Curriculum Management of *Tahsin* Al-Qur'an with the *Tahajji* Method

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Article Information	**Abstract**
	Management of the Al-Qur'an tahsin curriculum using the tahajji method effectively develops comprehensive Al-Qur'an tahsin learning. It can be implemented for all ages, accompanied by how to spell it through the rules of tajwid (makhorij and shifat letters). This research aims to analyse and describe the Planning, Organising, Implementation, and Evaluation Management of the Tahsin Al-Qur'an curriculum using the Tahajji method at SDTA Kuttab Rumah Qur'an Malang. This research method uses a qualitative descriptive approach with a case study type. Data collection techniques included non-participant observation, semi-structured interviews, and document analysis. The primary sources in this study were the school principal, the vice principal of the Qur'an curriculum, and Qur'an teachers. The data were analysed using Miles and Huberman's interactive model consisting of data reduction, data display, and conclusion drawing. The validity of the data was ensured through triangulation of sources and methods. The results of this research show that the Tahsin Al-Qur'an Curriculum Management using the Tahajji method at SDTA Kuttab Rumah Qur'an Malang contains several elements, namely: Planning of the Tahsin Al-Qur'an curriculum at SDTA Kuttab Rumah Qur'an is carried out in stages, personally with using the Tahajji/Nurul Bayan method. Organisation of teaching staff at SDTA Kuttab Rumah Qur'an emphasises coordination, division of tasks according to expertise, and quality teacher training. Implementation of learning at SDTA Kuttab Rumah Qur'an is practical and personal, involving school practice, home muroja'ah, and regular weekly evaluations. Evaluation of the SDTA Kuttab Rumah Qur'an curriculum is carried out periodically through observation, feedback from teachers, students, and parents, and continuous improvement. Pengelolaan kurikulum tahsin Al-Qur'an menggunakan metode *tahajji* secara efektif mengembangkan pembelajaran tahsin Al-Qur'an yang

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komprehensif. Kurikulum ini dapat diterapkan untuk semua usia, disertai dengan cara mengejanya melalui aturan tajwid (*makhraj* dan *shifat*). Penelitian ini bertujuan untuk menganalisis dan mendeskripsikan perencanaan, pengorganisasian, pelaksanaan, dan evaluasi pengelolaan kurikulum Tahsin Al-Qur'an menggunakan metode *Tahajji* di SDTA Kuttab Rumah Qur'an Malang. Metode penelitian ini menggunakan pendekatan deskriptif kualitatif dengan jenis studi kasus. Teknik pengumpulan data meliputi observasi non-partisipan, wawancara semi-terstruktur, dan analisis dokumen. Sumber utama dalam penelitian ini adalah kepala sekolah, wakil kepala bidang kurikulum Al-Qur'an, dan guru Al-Qur'an. Data dianalisis menggunakan model interaktif Miles dan Huberman yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan. Validitas data dipastikan melalui triangulasi sumber dan metode. Hasil penelitian ini menunjukkan bahwa Manajemen Kurikulum Tahsin Al-Qur'an menggunakan metode *Tahajji* di SDTA Kuttab Rumah Qur'an Malang mengandung beberapa elemen, yaitu: Perencanaan kurikulum Tahsin Al-Qur'an di SDTA Kuttab Rumah Qur'an dilakukan secara bertahap, personal, dengan menggunakan metode *Tahajji/Nurul Bayan*. Pengorganisasian staf pengajar di SDTA Kuttab Rumah Qur'an menekankan koordinasi, pembagian tugas sesuai keahlian, dan pelatihan guru yang berkualitas. Pelaksanaan pembelajaran di SDTA Kuttab Rumah Qur'an bersifat praktis dan personal, melibatkan praktik sekolah, muroja'ah di rumah, dan evaluasi mingguan secara rutin. Evaluasi kurikulum SDTA Kuttab Rumah Qur'an dilakukan secara berkala melalui observasi, umpan balik dari guru, siswa, dan orang tua, serta perbaikan berkelanjutan.

I. INTRODUCTION

The development of the Al-Qur'an, usually included in the curriculum in Islamic educational institutions, is one of the most important roles in forming the character and morals of students in Indonesia (Chusniyah & Makruf, 2024). A systematic and comprehensive Al-Qur'an curriculum can be an important tool for building students' character and designing a young generation that is virtuous, intelligent, and participates in the progress of the country (Hermawan, 2021). Terminologically, Al-Qur'an means the pen of Allah SWT given to Prophet Muhammad SAW as a miracle (Al-Faruq et al., 2024) and conveyed to him with mutawatir through the angel Gabriel (Purba, 2016). Said *"Qara'a-Yaqra'u-Qur'anan"* linguistically it means reading or something that is read repeatedly (Lestari, 2022), and reading it is a form of worship (Amirudin & Tabroni, 2022). The holy book and Muslim guidelines, namely the Al-Qur'an, must be recited according to pronunciation rules (Mujahidin et al., 2020). One of an institution's efforts to help develop curriculum management for its students is to read the Al-Qur'an better through programs of tahsin and tahfidz (Yani et al., 2022).

