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THE EFFECT OF THE CONTEXT, INPUT, PROCESS, AND PRODUCT EVALUATION MODEL AND LEARNING MOTIVATION ON STUDENTS' LEARNING OUTCOMES

Middal Maliki Gani, Khairuddin Lubis, Abdul Azis
Universitas Alwashliyah Medan
Email. middalmaliki714@gmail.com, khairuddinlbs82@gmail.com, ayahtsaqibfaqih@gmail.com

Abstrak

Penelitian ini bertujuan menganalisis hubungan kualitas pelaksanaan program tahfidz berdasarkan dimensi *Context, Input, Process,* dan *Product* (CIPP) serta motivasi belajar dengan hasil belajar santri Pesantren Tahfidzul Qur'an Hijir Ismail. Penelitian menggunakan pendekatan kuantitatif dengan desain asosiatif *ex post facto*. Seluruh 21 santri dijadikan responden melalui teknik *total sampling*. Data dikumpulkan menggunakan angket, observasi, dan dokumentasi nilai tahfidz, kemudian dianalisis melalui statistik deskriptif, korelasi Pearson, dan regresi linear berganda berbantuan SPSS. Hasil menunjukkan kualitas pelaksanaan program berada pada kategori baik (74,11%), motivasi belajar kategori tinggi (72,14%), dan rata-rata hasil belajar mencapai 73,62. Kualitas program berhubungan positif dan signifikan dengan hasil belajar ($r = 0{,}881$; $\beta = 0{,}655$; $p < 0{,}001$), demikian pula motivasi belajar ($r = 0{,}770$; $\beta = 0{,}391$; $p = 0{,}001$). Secara simultan, kedua variabel menjelaskan 87,8% variasi hasil belajar ($R^2 = 0{,}878$; $F = 64{,}863$; $p < 0{,}001$). Kebaruan penelitian terletak pada pengujian hubungan kedua faktor secara simultan. Temuan ini menegaskan pentingnya evaluasi program yang menyeluruh dan penguatan motivasi melalui pembinaan, umpan balik, serta muraja'ah terstruktur. Namun, desain observasional dan jumlah responden yang terbatas tidak memungkinkan penarikan kesimpulan kausal maupun generalisasi yang luas.

Kata kunci: Evaluasi CIPP, Motivasi Belajar, Hasil Belajar, Tahfidz Al-Qur'an

Abstract

This study aims to analyze the relationships between the quality of Qur'an memorization program implementation based on the Context, Input, Process, and Product (CIPP) dimensions, learning motivation, and students' learning outcomes at Pesantren Tahfidzul Qur'an Hijir Ismail. A quantitative approach with an associative ex post facto design was employed. All 21 students participated through total sampling. Data were collected using questionnaires, observations, and documented memorization assessment scores, and analyzed through descriptive statistics, Pearson correlation, and multiple linear regression using SPSS. The findings revealed that program implementation quality was good (74.11%), learning motivation was high (72.14%), and the mean learning outcome score was 73.62. Program quality was positively and significantly associated with learning outcomes ($r = 0.881$; $\beta = 0.655$; $p < 0.001$), as was learning motivation ($r = 0.770$; $\beta = 0.391$; $p = 0.001$). Simultaneously, both variables explained 87.8% of the variance in learning outcomes ($R^2 = 0.878$; $F = 64.863$; $p < 0.001$). The study's novelty lies in examining both factors simultaneously. These findings highlight the importance of comprehensive program evaluation, motivational support, instructional feedback, and structured memorization review. However, the observational design and limited sample size restrict causal inference and broader generalizability.

