



The Implementation of the Ummi Method in Memorizing Short Qur'anic Surahs at Khalifah 27 Kindergarten Jakabaring Palembang

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Abstract

This study aimed to describe the implementation of the Ummi Method in improving the ability to memorize short surahs at TK Khalifah 27 Jakabaring Palembang. The study was motivated by the varying abilities of young children in memorizing short surahs, indicating the need for a learning method that is appropriate to their developmental characteristics. This research employed a qualitative approach with a descriptive design. Data were collected through observation, interviews, and documentation involving the principal, classroom teacher, Ummi Method teacher, and students. The data were analyzed through data reduction, data display, and conclusion drawing, while data validity was ensured through triangulation. The findings revealed that the implementation of the Ummi Method was carried out systematically through opening activities, *muraja'ah* (memorization review), classical and individual learning, and repeated memorization using the one-verse-per-day system. The method helped children memorize short surahs gradually, improved the fluency and accuracy of recitation, and increased their confidence in presenting their memorization. The successful implementation of the Ummi Method was supported by teachers' competence, appropriate learning media, and collaboration between the school and parents in guiding children's *muraja'ah* at home. Therefore, the implementation of the Ummi Method effectively supports the development of young children's ability to memorize short surahs at TK Khalifah 27 Jakabaring Palembang.

[Penelitian ini bertujuan untuk mendeskripsikan implementasi penerapan Metode Ummi terhadap kemampuan menghafal surah pendek di TK Khalifah 27 Jakabaring Palembang. Penelitian ini dilatar belakangi oleh masih beragamnya kemampuan anak dalam menghafal surah pendek sehingga diperlukan metode pembelajaran yang sesuai dengan karakteristik anak usia dini. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi terhadap kepala sekolah, guru kelas, dan peserta didik. Data dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji menggunakan triangulasi. Hasil penelitian menunjukkan bahwa implementasi Metode Ummi telah dilaksanakan secara sistematis melalui kegiatan pembukaan, muroja'ah, pembelajaran klasikal dan individual, serta pengulangan hafalan dengan sistem satu hari satu ayat. Penerapan metode ini membantu anak menghafal surah pendek secara bertahap, meningkatkan kelancaran hafalan, ketepatan pelafalan, dan kepercayaan diri dalam menyertorkan hafalan. Keberhasilan implementasi Metode

Umami didukung oleh kompetensi guru, penggunaan media pembelajaran yang sesuai, serta kerja sama antara sekolah dan orang tua dalam membimbing muroja'ah di rumah. Dengan demikian, penerapan Metode Umami mampu mendukung perkembangan kemampuan menghafal surah pendek pada anak usia dini di TK Khalifah 27 Jakabaring Palembang.]

Keywords: Umami Method; Qur'anic Memorization; Early Childhood Education.

Introduction

Early childhood education is a crucial foundation for shaping all aspects of a child's development, including the development of religious and moral values (Murtopo & Zuraita, 2021; Sapendi et al., 2026). During the golden age, children are highly receptive to various stimuli, making it an ideal time to instill religious values from an early age. One way to instill these religious values is by familiarizing children with the Quran through reading and memorizing short surahs (Karima et al., 2022). This familiarization aligns with the national education goal of developing students who are faithful, pious, and possess noble character. The short surahs in *Juz 'Amma* were chosen as the initial material because they have a relatively small number of verses, are easy to remember, and are frequently used in prayer. Therefore, memorization is an important indicator of Quranic learning for early childhood (Oktarina & Latipah, 2021).

The process of memorizing the Qur'an in early childhood requires learning methods that are appropriate to their developmental characteristics (Armita et al., 2024; Nurhasanah et al., 2024). Imam Al-Ghazali emphasized that children need a balance between learning and play to avoid boredom, while B. F. Skinner's behaviorist theory explains that learning abilities are formed through stimulus, response, repetition, and reinforcement. Therefore, repeated *muroja'ah* activities are an important strategy in strengthening children's memory of memorizing the Qur'an. In addition to training memory skills, memorizing short surahs can also improve concentration, discipline, study habits, and shape the religious character of students from an early age (Muftaba, 2026).

However, the ability to memorize short surahs in early childhood still shows mixed results (Nur Inten & Agustina, 2022; Tiwuk et al., 2025; Yuherman et al., 2025). Several children are able to memorize well and fluently, while others still have difficulty recalling verses, maintaining memorization, or reciting readings according to tajweed rules. This condition is influenced by various factors, such as learning motivation, concentration level, *muroja'ah* intensity, teacher and parental guidance, and the learning methods used (Helmi et al., 2025). In addition, technological developments and children's increasing interest in digital games also pose challenges in learning the Qur'an, so educators are required to implement learning strategies that are innovative, fun, and appropriate to the characteristics of early childhood (Setiyowati et al., 2025).

