

Optimizing the Management of the Tahfidz Learning Program at NU Islamic Elementary School: Instilling Qur'anic Values from an Early Age

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Abstract

The tahfidz learning program requires strict and systematic management. This is in order to achieve the goals that have been set. Tahfidz learning management can also be used to improve students' literacy competence. With the tahfidz program students will learn to read and memorize which will certainly affect student learning. This study aims to explain and analyze how the management of the tahfidz learning program at the Nahdlatul Ulama Sekaran Islamic Elementary School. Then also to find out what are the supporting and inhibiting factors in implementing the program. The method used to examine this is a qualitative method with a case study approach. The data collection used is by means of observation, interviews and documentation. Data analysis was carried out by using the Miles and Hubberman model in the form of data collection, data reduction, data exposure and drawing conclusions. The results showed 1) the management of the tahfidz learning program includes: a) planning to set goals, b) implementation by selecting the right people to carry out and c) evaluation to solve problems that arise. 2) Obstacles encountered were a) student discipline in memorizing, b) stability of student abilities and an unequal ratio of teachers. While things that support are a) good management, b) high will and support from parents so that the program can run optimally.

Kata kunci:

Manajemen Pembelajaran Tahfidz;
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Abstrak

Program pembelajaran tahfidz memerlukan manajemen yang ketat serta sistematis. Hal tersebut guna mencapai tujuan yang telah ditetapkan. Manajemen pembelajaran tahfidz juga dapat digunakan untuk meningkatkan kompetensi literasi peserta didik. Dengan adanya program tahfidz peserta didik akan belajar untuk membaca serta menghafal yang tentu akan mempengaruhi pembelajaran peserta didik. Penelitian ini bertujuan untuk menjelaskan serta menganalisis bagaimana manajemen program pembelajaran tahfidz di Sekolah Dasar Islam Nahdlatul Ulama Sekaran. Kemudian juga untuk menemukan apa saja faktor pendukung serta penghambat pelaksanaan program tersebut. Metode yang digunakan untuk meneliti hal tersebut adalah dengan metode kualitatif dengan pendekatan studi kasus. Pengumpulan data yang digunakan adalah dengan cara observasi, wawancara serta dokumentasi. Analisis data yang dilakukan adalah dengan menggunakan model Miles and Hubberman berupa pengumpulan data, reduksi data, paparan data serta penarikan kesimpulan. Hasil penelitian menunjukkan 1) manajemen program pembelajaran tahfidz meliputi: a) perencanaan untuk menetapkan tujuan, b) pelaksanaan dengan memilih orang yang tepat untuk melaksanakan serta c) evaluasi guna memecahkan masalah yang muncul. 2) Hambatan yang ditemui adalah a) kedisiplinan siswa dalam menghafal, b) stabilitas kemampuan siswa serta rasio guru yang tidak seimbang. Sedangkan hal-hal yang mendukung adalah a) manajemen yang baik, b) kemauan yang tinggi serta dukungan dari orang tua agar program tersebut dapat berjalan dengan maksimal.

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INTRODUCTION

The Qur'an is a book that radiates various Islamic knowledge because the holy book encourages observation and investigation. The Prophet Muhammad said that the best of you are those who learn and teach the Qur'an. (Junaedi, 2017; Rahmatullah, Hudriansyah, & Mursalim, 2021). Memorizing the Quran requires a great and extraordinary effort. Only those who have strong will and great desire can achieve it. (Arafah, Id, & Afifuddin, 2022). A strong-willed person is someone who is always enthusiastic, truly realizing and pushing whatever he intends as far as he can. The student learning process is complicated and influenced by various internal and external influences (Amaliyah, Suardana, & Selamat, 2021; Entwistle & Peterson, 2004). Students' age, talent, and capacity to motivate themselves are internal factors (Ramli, Muljono, & Afendi, 2018). The educator's skills in delivering material, learning facilities, and the learning environment both at school and at home are examples of external variables (Efendi, 2020; Kartiko, Zuana, Sirojuddin, Rofiq, & Maarif, 2020). If such components can work together well, learning will be successful. For example, a conducive learning atmosphere in the classroom, learning facilities can support and be supported by high student enthusiasm, and good teacher teaching skills, then optimal learning can be achieved. However, even if an educator has excellent teaching skills, learning outcomes will decline if the classroom lacks the necessary resources and students do not have enough motivation to learn (Jf, Wahyuni, Siregar, & Pane, 2021).

