

## Evaluation of Tahfidz Qur'an Program Based on Goal-Oriented Evaluation to Measure Memorization Target Achievement at SDI Al Ishlah Bukittinggi

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### ABSTRACT

**Background:** Evaluating program effectiveness is an important step to ensure that educational objectives are achieved and that program implementation contributes to expected learning outcomes. This study evaluated the Tahfidz Qur'an Program at SDI Al Ishlah Bukittinggi using the Goal-Oriented Evaluation model to assess students' achievement of memorization targets. The program is designed to develop students' Qur'anic memorization skills while fostering proper recitation, discipline, and Islamic character. A quantitative descriptive evaluation approach was employed involving Tahfidz teachers and students as respondents. Data were collected through Likert scale questionnaires developed based on six evaluation aspects: memorization achievement, recitation quality, muroja'ah practices, discipline, Tahfidz etiquette, and overall program achievement. The data were analyzed using percentage scores, mean values, and qualitative interpretation criteria. **Result and Discussions:** The findings revealed a high level of goal attainment, with teacher evaluations reaching 86.1% and student responses averaging 84.0%, both indicating that the program was highly effective. The highest scores were obtained in overall program achievement and Tahfidz etiquette from teachers' perspectives (93.3%) and discipline from students' perspectives (91.5%). Lower scores were identified in muroja'ah practices and Tahfidz etiquette, suggesting the need for greater consistency in reinforcement activities and character development. These findings indicate that the program has been successful in supporting memorization achievement, improving recitation quality, and fostering student discipline, while also highlighting specific areas requiring further enhancement. In conclusion, the Tahfidz Qur'an Program at SDI Al Ishlah Bukittinggi effectively achieved its intended objectives, as assessed using the Goal-Oriented Evaluation framework. However, strengthening muroja'ah implementation and character-building are necessary to optimize future program outcomes.

**Keywords:** Tahfidz Qur'an Program, Goal-Oriented Evaluation, Program Evaluation, Memorization Achievement, Islamic Elementary School.



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## INTRODUCTION

Tahfidz Qur'an programs have become an integral part of Islamic education in Indonesia, particularly in Islamic elementary schools, which aim to strengthen students' Qur'anic literacy, religious understanding, and character development (Rachman dkk.). Through structured memorization activities, students are expected not only to increase the quantity of memorized verses but also to improve the quality of recitation, develop consistent learning habits, strengthen discipline, and cultivate Islamic values in their daily lives (Kalimatusyaro, 2024). As a result, many Islamic educational institutions have established specific memorization targets as indicators of student achievement and program success (Ramadhani dkk., 2023). These objectives highlight the importance of implementing Tahfidz programs through structured and measurable educational processes.

Implementing a Tahfidz program requires systematic planning, continuous guidance, and regular monitoring to

ensure educational objectives are achieved (Fatoni & Subando, 2024; Najah, 2024). Memorization activities involve more than simply remembering Qur'anic verses. Students are expected to demonstrate fluency in memorization, mastery of tajwid and makhraj, consistency in muroja'ah activities, discipline in learning, and appropriate etiquette during memorization sessions (Rachman dkk., 2025). These aspects are interconnected and collectively influence the effectiveness of the program. Consequently, schools need an evaluation system capable of providing accurate information regarding the extent to which the intended objectives have been achieved (Septiani dkk., 2023). The availability of such information is essential because it provides the foundation for evaluating program effectiveness and supporting continuous improvement efforts.

Program evaluation plays a crucial role in educational improvement because it provides evidence on the effectiveness of educational activities and supports decision-making for future development (Ma'ruf & Radino, 2024). Evaluation

findings enable institutions to identify strengths to be maintained and weaknesses to be improved (Ismael dkk., 2023). In the context of Tahfidz education, evaluation is particularly important because memorization targets, recitation standards, and character development objectives must be monitored continuously to ensure that students receive optimal learning experiences and achieve the expected competencies (Fauzobihi dkk., 2022).

