

Implementation of the 10 Quality Pillars in the Management of Qur'an Learning at Ummi Foundation

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ABSTRACT

The quality of Al-Qur'anic education in many institutions often struggles to maintain consistency, both in methodology and management. To address these challenges, this study explores the implementation of the 10 Quality Pillars in managing Qur'anic learning through the Ummi Method. The aim is to assess the effectiveness of each pillar in enhancing students' recitation accuracy and memorization skills. This research employs a descriptive qualitative approach, utilizing observation, interviews, and document analysis within Qur'anic education institutions, applying the Ummi Method. Data were analyzed thematically, focusing on the consistency of quality assurance practices. Findings reveal that management support, well-structured learning schedules, an ideal teacher-to-student ratio, effective coordinators, and clearly defined targets play a critical role in sustaining quality standards. Systematic learning stages, the application of mastery learning, internal and external supervision, and regular student progress reports significantly reduce recitation errors, strengthen tajwid proficiency, and enhance parental and community trust in the institution. The study concludes that the consistent application of the 10 Quality Pillars serves as an effective strategy for developing a structured and sustainable Qur'anic learning system. These findings offer practical insights for Islamic educational institutions seeking to improve the management and delivery of Qur'anic education through standardized quality measures.

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1. INTRODUCTION

Qur'anic education in Indonesia continues to face serious challenges, particularly the persistently low level of Qur'anic literacy despite the country being home to the world's largest Muslim population [1]–[3], [4]. National and regional studies repeatedly show that a significant number of Muslim children are still unable to read the Qur'an fluently.

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Even among students enrolled in Islamic schools, many struggle to recite the Qur'an according to the rules of tajwid [5]–[7]. This situation is concerning because the ability to read and recite the Qur'an is a fundamental element of Islamic education and spiritual development. The ongoing gap in basic Qur'anic skills highlights the need for stronger and more consistent approaches to Qur'anic instruction nationwide. One major reason behind this problem is the lack of a standardized teaching method and a unified curriculum. Without a nationally accepted framework, schools and Qur'anic learning centers often rely on their own methods and criteria, which leads to uneven recitation standards from one institution to another [8]–[10]. Weak supervision of the teaching and learning process further widens these gaps, creating significant differences in students' recitation abilities even among schools within the same region [11], [12]. As a result, the quality of Qur'anic education varies greatly and often depends more on the initiative and skill of individual teachers than on a clear, shared standard.

Research in Islamic education consistently shows that the quality of teaching is closely linked to the methods used, the competence of teachers, and the presence of structured evaluation systems [13]–[15]. From the perspective of educational quality management, achieving consistent and sustainable results requires careful planning, disciplined implementation, and ongoing evaluation [16]–[18]. Unfortunately, traditional approaches such as informal teacher training or locally designed curricula have not been sufficient to overcome the low levels of Qur'anic recitation and memorization skills [19]–[21]. Many programs still lack systematic mechanisms for correcting teacher recitation, verifying competency, and ensuring consistent supervision, resulting in fragmented and difficult-to-sustain learning outcomes. To address these challenges, a comprehensive quality assurance framework is needed, one that includes correction (*tashih*), refinement (*tahsin*), teacher certification, ongoing coaching, supervision, and formal assessment (*munaqasyah*) [22], [23]. One promising initiative that responds to this need is the Ummi Foundation's 10 Quality Pillars. This model integrates managerial and pedagogical strategies to ensure quality and consistency in Qur'anic learning. It emphasizes teacher competency through systematic recitation correction and certification, structured stages of learning, mastery-based student progress, internal and external supervision, as well as detailed progress reporting for each learner. This model combines managerial and pedagogical strategies to strengthen Qur'anic learning, emphasizing teacher recitation correction and certification, structured learning stages, mastery-based progress, internal and external supervision, and detailed student progress reports. By aligning these pillars with the principles of educational quality management, the system offers a practical pathway for improving both the consistency and the outcomes of Qur'anic instruction. This study explores how the Ummi Foundation's 10 Quality Pillars are implemented in managing Qur'anic education.

