



**Tahfidz Al-Qur'an Learning Management At Al-Hikamussalafiyah Boarding School Tanjung Kerta Sumedang and Pondok Pesantren At-Tawazun Kalijati Subang (Research at Al-Hikamussalafiyah Islamic Boarding School, Sukamantri Village Tanjung Kerta District, Sumedang Regency and At-Tawazun Islamic Boarding School, Kalijati District, Subang Regency)**

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**Abstract**

The aim of the research is to describe the learning management of Al-Qur'an tahfidz learning at the Al-Hikamussalafiyah Islamic boarding school Tanjung Kerta Sumedang and At-Tawazun Kalijati Islamic Boarding School, Subang. Research method The method used in this study is a qualitative method, because the data collected and the analysis is qualitative. The foundation of Management theory from GR Terry, the theory of Tahfidz Al-Qur'an from Sugianto. In terms of planning, it is carried out by each teacher when he wants to teach. From an organizational point of view, it is chaired by Shaykh Abdul Qowi, he is in charge of the ketahfidzan coordinator who is in charge of coordinating the musyrif halaqoh and receiving reports on the progress of the students. Musyrif as a halaqoh teacher and mentor of students throughout the day plays an important role for the success of students memorizing the Qur'an. In terms of the Implementation of Learning In a day there are three halaqoh of the Qur'an, the first two halaqoh are in the morning until midday, and one halaqoh has ba'da asar until around five in the afternoon. In terms

of Evaluation Learning is carried out in the form of oral, written, or deed. Musyrif who plays a very important role in daily evaluation, both in terms of morals and daily targets. Weekly and monthly evaluations, musyrif report the achievements and notes of their respective students to the coordinator of the tahfidzan section. The report will be brought to the weekly or monthly teacher council meeting and the students' achievements will be announced by posting them on the bulletin. Santri who do not reach the set targets will be summoned by the coordinator of the tahfidz section and their musyrif. For semi-annual and annual evaluations, students read all the memorization they have and are further tested for verses along with matan al jazari and tuhfatul atfal, for those who do not pass a remedial program is provided. In general, based on the results of the research, it can be generally concluded that to describe and analyze the Learning Management of Tahfidz Al-Qur'an at the Al-Hikamussalafiyah Islamic Boarding School Tanjung Kerta Sumedang and At-Tawazun Kalijati Islamic Boarding School in Subang has been going well.

### **Keywords**

Management, Policy, Internal Quality Assurance System, Improving Performance

### **Introduction**

Islamic boarding schools as part of non-formal educational institutions have a function as a place for students to study. Islamic boarding schools can also be understood as religious education and teaching institutions which are generally implemented using non-classical methods. Even with non-classical methods, Islamic boarding schools have been able to make many achievements, both at the district and provincial levels.

Society is always changing and developing to achieve progress and perfection. Changes in society in achieving this progress require every member of society to get along with other people and the ever-dynamic universe which also requires them to adapt to their environment for the sake of their survival. These attempts to find oneself are called learning.

In order to overcome this problem, Islamic boarding schools must be able to convince the public that Islamic educational institutions, through Islamic boarding schools, are capable of providing quality education. For this reason, this pesantren must have advantages that other Islamic educational institutions do not have.

One of the privileges of this institution is the issue of the quality of its students, but the sterling point is at the stage of improving the quality of its students by clearly formulating the concept of education. The number of students is not an urgent matter in this pesantren, but how Islamic boarding schools are determined to create a superior generation, reliable in science. Thus, the curriculum model offered by these Islamic boarding schools is more an appreciation of the

needs of the community in general, namely a curriculum model that can apply the cognitive, psychomotor, affective or religious behavioral side, as well as the spiritual side which is rarely considered by other educational institutions.

It has become a general awareness among intellectuals that to advance Muslims is through education, it's just that the concept of education management that has been taking place so far is not significant for the progress of Muslims, because the concept is not clearly formulated, both in terms of planning, regulation, implementation, or evaluation.

### **Research methods**

The descriptive method is a form of the most basic research. Intended to describe or illustrate existing phenomena, both natural phenomena and human engineering. This research is a form, activity, characteristics, changes in similarities and differences with other phenomena.

The reason researchers use this method is to explore what information can ultimately be learned or drawn from a descriptive to find facts and the right interpretation related to the management of learning Al-Qur'an tahfizh to improve student quality. Using the descriptive study method is an effective means of showing the relationship between the researcher and the subject or informant, and is open to judgment or context which also plays a role in the meaning of the phenomena in this research.

