

STRATEGY FOR DEVELOPING THE TAHFIDZ AL-QUR'AN PROGRAM TO IMPROVE STUDENTS' NON-ACADEMIC ACHIEVEMENT (a Case Study at Madrasah Aliyah Sabilul Muttaqin Pungging Mojokerto)

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Abstract

The Tahfidz Al-Qur'an program at Madrasah Aliyah plays a strategic role in shaping character and improving students' non-academic achievements, such as discipline, responsibility, and perseverance. While the program's primary goal is to memorize and understand the Qur'an, its benefits extend beyond spiritual aspects. The Tahfidz program not only hones religious capabilities but also develops essential life skills that support non-academic achievements, such as leadership, teamwork, and adaptability in social environments. This study aims to analyze the strategies for developing the Tahfidz Al-Qur'an program at Madrasah Aliyah Sabilul Muttaqin, Pungging, Mojokerto, and its impact on students' non-academic achievements. The research employs a qualitative approach with a case study method. Data were collected through interviews, observations, and documentation involving program instructors, Tahfidz participants, and the school principal. The findings of the study show that the development strategies include planning, implementation, and evaluation stages. Development activities are conducted by forming Tahfidz groups, providing intensive supervision, and awarding incentives to motivate students. As a result, students demonstrate improvements in discipline, self-confidence, and organizational skills. In conclusion, the Tahfidz Al-Qur'an program not only strengthens religious values but also significantly contributes to enhancing students' non-academic achievements.

Keywords: *Tahfidz Al-Qur'an; Non-Academic Achievements.*

مستخلص البحث

يلعب برنامج تحفيظ القرآن في المدرسة العليا دورًا استراتيجيًا في بناء شخصية الطلاب وتحسين إنجازاتهم غير الأكاديمية، مثل الانضباط والمسؤولية والمثابرة. يهدف البرنامج أساسًا إلى حفظ وفهم القرآن الكريم، لكن فوائده تتجاوز الجانب الروحي. يعزز البرنامج قيم الانضباط من خلال الروتين المنظم والمتواصل للحفظ. تتطلب عملية الحفظ مستوى عاليًا من المسؤولية، سواء في الحفاظ على الحفظ أو الالتزام بالأهداف التي يحددها المشرفون. لا يركز برنامج التحفيظ فقط على المهارات الدينية، بل يطور أيضًا مهارات حياتية أساسية تدعم الإنجازات غير الأكاديمية، مثل القيادة والعمل الجماعي والقدرة على التكيف في البيئة الاجتماعية. تهدف هذه الدراسة إلى تحليل استراتيجيات تطوير برنامج تحفيظ القرآن في المدرسة العليا سبيل المتقين - بونجنيج - موجوكرتا، وتأثيرها على الإنجازات غير الأكاديمية للطلاب. استخدمت الدراسة منهجية نوعية بأسلوب دراسة الحالة. وتم جمع البيانات من خلال المقابلة والملاحظة والتوثيق بمشاركة المدرسين المشرفين والطلاب المشاركين في البرنامج ومدير المدرسة. وأظهرت نتائج الدراسة أن استراتيجيات التطوير تشمل



مراحل التخطيط والتنفيذ والتقييم. يتم التطوير من خلال تشكيل مجموعات تحفيظ، والإشراف المكثف، وتقديم المكافآت لتحفيز الطلاب. ونتيجة لذلك، أظهر الطلاب تحسنا في الانضباط والثقة بالنفس ومهارات التنظيم.

الكلمات المفتاحية: تحفيظ القرآن والإنجازات غير الأكاديمية.

INTRODUCTION

The Tahfidz Al-Qur'an program is highly important for students as it not only helps them in memorizing the Qur'an but also contributes to character development and life skills enhancement. This program trains discipline, responsibility, and perseverance, as memorizing the Qur'an requires a high level of commitment and consistent learning. Additionally, the Tahfidz program enhances students' spiritual and emotional intelligence, instills positive habits, and embeds strong moral values. By participating in this program, students also have greater opportunities in both academic and non-academic achievements, such as Tahfidz competitions, leadership in school organizations, and increased self-confidence in various aspects of life.

