SCHOOL MANAGEMENT BASED ON ISLAMIC LAW
SD Tahfizh TES Method
(Tilawah Evaluasi Sederhana) In Baleendah, Bandung

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Keywords:	ABSTRACTS
Education School management, Islamic Sharia, Learning Thafizh Qur'an TES Method	Indonesia is a transcultural country that has been influenced by Western hegemony, which has led to the emergence of liberalism. This means that every person is free to express their innovation and creativity to influence others to follow them. The implementation of character education through Quran memorization is a conducive solution to address the challenges of the 21st century. The TES method (Simple Recitation Evaluation) has the effect of increasing closeness to the Quran, fostering Islamic character, and cultivating inner peace. The purpose of this research is to develop a Sharia-based school management model with four steps. The method used in this research is a qualitative descriptive method with a case study approach, employing data triangulation. Data collection was conducted through surveys using observation, interviews with snowball sampling to obtain in-depth and comprehensive answers, and documentation. The research instruments involved all school stakeholders, both internal and external, with primary and secondary data sources. The results of this study indicate that (1) Sharia-compliant planning, from vision to evaluation and revision, accelerates the smooth implementation of school operations. (2) The implementation of learning using appropriate tahfizh methods, professional teacher mastery in the classroom, and establishing flexible and appropriate partnerships can make students excel and help brain therapists, especially children with special needs, become haafizh Qur'an and have stable psychological conditions. (3) Continuous supervision by the foundation, school principal, and parents makes the school develop quickly and have many students. (4) The development of a Sharia-based school that considers students' psychological well-being and abilities, employee happiness, appropriate teacher placement and classroom layout, excellent service, and sound financial management makes the school outstanding.

A. INTRODUCTION

In the world of education in Indonesia, human rights (HAM) are a national and international commitment, such as: 1) Individualism: Emphasizing the importance of individuals and their rights; 2) Tolerance: Accepting differences of opinion and beliefs; 3) Rationalism: Prioritizing common sense and knowledge; 4) Progressivism: Supporting change and progress, (Kalingga 2020) The implementation of character education is currently in an unfavorable state, even in a very alarming condition. Various immoral acts are rampant and have become a culture, such as corruption, horizontal conflicts, fights between students, radicalism, terrorism, drug circulation and use, environmental destruction, and prostitution, indicating that the implementation of national character education in schools is still not effective. This situation also indicates that schools or educational institutions currently lack the ability to implement such character education, which is due to the fact that these schools or educational institutions are based on Western hegemony. In addition, democratic education, multicultural education, and a superior culture (great culture) that support the implementation of education in educational institutions have not yet developed as they should. (Makki 2016) Character education in response to the challenges of the 21st century for the Indonesian nation is something that needs to be done. Through such character education, it will be possible to produce national leaders who have a strong commitment to advancing the nation and state, have a clear identity, and are not carried away by globalization, which tends to prioritize short-term, hedonistic, individualistic, and materialistic things. (Rusyan 2013) Character education in the 21st century must be based on noble values contained in Islamic teachings, Pancasila, the 1945 Constitution, the spirit of the Youth Pledge, the views and thoughts of credible national leaders, and values that have grown and developed across the Indonesian archipelago.

One form of character education and training considered relevant to address the challenges of the era of openness and competition is sharia-based school management: which implements Quran memorization learning. This is evidenced by the conducive learning process, the normal development of children with disabilities after being able to read the Quran and memorize 5 juz with a KKM score of 78. (Results of observations at SD Tahfizh Metode TES Baleendah Bandung, 2022-2024). Management is the primary strength within every organization, coordinating activities across various systems that involve human resources, financial resources, and infrastructure in specific activities to achieve organizational goals effectively and efficiently (Nasir 2016) .

