

LEARNING TAHFIZ AL-QUR'AN AT ISLAMIC BOARDING SCHOOL

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Abstract

This study aimed to describe the Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan. This research was qualitative with a case study approach. The research data was in the form of learning tahfiz at Ma'had tahfiz Maryam Al-Khol Al-Fityan School Medan. Observation, interviews, and documentation carry out data collection techniques. In contrast, data analysis was done by data reduction, presentation, conclusion, and verification. There were four findings in this study, namely: (1) The planning of the Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan is by planning Tahfiz learning programs as daily planning programs, weekly planning programs, and monthly planning programs. (2) Implementation with several stages of implementation in Tahfiz learning planning. Develop the needs needed, and play an active role in every policy made. (3) Internal evaluation is an evaluation carried out by the head of the department within the organization itself. (4) The supporting factors are the target memorization and the environment. The obstacle was the limited human resources of educators. The solution was to provide training programs and develop educational competencies and teaching methods and Al-Qur'an memorization, motivating students to memorize the Al-Qur'an and strict supervision of students.

Keywords

Al-Qur'an, Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan, Tahfiz



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INTRODUCTION

Tahfiz, or memorizing the Al-Qur'an, is a noble activity that is very useful, which is one of human (Muslim) interactions that does not bring up race, ethnicity, culture and nation, and state. Activities that can be carried out by all Arab Muslims and outsiders, even though what is written in Arabic letters (Noer et al., 2019).

There are two ways the Prophet provided learning and maintenance of the Al-Qur'an from destruction, including First, Storing it in the "Human Chest" or memorizing it. Second, record it in writing on various types of materials for writing (Nidhom, 2021).

Teaching children and adults to memorize the Al-Qur'an is important and noble. As-Suyuti in Sa'ad argued that the teaching of the Al-Qur'an is the basis of Islamic principles. Memorizing teaching for children is certainly easier because the child grows above their inclinations and the light of intelligence that enters their heart before being limited by lust and the dark light associated with the pollution of unethical behavior and misguidance (Moloeng, 2016).

Attempts to follow the Al-Qur'an through dhikr that were completed at the time of the Prophet Muhammad did not stop there. Not so long ago, most Muslims and even young children before adulthood could memorize every verse of the Al-Qur'an, even though many of them did not understand its significance. From one era to another, efforts to memorize the Al-Qur'an stand out enough to be noticed. In this particular situation, different educational organizations, both formal and non-formal, were established to teach and support their students to memorize the Quran. One of these instructive institutions is Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan (Moloeng, 2016).

One of these instructive institutions is Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan. Ma'had Tahfiz Maryam Al-Khol is a non-formal educational institution under the Medan Al-Fityan School Foundation. The non-formal educational institution Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan is an educational institution focused on Tahfiz Al-Qur'an. This educational institution is devoted only to women (women) aged 17 to 23 years. There are several interesting things about this institution, as revealed by Nurmawaddah, that this educational institution is free of charge, be it for education, boarding, food, and drink. In other words, thoroughly with several provisions, including:

1. Before memorizing, it required to pass Tahsin.
2. The maximum limit or target for memorizing the Al-Qur'an is two years.

3. Mandatory muraja'ah (repetition) for one year. Done after memorizing the Al-Qur'an.
4. Must serve for one year and be ready to be placed in one of the six branches in Indonesia.
5. If you cannot complete memorization for two years, you will be expelled from the educational institution.
6. If you leave or stop unilaterally, you will be subject to fines that have been confirmed for educational institutions.

The educational institution Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan wants to produce generations who memorize the Al-Qur'an (hafizhah) and produce cadres who have Quranic characters. With increasing public interest and the number of students increasing every year, Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan will continue adding facilities and infrastructure to support the education of female students. This educational institution is committed to providing education that can deliver female students who memorize the Al-Qur'an, can apply their knowledge in everyday life, and can achieve achievements (Moloeng, 2016).

