THE IMPLEMENTATION OF TAHFIDZ QUR'AN PROGRAM AT MTS HIFZHIL QURAN ISLAMIC CENTER NORTH SUMATERA

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Abstract. *The purpose of this study is to describe: 1) Planning the Tahfidz Qur'an at Madrasah Tsanawiyah Hifzhil Quran Foundation Islamic Center Foundation in North Sumatra; 2) Organizing the Tahfidz Qur'an at Madrasah Tsanawiyah Hifzhil Quran Foundation Islamic Center Foundation in North Sumatra; 3) Implementation of the Tahfidz Al-Qurandi Madrasah Tsanawiyah Hifzhil Quran Foundation Islamic Center Foundation in North Sumatra; 4) Supervision of the Tahfidz Qur'an at Madrasah Tsanawiyah Hifzhil Quran Foundation Islamic Center Foundation in North Sumatra; and 5) Factors supporting and inhibiting the implementation of the Tahfidz Qur'an at Madrasah Tsanawiyah Hifzhil Quran Foundation Islamic Center Foundation in North Sumatra. This research uses a qualitative approach with descriptive methods. Data collection uses interview, observation, and document study techniques. To guarantee the validity of the data of the findings and the authenticity of the research refers to the use of data validity standards consisting of credibility, transferability, dependability, and confirmability. This study found that: 1) Planning the tahfidzul quran program at Tsanawiyah Islamic Center in North Sumatra, Islamic Center was carried out by consensus by involving all elements of the education provider; 2) Organizing the tahfidzul quran program carried out by making regular roster or schedule, allocating teachers, and providing learning facilities; 3) The implementation of Qur'an tahfidzh program is quite good. Related to the use of the method of implementing tahfidz; 4) Supervision of program implementation is the headmaster of the madrasa and the teachers appointed to manage the program; and 5) Supporting factors for the successful implementation of this program are due to the strong and high motivation to learn from students to memorize.*

Keywords: Planning, Organizing, Implementation, Supervision

INTRODUCTION

Education will not be realized without the cooperation of each other which are interconnected to form a unity (system). Therefore, education must be structured and planned, so that the system can work well. Management of educational activities is known as management. The presence of management in an organization aims to carry out activities so that an objective is achieved effectively and efficiently (Jaja Jahari and Amirullah Sarbini, 2013: 6). If management functions run optimally, education will run smoothly. Institutional education is implemented in the form of schools, madrassaH, and Islamic boarding schools. Management of Islamic education according to Ramayulis cited by Maisah (2013: 5) is a process of utilizing all sources that have (Muslims, educational institutions, or others), both hardware and software. Utilization is carried out through cooperation with others effectively, efficiently, and productively to achieve happiness and prosperity in the world and the hereafter. Pesantren is part of the internal structure of Islamic education in Indonesia which is held traditionally which has made Islam a way of life.

As part of the internal structure of Indonesian Islamic education, the madrasa has its uniqueness, especially in its function as an educational institution, as well as being a community guidance propaganda institution, even a struggle. Madrasas as Islamic educational institutions have experienced very rapid development. Madrasah Tsanawiyah Hifzhil Quran The Islamic Center Foundation of North Sumatra which manages the Tafidz Qur'an Program is one of the many madrassas and Islamic boarding schools in North Sumatra. As an Islamic educational institution that is in the midst of a community that is very enthusiastic about change, then surely the Madrasah Tsanawiyah Hifzhil Quran Foundation Islamic Center of North Sumatra is inseparable from various things that are the effects of globalization.

Based on the results of a preliminary study conducted by researchers on April 7, 2018 in the Tsifawiyah Hifzhil Quran Islamic Center of the North Sumatra Islamic Center, the information was obtained that this madrasa implements a boarding system which aims to make students able to have noble, independent and competent skills in memorizing the Koran. As for the priorities of education in the Madrasah Tsanawiyah Hifzhil Quran, the North Sumatra Islamic Center Foundation is planting akhlaqul

karimah, forming the independence of students and developing the potential of students, especially in memorizing the Koran. Tahfidz Qur'an also trains children to concentrate highly. The more verses that can be memorized by children and memorization is well maintained, meaning the concentration of children will be higher. In general the more verses are memorized, the faster to memorize other verses. This indicates that the process of improving concentration becomes higher, if more verses of the Qur'an are memorized.

