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Optimizing the Memorization of the Qur'an for Students of Muhammadiyah Ponorogo Elementary School through the Implementation of Talaqqi Ummi Method

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ABSTRACT

Background

The study is motivated by the observation that many students enrolled in the Tahfidz program still struggle to meet the standards of Al-Qur'an recitation and Tajwid knowledge.

Purpose

This research aims to examine the implementation of the Ummi method through Talaqqi in enhancing the reading and memorization skills of Tahfidz class students at Muhammadiyah Elementary School of Ponorogo.

Design/method/approach

This study employs a qualitative case study design, with data collected through interviews, document analysis, participant observation, and documentation. The research focuses on the process of planning, implementation, and evaluation of learning, as outlined in the teachers' lesson plans (RPP) and executed through seven teaching stages.

Results

Findings indicate that students not only memorize the Qur'an but also improve their recitation quality and responsibility through various activities. The results show that the Ummi method significantly enhances students' memorization outcomes, helping them meet the school's Qur'an memorization targets, recite with proper Tajwid and pronunciation, and develop consistent responsibility in completing assignments.

Contribution/value

The study demonstrates that the Ummi method through Talaqqi is an effective strategy for improving both the memorization and reading skills of Tahfidz students at Muhammadiyah Elementary School of Ponorogo.

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INTRODUCTION

The Qur'an is the holy book of Muslims revealed by Allah to the Prophet Muhammad PBUH through the angel Jibril. As the kalam and revelation of Allah, the Qur'an is certain and undoubted, as explained in Surah As-Shu'ara verse 2 and Surah Al-Baqarah verse 185. The Qur'an serves as a guide for life (hudallinnaas) that regulates human relations with Allah (Hablun Minallah) as well as social interaction with fellow humans (Hablun Minannaas) (Aziz, 2021).

Difficulty reading the Qur'an can arise due to a variety of factors, including study saturation, lack of motivation of learners, and limited family or environmental support. In addition, inadequate facilities and infrastructure also affect the ability to read the Qur'an. Thus, the obstacles in reading the Qur'an come not only from the individual, but also from family factors, the environment, and the educational facilities available (Kholid et al., 2024).

The phenomenon of learning the Qur'an in elementary schools is generally still at the introduction stage, because the Qur'an material is incorporated into Islamic Religious Education lessons and is only focused on certain subjects with limited memorization. As a result, the weight and learning targets are often considered less than optimal by the community.

SD Muhammadiyah Ponorogo, which was established on January 1, 1921, is an Islamic-based elementary school that balances general knowledge and religious teachings, including fiqh, Arabic, aqidah-akhlak, tartil and recitation, as well as Muhammadiyah. This school has excellent programs, one of which is the tahfidz class. However, previously, SD Muhammadiyah Ponorogo had not found an effective method to memorize the Qur'an, so the potential for student memorization could not be maximized (Nurhasanah et al., 2023).

This research was conducted at SD Muhammadiyah Ponorogo with a focus on the superior program of the tahfidz class. This school was chosen because it has a structured tahfidz program, ranging from curriculum, learning methods, to mentoring by special teachers, as well as full support from the school, parents, and the surrounding environment. This condition allows the implementation of tahfidz to be more optimal and provides opportunities for researchers to obtain relevant data. Before the application of special methods, Qur'an learning in this school was still carried out simply, even though the demand from the parents was very high. Many tahfidz class students, although intelligent, are not able to read the Qur'an

independently, so the application of the Talaqqi model is considered important to improve the ability to read and memorize the Qur'an.

The learning process in Islamic educational institutions is an important means of interaction between teachers and students. This interaction plays a role in helping students develop their potential, both spiritual and social aspects. Through these interactions, students are expected to be able to improve their ability to relate to Allah SWT, manage themselves, and interact with others in the community. Thus, learning activities do not only focus on delivering material, but also on character formation and strengthening Islamic values in daily life (Syam, 2019).

