

## **Assessing the Effectiveness of the *Tahfidz* Program: A CIPP (Context, Input, Process, and Product) Model Evaluation Approach**

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### **Abstract**

This study aims to assess the implementation of the *tahfidz* program at Al Fawwaaz PPTQ Islamic Boarding School using the CIPP evaluation model. Employing a qualitative field research approach, the study involved the principal, deputy head of *tahfidz*, and *tahfidz* teacher as participants. Data collection techniques included observation, interviews, and documentation. Data analysis was conducted using the interactive model analysis technique proposed by Miles, Huberman, & Saldana (2014). The findings revealed that the *tahfidz* program aligns with student needs, community expectations, and institutional goals. Program planning is clear and purposeful. However, certain aspects require improvement, such as enhancing teacher proficiency in the classical *tahsin* system. The full *tahfidz* scholarship program initially targeted students with above-average memorization skills to complete 30 Juz Salama in three years. However, attracting students meeting these criteria proved challenging. Facilities and infrastructure are well-prepared, but specific facilities to accommodate students with auditory learning preferences are lacking. Process evaluation indicated that many students fall short of the set targets each semester, and nighttime memorization sessions are less effective. Additionally, some students prioritize fluency over proper *makhraj* and *tajweed* pronunciation. Product evaluation demonstrated positive outcomes, with memorization achievements aligning with individual student abilities. Overall, the *tahfidz* program at Al Fawwaaz PPTQ shows promise but requires ongoing evaluation and improvement to optimize its effectiveness.

Keywords: CIPP model, Islamic boarding school, *tahfidz* program evaluation

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### **Introduction**

Evaluation holds a crucial position in Islamic education, serving as a vital tool to gauge the attainment of objectives within the broad spectrum of Islamic education (Caswita, 2021). It is imperative that evaluations are meticulously planned and systematically executed. Program evaluation, in particular, can enhance a program's capacity by enabling critical self-assessment and strategic planning for the future. Ambiyar and Muhardika (2019) emphasize that program evaluation involves collecting information about a program's functionality, utilizing this information to determine optimal decision-making alternatives.

In line with the overarching understanding of program evaluation, it is evident that this practice is integral to providing insights for future program initiatives. Various models for program evaluation have been developed by experts, including the CIPP evaluation model, Kirkpatrick model, Scripen model, Stake model, and others. Despite their diversity, these models share a common purpose: collecting information to inform future program enhancements.

This article employs the CIPP evaluation model, developed by Stufflebeam, which comprises four key components: Context (evaluation of context), Input (evaluation of input), Process (evaluation of the process), and Product (evaluation of results) (Arikunto & Safruddin, 2010). These components are interrelated and sequential, forming a holistic evaluation process that progresses from context to product. Stufflebeam, as cited by Wiraman, defines evaluation as a process of describing, obtaining, and providing useful information to assess decision-making alternatives. The process involves presenting an overview, utilizing measurements and statistics for analysis, and synthesizing information to provide meaningful insights to stakeholders (Wirawan, 2012).

The CIPP model will be applied by researchers to evaluate the *tahfidz* program at the *Tahfidz* ul Qur'an Islamic Boarding School (PPTQ) Al Fawwaaz. This institution, equivalent to a high school, has a seven-year history and aims for students to memorize the entire Qur'an. The program offers full scholarships based on semester-wise Qur'an memorization targets, motivating students to achieve set goals.

In the current educational landscape, *tahfidz* Al-Quran programs are widely popular, encompassing various institutions, both formal and informal. The program's prominence is evident in the proliferation of Quran *tahfidz* educational institutions, including houses and guesthouses. Given the significance of Qur'an memorization, especially its preservation against degradation, there is a need for an evaluation model to identify challenges and enhance the quality of Qur'an learning (Maskur, 2018; Husnussaadah et al., 2023).

Against this background, the research aims to evaluate the implementation of the *Tahfidz* ul Qur'an program at PPTQ Al Fawwaaz through the lens of the CIPP model. This endeavor seeks to contribute valuable insights to program evaluation, serving as a foundation for future improvements and advancements in Qur'an learning.

