

## Evaluation of the special tahfidz program using the context, input, process, product model

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### ABSTRACT

The special Tahfidz program is an option for many students who want to strengthen their memorization of the Qur'an. As part of the program, this activity involves an evaluation process. MBS encounters evaluation challenges, prompting this research to delve deeper into these issues and identify strategies to surmount them. This study aims to evaluate the special tahfidz program at PPM MBS Yogyakarta. This evaluation uses ex post facto with a mixed method evaluative approach and uses the CIPP evaluation model. The subjects of this research are in the form of the person in charge of the special tahfidz program, tutors and students who participate in the special tahfidz program. Data collection is carried out by means of interviews, observations and documentation. The results of the evaluation showed that 51% of students achieved the target that had been determined, 18% exceeded the memorization target and 31% of students had not reached the target. However, most of the indicators have been fulfilled so that it gets the title of "Very Good" with a score of 3.25 points. Based on this, it is recommended that the program can be resumed with a record of improvement in indicators that have not been met, namely research, development and sustainability indicators.

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### Introduction

From time to time, education is an inseparable part of human life. Education is the foundation of civilization, because the development of a nation cannot be separated from the quality of the nation's education (Nabilah & Jinan, 2024). Education also has various models including Tahfidz Al-Qur'an. Tahfidz Al-Qur'an can be interpreted as a method of memorizing the holy book of the Qur'an by reading and remembering continuously so that it can be read or spoken outside the head properly and correctly (Nur Qomariah & Zairi, 2024). So that Tahfidz Al-Qur'an Education has a strong relationship with the development of the teaching and learning process in maintaining the authenticity of the Qur'an. Nowadays, studying the Qur'an is an obligation that must be developed and practiced by Muslims around the world (Sholihah Kunaepi et al., 2024). This obligation is also a Movement to Return to Perfect Islam and become

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one of the icons of Muslims. The Qur'an as the main source of law in Islam and also as a guideline for mankind not only explains the laws but all parts of human life are also discussed in the Qur'an (Rohman et al., 2024). In other words, this is what makes the Qur'an the basis for emphasizing the obligation to read and memorize the Qur'an in Islamic Religious Education. However, in reality, learning to read and memorize the Qur'an is still a big record in most educational institutions. Nadjmatul Faizah as the Rector of the Institute of Qur'an Sciences said that the number of illiteracy in the Qur'an in Indonesia is still very large. This is based on research carried out by the IIQ Community Service Institute through the KKL or Field Work Lecture for the 2021/2022 school year, from an experiment conducted on 3,111 Muslims, 72.25% were categorized as not being able to read the Qur'an properly and correctly (Sari et al., 2023).

Responding to this problem, educational institutions or schools must provide learning how to read the Qur'an in accordance with the law of Tajweed as well as learning how to maintain the memorization of the Qur'an properly. One of the efforts in maintaining and caring for the memorization of the Qur'an is to develop a tahfidz program for educational institutions such as Islamic boarding schools (Rohmah et al., 2022). Therefore, the Tahfidz Al-Qur'an program is used as one of the efforts of Muslims in creating a generation of the Qur'an who in the future will continue the struggle in developing the basics of religion in Indonesia. The tahfidz Al-Qur'an program is a superior educational program where students not only learn the knowledge of the Qur'an and memorize it, but by studying the Qur'an, students are given directions related to how good manners and morals are grown and habituated in accordance with the teachings of Islam. The tahfidz Al-Qur'an program aims to maintain purity and maintain the holy book of the Qur'an by reading and memorizing it (Silviana & Zumratur, 2023). To find out whether the program in Education is successful or not, the program needs to be evaluated, which is usually known as program evaluation. Because this program is a program in Education, it is called the evaluation of the Education program. Evaluation is an important instrument in Education (Tuna & Bas, 2021). In evaluating education programs, it can be seen from a different perspective. The different viewpoints in question are the viewpoint of the government as the creator of the program, the viewpoint of the community as the implementer of the program, the viewpoint of educators in terms of program performance, the benefits of the program and the impact of the program (Purnomo et al., 2022).

