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Evaluation of the Al-Qur'an Education Park Program Using the CIPP (Context, Input, Process, and Product) Model

Zainul Tria Putra Zainuddin[1], M. Zuljalal Al Hamdany[2], and Dinda Wulandari[3]
[1,2]Institut Agama Islam Negeri Palopo
Agatis Street, Balandai Village, Bara District, Palopo City, Indonesia.
[3]Universitas Islam Negeri Alauddin Makassar
Sultan Alauddin Street No.63, Romangpolong, Somba Opu District, Gowa Regency, Indonesia.
20105400127@iainpalopo.ac.id

Abstract. This study evaluates the Al-Qashash Qur'anic Education Park program using the CIPP (Context, Input, Process, Product) model. Data were collected through observation, interviews, and documentation, then analyzed qualitatively. The results show that learning objectives are only clear for early levels, while advanced levels lack measurable goals. The institution has a vision but no supporting mission. Teachers lack formal training, and facilities are limited. The learning process includes lectures, Q&A, practice, and assignments, but still requires improvement. This evaluation highlights areas needing development to enhance the program's effectiveness.

Keywords: Program Evaluation, CIPP Model, Al-Qur'an Education Park

1. Introduction

Government Regulation No. 55 of 2007, Article 24, paragraph 2, concerning religious education, states that Qur'an education consists of Al-Qur'an kindergarten (TKA / TKQ), Al-Qur'an education park (TPQ), Ta'limul Qur'an lil Aulad (TQA), and other similar forms ('Peraturan Pemerintah (PP) Nomor 55 Tahun 2007 Tentang Pendidikan Agama Dan Pendidikan Keagamaan', 2007). The Al-Qur'an education park is one of the educational institutions widely found in the community, and it is also under the auspices of the Ministry of Religious Affairs.

The Qur'an Education Park is one of the most important places in the world. It is needed in society because education is the center of all efforts to build a perfect human image, and make education the main foothold and strategy in forming quality human beings and becoming complete human beings (Munir, 1973). Al-Qur'an education park is one of the non-formal schools, but plays a vital role in shaping the character, good traits, and attitudes in children from an early age, because the Qur'an is a guideline for the life of Muslims that we need to learn and understand (Syahid & Wahyuni, 2019). Instilling character in students is an excellent opportunity to create good character and values, which students can apply in their daily lives and lives based on the Qur'an and Sunnah (Nurdin et al., 2021). The Qur'an is also one of the fields of goodness and good charity, because reading the Qur'an is a worship that has so many merits. Every letter in the Qur'an can be a form of goodness for humans.

Evaluation is one of the steps that can be taken by teachers in order to minimize problems and obstacles encountered during learning activities (Huljannah, 2021). Evaluation provides an

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overview of the extent to which learning objectives are being achieved in helping to identify areas that need improvement (Hasriadi et al., 2024). Through this evaluation, information from the learning programs that have been implemented can be seen. So that it will be possible to know the advantages and disadvantages of the learning program, so that the program can be improved to be more effective.

Evaluation is one of the important things in assessing something, such as a human or a program, to determine whether it has met specific quality standards. According (Purnomo et al., 2022)Evaluation is determining the extent to which educational goals have been achieved. Evaluation is not only a collection of results achieved through measurement, but it is a process, starting from the identification of the outcome and ending up with the (Antariksa et al., 2022). Meanwhile, according to (Anderson, 2003)In general, evaluation can be said to be an activity that involves the estimation or assessment of policies that include the policy's substance, implementation, and impact. According to (Asrul et al., 2022) Evaluation describes the process of searching and providing helpful information for decision-makers. Evaluation in the context of religion can also be seen by measuring a person's character and sincerity in facing an ordeal.

The commonly used evaluation model is the CIPP evaluation model. The CIPP evaluation model evaluates a program or system by considering the context, inputs, processes, and products (Rama et al., 2023). The CIPP (Context, Input, Process, and Product) evaluation model is one of the most frequently used evaluation models in program evaluation. The model was developed by Stufflebeam and Shinkfield in 1985 and has undergone several revisions since then.