The advancement of information technology needs to improve the standards of continuous learning to achieve superior learning (Hatch & Dyer, 2004; Shi et al., 2024). In addition, learning needs to be performance-based and aptitude testing for students. Educators utilize performance-based evaluations, individual learning plans, cooperative learning, the existence of learning centers, the instructor's role as a facilitator alone, and the use of modern technology as a learning tool (Nuddin, Zainuddin, & Kartiko, 2024). Because the learning management functions such as preparation of learning activities, learning organization, learning leadership, and learning assessment have not been completed, the phenomenon of Al-Qur'an Tahfiz Learning illustrates that it is still far from an effective learning management system (Hasan, Azizah, Ma'arif, Kartiko, & Ya'cub, 2023). Therefore, a superior tahfidz program in both formal and non-formal educational institutions requires good, orderly and clean management. (Rosmika, Prastika, & Kartiko, 2022), Management is the capacity and talent to achieve results in the context of goal setting through the activities of others. Sulistyorini believes that management is very important because it affects, and even penetrates almost all parts of human existence, such as blood and body. It has also been shown that through management, people can understand their personal strengths and weaknesses. Management shows an increase in effective and efficient methods when carrying out tasks.

(Khusaini, 2022), The findings of this study are that the management of the Qur'an memorization program at Mi Nurul Huda is divided into three processes, namely planning, implementation and evaluation. (Rudiansyah, 2021), The results of this study

are that the implementation is divided into three stages, namely planning, implementation and evaluation. The effectiveness of the implementation is in the good category, as evidenced by the increasing memorization of students at the Al Aksar Tahfidz Quran Islamic Boarding School. (Putri, 2024) The results of this study are that planning is carried out by teachers when they are going to teach, including annual, semester and daily programs. The organization of learning is chaired by Sheikh Abdul Qowi, he is in charge of the coordinator of the tahfidzan who is in charge of coordinating the musyraf halaqoh who is in charge of reporting the development of students' memorization.

From the explanation that has been explained in the context of the research above, the focus of this research is as follows: How is the Management of the Tahfidz Program at SD Islam NU and What are the supporting and inhibiting factors for the management of the tahfidz program at SD Islam NU? Based on the focus of the research, the purpose of this research is to explain and analyze the management of the tahfidz program at SD Islam NU and explain and analyze the supporting and inhibiting factors for the management of the tahfidz program at SD Islam NU.

Based on the studies mentioned above, none of them specifically discuss how to manage the tahfidz learning program for children of elementary school age, especially at SD Islam NU Sekaran. The researcher argues that in order to maximize the management of the tahfidz learning program at the elementary school level, in addition to studying the management of the tahfidz program, it is also necessary to study the management of the existing learning program, and find factors that support and inhibit the tahfidz learning program. Therefore, this study is positioned to not only study the management of the tahfidz program, but also the management of learning and the supporting and inhibiting factors in the implementation of the management of the tahfidz learning program in elementary schools.

RESEARCH METHODS

Qualitative methodology was used in this study (Moleong, 2007). As for the approach, namely case studies, this research combines field research. Case studies, by definition, are studies that are carried out intensively, in-depth, carefully, and comprehensively involving certain case studies. (Gerring, 2017). The research location in this study is located at SD Islam NU Sekaran, Kayen Kidul District, Kediri Regency, East Java, precisely on Jalan Nusa Indah 77 Sekaran, Kayen Kidul District, Kediri Regency.

Data refers to the findings of the researcher's records in the form of facts or figures, or all facts and figures that can be used as raw materials for compiling information. While information is a product of data processing and has a function to explain the data that has been obtained. The following data sources are used by the author to collect information for this study, namely primary data and secondary data (Grbich, 2013). The data collection techniques in this study used the following methods: Participant Observation, in-depth interviews and documentation. (Given, 2008). Data obtained for 4 months period December 2023- April 2024.

This study utilizes the Miles & Hubberman paradigm for data analysis. According to Miles & Hubberman, qualitative data analysis uses textual words which are then constructed by

describing them. (Miles, Huberman, & Saldana, 2013). The four stages in the Miles and Huberman data analysis model are as follows: Collection of data in the field that supports the research, Data that has been collected is reprocessed by reducing the data (Reduction) to only data related to the research, Data that has been reduced is then presented and presented (Display) scientifically without covering up its shortcomings and drawing conclusions (Conclusion) and verification (Huberman & Miles, 2002).