Previous research examined how the learning system is a legal learning system (Moloeng, 2016). Likewise, in the research conducted (Huberman, 1992) regarding the implementation and learning according to a good system, several factors are still referenced in the continuity of learning and the Tahfiz school system. Previous research entitled "Self Assessment of Private Tahfiz Schools Governance and Infrastructures" was published in the International Journal of Innovation, Creativity, and Change in volume 13, number 9 of 2020 (Melaka, 2023). This study discusses evaluating the tahfiz education system in Malaysia based on stakeholders' views. This article provides insight into the effectiveness and challenges of the tahfiz education system in Malaysia as well as the perspectives of related stakeholders. Likewise, the study entitled "Tahfiz Students Experiences in Memorizing the Al-Qur'an: Unveling Their Motivating Factors and Challenges" (Nik Abdullah et al., 2021), this study discusses the satisfaction of Tahfiz students related to memorizing and understanding the Al-Qur'an. This article will likely evaluate the extent to which Tahfiz students are satisfied with their ability to memorize and understand the Al-Qur'an. And in research with the title "Managing Tahsin and Tahfiz Learning in Public Schools" (Santosa, 2023). This study discusses a review of teaching and learning strategies in Tahfiz education. This article will likely provide an overview of the strategies and approaches used in learning Tahfiz and the potential advantages and disadvantages of these strategies.

The previous research references became a study in developing several theories through the implementation carried out in this study. The aims of the research are interested in studying further through research entitled "Implementation of Tahfiz Learning at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan."

METHOD

This study used a qualitative descriptive research technique with a case study approach (Musthafa, 2018). The research data was related to tahfiz learning at Ma'had tahfiz Maryam Al-Khol Al-Fityan Scholl Medan. Data collection techniques were carried out through observation, interviews, and documentation. Observations were made during two visits to Ma'had Tahfiz Maryam Al-Khol Al-Fityan Scholl Medan. And interviews with several Tahfiz teachers and heads of Ma'had at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan. Moreover, documentation data is in the form of supporting literature in this research data.

In this study, data analysis was carried out using four steps: data reduction, data presentation, drawing conclusions, and verification.

First, data reduction was done by reducing learning activities at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan. Researchers identified essential elements in learning Tahfiz relevant to research, such as teaching methods, learning materials, or interactions between teachers and students. The data was then sorted to focus on aspects that are relevant to the research objectives.

Second, data related to the Tahfiz learning planning, implementation, and Tahfiz learning evaluation system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan were presented. The data were presented in the form of tables, graphs, or narratives, which provide an overview of how Tahfiz learning was carried out in the school.

Furthermore, data analysis was conducted by conducting descriptive analyses of Tahfiz learning data at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan. Researchers analyzed the characteristics, strengths, weaknesses, or challenges in learning Tahfiz. In addition, the researcher also compared the study results with several other relevant studies to gain a more comprehensive understanding.

Finally, verification was carried out to ensure the validity of the collected Tahfiz learning data. Researchers used three data collection techniques to verify the consistency and correctness of the data, such as direct observation, interviews with teachers or students, and examination of

documents or records related to Tahfiz learning.

By using these steps, data analysis can be carried out in a systematic and structured manner, thus enabling researchers to draw valid and accountable conclusions about learning Tahfiz at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan.

FINDINGS AND DISCUSSION

Findings

This study found that the approach or project implemented at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan concerning the Tahfiz learning system is carried out by a) Focusing on preparing graduates with Quranic personality, b) Managing human and financial resources according to priorities, c) Work by comprehensive khuttoh/programs and clear objectives, d) Focus on output, process and activity procedures, e) Focus on achievement results in overall performance evaluation, f) Be open with various community institutions and build a partnership relationship.

