

Collaboration in the Management of the Takhassus Program to Improve the Quality of Qur'an Instruction at MTs Muhammadiyah Petambakan

Lina Sundari

Universitas Islam Negeri Sunan Kalijaga Yogyakarta

linasundari16@gmail.com

Abstract: *The Al-Qur'an recitation program at MTs Muhammadiyah Petambakan is a flagship program structured in stages, from pre-Qur'anic, Al-Qur'anic, to memorization. This strategic step was taken to address students' low initial Qur'anic reading competency. The main focus is on accurate makharij al-huruf and tajweed to measurably improve the quality of learning outcomes. The purpose of this study was to analyze collaboration in the management of the Takhassus Al-Quran program and its impact on improving the quality of Quran learning at MTs Muhammadiyah Petambakan. The study employed a descriptive qualitative approach, with data collection techniques including interviews, observation, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. Data validity was established through triangulation of sources and techniques. The results showed that internal collaboration among the madrasah principal, teachers, and educational staff established a robust management system that encompassed data-driven planning, intensive mentoring during implementation, and monitoring and evaluation. This collaboration contributed to the effectiveness of the learning process, strengthened learning motivation, and led to measurable progress in student learning outcomes. However, external collaboration remained limited and had not been formally implemented, thus not providing optimal support for the program's sustainability. This study confirms that internal collaboration between the madrasah principal, teaching staff, and structured administrative staff is a key factor in the initial success of the takhassus program, whereas strengthening external collaboration is necessary to enhance competitiveness and sustain program development.*

Keywords: *Cooperation, Program Management, Al-Qur'an Learning*

Introduction

As Islamic educational institutions, madrasahs have a responsibility to shape a generation that is knowledgeable and possesses noble character. As a first step, the Al-Qur'an Takhassus program was developed in madrasahs as a flagship program aimed at producing students capable of reading and memorizing the Al-Qur'an. Achieving the objectives of the Al-Qur'an specialization program is supported not only by the learning processes implemented but also by collaboration in managing every stage of the activities, from planning and implementation to evaluation. The coordination

and synergy established between school leaders and educators serve as key indicators for ensuring consistency in the implementation of madrasah programs.

According to Hadari Nawawi, cooperation is an effort to achieve common goals through the integrated division of tasks as a unified working unit.¹ Collaboration between individuals and groups is key to achieving the organization's overall goals. Teamwork relies not only on the abilities of each individual, but also on their ability to work synergistically to realize the educational institution's vision and mission.² A leadership approach and collective collaboration drive improvements in team effectiveness and performance.³ Without structured and consistent mechanisms for cooperation and management, the program's potential to achieve its objectives will diminish.⁴

The success of a partnership is often hindered by various challenges on the ground, such as limited human resources, ineffective communication and coordination, and low levels of active participation by all stakeholders.⁵ These conditions underscore that collaborative goals can be achieved through the involvement of various stakeholders, which serves as a crucial foundation for managing educational programs. In this context, the objective of managing Qur'anic education is to improve students' memorization, comprehension of meaning, and active engagement in the learning process. To achieve these objectives, Qur'an instruction emphasizes the creation of a conducive learning environment, the implementation of a structured schedule, and the strengthening of a personalized approach between teachers and students.

¹ Kholilullah, "Menjalin Kerjasama Dalam Pendidikan Islam," *Aktualita : Jurnal Penelitian Sosial Dan Keagamaan* 13, no. Juni (2023): 11–21. <https://doi.org/10.54956/eksyar.v12i01.681>

² Maifalinda Aris, "Mengembangkan Kerjasama Tim Dalam Pengelolaan Pendidikan Islam Di Era Digital," *IMEIJ : Indo-MathEdu Intellectuals Journal* 5, no. 2 (2024): 2162–71. <https://doi.org/10.33367/ijhass.v6i2.7431>

³ Bo Tang et al., "The Chain Mediating Effect of Shared Leadership on Team Innovation," *Heliyon* 10, no. 3 (February 2024): e25282, <https://doi.org/10.1016/j.heliyon.2024.e25282>.

