

## TAHFIDZ AL QURAN EXTRACURRICULAR LEARNING MANAGEMENT AT SMK MUHAMMADIYAH 1 PRAMBON

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### ABSTRACT

*Extracurricular learning must be a priority and support students in increasing their competence. One of the extracurriculars that characterizes SMK Muhammadiyah 1 Prambon is tahfidz al-Qur'an. The problem is that many students still need to memorize the Qur'an correctly because they have not been facilitated. There needs to be better extracurricular management by educational institutions. Tahfidz with HP media can be a motivation to produce prospective mosque imams. This study aimed to analyze the management of Al-Qur'an tahfidz extracurricular learning at Muhammadiyah 1 Prambon Vocational School. The type of research used in this research is qualitative research using descriptive methods. Data was obtained from observations, interviews, and documentation—data analysis techniques using data reduction. The study's results presume that (1) improvement and addition of facilities can motivate students to learn tahfidz Al Qur'an. (2) the teacher has a significant role in implementing the learning management of tahfidz Al-Qur'an.*

**KEY WORDS AND EXPRESSIONS:** *Management, Tahfidz Extracurricular Learning*

### INTRODUCTION

Management has a significant role in managing learning in schools. Management is the science and art of managing the process of utilizing the power and professionalism of others. Besides that, it is a tip or a way to organize other people so that they can do well at work. Some say management is a professional science because it discusses professionalism in work. According to G.R. Terry, management is a process in which there are plans, organization, implementation, and control to achieve predetermined goals by utilizing human resources and other resources. In learning, learning management is needed. With learning management carried out by the teacher, he can influence his students effectively and efficiently so that the learning process is according to purpose. Teachers must have management skills in schools because they are professionals and determine the quality of education.

Learning management involves planning, organizing, implementing, and evaluating. [1] According to Rukijat, learning management is learning management carried out by teachers to interact with students. [2] Helping students achieve knowledge, skills, abilities, and understanding is also said to be learning management. According to Syaifudin and Nasution, learning leadership is a process to achieve learning objectives through a process by utilizing all components in schools that interact with each other. [3]

The purpose of learning, as stated in the National Education System Law No. 20 of 2003 Chapter II article 3 and article 30, paragraphs 2 and 3 that for students to have faith in God Almighty and have a noble character, religious education is necessary. In religious education will be taught about religion and noble character.

This religious education is carried out in the learning process and may be applied to extracurricular activities. Asmani argues that extracurricular activities are activities carried out outside of class hours to develop the potential of students according to their talents, interests, and needs, which are carried out by capable and authorized educational staff at school. [4]

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Religious extracurricular learning activities are activities carried out outside of learning hours that can encourage the formation of spiritual values. [5] Religious extracurricular activities at Muhammadiyah 1 Prambon Vocational School are tahfidz al Qur'an. Tahfidz Al Qur'an is the process of memorizing the Al Qur'an. Meanwhile, people who memorize are called hafiz. [6] Learning the Qur'an is mandatory for all Muslims, reading, interpreting, and memorizing verses of the Qur'an.

Al-Qur'an tahfidz extracurricular learning management is a way of managing learning that is carried out outside of learning hours. This learning management involves planning, organizing, implementing, and controlling activities. So in this study, the authors focus on analyzing learning management activities only in the extracurricular activities of tahfidz Al-Qur'an at Muhammadiyah 1 Prambon Vocational School..

Many researchers have conducted research in the form of scientific papers, both theses, and journals. But nothing is the same for research that focuses on writing by researchers. Below is a summary of scientific work that previous researchers have reported.

