



CIPP EVALUATION MODEL IN LEARNING TO MEMORISE AL-QUR'AN IN TAHFIDZ SCHOOL SMP KHADIJAH SURABAYA

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Abstract

This study aims to thoroughly evaluate the implementation of learning Tahfidz Al-Qur'an at SMP Khadijah Surabaya using the CIPP (Context, Input, Process, Product) evaluation model. The approach in this study is a qualitative approach and uses observation and interview methods with key stakeholders including the Vice Principal for curriculum, tahfidz teachers and students of SMP Khadijah. The CIPP evaluation model in the context of this research was to explore the appropriateness of the target, plan, implementation and graduate outcomes of the tahfidz programme at SMP Khadijah. The results of this study proved that; 1) The context evaluation identified the quality and quantity targets as per the Khadijah foundation's plan and strategy, 2) Input evaluation indicates that the programme planning is systematic and structured. 3) Process evaluation indicates tahfidz learning activities are organised but still need parental support and personal approach to improve students' motivation and quality of memorisation, 4) Product Evaluation showed that the graduates of Khadijah Junior High School exceeded the targets set by the strategic plan. Although still relevant, this CIPP evaluation model has not been fully effective in overcoming existing problems or challenges, therefore this study emphasises the importance of additional sustainable, adaptive and effective evaluations such as the Stake Countenance and CIPP 5 models in order to provide more comprehensive feedback and improve the effectiveness of tahfidz learning at Khadijah Junior High School so that it is hoped that it can produce students who excel in the competence of memorising the Qur'an, and become a model for other institutions.

Keywords: *CIPP evaluation model, Qur'an memorisation learning, Tahfidz school*

1. Introduction

The Qur'an for Muslims is not only considered a holy book that serves as a guide to life, but is also considered a cure for illness, a source of enlightenment, and a source of good news. Therefore, they try to interact with the Qur'an through various ways, whether through speech, writing, or action, which can include ideas, emotional experiences, and spirituality¹. Memorizing the Qur'an, also known as tahfidz, is one of the ways Muslims interact regardless of race, ethnicity, culture, nation or country². The joint activity of memorizing and reading the Qur'an in Arabic is a practice that is deeply rooted in Islamic tradition, culture and education system³. While the memorizers of the Qur'an, called in Arabic terms huffaz, have a major role in preserving the traditions and values of pesantren, their experience in memorizing the Qur'an illustrates their persistence, tenacity, and love of mu'amalatul Qur'an⁴.

Memorizing the Qur'an is also one of the phenomena of the Muslim tradition in presenting the Qur'an in everyday life which involves the practice of memorizing it in religious institutions such as boarding schools, ta'lim assemblies and the like⁵. So that in the 4.0 era, the urgency of learning Tahfidz Al-Qur'an remains relevant, in addition to technological developments being a positive thing that can help educators in varying the way of learning Tahfidz Al-Qur'an for their students⁶.

However, there are skeptical views from various western non-Muslims who doubt the value of the practice of memorizing the Qur'an without understanding its meaning. However, this has been disproved by a study that shows that the involvement of Muslim children in memorizing and reciting the Qur'an can provide valuable social and educational capital⁷. Meanwhile, Essam Ayyad's research highlights the debate that exists among Muslim theorists, jurists, and polymaths regarding the appropriate age for Muslim children to memorize the Qur'an. The study sought to evaluate the efficiency of pedagogy related to Qur'anic memorization⁸.

The negative perspectives of western scholars on the practice of memorizing the Qur'an without understanding its meaning have not deterred researchers from exploring it. According to a Google Trends search accessed on May 13, 2024, the following figure was obtained.

¹ Ahmad Atabik, "The Living Qur'an: PoTreT Budaya Tahfiz AL-Qur'an Di NusanTara" 8, no. 1 (2014): 161–78.

² Syaifudin Noer, ; Evi, and Fatimatur Rusydiyah, "Model Evaluasi Pembelajaran Tahfidzul Qur'an Berbasis COIN PRO 2 (Studi Komparasi Pembelajaran Tahfidz Di Turki, Malaysia Dan Indonesia)," *EDURELIGIA: Jurnal Pendidikan Agama Islam* 3, no. 2 (2019): 138–50, <https://ejournal.unuja.ac.id/index.php/edureligia/article/view/1128>.

³ Bill Gent and Abdullah Muhammad, "Memorising and Reciting a Text without Understanding Its Meaning: A Multi-Faceted Consideration of This Practice with Particular Reference to the Qur'an," *Religions* 10, no. 7 (2019): 1–14, <https://doi.org/10.3390/rel10070425>.

⁴ Muhammad Khoeron, "Benang Merah Huffaz Di Indonesia," *Subuf* 4, no. 2 (2011): 197–219.

⁵ Atabik, "The Living Qur'an: PoTreT Budaya Tahfiz AL-Qur'an Di NusanTara."

⁶ Wahyuni Ramadhani and Wedra Aprison, "Urgensi Pembelajaran Tahfidz Al- Qur ' an d i Era 4 . 0," *JURNAL Pendidikan Tambusai* 6, no. 2 (2022): 13163–71, <https://jptam.org/index.php/jptam/article/view/4538/3827>.

⁷ Gent and Muhammad, "Memorising and Reciting a Text without Understanding Its Meaning: A Multi-Faceted Consideration of This Practice with Particular Reference to the Qur'an."

⁸ Esaam Ayyad, "Re-Evaluating Early Memorization of the Qur'ān in Medieval Muslim Cultures," *Religions* 13, no. 179 (2022): 1–19.

