

Integrating *Tahfidz* Program Management for Comprehensive Student Character Development

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ABSTRACT

Effective student management is vital for character development in educational settings. At MTs Tahfidz Al-Izzah Mojokerto, the Tahfidz program (Memorizing the Quran) significantly shapes students' academic achievements and moral foundations. This study analyses the planning and implementation of student management through the Tahfidz program. This research examines how student management, supported by the Tahfidz program, is planned and executed at MTs Tahfidz Al-Izzah Mojokerto and impacts students' character development. This research employed a qualitative descriptive approach with a case study method. Research data were collected through observations, interviews, and documentation from key stakeholders, including students, teachers, and administrators at the school. The study reveals that student management planning at MTs Tahfidz Al-Izzah starts with precise goal setting aligned with the school's vision and mission. The Tahfidz program is a central component structured with specific activity schedules. Implementation includes student selection via written tests and BTQ, followed by groupings for Tahfidz activities and continuous mentoring. The program effectively fosters students' academic success and strong moral character. The research suggests that the Tahfidz program could be an effective model for student management in Islamic schools. Future research should explore the long-term impact of this program, identify factors that contribute to its success, and compare it with other character development programs to provide a broader perspective.

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1. INTRODUCTION

The implementation of the current independent curriculum shows the great attention given by the Ministry of Education, Culture, Research, and Technology to students' education and character development (Cecep Abdul Muhlis Suja'i, 2023). Because this includes integration in intracurricular and extracurricular activities to develop student's character to be better. (Hakim & Mahmudati, 2024; Syarifah & Kubra, 2024). It will not be achieved without cooperation and linking to form a unity (system) of education that is intact and synergistic (Abdullah et al., 2021; Brito et al., 2018). The implementation of education must be carried out with good management to develop human potential as a whole.

The existence of student management is very important for educational institutions because students act as the main subject and object in the process of transforming knowledge and skills (Hakim & Iskandar, 2023; Hakim & Mahmudati, 2024). Student management in schools needs to present innovations that are under the times in order to support program implementation and achieve the goal of developing the potential of students (Apriliani et al., 2024; Bakker et al., 2023; Maksum, 2023; Syarifah & Kubra, 2024). Developing one's potential is the right of every individual, and students are at the center of services in schools. Because the successful implementation of education is highly dependent on the development of the cognitive, affective and psychomotor aspects of learners (Archambault et al., 2022; Badrudin, 2015; Handayani et al., 2021). Currently, educational institutions face serious challenges regarding students, especially with the increasing crisis of character and morality, such as juvenile delinquency and drug abuse (Nuriman et al., 2024; Rehren & Sauer, 2022). Based on the character survey of students at the national secondary education level in 2021, the character index was recorded at 69.52%, which shows a decrease compared to the previous year's survey which reached 71.41% (Battistich, 2005; Huda et al., 2024).

The decline in the character-building component index appears to be related to the covid 19 pandemic, which has an impact on perspective, culture and behavior (Abubakar & Hanafi, 2019; Nazmi et al., 2022). The survey results regarding the character index of students from 2017 to 2021 look at 5 aspects, namely: Religion, nationalism, independence, mutual cooperation and integrity.

Table 1. Student Character Index

No	Year	Index Character
1	2017	78,02%
2	2018	70,21%
3	2019	70,70%
4	2020	71,41%
5	2021	69,52%

(Sources: Research and Development Center for religious and religious education, R&D agency and Ministry of Religion training).

In addition, other problems, such as students arriving late, not doing assignments, and so on, have an impact on the learning process. In this situation, the role of education becomes very important in building the character of students (Hakim & Rahayu, 2019; Loheni et al., 2023). To realize the desired character change, student management has a crucial role in meeting the needs of students entering and graduating from school (Arthur, 2002; Manan et al., 2024). The development of science and technology also contributes to the formation of moral and high-quality student characters, especially in supporting national education programs. Changes in the national curriculum also affect student character development over time. One of the educational programs that is influential in shaping character is the Tahfidz program (Aniah et al., 2023; Hasanah et al., 2022). This program aims to develop the potential of students while

forming noble morals. The Tahfidz program aims to deepen understanding of the Qur'an as well as forming good student character, which is reflected in their attitudes and mindset in social life (Hakim & Cahyaningtiyas, 2023).

