

IMPLEMENTATION OF THE QURAN MEMORY PROGRAM IN MADRASAH

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Abstract. The development of the tahfiz program in formal educational institutions is an interesting challenge. The challenge leads to the formulation of the objectives of the tahfidz program to the availability of human resources or supporting facilities for tahfiz learning. Thus, this study attempts to explore the implementation of the Al-Qur'an tahfiz program at MTs Ma'arif NU 1 Kemranjen. Qualitative research with a field study approach is used in this study. The research is set at MTS Ma'arif NU 1 Kemranjen with the main sources being the head of the madrasah, class teachers, Al-Qur'an tahfiz teachers, and students in grades VII, VIII, and IX. Data were collected through observation, interviews, and documentation. Data were analyzed by reducing data, presenting data, and making conclusions. In this study, the tahfiz program was carried out in several stages, namely: 1) implementation of the tahfiz program curriculum through superior programs, tajwid, memorization, projects, book studies, utilization of technology, the Tahfiz mushabaqah program, parental participation, and development of Islamic character; 2) teacher training through workshops, case studies, demonstrations with props; 3) parent support programs that are realized in the form of seminars, training, tandem tahfiz classes, family counseling, parenting, annual meetings, and performances; 4) regular financing of the tahfiz program; and 5) availability of standard operating procedures for accepting students and teachers of the tahfiz program. In short, this madrasah has succeeded in implementing the tahfiz program optimally through several leading programs at MTS Ma'arif NU 1 Kemranjen.

Keywords: curriculum, training, financing, tahfiz program, standard operating procedures.

INTRODUCTION

The Qur'an is a guide to life and a guide for mankind to achieve happiness both in this world and in the hereafter (Sadr, 2022). The Qur'an has the ability to show what is good and bad. Through the Qur'an, we can understand what is approved and disapproved by Allah SWT. This explains why the Qur'an is very important for the lives of Muslims. This reason shows how important it is for us to preserve the Qur'an from generation to generation so that they can understand it well. In addition to reading and understanding the Qur'an, every human being must also try to memorize it as an effort to maintain its authenticity (Abdullah et al., 2021).

Currently, the activity of memorizing the Qur'an has become popular and has been broadcast on one of the television channels. The program of memorizing the Qur'an is not only available in traditional educational institutions such as Islamic boarding schools, but has also been implemented in formal educational institutions, both private and state (Gulamhusein et al., 2023). Therefore, now there are many integrated Islamic educational institutions that offer flagship programs in memorizing the Qur'an.

The Tahfiz Al-Qur'an program has detailed objectives as follows: First, this program aims for students to understand and recognize the importance of the ability to memorize the Qur'an (Abdullah et al., 2019). Second, this program aims to make students skilled in memorizing verses from certain letters in Juz 'Amma which is the subject matter (Gani, 2024). Third, this program aims to get students used to memorizing the Qur'an, so that they routinely recite verses of the Qur'an in their daily activities (Faidah, 2020). The main objective of this program is to grow, develop, and prepare the talents of hafidz and hafidzah in children. Thus, it is hoped that they will become a generation of Muslim scholars who have the ability to memorize the Qur'an.

Developing a tahfiz program in formal educational institutions has different challenges when compared to other tahfiz Islamic boarding school educational institutions. Each Islamic boarding school educational institution also faces different challenges from each other. These different challenges affect the formulation of the objectives of the tahfiz program, the background of tahfiz coaching, the availability of existing resources, and other supporting facilities. All of these factors then have an impact on the implementation of tahfiz coaching in the institution.

Based on the results of interviews with Al-Qur'an tahfiz teachers, the challenge faced when implementing the program is the lack of students' tahsin skills. Although students are able to memorize the Qur'an, they still have shortcomings in terms of tajwid and correct pronunciation of letters. This is due to their previous educational background. If students come from Islamic boarding schools, then their tahsin skills are generally good, besides they are also fast in memorizing verses. However, it is possible for students who are not graduates of Islamic boarding schools to be able to memorize verses quickly, only they need additional guidance in terms of tahsin skills. Even though the Islamic school or Islamic boarding school is famous and a favorite, if students or alumni are unable to read and memorize the Qur'an, then the school is not considered successful in guiding students in terms of providing knowledge of the Qur'an. As studied by previous researchers regarding the learning method of tahfiz Al-Qur'an (memorizing the Qur'an) (Basir et al., 2020). From this study, there are several challenges that arise in the implementation of Al-Qur'an memorization, especially in the planning of the Al-Qur'an memorization program. The problem is that some teachers do not make a one-month memorization plan for their students. Before the tahfiz students start memorizing, the tahfiz teacher should make a one-month memorization plan as a guide for the students in memorizing. However, in reality there are still students whose textbooks have not been filled with a one-month memorization plan by their teacher. As a result, the tahfiz students are confused about what they should memorize.