One evaluation approach highly relevant to assessing educational programs with clearly defined objectives is the Goal-Oriented Evaluation model developed by Ralph W. Tyler. This approach emphasizes measuring program effectiveness by assessing the extent to which predetermined objectives are achieved through observable, measurable indicators. The evaluation process involves formulating educational objectives, translating them into measurable indicators, collecting relevant data, and comparing actual outcomes with expected targets (Yunus dkk., 2024). The evaluation results are then used to determine the level of goal attainment and to support future program improvement (Nugraha dkk., 2025). Because Tahfidz programs generally establish explicit targets for memorization achievement, recitation quality, and character formation, the Goal-Oriented Evaluation model provides an appropriate framework for assessing program effectiveness.

Previous studies have identified several indicators that determine the success of Tahfidz programs. Memorization achievement remains the primary indicator because it reflects students' ability to reach the targets established by the institution (Ramadhani dkk., 2023). Recitation quality, including the mastery of tajwid and makhrāj, is also considered essential because accurate pronunciation affects the quality and validity of memorization (Ni'mah dkk., 2024). Consistent muroja'ah practices have been recognized as an important factor in maintaining memorization retention and preventing students from forgetting previously memorized verses (Maahury dkk., 2026). In addition, discipline, attendance, punctuality, and appropriate etiquette during memorization sessions contribute significantly to students' learning outcomes and character development (Istikomah & Syukroni, 2025; Kalimatusyaro, 2024). These findings indicate that successful Tahfidz programs should be evaluated through multiple dimensions that reflect both memorization outcomes and supporting learning behaviors.

Research on educational program evaluation has demonstrated the relevance of the Goal Oriented Evaluation model in determining the extent to which program objectives are achieved. Studies evaluating curriculum implementation, character education, and religious education programs have shown that program success can be assessed by comparing expected outcomes with actual achievements (Kadir dkk., 2023; Ulfiana dkk., 2024). Regular evaluation activities are therefore considered essential for maintaining program quality and ensuring that educational objectives are achieved effectively (Maahury dkk., 2026).

Despite the growing number of studies on Tahfidz education, most research has focused on program implementation, memorization methods, supporting factors, or evaluation models such as CIPP and CIPPO. Limited attention has been given to evaluating the overall achievement of the Tahfidz program objectives using indicators that directly reflect the program's intended outcomes. Furthermore, studies that simultaneously examine teacher and student perspectives in evaluating program effectiveness remain limited. As a result, comprehensive evidence on the achievement of memorization targets, recitation quality, muroja'ah practices, discipline, etiquette, and overall program objectives remains relatively scarce, particularly at the Islamic elementary school level.

SDI Al Ishlah Bukittinggi has implemented the Tahfidz Qur'an Program as one of its flagship educational programs aimed at strengthening students' Qur'anic competence and Islamic character. The program establishes memorization targets and integrates regular memorization and review activities into the learning process. However, information regarding the extent to which these objectives have been achieved has not been systematically documented through a goal-oriented evaluation framework (Ni'mah dkk., 2024). Since the program is designed to achieve specific educational objectives, a systematic evaluation is necessary to determine the extent to which these objectives have been accomplished and to identify areas requiring further improvement.

Therefore, this study aims to evaluate the effectiveness of the Tahfidz Qur'an Program at SDI Al Ishlah Bukittinggi using the Goal-Oriented Evaluation model. The evaluation focuses on six aspects that represent the program's primary objectives: memorization achievement, recitation quality, muroja'ah practices, discipline, Tahfidz etiquette, and overall program achievement. Data were collected from both teachers and students to obtain a more comprehensive understanding of program effectiveness. The novelty of this study lies in integrating teacher and student perspectives within a goal-oriented evaluation framework and in the comprehensive assessment of six key indicators that directly reflect the intended outcomes of a Tahfidz program. The findings are expected to contribute to the development of evaluation practices in Islamic education and provide empirical evidence for improving Tahfidz programs in Islamic elementary schools.

## METHOD

This study employed a quantitative, descriptive evaluation approach using the Goal-Oriented Evaluation model developed by Ralph W. Tyler. The evaluation focused on assessing the extent to which the objectives of the Tahfidz Qur'an Program at SDI Al Ishlah Bukittinggi were achieved, particularly in memorization, recitation quality, muroja'ah practices, discipline, Tahfidz etiquette, and overall program achievement. The research was conducted through several stages, including identification of program objectives,

development of evaluation indicators, construction of research instruments, data collection, data analysis, and interpretation of evaluation results.

