

Implementation of Al-Qur'an Memorization at Shuffah Al Fatah Islamic Boarding School in Tanjungsari

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Abstract

Memorizing the Qur'an is a very honourable act. Since the Qur'an was revealed, an increasing number of people have committed it to memory. They pay special attention to the Qur'an, devoting their time, energy, and thoughts to preserving it. But it's not simple to memorize the Qur'an. It is very important to prepare well because there will be challenges that arise during the memorization process. The case study technique serves as the methodological basic for this qualitative investigation. Facts, symptoms, issues, and events that naturally arise in the field are anticipated to be analysed and interpreted using the qualitative approach Overall, Shuffah Al Fatah Islamic Boarding School's Al-Qur'an memorization curriculum has demonstrated extensive success. This program not only produces individuals who memorize the Qur'an, but also shapes the character of students who excel in spiritual, intellectual, and social aspects. This success confirms that an educational model that combines mastery of religious knowledge with character building in a supportive environment can produce human resources with noble character and a positive role in society. The results of the study indicate that four main management roles are used to administer Al-Qur'an memorization instruction in Shuffah Al Fatah Islamic Boarding School.

Keywords: Management, Implementation, Tahfidz Al-Qur'an.

INTRODUCTION

Memorizing the Qur'an is a very honorable act. Since the Qur'an was revealed, an increasing number of people have committed it to memory. They pay special attention to the Qur'an, devoting their time, energy, and thoughts to preserving it. But it's not simple to memorize the Qur'an. It is very important to prepare well because there will be challenges that arise during the memorization process.

It should be noted that achieving a goal requires an appropriate and suitable strategy and method. There are procedures and techniques for memorizing the Qur'an that can facilitate these efforts, leading to success. Therefore, a solid management structure for putting Qur'an memorization into practice also affects success in memory (Ismael et al., 2023). Here, the application of memorizing of the Quran is of interest to the researcher.

Over time, from generation to generation, many Islamic boarding schools have been built specifically to run Al-Qur'an memorization programs, in order to preserve and produce future generations of Al-Qur'an memorizers. One of these is the Shuffah Al Fatah Tanjungsari Islamic Boarding School.

Shuffah Al Fatah Tanjungsari Islamic Boarding School is a traditional Islamic educational school with a distinctive tahfidz study system. However, they often face problems in terms of methodology, human resources, and external factors.

Conventional and less varied learning methods are a major problem at the Shuffah Al Fatah Tanjungsari Islamic boarding school. Most Islamic boarding schools continue to use repetition (tikrar) and memorization (muraja'ah) methods, without using approaches that are tailored to the learning styles of the students. This causes students to become stressed, bored, and

unmotivated (Fauzi & Nurdin, 2019). In addition, learning outcomes are influenced by the varying quality of teachers (muhaflizh or muhaflizhah) at the Shuffah Al Fatah Tanjungsari Islamic Boarding School. Not all tahfidz teachers have the necessary pedagogical skills, such as the ability to manage a class or psychological approaches to help students who have difficulty memorizing (Nurhidayah, 2019).

On the other hand, a lack of understanding of meaning (tafsir) and tajwid during the memorization process is also a major problem at the Shuffah Al Fatah Tanjungsari Islamic Boarding School. Many learners are able to fast remember the Qur'an quickly without understanding the content of the verses or using the correct tajwid rules (Hafidz, 2021). This can reduce the intellectual and spiritual value of memorization.

External factors that can worsen the situation include technological distractions (such as devices and social media) and pressure from parents who demand rapid memorization. It is very difficult for students to divide their time between daily activities and memorization. Nonetheless, the exigency of attaining multiple memorization targets within a compressed timeframe may engender mental fatigue (Mu'minin, 2020). The Shuffah Al Fatah Tanjungsari Islamic Boarding School's unfavorable surroundings, such as its inadequate facilities and lack of student social contact, might also make it more difficult for students to memorize the Qur'an.

Islamic boarding school graduates frequently lack the skills necessary to deal with issues other than memorizing the Qur'an because of structural issues such as an uneven curriculum that prioritizes memorization while ignoring other topics (Zarkasyi, 2015). This is also the case at the Shuffah Al Fatah Tanjungsari Islamic Boarding School.

Based on the above description, this study aims to:

- a. Identify the management of Al-Qur'an memorization at the Shuffah Al Fatah Tanjungsari Islamic Boarding School.
- b. Identify the supporting factors for Al-Qur'an memorization at the Shuffah Al Fatah Tanjungsari Islamic Boarding School.
- c. To learn about the results of the Al-Qur'an memorization program at the Shuffah Al Fatah Islamic Boarding School in Tanjungsari.