The method used in learning the Al-Qur'an is the method of *tahajji* (Dardum & Sa'adah, 2021). *Tahajji* method is an effective way to learn the Al-Qur'an as a whole. It can be implemented for all ages, accompanied by how to spell it through the rules of tajwid (*makhorij* and nature of letters) in the pronunciation of letters, words, and sentences in the Al-Qur'an from the beginning of learning and practising tajwid, and knowing the theory. This method focuses on learning specific chapters when studying. It does not move on to the next chapter before being fluent in that chapter, and the fundamental laws of tajwid were taken from *Matan Tuhfatul Athfal* and have a spelling formula in Arabic (Hendrawati & Irawan, 2024). *Tahajji* method is found in learning *tahsin* Al-Qur'an in the book *Fathurrahman* at SDTA Kuttab Rumah Qur'an Malang (Madina & Hartono, 2025).

Management of the Al-Qur'an curriculum is classified as one of the most important components in the success of the Al-Qur'an learning plan (Fitriani et al., 2023). This can make the target achieve tahsin Al-Qur'an effectively and efficiently (Khoiruddin & Kustiani, 2020). Curriculum management is related to the following elements, including planning, organisation, implementation, and evaluation (Chusniyah & Makruf, 2024).

According previous research several important factors that need to be considered in curriculum planning include the characteristics and needs of students, educational targets, graduate competency standards, and the foundation in educational philosophy, educational sociology, and educational psychology. In managing the curriculum, it is necessary to consider learning strategies, learning media, learning resources, and assessment methods (Putri & Alvionita, 2024). Researchers researched by digging up information based on previous literature studies, which have provided views on curriculum management, Tahsin Al-Qur'an.

The application of the *Nurul Bayan* Method in improving the quality of *Tahsinul* Qur'an revealing that planning a learning activity program using the *Nurul Bayan* method aims to form *hafidz/hafidzoh* who have good sanad reading standards such as the Al-Qur'an owned by the Prophet Muhammad and passed down from generation to generation to us by paying attention to its aspects (Hendrawati & Irawan, 2024).

The research conducted by Yani et al. (2022) studying student management in the Al-Qur'an reading *tahsin* program revealed the final results of the study that the teaching management of participants implemented includes several stages: *First,* analysing the requirements of students, one of which is by analysing the availability of classrooms and teaching staff at the school. *Second,* the process of accommodating new students includes the formation of a committee, determining the number of quotas, preparing requirements, scheduling registration and selection, and determining the registration pathway. *Third,* selection for students is carried out through two pathways, namely the regular pathway and the achievement pathway, which includes achievement in memorising the Al-Qur'an, academic achievement, as well as non-academic achievements. *Fourth,* student orientation includes activities such as reading the Al-Qur'an, motivation, material matriculation tahsin, and methods for memorising the Al-Qur'an. *Fifth,* grouping of students is carried out based on their ability to read the Al-Qur'an. *Sixth,* guidance and development are given to students who have not passed the exam through additional lessons or home tutoring if necessary. *Seventh,* recording and reporting includes assessment of achievements, Tahsin, and reports on student learning outcomes at the end of the semester, which are presented in report cards from the education office. Students are declared to have graduated from the program to read the Al-Qur'an after completing volumes 1 to 4 and studying Gharib and tajwid (Yani et al., 2022).

Therefore, further research is needed to examine the management of the Al-Qur'an curriculum more deeply, starting from the perspective of planning, organising, implementing, and evaluating, and the factors that support and hinder it in conditions at other Islamic educational institutions. Hopefully, this research can add insight into curriculum management, *tahsin* Al-Qur'an, through the methods of *Tahajji*. The process of this research describes a more in-depth analysis of planning, organising, implementing, and evaluating the curriculum, *tahsin* Al-Qur'an, in the book of Fathurrahman, as well as factors that support and hinder curriculum management at SDTA Kuttab Rumah Qur'an Malang. This research aims to review curriculum management, *tahsin* Al-Qur'an, with the *Tahajji* method at SDTA Kuttab

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Rumah Qur'an Malang. This includes aspects of planning, organising, implementing, and evaluating. In addition, this research will observe supporting and inhibiting aspects of curriculum management.

Based on observations and interviews, researchers found that curriculum management at SDTA Kuttab Rumah Qur'an Malang still needs improvement. This is found in several problems that arise, such as the implementation of the curriculum tahsin, some of which are not yet fully effective and efficient, as well as curriculum evaluations, some of which are not yet fully able to measure target achievement tahsin Al-Qur'an. This phenomenon shows that despite implementing the *Tahajji* method, there is still room for improvement in planning, implementation, and evaluation. This is relevant for other Islamic educational institutions that want to improve the quality of Al-Qur'an learning in Indonesia to overcome these obstacles, so that curriculum management is more effective and efficient.