Based on this phenomenon, SD Muhammadiyah Ponorogo collaborates with the Ummi Foundation branch of Madiun Raya, located in Mlilir, for learning the Qur'an. The Ummi method has been applied since 2021, when Indonesia entered the new normal era of Covid-19. This method emphasizes tartil and a structured learning system, with materials ranging from volume 1 books to Tajwid and Ghorib, and supported by certified teachers and systems (Mudisa, 2023; Sofawi & Kholid, 2023).

The application of the Ummi method brought significant changes in the learning of the Qur'an in SD Muhammadiyah Ponorogo. The main focus of learning is the reading of the Qur'an, starting from makharijul letters, tajweed, to ghoribul Qur'an, so that the pronunciation becomes clearer and stronger. In addition, Ummi-certified teachers are accompanied by experienced coordinators who monitor the learning process to ensure the accuracy and quality of teaching. The Qur'an explains in Surah Al-Qomar verse 17 which reads:

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ

Meaning: *"Verily, We have indeed made the Qur'an easy as a lesson. So, is there anyone who is willing to take a lesson?"*

As for the hadith, it is explained that:

حَيْرِكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ (رواه البخاري و أبو داود و الترمذي والنسائي وابن ماجه)

Meaning: *"It is best for you to be the ones who study the Qur'an and practice it".* (Narrated by Al-Bukhari, Abu Dawud, At-Tirmidhi, An-Nasaa'i and Ibn Majah) (Ain, 2023).

The difference between the Ummi method and other methods lies in the grouping system in tahfidz learning. At SD Muhammadiyah Ponorogo, the number of students in each tahfidz class is limited to 20-25 children who are then divided into three groups, namely Adna, Ausath, and A'la. This grouping aims to maximize the learning process with a minimum target of graduates memorizing 3 juz strongly.

However, the reality is that there are still many students who have not reached this target, so the grouping system is implemented in stages from first grade to fifth grade.

Table 1.1 Number of Memorization Achievements of Students in the Tahfid class of SD Muhammadiyah Ponorogo from 2017-2025

Yes	Number of Memorizations	Period 2017-2018	Period 2019-2020	Period 2021-2022	Period 2023-2025
1	Surah	Surah An-Naas – Ad-Dhuha	Surah An-Naas – Al-A'la	Surah An-Naas – An-Naba'	Surah An-Naas – Al-Baqarah
2	Juz	30	30	30	30, 29, 28 and 1

The tahfidz learning system at SD Muhammadiyah Ponorogo is equipped with Quality Control (QC) which aims to maintain the quality of reading and memorization. In the Umami method, QC is carried out through two mechanisms, namely internally by the teaching teacher and externally by the accompanying institution (Foundation). Intensive monitoring ensures that students do not continue memorizing to the next surah before depositing the previous memorization completely. This process also involves parents through learning reports and achievement books connected to tahfidz groups.

Tahfidz teachers at SD Muhammadiyah Ponorogo have been certified as Umami, with three of them completing 30 juz and are in the process of obtaining the shahadah. Teacher placement is tailored to the group's ability: senior teachers accompany the group with above-average memorization, while new teachers guide groups that still need intensive guidance. Thus, the right supervision and teacher placement system supports the achievement of memorization standards set by the school.

A number of previous studies have discussed the implementation of tahfidz learning with the Umami method. Based on the search results, the researcher found several studies that have relevance and relevance to this research, including the following:

Several previous studies have examined the implementation of the Umami method in tahfidz learning. (Pambudi & Nurita, 2020) Researching *Implementation of the Umami Method Curriculum for the Tahfidz Class* at Bunga Bangsa Islamic High School. This field research shows that the curriculum of the Umami method can run

effectively if it is supported by good planning, implementation, assessment, and supervision. Supporting factors include foundation support, competent teachers, representative infrastructure, and motivation of tahfidz teachers. The obstacles encountered are the density of student activities, low learning motivation, and limited face-to-face time.

