

Management of the Tahfiz Al-Qur'an Program in Improving the Quality of Student Memorization: A Study at PPTQ Harapan Ummat Purbalingga

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ABSTRACT

This study investigates the management of the Quranic tahfiz program at Pondok Pesantren Tahfizul Qur'an (PPTQ) Harapan Ummat Purbalingga, with a focus on how the application of management principles contributes to the quality of students' memorization. Using a qualitative descriptive approach, data were collected through observation, in-depth interviews with the pesantren leader, tahfiz coordinator, and teachers, as well as documentation. The findings reveal that the program is systematically managed through the four management functions proposed by George R. Terry, namely Planning, Organizing, Actuating, and Controlling (POAC). In the planning phase, the institution employs SWOT analysis combined with an integrated top-down and bottom-up communication approach to ensure that strategic directives from leadership are aligned with practical insights from field practitioners. The organizing phase involves a structured division of labor between male and female program coordinators, a teacher-to-student ratio of 1:12–15 based on competency mapping, and a sequential curriculum design targeting two juz per grade level. The actuating phase is carried out through weekly, monthly, and annual meetings that function as forums for professional development and motivational reinforcement among teachers. The controlling phase encompasses two layers of evaluation: administrative oversight through weekly evaluations and monthly written reports, and learning-based assessment through juz advancement tests, semester memorization examinations, and written and oral tahsin-tajwid assessments. These findings demonstrate that effective POAC implementation serves as a quality assurance mechanism that has enabled 56 out of 113 graduating students to surpass the institution's minimum memorization target, affirming the strong correlation between structured program management and the quality of Quranic memorization in pesantren settings.

ARTICLE HISTORY

Received 10 May 2026

Accepted 10 September 2026

KEYWORDS

Management, POAC, Tahfiz, Al-Quran

INTRODUCTION

In recent years, Islamic boarding schools with tahfiz programs have become the favorite choice of parents to send their children to school. This is also supported by the rapid growth of the number of schools and Islamic boarding schools with tahfiz programs that are used as flagship programs. As a non-formal educational institution, Islamic boarding schools play a lot of roles in developing the potential of students to become human beings who believe and fear God Almighty in accordance with the national goals stated in Law Number 20 of 2003 (Law Number 20 of 2003 concerning the National Education System, 2003). The Tahfiz Al-Quran program is one of the strategic efforts in improving the spiritual and intellectual quality of Muslims. Based on the reality that we can see today, especially in institutions that make tahfiz Al-Quran a flagship program, often the implementation of plans and the achievement of targets are often not as expected. This problem is certainly an obstacle as well as a challenge for institutions that organize tahfiz Al-Quran programs. Sometimes the existence of the superior tahfiz Al-Quran program that is echoed is only a tool to attract the attention of parents so that they are motivated to send their children to school

at the institution. The impact is dissatisfaction from parents. What is even more fatal is that the image of the tahfiz Al-Quran program has become bad in the eyes of the public.

In order for this program to run well, effective and structured management is needed. In this context, the theory of management functions put forward by George R. Terry becomes a relevant framework, namely *Planning*, *Organizing*, *Actuating*, and *Controlling* (Terry, 1968). Planning is an important foundation that determines the direction and targets of the program; without careful planning, the implementation of activities risks facing difficulties and failing to achieve goals. Organizing ensures that the division of roles, responsibilities, and resources is carried out appropriately so that there is no overlap in implementation. Actuating moves all human resources to work according to the tasks and goals that have been set. Meanwhile, control functions to assess the suitability of implementation with the standards that have been set, as well as make improvements if deviations are found. These four functions run in a cycle and support each other, so that their integrated implementation is the key to the success of an educational program, including the tahfiz Al-Quran program (Ismael et al., 2023).

The Tahfiz Al-Quran Islamic Boarding School (PPTQ) Harapan Ummat Purbalingga is a modern Islamic boarding school that integrates the national curriculum with the pesantren curriculum. As the name implies, of course, the flagship program of this Islamic boarding school is the tahfiz Al-Quran program. In the range of education, there is a target of memorization achievement that must be completed by students, namely students must deposit a minimum of six juz memorization for three years. This is certainly not easy, looking at the background of the students before entering, of course, there are different levels of readiness in memorizing the Quran. In response to this, of course, the tahfiz Al-Quran program that runs at PPTQ Harapan Ummat Purbalingga requires careful management starting from the development of interests, the creation of the environment, the division of time to the memorization method itself. Unlike other institutions that compete in the achievement of the Qur'an quantitatively, the tahfiz Al-Quran program implemented at PPTQ Harapan Ummat Purbalingga focuses on the good quality of memorization. Although the minimum target is only six juz, the program manager wants to ensure that the memorization achievements of PPTQ Harapan Ummat students are quality and standardized. Although it does not focus on quantitative achievements, every year there are always graduates who exceed the target set by the boarding school. As with the last finalussanah which took place on May 25, 2025, out of the 113 students who graduated, there were 56 students and women who managed to exceed the boarding school memorization target. This achievement is an interesting phenomenon that needs to be studied scientifically: how the manager of the Al-Quran field at PPTQ Harapan Ummat is able to run the tahfiz program while still focusing on the quality of reading and memorization of students consistently.

