



EVALUATION OF THE CIPP MODEL ON THE TAHFIDZ PROGRAM IN ISLAMIC BOARDING SCHOOLS

Atikah Umi Markhamah Zahra Ayyusufi,¹ Ari Anshori,² Muthoifin³

Pascasarjana Pendidikan Agama Islam Universitas Muhammadiyah Surakarta, Indonesia

Email: atikahzahra2020@gmail.com, aa112@ums.ac.id, mut122@ums.ac.id

Received: 21-02-2022

Revised: 19-04-2022

Accepted: 18-05-2022

Abstract

The purpose of this article is to describe the results of the comparative evaluation of the implementation of the tahfidz program between Pondok Darul Fithrah Tawang Sari and PPTQ Ulul Albab Polokarto Sukoharjo in 2021/2022 in terms of the CIPP evaluation model for the students of the Ulya unit between the two *Pesantren*. This article used a qualitative type and includes field research. Data collection techniques used were observation methods, interview methods, questionnaires (questionnaires), and documentation methods. The findings of the research show that the implementation of the *tahfidz* al-Qur'an program at Pondok Darul Fithrah and PPTQ Ulul Albab has been going well. The context aspect between Pondok Darul Fithrah and PPTQ Ulul Albab tahfidz program is in the very good category. The input aspect of the tahfidz program at Pondok Darul Fithrah is in a good category, while the PPTQ Ulul Albab is in a very good category. In the process aspect, the tahfidz program at Pondok Darul Fithrah and PPTQ Ulul Albab are both in the very good category. Finally, the product aspect of the tahfidz program at Pondok Darul Fithrah is in a good category, there is one indicator in the form of a memorization target not being maximized with a percentage of 50-60%, while PPTQ Ulul Albab is in the very good category with a percentage of 90%. Overall, the implementation of the tahfidz program in the ulya unit of the two cottages and the results of the evaluation of the tahfidz program using the CIPP model both, if converted, get very good qualifications.

Keywords: Evaluation, CIPP Model, Tahfidz Program.

Abstrak

Tujuan artikel ini adalah mendeskripsikan hasil evaluasi perbandingan implementasi program tahfidz antara Pondok Darul Fithrah Tawang Sari dan PPTQ Ulul Albab Polokarto Sukoharjo tahun 2021/2022 ditinjau dari model evaluasi CIPP (Context, Input, Process, dan Product) pada santri unit ulya antara dua pondok tersebut. Penelitian ini menggunakan jenis kualitatif dan termasuk penelitian lapangan (field research). Teknik pengumpulan data yang digunakan melalui metode observasi, metode wawancara, angket (kuesioner), dan metode dokumentasi. Analisis data pada penelitian ini menggunakan teknik analisis data model interaktif menurut Miles & Huberman. Temuan hasil penelitian menunjukkan implementasi program tahfidz al-Qur'an di Pondok Darul Fithrah dan PPTQ Ulul Albab sudah berjalan dengan baik. Aspek konteks (konteks) antara Pondok Darul Fithrah dan PPTQ Ulul Albab program tahfidz sama-sama masuk kategori baik sekali. Adapun aspek input (masukan) program tahfidz pada Pondok Darul Fithrah masuk kategori baik sedangkan PPTQ Ulul Albab masuk kategori baik sekali. Pada aspek process (proses) program tahfidz pada Pondok Darul Fithrah dan PPTQ Ulul Albab sama-sama masuk dalam kategori baik

sekali. Terakhir aspek product (produk) program tahfidz pada Pondok Darul Fithrah masuk dalam kategori baik terdapat satu indikator berupa target hafalan belum maksimal dengan persentase 50-60%, sedangkan PPTQ Ulul Albab masuk dalam kategori baik sekali dengan persentase 90%. Secara keseluruhan implementasi program tahfidz pada unit ubya kedua pondok tersebut dan hasil evaluasi program tahfidz menggunakan model CIPP keduanya jika dikonversikan nilainya mendapat kualifikasi baik sekali.

Kata Kunci: *Evaluasi, Model CIPP, Program Tahfidz*

INTRODUCTION

The concept of long-life education states that education has no end. Even in the Islamic world, learning from the swing to the grave is termed learning. Because of the importance of education, of course, in the process, comprehensive, systematic, and sustainable steps are needed whether the education has gone according to plan and becomes a measuring tool for the success of education itself.¹ Effectiveness in learning the Qur'an is essential, especially if you want to be able to memorize it. A place for learning or some recitation program is also a factor supporting the success of a person to be able to read and memorize the Qur'an.² The study and deepening of the sources of Islamic teachings al-Qur'an and al-Hadith must be the foundation and foundation in thinking and acting, as well as educating children so that they are fond of studying the Qur'an.³

The Tahfidz Qur'an program is a program implemented in the context of the success of the national program. This program refers to the Law on the National Education System (SPN) No. 20/2003. SPN, among others, states that students must develop their potential to have spiritual strength and increase their personality intelligence. A program, in general, can be interpreted as a plan.⁴ A program is also defined as a unit of activity which is the realization or implementation of a policy, takes place in a continuous process, and always occurs in an organization that involves a group of people.⁵ Like other educational programs, the Qur'an tahfidz program must also be evaluated. Evaluation is critical to be carried out in every learning program to be used as a basis for making policies related to the program. Evaluation is also important to be carried out to find out how far the level of success of the implementation of a program has been implemented.⁶

Two of the many Islamic boarding schools in Sukoharjo, Central Java that focus on tahfidz al-Qur'an, are Tahfidz Islamic Boarding School & Darul Fithrah Science and

¹ Retna Fitri et al., "Penggunaan CIPP Model Dalam Mengevaluasi Pelaksanaan Tahfiz Qur'an Di Pondok Pesantren," *Journal Educative: Journal of Educational Studies* 5, no. 1 (2020): 1, <https://doi.org/10.30983/educative.v5i1.3071>.

² Mizanul Hasanah, "The Role of Parents in Children Memorizing the Qur'an in Middle School Based on the Amanatul Ummah Islamic Boarding School," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (July 25, 2021): 139–56, <https://doi.org/10.31538/tijie.v2i2.43>; Nofika Ria Nur Farida, Muhammad Anas Ma`arif, and Ari Kartiko, "Implementation of the Wahdah Method in Improving Students' Ability to Memorize the Qur'an," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (October 19, 2021): 518–30, <https://doi.org/10.31538/nzh.v4i3.1084>.