Table 1. Tahfiz Learning Methodology at Ma'had Tahfiz Maryam

Al-Khol Al-Fityan School Medan

No.	Aspect	Short Description
1.	Planning	Tahfiz's learning plans must be adapted to the needs and abilities of students and consider contextual factors such as culture, environment, and available resources. It is recommended that you contact Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan directly to obtain more detailed information about the lesson plans that they apply.
2.	Implementation	Guiding and assisting students in the Tahfiz learning process. The Tahfiz teacher is responsible for providing individual guidance to students, providing feedback, and directing students in achieving the goals of memorizing and understanding the Al-Qur'an.
3.	Evaluation	Evaluate student progress periodically using appropriate assessment methods, such as written or oral tests. The teacher provides feedback to students about their strengths and weaknesses in memorizing and understanding the Al-Qur'an and provides guidance for further improvement.
4.	Supporting factor	Creating a conducive environment for learning Tahfiz, including quiet and comfortable classrooms, adequate facilities, and an atmosphere that supports student motivation and enthusiasm.
5.	Obstacle factor	Students' reading skills are still low, and they need deep learning with less memorization time.

The review above has an overview of the Tahfiz learning methodology at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan. In the Tahfiz learning, which was completed by the *mudir Tahfiz*, the implementation went well and was fun. The planning of the Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan was completed by considering various related angles. The type of preparation that is prepared is by preparing the human resources and assets of the institution as well as the change of events.

Table 2. Implementation of the Tahfiz Learning System

No.	Source Person	Aspect	Description
1.	Tahfiz Coordinator	Implementation of educational programs	<ul style="list-style-type: none"> a. Theoretical foundation, b. Halaqah Tahfiz and Muraja'ah (mutqin), c. Learning the science of tajwid and the manners of memorizing the Al-Qur'an, d. Interpretation of the Al-Qur'an (vocabulary and content), e. Sirah Nabawiyah, stories of the prophets, stories of the Al-Qur'an and the hadith of the Prophet SAW, and the jurisprudence of worship, f. Activities in the form of competitions, seminars, and lessons to improve Al-Al-Qur'an Tadabbur and Tazkiyah an-Nafs.
2.	Tahfiz Coordinator	Al-Qur'an Tahfiz Institute curriculum	<ul style="list-style-type: none"> a. Study the Al-Qur'an according to daily memorization, and memorize the previous three pages, b. Study the science of tajwid thoroughly, c. Study the book al-Tibyan fi Adab Hamalah Al-Qur'an, d. Supporting activities in accordance with khuttoh/educational programs.
3.	Tahfiz Coordinator	Time	Middle of Semester I, End of Semester I, Middle of Semester II, End of Semester II, Middle of Semester III, End of Semester III, Middle of Semester IV, End of Semester IV.

4.	Tahfiz Coordinator	Target	3 ¾ chapters (QS. Al-Fatihah to QS. Ali Imran), 3 ¾ chapters (QS. An-Nisa' to QS. Al-An'am), 3 ¾ chapters (QS. Al-A' raf to QS. Hud: 45), 3 ¾ chapters (QS. Hud: 46 to QS. Al-Kahf: 74), 3 ¾ chapters (QS. Al-Kahfi: 75 to QS. Asy- Syu'ara), 3 ¾ chapters (QS. An-Naml to QS. As-Saffat), 3 ¾ chapters (QS. Shad to QS. An-Najm), 3 ¾ chapters (QS Al-Qamar s /d QS. An-Nas)
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Source: Documents of Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan

Implementation can run well with coordinated planning. In its implementation, Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan has done well; this is based on the results of observations of researchers when at the location found that there were various implementations of the planned Tahfiz learning program activities as described in the planning of the Tahfiz learning program went according to plan. Implementation of memorization deposits starting at 08.00 to 10.00 WIB and (repetition) muraja'ah activities after lunch from 13.30 to 14.00 WIB. An interpretation study was carried out after that, especially on Monday, from 14.00 to 15.00 WIB.

