



TASMI' METHOD AND ITS IMPACT ON QUALITY MEMORIALIZATION OF THE AL-QUR'AN

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Abstract:

This research discusses the use of the tasmi' (listen and repeat) in the context of teaching tahfidz Al-Qur'an at Pondok Nurul Jadid Islamic Boarding School, Al Mawaddah area. The main aim of the research This is to analyze the impact of the tasmi' on quality memorization of the Al-Qur'an by students. A qualitative approach is used for understand the experiences and perceptions of students regarding this method. Study involving participants from among the students of the Nurul Islamic Boarding School Jadid has followed the tahfidz process using the tasmi method. Data was collected through participant observation, in-depth interviews, and analysis of related documents. The research results show that tasmi method' has a positive impact on the quality of memorizing Al- The Qur'an, allows for a deeper understanding of the meaning and recitation deep. The research involved participants from Pondok students Nurul Jadid Islamic Boarding School which has followed the tahfidz process uses tasmi method'. Data was collected through participant observation, in-depth interviews, and analysis of related documents. Research result shows that the tasmi' have a positive impact on the quality of memorizing the Qur'an, enabling understanding of the meaning and deeper recitation.

Keywords: *Tasmi's Method Al-Qur'an, Quality of Memorizing Al-Qur'an, Tahfidz at the Islamic Boarding School*

INTRODUCTION

Al-Qur'an education and memorization have an important role in shaping individual character and spirituality, especially in the environment boarding school. Al-Qur'an education does not only focus on understanding the text, but also involves memorization activities as an effort to absorb the teachings holy teachings. Deep understanding of the process of memorizing the Al-Qur'an provides a foundation for holistic Islamic education. Tasmi', or Listening to and repeating the reading of the Koran is an important method in the memorization process. This method allows students to understand the intonation, meaning and tajwid of reading the Al-Qur'an. In context Islamic education, tasmi' not just a repetition, but also a an effort to deepen the nuances and meaning contained in each verse. Education is an important basis that parents must teach his son, and this is one of the foundations of Islam for develop children's character. According to the Islamic perspective, children's education is the process of educating, nurturing and training them physically and spiritually what parents do as their responsibility. (Kurnia et al., 2023).

Al-Nasa'i details the importance of tasmi' in the hadith, "Rasulullah SAW said, 'Indeed, Allah created humans from taken soil of the whole earth, and when He finished creating it, the ceiling of Allah moved (as if resisting it). Then, Allah gave it to humans (ability) to understand the Qur'an, and He taught him tasmi' (hearing and

repeating) the reading of the Al-Qur'an. Based on a number of researches, use of the tasmi' in learning the Koran and Memorization has a positive impact on students' learning outcomes. Study by Al-Saadi (2018) shows that students involved in tasmi' tend to have better memorization, appreciation of meaning depth, and a better understanding of recitation. (Fadhila et al., 2023)

In addition, research by Al-Makki (2020) found that tasmi' not only increases memorization capacity, but also strengthens students' emotional connection with sacred texts, creating a closer connection between students and the Qur'an. Al-Qur'an education and memorization in Islamic boarding schools have a central role in shaping the character and spirituality of students. This learning process does not only focus on cognitive aspects, but also involves the spiritual dimension and deep appreciation of religious teachings. In the midst of the demands of modernization and the challenges of global life, it is important to understand how students experience tasmi activities. (listening to and repeating the reading of the Qur'an) and how this activity affects the quality of their memorization. This qualitative research is aimed at providing an in-depth understanding of the perceptions of students at the Nurul Jadid Islamic Boarding School, Al-Mawaddah Tahfidz area, regarding tasmi' activities. and its impact on their memorization of the Qur'an.

This research has a point of difference with previous research, namely exploring and understanding how students at the Nurul Jadid Islamic Boarding School view and experience tasmi' activities in the context of learning the Al-Qur'an. An exploration to gain insight into the students' perceptions of tasmi' activities, the extent to which they relate it to the quality of their memorization of the Al-Qur'an, so that this activity not only influences the spiritual aspect, but also the religious values instilled in Islamic boarding schools. So that they are able to take full responsibility for their reading and memorization by doing repetition which is usually called muroja'ah and when their memorization is maximized they are ready to be tested with tasmi' activities. This activity will certainly help the students' perception of the quality of their memorization. Of course, the quality of memorization will be very important in learning outcomes.