⁴ Azhar, Wahyuddin, and Ediyansyah, "Peningkatan Kapasitas Manajemen Sumber Daya Manusia (SDM) Dan Produktivitas Kerja Untuk Kelompok Pemuda Di Kota Lhokseumawe," *Jurnal Solusi Masyarakat Dikara* 5, no. 2 (2025): 95–100. <https://jsmd.dikara.org/index.php/jsmd>

⁵ Fathul Qorib, "Tantangan Dan Peluang Kolaborasi Antara Perguruan Tinggi Dan Masyarakat Dalam Program Pengabdian Di Indonesia.," *Journal of Indonesian Society Empowerment (JISE)* 2 No 2, no. 2 (2024): 46–57. <https://doi.org/10.61105/jise.v2i2.119>

This approach is considered capable of improving the consistency of learning and the quality of Qur'an memorization outcomes.⁶

Various previous studies have shown that institutional collaboration plays a strategic role in improving the quality of educational management and the quality of education. The management of collaborative networks, both internal and external, can support the effectiveness of educational programs.⁷ The success of madrasah programs is determined by the implementation of institutional cooperation that is systematically managed through the management functions of planning, organizing, executing, and supervising.⁸ In addition, collaboration among various parties, particularly teachers and parents, plays a crucial role in shaping the quality of students, which in turn leads to improvements in the quality of the learning process and outcomes.⁹ Therefore, fostering open communication and strengthening the active participation of all parties in every phase of the collaboration is of the utmost urgency.¹⁰ Meanwhile, inter-institutional cooperation based on the principles of mutual benefit, transparency, and accountability can improve the quality of educational programs by optimizing resources and strengthening institutional capabilities.¹¹

In general, previous research has emphasized the importance of collaboration management in improving the quality of educational institution management. However, most of these studies still focus on collaboration at the institutional level and have not specifically examined its application in the management of specific programs, particularly the Al-Qur'an takhassus program. One of the challenges in developing Al-Qur'an programs in madrasahs is the limited allocation of instructional time compared to boarding schools or Islamic boarding schools (*pondok pesantren*). Previous research that examines how madrasahs address these limitations through

⁶ Subki, "Qiroati Method-Based Quran Learning Management: Bibliometric Analysis and Case Study," *International Journal of Learning, Teaching and Educational Research* 24, no. 10 (2025): 30–57, <https://doi.org/10.26803/ijlter.24.10.2>.

⁷ Ari Prayoga and Jaja Jahari, "Manajemen Jejaring Kerjasama Pondok Pesantren," *AL MA'ARIEF: Jurnal Pendidikan Sosial Dan Budaya* 1, no. 2 (2020): 125–33, <https://doi.org/10.35905/almaarief.v1i2.1107>.

⁸ Dian, Ilis Rosibah, and Ari Prayogo, "Implementasi Strategi Pemasaran Pendidikan Di Madrasah," *DIRASAH* 3, no. 1 (2020): 1–14, <https://doi.org/10.29062/dirasah.v3i1.73>.

⁹ Syarifah Rahmi, "Kerja Sama Orang Tua Dan Guru Dalam Membentuk Keoribadian Peserta Didik Di Sekolah," *Jurnal Azkia* 16, no. 2 (2022): 463–76.

¹⁰ Qorib, "Tantangan Dan Peluang Kolaborasi Antara Perguruan Tinggi Dan Masyarakat Dalam Program Pengabdian Di Indonesia," <https://doi.org/10.61105/jise.v2i2.119>.

¹¹ Abdul Kholiq and Sri Wahyunik, "Penguatan Akuntabilitas Dalam Manajemen Pendidikan Islam: Studi Tentang Transparansi Dan Profesionalisme," *JlEM: Journal Of Islamic Education and Management* 5, no. 2 (2025): 10–23.

collaborative efforts to improve the quality of Qur'anic education remains relatively limited.

