

TAHFIDZ AL-QURAN LEARNING MANAGEMENT

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ARTICLE INFO

ABSTRACT

Received:

July, 24th 2021

Revised:

August, 9th 2021

Approved:

August, 13th 2021

TAAM QUBA is a Muslim childcare park that has an integrated educational concept in which there are PG and Kindergarten with a focus on the Tahfidz Al Quran program. The problem in the tahfidz program lies in the learning process, seen from the underdevelopment of the methods used in the management of Tahfidz Al Quran learning including Planning, Implementation, Organizing including the role of the teacher and monitoring or evaluating learning. The purpose of this study is to analyze and describe planning, implementation, The Role of Supervisory Teachers and Learning Evaluation of Tahfiz Al Quran in TAAM QUBA Lumajang. This research method uses a descriptive-qualitative approach through interview, observation, documentation and document study or copying techniques. The results of this study concluded that, the implementation of Tahfiz Al Quran Learning at TAAM QUBA Lumajang, is strongly driven by the policies of the TAAM leadership and is supported by a solid team from the Deputy Head of TAAM, administrative staff and tutors. Learning Tahfiz Al Quran is carried out using the Wahdah, plural and Sima'i methods. Supervising teachers have not introduced other methods to students in learning Tahfiz Al Quran. In its implementation, Tahfiz Al-Quran Learning does not interfere / take up students' time to learn other aspects of development, and does not reduce students' academic achievement, and does not hinder students' activities from other activities.

KEYWORDS

Learning Management, Tahfidz Al Quran



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How to cite:

E-ISSN:

Published by:

Fitri Handayani (2021). Tahfidz Al-Quran Learning Management. Journal Eduvest. 1(8): 685-692

2775-3727

<https://greenvest.co.id/>

INTRODUCTION

In the learning process at TAAM QUBA Lumajang, the phenomenon of Tahfiz Al Qur'an Learning shows that it is still far from a good learning management system, because the learning management functions have not been fulfilled, which include learning planning, learning organization, and learning evaluation (Siagian, 2018). In general, Tahfiz Al-Qur'an learning is more about giving memorization tasks given to students, and lack of direction/guidance on the memorization method (Maimun & Yasin, 2020).

Learning tahfiz Al-Quran requires students not only to memorize the reading of the verses of the Qur'an, but also to have the correct makhraj letters and in accordance with the laws and regulations to read them according to the science of tajwid. Because Allah swt. said in the al-Muzzammil / 73: 4 which means "Read the Koran with tartil or slowly",

Thus, in Tahfiz Al Quran lessons, management assistance is needed to improve systems, strategies, methods, and all learning activities so that the learning objectives that have been determined can be achieved (WIRA, 2020).

According to (Sumarto, 2019), "Management is needed by every organization in order to achieve its organizational goals. In the functioning of management, a leadership process is needed, or activities to achieve organizational goals through leadership can be referred to as the management process.

Management is a unique process, consisting of planning, organizing, mobilizing, and monitoring actions that are carried out to determine and achieve the goals that have been set through the use of human resources and other resources (Syaiful, 2006).

Wisely in managing learning, such as preparing lesson plans, implementing learning and understanding the principles of lesson plans and evaluating student learning outcomes is the teacher's job as a manager, besides acting as a motivator, facilitator and evaluator for students, it is very necessary for successful learning (Rifai, 2019).

Since the issuance of the Three Ministerial Decree in 1975, 70% of subjects and 30% of religious subjects have made general subjects in madrasas more dominant. Here TAAM QUBA Lumajang adds general lessons according to the lesson load listed in the Three Ministerial Decree, but increases the portion of religious lessons because the time used is longer.

In the TAAM QUBA Lumajang curriculum at the PAUD level, it was determined by the pioneers that the graduates of TAAM QUBA Lumajang were targeted to memorize one juz of the Koran, namely Juz Amma; with the hope that the graduates of TAAM QUBA Lumajang are embryos of memorizing the Koran, to become memorizers of the 30 juz of the Koran, making it easier for pesantren managers and parents because there are seeds for memorizing the Koran.