School is a place for self-development, academic skill training, responsibility training, self-potential development, discipline and socialization training, mental training, and confidence building, as well as training in interacting with many people and soft skills. (7 Important Benefits of School, n.d., 2022). These socialization skills are important for living in society. Human resource management is essential for the effectiveness of the workforce (Iskandar, 2021) in a school organization. School quality is highly dependent on the learning process, which can also be supported by the provision of facilities, both in the form of physical infrastructure and the competence of teaching staff. Therefore, good management is necessary to ensure that the quality of graduates from the school is outstanding. (Madhakomala 2022) .

Sharia is part of Islamic teachings, representing legal and formal rules that bind individuals to religious principles. (Nasir, 2013). The term "Shari'ah" appears in five verses of the Quran, such as in Surah al-Jatsiyah: 18 (where the word "syariat" means

"path" or "regulation," implying "a clear path leading to victory") (Ghulam, 2024); Surah al-Maidah: 48 (with the word "al-syari'at"); QS. al-A'raf: 163 (with the word syurra'an, meaning floating on the surface of water); two other words in the form of verbs, QS. al-Syura: 13 (with the word syara'a) and QS. al-Syura: 21 (with the word syara'u), meaning to establish Islamic law.

The definition of sharia, according to Amir Syarifuddin, etymologically means the path to a water source or the path that must be followed, or the course of a river, or the twists and turns of a valley, or the threshold of a door and stairs. However, what is interesting is that when the Quran outlines legal legislation (tasyri'), it is presented with the word "command" (al-amr), as in the verse: "Say, 'My Lord has commanded justice.'" (Nasir 2016) . Sharia-based school management is a framework within the school environment that involves human resources, financial resources, learning (teachers, students, curriculum, facilities and infrastructure), and excellent services to achieve effective and efficient school goals, leading to success by following Islamic law (feeling comfortable, safe, peaceful, and happy). (Rahman 2017) .

Sharia-based school management in Tahfizh elementary schools using the TES (Tilawah Evaluation Sederhana) method in Baleendah, Bandung, on Islamic education in Indonesia and its contribution to innovation in Islamic education management is relevant to Islamic education in Indonesia, which includes strengthening the identity of Islamic education with sharia-based management to reinforce the distinctive characteristics of Islamic education, namely the integration of general knowledge and religious knowledge, so that it is in line with the direction of national Islamic education. Improving the Quality of Human Resources, Through the TES (Tilawah – Evaluation – Simple) method, students are accustomed to being close to the Qur'an from an early age, their progress is measurable, yet the implementation remains light. This is in line with the vision of Islamic education in Indonesia to produce a generation with Qur'anic character. Additionally, contributing to innovation in Islamic education management, which includes integrating Sharia management with the Tahfizh curriculum, where the school management model focuses not only on administration but also instilling Sharia values in all aspects of management (finance, human resources, and learning). And promoting competitive Islamic education through the integration of modern Sharia-based management + TES methods, making schools not only religious but also professional and adaptable to the needs of the times.

The focus of this research is on Sharia-based school management. Sharia-based school management essentially encompasses all aspects of conventional school management principles but incorporates Islamic Sharia rules (narrowly defined as the Quran, Hadith, and broadly defined as Islamic Sharia rules derived from scholarly consensus, analogy, etc.). (Ghulam 2024) The Integrated Tahfizh Learning Method T.E.S is a unique curriculum designed and implemented by SD Tahfizh Metode T.E.S to realize the school's vision of producing 10,000 Huffazh. As a supplement to the general curriculum and the Tahfizh Method T.E.S curriculum, also implements the habit of reciting the Qur'an among students using the T.E.S Method formula during breaks between classes at school. With the hope of nurturing students with character aligned with the school's objective of producing a Qur'anic generation whose hearts are always connected to the Qur'an. Additionally, in terms of character development, the school has introduced a Character Building Club integrated into the Tahfizh Method T.E.S curriculum.