This research is relevant in the context of Islamic education curriculum development, especially in Islamic boarding schools. The results of this research can contribute to educators to better understand how learning approaches through tasmi' activities can be optimized to improve the quality of memorization of the Al-Qur'an and appreciation of religious values among students. Apart from that, this research also provides theoretical contributions in the field of Islamic and qualitative education by providing deeper insight into the experiences of santri in tasmi' activities and its impact on the formation of their character and spirituality (Maulida, 2021).

By detailing the background, objectives and relevance of this research, it is hoped that this research can provide a more comprehensive and contextual understanding of the role of tasmi' activities in Al-Qur'an education in the Islamic boarding school environment, especially the Nurul Jadid Islamic Boarding School in the Al-Mawaddah Tahfidz area.

Based on the phenomena that occur related to the perceptions of students and Tasmi's impact regarding the quality of memorizing the Al-Qur'an, the researchers were interested to research: To what extent tasmi's activities affects the quality of memorizing Al- Qur'an students at the Nurul Jadid Islamic Boarding School in the Al Mawaddah area?

RESEARCH METHODS

To collect data and information regarding the exploration of students' perceptions of Tasmi' activities and their impact on the quality of memorizing the Al-Qur'an, a qualitative descriptive methodology was used in this research. This research chose a case study to gain an in-depth understanding of the phenomena being observed in the specific environment of the Nurul Jadid Islamic Boarding School. Choosing Islamic boarding school students as research subjects because they are a group that is directly involved in tasmi' activities and memorizing the Al-Qur'an. Literature review,

various materials regarding Santri Perceptions of Tasmi' Activities and Their Impact on the Quality of Memorizing the Al-Qur'an, Activity Documents, and other things that are sources of human data. Nurul Jadid Islamic Boarding School, Al Mawaddah Region, Probolinggo Regency, Paiton District, and East Java are the Focus of this Study.

The information used in this research comes from interviews, observations, and literature reviews. Interview with the deposit monitoring teacher who accompanies the students in the implementation of learning. There are open questions given to all relevant components regarding the tasmi' method and its impact on the quality of learning. The data reduction techniques and analysis methods used examine information collected through interviews, observation and literature analysis, then other information is identified and extracted from the data. The presentation is simple and structured so that it is easy to understand.

RESULTS AND DISCUSSION

Nurul Jadid Islamic Boarding School in Al Mawaddah Region since 2018 2019 has implemented this method. The majority of students responded positively to the method Tasmi' in the process of understanding and memorizing the Al-Qur'an. From some students assess that the interactive approach of the Tasmi' method provides experience learn more deeply. Where this will create more students remembering where the mistakes in reading the Koran are that are often forgotten. From several students also revealed that through their Tasmi' relate the verses of the Qur'an to the context of everyday life.

This tasmi' method also originates from a problem with There are some students who just memorize but can't attached completely. This is also due to the large number of evaluations The learning curriculum is not fixed, resulting in repetition memorization quality. So there are problems that occur at Pondok Nurul Islamic Boarding School became the Al Mawaddah area, so considerations were formed with the Tasmi' method. The Tasmi' method is carried out at the end of the juz glass from what the students have memorized.

The application of the Tasmi' method is done by listening to the ustadzah when the students are worthy and truly ready to do so memorize it, then immediately convey the memorization to the ustadzah mentor who has a fixed time. pay attention to individual students Read by rote from juz 1 to memorize which will be tested and listened to by ole a number of people. The availability of this learning method emphasizes guidance directly from listeners involving special sessions in discussing Tasmi' technique and its application in its application. (Approach, 2016)

In learning the Qur'an, the tasmi method; is an approach which involves repetition of verses from the Koran through careful listening from a teacher. This method emphasizes the use of deep listening in order to strengthen memorization. This discussion can begin with highlighting the advantages and disadvantages of the tasmi method, students can understand and imitate correctly how to pronounce Arabic letters and apply recitation well and also help students understand the place where Arabic letters (makhorijul letters) come out, which are important in pronounce the letters correctly. Thus this method covers the ability to increase concentration, train students' ears towards tartil (good and correct reading), as well as strengthening direct relationships between teachers and students(Rizqiyah & Partono, 2022).

In this context, it is relevant to discuss and understand perception students towards the tasmi method. This can include aspects such as involvement of students, or suitability of methods to students' learning characteristics. The main focus of the discussion is on the impact of the tasmi' on quality memorize the Al-Qur'an. Analysis can be done through direct monitoring on the progress of memorization of students who follow the learning method This. Comparison between students' memorization results and the Tasmi method. and methods others can also be taken into account.

