Vol. 4, No. 4, December 2026, pp. 3932-3947
INTERNATIONAL JOURNAL OF
POST AXIAL
FUTURISTIC TEACHING AND LEARNING
https://journal.amorfati.id/index.php/postaxial | | ISSN 3025-7549

Management Learning Tahfidz in the Accelerated Program Tahfidz at Muhammadiyah Plus Elementary School Semarang

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Article History:
Received:
15-09-2026
Revised:
28-10-2026
Accepted:
16-11-2026
Avaiable online:
09-12-2026

Keywords:
Management Learning ; Memorizing the Qur'an; Acceleration Program ; school .

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Abstract:
This study aims to analyze the management of tahfidz learning in the Qur'an memorization acceleration program at Muhammadiyah Plus Elementary School, Semarang, focusing on planning, organizing, implementation, supervision, and supporting and inhibiting factors. This study employed a qualitative approach with a case study design. Data were collected through interviews, observations, and documentation, and analyzed using the Miles and Huberman model, which involves data reduction, data display, and conclusion drawing and verification. The findings indicate that tahfidz learning management encompasses five key aspects. Planning involves setting gradual memorization targets, scheduling learning activities, providing acceleration opportunities for students who exceed their targets, and offering adjusted targets and additional support for those experiencing difficulties. Organizing includes assigning responsibilities to tahfidz teachers and grouping students according to their memorization abilities. Learning implementation consists of muraja'ah, ziyadah, and memorization recitation, with guidance tailored to students' individual abilities. Supervision is conducted through regular recitation assessments and memorization tests based on fluency, tajwid, and makharij al-huruf, supported by progress records in mutaba'ah books or achievement journals and communication with parents. Supporting factors include adequate learning time, teacher competence, a conducive learning environment, facilities, and parental involvement. Meanwhile, inhibiting factors include differences in students' abilities, limited concentration, boredom, and excessive gadget use.

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Introduction (مقدمة)

Learning memorizing the Al-Qur'an at the level school base the more develop as part from effort strengthening education religion , character , and ability participants ' Al-Quran literacy However implementation of the tahfidz program No Enough only oriented towards quantity paragraph or successful juz memorized , because achievement quantity memorization need walk balanced with fluency , precise recitation, *eloquence* , *makharijul letters* , and ability maintain

memorization through *murāja' ah* (Juhri, 2023). A number of study show that the management program memorization Still face problem in the form of difference ability students , limitations time , variation teacher readiness , saturation participant educate , and Not yet optimally home support (Ramdani et al . , 2024). These challenges indicate that tahfidz learning requires systematic management because memorization achievement is influenced not only by students' individual abilities but also by the effectiveness of planning, organizing, implementing, and supervising learning activities. Conditions the become the more complex when school implement an acceleration program , because student pushed achieve memorization targets in relative time more fast compared to learning regular . Ideally , acceleration the should supported with realistic target planning , grouping based on ability , mentoring individual , allocation sufficient time , as well as evaluation continuous memorization (Heryawan & Darodjat , 2025). In this regard, accelerated tahfidz learning requires more comprehensive managerial arrangements than regular memorization activities, particularly in balancing the pace of memorization with recitation accuracy, retention, and the sustainability of *murāja'ah*. In the context of Muhammadiyah Plus Elementary School Semarang, the phenomenon the appears to be present variation ability memorization student so that target achievement not can uniformed . School give chance to students who have fulfil or exceed the target for follow learning acceleration going to memorization next , while students who experience difficulty achieve adjustment and mentoring targets addition . On the other hand , the acceleration process still face problem in the form of change motivation and boredom students , needs consistent *murāja' ah* , as well as the need parental involvement in guard continuity memorization outside school .

Research on the management of Quran memorization learning in elementary schools has developed with diverse focuses. Suyitno, Markhamah, and Sutama (2022) examined the management of memorization learning based on the talaqqi method at SDIT Ar Rahmah Pacitan and found that program management includes planning memorization targets, strategies and methods, activity programs, learning schedules, organizing teacher/teacher tasks, implementation, and evaluating student abilities. Syarifuddin, Jufri, and Hijrat (2023) examined the management of memorization learning using the Wafa method at SDIT Ar Ruhul Jadid Jombang, emphasizing the basic aspects, planning, implementation, and supervision of learning. Sulastri, Wiyani, and Anam (2024) showed that memorization program management in elementary schools includes needs analysis, task organization, situational leadership, and program control oriented towards student character building. Mawardah, Utaminingsih, and Khamdun examined the management of the tahfidz program at Miftahussa'adah Gebog Elementary School in Kudus and found that program management included planning, implementation, and supervision in accordance with elementary school management standards. Meanwhile, Mulyani, Erhamwilda, and Rachmah (2025) found that the management of tahfidz learning in elementary schools included multilevel target planning, implementation through *talaqqi* , *tikrar* , and *murāja'ah* , and evaluation, but still faced problems of limited facilities, parental support, and diversity of student abilities. Although these studies provide an important foundation for understanding tahfidz learning management, their primary emphasis remains on the general management of memorization programs, the implementation of particular memorization methods, and the organization of regular learning activities. In contrast, the managerial dimensions of accelerated tahfidz learning have not been sufficiently explored, particularly concerning differentiated memorization targets, mechanisms for determining students' readiness to enter acceleration, the organization of individual mentoring, and continuous monitoring of memorization quality. Furthermore, the relationship between accelerated learning arrangements and the challenges of maintaining memorization consistency, student motivation, and parental involvement requires further empirical investigation. These five studies show that aspects of tahfidz management have been widely studied, but there is still room for research on the management of tahfidz learning specifically designed for acceleration

