Evaluation of Ma'had Al-Jami'ah Program in Developing Students' Tahsin Skill

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ABSTRACT

One of Ma'had al-Jami'ah's missions is to produce students adept at reading and correctly writing the Koran. However, the implementation of the Ma'had al-Jami'ah program is still considered not optimal in improving students' skills because there is a gap between the concept of the Tahsin al-Qur'an learning program and the situation that occurs in the field. This research aims to present comprehensive and in-depth information about the evaluation results of the Ma'had al-Jami'ah program in developing students' Tahsin skills. This research uses the CIPP (Context, Input, Process, Product) model evaluation research developed by Stufflebeam. Interviews and document study carried out data collection. The subjects in this research were the Head of the Ma'had Al-Jami'ah Unit, Ma'had Program lecturers, and students. Data analysis uses the Milles and Huberman model. Based on the evaluation carried out on the Ma'had Al-Jami'ah IAIN Palopo program. The results were that the IAIN Palopo Ma'had al-Jami'ah Program, in improving students' Tahsin skills, was considered very good overall. With each aspect: 1) the context aspect is in the very good category by meeting four indicators; 2) the input aspect is in the good category by fulfilling three of the four categories; 3) the process aspect meets four indicators, so it is included in the very good category; and 4) product aspects are also in the very good category by meeting three indicators.
Keywords: Program Evaluation, Ma'had Al-Jami'ah, Tahsin Al-Qur'an.

A. INTRODUCTION

Evaluation is very important to assess the effectiveness and sustainability of an educational program. Increasing students' abilities in the scientific and religious fields is the main goal of Islamic Religious Universities. Islamic Religious College seeks to realize this vision through the Ma'had al-Jami'ah (campus Islamic boarding school) program, which is a continuation of the Aliyah/SMA level dormitory system. This program aims to meet regional and global demands in the field of religion and other scientific developments, as well as to shape students' character and improve their understanding of foreign languages and the basics of religion (Hasibuan et al., 2022). Ma'had al-Jami'ah functions as a place for teaching and developing various special religious abilities, including tahfidz, tahsin, tafsir, and other Islamic religious knowledge (Hafidah & Makruf, 2020). Apart from that, the Tahsin Al-Qur'an learning program also guides students' interests and talents in the field of recitations and tahfidz and assists students who need improvement in reading the Al-Qur'an (Nurhalimah & Kadir, 2021). The State Islamic Institute Palopo has Ma'had al-Jami'ah as one of the technical implementation units that aims to produce students who are devout, dynamic, and competitive in the integration of knowledge characterized by local wisdom. One of the goals of Ma'had al-Jami'ah IAIN Palopo is to develop students who are able to read and write the Al-Qur'an correctly (Ma'had al-Jami'ah IAIN Palopo Management, 2021). This is in line with the Islamic Religious College Graduate Competency Standards and Graduate Learning Achievements which emphasize abilities and knowledge according to the level of education and study program plus the characteristics of Islamic Religious College or religious knowledge (Lubis, 2020).

An Islamic boarding school system that is appropriate and follows conditions and situations in the field adopted from various educational institutions that are considered relevant is the most effective method for running Ma'had al-Jami'ah (Tjabolo, 2018). One example is the Ma'had al-Jami'ah Islamic boarding school model at IAIN Kendari, which selects students who receive bidikmisi to be placed in the Ma'had Islamic boarding school (Nurhalimah & Kadir, 2021). In addition, at UIN Ar-Raniry, Ma'had al-Jami'ah is only taught for one semester of all academic programs for learning Arabic, English, and the Al-Qur'an (Nurchalis Sofyan, 2019). Ma'had al-Jami'ah is taught at IAIN Palopo for two semesters, and then character development takes place for three days. The Ma'had al-Jami'ah learning program at IAIN Palopo hasn't substantially improved pupils' comprehension of the Al-Qur'an as of yet. The bulk of new pupils (those who participated in Ma'had) attend public schools, which is one of the causes. Academic statistics for 2022 show that just 26% of incoming students at IAIN Palopo are graduates of MAN, MA, or Pesantren programs.