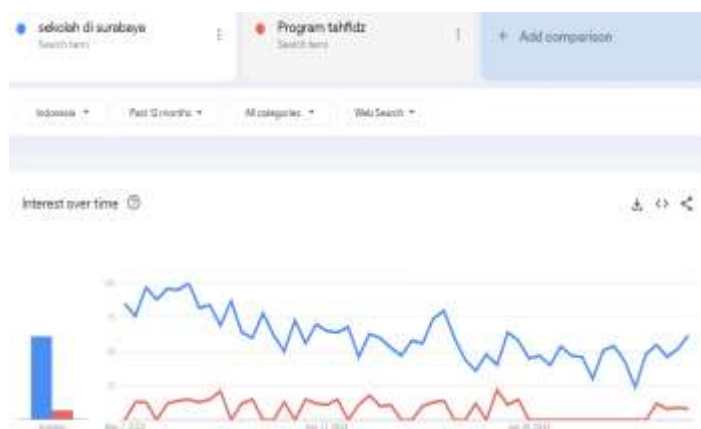


Image 1. Google Trends

From Figure 1 above, the graph shows that research related to schools in Surabaya and the tahfidz program has again attracted researchers until May 2024. In a google search accessed on May 02, 2024, it was easy to find schools with tahfidz branding in Surabaya. The author limits the search keywords to tahfidz schools at the junior high school level in Surabaya. There are at least seven junior high schools found with tahfidz programs, namely Lukman al-Hakim Junior High School, IT al-Uswah Junior High School, Al-Hikmah Junior High School, Khadijah Junior High School, Darul Hijrah Junior High School, Al-Azhar 13 Junior High School and MTs Tahfidz El-Rahmah in Surabaya.

Of the seven schools, the researcher chose to study Khadijah Junior High School because it is a private Islamic school based on urban pesantren in Surabaya. In addition, Khadijah Junior High School also has a superior program of ta'lim and tahfidz al-Qur'an which is abbreviated as TQ program. The TQ program at Khadijah Junior High School is guaranteed the quality standard by PIQ (Pesantren Ilmu Al-Qur'an led by KH.M.Bashori Alwi from Singosari Malang). Thus, in the 2023-2024 academic year, Khadijah Junior High School opened a boarding school program and special tahfidz classes at the request of student guardians and stakeholders.

Educational practitioners manage and develop Qur'an memorization education both in pesantren and in schools. However, in the practice of tahfidz learning, there are several classic problems described in several studies, including; 1) The method used is less effective, 2) The method used is less effective, and 3) The method used is less effective. The method used is less effective, 2) Low memorization ability, 3) Lack of student concentration when memorizing, 4) The memorization target is not appropriate, 5). Differences in student abilities⁹, 6) lack of cooperation between teachers and parents in motivating students, environment and lack of structured activities such as murojaah activities together¹⁰. The challenge of finding cause-and-effect relationships between

⁹ Safiruddin Al Baqi and Conny Alif Asterisk, "Kaunay Quantum Memory Method to Increase the Ability of Memorizing Qur'an in Early Childhood," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6, no. 6 (2022): 6602–9, <https://doi.org/10.31004/obsesi.v6i6.2304>.

¹⁰ Abd. Basir et al., "The Repetition (Muraja'ah) Alternative Method to Motivate Santriwati Memorizing the Qur'an in Ma'had Tahfidzul Quran Umar Bin Khattab-Banjarmasin," *Journal of Advanced Research in Dynamical and Control Systems* 12, no. 8 (2020): 376–88, <https://doi.org/10.5373/jardcs/v12i8/20202485>.

teaching and learning, which has led to evaluation practices focusing on processes rather than program outcomes¹¹.

To overcome the above problems, evaluation is necessary. According to Ralph W Tyler's view, evaluation is a process to ascertain whether or not a goal has been realized¹². Experts use various program evaluation models. However, there are two evaluation models that can be a solution, namely the Stake Countenance and CIPP evaluation models. The Stake Countenance model consists of three evaluation stages: 1) antecedents, 2) transactions, and 3) outcomes¹³, while the CIPP model consists of: 1) Context, 2) input, 3) process, and 4) product.

In this study, researchers chose the CIPP model developed by Stufflebeam to evaluate the objectives, planning, implementation and output of the tahfidz program at Khadijah Junior High School and find out the extent to which the CIPP approach is able to provide recommendations for improvement to improve the quality of the tahfidz al-Qur'an program at Khadijah Junior High School. The uniqueness of this model is that each type of evaluation is related to the decision-making tools concerning the planning and operation of a program. The advantages of the CIPP model provide a comprehensive evaluation format at each stage of the evaluation¹⁴.

According to a systematic review, some factors that are considered key to the success of a learning method are the consistency of the teacher in applying the method, the competence of the Qur'an teacher and the determination of learning targets both in time and quality¹⁵. Thus, teacher qualifications, and teaching methods cannot be separated in delivering the success of students or students memorizing the Qur'an bil hifdzi smoothly according to standards and targets.

Many studies have been dedicated to this topic. Among the previous studies are related to the evaluation model of learning tahfidzul Qur'an based on Coin Pro2 which compares Tahfidz learning in Turkey, Malaysia and Indonesia¹⁶, Evaluation of tahfidzul Qur'an program with CIPP model at MTs YMI Wonopringgo¹⁷, Application of CIPP Model in Evaluation of Teaching Quality in Higher Education in the Context of New Era¹⁸, Evaluation instrument products built with CIPP have categories that are not only

¹¹ Markus Seyfried and Philipp Pohlenz, "Assessing Quality Assurance in Higher Education: Quality Managers' Perceptions of Effectiveness," *European Journal of Higher Education* 8, no. 3 (2018): 258–71, <https://doi.org/10.1080/21568235.2018.1474777>.

¹² Rina Novalinda, Ambiyar Ambiyar, and Fahmi Rizal, "Pendekatan Evaluasi Program Tyler: Goal-Oriented," *Edukasi: Jurnal Pendidikan* 18, no. 1 (2020): 137, <https://doi.org/10.31571/edukasi.v18i1.1644>.

¹³ Erien Gmelina Putrindi, Iyan Irdiyansyah, and Ikhsan Ikhsan, "Evaluasi Pembelajaran Pada Sekolah Montessori Menggunakan Model Stake Countenance," *Murhum: Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (2023): 112–24, <https://doi.org/10.37985/murhum.v4i1.166>.

