
EVALUATION OF THE IMPLEMENTATION OF THE TAHFIZ AL-QURAN 30 JUZ PROGRAM (CONTEXT, INPUTS, PROCESSES, AND PRODUCTS) AT THE ISLAMIC CENTRE NORTH SUMATRA

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Abstract

The *Context, Input, Process, Product* (CIPP) evaluation model is important because it provides a comprehensive framework for thoroughly assessing the context, inputs, processes, and products of a program. This descriptive qualitative research aims to evaluate the implementation of the tahfiz 30 juz Al-Quran program at the North Sumatra Islamic Center using the CIPP (Context, Input, Process, Product) evaluation model. Data collection was obtained through interviews, observations, and documentation. Data sources were obtained from tahfiz teachers, students, ma'had mudir, alumni, and the surrounding community and analyzed using the Miles-Huberman technique. The results of the study show that from the CIPP evaluation of the implementation of the tahfiz Al-Qur'an program at the Islamic Center of North Sumatra are: 1) Context, this program is supported by the government, schools, and the community, and is a need and part of the school's vision, mission, and goals, 2) Input, This program has competent teachers with the right teacher-student ratio (1:15) and good implementation procedures, including exam schedules, syllabus, and appropriate lesson plans, 3) The tahfiz learning process is according to plan, teachers master the material, varied methods and deposit assessment is carried out without mushaf, and 4) The product, the competence of tahfiz students is good, with the ability to read the Qur'an fluently and understand tajwid, and have noble morals that are reflected in daily behavior. It is clear that the tahfiz Al-Quran program at the North Sumatra Islamic Center runs well and effectively, is supported by various parties, has proper implementation procedures, and produces students who are competent in tahfiz and have noble character.

Keywords

CIPP; Evaluation; Islamic Centre; Tahfiz Al-Qur'an.



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INTRODUCTION

Evaluation has an important role in education as a step to determine the progress and quality of education and provide insight into weaknesses and opportunities for improvement in the future. Through evaluation, teachers can measure the success rate of the learning process at various time intervals, such as each meeting, each quarter, each semester, or even while in a certain educational unit. Each discussion about the learning process includes an evaluation to obtain early information on the progress of the program implementation so that aspects that need to be improved can be identified appropriately and early (Prasojo et al., 2018).

Effective evaluation involves teachers' understanding of various dimensions related to evaluation, including the essence, objectives, principles, types, and evaluation procedures in the learning process. Evaluation is a data collection activity to measure how learning objectives have been achieved. Therefore, the evaluation must be prepared to pay close attention to the formulation of learning objectives and how well the evaluation can measure the implementation of the learning process. This is important so that the evaluation can provide an accurate and comprehensive picture of the success or failure of a learning program (Raharjo et al., 2022).

Evaluation theory experts have developed various evaluation models based on their opinions and research. In the context of very complex research, the most appropriate evaluation model is the Context, Input, Process, and Product Evaluation Model (CIPP) developed by Stufflebeam. The CIPP model evaluates various disciplines' materials, personnel, students, programs, and projects. This model records the facts that occurred and provides recommendations and solutions to the evaluated program, thus providing a more comprehensive and applicable evaluation format (Bhakti, 2017; Fitriani, 2021; Juri et al., 2021).

The CIPP Evaluation Model not only evaluates the outcomes of a program but also assesses its context, inputs, and processes. Another reason for choosing the CIPP Evaluation Model is that it provides information about a program, input for improvements, and recommendations for evaluating the program (Arikunto, 2021). Thus, this model can provide a thorough and detailed overview of the various aspects of the evaluated learning program. The CIPP model allows decision-makers to determine the appropriate follow-up regarding the program being evaluated, be it the program's repair, development, or discontinuation.

The selection of the CIPP Evaluation Model in this study is based on the views of Suharsimi Arikunto and Cepi Safrudin Abdul Jabar, who divide program evaluation into two types: processing program evaluation and service program evaluation. The learning program is included in the evaluation of the processing program, so the CIPP Evaluation Model is the right choice. The CIPP model evaluates the entire process, from input to results (West Java et al., 2017). This study aims to evaluate the implementation of the Tahfiz Al-Qur'an program at the North Sumatra Islamic Center with the CIPP model to determine whether the program's implementation process needs to be continued, developed, or stopped (Christiani, 2018).

The tahfiz Al-Quran program at the North Sumatra Islamic Center focuses on three areas, namely skills, knowledge, and attitudes. To comply with school standards and the needs of students, the Islamic Center integrates the Curriculum of the Ministry of Religion of the Republic of Indonesia (Kemenag) with the curriculum of competency-based Islamic boarding schools that prioritize Islamic values, fun scientific learning and use technological facilities. Although it highlights Islamic values, the Islamic Centre also reflects national values, hoping that students will have a strong foundation of faith, a bright future, and the ability to compete healthily (Syarifuddin et al., 2023).