In addition, in the implementation of the Al-Qur'an memorization program, there are several aspects such as the tahfiz learning method that need to be considered. In an era of increasingly advanced development, it is hoped that institutions can utilize technological advances in the learning process. This can help overcome students' boredom in memorizing. Finally, evaluating the implementation of the Al-Qur'an memorization program is also important. In evaluating a program, we can understand it by analyzing the factors that support and hinder the implementation of the Al-Qur'an memorization program. A study provides insight into the factors that support and hinder the implementation of the Al-Qur'an memorization program (Arribath & Suradika, 2021). In the study, it was found that several supporting factors of the Al-Qur'an memorization program include good physical and mental conditions, full support from the Islamic Boarding School, awards or certificates, and facilities such as the Al-Qur'an, memorization cards, and special rooms for students who follow the Al-Qur'an memorization program. On the other hand, there are inhibiting factors such as lack of motivation in tahfiz students and limited time that affect their ability to organize and memorize the Al-Qur'an well.

MTs Ma'arif NU 1 Kemranjen is an Islamic school that implements the Al-Qur'an memorization program. This is in accordance with the main goal of the school, which is to produce a "Generation of Muttaqin, Excellent in Achievement, Skilled and Independent." In addition, MTs Ma'arif NU 1 Kemranjen has a special curriculum and subjects for students who follow this Al-Qur'an memorization program. Despite facing various challenges and obstacles, in practice the Tahfiz Al-Qur'an program at MTs Ma'arif NU 1 Kemranjen can run well. This is proven by the achievement of the memorization target of the students every year (Grade VII as many as 5 Juz and Grade VIII, as many as 15 Juz and Grade IX as many as 30 Juz). This is certainly an interesting thing to be studied and studied more deeply, especially the management of the Tahfiz program that is being run. Therefore, this study aims to explore the implementation of the Tahfiz Al-Qur'an program at MTs Ma'arif NU 1 Kemranjen.

RESEARCH METHOD

This research is a type of qualitative research that collects data from the field. Field research is research conducted in the field (field research) by collecting data from the views of subjects and informants in the form of stories related to the title (Burgess, 2003). This study aims to carry out research activities in the actual location. This research was conducted at MTs Ma'arif NU 1 Kemranjen located in Sirau, Kec. Kemranjen, Banyumas Regency. The researcher chose the research location at MTs Ma'arif NU 1 Kemranjen because the school has a tahfiz Al-Qur'an program. In addition, the Tahfiz education program is a superior program that is highly considered by schools and foundations.

The main participants of this study were the headmaster, teachers of class VII A, VIII A, and IX A, and 5 (five) Tahfiz Al-Qur'an teachers. In addition, the students who were the subjects of the study were students of class VII A, VIII A, and IX A at MTs Ma'arif NU 1 Kemranjen. To obtain the data and information needed in this study, the following data collection techniques were used:

First, observation. Observation is the act of observing and recording an object systematically, examining the phenomenon being studied (Mirhosseini, 2020). This observation method is used to collect data on the implementation of the Al-Qur'an memorization program at the Islamic Boarding School. Second, interviews. Interviews are a very important activity in collecting data and information (Ranjan & Foropon, 2021). The type of interview used is a semi-structured interview. An interview guide is used in this study which contains questions asked to respondents. The guide is only intended to facilitate conducting interviews, data processing, and information. Third, documentation. The method of collecting data with documentation is the process of taking data through documents. The data collected can be in the form of written notes, especially in the form of archives and books related to opinions, theories, or problems being investigated.

