



Implementation of the Kauny Quantum Memory Method in Improving the Ability to Memorize and Understand the Qur'an (Multi-Site Study at SD Islam Imam Syafi'i Kisaran and SDS IT Ar-Roja Kisaran)

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ABSTRACT

This study aims to analyze the implementation of the Kauny Quantum Memory method in improving the ability to memorize and understand the Qur'an at SD Islam Imam Syafi'i Kisaran and SDS IT Ar-Roja Kisaran. The Kauny Quantum Memory method emphasizes an approach based on relaxation, visualization, and memory binding techniques to make it easier for students to memorize and understand the meaning of the Qur'an. This study uses a qualitative method with a multi-site study approach. Data were collected through observation, interviews, and documentation of tahfiz teachers, students, and other related parties. The results of the study showed that the application of the Kauny Quantum Memory method had a positive impact on students' memorization and understanding. The implementation of this method is carried out through several stages, namely planning, implementation, and evaluation. This study concludes that the Kauny Quantum Memory method is effective in improving students' memorization and understanding of the Qur'an and contributes to the development of more innovative tahfiz learning methods.

1. Introduction

Islam is a religion that makes the Qur'an the main source of teachings and guidelines for the lives of Muslims. Memorizing and understanding the Qur'an is a highly recommended activity because it not only increases Islamic insight but also provides spiritual and academic impacts for students. Along with the development of educational methods, various approaches have been developed to increase the effectiveness of learning the Qur'an, one of which is the Kauny Quantum Memory (KQM) Method. This method offers an innovative approach to memorizing the Qur'an by utilizing visualization techniques, meaning associations, and right brain activation to strengthen students' memory and understanding. Various studies

have highlighted the importance of effective methods in learning the Qur'an. Research conducted by Dhulkifli (2020) shows that the Kauny Quantum Memory method has a positive influence on the memorization results of students at SD IT Lukman Hakim Yogyakarta. Sipahutar (2019) also found that this method improves the fluency of reading and understanding of the Qur'an of students at MI Nurul Qomar Palembang. Meanwhile, research conducted by Al-Asqalani (2018) at MTsN 4 Sleman confirmed the effectiveness of this method in improving students' memorization through a fun and systematic approach.

However, most studies still focus on one location and have not highlighted the planning, implementation, and evaluation aspects of the Kauny Quantum Memory method in depth in a multi-site context. Therefore, this study aims to provide a more comprehensive understanding of the implementation of this method in two educational institutions, namely SD Islam Imam Syafi'i Kisaran and SDS IT Ar-Roja Kisaran.

This study offers scientific novelty by exploring the implementation of the Kauny Quantum Memory method from a multi-site perspective. Not only does it examine the impact of this method on students' memorization, but it also examines how the planning, implementation, and evaluation of this method are applied in two schools that have different educational approaches and contexts. Thus, this study is expected to provide broader insights into the effectiveness of the Kauny Quantum Memory method in improving memorization and understanding of the Qur'an. The purpose of this study was to analyze the planning of the Kauny Quantum Memory method in improving the ability to memorize and understand the Qur'an, identify the implementation of this method in SD Islam Imam Syafi'i Kisaran and SDS IT Ar-Roja Kisaran, and evaluate the success of this method in tahfidz learning in both schools. This study uses a qualitative approach with a multi-site study method. Data were collected through in-depth interviews, participant observation, and analysis of related documents. The main informants in this study were tahfidz teachers, students, and principals at both educational institutions. Data analysis was carried out descriptively with a triangulation approach to ensure the validity of the research findings.

With this research, it is expected to find a more effective and applicable tahfidz learning model in improving students' memorization and understanding of the Qur'an. In addition, this research is also expected to provide recommendations for Islamic educational institutions in developing more innovative tahfidz learning methods that are in accordance with the needs of today's students.

2. Methodology

This study uses a qualitative research method with a multi-site approach. Qualitative research is often referred to as field research, which is a research procedure that produces descriptive data to describe a particular situation or condition in the field. The collected data is grouped based on type, nature, or condition, then after the data is complete, conclusions are made (Sugiyono,

2016a). The multi-site approach in this study focuses on a particular site in the school environment to examine the background, conditions, and interactions that occur in depth. This multi-site is carried out on a system that includes programs, activities, events, or a group of individuals in certain conditions. There are several elements of this research that need to be prepared and decided in preparation for conducting multi-site qualitative research, namely: research focus, suitability of the paradigm with substantive theory, research subjects, research stages, research techniques, data collection, data analysis, research equipment and checking the validity of the data (Hasiara, 2018).