A total sampling technique was employed, with all participants in the Tahfidz Qur'an Program serving as research respondents. The sample comprised 86 respondents: 3 Tahfidz teachers and 83 students. Data were collected using structured questionnaires developed in accordance with the program objectives and Goal-Oriented Evaluation principles. Two questionnaires were used, namely a teacher questionnaire and a student questionnaire. The teacher questionnaire used a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), while the student questionnaire used a simplified three-point Likert scale with 1 (Disagree), 2 (Less Agree), and 3 (Agree) to accommodate elementary school students' comprehension levels.

Experts reviewed the instruments to ensure content validity, including relevance, clarity, and the representativeness of the evaluation indicators. Reliability testing was conducted to assess the consistency of responses across questionnaire items, ensuring that the instruments could provide stable, dependable measurements of program objective achievement. The collected data were analyzed using descriptive statistical techniques. Responses from teachers and students were tabulated and converted into percentage scores to determine the level of achievement for each evaluation dimension. The percentage score was calculated using Equation (1).

$$P = \frac{\sum X}{N \times S_{max}} \quad (1)$$

Where :

P = percentage score;

$\sum X$  = total score obtained from respondents;

N = number of respondents; and

$S_{max}$  = maximum possible score.

Since the teacher and student questionnaires used different Likert scales, percentage scores were calculated separately based on each instrument's maximum score. This procedure allowed the results from both respondent groups to be interpreted using the same evaluation criteria.

The percentage scores were calculated for each evaluation dimension, namely memorization achievement, recitation quality, muroja'ah practices, discipline, Tahfidz etiquette, and overall program achievement. The results were then interpreted using predetermined evaluation criteria to determine the level of achievement of each objective. These findings were subsequently used to evaluate the overall effectiveness of the Tahfidz Qur'an Program at SDI Al Ishlah Bukittinggi based on the Goal-Oriented Evaluation framework.

## RESULTS AND DISCUSSION

### Results

The evaluation of the Tahfidz Qur'an Program at SDI Al Ishlah Bukittinggi was conducted using the Goal-Oriented Evaluation model to assess the extent to which the program objectives were achieved. Teacher responses were used as one of the primary sources of evaluation data because teachers play a central role in monitoring students' memorization progress and program implementation. Three teacher respondents assessed six evaluation aspects, namely memorization achievement, recitation quality, muroja'ah, discipline, tahfidz manners, and overall program achievement. The findings revealed an overall validity percentage of 86.1%, which is categorized as very valid. These results indicate that, from the teachers' perspective, the Tahfidz Qur'an Program has been implemented successfully and has largely achieved its intended objectives.

**Table 1.** Results of Tahfidz Qur'an Program Evaluation Based on Goal-Oriented Evaluation

No	Evaluation Aspect	Mean Score	Percentage (%)	Category
1	Memorization Achievement	4.08	81.7	Very Valid
2	Recitation Quality	4.50	90.0	Very Valid
3	Muroja'ah	4.00	80.0	Valid
4	Discipline	4.17	83.3	Very Valid
5	Tahfidz Manners	4.67	93.3	Very Valid
6	Program Achievement	4.67	93.3	Very Valid
Average		4.31	86.1	Very Valid

Table 1 shows that all evaluation aspects were categorized as valid or very valid. The highest percentages were obtained in the aspects of tahfidz manners and program achievement, each reaching 93.3%, while the lowest percentage was found in the muroja'ah aspect at 80.0%. Although muroja'ah received the lowest score among all indicators, it still met the valid category, indicating that students regularly review their memorization, though with room for improvement in consistency.

The high score in the memorization achievement aspect indicates that most students have met the school-established

memorization targets. Students were considered capable of submitting memorization fluently with relatively few mistakes. This finding indicates that the structured implementation of the Tahfidz program has effectively supported students in achieving predetermined memorization goals. Similar findings have been reported in previous studies, showing that clear memorization targets and systematic supervision contribute significantly to students' memorization progress.

Recitation quality achieved a very high score of 90.0%, indicating that students applied tajwid rules and pronounced Arabic letters correctly during memorization activities.

