

LEARNING MANAGEMENT TAHFIDZ PKBM AT TAUHID

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Abstract.

The Qur'an memorization program begins favored Public Indonesia. Institutions tahfidz started popping up, even in schools country and the private sector also held a tahfidz program learning tahfidz of the Qur'an no can sepThisarated from management curriculum. Location study this is PKBMAt Tauhid. The goal for know management curriculum tahfidz that is inside _ institution education this. include: planning, organizing, actuating, controlling, and evaluating. This will bring maximum results from the tahfidz program. The purpose of the study is to know the management curriculum at the institution, so can be developed again Becomes more ok . This research method is descriptive qualitative data obtained through interviews, observation, and documentation. The data analysis technique uses the Miles and Huberman model through several stages. First, collect data; second, reduce the data obtained; third, present data; Fourth, conclude. Results study explain that the management curriculum tahfidz At Tauhid has fulfill standard management which is POACE (Planning, organizing, actualizing, controlling dan evaluating) will but there is many necessary things _ to be equipped return so that more perfect and result more maximal. From these data, then recommended that the control system be strengthened because he owns enough influence _ significant inside _ program trips and results learned.

Kata Kunci – MANAGEMENT, CURRICULUM TAHFIDZ, PROGRAM TAHFIDZ

Abstrak.

Program hafalan Al Qur'an mulai digemari masyarakat Indonesia. Lembaga-lembaga tahfidz mulai bermunculan, bahkan di sekolah-sekolah negeri dan swasta pun diadakan program tahfidz. Program pembelajaran tahfidz Al Qur'an tersebut tidak bisa dipisahkan dari manajemen pembelajaran. Lokasi penelitian ini adalah PKBM At Tauhid. Tujuannya untuk menanalsai manajemen pembelajaran tahfidz yang ada di dalam lembaga pendidikan ini. meliputi: planning, organiting, actuating, controling, evaluating. Hal tersebut akan membawa kepada hasil yang maksimal dari program tahfidz tersebut. Tujuan penelitian ini adalah untuk mengetahui manajemen pembelajaran di lembaga tersebut, sehingga bisa dikembangkan lagi menjadi lebih baik. Metode penelitian ini adalah deskriptif kwaitatif yang data-datanya diperoleh melalui wawancara, observasi dan dokumentasi. Teknik analisis data menggunakan model Miles dan Huberman dengan melalui beberapa tahapan, yaitu: mengumpulkan data, mereduksi data yang diperoleh, menyajikan datat, melakukan penarikan kesimpulan. Hasil penelitian ini menjelaskan bahwa manajemen pembelajaran tahfidz At Tauhid telah memenuhi standart manajemen yaitu Planning, organizing, action, controling dan evaluating, lebih dari itu ia mampu mencetak siswa-siswa yang cinta Al Qur'an, baik lewat membaca atau menghafalkannya serta mengimplementasikan kandungannya dalam kehidupan sehari-hari. Meskipun demikian ia tidak terlepas dari kekurangan –kerurangan yang perlu diperbaiki dan disempurnakan kembali sehingga lebih sempurna dan hasilnya lebih maksimal. Dari data tersebut ,maka direkomendasikan agar system kontroling diperkuat dan ditambah, karena ia memiliki pengaruh yang cukup signifikan di dalam perjalanan program dan hasil belajar.