There are still differences between the concept of the Al-Qur'an Tahsin learning program and the reality in the field, so the implementation of the Ma'had al-Jami'ah program is still considered to need to be evaluated in terms of improving students' Tahsin abilities. This research's main focus is to thoroughly describe the gaps that occur between the concept of the proposed program and the reality that exists in its implementation. To carry out a comprehensive evaluation, this research uses the CIPP (Context, Input, Process, Product) model evaluation research (Stufflebeam & Coryn, 2020), which can be used as a substantial evaluation framework in evaluating the success of Ma'had al-Jami'ah learning management in improving students' abilities in Tahsin Al-Qur'an. By taking such an approach, it is envisaged that the research would offer a more thorough comprehension of current issues and offer helpful suggestions for enhancing initiatives and raising the caliber of instruction at Ma'had al-Jami'ah.

Learning evaluation is the process of controlling, ensuring, and determining the quality (meaning and value) of learning for various learning components through a series of criteria and considerations. It is a methodical, continuous, and thorough activity (Idrus L, 2019). This is done as a way of holding teachers accountable for the learning process (M. Sulthon, 2006). In the world of education, evaluation generally has two objectives (Yuhasnil, 2020). First, Various data are used to show how students change after completing the learning process within a predetermined time period (Kasman, 2021). Second, to evaluate and quantify the efficacy of instruction, different teaching techniques that educators have implemented, as well as student-performed learning activities (Magdalena et al., 2020).

Previously, several studies had been conducted discussing the Ma'had al-Jami'ah Program and tahsin Al-Qur'an. However, these studies have different focuses. For example, research evaluates the management of Ma'had al-Jami'ah in Islamic Religious Universities and shows that this program is effective in improving students' reading and memorization of the Al-Qur'an (Jamil, 2018; Komarudin, 2022). Similar research was also conducted by Fajar, et al., who evaluated the Islamic boarding school program on the UIN Maulana Malik Ibrahim Malang campus using the CIPP Evaluation model (Antariksa et al., 2022). Other research on the management of mahasantri in Ma'had al-Jami'ah. The research results show that management involves various aspects, such as new student orientation, student grouping, discipline, coaching (including Tahsinul qira'ah Al-Qur'an, Tafsir, Hadith, Fiqh, Adab, Language), student control, and student evaluation (Nurchalis Sofyan, 2019; Nurhalimah & Kadir, 2021). Next, Hafidah, Ma'ruf, and Fitri conducted research on the development of the Ma'had al-Jami'ah management model with a focus on how the curriculum used at Ma'had al-Jami'ah improves academic abilities, faith, worship, and morals. students (Hafidah & Makruf, 2020; Sariroh & Fitri, 2021).

Until now, there has been no research that specifically evaluates Ma'had al-Jami'ah learning management to improve students' tahsin Al-Qur'an skills. Therefore, this research has its uniqueness and relevance compared to previous studies that have been conducted. This research is very important both theoretically and practically because, through these evaluation activities, valuable information is produced and can be used to improve the quality of Ma'had al-Jami'ah institutions or programs in the future. The importance of this evaluation cannot be ignored, considering that evaluation plays a vital role in assessing learning effectiveness (Tyler, 1950).

The main objective of this research is to present comprehensive and in-depth information about the context, input, process, and products related to the implementation of Ma'had al-Jami'ah IAIN Palopo. Apart from that, this research also aims to publicize the existence of Ma'had al-Jami'ah as an effort to increase understanding and awareness of the important role of higher education in the context of religious education. Through this research, it is hoped that it can provide constructive and valuable recommendations to the management of Ma'had institutions or related parties so that improvements and development of more effective and quality programs can be made in the future.