On another occasion, researchers also observed various Tahfiz learning programs and various supporting learning activities carried out at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan. Every Thursday and Friday from 08.00 to 12.00 WIB, Tahsin learning activities are carried out using the halaqah method, where each halaqah consists of 16-17 students. Then after a break for the prayer, 13.00 to 14.00 WIB is continued with muraja'ah activities. Especially on Thursday, from 14.00 to 15.00 WIB, supporting learning activities are carried out, namely the study of at-Tibyan fi Adabi Hamalatil Al-Qur'an.

Thus, based on the results of studies from various meetings, namely direct interviews and participant observation, as well as document archives, after the researchers carried out various data collection techniques, the implementation of Tahfiz learning program planning and Tahfiz learning support activities has been carried out in accordance with what was initiated and designed and planned by the leadership, Musyrif Tarbawi, and Tahfiz Coordinator. The implementation of programming and training is done by sorting out between individuals or workers according to the obligations and obligations carried out by everyone, both through learning plans to the goals to be achieved because of the learning system.

In coaching and mentoring Tahfiz Al-Qur'an at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan, he has always paid attention to various aspects so that the hope and goal of the Tahfiz institution is well achieved. This is manifested in the form of preparation, application, and follow-up. Leaders have full responsibility for the implementation and guidance applied to an institution. Likewise, this was also done by the Mudir Tahfiz and the Tarbawi Musyrif at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan. In its implementation, leaders do it in a persuasive way.

Table 3. Supporting Factors and Obstacles to Tahfiz Learning

No.	Source person	Aspect	Description
1.	Tahfiz Coordinator	Supporting factors	<p>The supporting factors for memorizing students can be by targeting memorization, and the environmental factors for memorizing students are also very influential in determining supporting or inhibiting factors. In understanding the supporting elements in the Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan, namely:</p> <ol style="list-style-type: none"> 1. Memorization Target 2. Memorization Environment 3. The climate is a desirable factor for students in defending the Al-Qur'an. A teacher must also have options to answer and provide answers for different conditions in different student climates.
2.	Tahfiz Coordinator	Obstacle Factors	<p>Practically speaking, (person responsible) Musyrifah also experiences many elements that thwart the arrangement of learning Tahfiz Al-Qur'an. Inhibiting factors are factors whose presence will interfere with efforts to achieve goals. Among the inhibiting elements are:</p> <ol style="list-style-type: none"> 1. Human Resources 2. Feelings of laziness, boredom, and boredom in students. 3. Narrow time to memorize because of solid activities.
3.	Tahfiz Coordinator	Solution of Obstacle	<p>Overcoming issues related to obstacles in the learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan, therefore several steps can be taken, including:</p>

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1. Educational competence and teaching methods, as well as holding training programs and developing Al-Qur'an memorization
 2. Motivate the students and provide rules for supervision
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Discussion

Planning a Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan

Teaching planning is a program on how to teach what has been formulated in the curriculum. Based on the 2013 Curriculum, the journal (Qasim, 2016), the learning process touches three domains, namely attitudes, knowledge, and skills, with the learning outcomes to be achieved to produce productive, creative, innovative, and effective students through strengthening integrated attitudes, skills, and knowledge.

Tahfidzul Al-Qur'an institution is a form of a religious institution that has characteristics specializing its learning in the field of Tahfidzul Al-Qur'an. The management is carried out with the old teacher (kyai) as the primary caretaker. The Tahfidzul Al-Qur'an Institute provides a learning curriculum focusing on memorizing the Al-Qur'an. This is done so that students can memorize all the verses of the Al-Qur'an properly and correctly, as well as maintain their memorization. The severity of the Tahfiz program that the students must face requires them to be able to maintain concentration and be full of patience in memorizing the verses of the Al-Qur'an (Fatmawati & Manajemen, 2019).

Some of these problems certainly demand the need to study the Al-Qur'an, especially learning to read the Al-Qur'an, so efforts are made to find solutions so that learning the Al-Qur'an becomes more accessible and desirable, leading to learning the Al-Qur'an. Fun and aims at the acquisition of a comprehensive understanding. Apart from reading the Al-Qur'an, it is also essential for children to be trained to memorize (Tahfiz) verses of the Al-Qur'an, both in part and in whole, for guidelines for worship, such as prayer, in addition to strengthening their memory (Ansari et al., 2020).