¹⁴ Ihwan Mahmudi, "CIPP: Suatu Model Evaluasi Program Pendidikan," *At-Ta'dib* 6, no. 1 (2011), <https://doi.org/10.21111/at-tadib.v6i1.551>.

¹⁵ Rt. Bai Rohimah and Istinganatul Ngulwiyah, "Tren Metode Pembelajaran Al-Qur'an Di Indonesia Tahun 2019-2023: Sebuah Systematic Review," *Jurnal Pendidikan Abad Ke-21* 1, no. 2 (2023): 85–94, <https://doi.org/10.53889/jpak.v1i2.329>.

¹⁶ Noer, Evi, and Rusydiyah, "Model Evaluasi Pembelajaran Tahfidzul Qur'an Berbasis COIN PRO 2 (Studi Komparasi Pembelajaran Tahfidz Di Turki, Malaysia Dan Indonesia)."

¹⁷ Imam Faizin, "Evaluasi Program Tahfidzul Qur'an Dengan Model CIPP," *Jurnal Al-Miskawaih: Jurnal Pendidikan Agama Islam* 2, no. 2 (2021): 99–118.

¹⁸ Xiang Zeng, "Applied Mathematics and Nonlinear Sciences Application of BOPPPS Teaching Model in Online and Offline Blended Teaching Of," *The Application of CIPP Model in the Evaluation of Teaching Quality of College Education in the Context of New Era* 9, no. 1 (2024): 1–14, <https://doi.org/10.2478/amns.2023.2.01568>.

valid but also reliable¹⁹. The effect of curriculum and school climate on the academic performance of tahfidz students in Malaysia²⁰, Evaluation of the Qur'an memorization program at the B-Qur'an institution in sragen using the (CIPP) model²¹. Although many have examined the learning of Tahfidz Qur'an using the CIPP evaluation model, there are still limited studies that evaluate the output of school programs based on Tahfidz Qur'an with the CIPP model, in this study researchers will evaluate the context, input, process and product of the Tahfidz program at SMP Khadijah Surabaya.

This research has a high significance in the context of Islamic Education development because it provides a new perspective in the evaluation of Qur'anic memorization learning so that it can help the community in making the best choice of tahfidz school for their children. In addition, by adopting the CIPP evaluation model, this research is expected to provide a more comprehensive view of the critical aspects of the learning process that can ultimately help improve the quality of Qur'an memorization learning in tahfidz-based schools so as to produce mutqin (strong) huffadz.

2. Research Method

Type of Research

This research method uses qualitative research methods. Foster emphasizes that in conducting research, both qualitative and quantitative, researchers need to carefully consider how to interpret the findings in the relevant context, as well as how to build persuasive arguments based on the findings²². Researchers with post perspectives (such as postmodern, poststructural, and postcolonial) have developed research questions about the dominant institutional structures that shape educational experiences, while also emphasizing the role of local knowledge and human experience as central to understanding education²³.

In interpreting the findings, as well as achieving the research objectives, the researcher used the CIPP model to look at the various problems in learning to memorize the Qur'an. With this evaluation model, it is expected not only to see the extent to which the program is successful, but also to improve the quality of the program, learning process and tahfidz graduates. CIPP is an evaluation model that has a comprehensive framework for conducting formative and summative evaluations of programs, projects, personnel, productions, organizations and evaluation systems²⁴.

The following are the 4 evaluation components of the CIPP model that researchers will explore in the tahfidz program; 1). Context; the context component in a program

¹⁹ Waode Yunia Silviariza et al., "Development of Evaluation Instruments to Measure the Quality of Spatial Problem Based Learning (SPBL): CIPP Framework," *International Journal of Instruction* 16, no. 2 (2023): 413–36, <https://doi.org/10.29333/iji.2023.16223a>.

²⁰ Muhamad Suhaimi Taat, Roslee Talip, and Musirin Mosin, "The Influence of Curriculum and School Climate on the Academic Attitude of Tahfidz Students in Malaysia," *International Journal of Evaluation and Research in Education* 10, no. 3 (2021): 807–15, <https://doi.org/10.11591/ijere.v10i3.21275>.

²¹ Tamam Hadi Nur Rohman, "Evaluasi Program Hafalan Al-Qur'an Di Lembaga B-Qur'an Di Sragen Menggunakan Model Context, Input, Process, Product (CIPP) Tahun Ajaran 2019/2020," 2020, 1–158.

²² Colin Foster, "Methodological Pragmatism in Educational Research: From Qualitative-Quantitative to Exploratory-Confirmatory Distinctions," *International Journal of Research and Method in Education* 47, no. 1 (2024): 4–19, <https://doi.org/10.1080/1743727X.2023.2210063>.

²³ Susan Tilley, "The Role of Critical Qualitative Research in Educational Contexts: A Canadian Perspective," *Educar Em Revista* 35, no. 75 (2019): 155–80, <https://doi.org/10.1590/0104-4060.66806>.

²⁴ Hadi Latif et al., "Evaluasi Pelaksanaan Tahfidz Menggunakan Metode CIPP Pada Program Tahfidzul Qur ' an Di Surau Tahfidzul Qur ' an Mushalla Firdaus," *Idarah Tarbiyah: Journal of ...* 4, no. 3 (2023): 249–61, <https://doi.org/10.32832/idadrah.v4i3.15507>.

evaluation includes activities to identify the objectives, quality targets of the tahfidz program at Khadijah Junior High School. The context component can be in the form of resources. In this case, researchers will explore how the qualifications of tahfidz teachers, how the competence of reading al-Qur'an of Khadijah Junior High School students, and finally researchers analyze the context. 2). Input; the input component includes what plans and strategies are used in order to meet the objectives of the tahfidz program. What are the mandatory and supporting programs. 3). Process; the process component includes the implementation of the tahfidz program such as the schedule, activities, and stages carried out at Khadijah Junior High School. 4). Product; Product entities are assessment activities carried out with the aim of seeing whether a program has achieved its objectives in accordance with the previously prepared plan²⁵. In this context evaluation, researchers will explore the output and achievements of the tahfidz program at Khadijah Junior High School.