B. LITERATURE REVIEW

1. Islamic Education

The theory of Islamic Education is an important foundation for understanding the principles, objectives, and method-methods in the context of education in Islam (Devi, 2021). Here are some important points in the theory of Islamic Education:

a. Educational Objectives: Islamic education aims to form individuals who obey Allah Almighty and understand and practice the teachings of Islam in everyday life. These objectives include the formation of noble morals, diversity of religious knowledge, and the development of practical skills in accordance with Islamic principles (Samsudin, 2019).

b. Principles of Education: Islamic education is based on principles such as tawhid (belief in one God), risalah (belief in Allah's messengers), and the Hereafter (belief in the Day of Judgment and the life after). These principles form the moral and spiritual foundation for Islamic education.

c. Teaching Methods: Teaching methods in Islamic education include a holistic approach that integrates spiritual, intellectual, emotional, and social aspects. Teaching is carried

out through an interactive approach, with an emphasis on understanding and appreciation of Islamic teachings (Supriadi et al., 2023).

d. Curriculum: The curriculum in Islamic education includes the study of the Qur'an, hadith, Islamic history, fiqh (Islamic law), aqidah (belief), and akhlak (morality). The curriculum is designed to ensure students acquire comprehensive knowledge of Islamic teachings and can apply them in everyday life.

e. Role of Teachers: Teachers in Islamic education have a very important role as role models, guides, and facilitators in the teaching-learning process. They are expected to have a deep knowledge of Islamic teachings as well as be able to inspire and guide students in spiritual and academic development. (Aladdiin &ps, 2019)

The theory of Islamic Education forms the foundation for Islamic educational institutions, including Ma'had Al-Jami'ah, in designing educational programs and developing students thoroughly in accordance with Islamic teachings.

Model CIPP (Context, Input, Process, Product)

The CIPP model is an educational evaluation approach developed by Daniel Stufflebeam in the 1960s (Arni et al., 2021). This model has four main components, each of which relates to certain stages in the evaluation process, namely:

a. Context: This first component is concerned with the analysis of environmental conditions or the context in which the educational program is run. The evaluation at this stage will highlight aspects such as objectives, policies, needs, and issues that may affect program implementation. By understanding context, evaluation can assess the relevance and suitability of the program to existing needs and objectives.

b. Inputs: This second component focuses on the resources available to support the implementation of educational programs. The evaluation at this stage will look at the availability of physical, financial, and human resources such as teaching staff and facilitators. The aim is to assess the adequacy and quality of the necessary resources to support the educational process.

c. Process: At this stage, the evaluation will examine in depth how the teaching and learning process is carried out in the educational program. This involves an analysis of curriculum implementation, teaching methods, interactions between teachers and students, and other supporting activities. The evaluation at this stage aims to evaluate the effectiveness of the overall program implementation.

d. Product: The final component in the CIPP model focuses on the outcomes or products produced by the educational program. This includes an assessment of the achievement of

goals, student learning progress, and the impact generated by the program on participants and other stakeholders. Evaluation at this stage aims to assess the success of the program in achieving the goals that have been set. (Djuanda, 2020; Nurhayani et al., 2022)

Using the CIPP model, an educational program can be evaluated comprehensively from context analysis to assessment of the final product. This model provides a systematic and structured framework for identifying strengths, weaknesses, and potential improvements in the implementation of educational programs.

2. Tahsin

Tahsin is a concept in Islam that refers to the practice of reading the Qur'an well, correctly, and beautifully. The term "tahsin" itself comes from Arabic, which means "to beautify" or "to perfect" (Daan, 2022). In the context of recitation of the Qur'an, tahsin involves pronouncing the letters and words precisely according to the rules of tajweed, as well as giving the right intonation and tone to create beauty in the recitation.

The practice of tahsin is an important part of the Islamic tradition, as the Qur'an is considered the holy word of God (Masfofa, 2021). Therefore, reading the Qur'an properly and correctly is a spiritual and religious demand for Muslims. The practice of tahsin is also considered a form of respect for the Qur'an and increases blessings in reading it.

