PRINCIPAL'S STRATEGY IN MANAGING TAHFIZ LEARNING

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Abstract	This study aims to explain the principal's strategy in developing Tahfiz Qur'an learning at MI Miftahul Ulum Ringinlarik. Data sources were obtained from teachers, students, and vice curriculum at MI Miftahul Ulum Ringinlarik. Observation, interviews, and documentation carry out data collection techniques. The MI Miftahul Ulum Ringinlarik observation stage was carried out in January 2023 and finished in February 2023. During the interview, principals, managers, teachers, and students were respondents at MI Miftahul Ulum Ringinlarik. At the Documentation stage, activities, lesson plans, and syllabi have been collected to become data on the strategy of managing the Tahfiz program as a flagship program at MI Miftahul Ulum Ringinlarik. Data analysis was carried out with the stages of data reduction, data presentation, conclusion, and verification. The study results show that the school principal's role in managing the Tahfiz program at MI Miftahul Ulum Ringinlarik is carried out by implementing a cluster system known as the madrasa system, which is carried out intensively. The principal's strategy in managing the Tahfiz program at MI Miftahul Ulum Ringinlarik is carried out by setting significant goals and analyzing the current conditions and situation at the planning stage. To support the implementation of the Tahfiz program, school principals make improvements to teaching staff, school facilities, and infrastructure and monitor program implementation. Evaluation of program stages at the end of the school year with establishing standards and methods for measuring teacher performance, comparing results with established standards/targets, and taking corrective action by identifying supporting and inhibiting factors.
Keywords	Principal's Strategy, Tahfiz Program, Miftahul Ulum Ringinlarik

INTRODUCTION

The study of Tahfiz Al-Qur'an is very significant to be developed. Many Islamic educational institutions in Indonesia are currently promoting and developing Al-Qur'an Tahfiz programs. This shows the high enthusiasm of the Indonesian Muslim community to memorize the Al-Qur'an and make their children learn the Al-Quran. This trend is also a sign of progress in Islamic education. However, remembering the Koran is not new for Muslims because memorizing the Koran has been going on for a long time in Islamic boarding schools (Zulina & Fikri, 2021). Based on preliminary observations, MI Miftahul Ulum Ringinlarik is an Islamic education institution with a strategic program, namely the Tahfiz program. It is hoped that the establishment of this pesantren will become a vessel for the next generation to love the Qur'an and cultivate good morals in daily life (Hidayatullah & Saifuddin, 2021). In connection with this program, the role of the principal in managing Tahfiz is expected to significantly influence the continuity of the Al-Qur'an memorization learning process held at MI Miftahul Ulum Ringinlarik. This program of memorizing the Al-Qur'an is mandatory for all students, especially those who still need to complete juz 30. Because MI Miftahul Ulum Ringinlarik is an educational institution with an Islamic perspective, all graduates are expected to memorize the Al-Qur'an at most minuscule one juz. Still, some can learn more than one juz.

The Tahfiz program is a flagship program at MI Miftahul Ulum Ringinlarik because a lot of people today want their children to behave well and have an Islamic character, so many parents send their children to schools with Islamic nuances, such as schools that hold the Tahfiz Tahsin program and others. With the Al-Qur'an memorization program, children will know better what to do and what to leave behind, and they will understand more about the religion of Islam because everything in this world is definitely in the Al-Qur'an. Koran. Especially now that many children are competing to memorize the Al-Quran to benefit themselves and society. The management of MI Miftahul Ulum Ringinlarik formulated that it was essential to open the Tahfiz program to become a flagship program to answer the community's needs. The committee, principal, and managerial strategies approved the formulation. The methodology for implementing the Tahfiz flagship program at MI Miftahul Ulum Ringinlarik is that at the beginning of each school year, school leaders and Tahfiz Quran teachers meet to develop plans for the Tahfiz Quran program. The initial planning at MI Miftahul Ulum Ringinlarik was to set targets or objectives for the Tahfiz Quran program.