Improving students' non-academic achievements helps shape their character, social skills, and preparedness to face challenges beyond academics. Non-academic achievements, such as leadership, discipline, teamwork, and creativity, play a role in developing students' potential holistically. In an increasingly competitive world, success is measured not only by academic grades but also by interpersonal skills, time management, and mental resilience. By enhancing non-academic achievements, students will be better prepared to face societal life, the workforce, and future challenges with confidence and resilience.

The improvement of students' non-academic achievements through the Tahfidz Al-Qur'an program contributes to character building, discipline, and social skills development. Memorizing the Qur'an requires perseverance, time management, and a high level of responsibility, helping students develop a disciplined attitude and perseverance. Moreover, this program enhances confidence, leadership, and organizational skills, which are highly beneficial in daily life and their future careers. With strong non-academic achievements, students are better prepared to face challenges in social environments and the workplace.

The Tahfidz Al-Qur'an program in Madrasah Aliyah primarily aims to help students memorize and understand the verses of the Qur'an.¹ This memorization is not solely focused on memory skills but also on comprehending the meaning of the Qur'an so that students can apply

¹ Rohmah, E. F. (2023). *Penerapan Program Tahfidz Al-Qur'an Dalam Meningkatkan Religiusitas Siswa di MTs Tarbiyatul Islamiyah Jakenan Pati* (Doctoral dissertation, IAIN Kudus).

its teachings in daily life. Through this program, students learn the importance of maintaining a close relationship with Allah through the recitation and memorization of the Qur'an, which serves as the foundation for shaping a strong Islamic personality.²

However, the benefits of this Tahfidz program extend beyond the spiritual aspect. It also positively impacts students' character development.³ The structured and routine memorization activities help students cultivate high levels of discipline.⁴ Each student must adhere to a designated memorization schedule, review previously learned passages, and recite new memorization to the instructor. This process trains students to value time, remain consistent, and take responsibility for their assigned tasks.

Furthermore, a strong sense of responsibility is another crucial value instilled through the Tahfidz program.⁵ Students must diligently maintain their memorization and ensure that they do not forget it over time. This ability involves continuous effort to improve and strengthen their memorization, ultimately fostering a sense of responsibility not only toward themselves but also toward Allah and their community.⁶

The Tahfidz program also builds strong perseverance among students⁷. Memorizing the Qur'an is not an easy task as it requires patience, persistence, and the ability to overcome various challenges.⁸ This process teaches students not to give up easily, training them to tackle obstacles such as fatigue, boredom, or difficulties in understanding certain verses. As a result, students are not only trained in academic and spiritual aspects but also in overcoming life challenges.

Beyond individual development, the Tahfidz program also contributes to enhancing students' social skills, such as leadership, teamwork, and adaptability.⁹ Students involved in Tahfidz

² Fatih, T. A. Tujuan Pendidikan Islam di Indonesia Perspektif al-Qur'an. *Jurnal Kajian Islam Interdisipliner*, 8(2), 99-134.

³ Dawam, A. (2024). Dampak Program Tahfidz Al-Qur'an Terhadap Pengembangan Karakter Siswa Di Ma Darul Ishlah. *Jurnal Intelek Insan Cendekia*, 1(9), 4909-4917.

⁴ Jaya, S. (2023). Meningkatkan Literasi Al-Qur'an Anak-Anak di Lingkungan Masjid Al Masyithoh Lingkar Timur Melalui Kegiatan Magrib Mengaji. *KENDURI: Jurnal Pengabdian dan Pemberdayaan Masyarakat*, 3(3), 137-147.

⁵ Azka, M. F., Nurharini, A., Nurrizky, A. I., Yuserna, D. M. A., Rahmawati, E. E., & Kumalasari, C. (2024). Implementasi Pendidikan Karakter Melalui Program Tahfidz di SD Islam Al-Azhar 29 Semarang. *Madani: Jurnal Ilmiah Multidisiplin*, 2(5), 134-137.

⁶ Azwar, B. (2022). Peran Layanan Konseling Realitas untuk Membangun Kepercayaan Diri Warga Binaan Mantan Pemakai Narkoba di Lapas Klas II A Curup. *Konseling Edukasi: Journal of Guidance and Counseling*, 6(2), 183-211.

