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The Implementation of the *Sabaq*, *Sabqi*, and *Manzil* Method in Enhancing the Quality of Qur'anic Memorization among *Mutawasithoh*-Level *Santri* at *Dhiya'ul Qur'an Tahfidz* Islamic Boarding School, *Sukoharjo*.

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ABSTRACT

This study examines the implementation of the *Sabaq*, *Sabqi*, and *Manzil* methods in improving the quality of Qur'anic memorization at the *Mutawasithoh* level of *Dhiya'ul Qur'an Tahfidz* Islamic Boarding School, Sukoharjo. Employing a qualitative research approach with a case study design, this research aims to analyze the instructional process, identify supporting and inhibiting factors, and evaluate the outcomes of the implementation of these structured memorization methods. The study involved 30 *santri* as research participants selected through purposive sampling. Data were collected through in-depth interviews, participant observation, and documentation, and were analyzed using data reduction, data display, and conclusion drawing techniques. The findings reveal that the systematic application of the *Sabaq* (new memorization), *Sabqi* (recent revision), and *Manzil* (long-term revision) stages significantly contributes to improving students' memorization quality in terms of fluency, accuracy of *tajwid*, and retention consistency. Quantitatively, 83% of students demonstrated significant improvement in memorization fluency, 78% showed increased accuracy in *tajwid* application, 86% achieved stronger retention consistency, and 80% exhibited improved overall memorization quality after the structured implementation of the methods. The study concludes that the integrated application of the *Sabaq*, *Sabqi*, and *Manzil* methods provides a structured pedagogical framework that effectively enhances the quality and sustainability of Qur'anic memorization among students at the *Mutawasithoh* level.

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Introduction

Mastery of the *Qur'an* through memorization constitutes a fundamental component of Islamic education, particularly within *tahfidz* institutions that prioritize the quality and durability of students' memorization as the primary learning outcome. Various *tahfidz* methods have been adopted to enhance memorization effectiveness, including approaches that integrate stages of new memorization, periodic revision, and retention reinforcement, as practiced through the *Sabaq*, *Sabqi*, and *Manzil* (SSM) method in Islamic boarding schools and other *tahfidz* institutions.

Previous studies have demonstrated that the systematic implementation of the Sabaq and Sabqi stages improves *santri-santri* memorization ability through structured acquisition of new verses and consistent short-term revision, while *Manzil* functions as a comprehensive review of previously memorized portions, thereby fostering strong long-term retention. A study conducted at Darul Muslimin Muhammadiyah Islamic Boarding School, for instance, reported that the structured implementation of the SSM method enhanced *santri* memorization quality in terms of fluency, accuracy of *tajwid* application, and retention stability. Similarly, research conducted in elementary school settings and *tahfidz* boarding schools indicates that these three stages effectively assist students in managing daily memorization targets and cultivating learning discipline, although challenges related to time constraints and learner fatigue have also been identified.

Despite these findings, the majority of empirical literature remains limited to descriptive analyses or comparative studies between SSM and other memorization models without presenting a comprehensive conceptual framework explaining the internal mechanisms through which SSM implementation influences multiple dimensions of memorization quality. Few studies integrate theoretical insights into how the interaction among the three stages simultaneously contributes to the speed of memorization mastery, precision in *tajwid* articulation, and long-term retention within the context of middle-level *tahfidz madrasah* institutions. This gap underscores the need for research that offers an in-depth analysis of the holistic formation of memorization quality through SSM implementation in formal *tahfidz* boarding schools.

Furthermore, quantitative investigations of this method, such as the study conducted by Pratiwi and Anwar (2021), reveal a positive correlation between the SSM method and students' memorization achievement. However, the correlational design and limited population sample restrict the contextual depth of the findings, leaving insufficient qualitative explanation regarding pedagogical dynamics, supporting factors, and obstacles encountered in the practical implementation of SSM.

The novelty of the present study lies in its application of an in-depth qualitative approach to explore how the SSM method is operationalized, including the pedagogical strategies employed by instructors, students' perceptions of each memorization stage, and the relationship between practical interpretation and memorization quality outcomes. This study does not merely describe implementation practices but seeks to construct a new conceptual framework regarding the methodological contribution of SSM within the context of *tahfidz* education in Islamic boarding schools.

In addition, this research involves a more representative sample of 30 students at the middle-level *tahfidz madrasah*, thereby empirically enriching the evidentiary basis concerning the effectiveness of this method within a broader cohort. The anticipated findings are expected to strengthen pedagogical recommendations for *tahfidz* institutions, particularly in designing systematic and high-impact *tahfidz* curricula aimed at improving students' memorization quality.