With a qualitative approach, this study aims to reveal in detail the practice and empirical description of the application of the Kauny Quantum method in learning the memorization of the Al-Qur'an at SD Islam Imam Syafi'i Kisaran and SDS IT Ar-Roja Kisaran. A multi-site approach was chosen to compare and analyze the adaptation of this method in two different environments and to understand the factors that influence the success of its implementation.

3. Results and Discussion

A. General Findings

a. Imam Syafi'i Kisaran Islamic Elementary School

SD Islam Imam Syafi'i Kisaran is a private elementary school under the auspices of the Nurussunnah Foundation, located in Kisaran City, precisely on Jalan Khalifah Gang Bersama II, Mutiara Village, East Kisaran District, Asahan Regency, North Sumatra Province, with the postal code 21222. This school is located in a fairly strategic area, in a quiet and conducive environment for the teaching and learning process. Its location which is not too close but not too far from the center of Kisaran makes it easy to access and also does not hear the noise of the city, creating a comfortable atmosphere for students, especially in supporting Al-Qur'an and tahfiz learning activities.

Established since 2018, this school is committed to instilling Islamic values in its students. Initially, the Nurussunnah Foundation focused on religious studies and halaqah ta'lim before finally establishing this school. In its development, SD Islam Imam Syafi'i Kisaran has achieved various achievements, especially in the religious field. Some of its students' achievements include winning the hifzul Qur'an competition at the district and provincial levels. With the support of competent facilities and teaching staff, this school continues to demonstrate its existence as an educational institution that excels in Islamic and academic learning.

b. SDS IT Ar-Roja Kisaran

SDS IT Ar-Roja Kisaran is a private elementary school located in Kisaran City, precisely located on Jalan Williem Iskandar Gang Solihin, Mutiara Village, East

Kisaran District, Asahan Regency, North Sumatra Province, with postal code 21223. Established since 2011, this school is under the auspices of the Foundation and is committed to providing quality education by integrating Islamic values into a modern curriculum. With 342 students and supported by 21 professional educators, SDS IT Ar-Roja focuses on academic learning and character building of students who are noble and independent. Led by Wardani, S.Pd., this school continues to develop into an institution that contributes to educating the nation's children. With adequate facilities and a conducive learning environment, SDS IT Ar-Roja strives to produce a generation that is competitive and has superior personality.

B. Special Findings

a. Imam Syafi'i Kisaran Islamic Elementary School

Planning Process of the Kauny Quantum Memory Method in Improving the Ability to Memorize and Understand the Qur'an

The planning of tahfiz learning at SD Islam Imam Syafi'i Kisaran began with an analysis of the needs for a more effective tahfiz learning method compared to the traditional approach. The tahfiz teachers together with the school evaluated the limitations of conventional methods that previously only relied on memorization repetition without in-depth understanding.

As part of the planning, tahfiz teachers were given intensive training on the Kauny Quantum Memory method to ensure that they were able to apply it well. The training included visualization techniques, association of meaning with hand movements, and a right-brain-based approach. In addition, in the planning, teachers used other supporting methods, such as the talaqqi method, the sima'i method, murojaah, peer tutoring, and kitabah.

As an initial step, the school worked with tahfiz teachers to develop a new learning strategy based on the Kauny Quantum Memory method. The planning process includes:

- 1) Tahfiz Teacher Training, namely teachers receive special training on the principles of Kauny Quantum Memory, including the use of visualization, association of meaning techniques, and integration of the right brain in memorization.
 - 2) Development of Tahfiz Syllabus, namely memorization material is designed in stages according to the level of student ability, starting with a tahsin study group for students who are not yet proficient in reading the Qur'an properly and correctly through a diagnostic assessment at the beginning of new student admissions. In addition, the emphasis is on understanding the meaning of the verses so that students not only memorize but also understand the contents of the Qur'an.
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- 3) Provision of Supporting Media, namely teachers prepare illustration cards, movement guides, and other visual aids to support the memorization process.
- 4) Collaboration with Parents, namely parents are given an understanding of this method to support their children's success at home.