Some important aspects of tahsin include:

a. Tajweed: Tajweed is the study of rules and techniques for pronouncing Arabic letters correctly. This includes how to remove thick and thin letters, breath regulation, and sound regulation in reading the Qur'an.

b. Makhraj: Makhraj is where the letters in the mouth and throat come out. Understanding makhraj is important in tahsin as it helps in the correct pronunciation of the letters.

c. Nun Sukun and Tanwin: Nun breadfruit and tanwin are types of punctuation marks above the letters nun that indicate that the letter is followed by a sound without harakat (breadfruit) or followed by harakat fathah, kasrah, or dhammah (tanwin). The pronunciation of breadfruit nun and tanwin must be done precisely according to the rules of tajweed.

d. Ghunnah: Ghunnah is a technique in tajweed related to producing nasal sounds from the nose when reciting the letters nun mati (نْ) and mim mati (مْ) (Laily & Maesurah, 2021; Rohman, 2021; Elitawati, 2022).

Tahsin is often taught and practiced in various Islamic educational institutions, such as Ma'had Al-Jami'ah, where students receive training and guidance on how to read the Quran

properly and correctly. Through the practice of tahsin, Muslims are expected to draw closer to Allah Almighty by reading His book with appropriate beauty and sincerity.

C. METHOD

This research is evaluation research using the CIPP (Context, Input, Process, Product) model developed by Stufflebeam (Stufflebeam, 2021). Four components will be evaluated in this research, namely: 1) the urgency of Ma'had al-Jami'ah IAIN Palopo (context); 2) program design, such as curriculum (input); 3) program implementation or process implementation; and 4) program results (product). This model was chosen because apart from aiming to assess the success of the program, it also aims to provide recommendations regarding program improvements in a more comprehensive manner. This evaluation research uses descriptive qualitative methods. The descriptive approach aims to gain an understanding of social facts from the perspective of sources or participants in general.

This research data was collected through interviews and documentation (R.A., 2020). Researchers used structured interviews (Sugiyono, 2017) using interview guidelines conducted with seven informants. The research instrument was validated first before use. The instruments can be seen in Table 1.

Table 1. Instrument of research

No	Aspect	Required data	Instrument	Informant
1	Context	Program ssubstances and relevance	Documentation and Interviews	Head of Ma'had al-Jami'ah
2	Input	Quality of teaching staff, curriculum, program participants, and budget	Documentation and Interviews	Head of Ma'had al-Jami'ah and Lecturer
3	Process	Implementation of program	Documentation and Interviews	Head of Ma'had al-Jami'ah, Lecturers and Alumni
4	Product	Program output and results	Documentation and Interviews	Head of Ma'had al-Jami'ah, Lecturers and Alumni

Researchers conducted interviews with the leadership of Ma'had al-Jami'ah IAIN Palopo regarding the urgency of implementing the program, the relevance of the program to the campus vision and mission, factors that influenced the program, and the special programs being implemented. Apart from that, researchers also asked about human resources which include teaching staff and students who take part in the program, the learning process and use

of technology, as well as program output and results. Several questions were also asked of the lecturer who taught Tahsin to obtain more detailed information. Finally, researchers also collected information through interviews with five students regarding their views on the Ma'had al-Jami'ah program at IAIN Palopo. Researchers obtained additional data such as the program's vision and mission, the curriculum used, student placement test results, and student grades after participating in the program.

The data in this research were analyzed using qualitative analysis. Qualitative analysis is an iterative and continuous activity (Miles & Huberman, 2019). The stages of analysis are related to each other sequentially, namely condensation, data presentation, and concluding/verification. The data analysis steps carried out by the researcher are: 1) The Data condensation stage, namely interview data is selected, simplified, and summarized according to research needs. The data selected is data related to the context, input, process, and product of the Ma'had al-Jami'ah IAIN Palopo program in teaching tahsin Al-Qur'an. 2) Data presentation stage, refers to the presentation of data from interviews and documentation that has been previously selected and simplified to make it easier to conclude. Data is presented in narrative form. 3) Conclusion/verification stage, namely a description or picture which is a conclusion from the results of interviews and documentation that has been analyzed in the previous stage.