⁷ Rinalya, N. (2023). *Pengaruh Efikasi Diri dan Daya Juang terhadap Prestasi Belajar Tahfidz Qur'an Siswa di Madrasah Tsanamiyah Pondok Pesantren Anshor Al-Sunnah Kabupaten Kampar* (Doctoral Dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau)

⁸ Swasono, P. A. (2024). *Manajemen Tahfizh Al-Qur'an Berbasis Kurikulum Integratif dalam Meningkatkan Prestasi Hafalan Santri Ma'had El-Hijaz Ciracas, Jakarta Timur* (Doctoral dissertation, Institut PTIQ Jakarta).

⁹ Agustina, I. O., Juliantika, J., & Saputri, S. A. (2023). Peran kegiatan ekstrakurikuler dalam pembinaan dan pengembangan siswa sekolah Dasar. *Jurnal Bintang Pendidikan Indonesia*, 1(4), 86-96.

groups often learn to support one another, share experiences, and provide motivation.¹⁰ This fosters a collaborative and conducive learning environment, helping students holistically develop their potential. The Tahfidz Al-Qur'an program serves as an effective means of shaping a generation with strong character, both spiritually and in non-academic aspects.¹¹

The strategy for developing the Tahfidz Al-Qur'an program to improve students' non-academic achievements has not been extensively studied, particularly within the context of education in Madrasah Aliyah. Most existing studies focus more on memorization aspects and students' academic performance, while the impact of the Tahfidz program on character development, leadership, and social skills has rarely been explored in depth. In fact, Tahfidz training is not only oriented toward memorization but also cultivates students' discipline, responsibility, and perseverance, which contribute to their non-academic achievements. Therefore, this research is both interesting and important to fill the gap in previous studies and provide new insights into effective strategies for developing Tahfidz programs that impact not only religious aspects but also students' life skills.

The purpose of this study is to address the shortcomings of previous research, which primarily focused on memorization and students' academic achievements. This study identifies gaps in prior research that have not specifically discussed how Tahfidz training strategies impact students' character development, leadership, and social skills. Therefore, this research aims to comprehensively examine effective training strategies in the Tahfidz program, including planning, implementation, and evaluation, as well as how these strategies can enhance students' non-academic achievements, such as discipline, responsibility, and perseverance. Thus, this study contributes to enriching Islamic education insights, particularly in developing Tahfidz programs that focus not only on memorization but also on essential life skills for students.

This study will examine the effectiveness of Tahfidz Al-Qur'an training strategies in improving students' non-academic achievements in Madrasah Aliyah. The primary focus is to assess how the training strategies, including planning, implementation, and evaluation, contribute to increasing students' discipline, responsibility, perseverance, and social skills. Additionally, this study will identify supporting and inhibiting factors in the implementation of the Tahfidz program and its impact on students' character development. Therefore, the researcher is interested in

¹⁰ Irfan, I., Abubakar, A., Ulfah, M., & Nasaruddin, N. (2024). Eksplorasi Pengalaman Guru dan Siswa dalam Pembelajaran Tahfidz Al-Quran melalui Pendekatan Eklektik di SMP IT Insan Kamil Kota Bima. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, 4(2), 546-555.

¹¹ Syafa'at, W. (2022). Pengembangan Karakter Siswa Melalui Pendidikan Berbasis Pondok Pesantren di MTs. Sabilul Muttaqin Pungging Kabupaten Mojokerto. *Jurnal Al-Murabbi*, 7(2), 221-230.

conducting research on “Strategy for Developing the Tahfidz Al-Qur’an Program to Improve Students’ Non-Academic Achievements (a Case Study at Madrasah Aliyah Sabilul Muttaqin Pungging Mojokerto)”.

METHOD

This study employs a qualitative approach to gain an in-depth understanding of how the Tahfidz Al-Qur’an program at Madrasah Aliyah Sabilul Muttaqin, Pungging, Mojokerto, is implemented and contributes to students’ non-academic achievements. The qualitative approach was chosen because it allows for the exploration of complex and dynamic phenomena through direct interaction with research subjects, thereby providing a holistic understanding of the Tahfidz training strategies in a formal educational environment.¹²

The research method used is a case study, which aims to explore in detail and comprehensively a specific situation within a particular context.¹³ The case study method enables the researcher to focus on the Tahfidz program as a unique phenomenon implemented at Madrasah Aliyah Sabilul Muttaqin. Therefore, this method is suitable for identifying training strategies, challenges, and the impact of the program on students’ character and non-academic achievements.