Keyword: manajemen, pembelajaran tahfidz, program tahfidz

I. PENDAHULUAN

Today, educational institutions are starting to hold programs tahfidz Al Qur'an, both public and private schools [1], the program is in great demand by the Indonesian people for their children's education [2], especially after the holding of the musabaqoh tahfidz Qur'an at the children's level which is broadcast on television, the program is developing very rapidly. [3] Evidence of this is the emergence of many institutions tahfidz, both in the form of part-time and full time such as Islamic boarding schools, even private and public schools include the program as an extra or superior program. [1] Even in cities, many people choose schools that have more religious content added by rote The Qur'an.[4] Public interest in memorizing the Qur'an is quite large, this cannot be separated from the position of the Qur'an as the holy book of the Islamic religion which, apart from being a guide, is also a means of getting rewards when someone reads and memorizes it.[5][6][2]. Messenger of Allah God willing alaihi wasallam said:

{It is said to the owner of the Qur'an, "Read, ascend, and recite as you used to recite in this world, for your abode is at the last verse you recite."}

It will be said to those who have memorized the Qur'an on the Day of Judgment: 'Read the Qur'an and go up and recite it as if you were reading in the world, your position in heaven will be according to the verse you read (memorized).'(HR. Abu Daud no. 1464 [7])

Memorizing the Qur'an is not as easy as turning the palm. [8] It requires tenacity, patience, and sincerity. But it will be easy if it is made easy by Allah. One important effort that needs to be considered in educational institutions in tahfidz learning in school management. [9] More specifically in this program is learning management.

Management is the science or art of managing the process of using human resources and other resources effectively and efficiently to achieve goals and targets. [10] From this understanding, it can be concluded that management is a process consisting of a series of activities ranging from planning, organizing, implementation, control, and evaluation whose purpose is to increase the utilization of existing resources effectively and efficiently to achieve the desired goals.

Learning is an educational plan that provides guidelines on the type, scope, and sequence of material, as well as the educational process[11] Oemar Hamalik explains learning is an educational program provided by educational institutions (schools) for students[10]. According to Syafaruddin learning is the content of certain subjects in the program or recorded data and information in guiding students through the necessary notebooks and provided in the lesson plans [12]. Abdul Fattah explained that Learning management is the whole process of a joint effort to facilitate the achievement of teaching objectives with an emphasis on effort, improving the quality of interaction and teaching.[13]

From the above understanding, it can be concluded that learning management is a learning management system that is cooperative, comprehensive, systemic, and systematic to realize the achievement of learning objectives. Learning management is considered a management principle in educational institutions, its main objective is to facilitate the learning process so that it can run well following the vision and mission of learning and motivate teachers to develop and develop learning strategies. ([11]). So that an effective and interactive learning process is realized.[9]

The learning process is less interactive, less inspirational, seems boring, unable to motivate students to increase their activity and develop their talents and abilities. ([14] So learning management needs to be developed in line with developments in educational theory and practice.[15] Teachers are required to innovate and be creative to develop learning. [16] So that learning develops dynamically in line with the progress of the times and technology. In this way, educational problems will be resolved and education will reach the desired target.

Learning management has a strategic role in the educational process in every educational institution at various levels of education, starting from preschool, elementary, secondary, and higher education, this is to improve the quality of education and produce graduates who excel in competence [12]. Therefore it is a concept that is structured to be practiced and consists of material or content, methods, and methods of evaluation to achieve the desired goals.[9] Designers and implementers at the school level are school principals, staff, teachers, and education personnel.[11]

Educational institutions cannot be separated from learning management in carrying out the learning process, this is not only to answer changes that exist outside, more than that it can influence changes outside, with breakthroughs that start from within. strong and consists of planning, action, monitoring, and evaluation. so that it must be prepared as early as possible for the development of the institution.[17]

The At Tauhid Community Learning Activity Center (PKBM) is an elementary school-level institution that was founded in 2018 in Betiting village, Cerme sub-district, Gresik district. This PKBM institution was established as a solution to the problems of people who want tahfidz Al-Qur'an education for their sons and daughters. This institution provides learning tahfidz which is intense to the students. Every week the students get tahfidz learning of no less than 12 hours of lessons and is accompanied by musyrif tahfidz who pursue their field.

