



The Management of Tahsin and Tahfidz Al-Qur'an Learning for Non-Resident Students

Devi Sartika^{1✉}, Elce Purwandari², Helsi Arista³, Deti Murni⁴, Idi Warsah⁵

IAIN Curup, Indonesia^{1,3,4,5}

Institut Agama Islam Al-Azhaar Lubuklinggau, Indonesia²

e-mail : devisartika330@gmail.com¹, purwandari.elce@gmail.com², aristahelsi@gmail.com³,
detimurnii@gmail.com⁴, idiwarsah@gmail.com⁵

Abstrak

Tahsin adalah kegiatan belajar untuk memperbaiki bacaan Al-Qur'an sedangkan tahfidz merupakan upaya untuk menghafalkan ayat-ayat dalam Al-Qur'an. Penelitian ini bertujuan untuk mengetahui manajemen pembelajaran tahsin dan tahfidz Al-Qur'an bagi siswa non mukim di SMP Islam Ulul Albab Lubuklinggau. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Teknik pengumpulan data pada penelitian ini dengan observasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa: (1) Perencanaan sistem pembelajaran tahsin di SMP Islam Ulul Albab dilakukan dengan menilai kebutuhan atau indentifikasi masalah, merumuskan tujuan dan sasaran, merumuskan kebijakan, menerapkan kebijakan dan penilaian untuk rencana mendatang (2) Pelaksanaan pembelajaran tahsin memperhatikan beberapa komponen (a) tujuan untuk membiasakan membaca Al-Qur'an dengan benar dan lancar, (b) materi yang ditekankan alah tajwid, majhrijur huruf yang bersambung al-syakal, gharib. (c) media yang digunakan ialah media visual media cetak (d) metode yang digunakan ialah talaqqi dan musyafahah dengan teknik klasikal baca simak dan ceramah, (e) evaluasi dilakukan setiap akhir pertemuan, pesemester dan pertahun, (3). Hasilnya ialah meningkatkan pengetahuan, keterampilan dan sikap.

Kata Kunci: Manajemen Pembelajaran, Tahsin dan Tahfidz, Siswa non-mukim

Abstract

Tahsin is a learning activity to improve the reading of the Qur'an while tahfidz is an effort to memorize verses in the Qur'an. This study aims to determine the management of learning tahsin and tahfidz Al-Qur'an for non-resident students at Islamic Junior High School Ulul Albab Lubuklinggau. The method used in this research is the qualitative method. Data collection techniques in this study were observation, interviews, and documentation. The results of this study indicate that: (1) The planning of the tahsin learning system at the Ulul Albab Islamic Middle School is carried out by assessing the needs or identifying problems, formulating goals and objectives, formulating policies, implementing policies and assessing plans (2) The implementation of tahsin learning takes into account several components (a) the aim is to get used to reading the Qur'an correctly and fluently, (b) the material emphasized is tajwid, majhrijur letters that are continued al-syakal, gharib, (c) the media used is visual media, print media (d) the method used is talaqqi and musyafahah with classical reading, listening and lecture techniques, (e) evaluation is carried out at the end of each meeting, semester, and yearly, (3). The result is increased knowledge, skills, and attitudes.

Keywords: Learning Management, Tahsin and Tahfidz, Non-resident students

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✉ Corresponding author :

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INTRODUCTION

Education is a very important human need. With education, humans can improve their quality of life both in terms of mindset and behavior. The meaning of education in two senses, namely the broad and narrow meaning. In a broad sense, education is all learning experiences that take place in the environment and throughout life, while in a narrow sense education is defined as a school, namely teaching given in educational institutions as formal education (Maunah, 2009).

Basically, humans are given glory based on quantity and quality. Education itself also has various types, namely national education and Islamic education. Article 31 paragraph (3) of the 1945 Constitution mandates that the government undertakes and organizes a national education system that increases faith and devotion and noble character in the context of the intellectual life of the nation. The purpose of national education as stated in the article of Law Number 20 of 2003 concerning the National Education System is the development of the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, are capable, creative, independent and become democratic citizens. and responsible.

