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Evaluation of the Tahfizhul Al-Qur'an Program Using the CIPP Model (Context, Input, Process, and Product) at Tahfizhul Qur'an Al-Faaliqul Irsyaad Islamic Boarding School, Takalar Regency

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ABSTRACT

This study evaluates the Tahfizhul Al-Qur'an program at Al-Faaliqul Irsyaad Islamic Boarding School in Takalar Regency, Indonesia, using the CIPP (Context, Input, Process, Product) evaluation model. The study aims to describe the quality of the program in terms of its context, input, process, and product components. A qualitative descriptive-evaluative design was employed. Data were collected through observation, semi-structured interviews, and documentation involving the school leader, instructors, students, and parents. Data were analyzed through data reduction, data display, and conclusion drawing, while data validity was established through triangulation. The evaluation results indicate that the context and input components each achieved 75% and were categorized as appropriate, the process component achieved 100% and was categorized as very appropriate, and the product component achieved 50% and was categorized as fairly appropriate. These percentages were obtained by comparing the scores of the indicators fulfilled in each CIPP component with the maximum possible scores, then multiplying the results by 100%. The program has been a flagship initiative since 2019 and is implemented daily through ziyadah (new memorization) and muroja'ah (memorization revision). However, a major finding reveals that only three out of 25 students in grades VII and VIII (12%) achieved the minimum target of memorizing five juz per year. This indicates a gap between the implementation of program activities and the achievement of the expected learning outcomes. The main constraints include the limited number of instructors who have memorized 30 juz with mutqin proficiency, differences in students' initial Qur'anic reading abilities, the absence of written program guidelines, and irregular evaluation meetings. Therefore, the study recommends recruiting and developing qualified instructors, grouping students according to their initial abilities, establishing written program guidelines, and institutionalizing regular CIPP-based evaluations to improve program effectiveness and students' memorization achievement.

1. INTRODUCTION

Islamic boarding schools (pesantren) are Islamic educational institutions with a long-standing role in developing generations who possess religious knowledge and noble character. Amid globalization, which brings rapid social change and diverse challenges (Nahak, 2019), strengthening religious education has become increasingly important to ensure that younger generations maintain a strong faith and Islamic values. One form of educational development in pesantren is the Tahfizhul Al-Qur'an program, which aims to produce competent memorizers of the Qur'an while preserving the authenticity of the Qur'an as the primary source of Islamic teachings. Tahfizh programs are generally implemented through two complementary activities: ziyadah (adding new memorization) and muroja'ah (reviewing previously memorized portions). Ziyadah focuses on increasing the

quantity of memorization, whereas muroja'ah aims to maintain its accuracy, quality, and retention. The effectiveness of these activities depends not only on the methods employed but also on teacher competence, student readiness, learning facilities, program management, and continuous monitoring. Therefore, the success of a tahfizh program should be assessed not merely from the implementation of memorization activities but also from the extent to which the program achieves its predetermined objectives (Salsabila & Dilla, 2025). Tahfizhul Qur'an Al-Faaliqul Irsyaad Islamic Boarding School in Takalar Regency, South Sulawesi, established in 2019, has designated tahfizh as its flagship program and integrated it into the institutional curriculum. However, preliminary observations and interviews revealed several substantial problems that may affect the program's effectiveness. First, the memorization targets have undergone changes, indicating that the program's objectives have not been consistently established and implemented. Changes in targets may create difficulties in maintaining continuity between planning, implementation, and the measurement of student achievement. Second, the number of instructors who have memorized all 30 juz with mutqin proficiency remains limited.

