

From Quantity to Quality: Integrative Management in the Quran Memorization (*Tahfidz*) Program at Madrasah Ibtidaiyah

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Abstract

The quality of the memorization of the Qur'an is a multidimensional construct that is not limited to quantity alone. This qualitative research, conducted as a case study, aims to describe the management of the Qur'an memorization program for students at Madrasah Ibtidaiyah Al Ahqof Getas Wonopringgo in Pekalongan Regency and to identify its supporting and inhibiting factors. Data were collected using triangulation. The results of the study indicate that the tahfidz program at the school is managed through the stages of planning, organizing, implementation, and supervision. Its implementation integrates memorization targets, role allocation, talaqqi, tiktirar, muroja'ah, recitation, monitoring, and periodic evaluation. The program's success is supported by the madrasah's commitment, teacher competence, parental support, and a religious environment. Meanwhile, challenges include time constraints, heterogeneity in students' abilities, and inconsistencies in muroja'ah. This study's findings confirm that the quality of memorization is shaped by the integration of institutional management, pedagogy, and family involvement.

Keywords: Management, Quran Memorization Program, Quality of Memorization

Abstrak

Kualitas hafalan Al-Qur'an merupakan konstruk multidimensional tidak parsial pada kuantitas. Penelitian kualitatif dalam bentuk studi kasus ini bertujuan mendeskripsikan manajemen program tahfidz Al-Qur'an pada siswa Madrasah Ibtidaiyah Al Ahqof Getas Wonopringgo Kabupaten Pekalongan serta mengidentifikasi faktor pendukung dan penghambatnya. Data dikumpulkan melalui teknik triangulasi. Hasil penelitian menunjukkan program tahfidz di sekolah tersebut dikelola melalui tahap perencanaan, pengorganisasian, pelaksanaan, dan pengawasan. Implementasinya mengintegrasikan target hafalan, pembagian peran, talaqqi, tiktirar, muroja'ah, setoran, monitoring, dan evaluasi berkala. Keberhasilan program didukung komitmen madrasah, kompetensi guru, dukungan orang tua, dan lingkungan religius. Sedangkan kendala berupa keterbatasan waktu, heterogenitas kemampuan, dan inkonsistensi muroja'ah. Kontribusi penelitian ini menegaskan kualitas hafalan dibentuk oleh integrasi tata kelola kelembagaan, pedagogi, dan keterlibatan keluarga

Kata Kunci: Manajemen, Program Tahfidz Al-Qur'an, Kualitas Hafalan

INTRODUCTION

Islamic education is a developmental process aimed at nurturing students' intellectual, spiritual, emotional, and social potential, shaping individuals who are faithful, God-fearing, knowledgeable, and of noble character (Ramayulis, 2015). Therefore, the success of Islamic education is not only measured by academic achievement but also by the ability of educational institutions to shape students' religious character. However, amid the development of science, information technology, and the tide of globalization, Islamic educational institutions face increasingly complex challenges, such as the decline in the moral values of the younger generation, low religious awareness, and the influence of global culture that does not always align with Islamic values. These conditions have prompted educational institutions to introduce programs that balance academic achievement with the cultivation of Islamic character.

One of the rapidly growing programs in various Islamic educational institutions is the Qur'an memorization (*tahfidz*) program. This program aims not only to increase the number of Qur'anic verses memorized by students but also to foster character traits such as discipline, steadfastness, and responsibility, and to cultivate a spiritual closeness to Allah SWT through the continuous practice of memorization and review (Sa'dullah, 2018).

Thus, the success of a Quran memorization program cannot be measured solely by the number of verses memorized; it must also consider the quality of students' memorization. The quality of memorization includes fluency in recitation, accuracy in recitation according to the rules of *tajwid* and *makharijul huruf*, the strength of memorization through review activities, and the students' consistency in retaining what they have memorized (Sa'dullah, 2018).

Although *tahfidz* programs have been implemented in various educational institutions, the increase in the number of providers has not always been accompanied by improved students' memorization quality. In practice, there are still students who meet memorization targets but struggle when asked to recite what they have memorized, make mistakes in applying *tajwid* and *makharijul huruf*, and are not yet accustomed to consistently practicing *muroja'ah*. This phenomenon indicates that the success of the *tahfidz* program is influenced not only by students' individual abilities but also by the effectiveness of program management implemented by educational institutions.

