



Management of the Recitation and Tahfidz Al-Quran (Ttq) Program in Improving Students' Spiritual Intelligence

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Abstract

This research is motivated by an interesting phenomenon in the implementation of the Tilawah and Tahfidz Al-quran (TTQ) program management at SDIT. It was found that based on student learning outcomes at SDIT TTQ program management there will be an increase in spiritual intelligence towards students. This is the main indicator of TTQ learning developed by SDIT managers. The focus of this research is on TTQ program management in improving students' spiritual intelligence Descriptive study at SDIT Fithrah Insani 3 and SD Raudhatul Firdaus Bandung. This research uses a qualitative approach with descriptive methods. The grand theory of this research uses George R. Terry's theory, namely Planning, Organizing, Actuating and Controlling. These four management functions are abbreviated as POAC. Meanwhile, data collection techniques were carried out by combining field observation techniques, interviews and documentation studies. The results of this study indicate that in general the management of the TTQ program in improving students' spiritual intelligence Descriptive study at SDIT Fithrah Insani 3 and SD Raudhatul Firdaus Bandung has been implemented but has not run optimally. Among the findings of the results of this study are (1) Planning (Planning) TTQ program management in improving students' spiritual intelligence has been successfully implemented with its own characteristics and uniqueness, (2) Organizing (Organizing) the organization of the ttq program in improving students' spiritual intelligence at SDIT by making a pattern or curriculum organization design, then arrange the placement of human resources according to their respective qualifications, (3)

Implementation (Actuating) the implementation of the TTQ program at SDIT Fithrah Insani 3 and SD Raudhatul Firdaus has carried out the stages of preparation, socialization to directing the TTQ program, (4) Supervision (Controlling) TTQ evaluation is carried out with objective, fair, transparent, integrated, and comprehensive principles. (5) The problems faced by TTQ program management in improving students' spiritual intelligence in SDIT can be seen from three aspects, namely psychological, sociological, and technical, (6) solutions in dealing with TTQ program management problems such as psychological, sociological, and technical aspects have been overcome by weekly evaluations and continuous control, (7) The development of spiritual intelligence in SDIT has adjusted to the environment and has closeness to Allah SWT.

Keywords

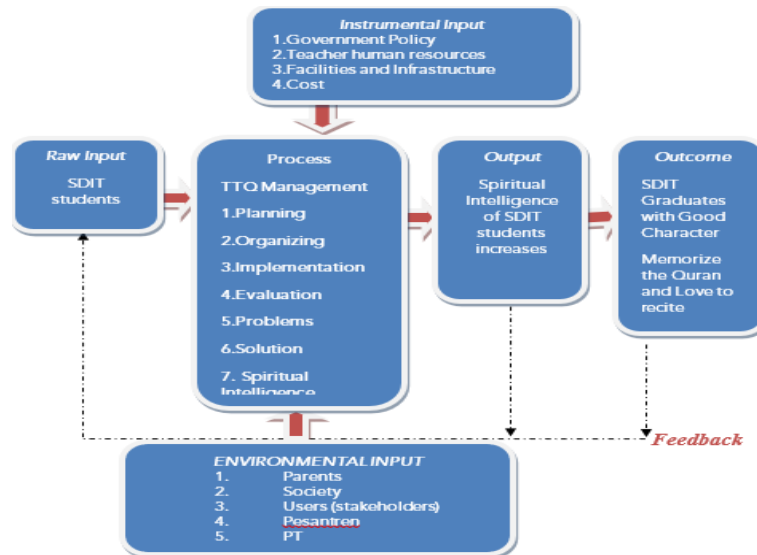
TTQ Program Management, Improvement of Students Spiritual Intelligence, SDIT

Introduction

Students spiritual intelligence is part of the graduate competencies that must be achieved in educational institutions or schools. The problem that has currently occurred is the crisis of spirituality in children. Based on facts in the field, it is found that various actions occur in children who are far from their faith and piety. The phenomenon of secularism, materialism, and hedonism makes children today far from religion. Parents who are busy working rarely accompany their children so that they are uncontrolled, lack affection, and are far from religion. As the results of Sherly Yonathan's research (2007), the problems experienced by many fifth grade students are that students feel less confident if they are asked to speak in front of the class or in front of many people, students are easily angered or less able to control themselves, students have difficulty dividing their time for learning and other activities: students feel worried that they cannot meet the expectations of parents or people who support their lives, students often retaliate for the actions of others who disturb or hurt them, students are afraid that the values they get do not meet the requirements for grade promotion, and students are easily disappointed if they fail to do something. The number of problems that occur in elementary schools, one of which is problematic behavior in students, is also confirmed by Mega Sylviana (2016). forms of problematic behavior in elementary school students vary, in general the most common problems are slow learning and hyperactivity. More extreme, the problem of elementary school children has reached the realm of crime. Based on Kompas.com (07/24/2022, 06:06 WIB), victims of bullying among children are increasingly severe and complex. According to observations, victims experience at least physical, sexual, and psychological violence. Ideally, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state National Education System Law Number 20 of 2003. Education, especially in