Target/Subject of Research

The researcher chose the Qur'an tahfidz programme at Khadijah Junior High School as the object of research and the research subjects were people who played an important role in the Qur'an tahfidz programme, namely; Vice Principal for curriculum, programme coordinator, tahfidz teachers, tahfidz class students. Due to the large number of teachers and students we determined the criteria for selecting participants. The teachers interviewed and observed by the researcher were three teachers who teach in tahfidz classes from each of all levels, while the students involved as participants were 10 tahfidz programme students from each regular class level.

Research Instruments

There are two instruments used in this research, namely interview guidelines and observation sheets. The use of instruments is adjusted to the type of data to be obtained. The interview guideline is designed to be a reference in order to carry out the interview, so that the interview achieves the target set, namely, the data will be compared with the data obtained from the observation sheet, so that the data obtained is truly valid, far from error and can be accounted for.

Data Collection Technique

The data in this study were collected using two methods, namely: observation, and interviews. Observation was carried out by visiting Khadijah Junior High School to see firsthand how the tahfidz Qur'an programme was implemented in the classroom. Interviews were conducted by meeting the research subjects at school, namely the head of curriculum and the coordinator of the tahfidz al-Qur'an programme who explained how the programme was planned, the available human resources, the programme was implemented, the results of the quality and quantity of student memorisation and how the programme was evaluated for its achievements. All data obtained from the two research techniques were used in order to obtain data related to the research topic.

Data Analysis Technique

The data that has been obtained is processed using three stages, namely reduction, presentation and verification. (1) Data reduction, in this study the data will be grouped into 3 (three) major groups, namely data on the planning of the tahfidz qur'an program, data on the implementation of the tahfidz qur'an program and data on the evaluation system implemented to evaluate the tahfidz qur'an program. (2) Data Presentation, Data will be presented in the form of brief descriptions, tables, percentages or others. (3)

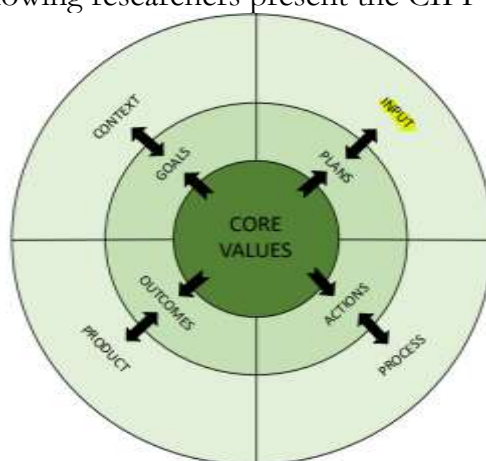
²⁵ Latif et al.

Verification, If the results of data analysis still find conclusions or research findings that are still unclear, then this can be overcome by verifying, so that findings that are still unclear can be clarified and can make research conclusions stronger.

Descriptive analysis was carried out by looking at the completeness of the model, the clarity of the evaluation model guidelines, the completeness of the instrument and analyzing the effectiveness of the model. Model analysis consists of four criteria that must be met, namely comprehensive, practical, economical and supported by valid and reliable instruments²⁶.

3. Finding and Discussion

Before the researchers conducted an evaluation process of the tahfidz al-Qur'an program implemented by the Khadijah Junior High School educational institution in Surabaya with a CIPP-based evaluation model. To make it easier to understand the CIPP evaluation model, the following researchers present the CIPP image as below:



CIPP evaluation model comprehensive framework (Stufflebeam, 2010)

Based on the researcher's understanding of the concept of the CIPP evaluation model above, the researcher will then present the results of observations and interviews with the head of curriculum, teachers and students with the CIPP model as follows:

Context

Context evaluation involves analyzing the problems associated with the environment in which the program is being implemented. Clearly describes the program objectives to be achieved. Briefly minimize the gap between actual and expected conditions.

Based on the results of the interview with the vice principal for curriculum, Khadijah Surabaya Junior High School has a vision of realizing superior, competitive, and moral human resources, while the superior indicator in question is included in the field of religion and the Qur'an. The TQ programme is one of the flagship programmes that has the following objectives and targets to be achieved:

Purpose of

- 1) To create a qur'anic nuance at the beginning of learning activities in Khadijah Junior High School.
- 2) Familiarization of reading the Qur'an (tadarrus / khataman) together

²⁶ Muyasaroh Muyasaroh and Sutrisno Sutrisno, "Pengembangan Instrumen Evaluasi Cipp Pada Program Pembelajaran Tahfiz Al-Qur'an Di Pondok Pesantren," *Jurnal Penelitian Dan Evaluasi Pendidikan* 18, no. 2 (2014): 215–33, <https://doi.org/10.21831/pep.v18i2.2862>.