A lot of research has been done on the implementation of tahfidz Al-Qur'an in Islamic boarding schools. According to *Isiedu: Journal of Islamic Educational Thoughts and Practices*, the implementation of the tahfidz program in Islamic boarding schools requires a structured coaching system, which includes memorization deposits, muroja'ah, and periodic evaluations. A study by Fajar Aji Bin Auf Alamin and Nur Laila Inayati shows that the religious environment and the role of supervisors in maintaining the consistency of students' memorization greatly affect the success of the tahfidz program (Bin Auf Alamin & Inayati, 2020).

A recent study in the *Journal of Educational Management (JMP)* emphasizes the importance of implementing an integrated tahfidz program. A study by Mesyi Mesyi et al. shows that the implementation of tahfidz does not only include memorization activities; Careful planning, disciplined execution, and ongoing evaluation are all elements necessary for success. Teacher discipline and the integration of spiritual and academic coaching influence the success of the program (Nafiah & Zaini, 2024).

JASIKA: The Journal of Islamic Studies and Muhammadiyah also focuses on the management aspect of tahfidz learning. According to Muhammad Karim's research, the success of tahfidz implementation does not depend on systematic management, which includes planning, organizing, implementing, and evaluating programs. The spiritual development of students and the quality of student memorization are greatly influenced by the role of teachers as motivators and evaluators (Karim, 2022).

The three studies show that several key elements—learning methods, program management, and supportive coaching and environments—influence the implementation of

Quran memorization in Islamic boarding schools. This provides a relevant basis for investigating Quran memorization methods at the Shuffah Al-Fatah Islamic Boarding School in Tanjungsari.

This study also provides benefits that can be used as consideration and development for future research, enriching the scientific knowledge about Al-Qur'an learning methods, providing a new theoretical framework for understanding the tahfidz education process in Islamic boarding schools, and filling the research gap regarding the psycho-pedagogical components in learning to memorize the Qur'an.

The researcher used "George Terry's Theory of Tahfidz Program Management (POAC: Planning, Organizing, Actuating, Controlling)" as a theoretical study relevant to the subject of this investigation. "In his book entitled Principles of Management, George Terry (1977) discusses the conventional management concept known as POAC (Planning, Organizing, Actuating, Controlling). According to this theory, four main functions must be in place to run a program well, namely:

1) Planning

- The process of determining goals and creating strategies to achieve them (Terry, 1977).
- Setting memorization targets, curriculum, and learning methods are all part of planning in tahfidz (Isnawati & Hudha, 2024).

2) Organizing

- Establishing structure, assigning tasks, and allocating resources (Terry, 1977).
- The duties of instructors and students, the timing of recitations, and the division of students into halaqah groups are all part of organizing Al-Qur'an memorization. (Darussalam, 2018).

3) Actuating

- The process of motivating and directing individuals to carry out plans (Terry, 1977).
- Actuating in tahfidz includes teacher assistance, providing incentives, and creating a good environment (Muslim et al., 2024).

4) Controlling

- Evaluation and improvement to ensure implementation is according to plan (Terry, 1977).
- The tahfidz program is controlled through tests and monitoring of memorization progress (Ridwan & Mutia, 2022).

George Terry's management theory (POAC) offers a solid theoretical basis for maximizing the implementation of the Al-Qur'an memorization program in Islamic boarding schools. With meticulous preparation, orderly structure, driven execution, and stringent oversight, the memorizing program can function better and more effectively. This study is expected to help Islamic boarding school administrators improve the standard of tahfiz instruction.

RESEARCH METHODS

The case study technique serves as the methodological basis for this qualitative investigation. Facts, symptoms, issues, and events that naturally arise in the field are anticipated to be analyzed and interpreted using the qualitative approach (Fiantika, 2022).

For qualitative research, the case study method is preferred. When researchers wish to fully comprehend a certain topic or circumstance, case studies are helpful because they allow people to find cases that are rich in information—rich in the sense that a significant issue may be examined from multiple examples of phenomena, usually in the form of questions (Assyakurrohim et al., 2022). The findings of this study are limited to the Shuffah Al Fatah Islamic Boarding School in Tanjungsari because it is a case study.

The participants in this research comprised boarding school leaders serving as primary informants, alongside teachers and students acting as supplementary informants, with female students between the ages of 12 and 17 representing each grade level. The investigation centers on female students, given that a substantial proportion of the student body at Shuffah Al Fatah Tanjungsari Islamic Boarding School consists of females. The primary focus of the study is Shuffah Al Fatah Tanjungsari Islamic Boarding School itself.