Ngatmin Abbas through a qualitative research entitled *Implementation of the Ummi Method in Tahfidz Learning at TPQ At-Taqwa Jurug Hamlet, Jumapolo Village, Karanganyar Regency* found that the application of the Ummi method to 20 students ran in an orderly manner and received high enthusiasm. Memorization of the Qur'an can be applied well without significant obstacles (Abbas, 2023).

Meanwhile, Dedek Saputra in his research entitled *Tahfidz Program Assistance Using the Ummi Method at Telkom Kindergarten in Padang City* emphasizing the importance of the Ummi method as a facilitator in maintaining the consistency of student memorization. This method helps students memorize the Qur'an in an easier, fun, and less burdensome way, thus being able to reduce boredom in the memorization process (Saputra et al., 2023).

This study is different from previous studies because it emphasizes the implementation of the Talaqqi-based Ummi method combined with the reading ability grouping system (Adna, Ausath, and A'la). This method not only functions as a memorization facilitator, but is also designed with a structured learning time allocation of 60 minutes, including opening, muroja'ah, ziyadah, classical props, reading-simak, and closing. In addition, the teacher-student ratio is regulated according to standards so that guidance is more optimal. With this approach, tahfidz learning is expected to be more systematic, directed, and able to maximize students' potential compared to previous research.

METHOD

This research uses a qualitative approach with a case study type of research. This study uses a qualitative approach with a study design Case. Case studies are one of the qualitative research approaches that aim to reveal in depth an event, process, or phenomenon that occurs in individuals or groups in the context of real life (Habiburrahman, 2023). Through case studies, researchers seek to obtain a detailed and comprehensive picture of the implementation of the *Ummi* through *Talaqqi* over a period of time. This approach allows researchers to understand the meaning behind learning practices in depth and contextual (Gao, 2021).

The research time was carried out starting from February at SD Muhammadiyah Ponorogo. The subject and object of the research are *the*

stakeholders of SD Muhammadiyah Ponorogo. The data sources used are primary, secondary and literature. Primary data was obtained from interviews with several informants. Secondary data is in the form of daily journals, achievement books, tahfidz modules, *whatsApp groups*. Literature data comes from journals or previous references regarding tahfidz learning the talaqqi method.

The data collection technique, namely interview, is a data collection method that is carried out by face-to-face with the source to obtain certain information or information (Koentjaraningrat, 1977), documentation is a data collection technique that is carried out by tracing and studying various written sources relevant to the research topic, such as archives, books, theories, and legal arguments that support the study. According to Suhaimi Arikunto in (Suhaimi, 2020), documentation includes activities to search for data related to research variables which can be in the form of transcripts, notes, books, magazines, meeting minutes, and other written sources. and participant observation.

Table 2.1 Informant Data

Yes	Informants	Remarks
1.	Hj. Hartiningsih, S.Pd	Principal of SD Muhammadiyah Ponorogo
2.	Muslimin, M.Pd	Waka Ismuba
3.	Dimas Ariyanto Zulfikar, M.Pd	Coordinator of the Qur'an
4.	Enik Zulaikhah, M.Pd	Tahfidz Amp Teacher
5.	Umi Rohmawati, S.H	Tahfidz Teaching Teacher
6.	Rianingrum Choirunnisa, S.Pd, Gr	Tahfidz Class Guardian
7.	Andriani Paramita	Tahfidz Class Guardian
8.	Hafizh Kahfi Aria Kautsar	Tahfidz Class Students
9.	Nathania Aisha Sofyan	Tahfidz Class Students

RESULTS

From the results of the above description, it can be seen that the supporting and inhibiting factors in the application of the Ummi method in SD Muhammadiyah Ponorogo affect the success of the Tahfidz program. Supporting factors include teacher training with the Ummi method, an ideal teacher-student ratio system, grouping based on ability, and the use of communication media such as achievement books and WhatsApp groups that strengthen synergy between teachers and parents. In addition, the application of talaqqi and the typical tone of Ummi makes it easier for students to memorize even though they are not fluent in reading the Qur'an in

tartil. However, there are also inhibiting factors such as the limited number of certified teachers, diverse student abilities, lack of control from parents at home, and students' difficulties in memorizing new verses or verses that have similarities. However, with good management, supporting factors are able to cover up the existing weaknesses so that the Tahfidz learning process continues to run effectively.

