ALSYS
Jurnal Keislaman dan Ilmu Pendidikan

e-ISSN : 2808-540X
p-ISSN : 2808-7119

Terindeks: Copernicus, Sinta 5, Dimensions, Scilit, Lens, Semantic Scholar, Garuda, Google, Base, etc.

https://doi.org/10.58578/alsys.v5i4.6236

MANAGEMENT OF TAHFIZ LEARNING FOR STUDENTS OF TAMAN PENDIDIKAN QUR'AN (TPQ) AL-ISLAMIYYAH BENGKALIS

Zul Afrizan[1], Seppy Yanti[2], Muhammad Afizul Khairi[3], Roisul Umam Arrasyidi[4]
IAIN Datuk Laksemana Bengkalis
zulafrizan0@gmail.com; seppyyanti47@gmail.com

Article Info:

Submitted:	Revised:	Accepted:	Published:
May 1, 2025	May 28, 2025	Jun 9, 2025	Jun 14, 2025

Abstract

This study investigates the management of Tahfiz learning at the Qur'an Education Park (Taman Pendidikan Qur'an, TPQ) Al-Islamiyyah Bengkalis, addressing the critical need for effective non-formal Islamic education institutions that nurture young Muslim generations. Employing a qualitative descriptive approach, the research examines managerial strategies and challenges in administering the Tahfiz program. Data were collected through observation, in-depth interviews, and document analysis. Findings reveal that TPQ Al-Islamiyyah implements a systematic and adaptive management framework encompassing planning, implementation, and evaluation phases, reinforced by active parental and community engagement. Key strategies include a structured curriculum design, flexible learning schedules, targeted memorization techniques such as *talaqqi* and *tikrar*, and continuous teacher development via internal training programs. The study underscores that sustainable success in Tahfiz education depends on integrated collaboration among educators, parents, and the wider community, highlighting the importance of ongoing innovation and responsiveness to students' social contexts. These insights contribute both practical guidance and theoretical advancement for managing non-formal Tahfiz education institutions effectively.

Keywords: Tahfiz Learning Management; Non-formal Islamic Education; *Talaqqi* Method; Parental Involvement; Curriculum Planning

AlSys is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

INTRODUCTION

Learning the Qur'an has fundamental significance in forming character and strengthening the spiritual foundation of Muslim children from an early age (Bahtiyar et al., 2022). In the context of the increasingly complex development of modern society, the need for comprehensive religious education is becoming increasingly urgent. It has encouraged the emergence of non-formal educational institutions, such as the Qur'an Education Park (*Taman Pendidikan Al Qur'an* / TPQ), which plays a role as a strategic partner in the process of internalizing Islamic values to the younger generation. TPQ not only functions as a means of teaching reading and writing the Qur'an but also as an institution that instills moral and spiritual principles that are essential for the formation of students' character (Halid, 2007).

One of the main programs implemented by TPQ is *tahfiz* Qur'an, which is an activity to memorize the Qur'an in a structured and systematic manner. This program not only aims to produce memorizers of the Qur'an (*huffaz*) but also to shape the personality of children so that they have commendable morals, discipline, and integrity in everyday life in accordance with Islamic teachings. Through a holistic approach in *tahfiz* learning, TPQ is expected to be able to produce a young generation that is not only superior in the cognitive aspect of religion but also has a strong character and can contribute positively to society (Rudiatno & Cheryta, 2023).

In the context of reality, the problems of learning the Qur'an in the industrial era 4.0 are very complex and influenced by various factors, both internal and external. One of the main challenges is the resistance to change from some educators, as well as the limitations of technological infrastructure that have not been able to support the integration of learning the Qur'an with advances in educational technology (Apriyani et al., 2025). This condition causes failure in achieving learning objectives, such as failure to form Qur'anic character in students, decreasing love for the Qur'an, and limited achievement of material that is only cognitive without being accompanied by applicative and performative abilities.

In addition, problems also arise from aspects of learning methods and strategies, which tend to be monotonous, lack of innovation in the teaching and learning process, and a lack of professional educators (Tolchah, 2020). An environment that is less than supportive, whether from the family, school, or community, also worsens the situation so

that learning the Qur'an is not optimal in forming a generation with noble morals and the ability to read and understand the Qur'an correctly (Hidayati et al., 2024). The current generation of children often experience a lack of motivation and focus during the learning process, so strategic efforts are needed from educators to adjust learning methods to the characteristics of today's students. This point is what makes the management of the Qur'an learning important (Ratnawati et al., 2020), especially in the TPQ environment.

