TEACHER MANAGEMENT STRATEGIES FOR ENHANCING HAFIZH AL-QUR'AN COMPETENCE IN THE DIGITAL ERA

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Abstract

This study explored teacher management strategies for enhancing the competence of Hafizh Al-Qur'an in the digital era. This qualitative descriptive study collected data through interviews, observations, and documentation. The data were validated using triangulation techniques, including data triangulation, investigator triangulation, theory triangulation, and methodological triangulation. The findings of this study indicate an increase in the competence of Hafizh Al-Qur'an including higher motivation, improved reading and memorization quality, increased consistency and discipline, and deeper understanding and practice of the Al-Qur'an. This improvement is attributed to effective management practices through the Planning-Organizing-Actuating-Controlling approach. Planning includes identifying training needs, setting strategic goals, and planning digital technologies. Organizing includes resource allocation, team building, and the provision of facilities. Actuating includes teacher training, implementation of the Tahfizh method, and use of the online platform. Control includes periodic evaluation, feedback, and

obstacle fixing. This study offers a foundation for future research to explore potential challenges and mitigation strategies for the potential negative impacts of using technology in learning and memorizing the Qur'an.

Keywords: *Digital Age; Hafizh; Qur'an; Teacher Management*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis manajemen guru dalam meningkatkan kompetensi Hafizh Al-Qur'an di era digital. Metode penelitian ini adalah pendekatan kualitatif dengan jenis deskriptif. Pengumpulan data dilakukan dengan wawancara, observasi, dan dokumentasi. Kemudian data divalidasi dengan teknik triangulasi berupa a) triangulasi data, b) triangulasi investigator, c) triangulasi teori, dan d) triangulasi metodologi. Hasil penelitian ini menunjukkan adanya peningkatan kompetensi Hafizh Al-Qur'an di Executive Tahfizh Center Yogyakarta pada aspek motivasi yang lebih tinggi, kualitas bacaan dan hafalan yang meningkat, konsistensi dan disiplin yang meningkat, serta pemahaman dan pengamalan Al-Qur'an yang lebih mendalam. Peningkatan ini dikaitkan dengan praktik manajemen efektif melalui pendekatan Planning-Organizing-Actuating-Controlling. Perencanaan mencakup identifikasi kebutuhan pelatihan, penyusunan tujuan strategis, dan perencanaan teknologi digital. Pengorganisasian mencakup alokasi sumber daya, pembentukan tim, dan penyediaan fasilitas. Pelaksanaan mencakup pelatihan guru, implementasi metode tahfizh, dan penggunaan platform online. Pendendalian mencakup evaluasi berkala, umpan balik, dan perbaikan hambatan. Penelitian ini memiliki keterbatasan dalam menganalisis potensi dampak negatif dari penggunaan teknologi dalam pembelajaran dan penghafalan Al-Qur'an. Meskipun manfaatnya diakui, artikel ini belum membahas risiko yang mungkin timbul atau strategi untuk mengatasi tantangan tersebut secara mendalam.

Kata kunci: *Al-Qur'an; Era Digital; Hafizh; Manajemen Guru*

INTRODUCTION

Teacher management plays a crucial role in enhancing Hafizh's competence to thrive in the digital era. Technology in education should be given attention to help students follow technological developments and obtain various learning resources (Listiaji & Subhan, 2021). Teachers need to prepare competencies according to the needs of the digital era in order to adapt to these changes (Nirmawan & Hasibuan, 2022). Teachers are expected to orchestrate various learning tools, including technology to support education following the development of increasingly advanced technology (Zulfikar, 2022). Digital technology provides opportunities for teachers to complement, enrich, and improve the quality and meaning of learning (Triyanto, 2020). Teachers' strategies in the digital era include the implementation of training, workshops, seminars, and certifications related to the development of media, resources, and digital-based subjects (Saerang et al., 2023). The digital era presents a valuable opportunity to develop a competent Hafizh. In today's digital era, the process of memorizing the Qur'an can be done using a mobile application or website that provides virtual Qur'an memorization program (Iryadi, 2023).