Meanwhile, Islamic education is an educational system that allows a person to direct his life in accordance with Islam, so that it is easy to shape his life according to Islamic teachings. The material taught in Islamic education is material about the Islamic religion in the form: of fiqh, hadith, and one of them is the Qur'an. The Qur'an is the main source of Islamic law. One that must be taught is everything about the Qur'an. Because the Qur'an is a guide for human life and is always close to Allah SWT. The Qur'an is the most important book for Muslims, the Qur'an is a complement to other books that have previously been revealed, in which there are many lessons for mankind, the Qur'an is also a way of life for Muslims in everyday life.

To balance the worldly life and the hereafter will never be separated from having adequate knowledge which of course can be obtained through the learning process, while in the learning stage the most basic thing is reading. And as the first revelation received by the Prophet Muhammad, of course we must often read the Qur'an because the Qur'an is a source of knowledge as contained in Surah Al-Alaq verses 1-5. Which means "Read by (mentioning) the name of your Lord who created. He has created man from a clot of blood. Read, and your Lord is the most gracious. Who teaches (humans) through the intercession of kalam. He taught man what he did not know".

From the verse above, it can be used as the reason that science is important for human life. Allah commands humans to read before ordering them to do other work and worship (Umar, 2016). The Quranic verse that was first revealed was the command to read to the Prophet Muhammad, the word "Iqra" in the above verse emphasizes the importance of reading for humans while they are still alive. We are commanded to read, reading can use any reading, especially reading the Qur'an. Reading the Quran is obligatory for all Muslims and leaving it will be a sin. Previously discussed how great the Qur'an is for mankind. How beautiful it would be if we and our children could read the Qur'an properly and correctly. Because it will radiate indications of faith and piety of a Muslim who is loved by Allah SWT. Thus the level of faith and piety to Allah will increase by diligently reading the Qur'an (Mansur, 2005).

But sadly, in this era of globalization, many teenagers are found who are not fluent in reading the Qur'an. Research conducted by PTOQ Jakarta shows that there is around 60-70 percent of Muslims in Indonesia cannot read the Qur'an. Likewise, according to information from one of the Islamic leaders, Salahuddin Wahid or Gus Sholeh, only 30 percent of Indonesian Muslims can read the Qur'an and most of those who cannot read it are dominated, by teenagers.

Of course, reading the Qur'an properly and correctly is not difficult, because Allah SWT revealed the Qur'an to be used as a guide for human life, which is automatically meaningful. He made it a book that is easy to learn content, language, and how to read, memorize, and practice it. Of course, the ease that He promises does not mean without effort, as He says: "Those to whom We have given the Book, they read it with a true reading, they believe in it. And whoever disobeys him, then they are the losers" (QS Al-Baqarah 121).

So how do you deal with this? The task of teaching the Qur'an is then considered a necessity that needs to be carried out in the world of education, especially in educational institutions characterized by Islam such as madrasas. As the author explained at the beginning of this discussion, the goals of Islamic education and education have similarities in forming believers and pious people and of course, teaching students to be able to read the Qur'an properly and correctly is also one way to form students who believe and are pious. Organizing Al-Qur'an learning that can actually achieve the desired goals then becomes something that needs to be carefully planned.

The hope that never disappears and is always demanded is how the subject matter delivered can be mastered by students completely. This is a fairly difficult problem that is felt by educators. SMP Islam Ulul Albab Lubuklinggau, as a school with an Islamic background, the students are required to be able to read the Qur'an properly and correctly. This is in line with what the author explained earlier. The location of this Islamic Junior High School is surrounded by many people. More or less. This makes students who attend the Ulul Albab Islamic Junior High School dominated by children from the surrounding community. 40% of the students who live at home are minority students at school, among them, there are still many whose reading of the Qur'an needs to be improved. As an Islamic school, Ulul Albab Islamic Junior High School Lubuklinggau tries to overcome this problem by creating learning guidance for reading Al-Qur'an which is intended to overcome weaknesses in reading the Qur'an for students who live at home. With the difference in the ability to read the Qur'an, the learning system of the Qur'an in this school is designed and implemented by paying attention to these problems so that all students can have good reading skills of the Qur'an.

