

Managing for Success: Mudir's Smart Tactics in Tahfiz Program

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ABSTRACT. The focus of this research is the community's drive to enroll their children in tahfiz programs, which has led to many tahfiz institutions developing in the community. Ma'had Daarut Tahfiz Al-Ikhlas is a pesantren that focuses on learning tahfiz program. The objectives of this study are (1) to find out how Mudir's strategy is used to manage the tahfiz program at Ma'had Daarut Tahfiz Al-Ikhlas, and (2) to analyze the impact of applying Mudir's strategy in managing the tahfiz program at Ma'had Daarut Tahfiz Al-Ikhlas. The type of qualitative research used in this research is a case study. This study was conducted at Ma'had Daarut Tahfiz Al-Ikhlas. Observation, interview, and documentation are data collection methods. Leader/Mudir, Deputy Mudir Regular, Deputy Mudir Intensive, and santri are the data sources of this study. In this study, data collection techniques, data reduction, data presentation, and conclusion drawing were used. To test the validity of the data, triangulation of techniques and sources was used. The results showed that (1) Mudir's Strategy in Managing the Tahfiz Program at Ma'had Daarut Tahfiz Al-Ikhlas consists of a) Implementation, b) Curriculum, c) Management, and d) Supervision. Wahdah method and Thariqatu al-jumlah memorization using sabaq, sabqi, manzil, and mukammal techniques. The two main programs in management are the regular program and the intensive program. (2) Syahadah Al-Qur'an and the speed of achieving the goal show the role of Mudir's strategy in Tahfiz program management. The Tahfiz program at Ma'had Daarut Tahfiz Al-Ikhlas is very successful. A santri can memorize 30 juz Al-Qur'an within 8 months and 1 year and 10 months.

Keywords: *Tahfiz Program, Mudir's Strategy, Ma'had Daarut Tahfiz Al-Ikhlas, Santri, Manajemen.*



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INTRODUCTION

Education is a basic need for every person to be able to live (Aprilianto & Mariana, 2018; Kartiko, Zuana, Sirojuddin, Rofiq, & Maarif, 2020). It is very important for everyone because it is an important part of forming creative and quality individuals. (Suprihatin, Rachmawati, Sasongko, Ma'arif, & Kader, 2022). Education also plays an important role in any effort to improve the state of the world (Ardiwansyah, Cahyono, & Iswati, 2023). To improve the quality of education, better learning strategies are needed to achieve these goals. Individuals must have the ability to develop good life skills, innovation, renewal, and creativity along with the times. To produce quality students, educational institutions must have a good learning process. This is because in essence, the main activity in education is learning. Therefore, educational institutions must continue to improve the quality of learning to produce quality students. The process of exploring knowledge is a phase where students and employees collaborate to gain a better understanding of the subject matter. The first and earliest traditional education system established in Indonesia is known as the Islamic boarding school. Islamic boarding schools have a unique and distinctive

education system. Islamic boarding schools are educational institutions that strictly strive to study and apply Islamic ethics.

Currently, many educational institutions are developing Quran memorization programs to be used as flagship programs (Amirudin, Supiana, Zaqiah, & Rohimah, 2024; bidangpenmadsumsel, 2023; Sariman, 2022). Research conducted (Sulkifli, 2023) Islamic boarding schools have an important role in character building to prevent radicalism. Mudir Ma'had is a term that is generally unknown to many people, namely the head of a special educational institution for girls called TMI (Tarbiyatul Muallimien Al-Islamiyah), who is responsible for the management and development of the institution (Hartono, 2016). As revealed by several studies that focus on Islamic boarding school leadership (Heriyono, Chrysoekamto, Fitriah, & Kartiko, 2021; Mahrus, 2012) researching the leadership of kyai in Islamic boarding schools at the learning stage, and preparation for facing the life of students. The research produced by (Rahayu, 2018) discussing improving the quality of learning in Islamic boarding schools with a focus on teacher competence and improving the quality of learning in Islamic boarding schools. (Kartiko, Wibowo, Gobel, Wijayanto, & Saputra, 2023; Nur 'Azah, 2023; Sirojuddin, Ashlahuddin, & Aprilianto, 2022) revealed that if the design for accepting students at MAAD, student development, and the development evaluation model had the same academic system as for undergraduate students, it would produce good quality.