These conditions indicate the need for a more in-depth empirical study of the management of the takhassus Al-Qur'an program in madrasahs, particularly regarding the role of collaboration in efforts to improve the quality of Al-Qur'an instruction. This study does not focus on developing an ideal model of collaboration, but rather on analyzing collaborative practices in the management of the takhassus Al-Qur'an program implemented in madrasahs based on actual conditions in the field. Thus, the objective of this study is to analyze collaboration in the management of the Al-Qur'an takhassus program including planning, implementation, monitoring, and evaluation, as well as its contribution to improving the quality of Al-Qur'an instruction at MTs Muhammadiyah Petambakan. The results of this study are expected to provide input for the madrasah to strengthen more effective collaboration models to improve the quality of Qur'anic education and contribute to the study of Qur'anic program management in Islamic educational institutions.

Method

This study employed a descriptive qualitative approach and was conducted at MTs Muhammadiyah Petambakan in Banjarnegara. Data collection techniques included semi-structured interviews, observation, and documentation.¹² Interviews were conducted with the school principal, the program coordinator, and representatives of the Qur'an teachers to explore forms of collaboration in the management of the Qur'an specialization program, both internally and externally. These interviews covered planning, implementation of activities, evaluation mechanisms, and students' learning progress. Observations were conducted during the Al-Qur'an takhassus learning process to directly observe implementation practices, while documentation was used to analyze teaching journals, students' learning outcomes, and other supporting records.

Data analysis was conducted in three stages: data reduction, data presentation, and drawing conclusions.¹³ Data validity was tested through source triangulation and methodological triangulation to ensure the consistency of information obtained from various informants and data collection methods. With this design, the study is expected to provide a

¹² Ardiansyah, Risnita, and M. Syahrani Jailani, "Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif Dan Kuantitatif," *IHSAN: Jurnal Pendidikan Islam* 1 (2023): 1-9. <https://doi.org/10.61104/ihsan.v1i2.57>

¹³ Qomaruddin and Halimah Sa'diyah, "Kajian Teoritis Tentang Teknik Analisis Data Dalam Penelitian Kualitatif," *Journal of Management, Accounting and Administration* 1, no. 2 (2024): 77-84. <https://doi.org/10.52620/jomaa.v1i2.93>

comprehensive picture of the collaborative management of the takhassus program and its contribution to improving the quality of Qur'anic education.

Results and Discussion

Overview of the Takhassus Al-Qur'an Program

The Al-Qur'an Takhassus Program is one of the flagship religious programs at MTs Muhammadiyah Petambakan. This program was established in response to the initial situation of the students, most of whom lacked adequate Qur'an reading skills. This reality prompted the madrasah to design a specialized program focused not only on improving students' ability to read the Qur'an but also on strengthening their religious character.¹⁴ In general, instruction in the Al-Qur'an takhassus program is conducted by combining memorization and recitation methods tailored to the students' skill levels.

The primary objective of the Al-Qur'an Takhassus program is to improve students' Qur'anic recitation skills in a gradual and measurable manner. This improvement is not limited to reading fluency but also encompasses the accuracy of the articulation points (makharij al-huruf), the application of tajwid rules, and the students' readiness to advance to the memorization (tahfidz) stage. In addition, the Takhassus program aims to foster students' religious character through the habit of reading the Qur'an, performing congregational prayers, and maintaining discipline in participating in daily learning activities.¹⁵

The Al-Qur'an takhassus sessions are held every morning after the congregational Dhuha prayer, from 7:15 to 8:00 a.m. (WIB). This schedule indicates that the program is not treated as an extracurricular activity but is instead integrated into the madrasah's religious culture. This integration aligns with research findings on the cultivation of religious habits, which are systematically implemented through daily acts of worship.¹⁶ The habits instilled through school routines not only strengthen students' religious competencies but also facilitate the internalization of the values of faith, discipline, and responsibility in their daily lives.¹⁷