This condition raises concerns regarding the availability of qualified human resources to supervise students' memorization, correct recitation, and maintain memorization quality. Third, students enter the program with different levels of Qur'anic reading and memorization abilities, while the learning system has not fully accommodated these differences. Consequently, student achievement remains relatively low. This problem is particularly evident in the fact that only three out of 25 students in grades VII and VIII achieved the minimum target of five juz per year. Fourth, the program does not yet have comprehensive written guidelines that regulate its objectives, targets, implementation procedures, and evaluation mechanisms. Program evaluation meetings are also conducted irregularly, limiting the institution's ability to identify problems and formulate systematic improvements. These conditions indicate a gap between the implementation of daily tahfizh activities and the achievement of the program's expected outcomes. Although ziyadah and muroja'ah are routinely conducted, their implementation has not yet resulted in the expected level of student memorization achievement. The problems are interconnected, involving inconsistencies in program objectives, limitations in instructor qualifications, differences in students' initial abilities, and weaknesses in institutional management and evaluation. Therefore, an evaluation that examines only students' memorization outcomes would be insufficient. A comprehensive evaluation is needed to identify the underlying factors influencing the program's performance and to provide an evidence-based foundation for institutional decision-making. The Context, Input, Process, and Product (CIPP) evaluation model, developed by Stufflebeam, provides a comprehensive, decision-oriented framework for examining educational programs. The context component identifies program needs, objectives, and institutional conditions; the input component assesses the availability and suitability of resources and strategies; the process component examines the implementation of planned activities; and the product component evaluates the results and achievement of program objectives (Arikunto & Jabar, 2010; Stufflebeam & Zhang, 2017). The model is particularly relevant to the present study because the problems at Al-Faaliqul Irsyaad involve not only the final achievement of student memorization but also the formulation of targets, instructor qualifications, student readiness, and the implementation of program activities. Its comprehensive and systematic approach is also consistent with Law No. 20 of 2003 concerning the National Education System, which emphasizes the importance of systematic and continuous educational evaluation (Republik Indonesia, 2003). Previous studies have applied the CIPP model to evaluate tahfizh programs in various educational institutions. Ayyusufi et al. (2022), for example, reported that the program context corresponded to students' needs, the available inputs were adequate, and the implementation process was effective. Most students achieved the established memorization targets, although character development and

consistency in muroja'ah still required improvement. Comparable findings were reported in studies conducted at MA Ma'arif Puter Lamongan (Saadah et al., 2025), Al Fattah Muhammadiyah Tahfidz Islamic Boarding School in Malang (Najah, 2024), MA Al-Islam Jamsaren Surakarta (Nugroho & Ridho, 2024), and SMA IT Hasanka Palangka Raya (Rohmah et al., 2024), which generally indicated effective program implementation and satisfactory student memorization achievement. Meanwhile, Amaliah et al. (2024) demonstrated improvements in memorization quality through a halaqah-based program in Kampung Bajo, whereas Siagian (2022) identified fairly good performance in the tahfizh program at Basilam Baru Islamic Boarding School. Qadafi et al. (2023) also applied the CIPP model to evaluate the tahfizh program at SMP Negeri 3 Ampek Angkek. Beyond tahfizh education, Antariksa et al. (2022) found that although the input component of a student pesantren program had improved, its implementation process still required enhancement and its product outcomes remained unsatisfactory.

Although these studies provide important insights into the implementation and effectiveness of tahfizh programs, several aspects require further investigation. First, previous evaluations have generally emphasized the suitability of program components and the extent to which students achieve memorization targets. However, less attention has been given to examining how changes in memorization targets and weaknesses in institutional planning may affect the consistency of program implementation. Second, the relationship between instructor qualifications, students' initial abilities, and the achievement of memorization targets has not been sufficiently examined as an interconnected evaluation problem. Third, relatively limited attention has been given to the evaluation of newly established tahfizh institutions that operate without comprehensive written program guidelines and have not yet developed regular evaluation mechanisms. Consequently, there remains a need for an evaluation that explains not only whether each program component meets established criteria but also how weaknesses in one component may be associated with low achievement in another. The present study addresses these gaps by applying the CIPP model to examine the Tahfizhul Al-Qur'an program at Al-Faaliqul Irsyaad Islamic Boarding School through an integrated analysis of its four components. Its contribution lies in identifying the relationship between program planning and resource limitations, the implementation of tahfizh activities, and the actual achievement of students' memorization targets. In particular, the study highlights the discrepancy between the implementation of daily ziyadah and muroja'ah activities and the finding that only three of the 25 students achieved the minimum target of five juz per year. Furthermore, the study employs percentage-based assessment criteria to classify the appropriateness of each CIPP component, thereby providing a structured overview of program performance while retaining qualitative explanations of the factors underlying the evaluation results. Thus, the study extends previous CIPP-based tahfizh evaluations by emphasizing the analysis of interrelated institutional problems and the discrepancy between program implementation and learning outcomes, rather than focusing solely on the overall effectiveness of the program. Based on this background, this study aims to evaluate the Tahfizhul Al-Qur'an program at Al-Faaliqul Irsyaad Islamic Boarding School using the CIPP evaluation model. Specifically, it examines (1) the context of the program, including its objectives, needs, and institutional conditions; (2) the input component, particularly instructor qualifications, student readiness, and supporting resources; (3) the process component, including the implementation of ziyadah, muroja'ah, and program supervision; and (4) the product component, focusing on students' memorization achievement in relation to the established targets. The findings are expected to provide an empirical basis for institutional decision-making and the development of more systematic, sustainable, and effective tahfizh program improvements.