In this planning process, the researcher observed carefully through observation that the school, consisting of the principal, curriculum coordinator, tahfiz coordinator, tahfiz teacher, homeroom teacher, and diniyah teacher had carried out this planning well. This can be seen from the cooperation of all parties in making the learning activities and superior programs at the Imam Syafi'i Kisaran Islamic Elementary School a success. In addition, the school also collaborates well with parents so that tahfiz learning can be monitored directly by parents.

If analyzed as a whole, it can be seen that the planning of the Kauny Quantum Memory method implemented at SD Islam Imam Syafi'i Kisaran is in accordance with the theory of learning planning, namely learning planning includes analysis of learning needs, formulation of learning objectives, development of learning strategies, development of teaching materials, and development of evaluation tools in an effort to achieve the expected learning objectives (Nasution, 2017). Where SD Islam Imam Syafi'i Kisaran has fulfilled the analysis of needs and adjustments to student abilities, there are teaching modules related to the Kauny Quantum Memory method and the teaching materials used, as well as the development of various evaluation tools.

The Process of Implementing the Kauny Quantum Memory Method in Improving the Ability to Memorize and Understand the Qur'an

In the process, tahfiz learning is carried out every Monday-Saturday with an individual and group learning approach. It begins with a diagnostic assessment to determine the students' ability to read the Qur'an so that they can be grouped based on their respective abilities.

For tahsin learning, it is carried out for a month. Furthermore, if they are good at reading the Qur'an, they will be put into a tahfiz group. In learning in the tahfiz group, each session begins at 08.00-08.30 by reading the verses of the Qur'an collectively, followed by memorization using visualization techniques and stories using the Kauny Quantum Memory method led by a special tahfiz teacher. The teacher uses illustrations to help students understand the contents of the verses and improve their memory. In this case, the teacher prepares material in the form of images and storylines that are in accordance with the meaning of the verses.

This session is also designed to be fun with educational games that are relevant to the material. This aims to maintain student enthusiasm, so that they are more motivated to memorize and understand the Qur'an. The mind mapping technique is also applied to help students organize their memorization systematically.

After 30 minutes have passed, students memorize using the Kauny Quantum Memory method, students are grouped into 3 small groups consisting of 10 people. In one class, there are 3 teachers involved in tahfiz learning, namely the tahfiz teacher himself, the diniyyah teacher, and the homeroom teacher. Each teacher leads the group and mentally yaqqa verses $\frac{1}{2}$ juz per day, reviews the previous memorization, and corrects the reading. Next, students are asked to return to their seats to review with their peers. And continued by writing the verses that they have memorized earlier in the notebook. Tahfiz learning is finished until 10.30 WIB. At the end of the lesson, the teacher reinforces the students' memorization by repeating the memorization using the Kauny Quantum Memory method, and at home students are asked to repeat their memorization monitored by parents/guardians and send voice notes to their respective tahfiz teachers. Based on the researcher's analysis, the Kauny Quantum Memory method is quite difficult to implement when compared to other methods because it requires sincerity, consistency, and good learning arrangements. However, if this method is successfully implemented with sincerity, it will result in strong, fluent memorization of students and understanding of the meaning of the memorized verses because many of the senses in the students are working, can be seen in Figure 1.



Figure 1. Implementation of Kauny Quantum Memory Method

The implementation of tahfiz with the scheduled Kauny Quantum Memory method and with the system that has been created has been running effectively so that it is hoped that all students will be able to complete the target of memorizing 6 juz within 6 years properly and correctly accompanied by the ability to understand verses, and make the Qur'an a guide to life.

Based on the report card results in the 2023/2024 academic year, students of Imam Syafi'i Kisaran Islamic Elementary School in tahfiz learning using the Kauny Quantum Memory method illustrate that the memorization ability of

students at the institution is quite good with an assessment of fluency, tajwid, makharjul huruf, adab, and understanding because 10 students out of 30 respondents got an average score of 95, 14 students got an average score of 87, and 6 students got a score of 80.

Based on the researcher's observations, when the test was carried out, it was found that students who were diligent and disciplined in preparing memorization would get their memorization smoothly, while students who were lacking in preparation would make mistakes in their memorization. Some students made mistakes in reading verses but not to a fatal degree, such as lacking in tajwid, reading mad, wrong in harakat, and lacking in ghunnah.

