

# **Evaluation of the Qur'an Memorizing Program at Ma Raudhatul Qur'an using the Cipp Model**

**Ayub Handrihadi, Ambo Asse, Maryam, Muhammad Ali Bakri, Desy Tarakanita**

*Muhammadiyah Makassar University, Indonesia*

*Email: Ayyub.anshori@gmail.com*

The main problem of this research is how is the CIPP Evaluation of Tahfizh Al-Qur'an Learning at Madrasah Aliyah Raudhatul Qur'an Tarakan? The main problem is then formulated in several research questions, namely: 1) How is the Context, Input, Process, Product (CIPP) evaluation model?, 2) How is the Implementation and Discussion of Context and Input evaluation, at Madrasah Aliyah Raudhatul Qur'an Tarakan City?, 3) How is the Implementation and Discussion of Context and Input evaluation, at Madrasah Aliyah Raudhatul Qur'an Tarakan City?. This type of research is qualitative using the evaluation method. Data collection was carried out using interview techniques, observation, and document studies, with CIPP evaluation analysis (context, input, process and product). The results of the study indicate that the Context Aspect of the Tahfidz Al-Qur'an learning program at MA RTQ Tarakan, both in terms of needs, legal basis, support and objectives of implementing this program can be continued and its existence maintained. The Input Aspect of the Tahfidz Al-Qur'an learning program at MA RTQ Tarakan includes Human Resources, Supporting Facilities and Equipment, Funds or Budget which are very good, sufficient and adequate, as well as the comparison of the number of students with the availability of good learning buildings and supporting equipment, but the Implementation Procedure in the implementation of this program has not been running well. Because the Syllabus, RPP, memorization targets, time allocation and memorization evaluation (exam) system need to be renewed and developed and adjusted to the supporting factors and inhibiting factors so far. The Process Aspect of the Tahfidz Al-Qur'an learning program at MA RTQ Tarakan is also not in accordance with the provisions in the context and input aspects. As for the Product Aspect of the Tahfidz Al-Qur'an learning program at MA RTQ Tarakan related to graduate competencies has not been

fully implemented, so improvements are needed. The conclusion of this study is that there is no conformity between the aspects of context, input, process and product, where the planning of the implementation of the Tahfidz Al-Qur'an learning program at MA RTQ Tarakan, both in terms of needs, legal basis, support and objectives of implementing this program is very good, but the aspects of input, process and product need improvement and adjustment. So the researcher recommends that the context aspect can be updated and readjusted in this case the Tahfidz curriculum system. In addition, the researcher recommends adjusting the targets and strategies for Tahfidz learning in the next three years to adjust the inhibiting factors that have occurred so far. Finally, the researcher recommends using the Tahfidz curriculum system and learning steps that the researcher has offered in the previous research discussion.

**Keywords:** Evaluation, Memorizing Al Qur'an, Program, CIPP Model.

## **1. Introduction**

Evaluation is a tool or procedure used with the aim of knowing and measuring everything in a predetermined way and rule. The reality that occurs shows that in educational practice, evaluation is only assessed and understood as an assessment. This kind of understanding can be said to be inappropriate, because the tendency of assessment is still driven by the achievement of learning objectives. While there are still many factors that can determine the success of a program. One of them is the process, of course the process here is a process that is carried out properly and in accordance with the rules. In addition, most people are of the view that a good school is a school that can produce graduates with high grades. Grades or final results are always in the spotlight regardless of the ability of students as a whole in undergoing the learning process.

Program evaluation activities are carried out on all programs, be it ongoing programs or programs that are still being implemented or programs that have been completed. This is done considering the important role of program evaluation in every activity. If evaluation of each program is not carried out, then the implementation of the program becomes ineffective and efficient, closed from program development, even the program tends to become an activity that is not needed. In other words, these activities are not needed. Therefore, it is necessary to have an evaluation in education as outlined in Government Regulation of the Republic of Indonesia Number 32 of 2013 which reads:

"Educational evaluation is an activity of guaranteeing, controlling, and determining the quality of education in each path, level, and type of education as a form of accountability for education providers".

This educational evaluation activity is carried out as a principle of accountability for the educational activities that are held. As an effort to realize the goals of Islamic education, it is important to implement and practice things that have been set as the main goal of following religious messages. Evaluation in Islamic Education is part of an education system that is carried out in a planned and systematic manner to measure the extent of success of the targets and learning process as well as the Islamic education process.

Therefore, it is appropriate to make the Qur'an the main reference in an effort to realize the main goal in the educational process, especially in Islamic education. One of the things that can be done is through a program known as the Tahfidz Al-Qur'an program. The tahfidz Al-Qur'an program is a main program of Qur'an education which is carried out with the main goal of helping to maintain the authenticity and purity of the Qur'an. Although in one of the verses of the Qur'an, Allah has affirmed and provided a guarantee of the purity and purity of the Qur'an forever, as stated in the Qur'an surah Al-Hijr verse 9 as follows:

Indeed, We are the ones who sent down the Qur'an and We are the ones who maintain it.

Operationally, it is the duty and obligation of Muslims to always maintain and maintain it, one of which is to memorize it. The Prophet Muhammad (peace and blessings of Allaah be upon him) encouraged and ordered the memorization of verses of the Qur'an whenever they were revealed and instructed the scholars to write them. It is by memorization and writing by experts that the Qur'an can always be preserved during the time of the Prophet Muhammad (peace and blessings of Allaah be upon him).

The development of Tahfidz Al-Qur'an learning in formal educational institutions is increasingly surprising. Learning Tahfidz Al-Qur'an is used as a selling point for Islamic private schools in Indonesia. Almost all private education, especially those labeled as Islam, have recently had a Tahfidz Al-Qur'an learning program. With the existence of this Tahfidz Al-Qur'an program, the community finally made Tahfidz schools the main target. Now people want their children to take their place in the ranks of people who are busy memorizing the Qur'an. The community began to compete to send their children to Tahfidz Al-Qur'an schools.

Furthermore, Tahfidz Al-Qur'an learning has become the flagship advertising label for schools and private madrasas. With the existence of the Tahfidz Al-Qur'an learning program, now Islamic schools and Madrasah are starting to make their educational institutions with superior schools/madrasas, integrated, model schools, plus schools and so on, which makes Tahfidz Al-Qur'an learning as its flagship program. The growth of Tahfidz institutions is also very encouraging for Islamic education practitioners in the country, who make and implement the Tahfidz Al-Qur'an learning program as their flagship program, This development is also seen in the province of North Kalimantan.

