Principal Leadership in the Al-Qur'an Tahfizh Program (Multicase Study at Al-Muhafizhah Middle School Blitar and Sunan Gunung Jati Tulungagung Middle School)

Muhammad Subchan Sodiq[1], Akhyak[2], Kojin[3], Maftukhin[4], Achmad Patoni[5]

[1,2,3,4,5] UIN Sayyid Ali Rahmatullah (SATU) Tulungagung, East Java, Indonesia

ABSTRACT	Published Online: March 25, 2023

This study aims to find answers to three fundamental questions; 1) How is the leadership of the principal in defining the vision and mission of the tahfizh al-Qur'an program?; 2) How is the leadership of the school principal in mobilizing school members to carry out the tahfizh Al-Qur'an program?; 3) How is the leadership of the school principal in controlling the tahfizh Al-Qur'an program at SMP Al Muhafizhah Blitar and SMP Sunan Gunung Jati Tulungagung? This research used a qualitative approach with a case study type at SMP Al-Muhafizhah Blitar and SMP Sunan Gunungjati Tulungagung. Sources of informant data, events, locations and documents both primary and secondary. Data collection techniques with participant observation, in-depth interviews and documentation. Data analysis using Huberman data analysis techniques. While checking the validity of the data is done through peer discussions, triangulation of data sources and triangulation of methods. Research result; 1) The leadership of the school principal in defining the vision and mission of the Al-Qur'an tahfizh program is an affirmation of historical reasons, community aspirations, character, characteristics of excellence and competitiveness of schools as Islamic educational institutions; 2) The leadership of the school principal in mobilizing school members to implement the tahfizh program is carried out using an awareness, participatory and delegative approach by prioritizing a collaborative work system; 3) The leadership of the school principal in controlling the Al-Qur'an tahfizh program is carried out using a model of supervision, evaluation and problem solving using a participatory evaluation approach, as well as coaching programs using a delegative approach. The results of the research strengthen Mulyasa's concept that leadership is the ability to direct, mobilize and foster members of the school organization to achieve common goals. Strengthening the concept of Selznik's leadership function, namely defining vision and mission, maintaining organizational integrity and control. Strengthen Blanchard's leadership concept of participatory and delegative approaches in the relationship between leaders and subordinates.

Keywords:
Leadership, Principal, Tahfizh Al-Qur'an

1. INTRODUCTION

The development of science and technology brings changes to all aspects of human life so that various existing problems are tried and can only be solved by mastering and improving science and technology, especially through education. Improving the quality of education itself is basically "a process that is integrated with the process of improving the quality of human resources itself" (Conny, 1991). Responding to increasingly complex problems, the government together with the private sector concerned and education providers have and continue to strive to realize this mandate through various efforts to develop higher quality education, including through the development and improvement of the curriculum as one component that has a strategic role in the education system. (Rusman, 2009).

Curriculum and learning are the core activities of the school and their management is a very important part of school management. Curriculum management and learning activities include curriculum planning, implementation and assessment activities (Nurdin, 2008). The planning and development of the national curriculum has generally been

carried out by the Ministry of National Education at the central level. Therefore, at the school level, the most important thing is how to realize and adapt the curriculum to learning activities. Quoting the opinion of Audrey and Nichools, Hamalik argued that curriculum development is the planning of the learning opportunities intended to bring about certain desired desires in pupils, and assessment of the extend to which these changes have taken place. That is, curriculum development is planning learning opportunities that are intended to bring students towards the desired changes and assess the extent to which these changes occur in students (Oemar, 2007).

As an effort to create quality education since 1974 the government has initiated an education program for students who have special potential in the form of providing scholarships for students of elementary schools, junior high schools, senior high schools and vocational high schools. Furthermore, in 1984, Education and Culture organized a pioneering service for gifted children in the form of enrichment in the fields of science (physics, chemistry, biology, and earth and space sciences), mathematics, technology (electronics, automotive, and agriculture), language (English). and Indonesia), humanities as well as reading and writing and research skills. This service is carried out in special classes outside the regular program at certain times. Furthermore, in 1994, the government developed the Schools of Excellence program in all provinces as a first step to return to providing special services for gifted students. Then in 2000 the Ministry of National Education through the Director General of Elementary and Primary Education issued a Decree on the Determination of Schools for the Accelerated Learning Program for 11 schools in the DKI Jakarta and West Java areas, and in 2001/2002 it was decided to establish a policy for disseminating the accelerated learning program to several schools in several provinces (Sulipan, 2019).

The excellence movement proclaimed by the government was enthusiastically welcomed by the world of education marked by the proliferation of educational institutions that offer excellence such as full day schools, boarding schools, Integrated Islamic Schools, as well as various images of excellence offered. The Ministry of Religion, for example, developed the Madrasah Aliyah Religious Program (MAPK) program aimed at strengthening religion in order to produce generations of religious development and in its development the MAPK model was 'imitated' by educational institutions at elementary and secondary levels such as Madrasah Ibtidaiyah and Madrasah Tsanawiyah. Starting from the school excellence program, the dynamics of education in the institution continues to grow. Excellence in the school context is broken down at a more specific level in the field of learning in the form of excellent programs both related to co-curricular and extra-curricular.

The inspiration for superior programs as "all higher educational experiences provided by schools to all their students, whether carried out inside or outside school" (Suryosubroto, 2004), is interpreted by education providers as more learning programs for the existing curriculum in a form of strengthening as well as differentiating from other educational institutions, in Sampurno language (Ka Project Sampoerna Foundation) as; differentiating from other schools, promotional events, making students enthusiastic about learning and making school members focus on achievement (Agus, 2020). One example of a flagship program development model is the development of the Tahfizh program in formal schools which is marked by the emergence of elementary and secondary education institutions that embed the Al-Qur`an program on their labels, Sunan Gunung Jati Ngunut Tulungagung Al-Qur`an Middle School, Al-Muhafizhah Middle School Blitar and many more schools with similar programs throughout the country.

The Tahfizh Al-Qur`an program is basically the most basic and oldest element of education in the education system. Starting from the Prophet Muhammad as the first person to receive the Al-Qur`an with a memorization system (Tahfizh) and taught his companions (Muslims at his time) with a rote system before finally codifying it into a mushaf during the Rashidun Khulafaur era, so that learning the Al-Qur` an is no longer relying on rote memorization (bi al ghaib) but also through recitation (bi an nadhar). The Tahfizh Al-Qur`an program then colored the entire Islamic education system which gave birth to experts in various fields of knowledge as well as memorizers of the Al-Qur`an. This historical histioria at least has contributed to the spirit of education providers in the modern era to re-ground the Al-Qur'an in education.