Memorizing the Quran should be done using the tikrar or repetition method because the ability of humans to memorize involves two types of memory in the brain, namely long-term memory and short-term memory. These two types of memory are involved when memorizing the Quran. In other words, when a person manages to memorize a verse, repetition is necessary to maintain the memorization in memory. Repetition or muroja'ah (repetition of memorization) is very important because memorization will not be effective if it is not repeated. After all, it only involves temporary short-term memory that has not been stored in long-term memory (Musaddat, 2021).

In the early stages of memorization, the memorized material will first be stored in sensory memory and then entered into short-term memory. From short-term memory, information will be transferred into long-term memory through repetition. For Quran memorizers, the easier it is for Quran material to be stored in short-term memory, the easier it will be to remember it in long-term memory. The process of repetition carried out daily aims to prevent forgetting and ensure that the material is not misremembered (Gade, 2014). The intensity of repetition or muroja'ah greatly influences fluency in memorization. Research shows that frequent repetition of memorized verses is the main key to keeping the memorization of Quranic verses in memory (Nuryanti, 2021). Research (Zaimsyah, 2017) shows that the tahfiz program is running well but requires increased

supervision, as well as institutional policies have a significant effect on the results of the program, with at least a few female students taking the tahfiz 30 Juz program. Research (Muzakki & Mustofa, 2022) shows that the management of tahfiz juz one and juz 30 learning at PUTM is effective with a systematic schedule, representative facilities, intensive coaching, and good student achievements based on the results of the midterm and final exams of the odd semester 2022/2023 (Latif & Septiawan, 2023). The implementation of Qur'an tahfiz was carried out at three levels, using the Takrir, Sabaq, Sabqi, and Manzil methods, and it was evaluated through internal and external systems. (Husnussaadah et al., 2023) This proves that the tahfiz program runs effectively and efficiently with a structured schedule, competent resources, adequate facilities, and implementation according to schedule, and students can memorize the Quran well. And (Sastradiharja et al., 2024) revealed that the CIPP evaluation model was used to measure the success of memorizing the Qur'an at SMPIT Insan Mandiri Greenville with quantitative and qualitative assessment criteria from 1 to 5. The five studies above discuss the evaluation of the tahfiz Al-Qur'an program with the CIPP method. The difference and novelty of the author's research is that the number of programmed juz is 30 juz, while the others are only juz 1 or juz 30. Also, the location of the research is not an Islamic educational institution or Islamic boarding school but an Islamic Centre.

Based on this background, the researcher aims to reveal the best process for implementing the Tahfiz Al-Quran learning program at the Islamic Center of North Sumatra. This study uses the CIPP (Context, Input, Process, and Product) evaluation model to evaluate the implementation of the Tahfiz Al-Quran 30 Juz program at the Islamic Center of North Sumatra. This model is expected to provide a clear picture of the successes and challenges in implementing the program, and This research is expected to reveal the best process for implementing the tahfiz Al-Quran learning program at the North Sumatra Islamic Centre so that it can be used as a model for other schools that want to implement similar programs.

METHOD

This study uses a qualitative and evaluative approach to evaluate the implementation of the Tahfiz 30 Juz Al-Quran program at the North Sumatra Islamic Center. Qualitative research aims to understand social or human phenomena through the collection of descriptive and analytical data, such as in-depth interviews and observations, to explore the meaning and perspective of individuals or groups (Sugiyono, 2019). The research location at Madrasah Aliyah Tahfizil Quran of the North

Sumatra Islamic Centre Foundation was chosen because this institution has a long history in the development of Islamic education since 1982 and plays a significant role in spreading Islamic da'wah in North Sumatra. The reason for choosing this location is that the North Sumatra Islamic Center is an educational center recognized and supported by various parties, and it has become a model for other tahfiz schools in the region.

The data sources in this study are divided into two types, namely primary data and secondary data. According to (Sekaran & Bougie, 2016), primary data is data collected directly from primary sources through interviews, observations, or surveys, while secondary data is data collected from existing sources such as documents, reports, or related literature. Through interviews and observations, primary data was obtained directly from key informants such as tahfiz teachers, students, and *mudir ma'had*. In addition, school documentation such as archives, photos, and official school data are also used as primary data sources. Secondary data was obtained from the head of the *madrasah*, the deputy head for tahfiz, the surrounding community, tahfiz coordinators, alums who have memorized 30 Juz, and reading materials and books relevant to the research topic.