One of the schools or Madrasas that implements Tahfidz Al-Qur'an learning is Madrasah Aliyah Raudhatul Qur'an or better known as MA RTQ in Tarakan City. Madrasah Aliyah RTQ implements a special curriculum that combines the curriculum of the Ministry of Religious Affairs, the boarding school curriculum and the Tahfidz Al-Qur'an curriculum. Since its inception in 2017, MA RTQ has had several excellent programs, one of which is Tahfidz Al-Qur'an, MA RTQ targets its students to be able to memorize 15 juz of the Qur'an with fluent memorization quality and in accordance with the rules of tajweed law, in addition to that MA RTQ targets its graduates to be able to memorize the translation of the Qur'an for at least 2 Juz and be able to memorize in one sitting 15 juz of the Qur'an.

Madrasah Aliyah Raudhatul Qur'an Tarakan has received support from various parties, be it the Government, in this case the Ministry of Religion of Tarakan City and the regions and centers that provide full support in the form of formal legality to Madrasah Aliyah Raudhatul

Qur'an Tarakan City to carry out formal learning in the Islamic Boarding School environment. This is proven at the beginning of the establishment of the Ministry of Religion has provided recommendations in the management of files for formal legality and in the second year, the Ministry of Religion through madrasah supervisors provides assistance for accreditation, and Alhamdulillah, in the second year, Madrasah Aliyah Raudhatul Qur'an has received C accreditation (quite good) with a score of 71-80 even though it has not yet graduated. By having received accreditation, Madrasah Aliyah RTQ receives school operational assistance (BOS) and educational operational assistance (BOP). Budget support comes from the Central Government in the form of School Operational Assistance (BOS) and Education Operational Assistance (BOP) from the Province. Full support from various parties was carried out after following the development and seriousness of Madrasah Aliyah RTQ Tarakan in organizing education, especially the Tahfidz Al-Qur'an program which is the branding of this madrasah to improve the quality of education in its institution, because at the beginning of its implementation, this Madrasah has contributed to the community and the surrounding area, by sending its students to become representatives of Tarakan City and North Kalimantan Province in various competitions at the City, Provincial and even National Levels, it was recorded that this Madrasah won 1st place in the Tarakan City MTQ Hifdzil Qur'an 10 juz branch in 2018, provincial representatives in Musabaqah Qiroatil Kutub (MQK) in Jepara in 2017, participants in the National Jamboree in Jambi in 2018 and participants in the International Scout Jamboree in Sabah, Malaysia.

Madrasah Aliyah Raudhatul Qur'an Tarakan is indeed very possible to carry out Tahfidz Al-Qur'an learning because the Madrasah system which is in the environment of Islamic Boarding School or Boarding School, which is a system of formal educational institutions that are dormitories, this is very possible in terms of system, program, curriculum, more learning time, the target of success is clear and easy to evaluate. All of these are a system that is urgently needed in the management of the Tahfidz Al-Qur'an learning program. Because Tahfidz Al-Qur'an activities require consistency (dawam/istiqamah), free time, teachers, a clear learning system, and must be carried out based on a clear program.

In learning Tahfidz Al-Qur'an, the use of program evaluation is very important. This is useful in identifying obstacles and weaknesses in the teaching of the Qur'an. In addition, this is also intended to improve and improve the quality of Tahfidz Al-Qur'an learning. Harto and Abdurrahmansyah revealed that the quality of learning can be influenced by 3 things, namely; "First; classroom size, second; learning atmosphere, and third; adequate facilities". The implementation of evaluation of the learning program must be carried out so that obstacles can be identified. Furthermore, based on the results of the evaluation, it can be used as material or reference in improving the learning program in the future. After making improvements in several sectors, it can be said that these obstacles can be solved and described, besides that the Tahfidz Al-Qur'an learning program can be implemented properly.

In carrying out the evaluation program later, the researcher will use the CIPP (context, input, process, product) model as the right model to evaluate the Tahfidz program. As explained by Arikunto and Abdul Jabar, that "the CIPP (context, input, process, product) model is one of the right models to be used in evaluating processing programs". Various program evaluation models have been described by many experts, these evaluation models seem to vary from one to another. However, the purpose and purpose of the model remains the same, namely starting

to collect data and information that has a relationship with the object that is being or will be evaluated. Based on the previous presentation, this issue is important to be developed into a research: "Evaluation of Context, Input, Process and Products of the Tahfidz Al-Qur'an Program at Madrasah Aliyah Raudhatul Qur'an, Tarakan City, North Kalimantan".

## **2. Research Methods**

### **Type of Research**

The CIPP model program evaluation was used with a type of qualitative research, which is research that can understand the phenomena that occur and then data was collected, then analyzed, summarized, and drawn conclusions from the data (Fadillah et al., 2024). This study used a qualitative descriptive type of research, with the type of Field Research (field research). This research was conducted to obtain information about the Evaluation of the Implementation of the Qur'an Memorization Program with the Cipp (Contexts Input, Process, Product) Evaluation Model at MA RTQ Tarakan, by examining data in the field and analyzing it with various theories related to the title.

### **Research Methods and Design**

A research method was "a method used to obtain data from a specific purpose". As stated by Furchan in Habiburrahman, what is meant by the research method was "A general strategy that was adopted in the collection and analysis of data needed to answer the problems faced". In addition, it is hoped that it can be used for the purpose of considering decision-making, policies, as well as assisting the authorities in making decisions on whether the program will be continued, modified or stopped. Research design or study design was in the form of a plan, structure, and strategy of investigation to be carried out in order to get answers to research questions or problems.

### **Data Source**

The data and data sources in this study came from two sources, namely, First, primary data, namely the main data source, namely the principal, deputy principal for curriculum, deputy principal for student affairs, deputy principal for Memorization or Memorization coordinator and Memorization teachers or homeroom teachers. The search for data started from the principal as a key informant, then continue to other relevant parties through the instructions of the principal. In addition, primary data was also obtained from school documentation in the form of archives, photos, official documentation such as school data, and others from MA RTQ Tarakan. The second data source was a secondary data source. This data was classified as supporting data for primary data obtained from the head of the foundation, assistant homeroom teachers or assistant memorization teachers, parents of students, students, alumni of the previous batch, reading materials and books that were considered relevant to the topic being researched.

