



EVALUATION OF THE TAHSIN, TAHFIDZ, AND TILAWATIL QUR'AN (PT3Q) PROGRAM USING THE COUNTENANCE STAKE MODEL AT THE AL-GAZALI BULUKUMBA ISLAMIC COLLEGE (STAI)

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ABSTRACT

This study evaluates the Tahsin, Tahfidz, and Tilawatil Qur'an (PT3Q) program at Al-Gazali Islamic College (STAI) Bulukumba using the Countenance Stake evaluation model. This model was chosen for its ability to provide a comprehensive analysis of the program by examining three key aspects: antecedents (input/context), transactions (process), and outcomes (results). Through this approach, the study identifies the factors supporting the program, its implementation processes, and the outcomes achieved. The findings indicate that the PT3Q program at STAI Al-Gazali Bulukumba has a strong foundation in terms of antecedents, including policy support, qualified instructors, and adequate facilities and infrastructure. However, challenges were identified in the transaction phase, particularly in managing learning time and assessing learning outcomes, which were found to be suboptimal. Despite these challenges, the program has produced positive outcomes, particularly in enhancing students' abilities to read, memorize, and recite the Qur'an. To further improve the program's effectiveness, the study recommends enhancing teaching materials and methods, ensuring instructional approaches align with students' needs, and incorporating interactive learning techniques. Additionally, improving instructors' competencies in evaluation and providing rewards and incentives for students who achieve memorization targets or demonstrate significant progress are suggested to foster motivation and learning outcomes.

Keywords: Qur'anic education; Countenance Stake Model

1. INTRODUCTION

Amid rapid social changes that give rise to moral and ethical conflicts, the Qur'an serves as a fundamental guide in addressing contemporary challenges such as materialism, hedonism, and individualism, as well as ethical concerns like injustice, extremism, and radicalism, which significantly impact modern society (Ramadan, 2010). The Qur'an contains timeless moral and ethical principles that remain relevant to contemporary life (Kamali, 2015). As the primary source of Islamic law, engaging with the Qur'an through reading and study is considered highly meritorious (Munawwar, 2015). In today's fast-paced world, where individuals are often preoccupied with various distractions, many experience spiritual emptiness. The Qur'an offers inner peace and a deeper connection with the Creator, helping to alleviate anxiety, depression, and other psychological concerns (Nasr, 2015). It serves as a source of enlightenment and guidance, equipping individuals with the wisdom to navigate global challenges such as social change, intercultural conflicts, and global poverty (Neuwirth, 2008). Thus, studying the Qur'an is not merely a religious practice but a necessity for addressing contemporary issues with wisdom and integrity (Haleem, 2011).

The Tahsin, Tahfidz, and Tilawatil Qur'an (PT3Q) Program at STAI Al-Gazali Bulukumba is a flagship initiative designed to enhance students' proficiency in Qur'anic recitation, memorization, and understanding. Beyond technical skills, the program fosters moral and character development, instilling values such as honesty, patience, and sincerity, while strengthening students' spiritual connection with Allah. Additionally, it promotes ethical conduct and social responsibility, preparing students to be morally upright individuals who contribute positively to society. To ensure the effectiveness of the PT3Q program, periodic evaluations are essential. These assessments help determine whether the program's objectives are being met and measure students' progress in tahsin, memorization, and Qur'anic recitation (Sutisna, 2023). Therefore, implementing a rigorous and appropriate evaluation model is crucial in obtaining accurate and comprehensive insights into the program's overall success.

Evaluation is a systematic process of collecting and analyzing information to assess the effectiveness and efficiency of a program, serving as a critical foundation for decision-making, policy formulation, and the design of future initiatives (Khaerudin, 2022). This process is essential to ensure that a program achieves its intended objectives and delivers maximum benefits to its target audience (Rafida, 2017). According to Michael Scriven, evaluation is defined as "a systematic process to determine the value, quality, or worth of a program, activity, or object using established standards or criteria" (Scriven, 1991). Scriven introduced two primary evaluation models: formative evaluation, which focuses on improving a program during its implementation, and summative evaluation, which assesses the overall effectiveness of a program after its completion. Meanwhile, Robert E. Stake conceptualizes evaluation as "a process for understanding, explaining, and improving activities or programs through an in-depth understanding of their context and the perspectives of stakeholders" (Stake, 1995). Stake is particularly known for developing the Countenance Model of evaluation, which emphasizes the importance of examining the antecedents, transactions, and outcomes of a program. Additionally, Daniel Stufflebeam defines evaluation as "a systematic process for assessing and understanding the value, effectiveness, and success of a program, activity, or policy using

appropriate methods and techniques" (Stufflebeam & Shinkfield, 2007). Stufflebeam's CIPP model (Context, Input, Process, Product) is widely recognized for its comprehensive approach to evaluating programs across various stages of implementation.

