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TAHFIDZ AL-QUR'AN: A STUDY OF LEARNING MANAGEMENT AT INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis manajemen pembelajaran tahfidz Al-Qur'an di Sekolah Menengah Pertama Islam Terpadu An-Nahl Jambi. Pendekatan yang digunakan dalam penelitian ini yaitu pendekatan deskriptif dan menggunakan metode kualitatif dengan menggunakan instrumen pengumpulan data berupa observasi, wawancara dan dokumentasi. Data yang digunakan dalam penelitian ini adalah reduksi data (Reduction), penyajian data (Data Display), dan penarikan kesimpulan (Verification). Hasil penelitian ini menunjukkan bahwa, Manajemen Pembelajaran Tahfidz Al-Qur'an di Sekolah Menengah Pertama Islam Terpadu An-Nahl Jambi sudah terlaksana dengan baik, pembelajaran tahfidz Al-Qur'an ini terselenggara berkat kerjasama antara kepala sekolah, Ketua yayasan, Waka Kurikulum, Waka Kesiswaan, dan guru tahfidz yang bertanggung jawab untuk mengoptimalkan proses pembelajaran Al-Qur'an dan memberikan pemahaman yang lebih besar tentang pentingnya menghafal Al-Qur'an bagi siswa. Tentu tidak terlepas dengan penyesuaian

proses perencanaan, pengorganisasian, pelaksanaan dan evaluasi pembelajaran Tahfidz Al-Qur'an di Sekolah Menengah Pertama Islam Terpadu An-Nahl Jambi.

Kata Kunci: manajemen, pembelajaran, tahfidz al-qur'an

ABSTRACT

This study aims to analyze learning management of Al-Qur'an memorization (Tahfidz Al-Al-Qur'an) at An-Nahl Integrated Islamic Junior High School in Jambi. The approach employed in this study was descriptive approach, utilizing qualitative methods with data collection instruments such as observation, interviews, and documentation. The data used in this research undergoes data reduction, data display, and conclusion drawing. The results of this study indicate that the learning management of Al-Qur'an memorization at An-Nahl Integrated Islamic Junior High School in Jambi has been effectively implemented. This Al-Qur'an memorization learning is facilitated through the collaboration among the school principal, the Chairman of the foundation, the Curriculum Vice Principal, the Student Affairs Vice Principal, and the Tahfidz teachers who are responsible for optimizing the Al-Qur'an learning process and providing greater understanding of the importance of memorizing the Al-Qur'an for the students. This achievement is closely related to the adjustment of planning, organization, implementation, and evaluation processes of Al-Qur'an memorization learning at An-Nahl Integrated Islamic Junior High School in Jambi.

Key Words: *management, learning, tahfidz al-qur'an*

INTRODUCTION

Education is a deliberate effort to transfer cultural heritage from one generation to the next generation. The educational process is realized through a teaching and learning atmosphere aimed at actively developing the potential of learners, including spiritual strength, self-control, personality, intelligence, noble character, and skills (Rahman et al., 2022).

Referring to the national educational goals aimed at enlightening the nation's life, developing the concept of human being as a whole, and constructing morally and religiously upright individuals with noble character, knowledgeable, talented, healthy, and having awareness as responsible citizens. These national educational goals are supported by the objectives of each component within the national education system. Every part of the national education system contributes to achieving the national educational goals (Triwiyanto, 2015).

According to Law Number 20 of 2003 concerning the National Education System, Chapter II, Article 3, and Article 30 paragraph 2 and 3, national education aims to develop capabilities and shape the character and civilization of a cultured nation, with the goal of enlightening the nation's life. This education is intended to unearth students' potentials so that they become individuals who are faithful and obedient to the One Almighty God, possess noble character, healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens (Khoiruddin & Kustiani, 2020).

High-quality education provides individuals with the tools and strength to maintain their integrity against negative influences. This is not only important for the personal development of learners but also has a positive impact on social life and national progress. Therefore, education plays a crucial role in shaping individual character. Without education, it is difficult for humans to reach their fullest potential and become a better individual.

Islamic teachings emphasize the importance of education derived from the Al-Qur’an and Hadiths. The Al-Qur’an is considered the holy book revealed to Prophet Muhammad SAW, providing guidance, lessons, and guidelines for the Muslim. Only those who are willing to read, study, contemplate, and take lessons from the verses of the Al-Qur’an will obtain instruction and guidance for their lives. The Al-Qur’an was revealed by Allah SWT in the midst of the Arab society, which at that time was mostly illiterate. Nevertheless, that society had the privilege of having a very strong memory (Anam et al., 2022).

