School Management Develops Students' Cognitive Ability Through the Tahfidz Program

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ABSTRACT

This study aims to understand how school management develops students' cognitive abilities through *the Tahfidz* program to determine how schools provide students with memorizing strategies. So they feel comfortable and not pressured into memorizing. This study uses field research by using a qualitative Exploration method. Data collection was carried out by focused observation, semi-structured interviews, and documentation, and lastly, data analysis was carried out. The results of this study are that the implementation of *tahfidz* activities is carried out based on *the tahfidz* class schedule in each class but is separated between junior high and high school. For junior high school classes, accompanied and directly controlled by *ustadz* Imam Hasanuddin. The memorization deposit will be listened to now by him for students who want to repeat *murojaah* before being deposited. High school students are more free to deposit memorization with anyone, both classmates and seniors, provided that the reciter has more memorization or has completed 30 juz of memorization.

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INTRODUCTION

The goal of education is not only the intellectual development of a child but more than that. Education aims to provide understanding, understanding, appreciation of practice, and experience (Ramdhani, 1984). Through its teaching staff, the school takes on a role, accompanying students to open up a broader and better realm of thinking, with three main areas of educational goals, namely cognitive, affective, and psychomotor. However, this time the cognitive domain will be an interesting discussion. The cognitive domain is an aspect of psychology that needs to be understood by an educator towards his students; cognitive structure affects student development, making students more quickly grasp and remember things (Basri, 2018). As we know in the educational process, some children tend to be lazy to develop their cognitive abilities. This has an impact on the development of learning and the ability to remember learning both on the basis of dislike of learning and dislike of only one subject. As a result, intellectual abilities and knowledge become a little late in development.

Small parts, such as cognitive, will become a problem if not addressed immediately; this is because of their role in student development when learning. It should be noted that there are two educational orientations that play a role in building the nation, namely individual and community orientation. The individual orientation itself leads to the formation of educated people (Ningrum, 2016). So it will be very worrying if this orientation does not find a straight path. It will also affect the development of moral and character education that needs to be implemented properly (Faiz *et al.*, 2022), as we know that cognitive intelligence is very closely related to one's intelligence (Nurazizah *et al.*, 2017). Later it will play a strong role as capital to build a nation with a superior civilization (Indriyani, 2019).

The theory of human capital explains education has a role as an investment in human resources and provides many benefits, such as more decent jobs, a better standard of living, and increased income when completing a higher level of education than previous education (Nafiati, 2021). Education is an effort to bring the nation's generation out of ignorance, uncover the true nature of nature, and demand to understand one another (Manajemen *et al.*, 2019). For this reason, the cognitive domain of education in schools is really an aspect that must receive special attention; educational programs are well structured to develop this domain for students at school. One of the programs that are considered appropriate to develop this field is the school *tahfidz* program.

The importance of *Tahfidz* in strengthening the character of students, various innovations emerged (Kosim *et al.*, 2019) to shape the cognitive domain of students; the *tahfidz* program is the right solution to developing this realm. The *Tahfidz* program emphasizes the ability to read the trail and memorize its verses, so there is an application that teaches students how to understand the *Al-Qur'an* properly from rote memorization. So indirectly, the *tahfidz* program is slowly becoming an appropriate tool to shape and develop students' cognitive domains (Rizal & Iqbal, 2021). The *tahfidz* program is a program that is in great demand by both formal and non-formal educational institutions, parents, and children as students

(Syahid & Wahyuni, 2019). Schools need to manage how the *tahfidz* program is not just a means for students to memorize the Al-Qur'an but as an important part of opening students' cognitive domains.

METHOD

The type of research used in this research is field research using a qualitative Exploration method. Field research is research that is directly carried out in certain communities, institutions, or groups. Data collection was carried out using focused observation, semi-structured interviews, and documentation (Sugiyono, 2018). This research itself was conducted at the *Ma'had Al-Ittihad Al-Islami* Camplong Islamic boarding school; the informants taken were the administrators of the *tahfidz* program. To strengthen and enrich the data, the researcher also conducts data analysis with a data reduction process through abstraction, then data presentation, and finally, conclusions or verification.