Several studies conducted by previous researchers related to the evaluation of the Qur'anic tahfidz program. The first research was carried out by Syaifudin Noer and Evi Fatimatur Rusydiansyah in 2019, the research was entitled "Evaluation Model of Tahfidzul Qur'an

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Learning based on Coin Pro 2 (Comparative Study of Tahfidz Learning in Turkey, Malaysia and Indonesia). The results of the study show that in the context evaluation, the things evaluated by the tahfidz Qur'am program received support from school institutions, the assessment system of the Tahfidz Qur'an program is incorporated in the school curriculum and there are policies from the school related to the minimum target of memorization and time allocation. In the input evaluation, the things that are evaluated are tahfidz teachers who have good competence, then evaluations related to the initial ability of students to read the Qur'an, the learning design of the Qur'an tahfidz program, the special Qur'an mushaf for Memorization, the memorization recording of students, assessment modules and special classes or rooms for students who take part in the Qur'an memorization program. In the evaluation of the process, the things that are evaluated are students in adding new memorization, in terms of students' murajaah and in terms of listening to each other's memorization of the Qur'an. In product evaluation, the things that are evaluated are the ability of students to read their memorization correctly and fluently and related to the memorization achievement targets that have been determined. There is a similarity between the previous research and this study is evaluating the tahfidz Al-Qur'an program while the difference lies in the location of the research, the time of the research and the research is based on coin pro 2 (Noer & Rusydiyah, 2019).

The two studies carried out by Atikah Umi Markhamah Zahra Ayyusufi, Ari Anshori and Muthofin in 2022, the research was entitled " Evaluation of The CIPP Model on The Tahfidz Program in Islamic Boarding Schools". The results of the study show that the tahfidz Al-Qur'an program at Pondok Darul Fithrah and PPTQ Ulul Albab has been running well. From the aspect of context evaluation, the two cottages are in the very good category. From the input evaluation aspect, Darul Fithrah pondok is in the good category while PPTQ Ulul Albab is in the very good category. In the aspect of process evaluation, Darul Fithrah and PPTQ Ulul Albab are in the good category. Meanwhile, in terms of product evaluation, Darul Fithrah is in the category of quite good, because students have not reached the maximum memorization target and PPTQ Ulul Albab is in the category of very good. There are similarities between the previous research and this study, namely the use of the CIPP evaluation model and the use of qualitative research. Meanwhile, the difference is in the place of research (Ayyusufi et al., 2022).

From the research above. The evaluation model of the first research has not shown a thorough evaluation because the evaluation used in the first study is the evaluation of the pro 2 coin model. The second study is more comprehensive because it uses the CIPP evaluation model, but the object and place of the second research are different. So this is the reason why the CIPP evaluation model is widely used in evaluating a program. The CIPP evaluation model is considered more comprehensive when compared to other models. The researcher feels that

the CIPP evaluation model has relevance to be used as an evaluation model for the Special Tahfidz program at the Muhammadiyah Boarding School Yogyakarta Modern Islamic Boarding School.

This research was carried out at the Muhammadiyah Boarding School Yogyakarta Islamic Boarding School in Sleman district, Yogyakarta Special Region Province. MBS Yogyakarta is a modern Islamic boarding school that combines traditional values with modern values in an integrated manner and also by balancing the Islamic boarding school curriculum and the national education curriculum. MBS Yogyakarta has also received A accreditation and this Islamic boarding school has many excellent programs in honing young Muhammadiyah cadres, one of which is the Special Tahfidz program. This special tahfidz program aims to help students who have a better ability to memorize the Qur'an. However, the institution lacks in evaluating the implementation of the Special Tahfidz program. Based on this background, the researcher formulated the following research problem: What is the description of the implementation of the Special Tahfidz program at the Muhammadiyah Modern Islamic Boarding School Yogyakarta? Therefore, the purpose of this study is to find out the overview of the implementation of the Special Tahfidz program at the Modern Islamic Boarding School of Muhammadiyah Boarding School Yogyakarta, apart from that, this study is also aimed at evaluating the implementation of the Special Tahfidz program at the Modern Islamic Boarding School of Muhammadiyah Boarding School Yogyakarta reviewed from the evaluation of the CIPP model.

