



Management of the Memorization Learning of the Qur'an at Senior High School (SMA) Science Plus Baitul Qur'an Boarding School, Sragen

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Abstract

The research problem formulation is how is the management of learning to memorize the Qur'an at SMA Science Plus Baitul Qur'an Boarding School Sragen. This type of research is a field with qualitative methods. They are collecting data through observation, interviews, and documentation. The data analysis method uses data reduction, data presentation, and data verification. The research results showed that the Implementation of the Al-Qur'an Memorization Program at Sragen Science Plus Baitul Qur'an Boarding School High School has been going quite well, namely: 1). Judging from the Tahfidz al-Qur'an teacher guiding their students in memorizing the Qur'an, it is guided by the standard operating procedures (SOP) in schools, and the implementation of memorization learning management in its implementation is based on the elements of implementing learning management which consists of elements of POAC (planning, organizing, actuating, and controlling), so that the activities in SMA Science Plus Baitul Qur'an Boarding School Sragen have gone well. The aspect that hindered the implementation of the Al-Qur'an memorization program at the Baitul Qur'an Boarding School Sragen Science Plus High School was that several tahfidz teachers moved so that the halaqah had to be changed, and students felt lazy and

skipped. The solution to this problem is to replace teachers who have the same competence, provide rewards and punishments to motivate students to be more enthusiastic about memorizing and find the root of the problem.

Keywords: *Learning; Management; Memorize of the Qur'an.*

Abstrak

Manajemen Pembelajaran Menghafal Al-Qur'an di SMA Science Plus Baitul Qur'an Boarding School Sragen. *Perumusan masalah penelitian adalah bagaimana manajemen pembelajaran menghafal al-Qur'an di SMA Science Plus Baitul Qur'an Boarding School Sragen. Jenis riset ini adalah lapangan dengan metode kualitatif. Cara pengumpulan information melalui observasi, wawancara dan dokumentasi. Metode analisis data yaitu memakai reduksi information, penyajian information, serta verifikasi information. Hasil riset yang diperoleh bahwa Pelaksanaan Program Menghafal Al-Qur'an di SMA Science Plus Baitul Qur'an Boarding School Sragen sudah berjalan dengan lumayan baik, yaitu: 1). Dilihat dari guru Tahfidz al-Qur'an membimbing siswanya dalam menghafalkan al-Qur'an sudah berpedoman pada standar pedoman (Standard Operating Procedure; SOP) yang ada di sekolah dan pelaksanaan manajemen pembelajaran menghafal dalam pelaksanaannya sudah berlandaskan pada unsur pelaksanaan manajemen pembelajaran yang terdiri dari unsur POAC (planing, organising, actuating, dan controlling), sehingga kegiatan yang ada pada SMA Science Plus Baitul Qur'an Boarding School Sragen sudah berjalan sesuai dengan baik. Adapun aspek yang menghambat pelaksanaan program menghafal al-Qur'an di SMA Science Plus Baitul Qur'an Boarding School Sragen ialah beberapa guru tahfidz pindah, sehingga halaqohnya harus diubah, serta siswa/i timbul rasa malas dan bolos. Solusi dari permasalahan tersebut adalah mengganti guru yang kompetensinya sama, memberikan reward dan punishment untuk memotivasi siswa/i agar lebih semangat dalam menghafal. Serta mencari akar permasalahannya.*

Kata Kunci: *Manajemen; Menghafal Al-Qur'an; pembelajaran.*

A. Introduction

Learning management memorizes al-Qur'an felt very significant for development because the program can improve skills for students, and activities carried out all the plans. These policies have been formulated And set to be equipped with all needs and tools necessary, which carried out, where place implementation started and how the

method must be held, something process suite activity follows to carry on after the program or wisdom decree which consists of taking a decision; step develops an institution education that specifically memorizes the Qur'an or is often called the Qur'an *tahfidz* institution. Success in learning to memorize the Qur'an is determined by the implementing agency's program to support the implementation of *tahfidz* al-Qur'an. So that learning is more effective and efficient and leads to the objective of what you want to achieve.