To test the validity of the existing data, researchers use triangulation techniques. Triangulation is a method for checking the validity of data by utilizing other elements (Natow, 2020). To ensure trustworthiness in this study, the researcher carried out the following steps: 1) Conducting technical triangulation; 2) Recording each stage of the study and making comprehensive documentation; 3) Transcribing immediately after data collection was carried out. The analysis model used in this study is the interactive model developed by Miles and Huberman. This model begins with collecting data, reducing data, presenting data, and drawing conclusions or verifying data (Miles et al., 2014). Here are the steps taken in the analysis. First, data reduction. Data reduction means describing, selecting important elements, looking for themes and patterns, and removing unnecessary ones. Second, data presentation. After the data is reduced, the next step is to present the data. In qualitative research, data presentation can be done through brief descriptions, diagrams, relationships between categories, and the like; Third, drawing conclusions (data verification). The initial conclusions presented are still provisional and will change if there is no strong evidence to support the next stage of data collection.

RESULT AND ANALYSIS

The implementation of the tahfidz program at MTs Ma'arif NU 1 Kemranjen is carried out in several ways, namely curriculum implementation, teacher training, parent support programs, financing of the tahfiz program, and providing standard operating procedures (SOP) for accepting students and teachers of the tahfiz program. Some of these programs are described as follows.

1.1. The Implementation of Curriculum

The tahfiz program begins by implementing the curriculum first. Curriculum preparation is the beginning of this stage. Curriculum preparation is useful for directing programs that will be carried out within a specified period. As defined, the curriculum is a guideline and reference for

implementing learning activities in schools. (Murwaningsih & Fauziah, 2023). The structure of the Tahfiz Program Curriculum at MTs Ma'arif NU 1 Kemranjen can be seen in table 1.

Table 1. Curriculum structure of the MTs Ma'arif NU 1 Kemranjen tahfiz program

No.	Status	Subject/Program	Name Description
1	Main Subject: Memorizing the Qur'an	Memorizing the Qur'an	Students will be taught effective methods to memorize the Qur'an, starting from short surahs to long surahs.
		Tajwid	Tajweed learning to ensure students read the Qur'an properly and correctly.
		Simple Interpretation	Initial understanding of the meaning of memorized verses, with a focus on the context and moral values contained.
2	Supporting Subjects	Creed and Morals	Understanding the teachings of Islamic faith and morals to create students who have Islamic character.
		Jurisprudence	Basic understanding of Islamic law related to daily life.
		History of Islamic Culture	Know the history of the development of Islam and the examples of Islamic historical figures.
		Arabic	Mastering Arabic will make it easier to understand the Qur'an.
3	Extracurricular Activities	Tahfiz Competition	A tahfiz competition between students to motivate them and increase the spirit of healthy competition.
		Yellow Book Study	In-depth study of Islamic books and hadith for the development of religious knowledge.
		Study of Interpretation of Selected Verses	Explore the interpretation of selected verses in group learning.
4	Learning Approach	Project Based Learning	Implementing project-based learning to provide students with specific challenges and goals in memorizing and understanding the Qur'an.
		Active Learning	Teachers use discussion methods, educational games, and simulations to make tahfiz learning more interactive.
5	Use of Technology	Learning Multimedia	Use of multimedia such as recitation videos, audio recitations, and interactive learning applications.
6	Evaluation and Monitoring	Regular Memorization Test	Regular evaluation of students' memorization progress.
		Comprehension Test	Test of understanding of the Qur'an with questions related to the interpretation of certain verses.
		Learning Process Monitoring	Teachers monitor the learning process, provide feedback, and make improvements if necessary.
7	Social and Humanitarian Activities	Bakti Sosial	Student involvement in social service activities to apply the humanitarian values contained in the Al-Quran.

Based on the results of observations, the implementation of the tahfiz program curriculum at MTs Ma'arif NU 1 Kemranjen is carried out with several things, namely:

First, a morning program full of blessings. This program is carried out in the morning. After the morning ceremony and prayer reading, students gather in the tahfiz classroom to start their morning session. The session begins by reading the opening prayer and reading short surahs as a memorization warm-up. This program is a good start for students. Students are invited to pray as an opening to learning. Prayer activities are very useful for facilitating learning. This activity was also

carried out by previous researchers. Prayer activities are mandatory activities in lessons in every school (Salim, 2023).

