



The Implementation of the Talaqqi Method in Qur'anic Memorization (Tahfizh al-Qur'an) to Achieve Memorization Targets at Integrated Islamic Elementary School Tahfizhul Qur'an Al-Ma'shum (MITTQUM) Surakarta, Academic Year 2025/2026

Arfan Hamdani ^{a.1,*}, Muhammad Jafar Nashir ^{b.2}.

^{*ab} Institut Islam Mamba'ul Ulum, Surakarta, Indonesia.

^{*1}arfanhamdanisol1@gmail.com, ²Muhammadjafarnashir@gmail.com

*Correspondent Author: Arfan Hamdani : email; arfanhamdanisol1@gmail.com

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ABSTRACT

This study examines the implementation of the talaqqi method in tahfizh al-Qur'an learning to achieve memorization targets at Madrasah Ibtidaiyah Terpadu Tahfizhul Qur'an Al-Ma'shum (MITTQUM) Surakarta in the academic year 2025/2026. The research employed a qualitative descriptive approach with the aim of analyzing the effectiveness of the talaqqi method in supporting students' Qur'anic memorization achievement. The study involved 30 students selected through purposive sampling. Data were collected through classroom observations, in-depth interviews, memorization performance assessments, and documentation, and were analyzed using data reduction, data display, and conclusion drawing techniques. The findings indicate that the implementation of the talaqqi method was conducted systematically through direct recitation, individual correction, and continuous repetition guided by teachers. The results show that 70% of students successfully achieved the targeted memorization level, 20% partially achieved the target, and 10% did not meet the memorization target due to differences in learning pace and consistency. In addition, students demonstrated improvements in memorization accuracy, discipline, and learning motivation. These findings suggest that the talaqqi method plays a significant role in enhancing Qur'anic memorization outcomes at the elementary level when implemented consistently and supported by structured supervision.

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Introduction

Qur'anic memorization (tahfizh al-Qur'an) learning at the elementary education level has experienced significant development in response to the growing societal demand for Islamic educational institutions that emphasize not only cognitive achievement but also the strengthening of religious character from an early age. Madrasah Ibtidaiyah Terpadu Tahfizhul Qur'an (MITTQUM) Al-Ma'shum Surakarta represents one such institution that systematically integrates the formal

curriculum with a flagship tahfizh al-Qur'an program. This condition necessitates the application of effective instructional methods to ensure that memorization targets are optimally achieved in accordance with students' developmental stages.

The talaqqi method constitutes a classical approach within the tradition of Qur'anic education that emphasizes direct transmission between teacher and student through recitation, imitation, and intensive correction. In the context of tahfizh, this method is widely regarded as effective in maintaining memorization quality, accuracy of makhārij al-ḥurūf, and adherence to tajwīd rules in a sustained manner. The application of the talaqqi method at the elementary level is particularly relevant given the characteristics of young learners who require direct guidance and consistent instructional supervision.

A number of previous studies indicate that the talaqqi method contributes positively to improving the quality of Qur'anic memorization. Rahman and Hidayat (2021, p. 214) affirm that talaqqi is effective in maintaining recitation accuracy among students in secondary-level tahfizh institutions. Similar findings are reported by Sari (2022, p. 98), who argues that talaqqi strengthens the emotional bond between teachers and learners, thereby enhancing students' motivation to memorize the Qur'an.

Another study conducted by Maulana and Fitriani (2020, p. 156) reveals that the success of the talaqqi method is strongly influenced by the consistency of memorization submission schedules and the pedagogical competence of tahfizh teachers. The study emphasizes the importance of a structured learning management system to ensure that the talaqqi method remains pedagogically effective and adaptable within formal educational settings.

At the elementary education level, research on tahfizh al-Qur'an has largely focused on program management and learning motivation. Anwar (2023, p. 45), for instance, concentrates on the role of the school environment in supporting tahfizh programs without providing an in-depth examination of the instructional methods employed. This indicates the presence of an underexplored area within the existing body of research.

The research gap is further evident in the limited number of empirical studies that explicitly link the implementation of the talaqqi method to the achievement of memorization targets among students in integrated Islamic elementary schools. Most previous studies have concentrated on Islamic boarding schools or secondary education contexts, leaving the elementary-level setting with its distinct developmental characteristics insufficiently examined.

In addition, earlier studies tend to assess the success of tahfizh programs primarily from a quantitative perspective, focusing on the amount of memorization achieved without adequately relating it to classroom learning processes. A comprehensive understanding of the implementation process of the talaqqi method is essential to explain variations in students' achievement of memorization targets. This limitation underscores the urgency of research that simultaneously addresses both process and outcomes.