RESULTS AND DISCUSSION

The management carried out by the supervisor in the implementation of *tahfidz* activities is carried out based on the *tahfidz* class schedule in each class but is separated between junior high and high school. For junior high school classes, accompanied and directly controlled by *ustadz* Imam Hasanuddin. The memorization deposit will be listened to directly by him. Students who want to repeat *murojaah* before being deposited will make an initial deposit to a classmate, upperclassman, or room leader, provided that they have memorized more or have completed memorizing 30 juz. Especially for the junior high school class, every Thursday night, there is a study of *Tafsir Ahkam* to control the development of the students' memorization. The high school class, while implementing deposit memorization, gets different provisions; it is easier than the junior high school class. High school students are more free to deposit memorization with anyone, both classmates and seniors, provided that the reciter has more memorization or has completed 30 juz of memorization. When it is ready, the memorization may be deposited with *Ustadz* Imam. When the *Tafsir Ahkam* study schedule was on Thursday night, specifically for High school, it was diverted to class *halaqah* activities. At school time, every first hour is a morning recitation activity, which is focused on *tahfidz* and *Mohsin* students. In the morning recitation activities, it is also a time for students to submit their memorization to their seniors to be corrected before they are deposited. Morning recitation activities apply to all classes, both junior high and high school. In the junior high school class, small groups will be formed to make it easier to control the progress of memorization.

The management made by the *pesantren* environment in implementing the *tahfidz* program. Certainly has a positive effect on the development of students in memorizing so that the results obtained are effective and efficient. Hamid (2017: 3), in a journal written by Silvya

Eka Andiarini, explains that "School (education) is one of the strategic places to shape character apart from family and society" (Andiarini *et al.*, 2018). And *tahfidz* activities provide motivation for students through efforts in learning, later manifested in the form of new behavior as a result of their own experiences and interactions (Tunggadewi & Indriana, 2017). This will affect students' cognitive abilities, as well as students' daily lives and how they develop. In school *tahfidz* activities, Islamic boarding schools really understand how to position the Al-Quran. Al-Qur'an should be placed on the highest balance sheet as a guide for the life of a Muslim. Awareness of the importance of life under the auspices of the Quran. Making the Quran a guide for life, it is appropriate to read, contemplate, and internalize its meaning and practice everything contained in it (Ariffin *et al.*, 2016). To deepen the Al-Quran and memorize the Islamic boarding school students have also provided special slots such as *Ahkam* Interpretation lessons which are taught directly by the *Tahfidz* program administrators, as well as several lessons that include the contents of the Al-Quran such as *Sorogan* activities, *Tafsir* Am and so on.

As we know that learning is an effort to process students to optimize their cognitive, affective, and psychomotor potential effectively and efficiently to achieve the expected behavior change (Oktaviana & Prihatin, 2018). People who are open to experience are able to hear themselves and deeply experience visceral, sensory, emotional, and cognitive experiences within themselves without feeling threatened. They are aware of their deepest thoughts and feelings, all of which are symbolized in awareness without distortion or denial (Rosyidi, 2015). Matthew Allen explains that thinking smart can increase the capacity to manage communication, which in this context reminds us of the importance of the audience and their expectations about what you do, thinking smart being a requirement to communicate in a certain way in certain situations, assumptions and biases, and the role of society in forming such biases, which need to be considered and explored through communication (Allen, 2004). Adaptations are made to meet the demands of the situation that occurs in that environment (Wistiawati *et al.*, 2020). Students who have high self-confidence can achieve success more quickly, and vice versa; there will be obstacles to students lacking confidence in themselves (Adriani & Aripin, 2019).

CONCLUSION

The *tahfidz* program that has been running has had a very good impact, but there is one thing that the management must pay attention to, namely the memorization system in high school classes, which may be easier than in junior high school so that it can be generalized or slightly tightened. This is intended for when high school students who are new or very early in joining the *tahfidz* program get the same knowledge reinforcement as the junior high school class so that it makes it easier for them to memorize the Al-Quran.

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