The evaluation of the Tahsin, Tahfidz, and Tilawatil Quran (PT3Q) program at Sekolah Tinggi Agama Islam (STAI) Al-Gazali Bulukumba will employ Robert E. Stake's Countenance Evaluation Model. This model is a systematic and holistic approach to assessing the various dimensions of a program, focusing on three key components: antecedents, transactions, and outcomes. Antecedents refer to the conditions and factors that exist prior to the program's implementation, such as the readiness of participants, available resources, and the program's objectives. Transactions encompass the processes and interactions that occur during the program, including teaching methods, participant engagement, and the overall implementation strategy. Outcomes, the final component, pertain to the results and impacts of the program, such as changes in participants' knowledge, skills, and behaviors. By examining these three components, the Countenance Model provides a comprehensive framework for evaluating the effectiveness of the PT3Q program, ensuring that all aspects of the program are thoroughly assessed.

The Countenance Stake model has been selected for this study due to its holistic and in-depth approach to program evaluation. As Popham (1993) notes, the model's strength lies in its ability to gather comprehensive descriptive data, enabling evaluators to gain a nuanced understanding of the program's context, processes, and results. Similarly, Sudjana and Ibrahim (2012) highlight that "the Countenance Stake evaluation model is considered comprehensive and in-depth because it covers all aspects of program evaluation, from antecedents, transactions, to outcomes." This model's emphasis on examining the entire lifecycle of a program—from its initial conditions to its final results—ensures that the evaluation captures both the strengths and weaknesses of the program, providing a solid basis for informed decision-making and continuous improvement.

To ensure the accuracy and reliability of the evaluation findings, the evaluator conducted a review of previous studies that evaluated similar programs using various evaluation models. One such study is the research by Fitra (2023), which utilized the CIPP evaluation model to assess the effectiveness of the Tahsin Tahfidzul Qur'an (T2Q) program at YPIT Alkautsar Duri. Another relevant study is Shadiqli's (2018) evaluation of the Tahfidz Al-Qur'an program at Universitas Residence Putri Muhammadiyah Yogyakarta, which employed the Goal-Oriented Model. Additionally, Salman's (2023) research applied the Countenance Stake Model to evaluate the Tahfiz Al-Qur'an program at Madrasah Nahdatul Tawalib Tompong Bantaeng. These studies provide valuable insights into the methodologies and outcomes of evaluating Quranic education programs, highlighting the strengths and limitations of different evaluation models. By drawing on these previous studies, this research aims to build on existing knowledge and contribute to the development of more effective evaluation practices for Quranic education programs.

The findings from these studies underscore the importance of program evaluation in enhancing the quality and impact of educational initiatives. They also demonstrate the versatility of evaluation models such as the CIPP Model, Countenance Model, and Goal-Oriented Model in addressing diverse program objectives and contexts. These models not only support decision-

making by providing evidence-based insights but also promote continuous improvement in program delivery. By identifying areas of success and opportunities for enhancement, program evaluations contribute to the overall effectiveness of educational initiatives, ensuring that they meet the needs of their target audiences and achieve their intended outcomes.

This study evaluates the PT3Q program at STAI Al-Gazali Bulukumba using the Countenance Stake Model, with the aim of providing a comprehensive assessment of the program's effectiveness. The research is expected to yield valuable insights into the program's strengths and areas for improvement, offering actionable recommendations for enhancing its design and implementation. The results of this study are intended to serve as a reference for STAI Al-Gazali Bulukumba and other Islamic educational institutions seeking to develop and refine their PT3Q programs. By adopting a systematic and evidence-based approach to evaluation, this research contributes to the broader goal of improving the quality and impact of Quranic education, ultimately fostering the holistic development of students in alignment with Islamic values and principles.

