Evaluation of the Talaqqi Method at Daarul Ulum Al-Hadi Islamic Boarding School in Kota Besi, East Waringin City

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ARTICLE INFO	ABSTRACT
Keywords: CIPP Evaluation; Talaqqi Method; Qur'an Tahfidz Program *Article history:* Received 2024-08-14 Revised 2025-01-12 Accepted 2025-05-26	This study aims to evaluate the implementation of the *talaqqi* method in Qur'an memorization at Pondok Pesantren Daarul Ulum Al-Hadi Kota Besi, Kota Waringin Timur, using the CIPP (Context, Input, Process, Product) evaluation model. This qualitative descriptive study employed data collection techniques through observation, interviews, and documentation. The results show that the *talaqqi* method is efficacious in improving the memorization skills of the female students (santriwati). However, several challenges were identified during its implementation, including varying memorisation abilities among students, limited numbers of teachers, and a lack of variation in the teaching methods employed. Evaluation of the product aspect indicates that there has been an improvement in the number of memorized verses. However, further enhancement is needed in the areas of *tajwid* (pronunciation) and *makharajul huruf* (articulation of letters). Therefore, this study recommends that the pesantren increase the number of teachers, diversify teaching methods, and develop a more comprehensive evaluation system to improve the overall quality of Qur'anic memorization among the santriwati. This research contributes to the development of more effective methods in Qur'anic memorization in pesantren environments. *This is an open-access article under the CC BY-NC-SA license.*

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INTRODUCTION

Evaluation is an important aspect in the field of education because, through the evaluation process, we can measure the extent to which educational goals are achieved. Evaluation can be carried out on an ongoing basis during the learning process or after learning is complete. According to Roestiyah (in Djamarah and Zain, cited by khoirul Anwar), evaluation is the process of collecting information thoroughly and deeply related to the abilities of students, to understand the cause-and-effect relationship and their learning outcomes(Anwar, 2021), The purpose is to determine cause and effect and the results achieved by students are expected to be a driving force in improving their learning abilities. Therefore, evaluation should not only focus on the final result, but also pay attention to the learning process and the overall ability of students. According to in a journal written by Suarga, evaluation is a process that determines the conditions under which a goal has been achieved. This definition directly explains the relationship between evaluation and the purpose of an activity, namely as a tool to assess the extent to which a goal is achieved (Suarga, 2019)

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Evaluation is a structured and planned process carried out to assess, measure, and evaluate a particular programme, activity, or process. The goal is to determine the effectiveness, success, and impact of the evaluation. This process generally includes data collection, information analysis, and drawing conclusions based on the findings obtained. Therefore, evaluation must be carried out objectively based on accurate data, without the influence of subjective factors that can affect the evaluation results. It is explained in Q.S. Al-Hujurat/49:6, as follows;

يَٰٓأَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِنْ جَاۤءَكُمْ فَاسِقٌ بِنَبَإٍ فَتَبَيَّنُوْٓا اَنْ تُصِيْبُوْا قَوْمًاۢ بِجَهَالَةٍ فَتُصْبِحُوْا عَلٰى مَا فَعَلْتُمْ نٰدِمِيْنَ (الحجرت/٦:٤٩)

"O you who have believed, when a wicked man comes to you with news, scrutinize it so that you do not inflict a calamity on a people without knowing their circumstances, causing you to regret what you have done."(Dadin Ardiansah, Ali Chafizh, 2018).

Evaluation can be conducted using a variety of methods and approaches, either quantitative or qualitative, depending on the objectives and needs of the research or program being evaluated. The results of an evaluation are usually used for decision-making, programme improvement, or the development of better policies in the future. In general, evaluation is a systematic and objective assessment process to measure, evaluate, and determine the value or success of a programme. One form of programme evaluation that can be used is the CIPP (Context-Input-Process-Product) model, developed by Stufflebeam. The CIPP model examines four dimensions: the Context dimension, the Input dimension, the Process dimension, and the Product dimension. The uniqueness of this model lies in the fact that each type of evaluation is linked to a decision-making tool that concerns the planning and operation of a programme. The advantages of the CIPP model provide a comprehensive evaluation format at each stage of the evaluation(Antariksa, Fattah, Arlisyah, & Utami, 2022a).