The Al-Qur’an is considered the word of Allah, seen as a miracle, revealed to human being through the Gabriel, mediated by the last Messenger, Prophet Muhammad SAW. The Al-Qur’an is regarded as guidance for human as creatures that have psycho-physical dimensions and worship value (Nurhidayat, 2017). The uniqueness of the Al-Qur’an is that it is a book explained and made easy to memorize (Ismail & Muhid, 2020). The Al-Qur’an serves as a fundamental source of Islamic teachings and serves as the foundation for the life of every Muslim. The Al-Qur’an not only provides guidance on the relationship between humans and their God but also regulates human interaction with each other (*hablum min Allah wa hablum min an-nas*), as well as the relationship between humans and their surrounding environment.

The management process involves the main functions that are often used in the scope of education, namely planning, organizing, directing and controlling. According to Soegarda Poerbakatwatja, "saying pesantren comes from the word santri, namely someone who studies Islam, so that pesantren has the meaning of a place where people gather to study Islam."

Tahfizh is the process of repeating something either by reading or by listening. According to Farid Wadji, tahfizh Al-Qur'an can be defined as the process of memorizing the verses of the Qur'an in memory so that they can be pronounced or said correctly in certain ways and continuously. 42 This definition contains two main meanings, namely: first, someone who memorizes the Qur'an and is then able to pronounce it correctly according to the law of tajwid must be in accordance with the Qur'an manuscript. Second, a memorizer always maintains his memorization continuously from forgetting because the memorization of the Qur'an is very quickly lost.

Memorizing the Qur'an has a very high position in Islam, it can be understood from the position of the Qur'an, the virtue of reading and most importantly serving the religion of Allah in order to maintain the sustainability and purity of the main source of this religious teaching so that in turn this religion continues to exist until the end of time. In strengthening the urgency of memorizing the Qur'an, scholars have formulated the law of memorizing the Qur'an, namely "fardhu kifayah" Memorizing the Qur'an is not an effort that can be considered easy for everyone to do, this is because of the large amount of material and the almost similarity between the verses and rules in reading. For

this reason, methods are needed that can help human efforts to memorize the Qur'an. In memorizing the Qur'an by understanding effective methods of memorizing the Qur'an, later the shortcomings in memorizing can be overcome.

To fully understand the teachings of Islam, the initial step to take is to comprehend the content of the Al-Qur'an and apply it earnestly and consistently in everyday life (Shobirin, 2018). The Al-Qur'an introduces itself with various characteristics and attributes, one of which is its authenticity guaranteed by Allah and well-preserved. Currently, many Islamic educational institutions, both formal and non-formal, offer Al-Qur'an memorization (tahfidz) programs. One of them is An-Nahl Integrated Islamic Junior High School, a formal Islamic educational institution that offers various educational programs to its students, including the Tahfidz Al-Qur'an program to cultivate a generation capable of memorizing the Al-Qur'an. This institution is committed to guiding its students to love the Al-Qur'an through Al-Qur'an memorization lessons. Through this learning process, there is the development of moral, religious, activities, and creativity of students through various interactions and learning experiences.

The implementation of teaching is one of the main tasks of teachers aimed at creating an environment that supports the learning process for students. As Ronaldi et al., (2020), argue, in the context of learning activities, there are two crucial aspects: the learning process involving various intellectual, emotional, and spiritual experiences, and the learning outcomes reflected in changes in students' behavior. The ability to read the Al-Qur'an for every Muslim is the initial step in understanding Islamic teachings because the Al-Qur'an, as the primary source of Islamic teachings, contains guidance and rules that humans must follow in living their lives according to Allah's provisions.

In this modern era, the activity of memorizing the Al-Qur'an continues to increase in line with the deepening understanding of Muslims about the importance of preserving the Al-Qur'an. This is evident from the growing interest in becoming memorizers of the Al-Qur'an (*Hafidz* and *Hafidzah*), as well as the increasing number of Islamic educational institutions implementing Al-Qur'an memorization programs (Syahid, 2019). One example is the An-Nahl Integrated Islamic Junior High School, which incorporates the Al-Qur'an memorization (*tahfidz*) curriculum as one of its flagship programs to maintain balance and harmony between the demands of modern times and religious teachings. The management of the Al-Qur'an memorization learning at the school involves management functions, including planning, organizing, motivating, supervising, and evaluating the program (Suryana et al., 2018).

