

CIPPO EVALUATION MODEL FOR THE MADRASAH TAHFIDZ PROGRAM "HUBBUL QUR'AN" AT MTs NEGERI 6 MODEL PADANG

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Abstract. *This paper begins with the existence of the Madrasah Tahfiz Hubbul Qur'an Program at MTs N 6 Padang in 2021 as an improvement to the tahfiz Program which has been implemented in local content learning since 2006. The Program has been implemented for almost a year, so it is necessary to measure and assess the success of the Program. One evaluation model that can be used to measure the implementation of the Madrasah Tahfiz Hubbul Qur'an Program at MTs N 6 Padang is the CIPPO (Context, Input, Process, Product and Outcome) evaluation model. Through a qualitative descriptive method to provide an overview of the implementation of the Madrasah Tahfiz Hubbul Qur'an Program at MTs N 6 Padang and the results of measurements with the CIPPO evaluation model. After observing, interviewing and documenting, the analysis of the evaluation model of the Madrasah Tahfiz Hubbul Qur'an Program at MTs N 6 Padang was carried out by following the work pattern at each stage of the CIPPO model and it was found that the measurement results stated that there was conformity between the implementation and the objectives of the Program, this was due to the existence of 2 factors that influenced the success of the Program, namely 1) Internal Program factors supported by educational components, namely: a) The alignment between the objectives of the Madrasah Tahfidz Program and the objectives of the madrasah; b) The availability of human resources, facilities and infrastructure and financing, and; c) The participation of parents and the surrounding community who are involved in supporting the Madrasah Tahfidz Program. 2) External factors of the Program from within the students are supported by: a) the desire to continue education to favourite schools; b) still in the school age stage, and; c) the existence of benefits from the community to graduates of the Madrasah Tahfidz Program being asked to take care of mosques and mushalla.*

Keywords: *CIPPO evaluation model, madrasah tahfidz program*

INTRODUCTION

The CIPPO evaluation model is one of several evaluation models that are widely used by researchers, especially evaluators to assess the effectiveness of an activity or program that has been implemented, especially educational programs. The CIPPO evaluation model stands for Context, Input, Process, Product and Outcome developed by Stufflebeam, et al (1967). This model requires a detailed and in-depth evaluation process of each curriculum component (Pujianti, 2017: 6). According to Imansari and Sutadji (2017), the strength of the CIPPO model is reflected in the evaluation elements at each stage. This

means that the CIPPO evaluation model will make it easy to measure the results of program implementation, allowing for further planning.

Basically, an education program needs to be evaluated in an effort to provide input into the implementation of the education program. Often evaluation is associated with student learning outcomes or achievements, even though an evaluation has a broader function than just student learning outcomes. In terms of educational program evaluation, Mahmudi (2011) states that: "the measure of the success of a program can be known by the evaluation which is the process of collecting information to help certain parties make decisions about an object". Likewise, according to Ibrahim, et.al. (2020) that: "The main concern with a theory of program evaluation is to guide evaluators to identify the different elements of the program and how these elements relate to one another to form a product". Furthermore, according to Shewbridge, et.al (2011) that: "The intention was to provide a broad cross-section of information and opinions on evaluation and assessment policies and how their effectiveness can be improved". So it can be understood that the evaluation carried out on educational programs aims to assess and monitor the work system of the parts that make up the program running well according to agreed procedures.

The CIPPO evaluation model is a development of the CIPP evaluation model. In an effort to measure the success of an education program, there are several evaluation models other than the CIPPO model, including: Goal-Free Evaluation Approach (Scriven), Formative and Summative model (Scriven), Five-level ROI Model (Jack Phillips), Responsive evaluation model (Stake), Context, Input, Reaction, Outcome or CIRO model, Congruence-Contingency model (Stake), Five Levels of Evaluation model (Kaufmann), Program Evaluation and Review Technique or PERT model, Alkin model, CSE-UCLA (Center for the Study of Evaluation-University of California, Los Angeles) evaluation model, Kirkpatrick model (reaction-learning-behavior-result), and others (Ambiyar, 2019: 176-189; Ananda, 2017: 42). As for the CIPPO model in particular, it has a distinctive characteristic in its evaluation pattern related to the decision-making system in terms of planning and operating a program (Ananda, 2017: 43), so that from this characteristic, the basis for applying the CIPPO evaluation model to the Madrasah Tahfidz Program (PMT) "Hubbul Qur'an" at Madrasah Tsanawiyah Negeri (MTs N) 6 Padang Model.