Data collection was carried out using several techniques to ensure the accuracy and validity of the information.¹⁴ In-depth interviews were conducted with Tahfidz instructors, student participants, and the school principal. Direct observations were also conducted to examine how the Tahfidz training process was implemented in daily practice. The researcher observed the interactions between instructors and students, the dynamics within the Tahfidz groups, and the methods used to motivate and guide students. Documentation was also utilized as an additional data source. Documents such as program schedules, students’ memorization progress records, and program evaluation reports were analyzed to support the data obtained from interviews and observations. The combination of these various data collection techniques allows the researcher to obtain a comprehensive and in-depth depiction of the Tahfidz Al-Qur’an training strategies at Madrasah Aliyah Sabilul Muttaqin and their impact on students’ non-academic achievements.

¹² Ali, N. (2024). Penerapan Model Pembelajaran Sentra Tahfidz Sebagai Strategi Efektif Dalam Pengembangan Kemampuan Menghafal Anak Usia Dini Di TK Al-Kautsar Jagakarsa Jakarta Selatan.

¹³ Assyakurrohman, D., Ikhrum, D., Sirodj, R. A., & Afgani, M. W. (2023). Metode studi kasus dalam penelitian kualitatif. *Jurnal Pendidikan Sains Dan Komputer*, 3(01), 1-9.

¹⁴ Subhaktiyasa, P. G. (2024). Evaluasi Validitas dan Reliabilitas Instrumen Penelitian Kuantitatif: Sebuah Studi Pustaka. *Journal of Education Research*, 5(4), 5599-5609.

RESULTS AND DISCUSSION

Tahfidz Al-Qur'an Program

The research findings on the Tahfidz Al-Qur'an training strategies at Madrasah Aliyah Sabilul Muttaqin reveal three key stages in its implementation: planning, execution, and evaluation.

The first stage, planning, is a crucial step in laying a strong foundation for the success of the Tahfidz program. At this stage, the school designs a structured daily schedule to ensure that students have sufficient time for memorization. Additionally, the formation of Tahfidz groups is a primary focus, aiming to create a supportive environment that enhances students' enthusiasm for learning. Setting clear memorization targets is also an essential part of the planning process, as measurable goals can motivate students to make significant progress in memorizing the Qur'an.

The execution of the Tahfidz Al-Qur'an program at Madrasah Aliyah Sabilul Muttaqin is carried out with seriousness and full attention. During this stage, students are expected to follow a consistent memorization routine, adhering to the designated duration in the daily schedule. This process involves mentors or supervisors who provide intensive guidance. The mentors not only direct students in memorization but also offer instruction on effective memorization techniques and support them when they face difficulties in the process. Thus, the success of the program is not solely dependent on students but also on the commitment of the mentors to continuously provide motivation and guidance.

One of the most critical aspects of the execution stage is intensive supervision.¹⁵ This oversight aims to ensure that students not only memorize accurately but also maintain the quality of their memorization. Mentors continuously monitor each student, offering assistance and motivation to overcome any obstacles they may encounter. They are also responsible for regularly assessing students' memorization, both orally and in writing, to track their progress. This structured supervision helps students feel supported and stay motivated to achieve their memorization targets.

The evaluation stage plays a crucial role in assessing the effectiveness of the Tahfidz training.¹⁶ Evaluations are conducted periodically to measure students' progress and identify areas for improvement. During this stage, mentors provide constructive feedback, helping students understand their strengths and weaknesses in memorization. This evaluation is not limited to assessing the accuracy of memorization but also considers the entire memorization process

¹⁵ Dawam, A. (2024). Dampak Program Tahfidz Al-Qur'an Terhadap Pengembangan Karakter Siswa Di Ma Darul Ishlah. *Jurnal Intelek Insan Cendekia*, 1(9), 4909-4917.