The CIPP evaluation model is considered a more comprehensive approach because it encompasses both formative and summative evaluation. Assessment of context, input, process, and product aspects can serve as a basis for decision-making and also convey information about accountability(Syahrir, 2022). CIPP is an evaluation model that employs a management-led approach, also known as a form of programme management evaluation.

The CIPP model is based on the view that the primary purpose of programme evaluation is not to prove, but to improve and enhance. Therefore, this model is an evaluation approach that focuses on programme development and improvement(Kandiri & Mahmudi, 2018). According to Suharsimi (Kandiri & Mahmudi, 2018)this evaluation model views the programme to be evaluated as a system.

Islamic boarding schools are the oldest Islamic educational institutions in Indonesia, deeply rooted in the traditions and daily lives of the community. In addition to being a centre of Islamic learning and da'wah, pesantren are also known for maintaining tradition while slowly adapting to changing times and the modernisation of education (Hikmah, 2021). Pesantren education is one of the main pillars of the Islamic education system in Indonesia. Pesantren plays an important role in shaping the character and deepening the religious understanding of female students. One of the learning methods applied in the pesantren environment is the talaqqi method. This method involves memorizing the Qur'an by depositing or listening to the newly learned material directly with the teacher or mentor. The word talaqqi itself originates from the word laqiya, which means a meeting, specifically a direct meeting between the student and the teacher. In practice, students sit in front of the teacher to listen to the recitation of the Qur'an directly, regardless of the location, as long as it is conducted face-to-face without the use of media or other aids (Qomariah & Khotamir Rusli, 2022). As found in Q.S. Al-Kahf/18:13.

According to(Qomariyah & Khotamir Rusli, 2022). The characteristics of the talaqqi method are also commonly referred to as mushafahah. Referring to Hasan Bin Ahmad Bin Hasan Hamam, the characteristics of the talaqqi method are an effective and direct way of teaching memorising the Qur'an, where students learn by paying attention to the teacher's reading directly. This method is beneficial in ensuring correct pronunciation and memorisation. Because it is applied face-to-face without intermediaries, students can be corrected immediately if there are mistakes, making the learning process more accurate and easier to understand. Qawi (2017) states that the steps in the

talaqqi method, as described by Sania & Kosasih (2022), begin with the teacher and students facing each other. The student then recites what they have learnt, while the teacher carefully checks the student's reading. If an error occurs, the teacher gives a code, such as 'Ehm' or a tap, to signify the error. If the student forgets, the teacher will prompt the recitation by starting the correct verse. The teacher also corrects mistakes in the pronunciation of the letters' makhraj and rereads the verse with proper tartil. After that, the student repeats the reading according to his ability, and if the reading is correct, he may proceed to the next verse.

Based on the results of observations on Monday, 1 March 2024 at 13:00 WIB, Daarul Ulum Al-Hadi Islamic Boarding School in Kota Besi, East Waringin City, is one of the pesantrens that applies the talaqqi method. Daarul Ulum Al-Hadi Islamic Boarding School in Kota Besi is a new boarding school built in 2020, and the talaqqi method has become an integral part of the educational curriculum at the boarding school. Since its inception, Daarul Ulum Al-Hadi Islamic Boarding School in Kota Besi, East Waringin City, has used the talaqqi method in the Qur'an memorisation process. This method helps ustadzah in developing and improving learning methods, so that students can easily understand the meaning of the Qur'an and memorise it. However, the evaluation of the talaqqi method learning programme, which has been carried out at the Daarul Ulum Al-Hadi Islamic Boarding School in Kota Besi, East Waringin City, is still not progressing well. Although this evaluation has been conducted, the results still indicate that several aspects require improvement. These aspects include the effectiveness of the teaching method, which assesses the extent to which the talaqqi method is successful in helping students memorise and understand the Qur'an; the availability of supporting resources, which includes adequate teaching materials, and available learning aids, as well as technical and other logistical support; and the active involvement of learners, which measures how actively students participate during the learning process, including in memorisation activities. This evaluation is critical to know the extent to which the desired programme objectives have been achieved. Therefore, this phenomenon encourages researchers to investigate how the application of the talaqqi method evaluation at the Daarul Ulum Al-Hadi Islamic Boarding School in Kota Besi, East Waringin City.