³ Ferdinan, "Pelaksanaan Program Tahfidz Al-Qur'an (Studi Pesantren Darul Arqam Muhammadiyah Gombara Sulawesi Selatan)," *Tarbawi* 3, no. 1 (2018).

⁴ Fitri et al., "Penggunaan CIPP Model Dalam Mengevaluasi Pelaksanaan Tahfiz Qur'an Di Pondok Pesantren."

⁵ Cepi Safruddin Abdul Jabar. Arikunto Suharsimi, *Evaluasi Program Pendidikan*, Kedua (Jakarta: Bumi Aksara, 2008), 3–4.

⁶ Imam Faizin, "Evaluasi Program Tahfidzul Qur'an Dengan Model CIPP," *Al-Miskawaih* 2 (2021): 99–118.

Technology which is located on Nuricik Rt 3/V Grajegan Village, Tawang Sari Sukoharjo and PPTQ Ulul Albab Polokarto, Sukoharjo Regency. So far, the tahfidz program at Pondok Darul Fithrah and PPTQ Ulul Albab has been running. Scientifically, an evaluation of the tahfidz program is needed. Based on the background of the problem above, this research finally raises the following issues: How does the implementation of the tahfidz program for students in the ulya unit (male) between the Tahfidz Islamic Boarding School & Technology Sciences Darul Fithrah Tawang Sari and the ulya unit students (girls) PPTQ Ulul Albab Polokarto Sukoharjo in 2021/ 2022? and how is the evaluation of the implementation of the tahfidz program and the results in terms of the CIPP model (Context, Input, Process, and Product) for the students of the Ulya unit of the two cottages?

One way to compare the implementation of the tahfidz program between the two pesantren is through an evaluation of the CIPP. The CIPP evaluation model was developed by Daniel L. Stufflebeam et al. Stufflebeam has determined 4 types of decisions based on the CIPP model, namely: One, Context evaluation is useful in the initial phase of program development, identifying needs and designing rationality for the program. Two, Input evaluation will help provide information on the allocation of resources needed for the proposed program. Input evaluation is useful in determining what is needed to achieve the objectives specified in the context evaluation. Three, process evaluation helps know the strengths and weaknesses of the program that may not have been known before. The data generated here can be used to improve the program before it is too late. Fourth, product evaluation occurs during and after the program, emphasizing gathering the information needed for decisions to be made, namely whether the program should be continued, modified, or terminated.⁷

Several studies conducted by previous researchers related to the subject and the research method used. First, the research conducted by Syaifudin Noer and Evi Fatimatur Rusydiyah in 2019 entitled "Coin Pro 2 Based *Tahfidzul Qur'an* Learning Evaluation Model (Comparative Study of *Tahfidz* Learning in Turkey, Malaysia, and Indonesia)". The study results conclude that three models of *tahfidz* learning are most often used in Indonesia, namely *saba'* (deposit), *murajaah*, and *sima'an*. From the *tahfidz* learning models in the 3 countries above, an evaluation model called Coin Pro 2. In Coin Pro 2 there is an evaluation of CIPP. In context evaluation, school policy support, starting from the minimum student memorization target, time allocation, and an integrated tahfidz assessment system with the school curriculum. In the input, there is an evaluation of the availability of tahfidz teachers and their competencies, students' initial ability to read the Qur'an, design, and planning of tahfidz learning, special manuscripts for memorization, assessment modules, and recording of student's rote development, and representative classes/rooms. In the process of evaluation, students add new memorization, deposit it, *murajaah*, and listen to each other's memorization. Finally, product evaluation, including the ability of students to read rote well and fluently by

⁷ Muhammad Mufid, "Evaluasi Model Context, Input, Process and Product (CIPP) Program Baca Tulis Al-Qur'an Di Institut Agama Islam Negeri Pekalongan" (Quality, 2020).

predetermined achievement targets.⁸ The similarity of the research is to evaluate the tahfidz al-Qur'an program. In contrast, the differences in the research lie in the model, place, time of the study, and the research evaluation model based on Coin Pro 2. This study uses the CIPP evaluation model.

Second, research by Umam, KA, and Saripah on Using the (CIPP) Model in the Evaluation of Training Programs. The results showed that the chili cultivation agricultural training program was successful. This is shown from the PE score on the context dimension of 75.04%, on the "enough" criteria; on the input dimension of 79.44%, also on the "enough" criteria; on the process dimension of 78.75%, as well as on the "medium" criteria, and the product dimension of 82.29%, on the "good" criteria. The similarity in the evaluation model component used is the Stufflebeam evaluation model (CIPP). The difference is the type of research used in this research is evaluation research, with a descriptive quantitative approach. In contrast, this research uses qualitative research. Subjects, objects, times, and places of research are also different.

Several studies were conducted by previous researchers. The first research evaluation model used has not shown a comprehensive evaluation. The research evaluation model is based on Coin Pro 2. This research is more comprehensive, using the CIPP evaluation model. While the second study has not shown a comprehensive evaluation subject, the type of research and the object, time, and place of research are also different. The vital reason why using the CIPP evaluation model is that evaluators more widely use the CIPP evaluation model in its implementation. This is because this evaluation model is more comprehensive when compared to other evaluation models. Researchers feel that the evaluation of the CIPP model is relevant to be used as a comparative study on the evaluation of the Tahfidzul Qur'an program between Tahfidz Islamic Boarding School & Darul Fithrah Tawang Sari Technology Science and PPTQ Ulul Albab Polokarto Sukoharjo. The purpose of this study was to find out a comparative description of the implementation of the *tahfidz* program for students from the ulya unit (male) at the Tahfidz Islamic Boarding School & Darul Fithrah Tawang Sari Islamic Boarding School and the students from the ulya unit (female) PPTQ Ulul Albab Polokarto in 2021/2022. In addition, knowing the evaluation of the implementation of the Tahfidzul Qur'an program and the results in terms of the CIPP model for the students of the Ulya unit between the two cottages.

RESEARCH METHOD

This type of research is field research (*field research*). This research was conducted at Pondok Tahfidz & Science Technology Darul Fithrah Tawang Sari and PPTQ Ulul Albab because both educational institutions implement the *tahfidz* program. So far, there has been no research related to this. The data used in this study is data that has to do with the focus of the study on evaluating the Tahfidzul Qur'an program between the two cottages. This research starts around September 10, 2021, until January 18, 2022.

