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Submission date: 08-Sep-2021 02:02AM (UTC+0700)
Submission ID: 1894559943
File name: OGRAMAT_SMP_RAHMAT_ISLAMIYAH_MEDAN_Procediing_Internasional.pdf (8.69M)
Word count: 5088
Character count: 29189

IMPLEMENTATION OF TAHFIZ QURAN PROGRAM AT SMP RAHMAT ISLAMIYAH MEDAN

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Abstract

This study aims to determine the implementation of the Tahfiz Quran program and its contribution in strengthening the character of students at SMP Rahmat Islamiyah Medan. The subjects of this study were students of SMP Rahmat Islamiyah Medan, who participated in the Tahfiz Quran program as many as 28 people. The research approach used is qualitative research with the type of case study. Data collection techniques used, namely: observation, interviews, and documentation studies. Data analysis in this study used the interactive model of Miles & Huberman, with a cycle starting from data collecting, data reduction, data display, drawing conclusions and verification. The validity of the data in this study used data triangulation techniques. This study obtained the findings that: 1) SMP Rahmat Islamiyah in running the Tahfiz Quran program with three stages, namely: the first stage is program planning, carried out by determining the program, determining indicators of achievement of success, arranging the division of tasks to parties involved in implementing the program. The second stage, is the implementation of the Tahfiz Quran program activities using previously planned methods, approaches and supporting media. The third stage is the evaluation of the successful achievement of the Tahfiz Quran program; 2) The contribution of the Tahfiz Quran program to students is to strengthen the character of discipline and responsibility in students.
Keyword: Implementation, Program, Tahfiz Quran

The Quran is the word of Allah, which was conveyed through the angel Gabriel to the Prophet Muhammad. The function of the Quran other than as a miracle for the Prophet Muhammad, the Quran also functions as a guide and guidance for human life. Even the Quran when read becomes worship (Mas'ud, 2008). The Quran is the word of Allah, which is made easy by Allah SWT to be learned and memorized by all nations and generations of all time.

Parents, have an obligation to teach the Quran to children from an early age, as a form of introducing them to the life guidelines that Allah has given them. One form of teaching the Quran is by memorizing the verses of the Quran (Salim, 2009).

The scholars agree that the law of memorizing the Quran is fard kifayah. If there are community members who have implemented it, the burden of other community members is free, but if there are none at all, then all of them are sinful. The principle of fardhu kifayah is intended to protect the Quran from falsification, alteration and substitution as has happened to other books in the past (Nugraha, 2020).

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Setiawan, 2018). Therefore, the function of national education is to develop capabilities and shape the character and civilization of the nation, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Nurzannah et al., 2020).

Value education is often referred to as character education, character education, moral education, and character education which aims to develop the ability of students or children in assessing and making good and bad decisions about something (Ghazali, 2019). This is done so that children can maintain something good and realize that goodness in everyday life with all their heart. In practice, character education will be easier to do if it includes spiritual and moral education. Therefore, actions that need to be instilled in shaping character are knowledge of character attributes that should be possessed or required in religion, habituation to apply character attributes, and ownership of character attributes in children (Dedi Iskandar, 2016).

Character education has the main goal of facilitating the strengthening and development of certain values so that they are manifested in children's behavior, both during the school process and after the school process (after graduating from school) (Maunah, 2015). The meaning of strengthening and development, that education in a school setting is not just a dogmatization of values to students, but a process that brings students to understand and reflect on how a value becomes important to be realized in human daily behavior (Setiawan, 2021). Thus, the meaning of strengthening is the relationship between strengthening behavior through habituation at school and habituation at home.

Educational institutions must be more intense in developing the character of students in all learning activities (Harfiani et al., 2021). Because, many students at this time are only cognitively smart but in terms of character are very lacking. In the implementation of teaching activities, based on the results of research that teachers are more inclined to the development of cognitive aspects, compared to the development of the character of students. Some people assume that if the cognitive aspect has developed properly, the affective aspect will also develop positively (Muhammad Luqman Hakim, Akhyar, 2017).

SMP Rahmat Islamiyah Medan, in developing the character of students choose a program, namely the Tahfiz Quran program. The reason why this program is used as one of the programs in developing the character of students is because in this Tahfiz Quran program, students will get used to living disciplined and responsible.