METHODS

This research is a programme evaluation that refers to the CIPP (Context, Input, Process, Product) model, employing a qualitative approach and using descriptive data as the basis for analysis. Retrieved from(Syarnubi, 2019), descriptive qualitative research is a form of research aimed at describing existing phenomena, both natural and artificial phenomena (Sugiyono, 2022). Sugiyono. The descriptive data in this study are used to provide a detailed description of the implementation of the talaqqi method evaluation at the Daarul Ulum Al-Hadi Islamic Boarding School in Kota Besi, East Waringin City. This research adopts the CIPP model because it includes a comprehensive evaluation of four main dimensions: context (Context), input (Input), process (Process), and product (Product). Each dimension is applied by examining the context of the talaqqi method's application, the availability and adequacy of resources (input), the effectiveness and implementation of the method (process), and the results or impact caused (product).

The sampling technique used is purposive sampling, where the determination of the subject is carried out deliberately based on specific criteria or considerations (Nurdiani, 2014). The subject criteria include two ustadzahs who guide memorisation using the talaqqi method, as well as 20 female students who have memorised 11-30 juz. The selection of these subjects is based on the consideration that the ustadzah and santri have direct experience in implementing the talaqqi method so that they can provide relevant information related to the successes and challenges in its implementation.

FINDINGS AND DISCUSSION

Based on the data obtained through observations, interviews, and documentation collected by researchers as the primary data source, researchers will discuss the application of the CIPP evaluation model (context, input, process, product) in evaluating the talaqqi method in the Daarul Ulum Al-Hadi Islamic Boarding School in Iron City.

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1. Context Evaluation

Context Evaluation (Lagantondo et al., 2023) is the environment in which the programme is implemented. This assessment includes planning, programme requirements, and programme objectives to assess problems, needs, resources, and opportunities related to the target conditions (programming environment). Based on research conducted at the Daarul Ulum Al-Hadi Islamic Boarding School, the talaqqi method employed is tailored to meet the needs of female students. It is because the learning system is structured based on the students' memorisation level, so that the memorisation method used is relevant to their abilities and targets. The primary purpose of this method is to ensure strong memorization with readings that adhere to the rules of tajweed. With a structured system, the pesantren can be more effective in achieving the goals of Qur'an memorisation education for female santri.

Pesantren Daarul Ulum Al-Hadi Besi City is a tahfiz-based educational institution that has a structured and tiered learning system. Each santri is grouped based on their memorization level, categorized into low halaqah (1-10 juz) and high halaqah (11-30 juz). The students follow the targeted memorisation programme according to their individual abilities. The talaqqi method not only functions as a memorisation technique, but also as a means of character building for santriwati through discipline in muroja'ah and adab towards the Qur'an. In addition, the conducive pesantren environment, with supervision from ustadzah, also plays a role in improving the quality of memorization. However, although the existing system has helped the santri in memorizing the Qur'an, there are still challenges in monitoring individual progress, especially for santri who have difficulty in maintaining long-term memorization.

This finding is also in line with research by Antariksa, Fattah, Arlisyah, and Utami (2022), which evaluates pesantren education programs using the CIPP model, emphasizing the importance of the fit between programs and learners' needs as a key success factor in the context of pesantren education. If the programme is designed in accordance with the learners' reality, the programme will run more effectively and have a positive impact on learning outcomes.