According to (Stufflebeam, 2003)The CIPP (Context, Input, Process, Product) model is one of the most comprehensive and flexible evaluation models. This model is designed to guide the conducting of formative evaluations (for improvements) and summative evaluations (for final result assessment). In developing this model, Stufflebeam emphasized that evaluation is used to prove a program or policy's effectiveness and, more importantly, improve it. Meanwhile, according to Shinkfield, the CIPP (Context, Input, Process, Product) model is an evaluation approach that provides comprehensive and systematic guidance for evaluating various aspects of a program or policy. In his article, (Shinkfield, 2008) emphasized that The CIPP model effectively supports comprehensive information-based decision-making**.** Shinkfield focuses on how each component in this model contributes to assessing the program's effectiveness and its use for continuous improvement and development.

According to (Supriyantoko et al., 2020) The CIPP Model is used in decision-making, especially by program managers. This model can be applied in various fields, including education and management. The evaluation is carried out based on four components, namely: (1) Context, evaluating the environment and objectives of the Al-Qur'an Education Park (TPA) program; (2) Input, assessing supporting resources such as registration, facilities, and cooperation; (3) Process, assessing the extent to which the program is implemented effectively; and (4) Product, assessing the final results such as increased understanding of participants or graduation certificates.

Based on observations made by researchers, the researcher found that implementing the learning program at the Al-Qashash Landfill did not run effectively. Some of these programs were not implemented due to several factors, namely the facilities and infrastructure at the TPA, the limited knowledge of the teachers who teach at the TPA, and the learning methods applied seemed less attractive to the students in the educational park. Therefore, the researcher used the CIPP model because it is comprehensive and considers all aspects. The evaluation of the CIPP model is also flexible and structured to produce more accurate data in evaluation activities.

Several previous studies have used the CIPP evaluation model to evaluate various programs. Research by (Assidqi, 2021) evaluated the Qiraati program at TPQ Taajusy Syarof Pemalang and found that the program implementation went well but needed improvement in several aspects to be more optimal, including the implementation of IMTAS which was carried out only once in one period. (Naibaho, 2023) Evaluated the religious tourism development program at Taman Wisata Iman and found that the program positively impacted the local economy and increased tourist visits. Meanwhile, (Wijayanti et al., 2019) evaluated the user education program at the FT UGM Library and the results encouraged managers to create spatial zoning that supports learning activities more effectively.

The gap in the above research is the lack of an in-depth evaluation of the learning program by landfill managers and students. As well as the lack of attention to teaching tools and qualifications of teachers who teach at TPA so that this study evaluates with the CIPP model in depth and not only measures on learning methods and also facilities and infrastructure, but also evaluates teacher qualifications and the availability of TPA devices starting from the certificate of establishment, vision and mission, teaching materials, to the problems faced by students in the learning process.

Based on the description above, this study focuses on evaluating learning programs using the CIPP (Context, Input, Process, and Product) model, aiming to evaluate the implementation of the TPA program and determine the success rate of the learning program used. So that with the use of the CIPP model, a comprehensive and structured evaluation can be carried out to improve the quality of learning and development of the Al-Qashash Landfill in Paconne Village.

2. Method

The purpose of this study is to evaluate and assess the learning program at the Al-Qashash landfill using the CIPP model developed by (Stufflebeam, 2003). The four evaluation components in this study are context, input, process, and product. This research was carried out at the Al-Qashash Landfill, Paconne Village, North Belopa District, for ± 1 month from September to December 2024. Researchers obtained data by observation, interviews, and documentation. The researcher used qualitative analysis to analyze the data. To ensure Reliability and accuracy in collecting data, research instruments are validated by validators. Two validators validate the research instrument: the Indonesian language expert validator and the instrument expert validator.

Table 1. Evaluation research design scheme at Al-Qashash Landfill

Evaluation Components	Description or Sub Components	Instruments	Data Source
Context (program objectives)	Availability of TPA learning objectives Availability of the vision and mission of the landfill	Documentation, interviews	Document
Input (HR and Devices	Human resources support the landfill program Facilities and infrastructure to support the landfill program Teaching materials support the effectiveness of the TPA program.	Documentation, interviews, and observation sheets	TPA Chairman and Teacher
Process	Applied teaching methods Interaction between teachers and students Involvement of students in learning activities	Interview guidelines, observation sheets	Teachers and students/students
Product	Learning outcomes of students		

Understanding of students/students of the material taught Satisfaction of students with learning services	Documentation and interviews	Documents and students

The researcher uses this method to achieve the research objective: to assess and identify the availability of evaluation evidence needed for the learning program at the Al-Qashah landfill. Through this evaluation, researchers can deepen their understanding of the effectiveness of learning, especially learning at the Al-Qashash Landfill in Paconne Village, to develop appropriate policies and provide a strong foundation for continuous improvement.