The implementation of the Ummi method in learning Tahfidz at SD Muhammadiyah Ponorogo began with a careful planning stage. The teaching teacher together with the coordinator of the Qur'an compile learning tools such as *Educational Calendar (KaldiQu)*, *Learning Implementation Plan (RPP)*, Tahfidz SOPs, Daily Journals, Memorization Journals, as well as Tahfidz Modules and Student Achievement Books. This planning aims to create a more structured and measurable memorization system. This stage is similar to research (Pambudi & Nurita, 2020) at SMA Islam Bunga Bangsa which also emphasized the importance of the Ummi curriculum in designing system-based learning and clear targets. However, the main difference lies in the level of education; SD Muhammadiyah Ponorogo focuses on establishing the basis for memorizing the Qur'an for students at an early age, so that the planning approach emphasizes more on the gradual introduction of tajweed and tartil.

At the implementation stage, the Ummi method is applied through talaqqi learning with a duration of 60 minutes per meeting, four times a week. The process includes seven stages of teaching, namely opening, perception, concept planting, concept understanding, practice or evaluation, *drill*, and closing. Each student is grouped according to their ability into *Adna*, *Ausath*, and *A'la*, so that teachers can adjust learning strategies. These results are in line with the research of Ngatmin Abbas (2023) at TPQ At-Taqwa, which shows that the application of the Ummi method through the talaqqi approach makes students more enthusiastic and learning runs in an orderly manner. However, the implementation at SD Muhammadiyah Ponorogo has additional advantages, namely the existence of a teacher ratio system of a maximum of 12 students per class and intensive assistance from the coordinator of the Qur'an, which has not been found in Abbas's research.

The evaluation stage is carried out to assess the results of student memorization achievements through activities such as *Safari Tasmi'*, *Qur'anic Camp*, and *Munaqosyah Tahfidz*. This evaluation not only assesses memorization but also the quality of the reading, the accuracy of tajweed, and the smoothness of muroja'ah. Teachers use student achievement books to record the progress of memorization which is then communicated to parents through WhatsApp groups.

This evaluation mechanism is different from the findings (Saputra et al., 2023) at Telkom Kindergarten in Padang City, which focuses more on mentoring memorization and building an interest in memorization from an early age. Meanwhile, the evaluation at SD Muhammadiyah Ponorogo is more directed towards quality control of memorization and a tiered assessment system according to the standards of the Ummi Foundation.

The application of the Ummi method has a significant impact on improving students' reading and memorization skills. The talaqqi system, the typical tone of Ummi, and the audio-visual approach help students understand the makharijul of the letters, tajweed, and ghoribul of the Qur'an correctly. This success shows that the Ummi method is not only effective in mid-level institutions as in research (Pambudi & Nurita, 2020), but it can also be optimally adapted at the basic level. With a more structured system and internal and external supervision, SD Muhammadiyah Ponorogo has succeeded in creating a quality Qur'an learning environment.

However, there are supporting and inhibiting factors in its implementation. Supporting factors include certified teacher training, a balanced teacher-student ratio, grouping by ability, and effective communication with parents. Meanwhile, inhibiting factors include the limited number of Ummi certified teachers, diverse student abilities, lack of memorization control at home, and students' difficulties in memorizing similar verses. In contrast to research (Abbas, 2023) and (Saputra et al., 2023) which does not highlight the aspects of parental supervision and quality control in depth, research at SD Muhammadiyah Ponorogo emphasizes that synergy between teachers, students, and parents is the key to the successful implementation of the Ummi method in a sustainable manner.