Memorizing the Qur'an has been a timeless method of preserving its authenticity, ensuring its transmission across generations, including the current digital era, through Muslims dedicated to its memorization (Agustina, 2020). People who memorize the Qur'an are chosen by Allah to maintain the purity of the Qur'an (Faqihuddin et al., 2015). The virtues of memorizing the Qur'an include being among the best of the people, being elevated by Allah, interceding others, bringing peace and tranquility, and earning a shining crown from Allah

for the parents of those who memorize it (Marlina, 2018). The development of science and technology has encouraged hafidz to become the next generation of the nation (Khaerul & Haramain, 2018).

The number of Qur'an memorizers in the digital era remains relatively limited. The fewer the generations of Muslims who memorize the Qur'an, the fewer future teachers who have strong core scientific competencies in the field of Tahfidz (Kusmawati, 2019). One of the external problems in memorizing the Qur'an is not having a teacher who follows the interests of students (Murti & Hertinjung, 2017). In particular, teachers who teach do not follow digital developments, which affects students' enthusiasm (Afif, 2019). The advancement of technology can harm generations if not used positively, particularly in the context of studying the Qur'an (Sari Rosdianti et al., 2023). The synergy and da'wah of the Qur'an in the digital era require collaboration and support from various parties to ensure the realization of exceptional Qur'an teachers (Tristara, 2024).

Previous studies have discussed strategies to improve Tahfidz competence, including Kusmawati (2019), on strategies for improving the competence of Tahfidz welcoming the industrial revolution 5.0. This study shows that updating educational institution facilities through the latest technology and adjusting regulations on teacher competency standards in Indonesia will improve teacher competence (Kusmawati, 2019). Further research by Afif (2019) shows that education should position itself in changing times to face the digital era of a generation with digital natives to design learning activities. Furthermore, Agustina et al. (2020) described that teachers' efforts to increase students' interest in memorizing the Qur'an

are by increasing the allocation of learning time and increasing technological media as a learning resource.

Based on our observations and interviews at the Executive Tahfizh Center Yogyakarta, Indonesia, Al-Qur'an teachers utilize digital technology such as online learning platforms and social media in the process of memorizing the Qur'an. The Qur'an learning materials were in the form of videos and audio. Offering additional virtual learning programs such as online Tahsin and Tahfidz, muroja'ah with alumni, Qur'an motivation studies, Qur'an tadabbur studies, and Qur'anic psychology can enhance Qur'anic education in the digital era. The institution strives to develop teaching methods and tools to address the challenges of the digital era.

Good management, which combines traditional approaches and digital technology, is effective in improving Hafizh's competence. Combining traditional approaches with digital technology can effectively enhance the ability to memorize the Qur'an by integrating the strengths of both methods. Traditional approaches such as *talaqqi* and *musyafahah* provide direct learning, *tajweed* correction, spiritual values, and *sanads*. Digital technology enables flexible access through memorization applications, online platforms, and interactive media that can accelerate the learning process. Institutions such as the Executive Tahfizh Center Yogyakarta have utilized this approach to create a supportive environment by leveraging digital infrastructure to deliver more engaging, structured, and consistent learning.

This study delves into teacher management in improving the competence of Hafizh Al-Qur'an in the Digital Era. This study uniquely focuses on how Al-Qur'an teachers manage

learning for Hafizh Al-Qur'an in the digital era to enhance their competence and contribute to Indonesia. This research is crucial as an effort to contribute to adaptive and innovative teacher management that is successful in educating Hafizh in the digital era. The results of this research can be a reference and evaluation for all Qur'an teachers to educate a generation of Al-Qur'an who are competent and ready to face the challenges of the times.

RESEARCH METHOD

This study employed a qualitative approach with descriptive analysis. This research is descriptive-analytic, which describes and analyzes the phenomenon. The identification of this phenomenon focuses on how the management of Qur'an teachers implement digital technology in the learning process to improve the competence of Hafizh. This research was conducted at the Executive Tahfizh Center, Yogyakarta. The selection of this setting as the research location was based on its relevance to the research focus. This institution adopts digital technology in programs such as Tahsin, online Tahfizh, and virtual murojaah, supported by adequate infrastructure and synergy among stakeholders, making it representative for studying the integration of traditional and digital approaches. The informants included teachers, students, and graduates of the Executive Tahfizh Center Yogyakarta. Data collection included in-depth interviews and observations of Tahfizh learning using digital technology.

