
Management of the Quran Memorization Program at Ulil Albab Islamic Elementary School

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Abstract: This study aims to examine the management of the Quran memorization program at Ulil Albab Islamic Elementary School, Kebumen. Qualitative research was used in this study with the subjects of the principal, head of memorization, *ustadz/ah*, and students of Quran memorization at Ulil Albab Islamic Elementary School, Kebumen. Data were collected from observation, interviews, and documentation. Data were analyzed by reducing data, presenting data, and making conclusions. The findings of the study showed that the management of the Quran memorization program at Ulil Albab Islamic Elementary School, Kebumen had been implemented optimally through the stages of planning, organizing, implementing, and supervising. Program planning was carried out by setting program objectives, appointing a program coordinator, setting memorization targets, preparing a schedule, preparing a strategy, and preparing program facilities and infrastructure. Organization was overcome by forming an organizational structure accompanied by the main tasks of each member of the organization. The Quran memorization program is held every Monday to Saturday from 09.00 to 09.45 with memorization, tajwid, and book study materials. Program supervision is carried out by the foundation's supervisors and administrators through preliminary, ongoing, and feedback supervision.

Keywords: management, Qur'an memorization program, planning, organizing, implementing, supervising

INTRODUCTION

The implementation of educational programs is never separated from the role of school management. During the implementation of the program, regular management is needed to plan, implement, and evaluate the sustainability of the school program (Ini & Komariyah, 2021; Shobandi, 2022). Program management is defined as an effort to organize by means of coordination starting from planning to supervising the implementation of the program so that it becomes effective and efficient (Varajão et al., 2022). Management or administration is also needed to handle unexpected things and face all global changes and significant advances in knowledge. Good management in schools is also able to achieve goals, such as achieving all aspects of program education. The memorization program is one of the school programs that needs to be regulated or managed properly. The Al-Qur'an memorization program at the school level plays an important role in maintaining the sustainability of religious values and teachings amidst the waves of renewal of the times (Lubis & Pasaribu, 2024). The implementation of the

memorization program in schools aims to produce a generation that understands the study of the Qur'an, supports the values of *akhlaqul kharimah*, and maintains religious identity (Arifuddin et al., 2022). This goal reflects oneself as an Islamic human being or generation. The formation of this Islamic generation needs to start from childhood.

Childhood is the most important time for them to study the Qur'an (Aziz et al., 2022). The Qur'an education that is learned at this time will provide a permanent impression and mark on the child's life in the future. If children get positive experiences in their lives, it is believed that their future will also be better. Given that the pattern of education and guidance in childhood greatly influences the future of children. Thus, the education that children receive at this time needs to be improved so that it will be better in the future. Unfortunately, this condition is the opposite of the expected condition. Currently, the condition of children's morality has deviated greatly from religious teachings (Tsoraya et al., 2022). Various problems about children occur in their lives, such as relationships, lifestyles, and other deviant behavior. In addition, there is also a

reluctance of teachers to listen to complaints from students who experience bad behavior from their classmates (Azra, 2001). This often happens in urban areas. Many teachers feel that they do not have the authority to reprimand students who come from high-income families. Another reality is seen from the assumption that religious subjects are only to be memorized without any internalization or direct practice in the lives of students. Another unfavorable phenomenon is that there is a tendency in society about the discrepancy between faith and formal obedience to worship with their social behavior.

This reality reflects the concerning conditions regarding the character and role of the environment on the character of children. Improving children's character has begun to be encouraged at the elementary school level, specifically by presenting a memorization program for students. Through the memorization program, students will be able to read and memorize it, as well as form an Islamic character in students (Utami & Fatoni, 2022). This need is the basis for including the memorization program in the school curriculum to overcome the fragility of children's morals and character in the current era.

The memorization program has been implemented in one of the elementary schools in Kebumen. Ulil Albab Islamic Elementary School is a private school based on religion in Kebumen with quality programs, such as memorization Qur'an, Quran education park (TPQ), and *madin*. The special program that characterizes Ulil Albab Islamic Elementary School is the field of memorizing the Qur'an. This program emphasizes the strength of children's brain memory to remember every letter in the book of the Qur'an accompanied by correct memorization. The existence of this program cannot be separated from the history of the establishment of Ulil Albab Islamic Elementary School which was born from Rahim, the coordinator of the *Qiroati* Kebumen branch. The combination of Qur'an education and Islamic education is a special concern for the community to send their children to school at Ulil Albab Islamic Elementary School, Kebumen.