One of the main aspects of tasmi' is repetition listen to the verses of the Koran'an. Through this repetition, you can creating a deep connection with the reading of the Qur'an. Process repeated listening opens the door to absorbing meaning and

engage yourself with sacred messages. Repetition of hearing too contribute to the process of memorizing the Al-Qur'an. So listen helps form a strong memorization. This memorization is not just like that an obligation, but also as a form of respect for the Koran. Reading the verses of the Koran repeatedly through tasmi; keep support in the process of understanding and absorbing meaning (Ipuh et al., 2021).

Basically the students' personal experiences in the process tasmi' learning can be a major factor influencing perception they. Positive experiences such as providing understanding, intelligence, and achieving good memorization can improve outlook positive towards this method. From a number of students at the Nurul Islamic Boarding School Jadid, most of them stated that the tasmi' method considered as a very effective approach in aiding understanding and memorize the Al-Qur'an.

Their Santri's personal experience with the tasmi method, stated that listening and often repeating the reading of the Al-Qur'an repeatedly continually providing deep satisfaction. Of course experience This makes many students note a relevant improvement in speed and efficiency of memorizing the Al-Qur'an after applying the tasmi method. They argue that the repetition process through tasmi' help strengthen their memory and speed up memorization. Do not stop There, Santri consistently state that the tasmi' method not only helps in memorization, but also facilitates understanding of meaning verses of the Koran'an. The process of listening and absorbing each reading provide opportunities for students to reflect and understand spiritual content. The various efforts and difficulties of the students are highlighted increasing their concentration and focus when using the tasmi method. Listening to the recitation of the Qur'an attentively during the tasmi session; helps them engage more deeply with the material. This method bring a positive influence on their learning motivation Motivated to continue to deepen understanding and memorization of the Al-Qur'an through the tasmi method, see satisfying results and feelings.

Focusing on the tartil reading system. During the tasmi process, students are taught to focus on reading in a tartil manner. it's not just about repetition reading, but also puts emphasis on the way the reading should be done be spoken. This situation helps to better understand and feel beauty every verse. Emphasizes the importance of tahsin (order) in tartil. Reading regularly and neatly will help shape the reading clear and controlled. The following are several points of the inner tasmi' method improving the quality of memorizing the Qur'an:

First: receptive approach, Every tasmi session starts with Daily repetition, where students repeat the verses they have learned memorized beforehand. This repetition helps maintain memorization and ensuring that students start the session with a strong base. (Besse Herdiana, 2023). Every time they start memorizing a new verse, students are asked to start by repeating the verses they have memorized previously. This creates integrated repetition and helps them maintain memorization overall. Recurringly, special sessions are held for intensive repetition of verses that are considered difficult or requiring deeper understanding. This particular repetition creates a focus on areas that require additional attention. Customized repetitive approach with the needs and learning speed of each student. Santri who need more time can get more repetitions, while faster ones can provide additional challenges to prevent boredom. To provide variety, repetition is possible arranged based on certain themes. For example, one session could focus on verses that talk about justice, while the next session can discussing verses about affection. The supervisor designs the program structured repetition for each learning stage. This program includes periodic revision of previously studied verses, ensure that students do not lose the memorization they have acquired. Santri are given the responsibility to involve themselves in training independent repetition outside of tasmi sessions. They can use notes, to help with independent repetition and strengthen memorization they. By listening and repeating the reading over and over again, It is hoped that students can memorize well and master the reading the. Apart from that, it is also necessary to schedule this tasmi' activity in the form of a specially arranged time for group listening in some learning agendas. Although the main focus is memorization is very necessary for evaluating the

progress of students in learning Memorization can of course be done through memorization tests.

Second: tartil and tajweed. Every week, there is a tartil training session led by a supervisor. Students are given instructions on how to do it control breathing, maintain clarity of pronunciation, and understand tempo correct reading. It involves special exercises to shape good tartil habits. As part of the evaluation, students are given regular assessment of their tartil skills. Ustadzah/Guardian assess fluency, clarity and tempo of pronunciation Students. The results of this assessment are used to provide feedback constructive and guiding improvement. (Khasanah, 2019). Apart from tartil, method tasmi'also focuses on implementing the rules of recitation. Special session held to discuss the rules of tajwid such as ghunnah, idgham, and ikhfa'. Santri are involved in practical exercises for apply these tajwid rules in the pronunciation of the verses of the Qur'an. Each student is given special training on the frequently used Tajwid letters becomes a point of difficulty. The instructor gives examples of pronunciation correct and guides the students in repeated practice to ensure good understanding and application. Next, the students are given guidance especially tajwid which is held individually or in small groups. The mentor provides personal direction and provides examples practical to correct the shortcomings of santri tajwid. It creates opportunities for deeper learning. Mentor holding a special question and answer session related to recitation. Students can ask their questions regarding the rules of tajwid that may still be there confusing. By creating an interactive forum to discuss and explains the more complex principles of recitation.