RESEARCH RESULTS AND DISCUSSION

Results

The management of the tahfidz learning program implemented at SD Islam NU Sekaran is currently only at the stage of memorizing juz 30. The tahfidz program implemented at SD Islam NU Sekaran aims to improve the literacy of reading the Al-Quran of students who still have difficulty in reading and understanding the hijaiyah letters. As expressed by Umi Zumrotin Nasihah as the head of SD Islam NU Sekaran in an interview conducted by the researcher as follows:

"For now, our focus is only on improving students' understanding of the hijaiyah letters, sir. Because in our area, the ability to read the Quran is still lacking, so we see this as an opportunity to attract the surrounding market that we have a tahfidz program so that parents will prefer to send their children to school here because there is a tahfidz program. For the memorized juz, we emphasize juz 30 only because it is easier to memorize because the letters are shorter compared to the other juz."

From the interview results, we can see that in addition to being a learning program, the management of the tahfidz learning program at SD Islam NU Sekaran also functions as a means of promotion to parents of students. With the tahfidz program implemented, the principal hopes to attract the interest of parents so that they are willing to enroll their children in school at SD Islam NU Sekaran. This is also reinforced by the opinion of the teacher at SD Islam NU Sekaran regarding the tahfidz program at SD Islam NU Sekaran as follows:

"If the tahfid program, our initial goal is to improve our students' ability to read the Quran, sir. Because by memorizing, they automatically have to read and understand the hijaiyah letters. With that compulsion, it turns out that it also has a positive impact, so they force themselves to read the Quran so that slowly they understand the hijaiyah letters and memorize the verses of the Quran little by little. And it turns out that this is also interesting for parents because their children can read and memorize the Quran, so if the proverb is one paddle, two islands are passed, sir."

This strengthens the opinion of the head of SD Islam NU Sekaran about the tahfidz program which also has a positive impact on marketing. However, the main objective of the tahfidz program at SD Islam NU Sekaran is to improve the ability to read and understand the hijaiyah letters and the Al-Quran.

The managerial stage of the tahfidz learning program at SD Islam NU Sekaran is divided into three stages, namely planning, implementation and evaluation. This was

expressed by the head of SD Islam NU Sekaran in an interview conducted by the researcher as follows:

"In terms of management stages, we definitely have a plan, when it is mature then the plan that has been prepared is implemented, then in the implementation we conduct an evaluation to make it more perfect."

From the explanation above, it can be understood that in the planning stage, SD Islam NU Sekaran was really thorough and mature in planning it. Only when the planning was considered to be truly mature was it continued to the next stage, namely implementation. In the implementation, an evaluation process was carried out to correct the shortcomings in the implementation process so that the results obtained could be in accordance with the planning objectives, in this case, the tahfidz learning program. Talking about the Quran tahfidz program is certainly not an easy thing to implement. There needs to be awareness from all levels of education to always maintain full and continuous discipline to achieve the goal of memorizing the Quran. In this case, of course, there are factors that can hinder the implementation of these activities. However, on the other hand, of course, there are also things that can support the implementation of these activities in schools. Berikut ini merupakan factor-faktor yang dapat menghambat serta mendukung terlaksananya program pembelajaran tahfidz di SD Islam NU Sekaran yang diperoleh dalam penelitian ini:

Supporting Factors for the Management of the Tahfidz Learning Program at SD Islam NU Sekaran

Supporting factors are positive things related to the implementation of a program or activity. In this case, it is the management of the tahfidz learning program to improve literacy competency at SD Islam NU Sekaran. From the results of interviews with several sources at SD Islam NU Sekaran, several factors were found, including the management of the tahfidz program can improve the image of the school to be more positive.

The following are the results of interviews conducted with the principal of SD Islam NU Sekaran that researchers obtained:

"if the positive of course the first is improving the image of the school towards a better direction. With this program the community considers that our school truly has an Islamic learning system, not just the label on the school name that is Islamic, Of course that is a very large initial capital in gaining public trust during the new student registration season."

In addition, the tahfidz teacher at SD Islam NU Sekaran said that the things that support the program are a good managerial system carried out by the principal so that teachers feel comfortable in facing every obstacle that exists. The following are the results of interviews conducted by researchers with tahfidz teachers at SD Islam NU Sekaran.

"If we talk about supporting factors, maybe because the management is good, we are more comfortable in carrying out learning. Starting from its clear objectives, the distribution of materials that are arranged for each class, and also the attention given by the principal in this program is quite large so

when we face obstacles, we can freely discuss and find solutions to solve the problems.”