The tahfidz program is gaining significant interest in both formal and non-formal educational institutions. In the context of Tahfidz-based student management, a system of coaching and managing students is essential to instill character values through every stage of learning (Abidin et al., 2025; Hakim et al., 2024; Mu'min, 2023). Effective student management reflects the success of student character building obtained from the Tahfidz program. Based on previous research conducted by (Abdullah et al., 2021; Kusairi et al., 2023; Muhammad et al., 2022; Rozali et al., 2022) the management of students in tahfidz extracurricular activities starting from planning and implementation is very helpful in completing their responsibilities for memorization and also shows good intelligence in students. Research conducted by (Astra et al., 2024; Mujahidin et al., 2020; Sahid et al., 2021) The research on the development of student management in the tahfidz program states that in the process of planning and accepting students in cases of violation, it pays attention to conflict management so that there needs to be improvement instead of punishment, involving parents in the process of coaching and developing students. Then research by (Fitrianingsih & Janattaka, 2020) which shows a positive impact on student character, from the process of strengthening character education through extracurricular tahfidz activities in the form of good attitudes with teachers and peers, and even being able to be responsible for the tasks that have been given to them.

The Tahfidz Program at MTs Al-Izzah in Trawas Mojokerto is an educational institution that integrates the Qur'an Tahfidz program with the formal curriculum. Established in 2018, this school is committed to shaping student character through an intensive tahfidz program. With a dormitory system that requires all students to live in a pesantren environment, the learning process of the Qur'an becomes more effective. Before entering the tahfidz program, students are grouped based on their ability to recite the Qur'an to facilitate the learning process. The school also cooperates with parents to monitor the progress of memorization during the vacation period. In addition, high discipline is applied in students' daily lives, both inside and outside the school environment. This study aims to examine how student management based on the tahfidz program at MTs Al-Izzah succeeds in shaping student character.

2. METHODS

This research uses a descriptive qualitative approach with a case study type to understand the phenomenon of learner management based on the Al-Qur'an tahfidz program in shaping character at MTs Tahfidz Al-Izzah Program, Trawas. Researchers focus on the background, circumstances, and interactions that occur in the implementation of the tahfidz program. The research was conducted naturally, without restrictions, to understand and interpret existing phenomena, including the management of activity schedules at school and students' activities at home related to the program (Fadli, 2021; Suharyat, 2022).

The research was conducted at MTs Tahfidz Al-Izzah Program located in Trawas, Mojokerto, East Java. The selection of this location is based on the existence of the tahfidz program since the establishment of the school in 2018, which has become a distinctive feature in character development based on the values of faith, piety, and noble morals. The research subjects included the principal, vice principal of student affairs, teachers, and students, who provided primary data in the form of insights into tahfidz-based learner management. The principal provided information related to the history and development of the program, while the head of student affairs explained the planning and implementation of student management. Teachers, as program implementers, provided data related to the implementation of the tahfidz program, and students, as the main subjects, conveyed their experiences and the impact of the

program on their character. Secondary data in the form of documents, records, and relevant literature also supported the analysis (Rahmadi, 2011).

Data collection was conducted using observation, interview and documentation methods. Observation was conducted to understand the condition of the education unit, facilities, and daily activities in the tahfidz program. In-depth interviews were conducted with the principal, vice principal of student affairs, teachers, and students to explore program planning, implementation, and evaluation information. Documentation in the form of archives, program guidelines, and activity notes were used as a complement to validate the data (Lincoln, 2021).

Data analysis used the method (Miles, 2002) which includes data reduction, data presentation, and conclusion drawing. Data validity testing was carried out by triangulating sources and techniques to ensure the credibility of data obtained from various informants and data collection methods (Wahyuningsih, 2013). This triangulation ensures that the data collected is relevant, valid, and can be used to answer the formulation of research problems.

