



Management of the Tahfidz Excellence Class Program

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Abstract

The study by Az Zahrah, 'Ainun Shofiyatu (2023) investigates the implementation of flashcards in Arabic language learning to enhance interest in vocabulary acquisition among eighth-grade students at MTs Darul Muta'allimin Patianrowo. The study aims to describe the implementation of flashcards in Arabic language teaching, assess students' interest in vocabulary learning, and evaluate the effectiveness of flashcards in improving learning outcomes. This qualitative research employs interviews, observations, and documentation for data collection. The findings indicate that flashcards were effectively implemented, leading to easier comprehension of the material. Supporting factors include competent teachers, appropriate teaching media, adequate facilities, motivated students, and a conducive learning environment. Challenges include diverse educational backgrounds, varying student characteristics, different abilities, and fluctuating levels of motivation. Overall, the use of flashcards significantly increased students' interest and engagement in vocabulary learning.

Keywords: Classroom Management Management, Superior Classroom Program



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INTRODUCTION

The implementation of the management program for the Tahfidz Excellence Class at MTs Negeri 1 Nganjuk represents an essential initiative within formal education aimed at producing proficient and certified Al-Qur'an memorizers. This program is distinguished by its specialized Tahfidz classes, which are conducted from Monday to Thursday during the first to the third periods. The curriculum incorporates memorization techniques, Muroja'ah (revision), and recitation submissions, all of which are overseen by two certified Al-Qur'an instructors (Hafidzah), along with additional supervisory teachers proficient in Quranic recitation. Prior to the introduction of the Tahfidz Excellence Class, MTs Negeri 1 Nganjuk already offered an academic excellence class focusing on Islamic Science Competitions (KSM) and Olympiads.

Initially, the Tahfidz program existed only as an extracurricular activity. However, the need for a unique identity, distinct from other madrasahs, led to the development of a dedicated Tahfidz Excellence Class. This decision was influenced



by the growing interest in Tahfidz among the community and the observation that similar programs in other schools were often limited to extracurricular activities, resulting in suboptimal outcomes. Consequently, the Tahfidz Excellence Class at MTs Negeri 1 Nganjuk was established in the 2022/2023 academic year, following the pandemic, in affiliation with the Pondok Pesantren Miftahul 'Ula, which also houses a Tahfidz dormitory under the Pondok Mitra.

Class management is a critical skill for teachers, involving the maximization of classroom potential by providing ample opportunities for individual creativity and focused activities. This principle is evident in the Tahfidz Excellence Class, where students are given substantial time during the first to the third periods to engage in memorization, revision, and learning new material related to Quranic Tahfidz.

One of the essential educational duties for Muslims is the proper learning and teaching of Quranic recitation. Muslims are expected to master Quranic reading before reaching puberty, ensuring that by adolescence, they can read the Qur'an with proper Tajwid. However, a significant challenge facing the Muslim community today is the widespread illiteracy in Quranic education, which adversely impacts academic achievement. Addressing this issue is urgent.

Memorizing the Qur'an is a demanding task that requires exemplary role models, discipline, and perseverance. The key to successful memorization lies in enhancing fluency and retention, ensuring that the Qur'an remains firmly in one's heart and mind. Daily practice is crucial to maintaining the memorized content.

In conclusion, students who are Al-Qur'an memorizers hold a distinguished status compared to their peers. Therefore, the Tahfidz Class at MTs Negeri 1 Nganjuk has been designated as an Excellence Class, directly supervised by the Ministry of Religious Affairs of Nganjuk Regency. This class serves as a model for other Madrasah Tsanawiyah schools in Nganjuk Regency that aim to implement a Tahfidz Excellence Program.

Based on the above background, the title of this thesis is: "Management of the Tahfidz Excellence Program at MTs Negeri 1 Nganjuk for the Academic Year 2022/2023."

METHOD

This study employs a descriptive qualitative approach, focusing on the management of the Tahfidz Excellence Class Program at MTs Negeri 1 Nganjuk during the 2022/2023 academic year. The qualitative method was selected due to its flexibility in adapting to the multifaceted realities encountered in the field. This approach facilitates a direct relationship between the researcher and the respondents, allowing for the nuanced exploration of the patterns and values inherent in the research setting. The study is conducted as a case study, which involves the detailed, in-depth, holistic, intensive, and systematic collection of data



and information about individuals, events, social settings, or groups using various methods and techniques (Yin, 2018).