### **Research Instruments**

There were several instruments used to measure conditions or explore information needed for the evaluation of the Qur'an Memorization Program, the form of these instruments was in the form of observation guidelines, and interview guidelines. It is made on a branch scale in *Nanotechnology Perceptions* Vol. 20 No.5 (2024)

the form of questions to assess the components that affect the implementation of the Qur'an Memorization Program in the context aspect, including the reasons for the need to hold the Qur'an Memorization Program, the input aspect included students, memorization teachers, curriculum, time allocation, facilities and infrastructure, process aspects seen from the implementation of the Qur'an Memorization Program including implementation, memorization methods, media, and product aspects, namely the learning outcomes achieved by students while participating in the Qur'an Memorization Program.

#### Data Collection Methods

##### a. Observation

Observation or observation is "a technique or way of collecting data by making observations of ongoing activities". The type of observation carried out in this study is direct or indirect observation.

##### b. Interview

In this study, the author processed data derived from the interview results using interview data analysis techniques, meaning that every data from the interview results was entered. Interviews are "one of the techniques for gathering information that is carried out by holding questions and answers, either directly or indirectly".

##### c. Documentation

Documentation is a data used to complete research, both in the form of written sources, films, images (photos), monumental works, all of which provide information for the research process.

#### Data Analysis Techniques

##### a. Analysis Before Going to the Field

Before going to the field, data analysis has been carried out. The results of preliminary studies and secondary data, both in the form of documentation, books, works, photographs, and other materials that are allegedly related to the problem to be researched, are very decisive, especially in determining the focus of the research.

##### b. Analysis in the field

As stated in the analysis before going to the field, actually at the initial stage and in a certain period of time before going to the field, an analysis has been carried out, with the aim of anticipating whether the focus or topic of the research will continue or will be improved due to various essential, very meaningful, and urgent considerations to find a solution.

#### Data Validity Test

The accuracy, validity, and correctness of the data collected and analyzed from the beginning of the study will determine the correctness and accuracy of the research results in accordance with the problem and focus of the research. In order for the research carried out to bring the right and correct results according to the context and the actual cultural background, researchers in qualitative research can use various methods, including:



- a. Extending the time for researchers to participate in the field.
- b. Increases observation diligence.
- c. Triangulation according to the rules.
- d. Check with other members of the group.
- e. Analyze negative cases.
- f. Use the right reference.

### **3. Results and Discussion**

The results of research related to the Memorization of the Qur'an program at Madrasah Aliyah Raudhatul Qur'an Tarakan, both in terms of context, input, process and product, can be explained that:

Evaluation of the context of Learning to memorize the Qur'an

The results of an interview with the leadership of Madrasah Aliyah Raudhatul Qur'an Tarakan related to the evaluation of the context of Learning to Memorize the Qur'an which focuses on the analysis of the needs of the program's policies. In this case, the evaluation of the context that will be deepened is related to, the background of the implementation of Learning to Memorize the Qur'an at Madrasah Aliyah Raudhatul Qur'an Tarakan, the needs of the program, which includes: the reason for the implementation, the needs in the implementation such as program participants and program organizers, the needs of the school and the needs of the community for the program and the needs of the students for the program, then in the context evaluation it is also mentioned related to the foundation and basis law in the implementation of the program and at the end will be discussed about the purpose of implementing the program which includes the achievements that will be achieved in the implementation of the Qur'an Memorization learning program at Madrasah Aliyah RTQ Tarakan.

1) Background and Needs for the Implementation of Learning to Memorize the Qur'an at Madrasah Aliyah Raudhatul Qur'an Tarakan.

One of the reasons behind the implementation of the Qur'an Memorization program at Madrasah Aliyah Raudhatul Qur'an Tarakan is to make it one of the flagship programs of Madrasah to attract the interest of people who want their children to get general and special lessons about religion while being able to memorize the Qur'an. The implementation of this program is an effort from the leadership of the foundation and Madrasah to improve the quality of their educational institutions as private institutions that compete with other state and private institutions, as well as meet the needs of the community and follow market interest in the realm of education, where the current public interest requires educational institutions that organize general and special education programs in the religious field in order to realize harmonization and the absence of dichotomy between general education and Islamic education. This opportunity is seen by Madrasah Aliyah Raudhatul Qur'an Tarakan by making the Qur'an Memorization Program as its school branding.

2) support from the madrasah environment and the surrounding environment for the learning program to memorize the Qur'an.

The learning program of memorizing the Qur'an at Madrasah Aliyah Raudhatul Qur'an Tarakan received full support from the organizing foundation, the Ministry of Religion and the Tarakan City Government. The support provided is both moral and material, in the form of formal legality to Madrasah Aliyah Raudhatul Qur'an Tarakan City to carry out formal learning in the Islamic Boarding School environment. At the beginning of its establishment in 2017, the Ministry of Religion had provided recommendations in the management of files for formal legality and provided operational permits, then through Madrasah supervisors to provide assistance for accreditation which led to it getting C accreditation (quite good) with a score of 71-80 in 2019 even though it did not have graduates.

By having obtained accreditation, Madrasah Aliyah RTQ received school operational assistance (BOS) and education operational assistance (BOP) in the second year. Budget support comes from the Central Government in the form of School Operational Assistance (BOS) and Education Operational Assistance (BOP) from the Province. Full support from various parties was carried out after following the development and seriousness of Madrasah Aliyah RTQ Tarakan in organizing Education, especially the Memorization of the Qur'an program to improve the quality of education in its institution, because at the beginning of its implementation, this Madrasah has contributed to the community and the surrounding area, by sending its students to become representatives of Tarakan City and North Kalimantan Province in various Level competitions. City, Province and even National, it is recorded that this Madrasah won 1st place in the Tarakan City MTQ Hifdzil Qur'an 10 juz branch in 2018, provincial representative in Musabaqah Qiroatil Kutub (MQK) in Jepara in 2017, participant in the National Jamboree in Jambi in 2018 and participant in the International Scout Jamboree in Sabah, Malaysia. This is what makes this Madrasah receive special attention and support from various parties.