To excite and motivate students and parents in memorizing the Qur'an, since 2016, at the end of every academic year a Hufadz Juz Amma graduation is held for students who have memorized chapter 30. This event received appreciation and support from the guardians of students, and resulted in very encouraging results in terms of the quantity of hafiz and hafizah, because in recent years, graduates of TAAM QUBA Lumajang, are not only able to memorize one juz, but some of them have been able to memorize two juz, and some have also memorized three juz. However, if you look at it in terms of quality, there are still gaps, because there are still some students whose memorization is jumping

up and down, so that the learning objectives of Tahfiz Al Qur'an at TAAM QUBA have not been achieved perfectly.

Thus, we really hope for a touch of management that is more effective and appropriate, and considers various problems related to the learning system and learning tools for Tahfiz Al Qur'an at TAAM QUBA Lumajang.

RESEARCH METHODS

This study uses a descriptive qualitative approach, which is a method to describe the reality that exists in the research location. Data collection techniques were carried out by interview, observation, and documentation studies. Researchers conducted interviews through question-and-answer conversations to obtain information from resource persons. Observations are carried out through direct and indirect observations using all five senses. Documentation study was conducted to collect supporting documents and data related to the research. Data sources in research are often defined as the subjects from which the data were obtained, including places, actors and activities that interact synergistically. The research data analysis technique starts from data analysis before in the field, data analysis in the field according to the Miles and Huerman model quoted by (Satori & Komariah, 2009), namely data reduction, data presentation, verification/conclusion, and data analysis while in the field. While the data validity techniques consist of extending observations, increasing persistence, triangulation, negative case analysis, using reference materials and conducting member checks. The data validity test is carried out to prove that the data received is the actual data contained in the research site.

RESULTS AND DISCUSSION

1) Planning Tahfiz Al Quran Learning at TAAM QUBA Lumajang

The preparation of curriculum materials/syllabus for Tahfiz Al Quran Learning at TAAM QUBA Lumajang is the policy of the leadership of TAAM QUBA Lumajang. The content of the curriculum is in the form of learning materials that are programmed to achieve the educational goals that have been set. The material is compiled into a syllabus, and in applying it is also included in the Daily Learning Implementation Plan (RPPH). In the author's opinion, the policy of the TAAM QUBA Lumajang Leader is a solution and a very appropriate policy and must be respected, because the curriculum is an important element in learning planning, which is used as a guide in achieving goals. Without a perfect curriculum material and arranged in detail, of course the learning objectives will not be achieved properly. In addition, the curriculum must be prepared in such a smart way, covering all the needs of students, and covering all the tools to explore and develop the potential of students. This is in line with the opinion of (Haryanti, 2014), which says that: "The curriculum is a program that is planned to achieve certain educational goals."

Paying attention to the curriculum material for Tahfiz Al Quran Learning at TAAM QUBA Lumajang, it is different from Islamic PAUD institutions in general which memorize Juz 30 starting from the back or the letter An Nas. While in TAAM QUBA memorizing Juz 30 starts from the front, namely the letter An Naba '. The memorized letters are arranged by taking into account and considering the time available, and the level of difficulty/ability of the students by determining the letters that are included in the first juz in Juz 30 in the odd semester in the PG class, and in the following semester they are repeated again (*takrir*), in the hope that the memorized letters will not be forgotten. Meanwhile, the next chapters were memorized in class A, and the next juz were completely memorized in class B.

Fitri Handayani

In the future, this policy cannot be maintained continuously, because the curriculum is not limited to materials that will be taught, but the curriculum is a guide to where education will be guided and directed, and serves as a guide for organizing learning

activities to achieve certain educational goals. If the Tahfiz Al-Quran Learning curriculum is not prepared in the form of a perfect and more detailed Syllabus/GBPP, it is possible that the Tahfiz Al-Quran program at TAAM QUBA Lumajang will be left behind, because such rapid advances in technology and information will be able to assist in the learning process, including Tahfiz Al-Learning. Quran.

For further development, the writer believes that the limitation of this letter needs to be improved to become a perfect syllabus. Because the current letter limit does not refer to a good syllabus, it is only limited to the title of the letter that is memorized in certain classes and semesters, without any explanation of the purpose, details of the time allocation used to memorize it, the method of memorizing it and its evaluation.

