick evaluation levels

Applying the four Kirkpatrick evaluation levels to the observed training practice makes visible where systematic weakness is concentrated. At the reaction level, participants consistently display high engagement and enthusiasm during intensive pre-competition coaching, though this is not captured through any formal satisfaction instrument. At the learning level, technical improvement in tajwid (articulation rules), makhraj (pronunciation

points), and naghham (melodic patterns) is evident to trainers, but is not measured through structured pre- and post-training assessment, leaving competency gains undocumented and uncomparable across cohorts. At the behavior level, the absence of a post-competition monitoring system means that improved practice habits are frequently not sustained once a competition ends, with several trainers and administrators describing a marked drop in participant practice intensity after MTQ. At the results level, evaluation is functionally reduced to competition placement, a proxy that captures short-term output but not the durability of the underlying competency base.

Table 2 summarizes this evaluation gap across the four levels.

Kirkpatrick level	Observed practice in Jambi LPTQ	Systematic gap identified
1. Reaction	High participant enthusiasm and engagement during pre-MTQ Training Center sessions	No formal satisfaction instrument (questionnaire or structured feedback) administered
2. Learning	Trainers observe improvement in tajwid, makhraj, and naghham during coaching	No structured pre-test/post-test; gains recorded only through trainer impression, not measurement
3. Behavior	Practice intensity is high while Training Center is in session	No post-MTQ monitoring; practice frequency reported to decline sharply after competition
4. Results	Coaching outcomes reported through MTQ placement/ranking	Long-term competency retention and character formation not assessed independent of competition result

An incidental rather than sustainable coaching pattern

The dominant coaching pattern across all four sites is incidental rather than continuous: Training Center intensity rises sharply in the weeks before MTQ and falls away sharply afterward, with little or no structured coaching activity in the intervening months. This pattern is most starkly evident in the Provincial LPTQ's own Training Center frequency, which fell from ten sessions in 2023 to four in 2024 and three in 2025, alongside the continued absence of a standing annual grant separate from event-specific MTQ funding. Where a district secures a stable grant, as Sungai Penuh does at Rp100 million per year, coaching frequency is correspondingly more stable (five sessions annually); where no standing grant exists, as in Tanjung Jabung Barat and Muaro Jambi, coaching frequency and evaluation frequency both remain low and irregular. Budget instability is compounded by weak trainer regeneration: trainer selection rests on personal reputation and competition experience rather than a documented competency-based selection and certification system, and no site had established a formal training-of-trainers program. The reward system, in turn, remains largely ceremonial, recognizing competition placement without translating into scholarships, continuing coaching support, or a structured career pathway for high-performing Qari and Qari'ah — a gap that several administrators linked

directly to continuing reliance on recruiting reciters from outside the province to complete provincial delegations.

Benchmarking against LPTQ DKI Jakarta

To situate these findings within a broader frame of reference, the study compared LPTQ Jambi against the more institutionally established LPTQ of DKI Jakarta, whose institutional roots trace to a 1973 gubernatorial decree and whose current practice includes continuous coaching programs and a mobile Training Center intended to prevent the post-competition lapse documented in Jambi. The comparison is not intended to equate the two provinces' circumstances – Jakarta's far greater fiscal capacity is an obvious and important difference – but to identify transferable practices and to demonstrate empirically that a transition from event-based to system-based development is achievable. Table 3 presents the comparative matrix.

Table 3. Comparative matrix of LPTQ DKI Jakarta and LPTQ Jambi Province.

Comparative dimension	LPTQ DKI Jakarta	LPTQ Jambi Province
Institutional roots and legitimacy	Pioneer of MTQ institutionalization (established 1973); legitimacy reinforced through subsequent gubernatorial regulation	Formal legitimacy via gubernatorial/ district decree, but not yet translated into an operating strategic-management system
Inter-institutional synergy	Relatively mature coordination among local government, Ministry of Religious Affairs, and LPTQ	Coordination remains largely administrative and intensifies only in the run-up to MTQ
Budget support	Comparatively stable and institutionalized, reflecting higher fiscal capacity	Incidental/Kesra-based funding; uneven across districts
Coaching pattern	Continuous (mobile Training Center; sustained coaching programs)	Incidental and event-based, concentrated before MTQ
Curriculum and regeneration	Center-based (sentra) system with tiered cadre regeneration	No standardized curriculum; pesantren partnerships remain informal
Competitive achievement	Consistent national/international-level results	Fluctuating, dependent on individual trainer/participant capacity

The comparison suggests that LPTQ DKI Jakarta already approximates the system-based development pattern that this study formalizes as the Sustainable

Integrative Strategy Model, and that its trajectory functions as empirical evidence – not merely aspiration – that the transition from event-based coaching is realistic given adapted, context-appropriate implementation.