The methodologies employed for data collection in this research encompassed guided interviews, observational techniques, direct documentation of the strategies enacted by the boarding school leaders, and the compilation of documents sourced from a range of pertinent references. The researcher saw firsthand how the Qur'an was memorized, as well as the difficulties encountered at the Shuffah Al Fatah Tanjungsari Islamic Boarding School. The researchers used the theory presented in the introduction to guide the development of the instruments that would be utilized during the interview procedure.

Table 1. interview instruments The following interview tools were employed in this study

Number	Aspects	Questions
1	Planning	1. How does the Shuffah Al Fatah Tanjungsari Islamic Boarding School aim to implement the tahfidz program? 2. What tactics are employed to accomplish the goals of putting the Al-Qur'an tahfidz program into action?
2	Organization	1. What is the organizational structure of the tahfidz program at this Islamic boarding school? 2. What are the duties and responsibilities of teachers in implementing this Al-Qur'an tahfidz program?
3	Actuating	1. What is this Islamic boarding school's method for learning the Qur'an?
4	Controlling	1. How is the memorization of the Al-Qur'an assessed at this Islamic boarding school?

RESULTS AND DISCUSSION

Administration of Al-Qur'anic Memorization at Tanjungsari's Shuffah Al Fatah Islamic Boarding School

Etymologically, the term management comes from the verb “to manage,” which means to organize. Meanwhile, terminologically, there are various views on the definition of management. One of them is described by George R. Terry, who claims that management is a unique process that involves organizing, planning, directing, and controlling with the goal of establishing and accomplishing objectives through the efficient use of human resources and other resources (Cahyani, 2016).

Planning, arranging, carrying out, and overseeing the assistance of students in remembering the Al-Qur'an in a targeted, efficient, and ongoing way are all part of the management of Al-Qur'an memorization. The main objective is to ensure that memorization targets are achieved in accordance with the established curriculum, methods, and schedule (Mukhlis & Suryani, 2021).

The Shuffah Al Fatah Tanjungsari Islamic boarding school's memorization curriculum for the Qur'an, led by Ustadz Mushthofa Salamuddin Al Irsyad, S.H., has a vision of “Bringing forth a noble generation at a young age,” with the main goal of ensuring that the Qur'an has a

positive influence on the hearts of the students and teachers. In its implementation, to achieve the goal, the most important activity is the memorization of the Qur'an, complemented by moral education, such as studying hadiths that bolster faith, Arba'in and Nawawi, Ta'lim Muta'alim, and others.

Preparing educators who will concentrate on designing and executing the Tahfidz Al-Qur'an programme is another aspect of this strategy. This also holds true for choosing learning strategies, specifically the M3 approach (memorizing, maintaining, and repeating).

The curriculum implemented in the Islamic boarding school includes material on etiquette towards the Qur'an, material on the etiquette of reading the Qur'an, material on how to treat the Qur'an, etiquette towards teachers, etiquette towards peers, which is discussed in a book called Ta'lim Muta'alim.

The Islamic boarding school's administration has set the following memorization goals for its students: elementary school/Kuttab level (ages 5–12) must memorize from Surah An-Nas to Al-Ahqaf, while madrasah level students must memorize from Surah Al-Baqarah to Al-Jatsiyah.

The study's findings showed that the Shuffah Al Fatah Tanjungsari Islamic Boarding School's Tahfidz Al-Qur'an guidance teachers/ustadzah are often in charge of carrying out and supervising the curriculum, as well as guiding the students participating in the program in accordance with the mandate of the Islamic boarding school as outlined in the vision, mission, and objectives of the program.

The duties of tahfidz teachers at the Islamic boarding school include not only maintaining the quality of the students' memorization of the Qur'an, but also conveying to the students the noble values found in the Qur'an, as well as monitoring the students' condition and independence 24 hours a day.

The Shuffah Al Fatah Tanjungsari Islamic Boarding School uses the following mechanism to execute Al-Qur'an memorization learning:

1. The learning process uses the M3 method (memorization, repetition, retention), which involves recording data in a mutaba'ah book (student memorization journal). This book is checked weekly by the supervising teacher/ustadzah, and the results are then reported and evaluated.
2. The learning process is carried out using a class division system based on educational level (kuttab and madrasah levels, adjusted to the number of students in each class). Each class is guided by a teacher/ustadzah, as explained in the previous sub-section.
3. After being assigned to the Tahfidz Al-Qur'an program, students adhere to the following learning schedule: at 3:00 a.m. Tahajud prayer in congregation, muroja'ah tilawati, at dawn muroja'ah jama'I, kitabah, and hearing the Qur'anic verses that need to be committed to memory. Followed by the Dhuha Quran study circle, at noon there is a break and a Quran recitation study circle, at Asr there is a study circle/Islamic material discussion and partner review, and after that at Isha they prepare their memorization for the next day.
4. Every student is required to comply with the applicable rules, including discipline in following the learning schedule and discipline in achieving the memorization target, which is one page per day.