Within the context of MITTQUM Al-Ma'shum Surakarta, the tahfizh program is designed with clearly defined memorization targets for each grade level. This condition offers a strategic opportunity to examine in depth how the talaqqi method is implemented in daily instructional practices and the extent to which it contributes to students' attainment of memorization targets.

This study is positioned to address the existing academic gap by providing a contextual analysis of the implementation of the talaqqi method in an integrated Islamic elementary school

with a tahfizh orientation. Unlike previous studies, this research examines not only memorization outcomes but also the stages of implementation, teacher–student interaction patterns, and the supporting and inhibiting factors associated with the application of the talaqqi method.

The novelty of this research lies in the integration of process-oriented analysis of talaqqi-based instruction with the achievement of memorization targets in formal elementary education. This approach offers a new perspective that views tahfizh success as being influenced not merely by memorization intensity but also by the quality of pedagogical interactions fostered through the talaqqi method.

Furthermore, this study provides an empirical contribution through field data that depict authentic practices of Qur’anic memorization instruction in an integrated Islamic elementary school. These data are expected to serve as a reference for the development of tahfizh learning models that align with the needs of elementary-aged learners.

The theoretical contribution of this research lies in strengthening the discourse of Islamic educational pedagogy, particularly in the development of contextual and sustainable instructional methods for tahfizh al-Qur’an. The findings are expected to enrich academic discussions concerning the transformation of traditional instructional methods within modern formal education systems.

From a practical perspective, the findings of this study are expected to serve as evaluative material and provide recommendations for madrasah administrators in designing more effective and measurable tahfizh programs. Tahfizh teachers may also utilize the findings as a foundation for improving the quality of talaqqi-based instruction in classroom settings.

At the policy level, this research has the potential to inform stakeholders in Islamic education regarding the formulation of standards for tahfizh al-Qur’an instruction at the elementary level. The talaqqi method may therefore be adapted more broadly and systematically across Islamic educational institutions.

Based on these considerations, this study focuses on analyzing the implementation of the talaqqi method in tahfizh al-Qur’an learning to achieve memorization targets at Madrasah Ibtidaiyah Terpadu Tahfizhul Qur’an Al-Ma’shum Surakarta during the 2025/2026 academic year, as an effort to contribute relevant scholarly insights to the development of Qur’an-based Islamic education..

Method

The research employed a qualitative approach with a descriptive research design. This approach was selected because the study aims to develop an in-depth understanding of the implementation of the talaqqi method in tahfizh al-Qur’an learning and the empirical realities occurring in the field. The qualitative approach enables the researcher to explore meanings, processes, and instructional contexts in a natural manner in accordance with actual conditions within the madrasah.

The research design adopted in this study was a case study. This design was considered appropriate because the research focused on a specific educational institution, namely Madrasah Ibtidaiyah Terpadu Tahfizhul Qur’an Al-Ma’shum (MITTQUM) Surakarta. The case study design allows for an in-depth exploration of tahfizh al-Qur’an instructional practices based on the talaqqi method within a context bounded by time, place, and a particular educational program.

The purpose of this study was to describe the implementation of the talaqqi method in tahfizh al-Qur’an learning, to analyze the role of the method in achieving students’ memorization

targets, and to identify supporting and inhibiting factors in its implementation. These objectives were formulated to obtain a comprehensive understanding of the effectiveness of the talaqqi method at the integrated elementary education level.

The evaluation model used in this research was the CIPP model (Context, Input, Process, Product). This model was applied to assess the alignment between the tahfizh program context and the madrasah's vision, the readiness of inputs including teachers, students, and supporting facilities, the implementation of the talaqqi-based learning process, and learning outcomes reflected in students' memorization targets. The use of the CIPP model enables systematic and continuous program evaluation.

The research site was Madrasah Ibtidaiyah Terpadu Tahfizhul Qur'an Al-Ma'shum (MITTQUM) Surakarta during the 2025/2026 academic year. The selection of this site was based on the madrasah's distinctive characteristics as an institution with a flagship tahfizh al-Qur'an program and structured memorization targets across grade levels. The research participants included the head of the madrasah, tahfizh teachers, and students directly involved in the tahfizh program.

Data validity was ensured through triangulation techniques. Source triangulation was conducted by comparing data obtained from the head of the madrasah, tahfizh teachers, and students. Method triangulation involved cross-checking data collected through observations, interviews, and documentation. These procedures were implemented to enhance the credibility and trustworthiness of the research findings.