2. Input Evaluation

Input Evaluation (Dalmia & Alam, 2021) assesses the resources used in programme implementation, including funds, human resources, and infrastructure. The purpose of this evaluation is to assess the adequacy of these resources in supporting the achievement of programme objectives and to review the effectiveness of their use..

Input evaluation is to assess the resources available to support the implementation of the talaqqi method at Daarul Ulum Al-Hadi Islamic Boarding School in Iron City. The subjects of this study consisted of two ustadzah who were in charge of guiding santriwati in memorizing 11-30 juz, chosen because they had experience and responsibility in fostering high-level halaqah. Meanwhile, 20 female santri were chosen because they had undergone the basic and intermediate memorisation process, making them more capable of providing a comprehensive picture of the effectiveness of the guidance and memorisation method. In terms of human resources, the limited number of ustadzah is one of the main challenges in learning. With only two ustadzah guiding 20 santri, the attention that can be given to each santri is limited. It has the potential to reduce the effectiveness of guidance, especially for santri who need more intensive supervision or who have difficulty in maintaining memorisation, as explained by the researcher (Sania & Kosasih, 2022), who found that the limited number of teachers in the talaqqi programme had a direct impact on the speed and accuracy of the memorisation process.

In terms of facilities and infrastructure, pesantren have provided basic facilities that include adequate learning spaces and copies of the Al-Qur'an. However, the use of digital technology as a tool in the memorisation process is still not optimally utilised. Memorisation applications or other digital devices can make it easier for santri to review readings outside

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of class time, thereby speeding up the memorisation process and enabling independent reading improvement. Regarding the learning system, santri are grouped based on their memorisation level, with clear memorisation targets. Although this class division is quite effective, there are still shortcomings in the methods used. A more varied approach, such as the use of visual media or other interactive learning methods, is expected to increase the motivation and effectiveness of learning for santriwati.

3. Process Evaluation

Process Evaluation by Bachtiar (2021) includes an assessment of the way the programme is run, including the methods applied, the activities implemented, and the interaction between programme personnel and participants. The purpose of this evaluation is to assess the effectiveness of strategies and activities in achieving programme objectives. In addition, process evaluation also serves to identify problems in implementation, both in terms of activities and events, in order to determine the extent to which the plan has been implemented and identify which parts need improvement.

Process evaluation aims to analyse the stages of implementing the talaqqi method in teaching the memorisation of the Qur'an at Daarul Ulum Al-Hadi Islamic Boarding School in Iron City. Essentially, the talaqqi method is employed with a direct approach between the teacher and the santri, enabling real-time corrections to the recitation of the Qur'an delivered by the santri.

This evaluation includes an analysis of how the learning process unfolds, as well as the challenges encountered in practice. The learning process begins with the santri listening to the recitation of the Qur'an from the ustadzah with full attention and concentration. After that, the santri are asked to imitate the reading directly, either individually or together. Every time there is an error in the reading, the ustadzah immediately corrects, both in the pronunciation of letters (makhraj) and tajweed. It is done gradually and continuously until the santri can memorise the reading correctly. Direct Correction and Repetition, one of the key aspects in the talaqqi method, is direct correction by the ustadzah. If there is an error in the reading, the ustadzah gives a code to inform the santri, such as using the sound 'ehm' or tapping as a sign that something needs correction. In addition, if the santri feels that they have forgotten a specific part of the verse, the ustadzah will provide instructions by rereading the beginning of the verse.

Several challenges arise in the learning process of the talaqqi method, mainly related to the different levels of memorization ability among santri. Students with less memorisation tend to have difficulty joining the learning process with more advanced students. In addition, although direct correction is very effective, some students take longer to absorb and remember the reading correctly, which can slow down the overall learning process. Lack of Variety in Teaching Methods: Although the talaqqi method is effective in ensuring the accuracy of reading, the learning process that relies too heavily on verbal repetition can reduce the motivation of the santri in the long run. Some santri feel bored with the same method. Therefore, it is essential to develop and increase variations in learning methods, such as the use of visual media or other interactive methods to support the memorisation process. It aligns with research(Abdul Kadir, 2023), which evaluates the tahfidz learning process at Al-Bayan Makassar Integral Elementary School, emphasizing the importance of innovative learning strategies to keep students enthusiastic and engaged.

