

Applying the CIPP Model to Assess the Impact of the Tahfidz Class Program on Quranic Retention

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Article Info	Abstract
<p>Article history:</p> <p>Received: 07/06/2024 Revised: 12/09/2024 Accepted: 12/31/2024</p> <p>Keywords:</p> <p>CIPP model, Program Assessment, Quran Memorization</p>	<p>Purpose – This study aims to evaluate the effectiveness of the Tahfidz Class Program at MTs Negeri 1 Yogyakarta in improving students' Quran memorization by applying the CIPP (Context, Input, Process, Product) evaluation model.</p> <p>Design/methods– The research adopts a qualitative descriptive approach to provide an in-depth understanding of the program's implementation and outcomes. Data collection methods included structured interviews with program stakeholders, direct observations of program activities, and analysis of institutional records. The CIPP model served as the analytical framework, with data analyzed using the descriptive model by Miles, Huberman, and Saldana, encompassing data condensation, data display, and conclusion drawing. Triangulation of sources was employed to ensure validity and reliability.</p> <p>Findings – The program aligns effectively with institutional goals and employs sufficient resources to enhance Quran memorization. The tikkar method significantly strengthens students' retention of Quranic verses. However, only 20% of participants achieved the target of memorizing four chapters, indicating room for improvement in teaching strategies and resource optimization. The findings also highlight the program's role in fostering both religious and academic excellence, though challenges remain in scaling these successes.</p> <p>Research implications/limitations – The study's scope is limited to a single institution, and its reliance on qualitative data may affect the generalizability of findings. Further research should explore broader implementations across diverse educational settings and examine innovative strategies for enhancing Quran memorization.</p> <p>Practical implications – The study provides actionable insights for improving the Tahfidz Class Program, including better resource allocation, refined teaching methods, and clearer target-setting mechanisms. These findings can inform similar programs in other institutions seeking to balance religious and academic education.</p> <p>Originality/value – This research offers a comprehensive evaluation of a specialized Quran memorization program using the CIPP model, demonstrating its applicability in educational program assessments. It contributes valuable insights into the integration of systematic evaluation frameworks in enhancing both the efficiency and impact of religious education programs.</p>
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Introduction

The rapid advancements of technology in the Fourth Industrial Revolution era have significantly transformed various aspects of human life, including the field of education. Adapting to the demands of the 21st century necessitates a robust and adaptive educational system capable of addressing global challenges. However, Islamic educational institutions, particularly madrasahs, often face quality-related challenges such as inadequate management, limited public recognition, and societal stigmas that perceive these institutions as inferior to mainstream schools. Issues such as overloaded curricula, lack of technological adoption, and insufficient professional development among educators contribute to these perceptions. Addressing these challenges requires innovative programs that promote not only academic excellence but also spiritual growth, such as the implementation of the Tahfidz class program to instill a love for the Qur'an among students (Hakim & Utami, 2021; Rahman & Akbar, 2021).

Program evaluation plays a critical role in assessing the effectiveness and impact of educational initiatives. It provides structured and systematic insights into the achievements and shortcomings of a program, thus informing stakeholders for continuous improvement. Evaluation methodologies such as the Context, Input, Process, and Product (CIPP) model offer a comprehensive framework for analyzing various aspects of educational programs (González-Barea et al., 2021; A. Putra et al., 2021). This model has been widely applied in assessing diverse educational contexts, demonstrating its utility in evaluating program implementation and outcomes. In the case of the Tahfidz class program, such an evaluation framework is vital to understand its effectiveness in enhancing students' Qur'an memorization (A. A. S. Putra et al., 2022).

Previous studies highlight the importance of structured educational interventions in enhancing learning outcomes. For instance, the KidsTalentum program demonstrated improved decision-making and self-awareness skills among elementary students (Santos et al., 2021). Similarly, the program "I am Learning to Protect Myself with Mika" effectively enhanced preschoolers' recognition of inappropriate touch and personal safety skills (Eslek et al., 2022). Evaluations of educational programs such as the PAI and PFP in Spain underscore the role of criterion-based assessments in promoting social and educational reintegration (González-Barea et al., 2021). These findings affirm the potential of well-designed programs in achieving targeted educational outcomes.

