

Evaluation of Tahfizh Program Taajul Waqoor Li Tahfiizhil Qur'ani Kariim at Al Binaa Islamic Boarding School

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ABSTRACT

This research is evaluation research using the CIPP (Context, Input, Process, Product) model developed by Stufflebeam. This model was chosen because it is a very appropriate evaluation model to evaluate the effectiveness of the implementation of a program. Data was collected using interviews, observations and document studies, while data analysis was carried out using the Milles and Huberman model. The purpose of this study was to evaluate the running of the Tahfizh Taajul Waqoor Li Tahfiizhil Qur'anil Kariim Program at Al Binaa Islamic Boarding School (Ibs). From the results of the evaluation of the Tahfizh Taajul Waqoor Program at Al Binaa IBS Bekasi, the following conclusions can be drawn: (1) From the context component, the formulation of the vision, mission and objectives of the Tahfizh Taajul Waqoor Program is in a good category, only in the formulation of the vision there is one criterion that has not been met, namely vision is not static. (2) From the Input component, it shows that the input of teachers, students, curriculum and facilities and infrastructure is in a good category, only for student input, it still does not meet the ideal criteria for memorizing the Qur'an because students as a whole do not understand the science of recitation, both at the level of theory and practice and also do not understand the rules of the Arabic language and cannot read the Qur'an fluently. The input of the Tahfizh study room facilities in some rooms is comfortable, but there is still a need for a review of the Qur'an laboratory facilities. (3) From the Process component, the use of Tahfizh's methods, media, materials and learning time is in a good category. For materials, the determination or selection of materials and targets for tahfizh is still the same in general between students with upper-middle abilities and students with low abilities. (4) Product components are in a good category. Both the achievement of Tahfizh and Tahsin are by the targets set by the school. Report cards and monitoring forms made by the school are very effective in monitoring students' habituation in reading the Qur'an at home during holidays.

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INTRODUCTION

Al Binaa IBS as an educational institution oriented to the piety of this generation of people has opened a Tahfizh Al Quran class program starting at the seventh-grade junior high school and X grade high school level with creative, innovative learning designs, adjusting to the age of development and growth of students, integrating the education department curriculum with the core curriculum of the Tahfizh class, so that students are expected to have the ability to read the Koran according to the standard, memorize 30 juz mutqin, and obtain a national education diploma.

The program that is already running, of course, has many obstacles/problems including the unequal/unachieved memorization target, a saturation of students, involvement of students in sports activities or student organizations in regular programs, an administration that has not been neatly organized. On the other hand, the Foundation intends to evaluate whether the program will continue to run/discontinue.

The planning of the tahfidz extracurricular activity program has the aim of forming a good character for students and can instil faith and piety in students (Surur, 2018). Tahfidz Al-Qur'an is a process for remembering, and repeating the reading of the Al-Qur'an which will be memorized as well as maintaining and guarding it. Thus we understand that everything that is done repeatedly must be memorized both readings and listening, including the verses of the Qur'an (Rofi, 2019). Tahfidz Al Qur'an consists of two syllables that have different meanings, including the words tahfidz and the Qur'an. Tahfidz is based on the words of Al Hafidz which is always remembered and forget a little. Thus the meaning of Hafidz is a person who memorizes carefully. Al Hafidz also means to keep, memorize and maintain. (Kamal, 2017).

The Tahfizh Taajul Waaqor Li Tahfiidzil Qur'anil Kariim program is a program at the Al Binaa Islamic Boarding School which aims to produce the memorizers of the Qur'an with a halaqoh system guided by tahfidz caregivers and a set of other supporting activities with the aim of producing the memorizers of the Qur'an. Qur'an.