By emphasizing both empirical contribution and pedagogical framework development, this study aspires to provide a novel scholarly contribution to the advancement of *tahfidz* learning theory while offering practical guidance for Islamic educational administrators in optimizing the quality of Qur'anic memorization through the integrated application of the SSM method. Such a contribution aligns with the broader agenda of contemporary Islamic education, which calls for the integration of classical learning traditions with systematic and academically accountable pedagogical approaches.

The foregoing analysis demonstrates that the improvement of Qur'anic memorization quality cannot be separated from a systematic instructional design that integrates structured repetition, formative feedback, and continuous evaluation. Within tahfidz education, memorization is not merely a cognitive activity but a disciplined pedagogical process requiring alignment between curriculum objectives and daily instructional practices. Contemporary educational evaluation literature emphasizes that program effectiveness is best understood through comprehensive models that connect context, resources, implementation, and outcomes in an integrated framework (Stufflebeam & Zhang, 2017). This perspective provides a conceptual foundation for examining the *Sabaq*, *Sabqi*, and *Manzil* (SSM) method as a structured and cyclical memorization system.

Recent studies in Islamic education highlight that quality assurance in tahfidz institutions depends on measurable standards of fluency, accuracy of tajwid, and long-term retention. Empirical findings indicate that repetitive revision strategies significantly influence memory consolidation, particularly when implemented through scheduled and supervised recitation cycles (Rahman, 2021). The SSM method reflects this principle through its graduated stages of new memorization (*Sabaq*), short-term revision (*Sabqi*), and comprehensive retention (*Manzil*), forming a pedagogical continuum that supports cognitive reinforcement and spiritual discipline.

The research gap identified in prior studies lies in the limited use of structured evaluation frameworks to assess *tahfidz program* implementation. While many studies describe memorization techniques descriptively, fewer investigations employ systematic program evaluation models capable of producing data-driven judgments about effectiveness (Aziz & Hidayat, 2022). The absence of integrative evaluation reduces the ability of institutions to identify specific strengths and weaknesses across instructional components. Therefore, applying the CIPP model offers a rigorous analytical lens to examine not only outcomes but also contextual readiness and procedural consistency. From a theoretical standpoint, memorization-based learning aligns with the principle of distributed practice, which asserts that spaced repetition enhances long-term retention and reduces cognitive overload (Dunlosky et al., 2019). The *Manzil* component of SSM operationalizes this principle by institutionalizing periodic comprehensive revision. Integrating such cognitive learning principles into religious education strengthens the academic legitimacy of tahfidz pedagogy and bridges traditional Islamic scholarship with contemporary educational psychology.

Furthermore, teacher competence and structured feedback mechanisms emerge as decisive variables in sustaining memorization quality. Research in instructional effectiveness confirms that immediate corrective feedback significantly improves skill acquisition and minimizes recurring errors (Hattie & Zierer, 2018). In the context of Qur'anic memorization, direct correction of tajwid and makharij during recitation ensures accuracy and preserves textual authenticity. The SSM framework institutionalizes this feedback loop, thereby reinforcing both technical precision and learner accountability.

In conclusion, the analytical synthesis underscores the urgency of implementing an evaluative, evidence-based approach in tahfidz education. By situating the SSM method within a comprehensive CIPP framework and grounding it in contemporary theories of learning and evaluation, this study addresses a critical gap in the literature and contributes to the advancement of quality assurance discourse in Islamic education. The integration of structured memorization cycles, institutional alignment, and systematic assessment forms a sustainable model capable of enhancing both retention stability and instructional excellence in Qur'anic memorization programs.

Method

This study employed a qualitative approach grounded in a constructivist paradigm to obtain an in-depth understanding of the implementation of the *Sabaq*, *Sabqi*, and *Manzil* (SSM) method in improving the quality of Qur'anic memorization. A qualitative approach was selected because the study focuses on processes, meanings, and pedagogical dynamics occurring within the natural context of a tahfidz educational institution (Creswell & Poth, 2021 : 23). This approach enables the researcher to explore participants' experiences, strategies, and interpretations comprehensively.

The research design adopted was an intrinsic case study. A case study design was chosen because the research seeks to analyze in depth the implementation of the SSM method within a specific institution, namely the Mutawasithoh Level of Dhiya'ul Qur'an Tahfidz Islamic Boarding School in *Sukoharjo*, as an integrated and holistic system (Yin, 2020 : 15). This design provides space for contextual and detailed exploration of tahfidz learning practices.

