

The Strategy of the Head of Madrasah in Shaping the Quality of Student Tahfidz

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Submitted: 15-12-2023

Revised : 18-01-2024

Accepted: 13-03-2024

ABSTRACT. This study uses qualitative research with a case study approach. The object of this research was carried out at MA Plus Al Hikam Sumedang. Data collection techniques using observation, interviews, and documentation. Sources of data in this study included the head of the Madrasah, the coordinator of the *tahfidz* field, the teacher's council, and one of the students. The analytical techniques used in this study are data collection, data reduction, data presentation, and conclusion. The triangulation used to test the validity of the data is technique and source triangulation. The results of the study revealed the findings that (1) the strategy of the head of the madrasa in shaping the quality of *tahfidz* students at MA Plus Al Hikam Sumedang designed the tahfidz program to become local content learning, students participated in the tahfidzul Qur'an program to make educational institutions Islamic, superior and ideal, determining target memorization and schedule of *tahfidz* al-qur'an activities for students. In addition, implementing the *tahfidz* al-Qur'an program uses a target system of one page in one deposit by memorizing at least five juz for one year. Students use *the talaqiq* method in memorizing the Qur'an, and students memorize five juz as an obligation in carrying out the *Kubro* exam. (2) The results of evaluating the quality of *tahfidz* for MA Plus Al-Hikam students can maintain public trust in madrasas, as one of the leading activity programs in each of these madrasas and students are always able to read and memorize the Qur'an properly and correctly under the rules of reading the Koran, and can make the Koran as a guide in his life.

Keywords: *Principal Strategy, Madrasah, Tahfidz Quran*



How to Cite

Faridah, A., & Asy'ari, H. The Strategy of the Head of Madrasah in Shaping the Quality of Student Tahfidz. *Chalim Journal of Teaching and Learning*, 160–170.

INTRODUCTION

The head of a madrasah who is competent in his field of duty is a madrasah head who can have the competencies described in the Regulation of the Minister of National Education of the Republic of Indonesia Number 13 of 2007, concerning Standards for School Principals, namely the principal's competencies include personality, managerial, entrepreneurial, supervision, and social competencies (Andriana & Evans, 2020; Arifin et al., 2018). The success of the institution is determined by the quality of its leaders, because successful leadership is one that is able to plan, manage, organize, read changes, utilize potential, and overcome weaknesses, therefore the head of the madrasah must provide a vision, be able to create a mission with a clear picture, create clear and mutually agreed goals and monitor, provide guidance, direction, train, guide and cooperate with all teachers in Educating learners to achieve the goals of education itself in preparing future generations to be ready to face the challenges and realities of life (Day et al., 2020).

Madrasah education whose note is Islamic education based on the teachings of the Qur'an is a very important need in the current era, in madrasah education we often find memorizers of the Qur'an or known as a tahfidz. Memorizing the Qur'an is a characteristic of Muslim society to maintain and maintain the purity of the Qur'an, Tahfidz Qur'an is an activity of remembering deliberately and willingly consciously and earnestly (Fatmawati, 2019). Memorizing the Qur'an is very important for Muslims, because it is a guide for mankind and will also always be protected from mistakes and deviations at all times. This is following what Allah has said in QS.al-Hijr(15):9. It means: "Verily it is We who sent down the Qur'an, and surely We (also) Preserve it. QS.al-Hijr (15):9.

This verse gives assurance of the holiness and purity of the Qur'an forever. Allah Almighty guarantees the preservation of the Qur'an with strict expressions, and among the tools to preserve it is to prepare those who memorize it from one generation to another. Because maintaining holiness by memorizing it is a commendable work and noble charity, which the Prophet strongly recommended. Where the Prophet himself and his companions memorized the Qur'an, until now the tradition of memorizing the Qur'an is still carried out by Muslims in this world, as evidenced by several countries such as Pakistan reaching 7 million of 134 million inhabitants, Gaza Strip Palestine 6 thousand people, 1 million of 7 million, Saudi Arabia 6 thousand and in Indonesia reaching 30 thousand of the total 250 million population. (Andy Wiyarto, 2012)