3. Results

The results of the evaluation research of the Al-Qur'an Education Park (TPA) Al-Qashash program in Paconne Village with the CIPP (Context, Input, Process, and Product) model include four components, namely:

Context Evaluation

Qualitative data analysis in context evaluation was obtained through interviews and documentation in the form of checklists. The interview activity was conducted by the researcher with the head of the Al-Qashash Landfill, and the checklist included two aspects, namely the availability of learning objectives and the availability of the vision and mission of the Al-Qashash Landfill in Paconne Village.

a. TPA Al-Qashash has three levels for TPA students, namely level A (Iqro 1-4), level B (Iqro 5-6), and level C (Al-Qur'an or Mushaf). TPA Al-Qashash only has learning objectives for level A, namely for students who learn to recite in Iqro 1-4. Learning objectives for B and C levels are not yet available. From this, it can be seen that the availability of learning objectives at the Al-Qashash Landfill in Paconne Village has not been fully available, or does not have clear and measurable learning objectives.
b. TPA Al-Qashash has a vision of "Creating a Qur'anic Generation Welcoming a Glorious Future. However, behind the available vision, Al-Qashash landfill does not have a clear and directed mission to support the achievement of this vision. A mission is a way to achieve an institution's vision or goal. Based on this, the Al-Qashash Landfill does not have the availability of a targeted and clear mission. It can Help achieve the goals of an educational institution, namely the Al-Qashash Landfill in Paconne Village.

Input Evaluation

The results of evaluating inputs to the Al-Qashash landfill program were obtained through observation, interviews, and documentation in the form of checklists. The input evaluation includes three aspects: TPA educators (teachers), TPA facilities and infrastructure, and teaching materials taught by TPA teachers.

a. The requirement to become a teacher at the Al-Qashash Landfill is simply to recite and know the laws of reading the Qur'an. To become a TPA teacher does not have minimum requirements in terms of education level. So, some teachers at the Al-Qashash landfill have inadequate qualifications to become teachers. Therefore, TPA Al-Qashash must pay attention to the quality of teachers who teach at TPA through training, because TPA Al-Qashash does not conduct regular training for teachers. Therefore, TPA Al-Qashash should conduct regular training for TPA teachers to improve teachers' abilities and skills in learning at TPA.
b. The facilities and infrastructure available at the Al-Qashash Landfill are basic in the learning process: tables, whiteboards, markers, and guidebooks. The facilities and infrastructure used at

the Al-Qashash Landfill are not checked and updated periodically. Some facilities and infrastructure available at the Al-Qashash Landfill have been damaged. They can no longer be used, affecting the quality of learning at the Al-Qashash Landfill.

c. Al-Qashash TPA teachers learn by following their guidebook. However, due to limited abilities, facilities, and infrastructure, teachers at TPA Al-Qashash only focus on providing teaching materials on reading and writing the Qur'an, memorization, and instilling good traits and behaviors in the surrounding environment so that some other religious lessons are not taught, creating a limitation of knowledge by students about Islamic religious education.

Process Evaluation

The researcher obtained the results of the process evaluation in the Al-Qashash Al-Qashash Education Park (TPA) program in Paconne Village through interviews conducted with teachers and students of TPA. The evaluation process includes three aspects: the teaching method used by teachers, the interaction between teachers and students, and the involvement of students in the learning process at the Al-Qashash Landfill, Paconne Village.

a. Teachers give lessons to students by following the guidebook, so that teaching methods are also adjusted to the material taught. Teachers' teaching methods vary: lectures, questions and answers, practice, and assignments. These teaching methods are included in the basic methods in the learning system. Therefore, Al-Qashash TPA teachers need to develop teaching methods for students so that the enthusiasm and motivation of students in teaching increase, which affects the quality of learning at TPA.
b. The interaction between teachers and students at TPA can be seen through direct teacher assistance to students during the learning process. With direct assistance, teachers can respond directly to students who have problems or problems in the learning process. So that the students know and can immediately correct the mistakes they made.
c. The involvement of students can be seen through the choice of methods and enthusiasm in participating in learning. Selecting methods such as question and answer can improve students' learning process because students provide direct responses to questions submitted by teachers. So that students are not just listening, but giving direct responses and participating in the learning process at the TPA.