The novelty of this research lies in its specific focus on implementing the *tahajji* method in the book of *Fathurrahman* at SDTA Kuttab Rumah Qur'an Malang, which has not been examined in previous studies. Unlike earlier research that centred on general tahsin methods or curriculum structures in broader Islamic institutions, this study provides an in-depth case analysis of *tahajji*-based curriculum management involving detailed planning, organising, implementation, and evaluation in a particular context. Research on curriculum management, The Qur'an uses a method called *tahajji*, which has enormous potential to contribute to the development of Islamic education in Indonesia.

The results of this research will likely provide significant benefits for various parties, including academic institutions and the general public in Islamic educational institutions. This research can also help the principal of SDTA Kuttab Rumah Qur'an Malang in evaluating and improving the management of the Al-Qur'an curriculum. The results of this research can help other researchers conduct further research. This research can also provide insight to the general public regarding how to manage curriculum tahsin. The Qur'an is effectively applied in Islamic educational institutions.

II.   METHOD

This research is field research using a qualitative descriptive approach with a case study type developed by Creswell at SDTA Kuttab Rumah Qur'an Malang, which is located in Grandsuroso Housing 1, A8, Kel. Merjosari, District Lowokwaru, Malang city. This research method aims to understand the overall management of the Al-Qur'an curriculum and to look for deeper contextual and qualitative information. The informants for this research were the school principal, the deputy principal for the Al-Qur'an curriculum section, and Al-Qur'an teachers at SDTA Kuttab Rumah Qur'an Malang (Creswell, 2018).

In this research, data collection techniques include observation, in-depth interviews, and documentation studies. Observations were carried out to obtain a general overview of the management of the Al-Qur'an curriculum at SDTA Kuttab Rumah Qur'an Malang by observing *tahfidz* learning activities and *tahsin*, as well as evaluation and other related activities. The type of observation used is non-participant observation, conducted over approximately two weeks of active school days. In-depth interviews were used to dig up more detailed information regarding the management of the Al-Qur'an curriculum at the institution. The type of interview used is semi-structured, with informants including the principal, the vice principal for the Qur'an curriculum division, and Qur'an teachers who act as curriculum implementers at SDTA Kuttab Rumah Qur'an Malang. The documentation study aims to collect relevant information from documents related to Al-Qur'an learning activities in the classroom (Susilowati, 2022).

The data analysis process is carried out through several stages, namely data reduction, data presentation, conclusion, and continuous data collection. Data reduction functions are used to simplify and select information that is relevant to the research objectives so that it is easier to analyze. Data presentation is arranged in the form of a narrative processed from the results of the interview. Concluding is done after the main pattern or theme of the data presented has been found. This process is cyclical, where data collection and analysis are carried out repeatedly to ensure valid and comprehensive results.

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III.   FINDINGS AND DISCUSSION

Management generally means systematic rules to achieve specific goals (Makmur, 2020). Meanwhile, the curriculum means specific steps or rules that are carried out to obtain optimal learning objectives (Hendrawati & Irawan, 2024). In this context, curriculum management is associated with Tahsin Al-Qur'an. Tahsin The Qur'an itself has the meaning of maintaining or beautifying the reading of the Qur'an by applicable law (Yani et al., 2022). Based on this understanding, a general outline of curriculum management can be drawn. The Al-Qur'an has specific systematic rules to maintain and beautify the reading of the Al-Qur'an (Ayunda Puspita Ningrum et al., 2025).

This definition aligns with Tyler's curriculum theory, which emphasises defining learning objectives, selecting relevant learning experiences, organising instruction, and evaluating outcomes. According to Tyler, curriculum planning must start from clear goals and be systematically implemented for optimal learning results (Iqbal et al., 2024). Several interview questions asked by researchers to resource persons were related to curriculum management at Tahsin Al-Qur'an at SDTA (*Tahfidz* Al-Qur'an Elementary School), which involves planning, organising, implementing, and evaluating. So the researcher describes it as follows:

Planning of Curriculum Management *Tahsin* Al-Qur'an

The curriculum planning process of *Tahsin* Al-Qur'an at SDTA Kuttab Rumah Qur'an Malang is carried out through a series of systematic steps to ensure the curriculum produced meets students' learning needs. The interviewee said that:

> *"The Tahsin Al-Qur'an curriculum planning process in our school usually involves several main steps that are structured and well coordinated to ensure that the curriculum prepared can meet the learning needs of students, such as determining learning objectives, developing learning materials, selecting learning methods, and teacher training for teaching readiness. We use the Tahajji method, which we usually call the Nurul Bayan method, which consists of several levels and is in accordance with each handbook. "Including for grades 1 and 2 using the book Fathurrahman, grades 3 - 6 using the book Tuhfathul Athfal."*

Based on the interview results, this process includes several core stages, from setting learning objectives, developing teaching materials, and selecting teaching

methods to teacher training to support successful curriculum implementation. This is supported by Ornstein and Hunkins, who emphasised that effective curriculum planning involves setting clear learning objectives, selecting instructional content, and aligning methods with learners' developmental levels. They stressed the importance of curriculum responsiveness to students' needs and backgrounds (Yani et al., 2022).