The Tahfiz Quran program at SMP Rahmat Islamiyah has been running since 2019, one of the goals of the Tahfiz Quran program is to respond to requests from the community (stakeholders) so that graduates from SMP Rahmat Islamiyah have competence in memorizing the Quran. In addition, the Tahfiz Quran program was created with the aim that students have virtuous personalities, print students into students who have good morals, improve emotional intelligence and spiritual intelligence.

The Tahfiz Quran program at SMP Rahmat Islamiyah Medan, is carried out in various stages starting from planning, implementing and then evaluating. Thus, the Tahfiz Quran program, based on initial information from the principal of SMP Rahmat Islamiyah Medan, is well managed (Suparjo, 2019). Good management of a certain program of activities as stated by Badrudin (2014), is very influential in directing all programs at a school. In addition, Syafaruddin & Nurmawati (2011), said that good management is one of the most important variables in realizing quality educational institutions.

A student development program in a school environment must get a touch of good management. Likewise, the Tahfiz Quran program at Rahmat Islamiyah Junior High School Medan must be managed (management) properly. Therefore, school managers must always think "system" in managing educational institutions (schools). Nurmadiah (2014), said that in managing educational institutions (schools), management functions are very necessary so that joint efforts are realized between school leaders, teachers, staff, heads of administration and students to achieve educational goals effectively and efficiently.

Based on the above, the purpose of this research is to find out how: 1) Implementation of the Tahfiz Quran program at SMP Rahmat Islamiyah Medan; 2) The contribution of the Tahfiz Quran program to students in strengthening the characteristics of students at SMP Rahmat Islamiyah Medan.

Method

The approach used in this research is a qualitative research approach, with the type of case study research. Qualitative research approach is a research approach that seeks to reveal the symptoms as a whole and in accordance with the context (contextual holistic) through collecting data from natural settings by utilizing the researcher himself as a key instrument (Setiawan & Abrianto, 2019). This is as stated by Moleong (2002), that a qualitative research approach is a research approach that produces descriptive data in the form of written or oral data from people and observed behavior.

The object of this research is the Tahfiz Quran program at SMP Rahmat Islamiyah Medan. While the subjects of this study were students at SMP Rahmat Islamiyah Medan, who participated in the Tahfiz Quran program, totaling 28 students.

Data collection instruments used in this study, including: 1) Observation. In this study, direct observations were made on how SMP Rahmat Islamiyah implemented the Tahfiz Quran program and how the Tahfiz Quran program contributed to the character development of students; 2) Interview. In this study, interviews were conducted with principals, tahfiz teachers, students who took part in the Tahfiz Quran program and the community who were users of graduates (stakeholders). Interviews were conducted informally and openly, with the aim that data related to the implementation of the Tahfiz Quran program at SMP Rahmat Islamiyah Medan, could be obtained maximally; 3) Documentation. In this study, the documentation method was used to obtain data in the form of: documentation in the form of student activities in participating in the Tahfiz Quran program, documents in the form of tahfiz teacher activities in teaching activities and others (Setiawan & Abrianto, 2019). This research ensures the validity of the data using triangulation techniques, namely: source triangulation, method triangulation and theory triangulation (Sugiyono, 2010).

This study uses data analysis techniques, namely the Miles & Huberman (1992) interactive analysis model, namely activities in qualitative data analysis are carried out interactively and take place continuously and continuously until complete so that the data reaches a saturation point. There are four steps carried out with the analysis technique, namely: data collecting, data reduction, data display, drawing conclusions and verification. Miles & Huberman's interactive analysis model workflow can be seen in Figure B.1.