Product Evaluation

The researcher obtained the product evaluation results through observation and interviews with TPA teachers and students. In product evaluation, there are three aspects, namely the students' learning outcomes, the understanding of students, and the satisfaction of students with learning services at Al-Qashah Landfill.

a. In looking at the development of students/students, teachers at Al-Qashash TPA do not assess learning results with measurable assessments or in the form of numbers. TPA teachers assess students' learning outcomes by understanding the learning process and practicing good traits in the TPA environment and the community.
b. Each student's understanding of the lessons is different. Some students easily understand and grasp the lessons delivered by the teacher. In contrast, other students have problems understanding some teaching materials, such as the law of reading the Qur'an.
c. The satisfaction of students with the learning services of Al-Qashash TPA is quite good. Some students are satisfied with the teacher's teaching method and learning system. However, some students are dissatisfied because some materials are difficult to understand, so it is difficult to

grasp the lessons. Moreover, students who feel dissatisfied continue to follow the learning because they feel happy to meet other students.

4. Discussion

Evaluation of the Context of the Al-Qashash Landfill Program in Paconne Village

Context evaluation is an evaluation activity that reviews several aspects, namely the availability of learning objectives and the availability of the vision and mission of the Al-Qashash Landfill in Paconne Village. Context evaluation is carried out to see the aspects that are the basis of a program. The data collection used in the context evaluation was carried out using interviews and documentation in the form of checklists. The source of data in the context evaluation is the chairman of the Al-Qashash landfill, Mrs. Hj. Darmisari BM.

The research results conducted by researchers at the Al-Qashash Landfill, Paconne Village, show several problems that need attention to improve the quality of the learning program at the Al-Qashash Landfill, Paconne Village. Researchers found that TPA Al-Qashash has clear learning objectives for level A, but lacks measurable learning objectives for levels B and C. In addition, although TPA has a good vision, it has no mission to support the achievement of this vision. This leads to the importance of evaluating and designing more detailed learning objectives and formulating a clear mission.

Learning objectives are one of the important elements in a good educational program. In the context of TPA Al-Qashash, the current learning objectives only include level A (Iqro' 1-4), while level B (Iqro' 5-6) and level C (Al-Qur'an/Mushaf) do not have clear and measurable learning objectives. This poses a challenge in learning evaluation because, without measurable and clear goals, it is difficult to measure the success of educational programs.

Without clear and measurable learning goals, knowing the proper direction and purpose of the learning will be challenging. The research conducted by Nadiatul Khaira revealed that setting clear learning goals is important in increasing student learning motivation. The author states that immeasurable learning objectives can confuse teachers and students, thus affecting the effectiveness of learning (Khaira, 2023). Thus, TPA Al-Qashash needs to formulate more specific and measurable learning objectives for levels B and C to evaluate learning appropriately. Good learning objectives must also meet three main components, as stated by Robert F. Mager stated that good learning objectives must meet three main components: measurable behavior, supportive conditions, and clear levels of achievement (degree) (Robert Frank, 1991). By applying this theory, TPA Al-Qashash can formulate more specific and measurable learning objectives for each level, especially for levels B and C.

In every educational institution, vision and mission play an important role as guides in achieving organizational goals. The vision of the Al-Qashash Landfill, which reads "Preparing the Qur'ani Generation to Welcome a Glorious Future," is good. Unfortunately, this is not supported by a clear and detailed mission. A vision without a clear mission can result in a lack of direction in operational decision-making and a lack of focus in achieving goals.

In research conducted by (Wahida, 2023) Revealed that the implementation of the vision and mission has a significant positive effect on the quality of education, emphasizing that a measurable and implementable mission is critical in achieving the vision of the educational institution. Without a clear mission, the program can become vague and directionless, ultimately hindering achieving the larger vision.

Evaluation of Al-Qashash Landfill Inputs in Paconne Village

Input evaluation is an evaluation carried out to review several aspects, from human resources and teachers, facilities, and infrastructure of the landfill, to teaching materials taught at the Al-Qashash Landfill in Paconne Village. In input evaluation activities, the data collection techniques are done through interviews, observations, and documentation. The input evaluation's data source is the landfill's head and the teacher of the Al-Qashash landfill in Paconne Village.