One method widely applied in learning the Qur'an is the Umami Method. This method uses a mother tongue approach by emphasizing teacher role models, classical and individual learning, repetition of readings, and loving learning so that it is in accordance with the learning characteristics of early childhood (Yulianto & Subando, 2026). Learning is carried out through stages of listening, imitating, reading, and *muroja'ah* gradually so that it helps students memorize the Qur'an with correct pronunciation while strengthening memorization (Dariyanto et al., 2025). This concept makes the Umami Method an alternative to learning the Qur'an that is systematic, fun, and oriented towards the formation of Qur'anic character.

Previous research has shown that the Umami Method is effective in improving children's ability to read and memorize the Quran. Research (Syaihu, 2022) proves that this method is able to improve the ability to read the Quran in children aged 7-13 years, while research (Izzati, 2025), shows an increase in the ability to memorize short surahs through habituation, repetition, and teacher guidance.

However, these studies focus more on improving learning outcomes or the ability to read the Quran, while studies that specifically examine the implementation of the Ummi Method on the ability to memorize short surahs in early childhood, especially in kindergarten educational institutions, are still relatively limited. Thus, this study offers novelty through examining the process of implementing the method as well as its relationship to students' memorization abilities.

Based on the results of initial observations at Khalifah 27 Kindergarten, Jakabaring, Palembang, it is known that the school has implemented the Ummi Method in learning the Qur'an through classical, individual, and muraja'ah activities regularly. However, the ability to memorize short surahs of students has not shown even results. Of the 20 children observed, as many as 14 children were able to participate in memorization activities well and actively during *muraja'ah*, while the other 6 children still had difficulty recalling memorization, reciting the readings incorrectly, and had low learning concentration. This condition indicates the need for a more in-depth study regarding the implementation of the Ummi Method on the ability to memorize short surahs in Khalifah 27 Kindergarten, Jakabaring, Palembang. Therefore, this study aims to describe the implementation of the Ummi Method and the ability to memorize short surahs of students, so that the results of the study are expected to provide theoretical contributions in the development of Qur'an learning in early childhood education as well as being a practical reference for teachers in improving the quality of tahfiz learning.

Method

This study uses a qualitative approach with a descriptive research type to describe in depth the implementation of the Ummi Method on the ability to memorize short surahs in early childhood. The qualitative approach was chosen because the study focuses on understanding natural phenomena through direct observation of the learning process, while the descriptive type is used to systematically describe the implementation of the Ummi Method and the ability to memorize short surahs of students without manipulating the conditions studied. The study was conducted at Khalifah 27 Kindergarten Jakabaring Palembang which is located at Jalan Pangeran Ratu Blok CC No. 002, Jakabaring, Palembang City, South Sumatra from April to May 2026. The location selection was based on the consideration that the school has consistently implemented the Ummi Method in learning the Qur'an, especially in memorizing short surahs.

The research subjects were children in group A of Khalifah 27 Kindergarten, Jakabaring, Palembang, aged 4-5 years old, who were learning using the Ummi Method. The selection of subjects was based on the characteristics of children's development, who were at an optimal stage in their ability to remember and imitate, making them suitable for short surah memorization activities. Research informants were selected purposively, consisting of class teachers, Ummi Method teachers, and the principal. Class teachers and Ummi Method teachers became the main informants because they were directly involved in the implementation of learning, while the principal acted as a supporting informant who provided information regarding policies and the implementation of the Al-Qur'an learning program in kindergarten.

The research data sources consist of primary and secondary data. Primary data were obtained directly through observations of the learning process, interviews with class teachers, Ummi Method teachers, and the principal, as well as observations of children's abilities in memorizing short surahs. Secondary data were obtained through various supporting documents, such as the Daily Learning Implementation Plan (RPPH), the Ummi Method guidebook, student attendance lists, child development records, and documentation of learning activities. Data collection techniques were carried out through observation, interviews, and documentation to obtain comprehensive information regarding the implementation of the Ummi Method in learning to memorize short surahs.

Data validity was maintained through triangulation techniques, including source triangulation, technical triangulation, and theoretical triangulation. Source triangulation was conducted by comparing information obtained from students, classroom teachers, Ummi Method teachers, and the principal. Technical triangulation was conducted by comparing the results of observations, interviews, and documentation to strengthen each other. Meanwhile, theoretical triangulation was conducted by comparing research findings with various theories and relevant previous research results to make data interpretation more objective and accountable.