It begins with the hafiz Quran teacher conducting an analysis of students' abilities to achieve these targets or goals. Grouping students makes it easier for Tahfiz teachers to teach in class. By grouping students, Tahfiz teachers can adjust their students' teaching strategies. Of course, it is conducive for students to understand every Al-Qur'an lesson. Tahfiz Quran teacher at MI Miftahul Ulum Ringinlarik approaches students in general and specifically. Proximity is generally done by providing general motivation to all students. Meanwhile, a unique approach is used for students who need help understanding, especially in memorizing the Al-Qur'an individually. Evaluation at MI Miftahul Ulum Ringinlarik is carried out under the supervision of the school principal to see progress or obstacles in implementing the Tahfiz Quran program. Based on observations, the evaluation included: The teacher's teaching strategy, The quality of the teacher's and students' Al-Q reading, The use of tan between Tahfiz Quran and the character of students, Parallels in the learning progress, and Students in memorizing.

The Tahfiz education system has three groupings: the halaqah system, the madrasah system, and the man's plan. The three methods have their advantages and disadvantages. As the Tahfiz learning system implemented at MI Miftahul Ulum Ringinlarik is the madrasa system, the implementation of the madrasa system implemented at MI Miftahul Ulum Ringinlarik, which is divided per class with one Tahfiz teacher and one accompanying teacher. In this particular Tahfiz program, the principal implements the targets that must be achieved by students, including students can succeed academically and non-academically, students can become reliable and independent students, students can memorize juz 30 at the bell at MI Miftahul Ulum Ringinlarik. Each activity must have management that regulates the course of these activities and the world of education (Machmud et al., 2021), which are activities in the world of education. There will also be management that regulates these activities with a different system. Likewise, in implementing the direction of the Tahfiz Quran program at MI Miftahul Ulum Ringinlari, several obstacles prevented the achievement of the Tahfiz program objectives. Barriers often experienced in implementing Tahfiz program management include the difficulty of teachers and students in managing time and determining learning strategies. Parents and students often feel bored/bored when memorizing difficult verses in the Qur'an. However, some of these obstacles did not become a barrier to achieving the goals of the Tahfiz program. Instead, they became a challenge for all MI Miftahul Ulum Ringinlarik elements.

Based on preliminary observations, MI Miftahul Ulum Ringinlarik is an Islamic education institution with a particular program, namely the Tahfiz program. It is hoped that the establishment of this pesantren will become a vessel for the next generation to love the Qur'an and cultivate good morals in daily life (Hidayatullah & Saifuddin, 2021). In connection with this program, the role of the principal in managing Tahfiz is expected to significantly influence the continuity of the Al-Qur'an memorization learning process held at MI Miftahul Ulum Ringinlarik. This Al-Qur'an memorization program is mandatory for all students, especially those who still need to complete juz 30. Because MI Miftahul Ulum Ringinlarik is an educational institution with an Islamic perspective, all graduates are expected to memorize the Al-Qur'an at most minuscule one juz. Still, some can remember more than one juz. Based on this background, the researcher was motivated to research the "School Leadership Strategy in Managing the Tahfiz MI Miftahul Ulum Ringinlarik Program." Based on the experience above, the research focus is as follows: 1) How is the management plan for the Tahfiz Quran program at MI Miftahul Ulum Ringinlarik? 2) How is the implementation of the management of the Tahfiz Quran program at MI Miftahul Ulum Ringinlarik? 3) What obstacles are often experienced in implementing the Al-Quran Tahfiz program at MI Miftahul Ulum Ringinlarik? This study aims to analyze the role of school principals in developing learning programs. In this study, the learning program analyzed was the Tahfiz Qur'an program. Based on this description, this study aimed to investigate the role of the school principal in managing the Tahfiz Qur'an as one of the leading strategies for managing learning programs. How significant is the influence of the principal's management role on the development of learning programs? What policies are adjusted by the principal to develop the strategy? Because so far, previous studies have assessed the management of the Tahfiz Qur'an globally. That means setting the school management of the Tahfiz program, not personally like the role of the school principal. The author hopes that this research can be carried out and is expected to provide benefits both theoretically and practically: Theoretically, the authors hope that this research can add to the body of knowledge and become one of the theoretical references in implementing the principal's strategy in improving the quality of education through the Tahfiz program. Meanwhile, practical benefits for the school concerned and other schools are that it can help develop Islamic education practices, both institutionally, regionally, and nationally (Kalafateli et al., 2017).