It focuses on evaluating their effectiveness in improving recitation and memorization, identifying the mechanisms that ensure teacher and student competence, and examining the model's potential for adaptation in other formal and non-formal Islamic learning settings. Through this investigation, the research contributes to the broader discussion of quality management in Islamic education and provides insights into tackling the long-standing challenge of low Qur'anic literacy in Indonesia.

2. METHOD

This study adopts a descriptive qualitative approach to analyze the implementation of the 10 Quality Pillars in Qur'anic learning at the Ummi Foundation. The research focuses on the phenomenon of applying a quality assurance system to address the challenges of standardizing Qur'anic instruction in Indonesia, particularly in terms of teacher competency consistency, the distribution of standardized learning materials, and supervision mechanisms. Participants were selected using purposive sampling, comprising four key individuals directly involved in Qur'anic education management: Ustadz Abdul Halim (senior instructor), Ustadz Ahmad Fuadi (quality supervisor), Ustadz Hafiz Hasibuan (teaching staff), and Ustadzah Marhamah (curriculum coordinator). These informants were deemed capable of providing perspectives representing both managerial dimensions and practical field experiences. Primary data were collected through in-depth interviews, participant observation, and document analysis (institutional guidelines, teaching materials, and evaluation reports). Secondary data included literature on quality assurance systems in education and Qur'anic learning to support the analysis. Data analysis followed the Miles & Huberman model, consisting of three stages: data reduction, data display, and conclusion drawing/verification. To ensure the validity of the findings, source triangulation was employed by comparing the results of interviews, observations, and documentation, as well as member checking with the informants. This approach enabled a more objective and comprehensive understanding of the implementation of the 10 Quality Pillars in Qur'anic learning.

3. RESULTS AND DISCUSSION

3.1. Results

Based on interviews, observations, and document analysis, this study found that the implementation of the Ummi Foundation's 10 Quality Pillars in managing Qur'anic learning is carried out systematically. Each pillar plays a significant role in maintaining the quality of students' recitation and memorization. The key findings are as follows:

Goodwill Management

Goodwill management serves as the cornerstone of the successful implementation of the 10 Quality Pillars within the Ummi Foundation. The commitment of institutional leaders, including school principals and foundation managers, is evident in the provision of facilities, the allocation of dedicated time, and the establishment of regulations that ensure Qur'anic learning adheres to set standards. This commitment goes beyond administrative support, reflecting emotional and moral dedication to improving students' recitation quality and enhancing teachers' professionalism. Such support fosters a conducive organizational climate where all stakeholders feel encouraged to pursue shared quality objectives.

The findings also highlight that without managerial goodwill, other pillars cannot operate optimally. For instance, tashih and tahsin require dedicated scheduling and resources, teacher certification depends on financial and policy backing, and effective supervision is only possible when management provides precise coordination mechanisms. In essence, goodwill management functions as the driving force that transforms the quality

pillars from mere concepts into practical reality, distinguishing successful institutions from those struggling with consistency issues.

Teacher Certification

Teacher certification is a vital instrument in ensuring the quality of Qur'anic instruction under the Ummi Foundation. The certification process is systematic, guaranteeing that teachers meet the required standards in both recitation skills and teaching methodology. Not all teachers are immediately eligible to teach; they must undergo a rigorous selection, training, and evaluation process before receiving official certification. This certification not only recognizes professional competence but also acts as a quality filter, ensuring students receive consistent and reliable instruction. The study indicates that certification not only improves teachers' individual capabilities but also fosters confidence and professional accountability. Certified teachers feel more valued and motivated to maintain high-quality recitation and adhere to proper teaching methods. For institutions, certification provides a clear benchmark for recruiting qualified educators. Consequently, teacher certification stands as a crucial pillar for sustaining quality while addressing the common issue of inconsistent teacher competence in many Islamic educational settings in Indonesia.

