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Evaluation of the Qur'an Memorization Program in Salafiyah Islamic Boarding Schools, Modern Islamic Boarding Schools, and Integrated Islamic Schools (SIT)

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ABSTRACT

Background. Qur'an memorization (tahfidzul Qur'an) programs are implemented in diverse institutions, including Salafiyah pesantren, modern pesantren, and Integrated Islamic Schools (SIT), yet their evaluation often focuses only on achievement scores.

Purpose: This study aimed to evaluate and compare Qur'an memorization programs in senior high schools within Salafiyah pesantren, modern pesantren, and an SIT, using the CIPPO model (Context, Input, Process, Product, and Outcome).

Method: This evaluation research collected data from school principals, teachers, and students selected through purposive sampling, using interviews, questionnaires, and document analysis. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were examined through thematic analysis and integrated using data triangulation.

Results: The CIPPO instrument achieved satisfactory validity, reliability, readability, and model fit (Chi-square/df < 2, $p > .05$, RMSEA < .08, GFI > .90, AGFI > .90), and expert and practitioner assessments confirmed its readability and applicability. Context achieved the highest level (91.58%; high), followed by Product (87.03%), Process (86.62%), Input (85.47%), and Outcome (85.17%), all moderate. Salafiyah pesantren showed stronger achievement in Product and Outcome, whereas modern pesantren showed relative strength in Process. SIT faced greater challenges, particularly in balancing memorization targets with academic, character, and curriculum integration demands.

Conclusion: The CIPPO model provides a comprehensive framework for evaluating Qur'an memorization programs beyond achievement scores by identifying the factors that shape program effectiveness. The validated framework supports evidence-based improvement and informs an integrative Islamic education model combining the outcome-oriented strengths of Salafiyah pesantren, the process-oriented strengths of modern pesantren, and the integrative orientation of SIT.

KEYWORDS

CIPPO Model, Integrated Islamic School (SIT), Islamic Boarding School (Pesantren), Program Evaluation, Qur'an Memorization (Tahfidz).

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INTRODUCTION

The Quran memorization program at the high school level has become a rapidly growing model of religious

education in the past decade. Various educational institutions, from Salafiyah Islamic boarding schools (pesantren), modern Islamic boarding schools (pesantren), and Integrated Islamic Schools (SIT), strive to provide structured and measurable Quran memorization programs. However, differences in management, memorization achievement, and the output and impact of Quran memorization programs influence the results of their implementation. (Rohmah & Lutfi, 2024).

However, research comparatively evaluating student achievement and attitudes across Salafi Islamic boarding schools (pesantren), modern Islamic boarding schools (pesantren), and Islamic Boarding Schools (SIT) is still limited. This comparative analysis is crucial for formulating a Quran memorization program model that is effective, humane, and tailored to the developmental characteristics of high school students.

Therefore, this article aims to comprehensively evaluate the implementation of Quran memorization programs in various types of Islamic educational institutions, focusing on memorization achievement, student attitudes, and the factors that support and inhibit it. The study's findings are expected to contribute to the development of a more adaptive and effective Quran memorization program model within the context of contemporary Islamic education in Indonesia.

The need for evaluation of the Qur'an memorization program is deemed necessary considering that the program's objectives relate not only to the quantity of memorization but also to the quality of pronunciation (tartîl), long-term retention, and the internalization of religious values in participants' behavior. Recent studies show that evaluations that focus solely on output (e.g., the number of juz memorized) risk ignoring the contextual, processual, and long-term impact aspects that are essential for the sustainability of the Qur'an memorization program (Ary & Sanjaya, 2020).

The CIPPO model integrates context, input, process, product, and outcome evaluation to provide a comprehensive understanding of educational program effectiveness. Its application across Salafiyah pesantren, modern pesantren, and SIT enables comparative analysis of program relevance, implementation quality, immediate achievements, and long-term impacts (Wulan et al., 2026). Qur'anic education is a central component of many Islamic educational institutions, although its implementation may differ across traditional and modern pesantren and SIT. Evaluating tahfidz programs should consider instructional resources, learning processes, students' memorization achievements, and the sustainability of Qur'anic competencies (Masrur et al., 2025). Islamic educational institutions face the challenge of maintaining religious traditions while responding to contemporary educational demands. A CIPPO-based evaluation can examine how Salafiyah pesantren preserve their traditional foundations, how modern pesantren integrate broader academic curricula, and how SIT combines Islamic values with general education (Sholihah et al., 2025).