This research resulted that in order to have an Islamic concept by focusing on Al-Quran learning, the problem in learning Al-Quran Tahsin is that students feel bored and less enthusiastic. But by changing the method used with the tilawati method students have progressed in learning the Al-Quran Tahsin. The management of learning Al-Quran Tahsin is carried out starting from planning, implementation, and assessment so that learning Al-Quran Tahsin runs effectively and efficiently. Improving the quality of educators, facilities and infrastructure continues to be carried out at SD Istiqamah Bandung City. So as to produce students who are fluent in their reading and can continue to the Tahfidz Al-Quran stage and complete 2 chapters of it (Khoiruddin & Kustiani, 2020).

This research resulted in that to find out the effectiveness of the Al-Qur'an tahfidz learning system at the Daarul Qur'an Tangerang Institute in teaching and training students to read and memorize the whole Qur'an in this intensive program. In addition, it is also to find out the qiroah and tahfidz Al-Qur'an learning system starting from planning, the learning process, and learning methods to the inhibiting factors in memorizing the Al-Qur'an at the Daarul Qur'an Institute with the intention of how effective the coaching method is. From the results of this study, the authors can conclude that the Qiro'ah and Tahfidz Al-Qur'an learning system, an intensive program at the Daarul Qur'an Institute, Tangerang, has been effective starting from a very strict group division process in starting to memorize the Al-Qur'an, giving teachers -teachers who are hafidz and always provide motivation, provide many choices of methods for memorizing the Qur'an, daily evaluations of tahfidz to get the readings of the Al-Qur'an.

This study resulted that there was learning management for Tahfidz Al-Qur'an based on the Talaqqi method which resulted in students achieving their target of memorizing. The results showed that the Al-Hikamussalafiyah Islamic Boarding School had implemented learning management which included (1) learning planning for Tahfidz Al-Qur'an based on the talaqqi method including first, determining targets for students' memorization; second, determining learning strategies and methods; third, determine the program of learning activities; fourth, determine the schedule and time of learning. (2) The organization of Tahfidz Al-Qur'an learning based on the talaqqi method is carried out to determine the structure and duties of the ustadz/ustadzah as well as the mechanism for learning Tahfidz Al-Qur'an. (3) The leadership of learning Tahfidz Al-Qur'an based on the talaqqi method is carried out by ustadz/ustadzah so that the implementation of learning runs in a

conducive manner, which includes class management and learning activities. (4) Evaluation of learning Tahfidz Al-Qur'an based on the talaqqi method by looking at the learning outcomes of the students and the abilities of the students according to the indicators determined by the pesantren (Kartika, 2019).

This research resulted in knowing the process of planning, organizing, directing, and evaluating the Al-Quran Tahfidz program at SMP Al-Hikmah Medan Marelan. The research objectives, in this case, are 1) The concept has been arranged properly because of good planning too. With this plan, it can make it easier for teachers to supervise and evaluate the progress of the Quran tahfidz program at Al-Hikmah Middle School 2) The organization carried out by Al-Hikmah Middle School by selecting teachers according to their fields so that students and students can achieve their goals in memorizing Al-Quran 3) Guidance that is carried out is to build a cooperative relationship between the foundation and the school principal in motivating and providing students' memorization reports regularly to find out the progress and success of the Al-Quran tahfidz program. 4) the evaluation carried out is by holding an exam, therefore it can be known through the results of student and female exams. The standard of achieving results for students can be seen from their ability to read the Koran well, understand the tajwid and quickly memorize the Koran (Siregar, 2022).

Al-Qur'an learning at this school uses teachers from outside the school who have been trained and certified, the Tahsin Al-Qur'an learning program at this school is one of the things that is superior. Ulul Albab Islamic Junior High School Lubuklinggau also won a national level champion in the innovation of managing Islamic junior high schools in the field of religion. Therefore, it is natural for this school to be one of the pilot schools for other schools in the management of Tahfidz Al-Qur'an because it must have a good Al-Qur'an learning system. Based on the description of the research background above, the authors are interested in conducting further research. After this research, it is hoped that this research can make problem-solving assumptions related to the design, and implementation of learning systems in educational institutions in overcoming weaknesses in the ability to read the Qur'an.