Keywords: CIPP Evaluation, Motivation to Learn, Learning Outcomes, Tahfiz Qur'an

INTRODUCTION

Islamic education emphasizes the acquisition of knowledge, character development, the cultivation of religious practices, and lifelong learning. One important educational practice is Qur'an memorization (tahfidz), which involves memorizing, preserving, and internalizing Qur'anic values. Its religious foundations are reflected in Surah Al-Hijr [15]: 9, which emphasizes the preservation of the Qur'an; Surah Al-'Alaq [96]: 1–5, which highlights the importance of learning; and Surah Fatir [35]: 29–30, which describes the virtues of reciting the Book of Allah. Furthermore, a hadith narrated by Muslim (No. 804a) emphasizes the virtues of Qur'anic recitation. These religious principles need to be translated into systematically planned and measurable Qur'an memorization instruction.

The success of a Qur'an memorization program cannot be determined solely by the number of juz memorized and recited. Memorization quality also depends on the accuracy of tajwid and makharijul huruf (articulation points of Arabic letters), recitation fluency, memorization retention, consistency in muraja'ah (memorization review), and learning habits. Research on learning and memory demonstrates that spaced repetition enhances long-term retention more effectively than repetitions concentrated within a single learning session (Cepeda et al., 2006). Experimental research conducted by Karpicke and Roediger (2008) further emphasizes the importance of retrieval practice in maintaining learning outcomes. These findings support the need to balance the acquisition of new memorization material (ziyadah), regular review (muraja'ah), and recitation assessment while considering the distinctive characteristics of Qur'anic instruction.

Qur'an memorization programs may encounter discrepancies between memorization targets and the actual quality of students' memorization. Differences in students' initial abilities, mastery of tajwid, instructor capacity, the regularity of halaqah (small-group learning sessions), and the availability of educational facilities may influence learning achievement. Harto and Abdurrahmansyah (2011) identify class size, learning atmosphere, and educational resources as important elements of instructional quality. Therefore, Qur'an memorization achievement standards should incorporate procedures for identifying students' learning needs, providing feedback, monitoring recitation errors, and implementing systematic muraja'ah. Without these mechanisms, assessment practices may become limited to recording the quantity of memorization submissions rather than evaluating the quality and sustainability of memorization.

In addition to institutional factors, learning motivation represents an important psychological dimension that warrants consideration. Students are expected to demonstrate perseverance in reviewing memorized passages, managing their study time, maintaining concentration, and overcoming learning fatigue. Ryan and Deci (2020) explain that autonomous motivation develops when psychological needs for competence, autonomy, and relatedness are adequately supported. Ramli and Salim (2020) identified a positive and statistically significant relationship between motivation and Qur'an memorization achievement among 254 students from four tahfiz schools in Pahang, Malaysia. These findings highlight the importance of examining learning motivation alongside program implementation quality rather than attributing memorization achievement exclusively to students' cognitive memory abilities.

Program evaluation is necessary to determine whether educational objectives, available resources, instructional processes, and learning outcomes are mutually supportive. Arikunto and Jabar (2009, 2014) emphasize that evaluation provides information regarding program implementation and serves as a foundation for follow-up decisions. Similarly, Hasan (2021) positions curriculum evaluation as an essential activity for assessing and making informed judgments about educational program implementation. Within the Indonesian regulatory framework, educational quality assurance is currently governed by Government Regulation No. 57 of 2021, as amended by Government Regulation No. 4 of 2022, which replaced previous regulations, including Government Regulation No. 32 of 2013, formerly used as a reference for curriculum evaluation. Accordingly, educational evaluation should not be reduced to the assessment of final learning scores alone.

One relevant evaluation framework is the CIPP model (Context, Input, Process, and Product). Stufflebeam and Zhang (2017) explain that context evaluation examines needs and objectives, input evaluation assesses strategies and resources, process evaluation monitors program implementation, and product evaluation investigates both intended and unintended outcomes. Within Qur'an memorization programs, these four dimensions can be employed to assess the alignment of memorization targets, instructors' competencies, the design of muraja'ah activities, the quality of instructional guidance, and the achievement of learning outcomes. This framework enables educational administrators to identify areas requiring improvement and formulate more targeted program development strategies.