Referring to previous studies such as research from Khoridatul Azizah and colleagues in 2024 which examined the management of the tahfiz Al-Quran program at MA Tarbiyatut Tholabah and MA Al Fathimiyah found that there is a strong correlation between tahfiz Al-Quran programs that are managed effectively and innovatively with those that are not (Azizah et al., 2024). Meanwhile, research conducted by Muh. Rizqy Aqsha Khalid and colleagues in 2023 at Madrasah Tahfizul Qur'an Markaz Imam Malik Makassar found that good management is a prerequisite so that the achievement of student memorization can be measured and achieved optimally (Khalid et al., 2023). In line with that, the research of Aminah, Erawadi, and Hasibuan (2023) at Madrasah Aliyah Private Hajjah Amalia Sari Padangsidempuan shows that institutions that systematically

implement management functions produce more consistent and standardized memorization quality. However, these studies have not specifically analyzed how the implementation of the four POAC functions in an integrated manner — especially the combination of SWOT analysis with top-down and bottom-up approaches in planning, a spiral curriculum per level, periodic teacher professionalism coaching, and a layered evaluation system — contributes to the achievement of memorization quality in modern Islamic boarding schools that integrate national curricula and Islamic boarding schools. This gap is what this study aims to answer through a case study at PPTQ Harapan Ummat Purbalingga.

Data from the Ministry of Religion shows that the number of students participating in the tahfiz program continues to increase, but the challenge of maintaining the quality of memorization remains an issue that needs attention. According to the Ministry of Religion's annual report in 2022, despite the increase in the number of students, the quality of memorization still varies between institutions, with some Islamic boarding schools experiencing difficulties in maintaining high memorization standards. This condition indicates that the quantitative growth of the tahfiz program is not necessarily accompanied by adequate quality assurance. Therefore, a systematic POAC management framework is becoming increasingly relevant as an instrument to bridge the gap between the targets set and the quality produced. This study aims to explore how the implementation of the POAC management function at PPTQ Harapan Ummat Purbalingga contributes to maintaining and improving the quality of student memorization. By considering the background of these problems, this study is expected to provide a comprehensive and data-driven picture of the implementation of POAC management functions in the tahfiz Al-Quran program, as well as its impact on the quality of student memorization. Practically, the findings of this study are expected to be useful references and recommendations for other pesantren managers in designing, organizing, running, and supervising tahfiz programs in a more effective and standardized manner.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive type of research. The qualitative approach was chosen because this research aims to gain a deep and comprehensive understanding of the phenomenon of managing the tahfiz Al-Quran program as it occurs in the field, not to measure or test hypotheses statistically. This type of descriptive research is used to systematically explain the characteristics, characteristics, and relevant aspects of the observed phenomenon, namely the implementation of the POAC management function in the tahfiz Al-Quran program at PPTQ Harapan Ummat Purbalingga.

The subjects of the study were determined using the purposive sampling technique, which is the deliberate selection of informants based on the consideration that they have knowledge, experience, and direct involvement that is relevant to the focus of the research (Sugiyono, 2013). The informants in this study include: (1) the leader of PPTQ Harapan Ummat Purbalingga as the highest policy maker; (2) the person in charge of the Al-Quran field as the coordinator of the tahfiz program; (3) tahfiz coaching teachers who interact directly with students in the memorization process; and (4) students and guardians as beneficiaries of the program who can provide perspective on the impact of program management on the quality of memorization.

The data collection techniques used in this study were observation, in-depth interviews, and documentation. Observation was carried out directly at the PPTQ Harapan Ummat

Purbalingga location to observe the running of the tahfiz Al-Quran program, including memorization deposit activities, teacher meetings, and evaluation implementation. In-depth interviews were conducted with all predetermined informants to explore rich and detailed information about how each POAC function is implemented in program management. Documentation was carried out by collecting and reviewing relevant documents, such as program planning documents, organizational structure, tahfiz curriculum, evaluation reports, and student memorization achievement data.