The CIPPO evaluation model expands on the CIPP model by emphasizing Context, Input, Process, Product, and Outcomes (Syakur et al., 2025). This model provides a more holistic framework for evaluating educational programs, including Qur'an memorization programs. With this framework, researchers not only assess whether memorization targets are achieved but also examine the alignment of program objectives with community needs, the adequacy of human resources and materials, and the quality of the learning process. The application of CIPPO to various educational programs and educational service centers in Indonesia is considered capable of generating managerial recommendations that can be directly implemented (Yulianto et al., 2020).

Context evaluation identifies educational needs, institutional characteristics, and environmental factors that influence program implementation. In Salafiyah Islamic boarding schools, modern pesantren, and Integrated Islamic Schools (SIT), this dimension helps determine whether educational programs align with institutional visions and students' needs (Jamil et al., 2025). Input evaluation examines the adequacy of human resources, curriculum, infrastructure, funding, and

learning materials in supporting educational objectives. Differences in institutional orientation between Salafiyah pesantren, modern pesantren, and SIT require context-sensitive assessments of educational resources (Kasmah et al., 2025). Process evaluation assesses how educational programs are implemented, including teaching strategies, curriculum delivery, teacher performance, and student participation. In Islamic boarding schools, this dimension is particularly important for examining the integration of religious instruction, academic learning, and character development (Wardi et al., 2025). Product evaluation measures the immediate results of educational programs, including students' academic achievement, Qur'anic competence, religious understanding, and character development. Evaluating curriculum implementation in Islamic educational institutions can provide evidence of whether program objectives have been achieved (Jaya Kesuma et al., 2024). Outcome evaluation examines the longer-term effects of educational programs on graduates' competencies, moral character, leadership, and readiness for further education or social participation. In Salafiyah pesantren, modern pesantren, and SIT, this dimension can reveal whether educational outcomes remain consistent with each institution's educational philosophy (Subasman et al., 2025).

However, despite the increasing adoption of the CIPPO evaluation model in educational program evaluation, applied studies on Qur'an memorization programs remain relatively limited in three aspects: (1) the integration of quantitative and qualitative indicators that assess the quality of Qur'an memorization achievements, (2) instrument design, and (3) mechanisms for standardizing Qur'an memorization assessments between assessors. Recent applied research on Qur'an memorization programs using the CIPPO model has identified variations in evaluation practices and recommended strengthening the design of instrumentation and assessor training to improve measurement reliability. This gap underscores the need for studies that systematically apply the CIPPO framework to Qur'an memorization programs, with a focus on indicator matrices that link each CIPPO component to standardized measurement instruments (Taunu & Iriani, 2019).

Research on the evaluation of *Tahfidzul Qur'an* programs has developed considerably and has employed various approaches, including the CIPP (*Context, Input, Process, Product*) evaluation model Masruroh (2016), for example, evaluated the Qur'an memorization learning program at Madrasah Mu'allimaat Muhammadiyah Yogyakarta using the CIPP model, focusing on the context, input, process, and product of the program Faizin (2021) also employed the CIPP model to evaluate a *Tahfidzul Qur'an* program, while Najah (2024) found that although the *tahfizh* program at Pondok Pesantren Tahfidz Muhammadiyah Al Fattah Malang was generally well implemented, discrepancies remained between the memorization targets and students' actual achievements, particularly in relation to the input and product components. More recent studies have demonstrated a similar tendency, with evaluations of *Tahfidzul Qur'an* programs largely focusing on contextual suitability, resource readiness, program implementation, and students' memorization outcomes. These studies have made important contributions to the field; however, most have remained within the four dimensions of the CIPP model and have not explicitly examined the outcomes or longer-term impacts of the programs, such as the sustainability of memorization, internalization of Qur'anic values, behavioral changes, students' independence, and the broader benefits of the program for institutional quality improvement.