The Al-Qur'an specialization program is structured in three progressive levels: pre-Al-Qur'an, Al-Qur'an, and tahfidz. Before being placed in a level, all students take a placement test to ensure their proficiency level matches the appropriate learning level. The pre-Al-Qur'an class is

¹⁴ Interview with the Principal, November 1, 2025

¹⁵ Interview with the Principal, November 1, 2025

¹⁶ Ngadiono Ngadiono, SMP Muhammadiyah, and Jawa Timur, "Habituation-Based Character Formation at Al Irsyad Tenganan 7 Islamic Islamic Boarding School, Batu City," *Salam International Journal of Islamic Education* 3, no. 1 (2024): 31–41.

¹⁷ Gilang Sukma Permana, Asep Nasobah, and Mohammad Erihadiana, "Penguatan+Religiusitas+Melalui+Program+Pembiasaan," *JKIS: Jurnal Kajian Islam Dan Sosial Keagamaan* 2, no. 3 (2025): 623–29.

intended for students who are not yet able to read the Al-Qur'an fluently. Learning at this level focuses on basic tahsin, using the Iqra' textbook as the primary guide. The Qur'an class is intended for students who are already able to read the Qur'an, with a focus on strengthening tajwid and reading fluency. The tahfidz class serves as an advanced level for students who have met the reading standards and are ready to memorize the Qur'an in stages.¹⁸ To support the implementation of the program, students' reading progress is recorded daily in their achievement logs as part of the learning monitoring process.

This program is taught by 14 teachers for 109 students, with a ratio of one teacher to eight to ten students.¹⁹ Teachers are grouped based on their competencies; tahfidz teachers are selected from those with experience in memorization, while Al-Qur'an tahsin instructors are selected from teachers with good recitation skills.²⁰ The availability of these resources is a key factor in maintaining the intensity of reading support for students.²¹ Previous research has shown that a lower teacher-student ratio allows for more intensive interaction and better adaptation of instruction to students' needs, thereby supporting the overall quality of learning.²²

The takhassus program is also implemented at several other schools as part of efforts to strengthen Qur'anic education. At SMP IT Ikhlas Cendekia Lahat, the takhassus program is carried out through a structured daily schedule, including takrir, talaqqi, and memorization sessions, which are aimed at improving the quality of Qur'anic recitation and memorization as well as fostering discipline among students.²³ Meanwhile, the implementation of the Takhassus program at SMP IT Cordova Samarinda includes the recruitment of students, the learning process, and evaluation, all of which are systematically designed.²⁴ The findings indicate that the Al-Qur'an specialization program is also implemented in other schools with variations

¹⁸ Interview with the Program Coordinator, November 1, 2025.

¹⁹ Documentation, November 1, 2025.

²⁰ Interview with the Principal, November 1, 2025

²¹ Nur Intan, "Peningkatan Literasi Al-Qur'an Dan Motivasi Belajar Anak Di Kelurahan Belawan Sicanang," *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial* 3, no. November (2025): 23–31. <https://doi.org/10.5281/zenodo.17484048>

²² Sophie Ekume Etomes and Fritz Ikome N. Lyonga, "Student-Teacher Ratio and Students' Academic Performance in Public Universities: The Case of the University of Buea, Cameroon," *European Journal of Education Studies* 7, no. 6 (2020): 23–51, <https://doi.org/10.5281/zenodo.3887029>.

²³ Lutfiah Holifah Balkis et al., "The Takhassus Qur'an Memorization Program: A Strategy for Shaping a Qur'anic Generation," *JlIP - Jurnal Ilmiah Ilmu Pendidikan* 8, no. 2 (February 13, 2025): 2302–8, <https://doi.org/10.54371/jljp.v8i2.7187>.

²⁴ Riska Ayu, Wahdatun Nisa, and Indriana Rahmawati, "Implementasi Program Takhassus Menghafal Al-Qur'an Di Sekolah Menengah Pertama Islam Terpadu Cordova Samarinda," *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, November 30, 2022, 139–49, <https://doi.org/10.21462/educasia.v7i2.76>.

in implementation patterns, reflecting adjustments to the conditions and policies of each educational institution. A more detailed discussion of the management and evaluation of the Al-Qur'an specialization program is presented in the following subsection.