The Sustainable Integrative Strategy Model (SISM)

Drawing on the gap between the existing (event-based) model and the benchmarked ideal, this study formulates a Sustainable Integrative Strategy Model comprising six interlocking components, summarized in Table 4 and depicted schematically in Figure 1.

Table 4. Components of the Sustainable Integrative Strategy Model (SISM).

SISM component	Core content
1. Five-year strategic planning	A written Renstra articulating a vision for Qur'anic human-resource development, tiered cadre-regeneration targets, and annual key performance indicators applicable across the province and its districts.
2. Standardized, tiered curriculum	A common competency standard for tilawah, tahfidz, tafsir, and related branches, covering technical skill (tajwid, naghmah), stage readiness, and comprehension of meaning, replacing reliance on individual trainers' informal syllabi.
3. Early-age cadre regeneration	Systematic talent identification and staged coaching (basic, intermediate, advanced) beginning at elementary level, delivered in partnership with pesantren, madrasah, and tahfidz houses to secure continuous regeneration independent of any single figure.
4. Scholarship-based reward system	Recognition extended beyond ceremonial prizes to continuing coaching support, educational scholarships, trainer incentives, and performance-based career pathways for high-achieving participants and trainers.
5. Digitalization of coaching	Online coaching platforms, a digital bank of recitation-evaluation recordings, and digital progress monitoring to sustain coaching continuity between in-person sessions and enable systematic documentation of learning-level progress.
6. Systemic collaboration	Formalized partnerships with pesantren, madrasah, and local government through memoranda of understanding covering joint coaching programs, trainer development, and shared baseline curricula.

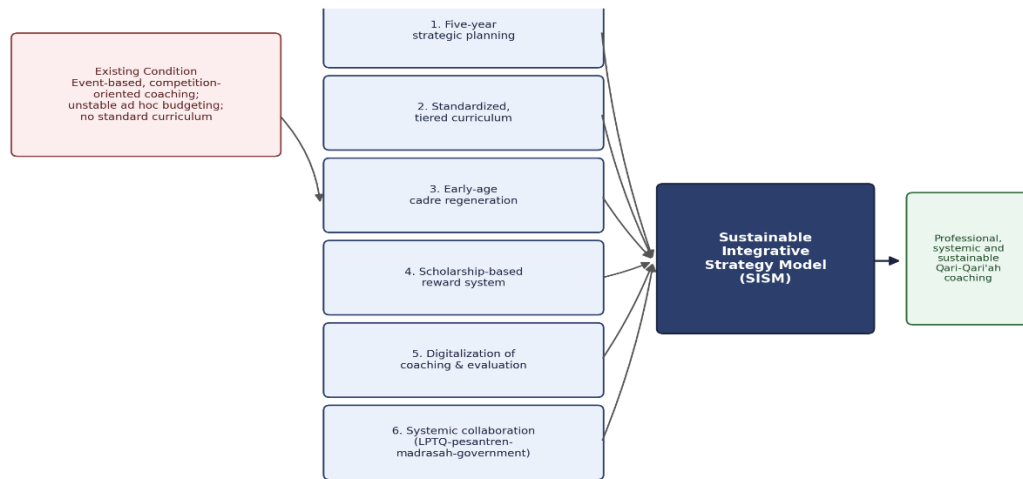


Figure 1. The Sustainable Integrative Strategy Model (SISM): six components transforming event-based coaching into system-based Qari-Qari'ah development.