Second, there is a tajwid teaching session. Tahfiz teachers guide students in tajwid sessions. They use interactive methods, providing practical examples of the use of tajwid in reading the Qur'an. Students are invited to actively participate in demonstrating their tajwid skills. The tajwid teaching method must be truly appropriate. Interactive methods are a way to activate students. With this method, students will be actively involved in tajwid learning. Teachers at MTs Ma'arif NU 1 Kemranjen have used the right method in tajwid learning. As previous studies have done similar things. The interactive CAI method has been used in learning. The CAI method has been proven to help achieve learning objectives, especially tajwid science and increase student learning motivation (Parini, 2022).

Third, there is joint memorization training. The memorization training session begins by discussing daily memorization targets and guiding students in effective techniques for memorizing verses. Students are grouped based on their memorization level, and each group receives direct support from the tahfiz teacher. Support from the teacher is very useful in increasing students' motivation to memorize the verses of the Qur'an. In line with previous findings which resulted in the conclusion that teacher motivation towards students can influence students' enthusiasm in learning (Sabrina et al., 2022). This is because teacher motivation and support correlate with the success achieved by a memorizer of the Quran.

Fourth, project-based learning. In project-based learning sessions, students are asked to choose a specific chapter or verse to memorize in depth. They create a learning plan, set a time target, and produce a small project that demonstrates their deep understanding of the verse. The application of the project-based learning model has great potential to enhance students' learning experiences and face real-world challenges. (Ewenddy et al., 2023). In addition, the project-based learning model is also a powerful tool to help students achieve their potential in achieving educational success.

Fifth, memorization evaluation sessions. Every week, there are memorization evaluation sessions where students take memorization and tajwid tests. The results of this evaluation are used as a basis for providing individual feedback and planning further learning strategies. The evaluation process is needed to determine the level of student knowledge after the learning process is complete. With the evaluation, teachers will be able to prepare the next memorization learning process accordingly. Students will also receive feedback that is in accordance with their abilities.

Sixth, yellow book studies and group discussions. In addition to tahfiz learning, students are also involved in the study of Islamic books and group discussions on religious issues. This activity aims to broaden students' understanding of Islamic teachings and provide in-depth insights. Book learning is carried out in groups. This process is expected to prepare students to be able to collaborate and communicate well.

Seventh, utilization of learning technology. Tahfiz teachers have utilized multimedia to enrich learning, such as tajwid videos and recordings of recitations from famous qari. The use of technology is important for teachers in learning. This is in line with previous research that has implemented educational game applications for tajwid (Putri Alfajri & Nafara Rofiq, 2023). The use of this educational tajwid game application facilitates students to play and learn the laws of Tajwid Science and the correct reading of the Al-Qur'an. In addition, students' interest in learning also increases.

Eighth, the tahfiz musabaqah program. Every month, MTs Ma'arif NU 1 Kemranjen holds a tahfiz musabaqah program where students can show their memorization skills competitively. This event is not only for competition, but also as a place to share and motivate each other. The results of other studies present data that the Musabaqah tahfiz program has been proven to increase knowledge and love for the Qur'an, as well as strengthen da'wah and social relations in society (Kurniawan et al., 2023).

Ninth, parental participation in school activities. The school routinely invites parents to participate in activities such as family religious studies, Islamic parenting seminars, and evaluation of children's development. Parents act as partners in supporting their children's tahfiz learning. Parental support is very meaningful for the success of students. Thus, parental involvement in the tahfiz program is very important for the program to run optimally. Tenth, Islamic character development. In addition to academic aspects, the tahfiz program at MTs Ma'arif NU 1 Kemranjen also focuses on developing students' Islamic character. They are taught values such as patience, sincerity, and determination in walking the path of memorizing the Qur'an. With the sincerity of students and full support from tahfiz teachers and parental participation, the tahfiz program at MTs Ma'arif NU 1 Kemranjen becomes more than just learning, but also a spiritual journey and deep character formation. The characters formed in the tahfiz program include spiritual intelligence, religious attitudes, and perseverance.

1.2. Teacher Training

In addition to implementing the curriculum, teacher training programs are also part of the implementation of the tahfiz program. Every month, MTs Ma'arif NU 1 Kemranjen holds regular training for tahfiz teachers. This training aims to ensure that teachers continue to improve their skills in teaching tahfiz. The benefits of training for teachers are none other than to optimize teacher skills so that teachers can create a fun learning process during tahfiz learning. The following is an illustration of the training sessions that have been carried out.