B. METHOD

In this dissertation research, the researcher used a qualitative method, which has the advantage of delving into meaning and context, enabling a deep understanding of social, cultural, or educational phenomena by observing real-life contexts in the field, as well as capturing subjective perspectives by providing space for participants' experiences, views, and feelings, resulting in richer and more humanistic research outcomes. The case study approach was used to focus on a specific unit and delve deeply into it (Rivai 2011). According to Bogdan ( ), a case study examines in great detail a particular setting (the location where the research is conducted), a single subject, or a specific event. (Ahmadi 2015) The purpose of a case study is to create a chronicle (a record of a series of events), describe, provide knowledge, and prove. A case study provides several definitions, such as a portrait of reality, a part of life, a small life, an event, or a unit of action.

Qualitative findings are aimed at producing improvements in the quality of tahfizh qur'an-based school management, which are essentially very useful for academic purposes by discovering new variables that may not exist conceptually. (Kadri 2018) The descriptive qualitative research design with a case study approach, as an example, can be seen as follows:
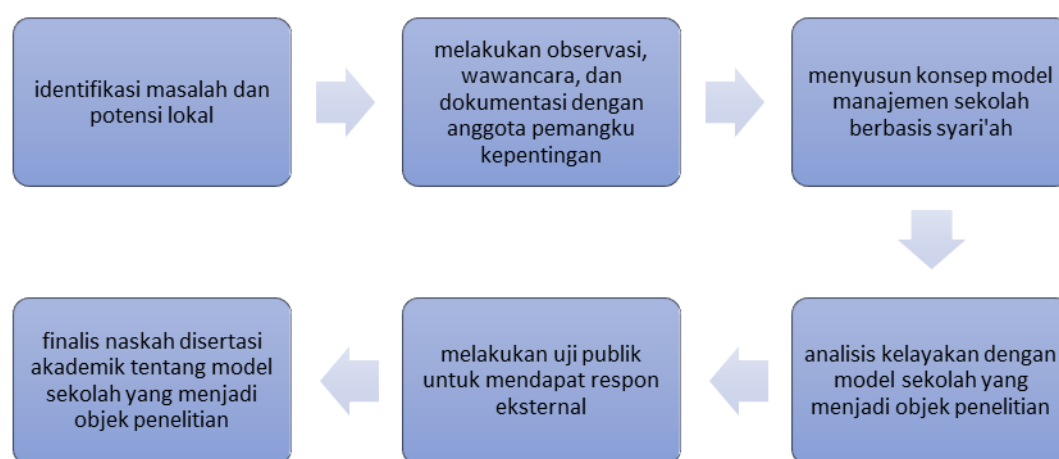

Figure 3.1 Example of Qualitative Research Design
Descriptive Case Study Approach

This study was conducted at Tahfizh T.E.S (Tilawah Evaluasi Sederhana) Elementary School in Bandung. The respondents in this study were the foundation chairperson, principal, curriculum department, student affairs department, tahfiz teachers, and general subject teachers based on their experience and activities carried out in accordance with the work program . The author chose this location because it is the subject of this dissertation in terms of data collection related to the research focus. The focus of this research is to demonstrate a Sharia-based school management model: implementing Quran memorization learning at SD Tahfizh Metode TES (Tilawah Evaluasi Sederhana) Bandung. In selecting the research subjects, the author used the snowball sampling method. (Arikunto 2015) also explains that key informants in field research not only provide detailed and specific data from a particular setting but also

assist researchers in identifying additional informants or gaining access to respondents for further study. Thus, in specific situations and conditions where research questions and problems in the field of sharia-based school management development are specific, researchers may face difficulties in finding or identifying respondents to be studied. To overcome this problem, the snowball sampling technique, as one of the non-probability sampling techniques, can be used to collect data to answer research questions. By using this technique, it is hoped that the research will be easier to conduct and complete. (Nurdiani 2014) .

