



Optimization of tahfizh teachers' competencies in improving santri memory in tahfizhul qur'an Islamic Boarding School Darul Istiqamah, Maros district

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ABSTRACT

This study aims to optimize tahfizh teachers' competencies in increasing students' memorization at the Tahfizhul Qur'an Darul Istiqamah Islamic Boarding School, Maros Regency. The research method used is qualitative research with a case study approach. Data was collected through interviews, observation, and document analysis. Research participants included the Head of Tahfizh, teachers, and students. The study results show that the tahfizh teacher's competencies are crucial in increasing the students' memorization. Tahfizh teachers with good pedagogic, social, professional, and personality competence can create an effective and supportive learning environment, build harmonious student relationships, and provide adequate spiritual guidance. Schools and educational institutions should pay serious attention to the development of tahfizh teachers' competencies. Efforts such as education and training programs, teacher collaboration, and personality development must be improved. In addition, the results of this study can also contribute to the improvement of the tahfizh education's quality in Islamic boarding schools and guide the development of more effective teaching programs.

Keywords: Competence of tahfizh teachers; memorization of santri; tahfizhul qur'an, Islamic Boarding Schools; improving the quality of education

1. INTRODUCTION

Education plays a crucial role in shaping a person's attitude and character, referred to human-beings meaning in Al-Qur'an terminology. Each individuals have the ability to

apply all the competencies that they have to do good for themselves and others. Muzayyin (2009) explained that education is a direct process with a clear goal: directing students or humans toward the peak of optimal potential. The main goal of education is to form a complete and rounded personality, both in individual and social aspects, and to become an obedient and devoted servant of Allah (Muzayyin, 2009). Education equips individuals with the knowledge, skills, and values which are needed in order to live meaningfully and contribute positively in society. Through education, people can develop their potential, understand moral values, ethics, and manners, and learn how to apply their competencies in everyday life.

Tahfizhul Qur'an education, which involves memorizing and understanding the Qur'an, plays an important role in Islamic education in Islamic boarding schools. In Islamic boarding schools, tahfizh teachers' important role is guiding students in memorizing and understanding the Qur'an. However, the success of tahfizhul Qur'an depends on students' abilities and the tahfizh teachers' competencies in providing effective guidance and teaching. This study aims to discuss the optimization of the competency of tahfizh teachers in increasing students' memorization at the Tahfizhul Qur'an Darul Istiqamah Islamic Boarding School, Maros Regency. In this context, this study introduced the research problem that have been answered and provided relevant background information.

The Darul Istiqamah Islamic Boarding School in Maros Regency is an Islamic educational institution that offers students the tahfizhul Qur'an program. According to Mustapa et al (2015), Tahfizhul Qur'an is a program that prioritizes memorizing the Qur'an as an integral part of education in Islamic boarding schools. This program emphasizes the quantity of memorization and a deep understanding of the memorized verses. Aziz et al (2020) added that the competencies of tahfizh teachers plays an important role in ensuring the quality of teaching and guidance for students. The competence of the tahfizh teacher includes an in-depth understanding of the Qur'an, mastery of effective memorization techniques, the ability to provide motivation and support, and a deep understanding of recitation and the context of the verses of the Qur'an. However, although the role of the tahfizh teacher is very important, research that specifically focuses on optimizing the competence of tahfizh teachers are still highly needed in the context of the Darul Istiqamah Islamic Boarding School. Therefore, this study has theoretical and practical significance in filling this knowledge gap.

Theoretically, this research provided a deeper understanding of the role and contribution of tahfizh teachers in influencing the improvement of student's memorization (Ahmad, 2018). This research also provided a richer understanding of the factors that influence the quality of teaching the tahfizhul Qur'an, which could be used to develop more effective programs and strategies. From a practical point of view, the

results of this study provided useful insights and recommendations for the Darul Istiqamah Islamic Boarding School in improving the tahfizhul Qur'an program. The recommendations from this research could be used to develop training and competency development for tahfizh teachers, improve teaching methods, and create a conducive learning environment for students.

This study aims to optimize tahfizh teachers' competence in increasing students' memorization at Tahfizhul Qur'an Darul Istiqamah Islamic Boarding School, Maros Regency. With a deep understanding of the research context and its significance, this study will address the research problem to be answered and outline clear research objectives. This research is expected to positively contribute to the development of tahfizhul Qur'an education at this pesantren and improve the quality of students' memorization and understanding of the Qur'an.

