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 the memorization of the Qur'an 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 effective in improving the memorization skills of the female students (santriwati). However, several challenges were identified during its implementation, such as varying memorization abilities among students, limited numbers of teachers, and a lack of variation in the teaching methods used. Evaluation of the product aspect indicates that there has been an improvement in the number of memorized verses, though 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.

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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 of the achievement of educational goals. 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, with the aim of understanding the cause-and-effect relationship and their learning outcomes (Anwar, 2021: 110), 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 ability of students as a whole. According to Cross 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)

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 what is being evaluated. 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. This is explained in Q.S Al-Hujurat/49:6, as follows;

يَٰٓأَيُّهَا الَّذِينَ اٰمَنُوٓا اِنْ جَآءَكُمْ فَاسِقٌۢ بِنَبَاٍ فَتَبَيَّنُوٓا اَنْ تُصِيْبُوْا قَوْمًاۢ بِجَهَالَةٍ فَتُصْبِحُوْا عَلٰى مَا فَعَلْتُمْ نٰدِمِيْنَ (الحجرت/٤٩:٦)

"O you who have believed, when a wicked man comes to you with news, examine it carefully 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, according to the objectives and needs of the research or programme 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 CIPP (context-input-process-product) developed by Stufflebeam. The CIPP model looks at four dimensions, namely the Context dimension, Input dimension, Process dimension and Product dimension. The uniqueness of this model is that each type of evaluation is linked to a decission-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 et al., 2022).

The CIPP evaluation model is seen as a more comprehensive approach because it includes both formative and summative evaluation. Assessment of context, input, process, and product aspects can be used as a basis for decision-making and also serves as a tool to convey information about accountability (Syahrir et al., 2021 :145). CIPP is an evaluation model that uses a management-led approach or 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 (Mahmudi, 2011 :47) . According to Suharsimi in (Mahmudi, 2011 :42) says that this evaluation model views the programme to be evaluated as a system.

Islamic boarding schools are the oldest Islamic educational institutions in Indonesia that have been strongly embedded in the traditions and lives of the community. In addition to being a centre of Islamic learning and da'wah, pesantren are also known to be able to maintain tradition while slowly adapting to the changing times and modernisation of education (Hikmah, 2021). Pesantren education is one of the main pillars in 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 is a way of memorising the Qur'an by depositing or listening to the newly learned memorisation directly to the teacher or mentor. The word talaqqi itself comes from the word laqiya which means meeting which means 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 place, as long as it is done face-to-face without using media or other aids (Qomariah & Khotamir Rusli, 2022). As found in Q.S Al-Kahf/18:13.

According to (Qomariah et al., 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 very useful in ensuring correct pronunciation and memorisation. Because it is applied face to face without intermediaries, students can be corrected immediately if there are mistakes, so that the learning process becomes more accurate and easy to understand. Qawi (2017) says that the steps in the talaqqi method are (Sania & Kosasih, 2022), It starts with the teacher and students facing each other. The student then recites what they have learnt, while the teacher checks the student's reading

carefully. 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, 01 March 2024 at 13.00 WIB, Daarul Ulum Al-Hadi Islamic Boarding School in Kota Besi, East Waringin City, is one of the pesantren 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 that has been carried out at the Daarul Ulum Al-Hadi Islamic Boarding School in Kota Besi, East Waringin City is still not going well, although this evaluation has been carried out, the results still show that there are many aspects that need to be improved and improved. 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 very important to know the extent to which the desired programme objectives have been achieved. Therefore, this phenomenon encourages researchers to find out how the application of the evaluation of the talaqqi method 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 with a qualitative approach and uses descriptive data as the basis for analysis. Retrieved from (Rusandi & Muhammad Rusli, 2021 : 2) descriptive qualitative is a form of research aimed at describing existing phenomena, both natural and man-made phenomena (Sugiyono, 2022). sugiyonoDescriptive data in this study is used to describe in detail the implementation of the evaluation of the talaqqi method at the Daarul Ulum Al-Hadi Islamic Boarding School in Kota Besi, East Waringin City. This research adopts the CIPP model because this model includes a comprehensive evaluation on four main dimensions, namely context (Context), input (Input), process (Process), and product (Product). Each dimension is applied by examining the context of the application of the talaqqi method, 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 certain criteria or considerations (Lenaini, 2021 :34). 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 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 main 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.