4. Product Evaluation

Product Evaluation (Julianto Alfin & Fitriah Anisa, 2021)This assessment evaluates the final results achieved by the programme, including the increased knowledge and skills of the participants. The purpose of this evaluation is to assess the extent to which the programme has achieved its stated objectives and to determine whether the results align with expectations. This evaluation also plays a role in informed decision-making by interpreting and measuring the results obtained in relation to the objectives that have been

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formulated. Information from the product evaluation serves as the basis for determining whether the programme should be continued, adjusted, or discontinued.

Product evaluation evaluates whether the programme is achieving the set objectives and whether the results achieved are in line with expectations. To assist in further decision-making and measure the results obtained in accordance with the set objectives. Information about these activities determines whether the programme can be continued, modified, or even discontinued.

Product evaluation aims to assess the final results of applying the talaqqi method in learning to memorize the Qur'an at Daarul Ulum Al-Hadi Islamic Boarding School in Iron City. This product evaluation encompasses two main aspects: the improvement of memorisation and understanding of tajweed, as well as the evaluation system used to measure the progress of santriwati in memorising the Qur'an. Improvement in memorisation. In general, female students show positive development in memorising the Qur'an after participating in learning with the talaqqi method. Many santri succeeded in increasing the number of juz they had memorized, and they also demonstrated a better ability to recall the recitations they had learned. However, some santri still face difficulties in maintaining long-term memorisation, which is a challenge in the process of memorising the Qur'an.

In terms of understanding tajweed, although most santri can follow the reading correctly, there are still some who need further guidance in terms of tajweed and makhrajul letters. It shows that although their memorization has increased, the understanding of tajweed and the correct pronunciation of letters remains an important concern that must continue to be improved in the following learning process. The evaluation system applied at Daarul Ulum Al-Hadi Islamic Boarding School in Iron City involves an exam every time a santri completes one juz of memorisation. This exam process serves as a benchmark for assessing the success of santriwati in memorizing the Qur'an, where each santriwati is tested by the ustadzah to ensure that their memorization aligns with what has been learned. Although this exam system is quite effective, a more systematic and rubric-based evaluation can provide more objective and comprehensive results. This finding aligns with research (Huraerah, 2023) from Pondok Pesantren Assalaam Manado, which states that although achievement has increased, a more comprehensive evaluation system is still needed, particularly based on reading quality assessment.

CONCLUSION

Based on the results of research conducted at Daarul Ulum Al-Hadi Islamic Boarding School in Iron City, the application of the talaqqi method in memorizing the Qur'an has proven effective in improving students' memorization. The direct learning process, where santri listen to the teacher's reading and imitate it, has a positive impact on the development of memorisation. However, several challenges and obstacles must be overcome, such as differences in the level of memorisation ability of santriwati, the limited number of ustadzah, and the lack of variations in learning methods that make some santriwati feel bored. This research also highlights the importance of effective human resource management and the adoption of diverse learning approaches to sustain the motivation of santriwati.

In terms of product evaluation, the increase in memorisation is apparent, but the understanding of tajweed and makhrajul letters still needs to be improved, especially for santri who have difficulty. In addition, the evaluation system applied still needs to be updated by using a more detailed rubric so that it can cover aspects of tajweed and reading accuracy. Overall, the talaqqi method is effective in helping female students memorize the Qur'an. However, there is a need for improvement in the management of human resources, variations in learning methods, and a more comprehensive and rubric-based evaluation system.

The contribution of this research lies in the evaluation that provides an in-depth description of the application of the talaqqi method in pesantren, as well as the challenges faced in its

i̇mplementation. The results of this study are expected to contribute to the development of Al-Qur'an learning methods in pesantren and other religious-based educational institutions, as well as provide a basis for improving the Al-Qur'an memorisation programme through a more structured and technology-based approach, along with a more systematic evaluation.

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