Based on the description above, this study seeks what has not been studied by previous researchers with similar research themes so that it can contribute to the world of education both theoretically and practically. Based on the objectives of the study, this study poses two questions in this study. The first question is to find out the implementation of Mudir's strategy in managing the tahfizh program at Ma'had Daarut Tahfizh Al - Ikhlas and the second question is to analyze the implications of the implementation of Mudir's strategy in managing the tahfizh program at Ma'had Daarut Tahfizh Al - Ikhlas.

This research needs to be conducted because previous research in the previous section of this article has not been able to reveal the role of the mudir in managing the tahfidz program in educational institutions. Although many educational institutions have developed Quran tahfidz programs, it is not clear what management strategies are applied by the mudir (leader) in managing the program. Research can explore the various strategies used by the mudir, both in terms of organizing the program, allocating resources, or making decisions, and evaluating their effectiveness in achieving educational goals and character formation.

RESEARCH METHODS

This study uses qualitative with a case study approach, this was chosen because it was to examine in detail the process of the Mudir Ma'had strategy in managing the tahfizh program at Ma'had Daarut Tahfizh Al - Ikhlas Aceh. By using this approach, it is expected to build a proposition to explain the meaning that exists in reality (Aspers & Corte, 2019). This research was conducted at Ma'had Daarut Tahfizh Al - Ikhlas Aceh with a period of December 2022 to 2023. The researcher was present in person to obtain the validity and accuracy of the data needed by the researcher.

Data is an important thing in a research to get information or facts according to reality to match the focus of the research. This research uses primary data and secondary data. This primary data is obtained directly from informants through interviews, traces and so on (Grbich, 2013). Meanwhile, secondary data is obtained indirectly and can be obtained through documents, photos and others (Miles, Huberman, & Saldana, 2013). The data collection technique using the case study approach is carried out by researchers going directly into the field at the agency that is the object of the research to obtain primary data and secondary data (Abbey & Meloy, 2017). Some of

the data collection techniques for this research are through observation, interviews and documentation (Creswell & Creswell, 2013).

The collected data is then subjected to qualitative analysis tests with steps such as data reduction, data presentation and drawing conclusions and verifying the data (Miles et al., 2013). To obtain tested data or data validity, several techniques are needed, such as examination techniques based on a number of specific criteria. In this study, the data validity test uses triangulation techniques. The triangulation in question is rechecking by increasing the number of sources or informants, time triangulation is the consistency of interview results with different times and the last triangulation is conducting a credibility test (Huberman & Miles, 2002).

RESULTS AND DISCUSSION

Result

Mudir's Strategy in Managing the Tahfidz Program

Pelaksanaan program tahfidz ini dengan melakukan kegiatan sebagaimana mestinya pada other educational institutions, but what makes it different is the tahfidz program or memorizing the Al-Quran which is the main or leading program of this educational institution. This was revealed by the ustad who is also the head of the school, with the following statement; "As a leading program in this educational institution, tahfidzul quran, namely memorizing the Al-Quran, is stated in the vision of our institution today"

This statement is in accordance with the data obtained by researchers through secondary sources which show the following vision and mission "The realization of a generation of Islamic successors who memorize, understand and practice the Al-Quran and Sunnah".

Ma'had Daarut Tahfizh Al - Ikhlas has a memorization target that must be achieved when implementing the Tahfizh program. The target is differentiated based on the level of education at Ma'had Daarut Tahfizh Al - Ikhlas, namely MIT, MTsT and MAT. The goal of memorizing the Qur'an for students at the Integrated Elementary Madrasah (MIT) is to achieve a minimum of 5 Juz within a period of 6 years. The learning time for memorizing the Qur'an is planned for 3 hours every day, while the remaining time will be used for other subjects.

From this table, the target for memorizing students at the Ma'had Daarut Tahfizh Al-Ikhlas level can be seen.

Table 1Students' Memorization Targets

No	Class	Semester Memorization Target		Information
		Odd	Even	
1	I	Juz 30, (1/2 Juz)	Juz 30, (1 Juz)	
2	II	Juz 1, (1/2 Juz)	Juz 1, (1juz)	
3	III	Juz 2, (1/2 Juz)	Juz 2, (1juz)	
4	IV	Juz 3, (1/2 Juz)	Juz 3, (1juz)	
5	V	Juz 4, (1/2 Juz)	Juz 4, (1juz)	
6	VI	Muraja'ah	Persiaoran UN	

In implementing learning, Ma'had Daarut Tahfizh Al-Ikhlas integrates the madrasah curriculum with the Tahfizh program according to the levels of madrasah MIT, MTsT, and MAT.