DISCUSSION

Implementation of the Ummi Method through *Talaqqi* to Improve the Memorization Ability of Tahfidz Class Students

At the planning stage of the Ummi method through Talaqqi, to improve the ability of tahfidz students of SD Muhammadiyah Ponorogo, the teaching teacher is assisted by the coordinator of the Qur'an to prepare the Educational Calendar (KaldiQu), Learning Implementation Plan (RPP), Standard Operating Procedures (SOP) of Tahfidz, Daily Journal, Memorization Journal, Tahfidz Module, Student and Group Achievement Book *WhatsApp* approved by the principal and Waka Ismuba.

Based on the results of the interview with the principal, why choose the ummi method as a method of learning the Qur'an that: "The learning of the Qur'an is

considered to be less than optimal. with the years before using the Ummi method, finally switching to the Ummi method which allegedly strengthens tajweed and the rules of reading the Qur'an". The selection of the Ummi method in the Tahfidz program of SD Muhammadiyah Ponorogo is a follow-up to learning the Qur'an (tartil) so that the memorization system is more structured and controlled.

Previously, the memorization method used did not have a special device to supervise student memorization. The Ummi method was chosen because it has a directed learning system, strong quality, and a standardized teacher training process. Since 2017, the school has been working closely with the Ummi Foundation. Initially, learning was handled by internal teachers, but because the results were not optimal, the school then established an official cooperation (MoU) to present teachers certified by the Ummi method.

At the implementation stage, the follow-up of the planning carried out by the *Squirrel* SD Muhammadiyah Ponorogo to improve the quality of student memorization is the first habit of memorization 1 week 4 meetings. Second, the seven stages of teaching in tahfidz are opening, perception, concept planting, concept understanding, skills or evaluation, drill and closing. The time needed is 60 minutes with a time division of 5' opening, 10' perception (Muroja'ah Ba'id and Qorib), 10' concept cultivation and understanding of concepts 7' 3' (ziyadah or adding memorization), 30' for evaluation (students deposit the latest memorization) and 5' drill and closing.

In addition, teachers must also give habituation 1 day 1 maqto' memorization target) in accordance with the tahfidz module book for each juz. Perform routine muroja'ah and massage according to the surah muali from juz 30 and work with the student's guardian to continue to accompany you to study and memorize at home. Based on the results of an interview with the coordinator of the Qur'an, that "1 week 4x meetings with a duration of 60 minutes. Applying it to every tahfidz learning, as well as in assignments to stay at home is recommended to remain in accordance with the tahfidz methodology, namely the teacher repeats the recitation 3 times and the student repeats it 5 times until mutqin or completely memorized".

Before the memorization process began, the students of the tahfidz class at SD Muhammadiyah Ponorogo went through the stage *Investment* or grouping based on memorization ability. There are two types of students, namely fast memorization but difficult to maintain memorization, and slow memorization but stronger memorization. This grouping is carried out in accordance with the mission of tahfidz of the Ummi method, which is to strengthen memorization in audio (listening), visual

(viewing modules), maintaining the consistency of similar verses, and improving the quality of reading. After grouping, students receive a special tahfidz module that helps strengthen memorization through an audio-visual approach, facilitates supervision by teachers and parents, and helps achieve memorization targets based on predetermined verse fragments (maqtu') (JUHRI, 2023).

The last stage is evaluation. This is done to determine student learning outcomes after 1 semester or the target of student memorization achievements. The evaluation consists of observation results, where the learning process is going well and the student's target has been achieved even more. This is evidenced by looking at student achievement books that are adjusted to the target of student memorization achievements, which is at least 1 juz within one year. The learning outcomes of students in memorizing the Qur'an can be adjusted to the maqtu' in the module. Students find it easier to memorize. From the entire series of learning evaluations, students can also take part in munaqosyah tahfidz starting from juz 30.

From all stages of planning, implementation, to evaluation, it can be concluded that the implementation of the Ummi method through talaqqi at SD Muhammadiyah Ponorogo runs systematically and measurably. This method has been proven to be able to improve the quality of student memorization through careful planning, consistent habituation, and collaboration between teachers, Qur'an coordinators, and parents. The grouping of students based on memorization skills, the use of tahfidz modules, and the application of time and structured learning stages make the tahfidz process more effective, directed, and fun. Periodic evaluations show that most students achieve the memorization target according to the set maqtu', some even exceed the expected achievements. Thus, the talaqqi-based Ummi method makes a real contribution to optimizing the learning of tahfidz Al-Qur'an at the elementary school level.