Therefore, the development of learning management tahfidz in this institution is needed to help realize innovative and effective learning, so that educational goals tahfidz can be achieved optimally.[18][8]

The purpose of this research is to analyze learning management tahfidz Al Qur'an in PKBM At Tauhid starting from planning to organizing, actualizing, and controlling, to evaluating. Furthermore, it is developed again so that learning and methods are realized. tahfidz appropriate for elementary school-age children.

In conducting this research the authors conducted a literature review by reviewing previous studies. Among these studies are as follows:

Research conducted by Y. Suryana, Dian, S. Nuraeni with the title Program Management Tahfidz Al Qur'an in Islamic Boarding School Tahfidz Al-Quran Assalaam is under the Assalaam Foundation which is led by KH. Habib Ustman Alaydus and Tahfidz Al-Quran Assalaam Islamic Boarding School led by chaplain Abdul Basith, M.Pd. The location of the Islamic boarding school is in Complex Mandalajati VI Number 132 Rt. 01 Rw. 11 Kelurahan Jatihandap, Mandalajati District, Bandung City. This research uses a qualitative descriptive method. The results of this study are Program Management tahfidz in the pesantren include (1) planning, namely setting targets, (2), organizing, namely distributing students according to their abilities and determining mentors from asatidz, (3) motivating, namely by conveying the virtues of memorizing the Qur'an and stories of friends and righteous people and (4) controlling, which is carried out directly by the leadership of the pesantren on the teachers and students and (5) evaluating, namely by holding weekly exams and repeating each after the morning and afternoon prayers which are deposited in the cha plain, also held exams at the end of each month both oral and written from memorization.

The second research is research conducted by Khamim Bahrowi with the title Learning Management of Tahfidz Al Qur'an at Pondok Putri for Yanna'all Qur'an Children Karang Malang Gebog Kudus, the research method used is qualitative with the following results:) learning management tahfidz in the pesantren starting from (1) planning which consists of determining the basic foundation and objectives of the program, (2) determining the time, and learning tools such as educational calendar teaching materials and others. (3) Implementation consists of preliminary steps, meeting teaching materials, and learning methods starting from tadarus, imlak, wahdah then listening to each other between students. the month.

The third research is research conducted by Tika Kartika with the title Learning Management of Tahfidz Al Qur'an Based on the Talaqqi Method at the Al Hikamuss lafiyah Islamic Boarding School in Sumedang Regency. The results of the research are as follows: (1) Planning of tahfidz learning includes (a) setting targets, (b) determining the method, (c) determining the activity program, (d) determining the learning schedule, (2) the organization is carried out to determine the duties and responsibilities of the ustadz or ustadzah, (3) learning leadership is carried out by the ustadz and ustadzah during the learning process, (4) Class management starts from the introduction, core activities, and closing, (5) evaluation is known from the end of year learning outcomes at each level

The difference between the three studies above and the study conducted by the researcher is that learning tahfidz at PKBM At Tauhid at an early age and not boarding, however, is able to produce students who memorize the Qur'an well.

II. METODE

This study uses a qualitative descriptive method, namely research that is oriented toward natural phenomena or symptoms [19]. The research was conducted at PKBM At Tauhid in Cerme sub-district, Gresik district, East Java province. Data collection techniques using observation, interviews, and documentation. The source of data from this research comes from primary data and secondary data. Primary data were obtained through interviews, with school principals, learning assistants, teaching staff tahfidz, and student guardians. Meanwhile, secondary data was obtained through observation and collection of documentation related to the research focus. Observations were made by observing the situation and conditions of the research location. Observing the facilities and infrastructure, as well as the implementation of tahfidz program activities. While the documentation taken included school profiles, geographical location, organizational structure, and student and teacher data. The data analysis technique uses the Miles and Huberman model by going through several stages: collecting data, reducing the data obtained, presenting the data, and making conclusions.