### 3) Basis and Legal Basis for Program Implementation

The Qur'an Memorization Program is the first step and stages and processes in learning the Qur'an where memorization is to enter the verses of the Qur'an, letter by letter into the heart to continue to maintain them until the end of life, carried out according to the provisions that have been made and agreed upon so that the goal of memorizing the Qur'an can be achieved. It is put into the heart so that the Qur'an is not only memorized in text but can leave an imprint in the heart so that it has implications for attitudes and actions that are Qur'anic. According to Al-Lahim, the program of Memorizing the Qur'an is to memorize the Qur'an with strong memorization by maintaining and maintaining the content of the verses of the Qur'an by practicing them in daily life. Efforts to memorize the Qur'an by some Muslims continue and this is one of the efforts to maintain and maintain the purity of the Qur'an. Although in one of the verses of the Qur'an, Allah has affirmed and provided a guarantee about the purity and purity of the Qur'an forever, as Allah SWT says:

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ

Means:

"Indeed, We are the ones who sent down the Qur'an and surely We (also) maintain it". (QS.



Al-Hijr (15) : 9).

However, operationally it is the duty and obligation of Muslims to always maintain and maintain it, one of which is to memorize it. As mentioned in one hadith:

خيركم من تعلم القرآن و علمه

Means:

"The best of you is the one who studies the Qur'an and teaches it" (Saheeh al-Bukhari/Kitab Fadha'il al-Qur'an hadith number 5027).

This is the foundation and legal basis, for the importance of organizing the Qur'an Memorization program both in educational institutions and in the community and family. The Qur'an was revealed by Allah in the midst of the Arabs who at that time were mostly illiterate. Even so, they have one specialty, which is a very strong memory. Seeing such a reality, it is recommended to have a way that is in harmony with that situation in broadcasting and preserving the Qur'an. The Prophet Muhammad (peace and blessings of Allaah be upon him) encouraged and ordered the memorization of verses of the Qur'an whenever they were revealed and instructed the scholars to write them. It is by memorization and writing by experts that the Qur'an can always be preserved during the time of the Prophet Muhammad (peace and blessings of Allaah be upon him).

The positive legal basis that is a reference for the implementation of the Qur'an Memorization program in schools includes, Government Regulation of the Republic of Indonesia Number 55 of 2007 article 24 clearly states that: Al-Qur'an education aims to improve the ability of students to read, write, understand, and practice the content of the Qur'an. Al-Qur'an education consists of Al-Qur'an Kindergarten (TKQ), Al-Qur'an Education Park (TPQ), Ta'limul Qur'an lil Aulad (TQA), and other similar forms. Al-Qur'an education can be carried out in stages and without stages. The implementation of Qur'an education is centered in mosques, mushallas, or other places that meet the requirements. The Qur'anic educational curriculum is reading, writing and memorizing the verses of the Qur'an, tajwid, and memorizing the main prayers. In Government Regulation Number 55 of 2007 concerning religious education and religious education, it provides opportunities for all educational elements to organize the education system according to their needs, but does not contradict government regulations.

Therefore, the researcher concludes that the implementation of the Qur'an Memorization Education program at Madrasah Aliyah Raudhatul Qur'an Tarakan City is very feasible to be implemented and even in accordance with the guidance of Islamic teachings and does not contradict the rules and provisions of the laws and regulations that apply in the Unitary State of the Republic of Indonesia in general and especially in Tarakan City.

4) The purpose of implementing the program includes the targets to be achieved in the implementation of the program.

The purpose of the Qur'an Memorization program at Madrasah Aliyah RTQ Tarakan is an elaboration of targets and strategies that will be applied to Madrasah within three years of learning at Madrasah. As for the objective aspect in the context dimension of the Qur'an Memorization learning program which is the goal of MA RTQ Tarakan, as stated in the vision

and mission of the Madrasah, namely, "Producing Ulama and Umara Cadres with Qur'ani Character and Practical Knowledge". The mission of the RTQ Supreme Court is, Preparing cadres of Ulama, Leaders and Da'wah Mujahids. Instilling Adab Education as the identity of a Muslim. Building an Islamic character with a Qur'anic spirit. Organizing secondary education on memorizing the Qur'an and Shari'i Sciences based on Islamic boarding schools. Carry out science and technology learning based on the Qur'an. Developing teaching and learning programs that are effective, innovative, creative and democratic. Applying Islamic principles and values in daily life.

Thus, the researcher concluded that Madrasah Aliyah RTQ Tarakan makes the Qur'an Memorization learning program as one of the goals in the implementation of its education as an indicator of the success of its output. However, the researcher provides recommendations in setting specific targets and strategies in memorization learning that adjust to the conditions of the Madrasah environment and pay attention to the supporting and inhibiting factors that have occurred in the Madrasah environment.

Evaluation of learning inputs for memorizing the Qur'an at Madrasah Aliyah Raudhatul Qur'an Tarakan.

Input evaluation will seek to deepen the analysis of various inputs (inputs) of program managers who are responsible for implementing the program that has been determined. This analysis focuses more on the condition of human resources, because human resources are one of the supporting and inhibiting factors for the success of a program. Therefore, the fundamental questions in this input evaluation are questions related to matters that lead to solving problems that encourage the implementation of a program. In this case, the problems that will be revealed include, Human Resources, Supporting Facilities and Equipment, Funds or Budgets and Implementation Procedures.

As a result of the researchers' interviews and observations related to teaching staff in the implementation of learning to memorize the Qur'an at Madrasah Aliyah Raudhatul Qur'an Tarakan, the researcher concluded that the need for educators/lecturers in this Madrasah does not experience difficulties both in terms of the number and quality of the teachers, because they are fostered by certified and sanad professional teaching staff. A professional teacher is someone who has special skills or abilities to guide and nurture students, both intellectually, spiritually, and emotionally. There are at least two competencies that must be possessed by teachers. Namely, personality competence and professionalism. In addition to personal competence, a professional teacher is also required to master the competence of his obligations as a teacher. Namely, professional competence. This requires a professional teacher to know and implement two points. Namely, the foundation of education, and compiling teaching programs.

Professionalism is basically based on two main criteria, namely, it is a calling to life and expertise. The call to life or dedication and expertise according to Islam must be done because of Allah SWT. This will measure the value of sincerity in deeds. Because in Islam, any work (including a teacher), must be done professionally. So, these two things are dedication and expertise that color the responsibility for the formation of teacher professionalism in the perspective of Islamic education. This is one of the factors supporting the success of this program because the teaching staff is in accordance with the standards and with a sufficient

number between the number of students and the number of teaching staff, as mentioned by the deputy head of the Madrasah that the number of special teachers for Memorization is 10 people, where each teacher fosters 1 group with an average number of students from 8 to 10 people.