The Madrasah Tahfidz program or abbreviated as PMT Hubbul Qur'an has been held for approximately 1 year, right from January 2022 as a form of follow-up to the Tahfidzul Qur'an program which has been integrated into the madrasah curriculum as local content since 2006. This is intended to accommodate the great interest of MTs N 6 Padang students who want to memorise the Qur'an, as well as an effort to improve student achievement in the field of Tahfidz Qur'an and opportunities to enter favourite secondary schools through the Tahfidz pathway (Razali, 2022). So far, the existence of the Tahfidzul Qur'an program among MTs N 6 Padang students has had a positive impact on the institution's achievements, as evidenced by the number of times MTs N 6 Padang students won 1st place in the Tahfidzul Qur'an competition held by the Padang City Government, as well as the number of favourite secondary schools (SMA / MAN) in Padang city and even in West Sumatra Province, which accept MTs N 6 Padang graduates through the Tahfidz pathway. This phenomenon requires the madrasah to optimise the Tahfidzul Qur'an program not only as local content but the provision of special classes for students who want to memorise the Qur'an, for this reason PMT Hubbul Qur'an was planned.

This paper aims to analyse the application of the CIPPO evaluation model to the Madrasah Tahfidz Hubbul Qur'an Program at MTs N 6 Model Padang. This is an attempt to explain the CIPPO evaluation model that is relevant to the Madrasah Tahfidz Hubbul Qur'an Program at MTs N 6 Model Padang. Specifically, there are three questions in this paper: 1) what is the CIPPO evaluation model of the Madrasah Tahfidz Hubbul Qur'an program at MTs N 6 Model Padang; 2) why is the need for the CIPPO evaluation model of the Madrasah Tahfidz Hubbul Qur'an program at MTs N 6 Model Padang, and; 3) how is the CIPPO evaluation model of the Madrasah Tahfidz Hubbul Qur'an program at MTs N 6 Model Padang. The answers to these three questions are expected to provide knowledge to educators, researchers and evaluators about the CIPPO evaluation model of the Madrasah Tahfidz Hubbul Qur'an Program at MTs N 6 Model Padang, so that this knowledge can be used as a basis for planning and implementing an effective education program.

This paper is based on the argument that the CIPPO evaluation model is relevant to be applied in measuring the success of the Madrasah Tahfidz Hubbul Qur'an Program at MTs N 6 Padang so as to improve the results of graduates who are in demand by favourite secondary schools in Padang city.

LITERATURE REVIEW

A. The Program of Tahfidz at School

The term program means planning. According to Widoyoko (2015: 8) that: "a series of carefully planned activities. In its implementation, these activities take place in a continuous process, and occur in an organisation that involves many people". Thus, the tahfidz program at school is a plan that is formed and implemented to memorise the Qur'an for students at school.

The provision of Tahfidz programs in schools is usually based on efforts to strengthen students' character and also to improve their cognitive abilities. Aini (2020) argues that: "many students have cognitive abilities but low character, lack of discipline and so on, for this reason it is necessary to have school efforts that can help form student character such as the tahfidz al-Qur'an program".

The objectives of the Qur'an memorisation program in schools, according to Lufi (2009), are: 1) students have an understanding and knowledge of the important meaning of the ability to memorise the Qur'an; 2) students have skills about the verses of the letters that have been memorised related to learning materials, and; 3) forming the habit of students to always memorise the Qur'an rather than doing activities that are not useful in everyday life.