2. METHODS

2.1 Research Design and Location

This study is a program evaluation study with a qualitative approach and a descriptive-evaluative design using the CIPP model. The qualitative approach was chosen to understand in depth how the program is implemented in the natural setting of the pesantren from the perspectives of program actors (Sugiyono, 2020). The study does not test hypotheses; rather, it assesses program quality and identifies its strengths and weaknesses. The research was conducted at Tahfizhul Qur'an Al-Faaliqul Irsyaad Islamic Boarding School, Jarannika Hamlet, Banggae Village, Mangarabombang District, Takalar Regency, in January 2026. The location was chosen because the pesantren had never comprehensively evaluated its program, there were indications of a gap between planning and implementation, and the management was willing to open access to data.

2.2 Data Sources and Informants

Primary data were obtained from the pesantren leader, the foundation chairperson, tahfizh instructors, students, and students' parents. Secondary data consisted of institutional documents (profile, vision and mission, organizational structure, activity schedule), students' memorization records and submission books, and relevant literature. For the product evaluation, memorization achievement was recorded for 25 students in grades VII and VIII.

2.3 Data Collection and Instruments

Data were collected through observation, semi-structured interviews, and documentation. The researcher served as the main instrument (*human instrument*), assisted by observation, interview, and documentation guides developed from CIPP indicators (Sugiyono, 2020). Context covers the program's goals, needs analysis, policy, and procedures; input covers instructors' ability, students' qualifications, funding, and facilities; process covers implementation, obstacles, and program evaluation; and product covers memorization achievement and program impact.

2.4 Data Analysis and Trustworthiness

Data were analyzed in three stages: data reduction, data display, and conclusion drawing (Miles et al., 2014). The data were coded by CIPP component and by source. Trustworthiness was tested through source, technique, and time triangulation (Lincoln & Guba, 1985), namely by comparing information from the leader, instructors, students, and parents; comparing interview results with observations and documents; and repeating data collection at different times.

2.5 Assessment Criteria

The level of appropriateness of each CIPP component was expressed as the percentage of indicators fulfilled against the program's criteria or standards, and then converted into five categories as presented in Table 1.

Table 1. Conversion of percentage appropriateness for the Tahfizh Al-Qur'an program

No.	Range (%)	Category
1	81–100	Very appropriate
2	61–80	Appropriate
3	41–60	Fairly appropriate
4	21–40	Less appropriate
5	0–20	Not appropriate

3. RESULTS AND DISCUSSION

RESULTS

3.1 Context Evaluation

The Tahfizhul Qur'an program has been designated as the flagship program of Al-Faaliqul Irsyaad Islamic Boarding School since its establishment in 2019. The program has two main objectives: producing students who are able to memorize the Qur'an and developing Qur'anic character, so that memorization is not limited to the ability to recall verses but is also reflected in daily religious practices, including prayer and leading congregational prayers. The school leader and instructors also emphasized that the tahfizh program serves as one of the institution's distinguishing features and a major attraction for the surrounding community. These objectives indicate that the program is intended to achieve both quantitative outcomes, in terms of the amount of memorization, and qualitative outcomes, in terms of memorization accuracy and the internalization of Qur'anic values. However, an examination of the program's objectives reveals changes in the memorization targets since its establishment. In 2019, the initial target was one page per day, equivalent to approximately one juz per month. Subsequently, the target was adjusted to 15 juz at the junior high school level and another 15 juz at the senior high school level. Later, the institution established a more ambitious target of completing 30 juz within three years at the junior high school level. According to the school leader and instructors, this change was influenced partly by the achievement of other educational institutions that had successfully implemented similar memorization targets. This suggests that institutional benchmarking and the desire to strengthen the pesantren's competitive advantage were important considerations in determining the new target.