- 3) To produce students who excel in the field of the Qur'an
- 4) Students are expected to be able to implement the Qur'an in everyday life
- 5) Students have a qur'ani character

Quality Target

- 1) Mandatory Program: Khatam Al-Qur'an 30 Juz with fluency and tartil according to the
- 2) Standard PIQ (Pesantren Ilmu Al-Qur'an) which was raised by KH. Bashori Alwi
- 3) Memorize juz 30 / juz ámma
- 4) Post Program: Tahfidz Al-Qur'an and Tarannum, the sound art of reading Al-Qur'an
- 5) Quran

According to the programme coordinator, the TQ programme is a priority programme of excellence in this school. The target of this TQ program is for all students in grades 7, 8, and 9 of Khadijah Junior High School, totaling 454 with 19 classes according to the competence of reading the Qur'an. The following table details the classification of the number of students and classes according to the results of the placement test and the competency test for reading and memorizing students in the 2023-2024 academic year:

Table 1
Classification of Qur'an Reading Competency of Khadijah Junior High School Students

No	Jenjang/Tahap	Jumlah	Kelas
1	Bil Qolam Vol 2	26 Student	7, 8, 9
	Bil Qolam Vol 4	31 Student	7, 8, 9
2	Tadarrus Al-Qur'an	155 Student	7, 8, 9
3	Drilling Munaqosah PIQ	121 Student	7, 8, 9
4	Tahfidz	111 Student	7, 8, 9
5	Tahfidz and tarannum	10 Student	8, 9
	amount	454 Student	

The table above shows that the number of students in the tahfidz level or class is 121 out of 454 total students. This means that 26.65% of Khadijah Junior High School students can participate in tahfidz learning every Monday-Thursday which lasts for 60 minutes at 06.45 Wib to 07.45 Wib after getting PIQ shahadah. That way the reading of the Qur'an of students who enter the tahfidz class is standardized.

Furthermore, below is a table of evaluation results and context analysis of the tahfidz program that researchers can describe:

Table 2
Context Evaluation and Analysis

No	Ideal target in the Foundation Strategic Plan	Real Condition	The Gap
1	20% of Khadijah Junior High School graduates have PIQ certificates, according to their level.	27% of Khadijah Junior High School graduates already have PIQ certificates and are enrolled in Tahfidz classes.	Students who graduated from Khadijah Junior High School have been PIQ certified, exceeding 11% of the target set by

			the Foundation's strategic plan..
2	10% of Khadijah Junior High School graduates memorize the Qur'an according to their level.	27% of Khadijah graduates have memorized Qur'an from juz 1-3 and 30	Students who graduate from Khadijah Junior High School memorize Qur'an from juz 1-7 and 30

The table above shows that the Khadijah Junior High School Tahfidz program has exceeded the target set by the Khadijah Foundation's strategic plan. If the students who participated in the PIQ munaqosah drilling have passed the certification, then the number of students who participated in the tahfidz program increased to 242 students from a total of 454 students or 53% in this academic year. Of course this is an extraordinary achievement from the target set by the Khadijah Foundation's strategic plan.

To serve the needs of students in learning the Qur'an according to their respective Qur'an reading competencies and to achieve the set targets, Khadijah Junior High School has 19 TQ teachers according to the needs of the number of classes led by a TQ coordinator under the coordination of the Vice Principal for Curriculum. There are requirements and qualifications to be a TQ teacher in Khadijah Junior High School. Among the qualifications are; 1) Ahlus Sunnah wal Jama'ah, 2) Preferably have a Bachelor's degree in Islamic Education, 3) Have a shahadah from the Qur'an learning method, preferably a shahadah from PIQ, 4) Pass the al-Qur'an reading test, and 5) Pass the Peer Teaching Test. If teaching tahfidz classes, then the sixth requirement is to have a shahadah of passing tahfidz education. From the above requirements, we can present the TQ teacher data in the following table:

From the data on teacher qualifications, researchers can analyze it with the following percentages:

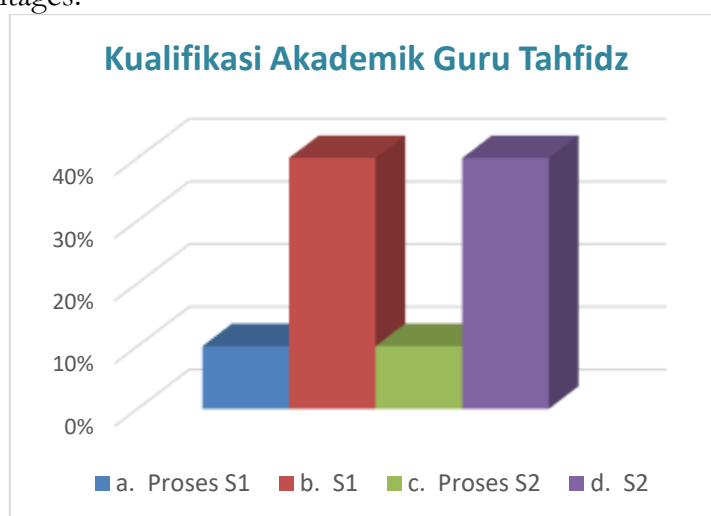


Figure 2

Percentage of academic qualifications of TQ teachers in Khadijah Junior High School

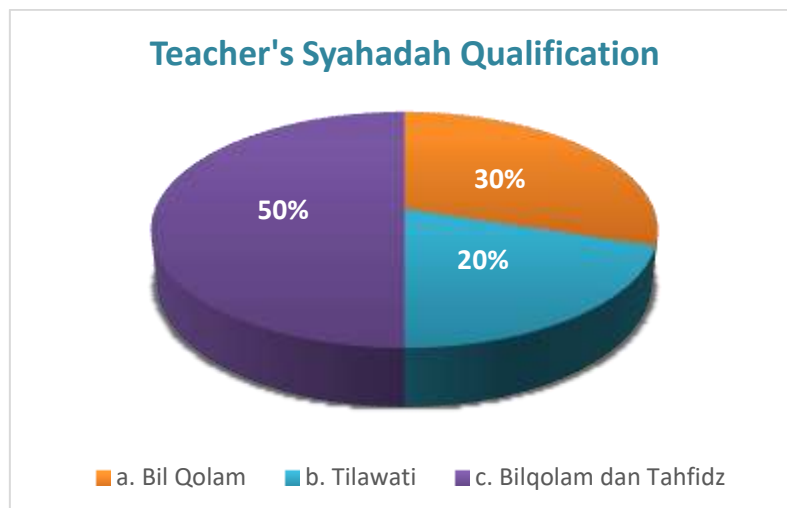


Figure 3
Percentage of qualifications based on Syhadah Teacher

Figures 1 and 2 above clearly show that; 1) The academic qualifications of Khadijah Junior High School TQ teachers between S1 and S2 are both at 40%, which means that Khadijah Junior High School TQ teachers have human resources with academic qualifications above the requirements set, 2) Teachers who have Bil Qolam certificates from PIQ reach 30%, 3) Teachers who have Bil Qolam and Tahfidz certificates reach 50% or half of the total number of TQ teachers, this exceeds the number of 7 tahfidz classes needed.