To see the various problems in learning tahfidz al-Quran, of course, an evaluation model is needed (Kemal, et.all, 2021). The evaluation model for the tahfidzul Quran program is intended as a problem solver in the implementation and improvement of the quality of the tahfidzul Quran learning program (Noer & Rusydiyah, 2019). Evaluation by experts is carried out as an action or process to determine the value of something (Sudijono, 2009). Evaluation is also understood as a value judgment process regarding product quality or school student performance (Nitko, 2010). Djalili and Muljono emphasized that evaluation is the process of evaluating something based on predetermined criteria or goals, which is continued with decision making on the object being evaluated (Djaali & Mudjiono, 2009).

Program evaluation is an activity to determine the level of success or achievement of the objectives of a given program as an activity carried out based on planning; and appropriate data

collection activities as material for decision-makers to determine the follow-up of programs that are currently or have been implemented (Arikunto & Abdul Jabar, 2008). The expert opinion also says, evaluation is the process of describing, obtaining, providing, and applying descriptive and judgmental information about the benefits and worth of some object objectives, design, implementation, and results to guide improvement decisions, provide accountability reports, inform institutionalization/dissemination decisions, and improve understanding of the phenomena involved (Arikunto, *Fundamentals of Educational Evaluation*, 2017).

The concept of evaluation of the CIPP model (Context, Input, Process, and Product) was developed by Stufflebeam in 1965 as a result of his efforts to evaluate the ESEA (the Elementary and Secondary Education Act). In Stufflebeam's view, "The CIPP model is based on the view that the most important purpose of the evaluation is not to prove, but to improve" (Stufflebeam, 2002). The CIPP evaluation concept suggests that the important purpose of the evaluation is not to prove, but also to improve. The evaluation of the CIPP model can be applied in various fields, such as education, management, enterprise and so on. In the field of education, Stufflebem classifies the education system as Context, Input, Process, and Product.

METHODS

This research is evaluation research using the CIPP (Context, Input, Process, Product) model developed by Stufflebeam. This model was chosen because it is a very appropriate evaluation model to evaluate the effectiveness of the implementation of a program. Primary data sources were obtained by means of direct and in-depth interviews with Mudir Pondok, Principal, Deputy Head of Curriculum, Deputy Head of Student Affairs, Teachers and Islamic Boarding School students, in addition to using interview techniques, observations were also carried out. The primary data source was obtained through tahfidz learning documents that were available at Al Binaa Islamic Boarding School. Data collection tools are very important in a study, which aims to collect all the data needed in research. In this study, the authors used several data collection tools such as questionnaires, interviews, observation and documentation.

Table 1. Evaluation Criteria / Success Indicators

Evaluation Goals	Aspects	Data Source Success	Indicators	Data Collection Techniques
Context	Vision	<ol style="list-style-type: none"> The formula is short, dense and easy to remember Bridging the present and the time to come Inspiring and opposed to achieving it It is not static and not forever 	<ol style="list-style-type: none"> Principal Documents Teachers 	<ol style="list-style-type: none"> Interviews Documentation
	Mission	<ol style="list-style-type: none"> The mission statement is in accordance with the vision. Easy to remember. Flexible and operational. The mission must be customer-focused. 	<ol style="list-style-type: none"> Kep. School Document Teacher 	<ol style="list-style-type: none"> Interview Documentation