Conclusions from the results of data analysis are based on the grouping of evaluation criteria which are divided into four CIPP aspects. The context aspect evaluation criteria are presented in Table 2, the input aspect is presented in Table 3, the process aspect is presented in Table 4, and the product aspect evaluation criteria is presented in Table 5.

Table 2. Criteria of context aspect

No	Indicators	Categories			
		Very good	Good	Fairly	Poor
1	Availability of special programs				
2	There is good collaboration between teaching staff and students	Meet four indicators	Meet three indicators	Meet two indicators	Meet one indicator
3	There are supporting factors that influence Tahsin ability				
4	The relevance of the program's vision and mission				

to the university's vision and
mission

Table 3. Criteria of input aspect

No	Indicators	Categories			
		Very good	Good	Fairly	Poor
1	Pre-test availability				
2	Availability of Aequated curriculum and program modules	Meet four indicators	Meet three indicators	Meet two indicators	Meet one indicator
3	Availability of adequate teaching staff				
4	Availability of adequate budget				

Table 4. Criteria of process aspect

No	Indicators	Categories			
		Very good	Good	Fairly	Poor
1	There is careful planning before the lesson				
2	There is an organization in the Tahsin learning process	Meet four indicators	Meet three indicators	Meet two indicators	Meet one indicator
3	Students participate actively in the Tahsin learning process				
4	There is a learning evaluation				

Table 5. Criteria of product aspect

No	Indicators	Categories			
		Very good	Good	Fairly	Poor
1	The obstacles faced can be overcome	Meet three indicators	Meet two indicators	Meet one indicator	Does not meet any indicators
2	Students experienced an improvement in Tahsin Al-Qur'an after participating in the program				

| | 3 | Students experienced an improvement in Tahsin Al-Qur'an after participating in the program | |

D. RESULTS AND DISCUSSION

Based on the research that has been conducted, the evaluation of the Ma'had al-Jamiah learning management context in improving students' Al-Qur'an Tahsin skills is considered very good because it meets four indicators as seen in Table 2: availability of special programs, collaboration between teaching staff and students, supporting factors that support students' ability to tahsin Al-Qur'an, and the relevance of the program's vision and mission to the university's vision and mission. The input aspect is considered good because it meets the three indicators in Table 3, namely: availability of pre-tests, availability of adequate curriculum and program modules, and availability of adequate teaching staff. Meanwhile, indicators of adequate budget availability have not been met optimally.

The results of the evaluation of the Ma'had al-Jami'ah learning program process in improving students' Tahsin skills are considered very good because they meet the four indicators in Table 4, namely: there is careful planning before the program is implemented, there is organization in the learning process, students participate actively in the Tahsin learning process, and there is a learning evaluation.

Evaluation of the output or results of the Ma'had al-Jami'ah learning program in improving students' Al-Qur'an Tahsin skills is considered very good because it fulfills three indicators as seen in Table 5, namely: obstacles faced can be overcome, students experience improvement in Tahsin Al-Qur'an after participating in the program, and the evaluation results are used as a reference in improving Tahsin learning management.

Evaluate aspects of context

The context aspect in evaluating the Ma'had al-Jami'ah program in improving students' tahsin Al-Qur'an skills is to examine the availability of special programs, collaboration between teaching staff and students, supporting factors for students' tahsin skills, and the relevance of the program's vision and mission to university vision and mission. Based on the results of interviews conducted, information was obtained that Ma'had al-Jami'ah has a special program that is effective and efficient in improving students' tahsin skills. Programs at Ma'had al-Jami'ah are generally divided into two, namely programs to improve the reading and writing of the Al-Qur'an and programs to develop Aqidah Akhlak. The Head of UPT Ma'had al-Jami'ah IAIN

Palopo said that a special program to improve Al-Qur'an reading in the Ma'had al-Jami'ah program IAIN Palopo was carried out for one semester divided into several classes.