⁸ Syaifudin Noer, ; Evi, and Fatimatur Rusydiyah, "Model Evaluasi Pembelajaran Tahfidzul Qur'an Berbasis Coin Pro 2 (Studi Komparasi Pembelajaran Tahfidz Di Turki, Malaysia Dan Indonesia)," *Eduveelgia: Jurnal Pendidikan Agama Islam* 3, no. 2 (2019): 138–50.

The research subjects were determined purposively (who knew best about what was being asked) with the following characteristics: Head of Tahfidz Coordinator at Pondok Tahfidz and Technology Science Darul Fithrah Tawangsari and PPTQ Ulul Albab Polokarto Sukoharjo; the *tahfidz* of the two Islamic boarding schools; and several students of the tahfidz al-Qur'an program at the Ulya unit of the two Islamic boarding schools. The research instruments used were interview guides, questionnaire instruments, observation instruments, and component instruments to evaluate the tahfidz program using the CIPP model. The scores will be detailed in the research report.

Data collection techniques used in this research are observation, interview, questionnaire, and documentation. In this study, researchers observed the management and evaluation of the Tahfidzul Qur'an program in terms of Context, Input, Process, and Product between the two pesantren. The technique of checking the validity of the data is triangulation. The triangulation used by researchers is source triangulation.

According to Miles & Huberman, data analysis in this study was carried out descriptively (speaking the word as it is qualitatively) and using an interactive model data analysis technique. The process of concluding is done by comparing the data from the analysis with the evaluation criteria. From the final score, conclusions are drawn regarding the implementation of the tahfidz program using the CIPP model evaluation at the two Islamic boarding schools with a value scale of 1–100 based on the provisions of the score conversion or interval class, namely: 1) very good, 85 - 100, 2) good, 66 - 79, 3) enough, 55 - 65, 4) less, 40 - 55, and 5) failed, 30 - 39.

RESULT AND DISCUSSION

Result

Implementation of the *Tahfidz* Program at Pondok Darul Fithrah

The *tahfidz* program at Pondok Darul Fithrah unit *ulya* (male) implements an annual target of 5 juz once seated at each grade level. This *tahfidz* target will be continued every year. The implementation of the tahfidz program is also following the SOP (Standard Operating Procedure Tahfidz), and there is a schedule of tahfidz program activities every day from 05.00-06.30, 07.00-08.15, 15.30-16.30, and 19.15-20.00. There is a *tahfidz* evaluation in the form of daily assessments, weekly assessments, and monthly assessments to be updated to the application once a month as a report to the guardian of the *santri*⁹.

The implementation of the *tahfidz* al-Qur'an program at Pondok Darul Fithrah has been going well, as seen from the schedule for the memorization and deposit process, the learning methods and media used teacher involvement in implementing the *tahfidz* program, facilities, and infrastructure for the tahfidz program, assessment criteria, and memorization targets.

According to the researcher's observations, the lack of meeting the target of the tahfidz program was due to not only focusing on the tahfidz program but also excellent programs in the form of science and technology and the burden of other subjects that had to be

⁹ Student in Islamic Boarding School

completed. These reasons greatly affect the achievement of the Minimum Completeness Criteria (KKM)¹⁰ and the memorization target of the *Pesantren*.



Figure 1. *Tahfidz/ Dawroh* SBQ (Sehari Bersama Qur'an), A Day with the Quran

Implementation of the Tahfidz Program at PPTQ Ulul Albab

The *tahfidz* program at PPTQ Ulul Albab unit ulya (girls) applies memorization of 30 juz within 3 years. Class X ulya is expected to memorize 10 juz, class XI ulya is expected to memorize 15 juz, and class XII ulya is expected to memorize 5 juz for a total of 30 juz. The implementation of tahfidz al-Qur'an at PPTQ Ulul Albab is carried out at the following hours at 1 (07.00-09.20), second hour (Ba'da zuhr-13.00), third hour (15.30-16.45 / 17.00), and IV (Ba' da isha'-20.00).

The following is documentation of the use of mosque infrastructure during the tahfidz program.



Figure 2. Setoran dan murojaah *tahfidz* in The Mosque

The implementation of the tahfidz program at the Tahfidzul Qur'an Islamic Boarding School Ulul Albab has been going well according to the SOP (Standard Operating Procedure). It can be seen from the schedule for the memorization and deposit process, the methods and learning media used the involvement of teachers in implementing the tahfidz program, facilities and infrastructure, the tahfidz program, and assessment criteria, memorization targets, and the percentage of success of the tahfidz program.

¹⁰ Indonesia Is Kreiteria Ketuntasan Minimal

The following table compares the implementation of the *tahfidz* program between the Darul Fithrah Islamic Boarding School and the Ulul Albab PPTQ.

Table 1. Comparison of the implementation of the tahfidz program in *Pesantren*

No	Implementation Tahfidz	Pesantren Darul Fithrah	PPTQ Ulul Albab
1	Goal	Make <i>muhafidz</i> cadres memorize 30 juz and don't forget about Islamic sciences and other general knowledge	Guiding students to be able to memorize 30 juz of the Qur'an and equip students with the necessary <i>syar'i</i> sciences and external knowledge
2	Curriculum	Ministry of Religion and self-made <i>tahfidz</i> program curriculum.	Ministry of Religion and self-made <i>tahfidz</i> program curriculum.
3	Learning Media	Al-Quran <i>Rasm</i> Usmani and MP3 <i>murottal</i> centered from the lodge	Al-Qur'an, <i>tabsin</i> books, centralized recitations, or <i>murottal</i> MP3s are played
4	Learning Method	The practice goes back to each <i>santri</i> whether to use the method that we convey specifically or use their method.	<i>Tabsin at-tilawah</i> (justification for reading), <i>hifdzul jadid</i> (add new memorization), and <i>murojaah</i> (repeat)
5	Upgrading the knowledge of support	First, the activities of <i>tabsin</i> and recitation activities visited the sheik/Qurro' in various areas, for example participating in the cycle in Karanganyar. The two deposit programs between <i>muhafidz</i> .	The form is a <i>tabsin</i> cycle, a Quran <i>halaqah</i> cycle, <i>murojaah</i> , or <i>murojaah</i> every Saturday between <i>tahfidz</i> mentors.
6	Teacher's Memorization	Have completed a 30 juz memorization deposit and continue to upgrade tahfidz knowledge	Having completed the 30 juz memorization deposit, there is a memorization & <i>tabsin</i> checking team.
7	Qualification of student selection	Seeing the quality of reading the Qur'an by students and not seeing the amount of memorization.	The specified letter memorization test, the Koran reading test, the existing memorization test, and <i>tahsin</i> and Arabic tests.
8	Time	It is according to the memorization target achieved and there is an academic calendar	It is according to the memorization target achieved and there is an academic calendar
9	Assessment criteria	Fluency, the amount of memorization, recitation of recitation, and <i>tabsin</i> as well as etiquette.	<i>Makbarijul</i> letters, recitation of <i>tajwid</i> , good reading or not, fluency in memorization, and from <i>partial</i> .