While the benefits obtained for the memoriser of the Qur'an, are:

"1) leave or advise bad friends; 2) keep yourself from words that are shuhbat and doubtful; 3) avoid laghwi assemblies (vain laughter); 4) avoid people who are fond of sinning and disobeying Allah SWT; 5) maintain noble morals; 6) keep yourself from things that are not appropriate according to the rules of the surrounding community; 7) make the Prophet an example in word and deed; 8) avoid friendship with people who are mufsid (like destructive); 9) stay away from lazy friends; 10) do not do injustice to other creatures; 11) do good, especially to the experts of the Qur'an; 12) always be at the forefront of implementing the laws of the Qur'an; 13) always compete in goodness and main worship; 14) preach the Qur'an wherever they are; 15) refrain from excessive jokes; 16) refrain from sleeping in the halaqah tahfidz especially in front of the teacher; 17) leave conversations that are not important, and; 18) glorify the teacher "(Syam, 2015: 217-219).

To achieve usefulness in memorising the Qur'an, it is necessary to understand the factors that support the ease of memorising the Qur'an, as revealed by Ahsin (1994) in Rosmawati (2019: 28-29), namely: a) Age is still ideal. In this case, it is intended that young school age has a strong capture power and memory when compared to advanced age; b) Good time management. This is also related to busyness, individuals who are busy with school and other activities will have less time than students who only go to school, and ideally the time to memorise the Qur'an is 4 hours a day, 2 hours to increase memorisation and 2 hours to repeat memorisation, and; c) a conducive place to memorise, away from noise, clean and well lit.

B. The Madrasah Tahfidz Program "Hubbul Qur'an" at MTs Negeri 6 Model Padang

Based on the Madrasah Tahfiz Hubbul Qur'an Program Guide in 2022 that due to the various benefits obtained by memorising the Quran underlies MTsN 6 Padang City to establish Madrasah Tahfiz Hubbul Quran MTsN 6 Padang City. In addition, students who have memorised more juz of the Quran become a priority to enter the desired school through the tahfiz Quran achievement path. Making MTsN 6 Padang City as a Tahfiz Madrasah has been longed for since 2006 by including the tahfiz quran program into the local learning content at MTsN 6 Padang City. Various achievements have been made by tahfiz quran students in tahfiz quran competitions and repeatedly won first place in the tahfiz quran competition held by the Padang City Government.

To accommodate the number of students who memorise the Quran at MTsN 6 Kota Padang, on this basis, Madrasah Tahfiz Hubbul Quran was established which aims to accommodate and channel the aspirations of the community so that in the future MTsN 6 Kota Padang can produce memorizers of the Quran.

The commitment of MTsN 6 Kota Padang is shown through the Acceptance of New Learners (PPDB) of MTsN 6 Kota Padang, which annually accepts one local student through the tahfiz route. Now at MTsN 6 Padang City there are 3 local Tahfiz program students. These students also study intra-curricularly like other locales but what distinguishes them from other locales is the Tahfiz local extra-curricular learning in the form of memorising the Koran. Then the teaching staff at this Tahfiz local, in addition to students being taught by Quran hifzil teachers from MTsN 6 Kota Padang also by bringing in teachers from outside MTsN 6 Kota Padang who have 30 juz hafiz certificates.

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If the development of tahfiz students in Madrasah tahfiz Hubbul Quran is going well, opportunities are opened for non tahfiz locals and students from other schools to enter madrasah Tahfiz MTsN 6 Kota Padang through registration.

The schedule for memorising the Quran is provided in addition to one hour every time before the learning hours begin (the same for all locals) also added a special takhasus schedule for Tahfiz Madrasah students after school. Students in one local are divided into several groups guided by bringing in teachers from outside and coupled with teachers from within who are declared qualified and qualified to guide and teach students of Madrasah Tahfiz Hubbul Quran MTsN 6 Kota Padang.

In order to strengthen the Tahfiz Hubbul Quran Madrasah of MTsN 6 Kota Padang, on 6 November 2021 the Head of the Padang City Ministry of Religion Office, H. Edy Oktaviandi, S.Ag., M.Pd inaugurated the Tahfiz Hubbul Quran Madrasah Program of MTsN 6 Kota Padang.

