

## Tahfidz Al-Qur'an Learning Management

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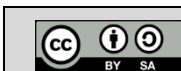
<b>Article History</b>	Received : June 17th 2024
	Revision : Aug 17th 2024
	Publication : Sept 30 <sup>th</sup> 2024

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### Abstract

This research examines the learning planning management process and the mechanisms, systems and strategies needed so that tahfiz al-Qur'an learning can be achieved effectively and efficiently. The Tahfiz Al Qur'an and Hadist Al Faiz Islamic boarding school is a tahfiz institution that holds formal programs in the form of MIS, MTs, MAS, and Takhossus Tahfiz Al Faiz with the main aim of producing a cadre of imams, preachers and teachers to be able to restore the glory of Islam through al Qur'an and sunnah. This research is a type of field research using a qualitative phenomenological approach regarding the management of Al-Quran tahfiz learning for students at the Al Faiz Islamic boarding school in Deli Serdang. Data collection techniques were carried out through observation, interviews and documentation techniques from schools. Data analysis starts from data collection, reduction, presentation and drawing conclusions using a deductive method that starts from general events and then reduces them to specific parts. Based on the data findings, it can be concluded that the learning planning process carried out for the students includes annual programs, semester programs and daily learning plans, as well as the mechanism and system for organizing tahfiz learning for all students, implemented within a maximum of 4 months, trained with tahsin in the form of memorizing Matan Al-Jazari and Tuhfatul Atfal as well as talaqqi reading starting from Surah Al-Fatihah to completing Juz 30, all of which of course must start with good planning, good communication, and must also be supported by strategic learning development that is able to teach the students. so that it is hoped that a superior generation of Muslims will be created (*khaira ummah*).

**Keywords:** Management, Learning, Tahfidz Al-Qur'an



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### INTRODUCTION

The process of education within schools is fundamentally anchored in the conduct and quality of learning activities, which are pivotal for achieving educational aims. The extent to which these educational objectives are accomplished depends significantly on how effectively students engage in the learning process. Successful learning experiences promote discernible changes in the learner, which may manifest as shifts in understanding, behavior, and skills. According to research, these changes are inherently progressive and cumulative,

laying a foundation for continuous personal and academic growth (Djamarah & Zain, 2013; Sanjaya, 2008).

Learning, by its nature, is transformative and involves more than the mere accumulation of information. It results in comprehensive changes that encompass cognitive, emotional, and psychomotor dimensions. The depth of these changes depends on the effort and strategy employed by both educators and students. Enhanced learning processes not only facilitate immediate educational outcomes but also build the resilience and adaptability needed for lifelong learning (Darmadi, 2018; Istiqomah & Hidayah, 2021). This underscores the importance of effective educational practices that encourage a holistic development approach.

The context of *tahfiz* Al-Qur'an learning exemplifies a unique intersection of cognitive, spiritual, and linguistic development. In this specialized learning environment, students are expected to not only memorize the verses of the Qur'an but also master the intricacies of pronunciation and recitation, ensuring adherence to the *tajwid* rules. This dual focus on memorization and recitation requires structured pedagogical strategies, emphasizing the need for effective management in curriculum design, teaching methodologies, and overall learning frameworks to achieve targeted learning outcomes (Prayoga et al., 2019).

Educational management plays a critical role in orchestrating learning activities that meet educational standards and objectives. Management in education refers to coordinated efforts to plan, organize, and oversee learning activities to achieve desired outcomes. This process is intrinsically linked to leadership, which drives the organization toward its goals through strategic decision-making and the alignment of resources (Wahyudi, 2010). The learning process itself is influenced by an array of internal and external factors. Internally, learners' motivation, age, learning style, and aptitude significantly impact their educational journey. Externally, factors such as the teacher's expertise, the adequacy of learning resources, and the environmental conditions of the learning space at school and home contribute to the overall effectiveness of the educational experience (Kunter et al., 2013).

The concept of basic competence is integral to the educational process, as it delineates the essential skills and knowledge that students must achieve to meet the competency standards of a given subject. This minimum threshold ensures that all learners attain a foundational level of understanding, serving as a benchmark for evaluating educational success and guiding future instructional efforts (Sagala, 2006). Achieving this baseline competence requires an interplay of effective teaching strategies, robust learning management systems, and supportive learning environments.

Given the multifaceted nature of learning, continuous improvement and strategic management are vital. Effective educational practices must integrate comprehensive strategies that address the complex web of influencing factors, from

internal student dynamics to the broader educational infrastructure. This synthesis not only fosters enhanced learning outcomes but also equips students with the adaptive skills necessary for continued educational and personal development.

## **METHOD**

This study employs a qualitative research approach, incorporating the CIPP (Context, Input, Process, Product) model to analyze various data types associated with the research object (Creswell & Creswell, 2018; Huberman & Miles, 2014). The research design adopted is descriptive qualitative evaluation, aimed at providing a detailed understanding of the subject matter. This study's approach is phenomenological, enabling the exploration and detailed portrayal of the actual conditions related to the management of *tahfiz* Al-Qur'an and Hadith learning at Al Faiz.