Third: understanding the meaning of the verse, the supervisor holds a question session interactive answer to test students' understanding of the meaning of the verses certain. Students can provide related oral or written answers questions asked, creating an in-depth dialogue about the contents of Al- Qur'an. Santri are divided into thematic groups related to the meaning of memorized verses. Each group discusses a certain theme raised by these verses and present the results of the discussion orally or written. Evaluation includes in-depth understanding and capabilities convey ideas clearly. Students are asked to prepare a presentation about the meaning of certain verses. This presentation includes historical context, meaning analysis, and practical application. Supervisors and fellow students provide feedback regarding depth of understanding and clarity of delivery. Tasmi's method not only limited to repetition of reading, but also includes understanding the meaning of the verse. Students are invited to reflect and understand the messages contained in each verse. After doing auditory repetition, tasmi' method; can involve group discussions or a question and answer session. Santri can share their understanding of meaning the verse they heard. This kind of discussion allows them to enrich each other's understanding and see various perspectives. Ustadzah/coach in the tasmi' method; has an important role as source of explanation. After repetition, students can discuss directly with the supervisor to get more explanation further about the meaning of the verses they memorized. Mentors can provides historical context and explains deeper meanings. Part of the tasmi' may include relating verses to history. Students can understand the meaning of the verse better when they be aware of the specific background and situation that triggered the revelation of the verse the. he understanding of the meaning of a verse can be deepened by relating it with aspects of everyday life. Tasmi's method can encourage students to reflect on how the teachings of the Qur'an can be applied in their daily lives, so the meaning of the verse does not just stop at theoretical level. (Muslimin, 2019)

Fourth: evaluate the tasmi method, students take a rote test structured, where they are tested against the verses of the Koran that have been they learn through the tasmi method. This exam includes assessment criteria such as accuracy of pronunciation, tartil, and accuracy of memorization. Every student maintain individual memorization portfolios that include assessments of results Tasmi' exam, personal notes about light, medium and serious mistakes in verses, and important notes from examiners. The advisor evaluates the portfolio This is to measure the progress and involvement of students at the end of the semester. Evaluation not only focused on

memorization, but also on understanding the meaning of the verse. Students take written or oral tests that evaluate their understanding regarding the meaning, historical context, and application of the verses studied. Evaluation includes the level of active participation of students in discussion sessions. They assessed based on the extent to which they contribute to sharing understanding, asking relevant questions, and providing feedback constructive towards fellow students. Evaluation monitors student consistency in implementing the tasmi' method. (Maulida, 2021). Santri are not only assessed based on specific achievements but also the extent to which they are consistent in carrying out this method all the time. The supervisor does individual progress towards the development of each student. It's involving assessment of memorization speed, tartil skill level, and individual progress in understanding the verses of the Koran. The students followed structured memorization exam, where they are tested on the verses of Al- They have studied the Qur'an through the tasmi method. This exam covers assessment criteria such as accuracy of pronunciation, tartil, and accuracy of memorization. Each student maintains an individual memorization portfolio that includes assessments from the tasmi exam results, personal notes about light, medium and serious errors on verses, and important notes from the examiner. The supervisor evaluates This portfolio is to measure students' progress and involvement at the end of the semester.

From the research results, it was found that there were several students who were difficult to keep memorizing. So from applying the tasmi' method you can create a solution in the learning process at Nurul Islamic Boarding School Jadid Al Mawadah Region. In tahfidz institutions it is mandatory for all students to apply the tasmi method 'a situation that makes things easier implementing the tasmi' method at the Nurul Jadid Islamic Boarding School in the Al Mawadah Region.