Previous studies support the application of the CIPP model in Qur'an memorization education. Muyasaroh and Sutrisno (2014) developed a CIPP-based evaluation instrument and identified discrepancies in educational facilities, teacher performance, and student motivation across three Islamic boarding schools. Ikhsan et al. (2023) reported alignment between program objectives and implementation outcomes in the Tahfidz Excellent program at Pondok Pesantren Al-Irsyad Bulaan Kamba. Meanwhile, Najah (2024) demonstrated that the Qur'an memorization program at Pesantren Muhammadiyah Al Fattah Malang continued to experience discrepancies between memorization targets and actual achievements, along with the need for improvements in program inputs. Collectively, these findings demonstrate the value of multidimensional program evaluation while highlighting variations in implementation quality across educational institutions.

Nevertheless, previous studies have predominantly employed CIPP as a framework for evaluating educational programs, whereas learning motivation has frequently been investigated separately as a factor associated with memorization achievement. Limited attention has been given to examining how program implementation quality, assessed through the CIPP dimensions, and learning motivation are jointly associated with students' learning outcomes, particularly within the context of Pesantren Tahfidzul Qur'an Hijir Ismail. This gap provides the rationale for the present study, while maintaining a conceptual distinction between the CIPP model as an evaluation framework and program implementation quality as a measurable educational condition. The theoretical urgency of this study lies in the need to strengthen the empirical understanding of how institutional program quality and individual learning motivation jointly relate to educational achievement within Islamic boarding schools. By integrating the CIPP evaluation dimensions with

learning motivation in a quantitative associative framework, the study seeks to extend the application of educational evaluation theory beyond descriptive program assessment and provide empirical evidence regarding the relative and simultaneous statistical contributions of institutional and psychological factors to Qur'an memorization outcomes.

Pesantren Tahfidzul Qur'an Hijir Ismail, located on Jalan Garu III, Medan Amplas, Indonesia, is an Islamic boarding school that places Qur'an memorization at the center of its educational development program. Preliminary information regarding instructional practices was obtained through communication with a representative of the institution (M. Yusuf, personal communication, December 19, 2025). However, this preliminary information remains insufficient to establish the extent to which memorization targets have been achieved, muraja'ah activities have been implemented consistently, instructional resources are adequate, or learning motivation is associated with academic performance. Therefore, an empirical investigation is required to assess the dimensions of context, input, process, and product, together with students' learning motivation, using systematically collected and verifiable data. The practical urgency of this study arises from the need for evidence-based information that enables pesantren administrators and tahfidz instructors to identify weaknesses in program planning, resource allocation, instructional implementation, and learning assessment. Without systematic empirical evidence, decisions concerning memorization targets, muraja'ah schedules, instructional supervision, and motivational support may rely primarily on routine practices rather than measurable educational needs. Consequently, the findings are expected to provide an empirical basis for prioritizing program improvements, strengthening student mentoring, and developing more accountable and sustainable Qur'an memorization management practices.

Based on these considerations, the present study aims to analyze the relationship between the quality of Qur'an memorization program implementation, as assessed through the CIPP dimensions, and students' learning outcomes; examine the relationship between learning motivation and learning outcomes; and determine the simultaneous statistical contribution of both variables at Pesantren Tahfidzul Qur'an Hijir Ismail. Learning outcomes are operationally defined using documented Qur'an memorization assessment scores maintained by the institution. This study is expected to contribute to the development of educational program evaluation in Islamic education while providing practical recommendations for improving instructional management, student mentoring, and the assessment of sustainable Qur'an memorization achievement.

METHOD

This study employed a quantitative approach with an associative research design and an ex post facto methodology. This design was used to examine the relationships between the quality of the Qur'an memorization program implementation, as assessed through the Context, Input, Process, and Product (CIPP) dimensions, learning motivation, and students' learning outcomes without introducing any experimental intervention. The research was conducted from

September 2025 to February 2026 at Pesantren Tahfidzul Qur'an Hijir Ismail, located on Jalan Garu III, Medan Amplas District, Medan City, North Sumatra, Indonesia.

