

Learning Management of Tahfidz Al-Quran: Analysis of Students Motivation and Achievement

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Abstract—The purpose of this study was to seek out the management of learning in Islamic Boarding Schools in the field of Tahfidz Al-Quran. The study is a qualitative descriptive study using case study methods in Indonesia that assessed the Tahfidz Quran learning management from the motivations of learners and achievable achievements. Research data is collected through interviews with teachers, leaders of boarding school and participants, and excavation of information from observation and documentary studies. Data analysis is done with data reduction, data presentation and deduction drawing. Studies provide information that the learning management in its implementation is up to the established standards, but in some areas further improvement is required. Efforts made through transformational leadership, building commitments and cultures to create innovation in learning.

Keywords—*leadership, learning management, motivation, tahfidz Al-Quran*

I. INTRODUCTION

Globalization has had an enormous impact on human life in various aspects of life, both social, cultural, political, economic, and educational [1]. Human view of education as a noble activity that points mankind toward the human values of action and excitation and invites the implications of direction and purpose. In the history of Indonesian education and education education, the term "Islamic Education" at its general level is understood to have a characteristic, a kind of religious background [2]; and Islamic education plays a major role in strengthening the character of learners [3], the development of the character of Muslims through islamic education is done largely by reading, interpreting, and teaching the Koran. In southeast Asia such as Tahfidz Al-Quran learning [4] as in Singapore, Cambodia [5] Thailand, Filipina, Brunei Darussalam [6], dan Malaysia [7]. Malaysia's tahfidz education is the current appeal of Malaysian communities, supported by the many government and private institutions that have filled public education in Malaysia [8].

This paper is intended to discuss further at the micro stage, to reflect the most essential aspect of learning management before executing learning, which is the role of the director of boarding school education must first form a range of

educational undercomes through the current educational development dynamics. Therefore, the head of the boarding school and other ranks can do the compiling of learning programs according to the needs of student and society of the learning community and the scientific community [9]. Success in creating graduate boarders excelling at both national and international levels, causing researchers to explore further the role of leaders and teachers in managing the tahfidz of the Al-Quran..

II. THEORETICAL FRAMEWORK

A. Learning Management

The very existence of learning is intended to develop all potential learners, both cognitive, affective and psychologically. Such an effort can be achieved effectively and efficient when the entire learning activity is properly programmed to meet the needs of the general public [10]. The learning approach centered on learners must be accompanied by a learning model renewal such as direct learning, cooperative learning and problem-based purses [11,12]

The management of learning is essentially a combination of interrelated elements, through planning, execution, organization and evaluation processes to help the learning activities to be effective and efficient [13]. Success of learning is essentially built on the regeneration of innovation in learning [14], Beginning with the learning paradigm, the performance and assessments of activities as part of the accomplishment of an institutional vision and mission. In the context of development the quality of madrasa education could be achieved if every program always used a management system. Therefore, the quality of madrasa education can be quantified, if a management system is meant to be altered to make learning management more qualified [15].

Learning management is essentially a teacher's ability to make use of existing resources, through activities creating and conforming to work so that learning develops to achieve the educational objectives in the classroom effectively and efficiently [16]. In this context, the management of learning is understood as one unity through the process of interaction

between one component and the other components of students, teachers, the purpose and learning materials [17], Interactive diagonally the relationship of those components can be described as follows:

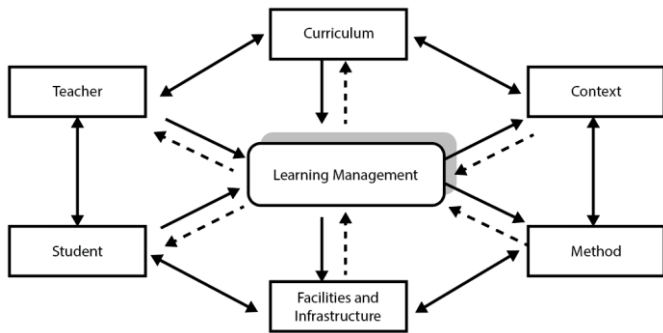


Fig. 1. Interactive relationship learning management.

The above picture shows that the components become essential to realizing the quality of learning and watching the student progress by continually attending to his or her learning needs. It is important to point out that the role of teachers is highly charged in rationalizing the learning process in which teachers need to give learning experiences, engagements, and learning resources to students [18].

B. Memorizing Strategies Of The Al-Quran

In order to help someone make it easier to memorize the verses they have memorized, a good memorization strategy is needed. Some of the strategies used in Memorizing Al-Quran are the double repetition strategy.; do not turn to the next verse before the verse that is being Memorizing Al-Quran are the double repetition strategy.; memorizing the sequence of verses that are memorized in one number after completely memorizing the verses; using one type of Mushaf; understand the verses by heart; using one type of Mushaf; understand the verses by heart [19].