Management of Qur'an learning is a crucial aspect in efforts to improve the quality of Islamic education, especially in institutions such as Islamic boarding schools, madrasas, and Islamic-based schools. A study at the Bahrul Ulum Tangsil Kulon Bondowoso Islamic Boarding School revealed that systematic management includes planning involving all teachers, grouping students based on ability level, clear organization, implementation of learning that is adjusted to class characteristics, and comprehensive evaluation of the learning process and outcomes, which have proven effective in maximizing student potential and building a strong foundation for Qur'an learning (Istiqomah & Hidayah, 2021). In addition, innovation in the management of *tahfiz* learning is also very important, as seen in the implementation of the Wafa and Qiraati methods. The Wafa method emphasizes holistic learning through deliberation planning, group-based implementation of memorization, and structured supervision (Nurkhalizah et al., 2024), while the Qiraati method increases the speed and retention of memorization through time management and planned repetition strategies (Hasanah, 2024). This finding confirms that the effectiveness of The Qur'an learning management is highly dependent on careful planning, adaptive implementation, and continuous evaluation and supervision so that it is able to produce a generation that is not only proficient in reading and memorizing the Qur'an but also has strong character and spirituality.

Research related to the *tahfiz* program has been conducted previously, which examined the implementation of the *tahfiz* curriculum in the Salafiyah Islamic boarding school environment (Arifudin et al., 2024). However, studies on managerial strategies in *tahfiz* learning in non-formal educational institutions such as TPQ, which are not based on dormitories, are still rarely found. In this context, TPQ Al-Islamiyyah Bengkalis is an interesting object of study because it has succeeded in developing a structured *tahfiz* teaching system with an adaptive management approach to the social environment of the surrounding community.

The urgency of this research lies in the challenges faced by TPQ in fostering memorization of children with limited learning time and diverse family backgrounds. Innovations in management, such as systematic learning levels, selection of appropriate methods, periodic evaluations, and active involvement of parents and the community, are important aspects that have not been discussed in depth in previous research. Therefore, this research aims to fill the gap in the literature on *tahfiz* management in TPQ while also providing an applicable contribution to other Qur'an educational institutions in developing an effective, contextual, and sustainable learning system.

METHODS

This research applies a qualitative approach with a descriptive type (Sugiyono, 2015) and aims to explain and describe in depth the management practices in *t*his learning at the Qur'an Education Park (TPQ) Al-Islamiyyah Bengkalis. The main focus of this research is to explore the management strategies applied and the obstacles faced in the implementation of the *tahfiz* program. The research was conducted from January to March 2025, with the research location at TPQ Al-Islamiyyah Bengkalis, Bengkalis Regency, Riau Province.

The target of this research includes management, teaching staff, and guardians who are directly involved in *tahfiz* activities. In addition, this study also includes students participating in the *tahfiz* program as respondents to get an overview of their experiences in participating in learning. The subjects in this research consisted of TPQ managers, ustaz or ustazah teaching *tahfiz*, and students who participated in the memorization program. The selection of subjects was carried out purposively so that the information obtained was relevant and in-depth regarding managerial practices in *tahfiz* learning activities.

The research process was carried out through several stages, namely: data collection through direct observation of *tahfiz* activities, in-depth interviews with managers, teachers, and parents of students to find out management practices, and analysis of documents related to the curriculum and learning evaluation system at TPQ. The tools used for data collection include interview guidelines, observation sheets, and learning documents (Kusumastuti & Khoiron, 2021). The instrument is used to support the process of collecting information from various sources, both through direct interaction and document review.

Data collection was conducted using three main techniques: semi-structured interviews to explore information flexibly and in-depth, participant observation of the *tahfiz* learning process, and documentation review of the materials and evaluation systems implemented in TPQ. The collected data were analyzed using a qualitative descriptive approach. The initial stage of analysis was carried out by coding data from interviews, observations, and documentation (Suwendra, 2018). Next, an interpretation was carried out on the patterns and themes that emerged to obtain a comprehensive picture regarding the implementation and management of *tahfiz* learning at TPQ Al-Islamiyyah Bengkalis.

RESULTS

Based on the results of research conducted at the Qur'an Education Park (TPQ) Al-Islamiyyah Bengkalis, a number of important findings were obtained related to management practices in the process of learning to memorize the Qur'an. These findings were obtained through direct observation methods, in-depth interviews, and document reviews related to the implementation of *tahfiz* activities. This research was analyzed descriptively qualitatively in order to obtain a comprehensive understanding of the management strategy, challenges faced, and solutions implemented in the implementation of the *tahfiz* program at the non-formal educational institution (Asari et al., 2023).

