

Islamic Religious Education Management Through the Role of Tahfidz Teachers in Improving Students' Al-Qur'an Memorization Abilities

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Abstract

This study aims to determine the management of Islamic education through the role of tahfidz teachers in improving the ability to memorize the Qur'an. The type of research used is qualitative research with a field approach. The data sources for this study are tahfidz teachers, female students, and monthly memorization sheets of female students. Furthermore, the data collection method uses observation, interview, and documentation techniques. The data processing and analysis method is carried out through three stages: data reduction, data presentation, and conclusion. Based on the results of the study, the role of tahfidz teachers in improving the memorization ability of female students at SMP TQ Muadz bin Jabal Konawe Selatan is: providing motivation to female students, improving female students' reading of the Qur'an before memorizing, using the tahsin and tahfidz methods, telling inspiring stories and providing shows about successful memorizers of the Qur'an, guiding female students to continue muroja'ah, giving sanctions to female students, and conducting evaluations.

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1. INTRODUCTION

Islamic religious education management is a field of study that focuses on the management and implementation of the Islamic religious education process effectively and efficiently. This field not only covers aspects of classroom learning but also includes all aspects of managing Islamic educational institutions, from planning, organizing, and implementing, to evaluating. According to Manizar, the progress of a nation can only be achieved through good educational arrangements (Manizar 2017). Islamic religious education aims to educate religious people in implementing Islamic teachings as a reflection of life (Ishak 2021). When associated with Islamic educational institutions, the essence of education will be very closely related to learning the Qur'an. (Kadri and Kirin 2022). The role of the school in creating a tahfidz program and Al-Qur'an clinic is essential to make the Al-Qur'an memorization program for children a success (Setianto and Risdiani 2022).

Islamic religious education, especially in terms of memorizing the Qur'an, has an important role in shaping the character and noble morals of students. The ability to memorize the Qur'an not only trains memory, but also brings us closer to the authentic source of Islamic teachings. However, in practice, there are many challenges faced in improving the ability to memorize the Qur'an in students. One of the most influential factors is the role of the tahfidz teacher.

According to Rustiana and Ma`arif, tahfidz teachers in the Al-Qur'an tahfidz program must always set memorization goals. Such as daily, weekly, monthly, and even yearly goals. So that in the process students can memorize according to their respective levels of ability and memory (Rustiana and Ma`arif 2022). Muslims must regenerate the verses of the Qur'an using various methods used in reading, understanding, and even memorizing the Qur'an (Muntaqo and Fitriana

2018). Memorizing the Qur'an is important to maintain the existence of the Qur'an. Islamic educational institutions that provide education to master the Qur'an have the ideal of producing a golden generation of future leaders who are disciplined, religious, and intelligent (Aniah et al. 2023). The most important and main thing in memorizing the Qur'an is to do it of your own free will without any coercion from parents or other people, sincerely, and not expecting praise from many people (Masita et al. 2020).

Islamic educational institutions that specialize in memorizing (tahfidz) the Qur'an are increasingly widespread in the regions. One of them is an educational institution that implements the tahfidz Al-Qur'an program at SMP TQ Muadz bin Jabal Konawe Selatan which is located in Lapoa Village, Tinanggea District, South Konawe Regency, Southeast Sulawesi Province. SMP TQ Muadz bin Jabal Konawe Selatan does not only focus on learning programs at school, but also focuses its program on memorizing the Qur'an (tahfidz Al-Qur'an). Tahfidz Al-Qur'an is used as the main and superior program. Students and female students who study at the school within three years have a target of graduating with 6 Juz of the Qur'an memorized.

Based on this, the researcher is interested in conducting research related to the role of tahfidz teachers in improving the memorization ability of female students of the Al-Qur'an.

2. RESEARCH METHODS

The method used is field research, which focuses on the results of data collection from predetermined informants. The research model used is qualitative, namely, research that seeks to reveal phenomena holistically by describing them through non-numerical language in the context of a scientific paradigm. For example, behavior, perception, motivation, and action. According to Wajdi, et al., qualitative research data is generated from measurements in the form of narrative descriptions or thematic findings that are analyzed inductively (Wajdi et al. 2024).

