



Tahfizh Program Management at Baitul Insan Pesawaran Integrated Islamic Elementary School and Al Banna Integrated Islamic Elementary School South Lampung

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DOI: <https://doi.org/10.29303/goescienceed.v7i1.1701>

Article Info:

Received : 16 December 2025

Revised : 07 January 2025

Accepted : 20 January 2026

Published : 04 February 2026

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Abstract: Islamic education has a strategic role in shaping the character and personality of students, one of which is through the tahfizh Al-Qur'an program in elementary schools. As public interest in educational institutions that are oriented towards strengthening Qur'anic values increases, it is necessary to manage a planned and systematic tahfizh program so that learning goals can be achieved optimally. However, in practice, there are still various challenges related to the planning, implementation, and evaluation of the tahfizh program. Therefore, this study aims to examine and analyze the management of the tahfizh Al-Qur'an program which includes planning, organizing, implementing, as well as supervision and evaluation at the Baitul Insan Pesawaran Integrated Islamic Elementary School and Al Banna South Lampung Integrated Islamic Elementary School. This study uses a qualitative approach with a descriptive method. Data collection techniques were carried out through in-depth interviews, observations, and documentation studies with the research subjects of the principal, tahfizh program coordinators, tahfizh teachers, and homeroom teachers. The results of the study show that the planning of the tahfizh program in the two schools has been systematically prepared through the determination of memorization targets according to the level and ability of the students, the preparation of the tahfizh curriculum, and the arrangement of activity schedules. The organization of the program is carried out with a clear division of tasks and coordination between school elements. The implementation of the tahfizh program is carried out programmatically through the methods of talaqqi, ziyadah, muraja'ah, tasmi', and tahsin, while supervision and evaluation are carried out through monitoring of memorization achievements and periodic evaluation of teacher performance and student development. Overall, the management of the tahfizh program at SDIT Baitul Insan Pesawaran and SDIT Al Banna South Lampung has been running quite effectively and structured in supporting the achievement of students' memorization targets. Nevertheless, it is still necessary to strengthen the aspects of consistency in evaluation and the development of learning method innovations so that the quality of memorization and the sustainability of the program are more optimal. This research is expected to be a reference in the development of the management of the Qur'an tahfizh program in Islamic educational institutions at the elementary school level.

Keywords: Management; Tahfizh Programme; Integrated Islamic Primary School.

Citation: Apriyadi, R., Fauzan, A., & Dermawan, O. (2026). Tahfizh Program Management at Baitul Insan Pesawaran Integrated Islamic Elementary School and Al Banna Integrated Islamic Elementary School South Lampung. *Jurnal Pendidikan, Sains, Geologi, Dan Geofisika (GeoScienceEd Journal)*, 7(1), 248–255. <https://doi.org/10.29303/goescienceed.v7i1.1701>

by technological and information advances. One form of Islamic education that has strategic value in building Islamic personality is the Qur'an tahfidz program. This program not only aims to memorize the scriptures, but also instill the values of faith, discipline, and responsibility in daily life. As the Muslim community becomes increasingly aware of the importance of the Qur'an as a guideline for life, many educational institutions from elementary schools to colleges organize tahfidz programs. However, the main challenge in the implementation of the program is the lack of a structured and effective management system, which includes aspects of planning, organizing, implementing, and evaluating the program.

The phenomenon of increasing public interest in Islamic education that prioritizes tahfizh is an indicator that tahfizh-based schools now have an important position in the midst of competition from educational institutions. This can be seen from the development of Integrated Islamic Elementary Schools (SDIT) which integrate the national curriculum with the Islamic curriculum, including the tahfizh program. The advantage of this program lies not only in the memorization targets, but also in the management system that is able to effectively manage the planning, implementation, evaluation, and development of the program.

Based on the results of the Pre-Research conducted by the researcher on August 5, 2025 at SD IT Baitul Insan located in Gedong Tataan District, Pesawaran and met with Septi Laura Diana Waka of the curriculum accompanied by Muhammad Rifki Maulana, the person in charge of the tahfizh Qur'an program. Stating that the tahfizh program at SD IT Baitul Insan periodically is the continuation of Baitul Insan Kindergarten students who continue their education at SD IT Baitul Insan is part of the PPDB program. SD IT Baitul Insan Pesawaran, makes the tahfidz program a superior program that is integrated in learning activities. This program is not only oriented towards the achievement of memorizing the Qur'an, but also instilling a love for the Qur'an, getting used to daily interaction with the Qur'an, and building student discipline and responsibility. Therefore, the success of the tahfidz program is greatly influenced by careful planning, clear organization, systematic implementation, and continuous evaluation.