Based on this research gap, the present study adopts the CIPPO **(***Context, Input, Process, Product, Outcome***)** model as its evaluation framework. This model extends the CIPP framework by giving greater attention to the consequences and benefits generated by a program after its immediate products or achievements have been attained. The inclusion of the *outcome* dimension is particularly important in evaluating *Tahfidzul Qur'an* programs because program success should

not be determined solely by the number of *juz* or verses memorized, but also by the extent to which these achievements generate meaningful and sustainable benefits for students and educational institutions. Thus, evaluation should not only answer whether the program has been implemented and whether its targets have been achieved, but also what impact the program produces after those targets have been achieved. A comprehensive evaluation approach such as CIPP has been recognized as effective in providing information to support educational decision-making and continuous program improvement. Therefore, the use of the CIPPO model in this study is expected to broaden the evaluation of *Tahfidzul Qur'an* programs from a focus on implementation and immediate outcomes toward a more comprehensive assessment of effectiveness, benefits, sustainability, and program development, thereby generating more strategic recommendations for improving the quality of *Tahfidzul Qur'an* programs.

The CIPPO evaluation model allows for a more in-depth assessment of institutional readiness, the quality of supporting resources, the tahfidz learning process, memorization achievement, and the long-term impact on students' religious attitudes, character, discipline, and motivation. In the context of the Quran memorization program for high school students, the CIPPO model can be used to: 1) assess the program's suitability to student needs (context); 2) assess the readiness of the Quran memorization teachers, curriculum, facilities, and learning environment (input); 3) evaluate learning strategies, teacher-student interactions, and the learning climate (process); 4) assess memorization achievement and the quality of muraja'ah (product); and 5) assess changes in student attitudes, discipline, motivation, and the sustainability of memorization (outcome) (Djuanda, 2020).

Based on the description above, theoretical and practical contributions this study contributes theoretically by extending the application of the CIPP evaluation framework into the CIPPO (Context, Input, Process, Product, Outcome) model for evaluating *Tahfidzul Qur'an* programs, particularly by emphasizing the *outcome* dimension that is often less explicitly examined in previous studies. This approach provides a more comprehensive conceptual framework for understanding the relationship between program needs and objectives, resource readiness, implementation quality, immediate memorization achievements, and the longer-term benefits of the program. Practically, the study provides an evidence-based evaluation framework that can be used by schools, Islamic educational institutions, and *Tahfidzul Qur'an* program managers to identify strengths, weaknesses, and areas requiring improvement, while also providing strategic recommendations for enhancing program effectiveness, sustainability, and its contribution to students' Qur'anic competence, character development, and institutional quality.

Specifically, this study will: (1) formulate operational indicators for each CIPPO component in the context of the Qur'an memorization program; (2) develop calibrated measurement instruments (questionnaires, tartil rubrics, observation checklists, and retention protocols); and (3) apply the framework to a case study to assess its reliability and practical utility in supporting the improvement of the Qur'an memorization program. Thus, the contribution of this study is theoretical, enriching the literature on the evaluation of religious education programs, and practically providing an evaluation tool that can be used by Qur'an memorization program institutions for continuous improvement.

RESEARCH METHODOLOGY

This study employed an evaluative research design, defined as a systematic process of collecting, analyzing, and interpreting data to determine the extent to which a program achieves its objectives and to support educational decision-making, accountability, and continuous improvement (Basyaruddin & Rifma, 2020; Fitzpatrick et al., 2020; Ary & Sanjaya, 2020). In educational

contexts, evaluative research provides reliable information for curriculum improvement, policy formulation, and program sustainability, including literacy, character education, and Qur'an memorization programs (Jaelani & Hasanah, 2020; Agustriani, 2023).

The evaluation in this study was guided by the CIPPO model (Context, Input, Process, Product, and Outcome), which offers a comprehensive framework for examining program needs, resource readiness, implementation quality, immediate outcomes, and long-term impacts (Fitzpatrick et al., 2020; Stufflebeam & Coryn, 2019). The CIPPO model was applied to evaluate the tahfiz al-Qur'an program by assessing program relevance and policy alignment (Context), curriculum, teachers, facilities, and budget (Input), learning strategies and monitoring (Process), memorization achievement (Product), and long-term effects such as memorization retention, character development, and learning motivation (Outcome) (Arikunto & Jabar, 2020; Christie & Lemire, 2021).

Data were collected using in-depth interviews, observations, document analysis, questionnaires, and performance-based assessments. Interviews explored stakeholder perspectives on program implementation and effectiveness (Boyce et al., 2006), while observations focused on learning activities, muroja'ah, and teacher–student interactions to assess the Process component (Ansori, 2021). Document analysis covered curricula, syllabi, memorization records, tahfiz report cards, school policies, and SOPs to support evaluation of the Input, Product, and Outcome components (Amelia et al., 2024). Questionnaires measured perceptions of students, teachers, and parents regarding motivation, satisfaction, and discipline (Muliana et al., 2022), and performance-based assessments were used to objectively evaluate memorization achievement and retention (Product and Outcome) (Aizikovitsh & Amit, 2010).

