

## **Evaluation Of the Al-Quran Hafidz Program in Senior High School**

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SUBMITTED: December 11, 2024; REVISED: January 2, 2025; ACCEPTED: January 29, 2025

### **ABSTRACT**

*The Tahfizh program at Senior High School Darul Quran Al-Wafa is effective but not yet optimal. This study evaluates the context, input, process, and product aspects to improve the quality and effectiveness of the program's implementation. The study uses the CIPP evaluation model, with data collected through observations, interviews, and documentation, and analyzed using triangulation to ensure data validity. The results show: (1) Context evaluation: The Tahfizh program aims to produce a generation that memorizes, reads according to tajwid, and practices the teachings of the Quran, although there are challenges in achieving memorization targets and differences in students' abilities. (2) Input evaluation: The Tahfizh program includes qualified teacher competencies, variations in students' memorization abilities, a flexible curriculum, and adequate supporting facilities. (3) Process evaluation: The Tahfizh program includes structured learning implementation with flexible time, motivational challenges, boredom, and insufficient rest time, with efforts for improvement through evaluations and more engaging approaches. (4) Product evaluation: The Tahfizh program shows positive impacts on memorization ability, religious understanding, and character development, although memorization targets have not been fully achieved, with recommendations for improvement and enhancement. Conclusion: The school's flagship tahfidz program with regular evaluations is fully supported by the school.*

**Keywords:** Evaluation, Tahfidz, Al-Qur'an, Senior High School.

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### **A. INTRODUCTION**

Good evaluation is crucial for the success of the tahfidz program because educational measurement and assessment ensure the achievement of goals, quality control, and accountability, in accordance with Law No. 20 of 2003. This includes various factors that determine the success of the program, not only formative and summative assessments (Yusuf, 2017; Ambiyar & Muharika, 2019; Munthe, 2015). Educational program evaluations must be objective and focus on goals, through preparation, implementation, and monitoring, supported by government policies and educational institutions, while addressing resource limitations (Iqbal et al., 2024).

Program evaluations can be conducted by internal parties, such as teachers directly involved in activities, or external parties who are not involved (Purnomo, 2022). The purpose of

a program evaluation must be based on the program's goals, with a focus on measuring the level of achievement and generating useful information for decision-making and recommendations (Ridho et al., 2023). Evaluation of results is carried out by measuring the achievements reached and the behavioral changes of the students after participating in the program, serving as a benchmark for the success of the program (Anisaturrahmi, 2021).

The tahfidz program at SENIOR HIGH SCHOOL Darul Quran Al-Wafa has been running effectively and is already well-known for its excellence. However, its implementation has not been maximized, as the target for student memorization has not yet been fully achieved. If the goals of a program have not been completely reached, an evaluation is needed. The meaning of evaluation is the process of consolidation and decision-making to either continue or improve the program so that it becomes more effective in achieving its target. SENIOR HIGH SCHOOL Darul Quran Al-Wafa Bogor offers a flagship tahfidz program for 30 juz, starting from junior high school up to higher education. The school combines the National Exam curriculum with a curriculum based on the Quran and Arabic language, with the main goal of memorizing 30 juz within 3 years. In addition, students are also expected to master active Arabic and possess strong Islamic character. This program aims to instill Quranic values in daily life and to participate in social activities, such as MTQ (Quranic recitation competitions) and dakwah (Islamic preaching).

Program evaluation is a process of systematically gathering information about policy implementation involving a group of people, while this research aims to describe the implementation of the Tahfidz Al-Quran program evaluation (Azizah & Lisnawati, 2022). The Tahfidz Qur'an program aims to assist individuals in memorizing and studying the Quran, with evaluation using the goal-free evaluation model, which focuses on understanding, impact, and benefits for participants, rather than achieving specific goals (Reski, 2024). Evaluating the Tahfidzul Quran program using the CIPP model shows good results, but they are not yet optimal, requiring monitoring, improvements, and modifications to ensure the program's continued relevance (Nugroho & Ridha, 2024).