Therefore, researchers are very interested in elevating this school into a study, which focuses more on the Learning Management of Tasin and Tahfidz Al-Qur'an. non-mukim students at Ulul Albab Lubuklinggau Islamic Middle School. This research is expected to produce a comprehensive study so that benefits can be taken, including this research to some extent contribute to the development of the knowledge of the Qur'an and about, Learning Management Tasin and Tahfidz Al-Qur'an this research is expected to provide information for readers and interested parties in knowing the Learning Management of Tasin and Tahfidz Al-Qur'an for non-mukim students at Ulul Albab Lubuklinggau Islamic Middle School.

METHOD

The method used in this research is the qualitative method. The research site is at Madrasah Ibtidaiyah Ulul Albab Lubuklinggau. The research subjects were mudir, ustadz, and ustadzah. Data collection techniques consist of observation, in-depth interviews, and documentation. Techniques Data analysis is carried out through three stages, namely data reduction, data display, and conclusion drawing/Verification. Techniques The validity of the data using triangulation.

RESULT AND DISCUSSION

Result Research

Based on the results of the interview with Abi Ahmadi, it is known that the activities carried out by the Ulul Albab Islamic Boarding School Lubuklinggau are related to the concept of learning, it is known that there are several activities carried out in carrying out learning management, namely planning, implementation and evaluation. Develop curriculum plans and subjects that can support the improvement of faith and piety as well as noble character, and do not lag behind the development of science and technology. The implementation of

the learning process is the basic starting point in the context of achieving and developing the quality of education in madrasah (Erdiyanto et al., 2019).

Then based on the results of observations made by researchers that every student makes the habit of shaking hands with Mudir every time they come and when they go home. During the activation process, students are required to perform ablution before carrying out the activity. And must keep the ablution until the activity is finished, if it is canceled then have to take ablution again (Observation results, Thursday 27 October 2022). If the actual program is here, we prioritize tahsin from Iqro, if it is running smoothly, then it will be continued. The memorization schedule is in each class, weekly tahsin and tahfidz activities, and extra-curricular hadroh. We have a kind of award for students who have achieved the target in the form of awards. The target is 1 year like graduation like a normal school. At least the target is 1 juz, immediately graduating. Juz 30 first. Go straight to juz 1. The target depends on. There is a rote deposit every Saturday. There is a memorization test. Learn to read from scratch. Learn to read, recitation too. The good thing here is that discipline is paid attention to learning. Advice given. In addition to some of the habituation carried out, the researcher also saw that the program of activities carried out by the ustadz and ustazah teachers must maintain a good relationship with their students. A good paradigm between the two will be a strong and good relationship (Daheri & Warsah, 2020).

Table 1
Organizational Structure of Islamic Boarding School Educators Ulul Albab Lubuklinggau City

No	Name	OFFICE
1	Gus Ahmadi, SE.MM	Cottage Leader
2	Ustadz Hairil Siswa, M.Pd	Head of education
3	Ustadz Abdurrahmat, S.Sos	Secretary
4	Ustazah Wilda Amelia, S.Pd	Treasurer
5	Ustadz Aldo	Male Student Teacher
6	Ustazah Lisa Rahmadanian	Female Student Teacher
7	Ustazah Santi Putri	

The things that are the responsibility of the teachers are receiving rote deposits, guiding, and motivating. There are several things that have not been fulfilled due to a lack of teaching staff. This has an impact on memorizing deposits which is less effective, so it would be better if the number of teaching staff is adjusted to the number of students.

Based on the results of the researcher's interview with Ustadz Aldo, Saturday, October 29, 2022, it is known that the program of activities carried out by students is carried out every day. In learning activities, the priority is tahsin, if it is smooth, then it will be continued to the next class. The memorization schedule is in each class. Extracurricular activities are carried out every Sunday afternoon after learning is complete. Meanwhile, for the graduation target of at least 1 juz, this is also confirmed by the results of the interview between the researcher and one of the female students, that learning activities start from reading, recitation, and memorization, and adequate preparation, in this case, to support fluency in memorizing the Qur'an. an. Because in memorizing the Qur'an, careful preparation is needed so that it can run well and correctly (Warsah, 2021).

