The Success of the Baitul Tahfidz Al-Qur'an Program: An Evaluation Study at Baitul Jannah, Bandar Lampung

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Abstract:

In T.A 2022/2023, six out of nine students at Baitul Jannah IT Junior High School Bandar Lampung successfully achieved the target of memorizing the Qur'an or passed the Baitu Tahfidz program, covering 66.6% of the total participants. This study aims to evaluate the program using a qualitative method with a CIPP (Context, Input, Process, Product) evaluation approach. Data were collected through interviews, observations, and document analysis. The evaluation results showed that in the context dimension, the Baitu Tahfidz program received full support from the school and the surrounding community and was an integral part of the school's vision and mission. In the input dimension, it was found that human resources were still minimal, infrastructure was inadequate, and the curriculum needed improvement. In the process dimension, the implementation of the program is according to plan with five meetings per week, but the time to memorize only one hour per day is considered insufficient. In the product dimension, the achievement of memorization targets has not been maximized, with 13 out of 18 ninth grade students passing the final exam. Nevertheless, the program succeeded in shaping the character of students who are noble, religious, and love the Qur'an. This study provides a comprehensive evaluation that can be the basis for improvement and development of the Baitu Tahfidz program in the future.
Keywords: Program Evaluation; Baitu Tahfidz; SMPIT Baitul Jannah.

Introduction

The Baitu Tahfidz Al-Qur'an program at SMPIT Baitul Jannah Bandar Lampung is one of the efforts initiated by the school to foster students' love for the Al-Qur'an through memorization activities. In this modern era, where challenges and temptations are getting bigger, it is important for educational institutions to produce a generation that is not only intellectually intelligent but also has noble and religious morals. Evaluation of this program is crucial to ensure the effectiveness and sustainability of the program in achieving the expected goals.

Program evaluation is a scientific process or activity carried out in a sustainable and comprehensive manner as an effort to control, guarantee, and determine the quality of a program based on certain criteria to make decisions and accountability in implementing the program. Evaluation not only helps in making better decisions but also ensures that the program remains relevant and effective. The importance of evaluation is in line with the principles set out in Law No 20 of 2003 on the National Education System, which states that evaluation is conducted to control the quality of education nationally.

The evaluation model used in this research is CIPP (Context, Input, Process, Product). This model was chosen because it provides a comprehensive framework in evaluating all aspects of the program, from context, input, process, to product. Context evaluation aims to understand the background and environment of the program, input evaluation evaluates the resources used, process evaluation looks at the implementation of the program, and product evaluation assesses the final results of the program.

The Baitu Tahfidz program at SMPIT Baitul Jannah is implemented with the Talaqqi method, where students are expected to be able to memorize at least one juz of Al-Qur'an each semester. However, the data shows that in T.A 2022/2023 only about 66.6% of students were able to achieve the memorization target. This condition indicates that there are several aspects that need to be improved in the program.

The evaluation in the context dimension found that support from the school and the surrounding community was very strong, indicating that the program is in line with the vision and mission of the educational institution. However, the evaluation in the input dimension revealed shortcomings in human resources and available infrastructure, as well as the need for revamping the curriculum. In the process dimension, it was found that the time given for memorization is still very limited, only one hour per day, which may be one of the factors inhibiting the achievement of memorization targets.

In the product dimension, although many students show good character, are religious, and love the Qur'an, the achievement of memorization targets has not been fully achieved. Out of 18 students in class IX, five students have not passed the final exam of the program. This indicates the need for further review and development so that the Baitu Tahfidz program can achieve its goals more effectively.

By understanding the existing strengths and weaknesses, this study is expected to provide constructive recommendations for the improvement of the Baitu Tahfidz program at SMPIT Baitul Jannah. This comprehensive evaluation is expected to not only improve the quality of the program but also help in creating a better generation, who are not only academically intelligent but also have a deep love for the Qur'an.