This study aims to evaluate the Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa Putra by examining four main aspects: context, input, process, and product of the program's implementation. Through this evaluation, it is expected to identify strengths and weaknesses at each stage of the program's execution, which can then be used to improve the effectiveness and efficiency of the teaching and learning process. The impact of this research is to provide recommendations for program improvement, enhance the memorization quality of the students, and contribute to the development of Tahfidz teaching methods in other Islamic educational institutions, so that the program can run more optimally and align with the expected educational goals.

Program evaluation is the process of determining the steps to be taken in making decisions related to a program, policy, or event. In this study, the researcher uses the CIPP (Context, Input, Process, Product) model to evaluate the tahfidz program. The CIPP model was chosen because it provides a comprehensive assessment of the context, input, process, and outcomes of a program. Compared to other evaluation models, CIPP is more specific in evaluating each important aspect of a program, from its background, resources used, program implementation, to the results achieved after the program is implemented.

## **B. RESEARCH METHOD**

This research uses the CIPP evaluation model (Context, Input, Process, Product) developed by Stufflebeam to evaluate the Al-Quran tahfidz program at Senior High School Darul Quran Al-Wafa Putra Bogor. The context evaluation aims to understand the background, goals, and needs of the program. The input evaluation focuses on the capabilities of the students and the facilities, including the competence of the instructors and the infrastructure. The process evaluation measures the implementation of the program and identifies any obstacles encountered, while the product evaluation examines the final outcomes to determine the achievement of educational objectives. This research was conducted at Senior High School Darul Quran Al-Wafa Putra Bogor, involving the school principal, program coordinator, and students from grades 10 to 12.

In this study, the researcher used three data collection techniques: observation, interviews, and documentation. Observation was conducted to identify the phenomena occurring in the field by recording important events through field notes. Semi-structured interviews were conducted with a set of structured questions, which were then developed further to obtain in-depth information about the tahfidz program. The interview subjects included tahfidz instructors, teachers, students, and parents. Documentation was used to gather information from records, transcripts, archives, and relevant photos to support the data obtained from observations and interviews.

In data analysis, the first step is data reduction, which involves summarizing and selecting relevant data and identifying patterns. The second step is data presentation, where information is presented concisely for easy understanding. The third step is drawing preliminary conclusions based on the available data, which can be revised if new evidence emerges in the subsequent data collection stages.

Data validity checks are conducted to ensure that the collected data is relevant and accurate. Three types of triangulation were used to test the credibility of the data: Source Triangulation, which examines data from various sources to identify similarities and differences in perspectives; Technique Triangulation, which uses different techniques such as interviews, observations, and documentation to assess data consistency; and Time Triangulation, which verifies data over different time periods to ensure its credibility. This study applies source and technique triangulation to ensure the validity of data in evaluating the Al-Quran tahfidz program at Senior High School Darul Quran Al-Wafa Putra Bogor.

## **C. RESULTS AND DISCUSSION**

### **1. Context Evaluation of the Tahfidz Al-Quran Program at Senior High School Darul Quran Al-Wafa**

The Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa has been implemented since the establishment of the school in 2018. The main goal of this program is to produce a generation that is not only capable of memorizing the Quran correctly but also reading it according to the rules of tajwid (pronunciation) and makhoriijul huruf (articulation points), as well as practicing its teachings in daily life. Although the target of memorizing 30 juz within three years is not mandatory, the school sets a minimum goal for students to memorize at least 15 juz, with recitation that adheres to the correct tajwid rules. The goal of



the Tahfidz Al-Quran program is to create a generation of memorizers, practitioners, and morally upright leaders, as well as to produce competent educators and equip students with writing and speaking skills, so they are able to compete globally and continue their studies at higher education institutions, thereby benefiting society (Ferdinan, 2018).

The Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa has successfully graduated four cohorts, although there are still challenges in meeting the memorization target. One of the main obstacles faced is the varying ability levels of each student, resulting in the goal of memorizing 30 juz not being fully achieved by all students. While many students have successfully memorized a significant portion of the Quran, some have not been able to complete their memorization to the desired target. The implementation of the Tahfidz program is progressing well, supported by motivation, the students' age, tahfidz teachers, and parents, although challenges remain in terms of students' Quran recitation skills and the consistency of reviewing their memorization (Zulkipli et al., 2022).

The Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa is designed to shape students into more Islamic individuals through clear planning, such as setting memorization targets per semester and having a structured schedule. However, evaluations indicate that the outcomes of this program have not fully met expectations. Therefore, context evaluation is crucial to understand the existing strengths and weaknesses, as well as to plan for further improvements. This evaluation will provide guidance to enhance the effectiveness of the program and ensure that the goals set can be achieved more effectively in the future. The school's flagship Tahfidz Al-Quran program has attracted many families to enroll their children, encompassing three main activities: planning, implementation, and evaluation (Firmansyah et al., 2024).

The Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa continues to improve the quality of Quranic recitation among students, not only focusing on the quantity of memorization. Senior High School Darul Quran Al-Wafa is continuously striving to enhance this program. The evaluation conducted is expected to address the existing shortcomings and improve the program's results in the coming years, ensuring that students are not only memorizing but also able to read the Quran correctly. The Tahfidz process uses the Murajaah (review) and Talqin (instruction) methods, supported by parents' roles in helping with murajaah at home. However, the program is hindered by students' lack of familiarity with reading the Quran (Ritonga & Nasution, 2023).

## **2. Input Evaluation of the Tahfidz Al-Quran Program at Senior High School Darul Quran Al Wafa**

### **a. Competence of Tahfidz Al-Quran Teachers**

Senior High School Darul Quran Al-Wafa has eight Tahfidz Al-Quran teachers, all of whom have a background in memorizing the Quran, with the majority having memorized 30 juz of the Quran accurately. These teachers meet the criteria set by the school, including exceptional Quran recitation and memorization abilities. The evaluation of the teachers' abilities in this school shows that they have high competence in Quranic education, mastery of tajwid (pronunciation rules), and a strong understanding of makhorijul huruf (articulation points). All Tahfidz teachers at Senior High School Darul Quran Al-Wafa have met the standards set by the Foundation's supervisor, Ust. Harun

Arrasyid, and the school principal, Ust. Imam Wibowo. The implementation of the teachers' competence includes scholarly competence, ethics, Islamic worldview, professionalism, religiosity (al-diyānah), and community (jama'ah) (Ridwan et al., 2021).

Table 1. Status of Tahfidz Teachers at Senior High School Darul Quran Al-Wafa

No.	Name	Number of Juz Memorized
1.	Ustadz laode	30 juz
2.	Ustadz aris	15 juz
3.	Ustadz fatih	30 juz
4.	Ustadz aldi	30 juz
5.	Ustadz awwal	30 juz
6.	Ustadz alghifari	30 juz
7.	Ustadz haby	30 juz
8.	Ustadz abdul mannan	30 juz

The Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa requires its teachers not only to be skilled in reading and memorizing the Quran but also to possess excellent teaching abilities. These teachers are capable of motivating students to study diligently and dedicatedly, ensuring that students understand the proper pronunciation of Quranic letters. The presence of high-quality Tahfidz teachers is one of the key factors behind the success of the Tahfidz program at Senior High School Darul Quran Al-Wafa. The teachers in the Tahfidz program present tajwid material, engage in question-and-answer sessions, guide students using the Tilawati method, and conduct evaluations and assessments. These activities have a positive impact on students' dedication and their ability to memorize the Quran (Luthfiyyah et al., 2023).