The Intensive Class has a number of provisions for its students where the maximum education period is three years (6 semesters); Every semester students are required to complete memorization of at least five juz; Study time for students in the morning from 8:00 to 10:00 WIB and Afternoon at 15:00 to 17:00 WIB; Santri Intensive program is not justified in attending formal or non formal education intensively outside the Madrasah environment; and graduation levels include chapter 5,10,15,20,25, and r 30. Meanwhile, Non-intensive classes also have some provisions for their students where the maximum period of education is six years (12 semesters); Every semester students are required to complete memorization of at least three juz starting from chapter I; study time for non-intensive students as follows Morning at 8:00 to 10:00 WIB and Afternoon at 14.00 to 15.00 WIB and Evening at 20.00 to 22.00 WIB; and graduation levels include chapter 5,10,15,20,25, and 30 .

The above phenomenon shows that the Tahfidz Qur'an program in the Tsanawiyah Hifzhil Quran Islamic Center of the North Sumatra Islamic Center is very important in the context of quality development and needs to be studied in depth through research activities by raising the title of the Implementation of the Tahfidz Qur'an Madrasah in the Tsanawiyah Hifzhil Quran Foundation Islamic Center Foundation North Sumatra.

LITERATURE REVIEW

Tahfidz Qur'an Program

In general, according to Arikunto (2007: 2-3), the program is defined as a plan or plan of activities to be carried out. While the program specifically is a unit or unit of activity which is the realization or implementation of a policy, takes place in a continuous process, and occurs in an organization that involves a group of people. If this "program"

is directly related to program evaluation, the program is defined as a unit or unit of activity that is the realization or implementation of a policy, takes place in a continuous process, and occurs in an organization involving a group of people. There are three important understandings and need to be emphasized in determining the program, namely: (1) the realization or implementation of a policy, (2) it occurs in a relatively long time not a single activity but is plural-continuous, and (3) occurs in organizations involving groups of people. The program is a system. Meanwhile, the system is a unity of several parts or components of a program that are interrelated and work together with one another to achieve the goals set in the system. That way, the program consists of related components and mutual support in order to achieve a goal. (Arikunto, 2007: 5)

Based on some of the definitions above, it can be concluded that the implementation of the program is a series of activities carried out by individuals and groups in the form of implementation of activities that are supported by policies, procedures, and resources intended to bring results to achieve the goals and objectives set.

Tahfidz Program Planning

In order to achieve organizational goals effectively and efficiently, the first management activity that must be fully functional in every organization is planning activities. Planning is the initial action in managerial activities in every organization. Therefore, planning will determine the difference in performance (perforemance) of one organization with other organizations in implementing plans to achieve goals. Mondy & Premeaux (1995: 138) explain that planning is the process of determining what should be achieved and how to make it happen. Means in planning will be determined what will be achieved by making plans and ways to carry out plans to achieve the goals set by managers at each level of management.

Planning according to Robbins and Mary Coulter (2005: 234) is also often interpreted based on basic questions for planing. The basic questions referred to are "What", "Whay", "Where", "When", "Who", "How" written with the acronym 5 W + H. "What" (what to do, what must be done) or what has to be done explains the goals achieved. "Why" (why to do it, why must be done) or why must be done explaining the

reasons. "Where" (where will to do it, where will be done) or where it is done explains the time. "Who" (who is to do it, who will do it) or who does it explains the implementer. "How" (how to do it, how it will be done) or how to do it explains how. Therefore planning is deciding what to do, why to do it, how to do it, when to do it and who does it. The first five questions pertain to "ends", while the sixth question relates to "means".

The result of the planning process is a plan. A plan is a document that contains a statement of the objectives to be achieved and the means used to achieve these objectives. While a goal (often exchanged with goals) is a target in the future or the end result that an organization wants to achieve. Stephen P. Robbins and Mary Coulter (2005: 235) define the plan as follows Plans are documents that outline how goals are going to be and specifically describe resource allocations, schedules, and other necessary actions to accomplish the goals. Meanwhile, according to Robert Kreitner (2007: 158), A plan is specific, documented intention consists of an objective and action statement. The objective portion is the end, and the action statement represents the men to that end. Stated another way, objectives give management targets.