programs, especially how acceleration targets are organized based on student abilities, how their implementation is monitored, and how schools manage supporting and inhibiting factors in maintaining a balance between the speed of achievement and the quality of memorization. Therefore, the novelty of this study lies in its specific examination of tahfidz learning management within an accelerated memorization program at the elementary school level, with particular attention to the integration of differentiated target planning, organizational arrangements, implementation strategies, supervision mechanisms, and supporting and inhibiting factors. This research is aimed at filling this gap through a case study at Muhammadiyah Plus Elementary School in Semarang.

Based on these research gaps, this study aims to analyze the management of tahfidz learning in the accelerated program at Muhammadiyah Plus Elementary School, Semarang. This focus is important because the accelerated program is not only related to increasing the amount of memorization, but also requires learning management that is able to adjust targets to the individual abilities of students. In the context of Muhammadiyah Plus Elementary School, Semarang, the tahfidz program has become part of the school's learning activities, and there is an acceleration mechanism for students who are able to meet or exceed memorization targets. This condition makes the school a relevant context to see how management functions are applied when student abilities are not completely uniform and memorization targets need to be managed in stages. Based on that, this study is directed to answer three research questions. First, how is the planning and organization of tahfidz learning management in the accelerated program at Muhammadiyah Plus Elementary School, Semarang? Second, how is the implementation and supervision of tahfidz learning in the accelerated program at Muhammadiyah Plus Elementary School, Semarang? Third, what are the supporting and inhibiting factors in the management of tahfidz learning in the accelerated program at Muhammadiyah Plus Elementary School, Semarang? The selection of Muhammadiyah Plus Elementary School Semarang as the research location was based on its relevance as an elementary school that integrates tahfidz learning in the implementation of education and develops a memorization acceleration program, thus enabling the research to obtain an empirical picture of tahfidz management practices at the elementary education level.

This research is important because accelerating Quran memorization for elementary school students presents more complex managerial demands than simply carrying out routine memorization activities. Target acceleration requires realistic planning, clear task allocation, adequate time management, learning strategies appropriate to students' abilities, monitoring memorization progress, and ongoing support from teachers and parents (Lane et al., 2025). Without systematic management, an orientation toward achieving targets has the potential to cause the learning process to emphasize the quantity of memorization over quality, continuity of *murāja'ah* , and accuracy of recitation. Previous research findings also show that the management of tahfidz in elementary schools still faces issues such as limited facilities, parental support, and diverse student abilities (Yusuf et al., 2025). Furthermore, research on tahfidz management that specifically examines acceleration mechanisms at the elementary school level is still relatively limited. Therefore, research at Muhammadiyah Plus Elementary School in Semarang is needed to gain a more contextual understanding of how schools manage accelerated memorization while maintaining learning quality. Academically, this research is expected to broaden the study of Islamic education management, particularly regarding the management of tahfidz learning based on differentiation of student abilities. Practically, the research results can serve as a reflection for schools in developing the planning, organization, implementation, and supervision of tahfidz programs. To address these issues, this article is structured systematically. The methods section explains the approach, research design, data sources, data collection techniques, and data analysis; the results section presents empirical findings regarding planning, organization,

implementation, supervision, and supporting and inhibiting factors; the discussion section interprets the findings by linking them to theory and previous research; while the conclusions section summarizes the main findings and their implications for the development of tahfidz learning management in accelerated programs.

Method (منهج)

Study This aim For analyze management learning tahfidz in the acceleration program at Muhammadiyah Plus Elementary School Semarang, especially related with planning , organizing , implementing , supervising , and factor supporting and inhibiting factors of the acceleration program . To achieve this objective, the study used a qualitative approach with a case study design. The qualitative approach was chosen because the study focuses on an in-depth understanding of the management process that occurs naturally in the school context, including the experiences, practices, considerations, and interactions of the parties involved in tahfidz learning (Zulvani, Wiyono & Ubaidillah, 2025). The case study design was used because the research was directed at comprehensively understanding one particular case, namely the management of the tahfidz acceleration program at Muhammadiyah Plus Elementary School Semarang in a real context. The primary data were obtained through unstructured in-depth interviews with nine informants consisting of one principal, two tahfidz teachers, one class teacher, four students, and one student's guardian. The interviews were conducted for 120 minutes in each session and were conducted in three sessions, with an average duration of 10-15 minutes for each informant in each session.