Researcher's Presence

In this study, the researcher acts as an observer, directly collecting data from key informants, including the head of the school, the head of the management team, and the administrators of the Tahfidz Excellence Class Program at MTs Negeri 1 Nganjuk.

Research Location

The research was conducted at MTs Negeri 1 Nganjuk, located in Nglawak Village, Kertosono District, Nganjuk Regency. The location was selected based on the relevance of the research topic, which focuses on the management of the Tahfidz Excellence Class Program at MTs Negeri 1 Nganjuk during the 2022/2023 academic year.

Data Sources

The data in this study are qualitative, comprising words rather than numbers, obtained through interviews and observations. The data sources are divided into primary and secondary data: *Primary Data Sources* Primary data are the main sources of information obtained directly by the researcher. In this study, primary data were collected from the instructors and administrators of the Tahfidz Excellence Class Program at MTs Negeri 1 Nganjuk during the 2022/2023 academic year. *Secondary Data Sources* Secondary data are those gathered or collected by the researcher from existing sources. These can include statistics from the Central Bureau of Statistics (BPS), books, reports, journals, and other relevant documents. These data serve as supporting information that is not directly obtained from the research subjects but from literature and other data from the school, such as the history of MTs Negeri 1 Nganjuk, organizational structure, and so on (Creswell & Poth, 2018).

Data Collection Procedures

For qualitative data, the data collection procedures include interviews, observations, and documentation. These techniques are crucial and must be implemented with precision to ensure that the results are accurate and objective. The researcher utilized three data collection techniques: *Interviews* Interviews involve the process of gathering data where the researcher seeks to gain in-depth knowledge about the respondents. In this study, the focus was on interviewing the instructors and administrators of the Tahfidz Excellence Class Program to gather relevant information regarding the management of the program. Interviews were conducted with several key individuals, including the head of MTs Negeri 1 Nganjuk, the quality assurance team leader, instructors, and program



administrators (Merriam & Tisdell, 2016). *Observation* The researcher conducted open observations to establish a good rapport with the respondents, ensuring a smooth and conducive research process. Observations provided a general overview of the management of the Tahfidz Excellence Class Program at MTs Negeri 1 Nganjuk (Flick, 2018). *Documentation* Documentation involves collecting records or works from the past. The documentation used in this study includes written texts, images, and photographs related to the implementation of the Tahfidz Excellence Class Program and its management at MTs Negeri 1 Nganjuk (Bowen, 2009).

Data Analysis Techniques

The data analysis followed the qualitative approach outlined by Bogdan and Biklen (2018), as cited by Moleong. This method involves working with the data, organizing it, categorizing it into manageable units, synthesizing it, identifying patterns, and determining what is significant and what can be shared with others. The researcher organized the data by grouping it based on interviews with the Tahfidz class instructors at MTs Negeri 1 Nganjuk, direct interviews with the students about the learning process, and interviews with the school principal regarding the management of the Tahfidz Excellence Class Program. The process of data analysis included examining all available data from various sources, such as interviews, observations recorded in field notes, personal documents, official documentation, images, photographs, and so on (Patton, 2017).

The stages of data analysis in this research include: Data Reduction Data reduction involves refining and categorizing data to draw or verify final conclusions. This step simplifies the retrieval of data when needed and assists in coding specific aspects (Miles, Huberman, & Saldaña, 2018). Data Display Data display involves organizing data or information in a structured manner that allows for the drawing of conclusions and action. Data are organized using narrative or descriptive texts, matrices, graphs, or charts (Yin, 2018). Conclusion Drawing Conclusion drawing is the culmination of data analysis, where the researcher reviews notes, identifies patterns, themes, modes, relationships, and similarities, and formulates a conclusion (Creswell & Poth, 2018).

Validity Check

Data validity is a critical concept that revises the notion of validity and reliability according to the "positivism" paradigm, adapted to the demands of the knowledge, criteria, and paradigms of qualitative research. In this study, triangulation was used to check the validity of the data by comparing the results of interviews with the Tahfidz instructors, program administrators, and the school principal (Denzin & Lincoln, 2018).



Research Stages

The research involved four stages: Pre-Field Stage During the preparation or pre-field stage, the researcher visited the research location, MTs Negeri 1 Nganjuk, to gain an accurate understanding of the research setting. Fieldwork Stage This stage involved three steps: understanding the research setting and preparing oneself, entering the field, and participating while collecting the necessary data using predetermined methods (Merriam & Tisdell, 2016). Data Analysis Stage The data collected from subjects, informants, and documents were refined, language and systematics were improved, and the data were analyzed according to the specified methods to avoid misunderstandings or misinterpretations. Report Writing Stage The final stage involved writing the research report following the appropriate thesis guide format, using language that is easy for readers to understand (Creswell & Creswell, 2018).