The importance of the management of the Tahfizh Al-Qur`an education program in formal (school) education relations, Al-Qabisi emphasized that parents are obliged to send their children to study the Al-Qur`an, but the problem of financing Al-Qur`an education is not just someone else's responsibility parents but all parties, such as guardians, government, volunteer instructors or benefactors who donate education (Al-Qabisi, 1986). Al-Qabisi (1986) emphasized that the responsibility for children's education in memorizing the Qur'an is the responsibility of parents, society and government of children or related educational institutions. When the child has no guardian at all, the governor or community leader must then assume responsibility. If the child comes from a poor economic background with no source of funds, then the Muslim Community has to cover his expenses, or alternatively the Koran instructor has to exempt him from paying school fees.

The biggest challenge faced by the management of formal education institutions in developing the Tahfizh al-Qur'an program in this case is the ability to adapt the

Tahfizh al-Qur'an learning system that has been practiced in traditional Islamic education systems where all knowledge is given to students (curriculum) purely related to Islamic scholarship, in contrast to formal educational institutions which are faced with complex curricula, as a form of scientific integration. This management ability is important to ensure the success of the formal education program as well as the Tahfizh program being held.

As the results of Bensaid's research (2016) stated that the effect of modernity on memorizing the Qur'an was inevitable, but proved beneficial for awareness and commitment to the global practice of memorizing. The tradition of memorizing the Qur'an continues to advance, not only within traditional religious institutions, but also in general education. The strength of this tradition shows remarkable adaptation to modern reforms which have resulted mainly in profitable growth and expansion. However, technology continues to transform traditional transmission and break free from the limitations of human relations. One however should not lose sight of the fact that there is a living practice of an unbroken chain of transmission of the Qur'an (silsilah) representing a source of religious and intellectual credibility, demonstrating loyalty to old traditional learning formats, and embracing a holistic perspective consisting of intellectual, emotional, moral, and social components of memorization.

Al-Muhafizhah Blitar Islamic Junior High School (SMP I) is a middle-level formal education institution that places the Tahfizh Al-Qur`an program as a mandatory program in integrated learning with the curriculum of the Bustanul Muta'allimat Islamic Boarding School that houses it. This institution targets 15 chapters of Tahfizh for junior high school level students and 30 chapters for high school level students. The seriousness of management in managing the Tahfizh program is indicated by the success index of students in memorizing the Al-Qur`an. Based on the students' memorization data that the researchers obtained, the average class VII students mastered memorizing 2 chapters-5 chapters, class VIII mastered 6 chapters-10 chapters, class IX mastered 9 chapters – 15 chapters of the Qur'an. Meanwhile, high school students start with mastery of 5 chapters (usually students who do not graduate from SMP al Muhafizhah) up to 20 chapters for class X, class XI masters 9 chapters – 16 chapters and class XII students master 16 chapters-23 chapters. Besides the achievements of Tahfizh Al-Qur'an, in the academic field, students were also able to win a number of festivals, such as the English Contest held by Excellent Production 2019, which took place at Blitar Town Square and was attended by all high school students in Blitar City where students Al-Muhafidzah High School students were able to achieve 6 predicates in writing and grammar specifications, General Champion of Musabaqah Santri Thoriqoty in 2015, 3rd Place in MHQ 5 Juz MTQ Blitar City in 2016, 1st Place in MHQ 1 Juz MTQ Blitar City in 2016, 1st Place in Indonesian Speech 2017 Blitar City Middle School Islamic Education Ministry of Religious Affairs, 1st Place MHQ 10 Juz 2017 Ministry of Religion Middle School Islamic Education Stage, Blitar City 2017 Middle School Level MSQ, 2017 2017 High School Ministry of Religion Islamic Religious Education Stage, 2017 2nd GENERAL Champion Musabaqah Santri Thoriqoty, 1st Place 2017 junior high school level Blitar city anniversary traditional game, 1st place in 2017 high school level traditional Blitar city anniversary game.

In contrast to the Al-Qur'an Tahfizh program at SMPI al-Muhafidzah which uses the thoriqoty method, SMP Sunan Gunung Jati Ngunut Tulungagung is led by the head of the class for one page every day. Some teachers also apply the drill method, in which the teacher gives examples of readings that will be imitated together in one class and continued one by one. Students are also given the freedom to add their own memorization by depositing their memorization to the teacher. To support memorization, joint muraja'ah (classical) and independent muraja'ah activities are held at the pesantren.

Regardless of the advantages and disadvantages of each of these institutions, the success of students in memorizing the Qur'an along with the responsibilities of the complex formal education curriculum reflects the implementation of effective Tahfizh Al-Qur'an program management in the two formal education institutions. . This is the reason for researchers to conduct more in-depth research regarding the role of school principals in the development of the Tahfizh Al-Qur`an program with the title "School Principal Leadership in the Tahfizh al-Qu'ran Program (Multi Case Studies at Al-Muhafizhah Islamic Middle School, Blitar City and SMP Sunan Gunung Jati Ngunut Tulungagung).

II. LITERATURE REVIEW
A. Leadership
a. Leadership Concept

Leadership is defined as a process of influencing people, where the leader seeks the participation of subordinates who with their own desire and will try to achieve organizational goals (Zaini, 1996). Gary Yukl (2012) defines leadership as a process to influence others to understand and agree with what needs to be done and how the task is done effectively, as well as a process to facilitate individual and collective efforts to achieve common goals. Cowl & Gimsons, defines as the power of leading (the power to lead).

Leadership is sometimes defined as exercising authority and making decisions (Robert, 1967); an initiative to act that produces a consistent pattern in order to find a solution to a common problem (Hemphill, 1954); also activities to influence people so that they are directed towards achieving organizational goals (Terry, 1960).

According to Lussier and Achua (2010) the influencing process is not only from the leader to the followers or one way but reciprocal or two directions. Influence is the leader's process of communicating ideas, gaining acceptance of ideas, and motivating followers to support and implement these ideas through change.