Snowball sampling (Nurdiani 2014) is an approach to finding key informants who have a lot of information. Using this approach, several potential respondents are contacted and asked if they know other people with characteristics relevant to the research. Initial contacts help identify additional respondents through recommendations. To achieve research objectives, this technique is supplemented with interviews and field surveys. The benefits of snowball sampling include effectiveness for research involving hidden communities, issues that are difficult to articulate clearly or are not immediately apparent, communication issues, and others.
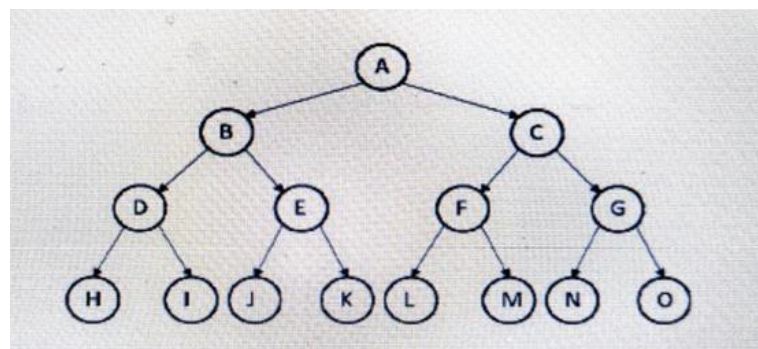

Figure 3.2 Snowball Sampling Technique Diagram
Adapted from (Nurdiani, 2014)

C. RESULTS AND DISCUSSION
Result

From the results of the field observation of the research on Sharia-Based School Management at SD Tahfizh using the TES (Tilawah Evaluation Simple Test) Method in Baleendah, Bandung, the following results can be summarized:

1). **Planning for Sharia-Based Tahfizh Elementary School Using the TES Method**
In the results of Sharia-based school planning, the researcher will explain in the following description (1). The formulation of the school's vision and mission is formulated to become the direction in which a school will be taken. (2). Conducting the recruitment process, recruitment is a human resource management planning decision regarding the number of employees needed, when they are needed, and what criteria are required in an organization. Recruitment is essentially an effort to fill vacant positions or jobs within an organization or company. There are two sources of labor: external (outside the organization) and internal (within the organization). The recruitment of teachers and educational staff is carried out by the school under the supervision of the principal and is included in the principal's performance evaluation standards by the Foundation.

(3). Teacher management is carried out in two categories, namely planning and management. (4). Then, conduct SWOT analysis, which is a comprehensive analysis of the internal and external conditions of the school. Strength (S) analysis is an analysis of the strengths or advantages that the school already has, while weakness (W) analysis is an analysis of the weaknesses or shortcomings that exist in the school. Opportunity analysis (O) is an analysis of opportunities that can be exploited by the school, while threat analysis (T) is how the school anticipates external threats related to the school's business (attracting as many students as possible) that will be addressed in the planning period. Evaluation and analysis of previous experiences in the form of success stories and failures or obstacles that have been encountered, as well as the school's profile and the profiles of existing excellent schools, need to be included in the SWOT analysis. In the SWOT analysis, there should be an assessment of the competitive conditions of the school, including aspects of school quality, networks, and other services. (5). If there are obstacles, a roadmap and strategic initiatives will be developed, involving activities on a weekly, monthly, quarterly, semester, and annual basis as part of a realistic and systematic plan, in accordance with national regulatory/education policies. (6). In planning the Roadmap and strategic initiatives, cascading to operational units involves breaking down objectives, strategic initiatives, and tasks to operational units within the school (divisions, branches/units). (7). Execution of strategies and work to achieve financial and non-financial targets in the RAB, where financial targets and projections will reflect the business and increasing value of the school from a financial perspective (value to shareholders). For strategic objectives with a long-term perspective, some schools use four perspectives: financial perspective, customer focus, business process perspective, and human resource development perspective. (8). Monitoring and evaluation, which is the review process of the implementation of the periodic (weekly, monthly, quarterly, semester) cooperation strategy. The results of monitoring and evaluation will be used for improvement and possible revision of the RAB. (9). Revision and execution: if internal and external conditions significantly affect school performance, the school is permitted to revise the school budget plan, and it must be submitted to the school principal/central school by the end of the first semester of the RAB period in question. The revised RAB will serve as a guideline for implementation during the second semester.
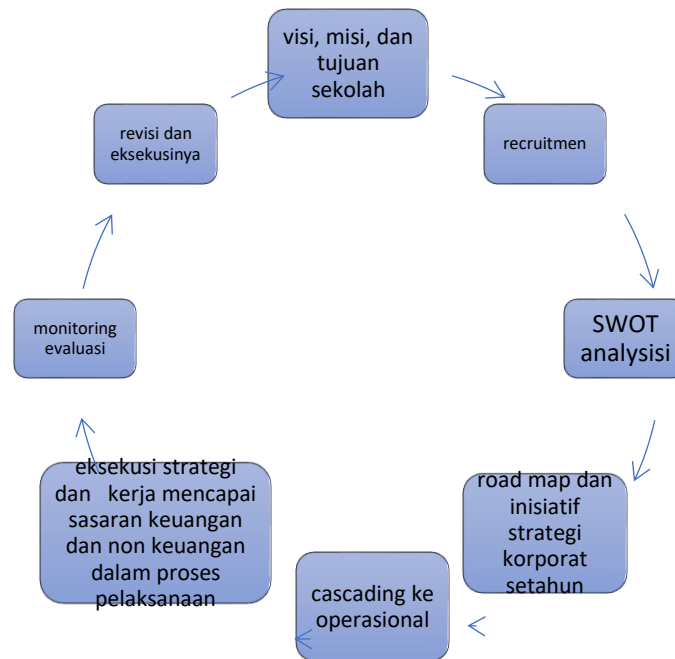
Cycle in the planning process.