As for the infrastructure to support the need for the implementation of Learning to Memorize the Qur'an at Madrasah Aliyah Raudhatul Qur'an Tarakan, the researcher concluded that, regarding the need for infrastructure, this Madrasah has good and quite adequate facilities and infrastructure, as well as a comparison of the number of students with the availability of learning buildings. This is also because this Madrasah is located in the Islamic Boarding School environment which has 3 educational business units, namely, Madrasah Ibtidaiyyah, Madrasah Tsanawiyah and Madrasah Aliyah so that it has many buildings and infrastructure facilities that can be used by across Madrasah units, as specifically for the infrastructure facilities owned by Madrasah Aliyah there are 6 classroom facilities for madrasah learning, 2 units of mosques for male and female students as well as pavilions and halls that can also be used for learning in general and memorization learning in particular. Several classrooms are equipped with multimedia, classroom equipment that meets educational standards and several other spacious and comfortable rooms because they are equipped with room educators, namely fans and air conditioners. In addition, there are also other supporting facilities in the form of computer laboratories and MIPA laboratories which can be an alternative to be used as a learning room.

From the budget for financing learning to memorize the Qur'an at Madrasah Aliyah Raudhatul Qur'an Tarakan. The researcher concluded that the availability of funds and the implementation of financing for this program is quite adequate because it is supported by various sources of funds, including student tuition fees, Madrasah BOS funds, Madrasah BOP funds and several other sources of funds that can support the implementation of this program.

Finally, the input evaluation is the procedure for implementing Learning to Memorize the Qur'an at Madrasah Aliyah Raudhatul Qur'an Tarakan which includes, Syllabus, lesson plans, memorization targets, time allocation and memorization evaluation systems (exams) that need to be updated and developed as well as adjustments to supporting factors and inhibiting factors so far. One of the findings of this study reveals that the implementation of the Memorization program no longer refers to the existing syllabus and lesson plans, this is due to the inconsistency between the syllabus and the lesson plan to its current implementation, which should be the daily, weekly, monthly targets until the end of the semester that are achieved but not implemented properly. In addition, the coordinator of the Memorization program cannot determine the exam and time of the students' muroja'ah consistently because the syllabus and lesson plan are no longer appropriate, so it is necessary to update the syllabus and lesson plan.

Evaluation of the learning process of memorizing the Qur'an at Madrasah Aliyah Raudhatul Qur'an Tarakan.

Evaluation of the Learning Process of Memorizing the Qur'an at Madrasah Aliyah Raudhatul Qur'an Tarakan there is a discovery of special information that is not in accordance with what is expected. The evaluation of this process revealed that there will be obstacles in the implementation of the program, there are supporting factors and inhibiting factors in the

process.

1) The implementation of the program is not in accordance with the plan

From the results of the study, it was found that the memorization target that had been programmed could not be achieved for all batches, although in the first to second batches, students could achieve the memorization target of 15 juz or more, it was because the basis of the students who had memorization above 10 juz before entering the formal school MA RTQ Tarakan so that they continued the rest of the memorization until khatam. From the results of the study, it was also found that students who did not have the basic ability to read and memorize the Qur'an before, they were only able to complete the maximum target of 5 juz until they passed. Likewise, in the next batches until now in 2024 there are the same findings, where the maximum of students who are able to memorize more than 5 juz is only students who already have basic skills in reading the Qur'an and memorization provisions from previous schools/Madrasas. Therefore, the researcher suggests changing the targets and strategies and improving the quality of learning to memorize the Qur'an and the quality of students' memorization in the coming years. As the syllabus and lesson plan that the researcher has offered in the previous discussion.

2) Teachers' mastery of learning materials and learning methods.

Teachers' mastery of learning materials and learning methods is very important in the learning process, as well as in learning to memorize the Qur'an where teachers must have good memorization, reading according to standards or even sanad as one of the requirements to become a professional Memorization teacher. In order to be able to guide and correct the reading of the students, and can provide tips and tricks in memorizing and memorizing students. From the findings of researchers in the field, it was found that the teachers of Memorization MA RTQ Tarakan already have good reading standards, as evidenced by standard reading certificates (Sanad Diploma from Qiro'at Ulama), certificates of mastery of tajweed and certificates of memorization of the Qur'an. However, in the implementation process, it was found that the teachers were not disciplined in using teaching tools and did not master good teaching methods, besides that some teachers were not disciplined in their presence, as conveyed by the head of the Madrasah and the deputy head of the Madrasah. From the findings in the field, the process of implementing memorization learning is carried out traditionally, where teachers are only ready to receive a deposit for memorizing the Qur'an without any steps in learning. In addition, the students are not guided together and do not deposit the memorization target together, this is one of the causes of the non-uniform memorization target of the students. Therefore, the researcher suggests and makes teaching steps and strategies that can be used as a reference in the teaching process.

3) Utilization of Learning Media

From the results of research in the field, researchers found that teachers do not utilize and maximize learning media in the process, even though this Madrasah is supported by adequate infrastructure, both multimedia buildings and several other multimedia devices, which should be used optimally. In the current technological era, teachers not only use convenive methods, but can switch to using multimedia media as the steps that have been offered by researchers before.

4) Students can read the Qur'an and memorize independently

One of the supporting factors in the process of implementing this learning is the ability of the students to read the Qur'an properly and correctly so that the students are able to independently read and memorize it. However, from the results of research in the field, it was found that some students were unable to read and memorize independently and gave guidance, so it took time just to improve the reading. However, if there are students who can read the Qur'an but are worried that they can memorize independently but there are still mistakes, then it is not recommended to memorize independently because in general correcting memorization errors that have been memorized by students is much better than memorizing students from the beginning. The ability of students to read the Qur'an is actually not a barrier in the implementation of the Qur'an Memorization learning program, because there are so many methods of memorizing the verses of the Qur'an that can be applied to all students, both those who can read the Qur'an and not.

5) Students are able to listen to new memorization according to the daily memorization target.