Data sources consisted of primary and secondary data. Primary data were obtained from school principals, tahfiz teachers, dormitory supervisors, and students through interviews, observations, and performance assessments (Creswell & Creswell, 2021). Secondary data were derived from institutional documents, including tahfiz report cards, mutaba'ah logbooks, curricula, syllabi, and program reports, which served as stable and reliable sources of research data (Kurniasari & Solowati, 2025). The study population included all students participating in the tahfiz program, tahfiz teachers, dormitory supervisors, parents, and institutional administrators, with detailed respondent information presented in Table 1.

Table 1. Sources of Research Data

No.	Description	S	M	T	Total
1	School Principals	1	1	1	3
2	Tahfiz Program Instructors	3	3	3	9
3	Students	30	30	30	90

Note. S = Salafiyah School; M = Modern School; T = Integrated Islamic School.

Data sources were selected to ensure relevance to the CIPPO components (*Context, Input, Process, Product,* and *Outcome*) (McMillan, 2020). Purposive sampling was used to select key informants, including school principals, senior tahfiz teachers, and students with high, moderate, and low memorization achievement, to support the analysis of the *Context*, *Input*, and *Process* components (Azhari et al., 2023). For quantitative evaluation of the *Product* and *Outcome* components, stratified random sampling was applied by dividing the population into strata such as grade level, memorization level, and gender (Ramdani et al., 2021).

Data analysis employed a mixed-methods approach. Qualitative data from interviews, observations, and documents were analyzed using thematic analysis, while quantitative data from

questionnaires and performance assessments were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics, including independent-samples t-tests, one-way ANOVA, and Pearson correlation analysis. Data triangulation was conducted by integrating qualitative and quantitative findings to enhance validity, and final conclusions were drawn through a logical analysis based on the CIPPO components (Braun & Clarke, 2021; Creswell & Creswell, 2021; Stufflebeam & Coryn, 2019).

RESULT AND DISCUSSION

Validity and Reliability

Content validity was examined in this study using Aiken's V formula (Nurjanah et al., 2023). The results indicated that the content validity coefficients for all items across the material, construct, and language aspects were close to 1. These values were then confirmed using Aiken's (1985) critical value table, which states that for items rated by three experts using a five-point scale at a 5% significance level, the minimum acceptable Aiken's V value is 0.92. All items met or exceeded this criterion, indicating satisfactory content validity.

Construct reliability (CR) was used to assess the reliability of the research instruments. Construct reliability was calculated using the construct reliability testing technique, which evaluates the internal consistency of the measurement model (Hariono et al., 2021). The results demonstrated that the instruments met the required reliability standards, indicating that the measurements were consistent and dependable.

Table 2. Construct Reliability of CIPPO Components

Component	Indicator	λ (Factor Loading)	Error Variance	CR
Context	Institutional Policy	0.962	0.074	0.984
	Legal Basis	0.965	0.069	
	Program Objectives	0.944	0.109	
	Target Groups	0.989	0.021	
Input	Human Resources	0.995	0.010	0.991
	School Environment	0.964	0.070	
	Facilities and Infrastructure	0.998	0.005	
Process	Curriculum	0.952	0.094	0.977
	Management	0.952	0.094	
Product	Learning Achievement	0.985	0.029	0.985
Outcome	Strength of Faith	0.997	0.006	0.878
	Religious Observance	0.554	0.704	
	Noble Character	0.968	0.064	
	Understanding of Qur'anic Values	0.976	0.047	

Note. λ = standardized factor loading; CR = construct reliability.

Construct validity and reliability were examined for each component underlying the evaluation of the Qur'an memorization program. These constructs were derived from latent tendencies formed by the developed questionnaire items. The constructs were empirically tested and analyzed using second-order Confirmatory Factor Analysis (CFA) to determine the validity and reliability of all constructs obtained from the interview and questionnaire data (Putri et al., 2023). The results of the analysis are presented in Tables 3.