2. METHODS

This research employed the Countenance Stake evaluation model to assess the effectiveness of the Tahsin, Tahfidz, and Tilawatil Quran (PT3Q) program at STAI Al-Gazali Bulukumba. The study was conducted from May to July 2024 and utilized a systematic approach to evaluate the program through description matrices and judgment matrices. These matrices were structured around the three core components of the Countenance Stake model: antecedents (initial conditions), transactions (processes), and outcomes (results) (Stake, 1967). By examining these components, the research aimed to provide a comprehensive understanding of the program's implementation, effectiveness, and overall impact.

The data sources for this study included three instructors and 25 students from STAI Al-Gazali Bulukumba, representing key stakeholders in the PT3Q program. Data collection was carried out using a multi-method approach, including observations, interviews, and documentation. To ensure the reliability and validity of the findings, the collected data underwent a process of triangulation, which involved cross-verifying information from different sources and methods. This approach strengthened the credibility of the research outcomes by minimizing biases and ensuring consistency in the data.

The research instruments were carefully designed to gather comprehensive and valid data. Observations were systematically conducted using a prepared checklist, ensuring that all critical aspects of the antecedents and transactions were accurately recorded (Misykat, 2018). This structured observation method allowed for the collection of objective and detailed information about the program's implementation processes and the initial conditions under which it operated. In-depth interviews were also conducted using a specifically designed interview guide, which aimed to explore detailed information about the antecedents, transactions, and outcomes from the perspectives of various stakeholders, including instructors and students (Suharismi, 2016). These interviews provided qualitative insights into the program's strengths, challenges, and overall effectiveness, complementing the quantitative data obtained through observations.

Additionally, documentation such as program reports, daily logs, and teaching materials was collected to provide further evidence and support the findings derived from observations and interviews (Mardapi, 2008). These documents served as supplementary sources of information, offering a deeper understanding of the program’s structure, activities, and outcomes. By integrating data from multiple sources, the research ensured a holistic evaluation of the PT3Q program, capturing both quantitative and qualitative dimensions of its implementation and impact.

In summary, this research adopted a rigorous and systematic approach to evaluate the PT3Q program at STAI Al-Gazali Bulukumba. By utilizing the Countenance Stake model and employing a combination of observations, interviews, and documentation, the study provided a thorough assessment of the program’s antecedents, transactions, and outcomes. The use of data triangulation further enhanced the reliability and validity of the findings, ensuring that the evaluation results were robust and actionable. The insights gained from this research contributed to the continuous improvement of the PT3Q program and served as a valuable reference for similar initiatives in other Islamic educational institutions.

3. FINDINGS AND DISCUSSION

The research findings are presented using the Countenance Stake matrix, which incorporates intensity, observations, standards, and judgments for each of the program's three components. These components—antecedents, transactions, and outcomes—are systematically organized in a structured table. Subsequently, a congruence analysis is conducted to evaluate the alignment between antecedents (inputs), transactions (processes), and outcomes (results). This analysis aims to determine the coherence between the program’s initial conditions, its implementation, and the results achieved, offering valuable insights into the effectiveness of the PT3Q program at STAI Al-Gazali Bulukumba.

<i>Descriptive Matrix</i>				<i>Judgement Matrix</i>		
INTENDED	vs	OBSERVATION		STANDARDS	vs	JUDGMENT
Antecedent :	Congruence	Antecedent :	Congruence	Antecedent :	Antecedent :	
<i>Logical Contingency</i>		<i>Empirical contingency</i>		<i>Logical contingency</i>		
Transactions:		Transactions:		Transactions:	Transactions:	
<i>Logical Contingency</i>		<i>Empirical contingency</i>		<i>Logical contingency</i>		
Outcomes:		Outcomes:		Outcomes:	Outcomes:	

Picture 1. Stake Countenance model analysis design (Beatty, 1969)

The first matrix in the evaluation process is the description matrix, which consists of two key elements: (1) intensity, referring to the expected objectives of the program, and (2) observation, which documents what is observed during the evaluation. Once the description matrix is completed, the evaluation proceeds to the judgment matrix, which is based on

established standards (Adawiah, 2020). According to Stake (1995), these matrices help researchers and evaluators organize, structure, and systematically analyze qualitative data. By employing these matrices, Stake’s evaluation model provides a clearer understanding of the complexity and context of the program under evaluation. The collected data not only highlights the gap between expected objectives and actual outcomes but also allows for a comparison with established standards to assess the program's overall benefits (Muharika, 2019). Furthermore, Stake (1995) emphasizes that an effective evaluation of an educational program requires comparisons with similar programs (Misykat, 2018). This comparative analysis enhances the understanding of the program’s effectiveness, offering valuable insights into areas that require improvement and ensuring continuous development.