Departing from the Motto, Vision and Mission of MTs N 6 Padang City, the objectives of the Madrasah Tahfidz Hubbul Qur'an Program are: 1) To give birth to a pious and pious generation; 2) To realise the students of Madrasah Tahfiz Hubbul Quran to be able to continue their education through the path of tahfiz Quran, and; 3) To realise the students of Madrasah Tahfiz Hubbul Quran to be skilled to be the Imam of Prayers in Mosques and Mushalla. Furthermore, for the effectiveness of the program, the management was formed to manage and move it, which was chaired by Mr. Razali, S.Ag., M.Pd.

In its implementation, the Madrasah Tahfidz Program starts from the screening of new students or at the time of PPDB by opening the Tahfiz pathway for prospective students who have memorised the Qur'an from elementary / MI, then they are placed in a special class, namely the Tahfiz class. Likewise, with students who have sat in grades 8 and 9, they are collected in the same class according to their level. So at each level, grades 7, 8 and 9 have 1 tahfiz class which is limited to 30 students at each level. Basically, all classes are given the local content of the Qur'an tahfiz subject, but the difference is for students in Tahfiz class they get additional time outside of learning hours after school.

The additional learning schedule is carried out not in the classroom but in the mosque (worship facilities) in the MTs N 6 Padang area, with the following schedule:

Table of Activity Schedule for Madrasah Tahfidz Program

No	Hari	Kelas	Jam
1	Senin	IX	Jam 13.00 – 15.00 WIB
	Selasa		Jam 13.00 – 15.00 WIB
2	Rabu	VIII	Jam 13.00 – 15.00 WIB
	Kamis		Jam 13.00 – 15.00 WIB
3	Jumat	VII	Jam 14.00 – 16.00 WIB
	Sabtu		Jam 13.00 – 15.00 WIB

Students are guided by outside teaching staff and MTsN 6 teachers who qualify as tahfiz teachers for Madrasah Tahfiz Hubbul Quran. The requirement is to have a lot of Quran memorisation and good tahsin, besides having a strong commitment to increase the number of students' memorisation. In one tahfiz local, students are guided by three teachers from MTsN 6 Padang City in order to memorise students' memorisation and one teacher from outside (a person who has the title of hafiz 30 juz). Students are divided into memorisation groups. Each group is guided by one teacher. With such a pattern of implementation, it is hoped that the targets in the Madrasah Tahfiz Hubbul Qur'an Program can be achieved.

The following is the target of memorising the Qur'an that will be achieved: Student memorisation in one semester is expected to increase by a minimum of 2.5 juz and in two semesters or one year by 5 juz. this target is the average target that must be pursued by Hubbul Quran madrasah students, and for students whose memorisation is strong will be adjusted to their ability to memorise up to 30 juz. To motivate students to be able to achieve their memorisation targets, rewards will be given while the fastest and most memorisation in addition to rewards will also be given a special award by the head of Madrasah MTsN 6 Padang City, along with the teacher and submitted during the tahfiz graduation. Furthermore, students of the Hubbul Quran tahfiz madrasah will be tested or compressed every year in the first week of March. this exam is carried out to find out the extent of the students' memorisation and to measure the success of the learning achievements carried out.

Madrasah Tahfiz Hubbul Quran financing is self-sufficient and independent and does not charge MTsN 6 Kota Padang in the form of BOS funds. Financing is obtained based on serial infractions and receiving report cards 20% of the overall infraction acquisition, then other infractions in the form of regular donors from parents of tahfiz students and making aid proposals.

After being implemented for one year, the Madrasah Tahfiz program has developed according to the expected goals, especially for graduates of MTs N 6 Padang. Students who are members of the tahfiz class in the 2021/2022 academic year, totalling 30 students, as many as 20 students are accepted in government-owned secondary schools or favourite public SMA / MA spread across the city of Padang and generally in the province of West Sumatra. This shows the benefits of the Madrasah Tahfiz Program for students and parents in particular, who can work together to realise the success of the Madrasah Tahfiz Hubbul Qur'an Program.