A simple definition is conveyed by Cribin (in Suhandang, 2007) that a leader is the ability to gain consensus regarding common goals, through organizational requirements, which are achieved with experience, contributions, and decisions on the part of the work group. The term 'in obtaining consensus' in this definition is meant by Cribin as an influence process that allows leaders to make people (subordinates) willing to do what needs to be done, and do it well. However, this influencing process rarely takes place unilaterally. In fact, in the process there will be mutual influence in order to change behavior between the leader and those he leads. Thus the meaning of consensus and engagement is nothing but the same meaning in carrying out their respective work tasks in order to form a team work in achieving an organization and an institution. While the definition of shared goals is intended as a way to distinguish leadership from manipulation. In this case, the leader's goals and material goals don't have to be the same, and rarely can they be the same.

b. Leadership Theory

Leadership theory is a generalization of a series of leader behaviors and leadership concepts, by highlighting the historical background, the causes for the emergence of leadership, the requirements to be a leader, the main characteristics of leaders, their main tasks and functions, and professional ethics of leadership (Kartini, 2008). As a result, leadership theory is constantly evolving from time to time, which are complementary and critique. Among the various theories of leadership that have developed, there are two leadership theories that are always hotly discussed, namely transformational leadership and situational leadership. Transformational leadership is defined as leadership that has a vision for the future and is able to identify changes in the environment and is able to transform these changes into the organization; pioneering change and providing motivation and inspiration to individual employees to be creative and innovative, as well as building a solid team work; bringing renewal in work ethic and performance management; courageous and responsible to lead and control the organization (Husaini, 2014).

The essence of transformational leadership according to Yukl (in Usman, 2014) is to empower followers to perform effectively by building their commitment to new values, developing their skills and beliefs, creating a conducive climate for the development of innovation and creativity. Even so, according to Usman, leaders in the context of transformational leadership are not superhuman, but have positive effects that are easy to accept and enjoyable that can affect all aspects of the organization, including organizational members, family members of the organization and even the community of members of the organization. It can be concluded that transformational leadership is oriented towards transformation with leaders, subordinates and the organization, from bad to good, from good to better dynamically.

Bass and Avolio (in Usman) put forward 4 dimensions in the level of a person's transformational leadership, namely 1) Idealized influence, which is explained as behavior that generates respect and confidence from those who are led. Idealized influence implies sharing risks, considering the needs of the leader above personal needs, and moral and ethical behavior; 2) inspirational motivation, in the form of behavior that always provides challenges and meaning for the work of people who are led, which is built through enthusiasm and optimism; 3) intellectual simulation, namely always exploring new ideas and creative solutions, and always encouraging new approaches in doing work; 4) individualized consideration, which is always listening attentively and paying special attention to the achievement needs and the needs of the person being led.

Kouzes & Posner (2004) states that leadership is about practice, not at all about one's personality, namely how to try to solve one's own problems and guide others to the top. The practice of leadership action includes five processes that are principle in nature, namely the internal process; a) Influence others to do or not do something a leader wants; b) Interaction between followers and leaders in achieving the goals that have been set; c) Influence the activities or behavior of groups that are organized towards achieving goals; d) Giving meaning (meaningful direction) to collective efforts and causing a willingness to carry out the desired activity/behavior for achieving goals; e) The process of influencing individual/group activities in an effort to achieve goals in certain situations (Sedarmayanti, 2019). With ten commitments; a) Finding inner voice and clarifying personal values; b) Set an example by aligning actions with shared values; c) See the future by imagining exciting and lofty opportunities; d) Gathering people into a common vision by paying attention to common aspirations; e) Looking for opportunities through searching for innovative ways to change, grow and become better; f) Experimenting and taking risks by continuously making small wins and learning from mistakes; g) Foster collaboration by promoting common goals and building trust; h) Strengthening others by sharing power and discretion; j) Recognize contributions by showing appreciation for individual achievement; k) Celebrate values and victories by creating a community spirit.

c. Leadership Function

Effective leadership is leadership that is able to carry out the functions and duties of leadership. In Selznick's

opinion (in Wahjosumidjo, 2010), there are four important functions (tasks) of a leader, namely:

1. Defining the mission and role of the organization (involves the definition of the institutional organizational mission and role);
2. A leader is the embodiment of organizational goals (the institutional embodiment of purpose);
3. Maintaining the integrity of the organization (to defend the organization's integration);
4. The final task of a leader is to control internal conflicts that occur within the organization (the ordering of internal conflict).

According to Veithzal Rivai (2012), the leadership function is a social phenomenon, because it must be manifested in interactions between individuals in the social situation of a group or organization. Operationally the main functions of leadership are:

1. The function of instruction (one-way communication in nature and the leader acts as a communicator),
2. Consultation function (two-way in nature, namely communication occurs between leaders and subordinates),
3. The function of participation (leaders try to activate the people they lead, both in making and implementing decisions),
4. The function of delegation (delegation of authority to make or determine decisions to trusted people or subordinates), and
5. Control function (leadership is guidance, direction, coordination, and supervision).

The leadership functions according to Siagian (1991) are:

1. Determining the direction to be taken by the organization in an effort to achieve its goals and various objectives.
2. Representatives and spokespersons for the organization in relation to various parties outside the organization, especially those who are classified as stakeholders;
3. Effective communicator;
4. A reliable mediator, especially in overcoming various conflict situations that may arise between individuals in a work group and between various work groups in the organization they lead;
5. Rational and objective integrator.

Regarding the definition of leadership according to Mulyasa (2005) the author only explains three elements, namely leadership to direct, mobilize and foster with the intention that humans as management media want to work in order to achieve administrative goals effectively and efficiently.

1. Direction is an activity related to giving orders and suggestions (Siswanto, 2005). Siswanto stated that direction is a process of guiding, giving instructions, and instructions to subordinates so that they work according to a predetermined plan (Siswanto, 2007). Terry, as quoted by Hasibuan (2007) states that direction is making all group members want to work together and work sincerely and passionately to achieve goals in accordance with planning and organizing efforts.
2. Mobilizing is the act of seeking effective behavioral relations between people, so that they can work together efficiently. Thus they can obtain personal satisfaction in carrying out certain tasks in certain environmental conditions in order to achieve certain goals or objectives (Syahrizal, 2008). Sondang (2004), states that mobilization is the whole process of giving encouragement to work to subordinates in such a way that they want to work sincerely to achieve organizational goals efficiently and economically.
3. Coaching is a learning process by releasing rights that have been owned and learned new things that have not been owned with the aim of helping people who go through it to improve and develop existing knowledge and skills and gain new knowledge and skills to achieve goals life and work that has been lived more effectively (Mangunjana, 1991).