Table 1. *Countenance Matrix for Antecedent components*

Descriptive Matrix		Judgment Matrix	
Intent	Observasion	Standard	Judgment
<p>Initial Condition of Participants: Participants are expected to have a fundamental proficiency in reading, memorizing, and reciting the Qur’an before commencing the program. This foundational knowledge ensures that they can actively engage in the learning process and maximize the benefits of the training provided.</p>	<p>Initial Condition of Participants: The participants' initial skill levels vary; while some demonstrate adequate proficiency in reading, memorizing, and reciting the Qur’an, others fall below the expected standard. This variation in competence may impact their progress and engagement in the program, necessitating tailored instructional approaches to accommodate individual learning needs.</p>	<p>Initial Condition of Participants: Participants must possess fundamental skills in reading, memorizing, and reciting the Qur’an to actively engage in and benefit from the program. Adequate foundational knowledge ensures they can effectively follow lessons and maximize the learning opportunities provided.</p>	<p>Initial Condition of Participants: A significant number of participants lack essential foundational skills, making it challenging for them to keep up with the program. This knowledge gap may hinder their ability to fully engage with the content and achieve the expected learning outcomes.</p>

<p>Needs and Objectives of the Program: This program aims to develop participants' proficiency in Tahsin, Tahfidz, and Tilawatil Qur'an. Its primary objective is to enhance their ability to read, memorize, and recite the Qur'an with accuracy and beauty while fostering a deeper understanding of its teachings.</p>	<p>Needs and Objectives of the Program: This program aligns with the goal of enhancing participants' skills; however, some individuals still fall below the expected proficiency level. While the program effectively addresses the overall need for skill development, additional support may be necessary for those struggling to meet the required standards.</p>	<p>Needs and Objectives of the Program: The program should be tailored to accommodate the diverse needs and objectives of participants. Given the varying skill levels and learning goals, flexible instructional approaches are essential to ensure that all participants can achieve the intended outcomes, regardless of their starting point.</p>	<p>Needs and Objectives of the Program: While the program largely meets the needs of most participants, some individuals feel unprepared or insufficiently equipped to fully engage with the content. This suggests a need for additional preparatory support or program adjustments to better assist those who may require further guidance.</p>
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1. Analysis of Congruence in the Transaction Component

Below is a proposed Countenance Matrix for the Transaction Component, based on an analysis of the PT3Q program at STAI Al-Gazali Bulukumba:

Descriptive Matrix		Judgment Matrix	
Intent	Observasi	Standard	Judgment
<p>Teaching Methods: The program employs methods such as talaqqi (direct learning from the teacher), repetitive memorization, and intensive practice in reciting the Qur'an. These approaches aim to enhance participants' fluency in reading, memorizing, and properly reciting the Qur'an, ensuring both mastery and spiritual engagement..</p>	<p>Teaching Methods: The methods of Talaqqi and repetitive memorization are implemented; however, the practice of reciting the Qur'an has not been consistently carried out. This inconsistency may affect the overall effectiveness of the program, particularly in reinforcing proper pronunciation and fluency in recitation.</p>	<p>Teaching Methods: The teaching methods must be effective in enhancing participants' skills in Tahsin, Tahfidz, and Tilawah. These methods should improve pronunciation, memorization, and recitation, ensuring that participants can progress in their understanding and practice of the Qur'an.</p>	<p>Teaching Methods: While the methods of talaqqi and repetitive memorization are effective, the lack of consistent practice in reciting the Qur'an reduces the overall impact. Regular recitation practice is essential to ensure proper application of learned skills and to improve fluency and accuracy in recitation.</p>