Preliminary observations at Madrasah Ibtidaiyah (MI) Al Ahqof Getas Wonopringgo, Pekalongan Regency indicate that the madrasah has made the Qur'an memorization program one of its flagship initiatives, implemented regularly through memorization recitations, group review sessions, instruction using the *talaqqi* and *tikrar* methods, and *tasmi'* activities. This program reflects the madrasah's commitment to nurturing a Qur'anic generation starting from the elementary education level. However, several challenges remain, including uneven memorization abilities among students, inconsistent implementation of review sessions, ongoing errors in applying *tajwid* and *makharijul huruf*, and students' suboptimal ability to retain what they have memorized. These conditions indicate that improving the quality of memorization requires more effective and systematic program management.

The focus of this study is to describe the management of the Qur'an memorization program for students at MI Al Ahqof Getas Wonopringgo, Pekalongan Regency, and to identify the factors that support and inhibit it. This objective is important because, from the perspective of Islamic Educational Management, the success of a program is greatly influenced by the application of management functions, which include planning, organizing, actuating, and controlling, as outlined by George R. Terry. Through these functions, educational institutions can formulate program objectives, assign tasks, implement activities systematically, and conduct evaluations to determine the extent to which objectives have been achieved and to address various obstacles that arise during program implementation (George R. Terry, 2019).

Various previous studies, including one by Aminah, state that systematic program management, particularly through clear planning, focused implementation, and ongoing evaluation, is a key factor in improving the quality of students' memorization (Aminah et al., 2023). In line with this research, Halizanindya, Musolin, and Madum found that the implementation of the *tahfidz* program management in elementary schools is carried out through the setting of memorization goals and targets, the grouping of teachers and students, and evaluation through memorization tests. The research results indicate an improvement in students' memorization quality, particularly in fluency, correct application of tajwid, and articulation points of letters (Halizanindya et al., 2025).

Meanwhile, Hidayanti, Junaidah, and Dermawan found that the application of management functions, including planning, organizing, actuating, and controlling, is supported by teacher competence, student motivation, facilities, and parental support. The use of the *talaqqi*, *muraja'ah*, and mentoring methods, along with periodic memorization evaluations, has been shown to help improve students' memorization achievements (Hidayanti et al., 2025). Similar findings were reported by Heryawan and Darodjat, who noted that the *tahfidz* program can improve students' memorization abilities, both in the volume of material memorized and in the quality of recitation. However, its implementation still faces challenges, including time constraints, variations in students' abilities, and suboptimal guidance from teachers and parents (Heryawan & Darodjat, 2025). Thus, these four studies show that improvements in students' memorization quality are determined not only by memorization methods but also by program management, which includes planning, organizing, implementation, monitoring, evaluation, and support from various parties.

Research that specifically analyzes the management of *tahfidz* programs using the functions of planning, organizing, actuating, and controlling to improve students' memorization quality remains relatively limited, particularly at the Madrasah Ibtidaiyah level. Most previous studies have focused on Islamic boarding schools or secondary schools, so the characteristics of the *tahfidz* program management in elementary education have not been extensively studied.

Unlike the studies mentioned above, this study aims to analyze the management of the Qur'an memorization program in improving the quality of students' memorization at MI Al Ahqof Getas Wonopringgo. The results of this study are expected to contribute to the

development of Islamic Education Management studies and serve as a basis for evaluation by educational institutions to manage memorization programs more effectively and sustainably.

RESEARCH METHODS

This study employed a qualitative case study with a descriptive-analytical orientation to examine the management of the Qur'an memorization (*tahfidz*) program and its contribution to improving students' memorization quality at Madrasah Ibtidaiyah Al Ahqof Getas Wonopringgo, Pekalongan Regency. The qualitative design was selected to capture the management processes and educational practices underlying the implementation of the program within its natural institutional context, particularly across the functions of planning, organizing, actuating, and controlling. Participants were selected through purposive sampling and included the madrasah principal, *tahfidz* teachers, homeroom teachers, and students directly involved in the program. Data were collected through participant observation, in-depth interviews, and document analysis. Observation focused on the implementation of the *tahfidz* program and its integration into madrasah activities, while interviews explored program planning, instructional practices, evaluation mechanisms, and supporting and constraining factors. Documentary sources included the madrasah profile, program schedules, memorization assessment records, and other relevant institutional documents.