However, the implementation of the tahfidz program in elementary schools is inseparable from various challenges, such as differences in students' abilities, limited time, variety of learning methods, and the need for synergy between schools and parents. SD IT Baitul Insan Pesawaran as a relatively new school running a tahfidz program needs to be ensure that the program is managed effectively so that the

memorization targets that have been set can be achieved optimally. Therefore, this study is important to examine in depth how the management of the Tahfidz Program at SD IT Baitul Insan Pesawaran is reviewed from the aspects of planning, organizing, implementing, and evaluating, so that it can be a material for reflection and reference in the development of a sustainable tahfidz program.

Based on the results of the Pre-Research conducted by the researcher on August 7, 2025 at SD IT Al banna in Natar, South Lampung and met with Suryaningtiyas and Nurul Dzikrina that the tahfizh program makes the characteristics of SD IT is also found at SD IT Al banna in Natar, South Lampung at SD IT in this IT Elementary School, the author conducted pre-research to see the management side of the tahfizh program which has a different color from SD IT in general. As revealed by Suryaningtiyas, SD IT Al Banna's focus on the Qur'an memorization program has been built systematically and patterned because SD IT Al Banna is under the auspices of JSIT (Integrated Islamic School Network), which combines the national curriculum with integrated values in all aspects of lessons. But on the other hand, Nurul Dzikrina revealed one of the strengths of SD IT Al Banna in the tahfizh qur'an program with the establishment of the Qur'an Madani House (RQ Madani) which integrates the understanding and method of reading the Qur'an for female students under the Ramadhan Madani Natar Foundation

The tahfizh program that grows and develops in formal education outside the Islamic boarding school side is a distinctive color for the treasure of Muslims' love for the Qur'an. This is reflected in the enthusiasm of the community to send their children to educational institutions that focus on memorizing and understanding the Qur'an such as SD IT Baitul Insan Pesawaran and SD IT Al Banna Natar which both focus on memorizing the Qur'an but both have different management characteristics. The differences between schools can be seen from SD IT Baitul Insan's emphasis on strict daily muroja'ah, while SD IT Albana is more varied in methods, including utilizing technology.

An in-depth study is needed on how effective and efficient tahfidz program management can be implemented. Good management not only improves the quality of students' memorization, but also supports the creation of a conducive and systematic learning environment. This research is important to identify the right managerial strategies, such as tahfidz teacher recruitment methods, memorization achievement monitoring techniques, as well as a motivational approach that encourages the consistency of participants' memorization. This study aims to examine the management of the tahfidz program in the Baitul

Insan Pesawaran Integrated Islamic Elementary School and the Al Banna South Lampung Integrated Islamic Elementary School as a whole, in order to contribute to the development of a more professional and quality-oriented Islamic education model and sustainable results.

Method

This research was conducted in two Integrated Islamic Elementary Schools (SD IT) Baitul Insan Pesawaran and SD IT Al Banna South Lampung in November-December 2025, with a descriptive qualitative approach to describe the management of the Qur'an tahfidz program in depth through planning, implementation, and evaluation. Primary data sources were obtained from structured interviews with school principals, program coordinators, and teachers, as well as field observations, while secondary data came from documentation such as vision-mission, student/teacher data, organizational structure, curriculum, and activity schedule. Data collection techniques include interviews, observations, and documentation, analyzed through the Miles and Huberman model which includes data reduction (filtering and organizing), presentation of data (in the form of narratives, charts, or flowcharts), and drawing conclusions/verifications to ensure credibility.

The validity of the data is maintained by triangulation of methods (interviews, observations, documentation) and triangulation of sources (comparison between informants and documents).

Result and Discussion

Program management is an effort to implement good management functions in managing every activity related to education as well as units or types of education. It can be understood that program management is a process of planning, organizing human resources and other resources, in implementation through the division of tasks for a relatively long time in an institution involving a group of people. (Yaya Suryana et al 2019).

According to Yodi Mahendradhata, program management is the application of knowledge, skills, methods, instruments and techniques to meet program requirements. Program management determines the optimal management approach and focuses on the intermediation of various activities. (Yodi Mahendradhata 2022). Management functions are a series of activities carried out in management based on

their respective functions and follow certain stages in their implementation to achieve organizational goals. There are many variations of management functions presented by experts.