### **Method**

This research adopts a field research approach, focusing on the meticulous examination of the management and evaluation processes of *tahfidz* programs. The assessment encompasses various dimensions, employing the Context, Input, Process, and Product (CIPP) evaluation methods. The investigation took place at Pondok Pesantren *Tahfidz* ul Qur'an (PPTQ) Al Fawwaaz in Pekalongan, a noteworthy educational institution where the *tahfidz* program serves as a central element of its educational agenda.

The selection of the research subject was purposeful, with researchers deliberately choosing individuals who possess significant involvement and knowledge pertinent to the research inquiries. The participants included school principals, deputy *tahfidz* principals, and *tahfidz* teachers, ensuring a comprehensive understanding of the intricacies involved in *tahfidz* program management and evaluation.

Data collection for this study was multi-faceted, employing observation, interviews, and documentation techniques. These methods aimed to provide a holistic and nuanced perspective on the various aspects of *tahfidz* program implementation. To fortify the validity of the data, source triangulation techniques were employed, ensuring that information obtained from different sources aligned cohesively.

The subsequent data analysis adhered to the interactive model, a dynamic and iterative process involving three integral steps: data condensation, data display, and drawing conclusions (Miles, Huberman, & Saldana, 2014). These activities were conducted in a cyclical manner, emphasizing the interconnectedness of the analytical process.

## Results and Discussion

### *Tahfidz Program at Al Fawwaaz Islamic Boarding School Tahfidz Center*

Established seven years ago, Pondok Pesantren *Tahfidz* ul Qur'an (PPTQ) Al Fawwaaz operates at the equivalent level of a MA/SMA (Islamic senior high school) and sets a challenging goal of memorizing 30 Juz within a three-year period. The *tahfidz* program at PPTQ Al Fawwaaz incorporates two types of activities, namely main activities and supporting activities. The main activities encompass *Ziyadah* (additional memorization), *Muroja'ah jadidah* (repetition of new memorization), *Muroja'ah qodimah* (repetition of old memorization owned by students), *Tahsin* fardi (personal reading improvement), *Tahriri* (copying surahs/verses), and *Tajweed* practice (practicing Quranic reading according to correct theories/rules). These activities collectively contribute to the holistic approach of the *tahfidz* program, fostering comprehensive Quranic education.

Supporting activities, which complement the main *tahfidz* activities, are designed to enhance memorization through additional practices such as intensive *tahfidz*, *dauroh*, *MHQ*, etc. Students at Pondok Pesantren *Tahfidz* ul Qur'an (PPTQ) Al Fawwaaz are required to meet specific memorization targets every semester based on their respective classes. For instance, in the odd semester, a student in Class 1 aims to complete 4 Juz, while in the even semester, the target increases to 6 Juz. The targets vary across different classes, and the program includes exams such as *ujian ascension juz*, *ujian 5 juz*, *ujian end of semester*, *ujian MHQ* (*musabaqah hifdzil qur'an*)/Continued verse, and *ujian khataman*. Successful completion of 30 Juz and meeting specific criteria (minimum score on the previous exam is *Jayyid*) qualifies students for the *ujian khataman*. The evaluation process is thorough, ensuring a comprehensive assessment of the students' memorization proficiency.

The interview data gathered on the *Tahfidz* program at Pondok Pesantren *Tahfidz* ul Qur'an (PPTQ) Al Fawwaaz is summarized in the following table.

Table 1

Summary of Interview Results

No	Component	Data
1	Purpose	The program aims to guide students in memorizing the 30 Juz of the Qur'an, instil Qur'anic values, equip students with syar'i sciences, familiarize students with reading the Qur'an according to the rules of <i>makhraj</i> and true tajweed, and nurture teachers of the Qur'an.
2	Curriculum	The curriculum is a self-service program consisting of a <i>dirosah</i> program ( <i>diniyah</i> curriculum, independent curriculum, and equality curriculum package C) and a <i>tahfidz</i> 30 Juz curriculum.
3	Media	Utilizes Al-Qur'an (Ottoman Rasm) and a tajweed book of Ash-Shafi'i method as a support for <i>tahsin</i> learning.
4	Memorization Method	The memorization method is individualized, with students engaging in <i>talaqqi</i> activities in front of the <i>tahfidz</i> teacher to prepare for depositing new memorization, <i>ziyadah</i> (adding new memorization), and <i>Murojaah</i> (repeating memorized verses).
5	Supporting Learning	Includes strengthening the <i>tahsin</i> class provided for 2 months at the beginning of entry to establish a foundation for the correct pronunciation of <i>makhraj</i> and tajweed based on the rules of the Hafsh History of the Ash-Shathibiyyah path. <i>Tasmi'</i> Al-Qur'an (listening to Qur'an recitation without reading) rotates weekly.