The first journal, Learning Management of Al-Qur'an Tahsin, is based on the tilawati method Author: Heri Khoiruddin. 2020. Sunan Gunung Djati State Islamic University, Bandung. The study's results found: 1. Planning for learning to memorize the Koran at Istiqomah Elementary School in Bandung is formulated as short, medium, and long-term activities. 2. Implementing learning creates a classroom atmosphere that remains conducive during learning, namely study groups and clear educational sanctions. Unique learning is given to students who are less able or need more guidance. The learning results produce a Qur'anic generation that is faithful, knowledgeable, and noble. 3. Assessment is a report on the results of activities that have been implemented. The results of activities in the form of reports in the form of recap paper sheets for one semester are submitted to students, parents, and schools. The research above discusses activity planning, class atmosphere, and report activity results. At the same time, the study will be examined to analyze how students learn tahfidz Al-Qur'an with teacher guidance and produce mosque imam candidates.

The second journal the titled: Al-Qur'an learning management: longitudinal case studies in Islamic boarding schools. Author: Rosida istiqomah et al., the Year 2021. UIN Maulana Malik Ibrahim Malang, Indonesia. The research found that the Bahrul Ulum Tangsil Kulon Bondowoso Islamic boarding school has a systematic Al-Qur'an learning management. First, the lesson plan is followed by all teachers, and the grouping of students in class is according to ability. They were second, organizing clearly, so they had authority and responsibility in learning. Third, the implementation has a different treatment for each class. The four evaluations are carried out thoroughly, starting from the ongoing learning process and learning outcomes. The research above discusses the existence of star groupings in class, the distribution of responsibilities to teachers, and overall evaluation. At the same time, the study will be examined to analyze the teacher's tools in teaching tahfidz Al-Qur'an.

The third journal is titled Management of Al-Qur'an tahfidz Learning based on the talaqqi method Author: T. Kartika Year: 2019. Sunan Gunung Djati State Islamic University, Bandung. The results of the study found: that Pondok Pesantren Al Hikammussalafiyah Sumedang carried out talaqqi management, including 1. memorization target planning, learning methods, and types of activities. 2. Organizing the duties of the ustad and ustadz according to the instructions. Learning is very conducive. 3. evaluation of student learning outcomes according to indicators. The research above discusses the existence of a memorization target, strategies, and methods, a schedule of activities, has the structure and duties of ustad and ustadah. While the research that will be examined is to analyze the teacher's ability to teach tahfidz Al-Qur'an.

The fourth journal is titled management of integrated tahfidz program subjects at MTs NU Al Hidayah Kudus. Author: Yusniawati et al. Year 2021. IAIN Kudus, Indonesia. The results of the study found: 1. implementation of tahfid since 2015 every day for 5 hours except Friday, types of components: determination of material, targeted memorization, methods, assessment, infrastructure, selection of teachers/students, and funds. 2. supporting and influencing factors: family/community, management, school environment. The research above discusses the implementation day and the

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supporting and inhibiting factors. While the study that will be examined is to analyze children who have not been able to memorize the Qur'an.

The fifth journal with title: Learning Management Tahfidz al Qur'an. Author: Eva fatmawati. 2019. The results of this study were obtained that there was a selection of students, achievement books, and student absences, while the research that will be examined is to analyze the facilities and media for tahfidz Al Qur'an.

The differentiators from previous researchers with this research are 1. They analyze how students learn tahfidz Al-Qur'an with teacher guidance and produce mosque imam candidates. 2. Analyze the distribution of responsibilities to teachers and evaluate them as a whole. 3. Analyzing teacher tools in teaching tahfidz Al-Qur'an. 4. Analyzing children who still need to memorize the Qur'an. 5. Analyzing the facilities and media for tahfidz Al Qur'an. Departing from this differentiator, the researcher will analyze the extracurricular management of tahfidz Al-Qur'an at Muhammadiyah 1 Prambon Vocational School.