Tahfidz Al-Qur'an," derived from Arabic, consists of two words: "*Tahfidz*" and "Al-Qur'an." Generally, Tahfidz refers to the process of memorizing and repeatedly reviewing lessons to preserve the purity of knowledge from alteration or falsification. Meanwhile, Al-Qur'an, etymologically, is interpreted as the holy book containing the words of Allah, intended as guidance for those who have faith and piety. In terminology, Al-Qur'an is the word of Allah revealed to Prophet Muhammad SAW through the Angel Gabriel, recorded in the Mushaf, conveyed through Mutawatir transmission, considered an act of worship for those who recite it, beginning with Surah Al-Fatihah and ending with Surah An-Nas (Purba, 2016).

Thus, Tahfidz Al-Qur'an is the process of memorizing the Al-Qur'an with the aim of preserving the purity of the book from the threat of destruction,

alteration, or falsification. According to Zen, (2013), in order to preserve the purity of the Al-Qur'an from changes in meaning and falsification, as well as to address the risk of forgetting its recitation, efforts are needed to safeguard, maintain, and preserve it. Memorizing the Al-Qur'an is not difficult to implement in daily life. Since the Al-Qur'an was revealed until now, many people have memorized the Al-Qur'an using various methods, aiming to facilitate success in memorizing the Al-Qur'an itself (Meirani, et al., 2020).

One of the Islamic teachings instilled by the An-Nahl Integrated Islamic Junior High School is tahfidzul Al-Qur'an (memorizing the Al-Qur'an), which is one of the efforts to preserve the authenticity of the verses of the Al-Qur'an. In this regard, the tahfidzul Al-Qur'an learning program is conducted intensively and has clear objectives for students, namely, students are required to memorize 30th Juz and other surahs throughout their schooling at the An-Nahl Integrated Islamic Junior High School.

The concept of instructional management encompasses all activities related to guiding students from lesson planning to assessment. Another opinion suggests that instructional management is part of learning management strategy. Based on these definitions, instructional management can be distinguished between broad and narrow meanings. Instructional management is a series of processes aimed at managing how students learn, starting from planning, organizing, directing or controlling, to assessment. Meanwhile, instructional management in a narrow meaning is defined as the activities that educators need to manage during interactions with students during the implementation of learning (Usman, 2016).

Management is fundamental in the scope of any learning activity. The success or failure of a learning program is often seen from how the program management is conducted (Aulia, 2021). This management involves planning, preparation, actuating, controling or supervision, and evaluation. With effective management, the objectives of a planned learning activity will generally be achieved successfully, including in the activities of Al-Qur'an memorization learning (tahfidzul Al-Qur'an).

Management in Al-Qur'an memorization learning (tahfidzul Al-Qur'an) encompasses several aspects, including curriculum management, teaching methods, Al-Qur'an memorization techniques, and evaluation (Suryana et al., 2018). These are interrelated; each component supports the success of Al-Qur'an memorization. A good curriculum paired with inadequate teaching methods will not yield optimal results, and vice versa.

Although the management of Al-Qur'an memorization (tahfidz) may vary from one school to another, the objective of tahfidz learning remains the same: to produce individuals capable of memorizing the Al-Qur'an. Throughout the process, there might be more effective management approaches and learning models compared to others, which can serve as examples and learning resources for schools that have not yet reached an optimal level, particularly in terms of their tahfidz program management.

One institution adopting such an approach is An-Nahl Integrated Islamic Junior High School, which incorporates the Al-Qur'an memorization (Tahfidz) curriculum as its flagship program to maintain a balance between the demands of globalization and religious principles. Established in 2004 by the chairwoman

of An-Nahl Foundation, Ustazah Yusria, along with a number of teacher assemblies who are still actively involved in teaching, the An-Nahl Integrated Islamic Junior High School implementd a blended curriculum that combines the national curriculum, religious curriculum, and the curriculum of the Indonesian Integrated Islamic Schools Network (JSIT Indonesia). An-Nahl Integrated Islamic School has three flagship programs that align with the school's vision to shape the TAQWA Generation, which stands for Tough, Religious, Al-Qur'anic, Insightful, and Noble Character. At the junior high school level, this program aims to nurture cadres or potential leaders who are TAQWA. Consequently, the Al-Qur'an memorization program is one of the three flagship programs offered by the An-Nahl Integrated Islamic School.