The planning of the Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan is carried out through deliberations, especially by including essential parts in an association, including mudir Tahfiz, musyrif tarbawi, Tahfiz coordinator, the person responsible (musyrifah), and teacher Tahfiz. In the coherence of this consultation, the principle of interest is used to provide various ideas, thoughts, and positive thoughts that can be applied in planning a Tahfiz

learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan.

The above statement is in accordance with the results of research in the journal (Kamaludin et al., 2020). The planning of learning Al-Qur'an Tahfizh in Islamic boarding schools begins with preparing a work plan for the next year by Mas'ul Tahfizh. This work program is structured as a reference/guideline for implementing learning Tahfizh of the Al-Qur'an. Learning planning is a series of systematic processes to achieve learning objectives effectively and efficiently through identifying problems, developing learning strategies and materials, and evaluating to determine what needs to be revised.

Thus, to achieve a goal or target must have careful settings. In regulatory systems, it is essential to investigate and discern evidence. In the actual investigation, a target's needs and conditions should drive the arrangement, likewise, with discriminating evidence. Recognizing several important focuses, including the ability of teachers, foundations, students, teaching climate, and vision and mission, will produce an arrangement that will make achieving a goal or objective easier. The deliberation that was held at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan was to include existing sections to achieve common goals and agreements.

According to the journal (Nurlaila, 2018) that the formation of quality human beings as the goal of education is inseparable from the learning process. This is because the essence of the educational process is learning. Learning is an arranged combination, including human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives.

The dynamic arrangement and strategy of Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan is completed through thought; the workforce involved has full awareness of other people's expectations. Moreover, assume the working part. The dynamic state seen by an individual will affect the achievement of a choice. Once someone is in a dynamic situation, he will take steps to consider, dissect, make estimates, and make decisions about other options.

Mudir Tahfiz (leader) must have the choice to put this worldview into several core values that enable coordinated efforts among pioneers and educators, including logical ones; executed on purpose, with consent; great collaboration between training and instructor helps; instruct concerning proficient, reasonable increase; as indicated by the conditions of the instructor requirements, reformers; done piecemeal, inventive; trying new things, creating a sense of security for educators and, providing opportunities to assess with mentors and instructors.

Thus, by activating and strengthening the role of the Tahfiz alam leader in directing and inspiring students to memorize the Al-Qur'an, this should be made possible by; 1) increasing the volume and strength of direct association of Tahfiz educators and assisting students to consistently (istiqamah), 2) increasing the capacity of teachers in directing and encouraging students, 3) selecting more Tahfiz educators through honesty is a significant requirement in directing the system. So synopsis, teaching completed by Musyrif Tarbawi for teachers, encourage an environment for cycles and learning outcomes through a series of educator improvement efforts that occur directly so that the usual goal is the development of highly polished skill attitudes in each development. Moreover, an educator is rare.

According to the statement in the journal (Nurhidayah et al., 2021) that memorizing the Al-Qur'an has been a necessity for Muslims throughout the ages. A society without huffaz (memorizers) of the Al-Qur'an will be devoid of the lively atmosphere of the Al-Qur'an. Therefore, at the time of Rasulullah, the memorizers of the Al-Qur'an would have a unique position. Without memorizing the Al-Qur'an and practicing it, Muslims will not regain their izzah. The Prophet Muhammad advised Muslims to continuously maintain and maintain the authenticity and purity of the Al-Qur'an by memorizing and reading it every time to maintain its authenticity and purity.

According to Zaki Zamani and Syukron, it is infallible in journals (Diyanti, 2022), and memorizing at a practical level is reading orally. So that it creates memories in the mind and penetrates the heart to be practiced in everyday life; the meaning of memorizing, in reality, is repeatedly reading so that you memorize from one verse to the next, from one letter to another.