10	Minimum Completeness Criteria Achievement	In general, approximately 50% have been able to achieve some of the desired things.	The majority reached the KKM. Few or only a few in each class have not reached the KKM. The percentage is more than 90%, the last 30 juz have been completed.
11	Memory Target	Daily goal: deposit 1 thing (minimum). Weekly goal: deposit 5 pages (minimum) with one sitting. Monthly target: 1 Juz deposit with one sitting. Annual target: deposit/tasmi' 5 juz in one sitting. This target will be continued every year.	30 juz with details: Year 1 is 10 juz Year 2 is 15 juz Year 3 is 5 juz

Theory CIPP

The core concept of the CIPP model is the evaluation of the context of entities, inputs, processes, and products. The basic idea of the CIPP evaluation model is to evaluate: context, input, process, and, product. Context evaluation helps in developing the objectives of a program. Input evaluation helps in program preparation. Process evaluation is used to show program implementation, and product evaluation is an evaluation of the output as a study material in making policy on the program that is being run. This evaluation model is very precise in evaluating the effectiveness of the implementation of a program.¹¹

Context Evaluation

Decision-makers use context evaluation to define goals, set priorities, and ensure program objectives are targeted to address significant needs and problems. Regulatory bodies and program stakeholders use context evaluation findings to assess whether programs are guided by appropriate goals and evaluate outcomes for their response to program-targeted needs, problems, and objectives. This research presents the vision, mission, and goals based on the opinion above. These three parts are part of the plan for determining needs and formulating objectives.

Input Evaluation

In input evaluation, evaluators assist program planning by identifying and assessing alternative approaches and subsequently assessing procedural plans, staffing requirements, and budgets for feasibility and potential cost-effectiveness in meeting targeted needs and achieving objectives. Input evaluation helps regulate decisions to determine available sources, what alternatives are taken, what plans and strategies to achieve goals, and how to work procedures.¹² Researchers evaluate the input of teachers, students, curriculum, infrastructure, and funding in the *tahfidz* program.

¹¹ Kartini Nurul Hikmah, "Evaluasi Program Baitul Arqam Bagi Karyawan Di Universitas Muhammadiyah Palangkaraya," *Anterior Jurnal* 16 (2017): 144–57.

¹² Eko Putro Widyoko, *Evaluasi Program Pembelajaran Panduan Praktis Bagi Pendidik Dan Calon Pendidik* (Yogyakarta: Pustaka Belajar, 2010), 182.

The following is a diagram of one of the input components of the *tahfidz* program for the two *Pesantren*.

Figure 3. a diagram of the memorization effort questionnaire according to the target



More than 70% of the students of the two pesantren have a strong determination to realize their desire to become *hafiz*/*hafizah* and try to memorize the Qur'an according to the given target. The majority of students have the determination and patience about it. There is the suitability of interview data and questionnaire results related to the conclusion and desire of students to memorize the Qur'an.

Process Evaluation

In the evaluation process, evaluators monitor, document, assess, and report on the implementation of the program plan.

Process evaluation to find out to what extent the plan has been implemented and the components that need to be improved. In this stage, an assessment of the *tahfidz* program material, learning media, learning methods, and time allocation for the *tahfidz* program is carried out. The following is a diagram of a questionnaire related to one component of the *tahfidz* program process for the two cottages.

Figure 4. Questionnaire diagram for correcting reading material errors



More than 90% of the students of the two pesantren always corrected when the tahfidz teacher showed a reading error. Correction of errors in reading material follows the purpose of process evaluation to determine which components need to be improved.

Product Evaluation

In product evaluation, evaluators identify and assess costs and intended and unintended, short-term and long-term outcomes. They provide feedback during program implementation on how program objectives are being addressed and achieved. At the end of the program, product evaluation helps identify and assess the various achievements of the program. The product components in this study are the minimum completeness criteria (KKM) for the tahfidz program and the target or achievement of *tahfidz* results determined for each semester of the Islamic boarding school. The following is a diagram of a questionnaire related to one of the product components of the *tahfidz* program of the two *Pesantren*.

Figure 5. diagram of the repetition of memorizing the Qur'an



More than 60% of the students of the two Islamic boarding schools did the repetition of memorizing the Qur'an or using the *murojaah* method with friends and tutors every day according to schedule. There is a match between the interview data and the questionnaire results related to the tahfidz process at the two *pesantren*.

Table 2. Comparison of scores from the evaluation of the implementation of *tahfidz*.

Komponen CIPP	Skor Pondok DF		Skor Pondok UA		Pesantren DF	Pesantren UA
	Yes	No	Yes	No		
<i>Context</i> ; vision, mission, and goal.	12	0	12	0	Superior	Superior
<i>Input</i> ; teacher, student, curriculum, infrastructure, and funding	19	1	20	0	Superior	More Superior in student selection
<i>Process</i> ; materials, learning media, methods, time allocation.	16	0	16	0	Superior	Superior
<i>Product</i> ; value according to KKM, rote target	7	1	7	1	Superior	More Superior in KKM
Total indicator weight = 14	54	2	55	1	Superior = 54	Superior = 54
Maximum amount of weight 14 x 4 (value each aspect) = 56	56	56	56	56	More Superior = 0	= 2
Indicator final value	96,4		98,2			
Convert value	Good		Excellent		Superior 54	Superior 55 and more superior 1

The final value of the indicators at Pondok Darul Fithrah from this assessment are:

54

$\frac{54}{56} \times 100\% = 96,4\%$ in the list of values written 96.4.

