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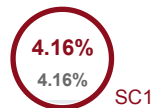
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Principal Management Analysis to Improve TeacherTahfidz's Professional Competency in Modern Schools

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Abstract. This study aims to analyze the school principal's management in improving the professional competence of Tahfidz teachers. **The professional competence of teachers** significantly influences the success of the Tahfidz program in modern schools, encompassing the ability to teach and motivate students to memorize and understand the Qur'an. As an educational leader, the school principal holds a crucial responsibility in creating a conducive environment for the professional development of teachers. The study employs a qualitative descriptive method to illustrate the school principal's management in human resource development, specifically in the context of improving the professionalism of Tahfidz teachers. The research was conducted at SD Al Falah Surabaya, a modern school in Surabaya with a Tahfidz program. Data collection techniques included interviews, observations, and documentation. Findings of the study reveal that the school principal's management, which encompasses planning, organizing and resources, as well as continuous supervision and evaluation of teacher performance, has proven effective in enhancing the professional competence of Tahfidz teachers. However, the study also identifies challenges, such as limited budgets for specialized training and the need for a more structured curriculum and teaching materials. Based on these findings, it is recommended that school principles take a more proactive approach in designing systematic development programs and provide supportive facilities to improve the quality of Tahfidz teaching in schools
Keywords - School principal management; professional competence; Tahfidz teachers.

Abstract. This research aims to analyze the principal's management in improving the professional competence of Tahfidz teachers. Teachers' professional competence greatly influences the success of the Tahfidz program in modern schools, which includes the ability to teach and motivate students to memorize and understand the Koran. As educational leaders, school principals have an important responsibility in creating a climate conducive to the development of teacher competencies. This research uses descriptive qualitative methods to describe the management of the principal in the management of human resources in schools, especially in the context of developing the professionalism of Tahfidz teachers. The research location was carried out at the Al Falah Elementary School in Surabaya as a modern school in Surabaya which has a Tahfid program, data collection techniques include interviews, observations accompanied by documentation, research results show that the principal's management, which includes planning, organizing and resources, as well as ongoing supervision and evaluation of teacher performance, has proven effective in increasing the professional competence of Tahfidz teachers. However, it also found challenges, such as budget constraints for specialised training, as well as the need for the development of more structured curricula and materials. Based on these findings, it is recommended that principals be more proactive in designing more systematic development programs and provide supportive facilities **to improve the quality of** Tahfidz teaching in schools.
Keywords - Principal management; **professional competence; Tahfidz teachers**

1.1. Introduction

Increasing the professional competence of tahfidz teachers is one of the important factors in developing the quality of education based on the Koran, school principals as leaders and managers are tasked with managing resources, creating a conducive environment, and developing strategic programs. In the context of Tahfidz education, principal management includes aspects of planning, implementing and evaluating learning programs designed to produce teachers who are professional and competent in guiding students to achieve the target of memorizing the Koran, the definition of management according to Stephen P. Robbins & Mary Coulter in Management states that management involves coordinating various resources to achieve organizational goals and is strengthened by the definition put forward by Sadono Sukirno which states that management is a process that includes planning, organizing, directing and supervision carried out by managers in an organization to achieve predetermined goals [1]. Management aims to maximize the use of resources so that organizational goals can be achieved in an optimal way, whereas according to the Ministry of Education

and Culture, principal management includes various processes such as planning, organizing, implementing, supervising and evaluating **with the aim of improving the quality of education** through efficient management of resources. The principal must have competence in managing the school's vision, mission, goals, as well as building synergistic relationships with various stakeholders in the school [2], as the highest leader in the school, the principal has a strategic role in creating a conducive organizational culture, **improving the quality of education**, as well as building good relationships with various parties, **including teachers, students, parents and the community** [3]. In **the context of education, the** principal not only acts as an administrator, but also as a visionary leader who is able to inspire and empower all components of the school. The principal's duties include managing human resources (teachers and staff), financial management, curriculum preparation, facility development, and performance evaluation to ensure the achievement of educational quality standards[4]. Apart from that, the success of school principals in management really depends on their ability to make decisions, solve problems, communicate and build a solid team. With **good management, school principals can create a learning environment that supports** optimal development of student potential[5].

