

### THE ROLE OF TAHFIDZ TEACHERS IN IMPROVING THE QUALITY OF LEARNING IN THE TAHFIZH QUR'AN ACCELERATION PROGRAM AT MIT AR-ROIHAN LAWANG

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**Abstract.** Learning tahfizh Al-Qur'an is an essential thing to develop to produce the next generation of the nation which is based on the Al-Qur'an. Therefore, MIT Ar-Roihan Lawang Malang established the Qur'an Tahfizh Acceleration Program to accommodate students who want to focus on memorizing the Qur'an. Apart from that, the commitment of parents to be willing to accompany their Muroja'ah sons and daughters at home is also significant. Tahfizh learning for early childhood is a challenge for educators. Therefore, the role of Tahfizh Teachers is needed in improving the quality of Tahfizh learning. The aim of this research includes two problem formulations: 1) To describe the implementation of tahfizh Qur'an learning in the MIT Ar-Roihan Lawang Malang tahfizh Qur'an Acceleration Program 2) to describe the role of Tahfizh Teachers in improving the quality of tahfizh learning in the tahfizh Qur'an Acceleration Program at MIT Ar-Roihan Lawang Malang. This research uses a qualitative approach with an interactive case study type of research. Data collection uses interview, observation, and documentation techniques. Data analysis uses an interactive model (Miles, Huberman, and Saldana) which includes data condensation, data display, and conclusion. Check the validity of the data with credibility, transferability, dependability, and confirmability. The results of the research show that: 1) the implementation of tahfizh Qur'an learning in the MIT Ar-Roihan Lawang Malang Tahfizh Qur'an Acceleration Program includes: a) Tahfizh Teacher duties which include planning learning, implementing learning, and evaluating; b) The materials taught during tahfizh learning include memorizing the Qur'an, memorizing prayers, Tilawati, and Khot; c) Tahfizh learning methods which include the Talaqqi and Tasmi' methods; d) Tahfizh learning media which includes Tilawati teaching aids, blackboard, memorization material books, and murottal speakers; e) Tahfizh learning steps which include opening, muroja'ah, adding new memorization, students memorizing, depositing memorization, and closing; f) Evaluation of tahfizh learning which includes evaluating and assessing each memorization deposit, holding a pretest before carrying out munaqosah every time you complete memorizing one juz, and holding munaqosah, 2) the role of the Tahfizh Teacher in improving the quality of tahfizh learning in the Qur'an tahfizh Acceleration Program which includes the role teacher as: a) Administrator; b) Educator; c) Manager; d) Facilitator; e) Supervisor; f) Motivator; and f) Evaluator.

**Keywords:** Quality of Learning, Qur'an Tahfidz Acceleration Program, The Role of Tahfidz Teachers.

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## **1. INTRODUCTION**

Islamic education should familiarize students with and become familiar with the Al-Qur'an from an early age. By getting used to positive things, you can give birth to pious, intelligent, and tough individuals so that in the future they can become the next generation of a nation based on the Al-Qur'an.

The Al-Qur'an is the last holy book that Allah SWT revealed to the Prophet Muhammad SAW. The Qur'an is a guide and guidance for mankind in facing all life's problems throughout the ages. Muslims are obliged to maintain and protect it, namely by reading (al-tilawah), writing (al-kitabah), and memorizing (at-tahfizh), so that the Qur'an is always maintained and preserved from changes and replacements, both letters and sentence structure all the time. [1] Allah SWT. Mentions in His words:

إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ

Meaning: Indeed, it is We who sent down the Qur'an, and surely We (also) preserve it [2].

Apart from that, memorizing the Qur'an is easier than retaining it. Many memorizers of the Qur'an complain that their memorization was good and smooth at first, but at some point, it faded from their memory. This can occur due to a lack of maintenance. Therefore, to improve the memorization of the Qur'an, a teacher must find the right way to increase the memorization of the Qur'an. A teacher must pay close attention to his students' memorization, especially in terms of recitation. Of course, it is not easy for teachers to teach memorization. According to Mumtaza, teachers must have their strategies and methods in the classroom so that students can easily understand the material presented [3].

The role of teachers is very important in implementing the Qur'an tahfizh program in an educational institution. This is because teachers are the determining factor in the success of a quality learning process. So whether an education is successful or not in achieving its goals is always related to the role of a teacher. Therefore, efforts made to improve the quality of education should start with improving the quality of teachers. Quality teachers should know and understand their role and function in the learning process.

