

## ANALYSIS OF QUALITY MANAGEMENT FUNCTIONS IN TAHFIDZ LEARNING AT MI MATHLA'UL ANWAR, BANJARNEGARA DISTRICT

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### ABSTRAK

Penelitian ini mengkaji secara komprehensif bagaimana fungsi manajemen mutu diterapkan dalam pembelajaran tahfidz Al-Qur'an di MI Mathla'ul Anwar Kabupaten Banjarnegara. Fokus utama penelitian terletak pada upaya memahami secara mendalam dinamika pengelolaan program tahfidz sebagai bagian dari strategi peningkatan mutu pendidikan Islam di tingkat dasar. Pendekatan yang digunakan adalah kualitatif dengan desain studi kasus, sehingga memungkinkan peneliti menggali fenomena secara kontekstual dan holistik. Data diperoleh melalui observasi partisipatif, wawancara mendalam dengan informan kunci, serta telaah dokumen institusional. Hasil penelitian ini memperlihatkan bahwa implementasi fungsi manajemen yang meliputi perencanaan, pengorganisasian, pelaksanaan, dan pengendalian telah berlangsung secara sistematis dan menunjukkan kesinambungan yang baik. Praktik manajerial tersebut berimplikasi pada peningkatan kualitas hafalan peserta didik, sekaligus membentuk karakter belajar yang disiplin dan konsisten.

**Kata Kunci** : Manajemen Program, Kualitas Pendidikan, Pengelolaan Program Tahfidz

### ABSTRACT

*This study comprehensively examines how quality management functions are implemented in Quran memorization learning at MI Mathla'ul Anwar in Banjarnegara Regency. The primary focus of the study is to deeply understand the dynamics of Quran memorization program management as part of a strategy to improve the quality of Islamic education at the elementary level. A qualitative approach with a case study design was used, allowing the researcher to explore the phenomenon contextually and holistically. Data were obtained through participant observation, in-depth interviews with key informants, and a review of institutional documents. The results of this study demonstrate that the implementation of management functions, including planning, organizing, implementing, and controlling, has been systematic and demonstrated good continuity. These managerial practices have implications for improving the quality of student memorization and fostering disciplined and consistent learning behavior.*

**Keywords:** Program Management, Quality Management, Quran Memorization Learning

## **INTRODUCTION**

Islamic education is essentially not only oriented towards mastering knowledge, but also towards the formation of character and spiritual values of students (Nuryadi, 2023). One concrete implementation of this goal is through the Quran memorization program, which seeks to instill a love of the Quran while simultaneously developing a generation capable of memorizing and practicing it. Unlike traditional learning, the memorization process is complex, requiring consistency, perseverance, and intensive repetition over a long period of time (Solihin, 2025). This makes managing tahfidz learning a process that is not simple and requires an appropriate managerial approach.

In this context, quality management becomes a crucial aspect. Quality management serves not only as a control tool but also as a strategy to ensure that the entire learning process runs effectively and efficiently (Agusnawati et al., 2024). Without directed management, the tahfidz program has the potential to stagnate and not achieve its intended targets. As an Islamic elementary school, MI Mathla'ul Anwar in Banjarnegara Regency has integrated the tahfidz program into its curriculum. The program's success is certainly inseparable from how the quality management function is applied in daily learning practices. Therefore, this study seeks to deeply explore the dynamics of the implementation of the quality management function in tahfidz learning at the institution.

Islamic education basically does not only emphasize mastery of cognitive aspects, but also on character formation and instilling spiritual values in students (Syafuddin, 2025). One concrete form of this effort is realized through the Al-Qur'an memorization program, which aims to foster a love for the Al-Qur'an while also producing a generation that is able to memorize and practice its contents in everyday life (Prasitio et al., 2024). Thus, the Qur'an is not just a material for memorization, but also becomes a guide for life that shapes the personality of students.

The process of learning to memorize the Qur'an has different characteristics compared to learning in general (Desrani & Juami, 2022). This activity requires a high level of consistency, patience, and repetition over a relatively long period of time. Furthermore, individual differences in memorization abilities also pose

challenges, necessitating a flexible and continuous learning approach. In this regard, the role of educators is crucial, not only as transmitters of material but also as guides and motivators for students.