The data analysis technique follows an interactive model developed by Miles and Huberman, which consists of four stages that run simultaneously and continuously. First, data *collection*, which is the collection of all data obtained from observations, interviews, and documentation. Second, data *reduction*, which is the process of selection, concentration, simplification, and transformation of raw data to focus on things relevant to the focus of the research. Third, data *display*, which is the organization and presentation of data that has been reduced into the form of a descriptive narrative structured according to the POAC function framework. Fourth, *conclusion drawing* and verification, which is the conclusion of findings followed by a verification process to ensure the validity and credibility of the conclusions produced (Miles et al., 2014).

RESULTS

General Description of Tahfizul Qur'an Islamic Boarding School Harapan Ummat Purbalingga

The Tahfizul Qur'an Islamic Boarding School or abbreviated as PPTQ Harapan Ummat Purbalingga was established in 2014 as an advanced unit built by the Harapan Ummat Purbalingga Integrated Islamic Education Institution. As an answer from the guardians of SDIT' Alam Harapan Ummat Purbalingga students who wanted an advanced level (junior high school), an advanced unit was formed, namely PPTQ Harapan Ummat Purbalingga, which at the time of its formation was called the Integrated Islamic Boarding School. Along with its development, the management and leadership felt the need to focus on themselves, so in 2018 PPIT' changed its name to Pondok Pesantren Tahfizul Qur'an Harapan Ummat Purbalingga or PPTQ Harapan Ummat Purbalingga. As one of the ones that adopts the pattern of modern pondok development, of course PPTQ Harapan Ummat Purbalingga also provides a formal school, namely SMPIT' Harapan Ummat Purbalingga. However, in its management, these two units are led by different people. This decision was taken of course so that the management is more effective and efficient, because the focus is certainly different. Located in two places, namely for male students is located in the LPIT' Harapan Ummat Purbalingga complex on Jalan Letnan Sudani RT 03 RW 02 Kembaran Kulon Village, Purbalingga District, Purbalingga Regency, and the location of female students in the women's dormitory complex on Jalan Alamanda, Kembaran Kulon Village, Purbalingga District, Purbalingga Regency.

PPTQ Harapan Ummat Purbalingga chose to focus on equipping its students with the Qur'an as the answer to the tagline it brought, namely Adabi, Qurani, Achievement. In its management, PPTQ Harapan Ummat Purbalingga oversees two fields, namely the field of Al-Quran and the field of Nurturing. The field of Al-Quran focuses on developing students' memorization of the Quran, while the field of Nurturing develops the daily manners and morals of students.

Management of the Tahfiz Al-Qur'an Program

Behind the success of the 56 students who exceeded the achievement of the target of the boarding school, there is certainly a program that is managed effectively and efficiently. In the process, of course, there are management principles that are applied such as: 1) division of labor, 2) authority and responsibility, 3) discipline, 4) unity of command, 5) unity of direction, 6) priority of public interest behind individual interests, 7) rewards/rewards, 8) centralization, 9) chain of stairs, 10) order, 11) justice, 12) stability of work implementation, 13) initiative, and 14) corps spirit (Ajeng et al., 2025).

In the management of the tahfiz Al-Quran program, researchers found the application of the management function theory initiated by George R. Terry in the management of the tahfiz Al-Quran program at PPTQ Harapan Ummat Purbalingga. These management functions include Planning, Organizing, Actuating, and Controlling. The running of a program is inseparable from these four management functions (Nasution, 2022). The form of the function diagram is as follows:



Figure 1. Diagram A model of the function of management according to George R. Terry

Following the pattern of POAC (*Planning, Organizing, Actuating, and Controlling*) management functions, the researcher summarized the management of the tahfiz Al-Quran program at PPTQ Harapan Ummat Purbalingga into four stages, namely:

Program Planning

PPTQ Harapan Ummat Purbalingga conducts program planning at the beginning of each year using a SWOT analysis of the implementation of the tahfiz Al-Quran program in previous years to enrich the results of the planning made. In addition to taking data from the analysis, the manager of the tahfiz Al-Quran program also conducts a mixed communication approach, namely *top-down* and *bottom-up*. The *top-down approach* involves decision-making made by top management, which is then conveyed to all levels of the organization to be implemented. The goal is for the leadership of PPTQ Harapan Ummat Purbalingga to provide strategic direction to the management under them so that planning remains in accordance with the vision and mission of the institution. On the contrary, the *bottom-up approach* pattern provides free space for program implementers under it to contribute to providing input to enrich the results of planning formulations. With the combination of these two approaches, the program that will be implemented in the following year will be more effective and efficient, in accordance with the resources owned by PPTQ Harapan Ummat Purbalingga.