From the explanation above, it can be concluded that Khadijah Junior High School TQ teachers have been well standardized in terms of academic qualifications, method certificates, and hafidz / hafidzah competencies, but there are still 20% of teachers who have not been certified in the bil Qolam or PIQ method so that they need to be standardized so that their readings and methods are in line with the TQ SOP. Even so, according to the TQ coordinator, teachers who have not been certified in the bil Qolam method are required to attend Ustadz coaching from PIQ which is held every Thursday, while every Tuesday all TQ teachers are required to attend MMQ (Majelis mu'allimil Qur'an) with Peer teaching activities in turn and sharing. That way, all TQ teachers can teach al-Qur'an with the same PIQ standards and in the end can deliver their students to pass the Foundation and PIQ level munaqosah.

The operational costs of the TQ program are partly funded by the BOS budget and partly from the self-help of student guardians, namely from the tuition fees paid. Although the teacher's human resources are above standard and the budget is not a problem, there are still a few challenges related to the motivation of students who enter the tahfidz program, whether they are interested or not, they are automatically required to join the tahfidz class program if they have passed the PIQ munaqosah. According to Syafina, one of the students in class 9A, she is less enthusiastic about participating in the tahfidz program even though she has read the Qur'an well and has even memorized juz 1, 2 and 30. Although this is only a sample interview with one of the tahfidz program students, this needs to be considered by the TQ Coordinator so that it does not become an obstacle in the tahfidz program. This is different from the case of Nayla, a 7th grade student who is still in the tadarrus class and has not passed the PIQ munaqosah because her Qur'an reading is not yet standardized but has a high enthusiasm for memorizing the

Qur'an. Of course this will be a boomerang for Khadijah Junior High School because there are students who feel their interests have not been served. Therefore, the TQ Team must be able to accommodate the wishes of these students so that they are not discouraged.

Input

According to Stufflebeam, input evaluation includes consideration of the resources and strategies that will be used in an effort to achieve a program²⁷. Therefore, in implementing the Tahfidz program, systemic planning is necessary. The targets that have been set in the Foundation's strategic plan must be elaborated and detailed technically by the Principal, the Head of Curriculum and the TQ coordinator of Khadijah Junior High School. The plan and strategy of the TQ program in order to meet the objectives to be achieved can be presented as follows:

- a. The principal forms a TQ team by appointing a coordinator and secretary.
- b. Recruiting TQ teachers according to qualifications through selection stages of Qur'an reading competency test and peer teaching tested by P3AQ team from Khadijah Foundation.
- c. Setting quality and time targets

Table 3
Target Time

Level	Material	Time	Test
Basic Level	Bil Qolam Book	Max 1 years	Go to Qur'an Class
Qur'an Level	Al-Qur'an 30 Juz	Max 1,5 years	Open Munaqosyah
Tahfidz Level	Juz 'amma, juz 1 s.d. 3 (maximum 30 juz)	12 months	Tasmi' bi Ghoib and Munaqosyah Hifdhil Qur'an (MHQ)
Post Program	Tahfidh, Tarannum	<i>Tentative</i>	Show of Force

- d. Placement test of Qur'an reading competency for Grade 7 students and classification of teachers and classes according to placement test results and munaqosah for Grade 8 and 9 students.
- e. Determining the method used
- f. The method used for elementary classes is Bil Qolam Volume, while for Al-Qur'an classes using PIQ (Pesantren Ilmu Al-Qur'an) standardization which was raised by KH. Bashori Alwi. For Tahfidz class, it refers to the tahfidz method created by the TQ team based on the tahfidz book.
- g. Human Resource Development of TQ Teachers through activities; Bil Qolam method training for all TQ teachers with instructors from Bil Qolam and PIQ, coaching tadarrus reading Qur'an teachers every week to prepare for Bil Qolam method certification and or PIQ standard tashih.
- h. Student munaqosah is sequentially conducted in 5 stages, namely; 1) Munaqosah at Khadijah Junior High School unit level, 2) Munaqosah at Khadijah Foundation level, 3) Munaqosah at PIQ level, and 4) Tasmi' per juz memorized, and 5) Munaqosah

²⁷ Silviariza et al., "Development of Evaluation Instruments to Measure the Quality of Spatial Problem Based Learning (SPBL): CIPP Framework."

tahfidz unit and foundation level. The stages of the munaqosah must be carried out in order.

i. Gebyar Prestasi Qur'an (open munaqosah)

The above plans and strategies are further elaborated into the TQ work program for the 2023-2024 academic year, but due to the large number of TQ work programs, the researcher will only present the TQ program related to the tahfidz program in accordance with the research focus. The Tahfidz program consists of two programs, namely; mandatory programs and supporting programs. The mandatory program consists of; Tahfidz Juz 'Ammah, Takhassus Tahfidz (Juz 1 to 30), Takhassus Tarannum. While the supporting program consists of khataman Al-Qur'an, Tasmi' bil Ghoib, Munaqosyah Hifdhil Qur'an (MHQ) and Al-Qur'an Achievement Fair.