Management of the Takhassus Al-Qur'an Program

Planning for the Al-Qur'an Takhassus program is carried out in a participatory manner, involving madrasah principals, teachers, and the madrasah committee, and is coordinated with the Muhammadiyah branch leadership.²⁵ In the initial planning stage, the madrasah principal, together with stakeholders, appoints a coordinator for the Al-Qur'an takhassus program, forms a team of instructors, develops the curriculum for the takhassus classes, and determines the time allocation for Al-Qur'an instruction. This planning approach reflects participatory management practices, in which decisions are made through collective deliberation rather than in a top-down manner.²⁶ Stakeholder involvement in educational planning enhances the legitimacy of policies and strengthens the commitment of program implementers at the operational level.²⁷

The setting of learning goals and targets for students, based on placement tests and evaluations of prior learning, demonstrates that program planning is data-driven. This practice shows that there is alignment between planning and the actual needs of students. Effective lesson planning must begin with an assessment of students' initial abilities so that learning objectives are realistic and measurable.²⁸ Thus, planning for the Al-Qur'an Takhassus program serves not only as an administrative task but also as a strategic tool for ensuring the program's relevance to students' needs and the direction of the madrasah's development.

Qur'an instruction is implemented through several methods. Pre-Qur'an classes use the talaqqi method; Qur'an classes are conducted via *bin nadhor* (reading from the mushaf); and *tahfidz* instruction is carried out through memorization accompanied by *muroja'ah* and *tasmi'* activities. All of these learning activities are carried out using the *sorogan* method and involve direct correction by the teacher. The learning process proceeds systematically,

²⁵ Interview with the Principal, November 1, 2025

²⁶ A. Sa'dullah A. Sa'dullah, "Strategi Humas Berbasis Partisipasi Orang Tua Dalam Meningkatkan Layanan Pendidikan," *SINDA: Comprehensive Journal of Islamic Social Studies* 3, no. 3 (2023): 68–80, <https://doi.org/10.28926/sinda.v3i3.1160>.

²⁷ Purwati Purwati, Mohammad Andi Yusuf, and Ngurah Ayu Nyoman M, "Perencanaan Pendidikan Dalam Manajemen Mutu Sekolah Dasar," *Dharmas Education Journal (DE_Journal)* 5, no. 2 (December 30, 2024): 1452–57, <https://doi.org/10.56667/dejournal.v5i2.1668>.

²⁸ Anifa Wardah et al., "Mengidentifikasi Pembelajaran Berbasis Kemampuan Awal: Menyesuaikan Pengajaran Dengan Potensi Siswa," *Jurnal Ilmiah Nusantara* 2, no. 3 (2025): 830–41. <https://doi.org/10.61722/jinu.v2i3.4642>

beginning with an opening prayer, followed by teacher guidance, and concluding with individual recitation.²⁹ Direct correction and the provision of reading examples are key to correcting students' tajwid errors. This finding reinforces the results of previous research, which indicate that Qur'an instruction based on direct corrective feedback is more effective in improving reading accuracy than traditional classroom instruction without intensive guidance.³⁰

The role of teachers in the learning process is not limited to that of an instructor, but also includes that of a mentor and motivator. The Qur'an teachers at MTs Muhammadiyah Petambakan carry out their pedagogical functions comprehensively through intensive mentoring, providing immediate feedback, and reinforcing students' motivation to learn.³¹ This indicates that the quality of pedagogical interactions is a key factor in the success of Qur'an instruction. Teachers' competence and engagement have a direct impact on the quality of the learning process, particularly in instruction that requires precision in practice, such as reading the Qur'an.³²

Monitoring and evaluation of the Al-Qur'an Takhassus program are conducted through promotion exams (volume, surah/juz) and Al-Qur'an recitation activities, and are supported by documentation of the students' progress in recitation.³³ This practice reflects formative assessment focused on continuous improvement, rather than merely evaluating final outcomes. The concept of continuous assessment emphasizes that documenting students' learning progress plays a crucial role in improving the quality of teachers' pedagogical decisions.³⁴ Throughout the entire process of managing the Takhassus program, the principal plays a crucial role in ensuring consistent teacher performance and providing oversight.