A triangulation data analysis technique was used to ensure the validity of the data by combining information from various sources. Data triangulation combines data from diverse sources,

times, places, and individuals; investigator triangulation uses multiple observers to reduce researcher bias; theoretical triangulation applies various theoretical perspectives to analyze data; and methodological triangulation employs different methods or the same method in different contexts to study the same objects (Zamili, 2015).

RESULTS AND DISCUSSION

Management of Qur'an Teachers

Management is involved in understanding and applying skills in managing the use of human and other resources in an organization to achieve the desired results effectively (Wildasari, 2017). An educator takes care of and provides guidance, teaching, and direction related to morals and intelligence of the mind to individuals. The important role of a teacher is as an educator. Teachers impart knowledge, skills, and values that students have not yet learned. Al-Qur'an teachers play an important role in the teaching and learning process, including facilitating creativity in teaching, which can have an impact on students' motivation to memorizing the Qur'an (Ferizal, 2021).

The function of educational management is to produce individuals who are professional in their fields to improve the standards of education in Indonesia (Wildasari, 2017). Educators face normative challenges in fulfilling their professional duties, such as the teacher certification process, which requires passing a competency test and meeting established standards to qualify as professional teachers (Sulviana et al., 2020). The professionalism of a Qur'an teacher can be seen from how they carry out their devotional duties, which is characterized by

expertise in both Qur'an teaching materials and methods. In addition, the professionalism of Qur'an teachers is reflected in their responsibilities in carrying out all their duties of service (Ferizal, 2021). The professional competence of a Qur'an teachers refers to aspects related to their basic abilities in knowledge of learning and teaching the Qur'an, knowledge of the Qur'anic fields, attitude towards the Qur'anic teaching and learning process, as well as techniques and methods in Qur'an teaching (Ferizal, 2021).

Management processes include planning, organizing, directing, and controlling activities. Planning involves setting goals and determining how to achieve them. Organizing revolves around organizing activities and people by determining what needs to be done. Actuating refers to ensuring that people work optimally, motivate, and guide themselves. Controlling involves monitoring and ensuring that the goals have been achieved (Hanafi, 2024). The management process (planning, organizing, actuating, and controlling) in the context of developing Qur'an teachers has its own context. Planning involves identifying the training needs and competency development of Qur'an teachers, along with strategies for integrating digital technology into Tahfidz teaching methods. Organizing refers to organizing resources, including budget allocation, teaching staff, and technological infrastructure, to support the implementation of the Quran teacher-training program. Actuating includes implementing relevant training sessions, seminars, or workshops to enhance teachers' ability to use digital technology while maintaining traditional teaching approaches. Lastly, controlling deals with evaluating the effectiveness of the training and development programs using success indicators such as improved teaching

quality, teachers' digital skills, and feedback from students and other stakeholders.

A learning approach in the digital era should give students the opportunity to learn directly. This can reduce the gap between learning experiences at school and outside school. It should be noted that students today are not only learning by observing things in the classroom but are also active in gathering information from various sources outside the classroom (Afif, 2019). The development of education in the digital era has allowed students to acquire abundant knowledge quickly and easily. Social media and the Internet have negative aspects that must be watched out. The literacy ecosystem needs to be built not only in schools, but also in families and communities. Teachers and educational institutions must be prepared to welcome the digital generation.

Management of Al-Qur'an Teachers at the Executive Tahfizh Center Yogyakarta in Improving the Competence of Hafizh in the Digital Era

Executive Tahfizh Center Yogyakarta is one of the productive waqf programs of Nazhir Waqf Baitulmaal Muamalat in the field of education and da'wah which focuses on Tahfidz, Tahsin, and religious education programs, especially the Qur'an. It includes programs such as Tahsin and tahfizh boarding schools, online Tahsin and Tahfidz, in-house training Al-Qur'an, Ramadan Mabit, imam and da'i regeneration, Tahsin of executive institutions, dauroh Al-Qur'an, afternoon Tahfidz, and retirement preparation period. The Executive Tahfizh Center Yogyakarta is a center for Qur'an education for all ages, professions, and backgrounds.