1. Context Evaluation

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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 applied is in accordance with the needs of female students. This 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 main purpose of this method is to ensure strong memorisation with readings that are in accordance with 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 memorisation level from low halaqah (1-10 juz), high halaqah (11-30 juz). The students follow the targeted memorisation programme according to their individual abilities. The talaqqi method applied 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 memorisation. However, although the existing system has helped the santri in memorising the Qur'an, there are still challenges in monitoring individual progress, especially for santri who have difficulty in maintaining long memorisation.

This finding is also in line with research by (Antariksa, Fattah, Arlisyah, & Utami, 2022) which evaluates pesantren education programmes using the CIPP model, which emphasises the importance of the fit between programmes 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 by (Dalmia & Alam, 2021) this is an assessment of the resources used in programme implementation, such as funds, manpower, 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 2 ustadzah who were in charge of guiding santriwati with memorising 11-30 juz, chosen because they had experience and responsibility in fostering high-level halaqah. Meanwhile, 20 female santri were chosen because they had gone through the basic and intermediate memorisation process, so they were considered more capable of providing a complete picture of the effectiveness of the method of guidance and memorisation achievement. 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. This 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 Al-Qur'an copies. 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 repeat readings outside of class time, so as to speed up the memorisation process and enable independent reading

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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 the form of activities and events, in order to determine the extent to which the plan has been implemented and determine which parts need to be improved.

Process evaluation aims to analyse the stages of the implementation of the talaqqi method in teaching memorisation of the Qur'an at Daarul Ulum Al-Hadi Islamic Boarding School in Iron City. Basically, the talaqqi method is applied with a direct approach between the teacher and the santri, which makes it possible to provide real-time corrections to the recitation of the Qur'an delivered by the santri.

This evaluation includes an analysis of how the learning process takes place, as well as the challenges faced in practice. The learning process begins with the santri listening to the recitation of the Qur'an from the ustadzah with full attention. 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 provides correction, both in the pronunciation of letters (makhraj) and tajweed. This 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 to be corrected. In addition, if the santri feel that they have forgotten a certain part of the verse, the ustadzah will provide instructions by re-reading the beginning of the verse.

Difficulties in the Learning Process Several challenges arise in the learning process of the talaqqi method, mainly related to the different levels of memorisation ability among santri. Students with less memorisation tend to have difficulty joining the learning process together 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 for ensuring the accuracy of the reading, the learning process that relies too much on verbal repetition can reduce the level of motivation of the santri in the long run. Some santri feel bored with the same method. Therefore, it is very important to develop and increase variations in learning methods, such as the use of visual media or other interactive methods to support the memorisation process. This is in line with research (Abdul Kadir, Siti Syamsudduha, 2023) which evaluates the tahfidz learning process at Al-Bayan Makassar Integral Elementary School, which emphasises the importance of innovation in learning strategies to keep students enthusiastic and active.

4. Product Evaluation

Product Evaluation by Julianto, this is an assessment of the final results achieved by the programme, such as increased knowledge or skills of the participants. The purpose of this evaluation is to assess the extent to which the programme has succeeded in achieving its stated objectives, and to determine whether the results are in line with expectations. This evaluation also plays a role in further decision-making by interpreting and measuring the results obtained based on the objectives that have been formulated. Information from the

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product evaluation becomes 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 the application of the talaqqi method in learning to memorise the Qur'an at Daarul Ulum Al-Hadi Islamic Boarding School in Iron City. This product evaluation includes two main aspects, namely the improvement of memorisation and understanding of tajweed, as well as the evaluation system applied 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 memorised, and they also showed a better ability to remember 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. This shows that although their memorisation has increased, understanding of tajweed and the correct pronunciation of letters is still an important concern that must continue to be improved in the next 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 becomes a benchmark for assessing the success of santriwati in memorising the Qur'an, where each santriwati is tested by the ustadzah to ensure that their memorisation is in accordance 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 is in line with research (Huraerah, 2023) in Pondok Pesantren Assalaam Manado which states that although the achievement has increased, a more comprehensive evaluation system is still needed and based on reading quality assessment.

CONCLUSION

Based on the results of research conducted at Daarul Ulum Al-Hadi Islamic Boarding School in Iron City, it can be concluded that the application of the talaqqi method in memorising the Qur'an has proven to be effective in improving the students' memorisation. 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, there are several challenges and obstacles that 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 identifies the importance of better management of human resources and the application of more varied learning approaches to maintain the motivation of santriwati.

In terms of product evaluation, the increase in memorisation is clear, 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 memorise the Qur'an, but there needs to be an 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

implementation. 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 and a more systematic evaluation.

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