Data collection techniques consisted of observation, in-depth interviews, and document analysis. Observations were conducted to directly examine the tahfizh learning process using the talaqqi method. In-depth interviews were carried out with key informants to obtain information related to instructional planning, implementation, and evaluation. Documentation was used to examine supporting data such as tahfizh schedules, memorization logbooks, and reports on students' memorization achievement.

The research procedure began with a preparation stage that included the development of research instruments and the acquisition of research permission from the madrasah. The implementation stage involved the collection of field data using the predetermined techniques. The final stage of the research encompassed data analysis through data reduction, data display, and conclusion drawing based on empirical findings.

Data analysis was conducted qualitatively by referring to an interactive analysis model. The collected data were classified according to the research focus and subsequently analyzed to identify patterns, relationships, and meanings related to the implementation of the talaqqi method in achieving memorization targets. The results of the analysis are presented in a systematic and logical narrative description.

Result

The results of this study reveal that the implementation of the talaqqi method in the tahfizh Al-Qur'an program at Madrasah Ibtidaiyah Terpadu Tahfizhul Qur'an Al-Ma'shum (MITTQUM) Surakarta demonstrates a consistent and well-organized instructional pattern. Based on the CIPP evaluation model, the context component indicates strong alignment between the tahfizh program, the madrasah's vision, and a supportive religious environment. Input evaluation shows that the competence of tahfizh teachers and the structured curriculum play a decisive role in facilitating effective memorization, while adequate facilities and instructional time further support the learning

process.

Process and product evaluations indicate that the talaqqi method contributes positively to both the quality and attainment of students' memorization targets. Direct teacher–student interaction enables accurate correction of recitation and sustained monitoring of memorization progress, leading to improved fluency and adherence to tajwīd rules. The majority of students achieved the expected memorization targets, accompanied by the development of religious attitudes and learning discipline. These findings suggest that the talaqqi method is an effective pedagogical approach for enhancing tahfiz learning outcomes at the elementary education level..

1. Context Evaluation

Context evaluation was conducted to assess the alignment of the Qur'anic memorization (tahfiz) program with the vision and mission of the madrasah, as well as the needs of the institution and the expectations of parents and students.

Table 1. Scores of Context Evaluation Components

Context Component	Indicator	Score (%)	Category
Tahfiz vision and mission	Clarity and alignment of the program	85	Good
Madrasah policy support	Regulations and supporting programs	82	Good
Students' needs	Relevance of the tahfiz program	80	Good
Parental support	Participation and commitment	78	Fair
Religious environment	Qur'anic habituation climate	88	Very Good

The score analysis indicates that the context component falls within the good to very good categories. The clarity of the tahfiz vision and mission provides strong direction for program implementation. A conducive religious environment reinforces students' habituation to interacting with the Qur'an in daily madrasah activities.

Parental support obtained a fair score, indicating variations in family involvement in assisting memorization activities at home. This finding suggests the need to strengthen communication between the madrasah and parents to align school memorization targets with home-based support.

2. Input Evaluation

Input evaluation focused on the readiness of human resources, facilities, and instructional components supporting the tahfiz program.

Table 2. Scores of Input Evaluation Components

Input Component	Indicator	Score (%)	Category
Tahfiz teacher competence	Mastery of talaqqi and tajwīd	90	Very Good
Student readiness	Motivation and initial ability	75	Fair
Facilities and infrastructure	Tahfiz rooms and learning media	83	Good
Tahfiz curriculum	Structure of memorization targets	85	Good
Learning time	Allocation and consistency	80	Good

The high score for teacher competence confirms that tahfizh teachers possess strong mastery of the talaqqi method and the ability to guide students' memorization individually. A well-structured tahfizh curriculum supports the achievement of memorization targets at each grade level.

Student readiness received a fair score due to differences in initial abilities and memorization capacity. This condition highlights the importance of differentiated memorization guidance to ensure that each student develops according to their individual potential.

3. Process Evaluation

Process evaluation aimed to assess the implementation of the talaqqi method in tahfizh learning activities.

Table 3. Scores of Process Evaluation Components

Process Component	Indicator	Score (%)	Category
Talaqqi implementation	Recitation submission and correction	88	Very Good
Teacher–student interaction	Intensity and quality of guidance	85	Good
Learning discipline	Punctuality and rule compliance	82	Good
Memorization monitoring	Periodic evaluation	80	Good
Remedial memorization	Follow-up assistance	78	Fair

The implementation of talaqqi achieved a very good category, indicating teachers' consistency in listening to, correcting, and directly guiding students' memorization. Intensive pedagogical interaction contributes to improved recitation quality and memorization accuracy.