B. Principal

a. Duties and Functions of the Principal

The principal can be defined as a functional teacher who is given the task of leading a school where there is interaction between the teacher giving the lesson and the students receiving the lesson (Wahyu, 2003). As an educational leader who has responsibility in the improvement process at all levels of educational institutions (Syafarudin, 2002), such as delegating tasks, explaining goals and programs, influencing and encouraging by providing salaries or incentives, and displaying exemplary, even those in charge can be implemented whether or not an educational program and whether or not the educational goals are achieved (Ngalim, 2006). According to Mulyasa (2003), school principals must be able to carry out their work as educators, managers, administrators and supervisors, leaders, innovators and motivators in their schools (EMASLIM).

1. Educator

   As an educator, the principal must have the right strategy to increase the professionalism of the education staff in his school. Creating a

conducive climate, providing advice to school members, providing encouragement to all education staff, and implementing interesting learning models, such as: team teaching, moving classes and holding acceleration programs for students who are smarter than normal. Efforts that can be made by the school principal in improving his performance as an educator, especially in improving the performance of educational staff and student learning achievement, namely: First, involve teachers in upgrading to broaden teacher insights, Second, school principals must try mobilizing the student learning outcomes evaluation team to work more actively and Third, using study time effectively at school, by encouraging teachers to start and end learning according to a predetermined time, and use it effectively and efficiently for the benefit of learning (Mulyasa, 2007). According to Wahyusumidjo (2010), understanding the meaning of educators is not enough to hold on to the connotations contained in the definition of educators, but must learn its relation to the meaning of education, the goals of education are carried out.

2. Manager

As a manager, the school principal must have the right strategy to empower education staff through collaboration or cooperation, provide opportunities for education staff for their profession, and encourage the involvement of all education staff in various activities that support school programs. Principals must master managerial techniques such as understanding assignments, managing curriculum, managing personnel, facilities, finance and school administration, maintaining order and liaising schools with the community (Rohiyat, 2008)

3. Supervisors

As a supervisor the principal is tasked with providing guidance, assistance, supervision and assessment on issues related to the technique of implementing and developing teaching education in the form of improving teaching education programs and activities in the form of improving teaching education programs and activities to be able to create more teaching and learning situations. good (Soekarto, 1984).

4. Leader

The principal of the school leader must be able to provide guidance and supervision, improve the ability of educational staff, open two-way communication and delegate tasks. The delegating style can be used by the school principal, if the education staff already has a high ability to deal with a problem, as well as the ability to increase their professionalism.

5. Innovators

As an innovator, the school principal must have the right strategy for establishing harmonious relationships with the environment, seeking new ideas, integrating every activity, setting an example to all education staff in schools and developing innovative learning models. A learner who learns psychologically is far from human experience which must be understood, digested and realized in education. This always changes in every generation and changes made through education will give positive results (Mulyasa, 2008).

6. Motivators

Motivation is one of the factors that can improve the quality of learning, because students will study seriously if they have high motivation. As a motivator, the principal must have the right strategy to motivate education staff in carrying out their various tasks and functions. This motivation can be grown through setting the physical environment, setting the working atmosphere, discipline, encouraging rewards effectively and providing various learning resources through the development of Learning Resource Centers (PSB) (Mulyasa, 2008).

b. Principal Competency Standards

A school principal must have insight, managerial skills, have leadership charisma as well as extensive knowledge of the duties and functions of a school principal. With such capabilities, the principal will of course be able to properly and effectively guide all the components in his school towards the goals of the school (Munir, 2008). Principals who have high achievement motivation like to complete difficult tasks; always mastering, manipulating or organizing physical objects, people or ideas; do things quickly, freely and confidently; overcoming obstacles and achieving high standards; and always try to increase self-esteem and special abilities (Sudarwan, 2009).

According to Wahyusumijo, the principal as a leader must have a special character that includes personality, basic skills, experience and professional knowledge, as well as administrative and supervisory knowledge. The abilities that must be realized by the principal as a leader can be analyzed from personality, knowledge of education staff, vision and mission of the school, decision-making ability, and communication skills (Mulyasa, 2008).

c. The Role of the Principal

A school principal must function optimally and be able to lead a school wisely and with direction and aim at achieving maximum goals in order to improve the quality and quality of education in his school which of course will have an impact on the quality of student graduates so that they are proud and prepare for a bright future. Munir, 2008). Specifically, the role of the school principal can be formulated as follows (Sudrajat, 2017);

1. The Role of Interpersonal Relations
   a) Figurehead, namely the principal is the symbol of the school that reflects the good and bad of the school.
   b) Leadership, namely as a leader who mobilizes all the resources in the school so that it can give birth to a work ethic and high productivity to achieve goals.
   c) Liaison (liasion), namely being a liaison between the interests of the school and the interests of the environment outside the school, between teachers, staff and students.

2. Informational Role
   a) As a monitor, that is, always making observations of the environment because of the possibility of information affecting the school.
   b) As a deseminator, namely disseminating and distributing information to teachers, staff and parents of students.
   c) As a spokesman, namely disseminating information to outsiders as deemed necessary.

3. Role as a decision maker
   a) Entrepreneur, which is always trying to improve the appearance of the school through various kinds of new program ideas and conducting surveys to study various problems that arise in the school environment.
   b) Disturbance handler, namely being able to anticipate disturbances that arise by taking into account the situation and the accuracy of the decisions taken.
   c) The person who provides all resources (a resource allocater), which is responsible for determining and examining who will receive the resources provided and distributed.
   d) A negotiator rules, namely being able to hold talks and deliberations with outsiders in meeting the needs of the school.

C. Overview of Learning Development
a. Learning Development

Learning is an effort to teach students to use educational principles and learning theory which is the main determinant of educational success which is a two-way communication process between educators and students (Syaiful, 2009). Hamalik mentions that learning is a combination of human, material, facilities, equipment and procedures that influence each other to achieve learning goals (Oemar, 2001). According to Degeng (1993), learning is an effort to teach students. Learning focuses on "how to teach students" and not on "what students learn". Meanwhile, Nata (2011) states that learning is an effort to guide students and create an environment that allows the learning process to occur. In essence, learning is an effort made by educators to teach students which in the end there is a change in behavior.