Problems related to the ability of students to deposit their memorization according to the daily memorization target can be said to have not reached the set criteria. This is because the daily memorization target has not been set by the coordinator of the Memorization MA RTQ Tarakan, so it is difficult to evaluate whether the students are able to deposit memorization that meets the target every day. Even if there is indeed an admission from one of the respondents who said that students are able to deposit memorization every day according to the target, namely 1 to 2 verses, it can be concluded that the learning program of Memorizing the Qur'an is carried out in accordance with the specified criteria, but the fact is that the target that has been set is not able to be achieved as well as explained above that the learning program of Memorizing the Qur'an is not carried out and is not in accordance with what is Planned. In this case, the determination of targets is needed so that achievement can be controlled. Memorization targets must be made starting from the largest target to the smallest target. The biggest target in question is the memorization target that will be achieved overall during the learning period, which is 3 years. After the target for these 3 years is set, the next step is to determine the target per day, week, semester and month. Daily, weekly, monthly, semi-annually, yearly achievement targets must be clear, because with that managers and supervisors will be able to determine when to start and when to finish.

With a daily target, it will be easy for teachers to see the achievements of students every day. The absence of a daily target makes the evaluation process related to the problem of students' ability to follow the memorization target in each day can be concluded as what has been explained above, namely the arrangement of the achievement of the daily, monthly and annual targets that have not been neatly arranged, making this evaluation difficult to find the answer so that according to the researcher from the results that have been found, students have not been able to achieve the memorization target every day.

6) Students are able to repeat their memorization at home and at school.

Muraja'ah linguistically is a habit. Meanwhile, according to the term, it is an activity that aims to repeat the memorization of the Qur'an that has been memorized. Muraja'ah must be done

and it is mandatory for those who memorize the Qur'an with istiqamahan and perseverance to prevent forgetting or losing memorization. This muraja'ah must be done at school, in the dormitory or at home during the holidays. Repeating memorization or muraja'ah in the dormitory and at home is highly expected by the Madrasah, although the fact is that not all students can repeat the memorization. This results in the smooth memorization of the students themselves which also results in the achievement of memorization targets that have not been achieved as much as possible. It is different with muraja'ah at school, related to this, the ability of students to carry out muraja'ah memorization activities at school together, from the results of observations in the field, researchers see that most students are able to repeat and participate in muraja'ah activities together in class even though it is still seen that there are those who are stuck in memorization due to the forgetting factor, but it can be said that they can carry out activities in class according to the set criteria.

#### 7) Teacher Records Students' Memorization in Santri Report Book

Regarding the responsibility of teachers in recording every development of student memorization in a report book, this report has not been carried out properly so that the researcher provides input for teachers to record daily memorization reports of students both held by students, teachers and by the Madrasah. Therefore, the researcher provides an example of a daily memorization monitoring book for students and teachers to be a reference in its implementation. Examples of monitoring books include:

#### Evaluation of Learning Products for Memorizing the Qur'an at Madrasah Aliyah Raudhatul Qur'an Tarakan

Product evaluation is the last stage of evaluation in the CIPP Evaluation model. This product evaluation discusses the implementation of the Learning to Memorize the Qur'an program at Madrasah Aliyah Raudhatul Qur'an Tarakan. From the results of the research, data related to the competencies of the students were obtained, both the competence of reading the Qur'an, the ability to memorize, and the ability to muroja'ah (memorization) and the ability to Tasmi' Memorization (listening to a large number of memorizations in one sitting).

Grade 12 students in 2020. The competence of reciting the Qur'an with readings in accordance with the rules of tajweed law and fluency in reading the Qur'an, the average student has very good recitation ability, out of 13 students there are 10 students with a score of 90-100 and 3 students with the Good category. Competence in Memorizing the Qur'an with the criteria of fluent memorization, memorization targets achieved and the accuracy of the application of tajweed law, from 13 students there are 8 students who have finished memorizing 30 juz, 2 students who memorized 10 juz and 3 students who only completed memorization as much as 5 juz, As for the competence of memorization tas'mi, namely students who are able to listen to the memorization in one sitting there are only 2 students who are able to memorize 10-20 juz in one sitting, The rest of the students are only able to memorize 3-5 juz in one sitting.

Grade 12 students in 2021, Competence in reciting the Qur'an with readings in accordance with the rules of tajweed law and fluency in reading the Qur'an, the average student has very good recitation skills, out of 15 students there are 14 students with a score of 90-100 and only 1 student with the Good category. Competence in Memorizing the Qur'an with the criteria of



fluent memorization, memorization targets achieved and the accuracy of the application of tajweed law, from 15 students there are 7 students who have finished memorizing 30 Juz, 6 students who memorized 10 to 20 juz and 2 students who only completed memorization as much as 5 juz, As for the competence of tas'mi memorization, namely students who are able to memorize in one sitting there is only 1 student who is able to memorize 10 juz in one sitting, The rest of the students are only able to memorize 2 to 5 juz in one sitting.

Grade 12 students in 2022, Competence in reciting the Qur'an with readings in accordance with the rules of tajweed law and fluency in reading the Qur'an, the average student has very good recitation skills, out of 26 students there are 21 students with a score of 90-95 and 5 students with the Good category. Competence in Memorizing the Qur'an with the criteria of fluent memorization, memorization targets achieved and the accuracy of the application of tajweed law, out of 26 students there are 2 students who have finished memorizing 30 Juz, 24 students who memorized 2 to 10 juz, As for the competence of memorization tas'mi, namely students are able to listen to the memorization in one sitting, there is only 1 student who is able to memorize 10 juz in one sitting, The rest of the students are only able to memorize 2 to 5 juz in one sitting.

Grade 12 students in 2023, Competence in reciting the Qur'an with readings in accordance with the rules of tajweed law and fluency in reading the Qur'an, the average student has excellent recitation skills, out of 30 students there are 22 students with a score of 90-100 and 8 students with the Good category. Competence in Memorizing the Qur'an with the criteria of fluent memorization, memorization targets achieved and the accuracy of the application of tajweed law, out of 30 students there are 17 students who have finished memorizing 30 Juz, 2 students who memorize juz and celebrant students who only complete memorization as many as 2 to 5 juz, As for the competence of memorization tas'mi, namely students who are able to listen to the memorization of 10 juz in one sitting, there is only 1 student who is able to memorize 10 juz in one sitting, The rest of the students are only able to memorize 2 to 5 juz in one sitting.