Application of the Ummi Method with Talaqqi to Improve the Memorization of the Qur'an for Tahfidz Class Students

Before the implementation of the Ummi method, the planning process for tahfidz learning at SD Muhammadiyah Ponorogo had not been carried out systematically. There is no structured planning or standard guidelines that regulate the stages of learning activities to memorize the Qur'an. Teachers only rely on personal habits and experiences without a clear curriculum reference. As a result, the direction and objectives of learning become less focused. Memorization activities are carried out spontaneously without a definite time plan and target. This

condition makes the implementation of the tahfidz program not able to provide maximum results.

Tahfidz teachers in the period before the application of the Umami method generally came from teachers of Islamic Religious Education (PAI). They do not yet have special competence in the field of tahfidz or certification of standardized Qur'an learning methods. Tahfidz learning is only used as an additional activity that is carried out when the PAI lesson time has been completed. This causes the learning process to not run consistently. Teachers play more of a role as a general director, not an intensive memorization supervisor. Thus, the quality of students' memorization is difficult to measure and develop.

The effectiveness of tahfidz learning at that time also did not show optimal results. The learning process tends to be monotonous and does not follow the principle of *talaqqi* which emphasizes direct interaction between teachers and students. There are no specific strategies in strengthening memorization, such as regular *muroja'ah* or strengthening reading with personal guidance. The classroom atmosphere also tends to be passive because teachers do not have a learning method that is able to motivate students. As a result, many students lose enthusiasm for memorization and their memorization is easily forgotten.

Before the Umami method, tahfidz learning was carried out in general classrooms without any grouping based on students' abilities. All students are united in one class with varying levels of ability. This makes it difficult for teachers to provide guidance that suits the needs of each student. Students who are quick to memorize often feel bored because they have to wait for other friends, while slow students feel left behind. As a result, the effectiveness of learning is uneven and the achievement of memorization between students becomes unbalanced.

In addition, the ratio between teachers and students is also a considerable obstacle. Each teacher teaches one class with a large number of students without any special assistants or companions. Supervision of the development of student memorization is almost non-existent. There is no evaluation or follow-up system for the memorization results that have been achieved. Teachers do not have official reports to assess each student's ability. As a result, the tahfidz program before the implementation of the Umami method did not have a significant impact on improving the quality of students' Qur'an memorization.

After the implementation of the Umami method, the planning of Tahfidz learning at SD Muhammadiyah Ponorogo became more systematic and structured. Teachers and coordinators of the Qur'an compile various learning tools such as the

Qur'anic Education Calendar (KaldiQu), Learning Implementation Plan (RPP), Standard Operating Procedures (SOP) of Tahfidz, Daily Journals, Muroja'ah Journals, and Memorization Modules. In addition, the Achievement Book was also prepared as a tool to control student development in achieving memorization targets. Through this careful planning, Tahfidz activities become more targeted and easy to evaluate periodically.

Tahfidz teachers after the implementation of the Ummi method are special educators who have received official certification from the Ummi Foundation. They are equipped with the ability to read the Qur'an tartil, understand the rules of tajweed, and the correct method of Talaqqi. The existence of this certified teacher ensures the quality and effectiveness of Tahfidz learning in schools. Thus, the learning process of memorization not only focuses on memorization achievements, but also on the quality of reading and comprehension of the makhraj of letters.

The Tahfidz learning system is now divided into specialized classes with a *grading* or grouping of students' abilities. This division aims to ensure that each child receives guidance according to their level of ability, both in terms of reading fluency and memorization. Each teacher only guides a maximum of twelve students in one group, so the teaching process becomes more intensive. With this ratio, teachers can give more personalized attention and ensure that each student achieves the memorization target well.