<p>Activities and Processes: Conducting regular evaluations and providing feedback are essential to monitor progress and ensure that participants meet their learning goals. These measures help identify areas for improvement, reinforce learning, and guide participants toward better performance in Tahsin, Tahfidz, and Tilawah.</p>	<p>Activities and Processes: Regular evaluations are conducted, but they are inconsistent, and feedback is not always provided promptly. This irregularity and delay in feedback may hinder participants' ability to make necessary adjustments and improvements in their learning process.</p>	<p>Activities and Processes: Classroom activities should proceed as planned, with regular evaluations and timely feedback. This ensures that the learning process remains on track, allowing participants to continuously improve and stay motivated throughout the program.</p>	<p>Activities and Processes: The lack of regular evaluations and timely feedback diminishes the effectiveness of the learning process. Without consistent assessments and constructive feedback, participants may struggle to identify areas for improvement, which can hinder their progress and the overall success of the program.</p>
<p>Interaction: Positive interaction between participants and instructors through group discussions and individual guidance is crucial. This fosters a collaborative learning environment, allowing participants to clarify doubts, receive personalized support, and engage more deeply with the material, thereby enhancing their learning experience.</p>	<p>Interaction: Interaction between participants and instructors varies; some groups are very active, while others show less engagement. This inconsistency in participation may affect the overall learning experience, highlighting the need for strategies to encourage more consistent engagement.</p>	<p>Interaction: Positive interaction between participants and instructors should be encouraged to support effective learning. Fostering open communication and engagement will help participants feel more comfortable, enabling them to ask questions, share ideas, and receive personalized feedback, ultimately enhancing their learning outcomes.</p>	<p>Interaction: Interaction between participants and instructors is uneven, with some groups being active while others show limited engagement, which impacts learning outcomes. To improve this, it is essential to develop strategies that promote active participation from all groups, ensuring that every participant receives the support and attention needed for their learning progress.</p>

2. Analysis of Congruence (Suitability) of the Outcomes Component (Results)

Outcomes refer to the results or impacts of the program’s implementation on students and other stakeholders. The analysis of congruence in the Outcomes component assesses how closely the actual results align with the expected objectives and standards of the program.

Below is a suggested Countenance Matrix for the Outcomes Component based on the analysis of the PT3Q program at STAI Al-Gazali Bulukumba:

<i>Descriptive Matrix</i>		<i>Judgment Matrix</i>	
<i>Intent</i>	<i>Observasi</i>	<i>Standard</i>	<i>Judgment</i>
<p>Tahsin Skills: Participants are expected to read the Qur'an with correct tajwid and tartil (proper pacing and pronunciation). Mastery of these skills ensures accurate recitation, preserving proper articulation and rhythm as outlined in Islamic teachings.</p>	<p>Tahsin Skills: Participants have shown improvement in reading the Qur'an with correct tajwid and tartil; however, some still require further refinement. Continuous practice and guidance are needed to help all participants achieve mastery in these essential aspects of Qur'anic recitation.</p>	<p>Tahsin Skills: Participants must attain a level of Qur'anic recitation that meets tajwid and tartil standards, including correct pronunciation, proper pacing, and clear articulation, ensuring compliance with Islamic recitation rules.</p>	<p>Tahsin Skills: While improvement is evident, some participants still require further refinement in tajwid and tartil. Additional practice, focused guidance, and consistent feedback will be necessary to help them reach the required proficiency level.</p>
<p>Tahfidz Skills: Participants are expected to memorize a specific number of verses according to the program's target. This requires consistent effort, repetition, and review to ensure retention and accurate recall over time.</p>	<p>Tahfidz Skills: Participants have shown improvement in memorizing the Qur'an, but some still require further refinement in both memorization and recall. Continued practice, regular revision, and targeted support will be necessary to ensure all participants meet the program's memorization targets.</p>	<p>Tahfidz Skills: Participants must memorize the specified number of verses as targeted by the program. This requires discipline, regular practice, and effective memorization techniques to ensure accurate retention and recall.</p>	<p>Tahfidz Skills: The majority of participants have reached the memorization target, but some have not yet achieved the required number of verses. Additional support, focused revision, and personalized guidance may be necessary for those struggling to meet the target.</p>
<p>Tilawah Skills: Participants are expected to recite the Qur'an with a beautiful voice in accordance with tilawah guidelines. This includes proper modulation, rhythm, and adherence to recitation rules, enhancing both the spiritual and aesthetic quality of the recitation.</p>	<p>Tilawah Skills: Most participants are able to recite the Qur'an well, though some still need to enhance the quality and beauty of their recitation. Focused practice on voice modulation, rhythm, and expressiveness may help these participants improve their tilawah skills to meet program expectations.</p>	<p>Tilawah Skills: Participants must be able to recite the Qur'an melodiously while strictly adhering to tilawah rules. This involves mastering pitch, rhythm, and pronunciation to convey the recitation's spiritual beauty and align with Islamic recitation standards.</p>	<p>Tilawah Skills: While most participants recite proficiently, some still require improvement in voice quality and the aesthetic aspects of their tilawah. Additional training focused on vocal techniques and expressive recitation may help enhance the overall beauty and effectiveness of their recitation skills.</p>

