

Al-Quran Learning Management in the Integrated Class of Muhammadiyah 01 Junior High School Medan Kota Branch

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Abstract: The purpose of this study was to determine the planning, organization, implementation, and evaluation of Al-Quran learning in the integrated class of SMP Muhammadiyah 01. The research data instruments were observation, interview and document study. The results revealed that the integrated class of Muhammadiyah 01 Junior High School carried out the management of Al-Quran learning very well. Learning planning includes the completeness of the learning tools of subject teachers. The uniqueness of the implementation of Al-Quran learning in integrated classes can be seen from the distribution of class hours. The integrated class has six hours of Al-Quran lessons including 2 hours of Al-Quran lessons, 2 hours of Al-Quran Hadith lessons, 2 hours of Tahfiz Al-Quran lessons. Another uniqueness of Al-Quran learning management in integrated class is in the organization of learning. The organization of learning is done since the beginning of the learning year by making remedial Iqra class for students who are not fluent in reading Al-Quran and Tahfiz class. The implementation or application in learning every teacher is able to manage the class well, so that the teaching and learning process can run optimally. Evaluation is also carried out daily, monthly, midterm, and semester. The evaluation of learning in the integrated class is carried out in various ways, namely oral, written, and demonstration of reading skills.

Keywords: Learning Management; Al-Quran Learning Management; Junior High School.

Abstrak: Tujuan penelitian ini adalah untuk mengetahui perencanaan, pelaksanaan, pengorganisasian dan evaluasi pembelajaran Al-Quran di kelas terpadu SMP Muhammadiyah 01. Instrumen data penelitian berupa

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observasi, wawancara dan studi dokumen. Hasil penelitian mengungkapkan bahwa kelas terpadu SMP Muhammadiyah 01 melakukan manajemen pembelajaran Al-Quran dengan sangat baik. Perencanaan pembelajaran meliputi kelengkapan perangkat pembelajaran guru bidang studi. Keunikan pelaksanaan pembelajaran Al-Quran di kelas terpadu dapat dilihat dari distribusi jam pelajaran. Kelas terpadu memiliki enam jam pelajaran Al-Quran meliputi 2 jam pelajaran Al-Quran, 2 jam pelajaran Al-Quran Hadis, 2 jam pelajaran Tahfiz Al-Quran. Keunikan lainnya dari manajemen pembelajaran Al-Quran di kelas terpadu adalah dalam pengorganisasian pembelajaran. Pengorganisasian pembelajaran dilakukan sejak awal tahun pembelajaran dengan membuat kelas remedial Iqra bagi siswa yang belum lancar membaca Al-Quran dan kelas Tahfiz. Implementasi atau penerapan dalam pembelajaran setiap guru mampu mengelola kelas dengan baik, sehingga proses belajar mengajar dapat berjalan dengan optimal. Evaluasi dilakukan secara harian, bulanan, tengah semester, dan semester. Evaluasi pembelajaran di kelas terpadu dilakukan dengan berbagai cara, yaitu lisan, tertulis, dan demonstrasi keterampilan membaca.

Kata Kunci: Manajemen Pembelajaran; Manajemen Pembelajaran Al-Quran; Sekolah Menengah Pertama.

A. Introduction

Management becomes an urgent issue to guide a process to be carried out in a harmonious order that leads to the achievement of the desired goals. Successful learning management is always associated with management. Because learning that takes place in a planned, organized, well-executed and supervised manner must provide different results from learning that seems haphazard and as it is. Based on the research results of Beach and Reinhartz *Supervisory Leadership: Focus on instruction* cited in Syafaruddin, there are 10 focuses of effective learning, and one of them is the use of classroom management (Syafaruddin, 2011, p.233)

The term management is universally accepted not only in the field of education. Management is the process of working together between individuals and groups and other resources in achieving organizational goals as organizational activities (Hersey

and Balanchard as cited by Syafaruddin, 2005, p. 41). Management is often defined as a science, a skill, and a profession. It is said to be a science, because management is seen as a field of knowledge that systematically tries to understand why and how people work together. It is said to be a trick, because management achieves goals through ways by organizing people to carry out tasks. Viewed as a profession because management is based on special expertise to achieve a manager's achievement, and professionals are guided by a code of ethics (Fatah, 2008, p.1). However, technically management is defined as the process of achieving organizational goals through engaging in the four major functions of planning, organizing, leading and controlling (Bartol et al., 1998).