All managerial activities and actions are according to plan. The plan is the result of planning. Good planning will be able to eliminate the risk of failure. The plan determines where the organization and its activities will be directed. This means that the purpose of each plan and all derivative plans (derivative plans) is to help the achievement of organizational goals. Planning helps managers in all types of organizations to achieve better performance. Therefore planning becomes important in all management functions. About the importance of planning can be seen from the explanation of Stoner and Freeman (1992: 187) as follows:

Organizing the Tahfidz Program

Organizing according to Rajasa (2002: 440) comes from the root of the word "organization" which means a combination of cooperation to achieve certain goals. Organizing is the second management function and is a strategic step to realize an organizational plan. While the word organizing ", etymologically Holt (1993: 264) defines as follows: Organizing is a function of resources, a source of resource use, and compilation of tasks to fulfill organizational plans. Cetro (2003: 23) in its terminological sense, organizing is defined as the process by which the regular use of all resources

within the existing management system is determined. The use emphasizes the achievement of the objectives of the management system concerned, and it not only helps to make the goals clear, but it also explains what kinds of resources will be used to achieve them.

In line with the above opinion, Terry (1975: 194) explains that organizing is an effort to create a clear task relationship between personnel, so that everyone can work together in good conditions to achieve organizational goals. In organizational activities, many conditions affect how the organization will be carried out.

The Implementation of the Tahfidz Program

The education program in the Tahfizhil Quran Madrasa consists of 2 models namely intensive and non-intensive programs. The intensive program has provisions including: 1). The maximum period of education is three years (6 semesters), 2). Every semester student are required to complete memorization of at least five chapter; 3). Study time for students in the morning: 08:00 to 10:00 WIB. Afternoon: 15.00 to 17.00 WIB. 4). Santri Intensive program is not justified in attending formal or non-formal education intensively outside the Madrasah environment. 5). Graduation level: 5,10,15,20,25, and 30 As for point no 4 namely "Santri Intensive Program is not justified in following formal or non-formal education intensively outside the Madrasah environment" is the addition of regulations in the intensive program above, because since the opening of formal education in the Tahfizhil Quran Foundation Islamic Center of North Sumatra, namely in 2009, the students are no longer allowed to attend formal education programs outside the madrasa.

While Non-intensive programs also have rules including: 1). The maximum period of education is six years (12 semesters) 2). Every semester student are required to complete memorization of at least chapter three starting from chapter I; 3). Study time for non-intensive students as follows Morning: 08:00 to 10:00 WIB; Evening: 14.00 to 15.00 WIB and Night: 20.00 to 22.00 WIB 4). Graduation levels chapter 5,10,15,20,25 and 30. The implementation of the Non-Intensive Program referred to here also includes students participating at Tsanawiyah, Aliyah or students attending tertiary education outside the program.

Supervision of the Tahfidz Program

Supervision is the last action taken by managers in an organization. Siagian (2004: 63) believes that controlling (controlling) is the process of observation or monitoring of the implementation of organizational activities to ensure that all work being carried out goes according to a predetermined plan. With supervision it is expected that irregularities in various things can be avoided so that goals can be achieved. What is planned is carried out properly according to the results of deliberations and the utilization of material resources will support the realization of organizational goals.

Robbins (1984: 112) explains that supervision is interpreted as all activities to ensure the achievement of the objectives as planned and examination of irregularities becomes the nature of supervision. This supervision can be done directly (direct control) or indirect supervision (indirect control).

Supervision process that will guarantee standards for achieving goals. As explained by Terry (1975: 195) that supervision is a systematic effort in determining what has been achieved that leads to performance appraisal and the importance of correcting or measuring performance based on predetermined plans. Supervision made in the management function is actually a strategy to avoid deviations in terms of a rational approach to the existence of inputs (quantity and quality of materials, money, staff, equipment, facilities, and information), as well as supervision of activities (scheduling and accuracy of the implementation of activities organization), while the other is supervision of output (desired product standards).

Furthermore Siagian (2004: 64) argues that the goal of supervision is to guarantee the following: (1) the policies and strategies that have been set up are in accordance with the spirit and spirit of the intended policies and strategies, (2) the budget available to support various organizational activities really used to carry out these activities efficiently and effectively, (3) the members of the organization are really oriented to the life and progress of the organization as a whole and not to the interests of individuals who are actually placed under the interests of the organization, (4) supply and use work facilities and infrastructure in such a way that the organization gets the maximum

benefit from the facilities and infrastructure, and (5) quality standards of work are met to the maximum extent possible, and 6) Work procedures are obeyed by all parties.

Implementation of supervision is actually carried out as a form of process of observation or monitoring of the implementation of organizational activities to ensure that all work being carried out goes according to a predetermined plan, besides that, this activity is expected to be able to oversee the possibility of irregularities in various matters so that true organizational goals can be achieved. Related to the tahfidz program, the program supervisors are *Ustadz* appointed by the program manager.