Accurate recitation is an essential component of Qur'anic memorization because memorization quality is closely related to reading accuracy. The result suggests that the program has not only emphasized memorization quantity but also maintained the quality of Qur'anic recitation. This finding supports previous studies that have highlighted that mastery of tajwid and makharijul huruf serves as a fundamental indicator of successful Tahfidz education.

The discipline aspect also demonstrated positive results, indicating that students consistently attended Tahfidz activities and generally complied with program schedules. Regular participation is an important factor influencing memorization achievement because Qur'anic memorization requires continuous practice and repetition. These findings reinforce previous research emphasizing that student discipline contributes substantially to successful memorization outcomes.

The highest score was obtained in the tahfidz manners aspect. Students were perceived as showing respectful attitudes, maintaining focus, and demonstrating appropriate behavior while submitting memorization to teachers. This finding indicates that the program has successfully integrated character development with Qur'anic memorization activities. The result aligns with the broader objective of Islamic education, which emphasizes not only cognitive achievement but also the development of moral values and positive character traits.

Program achievement also reached the highest level, suggesting that the Tahfidz Qur'an Program has been implemented in line with its intended objectives. The successful attainment of memorization targets, recitation standards, and character development indicators demonstrates that the program has functioned effectively as an educational initiative. This result confirms that the goals established at the planning stage have largely been realized during implementation.

Despite these positive findings, the muroja'ah aspect obtained the lowest score among all evaluation indicators. This result suggests that students may still require additional guidance and monitoring to maintain consistency in reviewing previously memorized verses. Continuous muroja'ah is

essential because memorization retention depends not only on acquiring new memorization but also on regularly revisiting previously learned material. Strengthening muroja'ah activities could therefore enhance the long-term sustainability of students' memorization achievements.

Overall, the evaluation findings indicate that the Tahfidz Qur'an Program at SDI Al Ishlah Bukittinggi has been implemented effectively and has successfully achieved most of its intended objectives. The program's strengths are reflected in students' recitation quality, discipline, manners, and overall program achievement. However, improving the consistency of muroja'ah activities remains an important area for future development to ensure the sustainability and quality of students' Qur'anic memorization.

While the teachers' evaluations provide an institutional and instructional perspective on the effectiveness of the Tahfidz Qur'an Program, a comprehensive assessment also requires consideration of students' experiences and perceptions as the primary participants in the program. Students interact directly with the learning activities and are the main beneficiaries of the program outcomes; therefore, their responses offer valuable insights into the extent to which the program objectives have been achieved in practice. The evaluation results based on student responses are presented as follows.

The evaluation of the Tahfidz Qur'an Program at SDI Al Ishlah Bukittinggi was conducted using the Goal-Oriented Evaluation model to assess the extent to which the program objectives were achieved. Student responses were used as an important source of evaluation data because students are the primary beneficiaries of the program and directly experience its implementation. A total of 83 students were assessed on six evaluation aspects: memorization achievement, recitation quality, muroja'ah, discipline, tahfidz manners, and overall program achievement. The findings revealed an overall validity percentage of 84.0%, which is categorized as very valid. These results indicate that, from the students' perspective, the Tahfidz Qur'an Program has provided meaningful benefits and has largely achieved its intended objectives.

**Table II.** Results of Tahfidz Qur'an Program Evaluation Based on Student Responses

No	Evaluation Aspect	Mean Score	Percentage (%)	Category
1	Memorization Achievement	2.33	77.6	Valid
2	Recitation Quality	2.62	87.4	Very Valid
3	Muroja'ah	2.48	82.7	Very Valid
4	Discipline	2.74	91.5	Very Valid
5	Tahfidz Manners	2.29	76.4	Valid
6	Program Achievement	2.63	87.7	Very Valid
Average		2.52	84.0	Very Valid

Table II shows that all evaluation aspects were categorized as valid or very valid. The highest percentage was obtained in the discipline aspect, at 91.5%, while the lowest was in the tahfidz manners aspect, at 76.4%. Although tahfidz

manners received the lowest score among all aspects, it remained within the valid category, indicating that students generally demonstrated appropriate behavior during Tahfidz

activities while still requiring further reinforcement of character development.