3. FINDINGS AND DISCUSSION

3.1 Student Management Planning Based on the Tahfidz Program in Shaping the Character of Students

MTs Tahfidz Al-Izzah Program is a school under the auspices of a boarding school foundation so the implementation of its education program cannot be separated from the pesantren system where this school prioritizes the Al-Qur'an tahfidz program apart from school activities and diniyyah activities, this student management planning is intended to provide a basis for schools in planning student activities and influencing the future for students while at school. MTs Tahfidz Al-Izzah Program and also see students from their respective abilities.

Formulation of goals

The goal-setting step in student management at MT Tahfidz Al-Izzah Program starts with forming a committee to design an annual program. This procedure involves the submission of the draft in a meeting forum and approval from the head of the foundation before implementation. The Principal, Mr. Muhammad Mustafidz, explained that the goals are designed at the beginning of the new school year and are aligned with the school's vision, mission, and goals, which focus on building students' character through the tahfidz flagship program. The program is integrated with boarding school activities, ensuring tahfidz learning does not interfere with other academic activities. The Deputy Head of Student Affairs, Mr Al-Muttaqi Billah, confirmed that since the school's inception, the tahfidz program has been a priority. In its development, the school adheres to the Ministry of Religious Affairs curriculum but adds religious lessons integrated with Qur'anic values. This aims to shape students' noble character through a planned approach. The involvement of tahfidz mentor teachers is also an important factor in implementing this program, ensuring that students receive intensive guidance.

The purpose of the tahfidz program is not only for character development but also to preserve the culture of memorizing the Qur'an with sanad recitation. The Tahfidz Program Coordinator, Ustadzah Fara, stated that the school emphasizes the importance of high-quality memorization methods, which come from a clear sanad. This goal aligns with the school's vision and mission, which is based on faith, piety, and the development of noble character, creating integration between formal and religious education. In addition, the school also sets academic and non-academic achievement targets for students. The Principal, Mr. Mustafidz, said that the school strives for students to compete in various competitions, both in academic

and non-academic fields, to train their skills and mentality. The Deputy Head of Student Affairs added that this effort aims to make students in religious knowledge and competitive abilities in various fields, supporting the school's vision to produce a generation of achievers and characters.

Program Preparation

The school and boarding school at MTs Tahfidz Program Al-Izzah Mojokerto show strong synergy in developing and running the tahfidz program as a flagship program. The school principal, Mr. Muhammad Mustafid, emphasizes the importance of this collaboration, which includes a clear division of tasks between the two parties. The school is responsible for curriculum development, schedules, and academic evaluation, while the boarding school focuses on memorization coaching, religious guidance, and intensive supervision of students. Extracurricular activities such as banjari and Qiro'ah are also complementary and designed to improve students' skills in religious aspects. The Deputy Head of Student Affairs, Mr Al-Muttaqi Billah, added that special attention is paid to the adjustment between program needs and the number of teachers who are competent in their fields. This shows the school's commitment to ensuring that every activity runs effectively and efficiently within the available resources. With this collaboration, the quality of teaching is expected to be maintained and continuously improved.

Ustadzah Farah explained that there are various structured learning stages when preparing the content of the tahfidz teaching program. The program begins with a fashohah class that focuses on improving the reading of the Qur'an and writing the verses, followed by a Binnadzor class for reading the Qur'an. The teaching method used is the nahdliyah method, and the talaqqi techniques are used to deposit memorization to the teacher. This process is designed so that students gain a deep understanding of the recitation of the Qur'an. Ustadzah Dewi Ulya added that in every tahfidz activity, there is a special time for preparation before learning takes place. Teaching is done classically, with the teacher reading the surah first before being followed by the students. In addition, tahfidz activities are classified into daily, weekly, monthly and yearly to ensure all learners can follow the progress of their memorization regularly. With this careful planning, the school hopes to achieve the main goal of developing learners' character through the tahfidz program that is integrated with the education curriculum.

Table 1. Student Management Planning for the MTs Al-Izzah Tahfidz Program

Key Aspect	Findings and Explanation
Goal Formulation	- Goals are formulated through a committee at the beginning of the school year, aligning with the vision, mission, and goals focused on character development through the Tahfidz program.- The program is integrated with boarding school activities to ensure it does not interfere with academic activities.- The goal is to preserve the culture of memorizing the Qur'an with a clear sanad and improve academic and non-academic achievements.
Program Preparation	- Strong collaboration between the school and the boarding school for effective program implementation.The school is responsible for curriculum development, schedules, and evaluations, while the boarding school focuses on memorization coaching and religious guidance.- Extracurricular activities like banjari and Qiro'ah enhance religious skills.- Learning stages include fashohah, Binnadzor, and talaqqi techniques for deep Qur'anic understanding.