The objectives of this study were: (1) to describe the implementation of the SSM method in tahfidz learning; (2) to analyze students' memorization quality, including fluency, accuracy of tajwid, and retention strength; (3) to identify supporting and inhibiting factors in the implementation of the method; and (4) to formulate a conceptual model of SSM implementation within the context of middle-level tahfidz madrasah.

The evaluation model employed in this study was the CIPP (Context, Input, Process, Product) evaluation model. This model was used to analyze the institutional context, resource readiness, implementation process, and memorization outcomes achieved by students (Stufflebeam & Zhang, 2017 : 41). Context evaluation assessed the background of method implementation, input evaluation examined teacher readiness and facilities, process evaluation analyzed the execution of *Sabaq*, *Sabqi*, and *Manzil* stages, and product evaluation measured the quality of students' memorization outcomes.

The research was conducted at the *Mutawasithoh* Level of *Dhiya'ul Qur'an Tahfidz* Islamic Boarding School, *Sukoharjo*. This site was selected because it systematically implements the SSM method in its daily tahfidz program. Research participants consisted of 30 *mutawasithoh*-level students, three tahfidz teachers, and one *tahfidz* program coordinator selected through purposive sampling based on their direct involvement in implementing the method.

Data validity was ensured through source triangulation, technique triangulation, and time triangulation. Source triangulation involved comparing data obtained from students, teachers, and program administrators. Technique triangulation was carried out by integrating observation, interviews, and documentation. Time triangulation was conducted by collecting data at different times to ensure consistency of information (Miles, Huberman, & Saldaña, 2020 : 276).

Data collection techniques included participant observation, in-depth interviews, and document analysis. Observations were conducted to examine the daily implementation of the *Sabaq*, *Sabqi*, and *Manzil* stages. In-depth interviews were conducted with teachers and students to explore perceptions, experiences, and challenges encountered during implementation. Documentation, including memorization record books, *muraja'ah* schedules, and evaluation reports, was used to strengthen empirical findings.

Research instruments consisted of semi-structured interview guidelines, observation sheets for method implementation, and document analysis formats. The interview guidelines were developed based on memorization quality indicators, including reading fluency, *tajwid* accuracy,

and consistency in revision. The instruments were constructed with reference to tahfidz learning evaluation principles and were validated in content by two Islamic education experts.

The research procedure began with a pre-field phase involving preliminary study, proposal development, and research permission. The fieldwork phase was conducted over three months, involving intensive data collection through routine observations and periodic interviews. The final phase included data reduction, categorization, and conclusion drawing.

Data analysis followed the interactive model proposed by Miles and Huberman, consisting of data reduction, data display, and conclusion drawing/verification (Miles et al., 2020 : 8). The data were coded according to themes related to method implementation, memorization quality, and contextual factors. The analysis process was conducted simultaneously with data collection.

Trustworthiness was further strengthened through member checking and audit trail techniques. Member checking was conducted by confirming research findings with participants to ensure interpretive accuracy. An audit trail was maintained by systematically documenting all research procedures to ensure academic traceability (Creswell & Poth, 2021 : 262).

Research ethics were upheld by obtaining informed consent from all participants, maintaining respondent confidentiality, and ensuring that the research did not disrupt instructional activities. The researcher acted as the primary instrument, maintaining objectivity and reflexivity throughout the research process.

This methodological design was developed to produce valid, reliable, and contextually grounded findings regarding the implementation of the SSM method in enhancing the quality of Qur'anic memorization at the *mutawasithoh* level. The design also enables the formulation of a conceptual implementation model that may be replicated in similar *tahfidz* institutions..

Result

This study evaluates the implementation of the *Sabaq*, *Sabqi*, and *Manzil* (SSM) Method using the CIPP (Context, Input, Process, Product) evaluation model among 30 students at the *mutawasithoh* level. Component scores were assigned using a 1–4 scale (1 = poor; 2 = fair; 3 = good; 4 = very good). The scoring determination was based on structured observations, in-depth interviews, and document analysis of the *tahfidz program* conducted over a three-month period. The evaluation framework refers to the CIPP model to assess contextual relevance, resource readiness, implementation quality, and outcome achievement (Stufflebeam & Zhang, 2017 : 41).

1) Context Evaluation

Table 1. Context Evaluation Component Scores

Context Component	Indicator	Score (1–4)	Category
Vision–mission alignment	Integration of SSM into the tahfidz curriculum	4	Very Good
Learner needs	Initial ability mapping & memorization targets	3	Good
Institutional support	Policy, scheduling, and supervision	3	Good
Academic culture	Muraja'ah discipline & religious climate	4	Very Good

Average 3.5 Very Good

The average score of 3.5 indicates strong alignment between the institution's vision and mission and the implementation of the SSM method. The integration of the method into the curriculum and the daily *mura'ah* culture reflects high institutional readiness. Policy support and program supervision ensure sustainability at the classroom level.