METHODOLOGY

This research was conducted at the Madrasah Tsanawiyah Hifzhil Quran Foundation of the North Sumatra Islamic Center. This study was conducted for 6 months from July to November 2019. The choice of this location is based on consideration of the ease of obtaining data, researchers focus more on the issues to be studied because the research location is close to researchers both time and data limitations. This location was chosen as a place for researchers because this location implements memorization of the Qur'an for students at the Madrasah Tsanawiyah Hifzhil Qur'an and is still committed to the development of scientific scholarship of the Qur'an, especially the Tahfidz Al-Qur'an program.

The subject of this research is directed at finding data from teachers or teachers, school principals, employees, teachers and students. The data search starts from the civil servant element as a key informant (key informant) using snow-ball sampling (snowball), then the next informant is the principal element of the employee, teacher and student. Achievement of data will be stopped when there are no more variations of data that appear or surface or experience saturation (naturation). So the number of informants in this study is not determined exactly depending on the level of data requirements needed.

This research uses a qualitative approach with descriptive methods. Data collection uses interview, observation, and document study techniques. To guarantee the validity of the data of the findings and the authenticity of the research refers to the

use of data validity standards consisting of creadibility, tranferability, dependability and comfirmability.

FINDINGS AND DISCUSSION

First Findings This study found that the planning of the tahfidzul quran program at the Madrasah Tsanawiyah Foundation for the Islamic Center of North Sumatra was carried out by consensus by involving all elements of the education provider. The program planning activities are arranged based on achieving the vision, mission and objectives of the madrasa, compiling relevant curriculum, planning the human resources involved especially teachers and religious teachers to have qualifications and competencies, memorization targets to be achieved, and the carrying capacity of the learning process of tahfidz.

Consensus is an activity of deliberation and negotiation to solve problems that result in a mutual agreement (win-win solution). Deliberation of consensus aims to strengthen the family ties as stated in the fourth precepts of the Pancasila "Democracy Led by Wisdom in Consultation / Representative". Consensus-building is a process of discussing issues together in order to reach mutual agreement. Consensus agreement is conducted as a way to avoid voting that results in minority and majority groups. Consensus deliberation culture as stated by Fattah Bahiki & Rahmatan (1993: 2) has a role in the formation of a positive academic climate. The culture of consensus agreement gives a stimulus to the surrounding environment to get accustomed to do consensus deliberation in every decision making. In connection with the explanation above, the consensus culture (Bubalah) that was implemented by the Madrasah Tsanawiyah Foundation of the North Sumatra Islamic Center in carrying out the planning of the Tahfidz program, also always upholds mutual agreement and prioritizes the principle of kinship.

In response, the leader of the Islamic Center of the North Sumatra Islamic Center, North Sumatra explained about the steps to be taken, when the deliberation did not reach the point of consensus was to take a more intense approach to sitting together and seeking joint solutions. Because I believe that the hardest rock in the ocean will crack when dripping water continuously as well as humans. And choosing voting is not

democracy, voting is just a shortcut to end a problem that has no common ground. The consensus culture gives a stimulus to the surrounding environment to get accustomed to deliberation to reach consensus in every decision making. Like the presentation from Dewitt & Slade (2014: 14) explains that a positive academic climate is an environment where all people are involved and respected and work together to develop life, and contribute together in building and maximizing the achievement of the results of the tahfidz program at the Islamic Center of the Islamic Center in Sumatra. The findings of this study also show that the planning of the tahfidzul qur'an program at the Islamic Center of the North Sumatra Foundation is also carried out jointly.

This phenomenon at least shows that in planning an organization's work program, all organizational actors must be actively involved as a team collaboration. From analyzing the condition and resources of the organization to determining the right program for the organization during a period of leadership. By analyzing the needs and compiling the program together, then during the actuating of the program, the constraints of the internal organization can be minimized. In addition, all organizational actors will be able to execute the program well, because they are the ones who plan and correctly understand the indicators of the program's success. Collaboration in the team as stated by Widayati (2002: 2-7) is one of the keywords for the success of the team in the future competition. In a work team someone works with others to achieve goals, so that cooperation can be established, which will be able to develop togetherness, ideas, and alternative solutions, support each other and strengthen synergies, corrective actions and add expertise. According to Robbins (2001: 286), work teams will produce a positive synergy through efforts made through coordination. Collaboration carried out produces something better than the work done individually.