2. METHOD

Qualitative approach was used in this study, which aims to understand the phenomenon regarding optimizing the competency of tahfizh teachers in increasing students' memorization. A qualitative approach allows researchers to holistically understand various aspects such as behavior, perceptions, motivations, and actions experienced by research subjects. This research described the phenomenon using words and language and involving natural contexts and method (Moleong, 2012). According to Nana & Ibrahim (2001), a qualitative approach is used to produce grounded theory, which is a theory that emerges from in-depth data and observations, not from hypotheses, as in the quantitative method. This qualitative approach directed researchers to understand natural phenomenon and conduct research in a naturalistic manner. In this study, researchers did not conduct experiments in the laboratory but made observations and collected data in the field. In carrying out this research, researchers chose a qualitative approach because the data obtained was in the form of information, concepts, and explanations, not in numbers or statistics. By using this approach, researchers can gain a deeper understanding of the phenomenon of optimizing the competence of tahfizh teachers in increasing students' memorization.

Researchers have roles as the key instrument or main actor in obtaining valid data or information related to optimizing the competence of tahfizh teachers in increasing the memorization of students at Tahfizhul Qur'an Darul Istiqamah Islamic Boarding School. The researcher was a careful observer in observing the symptoms arising from the research object. In this study, researchers must maintain objectivity in seeking data from respondents. Researchers must avoid taking actions that could influence respondents in providing information so that the presence of researchers in the field must be objective and not affecting the observed conditions. The role of researchers in

the field included collecting data using various relevant methods, conducting careful analysis, and testing findings in various ways that could increase the credibility of research results. In this case, the presence of researchers in the field made it possible to directly observe the interactions between tahfizh teachers and students, teaching practices, motivational strategies, as well as the experience and understanding that have been experienced by tahfizh teachers in optimizing their competencies in increasing students' memorization. Thus, the presence of researchers at research sites as key instruments or main actors plays an important role in obtaining valid data and ensuring the credibility of research results.

There are two types of data sources in qualitative research: the main and additional data sources. The main data source involves tahfizh teachers as key informants and all personnel at the Tahfizhul Qur'an Darul Istiqamah Islamic Boarding School, Maros Regency. Meanwhile, additional data sources include documents and records related to the research focus. The research object in this study was the tahfizh teacher's role in increasing students' memorization at the Tahfizhul Qur'an Darul Istiqamah Islamic Boarding School, Maros Regency. In this study, the selection of data sources was carried out using a purposive sampling method. Purposive sampling is a sampling method based on certain criteria, not based on strata, random, or region (Arikunto, 2010). In this case, the researcher deliberately selects subjects who meet the criteria relevant to the research objectives. The main data sources included participants in the tahfizhul Qur'an program at the Tahfizhul Qur'an Darul Istiqamah Islamic Boarding School, Maros Regency. Meanwhile, additional data sources were in the form of documents and records related to this research. The purposive sampling method allowed researchers to obtain relevant and in-depth data about the role of tahfizh teachers in increasing the memorization of students at the Islamic boarding school.

The procedure for collecting data in this study was carried out by paying attention to the title of the research, which focuses on the role of the tahfizh teacher in increasing the memorization of students at the Tahfizhul Qur'an Darul Istiqamah Islamic Boarding School, Maros Regency. Based on the title of the study, the data collection procedures were as followed: (1) Observation: Researchers made direct observations at the Tahfizhul Qur'an Darul Istiqamah Islamic Boarding School to observe and record interactions between tahfizh teachers and students involved in the tahfizhul Qur'an program. This observation aims to directly understand the role of tahfizh teachers in increasing students' memorization and obtaining information that cannot be obtained through interviews or documents. (2) Interview: Researchers interviewed tahfizh teachers who actively teach at the boarding school. The interviews were conducted with guided questions about their role in increasing students' memorization, strategies, challenges, and views on the importance of tahfizh teachers' competencies in optimizing students' memorization. (3) Document analysis: The researcher collected and then analyzed

documents related to the tahfizhul Qur'an program, such as notes on students' memorization progress, activity reports, and guideline documents used by tahfizh teachers. This document analysis helped researchers to obtain additional information and validate the data obtained from observation and interviews (Creswell, 2014). This data collection procedure was designed to obtain a comprehensive understanding of the role of the tahfizh teachers in increasing the memorization of students at the Tahfizhul Qur'an Islamic Boarding School of Darul Istiqamah. Data obtained through observation, interviews, group discussions, and document analysis was used to analyze and interpret the phenomenon of optimizing the competencies of tahfizh teachers in increasing students' memorization.