There are experts who say that the management function consists of five functions (Henry Fayol). And there are also those who say that management has seven functions (Ernest Dale). However, in general, this management function as has been revealed by G. R. Terry, management has four functions that cover the whole and are known as POAC isillah. These management functions include planning, organizing, actuating, and controlling. (Ernie Tisnawati Sule and Kurniawan Saefullah 2005)

Tahfizh Program Planning (*Planning*)

Tahfizh program planning includes determining memorization achievement targets, method strategies (talaqqi, tiktirar, deposits, muraja'ah), curriculum preparation, and regular scheduling. Good planning ensures that the memorization process runs measurably according to the student's ability. Planning is a universal human activity, a basic skill in life that deals with the consideration of an outcome before a choice is made among the various *alternatives* that exist. Basic process planning is used to select goals and determine the scope of their achievements. Planning means striving to use *Human Resources, Natural Resources, and Other Resources* to achieve goals. (Siswanto 2005)

The planning includes the preparation of a tahfidz curriculum that is flexible and tailored to the abilities of students, the determination of realistic and structured memorization targets, and the preparation of varied learning strategies. Islamic boarding schools that apply a differential learning approach, namely adjusting the load of Memorization with the memory capacity of students has been proven to be more able to maintain the spirit and consistency of students in memorizing. Oki Dermawan Ahmad Fauzan, "Analysis of the Management of the Tahfidz Al-Qur'an Program in the Tahfidzul Qur'an Islamic Boarding School: A Literature Study", n.d., available on <https://journal.bustanululum.ac.id/index.php/mahab> bah.

According to T. Hani Handoko, "planning is the selection or determination of organizational goals, and the determination of strategies, policies, projects, programs, procedures, methods, systems, budgets and standards needed to achieve goals. (T. Hani Handoko 1984). According to Louis A. Allen, planning consists of activities that are carried out by a manager to think ahead and make decisions in the present, which makes it possible to anticipate and face challenges in the future. (M. Manulang 2015) The following are the planning activities in question:

1. Forecasting is a systematic system for forecasting and/or forecasting the future by drawing conclusions from known facts.
2. Goal setting is an activity that is carried out to accomplish something that is to be achieved through the implementation of work.
3. Programming is an activity carried out with the intention of establishing:
 1. Key steps needed to achieve the goal
 2. Units and members responsible for each step
 3. The order and timing of each Step
1. Scheduling is the determination or designation of time according to a certain chronology to carry out various kinds of work.
2. Budgeting Is an activity to make a statement about the financial resources provided for a specific activity and time
3. Procedure development is an activity of normalizing the methods, techniques, and methods of carrying out a job.
4. Policy determination and interpretation is an activity carried out in determining conditions based on the conditions under which managers and their subordinates will work.

Planning is essentially a decision-making activity about what goals it will achieve, what actions will be taken in order to achieve those goals or objectives and who will carry out the task. (Sunhaji 2006)

Tahfiz Program Organization (*organizing*)

According to G.R. Terry, organizing is the act of cultivating effective behavioral relationships between people, so that they can work together efficiently, and thus obtain personal satisfaction in carrying out certain tasks under certain environmental conditions in order to achieve a certain goal or objective. (Malayu S.P Hasibuan 1986).

Organizing is the process of determining, grouping, and organizing the various activities necessary to achieve the goals, placing people on each of these activities, providing the necessary tools, establishing the authority that is relatively delegated to each individual who will carry out these activities. (Malay S.P Hasibuan 2010) Organizing in tahfiz includes the formation of institutional structures, the division of teaching duties (*ustadz/ustadzah*), the provision of facilities, and the formation of *halaqah tahfiz*. A neat structure makes the development of students more directed and conducive. (Mulyasa 2013) In the management book Edition 2 by T. Hani Handoko said "organizing is the determination of resources and activities needed to achieve organizational goals,

designing and developing an organization or work group that can bring these things towards goals, assignment of certain responsibilities, and then delegation of the necessary authority to individuals to carry out their duties. (T.Hani Handoko 1984)

From the various opinions above, it can be concluded that organizing is a process of determining groups of activities that are carried out to achieve goals effectively and efficiently. According to Kootz, the organization has the following process:

1. Identify activities or work activities or work that are necessary to achieve organizational goals.
2. Departmentalization, which is the grouping of activities or work that are necessary to achieve predetermined organizational goals.
3. Delegation of authority (*delegation of outhority*), is the delegation of authority to carry out certain activities or work.

