

## IMPLEMENTATION OF THE QUR'AN MEMORIZATION PROGRAM AS A FEATURED PROGRAM IN ACTIVITIES AT MIS ROHMATUL UMMAH

**Laila Nasmi, Melpa Hariyanti \*, Putri Rahma Yani, Putri Yolanda Siregar,  
Namiroh Lubis**

Sekolah Tinggi Agama Islam Negeri Mandailing Natal  
Jl. Prof. Dr. Andi Hakim Nasution, Komplek Stain Madina, Pidoli Lombang, Panyabungan, Kabupaten  
Mandailing Natal, Sumatera Utara 22976, Indonesia  
Email: [melva.hariyanti@gmail.com](mailto:melva.hariyanti@gmail.com)

### Abstract

This study aims to describe the implementation of the Quran memorization program, a flagship program at MIS Rohmatul Ummah. The program was developed as part of the madrasah's vision of developing a generation of Quranic scholars who love the Quran and possess religious character. This study used a descriptive qualitative approach, with data collection techniques including observation, interviews, and documentation. Data were analyzed descriptively to describe the program's planning, implementation, evaluation, and supporting and inhibiting factors. The results indicate that the Quran memorization program at MIS Rohmatul Ummah was implemented through structured planning, with a target of memorizing a minimum of five juz (juz) for each student by graduation. Program implementation was carried out routinely through muroja'ah (recitation), new memorization lessons, and individual memorization sessions guided by the memorization teacher. Evaluation was conducted continuously by recording students' memorization progress. This program not only improved Quran memorization achievement but also impacted the development of students' religious character, discipline, and responsibility. The program's success was supported by institutional commitment, teacher competence, parental support, and a religious school environment. Thus, the Al-Qur'an memorization program at MIS Rohmatul Ummah can be considered effective as a flagship program of the madrasah.

**Keywords:** Memorizing the Qur'an, Program Implementation, Elementary Madrasah

### INTRODUCTION

Islamic education is essentially oriented not only toward the transfer of knowledge but also toward character building and the internalization of students' spiritual values. In this context, the Quran occupies a central position as the primary source of Islamic teachings, serving as the foundation for morals, ethics, and a guide for the lives of Muslims (Karolina, 2017). Therefore, Quranic education, particularly through the tahfidz (Quran memorization) program, is a crucial strategy for developing a generation with noble character and religious

character.

Quranic tahfidz programs in formal educational institutions, including Islamic elementary schools (*madrrasah ibtidaiyah*), have grown rapidly in recent years. These programs are no longer limited to Islamic boarding schools (*pesantren*) but have become integrated into the formal school system as a flagship program. According to Koerniansyah & Tanjung (2025), the implementation of a structured tahfidz program can improve students' religious attitudes and foster discipline and responsibility in learning. This demonstrates that tahfidz (memorization) is not simply a memorization activity, but rather part of a comprehensive character education process.

Conceptually, implementing a tahfidz program requires careful planning, a systematic learning strategy, and effective management. (Rakhman, 2020) emphasized that the success of a tahfidz program is heavily influenced by time management, the *muroja'ah* (repetition) method, the memorization system, and the support of the school environment. Therefore, the implementation of a tahfidz program cannot be separated from integrated managerial and pedagogical aspects.

In the context of Islamic basic education, *Madrrasah Ibtidaiyah* (Islamic elementary schools) have unique characteristics because they combine the national curriculum with the Islamic curriculum. This uniqueness demands program innovations that strengthen the *madrrasah's* Islamic identity. One such innovation is the establishment of the Qur'an tahfidz program as a flagship school program. A flagship program is essentially a program designed to become a distinctive feature and competitive advantage for an educational institution (Hendra et al., 2024).

As one of the Islamic schools that develops Quran-based education, MIS Rohmatul Ummah has made the Quran memorization program part of its institutional identity. This program is routinely implemented in school activities and has become part of the school's academic culture. Implementing the Quran memorization program at the Islamic elementary school (MI) level presents its own challenges, given that students are still at an early stage of cognitive and emotional development. Therefore, an appropriate implementation strategy is key to the program's success.