In this case, the researcher conducted direct observation to obtain initial data regarding the learning process, environmental conditions, and school infrastructure, as well as the role of tahfidz teachers in improving the ability to memorize the Qur'an of female students at SMP TQ Muadz bin Jabal Konawe Selatan. The researcher conducted interviews with tahfidz teachers and female students at SMP TQ Muadz bin Jabal Konawe Selatan. Supporting data in this study came from books, journals, and theses related to the efforts of tahfidz teachers in improving the memorization of the Qur'an of female students. The primary data sources used by the researcher were three tahfidz teachers as the first data source and six female students as the second data source to determine the efforts of tahfidz teachers in improving the ability to memorize the Qur'an of female students. The reason for making tahfidz teachers as the first data source is because the one who regulates all kinds of learning processes is a teacher, here the teacher can be called the main actor in the learning process. The teacher is the first and foremost in guiding and determining the best method in tahfidz learning.

The secondary data sources that the researcher used were the memorization control book and the monthly report format of female students' memorization. The reason for choosing the memorization control book and the monthly report of female students' memorization as secondary data is because it contains important information about the memorization ability of female students. This data can help researchers understand and analyze the efforts of tahfidz teachers in improving the memorization ability of female students' Al-Qur'an. The number of control books selected is adjusted to the needs of the research.

3. RESULTS AND DISCUSSION

Creativity and innovation carried out by a teacher to improve the ability of female students will greatly influence the selection and determination of methods and efforts that can be made by the teacher, because if one step or fails, it would be better to keep trying by looking for ideas and solutions that have a high probability of success. After the researcher conducted a study on the management of Islamic religious education through the role of tahfidz teachers in improving the memorization of the Qur'an of female students at SMP TQ Muadz bin Jabal Konawe Selatan using

observation, interview and documentation techniques by taking several informants involved in this study, namely tahfidz teachers and female students. To improve memorization of the Qur'an in female students, it is emphasized in giving more attention to female students because the level of success in memorizing the Qur'an is one of the determining factors is how much attention the teacher pays to students. So the following are the efforts that have been made by tahfidz teachers at SMP TQ Muadz bin Jabal Konawe Selatan to their female students in improving their memorization of the Qur'an:

- 1) Motivating female students, the first effort made by tahfidz teachers in improving the ability to memorize the Qur'an of female students is by motivating the female students. By providing motivation, female students will be encouraged to try to make better changes in memorizing the Qur'an. To improve the ability of female students in memorizing the Qur'an, providing motivation, support, and appreciation from teachers is very important, as expressed by the ustadzah who stated that: "the first step I use in improving the ability to memorize female students is to provide motivation, either in the form of praise and appreciation to female students who succeed in completing their memorization targets". "Our way of growing the motivation of female students in memorizing the Qur'an is by taking an approach to provide an understanding of the great reward and virtue of seeking knowledge, especially in memorizing the Qur'an and providing rewards in the form of official certificates for every female student who successfully passes the perjuz exam". "Our first way is to often provide advice and motivation to continue to be consistent and enthusiastic in memorizing this verse of Allah". This statement is reinforced by observations made by researchers on Saturday, May 18, 2024. In this case, researchers observed the tahfidz halaqoh activities. The tahfidz activity began with an opening greeting followed by motivating so that female students are enthusiastic and focused on memorizing the Qur'an to achieve the predetermined target, then continued by submitting memorization and ending with a prayer. Based on the statement above, it can be concluded that one of the efforts of tahfidz teachers in improving memorization skills is by motivating in the form of praise and awards (rewards). Not only that, motivation is also provided by approaching female students more deeply and providing an understanding of the virtues of memorizing the Qur'an to foster enthusiasm for memorizing female students.
- 2) Correcting female students' reading of the Qur'an before memorizing, before starting to memorize the Qur'an, tahfidz teachers need to check the quality of female students' reading to avoid mistakes in pronouncing and making mistakes when memorizing it. Based on the results of interviews with tahfidz teachers, efforts made related to improving the ability to memorize the Qur'an, he stated that: "Then correction and guidance of reading first before memorizing, especially for female students who are still not fluent in reading the Qur'an, then they are allowed to continue memorizing". This statement is in line with the statement of female students that: "I read the memorization that will be memorized then the teacher corrects the reading of the Qur'an, if it is correct then it can be memorized and submitted". This statement is reinforced by observations made by researchers on Sunday, May 19, 2024. The implementation of tahfidz activities is carried out as usual, starting with greetings. When the tahfidz halaqoh activity process takes place, the teacher calls the name of the female student to read the memorization to be memorized, then the teacher listens to the female student's reading if there is a reading that is not right or not by tajwid, then the teacher corrects it so that the female student does not make mistakes and errors when memorizing it. Based on this statement, it is concluded that one of the efforts of the tahfidz teacher in improving memorization skills is to correct the female student's reading of the Qur'an before memorizing it to avoid mistakes and errors when pronouncing it.
- 3) Using the tahsin and tahfidz methods, methods are educational tools to achieve a goal in conveying knowledge to students. To improve the memorization ability of female students, tahfidz teachers must use methods clearly and by the guidance of memorizing the Qur'an. The method chosen by the tahfidz teacher at SMP TQ Muadz bin Jabal Konawe Selatan is the