Integrated Elementary Madrasah (MIT) Ma'had Daarut Tahfizh Al-Ikhlas is a formal elementary education institution organized by Ma'had Daarut Tahfizh Al-Ikhlas under the auspices of the Ministry of Religion of the Republic of Indonesia.

The curriculum used is a combination of the Education Unit Level Curriculum (KTSP) and the 2013 Curriculum (K13) based on the Decree of the Minister of Religion (KMA) Number 207 of 2014 concerning the Madrasah Curriculum. The KMA was then followed up with a Circular Letter from the Directorate General of Islamic Education No: SE/Dj.I/PP.00.6/1/2015 dated January 2, 2015. The essence of the decision is that all madrasahs, including MI, use a 'combination curriculum', namely the 2006 School Level Curriculum (KTSP) for general subjects and the 2013 Curriculum for Islamic Religious Education and Arabic subjects. The 2006 State Elementary Madrasah (MIN) Curriculum, also known as the School Level Curriculum (KTSP) for general subjects includes the following subjects: PPKn, Indonesian, Mathematics, Science, Social Studies, and Sports. Meanwhile, religious studies use the 2013 State Elementary School (MIN) curriculum covering the following subjects: Al-Qur'an Hadith, Fiqh, Aqidah Akhlak, Islamic History, Arabic, plus the Ma'had Daarut Tahfizh Al-Ikhlas curriculum covering the following subjects: Al-Qur'an Memorization/Tahfizh (Focused lesson), Tajwid Science, Tahsin, and Naghmah. The implementation of the KTSP curriculum, the 2013 Curriculum, and the Ma'had Daarut Tahfizh Al-Ikhlas curriculum in the learning process is oriented towards achieving individual student learning achievements and group student learning achievements. Or in other words, the achievement of learning objectives can be seen from the completion of students both individually and in groups in each subject. Thus, it can be understood that learning at the Integrated Elementary Madrasah (MIT) level is the same as learning at other madrasahs, but the Ma'had Daarut Tahfizh Al-Ikhlas institution has a special characteristic, namely memorizing the Al-Qur'an for every graduate.

Generally, students at Elementary School/Islamic Elementary School level do not yet have the ability to read the Qur'an. Therefore, learning to memorize the Qur'an at the Integrated Islamic Elementary School (MIT) Daarut Tahfizh Al-Ikhlas is divided into two stages as follows: First Stage: Grade 1 to grade 3, or for students who do not yet have the ability to read the Qur'an, using the taqlid method (imitating/following). This method is oral learning, where students imitate the teacher's reading until they are able to memorize it. This method is known as the Gabriel method, which is inspired by the command of Allah SWT to the Prophet Muhammad SAW to follow the reading of the Qur'an delivered by the Angel Gabriel as an intermediary for Allah SWT's revelation. Allah SWT said: "When we have read it (namely Gabriel read it), then follow its reading" (QS. Al-Qiyamah: 18). In essence, the Jibril Method technique is taqlid (imitation), where students imitate their teacher's reading. Thus, the Jibril method places the teacher as the center of learning or source of information in the learning process. In addition, the practice of Angel Jibril in reciting verses to the Prophet Muhammad SAW was with tartil (following good and correct tajwid). Therefore, the Jibril method also encourages reading the Qur'an with tartil. Allah SWT says: "And read the Qur'an slowly" (Q.S. Muzammil: 4).

Second Stage: Grades 4 to 6, or for students who already have the ability to read the Qur'an well, using the following methods, first the Wahdah Method: Before starting tahfizh, the teacher corrects the student's reading of the Qur'an. Then the student reads the page ten times or more, then memorizes it verse by verse until one page is formed. After that, the student memorizes and fluently reads it in front of the teacher. If the memorization is smooth, good, and correct, then the student is allowed to continue to the next page. The second method of Thariqatu al-Jumlah: The student memorizes each sentence and then arranges it until it becomes one perfect verse. Then the student combines the memorized verses into one page, then reads it fluently in front of the teacher. If the memorization is smooth, good, and correct, then the student is allowed to continue to the next page.