Al-Qur'an tahfidz extracurricular activities are the flagship extracurricular program at Muhammadiyah 1 Prambon Vocational School. To carry out extracurricular activities following the expected goals, it is necessary to have extracurricular learning management. The management of Al-Qur'an tahfidz extracurricular learning, carried out at Muhammadiyah 1 Prambon Vocational School, has a plan in the form of a schedule for implementing tahfidz Al-Qur'an. The program and distribution of letters were delivered during an implementation coordination meeting chaired by the religious teacher. In that schedule, the teacher only has to carry out the learning because there is already a division of the names of the letters of the Qur'an that students must memorize. Each subject teacher has a different way of learning the tahfidz of the Qur'an. Tahfidz Al Qur'an is carried out fifteen minutes before learning. For the implementation of tahfidz, the teacher does not have a student achievement book, so the absent book is a substitute for the tahfidz al quran achievement assessment. Religious teachers hold the tahfidz exam at the end of each semester.

The problem at Muhammadiyah 1 Prambon Vocational School is that many students are still unable to memorize the Qur'an because elementary and junior high schools have never been introduced to the hija'iyah letters. The ability of students to learn the Qur'an is unevenly distributed. In the learning process of tahfidz Al-Qur'an, the teacher has a significant role, namely guiding, directing, and motivating students to be ready and willing to memorize the Al-Qur'an. Many teachers take 15-minute activities to memorize the Qur'an before learning the subject matter. The religious teacher has determined the schedule and distribution of letters so that all bi. The number of teachers who memorize the Al-Qur'an juz amma is minimal, so there must be additional personal teachers.

From the phenomenon at Muhammadiyah 1 Prambon Vocational School, a problem arose about how to plan the learning of Al-Qur'an tahfidz and how the learning process was so that it had a good and correct quality of memorization. This is very interesting for us to write and examine further. The title of this research is the management of tahfidz al-Qur'an extracurricular learning at Muhammadiyah 1 Prambon Vocational School.

## METHOD

The type of research used is qualitative research with a descriptive approach. according to Patilima. [7] According to Bordan and Taylor, which Tuslaela wrote, qualitative research is in the form of written descriptive data composed of words and sentences as well as verbal descriptions which describe the behavior of empirical reality in phenomena that are carried out in a systematic and in-depth manner and detail and thoroughly. [8] The data was obtained from information from teachers teaching tahfidz Al-Qur'an at SMK Muhammadiyah 1 Prambon.

Data collection activities with the method used through stages a) asked the schedule for tahfidz al-Qur'an activities and answered questions individually in the teacher's room with the researcher, b) identify and clarify answers from teachers. c). interviews with teachers who carry out tahfidz Al-Qur'an learning, d) Analysis of data from teachers e) the interview process was recorded audiovisually, then written down, f) documenting tahfidz activities.

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Analyzing the data is by carrying out the process of determining the part of the research supporting data that has been collected. Then the data reduction authors sort and select the data that has been collected given the data collected very much. In this case, the author gives sure signs or codes essential to describe the management of tahfidz al-Qur'an extracurricular learning. This is done to determine the supporting and inhibiting factors in data collection. And disposal of data that is considered not keeping data.

Data display/presentation provides information according to the data obtained after data reduction, in presenting the data arranged narratively. The production can be in brief descriptions, charts, category relationships, and flowcharts.

For this qualitative research, the researcher collected data by determining that the teacher had carried out the learning process of tahfidz Al-Qur'an in class X. The instrument ensures that the subject has experience and knowledge in solving the problem of learning Al-Qur'an tahfidz. The problems used in this research are 1) students still need to be able to read and write the Qur'an, 2) students' ability needs to be evenly distributed, 3) how is the learning process of tahfidz al Qur'an

As a consideration that teachers can carry out their duties related adequately to learning tahfidz al Qur'an. Considering that tahfidz al-Qur'an is a brand or flagship program at Muhammadiyah 1 Prambon Vocational High School. Therefore the teacher's ability is a determinant of the success or failure of the program.

This research involved 17 teachers at SMK Muhammadiyah 1 Prambon. The teachers were asked to answer questions that had to be answered in writing and orally according to what had been done in learning the tahfidz of the Qur'an. The grouping is 1) the teacher carries out Al-Qur'an tahfidz learning according to the schedule and letter determined by the religious teacher, 2) the teacher carries out Al-Qur'an tahfidz learning according to the schedule determined by the religious teacher. However, the letters that are read and memorized do not follow the instructions set by the religious teacher, 3) the teacher needs to carry out the Al-Qur'an tahfidz learning according to the schedule and letter determined by the religious teacher.