Many research results were presented and discussed about Tahfiz Qur'an in schools. In addition, so many studies examine the implementation and management of the Tahfiz Qur'an in the learning process. Still, minimal research is available that discusses the role of school principals in managing the Tahfiz Quran program. Most cases in the study only discuss the benefits of the Hafidz Qur'an program as a flagship program in schools, but this research also looks at the role of the school principal so that the Hafidz Qur'an program can be implemented in these schools. The principal is the main head of the school. In the parable of a car, the principal is the driver who controls the vehicle's direction.

Moreover, MI is a school with essential Islamic learning; it cannot be denied that the Al-Qur'an is one of the critical materials that must be studied at MI. This research shows the comprehensiveness of school principals and the artistic side of being a school principal and manager that other studies have never discussed. Under these conditions, this study will discuss the role of school principals in managing Tahfiz Al-Qur'an as the primary strategy for learning the Qur'an in schools. Relevant research has been carried out (Rustiana & Ma`arif, 2022), with the results showing that in the Tahfiz Qur'an program, good management is carried out in supporting each program implementation process by following the goals and objectives set. Then research (Na'ma, 2021), with the results of the research that has been done, obtained data that the management of the flagship Tahfiz Qur'an MI Nurul Huda program has three stages, namely the planning, implementation, and evaluation stages. Then research (Dewi, 2018), The research results showed that success had been achieved. Many students reach the memorization target, exceeding it and focusing on graduating from the three-juz target for level 3; it has undoubtedly reached 80%. Then research (Hariawan & Hakim, 2017), with the results of superior program research to develop various potential students (santriwan/santriwati) apart from the Tahfiz program, also equips students with expertise in the fields of religion and science, mastery of foreign languages, and skills in the field of information and communication technology. Other relevant research was conducted (Karim, 2022), with the research results showing that the management of the Tahfiz Al Qur'an program begins with organizing, motivating, monitoring, and evaluating. Increasing learning, human resources, facilities, and infrastructure are constantly being improved to support the success of students who are innovative, courteous, skilled, Qur'anic, and insightful (INSAN TAQWA). Of the five relevant studies, there are differences with this research, including that this research is focused on looking at the role of school principals in developing the Tahfiz Qur'an learning program, especially at MI Miftahul Ulum

Ringinlarik.

METHOD

Data analysis in qualitative research is carried out during data collection and after data collection in a certain period. Every researcher needs to keep several essential elements in qualitative data analysis in mind in data analysis activities: data reduction, presentation of data, and conclusion (Wildan et al., 2016). This research is qualitative in nature with a case study approach by analyzing the strategies applied by the principal in managing the Tahfiz flagship program at MI Miftahul Ulum Ringinlarik. Data sources were obtained from teachers, students, and vice curriculum at MI Miftahul Ulum Ringinlarik. Observation, interviews, and documentation carry out data collection techniques. The MI Miftahul Ulum Ringinlarik observation stage was carried out in January 2023 and finished in February 2023. During the interview, principals, managers, teachers, and students were respondents at MI Miftahul Ulum Ringinlarik. At the Documentation stage, photos of activities, lesson plans, and syllabi have been collected to become research data. Data analysis was carried out with the stages of data reduction, data presentation, drawing conclusions, and verification. Researchers reduce data by selecting data findings that are in accordance with research needs. In the concluding stage, the researcher critically analyzed the strategies applied by the school principal in managing the Tahfiz flagship program at MI Miftahul Ulum Ringinlarik with relevant theories. The final stage is data verification. In addition, researchers also juxtapose it with several journal studies.

FINDINGS AND DISCUSSION

Findings

The results of the research have been explained that the results of this research analysis lead to efforts to find research findings that are guided by the focus of the research previously mentioned. Based on the description of the research results above, the findings that can be put forward regarding the Principal's Strategy in Managing the Tahfiz MI Miftahul Ulum Ringinlarik Program located in Kebonluwak Village, Ringinlarik, Musuk, Boyolali, Central Java 57331, obtained findings that can be seen in Table 1.