Critically, the study finds that a single generic model cannot be applied uniformly across sites with markedly different starting conditions; the SISM is therefore operationalized into differentiated, measurable targets. For Sungai Penuh, where a standing grant and moderate Training Center frequency already exist, the priority target is closing the Qari'ah cadre gap: raising the annual grant to Rp150 million (with a minimum 40 percent allocation to Qari'ah coaching), increasing Training Center sessions from five to eight per year, recruiting at least ten new Qari'ah cadres annually, and sending top performers for short attachments at established recitation centers in Java. For Tanjung Jabung Barat, the priority is securing a first standing grant of at least Rp75 million per year through district-head decree, adopting a written standard operating procedure, increasing evaluation frequency from once to at least ten times per year, raising coaching sessions from two to six, and formalizing the district's role as a provincial reciter-supply base with a minimum of eight qualified reciters contributed to the provincial delegation. For Muaro Jambi, the priority is institutionalizing momentum through a standing annual grant of Rp100 million, diversifying funding so that at least 30 percent derives from non-budgetary sources, extending digital coaching to all sub-districts, procuring a recording studio, and realizing the scholarship commitments already articulated in the district's own regional working meeting (RAKERDA). For the Provincial LPTQ, the priority is securing a dedicated annual grant of at least Rp500 million separate from MTQ event funding, restoring Training Center frequency from three to ten sessions per year, training at least twenty trainers annually, finalizing a province-wide standard curriculum, targeting 80 percent of the provincial delegation from locally regenerated cadres within five years, conducting a full month-long centralized training period with attachments in Java, and establishing a dedicated Qur'an Center facility. Underlying all four sets of targets is a clear separation of roles between local government, responsible for policy and fiscal

support, and LPTQ, responsible for technical coaching and cadre development, so that accountability for each component can be measured independently.

DISCUSSION

The findings reframe the central problem addressed by this study: the shortfall in Qari-Qari'ah training quality in Jambi Province is not primarily a deficit of individual talent or trainer effort, but a structural gap between LPTQ's formal institutional legitimacy and its substantive strategic-management capacity. This distinction matters because it points toward a different class of intervention than technical retraining alone. Read through the lens of strategic management, the absence of a five-year Renstra and measurable key performance indicators means that annual activity is generated reactively by the MTQ calendar rather than proactively by an institutional roadmap (Ahmad, 2020; Yunus, 2016); this reactive posture, rather than any single resource constraint, plausibly accounts for why additional short-term funding in a given year (as in Sungai Penuh) raises Training Center frequency without correspondingly altering the underlying event-based logic of coaching.

The training needs assessment literature offers a complementary explanation for why technical competence gained during intensive pre-competition coaching does not consistently persist. Bauer et al. (2019) hold that effective training requires tiered analysis at the organizational, task, and individual levels before program design; this study finds that Jambi's LPTQ selects participants largely on the basis of prior competition results or trainer recommendation, rather than a documented, tiered assessment of competency gaps. Consequently, coaching content is calibrated to what an available trainer judges necessary for an approaching competition, not to a validated developmental trajectory for each participant – a pattern consistent with the ADDIE model's caution that skipping systematic analysis and design stages weakens downstream training effectiveness (Almomen et al., 2016).

Applying the Kirkpatrick framework diagnostically clarifies where the evaluation system is thinnest. Concentration of evaluation at the reaction and results levels, with learning and behavior effectively unmeasured, means LPTQ Jambi cannot currently distinguish between a participant whose competition success reflects durable skill and one whose success reflects a short-lived pre-competition surge (Sudipta Paul et al., 2024). This is precisely the pattern human capital theory would predict where investment is concentrated in short, intensive bursts rather than sustained across a training cycle: skill functions as a depreciating asset rather than an accumulating stock (Wuttaphan, 2017; Marginson, 2019). The steep post-MTQ decline in practice intensity reported by trainers and administrators in this study is consistent with that depreciation dynamic, and helps explain the continuing dependence on external reciters to complete provincial delegations – a symptom, in this reading, of insufficient sustained investment in local human capital rather than an absence of local talent. The benchmarking comparison against LPTQ DKI Jakarta lends the analysis a further empirical anchor. Jakarta's continuous, center-based (*sentra*) coaching model and its more formalized inter-institutional coordination correspond closely to what training-and-development research identifies as the conditions

under which skill transfer and retention are strongest — sustained reinforcement, structured curricula, and an environment that supports continued practice rather than one that reverts once a single intensive episode ends (Bell et al., 2017; Bisbey et al., 2021). At the same time, the comparison must be read with appropriate caution: Jakarta's far greater fiscal capacity as the national capital is not a condition Jambi can simply replicate, and the SISM's differentiated targets across the four studied sites reflect a deliberate attempt to adapt transferable principles — standing budget commitments, tiered curricula, and continuous rather than seasonal coaching — to materially different local starting conditions rather than to import a uniform template.