Managing tahfidz requires an institutional institution with strategic management, the head of the madrasah appeals to teachers to provide supervision to students in carrying out this tahfidz activity in accordance with the objectives that have been set to educate students to become hafids and hafidzah (Ayyusufi et al., 2022). The activity of memorizing the Quran is a very good activity so that in its implementation it does not escape a repetition so that it is easily absorbed by students, various ways and methods are needed, one of which is the tahfidz method which is tailored to the abilities of all students. The memorization of the Quran is divided into two criteria, namely there are memorizers of the Quran who are concerned with quantity and some who pay attention to quality (Alwi & Mumtahana, 2023). When students memorize the Quran with a quantity orientation, of course, memorization of its quality will be less than optimal, for example in paying attention to the correctness of how to read, the length of a verse and not infrequently it will be easy to forget because the quality in memorizing the Quran is one level higher than the quantity.

Therefore, the quality of memorization of a tahfidz needs to be prioritized in memorizing the Qur'an, paying attention to every reading so that if the quality of one's memorization is said to be good, it will make it easier to improve the quality of memorization. MA Plus Al-Hikam Sumedang is an institution under the auspices of the Al-Hikam ussalafiyah Islamic boarding school, where the cottage is growing with the times not leaving the peculiarities of the pesantren, namely, producing students who memorize the Qur'an but also developing the traditional salaffiyah pesantren model by combining the national education system and the Qur'an tahfidz pesantren. This madrasa does not accept students who only attend school but requires students to stay overnight in boarding schools while attending school and requires all students to be able to memorize the Qur'an from various levels.

The learning system with religious science and general science synergize with each other which makes students have the ability in the field of world science and afterlife science as the ability to face the world of work and continue their studies, in every educational institution not all have leaders/heads of madrasah who can shape the quality of their madrasas, especially in shaping the quality of a tahfidz (Muawanah et al., 2022). From here researchers are interested in researching the strategy of the head of the madrasah in shaping the quality of student tahfidz, seeing the condition of students is that students certainly need to pay attention to how to read the Qur'an in fashahah, clear mention and mastery of good and correct tajweed which in this case every student must be able to divide time in learning general lessons (schoolwork) and doing

muraja'ah in order to maintain fluency and quality of memorization (Ulumiyah et al., 2021). Based on the theories and phenomena described above and the importance of these problems to be researched and developed, the researcher is interested in carrying out research entitled "The Strategy of the Head of Madrasah in Shaping the Quality of Student Tahfidz at MA Plus Al-Hikam Sumedang.

METHOD

This research uses a qualitative approach. Qualitative approach that is, an approach that in the process is based on deep thinking about positivism which acts as a tool to conduct a study with natural object conditions. The qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behaviors. Research in such situations is a function of the researcher's insight and impression (Moleong, 1989). This research uses a type of field research in the form of case studies. This type of research, the data collection process is carried out in the field. Such as, the social environment of the community, community organizations, educational institutions both formal and non-formal and government institutions. Researchers go to the field to make observations about a phenomenon in a natural state.

The location of this research is in a private educational institution, namely Madrasah Aliyah plus Al-Hikam located on Jl. Sukmantri No. 85 RT. 03 RW 04 Sukmantri. Tangungkerta District, Sumedang Prov. West Java. There are several reasons why researchers chose the location is MA Plus Al-Hikam which feels under the nauang of the Al-Hikamussalafiyah Islamic boarding school has the characteristics of the Islamic boarding school by producing quality tahfidz students because the curriculum used collaborates between the Salafi curriculum and the general curriculum, so that public learning is still carried out and does not leave the memorization of the Qur'an tahfidz there is an obligation for all students to be able to memorize the Quran and Pay attention to education personnel professionally in shaping the quality of student tahfidz.

Data collection techniques in this study are Observation, Documentation and Interview (triangulation). (Sugiono: 2013) To analyze data can be done through 4 stages based on Miles and Huberman's theory, namely: 1) Data collection 2) Data reduction (data reduction), 3) Data Presentation (Data Display), and 4) Verification and Conclusion Attraction. Triangulation is a technique of checking the validity of data that makes use of something else (Suharsimi Arikunto, 2010). This technique is carried out by research by comparing and checking findings through primary informants with other informants.