One elementary school that consistently develops the Quran memorization program to foster a generation that loves the Quran is MIS Rohmatul Ummah, located in Mompang Jae, North Panyabungan District, Mandailing Natal Regency. This school makes the Quran memorization program its primary focus and flagship program. The program is attended by all students from grades I to VI as part of a structured and ongoing learning process.

Institutionally, MIS Rohmatul Ummah targets each student to memorize at least 5 juz of the Quran by completing their education at the elementary *madrrasah* level. This target serves as an indicator of the program's success and reflects the *madrrasah's* commitment to developing a generation with morals and oriented towards the values of the Quran.

Several previous studies have examined the implementation of tahfidz (memorization of the Quran) in various Islamic educational institutions. The tahfidz program contributes significantly to the development of students' discipline and responsibility. Meanwhile, Hannin & Salim (2025) emphasized that the effectiveness of the tahfidz program depends heavily on the intensity of guidance and the consistency of memorization evaluation. However, most of this research was conducted at the secondary school or Islamic boarding school level, while

studies at the elementary madrasah level are relatively limited.

Furthermore, there is limited research specifically describing how the tahfidz program is implemented as a flagship program within the context of Islamic elementary school management. Each institution has its own unique characteristics, organizational culture, and implementation strategies. Therefore, it is crucial to conduct research that provides an in-depth description of how the planning, implementation, and evaluation of the Quran memorization program is carried out at the Islamic elementary school (MI) level.

Based on this background, this study aims to describe the implementation of the Quran memorization program as a flagship program at MIS Rohmatul Ummah. This study is expected to provide an academic contribution in the form of an empirical overview of the implementation practices of the tahfidz program in Islamic elementary schools (MA) and serve as a reference for other Islamic educational institutions in developing similar programs.

## **IMPLEMENTATION METHOD**

This research uses a descriptive qualitative approach. The qualitative approach was chosen because this study aims to understand and describe in depth the implementation of the Al-Qur'an memorization program as a flagship program in madrasahs. Qualitative research focuses on exploring the meaning, processes, and dynamics that occur in a natural setting, allowing researchers to obtain a comprehensive picture of the implementation of the memorization program in madrasahs.

The descriptive approach was used because this study does not aim to test hypotheses or quantitatively measure relationships between variables, but rather to systematically describe the planning, implementation, and evaluation of the memorization program as it occurs in the field.

## **RESULTS AND DISCUSSION**

### **1. Quran Memorization Program Planning**

The Quran memorization program at MIS Rohmatul Ummah is systematically planned and integrated with the madrasah's institutional vision. This program is designed as a flagship program aimed at developing a generation of Quranic scholars, with a target of memorizing a minimum of five juz (chapters) for each student by graduation. Planning begins with establishing memorization targets based on grade level, developing a structured activity schedule, and determining learning methods appropriate to the characteristics of elementary school students.

The memorization teacher develops an annual lesson plan that includes a division of surahs (chapters) or juz (chapters) to be memorized in stages. Furthermore, the madrasah also designs a special memorization class for students with faster memorization abilities as a form of learning differentiation. This thorough planning demonstrates focused program management, ensuring that memorization is not merely an additional activity but truly becomes the identity and hallmark of the institution.

## 2. Implementation of the Quranic Memorization Program

The Quranic memorization program is implemented routinely and continuously within daily learning activities. The learning process begins with a group recitation to reinforce previously memorized material, followed by the introduction of new memorization materials through the talaqqi method and gradual repetition. Teachers guide students in reciting verses, correcting tajweed errors, and providing motivation to ensure consistent memorization. Each student submits their memorization individually to the teacher to ensure fluency and accuracy.

In practice, the learning environment takes place in a religious and conducive environment, thus supporting the development of Quranic memorization habits among students. In addition to the regular program, there are special memorization classes that provide higher-intensity memorization for selected students. This structured implementation demonstrates that the Quranic memorization program has become part of the madrasah's academic culture and is implemented with a pedagogical approach appropriate to the students' age and development.