Nevertheless, the decision to establish a target of 30 juz within three years raises questions regarding the extent to which the target was based on an assessment of the institution's actual capacity. The available findings indicate that the target was influenced by the achievements of other institutions, but do not demonstrate that it was preceded by a comprehensive assessment of students' initial memorization abilities, Qur'anic reading proficiency, instructor availability, and the time required for intensive supervision. These factors are essential because students enter the pesantren with different levels of reading and memorization competence, while the number of instructors who possess 30 juz memorization with mutqin proficiency remains limited. Furthermore, instructors reported that the effective period available for intensive student coaching was approximately two and a half years, rather than the full three-year period. This condition creates a potential mismatch between the expected memorization target and the actual instructional capacity of the institution. The discrepancy is also reflected in student achievement. Only one student reportedly completed the 30 juz target within three years, but the student acknowledged that the memorization had not yet reached a fluent or mutqin level. This finding indicates that the quantitative achievement of completing 30 juz does not necessarily represent the attainment of the program's qualitative objectives. Therefore, the evaluation of the target should consider not only the quantity of memorized portions but also fluency, accuracy, retention, and the ability to maintain memorization through consistent muroja'ah. Setting an ambitious target without considering these dimensions may encourage the prioritization of memorization quantity over quality. From a context evaluation perspective, the change in targets demonstrates the need for a more systematic process of identifying institutional needs and establishing realistic program objectives. A target of 30 juz within three years may be appropriate for students who possess adequate initial reading skills, strong memorization potential, sufficient learning time, and access to qualified instructors. However, applying the same target to all students without prior assessment or differentiated learning arrangements may reduce the likelihood of achieving the expected outcomes. Accordingly, the institution needs to establish measurable targets based on students' initial competencies, instructor capacity, available instructional time, and the desired quality of memorization.

Another important finding concerns the absence of written program documentation. The school leader explicitly stated that the tahfizh program's documents had not been formally prepared in writing and that decisions regarding program implementation remained dependent on the leader's policies in consultation with the foundation. This condition indicates a weakness in institutional planning and program governance. Without written guidelines, essential aspects such as program objectives, annual memorization targets, student admission criteria, instructor qualifications, learning schedules, assessment standards, and evaluation procedures are not formally documented as institutional references. Consequently, the implementation of the program may depend heavily on individual leadership decisions rather than standardized institutional procedures. The absence of written documentation also creates difficulties in maintaining program continuity, monitoring performance, and evaluating the achievement of predetermined objectives. For example, changes in memorization targets may occur without a clearly documented rationale, feasibility analysis, or measurable performance indicators. Similarly, instructors may lack a common reference for determining students' progress and the standards of memorization quality. Therefore, preparing written program guidelines is not merely an administrative requirement but an essential component of establishing accountability, consistency, and sustainability in tahfizh program management. Despite these weaknesses, the needs analysis identified several supporting factors for program implementation. Students' interest and motivation, parental support, a conducive learning environment, instructors' competence and consistency (istiqamah), and cooperation among the pesantren, school, and community were considered important conditions for program success. Parents generally expressed trust in the pesantren and supported the educational process by entrusting their children's tahfizh development to the institution. However, communication between parents and students remained relatively limited because students were not permitted to bring mobile phones and could receive parental visits only at designated times. Although these arrangements may support students' concentration and discipline, regular communication between parents and the institution remains important for monitoring student development and strengthening educational support.