The success of the tahfidz program cannot be separated from various factors that influence it, both those originating from within the students themselves and from their surrounding environment (Rahma & Naziyah, 2025). Internal factors such as motivation, discipline, and memory skills, as well as external factors such as family support, learning environment, and institutional management systems, are important elements in determining the success of the program (Zahroh et al., 2024). Therefore, a planned and structured management system is needed so that the tahfidz learning process can run optimally.

In this regard, quality management plays a crucial role. Quality management serves not only as a means of control, but also as a strategy to ensure that the entire learning process is effective and efficient. (Ghazy & Faslah, 2025). Management functions such as planning, organizing, implementing, and monitoring must be implemented systematically to maximize learning objectives. Without proper management, the tahfidz program could potentially encounter obstacles and fail to achieve its stated targets.

In addition, the implementation of quality management also contributes to building a quality culture in educational institutions (Rokim et al., 2024). This culture is reflected in the commitment of all school members to maintaining and continuously improving the quality of learning. With a strong culture of quality, the implementation of the tahfidz program not only runs routinely but also continuously improves. (Saputro & Setiyatna, 2026). As an Islamic elementary school, MI Mathla'ul Anwar in Banjarnegara Regency has implemented a memorization program as part of its curriculum. This demonstrates the institution's commitment to developing a generation of Quranic scholars from an early age. The program's success is closely linked to the implementation of quality management functions in learning activities, from planning memorization targets, implementing learning, to evaluating student outcomes. However, the implementation of the tahfidz program is not without challenges, including limited resources, time allocation, and student consistency. Therefore, an in-depth study is needed to determine how quality

management is implemented and its effectiveness in supporting the success of the tahfidz program.

## **METHOD**

This study adopts a qualitative approach with a descriptive type to examine in depth the implementation of the quality management function in tahfidz learning at MI Mathla'ul Anwar, Banjarnegara Regency (J. Moleong, 2002). This approach was chosen because it was deemed capable of providing a comprehensive understanding of the phenomena occurring directly in the field. Subjects in this study included madrasah principals, tahfidz teachers, and students participating in the tahfidz program. Data collection was conducted through observation, in-depth interviews, and documentation studies to obtain complete and reliable data. Observations were used to directly review the implementation of tahfidz learning and the application of quality management functions, while interviews aimed to gather information related to aspects of program planning, organization, implementation, and supervision (Sukataman & Khotimah, 2024). Documentation is used as supporting data in the form of various documents such as schedules, archives and activity reports.

## **DISCUSSION**

### **Quality as the Goal of MITQ Mathla'ul Anwar**

The findings of this study indicate that the implementation of the quality management function in tahfidz learning at MI Mathla'ul Anwar, Banjarnegara Regency has been carried out through four main stages, namely planning, organizing, implementing, and supervising (Adhitama et al., 2022). These four functions are interrelated and form a management system that aims to increase the effectiveness and quality of tahfidz learning.

In the planning stage, the madrasah has formulated a systematic memorization program by setting memorization targets tailored to the grade level and student abilities. This planning also includes arranging activity schedules, determining learning methods, and compiling expected achievement indicators. The learning planning for Tahfidzul Qur'an at MI Mathla'ul Anwar, Pagedongan

District, Banjarnegara is structured in a directed manner through a clear division of memorization targets from grades 1 to 6 with a total achievement of five juz. Each level is given a gradual target and is adjusted to the students' abilities, so that the memorization process can run continuously. The division of these targets makes the tahfidz activities more structured and makes it easier to monitor and assess the progress of student memorization. In its implementation, Tahfidzul Qur'an activities are carried out consistently every Monday to Friday as a form of habituation for students in memorizing the Qur'an. Mondays are specifically used for muroja'ah activities, namely reviewing memorization that has been obtained during the previous week. This activity is crucial for maintaining memorization strength while improving the quality of recitation, ensuring it remains accurate and consistent.