As for manners, students are quite good where students are able to read with tartil as evidenced by the average score of students 90. For the ability to understand verses that students have is quite good compared to memorizing only with classical methods as previously done in the institution. And it can be said that tahfiz learning is effective using a programmed method if there are the following things in students (Herwibowo, 2012):

- 1) The readings recited without the mushaf are correct
- 2) Fluency in memorizing increases
- 3) Understanding the content of the memorized verses

In its implementation, the use of the Kauny Quantum Memory method is very helpful in memorizing, strengthening memorization and improving the memorization ability of students at SD Islam Imam Syafi'i Kisaran. This is in accordance with the results of interviews with the tahfiz coordinator, tahfiz teachers, and parental recognition of the development of children's memorization and understanding abilities of the memorized verses. Although the challenges and difficulties experienced by teachers in the form of student inconsistency in daily murojaah at home, the failure to achieve the target of several students in memorizing, still does not deny the existing success. So, from the explanation above, it can be concluded that the implementation of the Kauny Quantum Memory method has been effective according to the planning designed at the beginning and has increased the quality of memorization and the ability to understand verses in students. If analyzed as a whole, it can be seen that the implementation of the Kauny Quantum Memory method implemented at SD Islam Imam Syafi'i Kisaran is in accordance with the theory of learning implementation, namely in the implementation of learning must formulate learning objectives, choose learning experiences that students will receive, determine learning activities, determine who will be involved in the learning process, determine learning media and pay attention to supporting facilities and infrastructure. (Syafirin et al., 2023). Where SD Islam Imam Syafi'i Kisaran has fulfilled the formulation of objectives, determining the direction of learning activities, choosing learning experiences with detailed time allocations, using the Kauny Quantum Memory method which is also combined with other methods, providing media and supporting learning infrastructure such as books, pictures, training, and so on.

Evaluation Process of the Kauny Quantum Memory Method in Improving the Ability to Memorize and Understand the Qur'an

After the implementation of the Kauny Quantum Memory method, the evaluation of tahfiz learning at SD Islam Imam Syafi'i Kisaran showed a more systematic development compared to the previous evaluation. Evaluation now not only assesses students' memorization but also includes understanding the meaning of verses, quality of reading, and parental involvement. This is done to ensure that tahfiz learning does not only focus on the quantity of memorization, but also on the quality of mastery of the Qur'an. Forms of Evaluation in Tahfiz Learning at the institution:

1) Daily Evaluation

Daily evaluation consists of three main components: Ziyadah (New Memorization Deposit), Murojaah Memorization, Qira'ah. The Assessment Format is that daily assessments are recorded in the Mutabaah Tahfiz Book, with a certain value scale. In addition, the Mutabaah Book also contains a column for parents' initials as a form of participation and collaboration between the school and family. Parents can monitor the development of their child's memorization through notes provided by the teacher.

2) Monthly Evaluation

Monthly evaluation includes a report on the number of memorizations successfully submitted by students during one month. This report format displays; Number of New Memorizations, Percentage of Achievement, Value Information

3) Semester Evaluation

Semester evaluation is conducted during the Final Semester Exam (UAS), with the scope of Memorization Deposit, Verse Connection Questions, and Movement Visualization.

4) End of Year Evaluation for Grade VI

This evaluation is specifically designed for grade 6 students who will complete their elementary school education, with Munaqosyah Bil Ghaib.

5) Integrated Assessment Report

The tahfiz learning assessment report is prepared in the form of a special report card that includes the Aspects of Adab and Motivation, New Memorization and Murojaah Ability, Tilawah Skills, and Understanding the Meaning of Verses.

Evaluation after implementing the Kauny Quantum Memory method showed several advantages compared to the evaluation conducted before using this method. The format of the Mutabaah Tahfiz Book which includes the parents' initials increases family involvement in supporting student learning. Parents can monitor and encourage children to continue to improve their memorization. Evaluations are carried out daily, monthly, semesterly, until the end of the year, allowing teachers to monitor student development as a whole.

The assessment not only measures the quantity of memorization but also the quality, such as fluency, tajwid, and makharijul huruf. The assessment of

movement visualization in the UAS and questions on understanding the meaning of verses encourage students to understand the Qur'an more deeply, making memorization more meaningful. In addition, the evaluation uses a clear value scale, provides an objective picture of student progress, and allows teachers to provide additional guidance as needed. Thus, it can be concluded that the evaluation activities at the institution are quite good.