Process

After evaluating the context and input, the third is evaluating the process or implementation of the tahfidz program by first presenting some of the tahfidz program activities carried out at Khadijah Surabaya Junior High School. From the information provided by the tahfidz teacher at Khadijah Junior High School, the following information was obtained;

- a. Tahfidz learning activities are carried out every Monday to Thursday at 06.45-07.45 WIB before the first lesson.
- b. The division of classes based on the competence of reading the Qur'an of students is divided into 19 classes and specifically tahfidz classes there are seven classes. The seven classes are further classified based on the number of juz memorized by students as in the following table:

Table 4
Tahfidz Class Division

No	Class name	Number of Students	Juz
1	Tahfidz A	14	30,1-2
2	Tahfidz B	20	30,1-2
3	Tahfidz C	19	1-3
4	Tahfidz D	19	30
5	Tahfidz E	26	1-7
6	Takhossus and Tahfidz	13	30 and 1
7	Tahfidz and Tarannum	10	1-2

- c. Tahfidz learning is carried out using Tahfidz Khadijah juz 30, 1 and 2. The rest use mushaf.
- d. The learning process uses the bil Qolam Khadijah Method with the following stages:

Table 5
Tahfidz Learning Stages

No	Tahap	Keterangan
1	<i>Talqin-ittiba'</i>	The teacher reads, the students listen and imitate, then read together
2	<i>Drill Binnadzhar (DB)</i>	Students read the maqro' and repeat while looking at the book 5-10 times (minimum) until the reading is smooth.

3	Buka-Tutup (BT)	Students start memorizing by reading and repeating it while glancing and flipping through the book as much as possible.
4	Tutup-Bil Ghoib (TB)	Students practice their memorization by closing the book and reading it bil ghaib until one maqro' is completed. After that, students can check their memorization again by looking at the book.
5	Bil Ghoib-Simak (BS)	If it is smooth, students read Bil Ghoib with their friends listening to them until one maqro' is completed.
6	Setoran	If they are confident that they are fluent, students can deposit their memorization with their tahfidz teacher.

The results of class observations and interviews with teachers and students of the tahfidz programme, obtained data that the tahfidz learning process activities consist of; Fasahah, Murojaah together, giving motivation, deposit preparation, listening to each other, depositing memorization to Ustadz. While the supporting activities are as follows:

- a. 'Tasmi' per juz as a memorization test activity after the student has finished depositing 1 juz to his tahfidz teacher. The results of tasmi' are used to decide whether the student is fluent and entitled to add a new juz of memorization or still needs to be repeated. Tasmi' is done every time a new juz is changed, listened to by the teacher and all friends in the tahfidz class.
- b. Munaqosah Hifdzil Qur'an is held for 9th grade students at the end of even semester in May which is tested directly by the munaqis team from the Foundation. The material tested is all juz that has been memorized.
- c. Gebyar Prestasi al-Qur'an is an open exam for huffadz organized by the P3AQ team from the Foundation by inviting student guardians.

From the results of interviews with the tahfidz teacher of Khadijah Junior High School, the tahfidz learning process practiced by Khadijah Junior High School is very systematic, there is a clear and original guidebook because the book was written by the Khadijah Foundation's Al-Qur'an education development team by involving tahfidz teachers. Therefore, the tahfidz procedure can be applied directly by the authors and can even be disseminated to other educational units.

Product

In a program plan, there must be outcomes and outputs. The term output is often translated as output, production, or result. In organizational units, outputs are also known as outcomes. Outcome reports the results of programs and services.

The following are the Outputs and Activities of Khadijah's human resource development in the field of Qur'an memorization listed in the Khadijah Foundation's strategic plan:

Table 6
Output and Activities of Tahfidz Field

Achievement Indicator	Activities
IP4.8. 10% Khadijah graduates memorize the Qur'an according to their level.	K4.8.1 Mapping of students who are interested and capable of memorizing the Qur'an
	K4.8.2 Opening tahfidz class service
	K4.8.3 Fostering tahfidz teachers to improve their ability to teach tahfidz Al Qur'an

	K4.8.4 Carrying out munaqosyah and various stages of memorizing the Qur'an
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While in the TQ work program of Khadijah Junior High School, the output of junior high school students is expected to be the best and superior graduates in terms of the Qur'an, including:

1. Has completed the Qur'an and is able to recite it with fashih and tartil.
2. Able to memorize at least juz 30 / juz 'amma
3. Certified graduate/yahadah Al-Qur'an from PIQ Singosari Malang
4. Graduates become a generation with qur'ani morals.
5. Graduates are able to compete and excel in Musabaqoh Al-Qur'an at the local, regional and national levels.

The results of the interview with the Vice Principal for Curriculum. Khadijah Junior High School has 121 students who are huffadz al-Qur'an with the achievement of a very diverse number of juz ranging from 1 juz to 8 Juz. There are 27% of students who graduated from Khadijah memorized the Qur'an from juz 1-3 and 30. This result exceeds the target in the Foundation's strategic plan according to the results of evaluation and analysis in table two and the strategic plan target in table eight.

Several achievements every year are also always achieved in the field of al-Qur'an, such as MHQ and MTQ champions at the city level in 2023 and 2024. In addition, there are students who perform in a hafidz show on one of the national television stations. And received a 7 juz tahfidz scholarship from the Surabaya City Education Office. Thus, TQ and Tahfidz activities at Khadijah Junior High School produce students who memorise the Qur'an with various achievements in the number of juz and achieve several prestigious achievements in the field of the Qur'an. This shows that the quality of reading and memorisation of Khadijah Junior High School students has received appreciation from several external parties, both from the Surabaya City Education Office and from the entertainment world. Of course, this is a branding that Khadijah Junior High School graduates have the potential to become Qur'an memorisers with standardised recitations.

Based on the findings of the CIPP evaluation above, the researcher refined it with a critical evaluation of the results of the tahfidz programme at Khadijah Junior High School. The following are some important points that can be outlined, including limitations, challenges, and recommendations for improving the quality and effectiveness of the programme.

Programme Success

- a. The evaluation results show that the Tahfidz programme at Khadijah Junior High School has exceeded the target set by the Khadijah Foundation Strategic Plan. With 27% of graduating students already having PIQ certificates and memorising several juz, this shows that the target of 10% of students memorising the Qur'an has been exceeded.
- b. The qualifications of teachers involved in the programme are adequate, with the majority of teachers having the relevant syhadah. This supports a standardised and quality learning process.
- c. The implementation of the programme is based on a systematic structure and strategy, including the classification of students based on competencies and the use of the standardised Bil Qolam method.