Learning in the context of learning development is defined as a process of designing learning logically and systematically in order to determine everything that will be carried out in the process of learning activities by taking into account the potential and competence of students. Learning development models in general can be given two new development models, namely: First, the "top-down model", namely the development of education created by certain parties as leaders/superiors which are applied to subordinates; as well as the development of education carried out by the Ministry of National Education so far. Second, the "bottom-up model" is a development model that originates and is created from below and is carried out as an effort to improve the administration and quality of education (Abdul, 2005).

b. Learning Development Steps

In developing learning programs, according to Stanley Elam, there are ten steps that must be taken by education managers, namely:

1. The specification of basic assumptions or prepositions means that the development of learning must be based on clear assumptions, this is because the world of education today tends to return to the idea that children will learn better if the environment is created scientifically. Learning will be more meaningful if children "experience" what they learn themselves, not just "know" it. Target-oriented learning of material mastery has proven to be successful in short-term "remembering" competencies, but has failed in equipping children to solve problems in long-term life. and that is what happens in our school classrooms

2. Identifying competencies In preparing learning development it is necessary to pay attention to the basic competencies that will be taught. To be able to identify competencies, several approaches can be used, including:
   a) Approach of task analysis (task analysis) to determine the list of competencies. Based on the analysis of the tasks that must be carried out by teachers in schools as professionals, which in turn determine what competencies are needed.

b) The need of school learner approach (focusing on the needs of students at school) The first step in this approach is starting from the ambitions, values and views of students. This approach is based on the assumption that there is a very close relationship between teacher preparation and student outcomes.

c) An approach based on community needs. This approach is based on the assumption that real and important community knowledge can be translated into school programs for students which in turn are set forth in learning programs.

3. Describe specifically the competencies. The competencies that have been determined are more specific and formulated to be explicit and observable. Besides that, the problem of target population is considered in the context of its implementation, program constraints, implementation time and source parameters.

4. Determine the levels of criteria and types of assessment. Determining the types of assessment that will be used is intended to measure competency achievement.

5. Classification and preparation of teaching objectives that in teaching instructional design are very important in order to make it easier for students to participate in teaching and learning process activities.

6. The design of learning strategies that the success of using instructional strategies depends on the creativity, intelligence, skills and expertise of the developer (teacher). Here the teacher is really required to have the ability as an educator, leader, motivator, and student management

7. Organizing a management system that learning is a process for students in building their own ideas or understanding, then teaching and learning activities should provide opportunities for students to do this smoothly and full of motivation.

8. Carry out program trials, meaning that programs that have been compiled systematically need to be tried out. Program trials are carried out on parts of the program or a kind of test prototype and should be carried out first on a small scale.

9. Assessing learning design means the implementation of an instructional design, usually involving four aspects, namely: validation of objectives in relation to the projected role of educators, levels of criteria and forms of assessment, instructional systems in relation to learning outcomes, implementation of organization and management in relation to the goal outcome.

10. Improving the program means that every learning development program is actually never arranged in perfect conditions, but is still open for improvement and change based on feedback from experiences (Majid, 2005).

D. Excellence Program Tahfizh Al-Qur'an

a. The concept of the Al-Qur'an Tahfizh Program

Etymologically, the word Tahfīzh means "to memorize", the antonym of the word forget. Which in Arabic has meaning; hafizh al-mal (keeping money), hafizh al-'ahda (keeping promises), hafizh al-'amra (paying attention to affairs). Munawir (2002) states that the word "Tahfīzh" comes from Arabic which means to maintain, guard and memorize. Tahfīzh (memorization) in language is the opposite of forgetting, namely always remembering and forgetting a little. In the Big Indonesian Dictionary it is stated that the word memorize means it has been entered into memory (about the lesson). And can say it back by rote (without looking at the book). Memorizing (verb) means trying to absorb it into the mind so that it always remembers (KBBI, 1998). In simple terms Tahfīzh Al-Qur'an can be defined as the process of memorizing the Al-Qur'an in memory so that it can be recited/recited by rote correctly in certain ways continuously.

b. The Purpose of the Al-Qur'an Tahfizh Program

According to Luthfi (2009), the objectives of the Tahfīzh Al-Qur'an program are: a) Students can understand and know the importance of being able to memorize the Al-Qur'an. b) Shiva can be skilled at memorizing verses from certain letters in the juz 'amma which are the subject matter. c) Students can get used to memorizing the Al-Qur'an and so that on various occasions they often recite the verses of the Al-Qur'an in their daily activities.

Apart from that, the most important goal is to grow, develop and prepare hafidz and hafidzah talents in children, so that later they will become generations of Muslim scholars who memorize the Al-Qur'an. Regarding learning material for Tahfīzh Al-Qur'an for early age or madrasah ibtidaiyah (MI) students, it starts with memorizing Juz 'Amma, to be precise from the letter An-Naas backwards to the letter An-Naba (Luthfi, 2009). Only after that can it be continued with selected letters, such as Al-Mulk, Al Waqi'ah, Ar-Rahman and so on. Or you can start from Juz 1 or Juz 29, and so on (Sa'dullah, 2008).

c. General Problems in Memorizing the Qur'an

The problems faced by people who are in the process of memorizing the Koran are many and varied, starting from developing interests, creating an environment, allocating time to the method itself. The problems that hafidz-hafidzah candidates generally encounter are:

1. Quickly forget how quickly memorize
2. The number of equivalent verses in the verse structure

3. Occasional forgetting or fanding, and perhaps this is the most obvious cause for the occurrence of forgetfulness which comes gradually due to the influence of the weakly energized cell tissues because they are not renewed

4. Obstructed memory caused.an yang disebabkan.
   a) The inclusion of other similar memorizations, thus releasing various things that have been memorized.
   b) Collisions that can change various memorization processes become lost.
   c) Certain feelings that crystallize in the soul such as fear, nerve pain and mental disorders (Nawabuddin, 1991).

5. The emergence of boredom caused by someone who is too squeezed and forced to remember the recitation of the Qur'an that has been read.