The implementation of Al-Qur'an memorization (tahfidz) learning management at the An-Nahl Integrated Islamic Junior High School still encounters several challenges, especially among students, where not all of them are able to memorize Al-Qur'an verses according to the set targets. There are several factors suspected to be the causes of differences in the memorization level, including supervision over the memorization process for each student and the limitations of school facilities and infrastructure, such as limited media facilities used to support Al-Qur'an memorization learning at the school.

On the contrary, the obstacles faced by students in the program are highly diverse (Al-Lahim, 2019). For example, students' fluctuating motivation to complete the program and the lack of external support to maintain their consistency in preserving and acquiring their recitations (Amir et al., 2021). This school requires its students to memorize Juz 30 and additional surahs from Juz one to five. Therefore, An-Nahl Integrated Islamic Junior High School has developed a management pattern for the Al-Qur'an memorization program led by the Tahfidz department. Experts have designed a group system (talaqqi) based on the results of placement tests for new students according to their abilities. However, the real impact of this program is that there are still a number of issues, especially from the students, where not all of them are able to memorize Al-Qur'anic verses according to the set targets. One factor that can be identified as a cause of differences in the memorization level is the lack of motivation given to the students, causing Al-Qur'an memorization teachers to have difficulty in maintaining consistency in supervising the students. Another factor that can also affect is the limitations of school facilities and infrastructure, including the limited media used to support Al-Qur'an memorization learning. Not only that, the mismatch between the number of Al-Qur'an memorization teachers and the number of students is also a serious challenge in this educational context. The shortage of teachers can impact the quality of teaching, monitoring, and guidance for students who are learning to memorize the Al-Qur'an.

Based on the background presented, it is evident that the need to understand and enhance the management of Al-Qur'an memorization learning in schools is crucial. As an integral part of Islamic education, Al-Qur'an memorization learning is not only about memorizing sacred texts but also about shaping character, spirituality, and deepening religious understanding. Therefore, research on the management of Al-Qur'an memorization learning at An-Nahl Integrated Islamic Junior High School in Jambi is highly relevant and urgent. This research will provide a better understanding of how the management of Al-Qur'an

memorization learning is conducted in an integrated Islamic educational environment. It can help identify best practices, challenges faced, and opportunities for further improvement. Additionally, this research can provide valuable insights for education policymakers, school principals, teachers, and other stakeholders to enhance the quality of Islamic education in Indonesia. By bridging the existing knowledge gaps in the management of Al-Qur'an memorization learning, this research is expected to make a significant contribution to the development of curriculum, teaching methods, and management practices in Islamic schools. Furthermore, the findings of this research can serve as an important reference for other schools in Indonesia that also have Al-Qur'an memorization programs. Thus, this research is of utmost urgency to be conducted in order to enhance the quality of Islamic education at the local and national levels.

RESEARCH METHOD

In this research, the researcher adopts a qualitative descriptive approach. Qualitative research methods aim to investigate phenomena experienced by research subjects, such as behavior, perceptions, motivations, actions, and other relevant aspects. The research is conducted holistically, accommodating various dimensions of the observed phenomena, and the results are presented through descriptive analysis. This approach allows researchers to explore phenomena in depth within their natural context, utilizing various suitable scientific methods. Thus, this research seeks to provide a comprehensive understanding of the observed research subject (Creswell, 2015). The researcher strives to employ a qualitative approach to obtain data, facts, and phenomena that occur at the An-Nahl Integrated Islamic Junior High School. Data sources are crucial for researchers to acquire the necessary information for the study, including both primary and secondary data. In the context of this research, the researcher explores data through observation, interviews, and documentation methods, which are divided into two sample groups. The primary sample involves the School Principal as the leader, while the supporting sample consists of the Foundation Chairperson, the Curriculum Vice Principal, the Student Affairs Vice Principal, and the Al-Qur'an memorization teachers.

Meanwhile, to obtain documentary data, the researcher refers to various sources, including libraries, bookstores, personal libraries, online libraries, and scholarly articles available online. This approach enables the researcher to gather comprehensive and in-depth information about the conditions, processes, and dynamics occurring at the An-Nahl Integrated Islamic Junior High School. Thus, the data collected from these various sources will serve as the basis for analysis and interpretation in order to gain a better understanding of the phenomena under investigation.