No	Component	Data
6	Teacher Criteria	Teachers are required to have completed the memorization of 30 Juz of the Qur'an, undergone a series of <i>tahfidz</i> and <i>tahsin</i> selections, and possess a passion for learning and teaching the science of the Qur'an.
7	New Student Criteria	New students undergo tests, including memorizing the Qur'an within a predetermined time, reading the Qur'an, a verse splicing test (for those with prior memorization), a diniyah test, and an Arabic test.
8	Memorization Time	Memorization occurs at a set time every day, with a three-year period to complete the memorization of 30 Juz. The program guidelines include a daily breakdown of the number of memorizations to achieve class-adjusted targets.
9	Judging Criteria	Evaluation criteria include Makharijul letters, tajweed, fluency, and verse splicing.
10	Achievement	The program aims for an average of 3-4 students out of a total of 9 students per batch to successfully complete the memorization of 30 Juz by the third grade.

### ***Context Evaluation of the Tahfidz Program at PPTQ Al Fawwaaz***

Context evaluation is a comprehensive assessment aimed at understanding the overall status of a program, pinpointing its strengths and weaknesses, diagnosing problems, and proposing effective solutions. This process involves scrutinizing whether the program's goals and priorities align with the actual needs that must be addressed (Asyraf Suryadin et al., 2022). In this study, context evaluation is bifurcated into two key factors. Firstly, the program's objectives are twofold: to facilitate students in memorizing the 30 Juz of the Qur'an and to instill Qur'anic values, impart syar'i sciences, foster accurate Qur'anic reading based on *makhraj* and tajweed principles, and nurture future teachers of the Qur'an. Secondly, the program is driven by the needs of students, the local community, educational institutions, and governmental requirements.

The *Tahfidz* program at PPTQ Al Fawwaaz pursues several interconnected goals. Firstly, it aims to provide guidance and resources for students to successfully memorize the Qur'an. This objective aligns with societal expectations for Muslims to actively engage in efforts to safeguard the Qur'an, encompassing not only reading but also writing and memorization. Muslims are obligated to preserve the Qur'an through various means, including memorization, ensuring its consistency and integrity throughout time (Rahmawati, 2019).

Moreover, the program strives to instill Qur'anic values in students, emphasizing that the true essence of learning Qur'anic *tahfidz* extends beyond achieving fluency. The Qur'an is a guide for Muslims, and efforts to maintain it involve not only reading but also understanding, writing, and memorizing. This holistic approach to Qur'anic learning necessitates collective support from teachers, communities, and, most importantly, parents (Mayasari, 2019).

Furthermore, the *Tahfidz* program endeavors to familiarize students with reading the Qur'an in adherence to the correct rules of *makhraj* and tajweed. This skill is fundamental for every Muslim, as Allah commands the recitation of the Qur'an with tartil – a deliberate and thoughtful manner, emphasizing proper pronunciation, tajweed, and comprehension (Muslim et al., 2022). Finally, the program aims to produce qualified Qur'an teachers, equipping students with the necessary knowledge and teaching methods during their fourth-grade year or devotion period, where they engage in practical teaching and micro-teaching activities.

In evaluating the program's goals and conducting a needs analysis, it is evident that the Qur'an *Tahfidz* program at PPTQ Al Fawwaaz has a well-defined direction and plan, positioning it favorably for successful implementation and realization of its objectives.

### ***Input Evaluation of Tahfidz Program at PPTQ Al Fawwaaz***

The assessment of inputs is instrumental in making informed decisions, determining available resources, selecting alternatives, devising plans and strategies to achieve goals, and establishing effective working procedures (Al Fajri Bahri et al., 2022). In this study, input evaluation encompasses program planning, educators, learners, and the facilities supporting learning activities.