Research that reviews the memorization Qur'an program has been widely circulated in various scientific journals. Scientific works that raise this topic are also quite numerous. As studied by First et al. (2022) highlighted the implementation of the Quran memorization

program and its implications for the morals of students at the junior high school level. They found things related to the method for memorizing the Quran along with the obstacles experienced. Similar to the research of Rahmatullah et al. (2022) which examined the management of the Quran memorization program at the Madrasah Aliyah level. Their findings explain that the Ummi method is the best method that has been implemented at MA Plus Al-Mashduqiah, Probolinggo. In addition, Huliyah's research (Huliyah, 2020) targeted research on optimizing Quran memorization in the character formation of elementary school students. Her findings describe that Quran memorization has been attempted through habituation in schools. On the other hand, research targeting the management of the Quran memorization program was also conducted by Febrina et al. (2024). They did it in one of the Islamic-based elementary schools in the Batusangkar area, Tanah Datar, West Sumatra.

Several relevant studies have similar sections to this study. However, there is a gap that researchers found in several of these studies, namely the unavailability of information regarding the management of elementary school memorization programs in Kebumen Regency. In addition to East Java which is famous as a city of Islamic boarding schools, Kebumen also has a characteristic with the slogan Kebumen Beriman. The slogan indicates a specialization related to religion in Kebumen Regency. In addition, the advantages of the research location (Ulil Albab Islamic Elementary School, Kebumen) also differentiate it from other studies. As previously mentioned, Ulil Albab Islamic Elementary School has a special program that is not owned by other public or private schools in terms of Islamic programs, such as memorization Qur'an, TPQ, and *madin*. The research area is also rarely explored by previous researchers. Due to the lack of information about the memorization program at Ulil Albab Islamic Elementary School, Kebumen, researchers are interested in studying more deeply the management of the memorization Qur'an program at Ulil Albab Islamic Elementary School, Kebumen.

METHODS

This research is qualitative research. The type of research used is descriptive research. This type is interpreted as a study that examines

natural objects in detail and emphasizes the generalization of results through various techniques (Gower & Shanks, 2014). The sources/subjects of this study include the principal of Ulil Albab Islamic Elementary School, Kebumen, the head of the Qur'an memorization, the *ustadz/ah* of the Qur'an memorization, and the students of Ulil Albab Islamic Elementary School, Kebumen.

Data were collected through observation, interviews, and documentation. Observations include observations of direct symptoms at Ulil Albab Islamic Elementary School related to the Qur'an memorization program. Interviews include questions from all sources with interview guidelines. Documentation includes writings, pictures, and works related to the Qur'an memorization program at Ulil Albab Islamic Elementary School, Kebumen. Data were analyzed using interactive analysis from the Miles and Huberman model (Miles & Huberman, 1994). The techniques are data reduction, data presentation, and verification/drawing conclusions. Data reduction includes selecting the main points related to the focus of the research. Data presentation includes a description of the research results in the form of descriptions, charts, pictures, or tables. Verification and conclusions contain the final conclusions of the research as a whole.

FINDINGS AND DISCUSSION

Findings

The findings of this study contain the management of the Qur'an memorization program at Ulil Albab Islamic Elementary School, Kebumen. The results contain planning, organization, implementation, and supervision. The first part finds out about the planning of the Qur'an memorization program at Ulil Albab Islamic Elementary School, Kebumen. The school has carried out planning followed by the Foundation and the Qur'an memorization. All school stakeholders have planned the program targets in detail so that the main goals or targets can be achieved. The planning was discussed before the new school year with all members of the teaching staff at the Ulil Albab Foundation which was adjusted to the needs of the students. The objectives of the program focus on preserving the Qur'an on earth. This is in line with what was stated by the principal through interviews,

"We hope that this program will be our first step to make this school a Qur'anic school that always chants the verses of the Qur'an. Alhamdulillah, now it has been programmed to learn the Memorization Qur'an every day for 45 minutes."

Other parties also conveyed similar things about the planning of the memorization Qur'an program. One of the female teachers said,

"The learning planning for the Quran memorization program at Ulil Albab Islamic Elementary School, Kebumen was carried out before the implementation of the school year, namely at the beginning of the school year, we planned this memorization program for the next school year which consists of the odd semester Quran memorization program and the even semester Quran memorization program."