The final value of the indicators on the Ulul Albab PPTQ from the assessment are:

55

$\frac{55}{56} \times 100\% = 98,2\%$ in the list of values written 98.2.

Furthermore, from the final score, conclusions are drawn regarding the implementation of the *tahfidz* program using the CIPP model evaluation at the two Islamic boarding schools with the following provisions for score conversion or class intervals.

Table 3. Score conversion¹³

Number 1-100	Number 1-10	IKIP	Letter	Classification
80-100	8,0-10,0	8,1-10	A	Very Well
66-79	6,6-7,9	6,6-8,0	B	Well
55-65	5,6-6,5	5,6-6,5	C	Enough
40-55	4,0-5,5	4,1-5,5	D	Not Enough
30-39	3,0-3,9	0-4,0	E	Fail

Source: Suharsimi Arikunto, Evaluation of Educational Programs.

Based on the table above, Pondok Darul Fithrah got a final score of 96.4 if converted, the score was very well qualified. Meanwhile, PPTQ Ulul Albab got a final score of 98.2 if the value was converted into a very good category.

Discussion

The evaluation model used in this study is CIPP which Stufflebeam has developed. By referring to the evaluation model, the explanation of the research results includes the components of the evaluation target in the form of context, input, process, and product.

*"In the CIPP model, process evaluation is directed at determining the conformity between what is planned and what is being implemented. It is an activity that aims to evaluate the learning outcomes of the learners, through which instructors can attempt to establish whether there has been an impact after the learning process."*¹⁴

In the CIPP model, process evaluation is directed to determine the suitability of what is planned and what is implemented. This activity aims to evaluate student learning outcomes, where the instructor can try to establish whether there is an impact after the learning process.

There are several studies conducted by previous researchers related to the evaluation of the CIPP model program. First, the research was conducted by Risdiyok in 2021 with the title "CIPP Evaluation Model in Evaluating the Online Tahfidz Program at Al-Ishlah Islamic Middle School Bukittinggi". Quite worried about the continuity of the tahfidz program due to the Covid-19 pandemic. It has a massive impact on the tahfidz learning process, and product evaluation shows the level of success is far from what was planned. So it can be said that the success of the tahfidz program during the Covid-19 pandemic experienced a setback, or the

¹³ Suharsimi Arikunto, *Evaluasi Program Pendidikan* (Jakarta: PT Bumi Aksara, 2008), 281.

¹⁴ Khalif Ashhabul Umam and Iip Saripah, "Using the Context, Input, Process and Product (CIPP) Model in the Evaluation of Training Programs," *International Journal of Pedagogy and Teacher Education* 2, no. July (2018): 185, <https://doi.org/10.20961/ijpte.v2i0.26086>.

expected target was not achieved using qualitative analysis. Subjects, objects, times, and places of research are also different.¹⁵

The similarity lies in the research method, both using a qualitative approach. The program studied was also related to tahfidz with the CIPP evaluation model. While the difference lies in the program system that is run, if the research is an online tahfidz program, this research is an offline tahfidz program because the students are in an Islamic boarding school environment. In addition, the time of research, the object of study, and the place of research are also different.

Second, the research conducted by Titi Muntiarti, Ernawati, and Bambang Indriyanto in 2020 with the title "Evaluation of the Al-Qur'an Tahfidz Program at SMA-IT Buahati Jakarta". The study results concluded that the tahfidz al-Qur'an program at SMAIT Buahati seen from the context aspect, was excellent, seen from the indicators of the school's goals and vision and mission. The input aspect was of good value seen from the needles of student ability, teacher quality, and availability of infrastructure. The process aspect is of good value seen from planning, process, and learning evaluation indicators. The product aspect is of good importance based on the hands of the results obtained by students during the tahfidz al-Qur'an program. The outcomes are of good importance seen from the program's usefulness felt by students and the surrounding environment. So, overall the results of the evaluation of the tahfidz al-Qur'an program at SMAIT Buahati are of excellent value.¹⁶

The research equation evaluates the *tahfidz* program. In contrast, the difference lies in the study's model, type, subject, place, and time. This study uses the CIPPO evaluation model, while this study uses the CIPP evaluation model. So far, the tahfidz program at Pondok Darul Fithrah and PPTQ Ulul Albab has been running. Scientifically, an evaluation of the *tahfidz* program is needed. This study looks comprehensively at how the educational process compares, namely the *tahfidz Qur'an* program of the two pesantren. The study was motivated by the importance of evaluating a program to produce excellent and appropriate information in providing follow-up/improvement on the agenda.

From various existing research processes, followed by the achievement of many standard criteria and data in the form of interviews and existing documents. Following are the results of the evaluation of the tahfidz program of the two cottages after being analyzed using the CIPP theory.

Evaluation Results of the Tahfidz Pondok Darul Fithrah CIPP Model Program

Context Evaluation

Decision-makers use context evaluations to define goals and set priorities and make sure program goals are targeted to address significant, assessed needs and problems. Oversight bodies and program stakeholders use

¹⁵ Risdiyok, "Model Evaluasi CIPP Dalam Mengevaluasi Program Tahfiz Selama Daring Di SMP Islam Al-Ishlah Bukittinggi," *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya* 7, no. 3 (2021): 73, <https://doi.org/10.32884/ideas.v7i3.429>.

¹⁶ Titi Muntiarti, Ernawati Ernawati, and Bambang Indriyanto, "Evaluasi Program Tahfidz Al-Qur'an Di Smaıt Buahati Jakarta," *Jurnal Penelitian Dan Penilaian Pendidikan* 3, no. 1 (2020): 1–13, <https://doi.org/10.22236/jppp.v3i1.5913>.

*context evaluation findings to judge whether the program was guided by appropriate goals and also to judge outcomes for their responsiveness to the program's targeted needs, problems, and goals.*¹⁷

The vision of Pondok Darul Fithrah is in line with the theory that the picture should be able to provide an overview of which direction the madrasa and its work unit will continue to exist and be consistent, anticipatory, innovative, and productive. The work unit also reminds each other to muhafidz and his students to stay enthusiastic about what the cottage has programmed so that it runs optimally and achieves the vision of the cottage.