The problems faced by the memorizer of the Qur'an can be summarized as follows: memorizing is difficult, memorized verses are forgotten, many verses are similar, many mental disorders, environmental disturbances, many activities and so on. other.

d. Problems of the Al-Qur'an Tahfizh Program and Their Attitudes in the Program Management Review

The enthusiasm that has developed in formal educational institutions to open the Al-Qur`an Tahfîzh learning program has in fact not been fully successful in achieving the target, and has even reaped many failures. Some of the causes of failure in the implementation of learning Tahfîzh Al-Qur`an in formal schools include:

First, the weak management of tahfîzh implemented by educational institutions. This management includes management of time, place and environment, as well as rote material. Regarding time, namely the difficulty of dividing and managing time between school/madrasah lessons and memorizing lessons becomes an obstacle for prospective memorizers. Especially if it happens in tertiary institutions where each student often experiences similarities between lecture hours and memorization hours. Regarding the place and environment that is usually a problem is the lack of comfort in the place. The noisy and noisy atmosphere can disturb the concentration of the memorizer of the Qur'an. Whereas the rote material is not determined periodically, for example, daily material, weekly material, monthly material, semester material and annual material.

Second, the less active role of the tahfidz teacher/instructor in guiding and motivating students who memorize the Al-Qur'an. The excessive busyness of the tahfîzh teacher makes it difficult for the memorizers to add to their memorization or repeat their memorization face to face. In addition, the lack of teacher motivation greatly affects the quality and quantity of memorization of the

memorizers. This can start from a lack of tahfîzh teachers owned by the institution or motivation that is rarely given by superiors.

Third, the mechanisms and methods applied by the tahfîzh teacher. Kultsum observes that tahfîzh instructors usually only emphasize "increasing memorization", for example 1 day 1 or 2 verses, without any emphasis on takrir or repeating memorized verses. As a result, in terms of quantity, the number of students' memorization increases, but they often forget the verses they have previously memorized. In addition, memorizing too fast without being accompanied by tartil can also make the memorizer feel bored.

Fourth, weak parental support. Parents usually feel sorry for their children who seem to be overburdened with heavy tasks both regarding school/madrasah studies and memorizing the Koran, so there is no effort for them to guide their children by listening to their memorization at home. Sometimes they also think that the tahfîzh al-Qur'an program at school is just an extracurricular program so that it is not important to take it seriously.

Fifth, the weak control and motivation of superiors. The principal of the school/madrasah as the leader only fully surrenders to the instructor both regarding the pattern or method applied without conducting control and evaluation from the leader himself. Control is usually still carried out but through one of the representatives or another party appointed. In addition, school/madrasah principals also rarely provide direct motivation, both to tahfîzh teachers and to students who memorize the Al-Qur'an. This is very influential on the smooth learning conditions of the Tahfîzh Al-Qur`an program at school due to this lack of responsibility (Lilik, 2020).

The way to solve the above problems is as follows:

1. Improving and perfecting the management of Tahfîzh Al-Qur`an
2. Activate and strengthen the role of tahfidz instructors in guiding and motivating students who memorize the Al-Qur'an
3. Improving the mechanisms and methods applied by tahfidz teachers.
4. Strengthen parental support. The role of parents has a major influence on children's success in memorizing the Qur'an, because parents are the main guides and controllers at home.
5. Strengthen superior control and motivation. The principal of the school/madrasah is the educational leader who is the first person in charge of the activities carried out

III. RESULTS

From the research findings at the two institutions, the cross-site findings related to the leadership of the Principal in the Al-Qur'an tahfizh program are as follows:

1. **Principal Leadership in Defining Ideas, Vision and Mission of the Tahfizh Al-Qur'an Program in Islamic Middle Schools**
   a. Briefing
   b. The development of the tahfizh al-Qur'an dilator program was motivated by the desire to realize the characteristics of excellence and competitiveness of Islamic schools in the field of the Qur'an, institutional historical considerations, realizing the aspirations/interests of the education community and strengthening the vision and mission of schools that focus on tahfizh al-Qur'an 'an;
   c. The realization of the Al-Qur'an tahfizh program is a rational program because the support of experienced human resources is good in the method and determination of tahfizh materials and program infrastructure;
   d. Technical explanation and confirmation of vision and mission using a structured approach (SNP) and non-structural (reasons of religiosity) with a routine halaqah approach.

2. **Leadership of the Principal in Mobilizing School Members to Implement the Al-Qur'an Tahfizh Program in Islamic Middle Schools**
   a. Awareness and involvement of all elements of the school to fulfill the aspirations (policies) of the foundation manager;
   b. Delegation of duties and authority for implementing Al-Qur'an tahfizh learning to a team of tahfizh teachers from the local Islamic boarding school;
   c. c. Involvement of foundations in the development of infrastructure for the tahfizh program;
   d. Delegating the task of socializing the vision and mission of the tahfizh program to all school members, and all formal and non-formal institutions under the auspices of the foundation;
   e. Delegating the task of selecting prospective students in the academic field to the school educator team;
   f. Delegating the three selection tasks of prospective students in the field of reading and memorizing the Qur'an to a team of tahfizh teachers from the local Islamic boarding school;
   g. Delegation of psychological field selection tasks at psychology institutions;
   h. Development of three classes of tahfizh programs;
   i. Emphasis on students to follow all 5 tahfizh learning techniques;
   j. Delegation of the learning process of the tahfizh program to Islamic boarding schools

3. **Principal leadership in controlling the Al-Qur'an tahfizh program in Islamic Middle Schools**

   a. Implementation of evaluation and supervision based on the participation of the board of directors of the foundation, teachers and guardians;
   b. meeting-based problem solving with foundation leaders;
   c. Supervision and fostering the sigergism of maple teachers and tahfizh teachers;
   d. Delegation of competency development and professionalism of tahfizh teachers at Islamic boarding schools;
   e. Monitoring and fostering the achievement of memorization targets;
   f. Institutional guidance for students who fail to meet targets in the form of motivation, warnings and class transfers;
   g. Al Qur'an festival program development;
   h. Providing the widest space for innovation to teachers as well as target achievement rewards;
   i. Rewards for students who excel and exceed the memorization target.

IV. DISCUSSION

A. Principal Leadership in Defining Ideas, Vision and Mission of the Tahfizh Al-Qur'an Program in Islamic Middle Schools

The success of the principal in leading the institution and the programs within it is also determined by basic expertise, experience and professional knowledge related to the vision and mission of the school (Mulyasa, 2007). Kouzes & Postner added that there is an ability to see the future by imagining exciting and lofty opportunities and gathering people into a common vision by paying attention to shared aspirations.