Table 1. Principal's Strategy in Managing Tahfiz Learning

No.	Planning	Implementation	Evaluation	Supporting & Inhibiting Factors
1.	Develop targets or goals for the Tahfiz Quran program	Improvements to the teaching staff, school facilities, and infrastructure.	Establish standards and methods for measuring teacher performance	Teachers and students are constrained to manage time and determine learning strategies
2.	Analysis of student abilities	Ensure that staff in carrying out the guidelines must be correct and directed towards the goals that have been set	Measuring teacher performance	For students who are constrained to overcome boredom when memorizing difficult verses in the Qur'an
3.	Student grouping	The principal monitors the targets that must be achieved by students, including students who are required to memorize juz 30 during the bell at MI	Compare results with established standards/targets	For parents who are constrained by facing child saturation, the child's mood sometimes decreases
4.	Determination of teaching strategies	Provide motivation to all teachers, parents, and students regarding the Tahfiz Quran program	Take corrective action by identifying supporting and inhibiting factors	The supporting factors are per class with one Tahfiz teacher and one accompanying teacher

School leaders and Tahfiz Quran teachers meet in the planning stage to develop plans for the Tahfiz Quran program. This is done at the beginning of each school year. The initial planning at MI Miftahul Ulum Ringinlarik was to set targets or objectives for the Tahfiz Quran program. Achieving these targets or goals begins with the hafiz Quran teacher analyzing students' abilities. Grouping students makes it easier for Tahfiz teachers to teach in class. By grouping students, Tahfiz teachers can adjust their students' teaching strategies. Of course, it is conducive for students to understand every Al-Qur'an lesson.

At the implementation stage, in this particular Tahfiz program, the principal implements targets that must be achieved by students, including students can achieve academically and non-academically, students can become reliable and independent students, students can memorize juz 30 during the bell at MI Miftahul Ulum Ringinlarik. The learning process begins with the Tahfiz teacher giving an exemplary example when starting learning by first coming to a place of learning

dressed neatly and having performed ablution beforehand. Students follow the activities carried out by the teacher. They can be orderly in learning, that is, using students sitting in their respective seats in a state ready to receive learning. After that, the teacher gave instructions. The step-by-step briefing is divided into three stages:

1. Provide enthusiasm, motivation, inspiration, or encouragement so that awareness and willingness of pets to work correctly arises. This action is also called motivating.

2. Guide an action instance or example control. This action is also called directing, which includes several actions, such as making decisions, breaking communication between leaders and staff, selecting people who become group members, and improving staff attitudes and skills.

3. Directing or ordering is done by giving correct, precise, and firm instructions. All suggestions or instructions to staff in implementing these guidelines must be clearly given so that they are carried out correctly and are directed towards the goals that have been set. The head of MI, Miftahul Ulum Ringinlarik, always motivates all teachers, parents, and students regarding the Tahfiz Quran program.

The evaluation stage at MI Miftahul Ulum Ringinlarik was carried out under the supervision of the school principal to see progress or obstacles in implementing the Tahfiz Quran program. Based on observations, the evaluation carried out included the teacher's teaching strategy, the quality of the teacher's and students' Al-Q reading, the use of tan between Tahfiz Quran and the character of students, and parallels in the progress of learning and Students in memorizing. As for the supporting factors, the Tahfiz learning system implemented at MI Miftahul Ulum Ringinlarik is the madrasa system, the implementation of the madrasa system implemented at MI Miftahul Ulum Ringinlarik, which is divided per class with one Tahfiz teacher and one accompanying teacher. The researcher found that Tahfiz activities at MI Miftahul Ulum Ringinlarik used Chapters Amma or Mushaf for the Tahfiz Qur'an program and several books supporting the material (Makharijul Arabic letters and rules for reading the Qur'an). The event is held every Monday to Saturday with the following schedule distribution:

Table 2. Tahfiz Qur'an Schedule

Day	Time	Grade
Monday	12.30-13.30	1
Tuesday	12.30-13.30	2
Wednesday	15.30-16.30	3
Thursday	15.30-16.30	4

Friday	15.30-16.30	6
Saturday	15.30-16.30	5

Likewise, in implementing the management of the Tahfiz Quran program at MI Miftahul Ulum Ringinlarik, the inhibiting factor is that several obstacles hinder the achievement of the goals of the Tahfiz program. Constraints that are often experienced in the implementation of Tahfiz program management include:

1. The most prominent obstacle for teachers is managing time and determining learning strategies.

2. For students, the obstacles are similar to those of teachers. Ability to manage time between studying general subjects and Tahfiz and overcome boredom/boredom when memorizing difficult verses in the Qur'an.

3. For parents, the obstacle is facing the child's saturation; the child's mood sometimes decreases. Some of the obstacles above, which did not become a barrier to achieving the goals of the Tahfiz program, actually became a challenge for all elements at MI Miftahul Ulum Ringinlarik.

Discussion

Tahfiz Al-Qur'an person is a person's effort to maintain, pursue, and memorize Al-Qur'an so that it does not disappear from memory by always reading it and keeping its memorization continuously (Zulkipli et al., 2022). Tahfiz Al-Qur'an is a way to maintain, retain, and weaken the purity of Al-Qur'an that Allah Almighty passed down to Prophet Muhammad SAW outside the head so that there are no changes and falsehoods and can keep oneself from forgetfulness both in whole and part (Riduan et al., 2016).

To develop a plan, one must refer to the future (forecast) or determine the effect of cost and profit distribution, set goals or results, develop a strategy to achieve the final goal, and develop and set some priorities program that the order of strategies, budget costs, or locate resources, also establish work procedures with new methods. Develop policies in the form of rules and regulations (Shobandi, 2022). These steps so do work for planning the Tahfiz Qur'an program at MI Miftahul Ulum Ringinlarik.

As a national policy, school principals have several characteristics that must play a role. The principal is an educator, manager, administrator, supervisor, leader, motivator, and entrepreneur. This means that school principals must multitask to understand (Nur'aini et al., 2022). Principals

must be competent in the field of education. The principal is an educator leader because the principal is not competent in educating or educating; he cannot assess the educational climate and make the right decisions if there are problems in the educational process. As a leader, the principal must lead every program and activity held by the school (Taufan & Mazhud, 2016).

In this study, the role of the principal as a leader gets a substantial portion. Developing the Tahfiz Quran program requires multi-role action from Fatah principals (2014). The principal must lead the development process; besides, he has to be a supervisor to oversee the program's implementation; he has to be the manager who manages all the developing program plans. The principal also acts as a motivator when educators in the Tahfiz Qur'an program lose motivation to present the best learning materials or when teachers in the Tahfiz program experience problems in the learning process (Sucipto, 2020).

Based on the results of interviews with several teachers, this principal always seems to give the best attention to the Tahfiz program. This can be reflected in the teacher's statement that the principal always protects and tries to make the Tahfiz Qur'an flagship program so it always develops well. With this statement, it can be illustrated that the principal takes on a portion of his role as a leader, a manager, a motivator, an educator, and a supervisor. The principal manages the development of the Tahfiz Qur'an through various strategies (Noor, 2022). The school principal approaches teachers and students personally when several teachers or students face problems in the Tahfiz Qur'an program. That is not the end; the principal will mediate with people with problems and find win-win solutions. This will help teachers and students feel comfortable with the conditions, and the learning process will not interfere.

The impact of the Tahfiz Qur'an on school members is more synergized to create education that can compete in general science and religion (Amalia, 2017). Implementing the Tahfiz Qur'an program also makes it a habit for students to memorize and practice the contents of the Qur'an; besides that, students also become more enthusiastic because they feel valued for every achievement they can achieve in memorizing verses of the Qur'an. Qur'an (Zulina & Fikri, 2021). The competitive attitude of students is also formed because they feel encouraged by the achievement of memorization by other students. Regarding observation time, researchers found that school principals sometimes took the time to participate directly in the Tahfiz Qur'an learning process. This can trigger the enthusiasm of teachers and students (Assegaf, 2020).