Furthermore, lesson planning also considers the number of effective weeks and days as the basis for determining memorization targets. By properly allocating available time, the targets set become more realistic and achievable for students. Each grade has a clear and tiered memorization target, starting with grade 1, which focuses on Juz 30, followed by grade 2, which adds Juz 29, and then grades 3 and 4, which cover Juz 28 and 27. In grade 5, the target is expanded to include Juz 1, while grade 6 focuses on strengthening memorization through review activities of previously studied Juz 1s. This division pattern demonstrates systematic management, allowing students' memorization development to occur gradually and sustainably.

To support the achievement of these targets, a variety of learning methods are implemented. The talqin method is used by the teacher to provide examples of correct Quranic recitation, which are then followed by the students. The talaqqi method emphasizes direct interaction between students and teachers in the memorization and retention process. Furthermore, the tikkar method is implemented through continuous repetition of recitations until memorization is solidified. The peer tutoring method is also utilized, involving peers with greater or equal abilities, and the sama'i method relies on auditory stimulation to aid in Quran memorization.

Quran memorization (Tahfidzul Qur'an) is conducted routinely every Monday through Friday, with Mondays focused on muroja'ah (recitation) activities

to strengthen existing memorization. In practice, teachers use the talaqqi method, which involves reciting the verse to be memorized, and students then imitate the reading repeatedly until they are fully memorized. Each day, students are given a measurable memorization target of approximately three lines, using a standard Quran for memorization or a corner Quran with fifteen lines per page. If there are long verses, they are broken down into smaller sections to facilitate memorization.

After the memorization process is complete, students submit their memorization to the tahfidz teacher to be assessed for fluency and accuracy. Memorizations that meet the criteria are then submitted to the tahfidz coordinator for further review. If deemed appropriate, the results are reported to the head of the religious affairs department as part of the evaluation process. Assessment is conducted through a single reading test of at least one juz (chapter) of the Quran, with the number of juz (chapter) read adjusted to each student's memorization level. With this well-organized and focused system, the Qur'an memorization program is expected to produce students with strong, fluent, and high-quality memorization.

This demonstrates that the planning of the Qur'an memorization lesson at MI Mathla'ul Anwar is carried out with careful consideration, thus supporting an effective learning process and producing high-quality memorization. In terms of organization, the Qur'an memorization program management structure has been established with a clear division of roles and responsibilities. The principal acts as the policymaker, while the Qur'an memorization teacher is directly responsible for the implementation of the lesson. Furthermore, grouping students based on memorization ability is a fairly effective strategy in supporting learning differentiation. This organization essentially demonstrates a systematic effort to manage available resources. However, the limited number of teaching staff poses a significant obstacle, resulting in less than optimal guidance for each student. This condition shows that the organizational aspect still needs to be strengthened, especially in terms of human resource management to be more proportional.

During the implementation phase, the tahfidz learning process is carried out routinely and on a schedule using various methods, such as talaqqi (recitation), muroja'ah (recitation), and memorization (memorization). This variety of methods demonstrates an effort to adapt learning strategies to students' needs. Teachers serve

not only as facilitators in the memorization process but also as motivators, playing a role in building student enthusiasm and discipline. Intense interaction between teachers and students is a contributing factor to successful learning. However, this study found that students' consistency in maintaining memorization remains a major challenge. This is due to internal factors such as boredom and lack of motivation, as well as external factors such as an unsupportive learning environment outside the madrasah. Therefore, the implementation of tahfidz learning needs to be accompanied by strategies to strengthen motivation and foster more intensive habits.

Meanwhile, in terms of supervision, madrasahs have conducted regular evaluations by recording memorization progress and administering tahfidz exams. This evaluation system serves as a control tool to measure the extent to which planned targets are being achieved. Furthermore, the evaluation results are also used as a basis for improvements in the learning process. However, research results show that the evaluations conducted still place more emphasis on the quantity of memorization, such as the number of verses or juz (chapters) memorized, rather than on quality, such as tajweed accuracy, fluency, and memorization strength. This suggests that the existing monitoring system still needs to be developed to be more comprehensive and able to reflect the overall quality of memorization.