In this article, we analyzed how Al-Qur'an teachers at the Executive Tahfizh Center Yogyakarta improved the competence of Hafizh in the Digital Era. The synergy and da'wah of the Qur'an in the digital era require collaboration and support from various parties to realize outstanding Qur'an teachers (Tristara, 2024). With good cooperation from various parties, as well as optimal use of technology, it is expected that competent Qur'an teachers can be prepared to face the digital era.

The implementation of management functions in developing teacher competence at the Executive Tahfizh Center Yogyakarta used management functions to enhance the competence of Qur'an teachers in addressing the challenges of the digital era.

1. The planning stage began with identifying teacher training needs, particularly in mastering digital technology to support traditional methods such as *talaqqi* and *musyafahah*. Additionally, it involved formulating long-term strategic objectives to produce teachers who are proficient in both Qur'an instruction and the use of technology. This plan included the design of training programs, such as workshops and intensive training sessions, based on digital technology.

2. In the organizing stage, the Executive Tahfizh Center Yogyakarta allocates resources effectively, including budgeting, technological infrastructure, and experienced teaching staff. The formation of an implementation team responsible for conducting the program is a crucial part of the organizing process. This team was tasked with managing aspects such as providing adequate Internet

facilities, digital learning applications, and creating a structured schedule.

3. The Actuation stage involves carrying out programs focused on enhancing teachers' digital skills. These programs may include online platform-based teaching, such as Zoom or WhatsApp, as well as introducing other digital learning tools. Additionally, traditional methods like talaqqi are still employed to provide meaningful learning experiences. This combined approach allowed students to have a more engaging learning experience.

4. The control stage was conducted through periodic evaluations to assess the program's success. This evaluation included feedback from teachers and students, assessments of students' memorization quality, and teachers' ability to utilize technology. Challenges such as limited Internet access or insufficient digital literacy have also been identified to develop improvement strategies. Regular evaluation reports serve as the foundation for enhancing the quality of programs in the future.

Table 1: *Synergy of Da'wah Al-Qur'an in the Digital Era at Executive Tahfizh Center Yogyakarta (Participant Observation)*

No	Synergy	Implementation
1	Synergy in Da'wah Al-Qur'an	Cooperation between Ustaz and Ustazah in utilizing technology and expanding the reach of da'wah to memorize the Qur'an
2	The Role of the Digital Era	Technology has brought a great opportunity for this institution to spread da'wah to memorize the Qur'an. Da'wah of the Qur'an is carried out through various digital platforms such as WhatsApp, Zoom, Google Meet, Instagram, Kindergarten, YouTube and mobile applications.

3	Collaboration of Various Parties	Collaboration among various aspects ranging from funding, provision of Qur'an teachers, curriculum development, and innovative teaching methods.
4	Competent Qur'an Teacher	Competent Qur'an teachers not only master the knowledge of the Qur'an in depth but are also utilize technology in the process of memorizing the Qur'an.
5	Infrastructure and Technology Support	Adequate technology and infrastructure, such as good Internet access and digital literacy among teachers and students.
6	Long-Term Benefits	The creation of a conducive environment for memorizing the Qur'an, motivates the generation of Muslims in memorizing the Qur'an.

The advancement of increasingly sophisticated technology can harm generations if not used positively, particularly in the context of studying the Qur'an (Rosdianti et al., 2023). Technology can be a very useful educational tool if used properly. The positive impact of technology in memorizing the Qur'an at the Executive Tahfizh Center Yogyakarta includes (1) access to various sources of information to supporting the memorization program of the Qur'an, (2) more interactive and interesting learning process, (3) opportunities to memorize virtually and flexibly beyond physical time and location. The strategy implemented by the Executive Tahfizh Center Yogyakarta, involves Ustaz and Ustazah guiding students on useful websites and applications to support the Qur'an memorization process. The activity also includes forming an online murojaah community such as murojaah with graduates and Islamic studies such as tahsin, tahfizh, motivational studies on memorizing the Qur'an, tadabbur Al-Qur'an, and Qur'ani psychology once a month. If technology is used wisely and

supported by the right strategy, it can create a generation that excels in the practice of the Qur'an. Therefore, synergy between Qur'an teachers, parents, and educational institutions is essential to ensure technology is used for good.