The previous research conducted by Firdaus Wajdi (2020) published in the Journal of Al-Qur'an Studies, entitled "Evaluation of the Tahfidz Program Through Social Media at Yayasan Indonesia Berkah," evaluated the online tahfidz program at Yayasan Indonesia Berkah, Lembang, Bandung. This study used a qualitative method with data collection conducted from March to June 2019. The results showed some important findings in the evaluation of the online tahfidz program based on CIPP (Context, Input, Process, Product) aspects.

The research found that the program vision needs to be made with clear achievement indicators and socialized every period. The vision should be formulated in short and concise sentences so that it is easily remembered by all human resources. The mission also needs to be formulated with indicators related to the vision, while the objectives should be detailed in several points with a clear target time for completion.

The evaluation showed the need to provide professional training to musyrif/ah, especially in sanitizing Qur'anic recitations as well as understanding tajweed and Arabic. The curriculum also needs to be formally structured and binding, with additional activities such as kopdar for direct control of santri memorization. Facilities and infrastructure, especially applications, need to be improved to support accessibility and the latest features.

It was found that the memorization method needs to be socialized in the form of guidebooks and practical videos. The use of image media is recommended to reduce the capacity of video media. Topic materials should be compiled and socialized to students at the beginning of the period, and the kopdar schedule should be added to the academic calendar. The liveliness assessment should also be done in certain hours, not all the time.

Research shows that Ikhwan students need additional material because many have not reached the KKM (Minimum Completeness Criteria). Correction of memorized readings should pay attention to aspects of tartil, and mutaba'ah reports need to be added with the application of Qur'anic values accompanied by visual evidence.

This study provides recommendations for improving various aspects of the online tahfidz program to make it more effective in achieving the target and the quality of students' memorization.

Methods

This research uses a qualitative approach with the CIPP (Context, Input, Process, Product) evaluation method to evaluate the Baitu Tahfidz Al-Qur'an Program at SMPIT Baitul Jannah Bandar Lampung. Data collection was conducted through interviews, observation, and documentation. Interviews were conducted with the principal, educators, tahfidz coaches, students, and student guardians to obtain in-depth information about the implementation of the

program. Non-participant observation was used to directly observe program activities without being directly involved, and documentation was conducted to collect written data such as school history, list of educators, and students' memorization deposit results.

Data analysis was conducted interactively and continuously during data collection. The stages of analysis include data reduction, data presentation, and conclusion drawing and verification. Data reduction is done by summarizing and focusing on the important things from the data obtained. The data that has been reduced is then presented in narrative form to facilitate understanding and planning for the next steps. Initial conclusions drawn during data collection will be verified again to ensure the credibility and validity of the research findings.

Results and Discussion

From the results of the research conducted, the baitu tahfidz learning process is carried out five times a week for one lesson hour. The implementation of the baitu tahfidz learning process begins with dhuha prayers. In the implementation of baitu tahfidz learning, students deposit their memorization in the baitu tahfidz classroom according to the schedule given. With two small groups and two coach teachers, each group has approximately 15 students. With a makeshift room and only one hour of time. Starting with dhuha prayers in congregation then muraja'ah with the coach teacher. For Tuesdays, there are gymnastic activities together after dhuha prayers, and specifically on Wednesdays and Thursdays the activities are depositing and memorizing for one hour after the teaching and learning activities (KBM) are completed, namely at: 14.11 - 15.11 WIB. The learning process begins with the coach teacher reading the verse to be memorized by mentalaqqikan. After that students are given time to memorize and are welcome to deposit memorization with the coach teacher if they have memorized. In memorization activities using the talaqqi method, which is a method where before memorizing the teacher reads first several times then the students follow. The learning does not only focus on memorization targets but also focuses on students' reading of the Qur'an so that it is in accordance with the laws of reading. The implementation of this program is supported by several activities, such as Mabit, Dauroh, and Tasmi'.

There are two activities that occur usually held once a month, which is one of the activities that students really like. According to Mr. Ojat (2023), "Mabit is an activity that provides valuable lessons for students because they feel good brotherhood among them and get to know each other, especially when memorizing the Qur'an together. In addition, during Mabit, students do various activities such as congregational prayers, qiro'ah and tahfidz Al-Qur'an, tahajud prayers, and muhasabah, all of which contribute to their happiness."