RESULTS AND DISCUSSION

Advantages of the Tahfidz Program at MTs Negeri 1 Nganjuk in the 2022/2023 Academic Year

To understand the advantages of the Tahfidz Excellence Program at MTs Negeri 1 Nganjuk, the researcher conducted an interview with Mrs. Arina Haq. She highlighted that the primary advantage of the Tahfidz Excellence Program is that, unlike other schools where Tahfidz is only offered as an extracurricular activity, MTs Negeri 1 Nganjuk integrates it fully into the curriculum. This makes the program more effective and unique as MTs Negeri 1 Nganjuk is the only school in Nganjuk Regency to offer such a program, making it a model for other schools in the region. Additionally, students who participate in this program are regarded as exceptional compared to regular students, and the program is directly supervised by the Ministry of Religious Affairs of Nganjuk Regency.

Another significant advantage of the Tahfidz Excellence Program at MTs Negeri 1 Nganjuk is that students who are part of the program must reside in a boarding school affiliated with the madrasah. This requirement ensures that the program's vision and mission align closely with the affiliated Islamic boarding school, Pondok Pesantren Miftahul 'Ula. Mrs. Yunita Istiani Rohmah mentioned that this arrangement fosters a consistent approach between the school and the boarding school, ensuring that students receive comprehensive guidance in their Quranic studies.

The program is further strengthened by the fact that the affiliated boarding school is located near the madrasah and offers intensive supervision by highly qualified instructors (Hafidzah) with an unbroken chain of Quranic recitation back to the Prophet Muhammad (PBUH). The daily schedule includes five dedicated days



for Tahfidz lessons, from Monday to Saturday, with two periods each day. During these periods, students engage in a structured schedule that includes classical Muroja'ah, Quranic recitation drills, and the addition of new memorization under the direct supervision of their instructors.

Furthermore, Mrs. Mustardiyah emphasized that the curriculum for the Tahfidz Excellence Program at MTs Negeri 1 Nganjuk is distinct from the regular and academic excellence classes, integrating religious and general education to better support the students' memorization and comprehension of the Quran.

Management of the Tahfidz Excellence Program at MTs Negeri 1 Nganjuk in the 2022/2023 Academic Year

The management of the Tahfidz Excellence Program at MTs Negeri 1 Nganjuk is comprehensive, involving several key components. According to the head of the program, Mrs. Muhlishotin, the management includes: Leadership and Authority: The program is supported by the leadership of the madrasah, competent teachers, and the involvement of the Madrasah Committee and the community to enhance the quality and service of education, aligning with the goals of the National Education System as stipulated in Law No. 20 of 2003, Article 3. Curriculum: The program follows the Merdeka Curriculum at the madrasah and the education framework of the partner pesantren, particularly in Tahfidzul Qur'an. Competent Teachers and Instructors: The program is supported by dedicated teachers at the madrasah and the pesantren, who are responsible for guiding students in Quranic memorization and understanding. Financing: The funding for the program comes from the madrasah's DIPA (Budget Implementation Document) and the contributions from the Madrasah Committee, including self-funded learning at the partner pesantren. Facilities and Infrastructure: The program is equipped with adequate facilities at both the madrasah and the partner pesantren. Quality Control: The program is regularly monitored by the Madrasah Supervisor and the Office of the Ministry of Religious Affairs in Nganjuk Regency. Certification: Graduates are certified by a competent institution in the field of Tahfidzul Qur'an.

The implementation of the program has met the theoretical criteria for effective classroom management as described by educational experts, including planning, organizing, executing, and evaluating all activities related to teaching and learning. Additionally, MTs Negeri 1 Nganjuk has implemented a reward system for students who complete their Quranic memorization targets, which includes medals and certificates for each Juz memorized. This system motivates students to further excel in their memorization.

In conclusion, the management of the Tahfidz Excellence Program at MTs Negeri 1 Nganjuk in the 2022/2023 academic year has been effective. The program is not only well-organized but also incorporates motivational strategies that have



significantly contributed to the success of the students. Moreover, the program's integration with the partner pesantren ensures that students receive comprehensive religious and academic education, preparing them for future challenges in both their spiritual and educational journeys.