The tahfizh acceleration program is one of the superior programs which aims to produce a Qur'anic generation. This tahfizh Qur'an acceleration program is a program for memorizing the Qur'an as the maximum formation of skills, knowledge, and attitudes in memorizing the Qur'an which aims to help students accelerate the addition of memorizing the Qur'an with makhraj and tajwid which good and right. The existence of the tahfizh acceleration program hopes that students will always be close to the Al-Qur'an, happy and in love with the Al-Qur'an, and become children with good morals.

Researchers are interested in conducting research at the Ar-Roihan Integrated Madrasah Ibtidaiyah Lawang Malang because at this institution there is an acceleration program for tahfizh Qur'an as a superior program that is in great demand by the public, which is different from regular classes where the memorization target is accelerated more than regular classes with good memorization quality.

This research will focus on the Class II Acceleration of Tahfizh Qur'an because the Tahfizh Qur'an Acceleration Program at the Ar-Roihan Integrated Madrasah Ibtidaiyah Lawang Malang starts from class II. The beginning of the accelerated tahfizh Qur'an class is a challenge for tahfizh teachers in managing learning because in this case, the students are new to the learning system in the accelerated tahfizh Qur'an class. To improve the quality of learning in the Tahfizh Acceleration Program, the role of teachers is very important. In this research, researchers will focus on researching the role of tahfizh teachers in managing learning to improve the quality of learning in the accelerated tahfizh Qur'an program. With these various backgrounds, researchers were encouraged to research "The Role of Tahfizh Teachers in Improving the Quality of Learning in the Tahfizh Qur'an Acceleration Program at the Ar-Roihan Integrated Madrasah Ibtidaiyah Lawang Malang".

## **2. RESEARCH METHODS**

The approach used in this research is a qualitative approach with a case study type of research. Creswell in Eko Murdiyanto defines a qualitative approach as a research and understanding process based on a methodology that investigates a social phenomenon and human problem. In this approach, researchers create a complex picture, examine words, detailed reports from respondents' views, and conduct studies in natural situations [4]. Data collection in this research used interview, observation, and documentation techniques. Meanwhile, data analysis in this research uses data analysis according to Milles, Hubberman, and Saldana in Feny Rita Fiantika, namely data condensation, data presentation, and inference/validation (conclusion

drawing/verification) [5]. The validity of the data in this research uses credibility, transferability, dependability, and confirmability tests. This research aims to provide an overview of the implementation of tahfizh learning and the role of tahfizh teachers in improving the quality of learning in the accelerated tahfizh Qur'an program at MIT Ar-Roihan Lawang Malang.

### **3. RESULTS AND DISCUSSION**

#### **Implementation of Tahfizh Qur'an Learning in the Tahfizh Qur'an Acceleration Program at MIT Ar Roihan Lawang Malang**

This Qur'an tahfizh acceleration program was established to facilitate students who want to focus more on memorizing the Qur'an. Meanwhile, the aim of holding the tahfizh program is that students are expected to be able to read and memorize the Al-Qur'an correctly according to the tajwid, love and care for the Al-Qur'an by continuing to read it, listen and memorize it so that within six years students will be able to memorize it. More Al-Qur'an compared to regular classes. This is to the theory which explains the meaning of accelerated tahfizh as a program for memorizing the Qur'an as the maximum formation of skills, knowledge, and attitudes in memorizing the Qur'an which aims to help students accelerate the addition of memorizing the Qur'an by fast.

The duties of the tahfizh teacher at MIT Ar-Roihan in implementing tahfizh learning in the accelerated tahfizh program include: planning to learn, implementing a quality learning process, assessing and evaluating learning outcomes. This is by Law No. 14 of 2005 which explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. It's just that tahfizh teachers rarely hold teacher deliberations so learning strategies at each level are slightly different. This difference is due to adapting to the conditions of each student in each class.

Teachers must position themselves actively and maintain their position as professionals, to the demands of a developing society and the needs of global science and technology. Teachers have the responsibility to help students to achieve their desired goals [6].

One of the competencies that teachers must have is pedagogical competence. Among the pedagogical competencies that are by the tasks that have been carried out by tahfizh teachers at MIT Ar-Roihan Lawang are teachers being able to prepare learning plans and strategies based on competency standards and basic competencies, being able to carry out educational learning in a dialogic and interactive atmosphere, and being able to carry out evaluations and learning outcomes by fulfilling the required procedures and standards [7]. However, the tahfizh curriculum at MIT Ar-Roihan still refers to Curriculum 13, and has not switched to the Merdeka Curriculum. So, for tahfizh learning tools up to evaluation, it still relates to Curriculum 13. The Merdeka Curriculum is only implemented in subjects other than tahfizh. Because the Independent Curriculum is still new, the transition is still gradual in subjects other than tahfizh. Next, changes to the Tahfizh curriculum will be planned to be adjusted to the Independent Curriculum.