Coordination is the process of establishing relationships, authority, and information horizontally and vertically. (Srivastava 2007)

Implementation of the Tahfiz (Actuating) Program

G.R Terry in his book "*Principle of Management*" said "*Actuating is setting all members of the objective willingly and keeping with the managerial planning and organizing efforts*" "meaning: actuating is making all members of the group willing to cooperate and work sincerely and passionately to achieve goals in accordance with planning and organizing efforts. (Malay S.P Hasibuan 2010)

The implementation process generally involves daily memorization deposits, repetition of old memorization, and periodic *talaqqi* activities. The findings of the study show that schools that implement a mentoring system between teachers and students on a personal basis are more successful in improving the quality of memorization. This is because a personal approach allows teachers to better understand the difficulties of each student, both in terms of memorization ability and psychological conditions. In addition, schools that hold regular training for educators also show better results in terms of program implementation. This training includes increasing understanding of *tajweed*, modern memorization methods such as linking memory techniques and story-based memorization. (Ahmad Fauzan, n.d.)

Implementation is an operational aspect in management, where planning strategies are implemented. The methods used include: *Talaqqi* (reading directly in front of the teacher), *Muraja'ah* (repeating memorization), *Musyafahah* (justification of *makhraj* and *tajweed*), *Tahsin* (improvement of reading). (Hidayanti1, Junaidah2 2025) Mobilization is

the manager's task to mobilize organizational resources according to their function, a skill that managers must possess to be able to mobilize organizational resources appropriately, in mobilizing human resources in the organization can be carried out *motivational*, *leadership* and *communication* activities. (Wilson Bangun 2008) Furthermore, Koontz and Cyrilo' Donnel argue that the definition of mobilization is: "the relationship between individual aspects that are brought about by the organization of subordinates to be understood and the effective division of labor for real corporate purposes." In the drive function, the manager has the following job description:

1. Inform and explain the purpose to subordinates.
2. Managing and inviting subordinates to work as much as possible, guiding subordinates to achieve operational standards.
3. Develop subordinates to fully realize possibilities.
4. Giving people the right to listen.
5. Praise and sanction fairly.
6. Reward through rewards and payments for work well done.
7. Improving the movement effort is seen from the point of view of control results.
8. Improving the movement effort is seen from the perspective of the results of the operation. (H.B. Siswanto 2011)

This stage is in the form of the implementation of the program, such as memorization deposits (*ziyadah*), repetition (*muraja'ah*), memorization exams (*tasmi'*), and motivation coaching. According to behavioristic theory, repetition (*drill*) and habituation are the keys to success in memorizing the Qur'an.

Supervision of the Tahfidz Program (*Controlling*)

According to T. Hani Handoko, *Controlling* is the discovery and application of methods and equipment to ensure that the plan has been implemented in accordance with what has been set. (T. Hani Handoko 1984) To find out whether a goal is successful or not to be achieved, supervision or control must be carried out, because even though other functions are running, if supervision does not work, the goals that have been set will not be achieved.

According to G. R. Terry, supervision is the process of determining what must be achieved, namely standards, what is being done, namely implementation, assessing implementation and if necessary making improvements, so that the implementation is in accordance with the plan or in line with the standards. (Malay S.P Hasibuan 2010)

Program evaluations are carried out periodically to assess the quality of memorization (*mutqin*), the

accuracy of target achievements, and the effectiveness of methods. Evaluation can be done daily, weekly, or semi-annually through memorization exams, joint *muroja'ah*, or general *tasmi'*. Printing Generation and Q U R Ani, "Management of Tahfidz Al-Qur'an Learning in Printing Qur'ani Generation (Case Study of the Tahfidz Qur'an Intensive Program at the Daarul Qur'an Institute) Khoirun Nidhom", Vol. 3 No. 2 (2020), <https://doi.org/10.24853/tahdzibi.3.2.83-102>. There are various ways to make improvements, including changing the plan and even the objectives, rearranging tasks or changing authority; But all these changes are made through the humans. The person responsible for the unwanted deviation must be sought and take corrective steps to things that have been or will be implemented. The steps in control are:

1. Establish standards and methods for measuring performance
2. Measuring performance
3. Compare performance according to standards
4. Take corrective action

SDIT Baitul Insan Pesawaran Tahfidz Program Planning

Systematic planning began with the evaluation of the previous year's program by the coordinator Rifqi Maulana, S.T together with tahfidz teachers and homeroom teachers through in-depth deliberation to identify deficiencies, followed by ratification consultation with the principal Rochmat Widodo, S.Pd which guaranteed administrative support, facilities, and superior commitment. The realistic memorization target of 3 juz (Juz 30, 29, 1) in 6 years of education is designed in stages per grade level with portions of pilgrimage and *murajaah* adjusted to the abilities of individual students; The daily handbook is the basis for weekly/daily planning, including notes of attitudes and worship. Flexibility of methods is given to teachers for optimization, alignment with the vision of the school of prophetic character and response to future challenges without overloading students.

Tahfidz Program Organization

The organizational structure is built with 8 tahfidz teachers divided proportionally per level (low-high) based on student characteristics and teacher capacity, dynamic grouping of students according to memorization/reading ability for special attention; Rifqi coordinator plays a central role in connecting teachers-homeroom teachers through situational discussions. Handbooks must record *ziyadah*, *murajaah*, attitude assessments, with the daily paraphrasing of parents as a bridge between houses and schools; Although the regular meeting is not yet formal, next year's plan Strengthen coordination for the continuity of the

program that has only run for 1 year. This organization effectively reduces the burden, increases focus, and supports initial supervision without full JSIT auspices.

Implementation of the Tahfidz Program

Daily implementation integrated lesson schedule with direct deposit to tahfidz teachers for listening, tajwid-makhraj correction, and strengthening; flexible methods (talaqqi, tikkar, meaning reinforcement) are chosen by teachers according to the class, low priority classes Spelling Qiraat daily accelerate fluency reading before heavy pilgrimage. Teachers are required to memorize independently at 13.00-14.00 WIB as an example and self-development, plus 10 varied anti-boredom strategies (verse games, memorization in pairs, hand movements, daily rewards) to create a fun-high motivational atmosphere. Significant achievements: 70% of graduates memorized Juz 3 (on average), all Juz 29 students, 10 Juz 1 students; Collaborative evaluation of teachers-parents-students handles slow targets, produces consistency even though the program is young.

Supervision of the Tahfidz Program

Active supervision by the principal of Rochmat through the request of routine reports on the progress of memorization for transparency, quick identification of obstacles, and ensuring comfortable teacher facilities and balance of workload; Rifqi coordinator monitors daily via handbook and team discussions. Holistic involve parents through daily paraphrasing and direct communication, focusing on the example of independent memorization teachers plus pilgrimage support programs; This situational supervision maintains the consistency of the flagship program without rigid formalities. Effectiveness can be seen from the achievement of stable memorization and quick adaptation to the needs of individual students.

Tahfidz Program Evaluation

Comprehensive situational evaluation via handbook monitored quantitative (70% memorization achievement of Juz 3), qualitative (fluent reading, attitude, consistency of murajaah), and the effectiveness of the method without monthly meetings but internal discussion constraints; The coordinator encourages teacher innovation if the results are stagnant. Involve collaborative guardians for students to slowly identify the root of the problem (method, home, student), evaluate supports such as Spelling Qiraat from improving fluency; The basic results of the follow-up of routine meetings, additional pilgrimages, and continuous improvements. This approach is solution-oriented, measuring the success of the prophetic character vision even though it is a new program.

SDIT Al Banna Lampung Selatan

Tahfidz Program Planning

The planning at the beginning of the year via a comprehensive meeting at the mosque involved the Ramadhan Madani foundation team (advisor to Ust. Sutarno, chairman of Khairunnisa A.Md, secretary Rohmad S.Pd.I), education consultants (Kamil M.Pd, Ruswandi S.Pd, JSIT Lampung board), as well as the preparation of annual teaching modules detailing specific memorization targets per level (e.g. Juz 30 grades 1-2, progressive to Juz 1 grade 6) for the equitable distribution of the abilities of rural students; Certified by the principal Mitha Pratiwi, S.Pd post-approval of the foundation. Integration of the vision of "Creating a Generation of Muslims Intelligent, Creative, and With Islamic Morals" through the mission of learning the character of Islam-the nation's culture, anticipating a distance of 12-15 km from Bandar Lampung with weekly tasmi, active learning outdoor-indoor, and life skill programs; flexible to adjust the potential of students since its establishment in February 2012 (operational permit 2015, NPSN 69900640, JSIT 2014). This strategy is adaptive to the rural private context of Candimas-Natar, involving psychology consultants (Octa Reni S.Psi M.Psi, Yuniar S.Psi) for a realistic target of 1:13-14 teachers-students.