Scheduling	- Tahfidz activities are structured into daily, weekly, monthly, and yearly schedules to ensure regular progress in memorization.- Special attention is given to the balance between program needs and the number of competent teachers.- The goal is to integrate character development through regular and consistent memorization activities.
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3.2 Implementation of Student Management Based on the Tahfidz Program in Shaping the Character of Students

The results of research based on interviews and data collection Implementation of Student Management Based on the Tahfidz Program in Shaping the Character of Students is contained in the following table:

Table 2. Implementation of Student Management Based on the Tahfidz Program in Shaping the Character of Students

Aspect	Description
Needs Analysis	The school and boarding school coordinate to determine the number of students, considering the limited building capacity to create a conducive learning environment. A selection process is conducted, including written tests, Al-Qur'an recitation tests, and psychological tests to assess student's readiness for the tahfidz program.
Grouping of Students	Students are grouped into three levels: Fashohah, Binnadzor, and Tahfidz, based on their abilities. This division ensures that learning is tailored to students' capacities, making it more effective and orderly.
Guidance and Development for Students	The coaching process includes structured activities like making school rules, extracurricular activities, and the <i>tahfidz</i> program. Student progress is evaluated monthly through exams, and coordination between teachers ensures smooth implementation. A nahdliyah method is applied based on the class level to make learning effective.
Recording and Reporting	Student records are maintained from admission to graduation. This includes attendance and tahfidz activities to monitor student discipline. Special report cards are issued to parents every month, and a memorization deposit book is used to track students' progress in the tahfidz program. This fosters collaboration between school and parents.

The explanation of the table is as follows:

Needs analysis

In the implementation of student management, analyzing learners' needs is an important first step to ensure that school activities are in accordance with the goals and capacities of learners. The Head of Curriculum, Mr. Al Muttaqi Billah, said:

“Before the analysis of students who will be accepted, the school and the cottage coordinate to gather how many students will be accepted at this school by looking at the capacity of the building that is not yet adequate and also to maximize learning to be more conducive.” (Al Muttaqi Billah, Interview 2024)

From the interview, it can be understood that before the analysis is conducted, the school and boarding school coordinate to determine the number of students to be accepted. This considers the limited capacity of the school building in order to create a conducive learning atmosphere. The school principal, Mr. Muhammad Mustafid, added that the registration

process is conducted offline and online, with offline being the priority to ensure the completeness of the files. The school sets a quota of around 25 students, so if the applicants exceed the quota, only some will be accepted.

The selection of students at MTs Tahfidz Program is carried out through several stages, including written tests, Al-Qur'an recitation tests, and psychological tests. The Head of Curriculum emphasized that the psychological test aims to understand the learners' character and their seriousness in joining the program. The school principal, Mr Muhammad Mustafid, mentioned that the test also helps assess the learners' ability to run the tahfidz program, which is the school's flagship. Learners who pass the test are required to submit their files in person to complete the administrative requirements before being officially accepted. Based on the results of the research, it can be understood that the school is very concerned about the needs of learners and tries to ensure that learning activities run effectively according to the capacity of the building and existing resources. A structured selection process, from needs analysis to student ability testing, is the school's effort to maximize students' potential while maintaining the quality of learning in the tahfidz program.

Grouping of students

In achieving the implementation of the tahfidz program at MTs Tahfidz Al-Izzah Program, various parties, including schools and boarding schools, coordinate to ensure activities run optimally. The principal, Mr. Muh Hidayatul Mustafid, explained that the monthly routine meeting is a forum to discuss the schedule and program evaluation so that school goals can be achieved. This was also emphasized by the Deputy Head of Student Affairs, Mr. Al-Muttaqi Billah, who highlighted the importance of careful planning so that the schedule of activities does not clash with the busy schedules of teachers and other internal parties. Implementing the tahfidz flagship program requires an analysis of students' needs as the basis for planning. The principal stated that learner registration is conducted online and offline, with an admission capacity of around 25 learners per year. Selection of prospective learners is made through written tests, recitation of the Qur'an, and psychology to ensure they are ready to join the tahfidz program. This test aims to assess the learners' character so that they are able to meet the set memorization target.