Based on the results of the researcher's interview with Ustadz, Marjianto, Saturday, October 29, 2022, it was at the Ulul Albab Islamic Boarding School in Lubuklinggau. for the division of classes distinguished between men and women also based on the level of ability. Low class and middle class. While class

According to Ustadz Abdurrahmat based on the results of interviews that in addition to learning to read and memorize the Qur'an, students are also introduced to the science of fiqh, learning prayers, emphasizing the development of good moral character and learning lectures (cults) which aim to build students' self-confidence. In the learning process in the class, students carry out learning activities guided by ustadz and ustazah. In the results of observations, it is known that students carry out learning activities other than memorizing (Shofani, 2021).

Learning activities are carried out every day from 17.00 to 21.00 WIB except Sundays starting at 08.00 until noon (13.00). Extracurricular activities are held on Sundays from 13.00 to 15.00 WIB, while on Thursday activities are closed for Iqro students while adult students who have Al-Qur'an still enter to take part in reading Yasin together. Then the congregational prayer activities are also carried out every day such as Maghrib and Isha prayers, while on Sundays there are Duha prayers and Dzuhur prayers in the congregation (Febriani & Fadhillah, 2021).

Based on the results of the researcher's observations, the division of classes that are divided into several groups makes students' learning activities effective, starting from low classes that are adjusted to the abilities of their students. If students who have not been able to read the Qur'an, students take lessons in Mustofa's class with Iqro 1 to Iqro 3 levels, and students who can read Iqro 4 can enter the middle class (Bustomi, Laeli & Sobrul, 2021).

We separated the male and female students and a larger number of students. We build the motivation of the students in the learning process, in addition, each class has a memorization system that is deposited once a week on Friday nights. If there are students who are sleepy, the students are told to stand up or take ablution water. There is an award when the student has passed the final exam for 1 year.

Based on the results of interviews conducted by researchers with the leadership, of the learning strategies at the Ulul Albab Islamic Boarding School Lubuklinggau., namely at the beginning of entering students, they are given 1 week to adapt to different conditions and learning environments with schools. Parents of children are not allowed to wait only until the limit of dropping off and picking up students. According to the leadership, students who really want to learn are those who really want to consistently acquire religious knowledge. During that 1 week, if the child still wants to continue, then the administrative process is carried out directly with the leadership with all the provisions that must be carried out by parents and students (Mualim, dan Madinah, 2022).

Then in the results of an interview with Ustadz Aldo, that the process of learning religious knowledge at the Ulul Albab Islamic Boarding School Lubuklinggau was carried out by motivating students about the importance of religious knowledge as a provision for life in the world and in the hereafter. Motivation is given in the form of historical stories of the Prophets or stories about one's experiences in life as examples that can be taken by students as a moral message to behave morally. So that students are really able to apply how life should be in society (Daheri & Warsah, 2020).

Then based on the results of an interview with the Principal on Saturday, October 29, 2022, the learning strategy carried out was to separate male students and female students with more classes for male students. This is emphasized by Ustadz also that the division of the class into several classes during the learning process is aimed at making male students more focused on receiving lessons. This is reasonable considering that the activities of students who are already quite busy with school activities sometimes take the time to mingle with them so is a need for extra supervision for male students. In the learning process, there is no form of threat or violence for affirmation in the learning process, only forms of habituation such as standing up to get rid of sleepiness or immediately taking ablution are things that are usually done when ablution is canceled (Shofani, 2021). In the process of memorizing the Qur'an there are those who do it tahassus, which focuses on memorizing the Qur'an only, but there are also those who do it with other learning. As in the Ulul Albab Islamic Junior High School, memorizing the Qur'an while attending school and also learning other dormitories. Therefore, students do not only focus on memorizing the Qur'an (Warsah, 2021).