The Tahfidz Al-Quran program at the school has a clear focus on improving the competence of teachers as part of achieving the program's goals. The school places great emphasis on teaching quality by setting high standards for its instructors. With the support of competent teachers, this Tahfidz program can operate effectively, enabling it to produce a generation that not only memorizes the Quran but also understands how to read, memorize, and practice the teachings of the Quran in daily life. The school principal, the Tahfidz division head, and the Tahfidz teachers have worked to enhance their professional competence by attending training, evaluations, workshops, and programs to improve their teaching professionalism in Tahfidz (Hidayat et al., 2024).

#### b. Competence of Students in the Tahfidz Al-Quran Program

Memorizing the Quran requires strong motivation, both from within the students and from their surrounding environment. At Senior High School Darul Quran Al-Wafa, student motivation for memorizing the Quran is currently considered standard. This is reflected in their seriousness in submitting their memorization to the Tahfidz mentors and the fact that the memorization target has not yet been fully achieved. Although memorizing the Quran is not a graduation requirement, the school aims for all students to complete their memorization according to their individual abilities. This target not only covers the quantity of memorization but also the quality of the Quranic recitation, in accordance with tajwid rules and makhorijul huruf (articulation points), ensuring that the meaning is preserved. The Tahfidz Al-Quran program shapes the religious character of students through regular activities such as congregational prayers, Quran reading,



respectful behavior, and stages of memorization, repetition, and evaluation with teachers or peers (Mukmin et al., 2023).

A major challenge faced by the Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa is the variation in memorization abilities among students. Some students have reached the target memorization set by the school, while others are still in the process of reaching that target. This shows that each student has a different pace and memorization method. To overcome this challenge, the school needs to continue motivating students to work harder in their memorization. A more dynamic approach, tailored to the needs of each student, will help increase their enthusiasm in memorizing the Quran.

The Tahfidz mentors at Senior High School Darul Quran Al-Wafa play a critical role in this process. In addition to providing consistent guidance, they also conduct evaluations to monitor the progress of each student. A more personalized approach, suited to the characteristics of each student, will create a more positive atmosphere and support the memorization process. The school should also pay more attention to student motivation with concrete steps, such as providing rewards for those who show progress in their memorization.

The Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa provides dedicated time for memorization and organizes group study sessions, which will be very helpful. Psychological support is also crucial, especially for students who struggle with memorization. With a targeted strategy and continuous support, student motivation will increase, and the memorization target will be more achievable. The school is committed to producing a generation that not only memorizes the Quran but also has a deep understanding of its content and can implement its teachings in daily life.

c. Curriculum and Materials for the Tahfidz Al-Quran Program

The Tahfidz curriculum at Senior High School Darul Quran Al-Wafa has been carefully developed by the foundation, and it is implemented according to the procedures set through coordination led by the Tahfidz coordinator. This program is regularly monitored by the foundation to ensure it aligns with the established standards. One of the strengths of the Tahfidz program at Senior High School Darul Quran Al-Wafa is the flexibility given to students in choosing the memorization methods that best suit their abilities and comfort. With this approach, each student can memorize the Quran in the most effective way, according to their individual learning styles, which is crucial since each person has a different way of memorizing. The formation of students' religious character through Tahfidzul Quran involves setting goals, strategies, cultivating religious values, and conducting routine evaluations each week and semester (Hatapayo et al., 2023).

Table 2. Hafalan Targets at Senior High School Darul Quran Al Wafa

Class	Semester 1	Semester 2
10 tahfidz	3 juz (30,29,28)	6 juz (27,26,1,2,3,4)
10 reguler	1,5 juz(30-291/2)	1,5 juz(291/2,28)
11 tahfidz	6 juz (5,6,7,8,9,10)	5 juz (11,12,13,14,15)
12 tahfidz	5 juz (16,17,18,19,20)	5 juz (21,22,23,24,25)

Ust. Idris, the coordinator of the Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa, emphasizes that the focus of the program is not only on the quantity of memorization but also on the quality of the recitation, which must align with tajwid rules, the correct pronunciation of letters according to their points of articulation, and strong (mutqin) memorization. This program ensures that each student not only memorizes the Quran but also learns to read it correctly according to Islamic teachings, so that their memorization becomes meaningful and can be responsibly carried out. With an emphasis on the quality of recitation and memorization, the goal of this program is for every student to be able to read and memorize the Quran correctly, wherever they are, without mistakes that could alter its meaning. The Tahfidzul Quran program planning includes a target of memorizing 10 juz in the first year, 20 juz in the second year, and 30 juz in the third year, with an additional Tahfidz and Tahkassus quarantine program, where participants can memorize 30 juz in one year. The minimum target for memorization is one page per day (Hefniy & Jannah, 2019).

The Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa faces challenges in the memorization process, such as the variation in methods used and the need to maintain the quality of recitation. The flexibility to choose memorization methods allows students to find the most effective approach for them. By maintaining a constant focus on the quality of recitation and memorization, SENIOR HIGH SCHOOL Darul Quran Al-Wafa ensures that students not only meet their memorization targets but also gain a deep and meaningful understanding of the Quran. The school continues to provide support and monitor the memorization process to ensure that each student achieves high-quality memorization that will be beneficial in the long term. The Tahfidz Al-Quran curriculum is implemented with three methods: *Talaqqi* (students submit their memorization to the teacher), *Takrir* (repeating memorization with a seatmate), and *Tasmi'* (listening to memorization in front of class Senior High Schooltes to train mental strength and enhance memorization) (Chully & Fajar, 2023).

d. Provision of Supporting Facilities for the Tahfidz Al-Quran Program

The provision of supporting facilities for the Tahfidz Al-Quran program at Senior High School Darul Quran Al Wafa can be considered excellent. The school provides various facilities that support the smooth running of the tahfidz program, such as competent human resources (HR), comfortable learning spaces, and adequate mutabaah (control) books. All of these facilities play an important role in creating an environment conducive for students to memorize and review the memorization of the Al-Quran properly. The learning spaces at Senior High School Darul Quran Al Wafa, such as classrooms and the mosque, meet the ideal criteria for memorizing the Al-Quran. An ideal place for memorization must be free from noise, clean, well-ventilated, and sufficiently bright. The mosque provided serves as a comfortable place for memorizing and reviewing, allowing students to study with focus and tranquility. The availability of suitable spaces to meet these needs supports effective memorization activities.

The Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa, with the provision of tahfidz control books (mutabaah), is also an important facility that helps systematically monitor the students' memorization progress. This book allows both

teachers and students to record and assess memorization progress, as well as provide opportunities for necessary corrections. With this control book, the progress of each student can be monitored in a more structured way. The school and the boarding school also provide significant support by allocating sufficient time, good resources, and comfortable spaces for memorization and review activities. All these elements work together to create an effective learning environment and support the achievement of the memorization targets set. With adequate facilities, Senior High School Darul Quran Al Wafa ensures that the Tahfidz program runs smoothly and successfully, helping students achieve strong memorization and a deep understanding of the Al-Quran.

### 3. Evaluation of the Tahfidz Al-Quran Program Process at Senior High School Darul Quran Al Wafa

Basically, process evaluation is conducted to determine how far the plan has been implemented and what components need improvement (Tien & Rusydi, 2017, p.47). In this stage, an evaluation is carried out on the availability of the tahfidz Al-Quran learning schedule and the obstacles faced in the tahfidz Al-Quran learning process.

#### a. Implementation of the Tahfidz Program

The Tahfidz Al-Quran learning process at Senior High School Darul Quran Al Wafa is designed meticulously and effectively to support the achievement of students' memorization targets. The tahfidz program is conducted daily, except on Sundays, with a duration of 6 hours per day, providing enough time for students to memorize and reinforce their memorization. If calculated weekly, students undergo 36 hours of tahfidz learning, which is more than other subjects. This duration shows the school's commitment to creating a generation of qualified Al-Quran memorizers with a deep understanding.