4. DISCUSSION

Countenance Stake Evaluation Model

The Countenance Stake model, developed by Robert E. Stake, is a comprehensive framework for program evaluation designed to assess various dimensions of a program, including its initial conditions, implementation processes, and achieved outcomes. This model

provides a holistic perspective on a program's effectiveness, efficiency, relevance, and impact, enabling evaluators to compare anticipated goals with actual results. By systematically examining antecedents (initial conditions), transactions (processes), and outcomes, the model facilitates an analysis of the congruence between program objectives and actual performance, thereby identifying areas for improvement and informing future decision-making (Syafii, 2022).

The Countenance Stake model is particularly well-suited for evaluating educational programs due to its informal and naturalistic approach to data collection, which relies heavily on case studies as its primary foundation. Case studies are integral to this model, as they allow evaluators to observe programs within their real-life contexts and assess how closely the implementation aligns with the ideal criteria established for the program. This approach is especially valuable in educational settings, where programs must be evaluated within their everyday environments to accurately capture the complexities and dynamic interactions that influence outcomes (Rafida, 2017).

A critical aspect of the Countenance Stake model is the relationship between its three key elements—antecedents, transactions, and outcomes—which must demonstrate both contingencies and congruence. Contingencies refer to the logical and coherent relationships among these elements, such as the alignment between program objectives, strategies, and results, whether in the planning phase or during actual implementation. Congruence, on the other hand, measures the degree of alignment between what is expected (based on established standards) and what is observed in terms of planning, processes, and outcomes. This dual focus ensures a thorough and nuanced evaluation of the program's overall effectiveness.

Within the Countenance Stake model, the evaluator plays a central role in making well-informed, accurate, and comprehensive judgments about the program. To achieve this, the evaluator must engage in robust data collection across all three elements—antecedents, transactions, and outcomes—ensuring a thorough and balanced assessment (Muharika, 2019). Stake emphasizes the importance of the evaluator's consistent involvement throughout all phases of the program: before, during, and after its execution. This continuous engagement allows the evaluator to gather a comprehensive dataset, observe real-time developments, and provide timely feedback. Such an approach ensures a deep understanding of the program's effectiveness, challenges, and opportunities for improvement, ultimately contributing to the program's refinement and success (Eny Winaryati, 2021).

The Antecedent Component

The Countenance Stake model places significant emphasis on the antecedent component, which encompasses the conditions, resources, and factors present before a program begins. This component serves as the foundational backdrop that influences the planning, structuring, and execution of the program. In the context of program evaluation, antecedents refer to the initial conditions, factors, or situations that exist prior to the implementation of a program or intervention. These include elements such as participant needs, goals, expectations, and the broader context in which the program operates. Understanding these antecedents is crucial for designing a program that is responsive to its environment and capable of achieving its intended outcomes (Eny Winaryati, 2021).

The evaluation of antecedents focuses on several key aspects: the initial conditions of participants, policy support from leadership, program goals, available resources, and the adequacy of facilities and infrastructure before the program commences. In the case of the PT3Q program at STAI Al-Gazali Bulukumba, participants were expected to possess basic skills in reading, memorizing, and reciting the Qur'an. However, observations revealed significant variability in participants' initial abilities. While some participants demonstrated adequate skills, others fell below the expected standard. This disparity highlights a critical gap that needs to be addressed to ensure participant readiness and maximize the program's effectiveness. Despite good intentions and sufficient resources, the antecedent evaluation identified areas requiring improvement to better prepare participants for the program.