There are several important points about the planning of the memorization program that have been discussed together, namely the objectives of the program, those in charge, the memorization targets of the students, and the schedule for implementing memorization. In addition, the principal said that the memorization method and the room used were also discussed in this program. In the interview, the deputy head of curriculum said that the learning method used was the deposit method. This statement is in line with the following documentation results.



Figure 1. Students' Memorization Deposits

In addition to discussing the objectives of the planning, it also contains the vision and mission of the memorization Qur'an program. The vision, mission, and objectives of this program are aimed at the formation of students who memorize the Qur'an, have noble morals, enjoy practicing, and have the creed of *ahlussunah wal jama'ah*. Ulil Albab Islamic Elementary School, Kebumen has a strategy to improve the memorization of students. The strategy is that students are not allowed to

continue to other verses before the previous verse has been memorized. Various facilities and infrastructure have been provided to meet the implementation of the memorization program, such as the Qur'an, study tables, books, and study rooms.

The second part discusses the organization of the Qur'an memorization program at Ulil Albab Islamic Elementary School, Kebumen. The organization has been realized in the formation of the management structure of formal and non-formal institutions at Ulil Albab Islamic Elementary School, Kebumen. The Memorization program learning has been fully carried out by the *ustadz/ah* together with the students. Each *ustadz/ah* has been given a quota of students to be taught. Each teacher has 10-18 students. The organization also includes the learning schedule at SDI Ulil Albab Kebumen. The implementation is carried out every Monday to Saturday. The time used is approximately 15 to 30 minutes including prayer memorization activities, memorization deposits, and verse *mudarosah*. The following is the organizational structure of the Al-Qur'an Education Institution at Ulil Albab Islamic Elementary School, Kebumen.



Figure 2. Organizational Structure

The third part discusses the implementation of the Quran memorization program at Ulil Albab Islamic Elementary School, Kebumen. After conducting a series of observations and interviews, it was discovered that the implementation of this program began with the acceptance of new students and the new school year. All parties participated in the implementation of this program. The implementation of this program has been running every Monday to Saturday starting from 09.00 to 10.15 WIB. The activities carried out include joint memorization, additional memorization preparation, and verse submission. There is a

special schedule on Saturdays in the form of additional memorization lessons. One of the speakers said:

"The Quran memorization program at Ulil Albab Islamic Elementary School, Kebumen, especially on Saturdays, is for girls to study the *Risalatul Mahid* and *Fasholatan* books taught by their respective female teachers, while the boys study the *Mabadi* and *Fasholatan* books taught by female teachers."

In addition, there are weekly activities, such as book studies, *semakan*, *haflah*, and others that are adjusted to school conditions. Before the program begins, teachers first prepare attendance and provide teacher handbooks and the Qur'an. Several other activities are also carried out, such as motivating students from the Foundation, the head of memorization, and teachers. The motivation provided includes improving the quality of human resources and providing direction to memorization teachers to be more patient in teaching students. In addition, there is a program to guide memorization teachers and students. The guidance includes conveying teaching difficulties from teachers and the readiness of students to memorize. The fourth part of this finding is the evaluation and supervision of the Qur'an memorization program at Ulil Albab Islamic Elementary School, Kebumen. Based on observations and interviews with the head of the memorization, the results:

"The juz increase test is carried out by students after memorizing ¼ juz and 1 juz. The 1 juz increase test is not carried out directly for 1 juz, but ½ ½. Students may continue to the next juz (continue) if they are fluent, if they are not fluent then they must repeat it."

Supervision is carried out directly by the supervisor and administrators of the Foundation. The supervision time is uncertain. Supervision includes anticipating problems before the implementation of the Qur'an memorization program. Teacher recruitment meetings are preliminary supervision. In addition, there is supervision related to the difficulties experienced by students. The leadership will provide solutions and direction to the problems experienced by teachers. Then, ongoing supervision is carried out while the Qur'an memorization program is running. This supervision is led by the memorization coordinator and memorization teachers. The principal supervises this program once a month, such as when learning hours are

carried out by going around to see the process of teaching students and teaching teachers at the boarding school.

Furthermore, supervision is carried out after the program is completed. This is known as feedback control. This control is carried out by the memorization program coordinator. Feedback from the coordinator includes the students' memorization along with their achievement records. If there are still students who are slow, then special time is given to the students to adjust their reading of the Qur'an.