tahsin and tahfidz method. As expressed by the ustadzah, she stated that: "The method we use in learning tahfidz is the tahsin and tahfidz method. The beginner tahsin and advanced tahsin methods, meaning that if the female students are already proficient in reading, they enter the next stage, namely tahfidz. The tahfidz method is that in the early minutes of the halaqoh, the female students submit readings to the instructor which must be memorized during the halaqoh which will then be submitted in the next minute after the female students have memorized it. So what is meant is that if it has been tahsin and then you can enter tahfidz." This statement was also conveyed by a female student who said that: "The teacher guides in reading the Qur'an using the tahsin and tahfidz methods, if it has been tahsin, it is permissible to memorize and submit the memorization". This statement is reinforced by observations made by the researcher on Monday, May 20, 2024. The tahfidz activity began with a greeting. When the activity took place, the teacher used two methods, namely tahsin and tahfidz. The tahsin method is specifically for female students who have not been able to read the Qur'an properly and correctly and the tahfidz method is for female students who are already able to read the Qur'an properly and correctly. Although this method is good to be applied to female students, the researcher saw that this method requires more time, especially since several female students are still in the tahsin stage, so that several other female students were unable to submit their memorization because the tahfidz activity time was over. Based on this statement, it can be concluded that one of the efforts of tahfidz teachers in improving memorization skills is by applying the tahsin and tahfidz methods so that female students can recite the Al-Quran properly and correctly.

- 4) Telling inspiring stories and providing entertainment about successful Quran memorizers, the role played by the tahfidz teacher for all female students, especially those who have difficulty in improving their ability to memorize the Quran, includes providing motivation in the form of exemplary stories about Quran memorizers and providing education in the form of entertainment about successful Quran memorizers. With this, it can encourage and foster a sense of enthusiasm for female students in developing their potential to memorize the Quran. As stated by the tahfidz teacher, he said that: "Our way, apart from guiding female students who are having difficulties, we also motivate those who have difficulty memorizing by providing inspiring stories from previous A'lim who were patient even though they had difficulty memorizing and providing video shows of successful huffadz". "Continue to be guided consistently and sometimes if they are tired of the difficulties they face, we continue to provide support and advice. Sometimes so that the children don't get bored, we occasionally have them watch shows that of course restore their enthusiasm. Similarly, a female student said, "When we were bored and had difficulty memorizing, the female teacher motivated us by telling stories and watching videos of Quran memorizers so that we would be enthusiastic again in memorizing". Another female student also said, "I had difficulty in the early stages of memorizing the Quran, I felt that memorizing was difficult to enter, sometimes I shed tears. However, thank God, we were entertained by the female teacher's stories about the stories of hafidz who had also experienced things like this." This statement was reinforced by observations made by researchers on Wednesday, May 22, 2024. The implementation of the tahfidz activities carried out as usual began with greetings. Then the female teacher gave motivation to the female students to stay enthusiastic in memorizing the Qur'an and on that day the teacher gave a show to the female students about the struggle of memorizing the Qur'an such as the story of Muhammad Naja, one of the participants of the 2019 Indonesian Hafidz who was diagnosed with cerebral palsy, but with all his limitations did not make him discouraged in memorizing the Qur'an. Based on this statement, it can be concluded that one of the efforts of tahfidz teachers in improving memorization skills is by telling inspiring stories and providing shows about successful memorizers of the Qur'an so that female students are enthusiastic again and do not get bored in memorizing the Qur'an.
- 5) Guiding students to continue muroja'ah, forgetfulness is a natural and basic human nature that Allah SWT has bestowed upon every human being. The Messenger of Allah SAW said: "Al-