Figure 1 Cycle in the Preparation of Planning

أَيَحْسَبُ ٱلْإِنسَٰنُ أَن يُتْرَكَ سُدًى [الـقـيامـة: 36]

Does man think that he will be left to himself? [Al Qiyamah:36] Does man think that he will be left to himself (without accountability)?

2). Implementation of Sharia-Based Elementary School for Quran Memorization Using the TES Method

(a). Recruitment Implementation

The basic concept of human resource management for the TES Method Tahfizh Elementary School is as follows: Student recruitment: offering enrollment to parents of students at tahfizh homes and the general public, assisted by social media, resulting in many successful graduates. Teacher and staff recruitment: selected from colleagues and communities of Quran reciters and social media advertisements. Staff recruitment: prioritizing existing teachers from tahfizh homes.

(b). Curriculum Implementation

Basically, the implementation of the curriculum in this school follows government policies regarding the implementation of the curriculum to be used. Currently, the implementation of the curriculum in tahfizh elementary schools is undergoing a transformation, namely the use of two curricula, namely the independent curriculum, which will be implemented in the 2023/2024 academic year in grades 1, 2, 4, and 5, and the 2013 curriculum in grades 3 and 6. The implementation of the curriculum ( ) is an important stage in the educational process. This involves the implementation of

learning plans that have been designed during the planning stage. Educators play a central role in the implementation of the curriculum by delivering material, managing, facilitating, and evaluating student learning. During the implementation of the curriculum, educators are able to ensure that the learning that has been carried out is effective and in accordance with the learning objectives that have been set using various strategies and methods. Educators must also be able to reflect on the learning outcomes of students to achieve the learning objectives. With good curriculum implementation, students can be actively involved in the learning process and obtain optimal learning experiences.

©. **Implementation of Learning**

The PBI learning model is assisted by movies that encourage students to analyze problems, search for information, formulate hypotheses, and solve problems with the help of videos or films in identifying a problem. The **PAKEM model** is a learning model and a guideline for action to achieve predetermined goals. With the implementation of PAKEM learning, it is hoped that various innovations in learning activities will develop to achieve participatory, active, creative, and enjoyable learning objectives.