The session began with an enthusiastic opening from the principal. The principal conveyed the objectives of the training and gave appreciation to the teachers for their dedication. The school also conducted a brief evaluation of the implementation of teaching methods since the previous training. This form of evaluation was carried out to see the effectiveness of the teacher training program during the implementation of the tahfiz program at MTs Ma'arif NU 1 Kemranjen. Furthermore, there was an interactive tajwid workshop session. A leading tajwid instructor was invited to provide an interactive workshop on innovative tajwid teaching methods. Teachers were given the opportunity to ask questions and actively participate in practical demonstrations.

Then, teachers were given case studies of tahfiz teaching involving real-life classroom situations. They collaborated to analyze effective teaching strategies and find solutions to challenges that might arise. A number of tahfiz teachers shared their experiences and teaching techniques that they had found successful. They conducted live demonstrations of their teaching methods, inspiring their colleagues. Live demonstrations have benefits for teachers. Experts argue that the demonstration method has several benefits, namely: 1) respondents understand the actual object; 2) respondents are accustomed to working systematically; 3) can make counseling clearer and more concrete; 4) respondents find it easier to understand what is being learned; 5) the counseling process becomes more interesting; and 6) respondents are stimulated to actively observe, adjust theory to reality, and try to do it themselves (Zulkifli et al., 2022).

Teacher training also invited IT experts to provide training on the application of technology in teaching tahfiz. Teachers were taught how to use digital applications and tools to improve the effectiveness of learning. In addition to inviting IT experts, the school also held a discussion session on the latest Qur'an material. To support the discussion, a cleric or interpretation expert was invited to discuss the latest Qur'an material that was relevant to students' lives. Teachers discussed how to integrate understanding of this material into tahfiz learning.

Teachers shared their best practices in overcoming student difficulties, motivating them, and building positive relationships with parents. This session provided inspiration and insight to all participants. The curriculum team also provided updates on the tahfiz curriculum. Teachers had the opportunity to provide input and make adjustments if necessary to improve the effectiveness of the curriculum. This training not only focused on teaching skills, but also on developing teachers' soft skills. This session covered effective communication, time management, and pedagogical approaches that build positive relationships with students.

With regular training like this, tahfiz teachers at MTs Ma'arif NU 1 Kemranjen can continue to improve their skills, stay informed about the latest developments in tahfiz learning, and provide the best learning experience to students. The training program for teachers has a significant impact on the student learning process. This finding is also in line with the results of previous studies which stated that teacher training received a positive response from teachers and was proven to optimize teachers' pedagogical skills in teaching tahfiz (Isa et al., 2024).

1.3. Parent Support Program

The tahfiz program is also maximized by involving parents in student development. This effort is realized by implementing interactive programs that create ongoing involvement and strengthen collaboration between schools and families. Parents have the most important role because the closest early environment for children is the family environment. (Gabriela et al., 2022; Rohmalimna et al., 2022). The programs include: tahfiz education seminar, tajwid introduction training for parents, tandem tahfiz class, tahfiz competition for parents, family counseling, Islamic parenting activities, annual tahfiz evaluation meeting, and year-end performance. The description is as follows:

The first activity is a tahfiz education seminar. MTs Ma'arif NU 1 Kemranjen held a tahfiz education seminar inviting parents to understand more deeply the benefits and process of learning tahfiz. This seminar also includes tips and strategies for parents to support their children in memorizing the Qur'an. VA said:

"We designed the seminar as a means to invite the parents of our students and provide a deeper understanding of the benefits and process of learning tahfiz in our school. We want to create an opportunity to share information and experiences. The event was organized as an open discussion forum. We discussed several topics, ranging from the tahfiz curriculum that we apply, teaching methods, to the positive impact of tahfiz learning on the development of children's character. We also provide real examples of students' progress in memorizing the Qur'an."

In addition to seminars, the madrasah also conducts training on introducing tajwid for parents. As part of the program, MTs Ma'arif NU 1 Kemranjen held a special training session on introducing tajwid for parents. They were given a basic understanding of the principles of tajwid, so that they could provide better support to their children. WM said:

"The tajwid introduction training session for parents is part of our effort to involve them more actively in their children's religious education. This idea arose from the understanding that parents have a key role in shaping their children's religious education. We realize that a better understanding of tajwid by parents can help them support their children more effectively in learning the Qur'an. So, we planned this training session as a form of collaboration between the school and parents."