RESULT AND DSCUSSON

Madrasah Head Strategy in Shaping the Quality of Student Tahfidz at MA Plus Al Hikam Sumedang

Every program requires planning to design the things needed during implementation. If the plan is designed optimally, and managed properly, it gets maximum results. Planning can be said to be a basic step in managing a program. This also applies to the tahfidz program that will be implemented at MA Plus Al Hikam. Thus, the planned tahfidz program can improve the quality of madrasah as a whole.

The head of the madrasah plays an important role in realizing the vision and mission that has been determined by the madrasah. With the planning in each program, it is hoped that it can be carried out properly so that the vision to make educational institutions that can form a generation of amaliah, amallmiah, charismatic character, Qur'anic spirit, piety, and global supervision can be realized. In addition, achievements in the field pursued are needed as evidence of success in the implementation of the tahfidz program

Haltu is in accordance with what the head of the madrasah conveyed to the researcher in his interview.

"The Qur'anic tahfidz program was opened on the basis of initiative and novation in accordance with the vision of the madrasa, namely; Knowledgeable, amallmiah, charismatic, Qur'anic spirit, pious, and global supervision. Thus, madrasah tries to realize that, one of which is holding tahfidzni activities so that students always live in accordance with religious teachings and can channel their abilities in the field of tahfidz even if they can excel in the field"

The statement of the head of the madrasa was also reinforced by the coordinator of the Qur'an tahfidzul program who said that. *"That in accordance with the vision of the madrasah, tahfidz activities are carried out at MA Plus Al Hikam to achieve students in developing religious teachings"*

In line with what was conveyed by the Qur'an tahfidzul teacher in an interview. *"In realizing the vision and mission that has been determined by MA Plus Al Hikam by planning the Qur'an tahfidzul program, it can be seen from the results of meetings contained in the madrasah journal about program objectives, time, place, coordinators, teachers, methods and memorization targets"*.

From the observation that the above statement will not work without a follow-up from the head of the madrasa. In order to realize this, the head of the madrasah and the religious section of the madrasah held a joint meeting to discuss further about the activities of tahfidz al-Qur'an which include; program objectives, time, place, coordinators, teachers, methods, and memorization targets.

The goal will be achieved if the program is directed and the components in it contribute to the success of the tahfidz program. Because the tahfidz program as a curriculum of local content on learning at the Plus Al Hikam Sumedang madrasah to realize a directed program, it takes time, place, and method that suits the student's ability so that the specified target is achieved. In addition, teachers who have hafidz 30 juz are also needed as the person in charge of the tahfidz program.

The results of the planning meeting contain several decisions that have been mutually agreed. The decree pertains to that the tahfidz program is carried out every day. Haltu is in accordance with the delivery of the head of the madrasa who said that,

"The objectives of this activity are; making MA Plus Al Hikam an educational institution with a Qur'anic spirit. In order for tahfidzni activities to run smoothly, we follow up to carry out tahfidz activities by holding meetings together to determine the time, namely; for memorization deposits are carried out every hour of tahfidz lessons in MA Plus Al Hikam classes also every day after dawn prayers at 05:30-07:00 and 18:30-20:00 WIB at Pesantren. For deposit places in Islamic boarding schools, namely in dormitories and houses of Al-Hikamussalafiyah Islamic Boarding School Leaders, the target is to memorize at least 15 juz for 3 years"

The statement of the head of the madrasa was also reinforced by the coordinator of the Qur'an tahfidzul program who said that.

"The tahfidzni program began with the initiative of the head of the madrasah so that it was followed up to be realized by holding a meeting together with the board of caretakers of the pesantren. In the meeting we discussed and determined the time, namely: it was carried out at school and every day after the dawn prayer and after the magrib. The place is in the dormitory and the house of the leader of the pesantren, the method is muroja'ah and the target is to memorize at least 15 juz for 3 years"

In line with what was conveyed by the Qur'an tahfidzul teacher in an interview.

"This program is good, especially for students, because it is also a caregiver and head of a madrasah who holds a tahfidz program, so in order not to be in vain, we always hold meetings every month. For deposit places in dormitories and houses of Islamic boarding

school leaders with one coordinator and one teacher. In order to make it easier for students to memorize, the selection of methods needs to be considered and based on the results of the meeting, we agreed to use the talaqqi method and the target is to memorize at least 15 juz for 3 years"

Based on the exposure of data from some of the information above, in accordance with the observations of researchers at MA Plus Al Hikam that the tahfidz program as a local content on learning at the Plus Al Hikam Sumedang madrasah, tahfidz coordinators and teachers act on the follow-up by holding joint meetings to determine the time of memorization deposits carried out after dawn and magrib prayers. As for the place of deposit in the dormitory and the house of the leader of the pesantren.