schools, which should be able to help develop the potential of spiritual attitudes, social attitudes, knowledge, and skills, has not yet been realized as the purpose of education. Character education created in the family and school environment consistently and continuously can shape children to have superior character or noble morals (Helmawati, 2017: 1). It is clear that character is formed through education, and Islam, one of its teachings, contains how humans have noble morals. The focus of educating children to have noble morals is by familiarizing, providing, and understanding and fostering the ability of true religion. As stated by Ali Al-Jumbulati and Abdul Futuh At-Tuwaanisi (1994), Ibn Sina paid attention to the focus of educating children by cultivating the ability of true religion. Therefore, religious education is indeed the foundation for achieving the goals of moral education. The process of character formation occurs in educational interactions where children imitate or copy everything they see, feel, or hear. Then the child absorbs all the habits in his association both in the family, at school, and in his community environment. Currently, many programs are featured from an educational institution or school that are used as a solution to spiritual intelligence. Among the featured programs is the Tilawah and Tahfidz Quran (TTQ) program. To achieve the expected results, program management of TTQ activities is needed. Al-Quranul karim is an eternal miracle, which was revealed to the Prophet Muhammad SAW as a guide for humans and a differentiator between right and wrong. In addition, the Al-Quran was revealed by Allah SWT in Arabic which is very high in language structure and beauty of its language. The Arabs have always had lahjah (dialect) that varies between one tribe and another, both in terms of intonation, sound and letters, but the Quraysh language has its own advantages and privileges, it is higher than other languages and dialects. The system in the formulation consists of inputs, processes influenced by instrumental inputs and environmental inputs, which produce outputs and outcome. Raw input in this study is SDIT students. The process in the formulation of the problem consists of six components, namely planning, organizing, implementing, evaluating, problems, solutions and spiritual intelligence (Spiritual Quotient). The TTQ management process is influenced by instrumental input consisting of government policies, teacher human resources, facilities and infrastructure, costs. In addition, the process is influenced by environmental input consisting of parents, community, users, pesantren and higher education. These six components are intertwined, dependent, and integrated with each other. The output describes the goal that will be targeted, namely the increased spiritual intelligence of SDIT students (output). This goal will have a major impact on the formation of SDIT student graduates who have good character, memorize the Quran and love to recite (outcome). Then what becomes environmental input in the formulation of the problem here is the involvement of families, communities and users in realizing competent students. In this case, the role of the family is very large to help education in order to achieve these goals, but sometimes there are still parents who release their children to SDIT schools, without paying attention to the extent of their achievements. Likewise, the

community and users are the same, they feel they are not part of the students who are undergoing the educational process at SDIT. Whereas if they support the students, the results obtained by the students will return to the community and the people so that spiritual intelligence will be realized.



TTQ program is the school's flagship program, the steps of TTQ program include planning, organizing, implementing, and assessing. This is in line with. According to George R. Terry (1958), management includes activities to achieve goals, carried out by individuals who contribute their best efforts through predetermined actions. It involves knowing what they must do, determining how to do it, understanding how they must do it and measuring the effectiveness of their efforts. Ngermanto (2005) considers spiritual intelligence to be a non-material dimension used to relate to God that is not limited by heredity, environment or other material factors. Meanwhile, Zohar and Marshall (2002) define spiritual intelligence as the intelligence to face and solve problems of meaning and value. This intelligence places behavior in a broader context of meaning and is the foundation for effective functioning of IQ and EQ.

Spiritual intelligence is more of a concept that relates to how a person is intelligent in managing and utilizing the meanings, values, and qualities of their spiritual life. This step is directed at increasing the spiritual intelligence of students, which is meant by spiritual intelligence, which is the intelligence to face and solve problems of meaning and value. The TTQ program management assumptions are: a) TTQ planning carried out by SDIT Fitrah Insani 3 and SD Raudatul Firdaus will be carried out well with the featured TTQ curriculum, b) TTQ organization held will prove the results every month for students when the human resources have good enough competence, c) TTQ implementation is carried out in accordance with the predetermined plan in accordance with the objectives, d) TTQ evaluation will be monitored every month with the TTQ monitoring book, teacher coaching and weekly school meetings, e) Successful evaluation will have an impact on the achievement of students' spiritual intelligence which is the goal of the TTQ management program.