For learning to be successful, it is necessary to have good and proper management of memorization in educational facilities or institutions. In practice, learning institutions to memorize the Qur'an cannot be separated from proper management or management. Management can be defined as managing, which consists of planning, organizing, activating and monitoring. This is also done to determine or achieve the goals by utilizing human resources and other sources (Suparlan, 2013). Organizing educational institutions for memorizing the Qur'an is not easy because it requires careful thought and analysis regarding planning, methods, infrastructure, target memorization, evaluation of memorization and other elements.

Therefore, in its implementation, proper management of learning to memorize the Qur'an is also needed so that *huffaz* or memorizer of the Qur'an can genuinely understand and carry out this learning more optimally. The management of learning to memorize the Qur'an in question is how to form planning, organizing, implementing and evaluating, which will later be implemented optimally and appropriately by an educational institution memorizing the Qur'an.

The emergence of the Qur'an memorization institutions is like mushrooms in the rainy season, especially in the Sragen regency area. This shows a significant increase, both in formal and non-formal institutions. This has a very positive influence on the Islamic values of society, especially for the current generation who are focusing on learning to deepen and memorize the Qur'an. The emergence of several formal educational institutions based on memorization, especially in the Sragen regency area, one of which is the SMA Science Plus Baitul Qur'an *Boarding School*.

The school, which was established in 2015 and under the Baiturrahman Foundation, is located in Dawung Village, Sambirejo District, Sragen Regency. This school is unique and exciting among several the Qur'an memorization educational institutions. One of the formal educational institutions based on memorizing the Qur'an and the only school in Sragen that applies the highest memorization for a student, which is 30 chapters. As well as in its implementation, students must have completed their memorization before grade 11.

Several previous studies have been conducted at schools or madrasas related to the management of tahfidz learning, including Eva Fatmawati (2019), with the title management of *Tahfidz* al-Qur'an learning at al-Ashr al-Madani Islamic Boarding School, *Journal of Islamic Education Management*, Volume 4 (1), The results of this study is concluded that al-Ashr al-Madani Islamic Boarding School is a Boarding School based on *tahfidzul Qur'an*. Planning is carried out with four stages of selection, organizing by determining tasks and mechanisms in the learning process, implementation is marked by the existence of a teaching and learning process, supervision by monitoring seeing the student deposit book and student attendance, the supporting factor is from the Islamic boarding school environment, which inhibits the lack of *istiqomah* students in memorizing the *tahfidz* of the Qur'an. And the success achieved by the al-Ashr al-Madani Islamic Boarding School can be seen from the results of the achievements by participating in Tahfidz Al-Qur'an competitions at various levels and championships (Eva Fatmawati, 2019, pp. 25-38).

Qur'an Learning Management, while the differences are in early childhood and research locations. Siti Muslikah (2016) titled *School Principal Management in the Tahfidzul Qur'an Program at MI Al-Islam Mranggen, Polokarto*. The results of this study indicate that the principal's efforts in the management of the *Tahfidz* program Qur'an at MI Al-Islam Mranggen with the habit of memorizing together. The obstacles faced were the uneven ability of students to memorize so that the memorization could have been more timely and the lack of *tahfidz* teachers because it was still classical. The similarity with this research is in the management of *tahfidz* learning. While the difference is in the object studied, this research focuses on the efforts of the principal as a leader in the *tahfidz* program; the research conducted by the author examines in general from the point of view of school principals, heads of *tahfidz* institutions, *tahfidz* teachers and students.

This research aims to obtain various information relating to the management of learning to memorize the Qur'an at SMA Science Plus Baitul Quran Sragen. Including obstacles and solutions to implementing the Qur'an memorization learning management in these schools. This research is a qualitative by field research, technique collection data through observation, interviews and documentation. Data analysis includes reduction data, presentation data, and the conclusion.

B. Discussion

1. Learning Management of Tahfidz al-Qur'an at SMA Science Plus Baitul Qur'an Boarding School Sambirejo Sragen in lesson 2021/2022.

1. Planning (planning)

The planning carried out at SMA Science Plus Baitul Qur'an Boarding School Sambirejo Sragen follows the theory put forward by Rusman (2012:5), which states that some must be prepared by power educators that is prepare learning tools. Learning tools consist of syllabus and plan implementation learning (RPP) which load subject identity, competency standards (SK), basic competence (KD), indicator achievement competence, objective learning, material teaching, allocation time, method learning, activity learning, assessment of learning outcomes, and learning resources.