Data analysis refers to the Miles and Huberman (Miles et al., 2014) model, which includes four stages: data collection, data reduction, data presentation, and conclusion drawing. Data obtained through observation, interviews, and documentation were first collected, then reduced by selecting relevant information according to the research focus. In the next stage, the data were presented in descriptive form to facilitate the interpretation process regarding the implementation of the Ummi Method and the students' ability to memorize short surahs. The final stage was carried out by drawing conclusions based on the overall research findings to comprehensively describe the implementation of the Ummi Method on the ability to memorize short surahs at Khalifah 27 Kindergarten, Jakabaring, Palembang.

Results and Discussion

Ummi Method and Short Surah Memorization

The results of observations, interviews, and documentation show that the Ummi Method has been consistently applied in Al-Qur'an learning at Khalifah 27 Kindergarten, Jakabaring, Palembang. Learning is carried out every day after the ice breaking activity and before the core learning begins. The class teacher explained that memorization activities are carried out routinely before learning takes place, as conveyed by Mrs. YC, *"Yes, every day after ice breaking, before the Dhuha prayer, and before learning begins, from 08.30-09.30 WIB, after that we continue learning"* (CW 2.4). These findings indicate that memorization activities have become part of daily habits so that students have the opportunity to repeat memorization continuously.

The implementation of the Ummi Method is carried out through gradual learning with a one-day-one-verse system. The principal explained that *"The Ummi Method is easy to apply in learning to memorize short surahs because it uses a one-day-one-verse system. Through this system, children can memorize little by little, making it easier to understand and remember the verses being studied. In addition, daily repetition helps children improve their memorization skills gradually"* (CW 1.3). Furthermore, the class teacher added that learning begins with greetings, reading Surah Al-Fatihah, prayers, *muroja'ah* of the memorized surah, then continues reading using the Ummi Method (CW 2.5). These results indicate that the implementation of the Ummi Method is carried out systematically through structured learning stages, starting from providing reading examples, repetition, to individual memorization submission. This finding is in line with the concept of the Ummi Foundation which emphasizes the principles of direct method, repetition, and mother language so that learning takes place more easily, enjoyable, and in accordance with the development of early childhood.

In addition to the learning process, evaluation is also an important part of the implementation of the Ummi Method. The principal stated that *"Mentors from Surabaya conduct direct supervision of the class, there is a team from the center to monitor the condition of Ummi's learning"* (CW 1.5). This statement was reinforced by the class teacher who explained that *"Evaluation of the implementation of the Ummi Method is carried out through learning supervision by the Al-Qur'an coordinator, monitoring student progress through daily evaluations, grade advancement exams, and evaluation meetings"* (CW 2.6). These findings indicate that evaluation is not only carried out on student abilities, but also on the quality of learning implementation. This is in accordance with the Ummi Foundation standards which implement quality

control through supervision, monitoring, and periodic evaluation to maintain the quality of Al-Qur'an learning.

Children's Ability to Memorize Short Qur'anic Surahs

The results of the study indicate that students' ability to memorize short surahs develops through practice, repetition (*muroja'ah*), and gradual teacher guidance. Before submitting memorization individually, students first participate in group *muroja'ah* so that the memorization they have learned is maintained. This finding indicates that memorization ability is influenced not only by the learning process at school, but also by continuous practice. This is in line with the opinion that states that children's abilities develop through repeated practice, habituation, and stimulation (Citra Dewi et al., 2026; Fernando et al., 2025; Istiyani et al., 2024; Yunita et al., 2026).

The interview results showed that parental involvement was a supporting factor in the success of children's memorization. The principal explained that *"In addition to teachers, parents are also involved in supporting children's memorization because when they come home from school, children are asked to repeat the memorization learned at school"* (CW 1.6). Similarly, the class teacher said that *"Parental involvement is carried out by accompanying muroja'ah at home and monitoring children's learning progress"* (CW 2.7). Based on these findings, it can be understood that collaboration between schools and families plays an important role in strengthening students' memory of the surahs they have learned. These findings support Susanto's theory which states that the development of children's abilities is influenced by the ongoing support of the school and family environment.