While Stoner (1996: 200) suggests the determinants of the effectiveness of cooperation in the Team are identified as follows: (1) interdependence of tasks, (2) interdependence of results, (3) potential, and (4) work effectiveness. Tahfidz program planning activities in this madrasah are arranged based on achieving the madrasah's vision, mission and goals. Vision is a series of words in which there are dreams, ideals or core values of an institution or organization. Vision can be said to be the future goal of an organization or institution. It contains thoughts that are found in the minds of the

founders. These thoughts are a picture of the future of the madrasa you want to achieve. There is also a view that the vision is a certain view of the direction of management of the institution. This will determine where the relevant institutions will be taken in the future. The existence of this vision is influenced by a view that to achieve success, an organization or institution must have a clear direction. While the mission is a process or stage that should be passed by an institution or agency or organization with the aim of achieving that vision. In addition, the mission can also be interpreted as a description or purpose of why an agency or organization is in the community. Based on the description above, actually every work program should be oriented to the vision, mission and goals of the organization without exception the tahfidz program at Madrasah Tsanawiyah Islamic Center Foundation North Sumatra, in this way the program implemented is expected to provide and translate the basic objectives of madrasah so that the parameters of time, cost, and performance can be controlled and evaluated.

Findings Both of these studies found that organizing the tahfidzul quran program at the Madrasah Tsanawiyah Islamic Center Foundation in North Sumatra was carried out by regularly scheduling or rostering, allocating teachers, and providing learning facilities. Organizing is the determination, grouping and arrangement of various types of activities needed to achieve the activities, placement of people (teachers) to the activities of physical provision suitable for work needs and extension of authority relationships delegated to each person in relation to the implementation of the expected activities (Salam) , 2004: 19). Based on the opinion above, then this organizing function covers all management activities that are manifested in the structure of duties and authority. Organizing organizes activities that must be carried out by organizational units such as the delegation of authority to carry out work, vertical and horizontal information relations, in a effective and efficient coordination.

There are two main aspects in the process of organizing an organization namely departmentalization and division of labor. Departmentalization is a grouping of work activities of an organization so that similar and interconnected activities can be done together. This will be reflected in the formal structure of an organization and seen or shown by an organizational chart. division of labor is the breakdown of work tasks so that everyone in the organization is responsible for and carrying out a limited set of activities (Handoko, 2003: 167). Implementation of a successful organizing process will

make an organization can achieve its objectives. This process will be reflected in the organizational structure, which covers important aspects of the organization and the organizing process, namely; division of labor, departmentalization, formal organizational chart, chain of command and unitary command, levels of the management hierarchy, channels of communication, use of committees, range of management and informal groups are inevitable. (Handoko, 2003: 168-169).

The findings of these three studies found that the implementation of the tahfidzh Qur'an program carried out at the Tsanawiyah Hifzhil Qur'an Madrasah Foundation in North Sumatra Islamic Center was carried out quite well. Related to the use of the method of implementing tahfidz, depending on the conditions and choices of students. This is related to each student having diverse experiences and varied backgrounds, so the method used by one student is not necessarily the same as other students, but overall, the method used is memorized.

Discussing about learning tahfiz Qur'an in Islamic boarding schools and madrassa, it will be remembered that the most famous Muslim scholars of Koran. Sohib and Surur as quoted by Sofyan (2015) explained that in Indonesia, the tradition of memorizing the Qur'an was carried out by scholars who had studied in the Middle East. In subsequent developments, this tradition is increasingly popular. With sanad continued from the Middle East, the scholars conducted the study of tahfiz Qur'an with the method of talaqqi and musyafahah. Ahmad Atabik (2014) explained that the tradition of memorization (tahfîz) of the Qur'an is one of the activities of Muslims in internalizing the Qur'an in daily life, one of which is to memorize the Koran. This is often carried out in religious-based institutions including pesantren, majelis taklim and so on. Regarding the memorization method, tahfidz students in the Madrasah Tsanawiyah Hifzhil Qur'an Islamic Center Foundation of North Sumatra implement three methods, namely by rote remission.

