

The Principal's Strategy in Implementing the Tahfidzul Qur'an Program

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ABSTRACT

Strategy in education is the basic framework for an action to be taken. This strategy acts as a controller in carrying out his duties and responsibilities as school principal. The objective of this study was to ascertain the principal's strategic approach, evaluate the outcomes of the tahfizh programme, and identify the elements that either facilitated or hindered the program's implementation. The employed methodology is a qualitative approach, utilising data collection approaches such as observation, interviews, and documentation analysis. The research subjects were the principal, *tahfizh* coordinator, *tahfizh* teachers and students. The data analysis technique used is descriptive qualitative analysis with data reduction techniques, data presentation, and drawing conclusions. The results of the study show that: The principal's strategy in implementing the *tahfizh* program is by arranging programs that involve *tahfizh* learning schedules, *tahfizh* learning materials, determining the qualifications of *tahfizh* teachers to be recruited, determining memorization targets and determining the methods needed to run the program. The results of the implementation of the *tahfizh* program are increasing student interest in becoming a *hafizh*, increasing student enthusiasm for learning both in the field of tahfizh lessons and other lessons, increasing noble character which is reflected in social interactions between students, teachers and parents. The implementation of the *tahfizh* program also won several awards in the Qur'an tahfizh competition. The supporting factor for the *tahfizh* program is that the program is well structured, both in scheduling, providing facilities and infrastructure and choosing methods. The inhibiting factor is that it occurs when there are students who have not been able to read the Qur'an properly. It can slow down the process of memorizing other students because of the time needed by students who have not been able to have more.

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1. INTRODUCTION

The school is an educational institution responsible for the management and organisation of teaching and learning activities, with the aim of attaining predetermined objectives. It plays a significant role in fostering the intellectual development, shaping attitudes, and honing the abilities of students, equipping them to navigate the challenges of real-world experiences. Hence, it is imperative to consistently construct and enhance the function of educational institutions to cultivate a cohort that assumes responsibility for the advancement and welfare of the nation and state, in alignment with the Indonesian national education framework. When engaging with fellow members of the educational institution, it is important to recognise that each student possesses a distinct set of characteristics, including but not limited to their ethnic background, cultural heritage, socioeconomic status, customary practises, gender identity, and religious beliefs. The presence of diverse populations in multicultural schools presents significant consequences for the treatment and policies implemented for pupils and other members of the school community (Munadlir, 2016). According to Anderson and Brydges (2011), quality schools are educational institutions that demonstrate a track record of fostering academic excellence, cultivating positive character traits, and instilling noble values in its graduates. In order to cultivate graduates who demonstrate exceptional performance in both academic and non-academic domains, it is imperative to implement educational initiatives that effectively facilitate the establishment of high-quality educational institutions.

The principal, as a leader in the school, has power in the form of authority and power, besides that he also has expertise in managing and developing his subordinates professionally. The principal is the educational leader in the school who determines the policies in the school. The principal is obliged to use his role in leading a school which is carried out wisely and directed in order to achieve the school's goals optimally, so that the quality of education can increase (Aprida et al., 2020). As a leader who plays an important role in educational institutions and as one of the determinants of going back and forth an educational institution, a school principal must be able to guide the improvement of school achievement and development. Principals and teachers must have the right program so that students can learn effectively and efficiently per the expected goals (Nisa' et al., 2021). However, the reality in various schools shows that choosing and implementing school programs, one of which is memorizing the Qur'an, is not an easy thing. Teachers are the first people in schools who have direct contact with students who are expected to be able to carry out their duties optimally with the program (Sanglah, 2021). The success of an educational institution is highly dependent on the leadership of the principal, the success of the school is the success of the principal. However, the principal is a vital element for the effectiveness of educational institutions (Pujiyanto, Arafat, & Setiawan, 2020). We don't find good schools with bad principals or vice versa bad schools with good principals. A good principal is dynamic in preparing various educational programs. In fact, the high and low quality of a school is distinguished by the leadership of the principal (Nellitawati, 2018).