Program Organization

After getting the results in the planning process, the next activity carried out by the Al-Quran tahfiz program manager is to manage the resources of the program administrators and tahfiz teachers so that the program achievements can be maximized. The thing that is done is to divide the Al-Quran tahfiz program administrators into two, namely the male and female Al-Quran tahfiz program administrators. This is done so that there is no *overlapping* work in a program. The second thing done by the Al-Quran tahfiz program manager is to divide the roles and responsibilities of each tahfiz Al-Quran teacher as much as possible, where each teacher supports a maximum of 12 to 15 students with teacher *mapping* according to their competencies. The third thing done by the tahfiz program manager is the organization of the curriculum, where the target per level is set in this section. Because the target achievement of students is six juz, each level must complete two juz, with the following division: grade 7 memorizes juz 1 and 30, grade 8 memorizes juz 29 and 28, and grade 9 memorizes juz 27 and 26.

Program Briefing

After getting a thorough planning accompanied by effective and efficient organization, the next stage is to mobilize all resources in the program towards goals based on the rules and policies that have been prepared. At this stage, the leadership of PPTQ Harapan Ummat Purbalingga as the top manager ensures that all personnel in the tahfiz field move in accordance with the main tasks and functions that have been set at the previous organizing stage. In addition, there is a meeting of all tahfiz teachers, both weekly, monthly, and yearly, where it is focused on building motivation and seriousness in teaching the Quran. From here, it is hoped that Al-Quran teachers will always be motivated and in turn will continue to be moved and focus on their respective tasks.

Program Supervision

At this stage, the leadership of PPTQ Harapan Ummat Purbalingga carries out two types of supervisory functions for the Al-Quran tahfiz program. The first is the evaluation of the implementation in the form of weekly evaluations and written monthly reports from each Al-Quran tahfiz coordinator. The second is the evaluation of learning in the form of the implementation of the juz increase exam, memorization exam at the end of the semester, and oral and written tahsin-tajweed exam at the end of the semester. From these various efforts, it is hoped that the quality and achievement of students' Al-Quran memorization will be maximized.

DISCUSSION

Planning of the Tahfiz Al-Qur'an Program

Planning is the activity of determining the means and infrastructure that will be used in order to achieve the planned goals. It includes goals, policies, products, services, tools, expenses, schedules, locations, personnel, and organizational relationships (Akbar et al., 2021). At this stage, the program manager must determine what to do, how to do it, and who is involved in the program. This stage must be carefully conceptualized because it will be an important foundation needed as a guideline to ensure the program remains focused on the goals. This is in line with the findings of Ajeng and colleagues who affirm that planning is the starting point of the entire management process, where immaturity in program design will have a direct impact on the low quality of output produced by an educational institution (Ajeng et al., 2025).

This finding is also in line with the research of Ismael, Muazza, and Sulistiyo who concluded that the achievement of memorization targets in Islamic-based institutions is greatly influenced by how systematically program planning is designed from the beginning, including setting realistic targets and adjusted to the capacity of available resources (Ismael et al., 2023). The use of SWOT analysis as an evaluative instrument in preparing planning is the right step, as it allows managers to map internal strengths, identify weaknesses that need to be improved, take advantage of external opportunities, and anticipate threats that can hinder the program's run.

Adapun integrasi antara pendekatan *top-down* dan *bottom-up* yang diterapkan di PPTQ Harapan Ummat Purbalingga mencerminkan praktik tata kelola yang partisipatif. Sebagaimana dikemukakan oleh Maulidha dan kawan-kawan, pendekatan *top-down* memastikan konsistensi arah kebijakan strategis lembaga, sementara pendekatan *bottom-up* menjamin bahwa aspirasi dan pengalaman lapangan dari para pengajar dan koordinator turut terakomodasi dalam kebijakan yang dihasilkan (Maulidha et al., 2024). Kombinasi ini tidak hanya meningkatkan relevansi perencanaan, tetapi juga memperkuat rasa memiliki dan komitmen seluruh jajaran terhadap program yang telah dirumuskan bersama.

Organizing the Tahfiz Al-Qur'an Program

Organizing is a system of cooperation between several people that is carried out by fielding and dividing tasks, by forming a number of work units that collect work in one work unit (Asni et al., 2023). In other words, organizing is an activity of arranging organizational resources to apply their tasks and functions. In the context of the tahfiz Al-Quran program, good organization is a prerequisite so that all elements of the program can work synergistically and do not overlap with each other. This principle is in line with one of the fourteen management principles formulated by Henri Fayol, specifically the principle of division of labor and unity of command, which requires each member of the organization to have one clear supervisor and a well-defined scope of duties (Firmansyah & Mahardhika, 2018).