III. RESEARCH METHODOLOGY

The study is a qualitative study with a descriptive method of a method that aims to describe a problem that occurs in real time. This research case study analyzes the motivation of learners in learning that can impact learners' achievements.

This study is conducted in boarding schools. The research informant consists of the head of the log cabin, the handler of the tahfidz program, the teachers and trainees involved in the learning process. As for the data gathered through interviews, observation, documentary studies [20]. Interviews were conducted with the head of the boarding house and the head of the Tahfidz Quran program to obtain more in-depth information about the tahfidz program being held in the boarding house. Further interviews are conducted with teachers of boarding schools to learn the implementation of learning and effort in achieving the purposes of learning and the results obtained from tahfidz defenders. Next, the interview was

conducted with santri to identify the motivation and obstacles santri faced in the tahfidz learning. Observation is made to see how the learning process is performed in the field. The documentary study is done to see a document relating to the Tahfidz Quran management as physical evidence. Research data is analyzed with data reduction, data presentation and deduction drawing [21].

IV. FINDINGS AND DISCUSSION

The Al-Quran Al-Falah Islamic boarding school is a modern Islamic boarding school that integrates non-formal and formal education from primary to secondary education.

The learning conditions for Islamic Boarding Schools have a major program of expletive salafi presentation outside school time by combining traditional and modern concepts. The program was presented to allow learners to master the teachings of Islam intact from the Arabic literature. The presentation program included studies of Tilawah, Nahwu, Shorof and Arabic. With a designer qiroat and koranic tahfidz that qori and hafidz are certified internationally.

The curriculum used in the Islamic Boarding Schools was organized according to the level of education's ability and interests, and was more orientated into reading, understanding and memorizing certain Koran disciplines such as tajwid, qiroat, tahfidz and the Quran interpretation. Tilawah and Qiraat were implemented talaqqi, with grouping systems on tahajji, mu'allam, murattal and mujawwad. Grouping the groups in this boarding house, particularly murattal is the application of tajwij, the Koran and able to apply the song. Whereas mujawwad was the highest level, rhythm was perfected and apply songs like bayati, hyjazz and so on. Other studies are conducted classically by way of references to the classical scriptures that speak Arabic.

Planning the tahfidz programme of the quran in the koranic boarding school at the quran al-falah through several stages of planning the tahfidz program, the learning and dorm services of the tahfidz qoran. Besides the planning of the tahfidz program, they conducted an analysis of the needs of santri, targets, time keeping, facilities and budget. Tahfidz dorm studies and services are carried out with teachers in the realization of the tahfidz Koran vision and mission. The emphasis on learning planning is carried out by the head of the boarding house and teachers by carrying out some of the basic materials - letter tracking, character character, and tajwid.

In the process of planning the tahfidz quran learning, this can be seen from the perseverance and patience of the host of Islamic boarding school and teachers who continued to clean up the daily needs of the orderlies by analyzing the capacity of the learning and dormitory facilities and being selective in receiving learners. In improving the student's skills in understanding and reflection on the values of the Koran, knowledge in the tahfidz and the tilawah of the Koran is needed. The head of the log cabin explains that this boarding schools was intended to print santri for "Al-Amilun Al-Ulama" and confirmed by the director of the tahfidz program]. Whereas

from data acquired by the koranic tahfidz's vision of "Giving birth to Huffadzh Al-Quran with local and global insight and with the character of the Quran." As for the mission of the tahfidz quran program [a] to educate santri to become the hafidz of the Quran, [b] to empower and empower santri to akhlaqul qurani in everyday life. The objective of the tahfidz program included elementary school, junior high school, senior high school and takhossushus who wanted to memorize the Quran.

The education of the Quran is a major program of boarding school, a fist-dispensing material that covers letter paper, properties of letters and tajwid, a material that is required for all student at the beginning of entry and for six months [a semester]. In addition, every month is done by tutors and by rote for the next month.

This Islamic boarding school also carries out a semester program (namely by testing the memorization target of students every semester according to their education level) and an annual program (by carrying out a rote graduation for students who have successfully memorized the Al-Quran 10 juz, 20 juz and 30 juz).

The implementation of Tahfidz Al-Quran learning is carried out to determine who will carry out the main tasks, functions and coordination mechanisms in learning Tahfidz Al-Quran. The communication carried out by the boarding school is well organized to facilitate coordination and the responsibility of everyone in carrying out their obligations. The mechanism that exists between the leader and the teacher is to carry out a rote system according to a predetermined procedure.