In addition to interviews, this study used participatory observation and document analysis as supporting data collection techniques. Observations were conducted by directly observing the tahfidz learning process and activities related to the acceleration program, including the implementation of tahsin, tahfidz, *murāja'ah* , *ziyadah* , student grouping based on ability, teacher mentoring, student responses during learning, and the memorization monitoring and evaluation process (Novitriani & Muhdi, 2025). Observations were conducted in the learning situation taking place in the school environment so that researchers could obtain an overview of management practices as they occur in real conditions. Document analysis was conducted on documents related to the implementation of the program, including mutaba'ah books or memorization achievement journals, memorization monitoring records, learning schedules, memorization targets, and supporting documents for the tahfidz program available at the school (Alwi & Mubarok, 2025). Data validity was checked through triangulation, by comparing information obtained from interviews, observations, and documentation and comparing statements between informants. Data analysis refers to Miles and Huberman's interactive model, which includes three main stages (Asipi et al., 2022). First, data reduction, which involves selecting, focusing, grouping, and simplifying data according to the research focus. Second, data presentation, which involves organizing the reduced data into narrative descriptions and thematic groupings to understand the relationships between findings. Third, drawing and verifying conclusions, which involves interpreting patterns, relationships, and meanings of the data to answer the research questions, then cross-checking these conclusions against the overall data and triangulation results.

Table 1: Informant Profile

No	Initials	Information	Gender	Place School
1	KS	Headmaster	Woman	Muhammadiyah Plus Elementary School Semarang
2	NO	Classroom teacher	Man	Muhammadiyah Plus Elementary School Semarang

3	GT1	Tahfidz Teacher	Woman	Muhammadiyah School Semarang	Plus	Elementary
4	GT2	Tahfidz Teacher	Woman	Muhammadiyah School Semarang	Plus	Elementary
5	WS	Student Guardian	Woman	Muhammadiyah School Semarang	Plus	Elementary
6	S1	Student	Woman	Muhammadiyah School Semarang	Plus	Elementary
7	S2	Student	Woman	Muhammadiyah School Semarang	Plus	Elementary
8	S3	Student	Woman	Muhammadiyah School Semarang	Plus	Elementary
9	S4	Student	Woman	Muhammadiyah School Semarang	Plus	Elementary

Result (نتائج)

Tahfidz Learning Planning in the Acceleration Program

Research findings indicate that the management planning for memorization learning in the accelerated program at Muhammadiyah Plus Elementary School Semarang is implemented through memorization target planning, time management and learning programs, and student and teaching staff organization tailored to the students' abilities. Regarding memorization targets, the school sets milestones in stages based on grade level, but its implementation still takes into account individual student development. Students who are able to achieve or exceed targets are given the opportunity to continue memorization through the accelerated program, while students who experience difficulties receive adjustments and more intensive mentoring. This condition is reinforced by GT2 who stated, "for those who are easier, well, we accompany them once, after that they can memorize on their own." Conversely, the needs of students who have not yet achieved optimal development are also taken into consideration, as stated by GT2, "if they are a bit slow, well, they really need special mentoring." In terms of time and programs, the school integrates tahsin and tahfidz learning into routine intracurricular activities and provides an accelerated program as reinforcement for students with higher memorization achievements. This arrangement allows the acceleration process to proceed without eliminating regular learning. Meanwhile, organization is carried out by grouping students based on their abilities and memorization achievements, as well as by dividing the responsibilities of the memorization teachers according to their mentoring needs. This planning demonstrates that the acceleration program is not built on a uniform pattern, but rather prioritizes flexibility, differentiated mentoring, and adjustments to student readiness to ensure that memorization achievement is directed, realistic, and sustainable.

In operational terms, planning is reflected in the differentiation of memorization targets and the provision of learning opportunities according to students' readiness. Students who demonstrate stronger memorization fluency and are able to maintain previously memorized verses can be directed to proceed to additional memorization (*ziyādah*), whereas students who have not yet demonstrated sufficient readiness are supported through repeated *murāja'ah* and more intensive teacher guidance. Thus, the planning process considers not only the quantity of memorization to be achieved but also students' ability to maintain and reproduce their memorization accurately.

Based on observations, the implementation of the accelerated memorization program demonstrated that targets, timeframes, and mentoring were tailored to the students' specific needs. During the learning process, it was apparent that students had varying levels of memorization progress. Some students were able to continue memorization independently after

receiving brief instruction from the teacher, while others required repetition, *recitation* , and more intensive mentoring before continuing. Teachers also appeared to pay more attention to students experiencing difficulties, while more fluent students were directed to continue memorization at their own pace. Tahsin and tahfidz activities took place as scheduled during regular learning, while the accelerated program was implemented as an additional activity for students with higher memorization progress. In organizing the learning process, students were divided into groups based on their ability levels and memorization progress. This grouping helped teachers focus mentoring on the needs of each group. Furthermore, teacher responsibilities were divided between regular and accelerated activities. Throughout the process, teachers adjusted the direction, intensity of mentoring, and memorization activities based on student responses. The results of these observations show that the implementation of the program does not take place uniformly, but is adjusted to the abilities, achievements, and learning needs of students so that the memorization process is more focused.