Discussion

The research findings show that the management of the Qur'an memorization program at Ulil Albab Islamic Elementary School, Kebumen has been running well. Program planning has indicated a mature planning process. The school has considered all decisions in the initial planning based on the plan that was formed. This is following the function of planning in management. According to Faiz et al. (2024), planning plays a very important role in moving other management functions. Each initial plan has been discussed first before a final decision is made. In this case, the discussion includes the preparation of the vision, mission, and objectives of the Qur'an memorization program according to the rules.

The analysis of the plan carried out is following Terry's management theory where mature planning has the potential for the sustainability of the Education program (Maduningtias et al., 2022). French's view (2019) states something similar where planning is based on context, culture, social, and skills, to practical planning that supports an Educational Institution. Planning is not only controlling things that are not yet visible but also capturing opportunities to overcome challenges in the future. Planning requires the role of managers related to the selection of objectives, procedures, and existing alternative programs (Stelzenmüller et al., 2021). Similar things are also obtained in terms of organization. The school has prepared a complete organizational structure as well as the role of each administrator. In addition, the organization of the methods used has also been adjusted to the abilities of the teachers. This stage has reflected the function of organizing in management. As defined, organizing includes the management and arrangement of all resources according to their respective competencies so that they run

optimally (Mohzana et al., 2023). This function creates a relationship that supports each other.

Each institution needs to place each of its members to provide the facilities and infrastructure needed by an institution and delegate tasks to each individual in carrying out activities. During the organizing process, there is a relationship between school residents to work together to carry out joint tasks and gain personal satisfaction while completing the task (Basalamah & As'ad, 2021; Murwaningsih & Fauziah, 2023). Furthermore, the implementation also took place optimally because the initial stage had been carried out carefully. Based on the results, the memorization program at Ulil Albab Islamic Elementary School, Kebumen has been carried out effectively. Even this program is carried out every day. The implementation of this program is proof that the optimization of the Qur'an memorization has gone as it should. All school parties have worked together well so that the objectives of the initial planning have been achieved. Implementation includes the implementation of a plan. This effort is maximized by mobilizing and mobilizing all members of the organization and utilizing facilities to complete joint tasks. The success of this process needs to be supported by each member who works with full sincerity (Cahya et al., 2021). This finding is relevant to the results of other studies that state that teamwork has a positive effect on teacher performance (Simorangkir, 2022). This cooperation is manifested in the implementation of each teacher's duties to the maximum, as well as assistance to Quran memorization teachers who experience obstacles in teaching Quran memorization methods to students. The findings were also agreed upon by the fact that the collaboration between the Quran memorization team and the Quran education park (TPQ) created a strong synergy to improve the quality of the students' Quran education (Maula, 2025). In implementing a program, motivation and guidance from superiors or principals are also needed in an organization (Setiawan, 2021). Leaders also need to provide rewards and punishments to improve the difficulties faced by teachers/subordinates.

The next thing includes supervision and evaluation which has also been running optimally. All high-ranking officials of the Foundation took part in the supervision and evaluation of the memorization program at Ulil

Albab Islamic Elementary School, Kebumen. This process is carried out so that all members work together, move according to direction, and are motivated to achieve the general goals of the foundation. Each evaluation has been carried out according to standard standards. Supervision is carried out based on the initial process, core, to evaluation to obtain feedback. The three processes are following the theory of preventive and repressive supervision. The two theories mean that supervision is carried out on activities before and after the activities are carried out. Supervision is the last function that needs to be carried out in management because a long process has been passed. Supervision contains a measure of how far the planned results have been achieved (Kim et al., 2021). In addition, the function of supervision also leads to the utilization of resources to be more efficient and effective. This finding is in line with previous research which states that supervision affects teacher work discipline and performance (Dewi & Nikmah, 2022; Gea, 2022). The supervision is in the form of active monitoring of the activities of all Qur'an memorization program implementers so that discipline is maintained.

CONCLUSION

This study concludes that the management of the Qur'an memorization program at Ulil Albab Islamic Elementary School, Kebumen has been running optimally through planning, organizing, implementing, and supervising. Program planning is carried out by setting goals, visions, and missions, memorization targets, lesson schedules, strategies, and learning facilities and infrastructure. The organization includes the preparation of the Qur'an memorization program organization along with a description of the duties of each position. The implementation of the Qur'an memorization program is carried out for six days (Monday to Saturday) accompanied by the provision of motivation, guidance, and new strategies in memorizing. Supervision and evaluation are carried out by the Foundation and through preliminary supervision, ongoing supervision, and feedback supervision.

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