Based on the results of the principal's interview, several strategies can be determined to be used by the principal to develop the Tahfiz Qur'an program. The strategy drawn up by the principal can be shown as follows:

1. Set a significant goal.

    Knowing the goal will make it easier to take steps to achieve the goal. This step is related to the needs of the madrasah and the goals to be achieved. In this step, the principal conducts a comparative study with other schools, looking at the methods and ways of implementing the Tahfiz Qur'an program. Furthermore, the principal will adopt several methods or ways considered appropriate and can be applied in schools.

2. Analyze the current conditions and situation.

    The current situation needs to be considered before planning is done; then, the ability of this school is measured from all components that exist systemically Wahyuni & Syahid (2019). The principal added several strategies that still need to be created to improve student memorization programs to make them better. As for some of the policies implemented by school principals related to the Tahfiz Quran program, there will be a special report card for the Tahfiz program, which is separate from the Madrasa report card for students so that it is more specific for students—memorized so that students can apply the meaning content in everyday life. Another plan in the field of Tahfiz is to follow the students' competence to encourage their memorization so that they are more advanced and motivated.

3. Deliver program planning and strategy program to all participants.

    The following strategy carried out by the principal was to convey the program planning that he had designed. This is intended so that all elements of program participants can understand the ultimate goal of the program and can provide optimal support for program implementation. A plan will only take the form of a plan if it is not executed. Implementing a plan can, of course, only be carried out if all the elements involved in the plan can understand the matters contained in the plan. You must understand the plan's contents to participate in the planning component.

4. Monitor program implementation

    Many alternatives have been developed to be used as a strategy in advancing the Tahfiz program, including discussions with educators regarding the application of methods obtained from the results of comparative studies with other madrasas, assessing the ability

of students in madrasas to see if the method is suitable to be applied and implemented in this madrasa, increasing student motivation and understanding the characteristics of each student so that the method used can be by the characteristics possessed. As the person in charge of implementing each school program, the principal must have a continuity and development strategy that is applied to a program. The survival strategy the principal at MI Miftahul Ulum uses is to hold the Tahfiz Qur'an program consistently. The development strategy by MI Miftahul, Head of Ulum, makes the Tahfiz Qur'an program the school's flagship program so that it is used as the primary point in school marketing. This has a positive impact on the development of the Tahfiz Qur'an program because, with the increasing number of enthusiasts in the Tahfiz Qur'an program, schools are also required to continue to make improvements to various program components such as increasing teacher competition, improving learning facilities, and improving the learning system (Mutaqin et al., 2021).

The flagship program is implemented by including or involving all madrasah members, including teaching staff, homeroom teachers, and students. However, for implementing the Al-Qur'an memorization program, the mandate is for educators who are competent in their fields. It is appropriate if one class is held by only one educator, unlike subject educators who must take turns. The organizing process is carried out by dividing tasks, authorities, and responsibilities in detail based on their respective sections and fields to establish a synergistic, harmonious, and rhythmic working relationship in achieving mutually agreed goals.

The learning process begins with the Tahfiz teacher giving an exemplary example when starting learning by first coming to a place of learning dressed neatly and having performed ablution beforehand. Students follow the activities carried out by the teacher. They can be orderly in learning, using students sitting in their respective seats in a state ready to receive learning. Furthermore, the teacher gives directions to students in class. The directing function cannot be separated from other management functions. The functions of directing and implementing in other provisions are motivating (generating motivation), directing (giving directions), influencing (influencing), and governing (giving commands or commands) (Hidayat & Syam, 2020).

Character is innate from the heart, soul, personality, ethics, behavior, manners, temperament, and character. Character shows how a person is immortalized and closely related to personality. That behavior and actions are based on applicable moral rules (Zubaedi, 2011). The character will be used as a benchmark for someone's worthiness. At present, character development is a matter of great concern to various circles. I realized that intelligence, no matter how high, without being accompanied by good morals, will only bring destruction. Internal factors and external factors influence these characters. Internal factors are influenced by everything and anything on their own, both in students and schools. At the same time, external factors come from outside themselves.