Further, numerous educational programs have showcased the efficacy of innovative methodologies. For example, the EOLAS program facilitated increased knowledge and confidence among participants through clinician and peer co-facilitation (Higgins et al., 2020). In Indonesia, the PKBM program in Ambon demonstrated effectiveness in providing non-formal education for marginalized communities, underscoring the importance of well-managed educational initiatives (Lokollo et al., 2020). The flipped classroom approach in Japan's Kampo e-learning program also significantly improved medical students' understanding of traditional medicine, showcasing the role of innovative pedagogies in enhancing learning experiences (Ito et al., 2021).

Studies on blended learning models further emphasize their impact on reducing stress and enhancing self-control among high school students, as demonstrated in the mindfulness program evaluated by Kang & Kim, (2023). Similarly, community-based learning programs in Nigeria revealed significant improvements in literacy and numeracy among displaced children, highlighting the transformative potential of contextually relevant educational interventions (Ugwuanyi et al., 2024). These examples underline the importance of tailored program designs in addressing specific educational needs.

Despite these successes, gaps remain in the evaluation of Islamic educational programs, particularly those aimed at enhancing students' Qur'an memorization. Existing studies often focus on general educational outcomes, leaving a lack of comprehensive evaluations targeting spiritual and academic integration. Additionally, challenges such as

limited technological resources and societal perceptions require further exploration to ensure program scalability and sustainability (Gomes et al., 2020; Rahman & Akbar, 2021).

This study aims to evaluate the Tahfidz class program at MTs Negeri 1 Yogyakarta, focusing on its effectiveness in improving students' Qur'an memorization. Using the CIPP evaluation model, the study will assess the program's context, input, process, and product components. By addressing gaps in previous research, this study seeks to contribute to the growing body of knowledge on Islamic education while providing practical recommendations for program enhancement. Ultimately, this research aims to support the development of high-quality, innovative educational programs that integrate spiritual and academic excellence.

Methods

This study adopted a qualitative descriptive research design, aimed at understanding the phenomena experienced by subjects through detailed descriptions in words and language. The qualitative descriptive approach was utilized to provide a comprehensive understanding of the program's dynamics, allowing the analysis of patterns and significant events within the Tahfidz class program. This methodology was particularly suitable for investigating life phenomena and participant narratives, aligning with prior studies on descriptive research strategies (Kusumastuti & Khoiron, 2019).

The research was conducted at MTs Negeri 1 Yogyakarta, focusing on the implementation and outcomes of the Tahfidz class program. Data collection was carried out using structured interviews, guided by an interview protocol tailored to the research objectives. The protocol was designed to explore participants' experiences, skills, and competencies related to the program. Observations of program activities were also conducted to capture real-time interactions and processes. Primary data were derived from direct interviews and observations, while secondary data were obtained from institutional records and reports.

The primary tools for this study included structured interview guides and observation checklists, ensuring a systematic approach to data collection. Data were analyzed using the descriptive data analysis model proposed by Miles, Huberman, and Saldana. This analysis involved three key steps: data condensation, data display, and conclusion drawing. Data condensation encompassed selecting, simplifying, and summarizing information to identify critical insights. Data display organized the findings coherently, facilitating interpretation. Conclusions were drawn by synthesizing insights and interpreting patterns (Miles et al., 2014).

To ensure the reliability and validity of the findings, source triangulation was employed. This approach involved cross-verifying information from multiple data sources to enhance credibility and minimize biases. Triangulation was particularly effective in confirming the consistency and accuracy of the data, which strengthened the study's findings. The integration of different perspectives ensured a holistic evaluation of the Tahfidz class program.

The analytical framework emphasized the qualitative descriptive method's ability to capture intricate details and contextual nuances. By systematically evaluating the context, input, process, and product components, this study provides a thorough assessment of the program's effectiveness and offers actionable insights for improvement. This methodology aligns with prior evaluations of educational programs, ensuring robust and comprehensive findings (Eslek et al., 2022; González-Barea et al., 2021; Higgins et al., 2020; Lokollo et al., 2020; Santos et al., 2021).

Results

The CIPP evaluation model, developed by Daniel Stufflebeam and colleagues at Ohio State University (Arikunto, 2006), features four distinct components aimed at decision-making and operational guidance for a program. The CIPP model identifies decisions starting from program planning, preparation, implementation, and reviewing the outcomes of previous

programs. The evaluation process under the CIPP model is considered highly effective, providing a foundational, comprehensive, and integrated approach (Kurniawati, 2021). The four stages of this model are as follows:

1. Context

First, this stage evaluates the foundational elements of a program, such as its vision, mission, objectives, and needs analysis (Ilyasa & Madjid, 2021). Environmental indicators, such as policy support and the conducive atmosphere of the surroundings, play a crucial role. Sukmadinata describes context evaluation as a means to depict and specify the program's environment, unmet needs, target population, and other program-related aspects. Hilman Fitry, S.Pd., the coordinator of the Tahfidz Class Program at MTs Negeri 1 Yogyakarta, explained that the initial socialization of the Tahfidz program was conducted online through the school's social media channels and WhatsApp groups, particularly during the COVID-19 pandemic.