The memorization achievement aspect obtained a valid category with a percentage of 77.6%. This result indicates that most students perceived themselves as able to improve their memorization and generally achieve the targets set by the school. However, the relatively lower score compared with other aspects suggests that some students still face challenges in consistently reaching memorization goals. This finding implies that additional support and individualized guidance may be required to help students achieve optimal memorization outcomes. Similar findings have been reported in previous studies, which emphasize that continuous mentoring and structured monitoring contribute significantly to students' memorization progress.

Recitation quality reached a very high 87.4%, indicating that students were able to read the Qur'an according to tajwid rules and received effective guidance from teachers during memorization sessions. The findings suggest that the program successfully promotes not only memorization quantity but also recitation accuracy. Correct pronunciation and adherence to tajwid principles are essential components of Qur'anic memorization because they ensure the quality and authenticity of memorized verses. This result is consistent with previous studies that identify recitation quality as a key indicator of successful Tahfidz education.

The muroja'ah aspect was categorized as very valid with a percentage of 82.7%. Students acknowledged that reviewing previously memorized verses helped them maintain and strengthen their memorization. Nevertheless, daily consistency in conducting muroja'ah received a relatively lower assessment than the perceived benefits of the activity. This finding suggests that students understand the importance of revision activities, although regular implementation remains a challenge for some learners. Strengthening students' commitment to daily muroja'ah could therefore contribute to better retention of memorized material over time.

The discipline aspect achieved the highest score among all evaluation aspects, reaching 91.5%. This result indicates that students consistently participated in Tahfidz activities and demonstrated strong attendance during program implementation. Regular participation is an important factor in achieving memorization because Qur'anic memorization requires persistence, repetition, and continuity. The finding confirms that a positive learning culture has been established within the program and contributes significantly to its success. Similar conclusions have been highlighted in previous research, which emphasizes the role of discipline in improving learning outcomes and memorization performance.

Tahfidz manners obtained the lowest percentage among all aspects, although it remained within the valid category. Students generally reported demonstrating respectful behavior, listening to teachers, and maintaining appropriate conduct during Tahfidz activities. However, the relatively

lower score suggests that character development related to learning etiquette requires greater attention. Since Tahfidz education aims not only to develop memorization skills but also to cultivate Islamic values and character, strengthening students' manners remains an important area for future improvement. This finding highlights the need to balance cognitive achievement with character formation in Qur'anic education.

The program achievement obtained a very valid category with a percentage of 87.7%. Students perceived that the Tahfidz Qur'an Program had helped them progress toward their memorization targets and supported their learning objectives. This result indicates that the program's benefits were directly experienced by participants, reflecting strong alignment between program goals and student outcomes. The finding further suggests that the program has effectively fulfilled its educational function and has made positive contributions to students' Qur'anic learning and development.

Overall, the evaluation findings indicate that students have positively perceived the Tahfidz Qur'an Program at SDI Al Ishlah Bukittinggi and have successfully achieved most of its intended objectives. The strongest aspect of the program is discipline, as reflected in students' high participation and commitment to Tahfidz activities. Meanwhile, tahfidz manners emerged as the aspect requiring the greatest improvement, despite remaining within the valid category. These findings suggest that the program has effectively supported students' memorization achievement, recitation quality, and learning habits while highlighting the need for stronger character development efforts to ensure a more comprehensive achievement of program objectives.

## Discussion

The findings of this study indicate that the Tahfidz Qur'an Program at SDI Al Ishlah Bukittinggi has successfully achieved most of its intended objectives. The overall evaluation scores obtained from teachers (86.1%) and students (84.0%) were categorized as very valid, indicating that the program has been implemented effectively and has provided positive outcomes for participants. The evaluation results demonstrate that the program has successfully supported students' memorization achievement, recitation quality, discipline, tahfidz manners, and overall learning development. The consistency of positive evaluations from both teachers and students further suggests that the program has met its educational objectives from both instructional and learner perspectives.

The high scores obtained in recitation quality, discipline, and overall program achievement indicate that the program emphasizes not only memorization targets but also the quality of Qur'anic learning. Teachers rated recitation quality at 90.0%, while students rated it at 87.4%, both of which were categorized as very valid. These findings suggest that students can apply tajwid rules and correctly pronounce Arabic letters

during memorization activities. This result is consistent with previous studies that identify tajwid accuracy and proper pronunciation as essential indicators of successful Tahfidz education (Ni'mah dkk., 2024). The similarity between teacher and student evaluations also strengthens the conclusion that the program has maintained a strong focus on the quality of Qur'anic recitation.