III. HASIL DAN PEMBAHASAN

A. Institution Profile

PKBM At Tauhid is an elementary school-level educational institution that was established under the auspices of the At Tauhid Foundation in 2018 in Betiting village, Cerme sub-district, Gresik district. foundation. Over time, the local community and some of the foundation's colleagues also entrusted their children's education to the institution. This educational institution focuses on equipping students with programs for memorizing the Qur'an

and other religious knowledge. General material is limited. only one hour of lessons each day. To facilitate students to get a state diploma, they attend Al Hikmah Islamic Elementary School in the Menganti sub-district. This institution aims to produce generations of Rabbani who are educated with Islamic values from an early age. The specific vision that is carried out is "Becoming an Islamic Education Institution that prints the generation of the Koran". In carrying out learning activities, he is guided by worship, amar ma'ruf nahi munkar, glorifying knowledge, practice, good relations between parents and children, relay, collectivity, independence, and the principle of simplicity.

B. Tahfidz Al Qur'an Learning Planning (Planning)

Planning is an effort to prepare events regularly and systematically to be carried out to achieve predetermined targets. Learning and learning plans owned by educational institutions will greatly help to achieve targets and make it easier for students to master the material provided. In addition, teachers and steak holders also find it easy to convey material, organize students and evaluate the learning process and learning outcomes [2]. The planning for tahfidz PKBM At Tauhid learning is as follows:

a. Determine the basis and objectives of learning tahfidz Al-Qur'an

The basis of the tahfidz program at PKBM At-Tauhid is to instill Qur'anic values. The goals and targets of the PKBM At Tauhid tahfidz program are as follows:1) Students complete their education at PKBM At Tauhid for 6 years by achieving the target of memorizing 10 juz smoothly. 2) motivate students to complete memorizing the Qur'an 30 chapters after graduation and continue to the next level 3) Familiarize students with reading and repeating the recitation of the Qur'an as a form of guarding against the Qur'an.4) Equalization of the use of the Qur'anic manuscripts picture Ustmaniin rote, with a purpose



FIGURE 1 MUSHAF AL QUR'AN RASM USTMANI

b. Determining tahfidz Al Qur'an learning materials

There are several materials specified in tahfidz learning at PKBM At Tauhid according to the stages: Tahsin and tajwid learning with the aim that students memorize the Qur'an with the correct reading according to tajwid rules.

Memorizing the Qur'an with targets according to the class level as follows:

First class	: 1 already	(Already 30)
Second grade	: 1.5 already	(Juz 29 + ½ end of Juz 28)
Third grade	: 1.5 Already	(1/2 beginning of vol. 28 + Vol. 27)
Fourth grade	: 2 Already	(Just 26 +Just 25)
Grade five	: 2 Already	(Just 24 + Juz 23)
Grade six	: 2 Already	(Just 22 + Juz 21)

c. Determination of Time Allocation

The tahfidz learning time at PKBM At-Tauhid is 3 hours of lessons every Monday to Friday with the following details:

No	Time	Lesson
1	07.00-07.45	Tahfidz (sabaq or new memorization)

2	07.45 – 08.30	Tahfidz (Sabqi or repeating yesterday's memorization)
3	08.30-09.00	Rest
4	09.00-09.45	Subject matter
5	09.45-10.30	Subject matter
6	10.30-10.45	Rest
7	10.45-11.45	Tahfidz (manzil or repeating old rote 2 to 5 pages)

TABLE 1. DAILY LEARNING SCHEDULE

Tahfidzul Qur'an Lesson Hours The time allocation here is an estimate of how long students study the specified material. Allocations need to be needed to estimate the number of face-to-face hours required (Nazarudin, 2007:177).

d. Arrange the Education Calendar

In this case the Waka of the PKBM At Tauhid learning division determines the educational calendar, determines active days and holidays, so that the provision of material can adjust to the calendar that has been made and decided.