This is also in line with Fitriani et al. (2023), who emphasised that the clarity of goals and the alignment of teaching strategies determine the success of curriculum implementation in Al-Qur'an education. Hendrawati & Irawan (2024) similarly found that structured planning using the *Nurul Bayan* method significantly improves *tahsin* outcomes in primary schools. Likewise, previous research noted that a curriculum designed with attention to tajwid levels improves comprehension among youth learners (Madina & Hartono, 2025). The first step in curriculum planning, *Tahsin*, the Qur'an, is to set clear and measurable learning goals. The main aim of this program is to improve students' ability to read the Al-Qur'an correctly according to the rules of recitation. At SDTA Kuttab Rumah Qur'an, this goal also includes fostering a love of the Al-Qur'an so that students are not only skilled at reading but also encouraged to understand and practice the teachings contained in it. This finding is consistent with Tyler's theory, which underscores the importance of aligning objectives with outcomes and focusing instruction on the development of skills, knowledge, and attitudes necessary for long-term mastery (Nur 'Azah et al., 2024). Moreover, research by Lestari (2022) emphasised that learning goals in the Islamic curriculum must integrate both cognitive and affective domains, especially in early Qur'an literacy.

Based on interviews, this curriculum planning focuses on achieving competencies adapted to the grade level. For example, students in grades 1 and 2 are more directed to recognise *hijaiyah* letters, where they come out, and how to pronounce them correctly. Meanwhile, students in grades 3 to 6 emphasised applying the rules of recitation in reading the Al-Qur'an in depth. This echoes Bloom's Taxonomy theory, which advocates for cognitive development stages, beginning with knowledge and comprehension before progressing to application and

analysis, mirroring the curriculum's progressive focus from basic recognition to advanced application (Perangin-angin & Dalfa, 2024). This finding also aligns who found that early identification of _hijaiyah_ letters and tajwid levels supports sequential curriculum design in Qur'anic literacy (Amirudin & Tabroni, 2022).

Once the learning objectives are set, developing teaching materials is next. This material is designed based on the students' level of development and adapted to the objectives that have been formulated. At SDTA Kuttab Rumah Qur'an, learning materials use certain books as the main guide in teaching _tahsin_. The interview results show that classes 1 and 2 use _Fathurrahman_, which focuses on the basic introduction of _hijaiyah_ letters, pronunciation, and basic _tajwid_. Classes 3 to 6 use _Tuhfathul Athfal_, which is more complex and emphasises the application of tajwid in reading the Al-Qur'an. These materials are designed to be studied in stages according to the development of students' abilities. The teachers involved in preparing the curriculum try to create material that is interesting and easy to understand. Apart from that, this teaching material is supported by additional modules or guides that help teachers convey the material better.

The use of _Fathurrahman_ and _Tuhfathul Athfal_ as tiered materials is supported by Susilowati (2022), who noted that learning materials aligned to student levels increase retention and mastery in Qur'anic reading. Previous research also demonstrated that modular _tajwid_-based materials help students progress more smoothly in mastering complex rules. The teaching methods used have an important role in learning the _tahsin_ Al-Qur'an effectively (Al-Faruq et al., 2024). Based on interviews, SDTA Kuttab Rumah Qur'an uses the method _Tahajji_, which is also known as the method _Nurul Bayan_. This method is designed to help students learn the Al-Qur'an in stages, starting with the introduction of _hijaiyah_ letters and ending with mastery of recitation. Method _Tahajji_ consists of several levels that are adjusted to the students' abilities so that each student can learn according to the right level. This approach makes the learning process more flexible and focused. It also makes it easier for teachers to identify students' weaknesses in reading the Al-Qur'an so that they can provide more specific guidance.

This approach is considered very effective because it gradually and significantly increases students' abilities. Each level of the *Tahajji* method has clear achievement targets, making it easier for teachers to evaluate student development. This effectiveness is supported who explained that the *Tahajji* method allows sequential mastery of tajwid rules (Dardum & Sa'adah, 2021). Khoiruddin & Kustiani (2020) further emphasised that methods with a gradual structure, like *Tilawati* or *Tahajji*, improve fluency and accuracy. Curriculum success in teaching the Qur'an is very dependent on the teacher's readiness to teach. Therefore, at SDTA Kuttab Rumah Qur'an, teacher training is an important part of curriculum planning. Teachers who teach *Tahsin* Al-Qur'an must undergo training to ensure they master the method of *Tahajji* and can convey the material effectively.

This training includes mastery of the book *Fathurrahman* and *Tuhfathul Athfal* and a deep understanding of the *Tahajji* method. Teachers are also trained to apply interactive teaching methods so that students are more interested in and not bored with learning. Apart from initial training, teachers also receive regular training to improve their skills. This training aims to maintain the quality of teaching *Tahsin* at SDTA Kuttab Rumah Qur'an to remain consistent and meet the standards that have been set.