Organizing Tahfidz Learning in the Acceleration Program

Research findings indicate that the organization of tahfidz learning management in the accelerated program at Muhammadiyah Plus Elementary School Semarang is implemented through three main forms: grouping students based on their memorization abilities and achievements, dividing the teaching staff's tasks, and arranging groups and mentoring patterns. In terms of student organization, the school places students according to their memorization development levels to ensure a more focused mentoring process. GK explained, "Usually, small groups are adjusted to the students' abilities." This grouping allows students with relatively similar achievements to study together, while students who need assistance can receive more intensive attention. In terms of the division of teaching staff's tasks, regular tahfidz learning is carried out by class teachers, while the accelerated program is handled by teachers with special responsibilities. KS emphasized, "For the accelerated program, it is indeed different," so that students from various levels can be gathered and mentored by a designated tahfidz teacher. In terms of group arrangement and mentoring patterns, the school implements individual and group learning through *murāja'ah* , additional memorization, and contributions according to student development. GT2 explained, "We're implementing a moving class," where students are grouped based on their juz (chapters) or memorization level and directed to the appropriate teacher. This pattern helps teachers focus support on the needs of a relatively homogeneous group while ensuring students' opportunities to develop according to their individual abilities. This arrangement also facilitates progress monitoring, providing feedback, and adjusting the intensity of support throughout the program.

The organization of learning also provides a practical basis for differentiating the sequence and intensity of memorization activities. Students who have demonstrated adequate mastery of previous memorization can be directed toward *ziyādah*, while those who still experience difficulties are given additional opportunities to repeat their memorization through individual or group *murāja'ah*. Memorization submissions (*setoran*) are consequently adjusted to students' readiness rather than being treated as an identical requirement for all students at the same time. This arrangement enables teachers to allocate their attention according to the learning needs of each group.

Based on observations, the organization of memorization learning in the accelerated program is evident through student grouping, teacher role allocation, and the arrangement of mentoring patterns during the activity. Students are not placed in a completely uniform learning pattern, but are grouped based on their ability level and memorization achievement. In some groups, students with relatively similar memorization achievement participate in *murāja'ah activities* and additional memorization together, while students experiencing difficulties receive more intensive attention from the teacher. During regular activities, the class teacher appears to

handle the memorization process according to the learning schedule, while in accelerated activities, a teacher is specifically responsible for groups of students with higher achievement. During the learning process, the teacher moves from one group to another to monitor memorization fluency, provide corrections, and determine which students are ready to make contributions. Students who have achieved fluency are given the opportunity to continue memorization more independently, while students who have not yet achieved the target are directed to repeat with the teacher or their group. The group arrangement also allows students to participate in activities based on the juz or level of memorization they are working on. The results of these observations show that the organization of learning is carried out flexibly by adjusting the abilities, memorization achievements, and support needs of each student.

Implementation of Tahfidz Learning in the Acceleration Program

Research findings indicate that the implementation of tahfidz learning management in the accelerated program at Muhammadiyah Plus Elementary School Semarang takes place through three main forms: gradual memorization, mentoring based on student ability, and the application of learning strategies to maintain engagement and motivation. In the memorization activity stage, learning begins with reinforcement of previous memorization before students add new memorization and make contributions. GT2 explained, "We usually do *murāja'ah* first. So at the beginning of the lesson, we use *murāja'ah* first so that the children's memorization is maintained." This pattern shows that the acceleration activity not only emphasizes adding memorization, but also maintaining memorization that students have mastered. Furthermore, mentoring is provided differently according to individual abilities. Students who are relatively fast receive initial guidance and can continue independently, while students who experience difficulties receive more intensive repetition. GT2 emphasized, "For those who are a bit slow, well, they really need special mentoring." This mentoring is carried out through repeated *murāja'ah* , memorization practice, and reinforcement of learning at home so that targets can still be achieved. Furthermore, teachers adjust strategies when students begin to show signs of boredom or decreased concentration. GT2 said, "Maybe we'll give an icebreaker first to keep them motivated," then the activity can be continued with verse recitation or other memorization variations. These findings demonstrate that the implementation of the acceleration program is not simply about increasing learning duration, but rather combines memorization stages, differentiated mentoring, and motivational strategies so that the learning process can be adaptive to the conditions, abilities, and responses of students during the memorization activities.

The implementation process can be understood through three interconnected memorization activities: *murāja'ah*, *ziyādah*, and *setoran*. First, *murāja'ah* is conducted at the beginning of learning to reinforce previously memorized verses and identify parts that still require repetition. Second, *ziyādah* refers to the activity of adding new memorization after students have received sufficient reinforcement of their previous memorization. Third, *setoran* provides an opportunity for students to present their memorization to the teacher for checking and correction. These activities are adjusted to students' individual readiness. Students who can recall verses fluently and accurately are given opportunities to continue adding memorization, whereas students who still experience difficulties are directed to repeat previous verses and receive more intensive guidance before proceeding. In this way, the three activities are not merely sequential tasks but are connected through ongoing teacher assessment and adjustment.

Based on observations, the implementation of tahfidz learning in the accelerated program took place through structured stages of activities, mentoring tailored to student abilities, and the use of a variety of activities to maintain engagement throughout the memorization process. At the beginning of the lesson, students were seen conducting *murāja'ah (* recitation) of previously memorized verses together before moving on to adding new ones. Afterward, students were given time to repeat verses independently or in small groups before submitting them to the

teacher. During the mentoring process, differences in treatment were observed depending on student ability. Students who were able to memorize more quickly only needed brief instructions and then continued memorizing independently, while students who experienced difficulties received more intensive repetition and correction from the teacher. The teacher also appeared to approach students who were having difficulty and asked them to repeat verses until they became more fluent. When students' attention began to wane, the learning activities were interspersed with short breaks and light activities. On several occasions, the teacher invited students to take turns reciting verses to create a more active learning atmosphere. After these refresher activities, students resumed *murāja'ah* , memorization, and submission. Observation results show that the program implementation takes place flexibly by adjusting the stages of activities, intensity of mentoring, and student conditions during the learning process.