DISCUSSION

The Tahfidz program at MTs Negeri 1 Nganjuk for the 2022/2023 academic year offers several advantages that distinguish it from similar programs at other schools. One of the key advantages is that, unlike other schools where Tahfidz is merely an extracurricular activity, MTs Negeri 1 Nganjuk fully integrates it into the curriculum. This integration makes the program more effective and unique, as it is the only school in Nganjuk Regency to offer such a program, positioning it as a model for other schools in the region. Furthermore, students who participate in this program are considered exceptional compared to regular students, with direct supervision from the Ministry of Religious Affairs of Nganjuk Regency. Additionally, students enrolled in the program are required to reside at a boarding school affiliated with the madrasah, namely Pondok Pesantren Miftahul 'Ula. This arrangement ensures that the program's vision and mission align closely with the affiliated boarding school, providing a consistent approach to the students' Quranic studies. The program is further strengthened by the proximity of the boarding school to the madrasah, offering intensive supervision by highly qualified instructors who have an unbroken chain of Quranic recitation back to Prophet Muhammad (PBUH). The daily schedule includes five days dedicated to Tahfidz lessons, from Monday to Saturday, with two periods each day. During these periods, students follow a structured routine that includes classical Muroja'ah, Quranic recitation drills, and the addition of new memorization under the direct supervision of their instructors.

The management of the Tahfidz program at MTs Negeri 1 Nganjuk is comprehensive, involving several key components. According to the head of the program, Mrs. Muhlshotin, the management includes leadership and authority from the madrasah leadership, competent teachers, and the involvement of the Madrasah Committee and the community to enhance the quality and service of education, in alignment with the goals of the National Education System as outlined in Law No. 20 of 2003, Article 3. The program follows the Merdeka Curriculum at the madrasah and the education framework of the partner pesantren, particularly in the area of Tahfidzul Qur'an. The program is supported by competent teachers and instructors who guide students in Quranic memorization and understanding. Funding for the program comes from the madrasah's DIPA (Budget Implementation Document) and contributions from the Madrasah Committee, including self-funded learning at the



partner pesantren. The program is equipped with adequate facilities at both the madrasah and the affiliated pesantren. Quality control is regularly conducted by the Madrasah Supervisor and the Office of the Ministry of Religious Affairs in Nganjuk Regency. Additionally, the program implements a reward system for students who achieve their Quranic memorization targets, including medals and certificates for each Juz memorized. This system serves to motivate students to further excel in their memorization. Overall, the management of the Tahfidz program at MTs Negeri 1 Nganjuk has proven to be effective, not only in organizing the program but also in incorporating motivational strategies that significantly contribute to students' success. Furthermore, the integration with the partner pesantren ensures that students receive a well-rounded religious and academic education, preparing them for future challenges in both their spiritual and educational journeys.

CONCLUSION

The Tahfidz Excellence Program at MTs Negeri 1 Nganjuk offers several key advantages that distinguish it from other programs. First, it is the only school in Nganjuk Regency that offers a dedicated Tahfidz class at the MTs level, positioning it as a model for other madrasahs in the region. Second, the program is directly supervised by the Ministry of Religious Affairs of Nganjuk Regency, ensuring that it meets the required standards and regulations. Third, students enrolled in the Tahfidz Excellence Program are required to reside at a partner pesantren, which has an official Memorandum of Understanding (MOU) with the madrasah. This partnership ensures that both the school and the pesantren are aligned in their vision and mission, providing a cohesive educational experience. Fourth, the curriculum for the Tahfidz Excellence Class is distinct from regular classes, offering a specialized focus on Quranic memorization, which is central to the students' development.

The management of the Tahfidz Excellence Program is comprehensive and well-structured. It involves the leadership of the madrasah, competent teachers, and the active participation of the Madrasah Committee and the broader community, all working together to enhance the quality and service of education. This approach aligns with the goals of the National Education System as outlined in Law No. 20 of 2003, Article 3. The curriculum follows the Merdeka Curriculum at the madrasah while integrating the educational framework of the partner pesantren, particularly in the area of Tahfidzul Qur'an. Dedicated and qualified teachers at both the madrasah and the pesantren guide and mentor students, ensuring effective Quranic memorization. The program is funded through the madrasah's DIPA, contributions from the Madrasah Committee, and self-funded learning at the partner pesantren. It is supported by adequate facilities at both the madrasah and the pesantren. A robust quality control system is maintained through oversight by the Madrasah



Supervisors and the Office of the Ministry of Religious Affairs in Nganjuk Regency. Graduates of the program are certified by a recognized institution in the field of Tahfidzul Qur'an, ensuring that they meet the required standards in Quranic memorization

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