The curriculum planning process, *tahsin* Al-Qur'an, at SDTA Kuttab Rumah Qur'an involves good coordination between teachers, school principals, and related parties. Each planning stage is carried out through coordination meetings to ensure that all aspects of the curriculum are prepared well and according to students' needs. The school also implements a strict monitoring system to ensure the curriculum is implemented correctly. Teachers are allowed to provide feedback regarding curriculum implementation and report any obstacles. The results of this supervision are used to evaluate and improve the curriculum for learning, so that *tahsin* can continue to develop. The final stage in curriculum planning is evaluation, which is carried out periodically to assess the effectiveness of the curriculum and the achievement of learning objectives. Based on the results of this evaluation, schools can make improvements if there are aspects that need to be improved.

Evaluation includes assessing student learning outcomes, the effectiveness of teaching methods, and teacher competence in delivering materials. With regular assessment, schools can ensure that *tahsin's* learning is going according to plan and continues to improve. Research by Ayu et al. (2024) supports the importance of consistent coaching and training for Qur'an teachers in low-grade classes to sustain student motivation. Muzakki et al. (2024) also emphasise that teacher quality is the most influential factor in successful Qur'an learning. The curriculum planning process of *tahsin* Al-Qur'an at SDTA Kuttab Rumah Qur'an involves various structured steps, from setting learning objectives to evaluation. The use of the *Tahajji* method, which is applied in stages and supported by teaching materials that are appropriate to students' abilities, helps create learning *tahsin* (M. N. E. Lestari & Basuki, 2023). Teacher training and good coordination are also the keys to successfully implementing this curriculum. This aligns with Chusniyah & Makruf (2024), who emphasised that continuous planning, training, and evaluation must go hand in hand to ensure the integrity of a Qur'anic *tahsin* curriculum.

Organising of Curriculum Management *Tahsin* Al-Qur'an

The process of organising teaching staff in implementing the curriculum *tahsin* Qur'an at SDTA Kuttab Rumah Qur'an Malang plays an important role in ensuring the success of the learning program. Based on interviews with school principals and the Al-Qur'an curriculum team, several main aspects were explained regarding this organisation. The approach involves effective coordination, division of tasks based on expertise, and training and mentoring, especially for new teachers. The interviewee stated that:

> *"The way we organise our team is by mutual coordination and communication, as well as division of tasks based on team expertise, as well as coaching and training for the Al-Qur'an team, especially mentoring and support for new Al-Qur'an teachers."*

Good coordination is the basis for managing teaching staff at SDTA Kuttab Rumah Qur'an. The principal and curriculum team hold regular meetings to ensure all teachers understand their roles and responsibilities. Open communication between all parties involved is highly prioritised so that each teacher has space to share input, suggestions, or challenges faced during the teaching process (Ayu et

al., 2024). This supports the findings who emphasised that communication and coordination among Qur'an teaching staff are key to consistent implementation (Chusniyah & Makruf, 2024). Purba (2016) stressed the importance of collaborative organisational culture in managing religious education institutions effectively.

Coordination is carried out not only for implementing learning but also in planning and evaluating programs. Teachers are invited to collaborate in reviewing and adapting teaching methods according to students' needs so that curriculum implementation is always in accordance with the learning objectives that have been designed. This process also allows the curriculum team to immediately respond to obstacles in the field. This is in line with Hermawan (2021), who argued that shared decision-making in Qur'anic programs enhances teacher commitment and adaptability. Previous research also stated that participative organisation in tahfidz institutions improves instructional outcomes (Chusniyah & Makruf, 2024).

Dividing tasks based on individual competency is important in organising teaching staff. The principal explained that each teacher has specific skills that are placed according to the level of teaching. Teachers who are experts in teaching basic *hijaiyah* letters are tasked with teaching students at the initial level. At the same time, those who are more experienced in tajwid are assigned to guide students at more advanced levels. This division of tasks allows each teacher to contribute optimally according to their expertise and ensures students receive the correct teaching according to their needs. This system also makes it easier to monitor student progress because each level has teachers with appropriate expertise. This division strategy is consistent with the study by Hendrawati & Irawan (2024), which showed that aligning teacher expertise with student levels leads to more effective *tahsin* instruction. Research by Khoiruddin & Kustiani (2020) found that specialised teacher roles based on tajwid proficiency increase accuracy in Qur'an reading.

Teachers are continuously trained and coached to improve their competence. At SDTA Kuttab Rumah Qur'an, training covers various aspects of teaching methods, including *tahsin* Al-Qur'an, classroom management techniques, and interactive approaches that help students understand the material better. This training also emphasises mastery of *Tahajji*, which is used as the primary method in this school.

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Besides formal training, new teachers also receive mentoring from more experienced teachers. This mentoring helps new teachers adjust to the curriculum and understand how best to present the material. This also aims to ensure that the teaching provided remains consistent and high-quality. This mentoring system supports the conclusion by Aminah & Maulana (2024), who highlighted that teacher mentoring in Qur'anic institutions enhances both instructional quality and teacher confidence.