From the results of the interview, it can be seen that the results of the systematic managerial process carried out before implementing a program will make the program easier to implement. In addition, the role of the principal or leader in the supervision process makes teachers more comfortable in implementing the program. This has proven to be able to provide a positive impact and become a supporter in the sustainability of the program. In addition, one of the homeroom teachers at SD Islam NU Sekaran in an interview conducted by the researcher stated the following:

“If the supporting factor is clear, we see it from the child's willingness to memorize. Although sometimes they have unstable abilities, they have the will to memorize so that it motivates us in teaching. When we give knowledge to those who do not know, of course it will be a charity for us when they practice the knowledge, especially if the knowledge is memorizing the Quran. So that is an additional motivation for us.”

So the students' willingness to memorize short letters in the Quran is also a factor that supports the management of this tahfidz learning program, although in terms of ability, sometimes there are students who are unstable in memorizing. In addition, support from student guardians is also one of the things that is a very beneficial factor. Without the support of student guardians, the tahfidz program at SD Islam NU Sekaran will be very difficult to implement. The tahfidz program for early childhood requires not only discipline from students, but also from parents who must be disciplined with students when they are at home. This was conveyed by the tahfidz teacher at SD Islam NU Sekaran as follows:

“Support from parents is also a very good supporting factor. Because for elementary school children, discipline in memorizing is not only from students, but parents must also be disciplined in reminding children to muraja'ah and listen to murrotal when they are at home. The goal is so that they do not forget easily.”

From the information obtained above, it can be concluded that the supporting factors for the Management of the Tahfidz Program to Improve Literacy Competence at SD Islam NU Sekaran are as follows, Management of the tahfidz learning program can improve the image of the school to be better so that the school is more enthusiastic in implementing it, secondly, good management makes teachers feel comfortable in its implementation, thirdly, high willingness from students to memorize the Al-Quran and fourthly, support from parents of students so that their children can memorize the Al-Quran.

Inhibiting Factors in the Management of the Tahfidz Learning Program at SD Islam NU Sekaran

If there are supporting factors, there are also inhibiting factors in the process of managing the tahfidz learning program at SD Islam NU Sekaran. Inhibiting factors are things that can be a problem in implementing the program. If supporting factors are

positive things, then on the contrary inhibiting factors are negative things that can damage the running of a program. In an interview conducted by the researcher with the principal of SD Islam NU Sekaran, he said that the competence of teachers who teach the tahfidz program is one of the obstacles that is difficult to overcome, the following are the results of the researcher's interview with the principal of SD Islam NU Sekaran regarding the inhibiting factors encountered:

"if the obstacle is definitely the teachers we have do not match the ratio needed. If normally for the tahfidz program is one teacher for ten children, while we only have one teacher for this program. While to increase the number of teachers will certainly increase operational costs so we cannot immediately add teachers according to our needs."

This is reinforced by the results of interviews conducted by researchers with tahfidz teachers at SD Islam NU Sekaran as follows:

"if the most prominent obstacle is that we lack tahfidz teachers. Currently, one class consists of 20 or more children, while normally for tahfidz teachers the ratio is 1/10 children. So we have to be smart in managing study time or face-to-face with students."

In addition to these things, the following are inhibiting factors that researchers found in observations conducted by researchers at SD Islam NU Sekaran, the first is the unstable ability of children to memorize. This is influenced by the motivation of each child which sometimes decreases, thus reducing their enthusiasm for memorizing. Second, student discipline in memorizing. Students who have low discipline will make the memorization process difficult because memorization requires a high level of discipline and third, the ratio of tahfidz teachers is not balanced. The ratio of teachers who handle children beyond their capacity makes the teaching and learning process hampered.

The solutions taken by SD Islam NU Sekaran related to these obstacles are as follows, first, Encouraging teachers and parents to always provide motivation to students to increase their enthusiasm in memorizing. Second, Encouraging parents to supervise students when they are at home so that they always carry out *murroja'ah* and listen to *murrotal* so that students become more disciplined and third, involving homeroom teachers in teaching tahfidz so that it can reduce the ratio between teachers and students. From the explanation above, it can be concluded that the lack of tahfidz teachers who are truly competent in their fields is the main problem that hinders the implementation of tahfidz learning program management at SD Islam NU Sekaran. In addition, children's abilities tend to be unstable and lack of discipline makes learning targets difficult to achieve

Discussion

Management of the Tahfidz Learning Program at SD Islam NU Sekaran.