Management in the world of education can be interpreted as an activity of integrating educational resources to be centered in an effort to achieve predetermined educational goals (Haidir and Salim, 2012). If the concept of management is translated into learning activities, management is defined as the efforts and actions of the principal as an instructional leader in the school and the teacher's efforts as a learning leader in the classroom carried out in such a way as to obtain results in order to achieve school program goals and learning. This means that learning management in schools is the management of several work units by authorized personnel aimed at the success of the learning program. Thus, the effectiveness of learning can be achieved if the functions of planning, organizing, implementing and supervising can be implemented properly and correctly in the learning program.

On the other hand, Islamic education is invaded by the demands of implementing a more comprehensive curriculum that fulfills the needs of the global era without forgetting the roots of Islamic education. One of the most important things in Islamic education is learning the Quran. The Quran as a source of teachings and a guide to life for every muslim must be explored and understood its meaning so that it can be applied properly and correctly in life. The above will be implemented if a person can read the Quran well.

Muhammadiyah 01 Junior High School (SMP) Medan Kota Branch has a mission related to the mission of faith and piety, namely: 1) Modifying and integrating the al-Islamic curriculum with the national curriculum; 2) Smart in worship; 3) Smart in

writing and reading and interpreting Quranic verses; 4) Understand, live and practice the basic values of Islamic teachings; 5) Smart in socializing, polite in appearance, authoritative and sincere and have al-karimah character.

In line with the third school mission, namely: smart in writing and reading and interpreting Quranic verses, the management of Quran learning in this school is interesting to study. To meet the needs of general and religious learning in a balanced manner, especially learning the Quran, Muhammadiyah 01 Junior High School held an integrated class. Integrated education has an insight into a whole and multidimensional life that includes insight into God, humans and nature in an integral way (Zainuddin, 2008, p. 50). The integration includes various elements that must be integrated in one educational system, among others: the integration of goals and levels of education, scientific integration, the integration of the educational curriculum, the integration of education personnel and facilities, and the integration of educational management. While what is meant by the concept of integrated school in Muhammadiyah 01 Junior High School is the integration of the curriculum of *imtaq* and science and technology (a combination of the curriculum of the Ministry of National Education and the Ministry of Religion).

Based on the regulation of the Minister of Religious Affairs No. 1 of 1946 and refined by the regulation of the Minister of Religious Affairs No. 7 of 1952, it is stated that the name *madrasah* is a place of education that is organized as a school and makes Islamic education and science the subject of instruction. Therefore, Quranic subjects in *Madrasah Sanawiyah* are the main subjects that stand alone and are distributed in two lesson hours each week. Similarly, the Quran Hadith subject receives the same portion of two lesson hours each week. This is also in accordance with the spirit of the 1974 SKB three ministers policy, namely *madrasah* as an educational institution characterized by Islamic characteristics in which Islamic knowledge and values must be applied (Daulay, Haidar P, 2009, p.179). There are public schools managed by Islamic institutions that apply this method in order to provide more time for teachers to be able to deliver their students to achieve the desired competence in learning the Quran.

Some studies that discuss the same topic include: 1) Quran Learning Management through the I'dad Lughawy Program at Ma'had Al-Birr, Muhammadiyah University of Makassar by La Sahidin, et al (2022). Qur'anic learning through the I'dad Lughawi program is managed in a structured manner from planning, organizing, implementing, to evaluating. This can be seen from the implementation of a tiered curriculum (four mustawa for two years), setting the schedule of activities in the dormitory, as well as preparing a clear syllabus and evaluation standards; 2) Management of Qur'an tahfizh learning for the achievement of memorization targets at SMPQ Al-Ihsan by Mutaqin, et al (2022). SMPQ Al-Ihsan has implemented tahfizh learning management, starting from setting specific memorization targets (planning), a defined learning organization structure, implementing routine and systematic memorization activities, to tiered evaluation through meetings and monitoring learning outcomes. With this approach, the institution has succeeded in increasing the achievement of memorization targets as planned; 3) Management of the Quran Tahfiz Program in Junior High School by Khotim H Najib and Nur Afifi (2023). The program is managed through four main functions: planning, organizing, implementing, and evaluating. The principal to the tahfizh teachers work in unison in designing and running the program. With three daily sessions and multi-method learning, students are actively involved in tahfizh. Memorization is monitored regularly and closed with a formal event as a form of recognition.