The study population comprised all 21 students enrolled in the Qur'an memorization program, consisting of eight students at the Islamic junior secondary level (Tsanawiyah) and 13 students at the Islamic senior secondary level (Aliyah). All members of the population were included as research respondents using a total sampling technique. The independent variables consisted of program implementation quality based on the CIPP dimensions (X_1) and students' learning motivation (X_2), while the dependent variable was students' Qur'an memorization learning outcomes (Y). The context dimension examined the alignment between program objectives and educational needs; input assessed instructor readiness, curriculum design, and learning facilities; process evaluated instructional implementation, memorization submissions, muraja'ah (memorization review), and feedback; and product assessed the achievement of program objectives and follow-up evaluation activities. The measurement of the product dimension was distinguished from individual learning outcome scores to prevent overlap between the independent and dependent variables. Learning motivation encompassed students' interest, perseverance, discipline, and intrinsic and extrinsic motivational factors.

Data were collected through questionnaires, observation, and documentation. The structured questionnaires employed a four-point Likert scale ranging from strongly disagree to strongly agree, with reverse scoring applied to negatively worded statements. The questionnaires were used to measure students' perceptions of program implementation quality and their learning motivation. Observations were conducted to examine Qur'an memorization instructional activities, learning facilities, instructor–student interactions, and muraja'ah practices. Documentation was used to obtain Qur'an memorization assessment scores, institutional profiles, activity schedules, and records of memorization progress. Students' learning outcomes were measured using assessment scores documented in the institution's official records.

Data analysis was performed using SPSS statistical software. The initial stage involved data completeness checks, coding, tabulation, and descriptive statistical analysis, including means, standard deviations, minimum values, and maximum values. Questionnaire quality was assessed through item validity testing and reliability analysis using Cronbach's alpha, with a minimum acceptable coefficient of 0.70. Before conducting multiple linear regression, the assumptions of residual normality, multicollinearity, and heteroscedasticity were examined. Residual normality was assessed using the Shapiro–Wilk test, multicollinearity was evaluated through tolerance values and the variance inflation factor (VIF), and heteroscedasticity was also examined. Hypothesis testing employed t-tests to assess partial relationships, an F-test to evaluate the simultaneous association of the independent variables with learning outcomes, and the coefficient of determination (R^2) to determine the proportion of explained variance, using a significance level of 0.05. Given the observational research design and relatively small sample size, the findings were interpreted as statistical associations rather than evidence of causal relationships.

RESULTS AND DISCUSSIONS

Research Results

This study involved 21 students from Pesantren Tahfidzul Qur'an Hijir Ismail, comprising eight students at the Islamic junior secondary level (*Tsanawiyah*) and 13 students at the Islamic senior secondary level (*Aliyah*). The analysis aimed to examine the relationships between the quality of the Qur'an memorization program implementation, assessed through the *Context, Input, Process, and Product* (CIPP) dimensions, learning motivation, and students' learning outcomes. Data on program implementation quality and learning motivation were collected using structured questionnaires, while learning outcomes were obtained from documented Qur'an memorization assessment scores. The analysis included descriptive statistics, instrument validity and reliability assessments, regression assumption tests, correlation analysis, and multiple linear regression.

The descriptive analysis revealed variations in program implementation quality, learning motivation, and learning outcomes among students. The CIPP score had a mean of 59.29 out of a maximum possible score of 80, equivalent to 74.11%, and was classified as good. Learning motivation had a mean score of 43.29 out of a maximum possible score of 60, representing 72.14%, and was categorized as high. Meanwhile, the mean learning outcome score was 73.62 on a scale ranging from 0 to 100. A summary of the descriptive statistics for the three variables is presented in Table 1.