Supervision of Tahfidz Learning in the Accelerated Program

Research findings indicate that monitoring of memorization learning management in the accelerated program at Muhammadiyah Plus Elementary School in Semarang is carried out through three main forms: monitoring memorization achievement through memorization submissions and tests, recording memorization progress, and follow-up through mentoring and communication with parents. In the monitoring aspect, teachers assess student progress directly through memorization submissions and testing. Assessment is not only oriented towards the amount of memorization, but also considers the quality of the reading. GT1 explained that "the assessment aspects include fluency. Fluency, tajwid, fluency, and correct memorization." Through this assessment, teachers can determine which students have achieved their targets and which still need reinforcement. Furthermore, the results of memorization development are documented as a basis for ongoing monitoring. GT2 said, "We also make our own journal of memorization achievements," in addition to using the mutaba'ah book as an instrument for recording student achievement. This documentation helps teachers see memorization development, the ability to maintain memorization, and the need for mentoring for each student. Supervision is then continued through follow-up when there are delays or difficulties in achieving targets. GK emphasized, "We also collaborate with parents," particularly by asking parents to assist with memorization activities at home. Communication is conducted to convey students' progress and needs so that supervision doesn't stop at school.

Based on the assessment information and classroom observations, the quality of memorization is considered through three principal indicators: (1) fluency, referring to the student's ability to recite memorized verses smoothly and consistently; (2) tajwid accuracy, referring to the application of appropriate recitation rules; and (3) articulation accuracy (*makharijul huruf*), referring to the correct pronunciation and articulation of Arabic letters. These indicators provide a basis for teachers to identify whether students are ready to proceed with additional memorization or require further repetition and correction. The three indicators are complementary: fluency alone does not demonstrate adequate memorization quality when tajwid and letter articulation still require improvement.

Based on observations, monitoring of memorization learning in the accelerated program was evident through memorization submission activities, progress recording, and follow-up with students who needed additional guidance. During the activity, students took turns submitting their memorization to the teacher, while the teacher listened to the reading and provided corrections when there were errors in fluency, tajweed, pronunciation, or letter pronunciation. For some students, the teacher requested repetition of verses before the submission was declared complete. After the submission process, the teacher was seen recording the results of the students' memorization progress on the monitoring sheet and achievement journal used during the activity. These notes contained each student's memorization achievement and were used to differentiate students who had achieved the target from those who still needed reinforcement. In

subsequent learning processes, students who experienced difficulties received additional repetition and guidance, while students who had achieved fluency were directed to continue memorizing the next section. Furthermore, follow-up on memorization progress was evident through notes brought or submitted for monitoring outside of class. Observations indicated that supervision was carried out continuously through memorization checks, documentation of progress, providing corrections, and adjusting follow-up actions according to each student's achievement and learning needs.

The findings therefore indicate that supervision functions not only as a mechanism for recording the quantity of memorization but also as a quality-control process. The results of *setoran*, memorization tests, and progress documentation provide teachers with information for determining subsequent learning activities. However, the available findings do not specify a numerical scoring scale, indicator weights, or minimum assessment thresholds for fluency, tajwid, and *makharijul huruf*. Accordingly, these indicators are presented as the assessment dimensions identified in the study rather than as a standardized numerical assessment instrument.

Supporting and Inhibiting Factors in Tahfidz Learning in the Accelerated Program

Research findings indicate that supporting and inhibiting factors in managing memorization learning in the accelerated program at Muhammadiyah Plus Elementary School in Semarang can be seen in three main forms: school resource support, environmental and family support, and differences in students' abilities and psychological conditions. Regarding resources, the availability of learning time and teacher competence are important elements in supporting memorization achievement. GT1 emphasized, "The most helpful thing is time. If there is more time for memorization, it automatically helps more quickly." In addition to time, learning facilities also help teachers manage the memorization process more effectively. GK explained that "in my class there is a projector, then there are speakers, there are computers," so that reading, reviewing, and memorizing can be carried out together before students are directed to groups according to their abilities. This support is strengthened through parental involvement in accompanying *murāja'ah* at home and maintaining the continuity of memorization outside of school. However, the program's success still faces obstacles in the form of differences in ability, concentration, boredom, and the influence of devices. KS stated that "each student has their own capacity," which indicates that the speed of achieving the target cannot be standardized. This condition requires teachers to adjust the intensity of mentoring, memorization repetition, and learning strategies to the individual needs of students.

Based on observations, supporting and inhibiting factors in implementing tahfidz learning in the accelerated program were evident in the availability of time, learning facilities, environmental support, and student conditions during the activity. In terms of supporting aspects, tahfidz activities were carried out in a specific timeframe, allowing students to conduct *murāja'ah (recitation)* , add memorization, and recitation in a more focused manner. Projectors, speakers, and computers were available in the learning room to assist with reading and group memorization review. Teachers also appeared to actively assist students, providing corrections and directing groups according to their ability levels. Furthermore, memorization progress notes indicated ongoing monitoring of student achievement. In terms of inhibiting aspects, differences in memorization ability were observed among students. Some students were able to complete memorization more quickly, while others required more frequent repetition and direct teacher assistance. Student concentration also appeared to change when there was noise or activity outside the learning room. On several occasions, students showed signs of boredom after reviewing memorization for a considerable amount of time, prompting teachers to provide breaks and vary activities. The results of these observations indicate that the sustainability of the

program is supported by time, facilities, and teacher guidance, but still faces obstacles in the form of differences in student abilities, concentration, and boredom during the learning process.