3. RESULTS AND DISCUSSION

Tahfizh Teacher Competency in Improving Students' Memorization

Tahfizh teachers at Tahfizhul Qur'an Darul Istiqamah Islamic Boarding School have four main competencies: social competence, professional competence, pedagogical competence, and spiritual competence. Optimizing the competence of tahfizh teachers could positively contribute to the memorization ability of students and needed to be improved through various training and development programs. There is research that supports the finding that tahfizh teachers who have optimal competencies can improve students' memorization abilities. For example, Hamzah & Yusof (2020) showed that tahfizh teachers with high pedagogical competence could provide effective learning and become better in facilitating students' memorization process.

In optimizing the competencies of tahfizh teachers, it is necessary to evaluate the learning methods used, the teacher's understanding of the material, interpersonal skills, and class management skills. In addition, the application of technology and modern learning media can also assist tahfizh teachers in optimizing their competencies and increasing learning effectiveness. Thus, optimizing tahfizh teachers' competencies in increasing students' memorization is an important effort in improving the quality of tahfizh education and ensuring that students can achieve optimal memorization achievements. In the context of the application of technology and modern learning media, there is research that can be a reference to support the statement. One of the relevant studies was the study conducted by Mohamad et al. (2021) which revealed that using mobile applications in tahfizh learning could provide significant benefits in increasing the memorization and understanding of students.

Tahfizh teachers need to have four key competencies to provide effective teaching and support the memorization of the Qur'an. (1) they must have deep mastery of tajwid tahsin, namely knowledge, and skills in reading the Qur'an correctly and following the

rules of recitation (Rahman, 2020). (2) Tahfizh teachers must have a strong memorization of the Qur'an, with the ability to memorize at least 30 juz (Ismail & Daud, 2020). (3) they need to master teaching methods that suit the needs of students, including memorization techniques, repetition, and the development of understanding of the Qur'an (Abdullah, 2021). (4) Tahfizh teachers must also have good communication skills in giving directions to students, providing constructive feedback, and communicating with fellow teachers (Arifin, 2022). By mastering these competencies, the tahfizh teacher can become an effective companion in memorizing the Qur'an for students. The following is an explanation of each competency that a tahfizh teacher must have:

a. The social competence of tahfizh teachers

Tahfizh teachers need to have good communication skills, empathy, and sensitivity to the needs and feelings of students. In this research, several tahfizh teachers emphasized the importance of building close relationships with students, as expressed by Ustadzah Aisyah, "I try to be a figure that is close to students, so they feel comfortable asking for guidance and discussing their memorization." According to Amin & Nurlina (2021), tahfizh teachers with strong social competence could create an inclusive learning environment, build harmonious relationships with students, and facilitate social interaction in the classroom. The importance of the social competence of tahfizh teachers lies in their ability to create an inclusive learning environment, build harmonious relationships with students, and facilitate social interaction in the classroom.

Tahfizh teachers with good social skills can build harmonious and mutually supportive relationships with students. They can create a comfortable learning environment, understand the needs and feelings of students in-depth, and influence and guide them effectively in memorizing the Qur'an and emphasizing the significance of social competence in tahfizh teachers for fostering positive and harmonious relationships with students. In this context, the tahfizh teacher must establish a strong emotional connection with the students so that they feel comfortable and motivated to learn to memorize the Qur'an. Tahfizh teachers who deeply understand students' needs and feelings can respond well to each need and provide appropriate support. In addition, tahfizh teachers with good social competence can influence and guide students effectively. They can use an approach that suits the personality and characteristics of the students, motivate them to develop their memorization skills, and provide constructive feedback. The development of social competence in tahfizh teachers helped create a relationship of mutual trust between the teacher and the students, which becomes a strong foundation for achieving the common goal of increasing Al-Qur'an memorization.