Based on the interview results, the madrasah principal plays an active role in leading the monthly evaluation meetings, facilitating consultation

²⁹ Interview with a Tahfidz Teacher, November 3, 2025

³⁰ Jamiluddin Hasibuan, "Pengembangan Model Pembelajaran Interaktif Untuk Meningkatkan Kemampuan Membaca Al-Quran Pada Siswa Pendidikan Agama Islam," *Jurnal Kualitas Pendidikan* 2, no. 1 (2024): 134-41, <https://ejournal.edutechjaya.com/index.php/jkp/article/view/1440%0Ahttps://ejournal.edutechjaya.com/index.php/jkp/article/download/1440/1129>.

³¹ Observasi pembelajaran, 1 & 3 November 2025

³² M Zuhriansah, Ahmad Zain Sarnoto, and Syamsul Bahri Tanrere, "Manajemen Kompetensi Pedagogik Guru Berbasis Al- Qur'an Dalam Meningkatkan Kualitas Hafalan Siswa Di SMP Muhammadiyah 1 Jakarta," 2025, 6728-44. <https://doi.org/10.61104/alz.v3i5.2302>

³³ Interview with a Tahfidz Teacher, November 3, 2025

³⁴ Adhistami Putri Pradani, "Prestasi Belajar Peserta Didik Ditinjau Dari Implementasi Kompetensi Pedagogik Guru," *Jurnal Fakultas Keguruan & Ilmu Pendidikan* 1, no. 1 (2021): 105-12.

forums, and creating a conducive work environment.³⁵ This role reflects the leadership function in guiding and directing all elements of the school to achieve the program's objectives.³⁶ These findings are consistent with research results that confirm that school principal leadership has a positive and significant impact on school effectiveness, particularly in improving the quality of the learning process and the performance of educators.³⁷ In addition, the motivation and recognition provided by the madrasah principal to teachers also contribute to the program's sustainability.³⁸ In the context of this study, a work environment based on mutual respect encourages teachers' active involvement in the process of evaluating and improving the program, so that the management of the Al-Qur'an takhassus program is not static but adaptive to emerging challenges.

Collaboration in the Management of the Takhassus Al-Qur'an Program

The research findings indicate that internal cooperation serves as the primary foundation for managing the Al-Qur'an takhassus program. The involvement of the madrasah principal, teachers, and administrative staff creates a relatively solid working system, with each element performing functions according to its role. The madrasah principal serves as the person in charge and policy-maker, teachers as operational implementers, and administrative staff provide support in program administration and documentation. These findings are consistent with the concept of school-based collaboration, which emphasizes that the effectiveness of school programs is largely determined by the strength of internal coordination.³⁹ These conditions enable program integration and the internalization of educational values to proceed more effectively and sustainably.⁴⁰

³⁵ Interview with the Program Coordinator, November 1, 2025.

³⁶ Didy Setiawan and Moh Irwansyah, "Urgensi Penerapan Dasar-Dasar Kepemimpinan Al-Qur'an Di Lembaga Pendidikan Islam," *Al-Fahim: Jurnal Manajemen Pendidikan Islam* 6, no. 1 (2024): 1-28, <https://doi.org/10.54396/alfahim.v6i1.1016>.

³⁷ Hasyim Asy'ari et al., "Pengaruh Peran Kepemimpinan Kepala Sekolah Terhadap Efektivitas Sekolah," *Jurnal Pendidikan Tambusai* 7 (2023): 10260-68.