The next program is the tandem tahfiz class. This program presents a special moment where parents can attend the tandem tahfiz class with their children. They are invited to read together and understand the memorization techniques applied in the school. WM said:

"So, the idea behind this tandem tahfiz class is to strengthen the bond between parents and their children in the tahfiz learning process. We believe that involving parents directly can improve the quality of learning. This program is held periodically, usually once a month. We invite parents to attend and attend the tahfiz class together with their children. This class is guided by a tahfiz teacher who provides material that is appropriate to the level of understanding of parents and children. There are several benefits that we have observed. "

This program was created as a way to strengthen the relationship between parents and children in a religious context. With this program, parents can better understand how tahfiz learning is carried out in schools, and together they can support their children's progress. Parents also provide positive. Parents feel actively involved in their children's religious education. Students are also happy to be able to share this learning moment with their parents. This creates an atmosphere of togetherness and solidarity among the school community. There are several challenges faced by the madrasah

such as a schedule that suits all parents and technological readiness. However, the madrasah continues to strive to find solutions so that all parties can participate optimally.

MTs Ma'arif NU 1 Kemranjen also holds a tahfiz competition that involves both parties: children and parents. This competition not only builds a spirit of healthy competition but also creates a stronger bond between children and parents on the tahfiz journey. MA said:

“The idea to hold this tahfiz competition actually came from our desire to involve parents more actively in their children’s tahfiz journey. We believe that religious education is not only the responsibility of the school, but also the parents. This tahfiz competition is designed with a collaborative format. Children and parents form teams, and they are given certain tahfiz materials to study together. Then, they have several months to work together to prepare a tahfiz recitation that will be assessed in the final event.”

The implementation of the tahfiz competition for parents was very positive. Children became more motivated because they felt supported by their parents. On the other hand, parents felt more involved in their children’s religious learning. This competition created a positive atmosphere of togetherness. In addition, there was also an increase in parental involvement in supporting their children’s tahfiz. On the same hand, the relationship between children and parents also became closer because they experienced the tahfiz journey together. In addition, MTs Ma'arif NU 1 Kemranjen provides special family counseling services to discuss the challenges and needs of children’s tahfiz. Counselors help design joint strategies to create a supportive environment at home. Naelizulfa, said:

“The concept of this family counseling service emerged because we realized the importance of family support in learning tahfiz. We wanted to create a space where parents could discuss the challenges and needs of their children in learning the Qur’an. We have a special team of counselors who work with students’ families. Parents can request a counseling meeting to discuss specific issues or needs that their children may be facing in tahfiz.”

Family counseling meetings are usually conducted privately and confidentially. Some common challenges that are often discussed include balancing learning tahfiz with regular academic demands. In addition, there is also a discussion about how to support children in maintaining their enthusiasm and motivation during the tahfiz process. The school opens up space for discussions about time management and emotional support. Parents feel appreciated because we pay special attention to the welfare aspects of their children. They feel more involved in their children’s tahfiz journey and feel they have a space to share their concerns.

MTs Ma'arif NU 1 Kemranjen routinely holds Islamic parenting activities that discuss how parents can integrate the values of the Qur’an into the family’s daily life. This includes Islamic practices at home and how to motivate children to love the Qur’an. N said:

“This idea arose from the awareness of the importance of the role of parents in shaping the Islamic character of children. We want to create a space for parents to share experiences and learn together about how to integrate the values of the Qur’an into the family’s daily life. We hold this activity routinely every month. Parents are invited to attend and participate in open discussions, workshops, and Q&A sessions. There are also guest speakers who are experts in the field of Islamic education and parenting to provide valuable insights and advice. The topics are very varied, ranging from character education, procedures for worship in the family, to how to educate children to love the Qur’an.”

The efforts that have been made by the madrasah include common questions that parents often face every day. Parents were greatly helped by this program and felt the benefits for themselves, especially a better understanding of how to present Islam in their family life. Parents also felt connected to the school and received real support. The results of further interviews informed that several families began to organize time to read the Qur’an together, teach children about table manners, and improve the quality of time together with Islamic values. This program was considered very appropriate. Several previous researchers have also done similar things. Many of the featured programs that were highlighted involved parents of students, such as parenting programs. According to experts, parenting programs are educational efforts carried out by families by utilizing resources

available in the family and the environment in the form of independent learning activities (Kong & Yasmin, 2022).