Based on the documentation review that has been carried out, UPT Ma'had al-Jamia'ah IAIN Palopo divides students' ability to read the Al-Qur'an into four categories, namely: 1) very good (able to read the Al-Qur'an fluently according to the rules of recitation), 2) good (able to read fluently and fulfills most of the rules of recitation), 3) poor (not fluent and there are several obvious errors, and 4) very poor (not fluent and with many errors. Each category gets different treatment different. Students who are in the deficient and very deficient categories will be given Tahsin learning through the special Sipulung Mangngaji Ma'darasa (SIMAMAD) program which is a special program implemented by Ma'had al-Jami'ah IAIN Palopo in the context of fostering student Tahsin. Through this program, students experienced a significant increase in their tahsin abilities. This is in line with Yusuf's statement that Al-Qur'an learning programs at Islamic religious universities must be carried out according to the level of ability and needs of students (Salam & Suharmon, 2018).

Based on the results of interviews, interaction, and collaboration between students and supervisors in the Tahsin learning program is very well established, making it easier for students to improve their abilities. Jaeni revealed that good collaboration with various parties was quite effective in improving new students' ability to read the Al-Qu'an. Apart from that, some factors support increasing students' Tahsin skills such as educational background, use of appropriate learning methods, socio-cultural conditions, and use of technology (Jaeni et al., 2019). Makhfudz in his research stated that the use of technology such as the application "Learn to Read the Al-Qur'an" on the right Android can encourage the improvement of students' tahsin abilities (Mahkfudz et al., 2021). At IAIN Palopo, Tahsin supervisors utilize technology by actively sharing videos on how to read the Koran correctly and various applications that are thought to help students improve their reading of the Koran independently at home. Apart from that, the vision and mission of the Ma'had al-Jami'ah IAIN Palopo program are relevant to the vision of higher education, namely providing higher education and developing quality and professional scientific integration characterized by local wisdom. Overall, the context aspect of the Ma'had al-Jami'ah IAIN Palopo program is considered to be running very well and effectively in developing students' Tahsin skills.

Evaluate the aspect of input

Input aspects in the evaluation of the Ma'had al-Jami'ah IAIN Palopo program in improving students' Tahsin skills include the availability of pre-tests, the availability of

curriculum and program modules, the availability of adequate teaching staff, and the availability of adequate budgets. Based on the results of the interviews and documentation review that had been carried out, Ma'had al-Jami'ah IAIN Palopo carried out a pre-test to measure students' initial abilities before dividing them into several classes. The pre-test is carried out by directly testing all new students. The pre-test consists of testing the ability to read the Al-Qur'an and the quantity of memorizing the Al-Qur'an. The pre-test results for new students at IAIN Palopo for the 2022-2023 academic year are shown in Figure 1 and Figure 2:
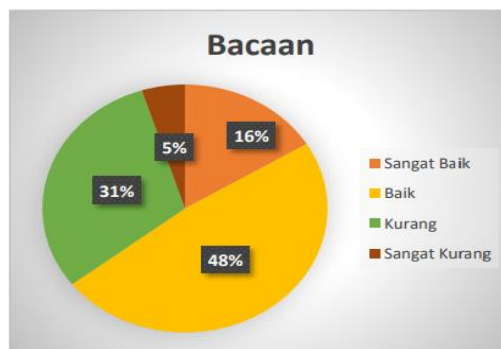

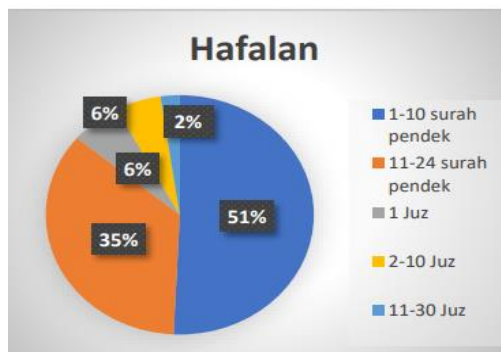**Figure 1. Reading pre-test results**

Figure 2. Memorized pre-test results

Figure 1 shows that 181 students read the Qur'an very well, 535 students are in the category of being able to read well, 341 are in the poor category, and 55 students are in the very poor category of reading the Qur'an. Apart from that, in the Al-Qur'an memorization test shown in Figure 2, more than half of the new students (51%) in the category had memorized 1-10 short surahs. Some even say they don't have any memorization except for just 1 or 2 short surahs. However, on the other hand, there are 2.3% or 25 people who have memorized 11 to 30 juz. 61 students have memorized 2-10 juz. 68 students memorized 1 juz, especially juz 30. The remaining 391 memorized more than 10 short surahs but did not reach one juz. Based on this, the pre-test availability indicator in the IAIN Palopo ma'had al-Jami'ah program is considered adequate to measure student input before participating in the program.