Data credibility was established through source and methodological triangulation to enhance the consistency and trustworthiness of the findings. Data analysis followed the interactive model of Miles, Huberman, and Saldaña, comprising data condensation, data display, and conclusion drawing and verification. These analytical stages were conducted iteratively throughout the research process, enabling the researchers to identify patterns, relationships, and contextual factors associated with the management of the *tahfidz* program. The analysis ultimately focused on explaining how the integration of managerial functions, pedagogical practices, monitoring mechanisms, and stakeholder involvement contributes to the development of students' Qur'anic memorization quality within the madrasah context.

RESULTS AND DISCUSSION

A Framework for Improving the Quality of Quran Memorization at Madrasah Ibtidaiyah Al Ahqof Getas Wonopringgo

1. Planning the Qur'an Memorization Program

The research findings indicate that planning for the Qur'an memorization program at MI Al Ahqof Getas Wonopringgo occurs before the start of the new school year, through coordination between the madrasah principal and the memorization teachers. This planning includes setting grade-level memorization targets, developing a schedule of memorization activities, determining teaching methods, and establishing an evaluation system for use during the learning process. In addition, the madrasah also implements

routine activities such as memorization, recitation, review (*muroja'ah*), and recitation (*tasmi'*) as part of efforts to maintain the quality of students' memorization.

The planning of memorization targets is tailored to students' developmental abilities at each level, so that the targets can be achieved gradually. Setting clear memorization targets at the planning stage aligns with the essential need to formulate clear graduate competency standards, which serve as the foundation for measuring the success and academic rigor of any Islamic educational institution (Setianingsih et. al., 2026).

Tahfidz teachers not only prepare new memorization material (*ziyadah*) but also design periodic review (*muroja'ah*) activities to ensure that previously memorized material is retained. This planning demonstrates that the *tahfidz* program is not only focused on increasing the quantity of memorized material but also on improving the quality of memorization through continuous repetition. From George R. Terry's perspective, these activities have fulfilled the planning function, namely setting goals, determining strategies, developing work programs, and preparing the necessary resources before the activities are carried out. Systematic planning provides clear direction for teachers in delivering instruction, ensuring that the *tahfidz* process proceeds in a structured and measurable manner.

The findings of this study are consistent with previous research indicating that the success of a *tahfidz* program is heavily influenced by thorough planning, particularly in setting memorization targets, developing learning schedules, and establishing an evaluation system. However, this study shows that planning at MI Al Ahqof is not only focused on achieving memorization targets but also on maintaining the quality of memorization through regular *muroja'ah* sessions. Thus, the planning function helps improve the quality of students' memorization by providing clear guidelines for both teachers and students on memorization targets, learning methods, and the forms of evaluation to be conducted throughout the program.

2. Organization of the Qur'an Memorization Program

The research findings indicate that the organization of the Qur'an memorization program at MI Al Ahqof Getas Wonopringgo is carried out through a clear division of tasks and responsibilities among the madrasah principal, memorization teachers, homeroom teachers, and students. The *madrasah* principal serves as the program coordinator, establishing policies and overseeing coordination, while the *tahfidz* teachers are responsible for conducting lessons, guiding memorization, and evaluating students' progress in memorization. Homeroom teachers support *tahfidz* activities by motivating students and supervising *muroja'ah* in the classroom. Historically, madrasahs have evolved from traditional centers into structured institutions that bridge classical Islamic teachings with modern organizational needs (Putri et al., 2026). In this context, the organized synergy among the principal, teachers, and parents reflects a modern transformation of socio-religious roles, in which traditional hierarchical patronage shifts toward a more collaborative and egalitarian educational ecosystem (Saleh & Jannah, 2026). This division

of roles fosters effective coordination, ensuring the program runs in accordance with its established objectives.