input	Objectives	<ol style="list-style-type: none"> 1. Provide specific and accountable (measurable) measures. 2. Must be aligned with the mission and vision. 3. Objectives state what specific activities will be completed and when they will be completed. 4. The essence does not change, unless there is a shift in the environment, or in the case of strategic issues the results are cooled. 	<ol style="list-style-type: none"> 1. Kep. School 2. Document 3. Teacher 	<ol style="list-style-type: none"> 1. Interview 2. Documentation
	Teacher	<ol style="list-style-type: none"> 1. Have a bachelor's degree or get a recommendation from the Foundation. 2. Have memorized at least 2 chapters, namely chapters 29 and 30. 3. Have knowledge of tajwid both theoretical and practical. 4. Always develop professionalism in a sustainable manner. 	<ol style="list-style-type: none"> 1. Kep. School 2. Teacher 3. Document 	<ol style="list-style-type: none"> 1. Interview 2. Documentation
	Student	<ol style="list-style-type: none"> 1. Mastery of Tajweed. 2. Understand basic Arabic. 3. Fluent in reading the Qur'an. 4. Strong interest in memorizing the Qur'an. 	<ol style="list-style-type: none"> 1. Teacher 2. Student 	<ol style="list-style-type: none"> 1. Interview 2. Observation
	Curriculum	<ol style="list-style-type: none"> 1. Compiled by considering and paying attention to the level of growth, development and maturity of students. 2. Based on the perceived needs of these students. 3. Considering students' abilities. 4. The student's interest factor is also a consideration in 	<ol style="list-style-type: none"> 1. Kep. School 2. Teacher 3. Document 	<ol style="list-style-type: none"> 1. Interview 2. Documentation

preparing the curriculum.

Facilities & Infrastructure	1. Adequate building infrastructure.	1. Teacher	1. Interview
	2. Adequate supporting infrastructure.	2. Observation	2. Observation
	3. Comfortable study room.		
Method	4. Learning support tools are available.		
	1. In accordance with the instructional objectives.	1. Kep. School	1. Interview
	2. Appropriate views of the available time.	2. Teacher	2. Observation
	3. Appropriate views of the availability of facilities.		
Media	4. According to the student's condition.		
	1. The suitability of the media with the purpose of teaching.	1. Kep. School	1. Interview
	2. The teacher's ability to use the media.	2. Teacher	2. Observation
	3. Media flexibility and practicality.		
	4. Compliance with the available time allocation.		

Material	<ol style="list-style-type: none"> 1. The material is determined with reference to the instructional objectives to be achieved. 2. The material provided is related to the next material and is arranged in an order that makes it easier for students. 3. The material chosen should be meaningful to students, in the sense that it contains practical/beneficial value for everyday life. 4. The state of the material should be determined by taking into account the level of thinking development of the student concerned. 	<ol style="list-style-type: none"> 1. Teacher 2. Student 3. Document 	<ol style="list-style-type: none"> 1. Interview 2. Observation 3. Documentation 	
Timing	<ol style="list-style-type: none"> 1. There is an educational calendar. 2. The suitability of the placement of study time with the physical condition of students at that time. 3. The material given is in accordance with the time set in each term. 4. Implementation of the program in accordance with the time set. 	<ol style="list-style-type: none"> 1. Teacher 2. Document 	<ol style="list-style-type: none"> 1. Interview 2. Documentation 	
Product	Target	<ol style="list-style-type: none"> 1. The value according to the KKM is 8.0 2. Students are able to read the Qur'an with tartil according to the science of recitation. 3. Students are able to achieve the target of memorization every semester. 4. Get used to reading the Qur'an at home. 	<ol style="list-style-type: none"> 1. Teacher 2. Document 	<ol style="list-style-type: none"> 1. Interview 2. Documentation

FINDINGS AND DISCUSSION

To provide a detailed description of the implementation of the Tahfizh Taajul Waqoor Program at Al Binaa IBS Bekasi, the following researchers present a discussion of the evaluation target components which include: context (context), input (input), process (process), and product (results).). The discussion of the evaluation results cannot be separated from the 2018 IBS Bekasi Tahfizh Taajul Waqoor Al Binaa Program Technical Guide and other supporting references.

3.1. Discussion Context *The context*

In this evaluation research consists of the vision, mission and objectives of the Tahfizh program.