If analyzed as a whole, it can be seen that the evaluation of the Kauny Quantum Memory method implemented at SD Islam Imam Syafi'i Kisaran is in accordance with the theory of learning evaluation principles, namely comprehensive, continuous, and objective (Asrul et al., 2022). Where SD Islam Imam Syafi'i Kisaran implements a comprehensive evaluation system consisting of daily, monthly, semester and annual evaluations, which are continuous and objective in assessment.

b. SDS IT Ar-Roja Kisaran

Planning Process of the Kauny Quantum Memory Method in Improving the Ability to Memorize and Understand the Qur'an

The planning of tahfiz learning at SDS IT Ar-Roja Kisaran shows a significant transformation in the past year with the implementation of the Kauny Quantum Memory method. Before this change, tahfiz learning was carried out using the classical method which included the talaqqi and sima'i approaches, lasting for two hours every morning from 07.30 to 09.30 WIB. This method focuses on memorization through repetition without involving techniques or approaches that encourage deep understanding of the verses of the Qur'an.

Over time, the school realized the need for innovation in tahfiz learning to face the challenges of the modern era. At the beginning of the 2023/2024 school year, SDS IT Ar-Roja began implementing the Kauny Quantum Memory method as part of a tahfiz program integrated with the school curriculum. This program is carried out for 30 minutes every day using the Kauny Quantum Memory method, followed by one hour of sima'i, talaqqi, and murojaah sessions to strengthen memorization.

The basis for implementing this tahfiz program is based on the vision of the institution under the auspices of the Ar-Roja Bina Insani Foundation, namely integrating Islamic education with general knowledge. The principal, Mrs. Wardani, emphasized that the tahfiz program was designed to instill Islamic values deeply in students who are in the golden age phase. This age is considered the best time to instill memorization and understanding of the Qur'an because children's cognitive abilities are at an optimal stage for absorbing information. In addition to producing memorizers of the Qur'an, the school has high hopes that students will be able to understand the contents of the memorized verses and apply them in everyday life.

The application of the Kauny Quantum Memory method is an effort to answer this need. This method emphasizes an innovative approach that combines visualization techniques, memory associations, and the use of the right brain to memorize the Qur'an more effectively and meaningfully. Unlike classical methods that tend to be mechanical, Kauny Quantum Memory allows students to connect their memorization with the meaning of the verses, so that memorization becomes more memorable and long-lasting.

The success of this method is also supported by the use of relevant special textbooks, such as the book *Kauny Quantum Memory* by Herwibowo, B. This book is a guide for teachers in applying the method systematically. In addition, tahsin learning at SDS IT Ar-Roja uses the book *Belajar Tahsin untuk Pemula* by M. Ashim Yahya, which focuses on learning makharijul huruf, sifatul huruf, and tajwid.

In the tahfiz process, the material taught is targeted to cover three main juz (juz 30, 29, and 28) during six years of education. Students are expected to be able to memorize these three juz with good and correct reading. To ensure this achievement, the institution sets competency standards for tahfiz teachers, which include the ability to memorize at least three juz with correct reading quality. Teachers are also required to submit their memorization to the principal every week as part of quality control. The implementation of this method at SDS IT Ar-Roja not only shows the institution's commitment to producing a superior generation of Al-Qur'an memorizers, but also a generation that understands and loves the Al-Qur'an as a guide to life. In addition to improving the quality of memorization, this approach also develops students' cognitive, affective, and psychomotor aspects.

Overall, the planning of the Kauny Quantum Memory method at SDS IT Ar-Roja Kisaran is considered effective because it is able to answer the need to improve the quality of memorization and understanding of students. This approach shows the institution's commitment to creating a generation of Qur'anic who are not only superior in memorization, but also understand and live the Al-Qur'an. However, in its implementation, the application of this method at the institution was not accompanied by continuous training to improve the ability of tahfiz teachers in using the Kauny Quantum Memory method. Even so, the learning planning prepared in tahfiz activities, especially using this method, is quite good.

If analyzed as a whole, it can be seen that the planning of the Kauny Quantum Memory method implemented at SDS IT Ar-Roja Kisaran is in accordance with the theory of learning planning, namely learning planning includes analysis of learning needs, formulation of learning objectives, development of learning strategies, development of teaching materials, and development of evaluation tools in an effort to achieve the expected learning objectives (Nasution, 2017). Where SDS IT Ar-Roja Kisaran has fulfilled the analysis of needs and adjustments to student abilities, there are teaching modules related to the Kauny Quantum Memory method and the teaching materials used, as well as the development of various evaluation tools.