The role of instructors (teaching staff) was also evaluated as part of the antecedent component. Overall, the instructors met the objective standards outlined in the PT3Q implementation guidelines. However, challenges were noted, particularly in addressing the varying skill levels of participants. As one instructor remarked, "One of the obstacles to this program is that some participants do not have a sufficient foundation, so more intensive approaches are needed" (IN01). This feedback underscores the importance of tailoring instructional strategies to meet the diverse needs of participants, ensuring that all individuals can fully benefit from the program.

Based on the analysis of antecedent data, several areas require attention to enhance the program's effectiveness: 1) Basic Skills Development: Intensive practice is needed to improve participants' foundational skills in reading, memorizing, and reciting the Qur'an. 2) Instructional Methods: The effectiveness of the talaqqi method, repeated memorization (muraja'ah), listening (sima'an), and Qur'an recitation practice should be enhanced to better support participants' learning. 3) Interaction and Engagement: The level of interaction between participants and instructors, as well as among participants, should be strengthened to foster a collaborative and supportive learning environment.

The findings of this evaluation are consistent with theoretical frameworks and previous studies, thereby contributing to the enhancement of program quality and the strengthening of its theoretical foundation. For instance, a study by Fitra (2023) linked antecedent evaluation results (initial conditions) with context and input evaluations, revealing similarities in the assessment of tahfidz program goals, resource availability, facilities, and policy support. These parallels enrich the understanding of the PT3Q program's antecedents, enhancing the reliability and validity of the evaluation conclusions. Furthermore, they provide valuable insights and recommendations for improving the tahsin, tahfidz, and tilawatil Qur'an program at STAI Al-Gazali Bulukumba, ensuring that future iterations of the program are better aligned with participant needs and program objectives.

Component of Transaction

The transaction component in program evaluation refers to the processes and activities that occur during the implementation of a program. This aspect focuses on assessing the extent to which the planned activities have been successfully executed and how effectively the program's objectives are being achieved through these activities. According to Misykat (2018), process evaluation is essential for understanding whether the program is being implemented as

intended and for identifying areas where adjustments may be needed to enhance its effectiveness. Transactions encompass all actions undertaken to achieve the program's goals, as well as the interactions among the various components of the program, including participants, instructors, and resources (Muharika, 2019).

In the context of the PT3Q program at STAI Al-Gazali Bulukumba, the transaction component evaluates teaching methods, learning activities, and the interactions between participants and instructors. The program employs several teaching methods, including talaqqi (direct instruction), muraja'ah (repetition and review), sima'an (listening), and Qur'an recitation practice. These methods are designed to enhance participants' memorization and recitation skills. According to an interview with one of the participants (PS03), "the talaqqi, muraja'ah, and sima'an methods can improve memorization skills," highlighting the perceived effectiveness of these approaches in achieving the program's objectives.

However, the evaluation also identified challenges related to the interaction between participants and instructors. One participant (PS04) noted that "one of the challenges in PT3Q is the lack of interaction between the instructor and participants, where interaction time is limited to only once a week. Additionally, the instructor often has a schedule that overlaps with other activities." This limited interaction reduces the opportunities for personalized guidance and feedback, which are essential for effective learning and skill development. Furthermore, classroom observations revealed that while regular activities are conducted as planned, periodic evaluations and structured feedback mechanisms are insufficient. This lack of systematic assessment and feedback diminishes the program's overall effectiveness, as participants may not receive the necessary support to address their individual learning needs.

Based on the analysis of the transaction component, the following areas require development to enhance the program's effectiveness: 1) Optimizing Classroom Use: Efficient scheduling of classroom activities can help maximize the use of available resources and ensure that participants have adequate time for learning and interaction. 2) Increasing Instructor Availability: Recruiting additional highly competent instructors and ensuring their availability can address the current limitations in interaction time and provide more personalized support to participants. 3) Enhancing Learning Materials: Providing supplementary learning materials or utilizing interactive media can help address gaps in instruction and offer alternative ways for participants to engage with the content.