insaanu mahallul khotho' wan nisyaan" that humans are the place of mistakes and forgetfulness. However, the lack of someone in repeating the memorization of the Qur'an is the main cause of someone forgetting the memorization of the Qur'an. Other factors are also caused by memorization that is not smooth, so that students feel lazy and desperate to muroja'ah. To avoid this, the efforts made by tahfidz teachers in maintaining and strengthening students' memorization of the Qur'an by guiding their students to continue muroja'ah, so that what they have memorized is not easily forgotten and lost in their memories, because memorizing new memorization feels easier compared to repeating (muroja'ah) memorization which can drain a lot of time, energy and thought. As expressed by the tahfidz teacher, he stated that: "This muroja'ah is something very important. Muroja'ah is also difficult to do, especially for female students because in addition to being required to memorize new memorization, they are also required to muroja'ah every day. Then they are required to submit the muroja'ah at one of the three halaqoh times available, this is also part of an effort so that female students do not simply forget their memorization and make it easier for them when facing the tahfidz exam later". "Our way of dealing with female students who are lazy to muroja'ah is by calling them nicely and giving them a gentle understanding of the importance of muroja'ah and reminding them not to forget muroja'ah and submitting it every day." The female student also said that: "We submit every day and I choose the afternoon halaqoh to submit muroja'ah to the ustadzah." Another female student also said that: "Using the method instructed by the teacher, namely muroja'ah so that the previous memorization is not lost and makes it easier for us later in the Al-Qur'an memorization test and usually I submit the muroja'ah at the dawn halaqoh time." This statement is reinforced by observations made by the researcher on Saturday, May 25, 2024. The implementation of the tahfidz activity was carried out as usual, starting with greetings. The researcher witnessed the teacher telling the female students to always muroja'ah and submit muroja'ah at one of the three halaqoh times so that the memorization that had been memorized was stronger in memory and smoother. Based on this statement, it can be concluded that one of the efforts of the tahfidz teacher in improving memorization skills is to guide female students to continue muroja'ah and require female students to submit muroja'ah at one of the three halaqoh times they have chosen.

- 6) Giving sanctions to female students who violate, giving sanctions to students who violate the rules is one form of effort that is often implemented by teachers as a form of prevention so that students are obedient, responsible, obedient, and orderly with the rules and regulations that have been set by the teacher. It should be understood that the imposition of sanctions does not mean revenge against students, but rather as a form of education that aims to discipline students, educate students, and improve students' actions or behavior that are considered wrong. With the sanctions, it is hoped that students will feel deterred, so that they can be aware of being more disciplined and having a sense of responsibility in themselves. As expressed by the tahfidz teacher, he stated that: "Sometimes we give sanctions to female students when they cannot complete the target by increasing the duration of the halaqoh until they can submit it. "Usually if we see female students who are serious about memorizing during the halaqoh but still haven't memorized it, we usually only give advice and motivation but those who are lazy, then the punishment is sometimes standing, running and sometimes writing verses of the Qur'an". "The usual sanctions we give are writing down the memorized verses and standing until the specified time. This is done so that female students do not repeat the same mistakes". Female students also said that: "The way the teacher keeps us from being lazy in memorizing is by advising and giving iqab, namely if we don't submit it, we have to stand during the halaqoh or run in front of the class and write down the verses to be memorized". "The teacher gives advice and encouragement such as saying it is better to memorize than to spend free time on useless things, sometimes we are also given the punishment of standing during the halaqoh when we are found sleeping during the halaqoh". This statement is reinforced by observations made by researchers on Saturday, May 27, 2024. Researchers witnessed that in tahfidz activities, if there were female students who did not

submit, the teacher gave a punishment in the form of writing one page of the memorized verses and if there were female students who played around or slept during the tahfidz activity, the teacher gave a sanction in the form of standing in place until the halaqoh was over. Based on the statement, it can be concluded that part of the efforts of tahfidz teachers in improving memorization skills is by giving sanctions or punishments that are educational such as writing verses of the Qur'an and adding time for halaqoh. By accepting sanctions, female students will learn that every action has consequences and this helps them understand the importance of responsibility for the behavior they do.