Management of Tahfidz Program

From the results of observations and interviews conducted by researchers in the field, two managements of the Tahfizh program were found at Ma'had Daarut Tahfizh Al-Ikhlas in the regular program. The Regular Program is one of the learning programs at Ma'had Daarut Tahfizh

Al-Ikhlash where students undergo activities to memorize the Qur'an and also study madrasah lessons every day. The results of the interview with the Deputy Mudir Regular, Ustadz Satrya Al Hafizh, showed the following

"Ma'had Daarut Tahfizh Al-Ikhlash has a regular program which means that learning is carried out as in other madrasahs with the addition of a Tahfizh program. The learning time in a day is divided where 60 percent is filled with the Tahfizh program and the remaining 40 percent for madrasah lessons. So, in the regular program, in addition to memorizing the Qur'an according to the target, students also attend madrasah lessons every day."

From the information, it can be seen that learning at Ma'had Daarut Tahfizh Al-Ikhlash spends more time on the Tahfizh program. The implementation time of the Tahfizh program in a day is three times, namely after dawn, dhuha time and after maghrib while after dhuhur until the afternoon is used to study madrasah lessons. The students are grouped into one group when memorizing the Al-Qur'an according to the schedule that has been made. This is as per the results of an interview with the Deputy Director of Regular Ustadz Satrya Al Hafizh, namely:

The technical implementation of the Tahfizh program in the Regular Program is as follows: Students are grouped into one halaqah with a maximum of 20 students who are guided by one ustadz. Each student has prepared memorization and submitted a sabaq of at least 1 page. If submitting a sabaq of at least 2 and a half sheets. Furthermore, students who have reached Manzil submit a memorization of at least 1 juz. The memorization that is submitted will be listened to directly by the supervising ustadz or the halaqah ustadz.

The schedule for the implementation of the Tahfizh program at Ma'had follows the established schedule, starting from preparing to go to the prayer room at 4 am to prepare new memorization that has been memorized. After Maghrib time, they will submit their memorization to the halaqah ustadz. After Subuh, they return to submit their memorization until 7.30 am. Then, the activity continues from 8.30 to 11.00 am, before the qailullah and ishoma breaks. After Dhuhur, the students attend madrasah lessons until the afternoon. After Maghrib, the students return to prepare new memorization for the next day. This is the schedule of activities in the regular program every day.

The Intensive Program is one of the learning programs at Ma'had Daarut Tahfizh Al - Ikhlash where students memorize the Al - Qur'an every day with high intensity and long time. This is as per the results of an interview with the Deputy Director of Intensive Ustadz Munawir Al Hafizh, namely:

"In Ma'had Daarut Tahfizh Al Ikhlash there is a term intensive program which means a program that focuses students to memorize the Al-Qur'an with high intensity or a longer time. The Tahfizh program is the main focus studied by students every day. If you look at the learning time in a day, 75 percent of the lessons are filled with the Tahfizh program and only the remaining 25 percent are filled with dayah or other diniyah lessons."

Judging from the results of the interview, the implementation of the Tahfizh program in the Intensive is very dominant with a percentage of time of more than 75 percent to memorize the Al-Quran. The following is a list of learning activities for students in the Intensive program of Ma'had Daarut Tahfizh Al-Ikhlash:

The implementation time of the Tahfizh program in a day reaches four times, namely after dawn, dhuha time, after dhuhur and after maghrib, while for studying madrasah lessons, a little is carried out, namely only dissecting exam questions. The students are grouped into one group when memorizing the Al-Qur'an according to the schedule that has been set when memorizing the Al-Qur'an according to the schedule that has been set.

This is according to the results of an interview with the Deputy Director of Intensive Ustadz Munawwir Al Hafizh, namely:

The technical implementation of the Tahfizh program is that students are grouped into one halaqah of 20 students who are guided by one ustadz. Then the students have prepared memorization by submitting a sabaq of at least 1 page. If submitting a sabqi of at least 2 and a half sheets. And Manzil submits a memorization of at least 1 juz. The memorization that is submitted is heard directly by the supervising ustadz or the halaqah ustadz.