Table 3. Results of Second-Order Confirmatory Factor Analysis (CFA)

Component	Aspect	λ (Factor Loading)	Category
Context	Institutional Policy	0.962	Valid
	Legal Basis	0.965	Valid
	Program Objectives	0.944	Valid
	Target Groups	0.989	Valid
Input	Human Resources	0.995	Valid
	School Environment	0.964	Valid
	Facilities and Infrastructure	0.998	Valid
Process	Curriculum	0.952	Valid
	Management	0.952	Valid
Product	Learning Achievement	0.985	Valid
Outcome	Strength of Faith	0.997	Valid
	Religious Observance	0.554	Valid
	Noble Character	0.944	Valid
	Understanding of Qur'anic Values	0.952	Valid

Note. λ = standardized factor loading. All indicators met the minimum loading criterion (λ ≥ 0.50).

Model Fit Analysis

The second-order Confirmatory Factor Analysis (CFA) also demonstrated satisfactory model fit for the evaluation components. The analysis showed that the five components-*Context, Input, Process, Product,* and *Outcome*-met the recommended goodness-of-fit criteria, indicated by Chi-square/df < 2**,** p-value > 0.05**,** RMSEA < 0.08**,** and GFI and AGFI values greater than 0.90. These results indicate that the second-order CFA model fits the data well and that all evaluation components satisfy the established statistical goodness-of-fit standards.

Instrument Readability Test

The instrument readability test was conducted to examine the extent to which the developed instrument was suitable for evaluating the Qur'an memorization (tahfiz) program. This test aimed to ensure that the instrument items were clear, understandable, and appropriate for practical use in the field. The readability test involved experts, school principals, and senior teaching practitioners who have extensive experience in implementing Qur'an memorization programs. Their feedback was used to assess the clarity, relevance, and practicality of the instrument. The complete results of the instrument readability validation are presented in Table 4.

Table 4. Results of Expert and Practitioner Validation

No.	Assessed Aspect	Mean Score (Experts)	Mean Score (Practitioners)	Overall Mean	Category
1	Clarity of instrument usage instructions	3.67	3.67	3.67	Highly feasible
2	Language used	4.00	4.00	4.00	Highly feasible
3	Word choice is easy to understand	3.33	4.00	3.66	Highly feasible
4	Sentence structure is simple	3.00	3.00	3.00	Feasible

	and not convoluted				
5	Sentences are not ambiguous	3.67	3.67	3.67	Highly feasible
6	Instrument content is appropriate for evaluating the tahfiz program	3.00	3.00	3.00	Feasible
7	Ease of instrument use	3.33	3.67	3.34	Highly feasible

Note. Scores were based on a four-point rating scale.

Based on Table 4, it can be concluded that, according to both experts and practitioners (school principals and teachers), the developed instrument is **feasible** and appropriate for evaluating the Qur'an memorization (tahfiz) program. Most assessed aspects were categorized as *highly feasible*, indicating that the instrument is clear, understandable, and practical for use in program evaluation. Prior to instrument development, the researchers constructed an instrument blueprint to ensure alignment between evaluation objectives and measurement indicators. The detailed blueprint of the evaluation instrument for the Qur'an memorization program is presented in Table 5.

Table 5. Instrument Blueprint for the Evaluation of the Qur'an Memorization (Tahfiz) Program

Component	Evaluation Aspect	Indicators
Context	Institutional Policy	Institutional vision and mission related to the tahfiz program
		Background and rationale of the tahfiz program
		Availability of budgetary support
	Program Objectives	Clearly defined objectives of the tahfiz program
	Target Group	Alignment of the tahfiz program with the school's vision and mission
		Relevance of the tahfiz program to students' needs
Input	Human Resources	Clear division of roles and responsibilities of tahfiz program implementers
		Availability of adequate tahfiz teachers (teacher–student ratio)
		Competence of *muhafidz* in guiding students
		Students' basic Qur'an reading ability
		Students' motivation and interest in memorizing the Qur'an
		Parental support for the tahfiz program
	Learning Environment	School environment supporting the tahfiz program
		Peer support (*peer learning*) for the tahfiz program
		School culture supportive of the tahfiz program
	Facilities and Infrastructure	Adequacy of rooms for tahfiz activities
		Availability of facilities and equipment supporting the tahfiz program
Process	Curriculum	Existence of a tahfiz curriculum covering annual, semester, monthly, and weekly programs
		Curriculum structure of the tahfiz program