- 7) Conducting evaluations, evaluations are one of the important components in learning. This means that evaluation is an activity that cannot be avoided in every learning process. The evaluation held is one of the teacher's efforts to find out how much success and ability the female students have, according to the criteria that have been set in the science of tajwid. As expressed by the tahfidz teacher, he stated that: "holding a perjuz exam for each female student who has completed their target in each juz and carrying out tasmi' perjuz for each female student who has completed the memorization and muroja'ah targets, this is done to find out the extent of the female student's ability". "The evaluation is in the form of a tahfidz perjuz exam and tasmi' perjuz which will then be written in the monthly report on the memorization of female students". This statement is reinforced by observations made by researchers on Saturday, May 27, 2024. Researchers participated in witnessing the female student's perjuz exam, where the exam was supervised by two female ustadzah who acted as question readers and assessors of the female student's reading. There are ten questions given. Female students who pass this exam are allowed to continue to the next juz. Based on the statement above, it can be concluded that part of the efforts of tahfidz teachers in improving memorization skills is by conducting evaluations in the form of tahfidz and tasmi' perjuz exams. With this evaluation, it can help tahfidz teachers in understanding the abilities and development of female students' memorization.

Based on the research data at TQ Muadz bin Jabal Middle School, South Konawe, the researcher obtained data on the management of Islamic religious education through the role of tahfidz teachers in improving the memorization ability of female students in the Qur'an. Furthermore, the researcher compared the findings with the theory.

The teacher's strategy in improving students' ability to read and memorize the Qur'an is to maximize learning in the classroom by presenting an Al-Qur'an teacher (Kadri and Kirin 2022). Teachers are figures who carry out their main tasks, namely educating, teaching, training, directing, assessing, developing, and evaluating their students in educational institutions. So that independence arises in the students who are taught (Sakban et al. 2019). The role of tahfidz teachers in improving the ability to memorize the Qur'an of female students at SMP TQ Muadz bin Jabal Konawe Selatan is carried out by guiding and directing female students to memorize the Qur'an according to the predetermined target. Tahfidz activities are carried out every day. Tahfidz activities at SMP TQ Muadz bin Jabal Konawe Selatan are divided into three times, namely after dawn prayers until 06.30, afternoon from 13.00 to 14.00, and after Maghrib until 19.30 and specifically on Fridays tahfidz activities are only carried out one time, namely after dawn prayers until 06.30. The concept of implementing tahfidz activities at these three times is carried out so that female students spend more time with the Qur'an and can achieve the predetermined memorization target and as an effort to form character and instill the values of the Qur'an.

Based on the theory presented by the researcher and the facts in the field, the efforts made by tahfidz teachers to improve the memorization ability of female students in the Qur'an are carried out in various ways, these methods vary according to the targets that have been determined. According to the facts in the field, tahfidz teachers have made maximum efforts in guiding female students. These efforts include providing motivation and advice, correcting the reading of the Qur'an so that it is in accordance with the rules of tajwid, praise and appreciation, and giving sanctions to female students who are good in terms of memorization achievement or lacking in memorization.

Teaching the Qur'an to the next generation is one step to bring them closer to their life guidance (Nurdiah et al. 2023). One of the inhibiting factors in implementing Al-Quran memorization is the heterogeneous student dormitory environment in socializing which is very influential at this time. By giving motivation, more or less, it has a big influence on students (Baidowi and Solehuddin 2021). Memorizing the Al-Quran requires high enthusiasm and motivation to reach the stage of hafidz of the Al-Quran (Husna et al. 2021). The success of the Al-Quran memorization program by providing muroja'ah books which were evaluated to develop the religious potential of children (Lubis and Ismet 2019). Evaluation or assessment is one of the things needed in education and learning (Sania and Kosasih 2020).

