

ABSTRACT

Novriani Setia Sari, 230211020069, “Evaluation of the Tahfidz Learning Program at PAUD IT Nor Ahmadi, Banjar Regency,” supervised by Dr. M. Ramli, M.Pd., and Dr. H. Hilmi Mizani, M.Ag., in the Islamic Education Study Program, Postgraduate Program, UIN Antasari, Graduation Year 2025.

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Qur’anic education in early childhood is increasingly becoming a critical need amid the challenges of modern times. Parents and communities seek educational institutions that can instill Qur’anic values from an early age in a systematic and joyful manner. PAUD IT Nor Ahmadi, as an integrated Islamic early childhood school, has responded to this need by implementing a structured and comprehensive tahfidz program. This study aims to evaluate the implementation of the tahfidz program using the CIPP evaluation model (Context, Input, Process, Product). This research adopts a descriptive qualitative approach with data collection techniques including observation, in-depth interviews, documentation, and literature study. The **context** evaluation revealed that the program emerged from the religious values of the community and high parental expectations to nurture children who are not only intellectually smart but also spiritually grounded and morally upright. The Tahfidz program serves as the core of daily learning with clear objectives and child-friendly, engaging methods.

In the input aspect, the institution demonstrates strong readiness in terms of human resources, infrastructure, funding management, and curriculum materials. Teachers show enthusiasm and positive progress, learning facilities are adequate, and the curriculum is well-integrated and adaptive. Nevertheless, challenges such as limited digitalization, teacher compensation disparities, and the absence of national evaluation standards still require improvement. From the process aspect, the program is implemented systematically and participatively, using varied methods such as *talaqqi*, *tikrar*, games, and visual-audio media. Parental involvement is a significant strength in supporting children's memorization. Although the evaluation process is well-established, issues such as limited time, varying child abilities, and non-digitized reporting remain obstacles. In terms of product, the program has shown significant outcomes in memorization, *tahsin* (recitation accuracy), children’s religious attitudes, and parental satisfaction. Children have demonstrated strong cognitive, affective, and psychomotor development. While not all children have fully reached the memorization targets, the program has positively impacted character formation based on Qur’anic values from an early age.

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