The principal, as a manager, occupies a predetermined position in the school organization. The principal has a top position that holds the key to success in achieving the goals that have been determined. These conditions indicate that the principal as a service holder is a very special professional field (Saud, 2010). Therefore, the school leader, in this case the principal, is a trustee to achieve the desired school quality. One of the skills that the principal must have is managerial skills. One of the managerial skills of a principal is to create a program that can eventually become the hallmark of the school. In running the program to run well, the important role of a school principal is needed for the running of the leadership wheel of the principal so that it runs according to the agreed vision and mission (Setiyo, & Sodiq, 2019; Supardi, 2013). However, before determining the program as well as the school's vision and mission, the principal first knows the situation and condition of educational institutions in the community, conducts a SWOT (Strength, Weakness, Opportunities, and Threats) analysis to identify various factors ranging from opportunities, strengths, and weaknesses. Schools among the community so that this analysis is part of anticipating the threats that will be faced by schools.

The running of the program in schools requires the role of the principal, the principal is required to be able to improve the quality of existing human resources (Damayanti, 2016). It is useful to carry out the program that has been planned and of course, to run and develop the program properly and professionally. The program in question in this case is the Tahfidz Qur'an program. Ariani et al (2017) argue that the existence of this tahfidz program certainly increases students' knowledge about Islam and increases their love of the Qur'an. In addition, students can expedite how to read the Qur'an through the tahsin program. Tahsin is a way of reading the Qur'an properly and correctly by using the rules contained in the science of recitation, in addition to improving also improving reading. Of course this program is very good, the Tahfidz Al-Qur'an program is the first step so that students can have good habits from an early age, namely reading the Qur'an so that they become people who love and continue to get used to living with the Qur'an. The Tahfidz Al-Qur'an program also creates an atmosphere of Islamic religious life whose impact is the development of a view of life that is inspired by the teachings and values of the Islamic religion. Which is manifested in life attitudes and life skills by school residents (Aliyas, Ratna., Ismail, Ilyas Muh., & Maulana, Andi. 2019).

Several relevant research studies, namely Azman's research (2019), the results of this study indicate that: 1) planning the *tahfidzul* Qur'an program, namely; Cooperating with various parties both from within and from outside the madrasa, determining the tahfidz coaches who have 30 juices of hafidz. 2) The process of implementing the tahfidz program is carried out every week at 06:50-07:30 WIB in each class using the muroja'ah and tikkar methods, the deposit process can be made to the coaches or assistant coaches for sons and daughters. 3) The perceived implications of the tahfidz al-Qur'an program are; improve the quality of madrasas, the number of students' memorization that exceeds the target and student achievement in the field of tahfidzal-Qur'an. Ardhan Ansswastama's research (2018) the results of his research on the implementation of the *tahfidz* Al Qur'an curriculum at Madrasah Aliyah Sunan Pandanaran, which includes planning, implementation, assessment, and supervision have been going well. Includes (1) curriculum planning (2) tahfidz implementation. (3) Tahfidz assessment (4) Tahfidz supervision (5) Supporting factors for the Qur'an Islamic boarding school environment tahfidz program, support from foundations and madrasas to specifically allocate lesson hours, adequate human resources (HR), adequate infrastructure and facilities, the motivation of the *tahfidz* teacher to the students. (6) The inhibiting factors of the *tahfidz* program at MA Sunan Pandanaran are: Coordination of madrasas and Islamic boarding schools to find a "one way" success of *tahfidz*, Number of incidental student and madrasa activities, The presence of tahfidz teachers whose attendance intensity is low, School vacation schedules are too long, Student motivation is still low, there are activities that are not clear.

According to the research conducted by Masduki Yusron (2018), the findings of the study indicate that the Tahfidzul Qur'an Learning Strategy implemented by MI The concept of Darul wisdom encompasses the practise of talaqqi, which refers to the reciprocal exchange of feedback and knowledge between educators and learners. b) Takrir refers to the process of memorization under the guidance and supervision of a teacher, with the memorised content being entrusted to the teacher. c) Muroja'ah, also known as collective recitation, involves the repetition of memorised material in the company of fellow pupils. d) Mudarosah, also known as collaborative memorization, involves pupils taking turns with their peers to memorise information. The test administered was the memorization test, specifically designed to assess the proficiency of pupils' memorization skills. Furthermore, the adoption of the Tahfidzul Qur'an learning technique has the capacity to positively influence the character development of students. The notable attributes exhibited by the characters include religiosity, honesty, discipline, independence, responsibility, cleanliness, istiqomah (steadfastness), patience, and politeness. Existing literature that can serve as a scholarly resource for comprehending the multiple facets to be investigated. The present study aligns with prior research in its focus on enhancing the Tahfidzul Qur'an programme within educational institutions, with the aim of cultivating positive character traits and fostering a strong motivation for self-improvement among youngsters.