The target of memorization given to students varies greatly, which depends on the ability of the students themselves to memorize, without Ustadz or Ustadz requiring a memorizing deposit limit. This rote deposit is made every Friday night in each class. For memory deposit targets, such as the results of an interview with Ustadz Junaidi on Saturday, October 29, 2022, every year there is a graduation as a reward for students who have been able to memorize 1 juz. This graduation is held once a year by holding several art activities as a form of appreciation for students in extracurricular activities. Then several types of students participate in

competitions such as the call to prayer, calligraphy, lectures, tartils, recitations, and also Hadroh will be carried out in the Islamic boarding school environment.

Discussion

Management is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve one goal. Management is a collaborative process to achieve common goals. Although the Qur'an does not specifically mention the term management, it refers to the term management by using the sentence “yudabbirua”, meaning directing, implementing, executing, controlling, regulating, managing well, coordinating, and making predetermined plans. Thoha, argues that management is defined as “a process of achieving organizational goals through the efforts of others” (Faletehan, 2019).

Learning etymologically comes from the word "instruction" also called instructional activities (instructional activities) is an effort to manage the environment intentionally so that someone learns certain behaviors under certain conditions. The word "instruction" has a broader meaning than teaching. If the word teaching is in the context of teachers and students in formal classes, learning (instruction) includes teaching and learning activities that do not have to be attended by the teacher physically. Therefore, the instruction that is emphasized is the learning process, then planned efforts in manipulating learning resources so that the learning process occurs in students is called learning (Thobroni, 2015).

The learning process contains two activities, namely learning and teaching. Learning is often defined as a change in behavior through activities to organize or manage the environment as well as possible so as to create opportunities for students to carry out an effective teaching and learning process. In learning activities, various fictitious techniques will be created which are institutional, meaning that they are adapted to certain educational institutions (Thobroni, 2015).

Learning management has essentially the same meaning as education management. However, the scope and field of study of learning management is part of school management and is also the scope of the field of study of education management. However, education management has a wider scope than school management and learning management. In other words, learning management is an element of school management while school management is part of education management, or the application of education management in school organizations as one component of the applicable education system (Yamin, 2010).

This understanding of learning management can be interpreted broadly, in the sense that it includes all activities on how to teach students from learning planning to learn assessment. In a broad sense, learning management is a series of process activities to manage how to teach students by planning, organizing, directing or controlling, and assessing activities. While learning management in a narrow sense is defined as activities that need to be managed by educators during interactions with students in the implementation of learning (Saefullah, 2012).

Based on the results of observations and interviews conducted at the Ulul Albab Islamic Boarding School Lubuklinggau, shows that the learning management function is divided into 4 parts, namely:

Planning for Tahfidz Al-Qur'an Learning at the Ulul Albab Islamic Boarding School Lubuklinggau

Based on the researcher's analysis, the planning of tahfidz Al-Qur'an learning at the Ulul Albab Islamic Boarding School Lubuklinggau starts from the learning objectives, the material presented and the learning strategies that exist at the Ulul Albab Islamic Boarding School Lubuklinggau. As with other institutions, the Ulul Albab Islamic Boarding School Lubuklinggau has learning activities to memorize the Qur'an before the implementation of these activities, planning is carried out.

According to Suherman Emen, in terms of preparation, the relevant specialized institutions through their leadership and/or other management personnel must carry out planning, which includes various activities from strategic to operational matters, namely: set learning objectives, establish basic competencies, and provide facilities and infrastructure.

Then according to GR. Terry and L.W. Rue, planning is planning all activities and activities that involve determining the goals to be achieved in the future and what must be done to achieve those goals correctly and by the expectations and plans set. Ambarita Alben explains lesson planning in terms of making decisions about the organization, implementation, and evaluation of learning.

Learning planning for the Ulul Albab Islamic Boarding School in Lubuklinggau is only carried out by Ustad Ahmadi. The initial step of planning the tahfidz Al-Qur'an learning program at the Ulul Albab Islamic Boarding School Lubuklinggau is to be obedient and respectful to elders, and to keep oneself pure. Qur'an and keeping a distance from male students when touching the students must take ablution again. Then the high discipline taught by Mudir who is usually called Aby Ahmaadi, students must keep the environment clean and come on time. Both in the learning process must be disciplined, not only students who obey the rules of the teachers, but they must also be disciplined when teaching, they must not talk to fellow teachers or neglect their duties (Mujahidin et al., 2020).