Evaluation (controlling) or supervision, also known as control, is one of the management functions that includes assessing and, when necessary, making corrections so that the work performed by subordinates remains on track to achieve predetermined goals. In practice, supervisors conduct checks, comparisons, and ensure that all activities are carried out in accordance with predetermined plans and objectives (Nugraha & Soewarno, 2024).

Supervision is essentially a follow-up to earlier organizational duties where control or evaluation is required to guarantee that all actions are carried out in compliance with relevant standards and rules. The Tahfidz Al-Qur'an program has been evaluated and supervised,

according to research conducted at the Shuffah Al Fatah Tanjungsari Islamic Boarding School. Generally speaking, the boarding school administration is in charge of these supervision and evaluation tasks.

Supervision of students is carried out by monitoring their activities, guiding their memorization, and monitoring their progress through a control book in the form of a mutaba'ah book given to each student. This activity is carried out continuously so that students receive optimal guidance while strengthening the relationship between teachers and students in monitoring their attitudes, morals, and memorization of the Qur'an. The book is then checked by the supervising teacher every week for further evaluation.

During the learning process, students are guided to continuously improve their recitation of the Qur'an through direct correction when reciting their memorization, as well as through a recitation improvement program using the Tilawati method. The goal of these initiatives is to enable students to read the Qur'an proficiently while adhering to the proper letter qualities, makharijul huruf, and tajwid principles.

Supervision of the supervising teachers is carried out through weekly evaluation meetings with Ustadz Mushthofa. The aim is to evaluate the programs that have been running during the week to determine the policies needed going forward.

Supporting Factors for the Implementation of Al-Qur'an Memorization at the Shuffah Al Fatah Islamic Boarding School in Tanjungsari

The Shuffah Al Fatah Tanjungsari Islamic Boarding School's Al-Qur'an Memorization curriculum is successful for a number of reasons, including: a reward system in the form of a memorization presentation (tasmi') for students who have mastered 5 juz, appreciation for outstanding students, and supporting facilities such as special tutoring and monthly recreational activities (rihlah).

Results Achieved from the Implementation of Al-Qur'an Memorization at the Shuffah Al Fatah Islamic Boarding School in Tanjungsari

The Al-Qur'an memorization curriculum has been shown to have a profound and all-encompassing effect on the social lives and personal growth of the memorizers (hafiz/hafizah) in a number of tahfidz boarding schools. This intensively designed program, with its systematic approach and methods, does not only focus on memorization achievements, but also plays a role in character building and holistic life skills development (Al-Mansour, 2020). The results achieved at the Shuffah Al Fatah Tanjungsari Islamic Boarding School can be categorized into the following aspects:

1. Religious and Spiritual Aspects

Enhancement in the Quantity and Quality of Memorization: The Shuffah Al Fatah Tanjungsari Islamic Boarding School demonstrates the capacity to produce hafiz and hafizah who have mastered the mutqin memorization of the Qur'an's 30 juz, which translates as "strong and articulate". The long-term durability of memory is largely dependent on the application of muraja'ah, which is done in a disciplined and consistent manner.

Deepening Islamic Understanding: Notwithstanding the primary emphasis on memorization, ancillary disciplines such as tafsir, tajwid, and ulumul Qur'an at Shuffah Al Fatah Tanjungsari Islamic Boarding School further augment the students' comprehension of the meanings embedded in the verses they commit to memory. This promotes the understanding and application of the principles found in the Qur'an in daily life.

Strengthening Worship and Character Building: Consistency and discipline in the memorization process go hand in hand with improving the quality of worship, both obligatory and sunnah. In addition, intense interaction with the Qur'an fosters positive character traits such as patience, honesty, responsibility, and humility.

2. Cognitive and Academic Aspects

Memory and Focus Development: Continuous memorization activities train long-term memory and improve concentration. Students at the Shuffah Al Fatah Tanjungsari Islamic Boarding School become accustomed to maintaining focus for long periods of time, an important skill that supports success in other academic fields.

Improvement in Arabic Language Skills: The memorization process, which involves many Arabic words, broadens the students' linguistic knowledge of the language of the Qur'an. This often has a positive effect on their mastery of Arabic in formal learning at the Shuffah Al Fatah Tanjungsari Islamic Boarding School.

