

Student Management in Tahfidz Extracurriculars

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Abstract: *This study aims to describe students' planning system and implementation management in developing their talents in memorization with extracurricular tahfidz at the Integrated Muhammadiyah Elementary School (SDMT) Ponorogo, East Java. The research method used was qualitative, with a case study design and data collection techniques through interviews, observation, and documentation. The main objects in this study were informants from the tahfidz extracurricular coordinator and samples from the tahfidz extracurricular students themselves. This research resulted in: (1) Management planning of students in the extracurricular tahfidz at the integrated Muhammadiyah Elementary School in Ponorogo using the halaqah system, forming an ad hoc team consisting of the coordinator-secretary-teacher halaqah-infrastructure, only those who have passed iqra' are allowed to participate in extra tahfidz evidenced by a certificate of completion). (2) Implementation of student management in the tahfidz extracurricular at the integrated Muhammadiyah Elementary School in Ponorogo: tahfidz extracurricular activities after the core class hours are over, namely at 14.30-16.00 WIB every thursday & friday, using the nahawan tone, each student is recorded and uploaded on LP3Q youtube for archives and general learning evaluation materials, the method used is talkin & sorogan, a tasmi' exam is held for special follow-up evaluation.*

Keywords: Student Management, Tahfidz, Extracurriculars.

Introduction

A school is a place of learning where students go to gain knowledge and achieve success. The availability of a quality curriculum dramatically affects student learning. Extracurricular activities are part of the curriculum as a tool and the primary source of student growth at school. In Indonesia, extracurricular activities at schools and universities are nothing new (Aryawan, 2019). Before starting

extracurricular activities of any type and type aimed at honing students' talents and interests, the school and the teacher must agree on the purpose of these extracurricular activities (Majid et al., 2018).

One of them is the *tahfidz* extracurricular, which is becoming a trend in great demand by children today, especially parents who have aspirations to make their children memorize the Al-Qur'an (Yusak et al., 2022). Parents must also look for a good, quality institutions and good at managing students in the continuity of their learning activities (Mukarromah & Pujiastutik, 2022).

Integrated Muhammadiyah Elementary School (SDMT) Ponorogo is one of the most popular elementary schools and is a favourite of the people in Ponorogo, so parents of prospective students flock to register and send their children to school, one of the contributing factors is a large number of choices in extracurricular fields for sharpening students' talents and interests beyond the core curriculum. Students can channel their abilities and interests by participating in various extracurricular activities (Hasanah et al., 2022).

Of the many extracurriculars at SDMT, *tahfidz* extracurriculars at SDMT Ponorogo have won many championships from sub-district, district and even province competitions. According to the results of the initial interview with the *tahfidz* coordinator, it was not only in the academic field but in the non-academic field, and the SDMT Ponorogo also won many achievements and championships that students got (Asih & Hasanah, 2021).

In the current era, learning intelligence is not the only measure of one's success, especially in the world of work, not a few think intelligence, talents and interests become more important (Wahyudi, 2020). Perseverance in an area of interest or skill makes a person unique compared to other people in general, which is very helpful in overcoming some competition in life.

Learner management is a caring service in the management, administration and student services in and outside the classroom, such as identification, registration, individual services, and development of all abilities, interests, and needs until he reaches school age (Hakiki et al., 2021). The general objective of student management is to organize student activities to support the teaching and learning process at school so that the teaching and learning process at school can continue adequately and regularly and contribute to the core objectives of the curriculum.

Regarding students and their management in ongoing learning, students are also very much needed because they have the most important role, namely as the main subject. Therefore, the presence of

students is not only to meet their needs but also part of the quality of their educational institutions (Ikhwan, 2019).

It can be emphasized that the existence of students who quality and quantity, namely some things that can be used as a reference in motivating or reflecting the success of an institution or educational institution. Quality can be used as a standard operating rationale because it plays a vital role in the quality or intelligence of students (Ikhwan, 2022). While the quantity standard is everything related to numbers or how many there are. Many educational institutions lack extracurricular quality and only focus on the community environment. Even though many institutions have extracurricular activities developing rapidly, many students have kinesthetic skills and talents, especially now that in the independent curriculum, students are required to highlight their natural talents.