## Method

This study uses a mix method research method with *ex post facto* evaluative research. This research is a combination of qualitative research and quantitative research (Tashakkori & Creswell, 2007). Research that combines qualitative and quantitative research is better able to understand in solving problems, this aims to make research more extensive. Ex post facto evaluative research aims to evaluate a program that has been carried out and also this research is closely related to the causes and effects of a program (Sappaile, 2010). Evaluation is a comprehensive process that aims to collect, plan and describe important information in assisting in Decision making (Dwi Nawanti et al., 2024). Fitzpatrick, Sanders and Worthen explain that evaluation is the process of describing in determining the value of the object being evaluated (Puteri Andita et al., 2024). Program Evaluation is a valuable instrument for policymakers who review data to advance the quality of a program and advance benefits or outcomes for program implementers (Rahmafritri et al., 2024). There are many models in program evaluation, one of which is the CIPP program evaluation model. This evaluation

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focuses on the application of the CIPP or *Context, Input, Process, Product evaluation model* where the CIPP evaluation model is considered comprehensive (Besar & Yunus, 2024). The CIPP or *Context, Input, Process, Product* model is an evaluation made by *Daniel Stufflebeam* in 1956. This CIPP model is an evaluation model that is prepared according to comprehensive working conditions in directing the implementation of activities or programs, products, members, institutions, program systems and program objectives. The focus of the CIPP model is the process of making decisions on context instruments, inputs, processes and products (Atma et al., 2024). This evaluation model was developed by *Stufflebem*. There are several indicators of the CIPP model according to *Kellaghan & Stufflebeam* (Kellaghan & Stufflebeam, 2003) which is used as the basis for evaluating the special tahfidz program at PPM MBS Yogyakarta, including the following:

### **Context**

Context evaluation is an evaluation that is carried out to collect data. Usually the data collected is used to describe an environment and goals that have not been achieved (Rachmaniar et al., 2021) and then an assessment is carried out whether the education program implemented before it is in accordance with the interests, problems and context evaluation is an opportunity for educational institutions in developing the quality of schools (Suri et al., 2024). the context is usually the goal of the program being evaluated. Context indicators include beneficiaries, resources, background, needs and environment.

### **Input**

Input evaluation has relevance to the resources that are the driving force in achieving a goal (Mukarromah et al., 2024). Input evaluation is carried out by collecting information related to existing resources. This information is used as a basis for determining alternative steps so that existing resources are used effectively (Zhao et al., 2024)input is usually in the form of a plan of the program being evaluated. Input indicators include program stakeholders, strategies, budgets, coverage and research.

### **Process**

Process evaluation is an evaluation that focuses more on assessing the implementation of the program (Irene, 2023). The assessment was carried out by looking for weaknesses and shortcomings in the implementation of the program. The results of the study are then applied as material in deciding future policies (Slamet Riyadi et al., 2022).the process is usually in the form of the implementation of the program being evaluated. Process indicators include program development, implementation, monitoring and input.

## Product

Product evaluation is the last aspect of the evaluation of CIPP. Product evaluation assesses the success or failure of a program (Salsabila et al., 2024). This assessment is accumulated and researched more deeply. The results of this product evaluation are used as the basis for whether the program from the Educational Institution can be continued or changed in each component of the program or not (Suharyat et al., 2022). The product is usually the result of the program being evaluated. Product indicators include impact, effectiveness, carrying capacity, sustainability and regulation. This research was carried out at PPM MBS Yogyakarta in Prambanan District, Sleman Regency. Data collection at PPM MBS Yogyakarta was carried out by interviews, observations and documentation. Interviews were conducted with the head of the special tahfidz division, 4 teachers who implement the special tahfidz program and 5 students, namely 3 students who have the most memorization and 2 students who have the least memorization and students taken from grades eight, ten, and alumni of the special tahfidz program.

Data analysis is carried out using data reduction, data presentation and data verification. The raw data that has been obtained in the field records is selected, focused and simplified. Qualitative assessment standards are described as "very good" to "very poor" values. The score is very good if it meets 4 instruments, the score is good if it meets 3 instruments, the score is bad if it meets 2 instruments, and the score is very bad if it meets 1 instrument or does not meet at all. The data was then presented in a qualitative descriptive manner in accordance with the CIPP evaluation research instruments, namely *Context, Input, Process, Product*. The quantitative research standard displayed is an assessment of the achievement of students' memorization while participating in a special tahfidz program. The assessment is very poor if the memorization achievement ranges from 0% to 25%, the score is bad if the memorization achievement ranges from 25% to 50%, the score is good if the memorization achievement ranges from 50% to 75% and the score is very good if the memorization achievement ranges from 75% to 100%.

## Results and Discussion

The results of the observation and evaluation of the special tahfidz program at PPM MBS Yogyakarta using the CIPP or *Context, Input, Process, Product* model from *Kelleghan and Stufflebeam* show that many instruments have been fulfilled. These instruments such as *Context* and *Input* instruments, while *Process* and *Product instruments* are still unfulfilled. Overall, based on whether there are elements of CIPP instruments in its implementation, this special tahfidz program is perfect, namely in its preparation, implementation and ending. It's

just that there are several indicators that have not been fulfilled for records and future improvements. The following are the results of the evaluation analysis of the special tahfidz program at PPM MBS Yogyakarta.

