IMPLEMENTATION OF CURRICULUM MANAGEMENT OF TAHFIDZ AL-QUR'AN AT AL-QUR'AN ISLAMIYAH BANDUNG ELEMENTARY SCHOOL

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ABSTRACT

Qur'an memorization education has a significant role in shaping the character and morals of students. Elementary School (SD) Al-Qur'an Islamiyah Bandung is one of the educational institutions committed to integrating the tahfidz curriculum in daily learning. This study aims to analyze the implementation of the Qur'an tahfidz curriculum management at SD Al-Qur'an Islamiyah Bandung. The method used is a qualitative descriptive study with data collection techniques through interviews, observation, and documentation. The results showed that the management of the tahfidz curriculum in this school is carried out systematically, involving careful planning, interactive implementation, and periodic evaluation. The tahfidz teacher plays an important role in motivating students, while parental involvement increases learning support at home. The study concluded that the integration of tahfidz curriculum in general education at SD Al-Qur'an Islamiyah Bandung succeeded in creating a conducive learning environment for students in memorizing the Qur'an. Recommendations are given to improve teacher training and parental involvement in the learning process.

Keywords: Curriculum management, tahfidz Al-Qur'an, education, SD Al-Qur'an Islamiyah Bandung

INTRODUCTION

Education is one of the important aspects in developing human resources, especially in the current era of globalization. In Indonesia, religious education, especially Qur'an memorization education, has a significant role in shaping the character and morals of students. Elementary School Islamiyah Bandung is one of the educational institutions committed to integrating the tahfidz curriculum in daily learning. "Management is the attainment of organizational goals in an effective and efficient manner through

planning, organizing, leading and controlling organizational resources". meaning management is the achievement of organizational goals effectively and efficiently through planning, organizing, directing and controlling organizational resources. (Husaini, 2019)

Curriculum management is the main substance of management. The basic principles of curriculum management are trying to make the learning process run well with the benchmark of achieving goals by students and encouraging teachers to develop and continuously improve their learning strategies. (Sofiyatul Anshoriyah, 2023) The stages of curriculum management in schools are carried out through four stages: a) planning; b) organizing; c) implementing; d) controlling. The curriculum is one of the tools to achieve educational goals, as well as a guide in the implementation of learning at all types and levels of education. (Bradley, 2020)

In managing a good curriculum, good curriculum management is also needed. The implementation of the tahfidz curriculum in each tahfidz institution is different, as is the implementation of curriculum management in SD Al-Qur'an Islamiyah Bandung. The tahfidz curriculum is one of the curriculum development programs developed by SD Al-Qur'an Islamiyah Bandung with the aim that graduates or outputs have special competencies in the form of the ability to memorize the Quran. The tahfidz curriculum not only focuses on the ability to memorize the Qur'an, but also teaches the moral and spiritual values contained therein. Good implementation of tahfidz curriculum management is very important to achieve these educational goals. Effective curriculum management includes structured planning, implementation and evaluation, and involves all stakeholders, including teachers, students and parents.

This study aims to analyze how the implementation of curriculum management of tahfidz Al-Qur'an is carried out at SD Al-Qur'an Islamiyah Bandung. Using a qualitative approach, this study focuses on curriculum planning, learning methods applied, and evaluation of student learning outcomes. It is expected that this research can provide a clear picture of the effectiveness of tahfidz curriculum management in the school and provide recommendations for the development of tahfidz education in the future. With this background, this study will answer important questions regarding the tahfidz curriculum management practices at SD Al-Qur'an Islamiyah Bandung and its implications for student learning. The results of this study are expected to contribute to the development of better tahfidz education models in other Islamic educational institutions.

METHOD

The research method used is a phenomenological approach, where the orientation of the phenomenological approach is to try to explore, interpret and understand the meaning of events, phenomena and their relationship with people who experience or play a role in these events and phenomena. (Abdussamad, 2021) The phenomenon of the tahfidz curriculum in tahfidz houses and boarding schools has become widespread in the world of education, so that many parents want their sons and daughters to become hafidz and hafidzah. Departing from the phenomenon of the

Quran tahfidz curriculum that is rampant in the world of education, researchers want to examine tahfiz activities carried out in an educational institution through the concept of curriculum management that it implements. This research uses a qualitative approach with a descriptive study design to analyze the implementation of the Qur'an tahfidz curriculum management at SD Al-Qur'an Islamiyah Bandung. This method was chosen because it allows researchers to explore in-depth information about the practices and experiences experienced by teachers, students, and parents related to tahfidz learning.

The data source in this research is primary data obtained directly from the main source of curriculum management implementers, in this case the principal, Deputy Principal, tahfidz Coordinator, tahfidz Mentor at SD Al-Qur'an Islamiyah Bandung. Secondary data is research data obtained from supporting sources of curriculum management implementation such as student guardians of SD Al-Qur'an Islamiyah Bandung. This secondary data can also be in the form of student activity notebooks / liaison books, tahfidz progress reports and statements of support for curriculum management represented by student guardians of SD Al-Qur'an Islamiyah Bandung, school committees or community leaders.

The data in this study were collected through several techniques, namely: semi-structured interviews were conducted with the principal, tahfidz coordinator, tahfidz mentors, students, and parents. Questions were designed to explore their experiences, views, and roles in the tahfidz learning process. The researcher conducted direct observation of the tahfidz learning process in the classroom, including the interaction between mentors and students and the methods used in teaching. Then, we analyzed documents related to the tahfidz curriculum, lesson plans, and student learning outcomes evaluation reports. Data obtained from interviews, observations, and documentation were analyzed qualitatively using thematic analysis techniques. (Nova Yulianingsih, 2022) Researchers identified the main themes that emerged from the data to understand the implementation of tahfidz curriculum management as a whole.