### **Research result**

#### **Planning**

Planning is the first step in a management process. Planning is very important because planning influences what will be carried out in relation to subsequent steps such as organizing, implementing, and evaluating. Learning planning carried out by the teacher will determine the success of the learning he leads, this is based on making a good or more detailed lesson plan which will make it easier for the teacher in terms of delivering learning material, organizing students in class, as well as implementing learning evaluations both process and results Study.

In planning the learning of tahfidz al-qur'an as based on the results of field notes at Islamic boarding schools. Planning in learning tahfidz al-qur'an ustadz and ustadzah tahfidz divide classes according to the ability of students such as group A is a class for students who are already fluent in reading the al-qur 'an both from mahraj, tajwid, class B is a class where students are not fluent in reading the Koran. Tajwid and mahraj, and class C, namely the class where students are less able to read the Koran.

#### **Organizing**

The activities of organizing/managing learning programs are carried out in an effort to clearly determine the implementation of tasks for each school personnel

according to their fields, authorities, subjects, and responsibilities. To successfully organize the tahfidz program, a special management or person in charge is formed so that the implementation can run effectively according to what was planned.

As for organizing tahfidz learning at Islamic boarding schools, Syeih Abdul Qowi as chairman of the ketahfidz section, he has full authority regarding the tahfidz program at Islamic boarding schools, his duty is to formulate and decide on tahfidz program policies. In addition, he is also the main examiner of the five-juz multiplication increase test. Under him is the tahfidz coordinator who is now held by Ust. Abdul Aziz, he oversees the performance of the teachers or musyrif halaqoh Al-Qur'an, reprimands teachers who are not active and encourages teachers to always be enthusiastic and able to encourage their students. He is also in charge of reporting the results of tahfidz activities both weekly and monthly to Syeih Abdul Qowi. It was only under the tahfidz coordinator that there were musyriks who served as teachers and caretakers of the halaqoh of the Qur'an. Which position as musyrik is entrusted to all graduates or alumni of the best Islamic boarding schools.

### **Execution**

Implementation efforts made by educators to realize the designs that have been prepared both in the syllabus and lesson plans. In implementing Al-Qur'an tahfidz learning in Islamic boarding schools there are several steps to improve the quality of learning. Observations for two days at Islamic boarding schools showed that the daily target for Islamic boarding school students is 3 pages of new deposits and ten percent of muraja'ah old memorization. In each of the three halaqoh that are scheduled every day there are special specifications for each halaqoh, namely for the morning halaqoh from 07.30 to 09.45 hours specifically for yesterday's muraja'ah deposit, meaning that the material or verse or juz that was muraja'ah yesterday was good alone (fardi) or sima'an with a friend (tasmi') then the next day the further verses will be tested by musyrik at the morning halaqoh. Yesterday's deposit or muraja'ah test at the Islamic boarding school is mandatory for the students before they add new memorization, students are not allowed to add new memorization before the previous memorization has been muraja'ah at least ten percent.

For the second halaqoh, starting from 10.30 to 12.00 (dhuhr time) then it is more devoted to new memorization deposits. Some musyrik apply that all new memorization targets must be completed at the time of this second halaqoh (3 pages at a time), but there are also those who apply flexibility, namely at any time depending on the ability of the students, the most important thing is

Every day reach the target of 3 pages. For the third halaqoh, namely at the time of the Asyar prayer until around 17.00 in the afternoon, it is the time for muraja'ah alone or with friends. It is this material in the afternoon that will be tested or deposited tomorrow at the first halaqoh. Of the three available halaqoh, after prioritizing the specificity of the time, the students are given the opportunity if there is someone who wants to use the morning time to deposit new

memorization after the old memorization has been deposited or tested, as well as other halaqoh can be used according to the needs of the santri, of course after the load has been set at that time it was done.

### **Evaluation**

Evaluation of Tahfidzul Qur'an Learning Outcomes from several interviews and observations, it can be seen that the evaluation system carried out by the Al-Hikamussalafiyah Islamic boarding school Tanjung Kerta Sumedang uses an assessment of the form of daily deposits, repeat deposits each will add to the memorization of new chapters and semester evaluations and evaluation of graduate deposits. There is a memorized deposit mechanism as follows:

The evaluation was carried out in accordance with the observations of the researchers, namely the memorization deposit was carried out during the memorization activities carried out by ustadz-ustadzah by assessing the memorization obtained by students, mahraj and tajwid and the smoothness of memorizing students every day. Each Santri has a memorization card which is used by the ustadz to check the students' memorization.

