

IMPLEMENTATION OF TAHFIDZ AL-QUR'AN DEVELOPMENT MANAGEMENT

Rahayu Lestari, Indah Kurnia Utami, Nur Mawaddah Islamiyah

Faculty of Tarbiyah and Teacher Training, UIN Syarif Hidayatullah Jakarta

Email: rahayu.lestari20@mhs.uinjkt.ac.id, indahkurniautami21@mhs.uinjkt.ac.id,
nur.mawaddah20@mhs.uinjkt.ac.id

Abstract

This study aims to determine the Management of Tahfidz Al-Qur'an Development at the Tahfidz Nurul Jihad Islamic Boarding School, Bima City. This research uses a qualitative approach that is descriptive. The data collection technique is by observation, namely to see the implementation process in the field in the form of actions, interviews, namely to obtain information in the form of words, and documentation, namely to obtain data in the form of photos of activities and archives of the implementation of tahfidz Al-Qur'an coaching. The results of the research are first, planning is done by formulating short term, medium term and long term goals. In addition, planning is also carried out by determining the procedures and methods used in fostering tahfizh. Second, the organization is carried out by distributing tasks to tahfizh teachers. Third, implementation is carried out by class management and scheduling. Fourth, the evaluation is carried out with the tahfizh exam which is held every semester.

Keywords: Management, Coaching, Tahfidz.

This article is licensed under a [Creative Commons Attribution-ShareAlike 4.0](https://creativecommons.org/licenses/by-sa/4.0/)

International



INTRODUCTION

Education is an effort to transform quality human resources (HR) so that Indonesia becomes a developed country (Herwanti & Irwan, 2013). The implementation process requires an education policy as a basis for standardizing the quality of education in Indonesia (Ulum, 2020). The vision of Indonesian education is to create an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila students who are critically thinking, creative, independent, have faith, fear God Almighty, have noble character, work together and have global diversity (Patilima, 2022); (Rahayuningsih, 2021).

Education in another sense is a conscious effort to shape students (APP AI PAI, 1997). Education in a broad sense is Life. This means that education is all knowledge of learning that occurs throughout life in all places and situations that have a positive influence on the growth of each individual being (Cecep et al., 2021). That education lasts for a lifetime (long life education). Teaching in a broad sense is also a process of

teaching activities, and implementing learning can occur in any environment and at any time (Pristiwanti et al., 2022).

Education that is held either formally or non-formally must have a good management process. Education is an embodiment of the interrelationships between one another that form a system. Therefore education must be managed so that it runs well. The management process is management.

Management is: a typical process consisting of actions in the form of planning, organizing, actuating, and controlling carried out to determine and achieve human goals and other resources. It can also be emphasized, management is: the process of coordinating and integrating all resources to achieve the goals set (Fatmawati, 2019). Management aims to carry out the process of achieving the goals achieved effectively and efficiently. The management process involves main functions that are often used within the scope of education, namely planning, organizing, directing and controlling (Fatmawati, 2019).

Islamic boarding schools are one of the educational institutions that are part of the internal structure of Islamic education in Indonesia which is held traditionally which has made Islam a way of life. As part of the internal structure of Indonesian Islamic education, Islamic boarding schools have unique characteristics, especially in their function as educational institutions, as well as social guidance and propaganda institutions, and even struggle. One of them is the Al-Qur'an tahfizh program. The presence of the tahfidz al-Qur'an program is a selling point for educational institutions as a program that can attract students. One of them is the Tahfizh Nurul Jihad Islamic Boarding School, Bima City. Tahfizh Nurul Jihad Islamic Boarding School, Kota Bima, is a boarding school that specifically focuses on developing the Qur'an. The coaching is tahfizh, tahsin and recitations of the Qur'an. Even though this pesantren is still relatively new, improving the quality of the Al-Qur'an students has achieved very good progress. With that, the researcher is interested in examining the process of implementing tahfizh coaching management in the pesantren.

RESEARCH METHODS

This research uses a qualitative approach that is descriptive. Qualitative research is carried out to examine the conditions of natural objects, then the researcher is the key instrument (Harahap, 2020). Meanwhile, descriptive aims to explore or clarify symptoms, phenomena or facts. Descriptive research seeks to describe a number of variables related to the problems and units studied. Descriptive research does not question the relationship between existing variables, because descriptive research does not aim to attract generations that cause a symptom, phenomenon or social reality to occur that way (Samsu, 2021). Thus in this study the authors describe the phenomena that occur in the management process of tahfizh coaching.

Data was collected using the first observation method, namely by making direct observations at Islamic boarding schools regarding the process of implementing management functions in fostering tahfizh of the Koran. The second method of interview is that the writer collects data in the form of words to the sources, namely the head of the Islamic boarding school and the teacher. The third method of documentation study is to collect data in the form of photos of activities. Researchers used a purposive sampling technique which is a way of taking samples of data sources with certain considerations.