C. Organizing the Tahfidz Al Qur'an Program (Organizing)

Organizing here means grouping and distributing authority from superiors to those with lower positions with the aim of achieving the intended target. [20][14] In this way, it will be easier for the principal to give instructions and control his subordinates so that learning runs effectively and efficiently. [21] Therefore, the school principal appointed the head of the tahfidz section Ustadzah Fauziyah Istiyannah who oversees 4 musyrif and 8 musyrifah, each of the supervisors guides 5 to 7 students.

No	The name Musyrif and Musyrifah	Number of Students
1	<i>chaplain</i> Vishnu Ginanjar	6 students
2	<i>chaplain</i> Fahmi Mubarrok	6 students
3	<i>chaplain</i> Understand	6 students
4	<i>Ustadzah</i> Nabilah Zilfana	6 students
5	<i>Ustadzah</i> Aisha	6 students
6	<i>Ustadzah</i> Nur Alifah Istiqomah	6 students
7	<i>Ustadzah</i> Siti Zainiyah	6 female students
8	<i>Ustadzah</i> Umu Haurah	5 female students
9	<i>Ustadzah</i> Umi Haitami	6 female students
10	<i>Ustadzah</i> Ni'mah Sholihah	6 female students
11	<i>Ustadzah</i> Hajar	7 students
12	<i>Ustadzah</i> Nurul Azai	7 students

TABLE 2. DISTRIBUTION OF SANTRI HALAQOH

D. Program Implementation Tahfidz Al Qur'an (Actuating)

Program implementation tahfidz is every effort made by the teacher in accordance with the learning design to achieve predetermined targets. It is the implementation of programs and learning methods that have been mutually agreed upon. Basically, the implementation of the program tahfidz in PKBM At Tauhid learning: using the method Sabaq, Sabq Address:

a. Sabaq

Sabaq which is meant in the program *tahfidz* is every student depositing new memorization to *musrif* at least 3 lines according to the Ottoman manuscripts of the Qur'an. Students can prepare the memorization at home after it was recited the day before by *musrif* part of the verse to be memorized, so that the students are ready to deposit their memorization when they leave the house or just have to carry it out at school, to then be deposited with the students. *musyrif*.

b. Sabqi

Sabqi referred to in the program *tahfidz* this is the student depositing back the memorization that was deposited the previous day. It aims to make memorization stronger in the memory of the students.

a. Address

referred to in the program *tahfidz* this is the student depositing his memorization back from the number of memorization he has. The memorization that is deposited is between 2 to 5 pages. This is so that *muroja'ah* memorization is controlled and it is known if there are memorization errors to be corrected. Thus changes in memorization can be controlled. After that, *musrif* will read the verses that students will memorize then they are asked to read 10 to 20 times until they are fluent then they memorize in class and continue at home so that the next day they go to school with memorization ready to be deposited.

To keep the spirit of the students, each teacher gives motivation to the students either in the form of advice, explaining the importance of memorizing the Qur'an or conveying to them the stories of previous pious people. Because if the students experience boredom then the material presented will be difficult to understand, memorization that is targeted will be difficult to achieve. [16] Similarly, the school principal maintains the enthusiasm of the teachers in guiding and conveying to them the priority of working to the maximum.

E. Supervision of the Tahfidz Program (Controlling)

A good education will be born from a good process. [22] To ensure a good program, supervision is needed in each process. [21] This is to find out whether the process is running as planned or not. implementation. Quality and quantity of supervision in program implementation *tahfidz* has a significant effect on the results.

Program supervision *tahfidz* for students at this institution using recording in the contact book. The supervisors record every verse that has been deposited by students in the contact book so that the guardians know the development of student memorization, the Liaison Book is also used by guardians as a guide when helping their children to *muroja'ah* in House.