Regarding the learning system, the pesantren has established several structured activities, including ziyadah (new memorization), muroja'ah (memorization revision), imtihan (testing memorization by continuing verses), and tasmi' (reciting one juz without looking at the mushaf), which is conducted weekly. Ideally, tahsin or bin-nadzor (improving Qur'anic reading accuracy) should precede the memorization process. However, because student admission has not been selective and students possess different initial reading abilities, tahsin is often conducted simultaneously with tahfizh. This arrangement demonstrates the institution's effort to accommodate students' varying abilities, but it also indicates the need for initial competency assessments and differentiated learning strategies to ensure that students develop adequate reading skills before progressing to more intensive memorization targets. Based on the context evaluation, the program obtained a score of 75%, placing it in the appropriate category. This score reflects the extent to which the assessed context indicators met the established evaluation criteria. The assessment covers the relevance of program objectives to institutional needs, the availability of supporting environmental and stakeholder conditions, the clarity and feasibility of memorization targets, and the adequacy of institutional planning and policy documentation. Although the program has clear institutional objectives, strong stakeholder support, and an established learning orientation, weaknesses remain in the feasibility assessment of memorization targets and the formalization of program policies. Thus, the 75% score should not be interpreted as evidence that all contextual conditions are adequate, but rather as an indication that most assessed criteria have been fulfilled while several important aspects still require improvement. These findings suggest that improving the context component requires the institution to formulate realistic and measurable memorization targets based on students' initial competencies and available instructional resources. In addition, the pesantren needs to develop

written program guidelines that establish clear objectives, target-setting procedures, admission and placement criteria, instructor requirements, and evaluation mechanisms. Such improvements would provide a stronger foundation for aligning institutional expectations with the actual capacity of students and instructors.

3.2 Input Evaluation

The pesantren has four tahfizh instructors. The leader and instructors agree that instructors should ideally have memorized all 30 juz with *mutqin* proficiency because they serve as role models and sources of motivation for students, but this need has not been met. Efforts to recruit qualified instructors are hindered by the difficulty of finding candidates and by limited incentives; one prospective instructor withdrew after learning of these limitations. Some instructors' own memorization is also not yet optimal, and the leader's call for instructors to submit their own memorization has not been fully implemented. On the other hand, parents regard the instructors' approach as patient and not burdensome for students. The pesantren has 61 students whose memorization and reading qualifications vary widely. Some students were not yet fluent in reading the Qur'an when they entered, so tahfizh time is often used to correct their reading. Motivation is provided by the leader, instructors, and parents, among others through a learning contract with four mandatory memorization sessions every day (dawn, morning, afternoon, and night), sanctions for students who do not submit memorization, and nightly evaluation. Observation shows students' enthusiasm in submitting memorization. Funding comes from monthly tuition contributions (SPP) adjusted to families' economic capacity, namely IDR 500,000 and IDR 400,000 per month, with fee waivers for orphans and students from low-income families, as well as donor support. Available facilities include a prayer room that also serves as a classroom, a classroom, a library, a football field, a pesantren cooperative store, and an LCD projector; these support the core activities although they are not yet complete. The input component scored 75%, in the appropriate category.

3.3 Process Evaluation

The program is carried out daily according to the schedule in the 2026/2027 academic-year guidelines for teaching and learning activities, with Monday to Friday focused on tahfizh. Students are divided into groups, each guided by an instructor. The methods used are *ziyadah* and *muroja'ah*: students read a block of verses repeatedly for about 40 minutes before memorizing, with a target of one page of *ziyadah* and two pages of *muroja'ah* per day. Supporting activities include *sima'an* after the morning mandatory session, weekly memorization tests, competitions, *muhadharah* (public speaking practice) on Saturday night, and refreshing activities to reduce boredom. The main obstacles are differences in students' abilities and feelings of laziness and boredom. One instructor stated that "the obstacles often encountered are laziness and boredom," which, in his view, are experienced mainly by students whose reading is not yet fluent. Some instructors' approaches are also not always adaptive to students' characters. Evaluation is conducted through daily monitoring, records in submission books, monthly recaps reported to the leader and parents, and oral and written examinations in supplementary subjects every semester. However, instructors' evaluation meetings are not yet routine or scheduled, occurring at intervals of two weeks to one month and not yet held at all in the new academic year. The process component scored 100%, in the very appropriate category.