Daily evaluation carried out by each halqoh group. Based on the narrative from SMPQ Al Ihsan's tahfizh coordinator, that every musyrif must evaluate daily activities with his halqoh members. In this evaluation activity, it is hoped that each musyrif will not be bored to provide input and motivation to all of its members, in order to grow their enthusiasm in participating in learning the tahfizh of the Koran. And the At-Tawazun Kalijati Subang Islamic Boarding School, Subang The Tahfidzul Qur'an learning evaluation system carried out at the Ulin Nuha Institute is carried out every day, that is, every learning activity takes place. The mentor will correct the students' memorization by listening and listening to the students' memorization and what if the satri is not fluent in his memorization and muroja'ah. Mistakes made by students in memorizing are approximately 20 repetitions. If students make more than 20 mistakes, the students will repeat the memorization with the mentor after the students are completely fluent.

### **Results Discussion**

#### **Planning**

In the lesson plan each teacher in the field of study arranges learning administration such as the annual program, semester program, syllabus, lesson plan (RPP) in the lesson plan, components must be listed, namely the goals to be achieved, the strategy used, the media that supports it and the evaluation used. From this, it can be seen that every plan must have at least four elements, namely: goals to be achieved, strategies to achieve goals, resources to support, implementation of each decision. As revealed by Muhaimin (2003: 133) there are four steps in the preparation of lesson plans, namely:

- a. Formulate specific objectives; in formulating learning objectives must include three important aspects, namely cognitive, affective, and psychomotor.
- b. Learning experience; In the learning experience students are encouraged to actively carry out certain activities. Students are encouraged to find out the facts for themselves.
- c. Teaching and learning activities; in teaching and learning activities the teacher determines what method will be used.

The use of methods must be varied, in order to attract students' attention and interest in learning, and must be relevant to the material to be delivered. d) The people involved; the people involved in learning who act as learning resources include instructors or teachers, as well as professional staff. So the teacher must be able to manage the class well. In these management activities, teachers can use media or facilities that can attract students' attention in learning.

### **Organizing**

Organizing involves determining various activities such as dividing work into various specific tasks, which must be carried out by teachers and students in the learning process, such as: determining instructors, determining materials that can support the achievement of the goals of implementing education at Islamic boarding schools, and determining the time or schedule of implementation activity.

As for the author's view regarding the organization carried out in the Al-Qur'an tahfidz learning program by the head of the ketahfidz section at Islamic boarding schools, both in the special formation of the tahfidz coordinator section, and the selection of musyrif as teachers in the Al-Qur'an learning halaqoh, has gone well and appropriate. Ust. Fathurrahman when asked about the efforts of Islamic boarding schools in improving the quality of educators, he answered very convincingly.

### **Implementation**

In the process of learning tahfidz Al-Qur'an at Islamic boarding schools, when the author observes the process of tahfidz Al-Qur'an learning activities is going quite well. and in accordance with the data that the author obtained from the results of interviews with several parts of the tahfidzan field, it is in accordance with the facts. where musyrif's position is very central to the development of students, starting from the musyrif's closeness with his students, to how musyrif approaches students who find it very difficult to reach targets according to the provisions, to how musyrif makes his halaqoh members have a good sense of family by holding events joint events such as futsal together, eating together, traveling together and others. The author sees that the implementation of learning activities carried out by musyrif/halaqoh teachers is in accordance with general standards or references which consist of three stages, namely preliminary, core, and closing

activities. The steps of these activities are general steps that are mostly usually carried out by musyrif/tahfidz teachers when learning tahfidz Al-Qur'an.

This is in accordance with what was expressed by Abdul Majid (2015: 98) regarding the stages of learning, including:

- a. Preliminary activities, preliminary activities are intended to motivate students, focus attention, and find out what students have mastered in relation to the material to be studied. This activity can be done by apperception, creating learning readiness, creating a democratic learning atmosphere.
- b. Core activity, this activity is an activity to instill, develop knowledge, attitudes and skills related to the study material concerned. This activity includes:
  - 1) Submission of learning objectives
  - 2) Submission of teaching materials/materials by using: appropriate approaches and methods, means and tools/media
  - 3) Checking student understanding. Besides that, in the core activities, group learning activities can also be carried out.

C. Closing, this activity is an activity that provides confirmation or conclusions and an assessment of the mastery of the understanding of the study given in the core activity. Conclusions are made by the teacher and together with the students. Activities that must be carried out in the final and follow-up activities are the implementation of the final assessment, and giving assignments and training and providing motivation or tutoring, Haidar and Salam (2012; 104-105).

#### **4. Evaluation**

Assessment in tahfidz learning is very important to do well. Because evaluation is one of the main activities that must be carried out by an educator in learning activities. With the teacher's assessment, you will find out the development of learning outcomes, intelligence, special talents, interests, social relations, attitudes and personality of students or students. This assessment activity is carried out in order to measure the level of competency achievement of students within a certain period of time. In addition, it can also be used as material for preparing progress reports on learning outcomes, so that improvements can be identified that may need to be made. In addition, evaluation also aims to ensure that the performance achieved is in accordance with the plans and objectives that have been set.