The Process of Implementing the Kauny Quantum Memory Method in Improving the Ability to Memorize and Understand the Qur'an

The implementation of tahfiz learning at SDS IT Ar-Roja Kisaran shows a structured and varied application, combining the Kauny Quantum Memory method approach with traditional methods such as talaqqi, sima'i, and murojaah. This program takes place every day at 07.30-09.00 WIB, in the school yard/field to support students' memorization process. Details of the Implementation of Tahfiz Learning at SDS IT Ar-Roja Kisaran:

1) First Session (07.30-08.00 WIB), namely the Application of the Kauny Quantum Memory Method

In the first session, all students gather in the field to take part in tahfiz learning together. This process is led by a tahfiz teacher who has been trained in the Kauny Quantum Memory method. This session uses unique techniques such as: Movement Visualization, namely Students are invited to memorize verses of the Qur'an through hand movements that illustrate the meaning of the verses. Association and Repetition, namely Teachers use word associations or short stories to help students understand and remember verses more easily. And Collective involvement, namely A pleasant learning atmosphere is created through large group interactions, which builds students' enthusiasm and motivation. This session serves as an introduction to strengthening new memorization with an innovative approach. The use of Kauny Quantum Memory helps students not only memorize but also understand the meaning of verses in an interesting and fun way.

2) Second Session (08.00-09.00 WIB), namely Halaqoh Tahfiz Learning

After the joint session, students are divided into small groups (halaqoh) based on the amount of memorization they have mastered. Each group consists of 15-20 students and is led by one tahfiz teacher. Halaqoh learning is carried out in various locations, such as gazebos, classroom terraces, and classrooms, to create a flexible and comfortable learning atmosphere. In halaqoh, teachers apply traditional methods, in the form of:

Talaqqi: Students listen to the teacher reading the verse, then repeat it together and individually.

Sima'i: Teachers listen to students' memorization in turns to assess the fluency and accuracy of memorization.

Murojaah: Memorization that has been previously learned is repeated together to ensure consistency and student memorization.

3) Home Murojaah System with Voice Note

As a form of additional support, SDS IT Ar-Roja Kisaran adopted a technology-based murojaah system. Students are asked to record their memorization at home using voice notes and send them to the teacher via WhatsApp. This system allows students to practice Memorization Consistency and get feedback.

Based on the results of the researcher's observations, the implementation of tahfiz learning at SDS IT Ar-Roja Kisaran can be considered quite effective based on the following aspects:

1) Integration of Innovative and Traditional Methods

The combination of the Kauny Quantum Memory method with traditional methods such as talaqqi and sima'i provides a balanced approach. Innovative methods make it easier for students to understand and remember new verses, while traditional methods strengthen memorization with structured repetition.

2) Structured Learning

A clear division of time between joint sessions and halaqoh provides an effective learning flow. Each student gets the opportunity to learn in a large group while receiving more personal attention in small halaqoh.

3) Grouping Based on Ability

Grouping students based on the amount of memorization they have made ensures that learning is more focused and appropriate to each student's ability level. Teachers can give special attention to students who need additional guidance without hindering more advanced students.

The implementation of tahfiz learning at SDS IT Ar-Roja Kisaran with a combination of the Kauny Quantum Memory, talaqqi, sima'i, and murojaah methods has succeeded in creating a varied, interactive, and effective learning process. With strengthening aspects of teacher training, group management, and technology optimization, this program has the potential to become a better and more sustainable tahfiz learning model. This is in line with the institution's vision to produce a generation of Qur'anic scholars who not only memorize but also understand and love the Qur'an.

If analyzed as a whole, it can be seen that the implementation of the Kauny Quantum Memory method implemented at SDS IT Ar-Roja Kisaran is in accordance with the theory of learning implementation, namely in the implementation of learning, learning objectives must be formulated, learning experiences that students will receive, determine learning activities, determine who will be involved in the learning process, determine learning media and pay attention to supporting facilities and infrastructure. (Syafrin et al., 2023). Where SDS IT Ar-Roja Kisaran has fulfilled the formulation of objectives, determination of the direction of learning activities, choosing learning experiences with detailed time allocations, using the Kauny Quantum Memory method which is also combined with other methods, providing media and supporting learning infrastructure such as books, pictures, training, and so on. It's just that in implementing learning using the Kauny Quantum Memory method in a class that is too large with one teacher guiding the teaching material, it is not very effective.