These supporting and inhibiting factors are closely related to the implementation of differentiated mentoring. Adequate learning time, teacher guidance, available facilities, and parental involvement provide conditions that support the continuity of *murāja'ah*, *ziyādah*, and *setoran*. Conversely, differences in memorization capacity, fluctuating concentration, boredom, and distractions from devices require teachers to adjust the pace and intensity of learning. Therefore, the sustainability of the acceleration program depends not only on the availability of resources but also on the school's ability to respond to students' different learning conditions

Table 1. Summary of Tahfidz Learning Management in the Acceleration Program

Management Functions	Implementation Activities	Student-Based Arrangements	Expected Outcomes
Planning	Setting gradual memorization targets, arranging learning time, and integrating regular tahsin and tahfidz activities with the acceleration program	Targets and learning opportunities are adjusted to students' memorization achievements and readiness	Realistic and sustainable memorization targets
Organizing	Grouping students, allocating teacher responsibilities, and implementing group-based and moving-class mentoring	Students are grouped according to memorization ability, achievement, and mentoring needs	More focused mentoring and appropriate allocation of teacher support
Implementation	Conducting *murāja'ah*, *ziyādah*, *setoran*, repetition, and motivational activities	Students who demonstrate readiness proceed to additional memorization, while those experiencing difficulties receive repetition and intensive guidance	Development of memorization achievement while maintaining previously memorized verses
Supervision	Conducting memorization submissions and tests, correcting recitation, recording progress in mutaba'ah books and achievement journals, and communicating with parents	Follow-up is determined by students' fluency, tajwid accuracy, and *makharijul huruf* accuracy	Monitored memorization progress and improved reading quality
Supporting and inhibiting factors	Managing learning time, teacher support, facilities, family involvement, concentration, and student motivation	Learning duration, mentoring intensity, and learning strategies are adjusted to students' conditions	More adaptive and sustainable program implementation

Discussion (مناقشة)

The most important findings of this study indicate that the management of tahfidz learning in the acceleration program at Muhammadiyah Plus Elementary School Semarang is implemented in a structured, flexible, and oriented to the differences in student abilities through the functions of planning, organizing, implementing, supervising, and managing supporting and inhibiting factors. In the planning stage, the school sets gradual memorization targets according

to level, arranges the time for tahsin and tahfidz learning, and provides an acceleration program for students who are able to exceed the target. Organization is carried out through grouping students based on memorization abilities and achievements, dividing teacher roles, and implementing study groups and moving classes for more focused mentoring. The implementation of learning takes place through *murāja'ah* , additional memorization, and submission with the intensity of mentoring adjusted to student needs, accompanied by motivational strategies such as ice breaking and verse connection to maintain engagement. Supervision is carried out through submissions, memorization tests, assessments of fluency, tajwid, *fluency,* and *makharijul huruf,* then the results are recorded in the mutaba'ah book or achievement journal and followed up through communication with parents. The program's sustainability is supported by the availability of time, teacher competence, learning facilities, a conducive environment, and family involvement. However, differences in ability, concentration, boredom, motivation, and the influence of devices are obstacles that require ongoing management. These findings confirm that the success of the acceleration program is determined not only by accelerating memorization, but also by the school's ability to adaptively integrate targets, strategies, mentoring, evaluation, and family support according to the student's individual development. This management pattern demonstrates a balance between achieving memorization quantity and maintaining reading quality.

The findings further clarify that the relationship between memorization quantity and quality is operationalized through the connection between *murāja'ah*, *ziyādah*, and *setoran*. The addition of new memorization is not treated as an independent achievement but is preceded by the reinforcement of previously memorized verses and followed by teacher checking. Students' readiness to proceed is therefore considered in relation to their ability to recall and recite the verses, while the teacher's corrections provide information about the quality of the memorization. This pattern suggests that acceleration is implemented through differentiated learning progress rather than simply increasing the amount of memorization required within a fixed period.