In accordance with the results of interview data, observations and document studies stated above, it can be stated that the appointment of supervising teachers and group division is an appropriate strategy and must be carried out in planning Tahfiz Al-Quran Learning at TAAM QUBA Lumajang. Because Tahfiz Al-Quran Learning cannot be carried out fully classically, but must be carried out in groups and individually, it is very necessary to appoint and assign guiding teachers for each group.

These supervising teachers are expected to be able to directly and more carefully pay attention to the students under their guidance, considering that Tahfiz Al-Quran Learning must be practiced one by one by each student on an ongoing basis. If not, of course the verse that has been memorized will be forgotten if it is not repeated and memorized before the memorization is firmly in the student's memory. In connection with this, (Zamani & Maksum, 2009) said: "Adding memorization is important. But repeating (muraja'ah) memorization is no less important. Because without repeating the memorization that has been obtained, our efforts in memorizing the previous verses will be in vain."

Because there are still some supervising teachers (although in small numbers), they do not yet have adequate competence as mentors for Tahfiz Al-Quran. So it is necessary to recruit hafiz and hafizah who have the ability to deal with and teach children as supervising teachers at TAAM QUBA Lumajang, or select the ability of teachers to read the Koran before being appointed as supervising teachers, and the Head of TAAM requires that teachers Tahfiz Al-Quran supervising teacher to make a learning plan, so that the objectives and implementation of Tahfiz Al-Quran Learning can be achieved on time and can improve the quantity and quality of student memorization in the future, and the Head of TAAM will be easier to monitor.

Developing learning plans is very important for every supervising teacher, because learning designs are a set of organizations engaged in learning activities in the form of materials that are systematically arranged to be carried out for a certain time in achieving learning objectives (Rusman, 2017). In this case (Badwilan, 2009) asserts: "As we explained earlier, then you must make a plan for memorizing the Qur'an, which explains the number of juz to be memorized, the times, and the quantity of memorization you want to do every day, every week, or every month."

There are various forms of learning design development. There is a development in the form of a Learning Package or Module, there is also a development in the form of a Lesson Program Unit. The form of the development of a Learning Package or Module is usually applied to individual teaching, while the form of a Lesson Program is usually used for classical teaching. Therefore, the form of module preparation is very appropriate to do in the Tahfiz Al Quran learning process at TAAM QUBA Lumajang.

2) Implementation of Tahfiz Al Quran Learning at TAAM QUBA Lumajang

The implementation of learning is a systematic activity consisting of several

Fitri Handayani

components. Each component is not partial (separate), but must run regularly, interdependent, complementary and sustainable in one leadership regulated by the principal. The role of the principal is very important in determining daily, weekly, monthly, semester and yearly work operations that can solve educational problems in schools.

As described in the previous section regarding leadership in the implementation of Tahfiz Al Quran Learning at TAAM QUBA Lumajang, it can be emphasized that it is running well and is a solid leadership. Because in practice the TAAM Leader is able to play his role in accordance with his main duties and functions as the Head of TAAM effectively.

The author considers that in his leadership, the Head of TAAM is able to make policies that give birth to activities to spur the progress of TAAM QUBA Lumajang. (Syaiful, 2006) also quotes Sergiovanni who argues that, "An effective principal is a principal who is able to play a role in accordance with his main duties and functions as a principal. Effective leadership behavior is shown in (1) task-oriented behavior; (2) relationship-oriented behavior; and (3) participatory behavior."

In accordance with the results of interview data, and observations in the implementation of Tahfiz Al Quran Learning at TAAM QUBA Lumajang, that the methods used in memorizing are still limited in the Wahdah method and the Sima'i method. Supervising teachers have not introduced students to other memorization methods.

In the author's opinion, it is better for the supervising teachers to introduce students to other methods that can be used to memorize the Qur'an so that there is variation, to avoid boredom and feelings of boredom and monotony in one particular way. In addition, there are advantages of one method, compared to other methods. Like the combination of the method of wahdah with the method of the book. Because this method in addition to reading repeatedly, students also imitate writing verses that they have memorized on paper, which also serves as a test for the verses they have memorized, of course, this method can only be applied to children who can already imitate writing. , especially Group B. This method is certainly very effective to further strengthen in an effort to preserve students' memorization, as well as to train and familiarize students to write verses of the Koran in a good and correct way.