Lesson Planning is an effort to design and develop each element of learning to become a unified whole, related and determined by each other to achieve learning goals. planning learning is stage preparation. Before the teacher guides students for study, he must prepare former competencies, materials, strategies, and evaluations that will be carried out in or outside class. Added also, Hamid Darmadi (2019, 13) that technically the lesson plan consists of six components that are among them, syllabus (standard competence, competence base, indicators), learning implementation plans, approaches and methods study, steps activity learning, tool and source study, evaluation learning. plan implementation learning (RPP) at SMA Science Plus Baitul Qur'an Boarding School Sambirejo Sragen using the term RPP Tahfidz.

Planning is the activity of determining an objective as well as formulate along arrange utilization sources power: information, finances, method, and time which is followed by taking a decision as well as an explanation about the achievement objective, determination policy, determination program, determination methods, strategy and procedure specific and determination timetable implementation activity.

About process learning, educator abilities must be possessed, according to Sudjana (1995:19) is :

- a. plan program, learn how to teach,
- b. carry out, lead or manage the learning process,
- c. evaluate progress process learning,
- d. control material lesson, which enabled.

In context, learning planning can be interpreted as the process of drafting material lessons, designing target learning, using learning media, using approaches or method learning, using strategy learning, and assessing in a time allocation that will be carried out at the time-specific goals are to achieve. This planning can benefit the teacher/chaplain/teacher as a control to self alone to improve his teaching.

2. Organizing

Organizing done in SMA Science Plus Baitul Qur'an Boarding School Sambirejo Sragen already following theory organizing. Organizing learning describes that activity study and teaching have clear directions and responsibilities. That means seen from the components related to learning in institutional schools describe that the precise position of head school gives facility and the completeness of learning, and the position of teacher for determining and designing learning with organized time allocation, curriculum design, learning media and equipment, and others related to the successful implementation of activities Study.

Then clear position Students in follow activity learn well in class, under the coordination of the teacher and also person old student which related with the study. organizing learning is intended so that materials and already planned materials can be delivered in a manner maximum. Teacher/*ustadz/ustadzah* as organizer demanded own organized skills to manage the class professionally.

Head School organizes all learning elements to achieve the vision, mission, And objective learning. Soetjipto and Raflis Kosasi (2004:134) add that organizing is a mechanism or a structure with structure; all subjects, software and hardware everything can work effectively and efficiently so that *Tahfidz* activities will run according to the rules and regulations.

Organizing learning is carried out during learning, so that material learning is not just memorized but can be internalized within students. So that students do not just memorize but can understand verses which memorized and memorized

Organizing *tahfidz* learning is always done every year time; at least every week/month, there is *tahfidz* coordination so that teachers can find out students whose target achievements are lacking quickly handled with communication to the principal and coordinator *tahfidz* or LTIS (Institute for *Tahfidz* and Sharia Studies). The immediate follow-up is that the student is given motivation and counselling to memorize more optimally. Meanwhile, those who memorize a lot will get a reward.

A good educational institution is an educational institution that can condition all aspects of it for the sake of achievement of objective education. And Wrong One aspect which is important for being well organized in an educational institution is the aspect of learning. Not can be denied again that learning is matter most important for a institution education to produce the best cadres. Hence, learning needs organizing (*organizing*) which is appropriate to realize educational purposes which wanted.

With the Can understood implementation program, memorize the Qur'an at Baitul Qur'an Sragen High School; organizing has been carried out, namely, coordination vertical form characterized by cooperation and division of tasks good from LTIS, teacher mentor programs and to chairman *Tahfidz* program.

3. Implementation (actuating)

Implementation learning in SMA Science Plus Baitul Qur'an Boarding School Sambirejo Sragen is in compliance theory Hamid Darmadi (2009:14) that the implementation of learning processes ongoing Study teach in class Which is core of activity in school. So implementation learning/teaching is the teacher's interaction with students to convey the material lesson to students and reach objective teaching. Implementation of learning is a process of interaction between students with the environment so that there is a change in behaviour towards the better. In the learning task, the teacher, which main is the coordinate environment to support behaviour change for participant education. Draft learning behaviour developed in three stages of activity: activity introduction, activity core, and activity end or closing.