Furthermore, the planning of the Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan includes all associations in planning with deliberation. The preparation of the learning framework by deliberation is also called participatory arrangement. Participation, according to Santoso in the Journal (Herman, 2019) mental involvement or thoughts or morals, or feelings in a group situation that encourages to contribute to the group to achieve goals and take responsibility for the business concerned. So, the participatory arrangement is an arrangement that includes all components to deal with the problems faced in full to achieve ideal conditions.

Preparation of appropriate planning in the journal (Putrianingsih et al., 2021) that learning planning is the result of a thinking process, meaning that a learning plan is prepared not haphazardly but is prepared, taking into account all aspects that might influence it in addition to being prepared to take into account all available resources that can support the success of the

learning process.

Thus, by immediately convening a gathering of all parties in the organization at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan, the impact of participatory planning is to move away from control and increase the value of originality from drawing up plans, the more numbers that are included, the better.

Abe stated that the direct contribution of the "local area" in the arrangement specifically influences participatory arrangement; 1) to avoid control, local area inclusion will explain what the local area needs. 2) Increase the value of the originality of the arrangement details; the more numbers entered, the better. 3) Increase public awareness and political capability.

Utilizing participatory arrangements is indispensable for every organization, including educational institutions. In addition, one of the Islamic education organizations is the Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan. The usual consequence of this condition is the creation of learning focused on a multi-learning framework, attention, and awareness which shows the task of providing or changing information to students. However, more than that, this movement is also expected to be a work to encourage and develop. The character of students with prowess in science and goodness in ordinary or moral matters.

Thus, the planning of the Tahfiz Al-Qur'an learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan is a form of planning the Tahfiz learning program which can be classified in the form of daily, weekly, and monthly program planning. The planning of the Tahfiz learning program is a form of stages that have the highest achievements in accordance with the vision, mission, and objectives of the Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan.

According to Rahmawati, the success of the tahfiz program should be chosen by the technique that can be used by each person the most. Even if you have to copy other people's steps, it will be beneficial in finding the most appropriate technique to use. Al Ghautsani explained that a holy place also influences the quality of our memorization (Mudinillah & Aprilia, 2022).

Implementation of the Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan

The implementation of the Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan is well implemented in activities that support the achievement of goals. The arrangements made before the start of the new school year that have been arranged are sufficient to

meet the norms and needs of the Tahfiz learning system, one of which is a plan that has been prepared, which includes most of the activities of the Tahfiz learning system.

According to Abdul Madjid in the journal (Wijaya et al., 2021), Learning is an effort to teach a person or group of people through various efforts and various strategies, methods, and approaches toward achieving the goals that have been planned. Learning is a relatively permanent change in behavior resulting from repeated practice, learned, not taught.

The above is Idem's opinion in the Journal (Halik, 2012) that the implementation of education is also heavily influenced by environmental (demographic) factors, so this factor is also significant to consider. As for the position of the method in the world of education and teaching, namely: 1) The method is a means of extrinsic motivation, namely as a means of stimulation from the outside that can arouse student learning. 2) The method as a teaching strategy is mastering presentation techniques in teaching so that it runs effectively in achieving goals. 3) The method as a tool to achieve the goal, namely as a lubricant for the teaching path towards the goal.

Education aims not only to transfer knowledge but also to transfer value, meaning that education transmits knowledge through developing personality traits. The importance of character education to be immediately developed and internalized, both in the world of formal education and in non-formal education, is, of course, justified because it has a noble enough purpose for the provision of life for students so that they are always ready to respond to all the dynamics of life with full responsibility. (Umj, 2019).

The implementation of the Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan with the scheduling of various programs and activities ranging from daily implementation programs, weekly implementation programs, and monthly implementation programs is all a form of optimization in implementing the Tahfiz learning system always encouraged by students.