The duties of tahfizh teachers are also by the theory that explains professional religious competence, namely the ability to carry out teaching duties professionally in the sense of being able to carry out their duties as well as possible. Among the teacher's duties are the act of planning learning, implementing learning, making decisions on a variety of cases, and being able to take responsibility based on theory and insight into one's expertise from an Islamic perspective [8].

The materials taught during tahfizh class hours are not only learning tahfizhul Qur'an, but also teaching how to read the Qur'an correctly using the Tilawati method, learning to write Arabic (khot), and memorizing daily prayers. This is to the theory explained by Badruzaman that the Al-Qur'an cannot be left like that, as His people we are obliged to protect and maintain the Al-Qur'an from changes and developments over time by always reading, writing, and memorizing it so that we can obtain the revelation and virtues promised by Allah SWT, this can be done with full sincerity [9].

The material for learning to read the Al-Qur'an using the Tilawati method is taught because most Class II students accelerate tahfizh until volumes 3 and 4. Tahfizh teachers must emphasize learning makhraj letters, long and short, and tajwid. Students can obtain this learning through Tilawati learning. Meanwhile, khot learning is taught because there are still many students who cannot write Arabic well and correctly. For Khot learning, special printed books are provided for learning Arabic writing. In the book, there are examples and how to write them.

The tahfizh learning methods that are often used in class II accelerated tahfizh are the Talaqqi and Tasmi' methods. This is to the theory regarding methods for memorizing the Al-Qur'an, including the Talaqqi method, which means the process of reading guidance between teachers and students face to face, involving

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the main senses, namely hearing and seeing. Then there is the Tasmi' method which means listening to reading to be memorized both individually and in congregation. The aim is for students to know where their mistakes are in memorizing the Al-Qur'an, both in the pronunciation of the letters and in terms of recitation [10].

There are several methods of memorizing the Qur'an that are usually used by people who memorize them, including the Bin-Nazhar, Bil-Ghaib, Semaan, Talaqqi, Takrir, and Tartil methods. But at MIT Ar-Roihan tends to only use two methods, namely the Talaqqi and Tasmi' methods. We should use more varied methods so that the quality of learning runs optimally and reduces students' boredom in receiving learning.

The tahfizh learning media commonly used in class II accelerated tahfizh are Tilawati teaching aids, blackboards, memorization material books, and murottal speakers. This is to the theory explained by Rosdijati and Widyaishwara in Ketut Bali Sastrawan, improving the quality of learning will be realized well if its implementation is supported by quality improvement components that contribute to its implementation, one of which is the utilization of educational tools/facilities. The quality of learning will be good if the implementation of learning is supported by available educational tools/facilities. This will make it easier for teachers and students to carry out learning, so it is hoped that the utilization of learning tools/facilities will receive good attention from schools to support improving the quality of learning [11].

The tahfizh learning steps applied in class II accelerated tahfizh is as follows: opening, muroja'ah, teacher adding new memorization, students memorizing, individual students submitting memorization, and closing. In these learning activities, learning to read Tilawati, Khot and memorizing daily prayers are also included.

Every day the steps in learning tahfizh are not only monotonous but are sometimes also interspersed with activities of connecting verses, strengthening makhraj and recitation, as well as providing motivation by the tahfizh teacher. This is to the theory regarding teachers' duties, which include creating a situation for education, meaning a situation where educational actions can take place well and with satisfactory results.

Evaluation of tahfizh learning implemented in the tahfizh acceleration program includes: evaluating and assessing each memorized deposit, holding a pretest before carrying out the munaqosah after each juz has been memorized, and holding a munaqosah. This is to the theory explained by Mulyasa in Rina Febriana which explains pedagogical competencies, one of which is that teachers can evaluate learning outcomes by fulfilling the required procedures and standards.