1. The formulation of the vision has met the criteria, namely: the formulation is short, concise and easy to remember; bridge the present and the future; inspiring and challenging to achieve. The criteria have not been met that the vision is not static and not forever. From the results of the interview, the researcher concluded that there was no further discussion to review the vision formulation because it was considered to be in accordance with the existing demands.
2. There needs to be a review of the vision which will also be described in the program objectives so that the program will be able to produce better targets and have a wider reach. The mission formulation has met the criteria for a good mission.
3. The formulation of program objectives has met the following criteria: Provide specific and accountable measures, in line with the mission and vision, state what specific activities will be completed and when they will be completed, the essence does not change, unless there is a shift in the environment, or in the case of strategic issues the desired results. The wise decision taken by the school is to adjust the student's memorization target because it is still in the pilot stage.

3.2. Discussion Input (*input*)

Input in this evaluation study is associated with the program managers, namely teachers, students, curriculum, facilities and infrastructure.

1. The teacher's input has met the following criteria: received a recommendation from the foundation, has memorized 30 chapters, has worked at a tahfizh institution, has knowledge of tajwid both theoretical and practical, develops professionalism in a sustainable manner.
2. The input of students has not fully met the ideal criteria, for the mastery of practical tajwid, most have mastered it, but for the mastery of tajwid theoretically only a few have understood. Observations of researchers, learning the science of theoretical recitation is still lacking. The absence of emphasis on theoretical recitation lessons has resulted in students not understanding the science of recitation theoretically. Students do not fully understand Arabic related to nahwu shorof because Arabic lessons in elementary or junior high schools are very simple, only related to simple vocabulary. Students are not entirely fluent in reading the Koran. This has been anticipated by the additional hours of service at schools, as well as in dormitories. The students' interest in memorizing the Qur'an is good.
3. The curriculum inputs have met the following criteria: Compiled by considering and paying attention to the level of growth, development, and maturity of students, based on the perceived needs of students, taking into account students' abilities, namely measurable memorization targets.
4. The input of facilities and infrastructure has met the following criteria: Adequate building infrastructure, adequate supporting infrastructure. Learning support tools are available.

3.3. Discussion Process (process)

In the process of evaluation research include learning methods Tahfizh, Tahfizh instructional media, materials and time Tahfizh Tahfizh program implementation.

1. The method used is in accordance with the criteria for using a good method.
2. When using other media in Tahfizh learning, time is felt to be less effective. There is no need for a lot of media because Tahfizh learning is focused on reading and memorizing, and murojaah of the Qur'an.
3. The material chosen in general is in accordance with the criteria for selecting a good material.
4. Related to learning time, the Tahfizh Al-Qur'an learning schedule is placed in the morning, and in the afternoon (ba'dal dzuhur) is a break, because the child's brain is still fresh to memorize the Qur'an; for handling students who do not reach the target, they are grouped separately with a cluster system where there is a special teacher or assistant in order to achieve the specified target.

3.4. Discussion Product (results)

The product from the implementation of the evaluation of the Tahfizh Taajul Waqoor Program is related to the results of the program, namely; The value according to the KKM is 8.0, students are able to read the Qur'an with tartil, students are able to achieve the target of memorization every semester.

1. Tahfizh's achievement has reached the specified KKM.
2. The achievement of recitation of reading the Qur'an is quite good.
3. The program targets have been well achieved.

Monthly reports via WhatsApp are a good tool to monitor memorization. The monitoring form is a good means to monitor students while on vacation. The benefits of the program have been felt very well by the guardians of the students, need monitoring and consistency from the school, so that the results can be maximized. Based on the findings and discussion of research, a summary can be made as follows