C. The CIPPO Evaluation Model

The CIPPO evaluation model is a development of the CIPP model, where its advantages present a comprehensive evaluation concept at each stage starting from the context, input, process, product and results utilised (Ananda, 2017: 43). Thus, the CIPPO model interprets a program as a unity in which each part or stage is interrelated, if the evaluator has chosen to use this model, the analysis process must be based on the components of the program.

According to Stufflebeam, the working pattern of the components in the CIPP model is:

"1) Context: "Establishing needs and objectives". According to him, context evaluation focuses on intuition that identifies opportunities and assesses needs; 2) Input: "Specifying the most appropriate approach to meet identified needs". Input evaluation focuses on determining the appropriate alternative approaches to meet identified needs; 3) Process: "Assessing the implementation of the program". Process evaluation is concerned with assessing the implementation of the program, and; 4) Product: "Assessing the outcomes of the program". Product evaluation is concerned with assessing the outcomes of the program" (Fuadi, 2019).

Meanwhile, according to Adellia (2021) that:

"Context Evaluation, which evaluates the object as a whole, identifies shortcomings, provides solutions to each problem, tests the suitability of the program to user needs. Input Evaluation, aims to help decision making, determine strategies to achieve goals. Components in input evaluation are human resources, supporting infrastructure, funds/budget, procedures or rules needed. Process Evaluation is the process of checking the implementation of activities to provide feedback if there are obstacles. Product Evaluation, aims to measure the achievement of the results of a program".

According to Ambiyar (2019: 176) that:

"program context evaluation provides data on decisions about program planning, input evaluation provides alternative decisions about program design and resources, process evaluation provides alternative decisions about program control, and product evaluation provides alternative decisions about program results and redesign".

Based on the three opinions above, it can be concluded that the work pattern of the stages of the CIPPO evaluation model is: 1) the context stage, at this stage the focus of the evaluation is based on reviewing data regarding decision-making to design the program by identifying aspects of opportunities and needs and benefits for all users; 2) the input stage, focusing the evaluation on reviewing data on the availability of support for the program to be implemented by identifying appropriate strategies for program implementation, availability of human resources, facilities / infrastructure, financing and necessary rules; 3) the process stage, the object of evaluation on program control by reviewing the obstacles found in the implementation of the program, and; 4) the product stage, to evaluate the level of program success as a basis for efforts to improve a better program.

While O means outcome, Imansari and Sutadji (2017) argue that: "outcomes emphasise the results of activity outputs. But the result is different from the output. As an understanding, each institution will produce graduates who will be widely useful in the social environment. The outcome dimension looks more at the alignment of the ability or potential of graduates with the needs of the world of work ". Meanwhile, according to Hastuti, et.al. (2021) that: "the impact of relevant input characteristics on outputs and to show which processes or through input factors 'work', as well as the impact of contextual conditions". Furthermore, Purnawirawan, et.al. (2020) that: "Outcome evaluation is used to measure the extent of the impact of the

evaluation program that has been carried out". So it can be understood that O is a view of the usefulness of the products produced with the work career and the future of graduate results.

By understanding the work patterns at each stage in the CIPPO evaluation model, it further strengthens the assumption that the CIPPO evaluation model is a model formula in measuring the level of success of an education program implemented at an educational institution. It is hoped that the measurement will provide a complete descriptive of the feasibility of the education program to be continued or improvements need to be made.

METHOD

To obtain information related to the CIPPO evaluation model of the Madrasah Tahfiz Hubbul Qur'an Program at MTs N 6 Padang, a research method is needed as a scientific way to obtain data in accordance with its objectives. To obtain this, a qualitative descriptive method is used. "Descriptive qualitative is a research method that aims to describe fully and deeply about social realities and various phenomena that occur in the community that is the subject of research so that the characteristics, characters, traits, and models of these phenomena are described" (Sanjaya, 2014: 47). With data collection techniques in the form of observation, interviews and documentation. Observation was carried out by directly observing the object under study regarding the activities and implementation system of the madrasah tahfiz Program. Meanwhile, interviews were conducted to get a complete picture of the madrasah tahfiz Program, starting from the design, implementation and results achieved from the Program, while documentation was used to obtain data in the form of writings such as the Madrasah Tahfiz Program guidebook as a guideline for Program implementation. The source of data came from informants related to the managers, implementers and supervisors of Program activities, such as Program leaders, tahfiz teachers, parents and students in tahfiz classes. Various information and data that have been obtained can be used as a study of the CIPPO evaluation model of the Madrasah Tahfiz Hubbul Qur'an Program at MTs N 6 Padang as a contemporary source, providing different views, and updating various similar materials that have been written by several previous authors.