**The Role of Tahfizh Teachers in Improving the Quality of Learning in the Tahfizh Qur'an Acceleration Program at MIT Ar-Roihan Lawang Malang**

Tahfizh teacher at MIT Ar-Roihan Lawang has a very important role in learning. As professionals, teachers must be able to provide quality learning that can produce a generation that is educated and has good morals. Teachers play a very important role in creating the best possible learning atmosphere. This is by the theory which explains that teachers are an important factor that determines the success or failure of an educational curriculum. In other words, the spearhead of the education curriculum is the teachers. Teachers are an important component in the teaching and learning process. A teacher participates in efforts to form potential human resources in the field of development. The definition of a professional teacher according to experts is anyone who has authority and is responsible for the education of their students, whether individually or classically, at school or outside school [12]. Tahfizh teachers at MIT Ar-Roihan Lawang Malang act as administrators, educators, managers, facilitators, supervisors, motivators, as well as evaluators.

The role of the tahfizh teacher at MIT Ar-Roihan Lawang is not only as a teacher, but also to carry out a series of administration such as preparing lesson schedules, determining basic competencies per level, determining minimum completion criteria, recording daily assessments, making tahfizh report cards, and conducting learning evaluations. This is the theory that explains the role of teachers as administrators. In implementing the teaching and learning process, it needs to be administered well. In this role as an administrator, teachers are expected to work regularly related to administration. Administration includes recording learning results, creating learning plans, and so on. It's just that when making plans, sometimes we are still guided by last year's planning, not by the results of the previous year's evaluation. It should be guided by the previous year's evaluation to correct past shortcomings.

The role of the tahfizh teacher as an educator at MIT Ar-Roihan Lawang is to guide students when reading or memorizing the Al-Qur'an so that the reading is correct, giving regular directions both in class, in the class WA group, and in the muroja'ah WA group, and reminding students who are negligent in their duties. This is by the theory which explains the components of improving the quality of learning. One of these components is the teacher's performance, meaning that the series of activities carried out by a teacher in carrying out teaching determines the quality of the learning produced. The key to success is remembering

that the teacher is one of the actors and even the main actor in implementing learning, so it is hoped that the teacher's performance must truly have professional abilities, skills, and attitudes that will ultimately be able to support the improvement in the quality of learning that will be achieved. In adding verses and muroja'ah, the Tahfizh Teacher tries to justify the verses that students read so that they are by the correct rules.

Tahfizh teachers must be able to organize the materials that will be studied each week. In the accelerated tahfizh class at MIT Ar-Roihan Lawang Malang, there are 12 hours of tahfizh subjects whose material is arranged with additional knowledge, such as tilawati, khot, and memorizing prayers. Apart from the material, tahfizh teachers must also be able to manage the class well and must be able to organize students' schedules to maintain and increase students' memorization. This is the theory that explains the role of teachers as managers. As a manager or learning manager, this means that the teacher plays a role in managing all learning activities by creating conducive learning conditions, so that each student can learn effectively and efficiently. Learning activities should be managed well, to provide an atmosphere that encourages students to carry out learning activities of better quality [13]. It's just that class management in class II accelerated tahfizh is more often in classical classes. You should occasionally form halaqoh-halaqoh outside the classroom so that children don't get bored and can enjoy a different atmosphere.

This is also to the theory regarding teacher professional competence related to the field of study. According to Syaifudin Sagala, these competencies consist of understanding the subjects that have been prepared for teaching, understanding competency standards and subject content standards as well as teaching materials in the curriculum, understanding the structure, concepts, and scientific methods that cover the teaching materials, understanding the relationship between concepts related subjects, as well as applying scientific concepts in everyday life.

The Tahfizh teacher at MIT Ar-Roihan Lawang also plays a role as a facilitator in providing services so that the teaching and learning process runs well, such as providing a class WA group to convey important information related to school activities and answering questions from students' parents, providing a muroja'ah WA group to protect students' memorization so that it is not lost, as well as serving complaints from students and their parents. This is the theory which explains the role of the teacher as a facilitator. The teacher is a facilitator, meaning that the teacher plays a role in providing and providing services related to the facilities used for the teaching and learning process to run well. Apart from providing and providing services related to learning facilities, teachers as facilitators must also provide good direction and encouragement [14].

This is also to the theory about teacher social competence, one of which is that teachers can carry out communication (oral, written, visual) effectively and pleasantly with all school members, and parents of students, with full awareness that each has a role and responsibility. responsible for learning progress. Apart from that, the role of the tahfizh teacher as a facilitator is also by social religious competence, namely abilities that involve the teacher's concern for social problems, namely becoming acquainted with life and community life by the demands of Islamic teachings. Behaviors such as cooperation, mutual assistance in solving life problems, learning problems, community interests, and so on. A light-hearted attitude and behavior in overcoming this problem are also needed by teachers in efforts to social trans internalize between teachers and their students.