## RESEARCH RESULTS AND ANALYSIS

Students participating in extracurricular activities have many benefits, such as increasing their competence, skills, and knowledge. Muhammadiyah 1 Prambon Vocational School has twelve extracurriculars implemented at this time. However, what is a priority and becomes a support for improving student competency is the extracurricular activities of tahfidz Al-Qur'an. Al-Qur'an tahfidz extracurricular activities are one of the leading extracurriculars currently available at Muhammadiyah 1 Prambon Vocational School. To carry out this tahfidz extracurricular activity, there must be learning management. The function of learning management, according to Haerana, is an effort made by the teacher as a manager in the class, namely planning, organizing, implementing, and evaluating to determine the learning outcomes. Therefore extracurricular management of Al-Qur'an tahfidz must exist and be ready to run.

### A. Planning for Extracurricular Learning Management for Tahfidz Al-Qur'an

The vice principal leads this extracurricular learning plan for Religion / ISMUBA, and the vice principal for curriculum makes 1. Schedule for students' Al-Qur'an tahfidz learning. 2. Schedule of student memorization and tahfidz exam deposits. The schedule explains the name of the letter held by the teacher and the name of the class that will be occupied. The purpose of the name of the note held by the teacher is not to be confused with another teacher regarding the name of the letter he has. The letters divided and scheduled are in juz 30, totaling 37 letters. This target letter must be memorized as a student at SMK Muhammadiyah 1 Prambon. A total of 325 students were divided into ten classes: four classes in X class, three in Xi, and three in XII. The plan for tahfidz Al Qur'an is fifteen minutes before the lesson. At the same time, the time to enter learning is at 07.00. For fifteen minutes, all the students recited and memorized the Qur'an colossally.

The rote deposit schedule is carried out every Friday. Memorizing deposits are carried out to determine the level of seriousness of students in learning. Besides that, it is also to learn it so that it is

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not easy to forget. The tahfidz test is carried out to measure how many letters have been memorized. The tahfidz exam is held at the end of the learning semester exam.

### **B. Organizing the Extracurricular Learning Management of Al-Qur'an Tahfidz**

Organizing the extracurricular learning of Al-Qur'an tahfidz, there are class divisions and letter schedules in teaching tahfidz Al-Qur'an. Some teachers in tahfidz education follow a letter schedule determined by the religion teacher and vice curricula. In implementing tahfidz learning, the teacher must have complete learning tools, including tahfidz learning plans, student absence books, student achievement books, tahfidz learning schedules and classes occupied comfortably, the existence of the tahfidz method and carrying out the tahfidz learning process properly. When the learning process occurs, the teacher already has a tahfidz learning plan, an achievement book for each student, and the tahfidz method. They do the learning according to the schedule of memorizing letters and their assigned class.

### **C. Implementation of Al-Qur'an Tahfidz Extracurricular Learning Management**

Every morning Prambon 1 Muhammadiyah Vocational School students memorize verses from the Koran. The memorized verse is juz 30, namely juz amma. All students are required to learn it. Previously the students did Duha prayer first. Students implementing tahfidz are always guided and fostered by the subject teacher at that time. They remember that the teacher's task is to train and develop the potential in students. But the reality in the field shows that many students need help memorizing the Qur'an when the learning process occurs.