FINDINGS AND DISCUSSION

Management Strategies for the Al-Qur'an Memorization Program at An-Nahl Integrated Islamic Junior High School, Jambi

The Management of Al-Qur'an Memorization Learning is one of the flagship programs conducted at An-Nahl Integrated Islamic Junior High School in Jambi. The Al-Qur'an memorization learning program aims to produce

outstanding students in the field of religion. Therefore, effective management of Al-Qur'an memorization learning is necessary to ensure the success and effectiveness of the program. According to Shofwan & Kuntoro, (2014), Management is a series of activities aimed at achieving goals effectively and efficiently by utilizing all available resources. In achieving these goals, the management process requires strategic planning, which is the process of selecting and determining pathways for the organization by determining what actions need to be taken, how to implement them, and by whom these actions will be carried out (Ushansyah, 2017).

The managers of the Al-Qur'an memorization program at the Integrated Islamic Junior High School are selected from a group of highly dedicated individuals. They are certified in teaching the Al-Qur'an, possess strong Al-Qur'an memorization skills, and have management skills. They are directly chosen by the School Principal and the Foundation Chairperson to oversee the Al-Qur'an memorization department at the school. The selection process emphasizes the quality and competence required to effectively lead and manage the Al-Qur'an memorization program. The presence of certification in Al-Qur'an teaching indicates their profound understanding of effective Al-Qur'an teaching and learning methods. Furthermore, their Al-Qur'an memorization skills provide a solid foundation for guiding students in learning and memorizing the Al-Qur'an. In addition to religious competence, they also possess management skills, crucial for ensuring the smooth operation of the Al-Qur'an memorization program, including scheduling, evaluating student progress, and coordinating with staff and other relevant parties.

The data indicates that the management of the Al-Qur'an Memorization Program at An-Nahl Integrated Islamic Junior High School has been successful through collaboration among the school principal, the Foundation Chairperson, the Al-Qur'an memorization department managers, and the Al-Qur'an memorization teachers. The Al-Qur'an memorization teachers are responsible for improving students' Al-Qur'an reading skills, optimizing the Al-Qur'an memorization process, and providing a better understanding of the Al-Qur'an to them. The Al-Qur'an memorization program at the school is a structured activity aimed at producing students who are capable of memorizing, understanding, and practicing the contents of the Al-Qur'an (Muniarti, et al., 2021).

To achieve these goals, the Principal, the Foundation Chairperson, and the managers of the Al-Qur'an Memorization Program at the An-Nahl Integrated Islamic Junior High School employ various strategies in its implementation process. These strategies include placement tests to determine students' proficiency levels, grouping students based on their abilities and needs, as well as implementing Al-Qur'an recitation methods such as the Ummi and Al-Zizi methods.

The application of the Ummi and Al-Zizi Al-Qur'an recitation methods adopts a learning approach that emphasizes gradual and structured reading and memorization of the Al-Qur'an. This approach highlights understanding the meanings of Al-Qur'anic verses and effective memorization techniques. By sequentially implementing these strategies, the managers of the Al-Qur'an Memorization Program at the An-Nahl Integrated Islamic Junior High School aim to create a conducive and effective learning environment for students to develop

their abilities in reading, memorizing, understanding, and practicing the Al-Qur'an effectively.

The Management Process of Al-Qur'an Memorization Learning at the An-Nahl Integrated Islamic Junior High School in Jambi

The management of the Quran memorization program is the key to success in achieving goals. Therefore, in order for the implementation of the memorization program to be carried out properly, every aspect of its components must be managed properly. Good management in educational institutions is a direction to achieve a quality education pattern. Educational leaders must take action to be more effective, efficient and productive. Educational organizers can at least strengthen their institutions according to their conditions and capabilities. An active, conducive and clean environment brings comfort to school residents.

Program management is planning, organizing, leading and controlling company resources to achieve predetermined short-term goals. Furthermore, program management uses a system approach and vertical and horizontal hierarchy (activity flow). A program management system provides a framework for implementing program activities in an organization. A good system will ensure a balance of needs in the organization. Through clear limitations in terms of authority, allocation of resources and also integration of results between the program and the parent organization.