Overall, TPQ Al-Islamiyyah Bengkalis has shown a strong commitment to building a structured and adaptive *tahfiz* learning system to the needs of students. The identified managerial practices include the planning, implementation, and evaluation processes of learning and involve support from external parties such as parents and the community (Wijaya et al., 2021). Each component synergizes with each other to support the success of the *tahfiz* program. To clarify these findings, the research results will be arranged into several main sections covering aspects of learning planning, implementation of teaching methods and techniques, evaluation of memorization results, support from the surrounding environment, and various obstacles and solutions applied. This description is expected to provide theoretical and practical contributions to the development of *tahfiz* programs in other similar institutions.

Planning for *Tahfiz* Learning at TPQ Al-Islamiyyah Bengkalis

The planning of *tahfiz* learning at TPQ Al-Islamiyyah Bengkalis is designed systematically and in an organized manner to support the achievement of the targets of the Qur'an education and form the character of Muslims with noble morals (Syrifudin & Hijrat, 2023). Education is the main pillar in improving the quality of human resources and is one form of strategic investment in driving national development. Therefore, the existence of educational institutions, including TPQ, plays a crucial role in forming a faithful generation that has a noble character and can balance academic intelligence with social skills.

The compilation of the *tahfiz* curriculum at TPQ Al-Islamiyyah takes into account the psychological development aspects of children. The memorization program is designed in stages, starting with short letters until reaching a certain juz, according to the age, mental readiness, and abilities of each student. The memorization target is set realistically and measurably, with a periodic evaluation system to monitor and direct the development of students' memorization individually (Ulviana et al., 2020).

In its implementation, TPQ Al-Islamiyyah applies various learning methods that have been proven effective, such as the tikrar method (repetition of verses), talaqqi (listening and imitating the teacher's reading), and memorization of the teacher to the ustadz or ustadzah. This talaqqi method, which is also practiced in other institutions such as PAUD Inovasi Aisyiyah Payaman Lamongan, has been proven to accelerate the ability to read the Qur'an in children. This approach is carried out through the 5M stages, namely Explaining (*Menerangkan*), Exemplifying (*Mencontohkan*), Imitating (*Menirukan*), Listening (*Menyimak*), and Evaluating (*Mengevaluasi*) (Salehah & Wahyuni, 2023).

Efforts to increase learning motivation are an important part of this planning. TPQ Al-Islamiyyah implements a reward system for students who successfully achieve memorization targets as a form of appreciation to maintain their enthusiasm and increase their self-confidence. This step is in line with the goals of Islamic education, namely to form pious individuals who have strong beliefs, are knowledgeable, and are able to play an active role in community life. In addition, the *tahfiz* learning schedule is designed with high flexibility to remain in line with the student's formal education schedule. The timing for reciting the Qur'an, *murojaah* (repetition of old memorization), and new memorization

deposits are arranged effectively so that the learning process runs continuously without burdening students.

This planning also emphasizes the importance of parental involvement in supporting children's memorization achievements (Salehah & Wahyuni, 2023). Parents not only function as emotional support providers but also play an active role in meeting children's nutritional needs and guiding memorization in the family environment. In a number of educational institutions, parents are even given special training to improve their ability to read the Qur'an so that they can become effective companions for their children. Through this comprehensive and targeted planning, TPQ Al-Islamiyyah Bengkalis strives to create a conducive learning environment, build a love for the Qur'an, and strengthen the character of students in the spiritual, emotional, and intellectual dimensions (Syrifudin & Hijrat, 2023). The success of this planning effort is reflected in the daily implementation of the learning process, which is an important aspect for further analysis.

Implementation of *Tahfiz* Learning: Methods and Techniques

The implementation of the *Tahfiz* program at TPQ Al-Islamiyyah Bengkalis is implemented through a systematic, structured, and gradual approach. Before entering the *Tahfiz* class, students are required to follow the pre-tahsin A (Iqra' 1-3) and pre-tahsin B (Iqra' 4-6) stages as a basis for reading the Qur'an. After completing this stage, they continue to the *tahsin* class to deepen their understanding of the laws of reading (*ahkam al-huruf* and mad). After their ability to read the Qur'an is assessed as solid, students are directed to follow the *Tahfiz* program in full (Asy'ari & Trisno, 2022).