Based on the above background, the research question is how to implement the principal's strategy, the results of the *tahfizh* program, and the supporting and inhibiting factors of the program. In

general, the purpose of this study is to find out the principal's strategy in carrying out the *tahfidz* program at Madrasah Ibtidaiyah and the results achieved from the school's strategy in carrying out the *tahfidz* program at Madrasah Ibtidaiyah. Practically, this research is expected to be a school principal, it is hoped that it can be used as new learning and knowledge about the importance of strategy in preparing programs, in this case, the Tahfidzul Qur'an program. With the aim of carrying out the performance of teachers who have increased competence in the field of Tahfidz. With the Tahfidz Al-Qur'an program, as the principal of the school gave an appeal to teachers to provide supervision to students in carrying out this tahfidz program so that it went according to the initial plan. There are several teachers who act as companions in this Tahfidz Al-Qur'an program. The existence of the Tahfidz Al-Qur'an program is one of the policies made by the principal for the sake of developing the students themselves. The policies taken are also the result of decisions that all parties in the school also support, that is why the Tahfidz Al-Qur'an program can run until now.

2. METHODS

The method used is the descriptive qualitative method. The researcher acts as a key instrument that must collect data by visiting the data source directly. The research subjects were determined using a purposive sampling technique, where the research subjects were selected according to the research objectives. The research was conducted at Madrasah Ibtidaiyah Terpadu Al-Jannah, on the research subjects, namely the principal, tahfizh coordinator, tahfizh teachers and students. Data was collected using direct observation/observation methods, and in-depth interview methods. For this reason, research needs to check the validity of the data through a credibility test.

In order to ascertain the generalizability of the research findings to other domains, it is important to conduct a transferability assessment. In order to assess reliability, one may employ a dependability test. Additionally, to ascertain the accuracy of the research findings or product, it is possible to evaluate the compatibility between the process and the product using a conformance test. The employed methodology for data analysis is descriptive qualitative analysis, accompanied by a series of data processing procedures including data reduction, data display, and the formulation of conclusions, followed by data verification. The process of data analysis was conducted in a comprehensive manner, encompassing several methods such as observations, interviews, and documentation. The researchers engaged in data compilation during their fieldwork, a process that persisted until the completion of the study report. This involved the systematic collection of data, followed by the subsequent grouping and sorting of the accumulated information. In this study, data analysis is conducted by systematically documenting findings obtained from field observations, interviews, and documentation. This includes the collection of field notes and a comprehensive examination of the gathered data, which is subsequently organised and categorised. The present investigation was conducted iteratively in order to assess the potential for misclassification. In addition, it is important to provide a comprehensive description of the classified data, taking into consideration the specific focus and objectives of the study. The final step involves doing a comprehensive analysis and presenting the findings in the form of a research paper.

3. FINDINGS AND DISCUSSION

3.1 *The Principal's Strategy in Running the Tahfidz Program at the Al-Jannah Integrated Madrasah*

The results of the observations of researchers at MIT Al-Jannah Banda Aceh that it is true that there is a tahfizh program that has been implemented well, this can be seen from the student activities for several days the researchers conducted research, namely the memorization activity of all grade levels at MIT Al-Jannah Banda Aceh. The results of the observations also saw the use of strategies and methods that were in accordance with the tahfizh program, namely the Talaqqi method, in which

students deposited their memorization one by one which was immediately corrected and justified by the tahfizh teacher.

The results of observations regarding the strategy of the Qur'an tahfizh program, one of which is about the space provided and the time set so as not to interfere with other subjects in carrying out the Qur'an tahfidz program. The program implementation time is carried out in the morning between 08.00 and 09.00 WIB. The results of the observations were not sufficient to complete the data that the researcher needed, therefore the researcher continued by conducting interviews with all the sources that the researcher had determined before conducting the research. The results of the researcher's interview with the principal, namely Deliberation with the foundation, after that deliberation with the tahfidz coordinator to arrange the program so that it can be implemented properly. The materials we discussed included planning the preparation of the schedule, planning the recruitment of tahfizh teachers, planning the minimum and maximum limits for children's memorization achievements. Thus the implementation of the program will be easier and more focused because it already has a good program structure. Our program planning also involves senior tahfizh teachers and of course experienced in the field of tahfizh.