Table 1. Descriptive Statistics of Research Variables

Statistic	**CIPP (X_1)**	**Motivation (X_2)**	**Learning Outcomes (Y)**
Number of respondents	21	21	21
Minimum score	40	31	52
Maximum score	76	55	93
Mean	59.29	43.29	73.62
Standard deviation	9.95	7.79	9.59
Percentage of ideal score	74.11%	72.14%	—
Overall category	Good	High	Good

Source: Research data reanalyzed, 2026.

As presented in Table 1, students' assessments of program implementation quality were generally favorable, with 11 respondents (52.38%) falling into the good category, seven respondents (33.33%) into the very good category, and three respondents (14.29%) into the moderately good category. Regarding learning motivation, 10 students (47.62%) demonstrated high motivation, seven students (33.33%) exhibited very high motivation, and four students (19.05%) were classified as having moderate motivation. In terms of learning outcomes, 14 students (66.67%) achieved scores in the good category, five students (23.81%) in the very good category, and two students (9.52%) in the moderate category. These distributions indicate that most students perceived the program implementation positively and demonstrated relatively high learning motivation, although learning achievements were not evenly distributed.

The quality of the research instruments was examined using Pearson correlation-based validity testing and Cronbach's alpha reliability analysis. Based on the reported test results, the correlation coefficients for all 20 CIPP instrument items ranged from 0.550 to 0.812, while those for the 15 learning motivation items ranged from 0.607 to 0.847. All coefficients exceeded the critical correlation value of 0.433 at the 0.05 significance level. The reliability analysis produced Cronbach's alpha coefficients of 0.947 for the CIPP instrument and 0.926 for the learning motivation instrument. Both coefficients exceeded the recommended threshold of 0.70, indicating high internal consistency. Before hypothesis testing, the assumptions underlying multiple linear regression were examined. The Shapiro–Wilk normality test of the residuals yielded a statistic of 0.961 with a significance value of 0.542, indicating no statistically significant deviation from normality. The multicollinearity assessment produced a tolerance value of 0.666 and a variance inflation factor (VIF) of 1.502 for both independent variables. Furthermore, the Breusch–Pagan test yielded an LM statistic of 0.375 with a significance value of 0.829. Based on the criteria applied, these findings indicated no substantial evidence of multicollinearity or heteroscedasticity.

Pearson correlation analysis was subsequently conducted to determine the direction and strength of the relationships among the research variables. The results are presented in Table 2.

Table 2. Pearson Correlation Analysis Among Variables

Variable Relationship	**Correlation Coefficient (r)**	**Significance**
CIPP and learning outcomes	0.881	$p < 0.001$
Motivation and learning outcomes	0.770	$p < 0.001$
CIPP and motivation	0.578	$p = 0.006$

Source: Research data reanalyzed, 2026.

As shown in Table 2, program implementation quality, as assessed through the CIPP dimensions, exhibited a very strong positive relationship with learning outcomes ($r = 0.881$, $p < 0.001$). Learning motivation also demonstrated a strong positive relationship with learning outcomes ($r = 0.770$, $p < 0.001$). Meanwhile, the relationship between CIPP and learning motivation was moderately positive ($r = 0.578$, $p = 0.006$). All correlations were statistically significant at the 5% significance level. The analysis was extended using multiple linear regression to determine the contribution of each independent variable when examined simultaneously. The regression coefficients are presented in Table 3.

Table 3. Multiple Linear Regression Results

Variable	**B**	**Std. Error**	**Beta**	**t**	**Sig.**
Constant	15.363	5.182	—	2.965	0.008
CIPP (X_1)	0.631	0.097	0.655	6.496	< 0.001
Motivation (X_2)	0.481	0.124	0.391	3.880	0.001

Source: Research data reanalyzed, 2026.