The author feels confident, if the tutors of Tahfiz Al-Quran Learning at TAAM QUBA Lumajang can make appropriate learning designs and apply some more effective Tahfiz Al-Quran Learning methods, of course the learning outcomes that have been obtained now will be able to increase even more, so that it can memorize two juz. This can be seen from the results of the memorization of grade B students, fifteen students have memorized the letter in chapter 29. Because the method in the learning system plays a very important role. The success of implementing learning strategies is highly dependent on how teachers use learning methods, because a learning strategy may only be implemented through the use of appropriate learning methods.

Furthermore, Wijaya in (Zikra, 2018) also suggests several other methods: 1. The Wahdah Method, 2. The Kitabah Method, 3. The Sima'I Method, 4. The Combined Method, 5. The Jama' Method.

Based on the results of interviews conducted with several guardians of TAAM QUBA students, and observation and study of documents, it was concluded that Learning Tahfiz Al Quran is not difficult to learn and also does not interfere with the time of studying other subjects and does not interfere with student achievement in academic and non-academic activities.

In the author's opinion, if the Tahfiz Al-Quran Learning is designed in detail, and

can be done by setting one line to be memorized in one day, then one juz (300 lines) can be memorized within 300 days (10 months). So, it is very possible to memorize one juz

within a year. So that within three years, TAAM QUBA Lumajang students will be able to memorize three juz of the Quran.

This is in line with the opinion of Al-Qurtubi and Al-Hajiri as follows: (Badwilan, 2009) quotes the opinion of Al-Qurtubi in interpreting the Koran al-Qamar/54: 17 And indeed We have made it easy for the Koran for lessons, So is there anyone who takes lessons? "We (Allah) have made it easy to memorize the Quran and help people who want to memorize it. Whoever wants to memorize it will be helped."

3) The Role of Guiding Teachers to Influence Students In Learning Tahfiz Al Quran

Based on the findings of observations and document studies in the field, it can be concluded that the role of the Tahfiz Al Quran supervisor at TAAM QUBA Lumajang in general has a great influence on students in the Tahfiz Al Quran learning process. Although some of them still need to be improved their competence. Because most of the supervising teachers have been able to carry out their functions well in achieving the learning objectives that have been set.

Encouraging and building students' enthusiasm is an element of education that cannot be separated between students and teachers, especially in memorizing the Koran (Haq, 2013). The supervising teacher has a big role in students, their progress in memorizing and repeating memorization and generating enthusiasm. Motivating enthusiasm can basically make a student in positive progress, inhibit feelings of delay and hopelessness, encourage him to move forward, and make his actions have good results.

In Tahfiz Al-Quran learning, the professionalism of the supervising teacher is highly demanded, because memorizing the Qur'an is a noble act, which demands sincerity and thoroughness in directing and influencing students both in the memorization process and afterward. Because an error in pronouncing a letter, or an error in a line, can change the meaning, and a misinterpretation results in a misunderstanding of the verses of the Qur'an.

Wijaya said, "...Besides, in matters related to language, it is difficult for people as smart as any language to express the phonetics of a language without the guidance of an expert in their field, especially the language of the Koran."

Tahfiz Al Quran's supervising teacher, highly demanded professionalism. Because teacher professionalism is a must. Without professionalism, teachers will be threatened with not being able to achieve the noble goals they carry out in giving birth to hafiz and hafidzah. Professional guidance teachers are teachers who teach in subjects that are their expertise and have high enthusiasm in developing them. In this case, competence is an absolute requirement for the above professionalism (Anwar, 2018).

The main competencies that must be possessed by teachers so that their learning is effective and dynamic are pedagogical competencies. Pedagogical competence is the first competency that must be mastered and practiced by teachers in the teaching and learning process. With this competence, the effectiveness of learning will run. Mastery of students, delivery of material in a fun way, assessment runs objectively, learning outcomes are followed up, and development continues to be done well and dynamically.