The vision, mission and objectives of the tahfizh al-Qur'an program in schools are principally a way of thinking, a guide to acting and behaving, as a shared identity. The success of developing the tahfizh al-Qur'an program is also determined by the ability of the principal and all school members involved in understanding and implementing the vision, mission and goals of the school.

The research findings found that the actions taken by school principals in defining the vision, mission and objectives of developing the Al-Qur'an tahfizh program were; a) The development of the tahfizh al-qur'an program is motivated by the desire to realize the characteristics of excellence and competitiveness of Islamic schools in the field of al-Qur'an, institutional historical considerations, realizing the aspirations/interests of the education community and strengthening the vision and mission of schools that focus on tahfizh Al-Qur'an ; b) The realization of the tahfizh al-Qur'an program is a rational program because the support of experienced human resources is good in the method and determination of tahfizh materials and

program infrastructure; c) Technical explanation and affirmation of vision and mission using a structured approach (SNP) and non-structural (reasons of religiosity) with a routine halaqah approach.

B. Leadership of the Principal in Mobilizing School Members to Implement the Al-Qur'an Tahfizh Program in Islamic Middle Schools

As previously stated that the vision, mission and objectives of the madrasa are a way of thinking, a guide to acting and behaving, as a shared identity (Sagala, 2011). This implies that the tahfizh al-Qur'an program which will be developed both in terms of process, objectives and attributes in it must be in accordance with the logic of thinking of the people involved in the organization. Both in the context of schools and Islamic boarding schools that oversee schools.

Kouzner & Posner stated that leaders must be able to see and offer the future by providing exciting and noble images of opportunities while offering innovative, effective and efficient ways to change, grow and become better.

The existence of the Bustanul Muta'alimin and Muta'alimat Islamic boarding schools in the context of Al-Muhafizhah Middle School and the Hidayatul Mubtadiin Islamic boarding school in the context of Sunan Gunung Jati Middle School, with elements of kiai, teachers, curriculum and infrastructure for learning tahfizh al-Qur'an is an asset as well as opportunities for the development of excellent and highly competitive school programs with efficient capital. In this context, principals basically only offer large programs with very simple technical realizations. Namely the adaptation of the learning schedule (KBM activities) at school and the rest of the program can be handed over to the pesantren, both in terms of infrastructure and implementation.

Simplicity (rationalization) in the effort to realize the tahfizh al-Qur'an program as a hallmark of school excellence and competitiveness at the two research loci allows all members of the community, both school residents and pesantren residents, to enable school principals to receive collaborative support as well as followers with high trust and enthusiasm.

C. Principal leadership in controlling the Al-Qur'an tahfizh program in Islamic Middle Schools

Control in leadership includes actions to control internal conflicts that occur within the organization (the ordering of internal conflict), supervision to further provide guidance and direction. Control is the stage where the principal as a leader in supervising and evaluating the implementation and development of education and teaching. Control is one of the prerequisites for achieving organizational stability and synergism which in the Selznik context is an obligation to maintain organizational integrity,

after the principal carries out mobilization activities is the stage where the principal as a leader seeks effective working relationships between the people he leads, so that they can cooperate in carrying out tasks efficiently. Mobilization is also interpreted as the whole process of giving encouragement to work to subordinates in such a way that they want to work sincerely in order to achieve organizational goals efficiently and economically.

V. CONCLUSION

The conclusions from research in the two educational institutions above include:

1. The leadership of the school principal in defining the vision and mission of the Al-Qur'an tahfizh program in Islamic Middle Schools is an affirmation of historical reasons, community aspirations, character, characteristics of excellence and school competitiveness as an Islamic educational institution

2. The leadership of the school principal in mobilizing school members to implement the Al-Qur'an tahfizh program in junior high schools is carried out using an awareness approach, participatory and delegative approaches by prioritizing collaborative work systems.

3. The leadership of the school principal in controlling the Al-Qur'an tahfizh program in Islamic Middle Schools is carried out using a model of supervision, evaluation and problem solving using a participatory evaluation approach, as well as coaching programs using a delegative approach

REFERENCES

1. Abbas, Syahrizal, *Manajemen Perguruan Tinggi, beberapa catatan,* (Jakarta: Prenada Media grup, 2008) , 101

2. Ahmad, Lutfi*, Pembelajaran Al-Qur'an dan Hadits,* (Jakarta: Direktorat Jenderal Pendidikan Islam , 2009), 168

3. Al-Qabisi, Abul Hassan 'Ali. *Al-Risalah al-Mufassalah li-Ahwal al-Muta'alimin waAhkam al-Mu'allimmin wa al-Muta'allimin, Edited by Muhammad Khalid.* (Tunisia, al-Sharikah al-Tunisiyyah li-Tawzi', 1986).

4. AS Hornby Wit AP Cowie, AC Gimson, Oxford *Advanced Leaner's Dictionary of Current English,* (Oxford University Pres, n.p, n.d, h).

5. Bensaid, Benaouda & Salah ben Tahar Machouche, *Memorizing the Words of God: Special Reference to 'Abdul Rahman IBN Khaldun* (D. 1406 A.D.), Religious Education The official journal of the Religious Education Association, DOI: 10.1080/00344087.2016.1224001

6. Conny R. Semiawan, dan Soedijarto, *Mencari Strategi Pengembangan Pendidikan Nasional*

Menjelang Abad XXI (Jakarta: PT. Grasindo, 1991).

7. Danim, Sudarwan dan Suparno, *Manajemen dan Kepemimpinan Transformasional Kekepala-sekolahan*, (Jakarta: Rineka Cipta, 2009), 35-37.

8. Degeng, I Nyoman, *Buku Pegangan Teknologi Pendidikan,* (Jakarta: Depdikbud RI dan Dirjen Dikti, 1993), 1-2

9. Dubin, Robert, *Human Relation in Administration, the sociology of organization, with reading and cases,* New York, Prentice Hall-Bokk Company, 1951, sebagaimana dikutip Fred E Fieldler, A Theory of Leadership Effectiveness, (New York, McGraw-Hill Book Company, 1967).