Data collection was carried out by observation, interview, and documentation methods. The observation was carried out to see firsthand the implementation of the tahfiz program and its learning methods. Semi-structured interviews are conducted with tahfiz teachers, program managers, and other relevant parties to obtain in-depth information. Documentation is used to collect written data that supports this research.

Data analysis uses the Miles and Huberman model, which includes four stages: data collection, condensation, data presentation, and conclusion drawing (Miles & Huberman, 2019). The data obtained were compiled and analyzed using CIPP (Context, Input, Process, Product) evaluation techniques to provide a comprehensive overview of the successes and challenges in implementing the Tahfiz program. This procedure ensures that data analysis not only focuses on the outcome but also includes the implementation process, the inputs used, and the context of the program so that it can provide appropriate recommendations for future program improvement and development.

FINDINGS AND DISCUSSION

Findings

The results of the evaluation findings used the CIPP (Context, Input, Process, Product) model in the Tahfiz Al-Quran learning program at the Islamic Center of North Sumatra. This evaluation

aims to measure needs and program planning and evaluate the program's input, implementation, process, and results. The results of this evaluation are summarized in the following table:

Table 1. Implementation of the Tahfiz Al-Quran Learning Program at the Islamic Center of North Sumatra

Aspects	Description of Evaluation	Implementation at the Islamic Centre of North Sumatra
Context	Context evaluation is the first evaluation stage in the CIPP model. This evaluation is carried out by describing the conditions of the program implementation environment, comparing it with the needs of the program, and analyzing the causes of the discrepancy between reality and expectations.	Analyze the environmental conditions of the North Sumatra Islamic Centre and compare it with the needs of the Qur'anic tahfiz learning program, as well as find the causes of impossibility and inconsistency between expectations and reality.
Input	Input evaluation is the second stage in implementing the CIPP model evaluation. This evaluation analyzes the managers and implementation of the program to determine if they fit the expected categories and criteria.	Assess the implementers of the tahfiz Al-Quran learning program at the North Sumatra Islamic Centre, including the Tahfiz Al-Quran Coordinator and the Teacher of the Tahfiz Al-Quran Study Field, and compare the expected terms and conditions with the existing implementing criteria to assess suitability.
Process	Process evaluation is the third stage, which evaluates the planned implementation of the program by monitoring each line of program implementation, identifying procedural challenges, collecting specific data for program decisions, and describing the actual process.	Evaluate the entire process of learning tahfiz Al-Quran at the North Sumatra Islamic Centre, monitor the program's implementation, identify challenges, and ensure that the process runs according to the plans and procedures set.
Product	Product evaluation is the final stage, which evaluates the output of the program that has been implemented. These evaluations define operations, measure association criteria with objectives, compare outcomes with program standards and interpret outcomes based on contextual, input, and process information documents.	Assessing the results of the tahfiz Al-Quran learning program at the North Sumatra Islamic Center, including students' ability to tahfiz, the ability to read the Quran, and students' noble morals, and comparing the results achieved with the predetermined program standards.

The results of this study discuss and explain the findings related to the evaluation of the tahfiz Al-Quran learning program at the Islamic Center of North Sumatra using the CIPP (Context, Input, Process, Product) model. This evaluation includes an analysis of the environment, needs, implementation, and program outcomes. The research findings in question are summarized in the following table, which describes each aspect of evaluating CIPP and its implementation at the North Sumatra Islamic Centre.

Table 2. CIPP Evaluation of the Tahfiz Al-Quran Learning Program at the Islamic Centre of North Sumatra

Evaluation Aspects	Description	Research Findings
Context	Context evaluation refers to the analysis of the school's environment, community, needs, and goals for the Al-Quran Tahfiz program.	The Al-Quran tahfiz program at the North Sumatra Islamic Center receives support from the central and regional governments, the community, and schools. This support can be seen from the educational goals that are in line, BOS funds, and the recognition that the Islamic Centre is the first tahfiz school in North Sumatra. The government supports this program by providing freedom in determining the curriculum and supervision carried out without reprimands, showing full support for implementing the tahfiz program.
Input	Input evaluation analyzes program managers and implementers and whether they follow the expected criteria and categories.	The tahfiz program at the Islamic Centre has competent human resources, including tahfiz teachers who memorize 30 juz and an ideal teacher-student ratio (1:15). The program implementation procedures, such as the preparation of exam schedules, syllabi, and lesson plans, are following the expected standards.
Process	Evaluation of the process assesses the implementation of the planned program, monitors the implementation, identifies challenges, and describes the actual process.	The implementation of the tahfiz program follows the plan, with teachers who master the material, interesting and varied learning methods, and deposit assessments carried out without mushaf. Teachers are free to innovate in teaching methods, which helps maintain the quality and effectiveness of tahfiz learning.
Product	Product evaluation assesses program outputs or outcomes, defines operations, measures association criteria with objectives, and compares outcomes to program standards.	The results of the tahfiz program show that students can read the Quran fluently, understand tajweed, and have noble morals. Although memorization targets decreased during the pandemic, teachers used alternative methods to regain memorization targets. Before the pandemic, more than 50% of students could memorize 30 juz. The existence of this program also helps to form students with noble character, such as always saying greetings, maintaining ablution, and treating mushaf well.