Figure 1: *Program Tahfizh Online Executive Tahfizh Yogyakarta (Participant Observation)*

Teachers who do not keep up with digital development will negatively impact students' enthusiasm for learning (Afif, 2019). Digital technology can increase motivation to memorize the Qur'an through various media such as WhatsApp, Zoom, Google Meet, Instagram, YouTube, and Tik Tok. Executive Tahfizh Center Yogyakarta has an online tahfizh program using the tahfizh *yadain li tahfidzil qur'an* method. This program was attended by participants from all over Indonesia, across genders, ages, professional, and educational backgrounds. The ideal target of this online Tahfidz program was for participants to memorize one page per day or adjust to the ability of each participant. It was held every Monday through Sunday. Friday

was used as an independent murojaah. Each participant had 15 minutes of memorization of Qur'an teachers via WhatsApp video calls. The Online Tahfizh program produced 410 generations of Qur'an memorizers across Indonesia.

One of the external challenges in memorizing the Qur'an is the lack of a teacher or supervisor to guide the memorization process (Murti & Hertinjung, 2017). The online Tahfidz program at the Executive Tahfizh Center Yogyakarta enables the Muslim generation to easily find guidance from a teacher to memorize the Qur'an.

The interviews revealed the benefits experienced by Mrs. A as a businesswoman who participated in the online Tahfidz program. The online Tahfizh program supported the Qur'an memorization process, resulting in a memorization deposit of 10 juz. Mrs. NS, a lecturer, has made this online Tahfizh program her primary tool in the Qur'an memorization process, which has been instrumental in helping individuals memorize the Qur'an and develop a closer connection with it.

Table 2: *Benefits of Memorizing the Qur'an with Virtual Teacher Guidance (Participant Observation)*

No	Benefits of the Tahfidz Online Executive Tahfzih Center Program	Implications for Quran Memorizers
1	Intensive guidance from *Ustaz* or *Ustazah* in the form of the method of *yadain li tahfidzil* Qur'an, the correct use of tajwid, consultation on obstacles in memorizing the Qur'an and getting emotional support motivation in memorizing the Qur'an.	Increased motivation
2	Getting corrections of the Qur'an reading from *Ustaz* or *Ustazah* during the memorization process.	Improving the quality of Qur'an reading

No	Benefits of the Tahfidz Online Executive Tahfzih Center Program	Implications for Quran Memorizers
3	*Ustaz* and *Ustazah* help create an orderly structure and schedule in the process of memorizing the Qur'an.	Improving consistency and discipline
4	*Ustaz* and *ustazah* can help explain the context of the verses, deepen the memorizer's understanding of the meaning of the Qur'an.	Improving understanding and practice of the Qur'an
5	Getting tips and tricks that have been proven effective in improving the quality of Qur'an memorization helps participants continue to improve and achieve good results.	Improvement of memorization quality