Teacher competence refers to the abilities and skills possessed by an educator **in carrying out their duties and functions as a** teacher. These competencies are crucial in ensuring the achievement of quality educational goals. In general, teacher competencies are divided into four main categories, namely pedagogical competencies, personality competencies, social competencies and professional competencies, according to Mulyasa, in his book Learning Management in Schools it is stated that pedagogical and professional competencies are very important for a teacher to manage learning effectively. Teachers also need to master managerial and communication skills to be able to involve students optimally in the learning process[6]. Strengthened again by the opinion of Suyanto, S., & Asep Jihad in Becoming Professional Teachers: Strategies for Improving the Qualification and Quality of Teachers in the Global Era, it is stated that to become a professional teacher, a person needs to have competence in pedagogical and professional fields which is not only based on formal education, but also continuous skill development through relevant training and teaching experience [7], and professional teachers must have indicators as stated by the Judge in his research, the Teacher Professionalism Development Strategy, explaining that teachers' professional competencies include mastery of subject matter, the ability to plan and implement effective learning, as well as skills in evaluating student learning outcomes. This indicator underlines the importance of teachers in managing learning oriented towards achieving clear and measurable educational goals [8],[9], an indicator of professional competence according to J. P. Donni includes **(1) Mastering scientific material, concepts, structures and thought patterns that support the subject. (2) master the standard competencies and basic competencies of the subject being taught. (3) develop creatively taught material. (4) develop professionalism sustainably by carrying out reflective actions. (5) utilizing information and communication technology to communicate and** develop oneself[10].

Tahfidz is the process of memorizing and maintaining systematic memorization of the Koran. The word "tahfidz" comes from Arabic which means "to guard" or "to maintain." In this context, tahfidz means efforts to maintain memorization by continuously repeating, understanding and maintaining the sanctity of the text of the Koran. In general, tahfidz can refer to the memorization of the Qur'an in whole or in part (for example, one particular juz or surah). Tahfidz also often involves certain methods, such as using correct tajwid techniques, repetitive methods, and group learning that can strengthen memorization[11]. Tahfidz not only includes memorizing texts, but also understanding and practicing the contents of the Koran in everyday life. Therefore, tahfidz has an important role in Islamic religious education, especially in creating a generation that has a close relationship with the Qur'an[12], while Guru Tahfidz refers to teachers who have the task of guiding students in memorizing the Qur'an systematically, Guru tahfidz not only teaches memorization methods, but it must also be an example in practicing the teachings of the Qur'an and maintaining spiritual relationships with its students. They are responsible for motivating and inspiring students to memorize the Qur'an well, and ensuring that memorization is maintained [12]. In research Eliza, D., & Utami, N stated that the role of tahfidz teachers is very significant in developing student memorization, where the methods applied by teachers influence the quality of students' memorization and understanding of the Koran[13].

Previous research written by Sahrul Autory with the title "Principal's strategy in increasing the competence of tahfidz al-Qur'an teachers at MA Mathla'ul Anwar District. Gisting Tanggamus Regency Lampung" research results show the importance of principal management in creating an environment that supports teacher competency development, One of the main aspects is planning, organizing, implementing and supervising programs to increase teacher competency, including in tahfidz-based schools. The principal must be involved in preparing a professional competency development plan, as well as providing support in the form of facilities and training opportunities for teachers[14]. The second previous research written by Agnes Aryesam with the title "The managerial competence of the principal in improving the professional competence of teachers" in educational journals shows that in carrying out managerial roles, principals must manage existing resources effectively and ensure that competency development programs are well implemented, as well as ongoing evaluation. In practice, good school leaders are able to encourage teachers to innovate, overcome challenges, and improve the quality of teaching related to tahfidz, in order to advance **the quality of education at the school** [15]. And the third previous research by Ida Rindaningih with the title "Implementation of Tahfidz Curriculum Management at Tahfidz Qur'an" Elementary School This research discusses the implementation and evaluation of the tahfidz curriculum, including the role of the principal in regularly evaluating the effectiveness of the curriculum. The principal works closely with the deputy head of the tahfidz curriculum and the tahfidz teacher to ensure the memorization target is achieved. This strategy includes talaqqi, muroja'ah methods, and grouping students based on rote skills, which directly supports teacher and student competency[16]

Based on previous research, it shows that principal management in improving the professional competence of tahfidz teachers really supports the success of tahfidz-based education, from this theory the author wants to analyze Principal Management to Increase the Professional Competency of Tahfidz Teachers in modern schools which differentiates previous research from modern schools which are a reference for the upper class in the Surabaya area, the aim of the research is to analyze principal management through the process of planning, organizing, implementing, supervising, and evaluation in improving the professional competence of Tahfidz teachers and their challenges, especially modern schools in Surabaya.

2. II. Method

The research method is a step and way to search, formulate, explore data, analyze, discuss and conclude problems in research. Research methods are more defined as the science of how to make observations with proper thinking and carried out scientifically, through the activity of searching, compiling, analyzing and concluding, **the research method used in this research is descriptive qualitative** research regarding Principal Management to Increase Teacher Tahfidz's Professional Competency, as explained by HM Musfiqin in his book educational research methodology, descriptive qualitative research is oriented towards observing objects in their natural conditions and utilizing researchers as the main instrument in data collection and analysis. The results of this type of research usually emphasize depth of meaning rather than statistical generalization [17].