Indicators of adequate curriculum and module availability in this aspect are also considered to be met. This was stated by the Head of Ma'had al-Jami'ah IAIN Palopo has a curriculum from the Ministry of Religion and also has modules that are used as references in implementing the program. Amaliah in her research stated that the aim of the Tahsin learning curriculum implemented at Ma'had al-Jami'ah is fahsahatullisan in terms of the practice of reading the Al-Qur'an by mastering the practices of imamul harakat, makharijul letters, and shifatul letters (Amaliah et al., 2021).

Apart from that, the indicators for the availability of teaching staff are also well met. Based on the results of the interview, the teaching staff selected as supervisors in the Tahsin teaching program are lecturers who have a religious educational background and have adequate skills in reading and writing the Al-Qur'an. This is in line with Handayani's statement which stated that Tahsin teaching staff, whether they come from an educational background or not, should have adequate understanding and ability in reading and writing the Al-Qur'an (Sulistiyo Handayani et al., 2021). On the other hand, the budget availability indicator is considered to have not been fulfilled optimally. This refers to the results of interviews conducted, it was found that the Ma'had al-Jami'ah program at IAIN Palopo in 2023 was temporarily stopped because there was no budget allocated for the program. The program will resume in 2024. Overall, the evaluation of the input aspect is in a good category because it meets three indicators.

Evaluate aspects of the process

Input aspects in the evaluation of the Ma'had al-Jami'ah IAIN Palopo program in improving students' Tahsin skills include the availability of planning before teaching, the availability of good organization during the program, student participation, and the availability of an evaluation process at the end of the program. Based on the results of an interview with the Head of Ma'had al-Jami'ah IAIN Palopo, all Ma'had activities started with good planning, including Tahsin learning. Tahsin's learning planning is considered very good. This can be seen from the program curriculum documentation and Standard Operating Procedures (SOP) for the development of Tahsin Al-Qur'an Ma'had Al-Jami'ah IAIN Palopo. Apart from that, technical matters such as class division between students and supervisors are also carefully planned. This also applies to the program organizing process. Teaching staff are selected based on their abilities and skills in teaching. Students are also grouped into certain groups according to their level of ability to make the Tahsin learning process easier.

On the other hand, the assessment of student participation also received a good category. Based on an interview with one of the lecturers who teaches Tahsin, students are quite active in the Tahsin learning process or what is usually called the SIMAMAD program. Students continue to experience improvement at every meeting because they are cared for by their supervisors. This can be done because there is good organization so that there are not too many students in one group so that teaching can take place effectively. This result is in line with Kamil's research that student participation in BTQ training has a great influence on improving students' ability to read and write the Al-Qur'an (N, 2022).

Then the indicators for the availability of learning program evaluation are also met. The Head of Ma'had IAIN Palopo stated that there are two evaluation processes, namely: 1) learning evaluation in the form of giving tests to test their abilities after participating in the tahsin learning or SIMAMAD program. 2) general program evaluation. This evaluation is carried out by distributing a Google form link to all students regarding the students' assessment and satisfaction with all aspects of the Ma'had al-Jami'ah Program that they have participated in. This was also confirmed by several students who were sources in this research. The evaluation process is very important to assess the quality of programs and learning activities. In line with this, Anwar stated that in the learning process, teachers often carry out evaluation activities, both when the learning process is in progress and when the learning process has been completed to assess the suitability of activities to be continued, improved, or stopped (Anwar, 2021). Overall, the evaluation of the process aspects of the Ma'had al-Jami'ah program in improving students' Tahsin skills was considered very good.