	Management	Standardization of tahfiz learning methods Availability of standard operating procedures (SOPs) Assessment and reporting system (tahfiz report cards) Regular monitoring and evaluation activities Mental and spiritual mentoring activities Long-term motivation strengthening activities Stress and burnout management activities in memorization Supporting and enrichment activities for the tahfiz program
Product	Program Outcomes	Quality of tahfiz program achievement Reporting of tahfiz achievement Provision of rewards for tahfiz achievement
Outcome	Program Impact	Strength of faith Observance of religious practices Noble character (*akhlaq al-karimah*) Understanding of Qur'anic values

Based on this instrument blueprint, the research was conducted according to the evaluation criteria of the Qur'an memorization program implemented in Salafiyah Islamic boarding schools**,** modern Islamic boarding schools**,** and Integrated Islamic Schools.

The Results of the Tahfidzul Qur'an Program Evaluation Based on the Context Component.

The results of the evaluation of the tahfiz program, particularly from the Context component across Salafiyah, modern pesantren, and SIT institutions, are presented in Table 6.

Table 6. Evaluation of the Tahfidzul Qur'an Program Based on the Context Component

Evaluation Aspect	Indicator	Salafiyah School (%)	Level	Modern Islamic Boarding School (%)	Level	Integrated Islamic School (%)	Level
Institutional Policy	Institutional vision and mission related to the Tahfidzul Qur'an program	93.0	High	91.0	High	92.0	High
	Program background and rationale	91.0	High	91.0	High	92.0	High
	Availability of budgetary support	86.6	High	91.1	High	96.0	High
Program Objectives	Clearly defined program objectives	96.0	High	89.0	High	100.0	High

	Alignment of the Tahfidzul Qur'an program with the school's vision and mission	96.0	High	80.0	Moderate	96.0	High
	Relevance of the program to students' needs	93.3	High	82.2	High	92.0	High
Average Score		92.6	High	87.4	Moderate	94.7	High

Notes: High: > 80%, Moderate: 60%–80%, Low: < 60%

Based on Table 6, the evaluation of the Tahfidzul Qur'an program from the Context component shows that Salafiyah schools achieved an average score of 92.6%, which falls into the high category. Modern Islamic boarding schools obtained an average score of 87.4%, categorized as high, while Integrated Islamic Schools recorded an average score of 94.7%, also classified as high. Overall, the mean score across the three types of institutions reached 91.6%, indicating that the contextual aspects of the program including institutional policies, clarity of objectives, and alignment with students' needs have been well established. These findings suggest that the Tahfidzul Qur'an program is supported by a strong contextual foundation, which contributes positively to its implementation across different Islamic educational settings.

The Results of the Tahfidzul Qur'an Program Evaluation Based on the Input Component

The results of the evaluation of the Tahfidzul Qur'an program based on the Input component in Salafiyah schools**,** modern Islamic boarding schools, and Integrated Islamic Schools (SIT) are presented in Table 7.

Table 7. Evaluation of the Tahfidzul Qur'an Program Based on the Input Component

Evaluation Aspect	Indicator	Salafiyah School (%)	Level	Modern Islamic Boarding School (%)	Level	Integrated Islamic School (%)	Level
Human Resources	Clear division of duties among Tahfidzul Qur'an program implementers	89.0	High	89.0	High	92.0	High
	Availability of adequate Tahfidz teachers (teacher–	91.0	High	82.0	High	100.0	High

	student ratio)						
	Competence of the *muhafidz* in guiding students	96.0	High	64.0	Moderate	76.0	Moderate
	Students' basic Qur'anic reading ability	96.0	High	73.0	Moderate	72.0	Moderate
	Students' motivation and interest in memorizing the Qur'an	93.0	High	87.0	High	76.0	Moderate
	Parental support for the Tahfidzul Qur'an program	93.0	High	82.0	High	80.0	Moderate
Learning Environment	School environment supportive of the Tahfidzul Qur'an program	98.0	High	71.0	Moderate	96.0	High
	Peer support (peer learning)	91.0	High	80.0	Moderate	72.0	Moderate
	School culture supportive of the Tahfidzul Qur'an program	98.0	High	80.0	Moderate	92.0	High
Facilities and Infrastructure	Adequacy of learning spaces for the Tahfidzul Qur'an program	91.0	High	87.0	High	76.0	Moderate
	Availability of supporting	96.0	High	87.0	High	76.0	Moderate

	facilities and learning equipment						
Average Score		93.7	High	80.2	Moderate	82.5	Moderate