10. Hamalik, Oemar, *Kurikulum dan Pembelajaran,* (Jakarta: Bumi Aksara, 2001), 57.

11. Hamalik, Oemar, *Manajemen Pengembangan Kurikulum,* (Bandung: Remaja Rosdakarya, 2007).

12. Hasibuan, Malayu, *Manajemen Sumberdaya Manusia Perusahaan,* (Bandung: Bumi Aksara, 2007), 183

13. HB Siswanto, *Pengantar Manajemen,* (Jakarta: Bumi Aksara, 2005), 24

14. HB Siswanto, *Perencanaan dan Pengendalian Proyek,* (Jakarta: Sinar Grafika, 2007), 111

15. https://sulipan.wordpress.com//pedoman-penyelenggaraan-program-akselerasi. Diakses pada 20 Februari 2019.

16. Indrafachrudi, Soekarto dkk, *Pengantar Kepemimpinan Pendidikan* (Jakarta: Badan Penerbit Alda, 1984), 84

17. J.K. Hemphill, A Proposed Theory of Leadership in Small Group Second Preliminary Report, Columbus, Ohio Personnel Research Board, Ohio State University, 1954, 8.

18. Kartono, Kartini, *Pemimpin dan Kepemimpinan,* (Jakarta, Rajawali Pres, 2008),

19. Kouzes, James & Posner. *The Leadership Challenge.* (San Francisco: Jossey-Bass, 2004),

20. Lilik Umi Kaltsum, "Fenomena Menghafal Al-Qur'an", http://lilikimzi.wordpress.com. diakses 27 Mei 2020.

21. Majid, Abdul, *Perencanaan Pembelajaran (mengembangkan kompetensi guru),* (Remaja Rosdakarya, Bandung, 2005).

22. Mangunhajana, A., *Pembinaan Arti dan Metodenya*, Yogyakarta: Kanisius, 1991.

23. Marty, Nurdin, *Implementasi Dasar-dasar Manajemen Sekolah dalam Era Otonomi Daerah,* (Yogyakarta: 2008), 85.

24. Muchtarom, Zaini, *Dasar-Dasar Manajemen Dakwa,* (Yogyakarta: Al-Amin Press, 1996).

25. Mulyasa, E. *Menjadi Kepala Sekolah Profesional,* (Bandung: PT. Remaja Rosdakarya, 2007).

26. Mulyasa, E. *Menjadi Guru Profesional, Menciptakan Pembelajaran Kreatif dan Menyenangkan,* (Bandung: PT. Remaja Rosadakarya, 2008), 44

27. Mulyasa, E. *Menjadi Kepala Sekolah Profesional,* (Bandung: Remaja Rosdakarya, 2005).

28. Mulyasa, E. *Menjadi Kepala Sekolah Profesional,* (Bandung: Remaja Rosdakarya, 2003).

29. Munawwir, Ahmad Warson, *Kamus Al Munawir*, (Surabaya: Pustaka Progresif, 2002).

30. Munir, Abdullah, *Menjadi Kepala Sekolah Efektif,* (Jogjakarta: Ar Ruzz Media, 2008).

31. Nata, Abudin, *Perspektif Islam tentang Pola hubungan Guru-Murid: Studi Pemikiran Tasawuf Al-Ghozali* (Jakarta; Raja Grafindo Persada, 2011).

32. Nawabuddin, Abdurrab, *Teknik Menghafal Al-Quran, (Bandung: Al-Gesindo, 1991).*

33. Purwanto, Ngalim, *Administratsi dan Supervisi Pendidikan, (*Bandung: Remaja Rosdakarya, 2006), 101.

34. Rivai, Veithzal, *Kepemimpinan dan Perilaku Organisasi.* Edisi kedua. (Jakarta: Raja Grafindo Persada, 2012)), 34-35.

35. Robert N. Lussier and Christopher F. Achua, *Leadership; Theory, Application, and Skill Development, 4t Edition* (Mason, Ohio; South Western Cengage Learning, 2010), 6

36. Rohiat, *Manajemen Sekolah,* (Bandung: PT. Refika Aditama, 2008).

37. Rusman, *Manajemen Kurikulum,* (Jakarta: Rajawali Pers, 2009).

38. Sa'dullah, *9 Cara Cepat Menghafal Al-Qur'an,* (Jakarta: Gema Insani , 2008).

39. Sagala, Syaiful, *Konsep dan Makna Pembelajaran Untuk Membantu Memecahkan Problematika Belajar dan Mengajar*, (Bandung:Alfabeta, 2009) , 61.

40. Sedarmayanti. *Reformasi Administrasi Publik, Reformasi Birokrasi Dan Kepemimpinan Masa Depan,* (Jakarta, Penerbit Refika Aditama, 2019),

41. Siagian, Sondang P. *Teori dan Praktek Kepemimpinan* (Jakarta: Rineka Cipta, 1991),

42. Siagian, Sondang, *Prinsip-prinsip Dasar Manajemen Sumberdaya Manusia,* (Bandung: Rosdakarya, 2004), 120

43. Suhandang, Kustadi, *Manajemen Pers Dakwah Dari Perencanaan Hingga Pengawasan,* (Bandung: Pemerbit Marja, 2007), 79-80.

44. Sumidjo, Wahyu, *Kepemimpinan Kepala Sekolah*, (Jakarta: Raja Grafindo Persada, 2003), 83.

45. Syafaruddin, *Manajemen Mutu Terpadu dalam Pendidikan, Konsep, strategi dan aplikasinya,* (Jakarta: Grasindo, 2002), 52.

46. Terry, George R. *Principle of Management, 3 rd edt,* Homewood, Illinois, Record D. Irwin, Inc, 1960), 493.
47. Tim Penyusun*, Kamus Besar Bahasa Indonesia,* (Jakarta: Balai Pustaka, 1998), cet. Ke-1, 291
48. Usman, Husaini, *Manajemen; Teori Praktik dan Riset Pendidikan,* (Yogyakarta: Pustaka Pelajar, 2014),
49. Wahjosumidjo*, Kepemimpinan Kepala Sekolah Tinjauan Teoritik dan Permasalahannya. Cetakan ke-7.* (Jakarta: Rajawali Press. 2010),
50. www.google.com, Profesionalisme Kepemimpinan Kepala Sekolah, artikel Ahmad Sudrajat, diakses pada 25 Januari 2017.
51. Yukl dan Gary. *Kepemimpinan dalam Organisasi, Edisi Kelima*, (Jakarta, Penerbit PT. Indeks, 2012).