One form of respect for the Al-Qur'an is that generation after generation is very proud of their memorisation. Even though the writing in the Al-Qur'an is in Arabic, those who can memorize it are not only countries that use everyday Arabic, even many countries that can remember this holy book. The development of the tahfidz program in formal institutions has different challenges in each institution. Many research results are interested in discussing student management and the tahfidz program in formal and non-formal schools.

First, according to Putri, Focusing on the quality of students is very important in giving birth to future generations. To become good graduates, good management is also needed to direct students to excel in various knowledge and learning. The management of quality and high-quality students can provide output that can compete in the progress of education in the present and the future (Putri, 2020).

Second, student management starts with planning, implementing and controlling as well as regulations for student learning activities, from enrolling new students to graduating from educational institutions in schools where they study. Educational institutions that provide rules and focus all attention regarding all student activities at the beginning of the introduction, registration, and individual services are the benefits of the management of students in each educational institution.

Third, the Al-Qur'an memorization program or often called tahfidz Al-Qur'an, is not only implemented in Islamic boarding schools, but the tahfidz program is also implemented in formal schools such as SDIT, MTsN, and MA in various cities in Indonesia, an integrated Islamic education school institution should be able to become an Islamic education institution with a distinctive feature that has a unique program of tahfidz al-Qur'an.

Fourth, memorizing the Qur'an has enormous benefits; first, giving victory and happiness in this world and the hereafter; second, getting a gift from God in the form of a long memory; third, it encourages memorizers to achieve higher than their friends. So the results of research from Minabari tahfidz al-Qur'an can encourage students to achieve more (Minabari, 2019).

Fifth, according to Stella Fronika, activities that give students the ability to express their talents can be held at school extracurriculars, usually conducted indoors. In contrast, extracurriculars are born outside the room. The power of students to channel their interests and talents is one of the advantages that only sometimes appear to them. With that, the school can hold extracurricular activities so that it has sound output not only in lessons but with the advantages of students outside the classroom.

Sixth, extracurricular activities have long been recognized as having significant benefits for business students, including developing future-relevant competencies. Students on campus rarely participate in extracurricular activities because of part-time work and constraints that are too far from home (Heath et al., 2022).

Method

The method used in this research is a qualitative research method with a case study type. The research subjects totalled 25 people consisting of 5 tahfidz extracurricular coordinators and 20 students of SDMT Ponorogo extracurricular activities. Accurate data collection techniques greatly determine the success of a study with observation to observe how the management of students in tahfidz extracurricular activities at SDMT, interviews with principal school informants, the head of the tahfidz program coordinator, extracurricular teachers, student guardians and several students participating in the program tahfidz program extracurriculars, and documentation such as meeting minutes, schedules and various archives at the research site (Oktaviani, 2019);(Ikhwan, 2021).

Result and Discussion

The results of interviews on field subjects for the management of students in tahfidz extracurricular activities at the SDMT Ponorogo explain that the conditions or management conditions at the SDMT are perfect and are running according to the plans set out in the regulations of the tahfidz coordinator.

Details of the findings and discussion in this study regarding how to plan student management and its implementation in tahfidz

extracurricular activities. Student management plans are written in regulations made from planning the results of a meeting between the tahfidz coordinator and the school principal and tahfidz teachers at SDMT Ponorogo.

Management planning of students in extracurricular tahfidz

Tahfidz Al-Qur'an has lately become the target of the community to increase the quality of knowledge in their children. Even now, many schools outside have a tahfidz program, a flagship program to attract prospective student parents to send their children to school.

The results of observations, interviews and the documentation in the implementation of student management refer to extracurricular regulations from LP3Q (Lembaga Pengajaran, Pembinaan dan Pengembangan Al-Quran), which is directly supervised by SDMT Ponorogo. Some of the student management plans at SDMT Ponorogo, namely.

1. Forming a team for the ongoing activity into several coordinating sections: (1) Chief coordinator, (2) Secretary, (3) Ustadzah halaqoh, (4) Facilities and infrastructure prepared. The aim is to foster a sense of responsibility, complementarity and commitment to achieving common goals in a collaborative and collectively responsible manner through the collegial collective SDMT vision and mission. Love and a sense of belonging to the organization can automatically achieve goals (Suheli, 2018).