One effective strategy for developing the social competence of tahfizh teachers was through collaboration with fellow teachers, both from the tahfizh unit and from other units. In interviews, it was stated that tahfizh teachers actively participated in discussions and regular meetings to share experiences and knowledge. Based on Yuliani & Arif (2021), this collaboration provides an opportunity for tahfidz teachers to learn from the experiences of their colleagues, broaden their understanding of various teaching methods, and hone their social skills in interactions with colleagues and students. Through collaboration, tahfizh teachers can broaden their insights about teaching tahfizh, learn effective techniques from peer experience, and discuss problems and solutions related to learning Al-Qur'an memorization. Collaboration with fellow teachers within the tahfizh unit and other units provided opportunities for tahfizh teachers to improve their social skills, interact with colleagues, support one another, and build harmonious team-work.

Mentorship and guidance had also proven effective in developing the social competence of tahfizh teachers. Tahfizh teachers with strong social competence can be mentors or guides for other tahfizh teachers who want to improve their social skills. Through mentorship, tahfizh teachers can share knowledge, provide constructive feedback, and support social competence development. According to Sugiyanto & Nurhadi (2021), the mentorship method created a supportive environment and accelerates the growth of the social competence of tahfizh teachers so that they can be more effective in building good relationships with students and facilitating the improvement of students' memorization. Mentorship played an important role in developing the social competence of tahfizh teachers. The tahfizh teacher who acted as a mentor could provide guidance, supervision, and encouragement to other tahfizh teachers in improving social skills. Through the mentorship process, tahfizh teachers could share experiences, provide constructive feedback, and support colleagues emotionally. With mentorship, tahfizh teachers could better understand how to build good relationships with students, created an inclusive learning environment, and improved their interpersonal communication skills.

b. The professional competence of tahfizh teachers

The professional competence of tahfizh teachers includes the skills, knowledge, and attitudes needed to teach effectively and to provide appropriate guidance in memorizing the Qur'an. This competency focuses on the teacher's ability to manage learning, implement appropriate teaching strategies, and ensure adequate teaching quality. In related research, Ahmad et al. (2020) stated that the professional competence of tahfizh teachers includes an in-depth knowledge of the Qur'an and recitation, mastery of various teaching methods, ability to design and implement lesson plans, as well as expertise in evaluating the progress of students' memorization. This quote

emphasizes the importance of professional competence regarding the knowledge, skills, and attitudes required by tahfizh teachers. The main components of the tahfizh teacher's professional competence include knowledge of the Qur'an and recitation, mastery of various teaching methods, and the ability to plan and evaluate learning. That research is related to teacher professionalism in Quranic education, which is a relevant foundation for the professional competence of tahfizh teachers.

The development of the professional competence of tahfizh teachers is important and must be the main focus in improving the quality of tahfizh learning. Tahfizh teachers need real awareness, commitment, and effort in developing their skills and knowledge. Support from the school, collaboration with fellow teachers, and access to further education and training programs are important factors in achieving this goal. By increasing professional competence, tahfizh teachers can provide a better teaching and motivate students to memorize the Qur'an properly. According to research conducted by Aziz et al. (2021), tahfizh teacher professional competency development positively impacted the quality of tahfizh learning. It was found that tahfizh teachers with high professional competence were able to increase the motivation and memorization skills of the students as well as create a productive learning environment.

Professional competency development for Tahfizh Teachers is an important foundation in teaching and guiding students in memorizing the Qur'an. The tahfizh teacher needs in-depth knowledge of the Qur'an, tajwid, and effective teaching methods. They must also follow the development of science and technology related to education to use it in learning (Kholiday & Fauzi, 2020). The tahfizh teachers in this study realized the importance of developing their professional competence, as expressed by Ustadz Ahmad, "I continue to study and attend training to improve the quality of my teaching." Ustadz Ahmad, in this study, also emphasized the importance of developing professional competence for tahfizh teachers. He realized that in order to become a qualified tahfizh teacher, he must continue studying and attending relevant training. This finding is in line with previous studies, which showed that the development of the professional competence of tahfizh teachers had a positive impact on the quality of learning and the progress of students' memorization. The importance of professional competence for tahfizh teachers in teaching and guiding students could be underlined. This statement was made by Ustadz Ahmad, who emphasized the importance of developing professional competence and the continuous pursuit of learning and training.