³⁸ Tarekegn Gechere, Jelu Oumer, and Tafano Ouke, "Influence of Principals' Instructional Leadership and Teachers' Efficacy on Students' Performance in Secondary Schools in the Wolaita Zone, South Ethiopia," *Discover Sustainability* 6, no. 1 (2025), <https://doi.org/10.1007/s43621-025-01797-3>.

³⁹ Mulyawan Safwandu; Nurfadilah; Nugraha et al., "Strategi Efektif Kolaborasi Sekolah Dan Komunitas Dalam Mendukung Mutu Pendidikan Pada Sekolah Dasar," *Epistemic: Jurnal Ilmiah Pendidikan* 4, no. 2 (2025): 341-59. <https://doi.org/10.70287/epistemic.v4i2.457>

⁴⁰ Ahmad Syukron, Syafruddin, and Muhammad Azhari, "Kolaborasi Tripusat Pendidikan Dalam Membangun Karakter," *Jurnal Pendidikan Indonesia* 8, no. 2 (2025): 123-31. <https://doi.org/10.55656/jpe.v5i2.418>

Regarding teaching resources, although the teacher-to-student ratio is structurally proportionate, research findings indicate that at the operational level, there are still challenges related to workload distribution and time management that could potentially affect the intensity of learning support. These conditions indicate that the internal collaboration that has been established has not yet been fully matched by optimal resource management; therefore, a more proportional distribution of workloads is needed to ensure that the quality of program implementation is maintained.⁴¹ Thus, the internal cooperation established at this madrasah can be considered sound from a structural standpoint, but it still needs to be strengthened in terms of human resource planning.

External collaboration at MTs Muhammadiyah Petambakan remains limited and has not yet been directly focused on the Al-Qur'an specialization program. The collaborations that have taken place involve the community health center, the village government, and the Muhammadiyah branch leadership. These collaborations are primarily focused on health, sports, and general religious activities. Meanwhile, the involvement of external parties in the Qur'an program remains sporadic, particularly in the context of Qur'an competitions and Qur'anic studies or motivational programs. There is no formal cooperation in the form of a memorandum of understanding (MoU) with Islamic boarding schools or institutions engaged in Qur'anic development. This indicates that external collaboration has not yet been designed as a long-term strategy. Sustainable educational partnerships require a formal and systematic framework to ensure that collaboration is not incidental or dependent on specific individuals or situations.⁴² Thus, external collaboration in the Al-Qur'an Takhassus program is still in its early stages and has not yet been fully utilized as a tool for improving the program's quality.

Based on the explanation above, the external collaborations undertaken demonstrate a pattern of flexible cooperation, but also reveal a lack of integration of these collaborations into the program management system. Such ad hoc collaborations tend to be effective in the short term, but are less able to support the sustainability of the program if they are not institutionalized within the organizational system.⁴³ In the context of

⁴¹ Damara Triarsuci et al., "Manajemen Sumber Daya Manusia Dalam Pengelolaan Infrastruktur Sekolah Dasar: Tantangan Dan Solusi," *Jurnal Pendidikan Guru Sekolah Dasar* 1, no. 3 (2024): 15, <https://doi.org/10.47134/pgsd.v1i3.551>.

⁴² Muhammad Subandi et al., "Paradigma Baru Dalam Pengelolaan Organisasi Pendidikan Menuju Sistem Manajemen Berbasis Adaptasi Dan Kolaborasi," *Sibatik Journal* 4, no. 10 (2025): 3527–44. <https://doi.org/10.54443/sibatik.v4i10.3520>

⁴³ Andrew Ronnie Mugenyi et al., "Institutionalization of Organizational Change Outcomes in Development Cooperation Projects: The Mediating Role of Internal Stakeholder Change-Related Beliefs," *Administrative Sciences* 12, no. 2 (2022), <https://doi.org/10.3390/admsci12020060>.

managing the Al-Qur'an takhassus program, this unstructured pattern of cooperation results in limited continuity in training. Therefore, this finding indicates the need to develop more formal and sustainable mechanisms for external cooperation so that collaboration can become an integral part of the program management system.