Based on Table 3, the multiple linear regression equation was formulated as follows:

$$Y = 15.363 + 0.631X_1 + 0.481X_2$$

The CIPP regression coefficient of 0.631 indicates that a one-point increase in the program implementation quality score was associated with a predicted increase of 0.631 points in learning outcomes, holding learning motivation constant. Similarly, the motivation coefficient of 0.481 indicates that a one-point increase in learning motivation was associated with a predicted increase of 0.481 points in learning outcomes, holding the CIPP score constant. Both regression coefficients were positive and statistically significant. The standardized beta coefficient for CIPP (0.655) was higher than that for learning motivation (0.391), indicating that CIPP had a stronger relative contribution within the regression model.

The partial hypothesis tests produced a t-value of 6.496 ($p < 0.001$) for CIPP and a t-value of 3.880 ($p = 0.001$) for learning motivation. These results demonstrate that both variables had statistically significant partial associations with learning outcomes. Furthermore, the simultaneous regression test yielded $F(2, 18) = 64.863$, $p < 0.001$. A summary of the model's explanatory power is presented in Table 4.

Table 4. Regression Model Summary

Indicator	Value
R	0.937
R Square	0.878
Adjusted R Square	0.865
Standard Error of the Estimate	3.528
F-statistic	64.863
Model significance	< 0.001

Source: Research data reanalyzed, 2026

As presented in Table 4, the coefficient of determination (R^2) of 0.878 indicates that the combined variables of program implementation quality based on the CIPP dimensions and learning motivation statistically explained 87.8% of the variation in students' learning outcomes within the research sample. The remaining 12.2% represented variation not explained by the two predictors included in the model. The adjusted R^2 value of 0.865 indicates that, after accounting for the number of predictors and sample size, the model explained approximately 86.5% of the variance in learning outcomes. Accordingly, all three research hypotheses received statistical support, including the relationship between CIPP and learning outcomes, the relationship between learning motivation and learning outcomes, and their simultaneous association with students' learning outcomes.

Research Discussion

The findings indicate that the quality of Qur'an memorization program implementation, as assessed through the CIPP dimensions, was positively and significantly associated with students' learning outcomes. The correlation coefficient of 0.881 and regression coefficient of 0.631 demonstrate that students who reported higher assessments of program implementation quality tended to achieve better learning outcomes. These findings support the perspective that successful Qur'an memorization learning should be understood through the interconnected contributions of

program planning, resource readiness, instructional implementation, and achievement evaluation. From an educational evaluation perspective, the CIPP model provides a framework for identifying the alignment of program needs, the adequacy of inputs, the quality of processes, and the achievement of intended outcomes as a basis for informed decision-making (Wirawan, 2012; Stufflebeam & Zhang, 2017).

These findings are consistent with the research conducted by Muyasaroh and Sutrisno (2014), who developed a CIPP-based evaluation instrument for Qur'an memorization instruction and identified discrepancies in learning facilities, teacher performance, and student motivation across three Islamic boarding schools. Both studies conceptualize the quality of Qur'an memorization programs as a multidimensional issue. However, Muyasaroh and Sutrisno focused on instrument development and validation, whereas the present study examined the statistical relationship between program quality scores and students' learning outcomes using multiple linear regression. Consequently, the present study extends the application of CIPP from a program evaluation framework to an analysis of the relationship between implementation quality and individual learning achievement.

The findings can also be compared with those of Ikhsan et al. (2023), who reported that the Tahfidz Excellent program at Pondok Pesantren Al-Irsyad Bulaan Kamba demonstrated alignment between program objectives and students' needs. Their study found that 88% of students successfully achieved the target of memorizing two *juz* during the first semester, while 85% expressed optimism about meeting their annual memorization targets. In contrast, Najah (2024), in a study conducted at Pesantren Tahfidz Muhammadiyah Al Fattah Malang, identified discrepancies between memorization targets and actual achievements, although several aspects of program implementation were functioning effectively. These contrasting findings suggest that favorable contextual and process conditions do not necessarily guarantee the achievement of intended program outcomes. Therefore, the positive relationship identified at Hijir Ismail should be interpreted as an empirical association rather than evidence that the application of the CIPP framework inherently improves memorization performance.