Based on the results of interviews with the head and teachers of the Al-Qashah landfill and an analysis of field findings, it can be concluded that there are several shortcomings and potential improvements in these three aspects. Human resources, especially teachers, play an important role in the quality of learning at Al-Qashah TPA. Researchers found that the qualifications of teachers at TPA Al-Qashash are minimal, and they only require basic skills in reading the Quran and knowing the laws of reading the Quran. This can be seen from an interview with the chairperson of TPA, who stated that there is no requirement to have in-depth knowledge of the Qur'an or a high Islamic religious education to become a teacher at TPA Al-Qashash. Even though becoming a TPA teacher does not require special qualifications, the TPA should regularly train teachers who teach at the AL-Qashah TPA. Teachers who teach at TPA do not receive regular training, meaning their teaching quality depends solely on personal experience and the handbooks provided.

Periodic training for teachers at Al-Qashash Landfill is necessary to develop teachers' abilities to increase learning effectiveness at Al-Qashash Landfill. Fahrurrozi's research on improving the quality of Islamic religious education teachers in non-formal institutions shows that teacher capacity development is significant through periodic training. In this study, Nurul Ajima Ritonga and Hidayat revealed that efforts to improve teacher competence through systematic and planned management can develop regular teacher competencies and increase teaching and education effectiveness in religious education institutions (Ritonga & Hidayat, 2021). Therefore, although teachers at TPA Al-Qashash have basic skills in reciting, TPA teachers also need to receive more in-depth and structured training on teaching methods, classroom management, and mastery of a broader range of teaching materials.

In addition to developing teachers' abilities, educational facilities and infrastructure are no less important in the learning process. At the Al-Qashah landfill, the available facilities and infrastructure are minimal, and most are outdated. There are only simple tools such as tables, markers, whiteboards, and manuals. This limitation hinders teachers from developing more innovative and interactive learning models. This is evidenced by an interview with a landfill teacher who stated that the quality of facilities and infrastructure is not updated regularly, which results in some facilities being damaged and cannot be used optimally.

Based on this, it is highly recommended that the Al-Qashash Landfill renew and procure more complete facilities and infrastructure, including digital learning media and other teaching aids, to support more varied teaching. This procurement will Help teachers to develop more interesting teaching methods and increase learning effectiveness.

In the learning process, in addition to these two things, namely, teachers, facilities, and infrastructure. Teaching materials are also one of the aspects that should not be eliminated. The teaching materials at TPA Al-Qashash currently only focus on the method of reading and writing the Qur'an, including the law of reading and memorizing short surahs, as well as cultivating good behavior. Although this material is essential for forming students' character and faith, teaching materials limited to these things can reduce students' insight into understanding Islam more comprehensively. Interviews with TPA teachers revealed that they also teach good behavior in addition to the Qur'anic reading and writing material. However, no other material is more in-depth about other aspects of Islam, such as Islamic history or daily prayers.

Based on this, TPA Al-Qashash needs to develop teaching materials covering various aspects of Islamic life. As in the research conducted by (Hirzulloh et al., 2024), developing comprehensive and contextual teaching materials is significant to ensure the quality and effectiveness of learning in non-formal educational institutions. So, teaching materials are one factor affecting the quality and effectiveness of learning in educational institutions. Therefore, Al-Qashash Landfill needs to develop teaching materials so that the quality and effectiveness of the landfill will increase and improve.

Evaluation of the Al-Qashash Landfill Process in Paconne Village

Evaluation of the learning process at Al-Qashash Landfill is important to determine the effectiveness of the learning activities. In the research, the process evaluation was divided into three main aspects, namely the learning method used, the interaction between teachers and students, and the involvement of students in learning activities. Based on the research findings, the learning management at the Al-Qashash Landfill has been done quite well, but there is still room for improvement and development in these three aspects.

The learning methods used at TPA Al-Qashash include lectures, questions and answers, practice, and assignments, which are varied and adapted to the learning material. TPA Al-Qashash teachers adapt the methods used to the material taught, such as lectures, questions, and answers for the legal material of reading the Qur'an, and the method of giving assignments to test the memorization of short surahs.

With various learning methods, understanding can improve, as in the research conducted by the DSS of the DS. This shows that various learning methods can improve students' understanding of the material and create a more fun and less boring learning atmosphere (Divya Azza Assyifa, Mohammad Afifulloh, 2020). So that Al-Qashash TPA needs to develop learning methods to create a more fun and less boring learning atmosphere, such as by collaborating on the use of technology-based teaching media in learning at TPA.