Every year, MTs Ma'arif NU 1 Kemranjen holds a tahfiz evaluation meeting involving tahfiz teachers, parents, and students. This meeting provides an opportunity to celebrate the children's tahfiz achievements, plan the next steps, and discuss solutions to any challenges that may arise. MA said:

“The tahfiz evaluation meeting is indeed one of the activities that we look forward to every year. Our tahfiz evaluation meeting aims to involve all related parties, including tahfiz teachers, parents, and students, in evaluating the progress of tahfiz over the course of one year. We want to create a space for open discussion and build synergy to improve the quality of tahfiz learning in our school. The meeting begins with a welcoming speech from the principal, followed by a presentation of the progress of tahfiz over the course of a year by the tahfiz teacher. After that, we open a question and answer session and discussion for parents, teachers, and students. We also provide space for students to share their experiences in the tahfiz process.”

Parents get the opportunity to ask questions, provide input, and even provide testimonials about the impact of tahfiz on their children's development. This creates a strong engagement between the school and families in supporting tahfiz learning. These meetings are not only a forum for evaluation, but also a means to build a strong community around tahfiz. From these meetings, the school gained valuable insights that helped us design better strategies for the years to come. The interactive program ended with an end-of-year performance that involved parents in a series of tahfiz performances by students. The performance showcased the children's progress and celebrated the close collaboration between the school and families. N said:

“The interactive program with the end-of-year performance is indeed one of the most anticipated moments in our school. This idea came from our desire to involve parents more in the educational process of their children, especially in the context of tahfiz. We wanted to create a moment that was not only entertaining, but also profound, where parents could see the progress of their children's tahfiz.”

The preparation of the final performance involved close collaboration between teachers, students, and parents. Teachers guided students in preparing the tahfiz performance, while parents were involved in preparing several segments of the program, such as dance drama or poetry reading. There were also workshops for parents to understand more about tahfiz. Parents feel happy to be more involved in school activities and see how their children are progressing in tahfiz. Students are also very enthusiastic and proud to be able to show their tahfiz abilities to their parents. The results of previous studies are relevant to this finding (Aziz et al., 2021). The results stated that students' motivation to memorize the Quran is closely related to the support they received before entering the tahfiz school. This can be in the form of interest or positive encouragement to memorize the Quran. There were several challenges, especially in arranging a schedule that suited all parties. However, the school managed to overcome this by creating a flexible schedule and providing creative participation options. With this interactive program, MTs Ma'arif NU 1 Kemranjen creates a strong bond between the school and the family, ensuring that parents are not just spectators, but active partners in their children's tahfiz journey.

1.4. Tahfiz Program Financing

Funding for the tahfiz program at MTs Ma'arif NU 1 Kemranjen can be a crucial aspect in maintaining the continuity and quality of the program. One option that can be considered is funding through self-help costs, where the madrasah can involve active participation from parents of students, the school committee, and the surrounding community. This model allows for greater involvement and concern from all stakeholders in supporting the development of the tahfiz program at the madrasah.

In addition, allocating funds from the School Operational Assistance (BOS) is also an alternative that can be taken. By utilizing BOS funds, the madrasah can ensure the smooth running of the tahfiz program without burdening related parties at the community level. The use of BOS funds for the tahfiz program must be carried out transparently and accountably, and directed to support the sustainability of the program by providing optimal facilities, infrastructure, and learning support.

Along with the development of technology and educational trends, MTs Ma'arif NU 1 Kemranjen can also explore the potential for financing through the use of online resources and social media. Involving online communities or donors through crowdfunding platforms can be a way to gain additional financial support. This strategy not only opens up opportunities to gain more funds, but can also increase the visibility of the madrasah on a wider scale. Efforts to diversify funding, such as holding charity events, collaborating with religious or non-governmental institutions, can also be another option to support the tahfiz program. The sustainability of the tahfiz program at MTs Ma'arif NU 1 Kemranjen requires creativity and innovation in managing financial resources, so that the main goal, namely improving the quality of tahfiz education and the sustainability of the program, can be achieved properly. Thus, the madrasah can continue to make a positive contribution in forming a generation that has advantages in memorizing and understanding the Qur'an.