3). **WEB-based learning model (E-Learning).**

The thematic learning model is an integrated learning model that uses a thematic approach involving several subjects to provide meaningful experiences for students. It is considered meaningful because in thematic learning, students will understand the concepts they learn from direct experience and relate them to other concepts they have already understood. The focus of attention in thematic lessons lies on the process that students go through when trying to understand the content of the lesson in line with the forms. (Johnson, B. Elaine, 2002).

4). **Relationship with the elementary tahfizh school community using the TES method**

These relationships include a. The foundation invites the community to participate in activities, such as: TES method workshops. b. Murokas Al-Qur'an invites. c. Parenting workshops (Qur'anic families) to achieve the target. d. Ramadan activities: (mabit, the last 10 days of Ramadan, ifthor together, free takjil distribution, free mosque imam training).

5). **Sharia-Based School Supervision for Elementary Quran Memorization School Using the TES Method**

Management of Quran memorization teachers at the TES Quran Memorization Elementary School, including: a. Proficient in the Quran (does not have to be a Quran memorizer). b. Willing to complete the memorization of the entire Quran using the TES method. c. No dating. d. Still unmarried. E. No gaming. F. Minimum education: currently enrolled in college/bachelor's degree program.

General Teacher Management for Elementary Quran Memorization School Using the TES Method, including: a. Preferably currently enrolled in or holding a bachelor's degree in a related field. b. Married individuals are permitted. c.

Willing to increase their Quran memorization using the TES method. d. No dating allowed. e. No gaming allowed.

6). Development of Sharia-Based Elementary School for Quran Memorization Using the TES Method

The school principal, as the leader of the school, has the responsibility to ensure the school's quality and the competence of teachers in line with the times. The rapid changes in the era and time constraints have prompted school principals to actively adapt to keep pace with the times. The rapid changes in the era and time constraints have prompted school principals to actively adapt to keep pace with the times. The rapid changes in the era and time constraints have prompted school principals to actively adapt to keep pace with the times.

The first effort of teachers in improving student quality at school is the implementation of an appropriate curriculum by incorporating independent learning in accordance with government policy so that the learning process for students is in line with the achievements and management given to teachers. The second is the establishment of policies on the use of learning media and learning applications by teachers in managing, sharing, and providing good examples of the use of technology in the school environment. Third, academic supervision is carried out at the school, which is one of the roles of the principal as supervisor of the school community. The general objectives of principal supervision are to monitor, direct, and evaluate teachers to assess their professionalism and the alignment between plans and their implementation in the field. Fourth is the improvement of infrastructure so that teachers and students can easily access the internet to explore teaching materials that will be used in class.

The strategies outlined above are long-term efforts, as the current need for improved school management is critical for the future and will serve as a cornerstone for Indonesia's rise as a global powerhouse.

Analysis/Discussion
Discussion

Based on the results of the above research, the discussion in this study can be summarized in several points, including

1. **Sharia-Based School Planning for Tahfizh Elementary Schools Using the TES Method**

   Understanding the planning process through two approaches: (1) Situation analysis, through three components: a) Product (Who are your customers? What are the demands for your product? How large is your market share? etc., b) personnel (your attitude toward company growth, do employees meet qualification standards?, how much funding can be obtained?, how much debt is there?, how much capital is available?, can you secure the necessary capital loans?). c) Facilities (how much funding is available for raw materials?, is the cooperation reliable?, are the facilities and infrastructure adequate and complete?, is there a decline in the quality of the facilities used?) (2) Identifying problems and opportunities through SWOT analysis.