The implementation time of the Tahfizh program at Ma'had follows a predetermined schedule starting from 4 o'clock to prepare to go to the prayer room to prepare new memorization that has been memorized after Maghrib which will be submitted to the halaqah ustadz. After dawn, they submit their memorization until 7.30 then continue again at 8.30 until 11.00 then qailullah and ishoma. After dhuhur, it is continued again from 14.00 until Ashar. After Maghrib, the students go back to prepare new memorization for the next day. That is the schedule of activities in the intensive program every day.

As in the Regular Program, when memorizing, students are grouped into a halaqah, each halaqah consists of a maximum of 20 people, with one teacher. Grouping is based on selection, with consideration of memorization proximity and closeness of ability and fluency. Group evaluations are carried out every month and if there is a decrease or increase in achievement in students, they are transferred to another halaqah that is appropriate to their level. Allocation of face-to-face time is between 5-8 hours per day. Students take turns submitting memorization to the teacher until finished. Students who have submitted memorization are directed to repeat their memorization either individually or in pairs.

The method of submitting students' memorization to the ustadz of their halaqah is in the form of, Sabaq or New memorization Deposit is to listen to the verses that have been memorized in front of the teacher every day 1 to 2 pages., then Sabqi or Muraja'ah new memorization is to repeat the memorization that has been submitted in front of the teacher, which will continue to increase every day by 1 to 2 pages from the beginning of the juz until the deadline for the memorization deposit is submitted on those days (max 1 juz), and Mukammal is 'Tasmi' again the latest memorization if the memorization has reached: 1 juz, 5 juz, 10 juz, 15 juz, 20 juz, 25 juz and 30 juz and Manzil or Muraja'ah old memorization is to repeat the memorization that has been memorized until the deadline for the new memorization. The rotation of the manzil requires students to be between 7 to 10 days, because the rotation of the manzil that exceeds 10 days is prone to forgetting. Students are required to be disciplined in reading the manzil, so that when they finish they will be able to read the Qur'an bil ghaib (without seeing) at least one day 3 juz. Students who want and are able to read Manzil more than 3 juz are permitted and highly recommended.

Implications of the Implementation of Mudir Strategy in Managing the Tahfizh Program

Implication is a consequence or direct result of the findings of a scientific study. The results of this study are about the results or consequences of the process of managing the Tahfizh program at Ma'had Daarut Tahfizh Al - Ikhlas. Based on the results of the study, it is known that the variables of strategy and method have a significant influence on the level and number of students who achieve the target of the tahfizh program. In addition, there is also a variable of teacher quality which also has a significant influence on the success of the tahfizh program. This can be seen from the research that has been conducted at Ma'had Daarut Tahfizh Al - Ikhlas which has implications for the management of the Tahfizh program at Ma'had Daarut Tahfizh Al - Ikhlas.

Mukammal is one of the techniques to test the fluency and quality of students' memorization. At the MIT level, students who achieve the target continue to increase every year.

Researchers also found that students at the MIT level not only memorized up to 5 juz, but there were also several students at the MIT level who managed to memorize 10 juz. In fact, these students were also able to follow Mukammal for a total of 10 juz memorization.

Based on the findings above, they can be summarized in the following table 2:

Table 2 Findings of Tahfidz Program Management Strategy

No	Dimensions	Information
1	Management Aspects	The Tahfidz Learning Method includes two stages, namely: 1. The First Stage for classes 1-3 uses the Taqlid method 2. The Second Stage for classes 4-6 uses the Wahdah and Thariqatu al-Jumlah methods
2	Regular Program	Students memorize the Qur'an with a structured schedule. Learning time is divided between Tahfizh (60%) and madrasah subjects (40%).
3	Intensive Program	The main focus is on Tahfizh with 75% time allocated for memorizing the Qur'an and 25% for other lessons.
4	Achievement Results	MIT students who follow the Tahfizh program consistently show an increase in achievement every year, with some students even achieving memorization beyond the specified target..

Discussion

Mudir's Strategy in Managing the Tahfizh Program

In Managing the Tahfizh Program, Mudir uses strategies at Ma'had Daarut Tahfizh Al - Ikhlas. The strategies found by the researcher are Implementation, Curriculum, Management, and Control. The implementation of the Tahfizh program at Ma'had Daarut Tahfizh Al-Ikhlas refers to the vision, mission and objectives. These objectives have a memorization target that must be achieved, namely 5 juz for the MIT level, 30 juz for the regular program for 5 years and 30 juz for the intensive program for 2 years. The implementation of the Curriculum at Ma'had Daarut Tahfizh Al - Ikhlas is divided into 2, namely the Ministry of Religion curriculum and the Islamic boarding school curriculum. The implementation of the curriculum at Ma'had Daarut Tahfizh Al - Ikhlas is the process of implementing or applying the curriculum plan that has been set in the planning and organization in the form of learning in schools and in Islamic boarding schools. One of the implementations in the Islamic boarding school curriculum is the Tahfizh program.