Learning planning is the first step to carrying out a tahfidz Al-Qur'an learning activity (memorizing the Qur'an) with a good learning plan, facilitating and clarifying the description of the duties of each teacher. Before the tahfidz Al-Qur'an learning activities were carried out, the teachers made plans, Mudir gave them entirely to the Ustadz and Ustadzah to guide the students at the Ulul Albab Islamic Boarding School. The plan is used as a reference for students to advance in one month.

According to Suherman Eman, the planning steps in the context of implementing KBM include: studying, implementing, and supervising the implementation of the design; determining learning objectives, identifying needs, setting service standards, compiling curriculum, procuring funds, facilities, infrastructure, and facilities, as well as final preparation meetings. Planning is always the first in every activity. The first step in planning tahfidz Al-Qur'an learning (memorizing the Qur'an) at the Ulul Albab Islamic Boarding School is to set learning objectives.

Learning Objectives of Tahfidz Al-Qur'an

In setting the goal of learning to memorize the Qur'an at the Ulul Albab Islamic Boarding School, Aby Ahmadi carried out the provision of basic skills to students in the form of Akhlakul Karimah education which would make students the successors of the Qur'anic nation and have intellectual insight with good character. Here, the students not only read and memorize the Qur'an, but the morals of the students must also be improved by telling stories from the figure of our Prophet Muhammad SAW and by the contents of the Qur'an, the most important thing is that it does not come out of the teachings of Islam. According to Arfin Zainal, the purpose of learning is a change in student behavior from negative to positive. According to Hamzah, the purpose of learning is a specific statement that is stated in written form to describe the expected learning outcomes. Based on the researcher's analysis, there are 3 objectives of learning to memorize the Qur'an, namely: able to read, know the length and short, and understand the makharijul letters and their tajwid fluently, memorize with fluent reading, and have good morals and are even expected to have behavior as in the Qur'an. The learning objectives are used as guidelines for determining other components in learning to memorize the Qur'an. After the learning objectives of tahfidz Al-Qur'an activities are identified, namely identifying needs. Based on the analysis of researchers at the Ulul Albab Islamic Boarding School in Lubuklinggau, the identification of the Ulul Albab Islamic Boarding School in Lubuklinggau was carried out by Mudir and tahfidz teachers.

Learning Tahfidz Al-Qur'an

After the learning objectives are clear, in the world of education there must be learning materials that are by the learning objectives. Classification at the Ulul Albab Islamic Boarding School is adjusted to the ability of the students. Here the lower class, they are still learning how to read Iqra, the length of the letters, and they are still introduced to the memorization of the Al-Qur'an, although the students who are still small read, the students can still memorize it well. Then in the next class, students learn more about how to read letters, tajwid, and

memorize the Qur'an. And in the last class, students are taught fiqh and memorizing the Qur'an. Each class on memorizing the Qur'an makes students memorize quickly, students do not stop memorizing from lower grades to upper grades, student memorization continues.

The competency standards of graduates at the Ulul Albab Islamic Boarding School Lubuklinggau were designed by a team consisting of Mudir and Ustadz. The competency standards of graduates are designed by themselves for learning to memorize the Qur'an. To be able to achieve the predetermined competency standards, the students need 4 years and there are even students who have completed 5 years. The competency standards for graduates of the Ulul Albab Islamic Boarding School Lubuklinggau are 5, namely: have good morals, have a sense of love for the Qur'an, have the soul to preach, able to read Iqro and Al-Qur'an fluently according to the law of reading, able to memorize the Qur'an fluently.

Tahfidz Al-Qur'an Learning Strategy

By having a planned strategy, the learning process at the Ulul Albab Islamic Boarding School Lubuklinggau can run smoothly. Based on the researcher's analysis, there are 4 learning strategies for tahfidz Al-Qur'an, namely: adaptation of new students for one week, provide constructive motivation, effective and efficient classroom management techniques, give awards to outstanding students.