3.4 Product Evaluation

Of the 25 students in grades VII and VIII, only three students (two in grade VII and one in grade VIII) reached the minimum target of five juz per year. Recorded memorization differs considerably among students (Table 2). The pesantren measures achievement through *tasmi'* at the

end of the year and reports progress to parents each semester. Graduation competency standards have not been clearly formulated, so students who have not reached the target can still graduate, and the graduation decision is left to the leader.

Table 2. Memorization achievement of students in grades VII and VIII

Grade	Number of students	Reached target (≥5 juz/year)	Not yet reached target	Range of recorded memorization (juz)	Mean recorded memorization (juz)
VII	13	2	11	1–6	2.7
VIII	12	1	11	3–12	6.6
Total	25	3	22	1–12	4.6

Beyond quantitative achievement, the program has non-academic impacts. Students are trusted to serve as prayer leaders, Qur'an reciters, preachers, and masters of ceremonies at community events; some are admitted to leading schools or obtain scholarship opportunities because of their memorization; and parents report improvements in their children's confidence, discipline, and reading quality. Because the tahfizh program at this pesantren is available only at the junior high level, most graduates continue to senior high schools or other pesantren that have tahfizh programs, while communication with alumni remains infrequent. The product component scored 50%, in the fairly appropriate category.

3.5 Summary of CIPP Evaluation Results

A summary of the evaluation results for the four components is presented in Table 3.

Table 3. Summary of CIPP evaluation results for the Tahfizh Al-Qur'an program

Component	Score (%)	Category	Key findings
Context	75	Appropriate	Clear goals supported by the community; targets changed; no written program document.
Input	75	Appropriate	Four instructors, with a remaining shortage of instructors who have memorized 30 juz with *mutqin* proficiency; varied student qualifications; facilities and funding available.
Process	100	Very appropriate	Schedule, *ziyadah* and *muroja'ah* methods, and supporting activities carried out; evaluation meetings not yet routine.
Product	50	Fairly appropriate	Three of 25 students reached the minimum target of five juz per year; positive non-academic impacts.

DISCUSSION

Program context

Context evaluation in CIPP assesses the needs, problems, and goals of a program (Stufflebeam & Zhang, 2017; Arikunto & Jabar, 2010). The finding that the program's goals are clear and supported by parents and the community indicates alignment with environmental needs, consistent with Ayyusufi et al. (2022) and Saadah et al. (2025), who found that the context matched institutional needs. However, the 75% score reflects weaknesses in formal aspects: the absence of a written program document and the change in memorization targets. The shift to 30 juz in three years was made by referring to other institutions, while the tahfizh coaching period is only about two and a half years and students' initial abilities vary widely. Interpretively, an ambitious target has not been aligned with input capacity, which helps explain the low product achievement.

Program input

The limited number of instructors who have memorized 30 juz with *mutqin* proficiency is the most prominent input finding. Earlier studies generally reported adequate inputs (Ayyusufi et al., 2022; Najah, 2024; Rohmah et al., 2024), but Saadah et al. (2025) also noted the need to improve

teacher quality, so this finding aligns with the latter. Instructors' role modeling matters because students look to them as a source of motivation. The incentive constraint shows that input problems do not stand alone but are tied to funding: tuition adjusted to families' capacity reflects the pesantren's social mission but limits room to attract qualified instructors. Students' varied initial qualifications, especially reading ability, are compounded by non-selective admission, so *tahsin* must be carried out together with tahfizh.

Program process

The 100% score for process shows that the schedule, guidance groups, and *ziyadah* and *muroja'ah* methods were carried out as planned. This is consistent with the view that the two methods complement each other in maintaining the quantity and quality of memorization (Salsabila & Dilla, 2025). Nevertheless, this score should be read as conformity of implementation with the planned procedure, not as a guarantee of results, because obstacles such as laziness, boredom, and differences in students' abilities were still found. In addition, irregular evaluation meetings run counter to the principle of continuity in evaluation (Arifin, 2017) and weaken the function of evaluation as a basis for decisions to continue, revise, or discontinue a program (Widoyoko, 2016; Anirowati et al., 2025). This relatively strong process finding differs from Antariksa et al. (2022), who reported that the process still needed improvement.