A learning method that emphasizes repetition of material over and over again as a way to strengthen understanding or skills certain. In education or learning, this method is applied with presenting information or exercises repeatedly, giving students or training participants the opportunity to continue to engage themselves with the material the. This approach is based on the principle that repetition is possible strengthens brain connections and improves information retention. Concretely Learning materials or exercises are given repeatedly to participant. This repetition aims to improve understanding and mastery of the material. While students are given the opportunity to practice with the same material in a variety of situations. This can carried out through written exercises, discussions, role plays, or methods other exercises. This approach has a focus on strengthening knowledge or skills by giving more time and the opportunity to interact with certain materials. (Kurnia et al., 2023)

Learning methodology used during the learning process is that during the learning process it is one of the elements greatly determines the quality of learning. So the tasmi method is a learning system that can influence results study well. Tasmi' method has links and relationships to improving the learning outcomes of students at the Nurul Jadid Islamic Boarding School Al Mawadah region. Basically the tasmi' method is a method that can help students in learning so that it can make things easier learning process.

Tasmi's method Involve students actively in listening reading of the Koran by a reciter or teacher. Listening activity this can create a sense of sincerity and interest, helping students to focus on the sound produced. Tasmi's process often done in a quiet and solemn environment. This creates a ritual learning that can help students to absorb the atmosphere conducive to concentration and focus. Repetition of reading the Al-Qur'an in tasmi method' provide opportunities to train students' concentration. Student can engage in repetition over and over again, helping them to focus on details and strengthen memory. Repetition of reading Al- Qur'an in tasmi' method provide opportunities to train student concentration. Students can engage in repetition over and over again. repeat, helping them to focus on details and strengthening memory. After a tasmi' session, it is often followed by silence and time for contemplating. This can help students to absorb new reading they hear, creating moments of reflection and

increasing spiritual focus.

Since the early days of Islam, oral traditions have been very important in convey and spread the Koran'an. Friends of the Prophet Muhammad SAW played a key role in memorizing and disseminating the revelation accepted by the Prophet Muhammad SAW. Since early Islamic times, oral traditions very important in conveying and spreading the Koran'an. Para Rasulullah SAW's companions played a key role in memorizing and spread the revelations received by the Prophet Muhammad SAW. Cottage Islamic boarding schools and madrasas in the Islamic world have become centers for learning the Koran. Tasmi's method has become the main approach in teaching the Koran in traditional Islamic educational environment. Development of this method influenced by famous qari who emphasized tajwid (correct pronunciation) and melodious reading. who is skilled at being learning center. Students learn by listening to the teacher's reading and try to repeat with precision. The following are the stages from the tasmi' method in improving the quality of internal memorization of the Al-Qur'an learning and how they implement:

First: repetitive approach The repetition process is not carried out quickly, but rather slowly and gradually. Students are invited to understand and repeat each part of the reading carefully before continuing to the next part. This approach ensures that each verse is thoroughly absorbed. This approach emphasizes that information that is repeated has a higher probability of being stored in long-term memory. By applying the tasmi' method which involves repeating the reading of the Koran over and over again, students can strengthen their memorization and improve their memory skills. The principle of reinforcement states that behavior that is reinforced or repeated tends to strengthen brain connections. In the tasmi method, repetition of reading the Qur'an is considered a form of reinforcement that can strengthen memorization and form good reading habits. The serial position effect states that we tend to remember information better at the beginning and end of a series. In the tasmi method, repetition of reading at the beginning and end can take advantage of this effect to increase retention and strengthen students' memorization. The achievement principle states that learning that is structured and includes repetition can increase academic achievement. In the tasmi method, repetition of reading the Koran helps students to achieve a higher level of memorization. Spatial learning principles emphasize that learning separated by time lags can improve information retention. In the tasmi method, regularly scheduled repetition of reading the Qur'an can utilize this principle to increase the effectiveness of memorization. The Tasmi' method creates a positive impact on the quality of memorizing the Al-Qur'an. Santri not only memorize mechanically, but also achieve the highest level of accuracy and order in repetition, including repetition in the context of tartil and recitation.