New teachers often need time to adapt to teaching methods and the school environment. At SDTA Kuttab Rumah Qur'an, they are given exceptional support through intensive mentoring by senior teachers. This assistance includes guidance regarding curriculum material and practical tips for managing classes and providing individual guidance. This approach is designed to help new teachers feel more confident in teaching and speed up their adaptation process. With this support, new teachers can more quickly contribute effectively to learning without feeling overwhelmed. Research by Madina & Hartono (2025) also support this approach, indicating that guided adaptation for new *tahsin* teachers reduces anxiety and improves performance in the first year. The school principal and curriculum team also regularly evaluate teacher performance to ensure the quality of learning. This evaluation includes assessing teaching methods, the teacher's ability to manage the class, and the effectiveness of the methods used. In addition, teachers are allowed to provide feedback regarding challenges or suggestions for improvement in implementing the curriculum.

The results of this evaluation are not only used to assess teacher performance, but also as a basis for providing further training as needed. With regular evaluations, SDTA Kuttab Rumah Qur'an can maintain the quality of teaching while helping teachers continue to develop. This reflects the recommendation of Susilawati (2022), who noted that continuous performance evaluation is essential to maintaining consistency in Islamic education. Muzakki et al. (2024) further emphasised the need for feedback-based professional development in Qur'an literacy instruction. Organising teaching staff in implementing the curriculum *tahsin* Al-Qur'an at SDTA Kuttab Rumah Qur'an, is carried out through effective

coordination, division of tasks based on expertise, as well as ongoing coaching and training. Exceptional support for new teachers and regular evaluations are also key to maintaining the quality of learning. With this approach, SDTA Kuttab Rumah Qur'an ensures every teacher can give their best and help students achieve optimal learning outcomes. This holistic organisational model is aligned with (Yani et al., 2022), who stressed that structured coordination, specialisation, and ongoing development are foundational to effective curriculum execution in tahsin programs.

Implementation of Curriculum Management *Tahsin* Al-Qur'an

Curriculum implementation *tahsin* the Qur'an at SDTA Kuttab Rumah Qur'an Malang is an integral part of daily teaching and learning activities, designed with a structured and gradual approach. Based on interviews with school officials, this implementation includes various steps such as integrating daily schedules, gradual learning, personal approaches, and routine evaluations. The interviewee stated that:

> *"There are several general descriptions of the Al-Qur'an teaching and learning process in our school: First, Daily schedule integration: Specific, Routine, and Consistent Times. A gradual approach, such as learning, starts from introducing hijaiyah letters and continues with training in reading syllables, then words, and finally, the verses of the Al-Qur'an as a whole. Each stage is adjusted to suit the abilities of learners. Second, Teaching is adapted to the Ability Level of Learners based on level and an individual approach, with the teacher giving special attention to learners who need more guidance, ensuring that each learner receives teaching that suits their needs. Third, School practice and daily muroja'ah practice at home. Fourth, Weekly evaluation."*

Apart from that, several challenges are faced in implementation, especially related to adapting teaching methods to students' diverse abilities. He said:

> *"Alhamdulillah, even though we do not face big challenges in terms of curriculum management, we still pay attention to every... learners have different speeds and ways of learning. The challenge in this case is to ensure each learners get attention that suits their needs, and that is what we focus on in our daily implementation."*

One important element in implementing the *tahsin* Al-Qur'an curriculum at SDTA Kuttab Rumah Qur'an is to integrate special times regularly into the daily schedule. In interviews, the school stated that Al-Qur'an learning was carried out at a set time every day. The aim is to build a strong habit among students to read and memorise the Al-Qur'an so that this activity becomes an inseparable part of their

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routine at school. This strategy aligns with the findings who emphasised the need for consistent daily Al-Qur'an learning sessions to build fluency and discipline (Amirudin & Tabroni, 2022). That shows stressed the effectiveness of routine and structured scheduling for adult learners, which is equally applicable in younger contexts. Time consistency is not only applied at school but also strengthened with practice at home. Students are expected to continue their practice at home by doing muroja'ah (repeating memorisation). The teacher monitors home practice through daily notes collected every week to ensure students continue to practice and experience significant progress in learning the Al-Qur'an (Mujahidin et al., 2020).

Learning *tahsin* the Al-Qur'an at SDTA Kuttab Rumah Qur'an is arranged in stages, beginning with the introduction of *hijaiyah* letters, followed by training in reading syllables, words, and ending with verses of the Al-Qur'an. The process is adjusted to students' abilities, ensuring mastery at each level before progressing, so that students gradually develop fluency and accuracy in reading the Qur'an. This is supported previous research who described the effectiveness of sequential Qur'anic instruction based on tajwid levels, beginning with recognition and culminating in fluency (Hendrawati & Irawan, 2024). Similarly research by Fitriani et al. (2023) found that a stepwise learning model increased comprehension and retention among elementary students in *tahsin* programs. Teaching principles at SDTA Kuttab Rumah Qur'an are to adapt teaching methods to the abilities of each student. In the daily teaching, teachers pay more attention to students who need additional help. Teachers provide exceptional guidance for students who face difficulties to help them master the material.