Discipline emerged as one of the program's strongest aspects, particularly from the students' perspective, with a score of 91.5%. This finding demonstrates that students consistently participate in Tahfidz activities and generally comply with program schedules. Previous studies have emphasized that discipline and regular attendance are important factors supporting memorization achievement because Qur'anic memorization requires continuous practice and repetition (Istikomah & Syukroni, 2025). The high discipline score therefore, reflects not only students' commitment to the program but also the effectiveness of the school's learning environment. Strong discipline may also contribute to the positive outcomes observed in other aspects of the program.

The findings on memorization achievement indicate that the program has generally helped students meet the school-established memorization targets. Teachers rated this aspect at 81.7%, while students provided a slightly lower score of 77.6%. Although both scores remained within valid categories, the difference suggests that some students may still encounter difficulties in consistently achieving memorization targets. This finding aligns with previous research indicating that memorization achievement is influenced by individual learning abilities, motivation, and continuous guidance from teachers and parents (Ramadhani dkk., 2023). The results suggest that while the program has effectively supported memorization development, additional individualized assistance may further improve students' achievement.

The muroja'ah aspect produced an important finding. Teachers rated muroja'ah as the lowest among all evaluation aspects (80.0%), whereas students still categorized it as very valid (82.7%). Although both scores indicate satisfactory implementation, they also suggest that consistency in reviewing previously memorized verses remains an area requiring further attention. Previous studies emphasize that muroja'ah plays a crucial role in maintaining memorization retention because long-term memorization depends not only on acquiring new verses but also on regularly revisiting previously memorized material (Maahury dkk., 2026). The findings imply that strengthening muroja'ah practices through more structured schedules and closer monitoring could improve the sustainability of students' memorization achievements.

Another important finding concerns tahfidz manners, which received the highest score from teachers (93.3%) but the lowest score from students (76.4%). This difference may reflect variations in perception between teachers and students regarding the implementation of character development during

Tahfidz activities. Nevertheless, both evaluations indicate that students generally demonstrate respectful attitudes and appropriate behavior during memorization sessions. Previous studies have highlighted discipline, manners, and religious character as important outcomes of Tahfidz education because memorization programs are expected to develop both cognitive and moral dimensions of learning (Syafi'i & Alallah, 2024; Widyawati dkk., 2025). These findings suggest that the program has contributed positively to character formation, although continued efforts are needed to strengthen students' awareness and practice of tahfidz manners.

Overall, the findings indicate that the Tahfidz Qur'an Program at SDI Al Ishlah Bukittinggi has successfully achieved its primary objectives, including memorization achievement, recitation quality, discipline, character development, and overall program effectiveness. The results are consistent with previous studies that identify memorization quality, tajwid accuracy, muroja'ah practices, discipline, and religious manners as key indicators of successful Tahfidz education (Maahury dkk., 2026; Ni'mah dkk., 2024; Ramadhani dkk., 2023). Furthermore, the use of both teacher and student perspectives provides a more comprehensive understanding of program effectiveness, as recommended in educational evaluation studies (Fauzobihi dkk., 2022). Despite the overall positive findings, strengthening the consistency of muroja'ah activities and reinforcing character development remain important areas for future program improvement.

## CONCLUSION

The evaluation of the Tahfidz Qur'an Program at SDI Al Ishlah Bukittinggi demonstrates that a goal-oriented evaluation approach can provide comprehensive evidence of the extent to which program objectives have been achieved. The findings show that the program has contributed not only to students' memorization achievement but also to the development of recitation quality, learning discipline, and positive attitudes during Tahfidz activities, indicating that Qur'anic education can effectively integrate cognitive and character development outcomes. The inclusion of both teacher and student perspectives offers a more holistic understanding of program effectiveness and can serve as a practical basis for educational decision-making and continuous program improvement. Areas related to the consistency of muroja'ah practices and the strengthening of Tahfidz manners remain important considerations for enhancing the program's long-term impact. Future research is recommended to involve a larger number of schools, employ mixed-methods approaches, and examine additional factors, such as parental support, learning environment, and instructional strategies, to obtain a deeper understanding of the determinants of successful Tahfidz program implementation.

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