In the planning stage, as emphasized by Aunurrahman, learning planning is a series of actions designed to support and influence the student's learning process internally. In line with this thinking, TPQ Al-Islamiyyah sets rational memorization targets based on the individual abilities of students, chooses appropriate methods, organizes activity programs, and compiles learning schedules in a focused and organized manner (Fatmawati, 2019). In the implementation of learning, the main method applied is talaqqi, which is a traditional method of memorizing the Quran, where the teacher reads the verses, then the students follow carefully, paying attention to the application of tajwid and makhraj letters (Kartika, 2019). This model is in line with the practice implemented at the Al-Hikamussalafiyyah

Islamic Boarding School, which makes talaqqi the main method in developing memorization of the Qur'an.

The main focus in implementing *Tahfiz* learning is on the quality of memorization, not just on quantity. The learning environment is made as comfortable as possible through the application of relaxation techniques, such as taking a deep breath, smiling, closing your eyes, and renewing the intention to memorize solely for Allah SWT (Fatmawati, 2019). This approach is based on the teachings of the Qur'an, which calls for taking advantage of the convenience that Allah provides in the learning process, as stated in Q.S. Al-Qomar: 22 (Kemenag RI, 2019) while maintaining student enthusiasm and motivation.

In practice, students are grouped based on their memorization ability into three categories: high, middle, and low. This grouping allows teachers to adjust teaching strategies based on students' competency levels in accordance with the principles of learning management that prioritize the division of tasks and responsibilities proportionally. Learning support facilities are also a serious concern. TPQ Al-Islamiyyah provides a comfortable study room, tables adjusted to the eye view to support good posture, and the availability of drinks to help maintain concentration. This aspect of facilities and infrastructure is one of the important factors in supporting the success of the *Tahfiz* program.

In addition to focusing on memorizing the Qur'an, TPQ Al-Islamiyyah also integrates four basic books in its curriculum to form students' Islamic character, namely: 1) *Al-Aqidah al-Awwal* (strengthening faith), *Ta'lim Muta'allim* (building manners and ethics in learning), *Safinatun Naja* (providing basic understanding of *fiqh*), and *Syama'il Muhammadiyah* (emulating the morals and life of the Prophet Muhammad SAW).

The role of the teacher in this learning is very crucial, not only as a teacher but also as a role model in morals and reading the Qur'an (Saputri, 2024). Therefore, TPQ Al-Islamiyyah implements a strict competency-based teacher selection process, conducts routine monthly evaluations, and holds ongoing internal training, such as tahsin and tilawah training. It is in accordance with the principle of learning supervision, which aims to ensure that the program runs according to plan, anticipates obstacles, and encourages continuous improvement (Nasrun, 2025).

Teacher leadership in learning management also contributes greatly to the effectiveness of the program (Miftahurrohman et al., 2021), as in the model implemented at

the Al-Hikamussalafiyyah Islamic Boarding School, where class management and discipline enforcement are important elements in the success of memorization coaching. Thus, the implementation of *Tahfiz* learning at TPQ Al-Islamiyyah Bengkalis does not only focus on the technical aspects of memorization but also seeks to build a conducive learning environment, implement effective class management, and integrate Islamic values to produce a generation of Qur'anic students with superior character and noble morals.

Evaluation of Student Memorization

After understanding the learning methods applied, it is important to know how the evaluation of student memorization is carried out routinely and in an organized manner. At TPQ Al-Islamiyyah, evaluation of the Qur'an memorization is carried out through three main forms that complement each other, namely daily evaluations carried out directly by teachers during the learning process to monitor progress continuously; monthly evaluations carried out by the TPQ leadership to assess the development of student memorization comprehensively and systematically; and program evaluations given after students reach certain memorization targets, such as memorizing five juz, which are then followed by a graduation ceremony and awarding of certificates of appreciation as a form of official recognition of the achievement. This tiered evaluation approach not only functions as a measuring tool for learning success but also as motivation for students to continue to improve their memorization abilities and strengthen their spiritual commitment in order to form a sustainable Qur'anic character.

In contrast to the formal education system, which uses semester-based evaluation, TPQ Al-Islamiyyah places more emphasis on continuous, personal, and flexible evaluation (Mutaqin et al., 2021). Evaluations are conducted weekly to monitor the progress of student memorization, as well as monthly evaluations to assess overall progress.

Based on an interview with the head of TPQ Al-Islamiyyah, it was discovered that the evaluation measures not only the quantity of memorization but also the student's ability to practice memorization, including being an imam in prayer (Rustiana & Ma'arif, 2022). He said, "Success is seen from the child's ability to become an *imam* and practice his memorization. Although we have not yet reached the big target, we are happy to see the Qur'anic environment being formed." This view is in line with the research above, which emphasizes the importance of aspects of memorization quality, such as fluency of reading,

accuracy of tajwid, and the ability to practice the values of the Qur'an, as the main focus in evaluating the *tahfiz* program.