RESULTS AND DISCUSSION

A. Analysis of the CIPPO Evaluation Model for the Madrasah Tahfidz "Hubbul Qur'an" Program at MTs N 6 Padang`-

Through this discussion, measurements will be made of the Madrasah Tahfiz Hubbul Qur'an Program at MTs N 6 Padang by following the work pattern at each stage contained in the CIPPO evaluation model, and then an analysis of the conclusions of the evaluation results and a summary of the factors that influence the results obtained from these measurements, as a determinant in providing a view that is current or up-to-date.

The stages of measuring the CIPPO evaluation model of the Madrasah Tahfiz Hubbul Qur'an Program at MTs N 6 Padang are as follows:

1. Context stage

As already understood, the context stage is the stage that focuses the evaluation based on the review of data regarding the decision to design the program by identifying aspects of opportunities and needs and benefits for all users. When examined, the decision to design the Madrasah Tahfiz Hubbul Qur'an Program at MTs N 6 Padang is based on the usefulness of MTs N 6 Padang's achievements by repeatedly winning first place in the Qur'an Tahfiz competition held by the Padang city government. In addition, when viewed from the benefits of the Madrasah Tahfiz Hubbul Qur'an Program for MTs N 6 Padang students, it will be found that students who memorise a lot of Qur'an in addition to getting rewards and glory in the side of Allah also make it easier for students to enter favourite high schools that are their destination through PPDB Tahfiz path.

2. Input stage

The input stage focuses the evaluation on reviewing data on the availability of support for the program to be implemented by identifying appropriate strategies for program implementation, availability of human resources, facilities/infrastructure, financing and necessary rules. Based on the Madrasah Tahfiz Hubbul Qur'an Program Guide, it is known that the strategy for program implementation is designed from the strategy of new students and grouping students into a special tahfiz class. Furthermore, empowering the available tahfiz teachers and adding from outside teachers who have the qualifications of memorising 30 juz

and reading the Qur'an well (tahsin), then the mosque facilities in the area of MTs N 6 Padang, financial support from parents' donations at the time of the distribution of report cards around 20% and donors from parents whose children enter the tahfiz class. Likewise with the rules of implementation, where students in one tahfiz class have been scheduled to memorise in the mosque, then groups are formed according to the supervising teacher, for one class guided by 3 - 4 teachers. Furthermore, students memorise and continue their memorisation according to the predetermined target. Then, every first week in March, a compre exam is conducted to measure the success of students' memorisation.

3. Process stage

At the process stage, the object of evaluation is to control the program by reviewing the obstacles found in the implementation of the program. Based on the results of interviews and observations with the head of the Madrasah Tahfiz Hubbul Qur'an Program and several teachers involved with the program, it is known that the implementation of the program had obstacles when it was implemented in the even semester of the 2021/2022 academic year, due to the impact of Covid-19. The obstacle is the lack of student memorisation, especially in grades 7 and 8, because learning takes place online. For grade 9 students, it is constrained to carry out compre to measure their memorisation, considering that they will continue to advanced schools. However, it can all be overcome, especially for grade 9 students because of their need for memorisation certificates that will be issued by the program management and madrasah. For grade 9 students, the compre exam was conducted in the month of Ramadhan in April 2022, and most of their memorisation improved a lot. As for students in grades 7 and 8, the program management continues to carry out memorisation and muraja'ah activities as usual as well as the implementation of the compre in November 2022. This is intended to focus on the process of measuring memorisation to grade 9 without being disturbed, considering the impact of Online learning, grade 9 students have slightly reduced their enthusiasm for memorisation. Through the compre which is held for approximately 10 days in the month of Ramadan, the memorisation of grade 9 students can be optimised.