Based on the results of interviews, observations and corroborated with documentation, the planning strategy of the head of the madrasah in shaping the quality of tahfidz students at MA Plus Al Hikam Sumedang that, the tahfidz program as a local content on learning at madrasah Plus Al Hikam Sumedang. The head of the madrasa, the coordinator of the tahfidz program, and the tahfidz teacher who contributed to the success of the Qur'anic tahfidz program were also discussed in the planning meeting. The parties involved, namely: Caregivers, Pesantren Leaders, Al-Hikamussalafiyah Islamic Boarding School management board, teacher council and MA Al Hikam staff.

Students can channel their abilities in the field of tahfidz with the Qur'an tahfidz program in addition to the Qur'an tahfidz program as the vision and mission of MA Plus Al Hikam to make an educational institution that can form a generation that is amaliah, amallmiah, charismatic, Qur'anic spirit, pious, and global supervision.

Implementation is a form of manifestation of planning that has been designed together. Planning can be said to be successful if it is not only designed, but also carried out. That is, the results of planning require application by the party concerned. Based on observations and interviews from various resource persons, it can be seen that in the implementation of tahfidz al-Qur'an the head of the madrasah gives direct freedom to the coordinator, tahfidz teaching teachers, and administrators of the Al-Hikamussalafiyah dormitory to carry out these activities. However, this freedom is still in the presence of the head of the madrasah as the top position in the institutional structure.

Haltu is in accordance with what the head of the madrasa said in his interview.

"For the implementation of tahfidz activities, I leave it to the coordinators, tahfidz teachers and dormitory administrators of Al-Hikamussalafiyah Islamic Boarding School, because they will run, so what kind of technicality I give to them. However, I still monitor activities whether asking directly or indirectly to the coordinator, teachers, administrators or students."

The same thing was also conveyed by the coordinator of tahfidz al-Qur'an who said.

"Yes, the head of the madrasa explained his activities to us. Incidentally, I was appointed as the coordinator of tahfidz, only I only controlled it because the learning process was directly handled by the tahfidz teaching teacher and the Al-Hikamussalafiyah dormitory administrator himself"

Senada with that delivered by the tahfidz instructor of the Qur'an who delivers. *"The head of the madrasah and the tahfidz coordinator only monitor and control the activities either directly or indirectly, because I happen to be the one appointed to be a teacher, so usually the head of the madrasah or coordinator asks me or asks students about their activities"*.

Based on observations at MA Plus Al Hikam that the madrasa carries out tahfidz al-Qur'an every day from 05:30-08:00 and 18:30-20:00 WIB, the implementation of these activities is carried out in dormitories and caregiver houses (tahfidz teachers) with a target system of at least one page in one deposit.

During the implementation, the teacher familiarized students to start reading Surat Al-Fatihah and pray together, after the muraja'ah students individually while waiting for the deposit to begin. In addition, tahfidz teachers also use the talaqiq method as an effort to facilitate students in memorizing the Qur'an. In the success of the program assisted by the management of Al-Hikamussalafiyah dormitory.

Haltu is in accordance with the statement of the head of the madrasa who conveyed.

"Yes, before students make a deposit, students are given time first by the teacher to read Surat Al-Fatihah and pray together, then listen to the verses that the student will memorize and sometimes the teacher fills in material about reading the Qur'an. then after Dhubur dansya me and my dormitory management friends told the students to make halaqoh, each halaqoh consisted of de eight or nine people, and one thunder for muraja'ah together."

In line with what was conveyed by the tahfidz program coordinator who said.

"Before students deposit memorization, students read Surat Al-Fatihah and pray. Then to wait for the turn of the muroja'ah student deposit individually memorization to be deposited, after we deposit the memorization that the students have prepared using the talaqiq method, then after carrying out the memorization deposit and sometimes the teaching teacher also provides material on how to read the Qur'an or about tahfidz. After dhubur dansya muraja'ah students together with idols consisting of eight or nine children guided directly by the dormitory administrator Al-Hikamussalafiyah"

In line with what was conveyed by the tahfidz teacher who said that.