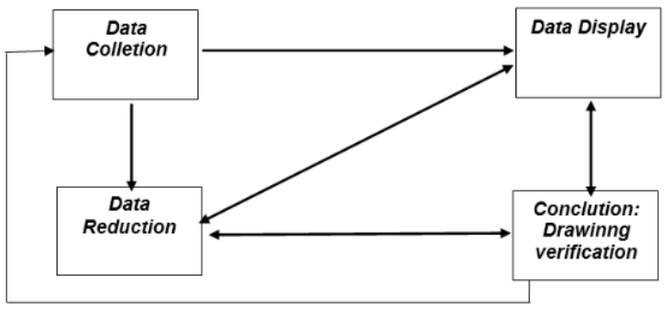


Figure B.1: Components of Interactive Data Analysis Model

Findings and Discussion

The findings in the research related to the implementation of the tahfiz Quran program at SMP Rahmat Islamiyah Medan, in general there are two parts, including:

1. *Implementation of the Tahfiz Quran Program at SMP Rahmat Islamiyah Medan*

   SMP Rahmat Islamiyah Medan made the Tahfiz Quran program as one of the student development programs. Through the Tahfiz Quran program, it is hoped that graduates will have good memorization of the Qur'an and have a commendable character. The Tahfiz Quran program at SMP Rahmat Islamiyah Medan, is carried out through three stages, namely: the planning stage, the implementation stage and the evaluation stage.

   a. *Planning stage*

      The Tahfiz Quran program at SMP Rahmat Islamiyah Medan was planned by the parties involved, including school leaders and tahfiz teachers. Planning for the Tahfiz Quran program is carried out by setting the purpose of the program, namely to create graduates who have good memorization of the Qur'an and have a commendable character. At this planning stage, the target to be achieved in the Tahfizul Quran program is also determined, namely students after graduating from SMP Rahmat Islamiyah Medan must be able to memorize 3 Juz. Then at this planning stage it is also determined how to implement the Tahfiz Quran program, so that tahfiz teachers and school leaders determine the strategies, methods and approaches as well as the media used in running the Tahfiz Quran program at SMP Rahmat Islamiyah Medan. At this planning stage, the duties and responsibilities of the parties involved in the Tahfiz Quran program are also determined. This is done so that in carrying out the Tahfiz Quran program, the parties involved will already know their respective duties. In addition, at this planning stage, activities (schedule of activities) for the Tahfiz Quran program are also carried out. SMP Rahmat Islamiyah Medan every morning, before entering class, students are instructed to read the verses they have memorized and the Quran tahfiz program is held every Monday, Wednesday, and Friday.

      The planning carried out by SMP Rahmat Islamiyah in the Tahfiz Quran program is almost the same as what Muhaimin said in his book Education Management, that in the preparation of the program there are four steps that need to be carried out by school managers, including: 1) Establishing an early stage program, where in preparing a program that should determine the program to be carried out. This is of course with the right foundation and background, so that the program to be implemented does not violate and is in accordance with the needs of the school; 2) Determine indicators of program success. Success indicators in this case can be interpreted as a reference to be achieved in carrying out the program. This needs to be done in order to identify what must be achieved from the program to be implemented; 3) Define the duties and responsibilities of the parties involved. This is done so that the parties involved can carry out their respective functions in the program; 4) Arrange activities and schedule of activities. This is done so that the program is run more clearly and directed (Muhaimin, 2009).

   b. *Implementation Stage*

      The implementation of the tahfiz quran program at SMP Rahmat Islamiyah Medan, focused on students' efforts in improving reading reading, recitation, memorizing and maintaining memorization. This Tahfiz Quran program has been carried out since 2019. This Tahfiz Quran program is not required for all students at SMP Rahamt Islamiyah Medan. The Tahfiz Quran program is only required for students in the full day school program and some students in the half day school class

who want to take part in the Tahfiz Quran program outside of learning activities (extra curricular).

Students in the half day school class who want to take part in the Tahfiz Quran program must take a test first. The test was carried out because this program included grouping students in the reading fluency of students and the ability to memorize students.

The implementation of the Tahfiz Quran program is carried out 3 times a week for half day school classes, namely on Mondays, Wednesdays, and Fridays. The implementation is guided by a tahfiz teacher during the day (outside class hours). Meanwhile, the implementation of the Tahfiz Quran program for the full day school class is carried out every day in the morning before the learning activities are carried out.