Grade 12 students in 2024. The competence of reciting the Qur'an with reading in accordance with the rules of tajweed law and fluency in reading the Qur'an, the average student has very good recitation ability, from 29 students there are 23 students with a score of 90-100 and 6 students with a good category. Competence in Memorizing the Qur'an with the criteria of fluent memorization, memorization targets achieved and the accuracy of the application of tajweed law, from 29 students there are 5 students who have finished memorizing 30 Juz, 5 students who memorized 10 to 15 juz and the celebrant students who only completed memorization as many as 2 to 5 juz, As for the competence of memorization, namely students who are able to memorize 10 juz in one sitting, there is only 1 student who is able to memorize 10 juz in one sitting, And 1 student listened to 5 juz, the remaining 27 students were only able to memorize 1 to 5 juz in one sitting.

From the above data, the researcher can conclude that, the competence of the recitation of students from 5 batches can be categorized as very good, while the competence of memorization from 5 batches only the first and second batches can complete the target to almost all students, as for the competence of Tasmi' memorization, almost all students from the first batch to the last batch are not able to memorize as targeted by the Madrasah. As for

the competence of Kitabah and Tafhimul Qur'an, there is no value because it is not the main program in memorization learning at MA RTQ Tarakan.

#### **4. Conclusion**

Based on the results and discussion of previous research that has been described, it can be concluded that the Evaluation of Tahfidz Al-Qur'an Learning uses the CIPP (context, input, process, product) model at Madrasah Aliyah Raudhatul Qur'an Tarakan North Kalimantan. The context of the Tahfidz Al-Qur'an learning program at MA RTQ Tarakan, both in terms of needs, legal basis, support and objectives for the implementation of the program, it is concluded that: (a) The implementation of the Tahfidz Al-Qur'an learning program at MA RTQ Tarakan is an effort by the leadership of the foundation and Madrasah to improve the quality of its educational institution as a private institution that competes with public institutions and other private institutions, as well as meeting the needs of the community and following market interest in the realm of education, where the current public interest requires educational institutions that organize general and special education programs in the religious field in order to realize harmonization and no dichotomy between general education and Islamic education. (b) This program receives support from all elements, be it the central government through the Ministry of Religious Affairs, the Provincial Government of North Kalimantan and the Tarakan City Government. In addition, it also received support from the Foundation, the management institution and the surrounding community. (c) the Tahfidz Al-Qur'an learning program at MA RTQ Tarakan is part of the school's vision, mission and goals. Thus, from the aspect of context, this program can continue and maintain its existence.

The input of the Tahfidz Al-Qur'an learning program at MA RTQ Tarakan includes Human Resources, Supporting Facilities and Equipment, Funds or Budgets and Implementation Procedures, then it can be concluded that (a) the needs of educators/lecturers in this Madrasah do not experience difficulties both in terms of the number and quality of the teachers, because they are fostered by certified and sanad teaching staff, (b) Infrastructure facilities to support the needs of the implementation of Tahfidz Al-Qur'an Learning in Madrasah Aliyah Raudhatul Qur'an Tarakan is very good, sufficient and adequate, as well as the comparison of the number of students with the availability of good learning buildings and supporting equipment. (c) The available funds and budget are sufficient to meet the needs of Madrasah in general and especially for the implementation of this program, because it is supported by sources of funds from student contributions, BOS & BOP fund assistance. (d) The implementation procedure in the implementation of this program does not go well. Because the Syllabus, RPP, memorization targets, time allocation and memorization evaluation system (exam) need to be updated and developed as well as adjusted to supporting factors and inhibiting factors so far. This Tahfidz learning program no longer refers to the existing syllabus and lesson plans, this is due to the inconsistency between the syllabus and the lesson plan to its current implementation, the targets of daily, weekly, monthly to the end of the semester should be achieved but not implemented properly. In addition, the Tahfidz program coordinator cannot determine the exam and time of the students' muroja'ah consistently because the Syllabus and RPP are no longer appropriate.

The process of the Tahfidz Al-Qur'an learning program at MA RTQ Tarakan can be

concluded that (a) It was found that the memorization target that had been programmed could not be achieved for all batches, out of 5 batches only the first batch was categorized as achieved. (b) In the process of implementing learning, it was found that the teachers were not disciplined in using teaching tools and did not master good teaching methods, besides that some teachers were not disciplined in their presence. (c) The researcher found that teachers did not utilize and maximize learning media in the process, even though this Madrasah was supported by adequate infrastructure, both multimedia buildings and several other multimedia devices, which should be used optimally. (d) The researcher found some students who were unable to read and memorize independently and gave guidance, so it took time just to improve the reading. (e) Students cannot memorize those who have memorized, either in class or in the dormitory because they only focus on the new memorization target. (f) It was found that the teacher did not record every student's memorization progress in a report book. Therefore, the researcher provides input for teachers to record daily memorization reports of students, both held by students, teachers and by the Madrasah with several examples of memorization monitoring books.

The product of the Tahfidz Al-Qur'an learning program at MA RTQ Tarakan can be concluded that the competence of the students, be it the competence of the students, be it the competence of the ability to read the Qur'an, the ability to memorize the Qur'an and the ability to muroja'ah (memorization) as well as the ability of Tasmi' Memorization (to memorize a large number of words in one sitting) as follows, (a) the students' reading ability in accordance with the rules of tajweed and fluency can be said to be very good. (b) the ability of students to memorize to complete the target is still lacking and needs to be updated Again the memorization target is in accordance with the current condition of the Madrasah. (c) the ability of students to repeat their memorization (Muroja'ah) can be said to be lacking, because the opportunity for students to memorize and muroja'ah is only during the active learning time of the Madrasah and must adjust between depositing new memorization and memorizing the memorization. (d) the ability of students to tasmi' is very lacking, due to very little muroja'ah time and a fairly large number of memorization targets, besides that the students are burdened with the burden of lessons and other activities in Madrasah and in the dormitory.

## 5. Suggestion

Based on the conclusions that have been explained above, there are several suggestions proposed in this researcher to:

a. Pihak Madrasah

- The Madrasah should continue to strive to improve the quality of education and the quality of the learning programs that have been programmed and continue to maintain the trust of the government and the public who have supported the Madrasah in the implementation of formal education in its Madrasah environment.
- The researcher recommends that the context aspect can be updated and readjusted in this case the Tahfidz Curriculum system, Syllabus and RPP.