As for Pondok Tahfidz Darul Fithrah from 1999–to 2012, there was no change in the mission, then in 2012 the management changed, the mission was also changed and until now there has been no change because it has been adjusted to the program focus. The *Tahfidz* program aims to produce 30 juz muhafidz cadres and not forget about Islamic sciences and other general knowledge. In addition, according to the statement of objectives, it must be able to show a condition to be achieved in the future.

Based on the theory stated above and matters related to the evaluation of the sub-component context (context) in the form of the vision, mission, and goals of Pondok Darul Fithrah, it follows the planning part in determining needs and formulating goals to be achieved.

Input Evaluation

*In input evaluations, evaluators assist with program planning by identifying and assessing alternative approaches and subsequently assessing procedural plans, staffing provisions, and budgets for their feasibility and potential cost-effectiveness in meeting targeted needs and achieving goals.*¹⁸

The *tahfidz* tutors at Pondok Darul Fithrah have met the benchmarks for determining the criteria to become tahfidz teachers. Regarding students, the most example for the qualifications of students at the pesantren is the quality of reading students, not looking at the amount of memorization but the quality of reading the Qur'an. The curriculum at Pondok Darul Fithrah has been implemented correctly, and the objectives of the curriculum made by the pesantren are following the first model, namely a goal-oriented curriculum that has several advantages. Darul Fithrah Islamic Boarding School's facilities and infrastructure are adequate, although some need to be further developed. The source of funding for the cottage follows the financial and financing sources of a school in general.

Process Evaluation

*In process evaluations, evaluators monitor, document, assess, and report on the implementation of program plans.*¹⁹

Pondok Darul Fithrah already refers to the curriculum and program objectives to be achieved. In addition, the teacher also conducts an assessment of the *tahfidz* program according to the material. The *tahfidz* Islamic boarding school program material is attached to the curriculum. Tahfidzul Qur'an learning media at Pondok Darul Fithrah focuses on the Qur'an only, but media such as MP3s have sound in the morning or *murotal* lit breaks so that students can generally listen to them.

¹⁷ Chris L. S. Coryn Daniel L. Stufflebeam, *Evaluation Theory, Models, & Applications*, Printed in the United States of America, 2014, 132.

¹⁸ Daniel L. Stufflebeam, 132.

¹⁹ Daniel L. Stufflebeam, 132.

The method of the *tahfidz* program at Pondok Darul Fithrah, in practice, returns to each student whether to use the technique that we convey precisely or use their method. The estimated time for the *tahfidz* program is adjusted to the memorization target achieved at the cottage. The allocation of time for tahfidz at Pondok Darul Fithrah is sufficient to achieve the target, but it still needs to be monitored to maximize the time for *tahfidz*.

Product Evaluation

*In product evaluations, evaluators identify and assess costs and outcomes - intended and unintended, short term and long term. They provide feedback during a program's implementation on the extent to which program goals are being addressed and achieved. At the program's end, product evaluation helps identify and assess the program's full range of accomplishments.*²⁰

The assessment criteria are fluency, the amount of memorization, recitation of recitation and tahsin, and etiquette. There are daily assessments, weekly assessments, and monthly assessments. Monthly to be updated to the application to see the activities and achievements of students. For the accomplishment of the KKM *tahfidz*, on average, the target, in general, is approximately 50%. We have been able to achieve some of the things we want.

The target of memorization is adjusted to the curriculum of the *tahfidz* boarding school which is managed and there is an evaluation. The results of the assessment of the *tahfidz* program that the percentage of success is 50-60% of the set memorization target because the Darul Fithrah Islamic boarding school does not only focus on the Qur'an *tahfidz* program but there are excellent programs in the form of technology science and other subject loads that must be completed. The obstacles mentioned above also affect the set memorization targets.

The findings of this study indicate that the *tahfidz* al-Qur'an program at Pondok Darul Fithrah, seen from the context sub-component, is in the excellent category. This is also seen from the suitability of the indicators of each aspect with the vision, mission, and objectives of the Darul Fithrah cottage program.

Through the linkage of input component data, in the form of teachers, students, curriculum, facilities, infrastructure, and funding with standard program criteria, the input components in the *tahfidz* program are categorized as good because they are appropriate. There is a note on student input where one of the student inputs still does not meet the standard criteria of the program, namely having memorized several chapters or there is a memorization test that is already owned. Pondok Darul Fithrah does not require these conditions when selecting student input so that it affects the final achievement of the memorization target.

Regarding the sub-components of the evaluation process in the form of using materials, learning media, methods, and time allocation, the *tahfidz* program has met the indicator criteria for each aspect and is in the excellent category. The product aspect is of good value based on the indicators of the results obtained by students during the *tahfidz* al-Qur'an program. There is a record of achieving the KKM *tahfidz* average target, in general, approximately 50% still does not meet the target. The percentage of success in achieving the target of the ulya level tahfidz program at Pondok Darul Fithrah averages around 50%-60%. According to the researcher's observations, the lack of meeting the tahfidz program's target was because the

²⁰ Daniel L. Stufflebeam, 133.

cottage was not only focused on the tahfidz program but also had IT programs and other subject loads that had to be completed.

Evaluation Results of the CIPP Model of the Ulul Albab Tahfidz PPTQ Program

Context Evaluation

PPTQ Ulul Albab's vision is in line with the theory that the picture should be able to provide an overview of which direction the madrasa and its work unit will continue to exist and be consistent, anticipatory, innovative, and productive. The process of formulating the mission and the formulation of the vision. Since the establishment of PPTQ Ulul Albab, the mission has not changed because, in the beginning, it was focused on Tahfidz Islamic Boarding Schools. The purpose of the Ulul Albab PPTQ program is to guide students to be able to memorize 30 chapters of the Qur'an and equip students with the *syar'i* sciences and external sciences that are needed following the objectives of the tahfidz program and in tune with the vision and mission. Based on the theory that has been put forward and matters related to the evaluation of the sub-component context in the form of the vision, mission, and goals of Pondok Darul Fithrah, it is following the planning part in determining needs and formulating goals to be achieved.

Input Evaluation

The Ulul Albab *tahfidz* teacher or tutor follows the benchmarks for determining the criteria to become a *tahfidz* teacher. During the selection of students who were tested, the first test was to memorize letters that were determined from the lodge, a test to read the Qur'an, a memorization test that was already owned, and some tests of *tahsin* and Arabic. The management of students at PPTQ Ulul Albab is under the objectives of managing students so that learning activities in schools can run smoothly and orderly and achieve school education goals. PPTQ Ulul Albab has a *tahfidz* program curriculum.