Other organizational structures are evident in the grouping of memorization targets by grade level and the scheduling of *tahfidz* activities integrated with regular teaching and learning. Each teacher understands their duties and responsibilities, ensuring that memorization recitations, *muroja'ah*, and *tasmi'* take place regularly. Additionally, the use of memorization assessment books serves as a tool for coordinating and monitoring each student's memorization progress. From George R. Terry's perspective, these conditions indicate that the organizing function has been implemented through the division of labor, delegation of authority, and coordination among the elements involved in the program. Terry explains that organizing involves grouping activities and resources to achieve the organization's goals effectively. In the *tahfidz* program, a clear division of tasks facilitates mentoring, monitoring, and evaluating students' memorization, ensuring that each component bears responsibility for the program's success.

This finding aligns with the research by Nisrina Qurrotul Aini (2024), which states that an effective organization can enhance the implementation of the *tahfidz* program through a proportional division of tasks between the principal and teachers. Similarly, research by Nanda Saudah Ellysa Putri indicates that coordination among program administrators influences the success of efforts to foster students' religious character. However, this study found that at the Madrasah Ibtidaiyah level, the involvement of homeroom teachers plays a more dominant role because students still require intensive guidance to maintain consistency in their memorization. Systematic organization positively impacts the quality of students' memorization. A clear division of tasks allows the tutoring process to proceed with greater focus, enables reading errors to be corrected immediately, and allows for continuous monitoring of each student's progress in memorization. Thus, the function of organization is one of the factors that supports improvements in the fluency of memorization, the accuracy of tajwid, and the consistency of students' *muroja'ah*.

3. Implementation of the Qur'an Memorization Program

The research findings indicate that the implementation of the memorization program at MI Al Ahqof Getas Wonopringgo is carried out routinely through recitation sessions, group review (*muroja'ah*), the addition of new verses (*ziyadah*), and recitation (*tasmi'*). In the learning process, teachers apply the *talaqqi* and *tikrar* methods so that students not only memorize verses but also learn correct recitation in accordance with the rules of tajwid and makharijul huruf. Before adding new material, students are encouraged to review previously memorized material to strengthen their memory and maintain the quality of their memorization.

The program's implementation is also supported by continuous motivation from the teachers. Teachers not only guide the memorization process but also provide direction, correct recitation, and encouragement to help students remain steadfast in their review. This approach creates a conducive learning environment and boosts students' confidence when presenting their memorized verses. This continuous motivation and structured

methodology represent a holistic approach to Islamic education at the elementary level, ensuring that learning is not merely a cognitive burden but deeply internalized within the students' daily habits (Bisri et al., 2026). Furthermore, adjusting the teaching strategies to be more contextual and transformative allows students to engage more meaningfully with the Qur'an, preventing the memorization process from becoming a mechanical routine (Anamisari et al., 2026)

According to George R. Terry, the actuating function is the process of mobilizing all resources to achieve the organization's goals. In the context of the *tahfidz* program, this function is reflected in the teacher's ability to implement the established plan through active learning activities, intensive guidance, and the provision of motivation to students. Effective implementation is determined not only by the availability of the program but also by the teachers' ability to direct, guide, and foster students' commitment throughout the process of memorizing the Qur'an.

The findings of this study align with the research by Hidayanti et al which states that the success of a *tahfidz* program is influenced by the application of teaching methods that are appropriate for the students' characteristics (Hidayanti et al., 2025). Other studies have also shown that the habit of regular *muroja'ah* contributes to improving the quality of memorization. However, this study found that the success of the program's implementation at MI Al Ahqof was influenced not only by teaching methods but also by the intensity of teacher guidance during each memorization review session.

The consistent implementation of the *tahfidz* program has a positive impact on improving the quality of students' memorization. The practice of *muroja'ah* helps strengthen memory, the *talaqqi* method improves the accuracy of recitation, while *tasmi'* activities train students' fluency and readiness to recite from memory in front of their teachers and peers. Thus, the actuating function contributes directly to improving the quality of Qur'an memorization.