Evaluation Process of the Kauny Quantum Memory Method in Improving the Ability to Memorize and Understand the Qur'an

The evaluation of tahfiz learning at SDS IT Ar-Roja Kisaran has undergone significant changes after the implementation of the Kauny Quantum Memory method, although the basic format still maintains some elements of the previous approach. Before this method was implemented, tahfiz evaluation focused more on the quantity of student memorization and tajwid, not on student understanding.

Every day, students are assessed based on the number of verses that have been successfully submitted to the teacher by paying attention to other aspects such as tajwid, makharijul huruf, and murojaah. In addition, the end-of-semester evaluation is carried out by testing the memorization of half a juz. The assessment in the form of connecting verses is used to measure the fluency of memorization, tajwid, makharijul huruf, and understanding of meaning.

After the Kauny Quantum Memory method was implemented, the evaluation of tahfiz became richer and more integrated. Daily assessments are recorded systematically in the Mutabaah Book, which not only assesses the amount of memorization but also records the fluency, tajwid, and makharijul huruf of students. Teachers provide direct correction to memorization errors, and the level of student fluency is grouped by certain criteria, such as the number of errors and the need to repeat memorization. In addition, the evaluation of half a juz conducted at the end of each semester was improved by adding aspects of tajwid and movement visualization to measure students' understanding of the memorized verses.

One of the important innovations in the evaluation after the implementation of the Kauny Quantum Memory method is the memorization test for students who have reached the target of three juz. In this test, students recite the memorization without looking at the mushaf (bil ghaib) and connecting verses in front of an external examiner who has a sanad. To prepare for this exam, the school held a mabit (Malam Bina Takwa) activity, where students were kept overnight at school to receive intensive guidance from the tahfiz teacher. This activity not only helped students prepare their memorization but also provided spiritual reinforcement, creating a deep atmosphere in internalizing the Qur'an. The evaluation of tahfiz after the implementation of the Kauny Quantum Memory method showed a more comprehensive and in-depth approach. In addition to focusing on memorization, this evaluation paid attention to aspects of quality, such as tajwid, makharijul huruf, and understanding of meaning. This change provides significant added value compared to the previous approach, where memorization tended to be mechanical and less meaningful. With innovations such as movement visualization and evaluation of bil ghaib, this method not only produces students who memorize the Qur'an but also understand and internalize its contents.

If analyzed as a whole, it can be seen that the evaluation of the Kauny Quantum Memory method implemented at SDS IT Ar-Roja Kisaran has partly been in accordance with the theory of learning evaluation principles, namely comprehensive and objective (Asrul et al., 2022). However, the continuous principle in evaluation activities using the Kauny Quantum Memory method was

not achieved because the evaluation was only carried out in the form of daily evaluations, and final evaluations during the Final Semester Exam. On the other hand, memorizing the Qur'an requires a more continuous, in-depth evaluation every month in terms of memorization achievements. However, with the integration of the Kauny Quantum Memory method, the evaluation of tahfiz at SDS IT Ar-Roja has been quite effective in forming a superior and characterful Qur'anic generation.

4. Conclusion

From the analysis that has been carried out, it can be concluded that the implementation of the Kauny Quantum Memory method at SD Islam Imam Syafi'i Kisaran and SDS IT Ar-Roja Kisaran has been carried out in accordance with the principles of planning, implementing, and evaluating effective learning. Both institutions have integrated this method with a systematic tahfiz learning system, including the formulation of objectives, learning strategies, use of media, and comprehensive and continuous evaluation. The evaluation carried out involves various aspects, not only assessing the quantity of memorization but also the quality of reading, understanding the meaning of verses, and parental involvement, so that learning becomes more meaningful and structured. Although the implementation of this method has shown effectiveness in improving students' memorization and understanding of the Qur'an, there are still several challenges that need to be considered, such as the continuity of training for tahfiz teachers to be more optimal in applying the Kauny Quantum Memory method. However, overall, the implementation of this method has had a positive impact on tahfiz learning, by creating a more interesting, innovative learning atmosphere, and supporting the development of a generation of Qur'an memorizers who not only memorize but also understand and practice the contents of the Qur'an in everyday life.

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