"Before students make deposits to me, I give time to students to read Surat Al-Fatihah and pray together. To wait for my turn to deposit, please invite students to murajaah personally. After the students deposited their memorization to me one by one. but sometimes I also give material about reading the Qur'an both about tajweed, mahkorijul letters, and tarqi, then after asar and magrib the students make halaqoh, for muraja'ah together led by the dormitory administrator, one halaqoh numbering eight or nine students."

Based on the above observations, students gathered at the caretaker's house to pray and read asmaul husnah together. After the student deposits the memorization that has been prepared using the talaqiq method

As an effort to control and see the ability of female students in memorizing the Qur'an, tahfidz teaching teachers at MA Plus Al Hikam Sumedang provide notes in the form of student achievement books, namely about student achievement in memorization.

Halni was delivered by the head of the madrasa who said that. *"If students deposit memorization, the teaching teacher provides notes about the memorization deposited by students, disability serves to find out whether students have increased or decreased memorization, notes are in the form of books, and each student has them."*

Halni echoed the statement of the tahfidz coordinator who said. *"Every student who deposits his memorization, the tahfidz teacher provides records about student deposits, usually in the form of student achievement books. This is one way to see the ability of students and the extent of the targets achieved by students".*

Haltu in accordance with what was delivered by the teacher of tahfidz al-Qur'an *"So, to make it easier for us to control and see the ability and extent of the targets that have been achieved by students, I provide records in the form of student achievements that have been memorized in the form of student achievement books"*.

Based on the data from some of the information above, in accordance with the results of the researcher's observation that tahfidz teaching teachers at MA Plus Al Hikam Sumedang provide records in the form of student achievements that have been memorized in the form of student achievement books. And all students deposit memorization to the tahfidz teacher in turn.

The implementation of student achievement in one semester is held kubro exams, as for the target set for students at least 5 juz for one year, and if for one year students cannot meet the target then there will be an evaluation and assistance will be given.

Halni was delivered by the head of the madrasa who said that.

"To increase student enthusiasm, every semester we hold a kubro exam, if students do not meet the target, at least 5 juz in one year will be evaluated and given motivation, and if for two years still do not meet the target of 5 juz, they will be upgraded conditionally."

As conveyed by the coordinator of the Qur'an who said. *"If students cannot meet the target, at least 5 juz in one year, students will be evaluated and given assistance, and if they do not meet the target for two years, they will be subject to conditional class neik. There is a kubro exam (graduation test) that is passed at the end of each semester."*

The same thing was also conveyed by the tahfidz teacher who said.

"Yes, for one year we hold the Kubro exam, which is at the end of the semester, if you do not meet the target, which for one year is required to memorize at least 5 juz, students will be evaluated and given assistance, and if for two years they still do not meet the target, they will be upgraded to a conditional class."

Based on the above observations that kubro exams are held every one semester and students memorize the Qur'an 5 Juz as a target determined by the institution. Based on the results of interviews, observations and corroborated with documentation, the implementation of the strategy of the head of the madrasah in shaping the quality of student tahfidz at MA Plus Al Hikam Sumedang is carried out in accordance with the existing division of tasks. The implementation has gone well. The head of the madrasah has a responsive attitude in overcoming existing problems. The implementation of the Qur'an tahfidzul program is carried out using a target system of at least one page in one deposit by memorizing at least 5 juz for one year. The teacher familiarizes students to start reading asma'ul husnah and prayer together.

Tahfidz teachers use the talaqiq method as an effort to facilitate students in memorizing the Qur'an. MA Plus Al Hikam every semester holds kubro exams and requires students to memorize 5 juz in one year.

Discusson

Madrasah Head Strategy in Shaping the Quality of Student Tahfidz at MA Plus Al Hikam Sumedang

The strategic planning of the head of the madrasah in shaping the quality of tahfidz students at MA Plus Al Hikam Sumedang that, the tahfidz program as a local content on learning at madrasah Plus Al Hikam Sumedang, the head of the madrasah, the coordinator of the tahfidz program, and the tahfidz teacher who contributed to the success of the tahfidz al-Qur'an program was also discussed in the planning meeting.