4. Supervision of the Qur'an Memorization Program

The research findings indicate that supervision of the memorization program at MI Al Ahqof Getas Wonopringgo is conducted on an ongoing basis through daily evaluations, assessments of memorization recitations, *tasmi'* activities, and monitoring of memorization progress using students' memorization assessment books. Teachers correct the fluency of recitation, the accuracy of tajwid, and the articulation points of letters every time a student recites their memorization. In addition, the school principal periodically monitors the implementation of the program to ensure that activities proceed according to the established plan.

This continuous monitoring acts as an internal quality assurance mechanism, which is an essential step for Islamic educational institutions to maintain their quality standards and institutional capacity amidst the demands of modern education and globalization (Erifsany et al., 2026). The monitoring process focuses not only on achieving memorization targets but also on students' ability to retain what they have memorized through ongoing review (*muroja'ah*).

The evaluation results serve as the basis for teachers to provide follow-up support, such as memorization review sessions, additional guidance, or adjustments to learning strategies tailored to each student's individual abilities. According to George R. Terry, the controlling function aims to ensure that are carried out according to plan through a process of measurement, evaluation, and corrective action when deviations are found. In this study, monitoring serves not only as a tool for assessing learning outcomes but also as a means to continuously improve the quality of the *tahfidz* program's implementation.

This finding supports the results of previous research stating that routine evaluation is one of the key factors in maintaining the quality of students' memorization. However, this study indicates that monitoring at MI Al Ahqof has a more comprehensive nature because it is not only conducted through the assessment of memorization outcomes but also through the monitoring of the learning process, the discipline of *muroja'ah*, and the development of each student's individual abilities. Continuous monitoring has a positive impact on the quality of students' memorization. Routine evaluations help teachers identify reading errors early on, reinforce the habit of *muroja'ah*, and ensure that memorization is maintained in the long term. Thus, the monitoring function serves as a crucial stage in ensuring the fluency of recitation, the accuracy of tajwid and makharijul huruf, and students' consistency in retaining their memorization of the Qur'an.

Factors Supporting and Hindering the Management of the Quran Memorization Program at MI Al Ahqof

The research findings indicate that the success of the Qur'an memorization program management at MI Al Ahqof Getas Wonopringgo is influenced by various supporting and inhibiting factors. These factors contribute to the effectiveness of management functions, ranging from the planning, organizing, and implementation stages to the monitoring of the program.

The main supporting factors stem from the commitment of the madrasah principal and teachers to developing the memorization program as the madrasah's flagship program. This commitment is demonstrated through the setting of memorization targets, intensive mentoring of students, the regular conduct of *muroja'ah* (review sessions), and periodic evaluations of memorization progress. In addition, the competence of *tahfidz* teachers in applying the *talaqqi* and *tikrar* methods helps students improve their recitation while strengthening their memorization. The madrasah's religious environment, the practice of reading the Qur'an before classes, and the support of most parents in guiding *muroja'ah* at home also contribute to creating a learning atmosphere conducive to improving the quality of students' memorization.

On the other hand, this study also identified several inhibiting factors that affect the effectiveness of program management. Differences in memorization ability among students result in uneven achievement of memorization targets. Some students are able to expand their memorization quickly, while others require more intensive guidance. Time constraints in implementing the program amid a busy academic schedule also pose a challenge in optimizing the *muroja'ah* process.

Furthermore, the lack of optimal parental support at home resulted in some students being inconsistent in reviewing their memorization, which affected the strength of the memorization they had achieved. These inhibiting factors, particularly time constraints and varying student capacities, reflect the broader challenges faced by Islamic education in the globalization era, where institutions must continuously adapt and balance traditional curricula with the demands of modern educational standards (Hanin et al., 2026). Consequently, students and educators alike are compelled to adopt transformative roles, creatively negotiating between traditional values and modern necessities to sustain the relevance and quality of the program (Saleh & Jannah, 2026). From George R. Terry's perspective, supporting and hindering factors are part of the control process that must be evaluated to improve organizational effectiveness. The results of the evaluation of various obstacles enable the madrasah to make improvements at the planning, organizing, and implementation stages of the program so that the goal of improving the quality of memorization can be achieved more effectively. Thus, control serves not only to measure the program's success but also as a basis for decision-making in the future development of the *tahfidz* program.