The above expression shows that in planning the principal involves resources related to the tahfizh program. This is supported by the words of the tahfizh coordinator in the preparation of the program, during the evaluation, and if there are problems along the way. Especially in planning the principal always coordinates not only with me as the coordinator but also with all the resources we have such as tahfizh teachers and the foundation. The words of the tahfizh coordinator have given the researcher an idea of how the program planning was carried out so well that it involved all available resources. Regarding strategy, the principal focuses on recruiting teachers in the tahfizh field first, then on the learning method for the tahfizh program, because there are several tahfizh learning methods and of course the principal must be able to choose the most appropriate for this school. Furthermore, the researcher still wants to explore the strategy of the tahfizh program to the tahfizh teacher that, of course, there are many strategies for tahfizh lessons, but the principal chooses a strategy that is appropriate to the school's circumstances. As I said in the previous question, the tahfizh program in schools is certainly different from the tahfizh program in Islamic boarding schools. So the strategy we use in implementing the program is Talaqqi. This strategy focuses on intense memorization repetition so that children's memorization does not easily forget. This means that the memorization of children must be fluent first before entering the next memorization. This strategy also focuses on the quality of children's reading, by immediately correcting incorrect readings when depositing memorization.

Researchers have gotten good answers, but researchers still leave one question to students with the question of how the strategy is applied in running the tahfizh program. And the researcher got the following answers. Talaqqi and the children memorized each in the order of their memorization, who is ready they will deposit the memorization and if it is not smooth then the memorization will be repeated at the time of the next deposit. Here the researchers found that the strategy used was inseparable from the method of learning tahfidzul Qur'an, the researcher continued to ask students about the strategy by asking whether the principal's strategy was going well. From the answers of the students above, the researcher concluded that the strategies and methods of memorizing the Qur'an carried out by the principal in the Tahfidzul Qur'an program had been going well, but there were some students who still needed special guidance in an effort to increase the spirit of memorizing the Qur'an. and improve the quality of memorization. Furthermore, the researchers conducted data mining by looking at the documentation regarding the strategy of the tahfidzul Qur'an program, the results of the study found that the program strategy had been prepared at the beginning of the program, in a written document the implementation schedule and all requirements related to the tahfidzul Qur'an program. From the results of the documentation, the researchers also found that the principal's strategy for this program is one of the plans for recruiting qualified teachers, this is arranged in the teacher recruitment plan for the new school year. This is the result of a research documentation study on the principal's strategy in carrying out the tahfidzul Qur'an program at MIT Al-Jannah Banda Aceh.

The results of the researchers' observations regarding the results achieved from the tahfidzul Qur'an program can be described as photos of the activities of the tahfidzul Qur'an competition and accompanied by several trophies that were won by students from the tahfiz competition at the school level in Banda Aceh. Observation results also show that the results achieved are in the form of the attitude of children who have been wrapped in the beautiful morals of the Qur'an, it can be seen from the way they communicate with teachers, guests, and other students, this can be included in the category of success in the field of education. morals. However, the researchers also observed that the level of student enthusiasm for learning, especially lessons related to the Qur'an, was very high.

From the results of observations regarding the results of the tahfizh program, researchers added enthusiasm in an effort to dig up information, therefore the researchers continued by interviewing the research subjects starting with the principal, the researcher asked the question how the results of the implementation of the Qur'an tahfidz program were? MIT Al-Jannah is still a relatively new school. However, at this young age of school we have been able to produce cadres of prospective Al-Qur'an memorizers in the future, this can be seen from some students who have been able to memorize more than 5 Juz and there are also those who are capable of tasmi' rote 5 juz in one sitting. Of course it doesn't end here, in the field of competition our students have also won several times in the tahfizh category. This shows that the results of our strategy are already starting to be seen because they have been able to compete with schools that were even earlier in existence.