As explained in the narrative above, the managerial process of the management of the tahfidz learning program at SD Islam NU Sekaran has three managerial stages,

namely planning, implementation and evaluation. The three processes will be analyzed by researchers in more detail as follows.:

Planning Stage

Planning is a fundamental method by which management chooses goals and determines how to implement them. Making decisions about what needs to be done, when to do it, and how to do it, and by whom the planning is carried out.

At the planning stage of the head of SD Islam NU Sekaran, the principal held a meeting with teachers and homeroom teachers to formulate goals, technical implementation such as materials, and determine the teachers who will teach the tahfidz subject. This is in accordance with Handoko's theory which states that planning is setting goals and choosing who will carry out those goals. The objectives of the management of the tahfidz learning program at SD Islam NU Sekaran are as follows: 1) Producing students with Islamic personalities reflected in their mindset and behavior in community life based on the Quran. 2) Forming polite and courteous attitudes and good personalities. 3) Increasing literacy based on the Quran.

Furthermore, the distribution of materials at SD Islam NU Sekaran is done by dividing all the letters in juz 30 into 6 groups according to class level. The next process is to choose a tahfidz teacher who is in accordance with his/her abilities. The tahfidz teachers at SD Islam NU Sekaran are limited in number so that assistance is needed from other teachers in this case the homeroom teacher. The selection of teachers who are not in accordance with their fields will certainly hinder the process of memorizing the students. The teachers who are chosen do not necessarily have the competence to understand the processes and methods of memorizing the Al-Quran. This is certainly one of the problems that must be immediately solved by the principal of SD Islam NU Sekaran. This is in accordance with the planning theory put forward by Handoko where planning contains elements of determining objectives, how to implement and who will implement the activity (Azmi et al., 2023).

Implementation Stage

In the implementation stage, there are three things discussed at SD Islam NU Sekaran, namely regarding learning materials, methods and media and stages of tahfidz learning. The material provided must be in accordance with the class level that has been divided. The method used is by reading repeatedly starting with Together with the teacher and students then continuing with reading individually. When they have memorized it, students come forward to submit their memorization to the teacher. The media used is juz amma which contains a collection of letters contained in juz 30 of the Al-Quran. The learning stage begins with greeting and praying, then begins the learning process by reading the letter to be memorized, When finished, it ends with a prayer and closing greeting.

The implementation theory states that implementation is a sophisticated management activity with a very large scope and is closely related to human resources, making implementation the center point of management operations. Implementation simply moves individuals to achieve predetermined goals in a more effective and

efficient manner. The implementation stage of the tahfidz learning program management at SD Islam NU Sekaran is systematic and has a clear flow. This will certainly provide convenience in carrying out teaching and learning activities, especially regarding tahfidz at SD Islam NU Sekaran. This also strengthens what is in the implementation theory which explains that implementation is closely related to human resources. All implementations implemented related to the management of the tahfidz program at SD Islam NU Sekaran involve human resources from teachers, students and principals as policy makers.

Evaluation Stage

In the evaluation stage, students are assessed periodically starting from weekly, monthly and each semester. Weekly assessments are carried out in teaching and learning activities. While monthly assessments are carried out with the aim that students do not forget any letters or verses that have been memorized during one month of learning. Each semester assessment is the final stage of the evaluation carried out, namely reviewing all memorization to determine whether students have achieved the memorization target or not.

This is based on the results of interviews with several sources that researchers met at SD Islam NU Sekaran. In addition, it is also based on documents that researchers obtained from SD Islam NU Sekaran which show related matters. As stated by Ralph Tyler, evaluation is a procedure to ensure how goals can be achieved and efforts to record consistency between goals and results (Madaus, Stufflebeam, & Scriven, 1983; Tyler, 1942).

From the explanation above, it can be concluded that to ensure how the objectives can be achieved, SD Islam NU Sekaran carries out an evaluation stage in the form of assessing students' memorization results with a certain time span, namely weekly, monthly and at the end of each semester.

Supporting and Inhibiting Factors in the Management of the Tahfidz Learning Program at SD Islam NU Sekaran

The following are supporting factors that researchers found in the process of managing the tahfidz learning program at SD Islam NU Sekaran: 1) Management of the tahfidz learning program can improve the image of the school to be better so that the school is more enthusiastic in implementing it. 2) Good management makes teachers feel comfortable in its implementation. 3) Students are highly willing to memorize the Al-Quran. 4) Support from parents of students so that their children can memorize the Al-Quran.