The findings of this study are consistent with various previous studies indicating that the success of a *tahfidz* program is influenced by teacher competence, student motivation, parental support, and a conducive learning environment. However, this study shows that the program's success is not determined solely by these factors individually, but rather by the institution's ability to manage all resources through the integrated application of management functions. Synergy among the madrasah principal, teachers, homeroom teachers, students, and parents is a crucial factor in continuously improving the quality of the Qur'an memorization.

Overall, supporting factors contribute positively to the smooth implementation of the program, while inhibiting factors serve as points for evaluation to improve the *tahfidz* program management system. Therefore, improving the quality of students' memorization depends not only on individual ability to memorize the Qur'an but also on the effectiveness of the program management implemented by the madrasah.

Based on the research findings, it can be concluded that the management of the Qur'an memorization program at MI Al Ahqof Getas Wonopringgo has implemented George R. Terry's management functions, which include planning, organizing, actuating, and controlling. In the planning stage, the madrasah sets memorization targets, activity schedules, learning methods, and an evaluation system to serve as guidelines for program implementation. The organizing stage is realized through the division of tasks and responsibilities among the madrasah principal, *tahfidz* teachers, and homeroom teachers, thereby creating coordination that supports the program's continuity. Furthermore, the actuating function is implemented through structured activities such as memorization recitations, *muroja'ah*, *talaqqi*, *tikrar*, and *tasmi'*, all of which are conducted in a structured manner.

The controlling function is carried out through daily evaluations, monitoring of memorization progress, and *tasmi'* activities to ensure that students' memorization targets

are met and the quality of their memorization is maintained. The implementation of these management functions has contributed to improving the quality of students' memorization, as evidenced by increased fluency in recitation, accuracy in recitation according to tajwid and makharijul huruf, reinforcement of memorization through regular *muroja'ah*, and greater consistency among students in retaining what they have memorized.

The program's success is supported by the commitment of the madrasah principal and teachers, the competence of the *tahfidz* teachers, the madrasah's religious environment, and parental support. Meanwhile, differences in students' abilities, time constraints, and the lack of optimal support for *muroja'ah* at home remain challenges that require attention in the program's development. Based on these findings, the madrasah needs to strengthen collaboration with parents, optimize *muroja'ah* activities outside of class hours, and conduct ongoing program evaluations so that the quality of students' memorization can improve more effectively and sustainably.

CONCLUSION

Based on the research findings, it can be concluded that the Qur'an memorization program at Madrasah Ibtidaiyah Al Ahqof Getas Wonopringgo, Pekalongan Regency is managed through the four functions of George R. Terry's management framework: planning, organizing, actuating, and controlling. Planning encompasses the formulation of memorization targets, schedules, instructional methods, and evaluation mechanisms; organizing distributes responsibilities among the madrasah principal, *tahfidz* teachers, and homeroom teachers; actuating is realized through structured practices including memorization, *talaqqi*, *tikrar*, *muroja'ah*, *tasmi'*, and recitation; while controlling involves continuous monitoring, daily evaluation, and periodic assessment of memorization progress. The effectiveness of the program is reinforced by institutional commitment, teacher competence, a supportive religious environment, and parental involvement. However, differences in students' abilities, limited instructional time, and inconsistent *muroja'ah* at home remain significant constraints. These findings indicate that memorization quality is not merely an outcome of instructional activities but emerges from the integration of managerial coordination, pedagogical consistency, monitoring, and family support.

The study contributes to Islamic educational management by showing that integrating managerial functions can systematically sustain Qur'anic memorization quality in primary Islamic education. Madrasahs should strengthen parent-school collaboration, optimize structured *muroja'ah* beyond classroom hours, and implement continuous evaluations covering fluency, tajwid accuracy, retention, consistency, and memorization quantity. However, the study is limited by its single-site qualitative design, reliance on Terry's management framework, and short observation period, which constrain the transferability and assessment of long-term outcomes. Future research should use comparative or longitudinal designs across multiple madrasahs and examine the interaction of student motivation, teacher competence, parental engagement, home-based *muroja'ah*, and instructional strategies in sustaining Qur'anic memorization quality.

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