Sufficient Learning Time

Adequate learning time is another essential pillar in maintaining consistent quality in Qur'anic recitation. With a minimum schedule of four to five sessions per week, each lasting 60–70 minutes, students have ample opportunities to practice, correct mistakes, and gradually improve their reading skills. This frequency allows teachers to provide intensive guidance while fostering continuous learning habits, which in turn support more effective internalization of Qur'anic recitation. Findings indicate that regular scheduling has a direct contribution to improved student performance. Those who attend sessions with the prescribed intensity reach proficient reading standards more quickly than those with irregular attendance. Supplementary homework assignments further reinforce learning outcomes, as students become accustomed to practicing outside of classroom hours. This pillar underscores the importance of structured and disciplined time management as a foundation for successful Qur'anic education programs.

Ideal Teacher to Student Ratio

Maintaining an ideal teacher-to-student ratio is a critical strategy for ensuring effective Qur'anic learning. With a maximum of 10–15 students per teacher, each learner receives more personalized attention. This arrangement enables teachers to promptly correct tajwid errors, monitor individual progress, and provide feedback tailored to each student's needs. As a result, the learning process becomes more focused, efficient, and aligned with established quality standards. However, the study also reveals challenges in classrooms where the ideal ratio is exceeded, resulting in a decline in instructional effectiveness.

Teachers in overcrowded classes struggle to provide intensive support, which slows the correction process and leads to uneven learning outcomes. These findings reinforce that

proportional teacher-student ratios are not merely administrative requirements but essential factors for the successful implementation of the 10 Quality Pillars.

Competent Coordinator

The presence of a dedicated Qur'anic coordinator proves to be a key factor in maintaining quality standards. Acting as a bridge between management and teachers, the coordinator ensures that policies and procedures are effectively executed. Through routine supervision, classroom monitoring, and active coordination, coordinators can quickly identify emerging issues and provide timely solutions.

Their role extends beyond administration, serving as a strategic function in sustaining the high-quality recitation expected by the U. To ensure the effectiveness of the Ummi Method in Qur'anic learning, the role of the coordinator becomes a crucial element within the 10 Quality Pillars. The coordinator is not merely an administrative position, but a strategic function that ensures the continuity, consistency, and quality of Qur'anic instruction. By overseeing teacher performance, monitoring learning standards, and safeguarding the integrity of implementation, coordinators act as the quality controllers of the program. The research shows that institutions with proactive and well-trained coordinators consistently achieve higher instructional quality. These coordinators actively guide teachers, reinforce discipline, maintain consistency in teaching, and provide motivational factors that significantly enhance students' recitation outcomes. On the other hand, passive or less engaged coordinators tend to weaken the implementation of standards, resulting in decreased teaching quality and suboptimal learning outcomes. This finding highlights that the presence of competent and committed coordinators is not optional, but a decisive factor for the success of the 10 Quality Pillars.

Their leadership, supervision, and continuous support play a crucial role in maintaining the high recitation standards expected by the Ummi method. The research indicates that institutions with proactive coordinators consistently demonstrate higher instructional quality. Such coordinators drive teachers to remain disciplined, consistent, and motivated. In contrast, passive coordinators often lead to suboptimal implementation of standards, thereby hindering learning outcomes. This underscores the importance of capable coordinators as indispensable components of the 10 Quality Pillars' success.

Clear and Measurable Targets

Setting clear and measurable targets is essential to maintaining quality within the Ummi system. Each level of instruction specifies defined learning outcomes, from basic reading skills to advanced fluency and tajwid accuracy. These targets serve not only as technical guidelines but also as motivational benchmarks for students to progress steadily. Consequently, learning becomes more structured, measurable, and standardized across Ummi-affiliated institutions. Clear targets also simplify teachers' planning and assessment processes. Regular evaluations through tashih, tahsin, and structured oral examinations ensure that each student's progress is objectively monitored. The study demonstrates that both teachers and students benefit from concrete targets, as they provide a clear roadmap for

achieving success at each stage of the learning process. This prevents vague or directionless teaching while enhancing accountability in the delivery of Qur'anic education.

Systematic Learning Stages

Qur'anic instruction under the Ummi system is designed with a gradual, ability-based approach. Students are required to first master essential skills such as letter recognition, articulation points (makhraj), and basic recitation rules before progressing to more advanced stages. This structured framework ensures that no learner is pushed to the next level without adequate readiness. As a result, recitation quality is better maintained, and students develop a strong foundation for mastering the Qur'an.