Supporting and Inhibiting Factors for the Application of the Talaqqi-based Ummi Method

The first inhibiting factor in the implementation of the Ummi method in SD Muhammadiyah Ponorogo is the difficulty in finding Tahfidz teachers who are in accordance with the Ummi method certification standards. Not all teachers have the competencies and qualifications needed to teach the Qur'an with the correct talaqqi system and tartil principles. The recruitment process for certified teachers requires considerable time and cost because it must go through training and feasibility tests from the Ummi Foundation. This is a challenge for schools in maintaining the quality of Tahfidz learning so that it remains in accordance with the standards that have been set.

In addition, diverse student abilities are also an obstacle in the implementation of Tahfidz learning. The difference in ability to read and memorize the Qur'an makes teachers have to adjust the teaching method according to the level of ability of each student. Students who memorize quickly tend to get bored easily

when waiting for other friends, while students who are slow need more intensive guidance so as not to fall behind. This diversity requires teachers to be more creative and patient in managing Tahfidz classes so that all students can achieve memorization targets according to their abilities.

Another obstacle is the lack of parental control over children's memorization activities at home. Many students do not do muroja'ah regularly so that memorization is easy to forget, especially for new verses or verses that have similarities to the readings in the Qur'an. Parental involvement is still limited to teacher reports without direct assistance to children's memorization. As a result, the continuity between learning at school and at home has not been maximized, so there needs to be synergy between teachers, students, and parents to strengthen students' memorization results.

The main supporting factor in the application of the Umami method in SD Muhammadiyah Ponorogo is the training and debriefing for Tahfidz teachers. The school routinely sends teachers to attend official training from the Umami Foundation in order to get certified and understand the correct teaching standards. This training activity aims to strengthen teachers' competence in implementing the talaqqi, tajweed, and tahfidz classroom management system effectively. With professional and trained teachers, the learning process becomes more directed, measurable, and in accordance with the guidelines of the Umami method that has been set.

In addition, the implementation of a teacher-student ratio system and grouping based on ability are important factors in increasing learning effectiveness. Each teacher guides a maximum of twelve students in a group that has been classified based on reading and memorization skills. This division makes it easier for teachers to provide more personalized attention and guidance according to the needs of each student. With this system, the learning process becomes more focused, conducive, and able to gradually improve the quality of student memorization.

Another supporting factor is the existence of a connecting media between teachers, guardians, and students through achievement books and WhatsApp groups. Achievement books are used to record the progress of students' memorization every day, while WhatsApp groups are a means of active communication between teachers and parents. Through this media, parents can monitor the progress of their children's memorization and accompany them at home. In addition, the application of talaqqi and the use of Umami's distinctive tone

also help students who are not fluent in reading the Qur'an to memorize it more easily and pleasantly.

CONCLUSION

This study shows that the implementation of the Ummi method in learning Tahfidz at SD Muhammadiyah Ponorogo has a positive impact on improving the quality of students' memorization and reading of the Qur'an. Based on a descriptive qualitative approach that includes observation, interviews, and documentation, it was obtained that the learning planning has been systematically arranged through the preparation of tools such as KaldiQu, RPP, SOP Tahfidz, and memorization modules.

The implementation of learning is carried out with a talaqqi system and grouping students based on ability (grading), so that the memorization process becomes more effective and directed. Evaluation is carried out on an ongoing basis through Safari Tasmi', Qur'anic Camp, and Munaqosyah Tahfidz activities to measure achievement and quality of memorization. The application of the Ummi method has been proven to increase students' motivation, discipline, and ability to read and memorize the Qur'an.

Factors supporting success include certified teacher training, an ideal teacher-student ratio system, and active communication with parents, while the inhibiting factors include limited certified teachers, diverse student abilities, and lack of control over memorization at home. Overall, the results of this study are in line with the findings (Pambudi & Nurita, 2020), (Abbas, 2023), and (Saputra et al., 2023), but shows excellence in aspects of management, evaluation, and integration between teachers, students, and parents as a holistic Qur'anic education ecosystem.

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