The methods used in the Tahfiz Quran program at SMP Rahmat Islamiyah Medan, include: 1) The jama'i method, which is a collective way of memorizing, in which the memorized verses are read together led by an instructor, or one of his own friends. After they have been able to read the verses to be memorized fluently and correctly, the students then imitate the instructor's reading by gradually trying to remove the manuscripts (without looking at the manuscripts) and so on so that the verses they are memorizing are memorized (Apriadin et al., 2020); 2) The takrir method is repeating rote memorization or memorizing what has been memorized or which has been memorized to the tahfiz teacher of the quran. Takrir is intended so that the memorization that has been memorized is maintained properly (Najib, 2018); 3) The tasmi method is listening to memorization to others, both to individuals and to the congregation. With this tasmi 'a person who memorizes the Quran will know his shortcomings, because he may be careless in pronouncing letters or haraakat (Romziana et al., 2021).

The media used in the Tahfiz Quran program at SMP Rahmat Islamiyah Medan is audio media, where the school always listens to students the verses of the Quran, so that students are accustomed to repeating their memorization. In addition, in the Tahfiz Quran program, schools provide special facilities, such as classrooms and libraries that can be used by students to memorize the Quran.

c. *Evaluation stage*

The main purpose of evaluation is to determine the level of success achieved by students after participating in a learning activity (Setiawan, 2021). Thus, evaluation is carried out to measure the success and changes in behavior that have occurred in students as a form of success from the process of learning activities and to be used as a benchmark for planning and developing future learning.

In the tahfiz quran program at SMP Rahmat Islamiyah Medan, an evaluation was carried out on the context, input, process and product of the program. Thus, SMP Rahmat Islamiyah in evaluating the tahfiz quran program uses the Stufflebeam theory, where the evaluation is carried out by the CIPP Evaluation Model (context, input, process and product) (Rosnita, 2007). In the tahfiz quran program at SMP Rahmat Islamiyah Medan, context evaluation is carried out by looking at the different backgrounds of students, such as previous education. This has an influence on the basis of students in reading the Quran. Because in general, students who have a graduate background from Madrasah Ibtidaiyah are better at reading the Quran than students from elementary schools (public schools).

The input evaluation was carried out in the tahfiz quran program at SMP Rahmat Islamiyah Medan, namely by looking at the potential or abilities of prospective

students who will take part in this tahfiz quran program. So that the results of this input evaluation can be used to group students based on the quality of reading the Quran or the number of students' memorization.

Process evaluation was carried out on the tahfiz quran program at SMP Rahmat Islamiyah Medan, namely by looking at the entire process of the tahfiz quran program activities carried out. Tahfiz teachers at SMP Rahmat Islamiyah Medan during the learning process often do rote tests on students randomly, for students who can answer the teacher's questions will be given prizes or praise. Thus, this process evaluation is carried out to find out how far the activities are carried out, whether the program is carried out according to the plan or not (Norlaila, 2015).

In addition, product evaluation was also carried out on the tahfiz quran program at SMP Rahmat Islamiyah Medan, namely by looking at the results of the tahfiz teacher's assessment of the odd semester and even semester. The results of the product evaluation are expected to assist the leader in making a decision regarding the work program that is being implemented, whether the program is continued, ends, or if there are other decisions (Anas Sudijono, 2011).

2. *Contribution of the Tahfiz Quran Program in Strengthening the Character of Students at SMP Rahmat Islamiyah Medan*

Character education has goals including facilitating the strengthening and development of certain values so that children's behavior is realized, both during the school process and after the school process (after graduating from school). SMP Rahmat Islamiyah Medan held a habituation before starting a teaching and learning activity, namely by reading the Quran (tartil) and also holding a tahfiz Quran program for students for full day school classes and students who are interested in following it.

The Tahfiz Quran program at SMP Rahmat Islamiyah Medan in its implementation contributes to strengthening the character of students, including strengthening the character of students' discipline. This is because the tahfiz quran program is carried out in the morning before the learning activities begin, which is at 07.15. Thus, students who take part in the Tahfiz Quran program leave and arrive at school earlier than students who do not participate in the program.