To find the results of the research conducted by the researcher on the Management Process of Al-Qur'an Memorization Learning at the An-Nahl Integrated Islamic Junior High School in Jambi, the researcher will present the stages starting from planning, organizing, implementing, and evaluating the Al-Qur'an memorization learning at the An-Nahl Integrated Islamic Junior High School in Jambi as follows:

Planning

Lesson planning is a crucial initial step in conducting Al-Qur'an memorization learning activities. With good planning, each teacher's tasks can be facilitated and clearly understood. In principle, activity planning ensures that the learning process runs in a directed and structured manner. This means that the success of Al-Qur'an memorization learning for students depends heavily on the quality of the planning that is prepared. Therefore, the development of Al-Qur'an memorization learning plans is a necessity at the An-Nahl Integrated Islamic Junior High School in Jambi. The planning of Al-Qur'an memorization learning is carried out by the core planners, namely the curriculum vice principal, the coordinator of the Al-Qur'an memorization program, and there is also a team developing the Al-Qur'an memorization program, which will then be consulted with the principal.

The planning process for Al-Qur'an memorization learning at the An-Nahl Integrated Islamic Junior High School in Jambi involves the principal, curriculum vice principal, coordinator of the Al-Qur'an memorization program, and the Al-Qur'an memorization program development team. This planning takes place before the start of the learning activities. In the planning phase, the school principal and the faculty council record various aspects during the program meeting, such as discussing the memorization targets of the students,

determining learning objectives, lesson materials, class schedule allocation, planning the selection process for new students, and organizing the grouping of new students. These meetings involve all teachers at the An-Nahl Integrated Islamic Junior High School in Jambi and receive approval from the Foundation.

Based on field findings, the planning conducted by the school principal for Al-Qur'an memorization learning has been well-implemented. The principal involves the curriculum vice principal, the coordinator of the Al-Qur'an memorization program, and the Al-Qur'an memorization program development team. The principal also holds annual meetings before the learning activities begin. The results of these meetings indicate that planning has been carried out to prepare for Al-Qur'an memorization learning for the students. The planning for Al-Qur'an memorization learning at the An-Nahl Integrated Islamic Junior High School in Jambi covers various aspects, including setting memorization targets for students, determining learning objectives, lesson materials, class schedule allocation, planning the selection process for new students, and organizing the grouping of new students. Al-Qur'an memorization learning at An-Nahl is divided into two: Tahsin (Al-Qur'anic recitation) and Tahfidz (Al-Qur'an memorization). Tahfidz learning at An-Nahl uses a ten-minute per page method, allowing students to focus on memorizing the Al-Qur'an with predetermined targets. For Full Day students, the target is 3 juz, while for boarding students, it is 15 juz, and they participate in the Tahfidz program, which is the school's flagship program, for three years.

Organizing

Organizing in learning management holds a strategic position as it assists teachers in fulfilling their professional duties effectively. Organizational activities in learning are intended to determine the main tasks and functions of each individual according to organizational principles, by delegating responsibilities to school personnel based on their competencies, subjects, authority, and respective responsibilities (Supriyono, 2018).

Organizing learning serves as a benchmark for learning activities to ensure clarity in direction and accountability. This allows the school principal, as a manager, to form the Tahfidz Al-Qur'an teaching team according to their roles. As the school principal, they have set tasks for the Tahfidz Al-Qur'an teachers at the An-Nahl Integrated Islamic Junior High School in Jambi, aiming to make students steadfast in learning Tahfidz Al-Qur'an, implementing directives, educating students to achieve targets. Additionally, the teachers' responsibilities include receiving students' memorization submissions, guiding them in the learning process during revision, and finally, providing motivation to encourage students further.

The organization of Tahfidz Al-Qur'an learning at the An-Nahl Integrated Islamic Junior High School in Jambi is primarily focused on the role of the coordinator as the main responsible party. The coordinator oversees the entire Tahfidz learning process and collaborates with Al-Qur'an teachers, the majority of whom have memorized the Al-Qur'an. Each teacher has clear duties, ranging from guiding students in Tahfidz to receiving memorization submissions with predetermined targets. This approach creates a structured framework and provides clear responsibilities to each team member. Thus, this organizational

system is expected to enhance the effectiveness and efficiency of Tahfidz Al-Qur'an learning at the An-Nahl Integrated Islamic Junior High School in Jambi.

Based on field findings, the distribution of work tasks is optimal due to the support from teachers who have memorized the Al-Qur'an (hafidz and hafidzah), enabling them to guide and direct students effectively. Additionally, in the task distribution, each teacher guides and receives memorization submissions from students based on class assignments, ensuring that the submission process for each student guided by their respective teacher runs smoothly.