Discussion

Analysis of the Illustration of the Tahfiz Al-Quran Learning Program at the Islamic Centre of North Sumatra

From the data in Table 1. We can analyze the results of research related to the implementation of the tahfiz Al-Quran learning program at the North Sumatra Islamic Center using the CIPP (Context, Input, Process, Product) evaluation model as follows:

Context

In terms of context, the tahfiz Al-Quran learning program at the North Sumatra Islamic Centre has received full support from various parties, including the central government, local governments, communities, and schools (Kuenzi, 2018; I. S. Mohamed et al., 2014). This support can be seen from the education policy in line with the government and schools, BOS financial assistance, and the recognition that the Islamic Centre is the first tahfiz school in North Sumatra. In addition, the school environment, foundations, and the surrounding community also provide significant support. This shows that the tahfiz Al-Quran program at the North Sumatra Islamic Centre is in line with the needs and expectations of the local community, making this support one of the key factors in the success of this program (Nwufo et al., 2023; Sauri et al., 2022; Wassan et al., 2017).

Input

In the input aspect, the evaluation shows that the Tahfiz program has competent human resources. The tahfiz teachers at the North Sumatra Islamic Center have high qualifications, averaging 30 juz of the Quran. The ideal teacher-to-student ratio, which is 1:15, also supports an effective learning process. The program implementation procedures, including preparing exam schedules, syllabi, and lesson plans, have followed the expected standards. These criteria ensure the program's implementation runs efficiently and effectively and supports achieving program objectives (Lin et al., 2024; Martin et al., 2023; Yao et al., 2024).

Process

An evaluation of the process aspect shows that the implementation of the Al-Quran tahfiz program at the North Sumatra Islamic Center is running according to the plan that has been set. Teachers can master the material well and use interesting and varied learning methods. The assessment of memorization deposits is carried out strictly, where teachers receive deposits without using mushaf, which adds to the level of discipline and accuracy in memorization. Monitoring the program's implementation is carried out regularly to identify emerging challenges and ensure the learning process remains on the right track. The freedom for teachers to innovate in teaching methods also helps maintain the quality and effectiveness of learning (Can et al., 2024; S. Liu et al., 2022, 2024; Pizza et al., 2024).

Product

In terms of products, the evaluation showed that the results of the tahfiz Al-Quran learning program at the North Sumatra Islamic Center were very positive. Students can read the Quran

fluently, understand tajweed, and have noble morals. Although memorization targets decreased during the COVID-19 pandemic, teachers managed to use alternative methods to regain memorization targets. Before the pandemic, more than 50% of students could memorize 30 juz of the Quran. In addition, this program has also succeeded in forming the character of students with noble character, such as always saying greetings, keeping ablution, and treating mushaf (Bos et al., 2024; Stacey, 2024). All of these results show that the Tahfiz Al-Quran learning program at the North Sumatra Islamic Center has succeeded in achieving its goals by following the standards that have been set.

In conclusion, the CIPP model evaluation shows that the Tahfiz Al-Quran learning program at the North Sumatra Islamic Center is running well and effectively. Support from various parties, competent human resources, a planned implementation process, and satisfactory results are indicators of the success of this program. This evaluation provides clear guidance on maintaining and improving the quality of tahfiz learning programs in the future.

Analysis and Evaluation of the Tahfiz Al-Quran Learning Program at the Islamic Center of North Sumatra

From the data in Table 2. Above, we can analyze the evaluation of the results of the implementation of the tahfiz Al-Quran learning program at the North Sumatra Islamic Center using the CIPP (Context, Input, Process, Product) evaluation model as follows:

Context

Evaluating the tahfiz Al-Quran learning program at the North Sumatra Islamic Center using the CIPP (Context, Input, Process, Product) model provides a comprehensive overview of the successes and challenges in implementing the program. Contextual evaluation analyzes the school's environment, community, needs, and goals. The Al-Quran tahfiz program at the North Sumatra Islamic Centre has received significant support from various parties, including the central and regional governments, the community, and the school. This support can be seen from the education policy that is in line with the government and the school and the recognition that the Islamic Centre is the first tahfiz school in North Sumatra. In addition, BOS funding assistance is also a strong indication of government support (Gebrekidan, 2024). The freedom given by the government in determining the curriculum and supervision carried out without further reprimand emphasizes that this tahfiz program has full support and is considered important by stakeholders (Boudouaia et al., 2024; H. Liu et al., 2024; Mainey et al., 2024).