Improving students' understanding is not only from the material; there needs to be a mutual relationship and response from teachers so that students feel more comfortable learning. The interaction between teachers and students also plays an important role in finding out who is the source of problems in the learning process. The interaction between teachers and students at TPA Al-Qashash shows that teachers actively correct students' mistakes and read and comprehend the material. Teachers also approach to find out the problems faced by students, both related to landfills and problems at home, which can affect the concentration of students in learning.

With good interaction between students and teachers, students do not feel afraid to ask questions to teachers or answer teachers' questions. So that students are always active and involved in the learning process. The involvement of students in learning at Al-Qashash TPA is relatively high, which can be seen from the active participation of students in question-and-answer activities and direct responses to corrections given by teachers. Students are not only passive listeners, but also compete to answer questions and correct mistakes after getting corrections from teachers. So that students do not repeat the same mistakes and do not ignore the mistakes made.

With the involvement of students in the learning process, students will be more courageous to answer and ask questions, so that they are more confident in the learning process. This was revealed in a study conducted by (Hayah, 2020) Showing that group guidance with discussion techniques significantly increased student confidence. This increase in confidence helps students be more courageous in actively participating in class, contributing to a better understanding of the material.

From this, the involvement and interaction between teachers and students must be considered so that teachers can also monitor the development of students.

Evaluation of Al-Qashash Landfill Products in Paconne Village

The results of product evaluation in the learning process at Al-Qashash Landfill provide an in-depth picture of learning success based on three main aspects, namely learning outcomes, material understanding, and student satisfaction. The evaluation of this product shows that in assessing learning outcomes, TPA prioritizes developmental assessment from the knowledge, attitudes, and behaviors of students/students compared to using a measurable number assessment system. Based on interviews with teachers at TPA, it was found that the assessment was carried out by directly observing the development of students, such as memorization, reading, and attitude. This is in line with the concept put forward by (Utami, 2018), which states that assessment in education should not only measure cognitive aspects but also include affective and behavioral aspects of students in the learning process. Affective domain assessments are carried out during teaching and learning activities, both inside and outside the classroom, which are oriented to students' daily behavior.

In the second aspect, namely the understanding of students at TPA, the understanding of students towards the material taught at TPA Al-Qashash shows a variation in each individual's grasp level. Some students can understand the material quickly, while others take longer. This is in line with the constructivist theory that was put forward. (Vygotsky, 1978), which emphasizes the importance of understanding the cognitive development of different individuals in learning. These different understandings are also influenced by external factors, such as the habit of using gadgets and playing outside the landfill, which hinder the repetition of the material.

Students' satisfaction with learning services at Al-Qashash Landfill is also important in evaluating this product. In general, the results of interviews with students showed reasonable satisfaction with the variety of learning methods teachers apply. Teachers who use various methods such as question and answer, storytelling, and practice are considered to make learning more interesting and not dull.

Although most students are satisfied with the existing learning, some admit they are not enthusiastic because their recitation skills are not fluent. This shows that although learning methods are quite effective, there are still obstacles regarding individual ability to learn more complex materials, such as reading laws. Research conducted by (Setiawan, 2021) shows that success in learning depends not only on the quality of teaching, but also on students' cognitive readiness and ability to remember the material taught. Therefore, improving basic skills, such as fluency in reciting, is very important to support a deeper understanding of the material. Teachers need to pay more attention to students experiencing difficulties as a solution. They may use more structured teaching methods or give more time for practice and repetition of the material.

The evaluation of the products at the Al-Qashash Landfill shows that although the learning process is going well and satisfactorily in general, there is room for improvement, especially in terms of a more measurable assessment system and support for students who have difficulty understanding the material. Implementing a measurable assessment system and an increased focus on students' individual development will be very helpful in improving the quality of learning and motivating students to be more active and develop in the learning process.

5. Conclusion

Evaluation research of the Al-Qashash Al-Qur'an Education Park (TPA) program using the CIPP model shows that learning objectives and missions have not been formulated, teaching staff do not meet adequate qualifications, and facilities and teaching materials are limited. The learning methods are quite varied, but still need to be developed to support learning success. Evaluation of the results shows that student success has not been measured quantitatively, but rather on understanding and application in everyday life. However, students are satisfied with the existing learning services.

Recommendations include legalizing institutions, formulating learning objectives and missions, routine teacher training, and improving facilities and teaching materials. More measurable learning assessments are also recommended to evaluate student development more objectively. This study is expected to be a reference for further researchers to improve program deficiencies and the effectiveness and quality of learning at TPA.

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