The teacher has also provided direction and guidance in the form of implementing the tahsin and tahfidz methods that have been carefully planned so that female students can read the Qur'an correctly and can memorize it well. In addition, female students must also be able to complete the specified memorization target of 6 juz within 3 years. However, when implementing the memorization method, several things are still difficult and have not been implemented properly. In addition to implementing the tahsin and tahfidz methods, the tahfidz teacher also provides guidance to female students to continue muroja'ah every day adjusted to the female students' abilities in memorizing the Qur'an.

Learning management is a process of helping students achieve knowledge, skills, abilities, and understanding of the world around them (Kartika 2019). Al-Quran memorization education is an activity that is a process of instilling morals and love for the Al-Quran, especially providing students with an understanding of the importance of memorizing, understanding, and practicing the teachings of the Al-Quran (Mukmin et al. 2020). The implementation is marked by the teaching and learning process, supervision by monitoring the students' deposit books, and taking attendance of the students (Fatmawati 2019). It turns out that the role of teachers in guiding their female students in memorizing the Qur'an, can improve the ability of female students in memorizing. The ability of female students who were previously slow and far from the average standard, with the guidance, motivation, and application of methods, and sanctions carried out by tahfidz teachers, makes the enthusiasm of female students to continue memorizing increase.

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Based on the research data at SMP TQ Muadz bin Jabal Konawe Selatan, there are several important points related to the management of Islamic religious education through the role of tahfidz teachers in improving the ability to memorize the Qur'an of female students: a) time of tahfidz implementation: tahfidz activities are carried out every day at three times: after dawn prayer, afternoon, and after sunset. On Friday, tahfidz activities are only carried out after dawn prayer; b) the purpose of implementing tahfidz: 1. improving the memorization of the Qur'an of female students according to the target, and 2. forming character and instilling the values of the Qur'an; c) the role of tahfidz teachers: 1. providing motivation and advice, 2. correcting the reading of the Qur'an according to tajwid, 3. giving praise and appreciation, 4. implementing planned tahsin and tahfidz methods, 5. providing daily muroja'ah guidance, 6. giving sanctions, and 7. conducting evaluations; d) theories and concepts relevant to the data analysis above include: 1. motivation theory: motivation is an important factor in improving the ability to memorize the Qur'an. Tahfidz teachers provide motivation and advice to female students to raise

their enthusiasm in memorizing, 2. learning theory: tahfidz teachers apply planned tahsin and tahfidz methods to help female students learn effectively, 3. positive and negative reinforcement theory: tahfidz teachers give praise and rewards to strengthen positive behavior of female students, and give sanctions to help them understand their mistakes, 4. muroja'ah theory: muroja'ah or repeating memorization periodically is the key to maintaining memorization of the Qur'an. Tahfidz teachers guide female students to do daily muroja'ah, and 5. evaluation theory: tahfidz teachers conduct evaluations to determine the ability and development of female students' memorization.

Based on the data analysis, it shows that the management of Islamic religious education through the role of tahfidz teachers at SMP TQ Muadz bin Jabal Konawe Selatan is by relevant theories and concepts. Tahfidz teachers understand the importance of motivation, effective learning, positive and negative reinforcement, muroja'ah and evaluation in improving the ability to memorize the Qur'an of female students. Thus, it can be concluded that the management of Islamic religious education through the role of tahfidz teachers at SMP TQ Muadz bin Jabal Konawe Selatan shows effectiveness in improving the ability to memorize the Qur'an of female students. This is evidenced by the increase in memorization of female students and their enthusiasm in memorizing. The role of tahfidz teachers by the theory and concept of Islamic education is the key to success in guiding female students to memorize the Qur'an well.

4. CONCLUSIONS

Based on the results of research conducted by researchers on the management of Islamic religious education through the role of tahfidz teachers in improving the memorization ability of the Al-Qur'an of female students at SMP TQ Muadz bin Jabal Konawe Selatan, it can be concluded that the efforts made are as follows: 1) providing motivation to female students; 2) improving the reading of the Al-Qur'an of female students before memorizing; 3) using the tahsin and tahfidz methods; 4) telling inspiring stories and providing shows about successful memorizers of the Al-Qur'an; 5) guiding students to continue muroja'ah; 6) providing sanctions for female students; and 7) conducting evaluations.

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