3.2 Supporting and inhibiting factors faced by school principals in carrying out the tahfidz program

The results of the researchers' observations regarding the supporting factors for the tahfizh program at MIT Al-Jannah showed that the facilities used had met the requirements for memorizing the Qur'an, namely a place for memorizing such as a prayer room, the availability of tables for the Qur'an, the availability of sufficient tahfizh teachers and clean bathroom facilities, this all supports students in making it easier for them to memorize the Qur'an. Furthermore, the researchers noticed that the memorization activity did not interfere with other activities, this was because the tahfizh lesson was held simultaneously with other classes so that when another lesson entered the memorization activity was finished and the students were already focused on other lessons, this was related to the scheduling both that have been prepared at the beginning of the implementation of the program. To dig deeper information, the researchers conducted interviews with the principal regarding the supporting factors for the tahfizh program at MIT Al-Jannah Banda Aceh, that during the program implementation the supporting factors were mainly from the maturity of program planning, in which we had prepared a memorization schedule, memorization method, memorization material, target number of memorization, qualified tahfizh teachers, especially for tahfizh teachers we conduct a very strict selection, this is proven by only a few teachers who are declared to have passed the course according to the qualifications we have determined.

Regarding the supporting factors, the researcher continued to ask the tahfizh coordinator, with what questions were the supporting factors for the implementation of the tahfizh program at MIT Al-Jannah Banda Aceh? Many of the supporting factors are the teacher's attention. Teachers are patient and painstaking in guiding children with different characters. Another factor in the form of parental support, parents are aware of what role should be done to their children to support their activities in memorizing the Qur'an requires a figure who is able to provide positive encouragement to keep the spirit from dropping. Our methods and strategies also support programs such as the talaqqi method, talaqqi really helps students in making it easier for them to memorize the Qur'an.

The researcher again asked the principal about the continuation of the supporting factors, with the question what are the supporting factors for the tahfizh program at MIT Al-Jannah Banda Aceh? we have proper facilities, such as prayer rooms, bathrooms and ablution places that make it easy for students to purify themselves before memorizing, besides that we have a friendly atmosphere towards children, where every teacher is obliged to pay attention to children inside and outside the classroom,

so that Students feel always accompanied and cared for. For example, when passing by, the teacher asks how the child is and even asks whether he has memorized it for today or repeats memorization and so on.

The researcher continued to ask the tahfizh coordinator about the supporting factors with the same question, what are the supporting factors for the tahfizh program at MIT Al-Jannah Banda Aceh? I think other supporting factors as I mentioned earlier are in the facilities and infrastructure, we have prepared the facilities, the method already exists, the material already exists, the memorization target is already there, the tahfizh teacher only needs to carry out what has been planned and listed in the program, here I am it's very easy for anyone who becomes a tahfizh teacher at MIT Al-Jannah banda Aceh, the goal is of course so that we get maximum results.

Next, the researcher asked the tahfizh teacher about the supporting factors for the tahfizh program at MIT Al-Jannah Banda Aceh, with what questions were the supporting factors for the tahfizh program at MIT Al-Jannah Banda Aceh? The supporting factor for us as teachers is the implementation of the tahfizh hour, the tahfizh hour has been determined in the morning, this is very good because the children are still fresh, making it easier for children to memorize the Qur'an. It will be very uncomfortable if the tahfizh hour is done after other lessons, especially sports lessons. Other factors that we feel are good facilities such as a prayer room and bathroom as well as a comfortable and clean ablution place, as well as very high parental support, this is proven by how easy it is for us to communicate with parents about the development of children's memorization. After conducting observations and interviews, the researcher continued to conduct a documentation study. In the research findings, it is true that it has been included in the design of school activities such as monthly meetings aimed at evaluating the activities of the tahfizh program, in the documentation there is also a plan to develop learning facilities for the tahfizh program by procuring supporting facilities for the tahfizh program.

The results of the researcher's observations regarding the inhibiting factors can be illustrated that there are some students who are still not serious in implementing tahfizh learning, this according to the researchers' observations is due to the age factor of the students who are still early and the students' enthusiasm is not yet high. To get more in-depth information, the researcher interviewed the principal with questions during program implementation, what were the inhibiting factors for the program? The inhibiting factor that I received reports from tahfizh teachers and tahfizh coordinators was that there were some students who could not read the Qur'an. Some students don't want to make a sound when learning Tahfidz. Memorizing the Qur'an is only afraid of the teacher. Do not have the spirit of memorizing the Qur'an. The researcher continued the question to the principal, what did you do to overcome the inhibiting factors in implementing the program? And his answer is as follows: Once a month, the tahfidz teacher has a meeting with the principal. Each of them conveyed the state of the students they were mentoring. Of course, the reports vary. After that, we discussed with the coordinator and the tahfidz teacher to solve each child's problems. For example, children who are not fluent in reading the Koran.