Second, the needs evaluation focuses on the concerns raised by the principal and the vice principal for student affairs regarding the incoming students during the 2020 admission cycle. Many students already memorized 2–5 juz (chapters) of the Quran, prompting fears of memory erosion without a dedicated program. Consequently, a team was formed to design a Tahfidz class program, which was integrated into the admissions process by the following academic year.

Third, the objectives evaluation examines the alignment of the program's goals with the school's broader objectives. The Tahfidz class program aims to provide students the opportunity to focus on Quran memorization without requiring residential accommodations. This initiative aligns with the school's vision: "Firm in Islam, independent in learning, excellent in achievements, resilient in competencies, and fostering a research-based environmental culture."

2. Input

First, human resources form a critical component of the input stage. For MTs Negeri 1 Yogyakarta, teachers assigned to the Tahfidz program must memorize at least 10 juz of the Quran. Each instructor oversees 16 students, ensuring an effective teacher-student ratio. Hilman Fitry, S.Pd., noted that the selection process for Tahfidz instructors prioritized internal candidates, particularly during the COVID-19 pandemic, when recruiting external teachers was challenging (Faizin, 2021).

Second, facilities and infrastructure play a vital role in program success. Adequate facilities provide students with a conducive learning environment, enhancing comfort and focus. MTs Negeri 1 Yogyakarta's well-maintained facilities have significantly supported the implementation of the Tahfidz program.

Third, teaching methods are another essential aspect of input evaluation. The program employs the *Tikrar* method, which involves repetitive recitation to strengthen memorization. Research shows that repetition is key to effective memorization: "The more you repeat it, the better you remember it."

Fourth, the admission procedure ensures that only qualified candidates enter the program. Applicants must meet criteria such as fluency in Quranic recitation, memorization of at least two juz, and a commitment to completing the program. The admission process includes tests on memorization speed, Quranic reading proficiency, and existing memorization levels.

3. Process

First, process evaluation examines whether the program implementation aligns with the initial plan. At MTs Negeri 1 Yogyakarta, the Tahfidz program adheres to the Ministry of Education and Culture Regulation No. 22 of 2016, which outlines stages of preparation, core

activities, and conclusion. Proper preparation is key to facilitating effective Quran memorization (Husna et al., 2021).

Second, the role of instructors is assessed to ensure effective teaching and guidance. Instructors are responsible for delivering lessons, providing evaluations, and ensuring the program aligns with established schedules. The program is managed by the principal, who acts as the overall supervisor, while instructors employ the *Tikrar* method to facilitate memorization.

Third, the utilization of facilities is evaluated to ensure they meet the program's needs. At MTs Negeri 1 Yogyakarta, facilities are used effectively, fostering a sense of ownership among students. This contributes to a supportive environment that enhances the learning experience.

4. Product

First, product evaluation measures the achievement of program objectives. At MTs Negeri 1 Yogyakarta, students in the Tahfidz program are expected to meet specific memorization targets. For instance, in one class of 32 students, 20% met the target of memorizing four juz, while others were at varying levels. Although not all students reached the target, these results are considered promising for a year of implementation.

Second, the program demonstrates significant improvements in students' memorization abilities. Around 30% of students represent the school in Quran memorization competitions at city, provincial, and national levels. These achievements highlight the program's effectiveness in fostering Quranic literacy.

Third, the program provides numerous benefits to students. These include enabling them to memorize the Quran according to specific targets, facilitating Quranic learning without requiring residential accommodation, and improving cognitive and logical thinking skills. Additionally, students in the program have shown enhanced abilities in tackling higher-order thinking skills (HOTS) questions.

In conclusion, the Tahfidz program at MTs Negeri 1 Yogyakarta has shown substantial progress and benefits. The program's success in meeting its objectives underscores its potential for continuation and further development.