Five things are included in internal factors that can affect the character. The first thing is Instinct. *Instinct* is a trait that can develop actions that convey goals by thinking ahead of those goals and not being preceded by practicing those actions. The second thing is Custom or Habit. What is meant by habit is an action that is constantly repeated so that it is easy to do. So, it can be understood that by repeating a behavior continuously, the behavior can become a part of a habit of itself. Third, there is will or desire. Willpower is the will to carry out all ideas and all that is intended, even if accompanied by various obstacles and difficulties. However, sometimes it wants to avoid submitting to these obstacles. The benefit of will or desire is being serious about doing something; the desire to behave well needs to be encouraged to realize it. Fourth, there is an inner voice or conscience. Conscience functions to warn of the dangers of doing wrong and try to prevent it, as well as the urge to do good. In humans, there is a conscience that can make decisions to do good and avoid evil deeds. Fifth, there are Descendants. Heredity is a factor that can influence human action. In heredity, two kinds of things can be passed on from parents to their two children, namely physical characteristics, such as the strength and weakness of the muscles and nerves of parents, which can be passed on to their children, and then spiritual characteristics, namely the weakness and strength of instincts, which other people can also transmit.

While the external factors are educational factors and environmental factors, education has a significant influence on the formation of character. Education is to mature the human personality so that behavior is by the education that humans have received, both formal, informal, and non-formal education. Education is used as a means or place to practice and obtain information about the character, so it is considered significant if it is used to form

character. The environment encompasses living things, such as plants, the state of the soil, the air, and the interactions of human life which are always in contact with other humans or the natural surroundings. Then the environment is divided into two parts. First is the material environment. Nature that surrounds humans is a factor that influences and determines human behavior. For example, the surrounding physical environment, such as the natural environment, namely abiotic and biotic elements, except humans. Second, the social environment is spiritual. Someone who lives in a suitable environment can directly or indirectly form a good personality. So, by choosing the right place or environment, you can determine the personality or character that will emerge. The hallmark of the Greek language is "to mark" (to focus) on applying good values in actual actions or pan daily life. Tahfiz Quran teacher at MI Miftahul Ulum Ringinlarik approaches students in general and specifically. Proximity is generally done by providing general motivation to all students. Meanwhile, a unique approach is used for students who have difficulty understanding, especially in memorizing the Al-Qur'an individually. By frequently reading the Qur'an, the expected character of this Tahfiz program is that students love the Qur'an and can apply it in everyday life (Anggraini, 2022).

5. Evaluate the program

Management always starts with planning and ends with controlling. The planning of the Tahfiz Qur'an program has been explained in the previous section, as well as the organizational strategy and actions taken in implementing the program. The last part is control. Control is carried out by evaluating the implementation of the program. The monitoring process will determine what must be achieved, namely the standard and what must be done. Namely, implementation, assessing implementation, and, if necessary, making improvements so that implementation follows the plan or by standards (Hasibuan, 2016). The process of supervision or evaluation through the following steps of supervision, steps: 1) Establish standards and methods of measuring performance, establish standards and methods of measuring this work, including standards and measures in various respects, both targets and up to attendance and safety records workers, in order to influence the standards that must be accepted by the individual concerned. 2) Measuring performance, performance is a continuous process or must be carried out continuously. Performance against standards should ideally be measured on a foresight basis so that deviations that may

not occur from the stand can be caught early. 3) Comparing performance with standards, namely comparing the results measured with the targets or standards set. If the performance is below par, then everything will run under control. 4) Take corrective action; corrective action is taken if performance is below standard and analysis indicates the need for action. This can be in the form of changes to one or more activities in the organization's operations or standards previously set by (Siswanto, 2005).