Findings from this study indicate that this step-by-step approach effectively reduces recitation errors, particularly in proper elongation (mad) and tajwid accuracy. Teachers benefit from the ability to group students according to their skill levels, allowing for more focused and targeted instruction. Likewise, students experience a more comfortable learning process, as each milestone aligns with their individual pace and preparedness. These results highlight that a systematic, staged learning process is a key factor in the successful implementation of Ummi's 10 Quality Pillars.

Consistent Mastery Learning

The principle of mastery learning, central to the Ummi system, emphasizes achieving complete proficiency before advancing to the next level. High minimum standards set at 90–100% require students to demonstrate fluency and accuracy in recitation. This approach instills academic discipline in both teachers and learners, ensuring that progress is based on quality rather than merely completing materials. Although this method may extend the time some students need to complete a level, its results are consistently positive. Learners trained under this mastery approach exhibit stronger reading abilities and are less prone to repeating errors in subsequent stages. For teachers, mastery learning serves as an effective quality control tool, ensuring that all students achieve comparable competencies before progressing. Thus, maintaining consistency in mastery learning forms a vital foundation for sustaining Qur'anic instructional quality within the Ummi framework.

Internal and External Quality Control

Quality assurance in Qur'anic learning under the Ummi method is maintained through a dual-layer control system that works in complementarity. At the internal level, school principals and coordinators actively conduct routine supervision through classroom observations, review of student evaluation results, and monitoring of teacher performance. This mechanism ensures that learning activities consistently adhere to established standards, allowing for immediate corrective action when deviations are detected.

Externally, oversight is carried out by regional Ummi teams and the central Ummi Foundation. This external supervision not only verifies the quality of learning but also serves as a means of continuous professional development for teachers and institutions. The dual-layer monitoring system offers a more objective assurance of quality, as it relies not only on internal evaluations but also incorporates independent assessments. Consequently, this dual

control mechanism has proven effective in maintaining consistent standards, minimizing potential deviations, and strengthening institutional accountability in the eyes of the community.

Individual Student Progress Reports

The preparation of student progress reports serves as a crucial instrument in ensuring transparency and accountability in Qur’anic learning. These reports are not limited to milestone assessments, such as level advancement exams or *munaqasyah*, but are also compiled regularly through daily and weekly records. This systematic monitoring allows teachers to track each student’s achievements and challenges, providing a solid foundation for tailored follow-up guidance.

Moreover, progress reports act as an effective communication channel between teachers, parents, and school management. Parents can closely follow their child’s development, while schools can utilize the data to refine teaching methods and classroom management strategies. The presence of these progress reports ensures a more structured and measurable learning process, ultimately enhancing public trust in the quality of Qur’anic education delivered.



Figure 1. 10 Quality Pillars of Ummi Method

Table 1. Implementation of the 10 Quality Pillars in Qur'anic Instruction at the Ummi Foundation

No.	Quality Pillar	Implementation Practice	Implications
1	Teacher <i>Tashih</i>	All instructors undergo recitation verification prior to teaching.	Ensures the accuracy of teachers' recitation and minimizes errors.
2	Teacher Certification	Certification provided through official Ummi Foundation training.	Guarantees standardized pedagogical competence and uniform teaching practices.
3	Mentoring & Coaching	Teachers receive continuous mentoring from senior instructors.	Enhances teaching quality and boosts teacher confidence.
4	Supervision	Regular internal and external supervision is conducted regularly.	Maintains consistency in recitation quality and instructional methods.
5	Standardized Curriculum	A uniform Ummi curriculum is applied across all institutions.	Ensures consistent learning outcomes across centers.
6	Official Learning Materials	All students use standardized Ummi textbooks.	Prevents material discrepancies and ensures national quality standards.
7	Evaluation & <i>Munaaqasyah</i>	Students undergo staged assessments leading to <i>munaqasyah</i> .	Provides measurable learning outcomes and enhances student motivation.
8	Progress Reporting	Teachers compile daily, weekly, and semester reports.	Enables parents and management to monitor student progress effectively.
9	Management Involvement	Boards and administrators actively support learning facilities.	Strengthens systemic support and secures instructional quality.
10	Continuous Improvement	Periodic reviews of quality systems for ongoing refinement.	Ensures adaptive programming and sustained improvement over time.