On the other hand, Dauroh activities are an important endeavor in the quest for knowledge and enhancement of Islamic insight through Islamic studies. This activity involves listening to lectures and studying issues with themes that are considered crucial for the deepening of Islam. Dauroh is usually conducted both in school and outside of school, adding an intellectual and spiritual dimension to participants.

In an activity or program that is carried out sometimes has obstacles in the process of implementation, as well as the baitu tahfidz program at SMPIT Baitul Jannah. From the results of the research conducted, researchers found several obstacles in the process of implementing the baitu tahfidz program:

- Lack of time in baitu tahfidz subjects, In the implementation of baitu tahfidz learning, students deposit memorization during learning hours. In turn with the queuing system, students are very enthusiastic about waiting for their turn to deposit the memorization. But the learning time runs out before all students deposit their memorization. The lack of time in baitu tahfidz learning is very striking in classes whose memorization of verses is already long - long. So it takes relatively more time for the teacher to listen to the students' memorization.
- Lack of baitu tahfidz coaches in one class, In baitu tahfidz learning, it is necessary to focus on students in depositing their memorization. In one class there are two mentor teachers to guide approximately thirty students in one class.

Every problem must have a solution, that's the personal term. Likewise, the obstacle to the baitu tahfidz program is that the time for depositing memorization to the supervising teacher is too little so that many students have not deposited. And also the lack of a supervising teacher at each meeting because there are so many students in one class, as for alternatives in continuing baitu tahfidz learning is to add a supervising teacher or increase the time to deposit memorization.

In achieving memorization targets, baitu tahfidz students produce different memorization targets. During the three-year process of this school period, students have memorization targets that must be achieved according to the predetermined target division. Each student must deposit memorization of Juz 30, 29, 28, 1, 2, 3, and 4. According to the desired goal, students are expected to be able to complete their memorization completely according to the specified target. The school will withhold their diploma if they have not passed the final tahfidz exam.

Based on the table of students' memorization achievement in 2023/2024, it can be seen that students totaled fifty-nine students. Of these, those who have not passed the final exam of the baitu tahfidz program T.A 2023/2024 are five students out of eighteen students, students are said to have passed the baitu tahfidz program until they complete the memorization that has been determined by the school. So it can be concluded that in achieving graduation from the baitu tahfidz program, SMPIT Baitul Jannah is good because most of them have been able to complete the memorization target and pass the baitu tahfidz exam.

Results of the Implementation of the Baitu Tahfidz Program

The results that can be felt from this baitu tahfidz program are the tahfidz graduation activities carried out once a year by the school. This tahfidz graduation activity is attended by students as a motivational tool to be more enthusiastic in memorizing the Qur'an. This tahfidz graduation activity in addition to providing motivation, also provides motivation, also provides socialization and keeps the nuances of the tahfidz program at school alive. Through this tahfidz graduation activity can provide very positive benefits for students. In addition to holding tahfidz graduation, SMPIT Baitul Jannah often participates in tahfidz competitions held at school or outside school

and gets good achievements in the competition. This is one of the proud results of the tahfidz baitu program held at school.

Conclusion and suggestion

Based on the evaluation using the CIPP model, it can be concluded that the Baitu Tahfidz Al-Qur'an program at SMPIT Baitu Jannah Bandar Lampung shows strong support from the school environment and the community as well as relevance to the school's vision and mission. The program meets the needs of students and the school, so it is recommended to be continued. However, there are some challenges in the input aspect such as limited human resources and infrastructure, which need to be improved so that the program can run more effectively.

In terms of process, the implementation of the program is as planned with a frequency of five times a week, although students' memorization time is limited. Product evaluation shows that the achievement of memorization targets has not been optimal, with some students not passing the final exam. Nonetheless, students showed good religious character. Therefore, the program is recommended to be continued with improvements in the aspects of input, time management, and learning methods to improve the final results of memorization.

Acknowledgement

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