The evaluation consists of two methods. The first method is a direct evaluation which is carried out by distributing questionnaires to parents of students. The results of the questionnaire are an illustration of the level of satisfaction of parents/guardians with the implementation of the program. Are the results of program implementation to the expectations of parents/guardians, or are they still far from what was expected? In addition, the questionnaire results were also used as a reference to whether the program positively impacted students' attitudes and level of understanding of religion. Direct evaluation was also carried out on teachers by distributing questionnaires containing performance achievement indicators. This is used to measure whether the program's implementation is by the planning carried out. Are the results obtained by the achievement indicators mentioned in the initial planning? Because the achievement conditions will be used as the basis for management improvement in the future.

The second evaluation is an indirect evaluation. Indirect evaluation is done by looking at student progress. Can the Tahfiz Qur'an program increase students' motivation to understand the Qur'an? Is there a significant difference in student behavior according to the guidance in the Qur'an verses? Indirect evaluation is also carried out by reflecting on the program's progress compared to the previous period. Evaluation is the basis for further management planning.

6. Identify supporting and inhibiting factors

The supporting factor for the Tahfiz Qur'an program organized by MI Miftahul Ulum is the high desire of parents or guardians to include their children in this program. Therefore there are quite a lot of enthusiasts for this program. This is accompanied by the demands of parents so that their children have a good understanding of religion. That is, memorizing the Qur'an is expected to increase students' potential to understand religious teachings better because Tahfiz Al - Qur'an is a program that does not only focus on memorization. However,

also on the meaning of the content of the memorized verses Ferdinan (2018). The inhibiting factor for the Tahfiz Al-Qur'an program is the low level of student consistency. Many students are inactive in Tahfiz Qur'an activities, so their memorization achievements stagnate. This is because most students who take part in the Tahfiz Qur'an program take part in the program not of their own volition but because they follow their parents' wishes. Therefore, students' motivation to participate actively and routinely participate in these activities is shallow.

Based on the results of interviews with students of the Tahfiz Qur'an program, several things related to program management organized by the school principal can be stated. First, students feel that the Tahfiz Qur'an program needs more innovation, so students are more interested in participating. Some students explained that they were bored with the learning system. They need a more exciting concept that facilitates their process of memorizing and understanding the process of interpreting the Qur'an. Second, students feel that the program schedule could be more frequent. This has an impact on their memorization understanding. It takes much work to memorize material every day. The students said that they usually memorized ideally about two days per material. Students say they experience fatigue and difficulty when memorizing continuously every day.

MI Miftahul Ulum is one of the Islamic boarding schools in Java. Several Javanese philosophies are used in the organized education system. The principal of this school said that hence the philosophy of the trilogy he used in managing the school. Mentioned as "Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani". The meaning of this philosophy is that a leader known as "Ing Ngarsa" is a person who is always at the forefront and must set a good example, be a role model, as the vanguard who must be ready to face the consequences of the path he takes. Taken. So, in implementing the Tahfiz Qur'an program, the principal is the first person to decide on any policies related to its implementation. The school principal will also be the first person to give an example of how the Qur'an must be used to guide life and be close to our daily lives. Thus, the school principal called for implementing the Tahfiz Qur'an program and set an example every morning to give separate time to read the Qur'an. "Ing Madya" is the teacher who is in the middle, namely the person who is driven by the principal to pay attention to the development of the Qur'an in the "Ing Madya Mangun Karsa" program, symbolizing that the person in the middle must have strong and resilient resilience. For this reason, the school principal always reminds the tutors and teachers to be

enthusiastic and continue guiding the Al-Qur'an. Lastly is "Tut Wuri Handayani," which can be interpreted as what is behind a group of students who must obey the teacher so that the teaching and learning process and the knowledge obtained can be conveyed properly and correctly and can enter their hearts, not only as good learning than on the ears.

CONCLUSION

The principal's strategy in managing the Tahfiz program at MI Miftahul Ulum Ringinlarik is carried out by setting significant goals and analyzing the current conditions and situation at the planning stage. To support the implementation of the Tahfiz program, school principals make improvements to teaching staff, school facilities, and infrastructure and monitor program implementation. Evaluation of program stages at the end of the school year by establishing standards and methods for measuring teacher performance, comparing results with established standards/targets, and Taking corrective action by identifying supporting and inhibiting factors.

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