In qualitative research, the researcher acts as the primary instrument, engaging intensively according to the structured research plan to achieve a comprehensive understanding of the research focus. The researcher's active presence ensures a thorough collection of accurate data pertaining to the management processes of *tahfiz* learning, which is central to this study.

## **RESULTS AND DISCUSSION**

The *Tahfidz* learning management program is a flagship initiative at Al-Faiz Islamic Boarding School, designed to produce students who excel in religious studies and show potential for high achievement in other academic and personal areas. Effective and efficient management of *Tahfidz* learning is therefore essential for realizing these educational aspirations. The research findings, derived from interviews, observations, and supporting documents, reveal several key aspects of this management system:

### **Planning of Learning**

The findings indicate that meticulous planning by teachers is crucial for the success of the learning process. This holds true for the teachers at Al-Faiz *Tahfidz* Islamic Boarding School, who develop detailed and well-organized lesson plans. These plans facilitate the delivery of instructional content, help in structuring student activities, and support comprehensive evaluation processes for both teaching and learning outcomes. The preparation of learning plans involves defining clear objectives, selecting effective strategies, and incorporating relevant teaching aids and evaluation tools. Each learning plan, according to established guidelines (Muhaimin, 2003), should include four essential components: 1) specific learning objectives covering cognitive, affective, and psychomotor aspects; 2) planned learning experiences; 3) varied teaching methods; and 4) implementation plans.

This systematic approach ensures that educational goals are met effectively (Hakim, 2008).

### **Organizing of Learning**

The organizational structure of the *Tahfidz* learning program involves a clear delineation of roles and responsibilities among school personnel. Each staff member's duties align with their area of expertise, authority, and responsibilities, thereby facilitating efficient management. At Al-Faiz, a dedicated coordinator oversees the *Tahfidz* program to ensure adherence to set objectives. This coordinator holds full authority over program policies and supervises the incremental five-juz examinations, ensuring quality control. Ust. Hafiz Zaelani, the current *Tahfidz* coordinator, oversees the performance of musyrif (teachers supervising Qur'an study circles), motivates them, and reports weekly and monthly progress to Buya Fadli. The musyrif, typically selected from the school's top graduates, are responsible for organizing memorization sessions, monitoring progress, and addressing any deficiencies in student performance. This hierarchical system ensures accountability and targeted support for students struggling to meet memorization goals.

### **Actuating of Learning**

The implementation phase refers to the practical execution of learning plans within *halaqoh* (Qur'an study circles). This phase encompasses various stages, including preparation, presentation, application, and evaluation. Teachers, acting as leaders, play a pivotal role in motivating students and facilitating their engagement. Effective teaching requires teachers to inspire students, manage classroom dynamics, and adapt to the psychological and educational needs of their students. The *Tahfidz* sessions generally follow a three-part structure: initial activities to set the stage and motivate students, main activities for the delivery and reinforcement of learning, and concluding activities for summarization and assessment (Ananda & Hayati, 2022; Anita, 2002). Key activities include:

1. **Initial Activities:** Engaging students through introductory practices, creating a readiness for learning, and fostering a supportive learning environment.
2. **Main Activities:** Conveying learning objectives, presenting material through appropriate methods and media, and conducting comprehension checks, including group work.
3. **Concluding Activities:** Reinforcing key concepts, summarizing discussions, and conducting final assessments.

Teachers must also understand students' psychological needs and adapt learning activities accordingly, fostering a collaborative environment that encourages peer interaction and group learning.

## Learning Evaluation

Evaluation is essential to monitor student progress in *Tahfidz* learning. Al-Faiz conducts evaluations through daily memorization submissions, incremental examinations after every five juz, and comprehensive semester and annual exams. These assessments involve full recitation tests and subsequent continuation checks. If students fail to meet the daily memorization target, musyrif provide additional support and encouragement to help them achieve their goals. The structured evaluation process at Al-Faiz is evidenced by:

1. Remedial Programs: Re-examinations for students who do not meet their targets.
2. Student Achievement Records: Regular documentation (sijil) maintained by musyrif, reported to the *Tahfidz* coordinator.
3. Final Assessment: Reading all 30 juz over three days in front of an audience, often parents, during graduation ceremonies.

Evaluation serves as a critical tool for assessing not only academic achievement but also student engagement, social skills, and personal development over time.

## Discussion

The findings of this study reveal that the *Tahfidz* learning management program at Al-Faiz Islamic Boarding School has achieved notable success in fostering religious and educational excellence. Despite facing challenges such as limited educational and administrative resources, Al-Faiz has maintained a high success rate, with 90% of students meeting or exceeding learning targets. This discussion aims to contextualize these findings by comparing them with existing literature and prior research on *Tahfidz* learning management.

The importance of detailed learning plans in achieving educational objectives has been consistently emphasized in educational research. This study found that teachers at Al-Faiz developed comprehensive lesson plans that facilitated effective material delivery and student engagement, aligning with Muhaimin's (2003) emphasis on structured learning plans encompassing objectives, strategies, resources, and implementation. Similar findings have been reported by Hakim (2008), who highlighted the importance of varied teaching methods to maintain student interest and engagement. The alignment of Al-Faiz's practices with these established frameworks underscores the effectiveness of well-organized lesson planning in achieving positive educational outcomes.