Potential Areas for Improvement

- a. There are indications that some students are less motivated to join the tahfidz programme, despite their eligibility. This indicates the need for a more individualised approach to increase student interest and engagement in the programme.
- b. Uneven Teacher Qualifications: About 20% of teachers are not yet certified in the Bil Qolam or PIQ methods. This could impact on the consistency of teaching quality and requires further coaching.

These findings identify two critical areas for improvement to increase the effectiveness of tahfidz programs. First, student motivation can be improved through more personalized and innovative approaches. Second, the quality of teaching can be improved by ensuring that all teachers have adequate certification and training. By addressing these two challenges, tahfidz programs can create a more inclusive, effective, and inspiring learning environment for students.

Potential Study Limitations

Limited Interview Sample so that the interview results include only a few respondents namely the vice principal, some teachers, and some students, which may not represent the overall experience of students and teachers.

Challenges Faced During the Evaluation Process

- a. Maintaining students' motivation to actively participate in the tahfidz programme. Some students may feel obliged to join the programme without really having a high interest. This is the main challenge for the tahfidz teachers.
- b. Ensuring all teachers have the appropriate syahadah to teach the methods used, so that the quality of teaching can be uniform in all classes.

Recommendations for Improving the Quality and Effectiveness of the Programme

- a. Increase student motivation in two ways namely; 1) Individual approach by holding regular mentoring and motivation sessions to understand and address the reasons for students' lack of motivation, and 2) Rewarding students who show significant progress in memorising the Qur'an.
- b. Teacher Development by continuing regular training, coaching for teachers who do not have Bil Qolam or PIQ certificates to improve their competence to the desired standard, Peer Teaching and Sharing Best Practices to share effective teaching methods and present best practices from more experienced teachers.

Infrastructure Improvement

Ensure the availability of sufficient learning resources, including audio memorisation, and other supporting technologies to facilitate more interactive and effective tahfidz learning.

Continuous Evaluation

- a. Feedback from students by regularly collecting feedback from students regarding teaching methods, materials, and the support they need to be more passionate about the tahfidz programme.
- b. Continuous monitoring and evaluation of programme achievements and adaptation of the curriculum based on the results of the evaluation.

Collaboration with Parents:

Holding regular meeting sessions with parents to communicate or provide information about the child's progress in the tahfidz programme and involve them in the learning process at home.

The findings highlight three critical areas for enhancing the effectiveness of tahfidz programs: infrastructure improvement, continuous evaluation, and parental collaboration. A critical analysis reveals both the potential and challenges of these aspects.

Firstly, infrastructure improvement emphasizes the need for adequate learning resources, such as audio memorization tools and supportive technologies. While these tools can make learning more interactive and cater to diverse learning styles, their implementation requires significant financial investment and technical expertise. Without proper training for teachers and students, these technologies may remain underutilized. Additionally, there is a risk of over-reliance on technology, which could detract from the traditional, spiritual essence of tahfidz learning. Therefore, a balanced approach is essential, ensuring technology complements rather than overshadows the core values of the program.

Secondly, continuous evaluation focuses on gathering student feedback and monitoring program achievements. While this approach promotes adaptability and responsiveness, it also poses challenges. Students may not always provide constructive feedback, and their input could be influenced by personal biases or lack of understanding. Moreover, frequent curriculum changes based on evaluations might lead to inconsistency, potentially disrupting the learning process. To address this, evaluations should be structured and guided, with clear objectives and metrics to ensure meaningful and actionable insights.

Lastly, parental collaboration is crucial for reinforcing learning at home. However, this relies heavily on parents' availability, understanding, and commitment. Not all parents may have the time or knowledge to support their children effectively. Additionally, cultural or socioeconomic differences could create disparities in parental involvement. To mitigate this, institutions should provide accessible resources and training for parents, ensuring they are equipped to contribute meaningfully.

While these findings offer a robust framework for improving tahfidz programs, their success depends on careful implementation, resource allocation, and stakeholder commitment. Balancing innovation with tradition, and addressing potential challenges, will be key to achieving sustainable progress.

4. Conclusion

Based on the results of the above research, it can be concluded that the CIPP evaluation model is still relevant to evaluate the Tahfidz Qur'an (TQ) programme at SMP Khadijah Surabaya. Although the Tahfidz programme at Khadijah Junior High School has become a top priority and successfully exceeded the targets set by the Khadijah Foundation's Strategic Plan, there are several limitations and challenges that must be overcome to improve the overall effectiveness of the programme.

One of the limitations identified is that the evaluation methods currently used are not fully effective in addressing issues such as low memorisation ability, lack of student concentration, and differences in ability between students. Inappropriate memorisation targets were also a challenge, given that some students did not achieve the set memorisation targets. In addition, differences in students' ability to memorise also affect the overall achievement of the programme.

Lack of cooperation between teachers and parents also affects student achievement in the Tahfidz programme. Support from parents is very important to increase students'

motivation and achievement in memorising the Qur'an. In addition, the lack of structured activities such as murojaah makes it difficult for students to maintain their memorisation. The tahfidz programme needs to be accompanied by ongoing support activities to ensure consistent and sustainable memorisation.

To address these challenges, this study emphasises the importance of using more effective evaluation methods, such as the Stake Countenance and CIPP 5 models, which can provide more comprehensive and relevant feedback to the needs of students and the programme. Continuous and adaptive evaluation will help the Qur'an Tahfidz programme at SMP Khadijah be more responsive to students' needs and create a more personalised approach for each student.

Thus, the Tahfidz programme at SMP Khadijah can continue to grow and provide more optimal achievements, produce students with superior Qur'an recitation competence, and make this programme a reference for other institutions that want to implement or improve the Tahfidz programme.

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