The Tahfidz Al-Quran learning at Senior High School Darul Quran Al Wafa begins with *muraja'ah*, which is the review of previously memorized portions, followed by *talaqqi*, where students read their memorization in front of a teacher. After that, students are given time to prepare their memorization and submit it to the teacher when they feel ready. In this process, the *halaqah* method is applied, where a Senior High School group of students gathers around the teacher, and the teacher listens to and guides their memorization with full attention. This approach ensures that each student receives optimal guidance.

The steps of the tahfidz learning process include preparing the teachers, mapping the students, grouping, creating schedules, implementation, applying dominant character values, and daily as well as semester-end evaluations through achievement books (Yuanita & Romadon, 2018).

The tahfidz program at Senior High School Darul Quran Al Wafa also adopts a flexible approach regarding the time for memorization submission. Students are given the freedom to choose a time for submitting their memorization according to their comfort, such as after Fajr, in the morning, or in the afternoon. In the evening, students are also given time to memorize independently. This flexibility allows students to learn according to their individual rhythm and abilities without feeling pressured.

Evaluation of the Tahfidz Al-Quran program at Senior High School Darul Quran Al Wafa regarding students' memorization progress is carried out routinely. Every day



after Asr, teachers check the students' note books to evaluate their memorization progress. Additionally, monthly and semester evaluations are also conducted to monitor the memorization progress more thoroughly and assess the effectiveness of the teaching methods used. Daily evaluations allow for close supervision of students' progress, while monthly and semester evaluations provide an opportunity to improve teaching methods and strategies used in the memorization process. This structured learning system and regular evaluations ensure that every student at Senior High School Darul Quran Al Wafa receives adequate attention in the process of memorizing and reviewing their memorization. With the high commitment of the school, teachers, and program mentors, students have a great opportunity to achieve strong memorization and a good understanding of the Al-Quran.

b. Obstacles Encountered in the Implementation of the Tahfidz Al-Quran Program

In the implementation of the Tahfidz Al-Quran program at Senior High School Darul Quran Al Wafa, several obstacles often arise that affect the effectiveness of the program. One of the main issues is the uneven enthusiasm among students. Some students show a lack of self-motivation, which affects their consistency and seriousness in following the program. The lack of personal motivation in memorizing the Al-Quran inevitably impacts their progress in achieving the desired memorization targets. Another issue faced by the Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa is the sense of boredom, fatigue, and sleepiness that often arises during the halaqah sessions. This condition hampers the students' focus, making it difficult for them to absorb the material properly and memorize optimally. One of the causes could be the packed schedule, which reduces the students' rest time. The Tahfidz coordinator also revealed that many students feel tired quickly and lose motivation due to the lack of rest time.

Another obstacle found in the Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa is the insufficient rest time. The packed activities prevent students from having enough time to recharge their energy, which ultimately affects their concentration and effectiveness in memorization. Ust. Fatih, one of the Tahfidz teachers, stated that the limited rest time hinders students from maintaining focus and avoiding boredom during the memorization process. To address the issues in the Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa, continuous evaluation is an important step. This evaluation is useful to measure the progress of students' memorization, identify obstacles that arise during the learning process, and assess the effectiveness of the teaching methods used. This evaluation allows the school to make improvements and adjustments as needed to ensure the Tahfidz program runs more smoothly and effectively. The management of the Tahfidz Al-Quran program at MI Al-Husna has aligned with the program's objectives, involving the headmaster, teachers, the Al-Quran team, and parents. It also uses the tilawati method, and the challenges of time and students' varying memorization abilities are addressed through coordination meetings between the headmaster and parents, allowing students to memorize independently at home (Murti, 2020).