The curriculum at PPTQ Ulul Albab has been implemented correctly. Based on the results of observations and interviews with researchers, the facilities and infrastructure and facilities for the tahfidz program at PPTQ Ulul Albab exist, are sufficient, and are appropriate. The funding source for Ulul Albab's PPTQ comes from SPP, and there are permanent and non-permanent donors. In addition, there are cottage-owned businesses such as shops and others. Based on the theory that has been put forward and matters related to the input evaluation sub-components in the form of teachers, students, curriculum, infrastructure, and funding, Pondok Darul Fithrah has met the indicator criteria of each aspect.

Process Evaluation

The material for the *tahfidz* program set by PPTQ Ulul Albab already refers to the curriculum and program objectives to be achieved. In addition, the teacher also conducts a gradual evaluation of the *tahfidz* program according to the material. Tahfidzul Qur'an learning media used in PPTQ Ulul Albab are the Koran, *tahsin* books, centralized recitations, or MP3 *murotal*.

The learning method used by PPTQ Ulul Albab is *murojaah* and *ziyadah*. According to the initial planning, the time given by PPTQ Ulul Albab is considered sufficient to complete the students' memorization targets. The time for implementing the tahfidz al-Qur'an program is following the time allocation in the *tahfidz* curriculum. The estimated time for the tahfidz program is under the memorization target achieved by the lodge. Based on the theory that has

been put forward and matters related to the evaluation process sub-components in the form of materials, learning media, methods, and time allocation, the criteria for each aspect have been met.

Product Evaluation

Based on the theory that has been put forward and things related to the product evaluation sub-component in the form of values according to the KKM, the memorization target has been following meeting the indicator criteria of each aspect. The assessment criteria for memorizing the Qur'an are according to the results of the interview with the *tahfidz* supervisor, namely from *makbarijul buruf*, recitation of recitation, reading is not good, memorization fluency, and from *tartil*. Based on the description of the interview results, in PPTQ Ulul Albab Insha Allah, the majority reached the KKM. Which does not reach a little, maybe only a few in each class. Alhamdulillah, when graduated from PPTQ Qur'an Ulul Albab the majority finished 30 juz. The percentage of success of the tahfidz program at PPTQ Ulul Albab is 90% more than 30 senior high school (SLTA) chapters have been completed. In sha Allah mutqin will also memorize it.

The target for *marhalah tahfidz* in PPTQ Ulul Albab has daily, weekly, monthly and yearly targets. The student *tahfidz* progress report will be notified to the guardian of the *santri* once a month via SMS or WA. The results of interviews related to obstacles during the *tahfidz* program are generally bored because there are many monotonous activities, some are lazy, lack awareness, and some like to play and chat. The results of the *tahfidz* program assessment that the percentage of success is following the target. The portion is more than 90%, the last 30 juz have been completed. The obstacles encountered during the tahfidz program can still be appropriately conditioned by the tahfidz advocates.

The findings of this study indicate that the tahfidz al-Qur'an program PPTQ Ulul Albab seen from the context sub-component is in the excellent category. This can be seen from the suitability of the indicators of each aspect with the vision, mission, and objectives of the Ulul Albab PPTQ program. Through the linkage of input component data, in the form of teachers, students, curriculum, facilities, and infrastructure, as well as funding with standard program criteria, the input component in the tahfidz program is categorized as very good because it is under the provisions of the program standard criteria. PPTQ Ulul Albab requires requirements when selecting student input, namely having memorized several chapters or having a memorization test that is already owned so that it has a lot of effect on the percentage of the final achievement of the memorization target.

Regarding the sub-components of the evaluation process using materials, learning media, methods, and time allocation, the tahfidz program has met the indicator criteria for each aspect and is in an outstanding category. The product aspect is of excellent value based on the indicators of the results obtained by students during the *tahfidz* al-Qur'an program. The achievement of *tahfidz* has reached the specified KKM. The percentage of success in achieving the target of the female ulya level *tahfidz* program at PPTQ Ulul Albab averages 90-100%. This percentage follows the standard program criteria and is achieved very well.

Based on the analysis of the evaluation results presented, it can be concluded that the similarities between the two cottages after an evaluation based on the standard criteria of the program then converted the values to both get excellent qualifications. The difference lies in

the assessment of related indicators having memorized several chapters or a memorization test that is already owned. The Ulul Albab PPTQ is superior in the selection of students. In addition, the evaluation of the KKM value indicator on average reaches 90-100% at PPTQ Ulul Albab is superior to Pondok Darul Fithrah.

Pondok Darul Fithrah achieves around 50-60% of the target set because the lodge does not only focus on the tahfidzul Qur'an program but has excellent programs in the form of technology and other subject matter that must be completed. The obstacles mentioned above also affect the set memorization targets. As for PPTQ Ulul Albab, the achievement target is around 90% of the specified target.

The results of implementing the *tahfidz* program at the two cottages can be seen in the students whose memorization reaches the target. This can be proven in the table of students' memorization abilities and the student report card samples of the two cottages. As for some who have not reached the target, there is special handling from the two cottages. Such as quarantine pursuing marks contained in the PPTQ Ulul Albab or Dauroh One Day with the Al-Qur'an as has been done by Pondok Darul Fithrah.

Overall the results of this program evaluation show exemplary implementation based on the standard objective program criteria set out in this evaluation. Many aspects are observed based on observations, in-depth interviews, and measurements that are sufficient to reach the program standard provisions at the CIPP stage. So, overall the implementation of the *tahfidz* program in the ulya unit of the two cottages and the results of the evaluation of the *tahfidz* program using the CIPP model, if converted, the value gets excellent qualifications.

Based on the explanation of the research results above, the authors found that there are still many limitations in this study, so the authors provide the following suggestions. The principal or the students of the two boarding schools should continue to develop programs that are already running so that the quality of the two cottages can be even better, especially in the implementation of the *tahfidz* program and its achievements.

It is hoped that the *tahfidz* coordinator and its supervisors will make the *tahfidz* program a unique program so that all targets are determined and follow the mission and vision that was formed. In addition, they should continually improve their abilities related to professionalism in maintaining their memorization and using more varied learning methods and media so that students during the tahfidz program learning are even more enthusiastic.