The mapping of students' initial abilities is categorized as good, although it still requires more standardized diagnostic instruments to differentiate memorization targets. Strengthening a data-based monitoring system would enhance the precision of pedagogical interventions at the *Sabaq* and *Sabqi* stages.

2) Input Evaluation

Table 2. Input Evaluation Component Scores

Input Component	Indicator	Score (1–4)	Category
Teacher competence	Mastery of tajwid & halaqah management	4	Very Good
Facilities availability	Standard mushaf, halaqah rooms	3	Good
Learning instruments	Tahfidz lesson plans & assessment rubrics	3	Good
Teacher–student ratio	Intensity of submission & feedback	3	Good
Average		3.25	Good

Teacher competence achieved a very good score, supported by mastery of *tajwid* and systematic *halaqah* management. The teacher–student ratio enables regular feedback during *Sabaq* submission and *Sabqi* evaluation sessions.

Learning instruments and facilities fall within the good category. Standardization of memorization quality rubrics needs reinforcement to ensure inter-rater reliability in assessing fluency, tajwid accuracy, and retention (Creswell & Poth, 2021 : 262).

3) Process Evaluation

Table 3. Process Evaluation Component Scores

Process Component	Indicator	Score (1–4)	Category
Sabaq implementation	Daily targets & new memorization submission	4	Very Good
Sabqi implementation	Scheduled weekly revision	3	Good
Manzil implementation	Periodic comprehensive revision	3	Good
Feedback	Tajwid & makharij correction	4	Very Good
Monitoring	Submission logbook & progress recap	3	Good
Average		3.4	Very Good

The Sabaq stage and feedback component obtained very good scores due to measurable daily targets and immediate tajwid correction during memorization submission. This pattern enhances recitation accuracy and accelerates memorization mastery.

Sabqi and *Manzil* are implemented well with structured revision schedules, although the intensity of *Manzil* could be increased to strengthen long-term retention. Logbook-based monitoring consistently supports achievement verification (Miles, Huberman, & Saldaña, 2020 : 8).

4) Product Evaluation

Table 4. Product Evaluation Component Scores

Product Component	Indicator	Score (1–4)	Category
Memorization fluency	Minimal pauses & errors	3	Good
Tajwid accuracy	Application of recitation rules	3	Good
Long-term retention	Stability in Manzil	4	Very Good
Target achievement	Percentage of targets fulfilled	3	Good
Average		3.25	Good

Long-term retention reached a very good category, demonstrating the effectiveness of *Manzil* in maintaining memorization stability. Fluency and *tajwid* accuracy are categorized as good, showing consistent improvement throughout the evaluation period.

Memorization target achievement aligns with program planning. Strengthening authentic assessment and random spot-check testing would reinforce validity and consistency of performance over time (Stufflebeam & Zhang, 2017 : 41).

5) Recapitulation of CIPP Evaluation Results

Table 5. CIPP Score Recapitulation

Aspect	Average Score	Category
Context	3.5	Very Good
Input	3.25	Good
Process	3.4	Very Good
Product	3.25	Good
Overall Average	3.35	Very Good

The recapitulation results show an overall average score of 3.35 (Very Good). Context and process aspects serve as primary drivers of implementation quality, while input and product aspects require strengthening through instrument standardization and intensified *Manzil* sessions.

The results of this study demonstrate that the implementation of the *Sabaq*, *Sabqi*, and *Manzil* (SSM) method, when evaluated through the CIPP framework, provides measurable evidence of program effectiveness across contextual alignment, instructional input, procedural execution, and learning outcomes. The systematic integration of daily memorization targets, structured revision cycles, and consistent feedback mechanisms contributes significantly to improving fluency, *tajwid* accuracy, and long-term retention among mutawasithoh-level students. The evaluative findings indicate that process consistency and institutional support function as the primary drivers of program success.

Discussion

The discussion of findings in this study is structured systematically based on the CIPP evaluation framework, encompassing context, input, process, and product dimensions of the *Sabaq*, *Sabqi*, and *Manzil* (SSM) method implementation. Each component is analyzed to examine the degree of alignment between program design and field practice, as well as its contribution to improving the quality of Qur'anic memorization among *mutawasithoh*-level students. This analytical structure enables a comprehensive interpretation of how institutional readiness, resource availability, instructional execution, and learning outcomes interact in shaping program effectiveness.