The Quran tahfiz program contributes to the discipline of students in terms of reciting the Quran, at every sunset and dawn. This is as expressed by several students who take part in the tahfiz Quran program, that they are accustomed to reviewing and repeating the memorization of the Quran at Maghrib and dawn. Then in the implementation of memorizing the Qur'an, students also make an agreement with the teacher regarding the implementation of tahfiz Quran. Students in the implementation of memorizing the Quran should follow the rules that apply. Thus, students are accustomed to living disciplined in following the rules that exist in the process of memorizing the Quran.

The tahfiz quran program at SMP Rahmat Islamiyah Medan also contributes to strengthening the responsibility of students. Muhammad Mustari said that there are several kinds of responsibilities, including: 1) Responsibility to oneself; 2) Responsibility to God (Allah); 3) Social responsibility (Ramadhan et al., 2021). Thus, the contribution of the tahfiz quran program at SMP Rahmat Islamiyah Medan in strengthening the responsibility character of students, includes all three, namely responsibility to oneself, responsibility to God and responsibility to society.

Students at SMP Rahmat Islamiyah Medan, in the Tahfiz Quran program have responsibilities: 1) Individual responsibility. In maintaining memorization, students are responsible for maintaining their own memorization. Tahfiz teachers have a role only to assist in the memorization process and assist students in maintaining it. But logistically,

every memorization that a person has is the responsibility of one's own person, not someone else's; 2) Responsibility to God. Every human person has a responsibility to maintain the purity of the Quran; 3) Social responsibility. In social responsibility, it can be seen from students who are able and brave to display their memorization in routine simaan activities held by Madrasahs. Students also have the responsibility to teach the knowledge gained from the Quran to others.

The Tahfiz Quran program at SMP Rahmat Islamiyah Medan also contributes to strengthening the character of mutual respect, namely that students in the Tahfiz Quran program respect each other among students, because among them to maintain their memorization they always do murajaah.

Based on the results of the study, the Tahfiz Quran program contributes to strengthening the character of students, including the character of discipline, responsibility and mutual respect (respect) among others.

Conclusions and Suggestions

The results of research findings related to the implementation of the Tahfiz Quran program at SMP Rahmat Islamiyah Medan, it can be concluded that:

1. The Tahfiz Quran program at SMP Rahmat Islamiyah Medan, was carried out through three stages, namely: First, the planning stage. This stage is carried out by planning how the Tahfiz Quran program at SMP Rahmat Islamiyah Medan is carried out. SMP Rahmat Islamiyah Medan in planning is done by determining the program to be carried out, determining indicators of achievement of success, namely students for three years at least can memorize 3 Juz, arranging the division of tasks to parties involved in program implementation; Second, the implementation stage. This stage is carried out by implementing the plans that have been prepared previously. At this stage the tahfiz teacher conducts learning activities using methods, strategies, approaches and media that can help students memorize the Quran; Third, the evaluation stage. This stage was carried out with the aim of knowing the level of success of the Tahfiz Quran program implemented at SMP Rahmat Islamiyah Medan. In this Tahfiz Quran program, SMP Rahmat Islamiyah Medan uses the Stufflebem evaluation model, namely the evaluation is carried out on the context (context evaluation), evaluation of the input (input evaluation), evaluation of the process (process evaluation) and evaluation of the results (product evaluation).
2. The contribution given by the Tahfiz Quran program in strengthening the character of students at SMP Rahmat Islamiyah Medan, including: 1) Strengthening the character of discipline, namely students will come early to school because every morning before entering class each student is instructed to to recite a verse he had memorized. Then if students are late to school, they will get punished by memorizing several verses of the Quran. In addition, disciplined students are also in rote deposits; 2) Strengthening responsibility, namely students in the Tahfiz Quran program are given the responsibility to memorize the Quran and deposit their memorization of the Quran to the tahfiz teacher, thereby fostering the character of responsibility in students; 3) Strengthening the character of mutual respect, namely students in the Tahfiz Quran program respect each other among students, because among them to maintain their memorization they always do murajaah.

Based on the results of this study, the researcher suggests that in the implementation of the Tahfiz Quran program at SMP Rahmat Islamiyah Medan, supervision activities should always be carried out not only on students but also on tahfiz teachers. Then the results of the evaluation should be followed up, so that the Tahfiz Quran program at SMP Rahmat Islamiyah Medan in the future can run better.

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ISBN 978-623-98943-1-3



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