Discussion

The current research aimed to evaluate the Tahfidz Class Program at MTs Negeri 1 Yogyakarta using the CIPP (Context, Input, Process, Product) model. This approach aligns with the theoretical framework that emphasizes program evaluation as a comprehensive tool for decision-making and improving educational initiatives (Kurniawati, 2021). The study revealed critical insights into how the Tahfidz program operates and its effectiveness in addressing the needs of students. Previous literature highlights the significance of such evaluation models in identifying program strengths and areas for improvement (Ilyasa & Madjid, 2021). The findings provide a nuanced understanding of the program's alignment with institutional goals and its role in enhancing students' Quran memorization capabilities.

The results demonstrate the program's partial success in meeting its objectives. While approximately 20% of students achieved their memorization targets, the majority fell short, underscoring areas needing further attention. The input component revealed significant contributions from qualified teachers, yet logistical challenges persisted, such as limited availability of instructors meeting the 10-juz memorization requirement. The process evaluation highlighted adherence to planned activities and standards, supported by sufficient facilities and effective teaching strategies like the *tikrar* method. However, discrepancies between expected and actual outcomes in student memorization rates suggest the need for refinements. These mixed results emphasize the complexity of program implementation and outcomes.

Comparison with prior studies underscores both commonalities and divergences. Similar to findings from Kadir, (2021), logistical and human resource constraints emerged as barriers to achieving optimal program outcomes. The implementation of *tikrar* as a pedagogical method aligns with Santos et al., (2021), who emphasized repetition as a key learning strategy. However, unlike Nozaki et al., (2024), which reported technological challenges in online learning environments, the Tahfidz program benefitted from in-person teaching supported by robust facilities. Additionally, the program's impact on cognitive skills mirrors findings from Mpousiou et al., (2021), highlighting its broader educational value. These comparisons enrich the understanding of contextual factors shaping program success.

The program's partial success in achieving memorization targets may be attributed to varying levels of student preparedness and engagement. The 2020 intake included students with prior memorization experience, but this foundational advantage was not uniformly distributed. Additionally, the pandemic's disruptions necessitated reliance on online platforms for initial socialization, which may have hindered early program cohesion. Teacher qualifications played a pivotal role, yet the absence of educators with 30-juz expertise likely limited the depth of instruction. These contextual challenges emphasize the importance of continuous professional development and tailored student support.

Furthermore, the process evaluation highlighted effective utilization of resources, with the school providing conducive environments and appropriate facilities. This finding underscores the program's alignment with best practices in educational management (Husna et al., 2021). However, achieving the intended outcomes requires not only structural support but also strategic enhancements, such as differentiated instruction and targeted interventions. The integration of motivational strategies to sustain student engagement could further bolster memorization outcomes, as suggested by Voith et al., (2020).

The broader implications of these findings suggest that while the Tahfidz program contributes significantly to students' religious and cognitive development, its scalability and sustainability remain areas for improvement. Lessons drawn from this evaluation could inform similar initiatives in other educational settings. For instance, employing a tiered support system that includes peer mentoring and parental involvement may address gaps in student progress. Moreover, expanding professional networks to recruit highly qualified instructors could enhance instructional quality.

In light of the findings, cautious interpretation is warranted regarding the program's long-term impact. While immediate benefits, such as improved Quran memorization and cognitive skills, are evident, the broader educational outcomes require longitudinal tracking. The study's reliance on qualitative insights also highlights the need for more robust quantitative measures to assess student progress comprehensively. Future research should explore how program modifications, including technological integration and personalized learning paths, could further enhance outcomes.

The implications of this study extend beyond the immediate context of MTs Negeri 1 Yogyakarta. The findings reinforce the value of systematic program evaluations in identifying actionable insights for educational improvement. By addressing identified challenges, the Tahfidz Class Program could serve as a model for other institutions aiming to balance religious and academic excellence. Moreover, the alignment of program goals with student needs and institutional vision exemplifies effective educational planning and management. This research underscores the critical role of comprehensive evaluations in fostering impactful educational initiatives.

Conclusion

This study evaluated the Tahfidz Class Program at MTs Negeri 1 Yogyakarta using the CIPP model to assess its impact on students' Quran memorization. The findings reveal that the program effectively aligns its objectives with institutional goals, utilizes adequate resources, and employs the *tikrar* method to significantly improve students' memorization

skills. However, the achievement rate of only 20% of students meeting the set targets highlights areas for improvement, particularly in teaching strategies and resource optimization. While the study underscores the potential of systematic evaluations for educational advancement, its focus on a single institution and reliance on qualitative data present limitations. Future research should explore broader implementations and innovative approaches to enhance the program's effectiveness and scalability.

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