**Figure 1. Council of Asatidz of the Tahfidz Program**

Overall, the implementation of quality management functions in tahfidz learning at MI Mathla'ul Anwar in Banjarnegara Regency has made a positive contribution to improving the quality of learning. This is evident in the increase in students' memorization achievements and the formation of habits of interacting with the Quran in their daily lives. However, to achieve optimal quality, strengthening various aspects is necessary, such as increasing the consistency of program implementation, developing teacher competencies, and refining the evaluation system, which focuses not only on the quantity but also on the quality of memorization.

Furthermore, these findings confirm that the success of implementing quality management in education is determined not only by sound planning but also by the continuity between planning, implementation, and evaluation. The principle of continuous improvement is key to maintaining and improving the quality of the tahfidz program. Therefore, a joint commitment from all parties involved—the madrasah, teachers, students, and parents—is required to create a conducive and quality-oriented learning environment. Thus, the tahfidz program is not only able to achieve memorization targets, but is also able to form the character of students based on the values of the Qur'an in a deeper way.

### **The Urgency of Quality Management in Learning**

Based on the findings above, we can underscore the importance of quality management in all subjects. Therefore, quality management in Quran memorization is a crucial aspect and inseparable from achieving success in memorization. This is due to the complexity of memorization, which involves not only memorization but also spiritual aspects, accurate recitation according to Tajweed rules, and consistency in maintaining memorization through muraja'ah (recitation). Without proper quality management, the learning process has the potential to be unstructured, lack direction, and struggle to achieve the desired quality standards. Therefore, quality management functions as a system that systematically regulates all stages of learning, from program planning and activity implementation to outcome evaluation, ensuring that each process has a clear direction and measure of success.

Furthermore, the importance of quality management is also evident in its ability to address various challenges in Quran memorization, such as differences in student abilities, time constraints, and variations in the quality of teaching staff. With a good management system, institutions can set learning standards, choose appropriate methods such as *talaqqi* and *tikrar*, and continuously monitor students' memorization progress. This ensures that learning is not solely focused on memorizing volume but also on maintaining its quality. Without quality management, the memorization process tends to be inconsistent and difficult to evaluate objectively, potentially reducing the quality of the results achieved.

On the other hand, quality management also plays a role in improving the professionalism of *tahfidz* teachers. A teacher is required not only to have good memorization skills but also to have effective teaching skills tailored to the needs of the students. Through the implementation of quality management, institutions can provide ongoing guidance, training, and evaluation of their teaching staff. This will improve the quality of learning and create a more conducive learning environment, ultimately increasing students' motivation and discipline in memorizing the Quran.

Furthermore, quality management also relates to the efficient use of resources and the accountability of educational institutions. With careful planning and a clear evaluation system, available time, energy, and facilities can be optimally utilized (Zamrud, 2025). Furthermore, institutions can demonstrate measurable learning outcomes to the public, thereby increasing trust in their *tahfidz* programs. In this regard, quality management serves not only as a control tool but also as a means to enhance the credibility and competitiveness of educational institutions. Philosophically, the application of quality management in *tahfidz* learning reflects the values of *ihsan* and *itqan*, namely performing every task to the best of one's ability and with utmost care. Memorizing the Quran is a significant responsibility that requires dedication and professional management. Therefore, quality management is crucial in ensuring that the learning process runs optimally and produces high-quality memorizers. Therefore, it can be concluded that quality management is not merely an add-on, but rather a key factor in determining the success and sustainability of *tahfidz* learning.

## CONCLUSION

The implementation of quality management functions in tahfidz learning at MI Mathla'ul Anwar in Banjarnegara Regency has been carried out through integrated planning, organization, implementation, and supervision. The tahfidz program has been proven to increase student memorization and foster habits of interaction with the Quran. Educational quality is a special concern and is supported by sustainable quality management. The implementation of quality management in the tahfidz program is carried out by optimizing management in terms of planning, organization, implementation, and supervision.

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