After selection, students are grouped according to their abilities into three grade levels: fashohah, binnadzor and tahfidz. The principal emphasized that this grouping aims to make learning more effective, orderly, and in accordance with students' capacity. The Head of Student Affairs added that this division also makes it easier for ustadzah to provide material according to the students' ability levels so that they feel comfortable learning in an equal environment.

Guidance and development for students

The coaching and development of students at MTs Tahfidz Al-Izzah Program is carried out through planned and structured activities. The principal, Mr. Mustafid, explained that this coaching includes making school rules, extracurricular activities, and the tahfidz flagship program. Cooperation between schools and Islamic boarding schools is key in implementing this program, with monthly meetings held to discuss the development of students who take part in the tahfidz program, as stated by the Deputy Head of Student Affairs, Mr. Al-Muttaqi Billah.

The learner development process begins with a BTQ (Read and Write Al-Qur'an) test to classify students into appropriate levels, namely Fashohah, Binnadzor, and Tahfidz classes. Ustadzah Dewi Ulya explained that this class division makes it easier for teachers to foster students according to their abilities. Each class has a clear curriculum and target, where students

must deposit certain memorization before moving to the next level. Exams are held every month to evaluate the progress of students in the tahfidz program.

In implementing tahfidz activities, coordination between teachers and ustadzah is very important to ensure all activities go according to plan. Ustadzah Dewi Ulya emphasizes the importance of internal meetings to discuss the development of students and the results will be presented in a comprehensive meeting with the school. By involving all available resources, the school seeks to create a learning environment that supports the development of students' characters. The learning methods applied in the tahfidz program also greatly affect the success of students. Just like what was conveyed by Ustadzah Dewi Ulya:

“For the application of the nahdliyah method, which is adjusted to the class level, fashohah class, binadzor class, and tahfidz class, for the fashohah class, there are 3 classes, namely classes A, B and C class A studying volumes 1 and 2, in class B studying volumes 3 and 4 and in class C studying volumes 5 and 6, with binadzor five selected letters namely surah yasin, Al-Fath, Ar-rahman, Al-Waqiah and Al-Mulk.”

From the results of the interview, Ustadzah Dewi Ulya emphasized that the nahdliyah method is used according to the grade level, so that the material can be delivered effectively. With a structured schedule and rules, students are expected to live orderly and organized in every activity. Strict daily routines help learners develop discipline and responsibility for their memorization. The importance of consistent coaching can be seen from the well-scheduled routine of tahfidz activities. Learners are required to follow all activities from waking up to going to bed again, including praying, studying, and memorization deposits. Any violation of the rules will be subject to certain consequences, as explained by learner Ayla Aska Rafila Akbar. With this approach, the school not only focuses on academic aspects but also on character building through time, discipline, and responsibility in participating in the tahfidz program.

Recording and reporting

Recording students at MTs Tahfidz Al-Izzah Program starts from the time they are admitted to school until they leave the institution. This process aims to provide optimal guidance to students and as a form of institutional responsibility for their development. The principal, Mr. Mustafid, explained that every learner who is accepted would be recorded in the schoolmaster book, including class attendance and tahfidz activities, to monitor student attendance and discipline. The Deputy Head of Student Affairs, Mr. Al-Muttaqi Billah, added that recording in the master book is very important to facilitate the management of student data. With attendance, the school can see the discipline of students in participating in teaching and learning activities and the tahfidz program. This shows the school's commitment to maintaining the quality of education and the development of students' characters through systematic monitoring.

In addition, reporting on the development of students is not only carried out in general learning activities but also in the tahfidz program. Ustadzah Farah, the tahfidz coordinator, explained that every semester, the school issues a report card that includes the results of tahfidz learning. This special report card is given to parents every month to monitor the progress of students in participating in tahfidz activities and is equipped with a memorization deposit book owned by each student. The school seeks to establish good cooperation with parents to monitor the development of students both in the school environment and at home. Thus, the recording and reporting carried out by the school not only functions as documentation, but also as a tool to improve collaboration between schools and parents in supporting the educational process and character development of students.