- The researcher recommends that the Tahfidz learning targets and strategies in the next three years adjust the inhibiting factors that have occurred so far.
  - The researcher recommends that the Tahfidz curriculum system can be used that the researcher has offered in the previous research discussion.
  - The researcher recommends that they can use the learning steps as the example that the researcher has conveyed previously.
- b. The Organizing Foundation (Islamic Boarding School)
- The researcher recommends that students be assisted in the process of muroja'ah memorization of the Qur'a while in the boarding school dormitory environment by getting students used to applying their memorization in obligatory prayers or sunnah prayers.
  - The researcher recommends that grade 12 students at the end of the school year be reduced in the burden of tasks in mentoring with their younger siblings, so that they can focus on preparing for Tasmi Kubro at the end of their education period.
  - The researcher recommends always coordinating with the Madrasah in this case the curriculum and Tahfidz coordinators to maximize learning both in the Madrasah and in the dormitory.
  - The researcher recommends to the Foundation to conduct an overall evaluation of all learning programs in the Education charity business unit under the auspices of the Foundation. And can make this research an alternative model in its evaluation.
- c. Government
- The researcher recommends continuing to pay attention to Madrasah Aliyah RTQ Tarakan which has contributed to advancing education in general, Madrasah Education and religious education and especially Al-Qur'an Education.
  - The researcher recommends continuing to pay attention to the teachers and students of Madrasah Aliyah RTQ Tarakan in the form of Incentive Rewards and other physical assistance, which so far has contributed to the City of Tarakan and North Kalimantan Province in the form of being participants in various Regional, Provincial, National and even International events. It is recorded that every representative of MA RTQ Tarakan students became a representative of KSM Madrasah participants and was the 3rd National Champion in the field of Chemistry in 2023, it was also recorded that he had also won 1st place in the City & Province in the MTQ event in the Al-Qur'an Recitation Competition branch, the AL-Qur'an Tahfidz Competition Branch and the Tafhimul Qur'an competition branch from 2017 to 2024.
- d. Community and Parents of Students
- The researcher hopes for the participation of the community and guardians of students when the students are in the home environment by supervising the activities of the students and continuing to direct the muroja'ah to memorize the Qur'a at home.

- The researcher hopes that the role of the surrounding community will provide opportunities for students to be involved in prospering the surrounding mosque by being assigned to be Qori, Muadzin or Imam to pray or be involved in other community event activities.

## References

1. Abdul Fatah Az-Zawawi, Yahya, *Revolusi Menghafal Al-Qur'an*, Surakarta: Insan Kamil, 2011.
2. Abdul Karim Al-Lahim, Khalid, *Metode Mutahir Cara Cepat Menghafal Al-Qur'an*, (Surakarta: Dasar An-Naba, 2008).
3. Abdul Rauf, Abdul Azziz, *Kiat Sukses Menjadi Hafidz Qur'an Da'iyah*, Cet. 4, Bandung: Syamil Cipta Media, 2004.
4. Arifin, Zainal, *Evaluasi Pembelajaran*, Bandung: Remaja Rosdakarya, 2016.
5. Arikunto, Suharsimi dan Cepi Safruddin Abdul Jabar, *Evaluasi Program Pendidikan Pedoman Teoritis Praktis Bagi Praktisi Pendidikan*, Jakarta: Bumi Aksara, 2007.
6. Arikunto, Suharsimi, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2015.
7. Atsar, wakil kepala Madrasah Aliyah Raudhatul Qur'an Tarakan bidang Sanpras, wawancara di kantor kepala Madrasah, tgl 30 November 2023, pukul 13.00. Wita.
8. Bukhori, M., *Teknik-teknik Evaluasi dalam Pendidikan*, Bandung: Jemmars, 1980.
9. Dedi Wahyudi, *Konsepsi Al-Qur'an Tentang Hakikat Evaluasi Dalam Pendidikan Islam*, HIKMAH, Vol. XII, No. 2, 2016.
10. Dokumen hasil ujian akhir Tasmi' Kubro Madrasah Aliyah Raudhatul Qur'an Tarakan Tahun 2020-2024
11. Dokumen Profil Madrasah Aliyah Raudhatul Qur'an Tarakan Tahun 2019.
12. F Madaus, George, Michael S Sriven dan Daniel L Stufflebeam, *Evaluation Models, Viewpoint on Educational and Human Services Educations*, Boston: Kluwer- Nijhoff Publishing, 1983.
13. Faizin, Imam, *Evaluasi Program Tahfizul Qur'an Dengan Model CIPP*, Jurnal Al- Miskawih, Vol. 2, No. 2, 2021.
14. Hilda, bendahara Madrasah Aliyah Raudhatul Qur'an Tarakan, wawancara di kantor kepala Madrasah, tgl 1 Oktober 2023, pukul 09.00. Wita.
15. Indra, wakil kepala Madrasah Aliyah Raudhatul Qur'an Tarakan, wawancara di kantor kepala Madrasah, tgl 30 November 2023, pukul 11.00. Wita.
16. Irfan, Koordinator Tahfidz Madrasah Aliyah Raudhatul Qur'an Tarakan, wawancara di kantor kepala Madrasah, tgl 5 Oktober 2023, pukul 08.00. Wita.
17. Ismail Ardho, Roid, *Analisis Program Unggulan Masyarakat Religius Menuju Masyarakat Madani Berbasis Model CIPP*, Jurnal Pemikiran Dan Pengembangan Sekolah Dasar. Vol. 9, No 2, September 2021.
18. Kementerian Agama Republik Indonesia, *Al- Quran dan Terjemahnya*, Jakarta: Maktabah Al-Fatih, 2021.
19. Latuconsina, Muawana, "Evaluasi Program Tahfidz Al-Qur'an Dengan Model Cipp (Context, Input, Process, Dan Product) Di Mi Nadil Ulum Ory Dan Min 7 Maluku Tengah Kecamatan Pulau Haruku, Thesis, IAIN Ambon. 2022.
20. Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013.
21. Peraturan Pemerintah Republik Indonesia Nomor 55 Tahun 2007.
22. Stufflebeam, Daniel L., Guili Zhang, *The CIPP Evaluation Model*, New York: The Guilford Press, 2017.