### **Context**

The context instrument has 4 indicators, see Table 1, including beneficiaries, resources, background, and media. Existentially, the special tahfidz program in the dormitory gets a perfect predicate on the context instrument, namely all indicators have been met. The first of the beneficiary indicators, namely students and supporters, in terms of benefits, Ustadz Halim Ibrahim as the head of the special tahfidz division said that the benefits of the implementation of this special tahfidz include as a distributor of the ability of students who have more memorization skills, as a facilitator for students who have a lot of memorization in maintaining their memorization, and as a forum for parents who want their children to have more memorization.

Second, in the program resource indicators, the boarding school has provided a number of ten ustadz or educators to educate, *sima'* and control the memorization of students. In terms of the quality of the teachers, the teachers have the quality of teaching and memorizing the students and most of them have completed the memorization of 30 juz in line with the research of Hadi Latif, Iswantir and Arif Septiawan, the tahfidz program in the Tahfidzul Qur'an surau has prepared hafiz and *hafizah* teachers in teaching students (Latif et al., 2023).

Third, regarding the background of the program, it starts with students who want a forum to maintain and memorize the Qur'an beyond the target in the boarding school. So that the boarding school has the initiative to create a special tahfidz program to become a forum for students who want to memorize the Qur'an beyond the target of the boarding school and become a forum for students who have more memorization.

Fourth, in terms of space and special media for the program, Ustadz Umar Zaelani as the head of the Plempoh dormitory or dormitory used for special tahfidz children. Ustadz Umar explained in maximizing the results he wanted to achieve. Students who take part in the special tahfidz program are placed in the same dormitory, this aims to create a conducive atmosphere, make it easier to control and monitor special tahfidz students, and create an environment for memorizing and the spirit of togetherness in memorizing the Qur'an. The social environment has a role in the memorization achievement of students. The meaning of social environment is the environment in the dormitory and also close friends (M. Suud & Rivai, 2022). The distance between the dormitory and the mosque is very close, this adds to the enthusiasm of students in memorizing the Qur'an. However, what is noted is that the dormitory is on the side of the

highway, this can endanger students who want to go to the mosque. The media used for the habituation of students listening to the verses of the Qur'an is by setting recordings of the Qur'an reading at certain times such as before and after dawn prayers, before leaving for school, before and after maghrib prayers.

**Tabel 1.** Results of Context Instrument Analysis

<i>Instrument</i>	<i>Indicator</i>	<i>available/Not</i>	<i>Predicate</i>
Context	Beneficiaries	available	Excellent
	Resources	available	
	Background	available	
	Space and Media	available	

Overall, in the *context* instrument of the special tahfidz program at PPM MBS Yogyakarta, it has fulfilled all instruments and received the title of "Very Good" with a score of 4 points. However, there are several defects for improvement, including adding security supervision in front of the dormitory gate or adding road signs, this aims to supervise more on the safety of students in activities in the dormitory.

### **Input**

Input instruments have 4 indicators, see Table 2, including strategy, budget, material coverage, and research. The special tahfidz program meets three of the four indicators so that it gets the title of "Good", among which one indicator that is not met is research. Where in the implementation of the program, the boarding school did not conduct more in-depth research about the program being run. Where research is used as the development, evaluation or improvement of a program (Arsyam & M. Yusuf Tahir, 2021). However, existentially, 3 other indicators have been met, namely strategy, budget and material coverage, although there are still some defects in terms of quality. First, on the strategy indicators. A learning strategy is a description of a learning pattern from start to finish that educators use specifically (M. Suud, 2020). The use of strategies in the tahfidz program is very important because the strategy provides convenience for students in memorizing the Qur'an (Hasna et al., 2024). Ustadz Halim Ibrahim explained the learning strategies used in optimizing the special tahfidz program, including: (1) Dividing groups consisting of ten to eleven children with one tutor, where this tutor is responsible for monitoring the development of memorization of special tahfidz students every day, both from adding memorization or ziyadah and repeating memorization or muraja'ah; (2) Setting the time of muraja'ah and mandatory ziyadah; (3) Holding routine tasmi' in groups which is carried out weekly according to the goals of each group; (4) Holding a special tasmi' for students who have achieved a certain amount of memorization; (5) Giving prizes to outstanding students in the hope of fostering enthusiasm and motivation for other



special tahfidz students; (6) Providing punishment for special tahfidz students who do not follow the rules that have been set.