4. Product stage

The product stage, to evaluate the level of success of the program as a basis for efforts to improve the program even better. Based on interviews with the management of the Madrasah Tahfiz Program, as well as from observations, it was found that during one year the madrasah tahfiz program activities at MTs N 6 Padang could be carried out effectively. This can be seen from the increasing strength of parents and students to continue their education in schools that have tahfiz programs so that their ability to memorise the Qur'an does not disappear, especially the influence of some alumni who after completing their education in advanced schools, especially MAN with memorised Qur'an, they continue their education abroad, especially the Middle East. Nevertheless, efforts to improve the implementation of the program must still be made, such as the provision of compre or measurement of student memorisation as well as being able to be increased from once a year to twice a year. The goal is to provide a competitive spirit to students in the field of Tahfiz, where every student who has the most memorising with good reading will be given an award from the Madrasah not just a memorising certificate.

5. The outcome stage

Imansari and Sutadji (2017) argue that: "outcomes emphasise the results of activity outputs. But the outcome is different from the output. As an understanding, each institution will produce graduates who will be widely useful in the social environment. The outcome dimension looks more at the alignment of the ability or potential of graduates with the needs of the world of work ". Based on the results of interviews and observations, information was obtained that in this first year, the Madrasah Tahfiz Hubbul Qur'an Program has been running according to the expected goals, especially for graduates of MTs N 6 Padang. In the 2021/2022 school year, there were 30 students from the tahfiz class who graduated yesterday and almost all of them continued to favourite secondary schools, approximately 20 students who succeeded in entering favourite schools through the PPDB for the tahfiz route, there were at SMA N 10 Padang, SMA N 3 Padang, SMA N 1 Padang, MAN 2 Padang and even at MAN Padang Panjang. In addition, some of the graduates were also asked to take care of the mosques and mushalla in the community, either as prayer leaders or Quran recitation teachers. This shows the benefits of the Madrasah Tahfiz Program for students and parents in particular, who can work together to realise the success of the Madrasah Tahfiz Hubbul Qur'an Program.

Based on the application of the CIPPO evaluation model to the Madrasah Tahfiz Hubbul Qur'an Program at MTs N 6 Padang, it can be concluded that the Madrasah Tahfiz Hubbul Qur'an Program which has been running for one year has been running according to the planned system and objectives. However, to further improve and provide more positive value to the implementation of compre or measurement of student

memorisation which is carried out once a year can be increased to once every two years to provide an atmosphere of healthy competition for students to increase their memorisation of the Qur'an and improve their reading.

B. Analysis of Supporting Factors for the Success of the Tahfidz Program

Based on the literature review, in an effort to achieve success in memorising the Qur'an, there must be factors that support these efforts. According to Ahsin (1994) in Rosmawati (2019: 28-29), namely: a) Age is still ideal. In this case, it is intended that young school age has a strong grasp and memory when compared to advanced age; b) Good time management. This is also related to busyness, individuals who are busy with school and other activities will have less time than students who only go to school, and ideally the time to memorise the Qur'an is 4 hours a day, 2 hours to increase memorisation and 2 hours to repeat memorisation, and; c) a conducive place to memorise, away from noise, clean and well lit.

Indirectly, the above opinion illustrates that the achievement of the success of the Madrasah Tahfidz Program in the implementation of memorising the Qur'an for MTs Negeri 6 Padang students arises from 2 main factors, namely internal program factors and external program factors. In an analysis, the internal factors of the program are closely related to the existence of MTs N 6 Padang as an ideal place for students to memorise the Qur'an, because of the madrasah education component. According to Fitriana (2017: 14) that departing from the assumption of the process and results of education, the quality education process if all components of education participate in the education process. Based on observations of internal factors, the Program is supported by 3 components of madrasah education, namely:

1. The suitability of the Tahfidz Program objectives with the vision and mission and motto of MTs N 6 Padang which is in line with the concept and direction of activities in the Madrasah Tahfidz Program. It is known that "The motto of MTs N 6 Padang is to seek the pleasure of Allah" which is always a whip of enthusiasm to advance and improve education at MTs N 6 Padang, while "The vision of MTs N 6 Padang is to create a Qur'anic educational institution, leading in memorising the Qur'an". According to Shadish (1991) in Ibrahim (2020) states that: "posited that Program evaluation theories are describing and justifying why certain evaluation practices lead to a particular kind of results. They described the aspect of evaluation as Clarification of activities, processes and goals of evaluation ". In addition, according to Fitriana (2017), consistency of objectives will improve educational services to students, especially to make madrasah a competitive and world quality-oriented institution with a total quality philosophy. So it can be understood, that the suitability of the Tahfidz Program objectives with the vision and mission and motto of MTs N 6 Padang proves the level of consistency of madrasah goals to create madrasah as a quality educational institution.
2. Availability of human resources, facilities and infrastructure and financing. The existence of tahfiz teachers at MTs N 6 Padang and in addition to the presence of teachers from outside who are qualified to memorise 30 juz makes it easier to supervise the development of student memorization so that the implementation of the Program is more effective, plus the Mosque facilities and financing. According to Afsari (2019), there is a relationship between the quality of teachers (SDM), facilities and financing with the implementation of a good educational organisation for students. Furthermore, according to Riduan (2019), the quality of education is closely related to the ability of educational institutions and organisations to utilise all educational resources in an effort to improve the quality of education in accordance with the objectives through effective education implementation. This means that the Madrasah Tahfidz Program held at MTs N 6 Padang is evidence of the institution's commitment to providing effective educational services.
3. The participation of parents and the surrounding community who are involved in supporting the Madrasah Tahfidz Program. The involvement of parents is evidenced by the form of voluntary financial contributions obtained based on infaq at the time of receipt of the report card of 20% of the overall infaq acquisition, then other infaq in the form of regular donors from the parents of tahfiz students. Likewise with the community, with the utilisation of MTs N 6 Padang graduates to become imams and Quran teachers in mosques and mushalla. This proves that the alignment between the wants and needs of the community towards the existence of the Madrasah Tahfidz Program at MTs N 6 Padang is very strong, thus encouraging the efficient implementation of the Program from all madrasah parties.

As for the external factors of the Program, they arise from within the students of MTs N 6 Padang as a form of their motivation manifested in efforts to increase memorisation and improve their recitation of the Qur'an. This is supported by:

- 1) Students' desire to continue their education to favourite schools through the tahfidz pathway. It cannot be denied that one of the reasons for the Madrasah Tahfidz Program at MTs N 6 Padang is due to the need of students to continue to attend favourite schools managed by the government so as to provide strong motivation in students to take part in the Madrasah Tahfidz Program.
- 2) Still at school age. As stated earlier, the main factor for successful memorisation is that young people who are still in school have a strong memory when compared to the elderly.
- 3) The community benefits from graduates of the Madrasah Tahfidz Program being asked to take care of mosques and mushalla. This supports the continuation of education of MTs N 6 Padang students in an effort to get educational funding assistance from the community, so that it can alleviate and fulfil their learning needs.

CONCLUSIONS

The CIPPO evaluation model is one of the models widely used by evaluators in measuring the implementation of educational programs. This is because the CIPPO evaluation model emphasises the components of the evaluation model to measure and assess in depth and thoroughly, so as to provide a complete picture of the results of program measurement. For this reason, the CIPPO evaluation model can be applied to measure the success of the implementation of the Madrasah Tahfiz Program at MTs N 6 Padang.

The Madrasah Tahfiz program at MTs N 6 Padang which started in November 2021 is named Hubbul Qur'an, where the planning of this program is an effort to improve the tahfiz program which has only provided local content lessons to MTs N 6 Padang students since 2006. After applying the CIPPO evaluation model to the Madrasah tahfiz Hubbul Qur'an Program at MTs N 6 Padang, it is known that the measurement results are in accordance with the expected program objectives.

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