Firstly, the planning of the *tahfidz* program at PPTQ Al Fawwaaz is meticulously prepared, considering factors contributed by the school and *tahfidz* teachers. Elements such as memorization targets, implementation techniques, and assessment procedures are collaboratively designed, forming the foundation outlined in the PPTQ Al Fawwaaz *tahfidz* guidelines. This well-structured planning serves as a crucial guide for both teachers and students, ensuring the fulfillment of their roles (St. Marwiyah, 2018).

Secondly, the evaluation of educator and learner resources is pivotal for the successful implementation of the Qur'an *tahfidz* ul program. Qualified instructors with integrity play a crucial role in guiding and setting examples for students, not just imparting knowledge but also instilling values. The evaluation examines educators' academic qualifications and competence, while assessing students includes scrutinizing the criteria for accepting new students.

*Tahfidz* teachers at PPTQ Al Fawwaaz, also known as halaqoh teachers, have completed the memorization of the Qur'an 30 Juz. Moreover, service students, who are class 4 graduates, serve as halaqoh supervisors. The cottage provides facilities for *tahsin* and *tahfidz* skill development for teachers, reinforcing the learning experience. Regular *tahsin* learning activities are conducted for teachers to enhance their skills, supporting effective *tahsin* teaching and learning activities. The ability to instill Qur'anic values and motivate students is emphasized, requiring teachers to lead by example and create a positive learning environment.

In considering the intellectual intelligence (IQ) of students in the *tahfidz* program, various studies have shown differing results. While some studies indicate a significant influence of IQ on memorization ability, others suggest that IQ alone is not the sole determinant. Motivation, external influences, and a supportive environment also contribute to the ability to memorize the Qur'an.

The process of accepting new students involves tests that assess memorization, Qur'an reading, verse splicing (for those with existing memorization), diniyah, and Arabic language skills. Despite facing challenges in finding students who meet the expected criteria, the PPTQ Al Fawwaaz Scholarship Program remains committed to selecting individuals with the desire and ability to complete the memorization of 30 Juz within three years.

Thirdly, facilities and infrastructure supporting the Qur'an *tahfidz* ul program are crucial for achieving its objectives. This evaluation examines the availability of infrastructure, media, and learning resources. PPTQ Al Fawwaaz has well-established facilities such as Qur'ans, teaching teachers, and study rooms. However, evolving learning preferences, such as the inclination towards audio learning, highlight the need for additional supporting facilities. Financial considerations play a vital role, with PPTQ Al Fawwaaz providing full scholarships based on predetermined memorization targets. Financing sources come from muhsinin or donors, covering student needs and operational expenses.

In conclusion, the thorough evaluation of inputs ensures the *tahfidz* program at PPTQ Al Fawwaaz is well-prepared, equipped with qualified resources, and supported by necessary facilities and finances for successful implementation.

### ***Process Evaluation of the Tahfidz Program at PPTQ Al Fawwaaz***

Process evaluation serves to identify, assess, or foresee procedural intricacies and implementation strategies throughout the program's execution, offering valuable insights for

program decisions and establishing a comprehensive record of the transpired procedures (Al Fajri Bahri et al., 2022). It involves the systematic collection of predetermined assessment data, which is then applied to evaluate program implementation practices. The components of process evaluation encompass methodologies, media utilization, and time management.

At PPTQ Al Fawwaaz, the memorization method is not standardized for all students. The institution encourages individualized approaches, granting students the freedom to employ methods that align with their learning styles. This approach fosters an environment where students can explore their memorization capabilities within predetermined timeframes. The learning media provided at PPTQ Al Fawwaaz is fairly comprehensive, including the Qur'an (Ottoman Rasm), tajweed books based on the Ash-Shafi'i method for *tahsin* learning support, and Qur'anic tafsir books. The use of mushaf is standardized among students, ensuring a consistent adoption of Ottoman *rasm*.

A dedicated time, known as Mutholaah, is scheduled for students to prepare memorizations for deposit. This Mutholaah occurs twice daily, with the afternoon session focused on preparing Murojaah (reviewing old memorizations) and the evening session for adding new memorizations to be deposited during the halaqoh after dawn. However, there are instances where students do not fully utilize Mutholaah time due to fatigue or distraction, with some appearing less enthusiastic, chatting with friends, or feeling tired during the night Mutholaah. Additionally, students often utilize their free time for independent memorization.