The importance of the participation of the parents of students in education and the success of education, then starting in 2012 the boarding school has distributed tasks to teachers [Murabbi] to replace the role of the parents of the student while in the Islamic boarding school by providing encouragement, guidance, prayer and preparing all the necessities of the daily mental and spiritual students. With the existence of murabbi, it is hoped that it can educate and nurture students as if parents care for their own children [The person in charge of the Tahfidz Al-Quran program]. In the implementation of learning, it involves all the pesantren as the organizer and the students as objects in learning. The mechanism for learning Tahfidz Al-Quran at the Al-Falah Islamic boarding school is as follows:

- At the initial stage, all students who wish to memorize the Al-Quran are obliged to improve their reading by following the Tahsin Al-Qiroah program, namely improvements in reading the Al-Quran.
- The second stage, students who are considered to have the ability to read the Koran can be slim and start rote deposits from juz 30 then to juz 1 and so on by means of talaqqi.
- The third stage, students who have memorized and deposited their memorization are required to memorize

and memorize each other with their friends with the guidance of the teaching team to carry out their memorization.

At this stage, students who have finished memorizing from juz 1 to juz 30 are required to repeat or murajaah by depositing it again.

TABLE I. SCHEDULE OF ACTIVITIES FOR STUDENTS

No	Time	Activity	Place Description
1	04.00	Wake up and pray midnight prayer	
2	04.30 - 05.30	Fajr prayer in congregation	Mosque
3	05.30 - 06.20	Al-Quran memorization deposits	Tahfidz house
4	06.35 - 06.50	Breakfast	
5	06.50 - 07.00	Duha prayer	Mosque
6	07.20 - 12.30	School	
7	12.30 - 13.00	Dzuhur prayer and lunch	
8	13.00 - 13.20	Break	
9	13.20 - 13.50	Repeating the memorization that was deposited for those who have not deposited, learn the makhraj huruf	
10	13.50 - 14.20	Study do homework if you have one	
11	14.20 - 15.15	Break/nap during the day	
12	15.15 - 16.00	Shalat ashar berjamaah	
13	16.00 - 17.00	Evening recitation	
14	17.00 - 17.30	Plays	
15	18.00 - 18.40	Evening prayer in congregation	Mosque
16	18.40 - 19.30	Tahsin Al-Quran	
17	19.30 - 19.50	Isha prayer in congregation	Mosque
18	19.50 - 20.15	Dinner	
19	20.20 - 20.40	Evening recitation	
20	20.40 - 21.00	Prepare for school needs	
21	21.00 - 04.00	Break	

The motivation for learning is given by the leadership of the Islamic boarding school to the students by providing understanding, understanding and internalization which is carried out once a week on Friday nights, to be precise at the Islamic boarding school mosque. In addition, the teachers provide verbal guidance through encouragement to improve the quality of memorizing the Quran through daily behavior and attitudes, this guidance aims to maintain a balance between memorization and the life of the students. Meanwhile the leadership provides motivation to teachers by mobilizing and inspiring enthusiasm and participating in competitions both at national and international levels.

Supervision of learning is carried out by monitoring the activities of the students as well as guiding the students' memorization activities at the time of the deposit. This activity is carried out continuously and at the same time provides a closeness between the kyai and the students to continue to monitor the activities of the students. In addition, teachers carry out supervisory activities when the students take takrir to their respective mentors. As for things that are supervised by the students both by the leadership and the teachers, namely

attitudes, behavior, memorization and so on. This also makes the emotional bonds between students and teachers stronger.

Learning evaluation is an important component to determine the extent of the development of students, both in their daily behavior at school or in Islamic boarding schools as well as developments in memorization. Assessment and measurement activities at Islamic boarding schools are carried out regularly and continuously. The learning results are in accordance with what was planned. While the measurement process must be carried out continuously, especially in the learning process which has an impact on changing the behavior of the students. In this case the Islamic Boarding School to conduct evaluation is divided into several stages, namely evaluation of learning and evaluation of learning outcomes.

Learning evaluation is carried out to see how far the learning objectives have been achieved. Evaluation of learning outcomes determines whether or not the results of the learning process are carried out in the form of tests, practice, and passes in fulfilling the target of memorizing Al-Quran. To see the results of the learning that has been implemented, the boarding school and the teachers conduct a direct assessment of the learning development activities of Tahfidz Al-Quran.

V. CONCLUSION

The Islamic institution's awareness of the importance of management and innovation in learning, in order to realize future high quality and noble human resources, certainly needs the support and cooperation of both central governments, local governments, education and societies that collaborate to create both effective and efficient learning

The research study reveals a tentative conclusion about the stakeholder's perspectives on the management of that identified learning. The tahfidz learning that has been effective using the methods used is excellent. But in this case is the need for innovation in learning methods to make learners more passionate about learning, and the need for comprehensive development of the tahfidz program.

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