Based on the results of interviews and observations that researchers did, the strategy from the first Ulul Albab Islamic Boarding School was the adaptation of students who were given one week. Parents who want their children to take lessons at the Ulul Albab Islamic Boarding School before paying the registration fee are given time to participate in the learning process. If the students feel comfortable and want to take part in the existing activities, then the parents pay the registration fee. But if there are children who don't want to, it's also okay to stop immediately. This activity is not forced either from the parents themselves or from the Ulul Albab Islamic Boarding School, everything is purely from the hearts of the children who want to take part in the activities at the Ulul Albab Islamic Boarding School. This aims to make students feel comfortable in learning and the knowledge given can be accepted sincerely without any coercion from any party.

Then by providing continuous motivation, be it Mustofa, Aisyah, Aminah, and other classes. The motivation given by the teacher can build the spirit of the students to keep learning seriously. The motivation given is like giving a story that describes how great the Prophet Muhammad was in defending Islam, even though he was insulted, insulted, and hurt, the Prophet Muhammad was still enthusiastic about upholding Islam. Motivating is the process of encouraging employees to work hard and diligently and guiding them in implementing plans to achieve goals effectively and efficiently. According to Sardiman, motivational activity is a series of efforts to provide certain conditions so that someone wants and wants to do something, and if he doesn't like it, he will try to negate or avoid the feeling of dislike. That way the students continue to have a new spirit every time they take part in the lessons at the Ulul Albab Islamic Boarding School Lubuklinggau.

Furthermore, giving spiritual showers to the students by explaining how big it is to read the Qur'an, by listening to people who read the Qur'an alone, get a reward, especially with students who memorize and understand a lot of verses of the Qur'an. earned reward. Becoming a hafiz or hafizoh is not easy, all of this is purely from the hearts of the students themselves. With a high willingness in studying the Qur'an and being supported by a family, God willing, it will go well. And don't forget to pray and dhikr to Allah SWT who turns human hearts. As Ustadz Aldo said, we as humans only try and surrender, only Allah SWT can change it.

The next strategy is systematic class management, in the Ulul Albab Islamic Boarding School Lubuklinggau students don't just memorize it right away, everything needs a process starting from looking at the students' readings, long-short letters, makhrojul letters, and good recitation so that students can memorize fluently. Such as the Middle class for new children, the middle class for children who are already fluent in reading and long and short readings, and the upper class for children who are fluent in reading the Qur'an and can understand the Tajweed. From good classroom management and planned collaboration, the learning process can be carried out according to the objectives of the Ulul Albab Islamic Boarding School. Then from the results

of the researcher's observations and the results of interviews with Mudiroh in learning, peer tutors carried out peer tutoring, namely, guidance carried out by fellow friends to help to learn at Tahfidz's House.

From these strategies, the Ulul Albab Islamic Boarding School in Lubuklinggau can build the enthusiasm of students to read and memorize the Qur'an well and fluently.

CONCLUSION

Based on the results of the research that has been done, the researchers can conclude that the management of tahsin and tahfidz Al-Qur'an learning at the Ulul Albab Islamic Boarding School Lubuklinggau consists of planning, organizing, implementing, monitoring, and evaluating learning. Planning consists of determining the goals, methods, or methods taken in learning tahsin and tahfidz Al-Qur'an, determining learning materials, and determining learning strategies carried out at the Ulul Albab Islamic Boarding School. In the organizing section, there are facilities and infrastructure that support learning, management of teachers and students, materials, and time for implementing learning. Then the implementation of learning uses the tadarus method, the sima'an method, and the deposit method. The method factor should not be ignored in the process of memorizing the Qur'an, because the method will determine the success or failure of the purpose of memorizing the Qur'an. The better the method, the more effective it is in achieving the goal. Supervision of learning is carried out by the person in charge of learning tahfidz Al-Qur'an, namely Mudiroh and Ustadz Ustadz. Meanwhile, there is no formal evaluation, but more emphasis is placed on practical and verbal evaluations that are carried out at any time.

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