¹⁶ Fitriani, Y., Ilmi, D., & Zakir, S. (2024). Evaluasi Program Tahfidz Kurikulum Utrujah Menggunakan Model Cipp Pada Sekolah Islam Markaz Ashabul Qur'an. *An-Nabdlab: Jurnal Pendidikan Islam*, 4(1), 34-47.

students undergo. Mentors offer suggestions and motivation to improve students' memorization quality and adjust training strategies if needed to achieve optimal results.

Overall, the Tahfidz Al-Qur'an training strategy at Madrasah Aliyah Sabilul Muttaqin successfully integrates three essential stages: planning, execution, and evaluation. These three stages complement each other and play a crucial role in creating a conducive environment for memorizing the Qur'an. Through comprehensive planning, structured implementation, and constructive evaluation, this Tahfidz program effectively enhances students' memorization quality.¹⁷ With the support of dedicated mentors, students are given the opportunity to develop their memorization and understanding of the Qur'an.

This program also employs motivational strategies, such as rewarding students who achieve their memorization targets. The impact of these strategies is evident in the improvement of discipline, responsibility, and perseverance among students. Additionally, students show increased self-confidence, organizational skills, and social abilities.

The Tahfidz Al-Qur'an program at Madrasah Aliyah Sabilul Muttaqin implements various motivational strategies to enhance students' enthusiasm and performance in memorization. One of the key strategies is rewarding students who successfully reach specific memorization milestones. These rewards may include certificates, praise, or gifts, which are presented during evaluations or special events. This recognition system significantly boosts students' motivation, encouraging them to consistently strive toward their memorization goals. The rewards not only serve as acknowledgment of their efforts but also act as a moral encouragement for other students to improve their performance.

The impact of this motivational strategy is evident in students' improved discipline. Those who receive recognition feel valued and are encouraged to maintain consistent memorization habits. They become more diligent in managing their study time, following the structured schedule, and ensuring their memorization quality meets the set standards. This discipline also plays a significant role in shaping their character, teaching them the importance of time management and commitment to their goals.

In addition to discipline, motivational strategies also contribute to developing students' sense of responsibility. With rewards as a form of acknowledgment for their achievements, students feel more responsible for maintaining the quality of their memorization and enhancing their skills. They are also trained to take ownership of their memorization process, including managing their study

¹⁷ Wildan, A. (2023). *Manajemen Waktu Pembelajaran Tahfidz Dalam Meningkatkan Kualitas Hafalan Al-Qur'an Santri Dipesantren Nurmedina Tangerang Selatan* (Doctoral dissertation, Institut PTIQ Jakarta).

time and correcting mistakes independently. This encourages students to become more self-reliant in learning, reducing their dependence on constant guidance from mentors.

Furthermore, these motivational strategies significantly enhance students' perseverance. Memorizing the Qur'an requires determination and consistency, and students who receive recognition feel more motivated to overcome any challenges they may encounter. They continue striving even when facing difficulties, knowing that their efforts will be appreciated. This resilience is not only beneficial in the context of memorizing the Qur'an but also in facing other challenges in life.

Equally important, these motivational strategies contribute to boosting students' self-confidence. Those who achieve their memorization targets and receive recognition feel more confident in their abilities, both in religious studies and social interactions.¹⁸ This increased self-confidence is also reflected in their organizational skills. They tend to be more active in school organizations, take initiative in completing tasks, and collaborate effectively with their peers. Moreover, students' social skills improve as they learn to interact, share experiences, and support each other in the memorization process. This fosters better character development and enhances their ability to work in teams.

Improvement of Non-Academic Achievements

Non-academic achievements refer to students' accomplishments outside the academic field, encompassing aspects such as social skills, leadership, discipline, responsibility, as well as character and talent development. The improvement of non-academic achievements is crucial as it contributes to shaping students into more mature individuals who are prepared to face real-world challenges.

Enhancing non-academic achievements can be facilitated through various school programs, including extracurricular activities, religious programs, leadership training, and the Tahfidz Al-Qur'an program. These programs help students develop skills that are not directly taught in academic subjects, such as teamwork, public speaking, time management, and perseverance in overcoming difficulties.