2. Implementation of Sharia-Based Elementary School with the TES Method

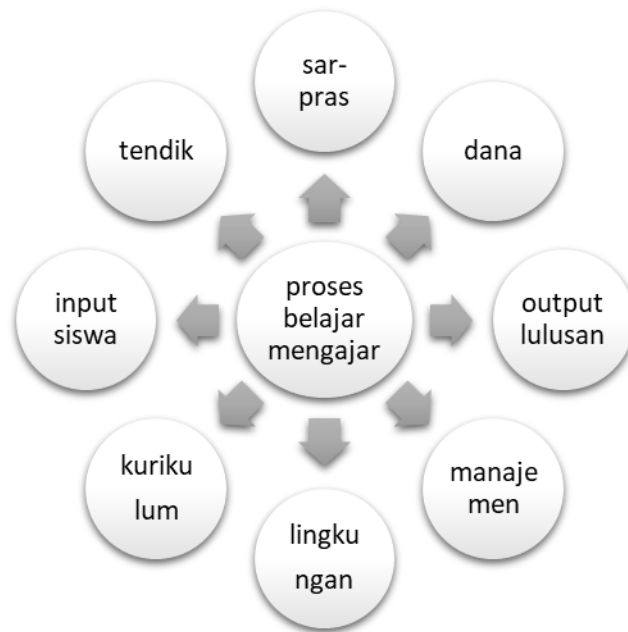In the implementation of a Sharia-based school using the TES method, which includes

Figure 2 Components of Education in the Learning Process

3. Supervision of the Sharia-Based Elementary School Tahfizh TES Method

Management and supervision are the most important aspects of financial management. All funds obtained must be managed properly, orderly, effectively, efficiently, and responsibly. This is a fundamental principle in Islamic teachings, as exemplified by the Prophet Muhammad in managing state finances, which emphasized balance and led to rare budget deficits despite frequent wars. The ultimate goal is the welfare of the community. Financial management and supervision at SD Tahfizh Metode TES are assumed to be open and efficient. Financial supervision is limited to certain individuals and is not accessible to other employees. Research findings indicate that the financial management system is implemented through a systematic process, beginning with the preparation of the Annual Budget Plan (RAPBM). The receipt and expenditure of funds at SD Tahfizh Metode TES are monitored through evaluation and accountability. Evaluations are conducted in three parts: 1) BOS funds before being reported to the government, 2) funds from donors, with evaluations conducted annually, 3) supplementary BSM funds, which are not evaluated as they are reported directly upon disbursement. The financial management of SD Tahfizh Metode TES aligns with the concepts and principles of Islamic finance, both in terms of revenue and expenditure. Revenue is sourced from halal means, not contrary to Islamic law, and its use is allocated to activities encouraged by religion, not to activities that are haram ( ). SD Tahfizh Metode TES does not mix orphan scholarships with other expenses. Orphan expenses are directly

channeled to the relevant students, ensuring compliance with the principle of safeguarding orphan assets. (Aisyah 2021) .

أَعْجَبَكَ وَلَوْ أَزْوَٰج مِنْ بِهِنَّ تَبَدَّلَ أَن وَلَا بَعْدُ مِنْ ٱلنِّسَآءُ لَكَ يَحِلُّ لَّا رَّقِيبًا شَيْءٍ كُلِّ عَلَىٰ ٱللَّهُ وَكَانَ يَمِينُكَّ مَلَكَتْ مَا إِلَّا حُسْنُهُنَّ [الأحزاب:52]

It is not lawful for you to marry these women after this, nor to exchange them for other wives, even if their beauty attracts you, except for those whom your right hands possess. And Allah is ever Watchful over all things. [Al Ahzab:52]

The awarding of prizes to creative teachers and students in competitions and the imposition of penalties on teachers and students who violate rules. This will enable the school to produce graduates who are academically accomplished and of good moral character. This is what produced the first graduates of SD Tahfizh Metode TES Baleendah Bandung, achieving 30 juz of the Quran with a KKM score of 85, and students with disabilities achieving 5 juz with scores approaching the KKM of 80.

Evaluation results must be able to enhance attention toward the quality development that has been previously established. Evaluation is an initial step in the progression of professional development.

The learning model identified in this dissertation research can be integrated with the Deep Learning curriculum currently being developed by the new Minister of Education of the Republic of Indonesia for 2025, Prof. Dr. Abdul Mu'ti, M.Ed.