There are two sources of data used in this study, namely using primary data and secondary data. First, primary data, explored by conducting interviews with research-related subjects, namely pesantren leaders and tahfizh teachers. Both secondary data are extracted from various sources or official literature such as books, journals, facts, and related sources such as data sources from documentation in the form of pictures, writings, works or those related to research.

RESULT AND DISCUSSION

Management is derived from English, namely "Management" namely management and governance. Management comes from the word "manage" in Latin "manus" which means leadership, handling, managing, or guiding. George R. Terry in Ruslan, defines management as a process and is typical and consists of actions such as planning, organizing, activating and controlling which are carried out to determine and achieve the targets set through the utilization of human resources and other resources (Erwinsyah, 2017).

Learning management is an activity that starts from planning, organizing, directing and evaluating the implementation of learning in order to achieve more effective and efficient learning outcomes. Learning management includes the interrelationships of various events not only all learning events in the learning process but also logistical, sociological and economic factors. Because the learning management system is related to educational technology where technology is an integrated and complex organization of humans, machines, ideas, procedures and management. Learning management functions are: teaching planning, teaching organizing, leadership in teaching and learning activities and learning evaluation. In carrying out management functions, a teacher must utilize teaching resources (learning resources) that are in the classroom and outside the classroom (Fatmawati, 2019).

Learning planning.

The definition of planning itself is one of the initial functions of management activities in achieving goals effectively and efficiently. While the notion of a learning plan is a program of activities to determine a strategy that is structured to prepare targets in the future by achieving a goal. Planning can be interpreted as the process of preparing subject matter, using learning media, using learning approaches or methods, and assessing in a certain time location that will be carried out at a certain time to achieve the specified goals. The essence of lesson planning is the activity of selecting, establishing, developing methods to achieve the desired learning outcomes (Rohmah & Swandari, 2021).

As a first step, in implementing the planning for tahfidz development, the Tahfidz Nurul Jihad Islamic Boarding School in Kota Bima determines the objectives, procedures and methods used. The purpose of tahfizh development is as an effort to produce generations of Qur'an memorizers, especially in Bima City. Goals are also formulated in long term, medium term and short term goals. The long-term goal is to target students memorizing 5-7 Juz for 3 years of education.

Mid-term goals are carried out by dividing memorization targets based on 3 stages. That is first year, second year, and third year. In the first year, Tahsin training was implemented for 5 months with the aim of improving students' reading according to proper recitation. 7 months later the tahfizh activities began with a target of 2 Juz. In the second and third years, tahfizh coaching is carried out with a target of 2.5 Juz per year.

While the short term goal is to maximize the ability of students to memorize in accordance with the ability of students.

The tahfizh method used is the independent memorization and sima'an methods. That is, the students are given time to memorize the verses of the Qur'an after that, the tahfizh teacher will accept the memorization deposit.

The second function of learning management is organizing learning

According to Davis, organizing in learning is the work done by a teacher in managing and using learning resources with the intention of achieving learning goals in an effective and efficient way). Organization in learning is an activity to divide a process determination of educators and students in dividing work tasks to carry out the process of learning activities. The organizing or organizing function is a regulatory activity in the human resources and other physical resources owned by the company to carry out the plans that have been set and achieve the company's goals (Sapitri, 2021).

In carrying out this second function, the leadership of the Islamic boarding school divides tasks between the teaching staff of the pesantren tahfizh. Tahfizh training is carried out by dividing students into 6 study groups or kholaqoh. Each kholaqoh is coached by 1 teacher. The tahfizh teachers are tasked with fostering tahfizh both in deposit and muroja'an students and also by paying attention to the quality of the students' reading.

The third learning management function is learning leadership

Mondy and Premeaux explain that leadership is influencing others to do what the leader wants them to do. Leadership in the context of learning is the role of a teacher helping students to develop learning capacities, which enable management activities, organizational structures, systems and processes needed to handle teaching activities and students' learning opportunities to the fullest. So, the one who carries out leadership in learning is a teacher, because the process of influencing students to want to learn voluntarily and happily allows learning goals to be achieved properly.

At the implementation stage, human resources determine the success of an implementation. According to Sule in that the determining factor at the implementation stage is the extent to which the human resources or workforce that have been selected and placed in the organization show the best performance, because the human factor is an important key in the implementation step (Prayoga et al., 2019).

In carrying out coaching, the tahfizh teacher provides assistance to students based on the coaching schedule set by the pesantren, namely: Memorization time is carried out 40 minutes at dawn and asyar. At this time the teacher accompanies the students to maximize their memorizing time and also helps students who have difficulty memorizing. Muraja'ah time is 40 minutes midday and evening. Memorizing deposit time is 40 minutes ba'da Isya. At this time the teacher receives memorization deposits based on the ability of the students and records them in the students' memorization book as proof of the students' memorization achievements.