Although the concept of learning management applied in the previous studies are also discussed in this study includes: planning, organizing, implementing and evaluating. However, this study contains its own novelty and uniqueness considering that junior high schools under the Ministry of Education do not have a special curriculum for learning the Quran except for Islamic Religious Learning (PAI) two lessons per week. So, to meet the needs of general and religious learning in a balanced manner, especially learning the Quran, Muhammadiyah 01 Junior High School held an integrated class. Therefore, the management of Quran Learning at Muhammadiyah 01 Junior High School, Medan Kota Branch deserves to be researched with the title: Al-

Quran Learning Management in Integrated Class of Muhammadiyah 01 Junior High School Medan Kota Branch.

B. Research Methods

This research is a qualitative research with a descriptive approach. Fatchan quoted in Basrowi and Suwandi (2008) said that this qualitative method can be used to achieve and obtain a story, a fresh view and a story about everything that is mostly already and can be known. Likewise, qualitative methods are expected to be able to provide a detailed explanation of phenomena that are difficult to convey with quantitative methods. This method is a micro to very micro subjectivism approach. It is said so because this research can be used to reveal the uniqueness that exists in individuals, groups, organizations or certain institutions.

This research data collection uses a data triangulation approach, namely by collecting data from various sources. Researchers used three data collection techniques: 1). Observation; observation of the activities of teachers and students of the Featured class. 2). Interview; interviews in this study were used to find out the stages of planning, organizing, implementing and evaluating Al-Quran learning. In this case the parties interviewed were teachers and principals. 3). Documentation; data obtained from documentation is secondary data, while data obtained from interviews and observations is primary data or data obtained directly from the first party. The collected data will be analyzed using the Miles and Huberman model. This model suggests that activities in qualitative data analysis are carried out interactively and take place continuously until completion, so that the data is saturated. The measure of data saturation is characterized by no more new information being obtained. Activities in data analysis include data reduction, data presentation, and conclusion drawing and data verification.

C. Results and Discussion

1. Quran Learning Planning in Integrated Classroom

The principal in terms of this planning in collaboration with the vice principal requires each subject teacher to compile learning tools. This learning tool aims to facilitate teachers in the learning process, so that the program set is directed. Without

lesson planning, the implementation of learning will experience difficulties and even failure in achieving the desired goals. The learning tools include:

- a. Education calendar for subject teachers, which is adjusted to the working days and learning hours of each subject teacher.
- b. Setting KKM (Minimum Completeness Criteria)
- c. Prepare a learning syllabus that is equipped with competency standards, basic competencies, indicators, learning objectives, learning scenarios, tools and resources, methods used. and evaluation.
- d. Developing lesson plans (Learning Implementation Plan).
- e. Developing the Annual Program.
- f. Develop a Semester Program.
- g. Developing learning evaluations.

In lesson planning, each subject teacher prepares learning administration such as annual program, semester program, syllabus, lesson plan (RPP). In the lesson plan, the components must be listed, namely the objectives to be achieved, the strategies used, the media that support and the evaluation used. In the lesson plan, there must be a component of the objectives to be achieved, the strategies used, the media that support and the evaluation used. When researcher asked two other Quran learning teachers, Rasmida and Saidom Batubara, they confirmed the obligation to compile and collect learning tools.

In terms of this lesson planning, the Al-Quran Learning Field of study teacher collaborates with other Al-Quran Learning teachers to compile syllabus materials and create learning formats under the direction of the coordinator of the Al-Islam and Muhammadiyah (AIK) Field. Even Al-Quran Hadith teachers can easily obtain Al-Quran Hadith lesson plans by downloading them directly from the internet and then adjusting them to local conditions. Thus, each subject area teacher can develop a learning system as long as it does not conflict with the provisions of the National Education, Ministry of Religion and the Central Muhammadiyah Dikdasmen.