Program product

The 50% product score, with only three of 25 students reaching the minimum target, differs from earlier studies reporting that most participants reached memorization targets (Ayyusufi et al., 2022; Saadah et al., 2025; Najah, 2024; Nugroho & Ridho, 2024; Rohmah et al., 2024), and is closer to Antariksa et al. (2022), who found the product unsatisfactory. In CIPP logic, results follow from the preceding components. The low achievement can be traced to unrealistic targets (context), the limited number of *mutqin* instructors and varied initial abilities of students (input), and motivational obstacles during implementation (process). Non-academic achievements, such as students' courage to lead prayers and perform in the community, show that program success is not measured solely by the number of juz memorized, but unclear graduation standards make it difficult for the pesantren to assess goal attainment objectively.

Implications and limitations

Theoretically, this study shows that the CIPP model can reveal misalignments among components that would not be visible if only final results were assessed; percentage scores need to be read together with narrative findings. Practically, the results imply the need for (1) recruitment and development of instructors accompanied by incentives, (2) grouping students by initial qualification and adjusting targets, (3) preparing program documents and tahfizh graduation standards, and (4) scheduled evaluation meetings. This study is limited to one pesantren, with 25 students as subjects of the product evaluation, and uses a qualitative approach; generalization should therefore be made with caution and is better understood as transferability to institutions with similar characteristics.

4. CONCLUSION

The evaluation of the Tahfizhul Al-Qur'an program at Tahfizhul Qur'an Al-Faaliqul Irsyaad Islamic Boarding School using the CIPP model reveals that, although the program has been implemented consistently through structured activities such as ziyadah and muroja'ah, its overall effectiveness remains constrained by a gap between program expectations and actual student achievement. The most significant issue is the mismatch between the memorization targets, students'

initial abilities, and the availability and competence of instructors. The establishment of ambitious memorization targets, including the expectation of completing 30 juz within three years, has not been adequately supported by systematic assessments of students' initial competencies, sufficient qualified instructors, and realistic estimates of instructional time. This condition has contributed to the low achievement of memorization targets, as only three out of 25 students in grades VII and VIII achieved the minimum target of five juz per year. Furthermore, the completion of 30 juz by one student without achieving fluent memorization indicates that program success should not be measured solely by the quantity of memorized portions but also by memorization accuracy, fluency, and retention. The evaluation also identifies weaknesses in program planning and institutional management, particularly the absence of written program guidelines and the lack of regularly scheduled evaluation meetings. These conditions limit the institution's ability to maintain consistent targets, establish standardized learning procedures, monitor student progress, and assess program effectiveness systematically. Although the implementation of daily tahfizh activities demonstrates the institution's commitment to the program, effective implementation alone does not guarantee the achievement of the intended learning outcomes. Therefore, improvements are required not only in instructional activities but also in planning, resource management, and institutional accountability. To address these problems, several operational improvements are recommended. First, the pesantren should prepare comprehensive written program guidelines that specify the program's objectives, annual and semester-based memorization targets, student admission and placement criteria, instructor qualifications, learning procedures, assessment standards, and evaluation mechanisms. Second, memorization targets should be established based on initial assessments of students' Qur'anic reading proficiency, memorization abilities, and individual learning progress.

Students should be grouped according to their competency levels and provided with differentiated targets and instructional support. Third, the institution should recruit additional qualified instructors and implement continuous professional development through tahsin and tahfizh training, teaching supervision, and periodic assessments of instructors' memorization proficiency. Fourth, the pesantren should establish a structured monitoring and evaluation schedule, including weekly monitoring of ziyadah and muroja'ah, monthly assessments of individual memorization progress, and semester-based CIPP evaluations involving institutional leaders and instructors. The results should be documented and used as a basis for revising targets, improving instructional strategies, and making institutional decisions. Overall, the findings emphasize that improving the effectiveness of the tahfizh program requires alignment among realistic memorization targets, students' initial competencies, qualified human resources, and systematic program management. By strengthening these interconnected aspects, the pesantren can move beyond the routine implementation of memorization activities toward a more measurable, sustainable, and quality-oriented tahfizh program that achieves both quantitative memorization targets and qualitative standards of Qur'anic memorization.

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