In terms of fluency in reciting short surahs, the results of the study indicate that most students have been able to recite verses well according to their respective abilities, although some children still need further practice. The principal explained that *"The Umami Method is a superior program because it uses a one-day-one-verse system so that children do not forget quickly. If children have not memorized it, they are asked to repeat it at home with parental guidance"* (CW 1.7). This statement was reinforced by the class teacher who stated that *"The Umami Method can improve the ability to memorize short surahs gradually because it combines repetition, reading correction, and regular evaluation, but the results are still influenced by student discipline, teacher quality, and consistency of muroja'ah"* (CW 2.8). These findings indicate that improving the ability to memorize short surahs is the result of the implementation of systematic learning, continuous evaluation, and cooperation between teachers and parents. The results of this study are in line with the Umami Foundation theory which states that the application of the principles of the direct method, repetition, and mother language can help students memorize the Qur'an gradually so that memorization becomes stronger and pronunciation becomes more fluent.

Based on the results of observations, interviews, and documentation, the implementation of the Umami Method at Khalifah 27 Kindergarten, Jakabaring, Palembang has been carried out in a structured and continuous manner in learning the Qur'an. The application of the method is carried out through systematic learning stages, including opening activities, murojaah, delivering material with a one-day-one-verse system, memorization submission, and evaluation of student development. Learning that is carried out routinely provides opportunities for children to repeat memorization so that the ability to remember and recite short surahs develops gradually. This finding is in line with the concept of the Umami Foundation which emphasizes that learning the Qur'an needs to be done gradually, consistently, and prioritizes repetition (*muroja'ah*) so that students are able to read and memorize the Qur'an well.

The research results show that the implementation of the Umami Method positively contributed to students' ability to memorize short surahs. Most students were able to memorize surahs gradually using a one-verse-a-day system, recall their memorization through murojaah activities, and recite verses better thanks to receiving reading examples and direct guidance from the teacher. Furthermore, regular evaluations through learning supervision and memorization submissions helped teachers

monitor the progress of each student's abilities, allowing the learning process to be tailored to the child's needs.

Learning success is not only influenced by the implementation of the Ummi Method, but also by the involvement of teachers and parents. Teachers play a role in providing reading examples, guiding memorization, conducting review sessions, and evaluating student progress, while parents accompany their children in reviewing memorization at home and monitor their learning progress. This synergy between schools and families strengthens students' memorization because the repetition process takes place not only at school but also within the family environment. These findings align with the opinion that a child's development is influenced by repeated practice and support from their immediate environment, particularly family and school (Novita et al., 2026; Putri et al., 2026; Ramadani et al., 2025). The results of this study are also supported by several studies that confirm that successful memorization learning in early childhood requires collaboration between teachers and parents through ongoing mentoring and review sessions (Al Arifi et al., 2025; Fakhriyah & Rosi, 2025; Sari et al., 2026).

However, this study also identified several obstacles in the implementation of learning, such as differences in memorization abilities among students, low concentration among some students, and varying memorization repetition requirements for each child. To address these issues, teachers provided individual guidance, increased the intensity of *murojaah*, provided motivation, and maintained good communication with parents to ensure that memorization reinforcement continued regularly at home. The research results indicate that the implementation of the Ummi Method at Khalifah 27 Kindergarten, Jakabaring, Palembang, has been successful and has positively contributed to students' memorization of short surahs. This success is supported by systematic learning, the habit of *murojaah* (recitation), continuous evaluation, and good collaboration between teachers and parents, so that the ability to memorize, remember, and recite short surahs develops in accordance with the established learning targets.

Conclusion

The implementation of the Ummi Method at Khalifah 27 Kindergarten, Jakabaring, Palembang has been carried out systematically, consistently, and continuously through the application of the mother language approach, direct method, and repetition supported by *murojaah* activities, teacher guidance, and periodic evaluations. The application of this method has made a positive contribution to the ability to memorize short surahs of students, which is indicated by an increase in the ability to remember the sequence of verses, recite surahs more fluently according to the rules of tajweed and makhraj, and submit memorization independently through the learning target of one verse a day. The success of learning is supported by continuous supervision and collaboration between teachers and parents in accompanying *murojaah* activities at home, although there are still differences in memorization abilities and concentration levels in some students so that assistance is needed that is tailored to the needs of each child.

Teachers are advised to continue to develop more creative and enjoyable learning strategies, parents are expected to maintain consistency in accompanying *murojaah* at home, while the school needs to maintain cooperation with the Ummi Method through regular teacher supervision and coaching and strengthen communication with parents. Further research can examine the effectiveness of the Ummi Method using a different research design, involving a wider range of subjects, or comparing it with other Qur'an learning methods so that a more comprehensive understanding of the development of Qur'an memorization skills in early childhood can be obtained.

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