Input

In terms of input, the evaluation showed that the Tahfiz Al-Quran program at the North Sumatra Islamic Center had very competent human resources. The tahfiz teachers in this school, on average, memorize 30 juz of the Quran and have an ideal teacher-student ratio of 1:15. This ratio supports an effective learning process where the attention and guidance given to each student can be maximized. The program implementation procedures also follow the expected standards, from the preparation of exam schedules and syllabus to Learning Implementation Plans (RPP) (El Amrani et al., 2016; Lataifeh et al., 2020). This conformity shows that the planning and implementation of the program is carried out carefully and professionally, ensuring that all elements involved in the tahfiz Al-Quran program can function properly (Hashim et al., 2015; E. H. Mohamed & Shokry, 2022; Nordin & Nor, 2014).

Process

At the process stage, the evaluation assesses the implementation of the planned tahfiz program, including monitoring, challenge identification, and description of the actual process. The implementation of the tahfiz program at the North Sumatra Islamic Centre is running according to the plan set. The teachers in this program master the material well and use interesting and varied learning methods. This is important because an interesting method can increase students' interest and motivation in memorizing the Quran (Calderón et al., 2024; Deng, 2024; Gebremaiam, 2024). The assessment of memorization deposits is carried out strictly, where teachers receive deposits without using mushaf, increasing discipline and memorization accuracy. The freedom given to teachers to innovate in teaching methods also helps maintain the quality and effectiveness of tahfiz learning. Regular monitoring helps identify challenges that arise during the program's implementation and ensures that the learning process remains on the right track (Alsharbi et al., 2021; X. Liu et al., 2020; Mustafa et al., 2014).

Product

In terms of products, the evaluation assesses the output or results of the implemented Al-Quran tahfiz program. The results of the evaluation show that the tahfiz program at the North Sumatra Islamic Center has produced students who can read the Quran fluently, understand tajweed, and have noble morals (Jamaludin et al., 2018; Omar et al., 2015; Tan et al., 2018). Although the memorization target decreased during the COVID-19 pandemic, teachers used alternative methods to achieve the memorization target again. Before the pandemic, more than 50% of students

could memorize 30 juz of the Quran, demonstrating the program's effectiveness in achieving its goals. This program also succeeded in forming students' character with noble characters, such as always saying greetings, keeping ablution, and treating mushaf well. This shows that the tahfiz program not only focuses on memorization skills but also on the formation of students' morals and character (Rahmad & Kibtiyah, 2022; Rohmah & Swandari, 2021; Romadhoni et al., 2023).

In conclusion, the CIPP model evaluation shows that the Tahfiz Al-Quran learning program at the North Sumatra Islamic Center is running well and effectively. Support from various parties, competent human resources, a planned implementation process, and satisfactory results are indicators of the success of this program. This evaluation provides clear guidance on maintaining and improving the future quality of Tahfiz learning programs. This program is successful in the academic aspect and in shaping students' morals and character, which is the main goal of Tahfiz Al-Quran education. Thus, the tahfiz program at the North Sumatra Islamic Centre can be a model for other schools that want to implement similar programs.

CONCLUSION

The evaluation showed that the Tahfiz Al-Quran learning program at the North Sumatra Islamic Center ran well and effectively. Support from various parties, human resource competence, a planned implementation process, and satisfactory results are indicators of the success of this program. This evaluation provides clear guidance for maintaining and improving the quality of this learning program in the future, making it a model for other schools that want to implement similar programs. This program is successful not only academically but also in forming students' morals and character, which is the main goal of Tahfiz Al-Quran education.

The research shows significant strengths, including full government and community support, competent human resources with an ideal teacher-student ratio, and planned and innovative program implementation. The program results also show success in achieving academic goals and shaping students' morals. However, the study has some shortcomings, such as a decrease in memorization targets during the pandemic, which indicates the need for stronger strategies in emergencies and a high reliance on competent human resources, which may be difficult to maintain in the long term. In addition, this study may not pay attention to individual variations in the student learning process that can affect overall learning outcomes.

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