Evaluate aspects of the product

Evaluation of product aspects in the Ma'had al-Jamiah IAIN Palopo program in improving students' Tahsin skills includes three indicators, namely that the obstacles they face can be overcome, students experience improvement in Tahsin Al-Qur'an after participating in the program, and the evaluation results are used as a reference in improving Tahsin learning management. The obstacles faced in implementing the Al-Qur'an Tahsin teaching program at Ma'had al-Jami'ah according to the supervising lecturer are: 1) students' lack of awareness of the importance of Tahsin skills so that they seem to study only because they are afraid of having problems with their grades. This has implications for the lack of student initiative to study independently. 2) the time for guiding (teaching Tahsin) is relatively short. The time in the process of implementing this program is only around 90 minutes/meeting so that learning often takes place less than optimally, 3) student self-confidence is relatively low. Because they feel

left behind, students who are in the poor and very poor categories usually feel embarrassed towards their friends who can read the Al-Qur'an fluently. These three things are the obstacles most often encountered by teaching staff. Meanwhile, according to students, another obstacle in this program is the lack of consistent attitude. Some lecturers or supervisors usually have other activities on the program schedule that are supposed to be implemented so that learning cannot run consistently. Another obstacle is the limited number of teaching staff so it is not uncommon for lecturers to ask fellow students to teach us and this makes students less serious and less concentrated. Apart from that, Suwarno revealed that the main problem in learning Tahsin Al-Qur'an is that teaching materials are still based on the tastes of lecturers and do not refer to students' needs (Suwarno et al., 2022). To date, the management of Ma'had al-Jami'ah IAIN Palopo and supervisors have come up with and implemented solutions related to the obstacles faced, one of which is by creating a relaxed learning atmosphere, taking advantage of technological developments by providing information to students regarding applications. which they can use in learning their Tahsin skills. Supervising lecturers also continue to motivate students to raise their awareness and self-confidence while improving time management and teaching methods that students complain about. Therefore, with the presence of various efforts to minimize existing obstacles, the indicators for overcoming obstacles in the program are considered to be fulfilled in the Ma'had al-Jami'ah IAIN Palopo program in improving students' Tahsin skills.

Based on interviews with students and Tahsin teaching staff, students experienced significant improvement after participating in the SIMAMAD program (Tahsin learning program) at IAIN Palopo. Students who initially didn't even know letters were finally able to read even just a few verses and not very fluently. This is supported by documentation of students' final test results after participating in the program which shows a reduction in the number of students in the poor and very poor categories. This is in line with Rijal's discovery that the ability to read the Al-Qur'an of students from the Tarbiyah and Teacher Training Faculty at the State Islamic Religious College in Aceh has increased after participating in the Ma'had al-Jami'ah program, although on the other hand there are still several obstacles that arise. not resolved properly (Rijal et al., 2020). Then the indicator "evaluation results are used as a reference in improving tahsin learning management" is also considered fulfilled. This can be seen from the periodic improvements made by the management of Ma'had al-Jami'ah IAIN Palopo after conducting internal and external evaluations.

E. CONCLUSION

The implementation of the Ma'had al-Jami'ah Program at IAIN Palopo in improving students' Tahsin skills was overall considered very good. The context aspect is in the very good category by meeting four indicators, namely the availability of special programs, the existence of good collaboration between teaching staff and students, the existence of program supporting factors and the relevance of the program to the campus vision and mission. Meanwhile, the input aspect is in the good category by fulfilling three categories including the availability of pre-tests to measure student quality, the availability of adequate teaching staff, and the availability of adequate regulations/curriculum. The process aspect meets four indicators, namely the availability of learning planning, good organization, active student participation, and availability of an evaluation process, so that the process aspect is in the very good category. Furthermore, the product aspect is also in the very good category by meeting three indicators, namely obstacles that can be overcome well, there is a significant increase in student abilities, and the use of evaluation results as a reference for program improvement.

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