From the results of the researcher's interview with the principal, the researcher continued the interview with the tahfizh coordinator with questions during the implementation of the program, what were the inhibiting factors for the program? There were some students who could not read the Qur'an. Some students don't want to make a sound when learning Tahfidz. Memorizing the Qur'an is only afraid of the teacher. Do not have the spirit of memorizing the Qur'an. All these factors become obstacles and we are currently in our efforts to overcome this problem of course by reviewing what strategies and methods are suitable for students like I mentioned. From the results of the researcher's interview with the tahfizh teacher, the researcher continued to look for information by means of a documentation study, the researcher looked at the student monitoring book that each student had, that it was true that there were some students who were still below the target set by the school in memorizing. This is certainly an obstacle to the smooth running of the program because the tahfizh program is a superior program offered by the MIT Al-Jannah school in Banda Aceh.

From the results of the study, it can be concluded that the principal's strategy in carrying out the tahfizh program is prioritized by planning the tahfizh program. Planning includes the process of recruiting tahfizh teachers, tahfizh learning schedules, tahfizh learning strategies and methods that will be used in implementation. According to the author's analysis, the principal's strategy leads to efforts for perfection in running the program, this is illustrated by the excellent program content regarding teacher recruitment planning, learning schedules, and improving facilities, the principal always accompanies strategies and methods if the strategy is about good planning then the method chosen is a method that is friendly to children. As the authors have found from the results of the research, the method used is the talaqqi method. Of the many methods, it is true that the talaqqi method is most suitable for children, it is different with learning tahfizh in Islamic boarding schools or other tahfizh institutions.

Regarding strategic planning, in essence program planning is a series of activity processes to prepare decisions about what is expected to happen (events, circumstances, atmosphere, and so on) and what will be done. According to (Chan et al., 2019) planning is the process of systematically preparing activities that will be carried out to achieve certain goals. Planning according to (Erwinsyah, 2016), is the calculation and determination of something that will be carried out in order to achieve certain goals, who does it, when, where, and how to do it. The whole process of thinking and carefully determining the things that will be done in the future in order to achieve predetermined goals. The series of activity processes are carried out so that these expectations can be realized into reality in the future. The study of planning is basically always related to the concept of management. This is understandable because in both management and administration concepts, planning is a coordinated activity to achieve certain goals within a certain time. That way, in planning there will be activities of testing several directions of achievement, assessing uncertainty, measuring capacity, determining the direction of achievement, and determining steps to achieve it (Munadlir Agus, 20016).

The characteristics of the strategy according to Kurniadin, (2015) must be able to influence every level of management. Decisions from a series of strategic activities will affect every level of strategic management starting from the highest management to the lowest management of the organization. However, the implementation of the strategy is the responsibility of the highest strategic management. In addition, the strategy must also have an impact in the long term. Making strategic decisions can be made in a shorter time, but decisions made in a short time will affect the long-term activities of an organization (Hidayah, 2016). Therefore, strategy is related to making decisions that must be made by a planner, for example decisions about the implementation time and the amount of time needed to achieve goals, the division of tasks and authority of each person involved, the steps that must be carried out by everyone involved, determination of success criteria, and so on.

However, one thing to keep in mind is that a well-formulated strategy cannot guarantee success in its implementation in accordance with the desired expectations because it depends on the commitment and sincerity of the organization or institution in carrying out the strategy. For this reason, educational institutions that have determined the formulation of the strategy and then implemented it must be able to socialize the strategy to all school members so that it is expected that all school members have the same commitment and are serious in carrying out the strategy so that the desired goals can be achieved optimally.

In strategic control, in order to find out or see how far the effectiveness of strategy implementation is, the next stage is needed, namely evaluation, which means evaluating the strategies that have been implemented. This strategic control begins with reviewing internal and external factors which are the basis of the existing strategy. The principal's strategy is one of the most influential components in educational institutions. To always improve teacher performance, of course, a principal must have a strategy in improving teacher performance so that he can seek to improve education. In order to carry out their roles and functions as managers, school principals must have the right strategy to empower educational staff to improve their profession, and involve all educational staff in various activities that support school programs.