2. Organizing Quran Learning in Integrated Classrooms

The integrated class has six hours of Al-Quran lessons including 2 hours of Al-Quran lessons, 2 hours of Al-Quran Hadith lessons, 2 hours of Tahfiz Al-Quran lessons. Al-Quran and Al-Quran Hadith Subjects aims to increase students' love for the Quran and Hadith. Equipping students with the arguments contained in the Quran and Hadith as guidelines in responding to and dealing with life. And to increase the seriousness of students in worship, especially prayer by applying the laws of tajweed reading and the content of the letters or short verses they read (Mentri Agama, 2008, p. 49)

Another uniqueness of Al-Quran learning management in integrated class is in the organization of learning. The organization of learning is done since the beginning of the learning year by making remedial Iqra class for students who are not fluent in reading Al-Quran and Tahfiz class. The organization of Al-Quran learning for students who have not been able to read Al-Quran is by holding remedial Iqra class. The organization of the place and time of remedial Iqra is carried out in different classes and carried out by teachers who are devoted to handling students who need remedial Iqra. The 13 remedial Iqra students in the odd semester of this academic year can be detailed as follows: Class VII as many as 10 students, class VIII as many as 2 students and class IX as many as 1 student. While the average Iqra level of these students is already at Iqra 4 and 5, only 1 student is at the level of Iqra 2 and 1 person Iqra 6. When asked about the grace period for someone to undergo this remedial class, Mr. Ruslan as a BP teacher explained that around 6 to 9 months they usually can start reading the Quran.

While the organization of Al-Quran learning enrichment activities for students who have been fluent in reading Al-Quran is through Tahfiz Al-Quran classes combined with tilawah (reading Al-Quran by learning the song). The Al-Quran learning enrichment program in this school is also organized through memorizing short letters and daily prayers that are carried out by the school at each grade level and recorded in a student memorization book. The Tahfiz class consists of 30 students, a combination of integrated and regular VII and VIII classes. The implementation time is every Thursday and Saturday at 13.30 WIB until 14.50 WIB. The implementation of Tahfiz Quran and Tilawah extracurricular activities as student elective subjects is entrusted to Devi Puspa,

who is also the teacher in charge of the Quran subject. The Quran Tahfiz materials are determined by teachers in the MGMP forum as follows: a. Juz 1 for Class VII, b. Surah al-Wāqī'ah, al-Muluk and ar-Rahmān for Class VIII. The Quran Tahfiz class is carried out with a *setoran* (deposit) system. This means that every student who has memorized one letter will deposit his memorization with the subject teacher.

The organization of teaching materials is carried out individually and in groups. The organization of teaching materials is carried out by the teacher himself by starting from easy material to complex discussions. While the organization of teaching materials in groups is coordinated by the Coordinator of the AIK Field (al-Islam Kemuhammadiyah) through the forum for the Teacher Consultation of al-Islam, Kemuhammadiyah, Arabic Language, and the Quran (MGMP ISMUBA) which is local or only applies at SMP Muhammadiyah 01 superior class. In the MGMP, it is discussed about the syllabus, lesson plans, annual program, semester program, and KKM (Minimum Completeness Criteria). Each subject teacher can convey ideas or ideas in developing their teaching materials. Each teacher exchanges information and shares experiences in dealing with student learning obstacles.

3. Implementation of Quran Learning in Integrated Classroom

The implementation of Quran and Hadith learning in the classroom can be summarized into three activities, namely: initial activities, core activities and final activities. In the initial stage, the teacher says greetings and recites *basmalah*, then conducts class conditioning by taking students' attendance, then asks briefly about the material that has passed. At this stage the teacher tries to focus attention and motivate students to be ready to learn. In the core stage, the teacher explains the material according to the basic competencies briefly, then divides students into several groups. At the end of the lesson, the teacher asks one of the students to summarize the material that has just been learned, then tells the students to repeat the lesson at home. This is in accordance with what is also revealed by Majid (2003, p.103), the stages of learning activities include:

- 1) Initial activities, preliminary activities are intended to motivate students, focus attention, and find out what students have mastered related to the

material to be learned. This activity can be done by means of apperception, creating learning readiness, creating a democratic learning atmosphere.