In the process of organizing Al-Qur'anic learning at An-Nahl Integrated Islamic Junior High School in Jambi, the principal plays a crucial role as the leader who establishes the Al-Qur'anic memorization coordinator. This process involves the participation of the foundation chairman, deputy curriculum coordinator, and Al-Qur'anic coordinator. The Al-Qur'anic memorization learning process at An-Nahl Integrated Islamic Junior High School follows a structured series of steps. Firstly, it involves the implementation of the Ummi method in Al-Qur'anic memorization learning. Secondly, all students are required to have memorized the Al-Qur'anic text and mastered the 30 juz through the Talaqqi method, where teachers demonstrate Al-Qur'anic verses memorization which students subsequently replicate.

The third stage involves the obligation for all students to participate in Tahsinul Al-Qur'an activities, where they improve their Al-Qur'anic recitation focusing on improving the articulation of letters and mastering the Al-Qur'anic Tajweed. The tahsin activity lasts for 6 months, applying the method of reciting the Al-Qur'an using the Ummi and Al-Zizi methods. After successfully passing this period with good recitation (*binadzar*), students can proceed to the next stage.

The fourth stage is the memorization *(tahfidz*) stage, where students are considered to have mastered the memorization through talaqqi, tahsin recitation, articulation of letters, and Tajweed. In this stage, they begin memorizing from the 30 juz onwards. This process involves memorization sessions or ziyadah, aimed at adding new memorization for students who have achieved their previous memorization targets. Thus, the Al-Qur'anic memorization learning mechanism in this school provides a clear and systematic framework for enhancing students' abilities in memorizing and understanding the Al-Qur'an.

Actuating

Actuating is the foremost function of management. While the planning and organizing functions are more associated with abstract aspects of the management process, the actuating function emphasizes activities directly related to people within the organization (Wibowo, 2014). The implementation of the learning process involves executing the strategies that have been designed to achieve the learning objectives. Learning implementation is the interaction between teachers and students in delivering the course material to students in order to achieve the objectives (Huda et al., 2021).

The implementation of the Al-Qur'an memorization learning activities for students demonstrates a structured and scheduled approach. The schedule of activities is adjusted to the teaching hours of the teachers, from Monday to Friday. These activities start in the morning or after the Asr prayer time. The learning

process begins with students listening to Al-Qur'anic verses directly from the teacher. This approach shows efforts to achieve optimal results in developing the memorization skills of students through a directed and measured process.

In implementing the Al-Qur'an memorization learning at the Integrated Islamic Junior High School of An-Nahl in Jambi, regarding the guidance of Al-Qur'an memorization, the school requires specific qualifications. Teachers involved in the Al-Qur'an memorization program must have memorized at least three to five juz of the Al-Qur'an, and even more. Additionally, teachers need to be competent in their field, capable of developing and enhancing the Al-Qur'an memorization learning at the Integrated Islamic Junior High School of An-Nahl in Jambi. The implementation of the Al-Qur'an memorization learning at the Integrated Islamic Junior High School of An-Nahl in Jambi is also carried out according to the scheduled program set by the school, adjusting to the teaching hours of the teachers involved in teaching Al-Qur'an memorization. In teaching the Al-Qur'an, two methods are used: the Ummi method and the Al-Zazi method.

Evaluation

Evaluation is an action conducted to assess the realization of student behavior or teacher performance in order to determine whether the goals of Al-Qur'an memorization learning have been achieved optimally or require improvement. Planning a program or activity cannot be separated from implementation and evaluation (Darodjat & Wahyudhiana, 2015). Evaluation not only plays a role in planning to minimize or prevent deviations but also serves as an instrument in the implementation of programs to ensure that programs are constantly monitored and evaluated. This ensures that the performance and results of the Al-Qur'an memorization program are achieved according to the established planning.

Here, the researchers present information regarding the evaluation conducted in the Al-Qur'an memorization learning at the Integrated Islamic Junior High School of An-Nahl in Jambi.

Evaluation of the Al-Qur'an Memorization Teachers

Evaluation of the Al-Qur'an Memorization Teachers program at An-Nahl Integrated Islamic Junior High School in Jambi is conducted periodically every week through coordination meetings held at the school involving various parties such as the school principal, curriculum vice principal, student affairs vice principal, and Al-Qur'an memorization teachers to assess the progress of the Al-Qur'an memorization activities during one week of instruction.