Each teacher at TPQ Al-Islamiyyah is equipped with a monitoring book to record students' daily memorization progress (Mutaqin et al., 2021). These notes are used to monitor progress, provide direct feedback, and improve teaching methods if necessary. TPQ leaders also conduct monthly supervision to ensure memorization standards are maintained. This approach is similar to the model implemented at SMPTQ Abi Ummi Boyolali, where routine evaluations are conducted through weekly deliberations to improve the effectiveness of the *tahfiz* program.

In addition, the role of parents is very important in the evaluation process. TPQ Al-Islamiyyah provides memorization assignments and daily student development books that parents must monitor. With this system, memorization activities at home can run continuously. Periodic reports to parents increase the effectiveness of the *tahfiz* program and create synergy between educational institutions and families (Mutaqin et al., 2021).

As a form of appreciation for students' memorization achievements, TPQ Al-Islamiyyah held a graduation and gave certificates to students who achieved memorization targets, such as five *juz*. This tradition serves as motivation for students to continue to maintain their enthusiasm and consistency in memorizing the Qur'an. With this structured, flexible, and sustainable evaluation approach, TPQ Al-Islamiyyah Bengkalis has succeeded in building a *tahfiz* education system that not only focuses on academic achievement but also the formation of students' Qur'anic character, with active support from teachers, parents, and the community.

DISCUSSION

The Importance of Parental Involvement and Environmental Support

Parental involvement, along with support from the surrounding environment, plays an essential role in supporting the success of the *Tahfiz* program at TPQ Al-Islamiyyah Bengkalis. From the research results, parents are actively involved in accompanying their children's learning process at home, especially in supervising memorization outside of class hours. Given that learning time at TPQ is limited to the afternoon, giving homework (*Pekerjaan Rumah* / PR) and utilizing development books are used as strategic media to

ensure parental involvement in monitoring and motivating children's memorization achievements. The active role of parents in guiding, controlling, and motivating children greatly determines the quality of their memorization of the Qur'an. Not only as supervisors, many parents also become role models, even taking the initiative to memorize the Qur'an with their children in order to build motivation and enthusiasm for learning. In addition, support for the implementation of the right memorization method, consistency in increasing memorization, and the habit of reading the Qur'an aloud are important aspects that are strengthened by parental involvement (Syatina et al., 2021).

Although parental involvement is quite intensive, several obstacles still arise, especially related to the discipline of non-resident children (not boarding). The level of discipline is very dependent on the extent of parental control and guidance at home. To overcome these challenges, TPQ Al-Islamiyyah applies morning memorization targets and holds regular training for teachers to improve the quality of teaching. In addition, another problem that is quite prominent is related to improving the quality of teaching staff. As a solution, TPQ holds internal training, in-depth study of book materials, and routine activities such as tahsin and tilawah every Sunday night.

In addition to family involvement, support from the social environment also plays an equally important role. The surrounding community is expected to take an active part in supporting children's character education, both through direct and indirect approaches. Seeing the rampant use of uncontrolled mobile phones and the negative influence of free association today, the role of social control in society is becoming increasingly vital in guiding the younger generation. The community is obliged to help guard, guide, and direct the behavior of children outside the family and school environment (Feranina & Komala, 2022).

The synergy between family, school, and society is an important key in building a child's religious character. Learning *t*his not only requires family support but also reinforcement from educational institutions and society to create a generation of intelligent, integrity-based, and noble Quranists. Although the family, especially parents, is the main factor in shaping a child's Islamic personality, this success will be more perfect with the presence of a religious and supportive social environment (Nuryani, 2024).

In addition to character-building efforts, community support for the sustainability of the *Tahfiz* program is also very much needed. The community plays a role not only as a

financial supporter but also as an advisor who provides direction and valuable input in program development. Institutions such as the Baquranic Islamic Boarding School also provide real contributions by providing teaching staff, while the village government supports in terms of providing facilities to support TPQ operations. Through the close synergy between parents, the community, educational institutions, and the village government, it is hoped that the *Tahfiz* program at TPQ Al-Islamiyyah Bengkalis will continue to develop sustainably and be able to produce a strong Qur'anic generation with noble character and ready-to-face global challenges.