From a pedagogical perspective, this relationship can be explained by the importance of instructional management and feedback. Wisniewski et al. (2020), through a meta-analysis of 435 studies involving more than 61,000 participants, found that instructional feedback generally benefits learning outcomes, although its effectiveness varies according to the content and characteristics of the feedback provided. In Qur'an memorization instruction, these findings are relevant to understanding the importance of providing specific corrections regarding the articulation points of Arabic letters (*makharijul huruf*), the accuracy of *tajwid*, and the identification of memorization errors. However, the present study did not independently examine the effectiveness of these instructional strategies. Therefore, improvements in supervision and feedback should be regarded as pedagogical implications supported by the literature rather than outcomes directly established through separate assessments of the CIPP process components.

In addition to program implementation quality, learning motivation demonstrated a positive and statistically significant relationship with students' learning outcomes. The correlation coefficient

of 0.770 and regression coefficient of 0.481 indicate that students with higher motivation tended to achieve better Qur'an memorization outcomes. Motivation in Qur'an memorization learning is associated with students' willingness to maintain consistent study routines, review previously memorized passages, manage difficulties, and sustain commitment to learning targets. Drawing on *self-determination theory*, Ryan and Deci (2020) explain that sustained learning motivation is associated with the fulfillment of psychological needs for autonomy, competence, and relatedness. Within the Islamic boarding school environment, these needs can be supported through realistic memorization targets, progressive experiences of achievement, and positive mentoring relationships.

This finding is consistent with Ramli and Salim (2020), who identified a positive and statistically significant correlation between motivation and Qur'an memorization achievement among 254 students from four tahfiz schools in Pahang, Malaysia. Their study reported a correlation coefficient of 0.291, whereas the present study at Hijir Ismail produced a considerably higher coefficient of 0.770. Although both studies demonstrated relationships in the same direction, the strength of the associations differed. This variation may be related to students' characteristics, differences in learning environments, measurement instruments, and sample sizes. Therefore, the present findings strengthen the evidence regarding the relevance of motivation in Qur'an memorization learning but do not establish that motivation is more strongly associated with learning outcomes across all Islamic boarding schools than in other tahfiz institutions.

Further theoretical explanations can be drawn from Richardson et al. (2012), whose systematic review and meta-analysis identified academic self-efficacy, achievement goals, and effort regulation as psychological factors associated with academic performance. Similarly, Dent and Koenka (2016) identified a positive relationship between *self-regulated learning* and academic achievement among primary and secondary school students, although the average strength of these correlations was relatively small and varied according to the types of learning strategies and measurement characteristics. These findings suggest that motivation should be translated into observable learning behaviors, including time management, consistent practice, progress monitoring, and strategy adjustment when difficulties arise. Accordingly, high motivation should not be regarded as a guarantee of successful memorization without the support of effective learning strategies.

Within the context of Qur'an memorization, an important implication concerns the need to distinguish between acquiring new memorization material and retaining previously memorized passages. Dunlosky et al. (2013), through a review of various learning techniques, concluded that *practice testing* and *distributed practice* have strong empirical support for improving learning. Similarly, Pan and Rickard (2018), in a meta-analysis involving 122 experiments, demonstrated the benefits of retrieval practice for learning transfer under specific conditions. These findings provide a cognitive psychology foundation for strengthening scheduled *muraja'ah* (memorization review) and *tasmi'* (oral recitation of memorized passages) as activities that facilitate retrieval of previously learned material. Nevertheless, the effectiveness of these strategies in Qur'an recitation must also consider the specific requirements of *tajwid*, accurate pronunciation, and direct guidance from qualified instructors.