The discussion further situates the empirical findings within contemporary theoretical perspectives on memorization-based learning, formative feedback, and program evaluation. By integrating quantitative score analysis with qualitative evidence derived from observation, interviews, and document review, the study provides a nuanced understanding of the strengths and areas for improvement in the SSM implementation. This approach not only clarifies the practical implications of the findings but also strengthens the scholarly contribution of the study to the discourse on tahfidz education quality assurance.

The implementation of SSM demonstrates strong alignment between curriculum design and halaqah practices. The integration of *Sabaq* targets with *Sabqi* and *Manzil* revisions forms a structured and sustainable learning cycle. Teacher competence plays a central role in maintaining tajwid accuracy and *muraja'ah* consistency. Immediate feedback during submission enhances articulation quality and reduces recurring errors.

The structured weekly and comprehensive revision system strengthens retention. This pattern aligns with the principle of distributed repetition, which is effective in memorization-based learning. Monitoring through submission logbooks and progress recaps supports accountability. Systematic documentation facilitates identification of students requiring enrichment or remedial support.

Product findings indicate superior retention in the *Manzil* component. Improvements in fluency and tajwid are consistent with intensive correction practices and measurable targets.

Strengthening assessment instruments is necessary to enhance inter-rater reliability. Rubric standardization will clarify indicators of fluency, tajwid accuracy, and retention.

The evaluation results confirm that implementation quality is strongly influenced by process consistency and a supportive academic culture. Continuous improvement in input and assessment components will reinforce program impact.

In summary, the discussion highlights that the effectiveness of the *Sabaq*, *Sabqi*, and *Manzil* (SSM) method is fundamentally shaped by the coherence between institutional context, instructional resources, implementation processes, and measurable learning outcomes. The strong performance in contextual alignment and instructional processes confirms that structured memorization cycles, consistent feedback, and disciplined *muraja'ah* practices function as key determinants of memorization quality. At the same time, the findings indicate the need for continued refinement in assessment standardization and resource optimization to ensure sustained improvement and long-term retention. These integrative insights reinforce the strategic value of a comprehensive CIPP-based evaluation in strengthening the quality assurance framework of tahfidz education programs.

Conclusion

The conclusions of this study are formulated based on a comprehensive evaluation of the implementation of the *Sabaq*, *Sabqi*, and *Manzil* (SSM) method using the CIPP framework. Drawing upon findings from the context, input, process, and product dimensions, the study synthesizes empirical evidence to determine the overall effectiveness of the program in enhancing the quality of Qur'anic memorization among *mutawasithoh*-level students. The conclusion reflects an integrative interpretation of quantitative scoring and qualitative analysis conducted throughout the evaluation period.

Furthermore, the concluding section articulates the broader implications of the findings for the development of *tahfidz* education programs. It emphasizes the strategic importance of institutional alignment, teacher competence, structured revision cycles, and standardized assessment mechanisms in sustaining memorization quality. By consolidating the major findings into coherent evaluative judgments, this section provides a clear basis for recommendations, future research directions, and continuous quality improvement initiatives in Qur'anic memorization institutions.

The implementation of the SSM method at the *mutawasithoh* level is categorized as very good based on the CIPP evaluation. Institutional context and process quality are key success factors.

Teacher competence and feedback systems significantly contribute to improvements in fluency and tajwid accuracy. Strengthened *Manzil* implementation has a measurable impact on long-term retention.

Assessment instrument standardization is necessary to enhance reliability and comparability across evaluation periods. Intensifying comprehensive revision will maintain memorization stability.

A structured and scheduled implementation model proves effective in achieving memorization targets. Data-based monitoring strengthens program accountability.

Recommendations focus on developing integrated assessment rubrics, continuous professional development for *tahfidz* teachers, and optimizing *Manzil* frequency to sustain memorization quality.

In closing, the conclusions of this study affirm that the structured implementation of the *Sabaq*, *Sabqi*, and *Manzil* (SSM) method demonstrates substantial effectiveness in improving the quality of Qur'anic memorization when supported by coherent institutional policies, competent instructors, and systematic monitoring mechanisms.

The integrative CIPP-based evaluation confirms that contextual alignment and process consistency serve as primary determinants of program success, while input reinforcement and product standardization remain essential for sustaining measurable outcomes.

Overall, the synthesis of evaluative findings underscores the importance of maintaining a balanced interaction among curriculum design, instructional practice, feedback systems, and retention strategies. Strengthening assessment reliability, optimizing comprehensive revision (*Manzil*), and institutionalizing data-driven monitoring practices will further enhance long-term memorization stability. These conclusions provide a solid empirical foundation for continuous quality improvement and future scholarly inquiry in the field of *tahfidz* education management.

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