Second: tartil and tajwid Tasmi' method emphasizes speed right in repeating the verses of the Koran'an. Santri are taught to read with an appropriate rhythm, avoiding excessive or excessive speed slow. This ensures that tartil is applied effectively to improve the quality of memorization. Students are given in-depth understanding regarding the rules of recitation and how to apply them. Process repetition involves paying attention to the makhraj (where the letters come out) and the properties (sound properties) of letters, ensuring that each reading corresponds to correct recitation rules. Santri are encouraged to apply tartil and tajwid in reading the Koran in their daily lives. This creating positive habits in applying the principles of tartil and tajwid every reading of the Qur'an, not just during formal learning sessions. Tartil concerns how to read in general and involves beauty as well the quality of the reading, while tajwid is more specific and includes rules technically related to the pronunciation of letters. tartil does not only include aspects technical, but also involves providing appropriate intonation for enrich the meaning of the verse. Meanwhile, tajwid focuses on technical aspects pronunciation and properties of letters. Although tartil can include several aspects of recitation, recitation itself is more focused on understanding and applying technical rules in more detail. Repetition focused on tartil and tajwid creates a positive impact on students' mastery of various aspects this aspect. Thus, the quality of

their reading becomes not only mechanical but also meaningful and full of beauty.

Third: understanding the meaning of the Tasmi Method verse; don't just focus on mechanical memorization of verses of the Qur'an but also emphasizes tartil, ie beauty and order in reading. This implies that each student not only repeats the words, but also absorbs the beauty melody and rhythm of the Koran'an. This method introduces students to the rules tajwid (rules for pronunciation of the Qur'an) to ensure that the meaning of the verse not only lies in the words, but also in the way they are pronounced. Through repetition and teacher observation, students understand the nuances and the richness of meaning that emerges from the application of tajwid. Deep repetition Tasmi's method not just limited to simply repeating words, but also includes a contextual understanding of the verses. Students encouraged to understand the background, history and circumstances of its descent verse to provide a deeper dimension of meaning. This method creating opportunities for students to understand the meaning of the verses deep. Through focused repetition, they can absorb and reflect on the spiritual, moral, and ethical significance contained within every verse. The main impact is understanding the meaning of the verse internalized. Through deep repetition, students can achieve level of depth of understanding that allows them to relate the verses verses with daily life, moral values, and spirituality.

Fourth: evaluation of the Tasmi method' Tasmi Method' can be evaluated through memorization exams that are held periodically. This exam covers verses that has been taught, and the results provide an idea of the extent students managed to memorize. Audio or Video Recording: Students are asked to record themselves reading and repeating the verses of Al- Qur'an. These recordings can be a useful evaluation tool for identify deficiencies in pronunciation, tartil, or recitation. The use of interactive memorization applications allows quality evaluation memorize. This application can track students' progress, provide feedback, and provide additional challenges to improve the quality of memorization. Evaluation does not only focus on memorization, but also on understanding meaning of verse. Santri are tested regarding the meaning of the verses they memorize, both written and verbal. Q&A essays can be held for measure understanding of the meaning of memorized verses. Students are asked to explain the meaning of the verse orally or in writing, create an appropriate evaluation holistic. Regular evaluation helps measure resilience and consistency memorize. Students who get positive feedback tend to be more motivated to maintain the quality of their memorization.

CONCLUSION

This research aims to explore students' perceptions of the method tasmi' (listening and repeating) in the process of memorizing the Al-Qur'an in Nurul Jadid Islamic Boarding School, Al Mawaddah Tahfidz Region. The following is Conclusions regarding the research:

1) *General View* Tasmi Method: The majority of students have a positive perception of tasmi method'. They see it as an effective method for understand and memorize the Al-Qur'an better. Influence of Islamic Boarding Schools: Environment at Nurul Islamic Boarding School Jadid has a positive impact on the learning process. Mentors and the religious atmosphere in Islamic boarding schools also contribute contribute to the quality of memorizing the Al-Qur'an.

2) *Special View*: Advantages of the Tasmi Method: Students highlight the advantages of the Tasmi method; in helping them understand recitation and training their ears to recognize the correct reading. Challenges and Strategies: Some students may experience difficulties the beginning of applying the tasmi method. However, they succeeded overcome these challenges with strategies such as persistence and support from fellow students and supervisors.

3) Impact on the Quality of Memorizing the Al-Qur'an: Improving the Quality of Memorization: Through the tasmi method, students report improving the quality of memorizing the Al-Qur'an, especially in terms of pronunciation correct and contextual

understanding of the verses. Connection with Daily Life: Santri also noted that in-depth understanding of the meaning of the verses of the Koran through tasmi method' have a positive impact on everyday life they.

4) *Recommendation: Method Development:* It is recommended to continue developing and optimizing the tasmi' according to the characteristics of the students and development of educational technology. *Strengthening Support:* The importance of strengthening support from supervisors and fellow students in applying the tasmi method' For ensure the success and quality of learning.

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