The activity of memorizing the Qur'an is carried out independently. Each student is given flexibility in memorizing according to the method mastered. In general, mahasantri memorize the Qur'an with the tikrar method, which is to memorize the Qur'an verse by verse then read it repeatedly. The second way is to memorize Qur'an and then take turns to deposit the memorization. The method used in the process of

memorizing the Qur'an is the talaqqi method, which is each mahasantri in turn advances one by one to deposit his memorization in front of the teacher tahfiz. While the third way is to memorize repeatedly until memorizing and repeating memorization of the Qur'an that he has memorized independently without any friends listening to memorization. This activity is carried out on the sidelines of the time after the midday prayer and after the afternoon prayer and this method is known as an independent murajaah activity.

The findings of these four studies found that related to the Tahfidz supervision program, the program supervisors were the teachers appointed by the program manager or madrasa head. Supervision is the process of determining performance measures and taking actions that can support the achievement of expected results in accordance with the specified performance. Controlling is the process of measuring performance and taking action to ensure desired results (Schermerhorn, 2002: 12). Based on the description above , according to researchers, supervision is part of the management function, where supervision is considered as a form of inspection or control from the upper party to the party below. Supervision is the process to ensure that all activities carried out in accordance with what has been planned. The process of ensuring that actual activities conform to planned activities. (Stoner, Freeman & Gilbert, 2005: 114).

According to Winardi (1998: 78) supervision is a systematic effort to establish performance standards in planning to design information feedback systems, to compare actual performance with predetermined standards, to determine whether a deviation has occurred, and to take corrective action which is needed to ensure that all organizational resources are used as effectively and efficiently as possible to achieve organizational goals. From the above opinions, it can be concluded that supervision is important in carrying out a plan. With the supervision, the planning expected by management can be fulfilled and run well. Supervision is basically directed entirely to avoid the possibility of fraud or deviation from the objectives to be achieved. through supervision is expected to help implement policies that have been set to achieve the planned objectives effectively and efficiently.

The fifth finding of this study found that the supporting factors for the successful implementation of this program were due to the strong and high motivation to learn from students to memorize, encouragement from friends and the support of facilities

and infrastructure. In the world of education, especially in learning activities that the continuity and success of the teaching and learning process is not only influenced by intellectual factors but also by other non-intellectual factors that are no less important in determining one's learning outcomes. One of them is the ability of a student to motivate himself. Motivation is very important in learning activities because there is motivation to encourage enthusiasm for learning and if the lack of motivation will weaken the spirit of learning. Motivation is the most important thing in learning, a student who learns without motivation or lacks motivation will not succeed to the maximum. Motivation to learn is the tendency (encouragement) that arises in a person consciously or unconsciously to act with a specific goal. Related to the inhibiting factors the burden in the implementation of tahfizul qur'an in the form of memorization targets is not achieved, laziness, and the ability to manage study time. Lazy is "do not want to work or do something. Lazy also means being reluctant, dislike, not passionate ". Lazy to learn "means do not want, reluctant, do not like, and do not desire to learn". "Lazy is a habit that is learned and shaped by environmental conditions and the people around it." "Lazy nature is a result of the inability to manage time and lack of self-discipline, not innate. Therefore, so that laziness is not formed, it needs to be accustomed to respect time and discipline.

CONCLUSION

Based on the previous discussion, it can be concluded the results of this study are as follows:

1. Planning the tahfidzul Qur'an program at Madrasah Tsanawiyah Foundation for the North Sumatra Islamic Center is carried out by consensus by involving all elements of the education provider. The program planning activities are arranged based on the vision, mission and objectives of the madrasah, compile relevant curriculum, plan the human resources involved, especially teachers who have qualifications and competencies, memorization targets to be achieved, and the carrying capacity of the Tahfidz learning process.

2. Organizing the tahfidzul Qur'an program at the Madrasah Tsanawiyah Foundation for the North Sumatra Islamic Center carried out by regularly scheduling or rostering, allocating teachers, and providing learning facilities.

3. The implementation of the tahfidzh Qur'an program in the Tsanawiyah Madrasah tahfidzul Qur'an of the Islamic Center Foundation of North Sumatra was quite good. Related to the use of the method of implementing tahfidz, depending on the conditions and choices of students. This is related to each student having diverse experiences and varied backgrounds, so the method used by one student is not necessarily the same as other students, but overall the method used is memorized.

4. Supervision of program implementation is carried out by the madrasah headmaster and the teachers appointed to manage this program.

5. Supporting factors for the successful implementation of this program are the existence of strong learning motivation in students to memorize, encouragement from friends and the support of facilities and infrastructure. While the inhibiting factors are the number of memorization targets not achieved, laziness, and the ability to manage study time.

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