The Chief Coordinator of tahfidz stated this:

"In a well-functioning team, all team members actively use their respective roles and responsibilities collectively, solely to achieve team goals, which are our main goals. A sense of belonging to the team must be built in every human resource. That's what we instil in this most important part of planning." (Tahfidz, 2022).

"A good team includes faster goal achievement, increased creativity in problem-solving, and increased problem-solving skills." (Yusuf, 2019).

2. Strengthening the iqra' recital in grades one and two determines the ability to read and memorize the Qur'an. Because SDMT has an iqro' extracurricular for early-stage selection, all students must attend the iqra lessons first. From there, you can see which students are appropriate according to their talents and interests to participate in the tahfidz extracurricular.

The tahfidz coordinator also emphasized this:

"The condition of the ability to memorize and read the SDMT Ponorogo students is excellent and uses a distinctive tone called the nahawan tone. This is because grades one and two are not allowed to participate in extracurricular activities besides extra iqra'. This is aimed at focusing on SDMT. Indeed, the alums must be able to read the Qur'an properly and correctly. One of the conditions for participating in this tahfidz extracurricular activity is memorising the Qur'an well. Students must also be good at reading the Qur'an from tajwid, *makhrorijul* letters and the accuracy of the tone set by the SDMT." (Tahfidz, 2022).

3. The application of regulations in this activity is very influential in planning: (1) Students must pass iqro if they want to take part in the extracurricular tahfidz; (2) Students are required to have permission if they are unable to attend activities; (3) Students are not allowed to bring food when the activity takes place; (4) Deposits of new memorization and *muroja'ah* of old memorization by the agreement of the respective halaqoh supervising ustadzah; (5) students are required to pray Ashar in congregation with the ustadz (Drafting team, 2022).

Existing regulations are used to regulate social life. People do what they want without rules, and society is in dire straits. Following the rules will help shape the structure and layout of the community. If you live in a harmonious and disciplined organisation, security is guaranteed, and so too. There are many benefits of having regulations in extracurricular activities. The aim is that children are more closely associated with "rebellion" because the cause is not a crime. Speak loudly with a few simple examples, and "direct instructions" to children will be maximized if there is no firmness (Chadidjah, 2020).

Previously explained to children that we make rules because we want to love them, like good children, and like our children to love God, teachers, friends and parents (Yuliyati, 2020).

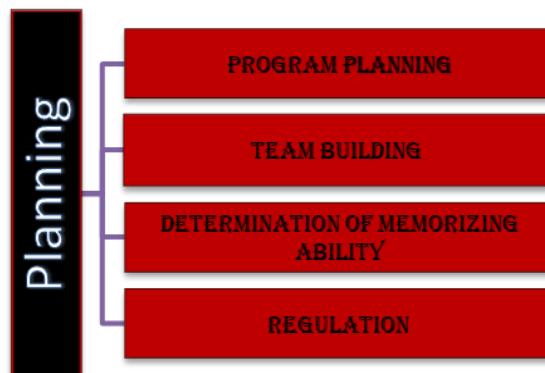


Figure 1. Diagram of planning tahfidz extracurricular activities at SDMT

The benefits of the planning mentioned above are also so that students' memorization can be adequately maintained and to motivate other students to complete their memorization immediately.

Implementation of student management in tahfidz extracurricular activities

The next step is implementing student management in the tahfidz extracurricular at SDMT. The results of documentation and field observations are as follows:

1. The schedule for carrying out the tahfidz extracurricular is from 14.30-16.00 every Thursday and Friday, and if the ustadzah cannot be on that day, then he must change the day of the week;
2. Depositing memorization to their respective tutors, students are required to prepare memorization at home with their parents. The program in the tahfidz extracurricular is to deposit memorization one by one to the ustadzah *halaqoh* each starting from juz 30;
3. The program in the tahfidz extracurricular is to deposit memorization one by one to the ustadzah *halaqoh* each starting from juz 30;
4. *Halaqoh* ustadzah supports approximately ten students who have already received a passing diploma in reading *iqra'*;
5. The method of memorizing at SDMT Ponorogo is by talking and sorogan. If one of the students has completed one surah or one juz, the student is required to make a video accompanied by his parents and will upload it on the LP3Q YouTube account for archives and final evaluation;
6. If one of the students has completed one sura or one juz, the student is required to make a video accompanied by his parents and will upload it on the LP3Q YouTube account for archives and final evaluation;
7. After being declared passed in the video, a *tasmi'* exam will be held, which will be tested by the ustadzah *halaqoh* and witnessed by other students participating in the tahfidz extracurricular program.