Challenges and Solution Efforts

In the implementation of the *Tahfiz* program at TPQ Al-Islamiyyah Bengkalis, a number of significant challenges cannot be avoided. One of the main obstacles faced is time constraints and less than optimal direct supervision of students because the students do not live in dormitories (non-boarding). As a result, student discipline in memorizing the Qur'an is very dependent on the extent of support, guidance, and active role of parents at home. In addition, the aspect of the quality of teaching staff is also a focus of attention, considering that not all teachers have a strong background in The Qur'an education or adequate experience teaching *tahfiz*. This problem is consistent with various research results on *tahfiz* learning, which show general obstacles in the form of memorization that has not been *itqan* (Putra et al., 2025), limited mastery of Arabic, as well as the varying capacities of individuals in the process of memorizing the Qur'an.

In responding to these challenges, TPQ Al-Islamiyyah Bengkalis has attempted to implement various planned and systematic solution strategies. To improve student discipline, a routine memorization program is implemented in the morning as an effort to form a consistent memorization habit pattern from an early age. Giving PR and using memorization development books are also optimized to encourage parental involvement in guiding children at home so that a strong synergy is created between the institution, family, and the surrounding environment. This approach emphasizes the importance of multi-party collaboration in supporting the success of the *tahfiz* program.

In terms of improving the competence of teaching staff, TPQ routinely conducts internal training, especially on Sunday nights, which focuses on improving *tahsin* (improving reading) and *tilawah* (reading the Qur'an in tartil). In addition, periodic

evaluations of teacher performance and capacity are carried out every month to ensure the continuity of improving the quality of human resources. In line with the concept of Participatory Action Research (PAR), TPQ also opens up space for collaborative-based training and encourages the use of simple digital technology and interactive media as an effort to enrich teachers' teaching skills. This strategy is an answer to the limitations of technology and differences in teacher abilities, as well as strengthening the professional foundation in organizing the *tahfiz* program (Putra et al., 2025).

In maintaining the spirit and motivation of students, TPQ does not only emphasize memorization activities but also presents a variety of activities such as *mabit* (night of faith and piety) and provides special time for playing. The goal is to create a comfortable learning atmosphere and build positive emotional relationships between students, teachers, and the Qur'an while balancing the academic and psychological aspects of children. This approach is in line with the principles of the UMMI method (Juhri, 2023), which emphasizes systematic stages starting from apperception or muroja'ah, internalization of concepts, and skill development to continuous evaluation to optimize students' memorization results.

Although still faced with external obstacles such as limited technological facilities, variations in teachers' abilities to access technology, and limited funds, TPQ Al-Islamiyyah Bengkalis remains committed to making continuous improvements. Collaboration with local communities, optimizing the use of simple digital applications, and innovation in learning methods are strategic steps to expand the reach and increase the effectiveness of the program in the future. By integrating an adaptive Qur'an education approach, strengthening parental involvement, increasing the capacity of educators, implementing innovative learning methods, and presenting a variety of activities, TPQ Al-Islamiyyah Bengkalis is determined to continue to present effective, relevant, and sustainable solutions in managing the *tahfiz* program now and in the future.

CONCLUSION

The success of the *tahfiz* learning management at the Qur'an Education Park (TPQ) Al-Islamiyyah Bengkalis is supported by systematic planning, effective implementation of the *talaqqi* method, continuous evaluation, and active involvement of parents and community support. TPQ Al-Islamiyyah has succeeded in integrating managerial strategies

with an educational approach that is adaptive to the social conditions of students so that it is able to create a conducive learning environment and shape the Qur'anic character of students. Despite facing obstacles such as limited learning time and variations in teacher competencies, the TPQ continues to innovate through routine training for teaching staff, empowering the role of families, and implementing more flexible and creative learning methods. As a recommendation for further research, it is recommended that a comparative study be conducted between TPQs in various regions in order to explore variations in effective *tahfiz* management practices. In addition, research on the use of simple digital technology in supporting the process of memorizing the Qur'an in non-formal institutions is also an important opportunity that is worthy of further development.

REFERENCES

Apriyani, H., Yanti, Y., Muzzeki, M., Ajir, I. C., Anwar, C., Anwar, S., & Dacholfany, M. I. (2025). Strategi Manajemen Guru PAI dalam Menghadapi Transformasi Digital: Tantangan dan Sistem Pendidikan Islam di Indonesia. *DIMAR: Jurnal Pendidikan Islam*, *6*(2). https://doi.org/https://doi.org/10.58577/dimar.v6i2.395

Arifudin, Y. F., Nurkholifah, D., Jaenab, S., & Damayanti, T. (2024). Implementasi Kurikulum Pendidikan Agama Islam Di Pondok Pesantren Baitul Burhan. *Jurnal Ilmu Pendidikan Islam*, *22*(2). https://doi.org/https://doi.org/10.36835/jipi.v23i02.4176