- 2) Core activities, these activities are activities to instill, develop knowledge, attitudes and skills related to the study material concerned. This activity includes: (a) delivery of learning objectives; (b) delivery of teaching materials using: appropriate approaches and methods, facilities and tools/media; (c) checking student understanding. In the core activities, group learning can also be carried out.
- 3) Closing, this activity is an activity that provides affirmation or conclusion and assessment of mastery of the study material provided in the core activities. Conclusions are made by the teacher and together with students. Activities that must be carried out in the final and follow-up activities are: a) Carry out the final assessment b) Provide assignments and exercises and provide motivation/learning guidance.

The implementation or application in learning every teacher is able to manage the class well so that the teaching and learning process can run optimally. When learning Al-Quran and Al-Quran Hadith, teachers use a variety of methods, not just lectures. For example, discussion, question and answer and demonstration of ability in reading and memorization. With questions and answers and discussions, students' creativity will be awakened. To attract the interest and attention of students, Al-Quran teachers also use learning media such as pictures, and game cards to find propositions in the Al-Quran. While the Al-Quran Hadith learning media uses more diverse electronic facilities such as videos, laptops and sometimes even teachers use tapes and TVs to be able to see directly about Al-Quran Hadith material.



Figure 1. Discussion in the Quran-Hadith class

Based on the observations, the researcher can conclude that the teacher was quite interactive in teaching and provided full supervision of the class throughout the teaching and learning process so that learning went well. During the process itself, the whole class was enthusiastic about the process and excited about the discussion system implemented by the teacher. According to Fatur and Nadia, two students who were interviewed at the end of the class, they stated the importance of Quranic subjects and that the group discussion method as it just took place really helped them learn the Quran without feeling bored or sleepy.



**Figure 2. Tahfiz- Al-Quran Class:
Motivation in the beginning class before repetition verses**



Figure 3. The Quran teacher is paying attention to the work of the group

4. Evaluation of Quran Learning in Integrated Classrooms.

The evaluation of learning in the integrated class is carried out in various ways, namely oral, written, and demonstration of reading skills. The evaluation of Al-Quran learning in this school even further places the assessment of student attitudes as a component to evaluate the success of Al-Quran learning. This attitude assessment can be in the form of daily student morals and or attitudes or morals in accordance with learning materials. Evaluation is also carried out daily, monthly, midterm, and semester. Daily exams or tests are carried out to evaluate each material that has been delivered at each meeting. Monthly exams are conducted to evaluate one basic competency. Mid-semester exams are carried out to evaluate several basic competencies. Semester exams are carried out to test all basic competencies that have been learned.

Evaluation of learning both Al-Quran and Al-Quran Hadis is carried out by teachers in the classroom every day. This is intended to supervise and monitor the achievement of learning outcomes. Teachers monitor student progress in each meeting, guide and give direction in every discussion, give punishment and appreciation so that all learning processes run conducive and successful. In teaching and learning activities, assessment during discussions is carried out by looking at student activeness. On a

broader scale, evaluation and supervision of learning is carried out directly by the principal, vice principal and coordinator of the AIK field to teachers every day and in school meetings. This is done to find out clearly the things that do not go as planned and agreed upon during the teachers' deliberations.

D. Conclusion

Al-Quran learning management includes planning, organizing, implementing and evaluating learning is very well implemented under the coordination of the Coordinator of AIK (al-Islam Kemuhammadiyah). The distribution of all subjects of the Al-Quran into six hours of lessons in each week shows the great attention of the institution to the mastery of Al-Quran well by students. The uniqueness of this school's Al-Quran learning management is by dividing the Quran class based on two groups of students. Students who are proficient in reading the Al-Quran join the tahfiz and Tilawah classes while the Iqra class is a special class for students who cannot read the Al-Quran. The implementation or application in learning every teacher is able to manage the class well, so that the teaching and learning process can run optimally. Evaluation is also carried out daily, monthly, midterm, and semester. The evaluation of learning in the superior class is carried out in various ways, namely oral, written, and demonstration of reading skills.

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