Procedures for collecting data through interviews with school principals, curriculum representatives and teacher coordinators for tahfidz, Observation, Documentation, namely to analyze data documents and photos related to school principal management and the role of tahfidz teachers in improving the professional competence of tahfidz teachers, For data analysis this research adopts methods developed by Miles, Huberman and Saldana which involve data reduction, data presentation, and drawing conclusions. Data reduction aims to organize, simplify and select relevant data. Presentation of data involves presenting findings in the form of narratives and tables. Drawing conclusions is carried out by interpreting the data and relating it to the research objectives[17],[18].

III. Results and Discussion

1.

2. The results section contained in this research is a complete arrangement of sources of evidence which is used as the focus of data collection collected in this research which includes documentation, interview and observation data sourced from school principals, curriculum waka and tahfidz teachers, Based on the results of interviews and observations, researchers conducted it at the Al Falah Elementary School in Surabaya, which is a modern school located in the city center near the Al Falah Mosque, Jl. Darmo 137 A, namely Jl. Taman Mayangkara 2-4 Surabaya, a school with the slogan Hafidz & IT - Preneur School which has a vision of creating a generation with steady faith, noble character and optimal achievement based on the Koran and Al Hadith and one of its visions is Integrating the Koran and Al Hadith in learning, related to the management of the principal of Al Falah Elementary School to Increase the Professional Competency of Tahfidz Teachers as a Modern School, Yuni Wakhida, S.Pd as principal together with the management team said that: "Principal management plays an important role in building an environment that supports tahfidz teachers, both in terms of policy, school culture and empowerment. The principal is tasked with motivating teachers, providing direction, and ensuring that there are relevant training programs to improve teacher competency".

3. This statement is in accordance with the theory conveyed by Mulyono, Sri and Khamdani, Iqbal in the Principal Strengthening Training module with the title Management Analysis Techniques which emphasizes that the principal not only acts as an administrator, but also as a visionary leader who is able to inspire and empower all components of the school. The principal's duties include managing human resources (teachers and staff), financial management, curriculum preparation, facility development, and performance evaluation to ensure the achievement of educational quality standards[

4. Question 2 related to program planning carried out by him said that Tahfidz Teacher Professional Competency Development Program Planning usually involves identifying training needs through evaluating teacher competencies, setting specific goals, and compiling a schedule of training activities.

Principals can work closely with external institutions or tahfidz experts to prepare appropriate training materials.

5. Question 3 related to organizing resources, he said that organizing existing resources, school principals need to utilize resources optimally, such as:

1. HR : Placing teaching staff according to their competence and facilitating collaboration between teachers.
2. Budget: Appropriately allocate funds for training, resource person honorariums, or purchase of books and supporting tools.
3. Facilities: Providing special rooms for tahfidz activities, access to technology and teaching materials.

The 4th question is related to the development program program carried out, he said that "Some of the programs commonly implemented at Al Falah Elementary School, Surabaya are:

1. Training on methods of memorizing the Koran (tahfidz).
2. Al Falah method technology-based teaching workshop
3. Comparative studies to other schools that have superior tahfidz programs.
4. Mentoring program with a professional ustadz or qari/qariah.

The 5th question related to Monitoring, Evaluation and Follow-up he said:

The principal monitors by observing the teaching process of tahfidz teachers in class, providing feedback, and documenting training results. Evaluation is carried out through performance appraisals, student progress reports, and reflective discussions with teachers. Follow-up could take the form of revising training programmes or rewarding outstanding teachers.

By planning, implementing and evaluating and controlling learning, the principal and management team of Al Falah Elementary School Surabaya have carried out good management in accordance with the role of the principal. According to Istikomah and Haryanto, there are six main roles that school principals must play in realizing the school's vision, including, first, as educators (educators). This role must reflect example and have a strategy in increasing professionalism for teaching staff with an emphasis on mental, moral, physical and artistic aspects of religion. Second, as a manager, the principal must be able to carry out planning, organizing, coordinating and evaluating everything that is determined and planned. Third, the principal as administrator. This role is closely related to school administration in the form of documenting everything that is planned and implemented. Fourth, the role of an innovator, this role requires the school principal to establish harmonious relationships with various other lines and agencies, integrate all elements and activities and foster new ideas in accordance with the development and demands of a society that continues to be dynamic. Fifth, as a motivator, namely being able to provide motivation to education and education personnel or all those who are their subordinates. The final role is as a supervisor. This role of the principal must be able to carry out coaching, develop professional abilities, improve the learning situation thoroughly and continuously [21]

The 6th question is related to supporting and inhibiting factors and this is the challenge faced by the Principal of Al Falah Elementary School Surabaya as a modern school he conveyed;

1. Supporting Factors:

1. Full support from school management and committees.
2. There are special funds from the Institute.
3. Teachers who are passionate about learning and developing themselves.