FIGURE 2 MEMORIZED DEPOSIT CONTROL BOOK

F. Program Evaluation Tahfidz (Evaluating)

Results are the fruit of the activities carried out. Success in the learning process *tahfidz* can be judged by the success of students in achieving the targets of memorization that have been determined, so to find out the results an evaluation is carried out. According to Agustanico evaluation is a tool or procedure used to find out and measure something in an atmosphere in ways and rules that have been determined. [23] Program evaluation *tahfidz* is a systematic and continuous process to find out the development of students' memorization. The evaluations carried out at PKMAT Tauhid include:

Weekly evaluation

In the weekly evaluation, supervisor *tahfidz* will assess the smoothness of student memorization deposits and record them in the student assessment book and memorization contact book every day. At the end of the week the results will be evaluated to see the achievement of each student's target, which has been set.

Monthly evaluation

In the monthly evaluation, students are asked to repeat the memorization that has been memorized for one month. This is with the aim that the students are motivated to memorize the new *muroja'ah* they have memorized. In this way, the newly memorized memorization will be stronger and not easily lost.

Evaluation every semester

The semester evaluation is carried out at the end of each semester. In this evaluation, each student will be asked to muraja'ah all the memorization that is memorized properly. Then on exam day, each child will get 10 questions and be asked to continue the verse in the question.

Annual Evaluation

This annual evaluation is carried out at the end of each learning year. Students will be asked to deposit memorization in stages. For one week each day students are asked to deposit a predetermined amount of memorization. The number of pages deposited is in accordance with the number of memorization they have. If the student has memorize 6 juz, then for every day he will deposit 1 juz of his memorization.

G. Supporting Factors and Obstacles to Program Implementation *Tahfidz*

In the implementation of the program tahfidz In PKBM At Tauhid there are supporting factors and inhibiting factors. This can be summarized as follows:

a. Supporting Factors

1- There is a mento rtahfidz who are competent, graduates of Islamic boarding schools who are familiar with the world of memorization. This makes the supervisor help the supervisor in dealing with the obstacles faced by students in memorizing as the supervisor has faced them.

2-Guardians who support the program tahfidz, they participate in listening to their children's mura'ah memorization at home and report every day via SMS to the supervising teacher. In this way, students will control their memorization at home, and guardians can follow their child's progress directly.

3-There is a comfortable place for carrying out daily halaqoh tahfidz. A spacious and neat place can affect the psychology of students, so they can be enthusiastic and fast in memorizing

Obstacle factor

The obstacles to tahfidz learning:

1-Low level of discipline and time management of some students and supervisors.

Low awareness and time management make memorization targets not optimally achieved, delays from supervisors and students can reduce the memorization period that has been determined, so that the achievement of memorization targets is not optimal

2-Lack of learning media so that learning is static.

3-Lack of intensity control from the leadership on the implementation of learning.

VII. CONCLUSION

The conclusions of this study are as follows:

1. Tahfidz learning management is quite good as follows: a) Planning for the tahfidz PKBM At Tauhid program starts with determining the basis and objectives of tahfidz learning, determining learning materials, determining time allocation and learning calendar. b) Organizing tahfidz learning by forming halaqoh -halaqoh tahfidz, each halaqoh consists of 6 to 7 students and is guided by 1 supervisor. c) Implementation of the program tahfidz in PKBM At Tauhid using the method sabaq, sabqi, manzild) Supervision of the tahfidz program At Tauhid PKBM uses a contact book that is used to record student memorization achievements as well as a liaison book between supervisors and student guardians. e) Evaluation of the tahfidz program is carried out weekly, monthly, semester and at the end of the school year.

2. This learning management can produce early-aged students who memorize the Qur'an well without living in a dormitory. This keeps parents close to their children

Suggestion

Suggestions that can be conveyed from this research are as follows:

a) The need to improve time management from supervisors and students, this can be achieved by tightening attendance rules,

b) The need for the addition of visual media as a learning tool so that it can reduce students' boredom in learning tahfidz

c) It is necessary to increase the intensity of control of supervisors and students to ensure that learning goes well.

d) There is a need for online tahfidz services using current technological developments.

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Conflict of Interest Statement:

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.