The Tahfiz teacher conveyed the same thing. The supervisor also tested the memorization of each student to complete their memorization per juz. The test was carried out with one perfect juz of tasmi' students, then testing by randomizing the verse number, page number, verse position, and connecting the verse. Then if the students have passed five juz tested by their halaqah (An educational process in which pupils assume positions circling the teacher) supervisor, a public test is carried out by confirming their memorization as a whole; likewise, when memorization has reached ten juz and so on.

The implementation of the Tahfiz Al-Qur'an learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan has been carried out well with the existence of a coordinated plan, by what was initiated and designed and planned by the planning of learning programs and supporting activities Tahfiz learning by the head of the Tahfiz Al-Qur'an Al-Fityan Medan institution.

Evaluation of the Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan

Evaluation is the final activity taken by initiatives in authoritative associations to guarantee that the hierarchical and board goals are achieved (Huberman, 1992). Tahfiz teachers at (boarding school) Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan conducted tests on students as a form of evaluation carried out to assess students' memorization. The test is in the form of a rote exam held once a month.

According to the journal (Mas'udi, 2014) that one of the teacher's roles as an evaluator needs to have skills in assessing students objectively, continuously, and comprehensively. A teacher must evaluate his students. In evaluating each teacher as an educational director, it is necessary to pay attention to the techniques and procedures in education to achieve the expected goals and evaluation functions. The steps in evaluating a child or a group of children need planning, data collection, data assessment, data processing, and interpretation of the data that has been collected so that decisions can be made to be able to report to educational institutions, parents, and the community about the progress of each student.

Evaluation of the learning system here is the result of student learning, where learning outcomes are the abilities possessed by students after carrying out the learning process, which is marked by changes in behavior and can be measured through tests which can be shown in the form of numbers or grades. According to Susanna (Hotimah, 2020), learning outcomes are abilities students possess after they receive their learning experience, or in essence, learning outcomes are usually shown in the form of values or numbers. So student learning outcomes can be known through assessment and evaluation.

Therefore, according to the results of the interviews, this study concluded that the evaluation of the Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan uses 3 (three) structures, namely:

- 1) Introduction Evaluation
- 2) Procedure Evaluation

3) Feedback Evaluation.

Evaluation of feedback is the provision of teacher feedback. The teacher is also expected to be careful in providing improvements or corrections. The teacher is expected to provide feedback in the form of words that build or inspire enthusiasm so as not to cause pessimism, lack motivation, or lack self-esteem because they always get the teacher's rebuke (Pertiwi, 2020).

CONCLUSION

Planning a Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan is planning a Tahfiz learning program. The dynamic arrangement and strategy of Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan is completed through thought; the workforce involved in it has full awareness of other people's expectations by determining the goals to be achieved in learning both in terms of memorizing, understanding, mastering and practicing them.

The implementation of the Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan with the scheduling of various programs and activities ranging from daily implementation programs, weekly implementation programs, and monthly implementation programs are all forms of optimization in implementing the Tahfiz learning system always encouraged by students.

Evaluation of the Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan is an internal evaluation. Internal evaluation is an assessment carried out by the field's top in the actual association. The assessment must be completed by the highest authority itself.

Supporting factors in the Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan are the memorization targets given to the students, the environment which is not in the middle of the city. Hence, it is pretty far from the crowd, also the existing infrastructure support. The obstacle is from educators, namely the lack of Tahfiz teachers, while from students, namely the appearance of laziness and boredom in attendance, as well as various activities that leave little time for students to memorize the Al-Qur'an. Thus, the solution to overcome the various obstacles that exist in the Tahfiz learning system at Ma'had Tahfiz Maryam Al-Khol Al-Fityan School Medan is to provide training programs and develop educational competencies and teaching methods as well as Al-Qur'an memorization, procuring implementation of supporting activities such as study tours, musabaqah hifzil-Qur'an, tasmi', and i'tikaf once a month, always motivating students to memorize the Al-Qur'an, and strict supervision of students.

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