Another thing that is more structured in improving the professional competence of tahfizh teachers, for example is the adoption of teaching methods such as the Wafa method, which is integrated with tahfizh of the Qur'an and teaching Arabic. These programs encourage teachers to learn tahfizh and improve their language skills to keep

up with the needs of the santri. Apart from that, the programs also includes briefing activities and visits to tahfizh institutions to gain inspiration and direction in developing professional competence. In the research conducted by Kamaluddin et al. (2020), Wafa teaching methods integrated with tahfizh al-Qur'an and teaching Arabic had proven effective in increasing the professional competence of tahfizh teachers. Through this program, tahfizh teachers could improve their ability to memorize the Qur'an and deepen their understanding of interpretation and the Arabic language. This finding implied that teachers who adopted the Wafa method demonstrated enhanced teaching skills and could deliver a more enriching learning experience for their students. This example highlighted a tangible approach for enhancing the professional competence of tahfizh teachers, which involves adopting the Wafa teaching method. This method integrates the tahfizh of the Qur'an and teaching Arabic, providing a comprehensive framework for developing teacher competence. This claim is supported by research demonstrating the effectiveness of adopting the Wafa teaching method in enhancing the teaching abilities of tahfizh teachers.

Tahfiz teachers must keep developing classroom management skills, using effective teaching methods, keeping abreast of the latest developments in tahfiz, and deepening their understanding of the Qur'an. Tahfizh schools provide adequate support and facilities for developing the professional competence of tahfizh teachers, such as continuing education and training programs, collaboration between teachers, and adequate supervision and guidance. Thus, tahfizh teachers will be able to provide quality and meaningful learning for students and maintain the consistency and effectiveness of teaching tahfizh in schools. A study conducted by Fajarwati et al. (2021) found that tahfizh schools provided adequate support in developing the professional competence of tahfizh teachers. This support included advanced education and training programs tailored to the needs of tahfizh teachers, a collaboration between teachers to share experience and knowledge, and adequate supervision and guidance from the school. Through this support, tahfizh teachers can continue to improve their competence and provide quality learning to students. The given statement emphasizes the importance of enhancing tahfizh teachers' professional competence to improve the quality of tahfizh learning.

c. Pedagogic competence

Pedagogic competence is a skill in planning, implementing, and evaluating learning. Tahfizh teachers need to be able to design learning strategies that suit the needs of the students in increasing the memorization of the Qur'an. They must also adapt creative and interactive teaching methods to make learning more effective and interesting for students. The tahfizh teachers in this study recognized the importance of pedagogical competence, as revealed by Ustadzah Rina, "I am always looking for new

ways to teach so that students are increasingly motivated to memorize the Al-Qur'an." In research conducted by Safitri et al. (2020), it was found that tahfizh teachers who had good pedagogical competence were able to increase the learning motivation of their students and their results in memorizing the Qur'an. This research emphasizes the importance of tahfizh teachers in mastering effective teaching techniques, such as using interactive methods, using varied learning media, and using learning strategies appropriate to the student's characteristics.

The Tahfizh school has made various efforts to improve the pedagogic competence of teachers in carrying out an effective learning process. One of the efforts was professional development programs. These programs may include training in designing and implementing innovative learning strategies, using technology in learning, understanding the characteristics of student learning, as well as adequate evaluation methods; the forms of activities include:

- 1) Tahfizh teachers are given regular training and workshops focusing on mastering learning material. They are given an in-depth understanding of tajwid, tartil, and the meaning of the verses of the Qur'an.
- 2) Applying various learning methods and strategies is the main focus in increasing the pedagogic competence of Tahfizh teachers.
- 3) Classroom management is an important aspect of the tahfizh teacher's pedagogic competence. The school provides training in time management, managing interactions between students, and fostering discipline in the learning process.
- 4) Evaluation of learning is carried out periodically to measure students' progress in memorizing the Qur'an. Tahfizh teachers are trained to develop appropriate evaluation instruments and provide constructive feedback to students.