4) Evaluation of Tahfiz Al Quran Learning at TAAM QUBA Lumajang

Based on the results of interviews, observations and document studies, it can be stated that the evaluation of the Tahfiz Al Quran Learning at TAAM QUBA Lumajang has met the terms and conditions of a good evaluation, although in some ways it still needs improvement, especially in the evaluation material and method. Because for each student's memorization deposit, the evaluation of Tahfiz Al-Quran includes the fluency of memorization, the truth of makhraj and tajwid. On this occasion the supervising teacher

gave certain values, focusing on memorization and the truth of makhraj and tajwid. In addition, the memorization of letters that have been deposited previously (tahrir) is also carried out. The letters that have been memorized are recorded in a Tahfiz Al Quran deposit card, as well as an evaluation of the memorization process. Evaluation of the results, carried out at the end of the semester by repeating (tahrir) letters that have been previously deposited and not only prioritizing memorization, but also the criteria. The assessment includes the fluency of memorization, the correctness of makhraj and tajwid and the murattalnya is very concerned.

In line with the results of the author's interviews with supervising teachers and the study of student evaluation documents, it was explained that students who had memorized the prescribed letters and were able to exceed the limits of the letters, were correct in makhraj and tajwid, and were good murattal, were given a grade. "A". Students who have not exceeded the specified letter limit only have memorized the letters, and their murattal is not yet good, are given a "B" score. Meanwhile, students who have not completed their maqra memorization will be given a "C" score and are not entitled to attend Hufadz Juz Amma's graduation.

The author is of the opinion that the values given by the supervising teachers in the form of "letters" are objective values, because the assessment guidelines are in accordance with the established limits, and the evaluation of Tahfiz Al-Qur'an is carried out by special teachers who are entrusted with conducting the evaluation. The assessment of Tahfiz Al Quran must emphasize the basic competencies that students must have. The basic competencies possessed by students must be compared with the standard criteria that have been previously established.

Regarding the implementation of the evaluation above, (Syafaruddin, 2005) said: "Evaluation occupies a very strategic position in the teaching and learning process (PBM). So important is the position of evaluation, that no effort to improve the quality of learning can be carried out without being accompanied by evaluation steps.

CONCLUSION

In planning the Tahfiz Al-Quran Learning at TAAM QUBA Lumajang the preparation of the syllabus is the authority of TAAM QUBA Lumajang to formulate it by dividing the letters in chapter 30 into three parts (classes) and each part is divided into two to be studied in the odd semester and even semester. In each class, students are divided into several groups, consisting of 6-8 children, and are guided by teachers appointed by the head of TAAM. In learning planning, the supervising teachers make written learning plans/modules, in accordance with the limits of Tahfiz Al-Quran that have been made by the Head of TAAM and the team. The supervising teachers rewrote and gave the students a letter limit that had to be memorized at the beginning of the semester.

The implementation of Tahfiz Al Quran Learning at TAAM QUBA Lumajang, is strongly driven by the policies of the TAAM leadership and is supported by a solid team from the Deputy Head of TAAM, administrative staff and tutors. Learning Tahfiz Al Quran is carried out using the Wahdah, plural and Sima'i methods. Supervising teachers have not introduced other methods to students in learning Tahfiz Al Quran. In its implementation, Tahfiz Al-Quran Learning does not interfere/take up students' time to learn other aspects of development, and does not reduce students' academic achievement, and does not hinder students' activities from other activities.

The role of the supervising teacher in influencing students in Tahfiz Al-Quran Learning is very large, there are only a small number of supervising teachers that need to

be considered, because of educational qualifications that do not support and inadequate competence in guiding Tahfiz Al- Quran.

Evaluation of Tahfiz Al-Quran learning is carried out by each student making a deposit and at the end of the semester. The assessment criteria include the fluency of memorization, the truth of makhraj and tajwid, as well as murattal excellence. Students who have exceeded the specified letter limit, correct makraj and tajwid, and good murattal, are given an "A" score. Students who do not cross the maqra' limit, are correct in their makhraj and tajwid, as well as good murattal, get a "B" score. Meanwhile, students who are only fluent in memorizing, correct in makhraj and tajwid, not good in murattal, and do not reach the limit of memorized letters, are given a "C" score.

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