The organizational structure at Al-Faiz, which includes a dedicated *Tahfidz* coordinator and experienced musyrif, mirrors findings from studies conducted by Prayoga et al. (2019), where structured leadership in *Tahfidz* programs significantly influenced the learning outcomes. The hierarchical system at Al-Faiz, with clearly defined roles and responsibilities, supports efficient program management and

reflects best practices observed in other successful *Tahfidz* institutions. For instance, Nurhasanah et al. (2020) noted that schools with a robust management framework, including designated coordinators and experienced educators, demonstrated higher student retention and achievement rates.

In terms of actuating learning, the present study confirms that teacher leadership and motivation are pivotal for student success, aligning with the findings of Ananda and Hayati (2022), who stated that effective classroom leadership directly influences students' cognitive and emotional engagement. This study found that Al-Faiz teachers structured their sessions into initial, main, and concluding activities, reinforcing practices outlined by Anita (2002). Moreover, the study's insights into the importance of adapting teaching strategies to meet students' psychological and academic needs echo the work of Yusra and Syarif (2021), who identified student-centered teaching as critical for sustaining motivation and long-term memorization goals in religious education.

The evaluation system at Al-Faiz, characterized by daily submissions, periodic examinations, and comprehensive final assessments, reflects continuous assessment strategies found effective in prior studies. This multi-layered approach aligns with the research of Wahyudi et al. (2017), which indicated that ongoing formative and summative evaluations are essential for maintaining high academic standards and providing timely feedback to students. The incorporation of remediation programs, as observed in this study, supports findings by Rahmawati and Hidayah (2018), who noted that supplementary guidance and re-assessment opportunities significantly enhance students' ability to meet learning targets.

Moreover, the evaluation of *Tahfidz* learning at Al-Faiz, which includes public recitations during graduation ceremonies, is consistent with traditional practices aimed at fostering community involvement and parental support, as discussed by Nurbaiti (2016). This evaluation aspect reinforces accountability and strengthens students' motivation and dedication to their learning goals.

This study contributes to the existing body of knowledge by showcasing how Al-Faiz has effectively navigated challenges related to limited resources through strategic planning, dedicated leadership, and comprehensive evaluation practices. Compared to similar studies, such as those conducted by Zainuddin (2015) and Arifin (2019), which highlighted common barriers like staffing shortages and limited infrastructure, Al-Faiz's success underscores the potential of strong leadership and structured management to overcome such limitations. The involvement of skilled musyraf and the reinforcement of group learning practices further validate the importance of collaborative teaching models, a finding supported by recent educational frameworks promoting peer interaction (Halim & Ibrahim, 2020).

The discussion underscores that while Al-Faiz shares common strategies with other successful *Tahfidz* programs, its structured, multi-tiered approach and

commitment to continuous evaluation set it apart. This comprehensive management model, which effectively balances traditional memorization practices with modern pedagogical techniques, serves as a benchmark for other institutions aiming to enhance their *Tahfidz* learning programs. Future research could further explore how digital tools and resources might be integrated to address limitations in administrative capacity and broaden access to high-quality *Tahfidz* education.

## CONCLUSION

The *Tahfidz* learning program at Al-Faiz Islamic Boarding School is supported by comprehensive planning that includes annual, semester, and daily learning plans. The daily plans are prepared individually by each *Tahfidz* teacher, ensuring flexibility that aligns with their expertise and the dynamic conditions in the learning environment. The organizational structure is managed by the *Tahfidz* coordinator, with the musyrif, who serve as both instructors and all-day mentors, playing a pivotal role in overseeing student progress and reporting outcomes. For new students, the program incorporates an intensive tahsin phase lasting one to four months, where foundational texts such as *Matan Al-Jazari* and *Tuhfatul Atfal* are studied, and *talaqqi* from Surah Al-Fatihah to Juz 30 is practiced before formal memorization begins.

Learning activities are centralized in the mosque, which accommodates three daily *halaqoh* sessions. The first session focuses on *muraja'ah* (revision) of previously memorized material, reinforcing retention before new memorization begins. The second session is dedicated to the submission of new memorization and *talaqqi*, while the third is flexible, allowing students to complete any pending *muraja'ah* or new memorization.

Evaluation of students' progress is conducted in oral, written, and practical forms. Musyrif are integral to daily assessments, evaluating both behavioral and academic targets. Weekly and monthly evaluations involve comprehensive reports submitted to the *Tahfidz* coordinator, with achievements discussed during teacher council meetings and publicly displayed on notice boards. Students who do not meet performance standards are addressed by the *Tahfidz* coordinator in collaboration with their musyrif. For semester and annual assessments, students recite all memorized sections and undergo continuation tests, which include mastery of *Matan Al-Jazari* and *Tuhfatul Atfal*. Remedial programs are available for those who do not meet the required standards, ensuring continuous support and improvement.

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