As in SMA Science Plus Baitul Qur'an Boarding School Sambirejo Sragen, the implementation of learning tahfidz Al Qur'an following the Tahfidz RPP. as a teacher reference in teaching both Qur'an and faith teachers. Which method used is a rote deposit. Students deposit to the ustadz according to their respective *halaqah* after independent *murajaah*, so this method is maximally used to speed up students' memorization.

Because the primary determinant of success is the student, students who already can read can memorize alone after being listened to by the teacher or ustad. At the beginning activity, Teacher/*ustadz/ustadzah* gives regards; children sit down and circle together *ustadz/ustadzah* by filling in the attendance list for students who are not present. If you are sick, pray together for a speedy recovery so they can return to school. Continuing to motivate the Students to still Spirit in Study, specifically memorize Al Koran. Activity next with the opening prayer of tahfidz, Students do *muraja'ah* according to the deposit. Furthermore, Students prepare the deposit to the teacher or *ustadz* and *ziyadah* and deposit it to *ustadz/ustadzah*. The following Activities final is closing, i.e. *ustadz/ustadzah* remind return adab demand knowledge (before demand knowledge and when is at in *majlis*) and closed with read *istighfar*, *hmdalah* and pray.

Implementation learning *tahfidz a-Qur'an* in Science Plus Baitul Qur'an Boarding School Sambirejo Sragen is appropriate with *tahfidz* learning implementation plan (RPP) as a guide in teaching. Teacher will teach on-time-determined learning.

Syaiful Sagala (2012:146) added that the relationship participant educated with power educator in process learning, put power educator on side strategic as manager learning by preparing everything related with process learning like exists objective which wants to accomplish, material or message which become content interaction, student which active experience, power educator which carry out, method for reach objective, situation which possible process learning walk well, as well as existence evaluation on results study.

4. Supervision (controlling)

Supervision learning in SMA Science Plus Baitul Qur'an Boarding School Sambirejo Sragen is in compliance theory (Zainal Arifin, 2012: 5) that evaluation or supervision is an attempt to find out how many things one already owns by students of the things that the evaluation teacher general has taught can be interpreted as a systematic and ongoing process for determining the quality (mark or meaning) from something based on consideration and criteria specific to make a decision. Evaluation done by power educator to results learning for measure level achievement competence participant students, as well as used as material for preparing progress reports on results study, and repair process learning. Evaluation is done consistently, systematically and programmed with the use of tests and non-test in form, written or oral, observation of performance, measurement of attitudes, assessment of works in the form of assignments, projects and products, portfolios, and evaluation self. Evaluation results learning uses standard evaluation education and guide evaluation subject group (Rusman, 2012:14).

SMA Science Plus Baitul Qur'an Boarding School Sambirejo Sragen was assessed during or after the learning process. On *tahfidz Al-Qur'an* learning, the teacher/*ustadz/ustadzah* will accept the deposit of memorization from students one by one. Santri, who is correct in memorizing, then asked to do *ziyadah* for tomorrow morning and repetition in the hostel or *tahfidz* hours so that memories are not lost/forgotten.

The results obtained from the evaluation activities are of good quality concerning values or describing students/students in learning quality. Zainal Arifin (2012:6) add that evaluation is something process which systematic and sustainable to determine the quality (value and meaning) of something based on consideration and specific criteria to make a decision. In system learning, evaluation is one important component and stage. Which teachers must take to know effective learning? The results can be used as feedback (*feedback*) for teachers to repair And perfect programs And activity learning.

2. Inhibiting factors in learning tahfidz Al-Qur'an at SciencePlus Baitul Qur'an Boarding School Sambirejo Sragen High School for the 2021/2022 academic year.

Several factors, including the presence of educators or tahfidz teachers who have moved, the abilities of the students are different because the input of students when entering or selection is promising but not prominent in *tahfidz al-Qur'an*, so on the way, there are obstacles, the target of memorization is not achieved. There are also, from birth, he is slow in learning, both in general and in memorizing the Qur'an, but with patience, he can achieve it even though he is behind his friends who achieved it earlier. The students' different abilities make the intelligent students have a good level of memorization, even exceeding the target set/planned. While fewer students sometimes need to reach the target.