The parties involved, namely: Caregivers, Pesantren Leaders, Al-Hikamussalafiyah Islamic Boarding School management board, teacher council, and MA Plus Al Hikam staff. Students can channel their abilities in the field of tahfidz with the Qur'an tahfidz program in addition to the Qur'an tahfidz program as the vision and mission of MA Plus Al Hikam to form a generation that is amaliah, amallmiah, charismatic, Qur'anic spirit, pious, and global in character. The steps discussed in planning the activities of the Qur'an tahfidz program are: determining the tahfidz program, determining the memorization targer, determining coordinators and teachers and determining the schedule of activities (Lambrecht et al., 2022).

The results of the above findings are in accordance with Muhaimin's theory, namely: The initial stage in compiling a program, which is better to determine the program to be carried out. Halni is certainly with the right foundation and background, so that the program to be implemented does not violate and is in accordance with the needs of the madrasah. Determinations of program success indicators can be interpreted as references to be achieved. After determining the program to be implemented, to achieve the objectives of the implementation of the program it is necessary to determine several predictors of the success of the

program. *Haltu* needs to be done to identify what must be achieved from the program to be implemented.

Assign the person in charge of the program. The person in charge of the program to be implemented is something that really needs attention. In determining the person in charge, of course, it must be considered (Kartika, 2019). The last stage that must be done is to compile activities and activity schedules of the program to be implemented. By compiling and determining the schedule of activities, of course, the program to be implemented will be clearer and more directed (Rochman et al., 2022).

In the results of research at MA Plus Al Hikam Sumedang that, the tahfidz program became a learning of local content in the madrasah Plus Al Hikam Sumedang, students followed the Qur'an tahfidzul program which is the vision and mission of MA Plus Al Hikam to make educational institutions able to build a generation that is *amaliah*, *amallmiah*, charismatic, Qur'anic spirit, pious, and global insight. So that in planning the strategy of the head of the madrasah determines the memorization target and schedule of Qur'an tahfidzul activities for students at MA Plus Al Hikam Sumedang

The implementation of the strategy of the head of the madrasah in shaping the quality of tahfidz students at MA Plus Al Hikam Sumedang is carried out in accordance with the distribution of existing tasks. The implementation has gone well despite the obstacles. The head of the madrasah has a responsive attitude in overcoming existing problems. The implementation of the Qur'an tahfidzul program is carried out using a target system of one *halam* in one deposit by memorizing at least 5 juz for one year. The teacher familiarizes students to start reading Surat al-Fatihah and pray together. And tahfidz teachers use the *talaqiq* method as an effort to facilitate students in memorizing the Qur'an. MA Plus Al Hikam every semester holds *kubro* exams and requires students to memorize 5 juz in one year.

In this statement is also in accordance with the theory according to Wiwi Awaliyh wahid: The activity of memorizing the Qur'an is also a process, considering that all verse material (its parts, such as *phonytek*, *waqaf*, etc.) must be memorized and remembered perfectly. So that the entire process of remembering verses and their parts starts from the initial process, until recalling must be precise. Even such material is difficult to find again in human memory (Hasanah, 2021).

As for the theory according to Abdul Aziz Abdul Rauf the definition of tahfidz is the process of repeating something, either by reading or listening. While the Qur'an is the holy book of the *ummahlam* in the form of *kalamullah* which was revealed to the Prophet Muhammad as a guide for human life. In the results of research at MA Plus Al Hikam Sumedang that, the implementation of the Qur'an tahfidzul program uses a target system of one thing in one deposit by memorizing at least 5 juz for one year. Students make it a habit to read *asma'ul husnah* and pray together. Students use the *talaqiq* method in memorizing the Qur'an. Students memorize 5 juz as an obligation in performing the *kubro* exam (Jumiati & Kartiko, 2022; Nadif et al., 2023).

Quality Evaluation of Tahfidz Students at MA Plus Al Hikam Sumedang

Evaluation of the quality of tahfidz students at MA Plus Al Hikam Sumedang that the impact felt for madrasah, namely; can improve the quality and quantity of madrassas and have advantages in the field of reading the Qur'an even as an effort to attract public interest to send their children to the madrassa. In the midst of intense competition, of course, the madrasah will maintain the good name of the madrassa so that the community still believes in sending their children to the madrassa. It comes from this reason that masrasah always has the initiative to improve its quality.