Overall, as the school principal, routine efforts are made by conducting weekly evaluation meetings. The focus includes discussing the challenges faced by students in the memorization process and the difficulties encountered by teachers teaching the Al-Qur'an memorization program. In a collaborative atmosphere, solutions are sought together to address any emerging issues. Additionally, the school principal periodically evaluates the abilities and performance of the teachers in delivering the Al-Qur'an memorization lessons, aiming to continuously enhance the quality and effectiveness of the Al-Qur'an memorization learning process for the students.

Evaluation for students

In evaluating students, the school conducts several assessments such as in the Tahfidz Al-Qur’an learning activities, students submit their memorization every week, every half semester, and once per semester. This schedule approach ensures consistency in the Al-Qur’anic memorization improvement process, while providing students with sufficient time to focus and refine their memorization readings more deeply. By adjusting the submission deadlines, teachers can effectively monitor students' progress and provide the necessary support in their Tahfidz journey.

In the evaluation process of Al-Qur’anic memorization, aspects assessed include tajwid recitation, clarity in pronunciation, and the articulation of letters. This assessment serves as a reference to determine whether a student's memorization has reached a satisfactory level. If all these aspects meet the established standards, then the student can proceed to the next surah in the Tahfidz Al-Qur’an learning stage. This assessment approach helps create consistent quality standards and ensures that each student is ready to move on to the next stage in their Al-Qur’anic memorization journey. The submission system is carried out alternately, where each week, female and male students have their own turns. Typically, students submit one to two surahs for short surahs and four to five verses for long surahs in each submission session.

The success in achieving the weekly memorization targets set by the Al-Qur’anic memorization teachers reflects an improvement in the implementation of the Al-Qur’anic memorization program. The failure of some students to meet the weekly memorization targets does not indicate negligence in the implementation of the Al-Qur’anic memorization program. Instead, the main focus is on evaluating the process that has been undertaken. This evaluation serves as a basis for future improvements and corrections, with the aim of ensuring that the program continues to evolve and yield optimal results. After completing the weekly submissions, the process continues with semester submissions held every half semester and once per semester. During the semester submissions, students are required to submit memorizations of surahs from the beginning of the learning process to the last surah before the examination. If any student encounters difficulty in memorization and achieving the expected targets, their teacher does not burden or force them. This is done to prevent students from feeling pressured, traumatized, or psychologically disturbed. Thus, the memorization targets are not compulsory and are not a prerequisite for grade promotion but merely recommendations and advisories. The goal is to ensure that the learning process in the program runs smoothly and purposefully.

This evaluation is conducted every three months to assess the extent of students' memorization achievements, such as how many juz they have memorized. If they have not reached the target, it means the students will repeat the process until they can meet the target. For example, if the target is to memorize three juz in three months, then they need to adjust to that target. Later, they will be separated or distinguished from the group of students who have already achieved high memorization targets.

Student achievements during one semester serve as indicators of the improvement in the quality of the Al-Qur’anic memorization program implementation. Conversely, the absence of achievements does not indicate the ineffectiveness of the program, but rather emphasizes the evaluation of the

learning process. Therefore, these results can be used as a basis for future improvements and enhancements. Thus, the evaluation results are carried out by the school principal to rectify and enhance the Al-Qur'anic memorization learning process for the next stage. As a follow-up, the school will address any shortcomings that arose during the previous learning sessions. Additionally, the school will enhance the planning and implementation of the Al-Qur'anic memorization learning for the upcoming year, with the hope of achieving a higher level of quality in Al-Qur'anic memorization learning at *An-Nahl Integrated Islamic Junior High School in Jambi*.

CONCLUSION

Based on the research findings, it can be concluded that the Management of Al-Qur'anic Memorization Learning at An-Nahl Integrated Islamic Junior High School in Jambi has succeeded in producing students capable of memorizing the Al-Qur'an. Moreover, even in the most minimal cases, the Al-Qur'anic Memorization learning at An-Nahl Integrated Islamic Junior High School in Jambi has been able to enhance the reading skills of its students. The management of Al-Qur'anic Memorization learning at An-Nahl Integrated Islamic Junior High School in Jambi begins with a rigorous process of planning, organizing, implementing, and evaluating, encompassing evaluations of both teachers and students. All the strategies and efforts made to achieve the goals of Al-Qur'anic Memorization learning provide a better understanding of Islam, build Islamic character, and instill the habit of reading and memorizing the Al-Qur'an among students at An-Nahl Integrated Islamic Junior High School in Jambi.

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