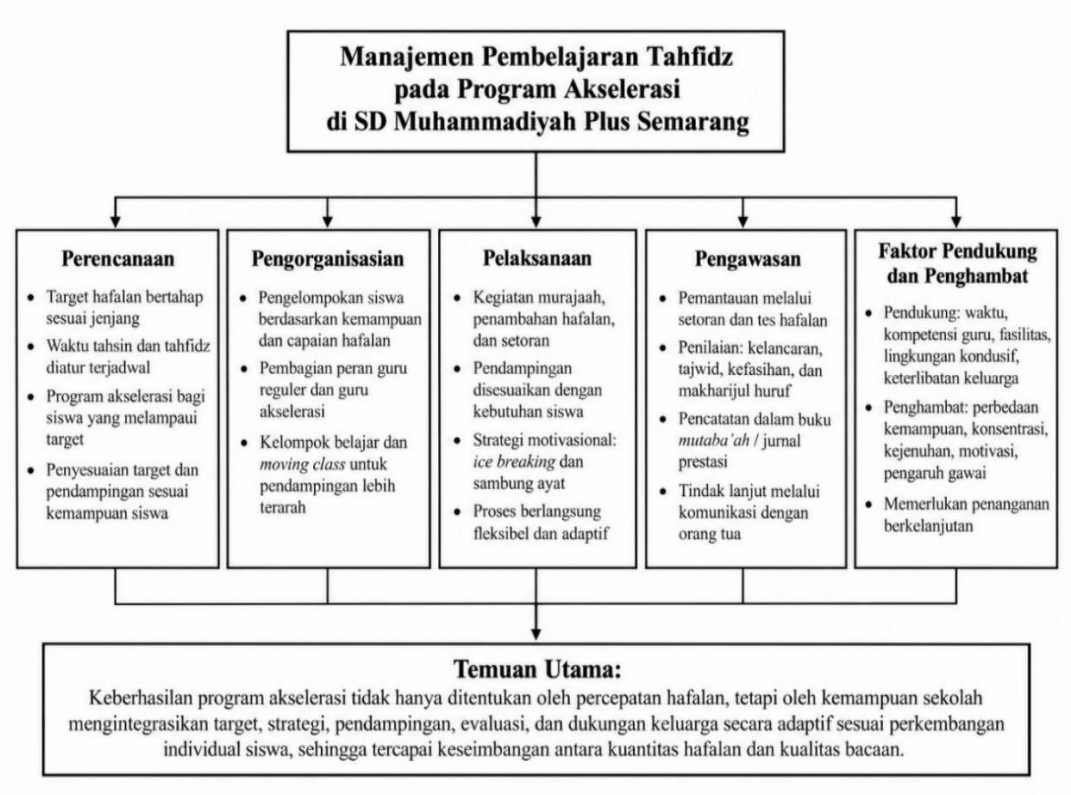

Figure 1: Summary Findings Study

Findings study This relevant analyzed use theory George R. Terry's management , which views management as a process of planning, organizing, actuating, and controlling (POAC) for reach objective in a way effective and efficient (Terry, 2021). In the planning indicator, the school sets memorization targets in stages based on student abilities. Targets are not applied uniformly, but are adjusted to individual development; students who are able to exceed the targets are given the opportunity to participate in accelerated learning, while students who experience difficulties receive adjustments and assistance. This demonstrates that program planning has taken into account both the objectives and the conditions of the students. In the organizing indicator, the school allocates time, divides tasks among three memorization teachers, and groups students based on ability (Setiawan et al., 2025). This organization allows for more targeted use of teacher resources so that assistance can be provided according to student needs. In the actuating indicator, the plan is realized through *murāja'ah activities* , additional memorization, contributions, motivation, and differentiated assistance for students who are fast and those who need more intensive assistance. Meanwhile, the controlling indicator is seen through contributions, memorization testing, recording progress in the mutaba'ah book or achievement journal, and communication with parents. This monitoring serves as a basis for determining target achievement and determining follow-up actions. Overall, the findings show that POAC operates as an interconnected management cycle, with flexibility as a key characteristic in dealing with differences in student ability, concentration, boredom, and motivation.

When interpreted through the POAC framework, the findings demonstrate that the management functions are interconnected rather than implemented as separate administrative stages. Planning establishes the targets and learning arrangements; organizing distributes students and teacher responsibilities; implementation translates the plan into *murāja'ah*, *ziyādah*, and *setoran* activities; and supervision provides feedback for determining subsequent learning actions. The management of supporting and inhibiting factors influences the continuity of this cycle. In particular, the assessment of fluency, tajwid accuracy, and *makharijul huruf* accuracy connects the implementation and supervision functions because the results of teacher checking inform decisions about whether students should continue adding memorization or receive further reinforcement.

The findings of this study indicate that the management of memorization learning in the accelerated program at Muhammadiyah Plus Elementary School in Semarang is not only oriented towards accelerating memorization, but also integrates target planning, resource organization, learning implementation, monitoring memorization quality, and family involvement. These findings are related to several previous studies in various contexts. Research by Nik Abdullah, Mohd Sabbri, and Muhammad Isa (2021) in Malaysia found that memorization motivation was influenced by student, teacher, and parent factors, while time constraints, difficulty remembering verses, disciplinary rules, and environmental distractions posed challenges to memorization. Research by Ahmad et al. (2021) in Malaysia demonstrated the importance of repetition, understanding meaning, recording verses in mutasyabihat (multi-part verses), and specific strategies in maintaining memorization. In Saudi Arabia, Khan and Dzulkifli (2021) found differences in short-term memory capacity between groups of students who memorized the Quran and those who did not, suggesting that memorization activities are related to the cognitive aspects of learning. Kuloğlu and Kanger's (2022) research in Turkey demonstrated that integrating Quran memorization with formal education requires administrative program management to ensure memorization activities do not disrupt regular education. Meanwhile, Najib and Afifi's (2022) research in Indonesia places planning, organization, implementation, and evaluation as key elements of managing tahfizh programs in schools. Unlike previous research that tends to focus on motivation, memorization methods, cognitive impact, curriculum integration, or general management functions, this study's novelty lies in its depiction of tahfidz

acceleration management based on individual student abilities, linking target acceleration with differentiated mentoring and quality control of memorization at the elementary school level.