The Tahfizh teacher at MIT Ar-Roihan Lawang also plays a role in providing guidance, supervision, and control of students to continue to increase student enthusiasm and learning outcomes. The teacher continues to monitor students' reading regarding makhraj and tajwid whether it is correct or still needs guidance. Teachers also continue to monitor the WA muroja'ah group and record the list of students who have done muroja'ah. Apart from that, teachers also monitor students' progress by communicating intensively with students' parents. This is by the theory which explains that teachers play the role of supervisors. Teachers as supervisors play a role in providing guidance, supervision, and control of students to continue to increase student enthusiasm and learning outcomes. Find learning problems experienced by students and then look for solutions to these problems.

The role of the tahfizh teacher at MIT Ar-Roihan Lawang as a motivator is good, such as making rewards for memorizing achievements, once a month holding verse linking activities between friends so that students compete to make students' memorization smoother, and once every two weeks all tahfizh Acceleration Classes Starting from class 2 to class 6 gathered in the school prayer room to be given motivation by the Tahfizh coordinator. This is by the theory which explains that teachers play a role as motivators. There are several forms and ways to increase motivation in learning activities, including: giving points, prizes, rivalry/competition, Ego-involvement (Cultivating awareness in students so that they feel the importance of the task and accept it as a challenge), giving tests, knowing the results, exams, punishment, desire to learn, and interest [15].



Teachers must also be able to design student assessment measuring tools so that they can evaluate students to the extent of their abilities. Teachers must also be able to create evaluation tools such as practice questions and exam questions that are on the basic competencies that must be achieved. At MIT Ar-Roihan Lawang, tahfizh teachers also carry out evaluations. After each memorization deposit, the teacher always records the students' grades in the Tahfizh monitoring book. Every time after memorizing a juz, students are required to take a pretest to prepare for the munaqosah. Before the pretest, you must memorize ¼ juz to 1 juz. If 1 juz is fluent, then students take the pretest. If the pretest passes, then students are allowed to take part in the munaqosah. This is to the theory which explains that professional teachers must have a role as evaluators, namely that teachers can design measuring instruments related to affective (attitude), cognitive (knowledge), and psychomotor (skills). Evaluations carried out by teachers must be carried out periodically to obtain significant results.

#### **4. CONCLUSIONS**

Based on the research results that have been described in the discussion related to "The Role of Tahfizh Teachers in Improving the Quality of Learning in the Tahfizh Qur'an Acceleration Program at the Ar-Roihan Lawang Integrated Madrasah Ibtidaiyah Malang" several things can be concluded, including:

1. Implementation of tahfizh Qur'an learning in the accelerated tahfizh Qur'an program at MIT Ar-Roihan Lawang Malang starts from planning the learning carried out by the tahfizh teacher. Then carry out a quality learning process, assess and evaluate learning outcomes. It's just that there are rarely deliberation activities between tahfizh teachers so learning strategies at each level are slightly different. This difference is due to adapting to the conditions of each student in each class. The materials taught during tahfizh learning hours are not only tahfizhul Qur'an, but there are also materials on learning to read the Qur'an using the Tilawati method, memorizing daily prayers, and learning to write Arabic (Khot). The tahfizh learning method uses the Talaqqi and Tasmi' methods. The tahfizh learning media commonly used are Tilawati teaching aids, blackboards, memorization material books, and murottal speakers. Then the steps in learning tahfizh include opening, muroja'ah, the teacher adding new memorization, students memorizing, individual students submitting memorization, and closing. Evaluation of tahfizh learning implemented in the tahfizh acceleration program includes: evaluating and assessing each memorized deposit, holding a pretest before carrying out the munaqosah after each juz has been memorized, and holding a munaqosah.
2. The role of tahfizh teachers in improving the quality of tahfizh learning in the Qur'an tahfizh acceleration program at MIT Ar-Roihan Lawang Malang includes: 1) Tahfizh teachers as administrators, namely carrying out planning up to evaluation, but in making plans sometimes they are still guided by Last year's planning was not guided by the results of the previous year's evaluation; 2) educators, namely guiding, directing and reminding students who have neglected their duties; 3) manager, namely arranging schedules, arranging materials, managing classes, and arranging learning steps, but in class management the learning is still often classical; 4) facilitator, namely providing learning service facilities as well as accommodating and providing solutions to complaints from students and parents of students; 5) supervisor, namely always monitoring the progress of students' learning; 6) motivator, namely always providing motivation in the form of direction, support and encouragement, holding activities that create competition between students, and giving rewards; 7) evaluator, namely recording daily assessments, holding a pretest before the munaqosah, and holding the munaqosah.

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