The proposed SISM's emphasis on digitalization and formal inter-institutional collaboration also responds directly to gaps this study documents in Jambi's coaching ecosystem. Digital coaching platforms and recorded-evaluation banks address the discontinuity between intensive in-person sessions and the largely unsupported months between them, consistent with evidence that appropriately scaffolded digital and blended approaches sustain engagement between formal sessions (Lee, Park, & Davis, 2022). Formalizing pesantren and madrasah partnerships through memoranda of understanding, meanwhile, targets the informal, individually mediated recruitment pattern this study finds across all three district sites, and mirrors practices identified as effective for sustainable cadre regeneration elsewhere in Indonesia's LPTQ system (Nasution et al., 2022; Fauzi et al., 2023; Dalimunthe & Ritonga, 2025).

Several limitations qualify these conclusions. The qualitative, purposive design generates rich, context-specific understanding of four coordinating sites rather than a representative measure of the full population of LPTQ bodies across Jambi's eleven districts and cities, and the benchmarking comparison with DKI Jakarta relies on secondary and documentary sources for the Jakarta case rather than parallel fieldwork. The financial and frequency figures reported in this study derive from interview and documentary evidence gathered during a bounded fieldwork period and should be read as indicative of institutional patterns rather than as audited financial data. These limitations point toward productive directions for further inquiry: quantitative validation of the SISM's proposed indicators across a larger sample of Indonesian LPTQ bodies, quasi-experimental testing of specific components such as scholarship-based incentives or digital coaching platforms, and longitudinal tracking of cadre-regeneration outcomes over multiple MTQ cycles to test whether the model's differentiated targets in fact narrow the gap with more established provinces over time.

CONCLUSION

This study set out to explain why LPTQ organizational development in Jambi Province has not yet translated into sustainable improvement in Qari and Qari'ah training quality, and to formulate a strategy capable of closing that gap. Four conclusions follow directly from the study's four research questions. First, the shortfall is explained by a cluster of structural and non-technical factors: incidental, competition-oriented coaching without a written or tiered curriculum; dependence on external trainers rather than a local cadre-regeneration system; unstable, non-standing budget allocations, evidenced by the Provincial LPTQ's

Training Center frequency falling from ten sessions in 2023 to three in 2025; a largely ceremonial reward system without scholarship or career pathways; and continuing reliance on recruiting reciters from outside the province. Second, LPTQ organizational development across Jambi currently sits at the level of formal administrative consolidation rather than strategic transformation: coaching remains event-based, collaboration with national-level trainers is sporadic, government support is uneven across districts, and no site has yet produced a long-range strategic plan, an early-age cadre roadmap, or an integrated digitalization system. Third, the training-quality standard required to improve Qari-Qari'ah competence is systematic, measured, and continuous: year-round coaching at a stable and predictable frequency; a standardized, tiered curriculum referenced to national technical guidelines; certified and continuously developed trainers; documented, periodic evaluation using structured instruments and recorded performance; adequate facilities including recording studios and a digital repository of practice material; sustainability coaching following each MTQ cycle; and early-age cadre development to reduce dependence on externally recruited reciters. Fourth, the strategy capable of making a concrete contribution is the Sustainable Integrative Strategy Model proposed in this study, operationalized through differentiated, measurable targets for each of the four institutional levels examined, underpinned by a clear separation between local government's policy and fiscal role and LPTQ's technical and coaching role.

Theoretically, the study extends the literature on non-formal religious-institution management by demonstrating, through a concrete empirical case, how the training needs assessment and Kirkpatrick evaluation frameworks can diagnose specific points of institutional weakness in a semi-governmental religious organization, and by showing that the absence of tiered needs assessment is a plausible mechanism explaining why coaching in such settings remains incidental rather than sustainable. Practically, the study offers policymakers, LPTQ administrators, and religious-education planners an evidence-based, differentiated roadmap for transforming event-based coaching into a professional, systemic, and sustainable pipeline for developing high-performing, competitive, and character-formed Qari and Qari'ah in Jambi Province and in comparable institutional settings elsewhere in Indonesia.

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