1.5. Standard Operating Procedure (SOP) for Accepting Students and Teachers for the Tahfiz Program

Standard Operating Procedure or SOP is a document that explains a series or describes the procedures for completing a work process. (Petrigna et al., 2022). Standard Operating Procedures (SOP) in accepting students for the tahfiz program at MTs Ma'arif NU 1 Kemranjen are very important to ensure the selection and entry of prospective students who have the potential and determination to pursue the tahfiz path. First of all, the selection stage for prospective students for the tahfiz program begins with registration. In this SOP, it is necessary to implement a transparent procedure that is easily accessible to prospective students. Required documents, such as graduation certificates and recommendations from previous educational institutions, must be included to ensure the validity of the information.

The next step is to carry out the selection stage, which can include written exams, interviews, and evaluations of tahfiz potential. The SOP for accepting students for the tahfiz program at MTs Ma'arif NU 1 Kemranjen should emphasize aspects of Al-Qur'an reading competence, understanding of tajwid, and the seriousness of prospective students. With this SOP, the selection process can be carried out objectively and fairly, and help detect the abilities and motivations of prospective students in taking the tahfiz program.

In addition to the SOP for student admissions, MTs Ma'arif NU 1 Kemranjen should also have a strict SOP for tahfiz teacher admissions. The tahfiz teacher recruitment process needs to ensure that prospective teachers have the qualifications and competencies that are in accordance with the demands of tahfiz teaching. Supporting documents, such as diplomas and certificates of expertise in tahfiz, need to be verified to ensure the validity of the qualifications. Interviews and tahfiz teaching practice tests can be integrated into the SOP to ensure that prospective teachers have the ability to teach and assist students in understanding the Qur'an. The SOP for tahfiz teacher admissions can also include aspects of orientation to MTs Ma'arif NU 1 Kemranjen, where prospective teachers are given an in-depth understanding of the school's vision, mission, and culture. The implementation of this SOP can ensure that recruited tahfiz teachers not only have academic competence but also are in accordance with the values and philosophy of Islamic education adopted by MTs Ma'arif NU 1 Kemranjen. Through the implementation of good SOPs, MTs Ma'arif NU 1 Kemranjen can maintain quality and consistency in accepting students for the tahfiz program and tahfiz teachers, so that they are able to provide quality education and optimal spiritual guidance. SOPs have made it easier and provided explanations in the process of a job. Standard Operating Procedures have an important role in the progress of the School. The results of previous studies stated that SOPs for schools can help make it easier for teachers and employees to carry out their duties, become guidelines in making school administration (Saputri et al., 2023).

CONCLUSION

The conclusion of this study is that the implementation of the tahif program at MTs Ma'arif NU 1 Kemranjen is carried out by implementing several strategies, such as curriculum formation, teacher training, parent support programs, financing the tahfiz program, and the availability of SOPs. With clear SOPs in the acceptance of tahfid students and teachers, MTs Ma'arif NU 1 Kemranjen is able to maintain quality and consistency in selecting prospective students and teachers who are in accordance with the objectives of the tahfid program. The selection stages involving written exams, interviews, and evaluations of tahfid potential ensure that accepted students have the commitment and abilities needed. In addition, the orientation process towards school culture and Islamic values strengthens the implementation of the Al-Qur'an tahfiz program strategy at MTs Ma'arif NU 1 Kemranjen. Thus, this school is able to create an educational environment that supports the development of the quality of students' reading of the Al-Qur'an holistically.

The implementation of the tahfiz program has a positive impact on student achievement. The level of memorization and understanding of the Qur'an increased, creating graduates who have a depth of religious knowledge and strong moral values. The success of the tahfiz program also created a positive impact on the image of the madrasah in the eyes of the community. The madrasah became a desired destination for parents seeking a holistic Islamic education. With the implementation of strategic management, Madrasah Tsanawiyah Ma'arif NU 1 Kemranjen Banyumas succeeded in creating an effective and sustainable tahfiz learning environment. This program not only provides students with the provision of memorizing the Qur'an, but also forms a strong Islamic character and integrates religious teachings into students' daily lives.

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