Solutions and Recommendations for the Tahfidz Al-Quran Program at Senior High School Darul Quran Al-Wafa. Several solutions and recommendations can be



applied to address these obstacles in the Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa: Mentoring and Counseling Program: This can be implemented to help students find personal motivation in memorizing. Providing rewards or recognition for students who show progress in their memorization can also serve as a significant motivational boost. Interactive and Engaging Methods: Using more interactive and interesting methods, such as game techniques, group discussions, or utilizing technology in learning, can help reduce students' boredom. Varying the methods can increase student engagement and make them more enthusiastic about memorization. Balanced Schedule: Adjusting the activity schedule to ensure a more balanced distribution of time, including providing sufficient breaks between learning sessions, will help students focus better and reduce fatigue. With enough rest time, students will be able to memorize more effectively and have more energy to continue their studies. These solutions aim to improve the learning environment, increase student motivation, and enhance the effectiveness of the Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa.

#### **4. Evaluation of the Tahfidz Program at Senior High School Darul Quran Al-Wafa**

The product aspect involves evaluating everything related to the achievements of the program. This aspect helps to determine what is produced from a program, and whether or not the school's target of memorizing 30 juz is achieved. In the Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa, the product aspect will evaluate the impact caused by the program.

##### **a. Results (Output) and Impact of the Tahfidz Al-Quran Program at Senior High School Darul Quran Al-Wafa**

The Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa has had a very positive impact on all parties involved, including students, teachers, and parents. Based on observations and interviews, this program has successfully made significant progress and produced satisfactory results. The students involved in the program have shown considerable improvement in various aspects, including memorization ability, understanding of the material, and critical thinking skills. This demonstrates that the Tahfidz program focuses not only on memorization but also on the overall intellectual and cognitive development of students.

The positive impact of the Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa is evident in the behavioral and moral changes of the students. Many students have demonstrated better manners towards their parents and increased self-confidence. Some students have even become imams at the mosque, which not only showcases the development of their abilities but also receives appreciation from the mosque community, further strengthening their pride in their abilities. As shared by one parent, they observed positive changes in their child's memorization, behavior, and respect towards their parents. Their child also became more confident and received recognition from the mosque's management committee, which was a source of pride for the family.

Moreover, in terms of cognitive, affective, and psychomotor results, the students who participated in the program showed good progress in reading the Quran with correct

tajwid. Teachers at Senior High School Darul Quran Al-Wafa also stated that, in addition to having good memorization, students are able to read the Quran while meeting the sanad standards. This has been achieved through intensive teaching in the correct pronunciation of the Quran according to tajwid rules during each memorization session.

However, despite many students showing extraordinary progress, there are still challenges that need attention. One of these challenges is the achievement of the 30-juz memorization target, which has not been fully reached by the majority of students. Only one student has memorized all 30 juz, while most students have memorized between 4 and 20 juz. This indicates that although the Tahfidz program has had a significant positive impact, there is still a need to improve the achievement of the memorization target.

To optimize the results of the Tahfidz program at Senior High School Darul Quran Al-Wafa, it is recommended that the following adjustments and improvements be made: Rearrange the curriculum to ensure more adequate time for memorization and to include additional tajwid material. Provide additional intensive learning time for students who face difficulties in memorizing. Offer special mentoring for students who are falling behind in their memorization, along with more intensive motivation to help them stay focused and not lose sight of their memorization targets.

Table 3. Memorization Achievement of 12th Grade Students (Even Semester)

No.	Nam3	Memorized Juz
1.	Ahmad	30
2.	Syafiq	20
3.	Salman	15
4.	Syabib	15
5.	Riqza	13
6.	Fathir	10
7.	Rafif	20
8.	Syakir	11
9.	Roby	6
10.	Nizar	15
11.	Agung	13
12.	Daffa	10
13.	Faza	6
14.	Fauzan	4
15.	Mufid	13

b. Benefits Gained by Students

The evaluation of the Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa shows that the program has provided significant benefits in improving the students' religious knowledge. The Tahfidz coordinator at the school emphasized that students who seriously memorize the Quran will gain several benefits, including improved memorization ability, quicker understanding of religious knowledge, and sharper critical thinking skills. This is in line with the results of the Tahfidz program at SMP Pesantren Modern Datok Sulaiman, which successfully equipped its students with superior religious knowledge.