Second, on budget indicators. A clear budget aims to make it easier to be accountable for the success or failure of a program in achieving its goals (Andesta et al., 2024). The boarding school provides facilities in the form of a special budget to stimulate a special tahfidz program. This is because the special tahfidz program is a flagship program at PPM MBS Yogyakarta. Third, on material indicators. Materials have a very important role in the learning process (Wahyudi, 2022). The special tahfidz program has a different material coverage from regular tahfidz, the difference lies in the time of *muraja'ah* and *ziyadah*, in addition to at night. Students are also given dependents to meet certain memorization targets beyond regular tahfidz. So that students who take part in the special tahfidz program will be much more proficient and superior in the strength of memorizing the Qur'an compared to regular tahfidz.

**Table 2.** Results of Input Instrumen Analysis

<i>Instrument</i>	<i>Indicator</i>	<i>Available/No</i>	<i>Predicate</i>
Input	Strategy	available	Good
	Budget	available	
	Material	available	
	Research	No	

Overall, the indicators on the *input instruments* in the special tahfidz program have been almost fulfilled and only the research indicators have not been fulfilled. So, it is given with the predicate "Good" with a score of 3 points on the *input instrument*. Notes from *input instruments*, on research indicators so that they can be implemented to develop and improve the quality of special tahfidz programs to be better. Improving *the input instrument* will make it easier to achieve the goals of the program being run. Therefore, it is necessary to complete the indicators contained in the *input instrument* to develop and improve the quality of the program.

### Process

Process instruments have 4 indicators including development, implementation, monitoring and problems. The four indicators represent the instrumental *process* evaluation of the special tahfidz program. Overall, the process instrument in the special tahfidz program only meets three of the four indicator requirements, so that it gets the title of "Good" in the process instrument. The three indicators that were fulfilled included implementation indicators, monitoring and constraints. Meanwhile, indicators that are not met are development indicators. First, on the implementation indicators. Based on an interview on June 8, 2024 with Ustadz Halim Ibrahim as the head of the special tahfidz program, that;" The time

allocation prepared for the special tahfidz program is *Ziyadah* time and *Muraja'ah* time in the evening and morning as well as *weekly Murajaah* once a week, see Table 3.

**Table 3.** Time allocation for the implementation of the Special Tahfidz

No	Days	Types of Activities	Time allocation
1	Monday, Tuesday, Wednesday and Thursday	<i>Ziyadah</i> and <i>Muraja'ah</i>	Morning
2	Wednesday and Friday	<i>Ziyadah</i> and <i>Muraja'ah</i>	Night

Source: Special Tahfidz Program Document and Interview

Based on the results of observations, data was obtained that the special tahfidz program was carried out on every day except Saturday. The morning session starts from 06.40-07.30 and the evening session starts after the Maghrib prayer until before the call to prayer of Isha. The place for the implementation of the special tahfidz program, for the morning session at the At-Tanwir Mosque and for the evening session at the Al-Birr Mosque.

Second, monitoring indicators, the monitoring in question is the process of collecting and analyzing data in an organized and continuous manner based on components related to a program. The results of the collection and analysis are used as records for the improvement of the program and for the sustainability of the program implementation in the future (Bimantara & Purnomo, 2023). Monitoring in an educational program is the most important strategy in improving the essence of learning (Al-adawiyah et al., 2024). The special tahfidz program has a special coordinator or person in charge of the program. The person in charge of the special tahfidz program is none other than the head of the special tahfidz program, Ustadz Halim Ibrahim. Monitoring is carried out by controlling once a month, so there is an evaluation meeting once a month between the head of the special tahfidz program and the supervisors of the special tahfidz program. So that monitoring and supervision are in-depth and able to reach out to processes related to technical *ziyadah* and *muraja'ah activities*

Third, indicators of constraints. There are obstacles in the implementation of the special tahfidz program, including the lack of preparation of students in adding and repeating their memorization. One of the facilitators of the special tahfidz program, ustadz Hilmi Syukri, said that students usually only memorize the Qur'an when it is time *for ziyadah* without preparing their memorization carefully. The congested time of cottage activities is also an obstacle to the implementation of the program, this makes *the time of ziyadah* or *muraja'ah* at night less than optimal.