The present findings extend these previous studies by showing how motivational, instructional, cognitive, and administrative considerations are connected within an ability-based acceleration management system. The emphasis on repetition identified by Ahmad et al. (2021) is reflected in the use of *murāja'ah* to maintain previously memorized verses. The student, teacher, and parent factors discussed by Nik Abdullah, Mohd Sabbri, and Muhammad Isa (2021) are reflected in the roles of teacher mentoring, parental involvement, learning time, and the management of student motivation. Meanwhile, the administrative perspective discussed by Kuloğlu and Kanger (2022), as well as the management functions described by Najib and Afifi (2022), is reflected in the integration of target planning, teacher allocation, implementation, and supervision. The distinctive contribution of this study is therefore not the identification of these elements individually, but the explanation of how they operate together through differentiated learning arrangements in an elementary-school tahfidz acceleration program.

The findings of this study are important because they demonstrate that the accelerated memorization program at the elementary school level cannot be understood simply as an effort to increase the speed of memorization. Acceleration actually requires management that is able to maintain a balance between target achievement and the quality of student memorization (Nabila, Ikhwan & Erwahyudin, 2026). Adjusting targets based on individual abilities shows that the success of the program is not solely determined by the number of verses or juz (verses) memorized, but also by fluency, accuracy of tajweed, *fluency, makharijul huruf (letter pronunciation),* ability to *murāja'ah (recitation*), and continuity of learning motivation (Nurohmah, Muttaqin & Supendi, 2025). In this context, this study makes three important contributions. First, a conceptual contribution, the study broadens the understanding of tahfidz learning management by demonstrating that program management principles need to be applied flexibly based on the diversity of student abilities, so that acceleration is not synonymous with uniform learning treatment. Second, in terms of practical contributions, the findings provide a basis for schools to develop a system of graduated targets, ability-based grouping, differential mentoring, progress recording through mutaba'ah (achievement journals), and regular communication with parents. This pattern allows teachers to intervene more quickly when students experience difficulties, boredom, or decreased motivation. Third, in terms of contributing to the development of the quality of Islamic education, this study emphasizes the importance of collaboration between schools, teachers, students, and families as a unified program management unit.

More specifically, the study contributes an operational description of how students' memorization readiness informs the learning sequence. *Murāja'ah* functions as reinforcement and a means of identifying memorization difficulties; *ziyādah* provides opportunities for students who are ready to add new verses; and *setoran* allows teachers to check students' memorization and provide corrections. These activities are supported by the assessment of fluency, tajwid, and *makharijul huruf*, which together provide a basis for determining further guidance. This connection offers a practical perspective for schools seeking to develop acceleration programs without separating the pursuit of memorization targets from the maintenance of recitation quality.

Based on research findings, the government and relevant institutions need to develop policies that support the implementation of flexible, measurable, and quality-oriented memorization programs. The government, particularly through ministries and education offices that have authority over educational units, needs to provide guidelines that allow schools to set memorization targets based on students' age, ability, study load, and individual characteristics, rather than simply using uniform quantitative targets. The government also needs to strengthen teacher competency development through training that includes memorization methods, tahsin, memorization evaluation, classroom management, strategies for dealing with boredom, and

differentiated learning. This is important because research findings indicate that teacher competence and attention are key determinants of program sustainability. At the institutional level, schools need to establish a documented memorization management system, starting with mapping initial abilities, setting individual targets, dividing groups, scheduling time, recording progress, and conducting regular evaluations. Schools also need to strengthen communication mechanisms with parents so that home-based *murāja'ah support* becomes a coordinated part of school learning. In addition, Islamic educational institutions, school management organizations, and tahfidz institutions can develop forums to share good practices regarding the management of acceleration programs, including the use of audiovisual media and simple monitoring instruments.

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Conclusion (خاتمة)

This study concludes that tahfidz learning management in the acceleration program at Muhammadiyah Plus Elementary School Semarang is structured and flexible. Planning involves gradual memorization targets, allocated tahsin and tahfidz time, and acceleration opportunities for students meeting or exceeding targets. Organizing includes ability-based grouping, teacher task allocation, and group learning and moving classes. Implementation integrates *murāja'ah*, additional memorization (*ziyādah*), and memorization submissions (*setoran*), supported by differentiated mentoring and motivational activities. Supervision uses memorization submissions and tests to assess fluency, tajwid accuracy, and *makharijul huruf* accuracy. Progress is documented through mutaba'ah books and achievement journals, with parental communication as follow-up. Supporting factors include learning time, teacher competence, facilities, a conducive environment, and family involvement; challenges include differences in ability, concentration, motivation, boredom, and digital-device distractions. The study contributes by demonstrating how accelerated tahfidz learning can balance memorization progress and Qur'anic recitation quality through gradual targets, ability-based grouping, differentiated assistance, supervision, and family support. Acceleration is therefore not simply increased memorization quantity or speed, but a process responsive to students' readiness. Schools should strengthen individual assistance through progress monitoring and repetition before students advance. Teachers should consistently assess fluency, tajwid, and *makharijul huruf*. Parents should be involved through regular communication, progress reports, and supported *murāja'ah* at home. Schools should optimize learning time and facilities, vary activities to sustain motivation, and manage digital-device distractions.

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