In addition, the students need to be more active in memorizing. This is an obstacle to the student's memorization achievement because there are no repetitions in the dormitory or outside of tahfidz learning. The theory presented by Ahsin (2005:67-72) regarding strategies for memorizing the Qur'an aims to help make it easier to form an impression in the memory of the memorized verses. In terms of memorizing, it cannot be separated from repetition, and this aims so that what is memorized has been firmly embedded in one's memory. The more repetitions, the stronger the memorization in his memory; the verbal will form a reflex action so that it seems as if he doesn't think any more about reciting it, as most people read Surah Al-Fatihah because they have read the sura too often so saying it is a reflective movement.

Ahmad Syarifuddin (2005:93) added that several strategies for memorizing the Qur'an are primarily implemented in schools that focus on memorizing the Qur'an. However, the most crucial thing in memorizing the Qur'an is repeating it because there is no most effective way to preserve memorization except to repeat it regularly, if necessary, make it a wirid every day, according to the level one can afford.

This is also added by the opinion of Ahmad Salim Badwilan (2009: 114) that with routine repetition and continuous maintenance, memorization will continue and last, and if done the other way around, it will quickly disappear/disappear. The main principle in memorizing the Qur'an is to repeat it to maintain the memorization.

3.

4. The solution provided in overcoming obstacles to learning the tahfidz of the Qur'an at Science Plus Baitul Qur'an Boarding School Sambirejo Sragen High School for the 2021/2022 academic year

One of them is to find the root cause. The inhibiting factor in learning the Qur'an could be because students are not enthusiastic about memorizing or because of a lack of motivation from parents. When the students are not enthusiastic, the ustadz/ustadzah provides motivation, the importance of memorizing the Qur'an, why we have to memorize the Qur'an, and so on so that the students can revive their enthusiasm in memorizing the Qur'an.

For students needing more memorization, the ustadz/ustadzah immediately communicates to parents via whatsapp or telephone. To create synergy between the school and parents. So that parents can provide motivation and attention when there is a connection, or via telephone for students who are far outside the city or island and even call their parents.

For students lacking in ability, the teacher/*ustadz/ustadzah* will try their best to be patient in repetition (*muraja'ah*) and give motivation. And always involved in prayer so students with limited abilities can conveniently memorize the Qur'an. Thank God, as stated by the principal, students who do have limited abilities can achieve their target of memorization.

C. Conclusion

After collecting and processing data and analyzing the Learning Management of Tahfidz Al Qur'an at Science Plus Baitul Qur'an Boarding School Sambirejo Sragen Academic Year 2021/2022, it can be concluded as follows: **first**, Learning management is a process of activities carried out systematically to achieve learning objectives optimally by utilizing all learning components. Learning management of Al-Qur'an tahfidz at SMA Science Plus Baitul Qur'an Boarding School Sambirejo Sragen for the 2021/2022 academic year begins with 4 stages, namely planning, organizing, actuating, and supervising/ evaluation (controlling). Learning planning includes memorization targets, learning objectives, learning programs, time allocations, and learning tools. Organizing learning includes dividing teaching teams and halaqah or grouping of students. Implementation of learning consists of learning activities and learning motivation. Learning evaluation is carried out through process evaluation and outcome evaluation.

Second, the obstacle faced in the management of learning tahfidz Al-Qur'an at SMA Science Plus Baitul Qur'an Boarding School Sambirejo Sragen for the 2021/2022

academic year is that several teachers or tahfidz education have moved, so they have to create a program to add halaqah tahfidz educators to halaqah who are left behind, the abilities of the students are different, there are many agendas outside of tahfidz learning so that students or students are lazy to memorize. **Third**, the solution provided in overcoming obstacles to learning tahfidz of the Qur'an at SMA Science Plus Baitul Qur'an Boarding School Sambirejo Sragen for the 2021/2022 academic year includes opening opportunities for Sharia science teachers who have basic tahfidz to be given additional assignments in the field of tahfidz and adding halaqah to existing tahfidz teachers by teaching two halaqahs. In addition, problems with students or students are looking for the root cause. For students who are not enthusiastic about memorizing, the ustadz/ustadzah provides motivation, the importance of memorizing the Qur'an, why we have to memorize the Qur'an, and so on so that students can revive their enthusiasm in memorizing the Qur'an. For students who lack abilities, the teacher/ustadz/ustadzah will try their best to be patient in doing repetition (muraja'ah) and always be involved in prayer so that students who have limited abilities can be given convenience in memorizing the Qur'an. An.

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