On the other hand, students who learn faster are given additional challenges to stay motivated. This approach creates an inclusive learning environment where students receive attention according to their needs, and the learning process runs effectively. This finding is in line with Nur 'Azah et al. (2024), who emphasised differentiated instruction in Qur'an classes to meet students' varying recitation abilities. Previous research also concluded that one-on-one guidance improves learning outcomes in youth Qur'anic programs (Madina & Hartono, 2025). Daily practice at home is also an important part of implementing the curriculum, *tahsin*

Al-Qur'an at SDTA Kuttab Rumah Qur'an. The school encourages students to memorise the Al-Qur'an at home every day. This exercise reinforces what has been learned at school, ensuring students consistently practice their Qur'an reading skills.

Teachers monitor this practice by asking students to record their practice at home, and these records are evaluated every week. This ensures that students develop consistent study habits so that the learning processes at school and home support each other. According to Muzakki et al. (2024), combining school and home-based Qur'an learning boosts students' literacy development significantly, especially in remote areas. Yani et al. (2022) also highlighted the role of parent-guided home muroja'ah in reinforcing structured classroom learning.

Evaluations are carried out every week to monitor student progress. This evaluation includes a reading test and an assessment of students' recitation. Through regular evaluations, teachers can see student progress and determine the next learning steps. Evaluation also motivates students to continue improving their skills in reading the Al-Qur'an. Although the implementation of the *tahsin* Al-Qur'an curriculum at SDTA Kuttab Rumah Qur'an is going well, there are challenges faced, especially in adapting teaching methods to students' various learning speeds. The school stated that not all students can learn at the same speed, so teachers must pay more attention to students who need more time to understand the material.

This challenge also arises when students find it difficult to follow the material taught in class. To overcome this, teachers provide individual assistance to students who need additional help, both in class and through extra practice at home. Teachers also create an inclusive learning environment so that each student feels comfortable with differences in abilities. This strategy is consistent with the inclusive education perspective from Susilowati (2022), which recommends contextual learning support for students with slower progress. Research by Ayu et al. (2024) also found that differentiated tasks and flexible pacing improve motivation in Qur'anic reading classes. To face these challenges, the school has implemented several solutions. One solution implemented is to improve communication between teachers and parents. Through this communication, parents can understand their child's development and provide the necessary support at home. Teachers also

actively provide feedback to students about areas that need improvement and ways to improve them.

In addition, teachers are given additional training to understand students' learning styles better and adapt teaching methods accordingly. This training also includes more interactive and creative teaching techniques, making students more interested and motivated to learn.

Curriculum implementation *tahsin* Al-Qur'an at SDTA Kuttab Rumah Qur'an Malang, involves integrating a daily schedule, gradual learning, and a personal approach tailored to the student's abilities. Although there are challenges in adapting teaching methods to different learning speeds, solutions such as special attention, regular evaluations, communication with parents, and teacher training have helped overcome these problems. This allows students to continue to develop their Al-Qur'an reading skills gradually and effectively (Nurjannah & Rizal, 2024).

Evaluation of Curriculum Management *Tahsin* Al-Qur'an

Evaluation of curriculum management *tahsin* Al-Qur'an at SDTA Kuttab Rumah Qur'an Malang, is a systematic and continuous process by the school principal to ensure the effectiveness of teaching and achievement of learning objectives. Based on interviews, this evaluation has several important aspects, including class observations, feedback mechanisms, and follow-up to input received from various parties. The source stated that:

> *"For ongoing evaluation, we periodically carry out observations through direct supervision in the classroom to see how the teachers implement the tahsin curriculum. Observation through supervision includes teaching methods and involvement of learners, and the use of teaching methods such as Tahajji. Regarding the existence of a feedback mechanism from teachers, learners, or parents regarding the tahsin curriculum, gradually, we hold regular meetings with parents to get input regarding their children's progress at home, especially in reading the Al-Qur'an."*

One of the primary methods school principals use to evaluate the effectiveness of the *tahsin* Al-Qur'an curriculum is direct observation in class. The principal supervises the implementation of the curriculum by teachers. This process is important to provide a real picture of ongoing teaching, which cannot be measured only through data or exam results. In observations, the principal pays attention to

the teaching methods used by the teacher. It evaluates whether teachers follow established methods, such as the *Tahajji* method, which is the primary focus of the curriculum. This observation includes the teacher's ability to explain the material, interactive teaching techniques, and how they guide students during the learning process. The principal also assesses student engagement during learning. This involvement is an important indicator in assessing the effectiveness of the curriculum (Sutrisno et al., 2022). The principal observes whether students actively participate in discussions, ask questions, and interact with teachers and classmates. Students who are actively involved in learning better understand and remember the material being taught. This is supported by Suryana et al. (2023), who state that student engagement is a key metric of learning success, particularly in Al-Qur'an education, where motivation is internal.