Moreover, the improvement of non-academic achievements also contributes to a balance between students' intellectual, emotional, and spiritual intelligence. Students with strong non-academic achievements tend to be more confident, disciplined, and adaptable to various situations. Therefore, schools must give equal attention to fostering non-academic achievements to ensure

¹⁸ Marza, S. E. (2017). Regulasi Diri Remaja Penghafal al-Qur'an di Pondok Pesantren al-Qur'an Jami'atul Qurro'Sumatera Selatan. *Jurnal Intelektualita: Keislaman, Sosial Dan Sains*, 6(1), 145-160.

that students excel not only academically but also possess strong character and competitiveness in various aspects of life.

The impact of this coaching strategy on students' non-academic achievements can be seen from several key aspects. *First*, an increase in discipline. Students participating in the Tahfidz program follow a structured learning schedule, as they must memorize regularly and consistently adhere to the program. This habit trains them to be more disciplined in managing their time, both in academic and non-academic activities.

Second, an increase in responsibility. The Tahfidz program requires students to maintain their memorization and meet the set targets. They must take responsibility for their own learning process, ensuring that their memorization remains intact while following the guidance of their mentors. This fosters independence and an awareness of the importance of commitment to assigned tasks.

Third, an improvement in perseverance and resilience. Memorizing the Qur'an is a process that demands patience, persistence, and the ability to overcome challenges. Students must strive to memorize verse by verse, review their memorization, and overcome difficulties such as forgetting or struggling with pronunciation. This process trains them not to give up easily and to continuously work toward their goals, ultimately shaping a determined and resilient character.

Fourth, an enhancement of social skills and self-confidence. Through the Tahfidz program, students frequently interact with their mentors and peers in memorization groups. They learn to collaborate, share experiences, and support one another throughout the memorization process. Additionally, their success in memorizing the Qur'an and the recognition they receive from the school boosts their self-confidence. This increase in confidence positively impacts their ability to speak in public and their active participation in organizational activities and religious competitions.

Thus, the findings of this study indicate that the Tahfidz Al-Qur'an program not only strengthens students' spiritual values but also serves as an effective strategy for improving various aspects of their non-academic achievements. Therefore, madrasahs are encouraged to continuously develop more innovative coaching strategies, strengthen supervision systems, and collaborate with parents and Tahfidz institutions to ensure that the benefits of this program are maximized for students' overall character development.

Discussion

Analysis of Coaching Strategies in the Tahfidz Al-Qur'an Program and Their Impact on Students' Non-Academic Achievement. This study aims to analyze the coaching strategies in the Tahfidz Al-Qur'an program and their impact on improving students' non-academic achievements

at Madrasah Aliyah Sabilul Muttaqin Pungging Mojokerto. In this analysis, data obtained through interviews, observations, and documentation were interpreted and analyzed using thematic analysis techniques as well as character education theory and motivation theory.

Based on the research findings, the coaching strategies in the Tahfidz Al-Qur'an program at this madrasah consist of three main stages: 1) Planning: Designing the tahfidz curriculum, which includes memorization targets, learning methods, and an evaluation system. 2) Implementation: Applying effective memorization methods, such as the *talaqqi* and *muraja'ah* methods, as well as intensive supervision by mentors. 3) Evaluation: Conducting periodic memorization assessments and providing awards for outstanding students to enhance motivation.

The impact of this program on students' non-academic achievements is evident in increased discipline, responsibility, perseverance, and self-confidence. Students also demonstrate improvements in organizational and leadership skills, which serve as valuable assets in their social lives. This study aligns with character education theory, which emphasizes that cultivating positive habits through value-based education programs can enhance students' non-academic aspects. According to Lickona (1991), character education involves three dimensions moral knowing (moral understanding), moral feeling (moral emotions), and moral action (moral behavior).¹⁹ All of these can be developed through the Tahfidz program. In this study, students participating in the program demonstrated a better understanding of the values of discipline and responsibility and were able to implement them in their daily lives.

From the perspective of motivation theory, the Self-Determination Theory (Deci & Ryan, 2000) asserts that intrinsic motivation can develop through an environment that supports autonomy, competence, and social connection.²⁰ The Tahfidz program, through its reward system and intensive guidance, has created conditions that allow students to be intrinsically motivated to achieve their memorization targets and improve their non-academic skills.