Asari, H., Arsyad, J., & Hidayati, N. (2023). Perkembangan Lembaga Pendidikan Non Formal Rumah Tahfiz di Kota Medan. *Edukasi Islami: Jurnal Pendidikan Islam*, *12*(3). https://doi.org/https://doi.org/10.30868/ei.v12i03.7307

Asy'ari, I., & Trisno, B. (2022). Pelaksanaan Program Tahfiz Al-Qur'an dalam Penanaman Karakter Santri di Pesantren Daarutahfiz. *Indonesian Research Journal on Education*, *3*(1). https://doi.org/https://doi.org/10.31004/irje.v3i1.348

Bahtiyar, Y., Lina, L., Samsudin, S., & Ichsan, A. S. (2022). Pelatihan Tahsin Alquran Bagi Guru Madrasah Ibtidaiyah dengan Metode Yanbu'a. *Journal of Integrated Elementary Education*, *2*(1), 55–62. https://doi.org/10.21580/jieed.v2i1.10671

Fatmawati, E. (2019). Manajemen Pembelajaran Tahfidz Al-Qur'an. *Jurnal Islamic Educational Management*, *4*(1). https://doi.org/https://doi.org/10.15575/isema.v4i1.5255

Feranina, T. M., & Komala, C. (2022). Sinergitas Peran Orang Tua dan Guru dalam Pendidikan Karakter Anak. *Jurnal Perspektif*, *6*(1). https://doi.org/http://dx.doi.org/10.15575/jp.v6i1.163

Halid, A. (2007). *Pengaruh Hasil Pembelajaran TPQ terhadap Prestasi Belajar Al-Qur'an Hadits di Madrasah Ibtidaiyah Raudlatus Shibyan Plampang Paiton Probolinggo*. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Hasanah, S. N. (2024). Management of Memorizing the Qur'an Using Qiraati Method at

Tahfidz Darul Quran Al Haramain Islamic Boarding School. *Attractive : Innovative Education Journal*, *6*(3). https://doi.org/https://doi.org/10.51278/aj.v6i3.1404

Hidayati, A., Saefurrijal, A., Mirza, I., & Ardyanti, Y. (2024). Dimensi Etika dalam Pendidikan Berbasis Al-Qur'an: Pengembangan Karakter dan Pembentukan Moral dalam Mengatasi Perundungan di Kalangan Pelajar Muslim. *An-Nida: Jurnal Studi Islam*, *13*(1). https://doi.org/https://doi.org/10.30999/an-nida.v13i1.3436

Istiqomah, R., & Hidayah, R. (2021). Manajemen Pembelajaran Al-Qur'an: Studi Kasus Longitudinal di Pondok Pesantren. *Jurnal Pendidikan Agama Islam Al-Thariqah*, *6*(1). https://doi.org/https://doi.org/10.25299/al-thariqah.2021.vol6(1).6932

Juhri. (2023). Manajemen Pembelajaran Tahfidz Al-Qur'an (Studi Kasus pada SD Islam Athirah Racing Centre). *Jurnal Ilmu Pengetahuan*, *3*(4). https://doi.org/https://doi.org/10.51878/cendekia.v3i4.2579

Kartika, T. (2019). Manajemen Pembelajaran Tahfidz Al-Qur'an Berbasis Metode Talaqqi. *Jurnal Islamic Educational Management*, *4*(2). https://doi.org/https://doi.org/10.15575/isema.v4i2.5988

Kemenag RI. (2019). *Al-Qur'an dan Terjemahnya*. Lajnah Pentashihan Mushaf Al-Qur'an.

Kusumastuti, A., & Khoiron, A. M. (2021). *Metode Penelitian Kualitatif*. LPSP.

Miftahurrohman, M., Ichsan, A. S., & Yunianta, R. D. (2021). Upaya Guru Al-Qur'an Hadis dalam Meningkatkan Hasil Belajar Siswa Kelas 2 MI Sananul Ula Piyungan Bantul Yogyakarta pada Masa Pandemi. *QuranicEdu: Journal of Islamic Education*, *1*(1), 19–39. https://jurnalannur.ac.id/index.php/QuranicEdu/article/view/112

Mutaqin, D., Indra, H., & Lisnawati, S. (2021). Manajemen Pembelajaran Tahfizh Al-Qur'an untuk Ketercapaian Target Hafalan di SMPTQ Abi Ummi. *Rayah Al-Islam*, *5*(2). https://doi.org/https://doi.org/10.37274/rais.v5i02.479