Tahfidz Program Organization

Complete formal organizational structure: foundation administrators (advisors, chairman, secretary Rohmad, treasurer Ade Suratmi), principal Mitha, deputy Arief Dwi Wahyu S.Pd, treasurer Nur Khotimah, TU Nurhasanah; tahfidz team with the chairman-secretary-treasurer-PJ specific, ustadz/ustadzah duties per deposit group based on memorization ability (classical 1 class 27 students, 2 teachers); Monthly WhatsApp coordination plus quarterly homeward-foundation-consultant meetings. The memorization monitoring book is combined with a real-time digital tracking database (progress, attitude, worship), personal student grouping for intensive parental guidance; The organization has matured since the 2013 founding decree (land area 2900 m²), supports Islamic extracurricular co-curriculars, strict ethical norms (violation sanctions). Efficiently handle rural access constraints, strengthen parent-community-government/private agency partnerships.

Implementation of the Tahfidz Program

Implementation of a 6-hour full-day daily with talaqqi-takrir in a special room outdoor-indoor active learning (problem-based, cooperative-collaborative), weekly communal motivational tasmi; Annual Tahfidz Graduation Celebrates Memorization Milestones (Letters/Juz), Ability Grouping, Ensure Imagination-

Fitrah-Technology, Personal, Stimulative, Imaginative-Fitrah-Technology. Intensive parental collaboration via digital books-daily communication, applying complete Islamic norms (manners of dressing, speaking, eating, interaction) on a daily basis plus Islamization of learning; consistency since the first 12 students (2012-2013) produce even memorization, independent creativity, good citizens, JSIT life skills. Variative effective create a safe-healthy-beautiful-worship family environment, independent memorization of exemplary teachers.

Supervision of the Tahfidz Program

Principal Mitha Pratiwi routinely supervises the balance of the load of ustadz/ustadzah (recruitment bezetting), digital database of real-time tracking of memorization-attitude-worship; Monthly/quarterly meetings of the Team-Foundation-Consultant handle obstacles (slow memorization, distance of access) with fast communication and additional guidance. Holistic involves full stakeholders (parents, Candimas-Bumisari-Tanjung Sari village communities, religious leaders, agencies) strengthening Islamic norms-ethics of social propriety, focusing on JSIT quality in a conducive environment (security, health, multi-media); Continuous Supervision Maintain School Identity from the Beginning, Monitor Comprehensive Semester Progress of Rural Adaptation.

Tahfidz Program Evaluation

In-depth structural evaluation: monthly supervision of the principal plus assessment per letter/semester strict indicators of makhraj-tajwid-tartil-sikap-akhlak; Annual Forum of Stakeholders (Foundations, Parents, Community) Official Archive of Innovation Strategy Follow-up. Digital data on teacher performance scores (independent memorization, method creativity), slow students via intensive-adjustment communication; Comprehensive semester measures the achievement of vision-mission-indicators (creativity, independence, lifelongevity, solidarity, effective partnership). The basic results are co-curricular strengthening (student development), strict sanctions on Islamic ethics, learning innovation (broad learning resources, stimulative interactions), and national JSIT benchmarks.

Conclusion

The management of tahfidz programs in both schools showed comprehensive success in systematic planning, collaborative organizing, innovative implementation, proactive supervision, and improvement-oriented evaluation, resulting in significant memorization achievements such as 70% of Juz 3 graduates in Baitul Insan as well as even

memorization in Al Banna despite rural challenges. SDIT Baitul Insan Pesawaran excels in urban flexibility (guru-led methods, Eja Qiraat, 10 anti-boredom strategies, parenting handbook), while SDIT Al Banna South Lampung stands out with its rural formal structure (foundation-led digital database, tahfidz graduation, JSIT active learning, strict Islamic norms). Multi-stakeholder collaboration (parents, foundations, consultants, the community) and the example of teachers are the main glue, in line with the prophetic vision and JSIT without state subsidies.

Acknowledgements

The authors would like to express their sincere gratitude to all parties who contributed to the completion of this research.

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