d. Spiritual or personality competence

Spiritual or personality competence becomes important in carrying out duties as a tahfizh teacher. They need to have high piety and moral integrity and be a role model for students in worshiping and practicing the teachings of the Qur'an. Tahfizh teachers need to pay attention to the spiritual aspects of the students in the process of memorizing the Qur'an, as expressed by Ustadzah Fatimah, "Apart from teaching memorization, we also provide spiritual guidance to students so that they have a deeper relationship with the Al-Qur'an." As revealed by Ustadzah Fatimah, tahfizh teachers understand the importance of providing spiritual guidance to students. It aims to assist students in fostering a deeper relationship with the Qur'an. Apart from focusing on

memorization, the tahfizh teacher also guides the students in deepening their understanding and practicing the values of the Qur'an in everyday life. Yasin, et al. (2020) emphasized the importance of spiritual competence for tahfizh teachers in improving the quality of Islamic education. Spiritual competence includes aspects of faith, piety, and practice of the teachings of the Qur'an. Tahfizh teachers who have strong spiritual competence can positively impact students' development of spirituality and understanding of the Qur'an. By integrating spiritual competence into their duties, tahfizh teachers can become inspirational role models for students in their journey of memorizing the Al-Qur'an and forming Islamic personalities.

The school pays serious attention to developing the personality competence of tahfizh teachers as an important part of carrying out their duties. Such efforts guarantee that tahfizh teachers possess the necessary personality competencies to be positive student role models. Efforts made by the school may include:

- 1) Careful selection and recruitment: The school conducts the selection and recruitment of tahfizh teachers by considering the desired personality aspects. They are looking for prospective tahfizh teachers with moral integrity, piety, and seriousness in worship.
- 2) Training and coaching: The school provides special training and coaching for developing tahfizh teacher personality competencies. The training may cover leadership, exemplary attitude, good communication, and ethics in interacting with students.
- 3) Supervision and evaluation: The school regularly monitors and evaluates the performance of tahfizh teachers. The objective is to ensure the tahfizh teacher consistently maintains and actively enhances the desired personal competencies.
- 4) Internal support and coaching: The school provides internal support and coaching to tahfizh teachers. These approaches can be implemented through discussion sessions, group coaching, or regular self-development activities to enhance the personal competencies of tahfizh teachers.

By serious efforts to develop the personality competencies of tahfizh teachers, the school ensures that tahfizh teachers have sufficient personality qualities to positively influence and become role models for students in carrying out their worship and practicing the teachings of the Qur'an.

Ustadz Abdurrahim, head of tahfizh school, stated that the tahfizh school had realized the importance of developing the personality competence of tahfizh teachers. For this reason, they have carried out a routine weekly upgrading program involving

teachers in tarbiyah classes. This program is specifically designed to provide coaching and teaching related to the personality development of tahfizh teachers. In the tarbiyah class, the tarbiyah team that the school has prepared is responsible for guiding the tahfizh teachers. The tarbiyah team has relevant knowledge and experience in developing personality competencies. They provide guidance, advice, and direction to tahfizh teachers in developing the expected personality qualities. The routine upgrading program, carried out every week, shows the school's commitment to improving the personal competence of tahfizh teachers. Through this program, tahfizh teachers can continue learning and developing their personalities. With the guidance and coaching provided, it is hoped that tahfizh teachers can improve the quality of their personalities, such as moral integrity and piety, and become good role models for students. With this program, the tahfizh school pays serious attention to the development of the personality competence of tahfizh teachers. It ensures that tahfizh teachers continue to develop and become good role models for students in worship and practicing the teachings of the Qur'an.

The commitment of the tahfizh school to developing the overall competence of the tahfizh teacher's personality is a very important effort. The tahfizh teacher is not only responsible as an educator in teaching Al-Qur'an memorization but also has a role as a good example for students in carrying out their worship and improving the quality of their lives. By paying attention to spiritual and religious aspects, tahfizh teachers can be inspiring role models for students in worship and practice the teachings of the Qur'an. Through developing personality competencies, tahfizh teachers can demonstrate moral integrity, piety, and commitment in carrying out religious teachings. Tahfizh schools play an important role in facilitating the development of the personality competence of tahfizh teachers. They provide routine upgrading programs and tarbiyah classes and create a supportive environment for tahfizh teachers to grow and develop spiritually. By being a good example in personality, tahfizh teachers can positively impact students' lives. They can inspire students to improve the quality of their lives, both in terms of worship and carrying out religious values in everyday life. Thus, the commitment of tahfizh schools to developing the personality competencies of tahfizh teachers as a whole shows the importance of a holistic approach to tahfizh education. Through the role of the tahfizh teacher, who is not only an educator but also a role model and spiritual guide, tahfizh schools can create an educational environment that has a positive impact and assists students in overall self-development.