The Impact of Collaborative Program Management on Improving the Quality of Qur'an Instruction

The research findings indicate that collaboration in the management of the Al-Qur'an takhassus program contributes to improving the quality of students' Al-Qur'an learning. This impact is evident in the increased effectiveness of the learning process, strengthened motivation to learn, and measurable progress in students' learning outcomes. Effective internal coordination enables teachers to provide guidance that is more focused and tailored to students' ability levels. The involvement of external religious instructors also contributes to the development of students, whether through delivering lectures, providing Qur'anic motivation, or coaching them in preparation for Qur'anic competitions. The presence of outside speakers not only strengthens students' understanding of the material and provides them with practical experience, but also enriches teachers' pedagogical approaches through knowledge transfer and the enhancement of professional competencies.

In addition, the impact of collaborative program management is evident in the development of students' learning abilities and attitudes. The simultaneous implementation of Qur'an instruction across all classes creates a religious and conducive school atmosphere, allowing students to become accustomed to an environment that supports consistent learning. This collaborative learning environment fosters social motivation, in which students positively influence one another to maintain their enthusiasm for learning. As one student put it, "When I'm feeling lazy, seeing my friends work hard gets me motivated again."

Furthermore, collaborative program management has also contributed to improving the quality of the program at the institutional level. Although students' achievements in the field of the Qur'an are still limited, winning third place in the district-level Tilawatil Qur'an competition serves as an early indicator of the success of the training that has been conducted. This achievement serves as a strategic foundation for the madrasah to continue developing its specialized Qur'an program so that it becomes even higher in quality and more competitive.

Improvements in students' reading skills are also evident in their progression through the learning levels, starting from the pre-Qur'an class to the Qur'an class, and then advancing to the tahfidz class. This demonstrates gradual and measurable learning progress. Documentation of students' reading progress, the administration of exams for advancing to the next

volume (jilid) or chapter (juz), and Qur'an recitation (tasmi') activities are part of formative assessment practices that drive improvements in learning and inform decision-making regarding program development. These findings are consistent with previous research confirming that systematic formative assessment plays a crucial role in improving the quality of learning and student achievement.⁴⁴

Collaboration in the Al-Qur'an Takhassus program has contributed to improving the quality of learning, particularly through synergy among teachers, the strengthening of a culture of learning, and ongoing evaluation. Meanwhile, the contributions of external partnerships remain limited and context-specific.

Conclusion

This study reveals that the foundation for improving the quality of Qur'an instruction at MTs Muhammadiyah Petambakan lies in structurally strong internal collaboration, data-driven participatory planning, implementation with direct corrective feedback, and monitoring and evaluation. External collaboration, however, still needs to be further developed. Internal collaboration has successfully created a conducive religious environment and increased the intensity of reading support for students. External collaboration has not yet been utilized as a long-term strategic tool. These findings provide new insights: while the initial success of the takhassus program can be achieved through the internalization of collaborative management functions, sustainability and greater competitiveness require more structured external collaboration.

A major limitation of this study is that the analysis of the impact of improving the quality of Qur'an instruction still focuses more on process-related aspects and does not delve deeply enough into quantitative measures of improvements in reading proficiency (such as the application of tajwid rules or standardized recitation fluency) before and after the collaborative intervention. Furthermore, the limitation of this study to a single madrasah context does not yet capture the broader range of collaborative practices. Therefore, further research is recommended at schools or madrasahs that have formally established external partnerships through memorandums of understanding (MoUs) with Islamic boarding schools or Qur'anic institutions. This approach is expected to guide research toward the development of a more ideal and sustainable model of collaboration to improve the quality of Qur'an instruction.

⁴⁴ Elvie Febriani Dunga et al., "Eksplorasi Strategi Guru Dalam Mengembangkan Instrumen Evaluasi Formatif Pada Pembelajaran Matematika Di Smp," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 20 (2023): 297-319. <https://doi.org/10.23969/jp.v10i04.34148>

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