Methodology

Based on the formulation of the problem above, this research can be categorized as descriptive qualitative research. The approach that researchers use in this research is a qualitative approach. For more details Lexy J. Moleong (2018: 15), in his book qualitative research methodology quotes the explanation given), from Bogdan and Taylor "Qualitative methods are as research procedures that produce descriptive data in the form of written or spoken words from people and observed behavior". Research with a qualitative approach emphasizes its analysis on the deductive and inductive inference process and on the analysis of the dynamics of the relationship between observed phenomena, using natural logic. This does not mean that the qualitative approach does not use quantitative data support but the emphasis is not on hypothesis testing but on trying to answer research questions through formal and argumentative thinking. So what is meant by this type of descriptive research is research that describes or describes the data obtained by researchers relating to the effectiveness of tilawah learning in improving students' spiritual intelligence at SDIT Fithrah Insani 3 and SD Raudatul Firdaus. The method used in this research is descriptive with the type of case study. The reason for using this method is because this method has two main objectives, namely first to describe and explore and second to describe and explain. The research seeks to describe and analyze the real conditions in an integrated Islamic elementary school about the management of the ttq program in improving students' spiritual intelligence in terms of planning, organizing, implementing, problems, solutions and evaluations in depth. The qualitative research conducted is specifically more directed at the use of descriptive methods with the type of case study research to strengthen the depth aspect of the data from the subject under study. As the opinion of Lincoln and Guba in Sayekti Pujosuwarno (1992: 34) which states: "A qualitative approach can also be called a case study or qualitative, which is an in-depth and detailed study of everything related to the research subject".

Conclusion

SDIT Fithrah Insani and SD Raudhatul Firdaus implement TTQ program management which includes: planning, organizing, implementing, evaluating, problems, solutions to problems and the development of spiritual intelligence. Each of these stages realizes and relates the TTQ program management with the enriched curriculum in accordance with the peculiarities of the SDIT School. TTQ program planning in improving students' spiritual intelligence at SDIT) starts from: First, the ttq curriculum which contains annual, monthly, weekly, daily programs. Second, the ttq monitoring book to monitor students to know the TTQ learning targets that connect with parents when studying at home, The organization of the TTQ program in improving students' spiritual intelligence at SDIT starts from: First, khotmil quran program at the end of each month. Second, mentoring ttq every week. Third, the night of building faith and taqwa (mabit) every fourth semester,

al Quds in the form of ttq learning motivation every month. The implementation of the TTQ program in improving students' spiritual intelligence at SDIT starts from: First, Juz trial at the end of each month for students who have completed their memorization per month and then tested by other TTQ teachers. Second, the graduation of tahfidz Al-Quran which is held at the end of each school year. Evaluation of TTQ program in improving students' spiritual intelligence at SDIT starts from: First, weekly meetings held directly by the principal and TTQ teachers. Second, twice a month coaching with the Head of the foundation. Third, special learning for ttq teachers every week. Fourth, the monthly ttq report submitted to the principal and the head of the foundation of the results of TTQ learning for a full month. The problems faced in the management of the TTQ program in improving students' spiritual intelligence at SDIT start from: First, the difficulty of pursuing TTQ learning targets. Second, slow listening and memorization in TTQ learning. Third, there are still those who are not fluent in reading the Koran. The solution to the problems faced in the management of the TTQ program in improving students' spiritual intelligence at SDIT starts from: First, remedials are held for students who have not reached the target. Second, there are certain additional hours for students who need help in learning ttq. Third, there are special methods to teach children such as playing comiscard tajwid cards, hijaiyah card games and random letter cards. The development of students' spiritual intelligence at SDIT includes having faith and devotion to God Almighty, having faith and carrying out religious teachings without having to be ordered, making efforts, diligently reading the quran without being told, praying on time, carrying out the sunnah fast, giving alms, obeying parents and teachers, being polite to others, having the awareness to apologize (repent) if they make mistakes. Based on some of the field findings, the researcher proposes the following suggestions:

School Principal

This is related to school institutions that need to pay attention to students in technology literacy. The school fully ensures that students receive good TTQ learning facilities and Islamic knowledge. As well as, providing full knowledge facilities that are useful to provide opportunities for teachers to improve their understanding of TTQan. School institutions provide competent educators (teachers) to be able to assess and explore the experiences that children bring to the classroom, teachers can easily direct children's engagement, competence and satisfaction from using new teaching methods evenly.

Teachers

Newly joined teachers do not have a uniform understanding of ttq program management, resulting in differences in readiness and treatment in learning management. Based on this, a special mentoring and coaching program is needed for ttq teachers who are directly involved to understand deeply and fully, especially

regarding methods, media, and approaches, as well as the curriculum developed in the ttq program.

For parents of students and Further

Parents who are participants in this study are expected to prepare everything more carefully and structurally, both in terms of appropriate and comfortable ttq learning, a lot of knowledge about the ttq program, understanding and readiness of the parents themselves in educating children. In addition, the role of parents in several processes carried out starting from careful preparation (such as self-preparation and material from parents), full supervisory control from parents directly and a series of rules such as limiting the time of gadget use. For Further Researchers It is recommended that further researchers conduct research with the same theme to be able to examine the impact of the ttq program on students' spiritual improvement, then choose schools that do have a high level of spiritual intelligence so that the data obtained can be more extensive, besides that it also involves families and communities and community leaders to get better results.

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