Nasrun. (2025). Strategi Peningkatan Mutu Pembelajaran Al Quran di SDIT Ikhtiar Unhas Makassar. *Jurnal Ilmu Pengetahuan*, *5*(1). https://doi.org/https://doi.org/10.51878/cendekia.v5i1.4081

Nurkhalizah, E., Akil, A., & Susanto, A. (2024). Implementasi Metode WAFA dalam Meningkatkan Hasil Belajar Tahsin dan Tahfidz. *Tarbiyatuna Kajian Pendidikan Islam*, *8*(2). https://doi.org/https://doi.org/10.69552/tarbiyatuna.v8i2.2473.

Nuryani, I. (2024). *Faktor-Faktor Penentu Keberhasilan Pendidikan*. Widina Media Utama.

Putra, A. M. S., Jamal, K., S, M. N., & Syafii. (2025). Pendampingan Pembelajaran Qira'at dan Ilmu Al-Quran di Komplek Tahfiz Sukan Sofiuddin Selangor, Malaysia. *Jurnal Pengabdian Kepada Masyarakat*, *5*(1). https://doi.org/https://doi.org/10.37567/pkm.v5i1.3382

Ratnawati, D., Abidin, A. Z., & Zulfikar, E. (2020). Problematika Pembelajaran Al-Qur'an di Era Industri dalam Konteks Indonesia. *POTENSIA: Jurnal Kependidikan Islam*, *6*(1). https://doi.org/http://dx.doi.org/10.24014/potensia.v6i1.8624

Rudiatno, & Cheryta, A. M. (2023). Upaya Peningkatan Kualitas Sumber Daya Manusia pada Taman Pendidikan Al-Quran. *Journal of Trends Economics and Accounting Research*, *4*(1). https://doi.org/https://doi.org/10.47065/jtear.v4i1.876

Rustiana, D., & Ma'arif, M. A. (2022). Manajemen Program Unggulan Tahfidz Qur'an dalam Meningkatkan Kualitas Hafalan Al-Qur'an Siswa. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, *1*(1).

https://doi.org/https://doi.org/10.59373/kharisma.v1i1.2

Salehah, Y. A., & Wahyuni, A. (2023). Implementasi Tahfiz Al-Qur'an dengan Metode Talaqqi. *Murhum : Jurnal Pendidikan Anak Usia Dini*, *4*(2). https://doi.org/https://doi.org/10.37985/murhum.v4i2.235

Saputri, A. D. (2024). *Peran Guru dalam Menanamkan Nilai-Nilai Akhlak pada Siswa Berkebutuhan Khusus (Studi Kasus Siswa Penyandang Disabilitas Tunarungu di SLB Panca Bhakti Magetan)*. IAIN Ponorogo.

Sugiyono. (2015). *Metode Penelitian Kualitatif*. Alfabeta.

Suwendra, W. (2018). *Metodologi Penelitian Kualitatif dalam Ilmu Sosial, Pendidikan, Kebudayaan*. Nila Cakra.

Syatina, H., Zulfahmi, J., & Agustina, M. (2021). Peran Orang Tua dalam Meningkatkan Hafalan Al-Quran Siswa. *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, *13*(1). https://doi.org/https://doi.org/10.47498/tadib.v13i01.475

Syrifudin, J., & Hijrat, K. (2023). Manajemen Pembelajaran Tahfiz Al-Qur'an Metode Wafa di SDITAR Ruhul Jadid Jombang. *Jurnal Review Pendidikan Dan Pengajaran*, *6*(3). https://doi.org/https://doi.org/https://doi.org/10.31004/jrpp.v6i3.18511

Tolchah, M. (2020). *Problematika Pendidikan Agama Islam dan Solusinya*. Kanzun Books.

Ulviana, I. S., Abubakar, A., & Ramdhani, K. (2020). Implementasi Manajemen Kurikulum 2013 di SMP IT Az-Zhahiriah. *Intelektualita*, *9*(2). https://doi.org/10.19109/intelektualita.v9i2.6830.

Wijaya, C., Siregar, M. F. S., Ruslan, M., Holid, S., & Roslaeni, R. (2021). Manajemen Pembelajaran Taḥfiẓ dalam Peningkatan Minat Menghafal Alquran Siswa di Yayasan Tahfidzul Quran Al-Fawwaz Medan. *Edukasi Islami: Jurnal Pendidikan Islam*, *10*(1). https://doi.org/https://doi.org/10.30868/ei.v10i01.1214