3. Psychological and Character Aspects

Resilience and Stress Management: Students at the Shuffah Al Fatah Tanjungsari Islamic Boarding School are accustomed to controlling their emotions, learning from failure, and developing strong mental resilience through the process of memorizing the Qur'an, which is fraught with difficulties like forgetting what has been memorized, demanding targets, and mental pressure.

Identity Formation and Self-Confidence: The title of hafiz or hafizah is a source of pride and personal achievement, thereby shaping a positive self-image and increasing self-confidence. They are often seen as role models in their communities.

Self-Regulation and Time Discipline: The busy activities at the Shuffah Al Fatah Tanjungsari Islamic Boarding School, such as memorization, muraja'ah, and formal education, train students to manage themselves well, set priorities, and use their time efficiently and regularly.

4. Social Aspects

Formation of Religious Communities: Tahfidz boarding schools build social environments that are in harmony with positive Islamic values, so that students are better protected from negative influences outside the school. The ukhuwah islamiyah (Islamic brotherhood) between students and caregivers at the Shuffah Al Fatah Tanjungsari Islamic Boarding School is also very strong.

Contribution to Society: Graduates of Shuffah Al Fatah Tanjungsari Islamic Boarding School frequently assume significant roles in societal and religious domains, such as becoming mosque imams, Quran teachers, and preachers. Their presence contributes to the community's growing religious consciousness and fervor.

Preservation of Islamic Heritage: The tahfidz program at the Shuffah Al Fatah Tanjungsari Islamic Boarding School is a concrete manifestation of efforts to preserve the Qur'an through memorization (hifzh), so that its purity is maintained from one generation to the next, as has been the tradition since the era of the Prophet Muhammad SAW.

Discussion

Thus, the author believes that with a vision, mission, main objectives, preparation of supervising teachers, determination of methods, curriculum, and memorization targets, The Shuffah Al Fatah Tanjungsari Islamic Boarding School's Al-Qur'an memorization program has completed its management planning role. This opinion is in line with that expressed by Darwin Syah, Supardi, and their colleagues, as quoted by Muhammad Riduan, that planning is the process of setting goals, formulating, and managing the use of resources, information, funds, methods, and time. This process is followed by decision making, explanations regarding the achievement of objectives, policy setting, program determination, selection of specific methods and procedures, and scheduling of activities (Riduan, 2016).

Based on these findings, researchers concluded that the steps taken to determine and divide tasks were appropriate and in line with management functions. In essence, management involves the organization of human resources accompanied by grouping and division of tasks.

This is in line with Eva Fatmawati's opinion, that organization includes determining the work to be done, grouping tasks, and distributing work to each employee (Fatmawati, 2019).

From these findings, the author concludes that the evaluation function in the Tahfidz program has been effective. This can be seen from the continuity of the program accompanied by improvements, adjustments, and enhancements thanks to the evaluation process aimed at assessing the program's progress. As stated by Fardiyana, program evaluation helps decision makers determine whether a program needs to be discontinued, improved, modified, expanded, or enhanced (Fardiyana, 2024).

Although this program has proven successful, its implementation at the Shuffah Al Fatah Tanjungsari Islamic Boarding School still faces a number of obstacles, including the emergence of psychological fatigue (burnout) among some students, the need for professional psychological support, the demand to achieve targets that are sometimes not in line with individual readiness, and difficulties in harmonizing the tahfidz program with the general education curriculum for students who are enrolled in formal education (Khan & Hussain, 2021).

Overall, Shuffah Al Fatah Islamic Boarding School's Al-Qur'an memorization curriculum has demonstrated extensive success. This program not only produces individuals who memorize the Qur'an, but also shapes the character of students who excel in spiritual, intellectual, and social aspects. This success confirms that an educational model that combines mastery of religious knowledge with character building in a supportive environment can produce human resources with noble character and a positive role in society.

CONCLUSION

The results of the study indicate that four main management roles are used to administer Al-Qur'an memorization instruction in Islamic boarding schools. First, planning is carried out by establishing a vision, mission, objectives, and formulating the strategies, programs, procedures, and methods necessary to achieve the objectives. Second, organization is realized through the grouping of human resources, division of tasks, and clear responsibilities to support the effectiveness and efficiency of program implementation. Third, implementation is carried out in a structured manner to ensure that all parties involved act in accordance with the established managerial plan. Fourth, program performance is evaluated, and if essential, corrective action is taken to guarantee that implementation stays on course in line with the established goals.

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