Figure 3 Elements of Transformation in Education
Adapted from the book (Ngalimun, 2018)

CONCLUSION

The implementation of Sharia-based management and the TES (Simple Evaluation of Recitation) method has a strategic contribution to strengthening Islamic education, both within Indonesia and globally. First, Sharia-based management emphasizes the principles of trustworthiness, justice, transparency, consultation, and blessings, thereby creating a more accountable, integrity-driven, and spiritually oriented educational institution management system. This not only improves the quality of school management but also fosters public trust in Islamic educational institutions. Second, the TES method, as a simple, practical, and systematic approach to Qur'anic education, makes the recitation process easier to understand and evaluate. With a simple yet measurable evaluation model, students can improve their recitation skills while internalizing the values of the Qur'an. Third, in the context of Islamic education in Indonesia, the synergy between Sharia-based management and the TES method can strengthen Islamic character, expand access to quality education, and bring innovation to the teaching system. Meanwhile, in a global context, this model can serve as a relevant best practice to be applied in various Muslim countries as a solution to the need for modern Islamic education that remains rooted in the values of the Qur'an and Sunnah. Based on the results of the research and discussion above, the implementation of Sharia-based management and the TES (Tilawah Evaluation Sederhana) method at SD Tahfizh in Baleendah, Bandung, can be carried out effectively through several conclusions, as follows:

1. Sharia-based school planning for SD Tahfizh using the TES method is a framework for developing the best character in students to overcome current challenges. The theory of Sharia-based school management in this dissertation states the essential aspects for achieving organizational goals in the form of a work framework involving human resources, financial resources, and infrastructure in certain activities to achieve effective and efficient organizational goals in school activities so that all activities within the school feel comfortable, safe, peaceful, and happy. Signs of successful planning strategies are evident in the support of school stakeholders from relevant parties, especially executives and all organizational unit leaders, in supporting the school's progress.

2. The implementation of Sharia-based TES method tahfizh elementary school, which influences quality as follows: a) focus on internal and external customers; b) have a high obsession with quality; c) use a scientific approach in decision making and problem solving; d) have a long-term commitment; e) continuously improving planning processes; f) requiring teamwork; g) conducting education and training; h) providing controlled freedom ( ); i) maintaining controlled unity; j) involving and empowering employees. With proper implementation of rules, managing stakeholders in the school will be much easier. k) Services can be categorized into three groups: 1) *Core services, 2) Facilitating services,* and *3) Supporting services.*

3. Sharia-based school supervision for SD tahfizh using the TES method is based on the needs and conditions of the school. At least 7 supervision techniques are required to improve school management quality, including: (1) *Quality Control*

(QC). (2) Quality Control Circle (QCC), (3) Quality Assurance (QA). (4) Total *Quality Control (TQC). (5)* International Organization for Standardization (ISO) 9000. (6) *Total Quality Management* (TQM). (7) School-Based Management (SBM).

4. The development of Sharia-based schools using the TES method requires attention to the following aspects: a) the individual as a unified entity with various characteristics. b) humans and their developmental stages. c) physical growth. d) intellectual development. e) creative development. f) emotional development. g) special talent development. h) social relationship development. i) development of independence. j) language development. k) development of values, morals, and attitudes. l) needs and their fulfillment. m) human developmental tasks. n) adaptation and its problems. o) in addition, students are accustomed to working in networks through collaborative learning. There are four foundations used in curriculum development: (1) Static/legal foundation. (2) Psychological foundation. (3) Sociological foundation. (4) Organizational foundation.

In conclusion, the theory of "school management based on Sharia" is a framework for managing professional human resources by implementing good financial management, appropriate learning management, and improving excellent services toward happiness and safety.

> I have left among you two things: you will not go astray as long as you hold fast to them—the Book of Allah and the Sunnah of His Prophet. (Narrated by Malik)

> "I have left among you two things: you will not go astray as long as you hold fast to them, namely the Book of Allah (the Quran) and the Sunnah of His Prophet." (Narrated by Malik).

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