The researchers formulated these four supporting factors from several interview results with informants, documents and observations that researchers conducted at SD Islam NU Sekaran. From the results of the triangulation of sources obtained, it shows that all of them can be proven true because they are interconnected with each other. Meanwhile, the triangulation of methods carried out by researchers also shows that of the three methods that researchers carried out, all of them strengthen each other between

one method and another, so that information is obtained regarding the supporting factors of the management of the tahfidz learning program to improve literacy competency at SD Islam NU Sekaran as explained above.

This is in accordance with the opinion of Muljani A. Nurhadi that management is a series of activities in the form of a process of managing the cooperative efforts of a group of people who join together in an educational organization, in order to achieve the vision and mission of education that has been set effectively and efficiently. (Syah & Apriyani, 2023).

From the explanation and theory above, it can be concluded that if a good management process is carried out in the implementation of the tahfidz learning program management, it will be able to support its implementation. For example, when management is well organized, teachers will feel comfortable in implementing the program.

becomes an obstacle to the implementation of the tahfidz learning program management to improve literacy competency at SD Islam NU Sekaran are as follows: 1) Children's unstable ability to memorize. This is influenced by the motivation of each child which sometimes decreases, thus reducing their enthusiasm for memorizing. 2) Student discipline in memorizing. Students who have low discipline will make the memorization process difficult because memorization requires a high level of discipline. 3) Unbalanced ratio of tahfidz teachers. The ratio of teachers who handle children beyond their capacity makes the teaching and learning process hampered.

The three points above were formulated by the researcher after analyzing the results of interviews, documentation and observations that the researcher conducted at SD Islam NU Sekaran. Interviews that the researcher conducted with the principal, tahfidz teachers, students and homeroom teachers showed that the results were mutually reinforcing. Meanwhile, the results of the observations conducted by the researcher also showed similar things related to factors that can hinder the management of the tahfidz learning program at SD Islam NU Sekaran. The researcher also tested the validity of the data using source triangulation and method triangulation. In the source triangulation conducted by the researcher, both from the results of interviews with informants, the results of the documentation obtained by the researcher, and the field observations conducted by the researcher showed that the results were mutually reinforcing each other. While using method triangulation, both interviews, observations and documentation conducted by the researcher also showed the same thing and mutually reinforcing each other.

One of the management principles put forward by Henry Fayol is that discipline must be maintained in every organization, but organizations have their own way of doing this (Uzuegbu & Nnadozie, 2015). Discipline is the foundation for the success of an organization to achieve its goals. This proves that discipline is the key to achieving success in the management of the tahfidz program implemented at SD Islam NU Sekaran. If you want to achieve the goals that have been set, then high discipline is

needed not only from students who memorize, but also from teachers, parents and management at SD Islam NU Sekaran.

CONCLUSION

The tahfidz program carried out at SD Islam NU Sekaran is focused on memorizing juz 30 or what is commonly called Juz 'amma. Meanwhile, the management of the tahfidz learning program to improve literacy at SD Islam NU Sekaran includes the planning, implementation and evaluation stages. 1) At the planning stage, the principal along with teachers and homeroom teachers hold a meeting to determine the objectives, determine the material and select a tahfidz teacher. The tahfidz teacher at SD Islam NU Sekaran is a high school graduate who has memorized at least juz 30. 2) While at the implementation stage, the material provided is adjusted to the student's class level. Juz 30 material has been divided into 6 class levels so that it is easy to implement. The method and media used are by means of joint muraja'ah, then students continue to repeat the readings themselves using the juz 'amma media. Learning activities begin with opening activities in the form of greetings, prayers and attendance, then learning activities begin with muraja'ah, memorizing and deposits. The activity ends with reading prayers and closing the activity with greetings. 3) The evaluation stage is carried out routinely, both weekly, monthly and every semester. Evaluation activities are carried out to determine the level of memorization and what letters have been memorized by students.

This study is expected to be able to contribute to the success of the management of the tahfidz learning program to improve the literacy competence of students at SD Islam Nu Sekaran in particular, as well as to enrich the treasury of knowledge related to the management of the tahfidz learning program in general. After the research conducted at SD Islam NU Sekaran regarding the tahfidz learning program carried out, the researcher without reducing respect for all stakeholders at SD Islam NU Sekaran can suggest to the Principal of SD Islam NU Sekaran to continue to develop programs and evaluations related to the management of the tahfidz program to improve the literacy competence of students at SD Islam NU Sekaran, as well as to add competent tahfidz teachers in the field of Al-Quran memorization. This study still has limitations in the methods and sample populations used and the research time is still relatively short.

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