The main benefit of the Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa for students is the remarkable improvement in their memorization abilities. The Tahfidz learning process can be considered the foundation for the balanced, healthy, and strong personality development of students and supports the optimal character-building process (Zulfitria, 2018). The program does not only help students memorize the Quran quickly and well, but it also trains their brains to work more efficiently in absorbing information. This positively affects their understanding of other religious knowledge, which becomes easier to understand and apply in everyday life.

The process of memorizing the Quran involves discipline and consistency, which influences the students' approach to learning various subjects, not only limited to the Quran but also to other materials that require strong memory and understanding. In addition, the Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa has also played a role in enhancing students' critical thinking abilities. This skill is essential because critical thinking enables students to analyze information deeply and make wise decisions based on religious teachings. One student even expressed gratitude for the education they received, feeling more confident in reading Quranic verses and ready to become an imam. This shows that the Tahfidz program does not only focus on academic aspects but also on developing self-confidence and leadership skills needed by students in society.

While the Tahfidz Al-Quran program at Senior High School Darul Quran Al-Wafa has provided significant benefits, some areas still need improvement to maximize these benefits. For instance, although students have gained good religious knowledge, some still feel that their understanding is not yet perfect. To strengthen the program further, the following recommendations can be implemented: Use more interactive and varied teaching methods to make the learning process more engaging and enjoyable for students. Provide more intensive mentoring for students who are struggling with memorization or understanding the material. Conduct regular evaluations to monitor the students' progress and assess their achievements in memorization and religious understanding. Offer rewards and recognition to students who show significant progress in memorization and religious understanding. These recommendations aim to enhance the effectiveness of the program, ensuring that the students can benefit from it even more fully.

## D. CONCLUSION

The flagship Tahfidz program at Senior High School Darul Quran Al-Wafa aims to produce a generation with noble character through the memorization of the Quran. With full support from the school, this program is implemented with regular evaluations to measure student progress. It is hoped that through consistent guidance, students will achieve high achievements both in religious and academic fields. The program targets memorizing 30 Juz over 3 years, though it is not mandatory for every student.

The evaluations conducted periodically aim to identify obstacles and make adjustments to the program. In the context evaluation, this program has clear goals and planning, with full support from the school to motivate students. The input evaluation shows that the teachers' competencies are excellent, with most of them mastering the memorization of 30 Juz. However, some students

have not yet reached the memorization target, even though their recitations are already very good. The process evaluation shows that the program is running smoothly, but innovative solutions are still needed to increase student motivation. The product evaluation shows improvements in memorization, religious understanding, and critical thinking skills, although not all students have achieved the target of memorizing 30 Juz.

Based on the evaluation results of the Tahfidz Al-Quran program, the researchers recommend that the school increase student motivation by offering rewards, psychological support, and arranging a balanced schedule between study and rest time. Teachers are expected to provide intensive guidance to students struggling with memorization. Additionally, future research can use these findings as a reference to deepen program evaluations using the Context, Input, Process, and Product (CIPP) model.

## ACKNOWLEDGMENTS

We would like to express our heartfelt gratitude to all those who have contributed to this research, which aims to evaluate the tahfizh program at Senior High School Darul Quran Al-Wafa. This study utilizes the CIPP evaluation model (Context, Input, Process, Product) to analyze various aspects of the program. Our deepest thanks go to the school administration, teachers, students, and parents who have supported the smooth progress of this research by providing access to information, facilitating observations, and offering active participation. We also greatly appreciate the dedication and effort of the research team in collecting and analyzing data through triangulation to ensure its validity. We hope that the findings of this research will contribute to enhancing the quality and effectiveness of the tahfizh program at Senior High School Darul Quran Al-Wafa. Thank you for all your valuable support and collaboration.

## CONTRIBUTION OF SERVICE IMPLEMENTERS

Researcher 1: Conceptualizer, Research methodology design, Data collection through observation

Researcher 2: Research Methodology and Data Verification

Researcher 3: Data Collector, Report Writing

Researcher 4: Data Collector

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