And the last learning management function is learning evaluation

Evaluation of learning is a systematic process to obtain information about the effectiveness of the learning process in helping students achieve teaching goals optimally. Thus the evaluation of learning determines whether the process of learning activities is good or bad (Syafaruddin, 2005). Of the four learning functions, this can be applied in the learning management process of Tahfidz Al-Qur'an. Because currently

there are many Islamic educational institutions, both formal and non-formal, that carry out the Tahfidz Al-Qur'an program (Fatmawati, 2019).

The evaluation carried out is the tahfizh exam which is carried out every semester. This exam is in the form of a one-sitting tasmi' Qur'an in accordance with the memorization obtained by the students. Not all students can achieve the target of memorization. This is of course in accordance with the ability of students. Regarding this matter, the Islamic boarding school is not too concerned about it, the most important thing is the quality of the Qur'an reading and the fluency of the students' memorization.

CONCLUSION

Based on this research it can be concluded that first, planning is done by formulating short term, medium term and long term goals. In addition, planning is also carried out by determining the procedures and methods used in fostering tahfizh. Second, the organization is carried out by distributing tasks to tahfizh teachers. Third, implementation is carried out by class management and scheduling. Fourth, the evaluation is carried out with the tahfizh exam which is held every semester.

REFERENCES

- APPAI PAI. (1997). Pendidikan Agama Islam. *Jurnal*, 18(10), 2018.
- Cecep, H., Widyastuti, A., Subakti, H., Hasibuan, F. A., Sartika, S. H., Ardiana, D. P. Y., Avicenna, A., Salim, N. A., Karwanto, K., & Kato, I. (2021). *Dasar-Dasar Ilmu Pendidikan*. Medan: Yayasan Kita Menulis.
- Erwinsyah, A. (2017). Manajemen kelas dalam meningkatkan efektifitas proses belajar mengajar. *TADBIR: Jurnal Manajemen Pendidikan Islam*, 5(2), 87–105.
- Fatmawati, E. (2019). Manajemen Pembelajaran Tahfidz Al-Qur'an. *Jurnal Isema: Islamic Educational Management*, 4(1), 25–38. <https://doi.org/10.15575/isema.v4i1.5255>.
- Harahap, N. (2020). *Penelitian Kualitatif*. Wal ashri Publishing.
- Herwanti, T., & Irwan, M. (2013). Kualitas Sumberdaya Manusia dalam Perspektif Ekonomi Islam di Nusa Tenggara Barat. *EKUITAS (Jurnal Ekonomi Dan Keuangan)*, 17(2), 131–154. <https://doi.org/10.24034/j25485024.y2013.v17.i2.156>.
- Patilima, S. (2022). Sekolah Penggerak sebagai upaya peningkatan kualitas pendidikan. *Prosiding Seminar Nasional Pendidikan Dasar*.
- Prayoga, A., Noorfaizah, R. S., Suryana, Y., & Sulhan, M. (2019). Manajemen Pembelajaran Tahfidzul Quran Berbasis Metode Yaddain Di Mi Plus Darul Hufadz Sumedang. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 4(2), 140–156. <https://doi.org/10.31538/ndh.v4i2.326>.
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pengertian Pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 7911–7915. <https://doi.org/10.31004/jpdk.v4i6.9498>.
- Rahayuningsih, F. (2021). Internalisasi filosofi pendidikan ki hajar dewantara dalam mewujudkan profil pelajar pancasila. *SOCIAL: Jurnal Inovasi Pendidikan IPS*, 1(3), 177–187. <https://doi.org/10.51878/social.v1i3.925>.
- Rohmah, N., & Swandari, T. (2021). Manajemen Program Tahfidz dalam Pengembangan Karakter Siswa. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 1(2), 199–211. <https://doi.org/10.54437/irsyaduna.v1i2.305>.

- Samsu, S. (2021). *Metode Penelitian:(Teori Dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, Serta Research & Development)*. Pusaka Jambi.
- Sapitri, T. (2021). *Manajemen Program Tahfidz Al-Qur'an dengan Metode Al-Baghdadi di Pondok Pesantren Makrifatul Ilmi Bengkulu Selatan*. IAIN Bengkulu.
- Syafaruddin, I. N. (2005). *Manajemen Pembelajaran*. Jakarta: Quantum Teaching.
- Ulum, M. (2020). Kebijakan Standar Nasional Pendidikan. *Syaikhuna: Jurnal Pendidikan Dan Pranata Islam*, 11(1), 105–116.
<https://doi.org/10.36835/syaikhuna.v11i1.3845>.

Copyright holders:

Rahayu Lestari, Indah Kurnia Utami, Nur Mawaddah Islamiyah (2023)

First publication right:

AJEMB – American Journal of Economic and Management Business