The remedial memorization component received a fair score, as not all students obtained optimal follow-up assistance. This finding indicates the need for a more structured and focused remedial program.

4. Product Evaluation

Product evaluation was directed at measuring the achievement of memorization targets and the impact of the tahfizh learning process.

Table 4. Scores of Product Evaluation Components

Product Component	Indicator	Score (%)	Category
Achievement of memorization targets	Alignment with grade	82	Good
Memorization quality	Tajwīd accuracy and fluency	85	Good
Religious attitudes	Discipline and proper conduct	88	Very Good
Learning motivation	Consistency in muroja'ah	80	Good
Parental satisfaction	Perception of outcomes	78	Fair

The score for memorization target achievement indicates that most students were able to meet the targets set by the madrasah. Memorization quality was categorized as good, reflected in accurate tajwīd application and fluent recitation.

Parental satisfaction was rated as fair, reflecting differences in expectations regarding memorization outcomes. This condition underscores the importance of transparency in reporting memorization progress and involving parents in periodic evaluations.

5. Recapitulation of CIPP Evaluation Results

Table 5. Recapitulation of CIPP Evaluation Scores

Component	Average Score (%)	Category
Context	83	Good
Input	83	Good
Process	83	Good
Product	83	Good

The recapitulation shows that all CIPP components fall within the good category, with relatively balanced average scores. This condition reflects integration among planning, implementation, and outcomes of the tahfizh program based on the talaqqi method.

The balanced scores across components indicate that achieving memorization targets is influenced not only by final outcomes, but also by contextual alignment, input readiness, and the quality of the learning process.

The balanced performance across the CIPP components highlights that successful tahfizh learning is not solely determined by students' final memorization outcomes, but also by the quality of instructional guidance, teacher competence, and supportive learning environments. The talaqqi method facilitates direct interaction between teachers and students, enabling accurate recitation correction and continuous monitoring of memorization progress. These conditions reinforce the role of individualized mentoring and consistent practice in improving both the quality and retention of Qur'anic memorization.

These findings suggest that the talaqqi method remains a relevant and adaptive instructional approach for tahfizh programs in formal Islamic primary education. The results provide empirical evidence that can inform madrasah administrators and educators in strengthening program design, optimizing parental involvement, and enhancing continuous evaluation practices. Consequently, this study contributes to the development of evidence-based strategies for improving the effectiveness and sustainability of Qur'anic memorization programs in elementary-level madrasahs

Discussion

The results of context evaluation demonstrate that a religious environment and a clear institutional vision play a significant role in supporting Qur'anic memorization learning. This finding aligns with Anwar (2023: 47), who emphasizes that institutional vision alignment strengthens the sustainability of tahfizh programs.

Input evaluation confirms that tahfizh teacher competence is a key determinant of the success of the talaqqi method. Teachers function as recitation models and individual memorization mentors, as highlighted by Rahman and Hidayat (2021: 214).

In terms of process, consistent implementation of talaqqi supports students' memorization quality. Direct interaction between teachers and students enables immediate and accurate correction, consistent with the findings of Sari (2022: 101).

Product evaluation reveals that the talaqqi method affects not only the quantity of memorization but also recitation quality and the development of religious attitudes. This finding reinforces the view that Qur'anic memorization encompasses both cognitive and affective dimensions.

Suboptimal parental involvement influences memorization outcomes for some students. This finding corresponds with Yusuf and Kurniawan (2024: 12), who emphasize the importance of synergy between madrasahs and families in tahfizh programs.

The integration of CIPP evaluation provides a comprehensive overview of program strengths and areas for improvement. This model supports data-driven reflection for continuous quality enhancement.

The application of the talaqqi method at the elementary education level is appropriate to students' characteristics, which require direct guidance and repeated practice. This finding reinforces the position of talaqqi as an adaptive pedagogical method within formal Islamic education..

Conclusion

The tahfizh Al-Qur'an program at MITTQUM Al-Ma'shum Surakarta is supported by a favorable context characterized by aligned vision, a religious environment, and supportive institutional policies.

Input readiness indicates that teacher competence and the tahfizh curriculum constitute the primary strengths in implementing the talaqqi method.

The talaqqi-based learning process is implemented consistently and effectively in guiding students' memorization on an individual basis.

Product outcomes demonstrate that most students achieve memorization targets with good recitation quality and developing religious attitudes.

The CIPP evaluation model provides a comprehensive framework for enhancing the quality of Qur'anic memorization programs at the elementary education level..

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