Meanwhile, for MA Plus Al Hikam Sumedang students, namely: students are always motivated in learning, have a stronger memory, and can be used as a guide in daily life both in actions and deeds in accordance with religious teachings. Not only that, the impact obtained from

the program is that the number of students' memorization exceeds the target of minimal set by the madrasah.

The above statement is in accordance with Yusron Masduki's theory: the application for memorizing the Qur'an will be internalized the values of the Qur'an and al-Hadith can be a potential source for self-regulation of these values later expected to help teenagers memorizing the Qur'an in facing various obstacles and obstacles in an effort to achieve perfect memorization, because the memorization process requires high discipline, inevitably requires the memorization of the Qur'an to be able to exercise self-regulation (Anwar et al., 2023).

This was corroborated by Stiyamulyani and Sri Jumini in their journals. Tahfidz al-Qur'an can affect children's intelligence, including: a) Tahfidz al-Qur'an will train children's hearing sensitivity The more sensitive the child's hearing hearing lafazh-lafazh verses of the Qur'an recited, the easier it is for children to become fluent in repeating the readings heard. Halni will help him to quickly become fluent in speech, then easily learn Arabic and others. b) Tahfidz al-Qur'an trains children to concentrate highly the more verses that can be memorized by the child and the memorization is well preserved, meaning the concentration of children will be higher. In general, the more verses memorized, the faster it is to memorize other verses (Manullang et al., 2021). c.) Tahfidz al-Qur'an helps children easily understand the Qur'an (as a guide to life) and easily become taqwa. If children have memorized the verses of the Qur'an, it means that the instructions are already in their minds. So that when explaining the meaning of the verses of the Qur'an and exploring the understanding of the instructions, and the laws will be much easier.

In the results of research at MA Plus Al Hikam Sumedang that, the Qur'an tahfidz program does have a big impact both individually and group. The impact will be felt if there is seriousness in running. When thought superficially, of course feel objectionable because memorizing the Qur'an is not an easy matter (Azizah et al., 2023; Rustiana & Ma'arif, 2022). However, this thought will disappear if it is well intentioned and maximum effort. From his intentions and efforts will get rewards in the form of virtues for memorizing the Qur'an both in the world and the Hereafter. Of course, everything happens because of the role of Allah SWT in giving hidayah to His servants because the memorization of the Qur'an is indeed the chosen one.

CONCLUSION

The strategy of the head of the madrasah in shaping the quality of tahfidz students at MA Plus Al Hikam Sumedang includes planning (a). The tahfidz program becomes a learning of local content in madrasah Plus Al Hikam Sumedang, (b). Students follow the Qur'an tahfidz program which is the vision and mission of MA Plus Al Hikam to make educational institutions that are superior, superior and become a daman. (c) strategic planning of the head of the madrasah determine the memorization target and schedule of Qur'anic tahfidz activities for students.

The implementation of the madrasah head's strategy in shaping the quality of student tahfidz at MA Plus Al Hikam Sumedang includes, (a). The implementation of the Qur'anic tahfidz program uses a target system of one thing in one deposit by memorizing at least 5 juz for one year. (b). Students make it a habit to read asma'ul husnah and pray together. (c). Students use the talaqiq method in memorizing the Qur'an. Students memorize 5 juz as an obligation in carrying out the kubro exam.

Evaluation of the quality of tahfidz students at MA Plus Al Hikam Sumedang is (a). Can improve the quality of madrasah in maintaining public trust in madrasah (b). as one of the leading activity programs in each of these madrasahs and students are always able to read and memorize the Qur'an properly and correctly in accordance with the rules of reading the Qur'an (c). can make the Qur'an a guide in his life. The strategy of the head of the madrasah in shaping the quality of tahfidz students at MA Plus Al Hikam Sumedang includes planning (a). The tahfidz program becomes a learning of local content in madrasah Plus Al Hikam Sumedang, (b).

Students follow the Qur'an tahfidz program which is the vision and mission of MA Plus Al Hikam to make educational institutions that are superior, superior and become a daman. (c) strategic planning of the head of the madrasah determine the memorization target and schedule of Qur'anic tahfidz activities for students.

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