DISCUSSION

3.3 Student Planning Based on the Al-Qur'an Tahfidz Program in Shaping the Character of Students

Planning in student management based on the Al-Qur'an tahfidz program in shaping the character of students at MTs Al-Izzah tahfidz program, researchers found based on Ali Imron's theory that in student planning with indicators for this MTs Al-Izzah tahfidz program school through goal formulation, program preparation and scheduling. Then after conducting research, the researcher found the suitability of the findings with Ali Imron's theory as follows:

Goal Formulation

The purpose of student planning in shaping the character of female students at MTs Tahfidz Al-Izzah Program generally refers to the vision and mission at MTs Tahfidz Al-Izzah Mojokerto program, which has mission in developing a curriculum with the value of faith and devotion and noble character through the Tahfidzul Quran program, this school uses a curriculum that has been determined by the ministry of religion and develops a curriculum of religious lessons in its learning. The school, under the auspices of the boarding school, upholds religious values, so every activity is very concerned about religious values. Goal setting in this school has a purpose that must be clear not only for the principal but also for all school members to ensure that the vision, mission, and objectives of the school must be set in advance and must indeed be established as a long-term plan.

The school has a long-term goal of continuing to preserve the culture of memorizing the Quran properly, based on the Nahdliyah practice as well as the Qur'anic sanad. This school also has extracurricular activity groups such as banjari and Qiro'ah activities for the medium-term goals of this school can improve academic and non-academic achievements and increase faith and devotion as the mission of the school, and additions in terms of facilities and infrastructure to support every activity of the school's flagship program. as well as improving the quality and creativity of educators who are increasingly measurable. This short-term goal is to accustom students to the formation of character through the Tahfidz Al-Qur'an program both in the school environment and in the community.

Based on the analysis of the data above, the formulation of goals involving the team and the process of formulating goals can increase commitment to achieving school goals. the formulation of this goal is directed to support the vision and mission of the school and the strategy set by the school. in facilitating the achievement of goals, of course, the school also cooperates with student guardians so that later students are able to apply what has been obtained not only in the school environment but also in the community environment and with the vision and mission, of course, the school will be aware of what the school community needs or wants so that school managers are willing to sacrifice efforts to achieve it.

Based on the findings of research conducted by Erlin Suryani in 2023 using the theory of T. Based on the research findings conducted by Erlin Suryani in 2023 using the theory of T. Hani Handoko with the title Student Management in shaping the disciplinary character of students at SMP Negeri 1 Siman, that with the vision and mission of course the school will be aware of the values needed and desired for the school with regard to Permendiknas No. 19 of 2007 that the Indonesian education management standards about vision, The purpose of education is to develop students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Program Preparation

In the preparation of an educational program intended to realize the vision and mission of the school, especially the superior program, which is the main program of the MTs Tahfidz Al-Izzah Program, the boarding school and the school certainly coordinate with each other regarding the activities that will be carried out later, such as the tasmi' kubro activity which is usually held every Rajab month, for students who take part in this activity will be given permission in school learning activities, The preparation of this program sees the rise of programs that are increasingly being adopted not only in the boarding school environment but also in formal education, the curriculum used in this program using the Nahdliyah method which can make it easier to read and memorize, activities in this program also conduct periodic monitoring which sees the development of students. The school provides training to ustadzah in developing teaching skills and guiding students in tahfidz program activities, and of course the school also provides appreciation for students who have made achievements so that they are more enthusiastic in memorizing.

Based on the findings of research conducted by Ernika Yenci Noviana 2019 using Hasibuan's theory in achieving the goals of an organization, of course, there is a program that is used as a strategy to achieve an organizational goal in order to become quality students and of course be accepted by the general public. The preparation of this program is also adjusted in terms of manpower, costs, and infrastructure so as to enable these activities to achieve their targets while still anticipating the obstacles that will occur in the preparation of the program itself, the school for this program itself from the beginning used the tahfidz program with the contents of the teaching program, and teaching planning and for the school learning curriculum also uses a religious curriculum, in achieving school goals.