Fourth, development indicators. From the person in charge of the program, it does not provide activities outside of *ziyadah* and *muraja'ah* hours in terms of adding the enthusiasm of tahfidz students specifically in memorizing the Qur'an. The lack of activities such as rihlah, bringing in sheikh or memorization motivators, there are no *rewards* for outstanding students.

In fact, *rewards* can be an encouragement for students in memorizing the Qur'an (Neliwati et al., 2024). Therefore, the indicators for the development of the special tahfidz program are not fulfilled properly, see Table 4.

**Table 4.** Results of Process Instrument Analysis

<i>Instrument</i>	<i>Indicator</i>	<i>Available/No</i>	<i>Predicate</i>
Process	Implementation	Available	Good
	Monitoring	Available	
	Obstacles	Available	
	Development	No	

Overall, the special tahfidz program on process instruments has met three of the four required indicators, so that it gets the title of "Good" with a score of 3 points. Notes from the special tahfidz program on the instrument *process*, first on the development indicators need to be done as an effort to appreciate the students of the special tahfidz program so that the students will be more enthusiastic in memorizing the Qur'an. And there is also a need for additional meeting hours so that students who have not had time to deposit their memorization can deposit their memorization, Ahmad Shunji, Susanto and Farichin explained that the meeting hours of the tahfidz program in an institution must be added and there are also tahfidz facilitators who are always ready and always there to listen to the memorization deposits of students (Shunhaji et al., 2024).

### **Product**

Product *evaluation* serves as a measure of the success of a program's achievement (Rahmanita et al., 2022). The analysis of the instrument *product* has four indicators, including impact, effectiveness, carrying capacity and sustainability. Overall, the special tahfidz program at PPM MBS Yogyakarta met three of the four indicators needed. The three indicators include impact, carrying capacity, and effectiveness, while sustainability indicators do not meet the criteria. So that in the analysis of the CIPP instrument *product* program, it received the title of "Good".

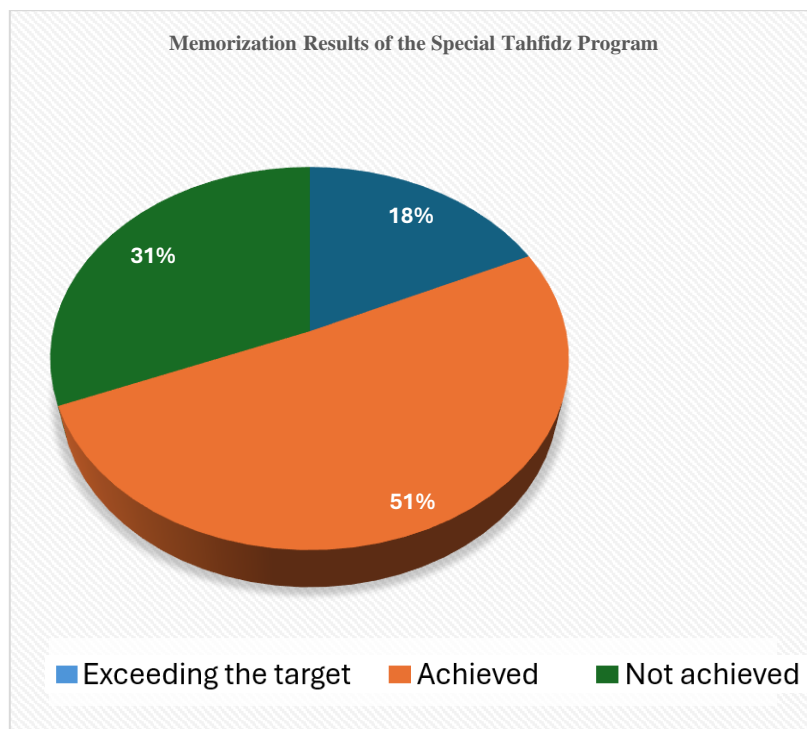
First, on the impact indicator, the special tahfidz program recognized by every student got satisfactory results, namely being able to add memorization of the Qur'an exceeding the target of the boarding school in each semester. This is evident from the results of the value analysis by the facilitators every month. Of course, unlike the regular tahfidz carried out by the boarding school, the special tahfidz program here has more memorization targets and more intensive memorization activities. Another impact is also that many of the special tahfidz program students are representatives in several tahfidz competitions. Second, based on program effectiveness indicators. Special tahfidz program students are targeted to complete juz 1, 2, 3,

29 and 30 or 100 pages. The data taken is in the form of documentation of the results of grades every month from the supervisors. The results of the data are as Table 5, and Fig. 1.