The talqin method is a way that scholars have used since ancient times to teach Al-Qur'an recitation from a teacher to their students. The talqin method is the first method used by Islam in conveying revelations from Allah through the angel Gabriel to Rasulullah saw (Azmi, 2020). Application of the talqin process:

1. The teacher reads Al-Qur'an readings that are listened to by students.
2. Doing verse fragments when you get a long verse and repeating it with *waqof* and *washol*.

3. After reading the Al- Qur'an, students must follow several repetitions after the teacher finishes reading it (Diantoro, 2018). The talqin method has benefits, namely that students can more quickly grasp the memorization that the teacher and the reading read is better, and there are no mistakes in reading the vowel or tajwid (Alwi et al., 2018).

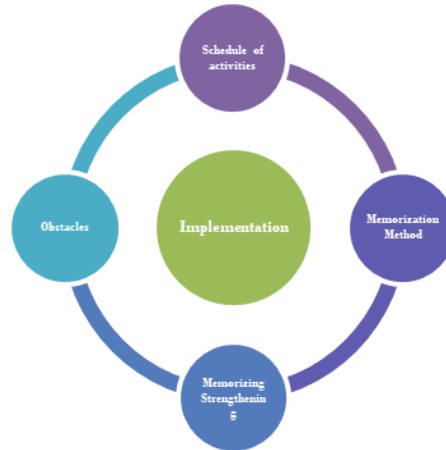


Figure 2. Model implementing extracurricular activities tahfidz SDMT

In addition to the *talqin* method, LP3Q also applies the *tallaqi* approach, namely how the teacher and students face each other directly in learning the Qur'an by the teacher reading it first, after which the students follow what the teacher has said. In this way, the teacher must pay more attention to the accuracy of tajwid, makhroj and tones with the right lips. This presentation is suitable for the initial stage, namely the introduction of the Qur'an to early childhood.

Al-Qur'an memorization with *muroja'ah* old memorization every day after the evening prayer guided by parents at home and making audio recordings sent to the *halaqoh* telegram group respectively and the ustadz supporting research or correcting the student's audio.

The talents of students must also get the attention of both parents. Even the role of parents is also very influential in students' success in participating in tahfidz extracurricular activities, so the parenting program is also highly emphasized by LP3Q.

Keeping memorization of the Al-Qur'an is a particular problem for those who memorize the Al-Qur'an and even has to be dealt with seriously right away. Moreover, it becomes anxious if the memorization is lost, which is one of the disappointments that have no cure.

In carrying out the activity, there are obstacles, including a large number of students who still like to play in class and the sudden permission of the teacher, if not present, results in students waiting a long time to be picked up by parents (Thoriquttyas, 2018).

Another obstacle is finding teachers who memorize the Qur'an who can teach on different schedules (outside of formal class hours) because many of them are constrained by their teaching schedule and have other activities. Generally, the extra hours are after work breaks (Syadzili, 2018).

Student responses about the running of the tahfidz extracurricular at SDMT Ponorogo. The students are very comfortable and greatly assisted in completing memorizing assignments in their respective classes because at SDMT Ponorogo, it is the target for each class to meet tahfidz at the end of semester two and submit it to their homeroom teachers.

Memorizing the Al-Qur'an has a vital role from an early age, especially in SDMT who are still in elementary school because, at that age, the memory power is very high and quick to memorize.

Conclusion

The researchers' conclusions include good and regular management planning results in implementing extracurricular activities that can run as planned. However, sometimes it is still not optimal to manage students in the class because most of them have kinesthetic advantages, namely being very active in class, such as memorizing while walking around, ringing the table and even playing. With these drawbacks, they can still deposit their memorization properly and smoothly. They have good intelligence and with each child's model.

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