Scheduling

The schedule in the tahfidz program activities is, of course, by prioritizing the time used in daily, weekly, monthly, or annual activities consistently, and schedule management can be an effective tool in shaping the disciplinary character of female students. This is in accordance with Eka Priatin's theory that the scheduling of each activity is in accordance with the calendar schedule, but for special activities for the tahfidz program, it has been determined by the boarding school, such as in daily, weekly, and monthly activities which are prioritized in tahfidz activities is the annual activity, namely Takhtiman for students who take part in both binnadzor and tahfidz classes and of course with the coordination of the school and boarding school it will be easier to achieve time discipline. This scheduling is also intended so that teachers and students are able to apply time discipline, as time plays an important role in the effectiveness and efficiency of time.

3.4 Implementation of Student Management Based on the Al-Qur'an Tahfidz Program in Shaping the Character of Students

Judging from the entire management process that implementation is an activity that emphasizes activities that are directly related to student management activities, according to Ali Imron, there are several indicators that researchers will discuss, namely:

Student planning

The first implementation of student management at MTs Tahfidz Al-Izzah program is by carrying out planning, at this planning stage, students with an analysis of the needs of students, which is adjusted to the capacity of the school's capacity, programs in accordance

with the school's vision and mission, available facilities and infrastructure, budget, and teaching staff. Based on the results of the analysis of research data in accordance with the opinion of Tatang M Amirin that the school adjusts the number of students to the available building facilities as for the purpose of adjusting this number so that learning activities can run effectively and efficiently, the ideal class size is around 25-30 people per class. Facilities in the implementation of tahfidz-based student management activities are also quite adequate, namely by using available classes and halls, educators in MQ or madrasatul Qur'an activities according to the capacity of the teacher's ability in the field of the tahfidz program.

The recruitment of students to form a new student admission committee which certainly consists of the person in charge, chairman, secretary, treasurer and members. Selection of new students with written tests and reading the Koran because the school strongly upholds a superior tahfidz program, this is in line with Ali Imron's theory that every student who passes or does not pass is still determined by the provisions of the school.

Grouping students

The placement of students at MTs Al-Izzah Tahfidz Program, especially in the tahfidz program, will be grouped based on the ability of students, and this ability selection test activity is carried out at the beginning of students entering the school, this is intended to make the learning process easier, as for students who are not too capable, special classes will be given so that later the process of fostering activities is more intense and conducive, this is in accordance with Hendyat Soetopo's theory in the basics of grouping students, which is based on Intelligence Grouping which is based on reading and writing results. As for the grouping in the tahfidz program, it is grouped into three groups, namely the fashohah, Binnadzor, and Tahfidz groups which are based on the level of ability in terms of writing, reading and writing memorized memorization. This is also based on research conducted by Masrokim that grouped students in this tahfidz program by looking at the initial test they took when they entered the school. According to Sulistyorini, this grouping is an effort to make school activities more orderly, time-disciplined and achieved in accordance with the programmed educational goals.

Student coaching and development

In general, in educational institutions carried out through curricular and extracurricular activities, coaching students at MTs Al-Izzah Tahfidz program specifically for tahfidz programs is with a schedule set by the school both daily, weekly, monthly and even annual schedules, material in tahfidz program learning starting from fashohah class, Binadzor and Tahfidz classes, as for the material used to facilitate the activity process, namely the Nahdliyah method, namely the method of reading the Qur'an, this school also conducts Tahfidz test exams with the intention that students not only memorize but are also able to understand the meaning and master the sequence of verses and surahs. Guidance and development carried out by schools on an ongoing basis and continuously can have an effect on time discipline and honest attitudes that are embedded in students through their daily activities (Lubis et al., 2021).

This is also based on the findings of research conducted by Afif Wahyudin 2019 with the coaching and development based on the tahfidz program will form a disciplined character seen in terms of the presence of students at school on time, obedience to school rules, carrying out worship under the provisions and dressing neatly under the provisions (M. Aziz et al., 2024). The coaching of students in shaping this disciplinary character is per Jamal Makmur Asmani's theory that with the coaching of this tahfidz program, time discipline will be formed, where the main parameter is before activities such as in the tahfidz program, when coming after

reading the prayer, there will be sanctions for those who do (Muhammad et al., 2022). Likewise, in the discipline of enforcing rules where teachers and students have an agreement on the rules that must be obeyed together, such as by depositing memorization according to the memorization target and will not advance to the next juz if it has not been successful in tasmi' juz that has been memorized before.