**Table 5.** Results of Recapitulation of Memorization Achievements of the Special Tahfidz Program

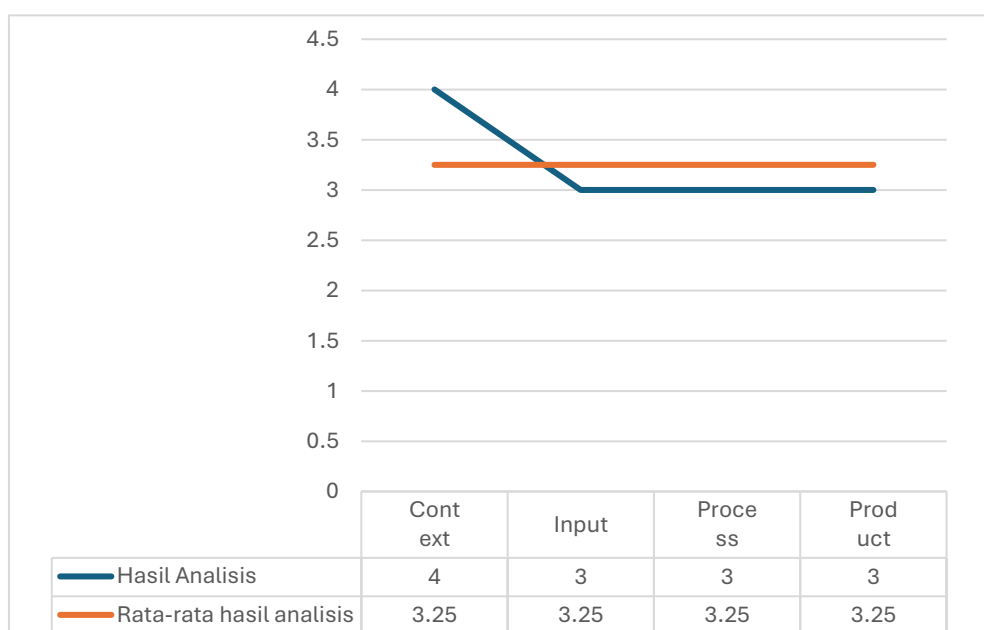
No	Group	Number of Memorizations			Total
		Juz 30 and 29	5 juz	>5 Juz	
1	Abu Bakar	6 Person	6 Person	-	12 Person
2	Abu Ubaidah bin Jarrah	-	5 Person	8 Person	13 Person
3	Umar bin Khattab	-	11 Person	-	11 Person
4	Ali bin Abi Thalib	-	11 Person	1 Person	12 Person
5	Usman bin Affan	11 Person	-	-	11 Person
6	Thalhah bin Ubaidillah	-	11 Person	1 Person	12 Person
7	Zubair bin Awwam	11 Person	-	-	11 Person
8	Sa'ad bin Zaid	10 Persen	4 Person	-	14 Person
9	Abdurrahman bin Auf	-	5 Person	8 Person	13 Person
10	Sa'ad bin Abi Waqqas	-	9 Person	4 Person	13 Person

Source : PPM MBS Yogyakarta Special Tahfidz Results Document  
 The above can be illustrated as Fig. 1.



**Fig. 1.** Distribution of Presentations on Memorization Achievements of Special Tahfidz Program Students

The data above shows that 51% of students achieved the predetermined target and 18% exceeded the memorization target. Based on this data, it proves that the program is effective to implement, because many students of the special tahfidz program have completed the memorization target and even exceeded the specified target. Third, based on the indicator of carrying capacity or the achievement of the memorization target by the students in accordance with the capacity of the targeted program, that many students of the special tahfidz program have met certain memorization targets. However, what is still a record is that some students have begun to forget the memorization of the Qur'an which has been memorized. This is due to the *muraja'ah* time which always collides with the activities of the boarding school and the declining enthusiasm of the students, see Fig. 2. Even though *memorization* is the most important thing in memorizing the Qur'an, because verses that have been memorized require continuous repetition so that the verses that have been memorized are not forgotten (Fadilla et al., 2024).