In the context of developing the competence of tahfizh teachers, some of the results of previous studies have identified a relationship between the competence of tahfizh teachers in various aspects. For example, Al-Khawaldeh (2017) showed that the academic competence of tahfizh teachers, including an understanding of tajwid, knowledge of the Qur'an, and effective teaching methods, can have a positive impact on

student's achievement in memorizing the Qur'an. In addition, Muhammad, Muhammad, & Lubis (2021) found that the social competence of tahfizh teachers contributed to the motivation and achievement of students, while Ibrahim & Ramly (2019) showed that advanced education and training programs could improve the professional competence of tahfizh teachers. Furthermore, Ahmad, Zulkifli, & Zainuddin (2018) highlighted the role of the tahfizh teacher's personality competence in shaping the students' character, including in the spiritual and moral aspects. This study's results align with previous findings, which show the importance of these four competencies in increasing students' memorization. Ahmad A. et al. (2021) also found that the social, professional, pedagogic, and spiritual competence of tahfizh teachers significantly impacted the progress of students' memorization. These findings showed the consistency and relevance of the importance of the four competencies in the context of tahfizh education.

These studies implies that the development of tahfizh teacher competencies in academic, social, professional, and personality aspects is very important in improving the quality of tahfizh learning. Tahfizh schools must provide adequate support, such as training and development programs, collaboration between teachers, and good supervision, to ensure that tahfizh teachers can meet these demands. With the increased competence of tahfizh teachers, tahfizh learning can be more effective and positively impact students memorizing the Qur'an and forming good character. The details are as follows:

- a) The importance of increasing the academic competence of tahfizh teachers shows that a strong understanding of tajwid, knowledge of the Qur'an, and effective teaching methods can positively impact students' achievement in memorizing the Qur'an. Therefore, tahfizh schools must ensure that tahfizh teachers continue improving their academic knowledge and skills through training and professional development.
- b) The importance of continuing education and training programs to improve professional competence shows that continuing education and training programs can make a significant contribution to the improvement of the professional competence of tahfizh teachers. Tahfizh schools need to provide opportunities for tahfizh teachers to take part in these programs to broaden their knowledge of the latest teaching methods and developments in tahfizh.
- c) The role of personality competence of the tahfizh teacher in shaping the character of the students in tahfizh teacher is not only responsible for teaching Al-Qur'an memorization but also has a role as a good example in carrying out worship and improving the quality of life of the students. Therefore, tahfizh

schools need to pay special attention to developing tahfiz teacher personality competencies through tarbiyah programs and spiritual development.

By paying attention to these implications, tahfiz schools can design the right strategy to develop tahfiz teacher competencies as a whole so that tahfiz learning can become more effective, have a positive impact on student achievement, and form a strong character based on religious values.

4. CONCLUSION

The development of tahfiz teacher competence in four aspects, namely academic competence, social competence, professional competence, and personality competence, has significant implications for improving the quality of tahfiz learning and shaping the character of students. Improving the academic competence of tahfiz teachers can provide a solid foundation for teaching Al-Qur'an memorization. Social competence allows tahfiz teachers to interact and collaborate with colleagues and students. Professional competence involves developing the knowledge and skills of tahfiz teachers in effective teaching methods. Personality competence includes the spiritual and moral values needed to be role models for students. The implications of previous studies show the importance of efforts to improve the competence of tahfiz teachers through education and training programs, collaboration between teachers, and spiritual development. These efforts will have a positive impact on students' motivation and achievement, as well as contribute to the development of strong character based on religious values. Thus, tahfiz schools need to strongly commit to developing the competence of tahfiz teachers as a whole, both in academic, social, professional, and personality aspects. By involving tahfiz teachers in education and training programs, a collaboration between teachers, and spiritual coaching, tahfiz schools can create an optimal learning environment and support the development of students in memorizing the Qur'an and forming good character following the teachings of religion.

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