Another noteworthy finding concerns the simultaneous contribution of the two independent variables to students' learning outcomes. The F-statistic of 64.863 ($p < 0.001$) indicates that the regression model incorporating CIPP and learning motivation had statistically significant explanatory power. The R^2 value of 0.878 shows that 87.8% of the variation in learning outcomes within the research sample was associated with the combined predictors. Conceptually, these results highlight the importance of considering institutional support and students' psychological characteristics simultaneously. A program characterized by clear objectives, competent instructors, structured schedules, and systematic evaluation provides supportive learning conditions, while motivation encourages students to sustain their engagement and effort in utilizing available learning opportunities. However, this study did not examine interaction effects or mediation mechanisms between the two variables; therefore, it cannot establish that they reinforce each other causally.

The novelty of this study lies in incorporating program implementation quality scores derived from the CIPP dimensions and learning motivation as statistical predictors of students' learning outcomes within a single quantitative model. Previous studies by Muyasaroh and Sutrisno (2014), Ikhsan et al. (2023), and Najah (2024) primarily focused on instrument development or the evaluation of program implementation effectiveness, whereas Ramli and Salim (2020) emphasized the relationship between motivation and memorization achievement. The present study integrates these two research areas by demonstrating that program quality and motivation each remained significantly associated with learning outcomes when analyzed simultaneously. This contribution is contextually situated within Pesantren Tahfidzul Qur'an Hijir Ismail and provides a foundation for subsequent investigations involving larger institutional populations.

Nevertheless, the relatively high coefficient of determination should be interpreted cautiously because the study involved only 21 students from a single institution and employed an *ex post facto* research design. The limited sample size may produce estimates that are sensitive to respondent characteristics, while the observational design does not permit the establishment of causal relationships. Furthermore, the *product* indicators within the CIPP instrument must be verified to ensure that they do not incorporate the same learning outcome scores used as the dependent variable, as such overlap could artificially inflate the observed statistical relationships. Future research could examine the CIPP dimensions separately, involve multiple Islamic boarding schools, and employ repeated measurements of learning outcomes to assess memorization retention over time.

Based on the overall findings, the development of Qur'an memorization programs should emphasize the integrated strengthening of institutional evaluation and motivational support. Islamic boarding schools should establish achievement standards that encompass memorization targets, recitation fluency, tajwid accuracy, and consistency in *muraja'ah*; assess students' initial abilities; strengthen instructional supervision; and provide structured feedback and individualized guidance. At the same time, motivational development should cultivate students' awareness that memorizing the Qur'an constitutes both a learning process and an act of worship requiring sustained perseverance. Through this integrated approach, CIPP evaluation can serve not merely as an administrative assessment instrument but also as a foundation for program improvement oriented toward instructional quality and the long-term retention of students' Qur'an memorization.

CONCLUSIONS

This study examined the relationships between Qur'an memorization program implementation quality, assessed through the Context, Input, Process, and Product (CIPP) dimensions, learning motivation, and learning outcomes among 21 students at Pesantren Tahfidzul Qur'an Hijir Ismail. The findings showed that program implementation quality was rated good (74.11%), learning motivation was high (72.14%), and the mean learning outcome score was 73.62. Both predictors were positively and significantly associated with learning outcomes. Program implementation quality demonstrated a stronger standardized association ($\beta = 0.655$, $p < 0.001$) than learning motivation ($\beta = 0.391$, $p = 0.001$). Together, the two variables explained 87.8% of the observed variance in learning outcomes ($R^2 = 0.878$; $F(2, 18) = 64.863$, $p < 0.001$). These findings suggest that effective Qur'an memorization education requires attention to institutional program quality alongside students' motivational development. Accordingly, pesantren administrators should strengthen instructional planning, teacher guidance, structured muraja'ah, feedback, and evaluation while promoting sustained learner engagement. Nevertheless, the small sample, single-institution setting, and ex post facto design limit generalizability and preclude causal conclusions. Future studies should include larger, multi-institution samples and examine individual CIPP dimensions and long-term memorization retention. Separation of program product indicators from individual achievement scores is also essential for valid interpretation.

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