**Fig. 2.** Graph of CIPP Analysis Results of the Special Tahfidz Program

This is a note for a special tahfidz program to further strengthen *muraja'ah* or the repetition of students' memorization. Fourth, from sustainability indicators, neither the boarding school nor the program hints for students to continue to a higher level after graduation to improve the quality of their memorization such as universities of Qur'an science and so on. Overall, in instrument *products*, three out of four indicators have been met and in accordance with the required criteria, see Table 6. Only the sustainability element is not met. So that the product instrument gets the title of "Good" with a score of 3. Notes from the special tahfidz program on *product instruments*, first, there needs to be an additional hour for *muraja'ah* to memorize the Qur'an so that the students' memorization is maintained. Second, the person in charge of the

program needs to provide direction for students to be able to continue to a higher level so that the memorization and repetition process does not stop and can improve the quality of memorization.

**Table 6.** Product Instrument Analysis Results

<i>Instrument</i>	<i>Indicator</i>	<i>available/No</i>	<i>Predicate</i>
Product	Impact	available	Good
	Effectiveness	available	
	Carrying Capacity	available	
	Sustainability	No	

Based on the results of the analysis, a graph was obtained from the results of the CIPP model evaluation analysis on the special tahfidz program at PPM MBS Yogyakarta. First, the *context instrument* received the title of "Very Good", the second input instrument received the title of "Good", the third process instrument received the title of "Good", and finally the *product instrument* received the title of "Good". The four instruments have represented to optimally evaluate the special tahfidz program. The analysis model only reviews the external or existence of certain indicators, so it does not review the quality of the feasibility of an indicator. However, both those with the predicate "Very Good" and the predicate "Good" are given notes to improve the quality of the program, so that it is expected to get a better output than targeted.

The graph of the results of the CIPP analysis on the special tahfidz program shows that the quality balance of the four instruments. The balance is in the form of one instrument receiving the title of "Very Good" and three instruments receiving the title of "Good". This shows that almost all instruments in the special tahfidz program are running well. Balance also improves the quality of the program, especially in input instruments, *processes* and *products*. Improvements in the instrument *process* on development indicators. The person in charge of the special tahfidz program did not mention any development for the program. program. The program only focuses on memorizing the Qur'an of the students without looking at the side of boredom that the students feel. The *context instrument* also needs to be maintained so that the predicate remains in the highest position. In addition to the utu, there is also a note to increase in terms of the quality of certain indicators. Especially in the indicators of space or facilities, namely the need for additional supervision in front of the dormitory gate.

This is necessary in order to improve the quality of supervision on the safety of students in their activities and memorize in dormitories and mosques. In addition, the *Input instrument* has also run well with the predicate "Good", it's just that improvements are needed in the research indicators, so that the program can run more optimally. The research also aims to ensure that the special tahfidz program always develops with the times and is able to develop the program intensively. Product instruments as a determinant of the output of the special

tahfidz program have been running well with the predicate of "Good". It's just that there is a note that there needs to be an improvement in sustainability indicators. This is important so that students can develop their potential to a higher level.

Based on the results of the analysis, the special tahfidz program on the context instrument received the title of "Very Good" with a score of 4 points, the input instrument received the title of "Good" with a score of 3 points, the Process instrument received the title of "Good" with a score of 3 points, the instrument product received the title of "Good" with a score of 3 points. The average result of all predicates from the CIPP analysis results was obtained that the special tahfidz program at PPM MBS Yogyakarta received the title of "Very Good" with an average score of 3.25 points out of 4 points. So that the special tahfidz program can continue the implementation process with a note that it is necessary to complete indicators that have not been met such as research, development and sustainability indicators. In addition, it is also necessary to improve the quality of all the indicators needed so that the special tahfidz program is able to achieve the expected target and be able to produce the output of students who have a Qur'anic spirit and have Islamic morals.

## Conclusion

Based on the results of the program evaluation analysis using the CIPP or Context, Input, Process, Product model in the special tahfidz program at PPM MBS Yogyakarta. The program received the title of "Very Good" with an average score of 3.25 points. So it is recommended that programs that have been running can be resumed with a record of improvement in indicators that have not been met, namely research, development and sustainability indicators. Another note is the addition of supervision facilities in the form of guards at the dormitory gate and the addition of meeting hours to improve the quality of student memorization. In addition, overall the special tahfidz program has been running very well. Improvements in indicators will improve the quality of student output and will provide convenience in achieving the expected goals.

## Declarations

**Author contribution** : Muhammad Buya Al-Madany Abror was responsible for the entire research project. He also led the writing of the manuscript and the collaboration with the second author. Fitriah M. Suud participated in the data collection, transcription and analysis. She also revised the manuscript. Both authors approved the final manuscript. Responsible for translation and corresponding with journal editors in the submission process

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