The method of learning Tahfizh at Ma'had Daarut Tahfizh Al - Ikhlas is: The Wahdah method is before memorizing, the teacher corrects the student's reading of the Qur'an, then the student reads the page ten times or more, then memorizes it verse by verse, arranged into one page, then smoothes the page, submits his memorization in front of the teacher, if it is smooth, good and correct memorization, then he may continue to the next page (Farida, Ma`arif, & Kartiko, 2021). The Thariqatu al-jumlah method is to memorize each sentence then arrange them until one verse is perfect, then arrange the memorized verses until one page is complete and then smooth it out, submit the memorization in front of the teacher, if it is smooth, good and correct, then you can continue to the next page (Dian, Rosbiah, & Prayoga, 2020; Mirjan, Saiful, & Sulastri, 2021; Wajdi et al., 2022).

There are two programs in this institution, namely the regular program and the intensive program. The memorization technique in the two programs is the same, namely using the sabaq, sabqi, manzil method. Sabaq or New memorization Deposit is to listen to the memorized verses in front of the teacher every day 1 to 2 pages. Sabqi or Muraja'ah of new memorization is to repeat

the memorization that has been submitted in front of the teacher, which will continue to increase every day by 1 to 2 pages from the beginning of the juz until the deadline for the memorization deposit is submitted on those days (max 1 juz). Mukammal is 'Tasmi' again the latest memorization when the memorization has reached: 1 juz, 5 juz, 10 juz, 15 juz, 20 juz, 25 juz and 30 juz. Manzil or Muraja'ah of old memorization is to repeat the memorization that has been memorized until the deadline for the new memorization. The rotation of the manzil requires students to be between 7 to 10 days, because the rotation of the manzil that exceeds 10 days is prone to forgetting. Students are required to be disciplined in reading the manzil, so that when they finish they will be able to read the Qur'an bil ghaib (without seeing) at least one day 3 juz. Students who want and are able to read Manzil more than 3 juz are permitted and highly recommended.

As for the supervision and control of the implementation of the tahfizh program at Ma'had Daarut Tahfizh Al - Ikhlas, there are several ways to evaluate it. The first is by means of evaluation, namely every month each halaqah ustadz reports on the progress of the students' memorization. The second way is that at the end of each semester the halaqah ustadz will hold a Tahfizh exam. The Tahfizh exam that is held can be in the form of a memorization test and the third is also a memorization fluency test, namely by re-reading or termed Mukammal. Mukammal is a 'Tasmi' re-reading of the latest memorization if the memorization has reached: 1 juz, 5 juz, 10 juz, 15 juz, 20 juz, 25 juz and 30 juz.

When compared to the theory According to Tilaar, good teaching planning has certain characteristics in Islamic boarding schools, namely the following: selection of teaching facilities that are appropriate to the conditions and resources available in Islamic boarding schools, strategies formulated are adjusted to the provisions in certain situations, a planner should have an "Asense of Strategy" in the sense of having the ability to collect and organize existing strengths in determining advantageous positions in facing and solving problems that may occur in Islamic boarding schools both in the internal and external environment and considering aspects that appear to influence the achievement of goals (Neolaka & Amialia, 2015; Qasserras, 2024).

Therefore, based on the findings of the research results, it can be concluded that the Tahfizh program at Ma'had Daarut Tahfizh Al - Ikhlas has a very good and planned strategy. When compared to anything contained in the theory, it is well implemented in running the Tahfizh program at Ma'had Daarut Tahfizh Al - Ikhlas.