2. Inhibiting Factors:

1. Lack of specific training for tahfidz teachers.
2. There is not enough time available for the need for continuous teacher training.
3. Teachers have not been consistent in applying training results

An effective approach from school principals can help overcome obstacles and maximize tahfidz teacher competency development programs.

The next researcher's interview with Ustadz Syamsul Huda, S.Ag, SQ as Tahfidz teacher and coordinator of Qur'an Reading at Al Falah Elementary School, Surabaya regarding how to improve the professional competence of tahfidz teachers, he said that the key to a tahfidz teacher is Murojaah and ziyadah and being in a supportive environment.

And Tahfidz teachers must have knowledge that can be sought with scientific strengthening, such as continuing to deepen the knowledge of tajwid and makharijul letters so that the reading of the Qur'an is maintained according to the rules and learning the interpretation of the Qur'an to better understand the meaning and context of the verse, so that it can provide deeper understanding to students.

He said, in order not to be left behind by the times, tahfidz teachers must carry out the development of teaching methods, namely by learning new

methods: taking training on methods for memorizing the Koran, such as the tikraqi method, talaqqi, or technology-based methods. Can also use educational applications or software to help students memorize and study the Koran.

Take part in and join training, seminars or workshops on teaching tahfidz and classroom management. Tahfidz teachers strive to obtain official certification from trusted Al-Qur'an institutions to increase credibility and competence. Next, you can get training related to Effective Classroom Management and try to become a tahfidz teacher who is patient, wise and provides motivation.

In accordance with educational theory, a teacher needs to have competence in pedagogical and professional fields which are not only based on formal education, but also continuous development of skills through relevant training and teaching experience [7], professional teachers must have indicators as stated by the Judge in his research The Teacher Professionalism Development Strategy explains that the teacher's professional competence includes mastery of subject matter, the ability to plan and carry out effective learning, as well as skills in evaluating student learning outcomes. This indicator underscores the importance of teachers in managing learning oriented towards achieving clear and measurable educational goals [8],[9]. Based on research presented by Hakim in his research, Al Falah Elementary School Surabaya as a modern school meets indicators of teacher professionalism and the principal has carried out good management.

IV. Conclusion

This research shows that principal management **plays an important role in** improving the professional competence of tahfidz teachers in modern elementary schools. Principals who implemented effective management strategies, such as vision-based planning, teacher training, routine supervision, and technology integration in tahfidz learning, succeeded in creating a conducive and innovative work environment.

Increasing the professional competence of tahfidz teachers includes pedagogical skills, mastery of memorization methods such as talaqqi, takrir, muroja'ah, as well as innovation in utilizing digital technology to support learning, trying to obtain official certification from a trusted Al-Qur'an institution to increase credibility and competence, then getting training related to Effective Classroom Management, Becoming a tahfidz teacher who is patient, wise and provides motivation. However, the challenge of lack of specific training for tahfidz teachers, The time available is not sufficient for continuous teacher training needs, teachers are not consistent in implementing training results still need to be overcome.

Directed and collaborative management is in line with visionary leadership theory and academic supervision which emphasizes the importance of management and principal leadership in building teacher competency. Therefore, a strategic approach involving training, periodic evaluation and the use of technology can be the main solution to improve the quality of tahfidz-based education in modern elementary schools. The next research recommendation is : Expand research to other levels of education to see the effectiveness of similar management strategies.

Thank you

With all humility, we express our deep appreciation to the Al Falah Education Institute Surabaya, especially to the Principal, management team and extraordinary tahfidz teachers. Your dedication is a real manifestation of the spirit of giving birth to a generation of Qur'ans with noble character. with every step, word and prayer given, not only producing hafidz and hafidzah, but also building pillars of goodness in society. The hard work and innovation carried out in integrating modern educational methods with the values of the Koran is a great inspiration for us in this research.

We are grateful for the time, knowledge and experience that has been shared during the research process. The sincerity and professionalism that radiates from the Al Falah team is an example that education is about a sincere heart, a big vision and real action, high commitment to carrying out the tahfidz program, professionalism in educating, and innovation that continues to be developed are an inspiration for us in this research. The contributions and experiences shared by the entire Al Falah team provide valuable insights into compiling and completing this research.

May Allah SWT always bless our joint efforts, strengthen our steps towards noble goals, and make the Al Falah Surabaya Educational Institution a beacon of goodness in the world of education.

Infinite thanks, from the deepest heart.

Sincerely,

Author

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