To the students, their enthusiasm and motivation in learning, memorizing the Qur'an, and practicing it can be increased. For other researchers to be able to develop and deepen their research on the implementation of the *tahfidz* program using the CIPP model evaluation comparative studies between Darul Fithrah Islamic Boarding School and PPTQ Ulul Albab as well as researching the follow-up or follow-up of the *tahfidz* program after students graduated from the two Islamic boarding schools.

To the students, their enthusiasm and motivation in learning, memorizing the Qur'an, and practicing it can be increased. For other researchers to develop and deepen their research on the implementation. From the various research processes that have been passed, they are followed by the achievement of standard program criteria and data in the form of interviews and existing documents. The researcher recommends Pondok Darul Fithrah "revise the program" because several institutional standards have not been met or there are parts that are

not in line with expectations. This part is the achievement of the memorization target. The target has not been met because the Darul Fithrah Islamic Boarding School does not only focus on the Qur'an tahfidz program but also has excellent programs in the form of IT (Science and Technology) and other subjects loads that must be completed. The obstacles mentioned above also affect the set memorization targets. The *tahfidz* program uses the CIPP model evaluation comparative studies between Darul Fithrah Islamic Boarding School and PPTQ Ulul Albab as well as researching the follow-up or follow-up of the tahfidz program after students graduated from the two Islamic boarding schools.

The researcher also recommends PPTQ Ulul Albab to "continue the program" and maintain the quality and develop the program so that the *tahfidz* program runs optimally and forever becomes the flagship program at the pesantren.

CONCLUSION

The findings of this article indicate that the implementation of the *tahfidz* al-Qur'an program at Pondok Darul Fithrah and PPTQ Ulul Albab has been going well. As for some who have not reached the target, there is special handling from the two *Pesantren*. The context aspect of the *tahfidz* program of the two cottages is in the very good category. The input aspect of the *tahfidz* program at Pondok Darul Fithrah is in a good variety, while the PPTQ Ulul Albab is in a very good class. In the process aspect of the *tahfidz* program, the two *Pesantren* were in the very good category. Finally, the product aspect of the *tahfidz* program at Pondok Darul Fithrah is of a good variety. One indicator in the form of the memorization target is not being maximized, while the PPTQ Ulul Albab is in the very good category. Overall the results of this program evaluation show good implementation based on the standard objective program criteria set out in this evaluation. The performance of the *tahfidz* program in the ulya unit of the two *Pesantren* and the results of an assessment of the *tahfidz* program using the second CIPP model, if converted, the value is in the very good category.

REFERENCES

- Arikunto, Suharsimi. *Evaluasi Program Pendidikan*. Jakarta: PT Bumi Aksara, 2008.
- Arikunto Suharsimi, Cepi Safruddin Abdul Jabar. *Evaluasi Program Pendidikan*. Kedua. Jakarta: Bumi Aksara, 2008.
- Daniel L. Stufflebeam, Chris L. S. Coryn. *Evaluation Theory, Models, & Applications*. Printed in the United States of America, 2014.
- Faizin, Imam. "Evaluasi Program Tahfidzul Qur'an Dengan Model CIPP." *Al-Miskawaih* 2 (2021): 99–118.
- Farida, Nofika Ria Nur, Muhammad Anas Ma'arif, and Ari Kartiko. "Implementation of the Wahdah Method in Improving Students' Ability to Memorize the Qur'an." *Nazhruna: Jurnal Pendidikan Islam* 4, no. 3 (October 19, 2021): 518–30. <https://doi.org/10.31538/nzh.v4i3.1084>.
- Ferdinan. "Pelaksanaan Program Tahfidz Al-Qur'an (Studi Pesantren Darul Arqam Muhammadiyah Gombara Sulawesi Selatan)." *Tarbawi* 3, no. 1 (2018).
- Fitri, Retna, Supratman Zakir, Sarwo Derta, and Gusnita Darmawati. "Penggunaan CIPP Model Dalam Mengevaluasi Pelaksanaan Tahfiz Qur'an Di Pondok Pesantren." *Journal*

- Educative: Journal of Educational Studies* 5, no. 1 (2020): 1. <https://doi.org/10.30983/educative.v5i1.3071>.
- Hasanah, Mizanul. "The Role of Parents in Children Memorizing the Qur'an in Middle School Based on the Amanatul Ummah Islamic Boarding School." *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (July 25, 2021): 139–56. <https://doi.org/10.31538/tijie.v2i2.43>.
- Hikmah, Kartini Nurul. "Evaluasi Program Baitul Arqam Bagi Karyawan Di Universitas Muhammadiyah Palangkaraya." *Anterior Jurnal* 16 (2017): 144–57.
- Mufid, Muhammad. "Evaluasi Model Context, Input, Process and Product (CIPP) Program Baca Tulis Al-Qur'an Di Institut Agama Islam Negeri Pekalongan." Quality, 2020.
- Muntiarti, Titi, Ernawati Ernawati, and Bambang Indriyanto. "Evaluasi Program Tahfidz Al-Qur'an Di Sma It Buahati Jakarta." *Jurnal Penelitian Dan Penilaian Pendidikan* 3, no. 1 (2020): 1–13. <https://doi.org/10.22236/jppp.v3i1.5913>.
- Noer, Syaifudin, ; Evi, and Fatimatur Rusydiyah. "Model Evaluasi Pembelajaran Tahfidzul Qur'an Berbasis Coin Pro 2 (Studi Komparasi Pembelajaran Tahfidz Di Turki, Malaysia Dan Indonesia)." *Edureeligia: Jurnal Pendidikan Agama Islam* 3, no. 2 (2019): 138–50.
- Risdoyok. "Model Evaluasi CIPP Dalam Mengevaluasi Program Tahfiz Selama Daring Di SMP Islam Al-Ishlah Bukittinggi." *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya* 7, no. 3 (2021): 73. <https://doi.org/10.32884/ideas.v7i3.429>.
- Umam, Khalif Ashhabul, and Iip Saripah. "Using the Context, Input, Process and Product (CIPP) Model in the Evaluation of Training Programs." *International Journal of Pedagogy and Teacher Education* 2, no. July (2018): 19. <https://doi.org/10.20961/ijpte.v2i0.26086>.
- Widyoko, Eko Putro. *Evaluasi Program Pembelajaran Panduan Praktis Bagi Pendidik Dan Calon Pendidik*. Yogyakarta: Pustaka Belajar, 2010.