Based on Table 7, the evaluation of the Tahfidzul Qur'an program from the Input component indicates that Salafiyah schools achieved an average score of 93.7**%**, which falls into the high category. Meanwhile, modern Islamic boarding schools obtained an average score of 80.2**%**, categorized as moderate, and Integrated Islamic Schools (SIT) recorded an average score of 82.5**%**, also classified as high. These findings suggest that Salafiyah schools demonstrate stronger input readiness, particularly in terms of human resources, learning environment, and facilities. In contrast, modern Islamic boarding schools and SIT still face challenges related to teacher competence, students' basic Qur'anic literacy, and consistency of environmental support, which may influence the effectiveness of program implementation.

Results of the Tahfidzul Qur'an Program Evaluation Based on the Process Component

The results of the evaluation of the Tahfidzul Qur'an program based on the Process component in Salafiyah schools, modern Islamic boarding **schools**, and Integrated Islamic Schools (SIT) are presented in Table 8.

Table 8. Evaluation of the Tahfidzul Qur'an Program Based on the Process Component

Evaluation Aspect	Indicator	Salafiyah School (%)	Level	Modern Islamic Boarding School (%)	Level	Integrated Islamic School (%)	Level
Curriculum	Availability of a Tahfidzul Qur'an curriculum covering annual, semester, monthly, and weekly programs	80.0	Moderate	93.8	High	96.0	High
	Structure of the Tahfidzul Qur'an curriculum	91.1	High	93.8	High	92.0	High
Management	Standardization of Tahfidzul Qur'an learning methods	68.9	Moderate	86.3	High	96.0	High
	Availability of Standard	68.9	Moderate	92.5	High	96.0	High

	Operating Procedures (SOPs)						
	Availability of an assessment and reporting system (Tahfidz report card)	71.1	Moderate	91.3	High	96.0	High
	Regular monitoring and evaluation activities	64.4	Moderate	92.5	High	84.0	High
	Mental and spiritual mentoring activities	71.1	Moderate	92.5	High	92.0	High
	Long-term motivation strengthening activities	68.9	Moderate	92.5	High	96.0	High
	Stress and boredom management activities in memorization	73.3	Moderate	91.3	High	92.0	High
	Supporting activities for the Tahfidzul Qur'an program	76.0	Moderate	95.0	High	92.0	High
	Standardization of learning implementation	98.0	High	83.0	High	96.0	High
Average Score		75.6	Moderate	91.3	High	93.5	High

Based on Table 8, the evaluation of the Tahfidzul Qur'an program from the Process component shows that Salafiyah schools achieved an average score of 75.6%, which falls into the moderate category. In contrast, modern Islamic boarding schools obtained an average score of 91.3%, and Integrated Islamic Schools (SIT) achieved 93.5%, both classified as high. These findings indicate that modern Islamic boarding schools and SIT demonstrate stronger program management, curriculum implementation, and systematic monitoring compared to Salafiyah schools. The relatively lower scores in Salafiyah schools are primarily related to the absence of standardized procedures, structured monitoring mechanisms, and formal motivational and stress-management programs, which may affect the consistency and sustainability of program implementation.

Results of the Tahfidzul Qur'an Program Evaluation Based on the Product Component

The results of the evaluation of the Tahfidzul Qur'an program based on the Product component in Salafiyah schools**,** modern Islamic boarding schools, and Integrated Islamic Schools (SIT) are presented in Table 9.

Table 9. Evaluation of the Tahfidzul Qur'an Program Based on the Product Component

Evaluation Aspect	Indicator	Salafiyah School (%)	Level	Modern Islamic Boarding School (%)	Level	Integrated Islamic School (%)	Level
Program Outcomes	Quality of Tahfidzul Qur'an program achievement	89.0	High	80.0	High	80.0	High
	Availability of achievement reporting	91.0	High	92.0	High	92.0	High
	Provision of rewards for Tahfidzul Qur'an achievement	89.0	High	96.0	High	96.0	High
Average Score		89.6	High	82.2	High	89.3	High

Based on Table 9, the evaluation of the Tahfidzul Qur'an program from the Product component indicates that all three types of institutions achieved high-level outcomes**.** Salafiyah schools obtained an average score of 89.6%, modern Islamic boarding schools scored 82.2%, and Integrated Islamic Schools reached 89.3%**.** These findings demonstrate that the Tahfidzul Qur'an programs across the three institutional models have successfully achieved short-term program targets, particularly in terms of memorization attainment, systematic reporting, and the use of reward mechanisms to reinforce student achievement.