Table 2. Recap of Tahfizh Taajul Waqoor Al Binaa IBS Program Evaluation Results

Evaluation Goal	Aspect	Indicator	Yes	No
Context	Vision	1. The formulation is short, concise and easy to remember.	⊙	
		2. Bridging the present and the future.	⊙	
	3. Be inspiring and challenging to achieve.	⊙		
	4. Not static and not forever.		√	
	Mission	1. The mission statement in	⊙	

		accordance with the vision.	
		2. Easy to remember.	⊙
		3. Flexible and operational.	⊙
		4. The mission must be customer focused.	⊙
	Objectives	1. Provide specific and accountable (measurable) measures.	⊙
		2. Must be aligned with the mission and vision.	⊙
		3. Objectives state what specific activities will be completed and when they will be completed.	⊙
		4. The essence does not change, unless there is a shift in the environment, or in the case of a cooled outcome strategic issue.	⊙
	Teacher	1. Have a bachelor's degree or get a recommendation from the Foundation.	⊙
input		2. Have a minimum of two chapters, namely memorizing chapters 29 and 30.	√
		3. Have knowledge of tajwid both theoretical and practical.	⊙
		4. Always develop professionalism in a sustainable manner.	⊙
	Student	1. Mastery of Tajweed.	√

	2. Understand basic Arabic.	√
	3. Fluent in reading the Qur'an.	⊙
	4. Strong interest in memorizing the Qur'an.	⊙
Curriculum	1. Compiled by considering and paying attention to the level of growth, development and maturity of students.	⊙
	2. Based on the perceived needs of these students.	⊙
	3. Considering students' abilities.	⊙
	4. The student's interest factor is also a consideration in preparing the curriculum.	⊙
Facilities & Infrastructure	1. Adequate building infrastructure.	⊙
	2. Adequate supporting infrastructure.	⊙
	3. Comfortable study room.	⊙
	4. Learning support tools are available.	⊙
Method	1. In accordance with the instructional objectives.	⊙
	2. Appropriate views of the available time.	⊙
	3. Appropriate views of the availability of facilities.	⊙
Process		

	4. According to the student's condition.	⊙
Media	1. The suitability of the media with the purpose of teaching.	⊙
	2. The teacher's ability to use the media.	⊙
	3. Media flexibility and practicality.	⊙
	4. Compliance with the available time allocation.	⊙
Material	1. The material is determined with reference to the instructional objectives to be achieved.	⊙
	2. The material provided is related to the next material and is arranged in an order that makes it easier for students.	⊙
	3. The material chosen should be meaningful to students, in the sense that it contains practical/beneficial value for everyday life.	⊙
	4. The state of the material should be determined by taking into account the level of thinking development of the student concerned.	⊙
Timing	1. There is an educational calendar.	⊙
	2. The suitability of the placement of study time with the physical	⊙

Product	Target		
		condition of students at that time.	
		3. The material given is in accordance with the time set in each term.	⊙
		4. Implementation of the program in accordance with the time set.	⊙
		1. KKM appropriate value that is 8.0	√
		2. Students are able to read the Qur'an with tartil according to the science of recitation.	⊙
		3. Students are able to achieve the target of memorization every semester.	⊙
		4. Get used to reading the Qur'an at home.	⊙

CONCLUSION

From the context component, the formulation of the vision, mission and goals of the Tahfizh Taajul Waqoor Program is already a good category, only in the formulation of the vision, there is one criterion that has not been met where the vision is not static. Meanwhile, from the beginning of the vision of the Tahfizh Taajul Waqoor Program, that is in 2018, until now there has been no change.

From the Input component, it shows that the input of teachers, students, curriculum and facilities and infrastructure are well categorized The Qur'an because students as a whole have not understood the science of tajwid, both at the theoretical and practical level and also have not understood the rules of the Arabic language and have not been able to read the Qur'an fluently. The input of Tahfizh study room facilities in some rooms feels comfortable, but there is still a need for a review of the Qur'anic laboratory facilities.

From the Process component, the use of methods, media, materials and learning time of Tahfizh is already a good category. For materials, the determination or selection of materials and tahfizh targets are still generally equated between students with upper secondary ability and students with low ability.

Product components are already a good category. Both the achievement of Tahfizh and tahsin are in accordance with the targets set by the school. Report books and monitoring forms made by the school are very effective in monitoring students' habits in reading the Qur'an at home during the holidays.

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