Technical deposits involve dividing students into groups supervised by a halaqoh supervisor. Students present their new memorizations and are given an opportunity for Talaqqi, a process where a student recites their memorization in the presence of a teacher or peer who corrects any mistakes. This correction is crucial before initiating new memorizations (Raikhan, 2022). The ideal ratio of *tahfidz* teachers to students, as per guidelines, is 1:4 or 1:6. However, in reality, supervisors sometimes lack time to listen to student Murojaah at this ratio, adjusting it based on the number of available supervisors. During the practice, students take turns presenting their memorizations, and the *tahfidz* supervisor attentively assesses the recitation in terms of fluency, *makhraj*, and tajweed. Notably, some students prioritize smoothness over *makhraj*, warranting *tahfidz* teachers to be more stringent in correcting recitations to prevent persistent errors. The semester's memorization targets are converted into daily goals, with the performance against these daily targets influencing students' overall achievements for the semester.

### ***Product Evaluation of Tahfidz Program at PPTQ Al Fawwaaz***

Product evaluation serves as an essential assessment phase to gauge the success and accomplishment of a program in meeting its predetermined goals. During this evaluation stage, an evaluator can make informed recommendations regarding whether the program should continue, undergo development, be modified, or even terminated (Al Fajri Bahri et al., 2022).

In the context of product evaluation, the achievement of a program's predetermined objectives is scrutinized. For instance, instilling Qur'anic values in students is seamlessly integrated into every aspect of life within the institution, aligning with the goals of the *tahfidz* program. Teachers and halaqoh supervisors play a pivotal role in incorporating Qur'anic values into the learning process, fostering an environment conducive to achieving the program's objectives. The program's meticulous planning ensures optimal facilities for students to embark on the journey of memorizing the Qur'an, initially targeted to be completed within three years. Over time, this target is personalized based on individual student capabilities. The notable success stories of students who have completed their service and graduated to become Qur'an teachers, not only within PPTQ Al Fawwaaz but also in other institutions, exemplify the program's impact in realizing its vision of producing qualified Qur'an teachers.

The study findings indicate that the Qur'an *tahfidz* program at PPTQ Al Fawwaaz, when evaluated in terms of the context subcomponent, falls within the "good" category. This assessment is derived from the alignment of indicators within each aspect with the program's vision, mission, and objectives. In the context component, the meticulously crafted program objectives demonstrate a clear alignment with the community's needs, providing detailed direction for subsequent components. While the input component, encompassing program planning, teachers, students, curriculum, and facilities, is generally categorized as "good" due to its adherence to stipulated provisions, there are certain aspects identified for consideration and improvement.

The process component, encompassing methods, media, and student activities, is recognized for its effective implementation. Nevertheless, there are specific areas flagged for attention within this process. The product evaluation component underscores the successful achievement of goals, with one notable consideration being the target for student memorization. The data reveals that, on average, 3-4 students out of a total of 9 in each batch successfully complete the memorization of 30 Juz by the third grade. The observation that less than half of the students in each batch achieve this target prompts a critical review of whether this goal can be realistically attained with the existing inputs provided to PPTQ Al Fawwaaz.

### **Conclusion**

The comprehensive evaluation of the Al Fawwaaz PPTQ *tahfidz* program has yielded the following conclusions. Firstly, the program implementation has demonstrated commendable effectiveness, as reflected in positive assessments across the context, input, process, and product components. However, researchers have identified specific areas for enhancement within the CIPP framework. In the input component, suggested improvements involve implementing training to enhance *tahfidz* teachers' proficiency in classical *tahsin*, reassessing criteria for the *tahfidz* scholarship program, and addressing the lack of tools for audio learning. In the process component, optimizing memorization time and reinforcing focus on *makhraj* and *tajweed* during deposits are recommended. Halaqoh practitioners are urged to intensify efforts in correcting these aspects. The product component highlights the need to evaluate students falling short of the 30 Juz target within three years, prompting a review of time utilization and target distribution across semesters. These insights collectively inform refinements and optimizations for continuous improvement in the Al Fawwaaz PPTQ *tahfidz* program.

### **Conflict of interests**

The author(s) declare that they have no conflict of interest.

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