Results of the Tahfidzul Qur'an Program Evaluation Based on the Outcomes Component

The results of the evaluation of the Tahfidzul Qur'an program based on the Outcomes component in Salafiyah schools**,** modern Islamic boarding schools, and Integrated Islamic Schools (SIT) are presented in Table 10.

Table 10. Evaluation of the Tahfidzul Qur'an Program Based on the Outcomes Component

Evaluation Aspect	Indicator	Salafiyah School (%)	Level	Modern Islamic Boarding School (%)	Level	Integrated Islamic School (%)	Level
Program Impact	Strength of faith	91.0	High	76.0	Moderate	72.0	Moderate
	Obedience in	96.0	High	82.0	High	88.0	High

	religious practices					
	Noble character (akhlaq)	96.0	High	82.0	High	92.0	High
	Understanding of Qur'anic values	93.0	High	82.0	High	72.0	Moderate
Average Score		93.9	High	80.6	High	81.0	High

Based on Table 10, the evaluation of the Tahfidzul Qur'an program from the Outcomes component indicates that Salafiyah schools achieved the highest average score (93.9%, high category), followed by modern Islamic boarding schools (80.6%**,** high category) and Integrated Islamic Schools (SIT) (81.0%, high category). These findings suggest that the Tahfidzul Qur'an program has a positive long-term impact on students' religious attitudes, character development, and internalization of Qur'anic values. However, variations across institutional types indicate that the depth of impact particularly in faith consistency and understanding of Qur'anic values—may be influenced by differences in learning environments and mentoring intensity.

CONCLUSION

This study evaluated the implementation of the Tahfidzul Qur'an program in Salafiyah Islamic boarding schools, modern Islamic boarding schools, and Integrated Islamic Schools (SIT) using the CIPPO evaluation model (Context, Input, Process, Product, and Outcomes). The findings indicate that, overall, the Tahfidzul Qur'an programs across the three institutional types demonstrate a high level of effectiveness, although with notable variations in implementation and managerial strength.

From the Context component, all institutions showed strong alignment between program objectives, institutional vision, and students' needs. Salafiyah schools and SIT achieved high contextual readiness, while modern Islamic boarding schools showed slightly lower but still adequate contextual alignment, particularly in goal clarity and relevance. In terms of Input, Salafiyah schools demonstrated strong human resources, learning environments, and facility support. Modern Islamic boarding schools and SIT showed moderate-to-high input quality, with challenges related to teacher availability, student readiness, and parental support in some settings. The Process component revealed the most significant variation among institutions. Modern Islamic boarding schools and SIT exhibited well-structured curricula, standardized procedures, systematic monitoring, and comprehensive student support. In contrast, Salafiyah schools showed moderate process quality due to limited formal standardization, documentation, and structured mentoring, despite strong instructional intensity. Regarding the Product component, all three institutions achieved high levels of short-term outcomes, including memorization targets, reporting mechanisms, and reward systems. This indicates that the Tahfidzul Qur'an programs were effective in achieving immediate learning outcomes regardless of institutional type. Finally, the Outcomes component demonstrated that the Tahfidzul Qur'an program positively influenced students' religious attitudes, character development, and internalization of Qur'anic values. Salafiyah schools showed the strongest long-term impact, while modern Islamic boarding schools and SIT achieved high but slightly more varied outcomes, particularly in faith consistency and depth of value internalization.

In conclusion, the CIPPO evaluation model proved effective in providing a comprehensive and systematic assessment of Tahfidzul Qur'an programs. The study highlights that program

success is not determined solely by memorization achievement (product), but also by contextual alignment, input adequacy, and especially the quality of the learning process. These findings support the need for institution-specific improvement strategies and reinforce the relevance of the CIPPO model for continuous quality enhancement of Tahfidzul Qur'an programs in diverse Islamic educational settings.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work the author(s) used Grammarly in order to check grammar, spelling, and punctuation, and improve the clarity of the language. After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the publication.

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AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.
Author 4: Formal analysis; Methodology; Writing - original draft.
Author 5: Supervision; Validation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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