## 3. Program Evaluation and Achievements

Evaluation of the tahfidz program is conducted continuously through a memorization submission system and recording of student progress in a memorization control book. Each submitted memorization is assessed for fluency, tajweed accuracy, and consistency of muroja'ah (recitation). At the end of the semester, a comprehensive evaluation is conducted to determine students' memorization achievements and determine follow-up learning strategies. Based on observations and documentation, most students achieved the memorization targets appropriate for their grade level, with some students in the special tahfidz class even exceeding the set targets.

In addition to increasing the number of memorizations, this program also improved students' Quran reading skills, learning discipline, and the development of their religious character. The structured evaluation indicates that the tahfidz program focuses not only on the quantity of memorization but also on the quality of reading and the development of students' character.

## 4. Supporting and Inhibiting Factors

The implementation of the tahfidz program at MIS Rohmatul Ummah is supported by various internal and external factors. The madrasah principal's commitment to making tahfidz (Qur'an memorization) a flagship program is the main foundation for the program's success. The competence and dedication of tahfidz teachers also play a crucial role in guiding students intensively and consistently. Furthermore, parental support in monitoring and assisting with home study sessions contributes to students' memorization success. A religious and conducive madrasah environment further strengthens the Qur'anic culture within the school.

However, several obstacles remain, such as differences in memorization abilities among students, time constraints due to the busy formal curriculum, and a decline in consistency among some students in repeating memorization. These obstacles are overcome through motivational approaches and ongoing coaching, ensuring the effective running of the tahfidz program.

## CONCLUSION

Based on the research results, it can be concluded that the implementation of the Quran memorization program, as a flagship program at MIS Rohmatul Ummah, has been carried out in a planned, systematic, and sustainable manner. Program planning was carried out through setting a memorization target of at least five juz (chapters) for students until graduation, developing a structured activity schedule, and designing learning methods appropriate to the characteristics of elementary school students.

The memorization program is implemented consistently in daily learning activities through stages of muroja'ah (recitation), the provision of new memorization materials, and individual memorization contributions guided directly by the memorization teacher. The program also includes a special memorization class for students with faster memorization abilities, providing space for differentiated learning based on student potential.

Program evaluation is conducted continuously through a memorization recording system and monitoring of student progress. The results of the study indicate that the tahfidz program not only contributes to increasing the number of Qur'an memorizations, but also impacts the development of religious character, discipline, responsibility, and muroja'ah habits in students. The program's success is supported by institutional commitment, the competence of tahfidz teachers, parental support, and a religious and conducive madrasah environment. Despite obstacles such as differences in student abilities and limited learning time, the tahfidz program at MIS Rohmatul Ummah can generally be considered effective as a flagship madrasah program.

## REFERENCES

- Hannin, S. F., & Salim, H. (2025). The Impact of The Tahfidz Quarantine Program on Improving Students' Memorization at Miftahul Huda Tahfidz Community Boyolali. *Journal of Educational Sciences*, 9(3), 1066–1073. <https://doi.org/10.31258/jes.9.3.p.1066-1073>
- Hendra, S. |, Sayed, & Sh, H. (2024). Peran Pendidikan Agama Islam Dalam Pengembangan Kurikulum Berbasis Karakter Di Madrasah Ibtidaiyah. In *Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* (Vol. 4, Number 2).
- Karolina, A. (2017). REKONSTRUKSI PENDIDIKAN ISLAM BERBASIS PEMBENTUKAN KARAKTER: Dari Konsep Menuju Internalisasi Nilai-Nilai Al-Qur'an. In *Jurnal Penelitian* (Vol. 11, Number 2).
- Koerniansyah, D. T. I., & Tanjung, E. F. (2025). Implementasi Pembelajaran Tahfidz Interaktif dalam Meningkatkan Motivasi dan Karakter Siswa di SDIT Az-Zahra Islamic School. *Akhlak: Jurnal Pendidikan Agama Islam Dan Filsafat*, 2(4), 122–133. <https://doi.org/10.61132/akhlak.v2i4.1329>
- Rakhman, A. N. (2020). *Alfin Nur Rakhman\_IMPLEMENTASI METODE Muraja'ah Dengan Pendekatan Taqlil Al-Hifz Wa Taksir Al-Muraja'ah Dalam Meningkatkan Retensi Hafalan Santri Pada Program Tahfiz Al-Qur'an Di Ponpes At-Taujiah Al-Islamy 2 Keba.*