In an effort to form attitudinal discipline, schools also provide assessments and awards when students have completed their responsibilities. If students complete their targets, they will be rewarded with free shari'ah money for two months. Disciplined behavior can also be seen when performing worship such as congregational prayer which is mandatory for all students. This is in line with the theory of discipline according to (Zuriah, 2008) who said that a person must be said to be disciplined if he does work or carries out his duties in an orderly and regular manner in accordance with existing regulations. As Ibn Sina said that punishment can be given to students in a way that is not too harsh and harsh at the initial level in the form of warnings, advice and intermediaries (A. Aziz, 2016).

Student Recording and Reporting

To determine the achievement of an educational program in an educational institution, it is necessary to record and report the progress of students who take part in the tahfidz program activities. To ensure good learning activities, schools in tahfidz activities provide tahfidz books with the intention that students can see the presentation of their own memorization acquisition, attendance books that are used to see the presentation of the attendance of students in accordance with the predetermined class classification, for formal schools themselves have report cards that are given to parents of students every semester, for tahfidz program activities themselves also have a reporting book that is given to students every visit, namely once a month, where in this book there are also notes like how they are When participating in every activity related to tahfidz. This is in accordance with the theory of Rifai'i that the recording and reporting of students is a form of responsibility and monitoring of the Institute for the development of students who will be reported by the parents of students, especially the tahfidz program whose reporting is carried out every month. The purpose of the special tahfidz reporting book is also to see the level of discipline of students in depositing memorization in accordance with the predetermined targets.

All of these studies found that the implementation of student management based on the Qur'an tahfidz program at MTs Tahfidz Al-Izzah Program has several relevant practical consequences. One of them is that close collaboration between the school and the boarding school is essential for the success of the tahfidz program, so clear regulations on the division of tasks are needed, such as the school concentrating on the formal curriculum and the boarding school concentrating on memorization coaching. To ensure that goals are achieved, consistent evaluation of the effectiveness of this cooperation is also necessary. A comprehensive and flexible approach is needed to build a program that meets the needs of students, infrastructure, and teaching staff. The program should be designed to address current issues, such as changes in student numbers or resource limitations. In addition, the program should be regularly monitored to ensure that goals are being achieved in the best possible way.

4. CONCLUSION

The student management based on the Qur'an Tahfidz program at MTs Tahfidz Al-Izzah Mojokerto is systematically implemented through goal formulation, program preparation, structured scheduling, grouping, coaching, and reporting to shape students' character and academic excellence. The program's long-term goal focuses on preserving the culture of Qur'anic memorization with proper sanad, while medium- and short-term goals emphasize academic achievements, facility development, and character building. Utilizing the Nahdliyah method, the program fosters discipline, honesty, and time management through regular monitoring, teacher training, and a reward system. Effective collaboration between the school and boarding school ensures the integration of daily, weekly, and annual activities, supported by transparent reporting and consistent evaluations. This comprehensive approach highlights the importance of flexibility, structured coordination, and sustainable strategies in achieving educational and moral objectives.

Limitations of This Study: This study is limited in scope as it focuses solely on one institution, MTs Tahfidz Al-Izzah Mojokerto, making the findings less generalizable to other institutions with different contexts. Additionally, the predominantly qualitative approach restricts the measurement of the program's impact statistically, such as the effectiveness of character development in quantitative terms. The study also does not fully address the role of technology in supporting Tahfidz learning or how students' interactions with the wider community are influenced by this program.

Future research could delve deeper into the effectiveness of the Tahfidz Al-Qur'an program in shaping students' character by incorporating a quantitative approach to measure its impact statistically. Additionally, studies could expand by comparing the implementation of Tahfidz programs across various educational institutions to examine the influence of contextual factors such as geographical location, culture, and differences in teaching methods. Further exploration could also focus on how technology, such as Quran-based applications, can support this program and assess its impact on other competencies like leadership or social skills.

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