The fewer generations of Muslims who memorize the Qur'an, the fewer and fewer cadres of Qur'an teachers who have strong core scientific competencies in the field of Qur'anic tahfizh (Kusmawati, 2019). The Executive Tahfizh Center Yogyakarta is trying to create a generation of Qur'an memorizers in this digital era. Several programs have been implemented to improve the competence of Hafizh Al-Qur'an and can be reached by various groups, namely online study programs such as online tahsin and tahfizh, Qur'an motivation studies, muroja'ah together visually, and sharing with graduates. According to an interview with NM, the benefits of this program are to increase experience, knowledge, and strengthen relationships between graduates. This program provides social media with a field of reward and fill-free time with useful activities. The implications obtained from this program are increased motivation, improving the quality of Qur'an reading, increasing consistency and discipline, increasing understanding and practice of the Qur'an, and improving the quality of Qur'an memorization.
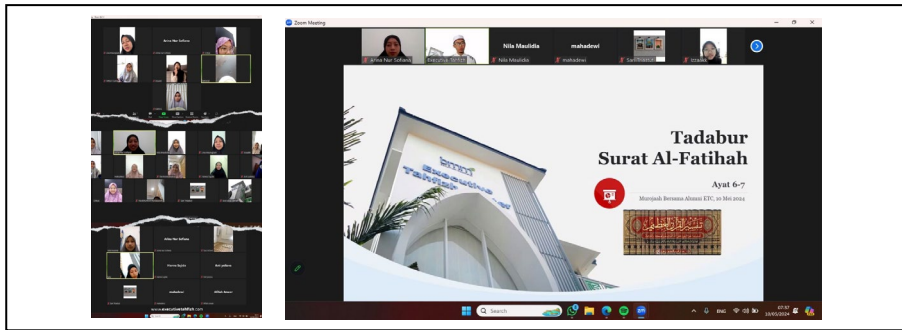
Figure 2: *Murojaah Al-Qur'an Program and Virtual Seminar Executive Tahfizh Center Yogyakarta (Participant Observation)*

Changes in lifestyle and a lack of motivation from family and community environments hinder the desire to memorize the Qur'an. Executive Tahfizh Center Yogyakarta provides motivation and assistance programs for Muslims to memorize the Qur'an. Additionally, technology and social media are used to promote the importance of memorizing the Qur'an and providing engaging learning resources. Executive Tahfizh Center Yogyakarta also provides an online program that can be accessed by anyone and anytime to memorize and study the Qur'an, so as to overcome geographical and time limitations. To overcome the small generation of Muslims who memorize the Qur'an, it is necessary to make joint efforts from various parties, including families, communities, and educational institutions to increase motivation, provide virtual learning of the Qur'an, and utilize technology in supporting Tahfizh Al-Qur'an education.

The Qur'anic murojaah program and virtual studies conducted by the Executive Tahfizh Center Yogyakarta have a positive impact and influence on the generation of Muslims. The interview revealed that Mrs. SL, a graduate of the Tahfizh boarding school program, felt that the program helped Muslims

overcome difficulties and obstacles in memorizing the Qur'an, as memorizing without a partner can lead to laziness and lack of enthusiasm. The online Murojaah program conducted by graduates of the Yogyakarta Executive Tahfizh Center's quarantine program is highly effective and should be continued. Participants gained a lot of knowledge and strengthened their enthusiasm in memorizing and learning the Qur'an, getting an environment or friends who supported and reminded each other of kindness and piety. The obstacles experienced by participants in the murojaah program and virtual study were self-management of their respective busyness and inadequate network problems in remote places.

CONCLUSION

Quran memorization competence at the Executive Tahfizh Center Yogyakarta has significantly improved, as evidenced by increased motivation, better recitation and memorization quality, greater consistency and discipline, and a deeper understanding and application of the Qur'an. This improvement was attributed to effective management practices through the Planning-Organizing-Actuating-Controlling approach. In planning, training was prepared in the form of identification, strategic goal setting, and digital technology planning. During the organizational stage, resource allocation, team formation, and facility provisions were arranged. In the actuating stage, teacher training, Tahfidz execution, and online platform utilization were devised. The control stage involves periodic evaluation, feedback, and obstacle resolution. This approach

enabled teachers to enhance their skills and effectively utilize digital technology in Tahfidz learning.

We realized that this study focuses more on the management of Al-Qur'an teachers in the digital era in improving the competence of Hafizh Al-Qur'an. This study has limitations in that it reviews the potential negative impacts of using technology in learning and memorizing the Qur'an. Although its benefits are acknowledged, this article has not thoroughly discussed the risks that may arise or strategies to address these challenges The suggestion for future researchers is to examine the potential negative impacts of using technology in learning memorizing the Qur'an, such as concentration problems or dependence on digital devices.

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