This study has several limitations that warrant consideration. First, its focus on institutions exclusively implementing the Ummi Method limits the generalizability of findings to broader contexts. Second, data collection was conducted within a restricted timeframe, which prevented a complete observation of long-term quality assurance dynamics. Third, the study primarily emphasizes managerial and instructional processes rather than quantitative measures of students' academic achievement. Nevertheless, these findings offer a comprehensive depiction of the implementation of the 10 Quality Pillars and provide a foundation for further research employing broader samples, quantitative approaches, and longitudinal designs to strengthen empirical evidence and advance the discourse on Qur'anic education quality assurance.

3.2. Discussion ¹²

The low level of Qur'anic literacy in Indonesia, as highlighted by Aulia et al. [24], remains a critical challenge, particularly since many students are still unable to read the Qur'an in accordance with the rules of tajwid. This situation underscores the need for a learning model that not only focuses on cognitive aspects but also integrates a structured quality assurance system to ensure competency. Findings from this study reveal that the *10 Quality Pillars* developed by the Ummi Foundation provide a practical framework to address this issue. First, the study demonstrates that a strong management commitment, supported

by policies, resource allocation, and internal regulations, ¹⁰ plays a crucial role in sustaining the implementation of the quality system.

This aligns with Dwisusanti and Mukhroji [16], who emphasize that Islamic education quality management can only succeed when supported by professional and consistent governance. Second, teacher certification emerges as a key factor in ensuring the quality of students' Qur'anic recitation. Certified Ummi teachers demonstrate not only mastery of tajwid but also the ability to deliver instruction systematically in line with established standards. This finding supports Istiqomah et al. [15], who argue that teacher quality is a decisive factor in improving the effectiveness of religious education. Third, the study highlights the effectiveness of multi-layered supervision, both internally by the school and externally by the Ummi Foundation's central team, in maintaining consistency in quality assurance. This finding aligns with Mulia [4], who emphasizes that continuous monitoring and evaluation are crucial for maintaining educational quality. Fourth, the use of *progress reports* significantly contributes to transparency and accountability in the learning process. These reports enable teachers, parents, and school administrators to monitor student progress, while also providing a basis for targeted follow-up interventions.

This is consistent with Mulia's [4] notion of *continuous quality improvement*, which emphasizes the ongoing refinement of quality assurance in education. In summary, this study demonstrates that the implementation of the 10 Quality Pillars has a significant improvement in students' Qur'anic reading and memorization. At the same time, it addresses the broader issue of low Qur'anic literacy raised in the introduction [24] while reinforcing prior research on the importance of quality management, teacher competence, and ongoing evaluation in Islamic education [4], [15], [16].

4. CONCLUSION

⁵ This study aimed to analyze the implementation of the 10 Quality Pillars in managing Qur'anic instruction using the Ummi Method. Findings indicate that the application of these pillars has been generally effective, contributing significantly to improvements in students' recitation and memorization skills. Key success factors include strong managerial commitment, adequate facilities, balanced teacher-student ratios, competent coordinators, and a structured evaluation system. Additionally, the application of mastery learning principles, internal and external quality control mechanisms, and systematic progress reporting has substantially supported the consistency of learning outcomes. Despite limitations such as imbalanced teacher allocation in larger classes and the study's short duration, the overall implementation effectively maintained the quality of Qur'anic teaching and learning processes. ¹³ The implications of this research underscore the necessity for Qur'anic education institutions to uphold the 10 Quality Pillars to sustain instructional excellence consistently. Institutions are advised to strengthen organizational support, increase the number of certified teachers to maintain optimal teaching ratios, and enhance routine external supervision to ensure effective teaching practices. Future research should consider adopting quantitative or longitudinal approaches to provide broader insights into the long-term effectiveness of the 10 Quality Pillars across diverse educational settings.

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