By linking theoretical studies and previous research with the current evaluation findings, more effective and actionable outcomes can be achieved. For example, a study by Shadiqli (2018) using a goal-oriented model concluded that "the dense activities and busy schedules of the participants and facilitators in the tahfidz Al-Qur'an program resulted in an ineffective program schedule." This finding aligns with the current evaluation's conclusion regarding the challenges of limited interaction time and conflicting schedules. Such comparisons not only validate the current evaluation results but also provide a broader perspective on common issues in similar programs, enabling more informed recommendations for improvement.

Component of Outcomes

Outcomes are a key component of the Stake Evaluation Model, referring to the results or impacts achieved after the program is implemented. These include the changes, benefits, and achievements experienced by participants and relevant stakeholders as a result of the program's execution (Eny Winaryati, 2021).

The outcomes component evaluates the final results achieved by participants after completing the program, specifically assessing improvements in tahsin, tahfidz, and tilawah skills. Participants are expected to read the Qur'an with correct tajwid, memorize the required number of verses, and recite the Qur'an beautifully according to the rules of tilawah. Observations indicate that participants have made progress in reading the Qur'an with correct tajwid; however, some still require improvement. In terms of tahfidz, participants have succeeded in memorizing a number of verses, but not all have reached the targeted number. Regarding tilawah skills, most participants have demonstrated proficiency, yet some need to enhance their vocal quality and the aesthetic aspects of their recitation. The outcomes assessment reveals significant improvement in tahsin, tahfidz, and tilawah skills; however, some participants still require additional guidance to meet the expected standards.

An interview with one of the tahsin instructors (IT.03) highlighted both the strengths and areas for improvement within the PT3Q program at STAI Al-Gazali Bulukumba. The instructor stated:

"Overall, the PT3Q program at STAI Al-Gazali Bulukumba demonstrates both strengths and weaknesses. The strengths lie in the well-designed teaching methods, which align with participants' needs. However, there are areas that need improvement, such as participant recruitment, consistency in tahsin and tilawah practice, proper scheduling, structured feedback, and enhanced interaction between participants and instructors."

Addressing these weaknesses will enhance the program's effectiveness in improving tahsin, tahfidz, and tilawah skills at STAI Al-Gazali Bulukumba. Continuous evaluation and program adjustments based on these findings will help achieve better results in the future.

By comparing these findings with previous research, the evaluation results can be made more consistent and relevant to existing studies. The outcomes evaluation conducted by Salman (2023) aligns with the current findings, highlighting that the application of talaqqi, muraja'ah, and sima'an methods strengthens participants' memorization quality. This comparison provides valuable insights and recommendations for further improvements and development in the outcomes component of the program.

5. CONCLUSION

Based on the research and discussion, it can be concluded that the PT3Q program at STAI Al-Gazali Bulukumba has a strong foundation in terms of antecedents, including policy support, clearly defined program objectives, qualified instructors, and adequate infrastructure. However, the evaluation also identified several challenges in the program's implementation (transaction),

particularly in time management for learning sessions and the inconsistent evaluation of learning outcomes. Despite these challenges, the program has achieved several positive outcomes, such as improved Qur'anic reading skills, an increase in memorized verses, and enhanced tilawah techniques, including better rhythm and tone variation.

Using the Countenance Stake model, this evaluation highlights key areas for improvement to enhance the program's effectiveness. The following recommendations are proposed:

1. Strengthen the teaching materials and methods by deepening the content of tahsin, tahfidz, and tilawatil Qur'an instruction.
2. Ensure that teaching methods align with the learning needs of the participants. Organize
3. instructor-participant interactions with regular and efficient scheduling.
4. Improve the competence of instructors in conducting systematic and consistent evaluations.
5. Increase the number of instructors to enhance the quality of learning.
6. Provide rewards and motivation for participants who successfully achieve their memorization targets.

By implementing these recommendations, the PT3Q program is expected to continue evolving and delivering greater benefits to its participants.

Future research could employ alternative evaluation models, such as the Outcome-Based Evaluation (OBE) Model or the Kirkpatrick Evaluation Model (4 Levels), to assess similar programs. Applying different evaluation frameworks would contribute to a broader understanding of program effectiveness, enhance the validity of evaluation results, and provide further insights for improving Qur'anic education programs.

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