The principal assesses the extent to which teaching methods, especially *Tahajji* methods, are applied during learning. The use of the correct method is very important to achieving the desired results in reading the Qur'an. In observations, the principal pays attention to whether the methods used are in line with the curriculum and whether they are effective in helping students understand and read the Al-Qur'an well. Evaluations carried out by school principals do not only depend on classroom observations, but also include feedback mechanisms from teachers, students and parents. This feedback is important to find out the opinions and experiences of various parties regarding the curriculum *tahsin* which is applied. The school principal regularly holds meetings with parents of students to get input regarding their children's progress at home, especially in reading the Al-Qur'an. This meeting provides an opportunity for parents to share views on their children's development, the challenges they face, and ways they can support learning the Al-Qur'an at home. Parents often have valuable insight into their children's behaviour and progress outside of the school environment. This input from parents really helps the principal in evaluating the curriculum and improving teaching methods to better suit the needs of students.

Apart from parents, school principals also receive feedback from teachers and students. Teachers directly involved in teaching often provide input on how the

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curriculum works in practice and whether there are aspects that need improvement. Discussions between school principals and teachers usually take place in regular meetings where they discuss student development and challenges faced in teaching. Students are also involved in providing feedback about their learning experiences. By listening to students' voices, school principals can understand whether students are satisfied with the teaching methods implemented and whether they receive the necessary guidance (Aminah & Maulana, 2024). After collecting feedback from various sources, the principal is committed to following up on the input. This follow-up could take the form of adjustments in the curriculum, changes in teaching methods, or additional training for teachers.

Based on the results of observations and feedback, if there are deficiencies or challenges identified in the curriculum, the school principal can make adjustments to improve less practical aspects. This could include revising learning materials, adding teaching aids, or implementing new methods that better suit students' needs. Principals also utilise feedback to design training programs for teachers. If there are teachers who experience difficulties in implementing specific methods, the principal can organise training or workshops that help them improve their teaching skills. This training aims to improve teacher competency and ensure that they are ready to teach effectively (Susilawati, 2025). This step aligns with (Yani et al., 2022), who emphasise the importance of professional development driven by internal evaluation, especially for improving specific methodologies like *Tahajji* in Qur'an instruction. After following up on feedback, the principal also carries out follow-up communication with parents to provide information about the steps taken and expected results. This helps build trust and collaboration between schools and parents, as well as providing a better understanding of their respective roles in supporting student development.

School principals also use various metrics and indicators to assess the success of the evaluation carried out. This includes observations of student learning outcomes, Al-Qur'an reading skills, as well as student and parent satisfaction levels. This data is used to create a more comprehensive report on the effectiveness of the curriculum, *tahsin* the Qur'an is applied. Student exam result data is analysed to

assess the extent to which students achieve learning objectives. If the results show significant improvement, this is an indicator that the curriculum and teaching methods implemented are effective. Conversely, if there is a decline or stagnation, the principal needs to re-evaluate the approach taken. Student involvement in the learning process is also an important indicator. If students show higher interest and involvement in Al-Qur'an reading activities, this shows that the approach applied is practical. On the other hand, if students appear less enthusiastic, the principal needs to investigate further to find out the cause. Evaluation of curriculum management *tahsin* Al-Qur'an at SDTA Kuttab Rumah Qur'an Malang is an ongoing process and involves various parties, including school principals, teachers, students and parents. By applying direct observation methods, collecting feedback, and following up on that input, school principals strive to ensure that the curriculum implemented is effective and meets students' needs (Basa, 2024).

This comprehensive and structured evaluation process not only provides insight into teaching success but also assists in the continuous improvement of the curriculum (Muzakki et al., 2024). With a collaborative approach, SDTA Kuttab Rumah Qur'an can continue to improve the quality of education, tahsin Al-Qur'an, and support the overall character development of students.

IV. CONCLUSION

This study concludes that the management of the *tahsin* Al-Qur'an curriculum using the *Tahajji* method at SDTA Kuttab Rumah Qur'an Malang follows a structured and holistic approach. It integrates planning, organisation, implementation, and evaluation, not only emphasising reading skills but also character development. Curriculum planning is systematic and gradual, starting from recognising *hijaiyah* letters to reading full verses. The *Tahajji* method (*Nurul Bayan*) provides a progressive framework aligned with students' levels. Organising the teaching staff involves clear task division, regular coordination, and targeted training, especially for new teachers, ensuring instructional quality. Implementation is adapted to students' abilities through a personalised approach. School-based practice, supported by daily home muroja'ah and weekly evaluations, ensures steady

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progress. Evaluation is conducted through classroom observations and multi-source feedback. The process includes teacher supervision and parent collaboration to refine curriculum effectiveness continuously. SDTA Kuttab Rumah Qur'an Malang serves as a model for effective, student-centred curriculum management in *tahsin* Al-Qur'an education.

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