These findings are in line with the results of Khalid, Mardhiah, and Qomar's research which shows that the management of an organizationally structured tahfiz program — starting from the distribution of teaching load, setting curricular targets per level, to the clarity of coordination flows — significantly contributes to the achievement of measurable student memorization targets (Khalid et al., 2023). The ratio of teachers to students maintained in the range of 1:12 to 1:15 at PPTQ Harapan Ummat Purbalingga also reflects the application of the principles of regularity and fairness in the distribution of workload, which allows each teacher to give proportional attention to each student he or she cares for. In addition, the gradual determination of memorization targets per level (grade 7: juz 1 and 30; grade 8: juz 29 and 28; grade 9: juz 27 and 26) reflects a spiral and measurable curriculum design, where the achievement of each level becomes a foothold for the next level, so that the quality standards of memorization can be maintained consistently throughout the educational level.

Tahfiz Al-Qur'an Program Briefing

The *actuating* function implemented at PPTQ Harapan Ummat Purbalingga is in line with the views of Asni, Dasalinda, and Chairunnisa who stated that direction is not just one-way instruction from superiors to subordinates, but a process of building commitment, fostering motivation, and creating a conducive work climate so that all team members move voluntarily towards the set goals (Asni et al., 2023). The weekly, monthly, and annual meetings held at PPTQ Harapan Ummat Purbalingga are forums that are not only administrative, but also function as a

means of fostering teacher professionalism in an ongoing manner. This is important considering that teacher motivation is a key variable that determines the quality of educational interaction between teachers and students in the tahfiz process.

The research of Aminah, Erawadi, and Hasibuan conducted at Madrasah Aliyah Private Hajjah Amalia Sari Padangsidempuan also strengthens this finding, where institutions that routinely coach and motivate their teaching staff are proven to produce more consistent and standardized quality of student memorization than institutions that only rely on the skills of individual teachers without the support of systematic coaching (Aminah et al., 2023).

Supervision of the Tahfiz Al-Qur'an Program

The last management function is the supervision function, which is the process of determining what must be achieved, what is being done in implementation, assessing implementation, and if necessary making improvements, so that the program is realized as planned, which is in line with the standards that have been determined together (Anggraeni & Saragih, 2024). The application of two layers of evaluation — namely administrative implementation evaluation and substantive learning evaluation — reflects a comprehensive understanding of the supervisory function in management. Nasution emphasized that effective supervision must be able to detect deviations between plans and implementation as early as possible, so that corrections can be made before the negative impact spreads (Nasution, 2022).

The weekly evaluation implemented at PPTQ Harapan Ummat Purbalingga serves as an *early warning mechanism* that allows the coordinator to immediately identify students who experience obstacles in the memorization process, while the monthly report provides a macro picture of the overall progress of the program (Apriadi et al., 2024). The exam-based evaluation — ranging from the juz increase exam, the end-of-semester memorization exam, to the oral and written tahsin-tajweed exam — is an authentic and standardized assessment instrument. This is in line with the findings of Azizah and colleagues who found that tahfiz institutions that implement a structured and multi-layered assessment system have a much higher success rate for students that exceed the achievement target than institutions that only rely on final evaluation (Azizah et al., 2024). Thus, the *controlling function* applied at PPTQ Harapan Ummat Purbalingga does not only function as an administrative supervision tool, but has been transformed into a quality assurance instrument that maintains the quality of student memorization in a sustainable and systematic manner.

CONCLUSION

The management of the tahfiz Al-Qur'an program at the Tahfizul Qur'an Islamic Boarding School Harapan Ummat Purbalingga displays the implementation of effective and efficient management principles, which also elevates the success of its students above the achievement target. With the implementation of the POAC (*Planning, Organizing, Actuating, and Controlling*) management function initiated by George R. Terry, program managers can plan, organize, direct, and supervise the implementation of the program properly. The planning process is processed through SWOT analysis and top-down and bottom-up communication approaches, which ensure that the vision and mission of the institution are integrated into every program policy.

At the organizing stage, a firm division of work and good use of resources are carried out to avoid duplication of work so that each teacher can effectively carry out his responsibilities. Program briefing is carried out through regular meetings to build teacher motivation, while supervision is carried out through periodic evaluations to assess the implementation and learning

outcomes of students. Thus, it is hoped that the quality of students' memorization of the Qur'an will always be maintained and improved, so that the Qur'an tahfiz program at PPTQ Harapan Ummat Purbalingga runs in accordance with the standards that have been set.

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