#### **Conclusions and suggestions**

##### **Conclusion**

1. From a management planning perspective, Tahfidz Al-Qur'an Learning at the Al-Hikamussalafiyah Islamic Boarding School, Tanjung Kerta,

Sumedang Regency and At-Tawazun Kalijati Islamic Boarding School, Subang Regency, is carried out by each teacher when he wants to teach. Planning in learning tahfidz Islamic boarding schools include; annual program, semester program, and daily lesson plans. The daily learning planning is carried out by each individual tahfidz teacher, flexibility according to abilities and conditions in the field.

2. In terms of organizing the management of Tahfidz Al-Qur'an Learning at the Al-Hikamussalafiyah Islamic Boarding School Tanjung Kerta, Sumedang Regency and At-Tawazun Kalijati Islamic Boarding School, Subang Regency, chaired by Syaikh Abdul Qowi, he is in charge of the ketahfidzan coordinator who is in charge of coordinating the musyrif halaqoh and Receive student progress reports. Musyrif as a halaqoh teacher and mentor of students throughout the day plays an important role for the success of students memorizing the Qur'an. While the organization of tahfidz learning is as follows: all new students in the first month to two months for a maximum of four months, are trained with tahsin in the form of memorizing matan al-jazari and tuhfatul atfal, as well as reading talaqqi starting from surah Al-Fatihah to completing chapter 30. Enter During the memorization period, the organization of the students in memorizing was aimed at memorizing three pages a day, and fifteen pages a week. The memorization exam in every multiple of five juz, with the disima' system and continued verses and tahsin material in the form of matan, is always included in every tahfidz exam.

3. In terms of the implementation of Tahfidz Al-Qur'an Learning at the Al-Hikamussalafiyah Islamic Boarding School, Tanjung Kerta, Sumedang Regency and At-Tawazun Kalijati Islamic Boarding School, Subang Regency. In a day there are three halaqoh of the Qur'an, the first two halaqoh are in the morning until noon, and one halaqoh has ba'da asar until around five in the afternoon. At Islamic boarding schools muraja'ah memorizing becomes something that must be completed before adding to memorization, therefore the first halaqoh in the morning is devoted to muraja'ah or yesterday's muraja'ah test. Then the second halaqoh is devoted to depositing new memorization and talaqqi readings that are memorized. For the third halaqoh it is flexible to use for students who have not muraja'ah or students who have not completed their new memorization deposit.

4. In terms of Evaluation of Tahfidz Learning at the Al-Hikamussalafiyah Islamic Boarding School in Tanjung Kerta, Sumedang Regency and At-Tawazun Kalijati Islamic Boarding School, Subang Regency, it is carried out in the form of oral, written, or deed. Musyrif who plays a very important role in daily evaluation, both in terms of morals and daily targets. Weekly and monthly evaluations, musyrif report the achievements and notes of their respective students to the coordinator of the ketahfidzan section. The report will be brought to the weekly or monthly teacher council meeting and the students' achievements will be announced by posting them on the bulletin. Santri who do not reach the set targets will be summoned by the coordinator of the ketahfidzan section and their musyrif. For semi-annual and annual evaluations, students read all the memorization they



have and are further tested for verses along with matan al jazari and tuhfatul atfal, for those who do not pass a remedial program is provided.

### **Suggestion**

1. Kyai are expected to pay more attention to improving the quality of human resources in Islamic boarding schools to maintain program continuity and always evaluate the learning management of Tahfiz Al-Qur'an in Improving Santri Learning at Al-Hikamussalafiyah Islamic Boarding Schools Tanjung Kerta and At-Tawazun Kalijati Islamic Boarding Schools Subang.
2. For school principals, the results of this research can be used as a basis for kiyai to facilitate learning management of Al-Qur'an Tahfiz in Improving Santri's Learning at Al-Hikamussalafiyah Islamic boarding schools, tanjung kerta and At-Tawazun Kalijati Islamic boarding schools.
3. For teachers, the results of this research can be used as a basis for kiyai to facilitate learning management of Tahfiz Al-Qur'an in Improving Santri Learning at Al-Hikamussalafiyah Islamic boarding school, tanjung kerta and At-Tawazun Kalijati Islamic boarding school, Subang.
4. For students, this research can be used as a basis for students to improve their learning through learning management of Tahfiz Al-Qur'an in Improving Santri's Learning at Al-Hikamussalafiyah Islamic boarding school, Tanjung Kerta and At-Tawazun Kalijati Islamic boarding school, Subang.
5. Further researchers are expected to be able to continue further research by developing existing data while formulating a more integrated study.

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