So from this phenomenon, the teacher must guide patiently to memorize a verse. This happens because the ability of students is very varied. In addition, students' enthusiasm could be higher, which affects the speed and slowness of students' ability to memorize the Qur'an. In carrying out the hafiz of the Qur'an, the teacher guides and teaches them by writing two verses of the Qur'an and then learning them with the class and repeating them. This makes it easier for students to remember. The next meeting is a piece of verse that has been memorized and then connected with a selection of memorized verse that is new and repeated until the memorization is strong enough to be remembered. With the development of technology, some teachers use application media on cell phones such as the Al Qur'an application or MP3 Al Qur'an audio press. Using this media, students are happier and memorize quickly. Because they listen to sounds as we listen to music or songs, in this learning, students are very relaxed and do not realize that they quickly memorize it without coercion and much effort.

In learning the tahfidz of the Qur'an, a student achievement book is also made. This is to determine student achievement when reading and to memorize the Qur'an. The achievement book records student completeness and the speed and slowness of student memorization. The extent to which the student has memorized the verses and letters he has learned. The achievement book is written by the supervising teacher, with one book for each student containing the student's name. Then there is a column in which the column contains number, day, date, letter name, and description, then signed by the teacher. From this book, parents know the results of their children's memorization.

Al-Qur'an tahfidz activities are guided by sufficient tahfidz teachers according to the number of students. Namely, one ustad serves ten students. However, their teachers need to be improved, so to overcome this problem, all subject teachers must be scheduled to guide and direct the students. This must be prepared, considering that a teacher dramatically determines the level of success of the extracurricular activity. With maximum teacher guidance and assistance, children can memorize the Qur'an properly and correctly according to tajwid so that the goal of producing qualified candidates for mosque imams will soon be realized. Students who have memorized are prepared to become imams in the mosque where the student lives. So tahfidz, learning extracurricular activities as a priority and increasing student competence can be realized. Proven results for 2021 seven children memorize juz amma (juz 30) and receive rewards tahfidz Al Qur'an as free spp payments. Then in 2022, there will be 12 students who have memorized juz amma (juz 30) and receive the reward tahfidz Al Qur'an in the form of free tuition fees.

Comfortable classroom facilities for the tahfidz learning process are also needed. A comfortable classroom can also influence the child's fast and slow memorization. A comfortable classroom is indeed

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highly coveted by every teacher and student. Classrooms must also be equipped with the book of the Qur'an, which is ready to be read at any time, Wifi to access the digital Qur'an via an Android cellphone. Tables Chairs Teachers and students must sit to receive learning material and blackboards to explain material in the tahfidz al Qur'an learning process.

#### **D. Evaluation of Al-Qur'an Tahfidz Extracurricular Learning Management**

The evaluation activities that are assessed are the facilities and management of Al-Qur'an tahfidz extracurricular learning. The results found in the research are that the tahfidz learning facilities need improvement and additions. It was found that only one teacher already had tahfidz, and the place for depositing tahfidz results was in the mosque's foyer. At the same time, the condition of the mosque is currently under renovation. Tahfidz deposits are only made once a week, every Friday. And the tahfidz exam to get a reward once a semester.

The management must be improved, meaning that starting from the new plan, there is a schedule of letters and classes occupied by the teacher in teaching tahfidz of the Qur'an. Furthermore, in the implementation, there is no memorization target. The time is only fifteen minutes, which needs to be improved. The lesson plan for the teacher is complete, and the supervising teacher and companion who are already tahfidz will immediately be added. Students' activities for memorizing Al-Qur'an letters are carried out at the end of each odd and even semester. Students who have learned juz amma above twenty letters receive a three-month reward free of tuition payments. Memorizing over twenty-five letters, receive a bonus of six months free of tuition payments and thirty letters free of one year's tuition payments.

#### **CONCLUSION**

Al-Qur'an tahfidz extracurricular learning at Muhammadiyah 1 Prambon Vocational School already has facilities. However, these facilities still need to be added and improved so that students are aware and self-motivated without pressure from parents and teachers in memorization. The tahfidz learning management already has a plan, namely the existence of a learning schedule and a learning place. Then the implementation of the teacher guiding and fostering must have a complete device so that it has goals according to plan. Students who have yet to be able to memorize are instructed and coached by the teacher with great patience through tahfid learning media using the HP MP3 application.

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