RESULT AND DISCUSSION

LAW. No. 20 of 2003 concerning the National Education System states that the curriculum is a series of stages designed to achieve the objectives, content, and learning materials and methods of learning direction to achieve a goal. (Harlen Simanjuntak, 2022) Curriculum management is a method of delivering the entire teaching-learning process in practical activities in schools. Curriculum management is a strengthening of its implementation which includes all curriculum components so that implementation is also referred to as a process of implementing ideas and plans for all programs in a curriculum. Curriculum management is a system of curriculum management that is cooperative, comprehensive, systemic, and systematic in order to realize the achievement of curriculum goals. (Fatmawati, 2021)

SD Al-Qur'an Islamiyah Bandung organizes Quran memorization education as a means for students to have special abilities/competencies in the Quran memorization

program. The results of this study were obtained from the analysis of data collected through interviews, observations, and documentation at SD Al-Qur'an Islamiyah Bandung. The main findings are divided into three aspects: curriculum planning, learning implementation, and evaluation of learning outcomes.

1. Curriculum Planning

The planning of the tahfidz curriculum at SD Al-Qur'an Islamiyah Bandung is carried out with a structured approach. The lesson plans include clear objectives and planned activities, in accordance with the principles of effective curriculum management. (Glatthorn, 2016) By adapting the curriculum to the needs of the students and the local context, the school was able to create a relevant and responsive plan. This also confirms the important role of planning in facilitating the achievement of optimal learning outcomes. (Tyler, 2013). The curriculum is based on standards that take into account the needs of the students. Lesson plans are developed on an annual basis, with clear objectives and strategies for each grade level. In this planning, there is also sufficient time allocation for tahfidz activities, so that students can memorize the Qur'an optimally.

2. Learning Implementation

The implementation of tahfidz learning is carried out in an interactive and fun way by implementing the memorization, reading, writing Qur'an (Habliqu) program. The methods used by the teacher include: (1) Repeated Memorization (Muroja'ah), Students are invited to repeat the verses that have been memorized repeatedly, both individually and in groups. (2) Addition of memorization (Ziyadah), students are invited to deposit new memorization or continue previously memorized verses (3) Abqa, which is a method used specifically for children who cannot read the Qur'an. namely students are invited to memorize, read and write the Qur'an once a week. (4) Listening Method (Tasmi'), carried out to assist students in remembering and pronouncing verses correctly. (5) Direct Practice, Students are taught how to pronounce verses correctly through direct practice in front of the class. The following is the daily tahfidz learning schedule:

Table 1. Daily Schedule of Tahfidz Program at SD Al-Qur'an Islamiyah Bandung

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Ziyadah	Ziyadah	Tajwid	Tajwid	Ziyadah	Metode Abqa
Murojaah	Murojaah	Tafsir	Tafsir	Murojaah	
		Tahsin	Tahsin		

The approaches and programs implemented at SD Al-Qur'an Islamiyah Bandung support active learning theory, where student involvement in the learning process improves understanding and retention of information. In addition, the teacher's role as facilitator and motivator is crucial in creating a positive learning environment. Research shows that emotional support from teachers can increase students' motivation to learn. (Hanaris, 2023)

1. Evaluation of Learning Outcomes

Regularly conducted evaluations provide constructive feedback and allow students to understand their progress. Scheduled memorization tests help students stay focused and disciplined, in line with research by Brown (2013) which shows that continuous evaluation can increase learning motivation. Feedback from teachers after evaluations allows students to recognize areas that need improvement, thus encouraging them to put in more effort.

Evaluation is carried out periodically to measure students' progress in memorizing the Qur'an. The evaluation process includes: (1) Musabaqah Hifdzil Qur'an (MUHIQU), is an activity where students confirm several letters that they have memorized and continued with quiz activities, where students are asked to answer questions given by examiners such as, connect verses, guess the name of the letter, and interpretation of the letter. (2) Munaqasyah, in which final grade students are asked to confirm all the memorization that has been deposited with the mentor, which this activity will be attended directly by all school stakeholders and parents. (3) Weekly routine report, which is a report conducted by tahfidz mentors to parents, with the aim of providing information on the development of their children during one week of learning. (4) Tahfidz report card, which is a report given to parents after the implementation of UTS (midterm exam) and UAS (final semester exam).

The results of the evaluation showed that 80% of the students achieved their memorization targets. In addition, parents are also involved in the evaluation process, where they are present during the evaluation in order to see their children's progress and are advised to provide support at home. Parental participation in tahfidz education has proven to be very important. This research shows that support from parents contributes to student progress. When parents actively participate, both at home and at school, student learning outcomes improve significantly (Rizkia Nurul Wafa, 2024). Strong relationships between schools and parents create synergies that support learning, reinforcing the importance of collaboration in faith-based education.

CONCLUSION

The implementation of Qur'an memorization curriculum management at SD Al-Qur'an Islamiyah Bandung shows effective and integrative practices. With careful planning, innovative implementation, continuous evaluation and stakeholder support, the school creates a conducive learning environment for students. The findings can provide valuable insights for the development of tahfidz education models in other Islamic educational institutions, as well as emphasize the importance of collaboration between principals, tahfidz coordinators, mentors, students and parents in achieving educational goals.

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