The findings of this study are also consistent with research conducted by Husna, A., Hasanah, R., & Nugroho, P. (2021) on the Effectiveness of the Tahfidz Al-Qur'an Program in Shaping Students' Character.²¹ However, this study is more specific in examining the coaching strategies applied and revealing how the Tahfidz program directly contributes to improving non-

¹⁹ Saiful, S., Yusliani, H., & Rosnidarwati, R. (2022). Implementasi Pendidikan Karakter: Perspektif Al-Ghazali & Thomas Lickona Di Madrasah Ibtidaiyah Terpadu (MIT) Meunara Baro Kabupaten Aceh Besar. *Edukasi Islami: Jurnal Pendidikan Islam*, 11(01).

²⁰ Risman, R. (2023). Motivasi dan Kinerja Karyawan: Sebuah Tinjauan Literatur. *Economics and Digital Business Review*, 4(2), 464-484.

²¹ Husna, A., Hasanah, R., & Nugroho, P. (2021). Efektivitas program tahfidz Al-Quran dalam membentuk karakter siswa. *Jurnal Isema: Islamic Educational Management*, 6(1), 47-54.

academic achievements. Unlike previous research, which primarily focused on the spiritual and academic benefits of Tahfidz, this study provides new insights into how systematic coaching strategies can impact students' social skills and character development.

This study has several important implications: 1) For schools: Other Madrasah Aliyah institutions can adopt the coaching strategies used at MA Sabilul Muttaqin as a model for improving students' non-academic achievements. 2) For teachers and mentors: More innovative coaching approaches are needed, including the use of technology in Tahfidz methods to enhance learning effectiveness. 3) For parents: Parental support for the Tahfidz program at home plays a crucial role in students' success.

For future research, it is recommended to explore in greater depth the impact of the Tahfidz program on students' psychological aspects, such as stress management and emotional well-being. Develop a technology-based Tahfidz coaching model, such as the use of digital applications to facilitate the memorization process. Conduct comparative studies across various madrasahs to gain a broader understanding of the effectiveness of different coaching strategies.

With this study, it is hoped that the understanding of coaching strategies in the Tahfidz program will continue to develop and provide broader contributions to character education and the enhancement of students' non-academic achievements.

CONCLUSION

The conclusion of this study confirms that the coaching strategies of the Tahfidz Al-Qur'an program at Madrasah Aliyah Sabilul Muttaqin Pungging Mojokerto play a significant role in enhancing students' non-academic achievements. Through a systematic process of planning, implementation, and evaluation, this program successfully shapes students' character, particularly in terms of discipline, responsibility, and perseverance. The applied coaching strategies, such as the formation of Tahfidz groups, intensive supervision, and reward systems, have a positive impact on students' motivation and enthusiasm for learning. The findings indicate that students participating in this program experience improvements in self-confidence, social skills, and organizational abilities. These findings reinforce the theory that value-based religious education not only contributes to religious knowledge but also fosters strong character and better life skills. Thus, the Tahfidz Al-Qur'an program does not only contribute to religious aspects but also serves as an effective means of enhancing students' non-academic achievements. Therefore, it is recommended that the madrasah continue to develop coaching methods, enhance supervision strategies, and

establish collaborations with various stakeholders to ensure that this program runs more effectively and provides broader benefits.

ACKNOWLEDGMENT

With heartfelt gratitude, the author extends sincere appreciation to all parties who have contributed to the completion of this research. Special thanks are also conveyed to Madrasah Aliyah Sabilul Muttaqin, Pungging, Mojokerto, particularly to the head of the madrasah, the supervising teachers, and the students participating in the Tahfidz Al-Qur'an program, who have willingly become part of this study. Their support and participation have been invaluable in the preparation of this research.

Furthermore, the author expresses gratitude to fellow researchers and academics who have provided valuable suggestions and insights during the analysis and compilation of this research report. May the findings of this study be beneficial for the development of Islamic education, particularly in the coaching of the Tahfidz Al-Qur'an program to enhance students' non-academic achievements.

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