From the results of the research, the author can describe the supporting factors, the results of observations, interviews and documentation studies illustrate that the most important supporting factor lies in the principal's strategy in planning the tahfizh program, such as teacher qualifications which must be in accordance with expectations, of course this is done at the time new teacher recruitment. According to Chairani (Iqbal, 2020: 29): Another factor that is no less important is the methods and facilities provided to support the tahfizh program. A supporting factor in the form of good communication between the school and the parents of students which is always carried out in the form of appeals and reports on children's development as well as the hope to always give more enthusiasm to the students. These are all strategies of the principal in improving the tahfizh program at MIT Al-Jannah Banda Aceh.

Seeing some of the factors above, it can be concluded that memorizing the Qur'an should pay attention to all aspects of support in memorizing the Qur'an. Among them are paying attention to the ideal age for memorizing, good time management, determining the ideal place, memorizing with one manuscript, maximizing the ability of the senses, and reading it every time both in prayer and outside prayer. And don't forget the support and attention of parents in order to increase the enthusiasm of children in memorizing. The results of observations, interviews and documentation, researchers found several inhibiting factors in implementing the tahfizh program at MIT Al-Jannah Banda Aceh. Among them, there are some students who are still not able to read the Qur'an properly, making it difficult for the teacher to continue memorizing the child, plus there are some children who memorize only as a deposit to the teacher but do not repeat the memorization at home.

The inhibiting factor that the researchers found was more for children who were not serious in implementing the program, however, the number of children who were included in this category was quite small but there were at every level of good grade from grade one to grade six. Another factor that becomes an obstacle is the tahfizh lesson time which is considered insufficient, this could be because there are too many students in one class but this problem is found in the lower classes. When talking about the inhibiting factors of learning, it will not be separated from the components of learning. Learning is a system, meaning a whole consisting of components that are related and interact with one another, if one component is absent or not functioning, the learning system will not run smoothly.

The components in learning include, "objectives, study subjects, subject matter, subject matter, strategies, media, evaluation and support. The subject of learning is the main component in the learning system because it acts as a subject as well as an object. Students are subjects because they are individuals who carry out the teaching and learning process, while as objects because learning activities are expected to achieve behavioral changes in the subject of learning (Hidayah, 2016). This requires active participation of students in learning activities. The active participation of learning subjects in the learning process is influenced by the ability factor related to the material to be studied. Therefore, it is necessary for teachers to know about the problems of students' memorization difficulties for the benefit of effective learning planning. Factors inhibiting students in learning arise due to problems experienced by students so that it interferes with the learning process and learning outcomes are less than optimal. Furthermore, according to (Nellitawati, 2018), learning is strongly influenced by internal and external factors. Internal factors are factors that arise from within students, including psychological factors. Internal factors that affect student learning processes are psychological factors. Psychological factors are conditions related to the mental state of students. Psychological factors can be viewed from the aspect of talent, interest, intelligence, and motivation. Talent can be defined as the potential ability of a child to achieve success. Every child has different talents. Talent can affect the level of learning achievement in certain fields.

4. CONCLUSION

Based on the research findings, it can be concluded that the principal's strategy in implementing the tahfizh program is by arranging programs regarding the tahfizh learning schedule, tahfizh learning materials, determining the qualifications of tahfizh teachers to be recruited, determining memorization

targets and determining the methods needed to run the program. The results of the implementation of the tahfizh program are increasing student interest in becoming a hafizh, increasing student enthusiasm for learning both in the field of tahfizh lessons and other lessons, increasing noble character which is reflected in social interactions between students, teachers and parents. The implementation of the tahfizh program has also won several awards in the Qur'an tahfizh competition. Factors supporting the tahfizh program, the researchers concluded that the program was well structured, both in scheduling, providing facilities and infrastructure and choosing methods. Another supporting factor is the tahfizh teacher who has received the qualifications determined by the school. Inhibiting factor, the researcher concluded that the inhibiting factor occurs when there are students who have not been able to read the Qur'an well so that it can slow down the memorization process of other students because the time needed by students who have not been able to have more. Based on the conclusions above, the recommendations for researcher can draw implications for the principal's strategy in implementing the tahfizh program at MIT Al-Jannah Banda Aceh as follows. good, so that the process actually produces as expected, this is illustrated by the number of students who are able to memorize according to the set target. The limitation of this study is that the results of the study cannot be generalized because it is only limited to the tahfizh event at MIT Al-Jannah Banda Aceh, for that in different places the characteristics need to be considered several influencing variables.

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