The Mudir Strategy in Managing the Tahfizh Program at Ma'had Daarut Tahfizh Al - Ikhlas consists of: 1) Implementation, namely learning at Ma'had Daarut Tahfizh based on the vision, mission, goals and targets of the Tahfizh program that must be achieved. The implementation of the Tahfizh program is that students are grouped in one halaqah of 20 students who are guided by one ustadz; 2) The curriculum consists of the curriculum of the Ministry of Religion and the Tahfizh Program. The methods applied in the Tahfizh learning method at Ma'had Daarut Tahfizh Al - Ikhlas are: Wahdah Method and Thariqatu al-jumlah Method with the technique of memorizing sabaq, sabqi, manzil; 3) Management of the Tahfizh program at Ma'had Daarut Tahfizh Al - Ikhlas is. by creating two programs, namely regular programs and intensive programs, regular programs and intensive programs are intensive programs that focus more and have more time to memorize the Qur'an, while in the regular program the time is more for school lessons or general lessons, while Tahfizh is less. Therefore, the targets are different in intensive 2 years of completion and regular 6 years of completion; 4) For supervision and control of the development of students' memorization with three evaluation methods. The first is held every month where each ustadz or teacher reports on his students. The second is that students take the Tahfizh exam at the end of each semester. The third is by means of Mukammal, namely students who reach the target are required to recite their memorization in front of the examiner.

Implications of Mudir Strategy in Managing Tahfizh Program

Implication is a consequence or direct result of the findings of a scientific study. The results of this study are regarding the results achieved based on the results of the Tahfizh

program management process at Ma'had Daarut Tahfizh Al - Ikhlas. From the findings of researchers in the field, it shows very good results. Researchers found that the total number of students who succeeded at the MIT level to participate in Mukammal 5 juz reached 68 students from 2020 to this year 2023. This shows that the students who Mukammal continue to increase every year.

The researcher also found that MIT level students not only memorized up to 5 juz, but there were also several students at the MIT level who managed to memorize 10 juz. In fact, these students were also able to participate in the Mukammal for a total of 10 juz. Based on observations and interviews, the researcher found that the success of the Tahfizh program at Ma'had Daarut Tahfizh Al - Ikhlas was very good. The success of students who achieved the memorization target was seen from the number of participants in the Al Qur'an Syahadah each year. The Al - Qur'an Syahadah is an indicator of the extraordinary success of the Tahfizh program at Ma'had Daarut Tahfizh Al - Ikhlas. The better the management of the Tahfizh program, the more students will be able to memorize the 30 juz of the Al - Qur'an and its quality can be proven with the Al - Qur'an Syahadah. The total number of students who have been syahadah at Ma'had Daarut Tahfizh Al Ikhlas is 102 students. Since the first shahadah was implemented in 2018 until today.

Of the total, there are around 30 percent of regular program students who have successfully passed the Al-Qur'an Syahadah. The results of Mudir's strategy in managing the tahfizh program here can refer to the targets achieved within a certain period of time. The achievements achieved here can be in the form of academic ability test results for students or achievements obtained in other fields. It has been explained in Law No. 20 of 2003 Article 39 Paragraph 2 concerning the National Education System stating that education is a professional workforce tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service, especially for university educators. Thus, one of the competencies that educators must have is the ability to evaluate both in the learning process and in assessing learning outcomes.

According to Arifin, evaluation is essentially a systematic and continuous process to find the quality (value and meaning) of something, based on certain considerations and criteria in order to make a decision. In the evaluation process there must be consideration of value and meaning based on certain criteria. These criteria are important to be made by the evaluator with several considerations including: The evaluation results can be scientifically accounted for, The evaluator is more confident and of course more proficient than the person being assessed, Avoiding subjective elements, Allowing the evaluation results to be the same even if done repeatedly with different times and people and providing convenience for the evaluator to interpret the evaluation results.

CONCLUSION

An interesting finding from this study is that the quality of Tahfizh at Ma'had Daarut Tahfizh Al - Ikhlas is very fast and also good. This is indicated by students who have participated in the Syahadah Al-Qur'an. Where from the target set for 2 years, the students were able to complete their memorization in less than 2 years. This also further emphasizes the quality of the Tahfizh program implemented at Ma'had Daarut Tahfizh Al - Ikhlas. These results also show that the tasks and strategies that have been carried out as expected in accordance with the programs that have been built in accordance with the vision of the institution. This study has a real contribution in practice that can be applied in other tahfidz institutions not only in Indonesia but throughout the world. In addition, theoretically this study can be a reference for researchers in the future. This study also still has limitations that can be explored further by using different research methods or adding the number of variables studied.

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