



## Improving Students' Ability to Read the Qur'an Using the Ummi Method at Muhammadiyah Assalaam Elementary School in Malang

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### Abstract

*Improving the ability to read the Qur'an can be effective if the learning uses the correct method. One method that can improve students' ability to read the Qur'an is the Ummi method because the Ummi method of learning is structured and supported by certified teachers. Therefore, this research uses a qualitative approach with a case study type involving the Ummi Method Teacher and 1 Ummi Method Coordinator, and 3 Muhammadiyah Elementary School students and three parents of SD Assalam Malang as informants. Data collection was carried out through interview techniques, observation, and documentation. According to Miles and Huberman, data analysis techniques use four steps: data collection, reduction, presenting data, and drawing conclusions. Based on research conducted at SD Muhammadiyah 3 Assalam Malang, it was found that improving students' ability to read the Qur'an using the Ummi method is very effective, as seen from the overall ability level of the 6th-grade students, who can read the Qur'an according to tajwid rules and memorize verses. There is also synergy between teachers, students, and parents supporting the Ummi learning method.*

**Keywords:** Reading Qur'an Ability, students, Ummi Method

### Abstrak

Peningkatan kemampuan membaca Al-Qur'an bisa efektif jika pembelajarannya menggunakan metode yang tepat. Salah satu metode yang bisa meningkatkan kemampuan membaca Al-Qur'an siswa ialah metode Ummi karena pembelajaran metode ummi terstruktur dan didukung oleh guru yang sudah tersertifikasi. Oleh karena itu penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus dengan melibatkan Guru Metode Ummi dan 1 Koordinator Metode Ummi dan 3 siswa SD Muhammadiyah serta 3 orang tua SD Assalam Malang sebagai Informan. Pengumpulan data dilakukan melalui teknik wawancara, observasi dan dokumentasi. Menurut Miles dan Huberman teknik analisis data menggunakan 4 langkah yaitu koleksi data, reduksi data menyajikan data dan penarikan kesimpulan. Berdasarkan penelitian yang dilakukan di SD Muhammadiyah 3 Assalam Malang, ditemukan bahwa dalam meningkatkan kemampuan membaca Al-Qur'an siswa menggunakan metode Ummi sangat baik dilihat dari keseluruhan siswa jilid Al-Qur'an kelas 6 tingkat kemampuannya setara, siswa bisa membaca Al-Qur'an sesuai kaidah Ilmu tajwid serta siswa dapat menghafal ayat-ayat Al-Qur'an dan terdapat sinergitas antara guru, siswa, dan orang tua yang mendukung pembelajaran metode umi.

**Kata Kunci:** Kemampuan membaca Al-Qur'an, Siswa, Metode Ummi

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## INTRODUCTION

The ability to read the Qur'an is essential because it is the most appropriate way to become a Qur'anic generation, which includes understanding all the virtues of the Qur'an, including reading it (Syarifah, 2023). The ability to read the Qur'an at an early age is one of the essential aspects of Islamic education for students who have good potential to learn and start recognizing hijaiyah letters. Mastery of reading hijaiyah letters is crucial in reading the Qur'an (Abd.Rosyid, 2019). Therefore, learning to read the Qur'an must begin as early as possible to instil a strong understanding of how to read the Qur'an.

The current condition of students' ability to read the Qur'an generally still needs attention, even though most students are Muslim. Their ability to read the Qur'an is very minimal. Interest in reading still needs to be improved, and it has even become a heavy burden for students (Sumiati et al., 2023). At the elementary education level, like in elementary schools (SD), teaching the Qur'an is an aspect that must receive serious attention. Learning the Qur'an in elementary school is essential to help students understand Islamic teachings (Zumrotun, 2023). Therefore, Islamic education teachers must use appropriate and effective methods in teaching the Qur'an.

The Qur'an reading methods that can be applied in the learning process include the tal-Baghdadiadi method, the tal-barkyrqy method, the tmicroqro method, the partiality method, the qiroati method, the yanbua'a method, the Ummi method. Among the various available Qur'an learning methods, the Ummi method stands out as a new method and positions itself as the best partner for schools or educational institutions in ensuring the quality of students' Qur'an reading (Kusuma, 2018). The Ummi method is introduced as easy, fast, and high-quality. Compared to other methods, the Ummi method quickly develops and grows by empowering human resources amidst the rapid increase in users in several regions, allowing them to develop it in their respective areas. The Ummi method also implements a quality assurance system continuously developed to maintain the quality of its processes and products (Andriani, 2021).

The quality of the processes and products can be seen from the ability to read the Qur'an, which is the first gateway to learning the Qur'an. The indicators in reading the Qur'an are critical to be understood and mastered by learners (Ainiyah & Miftahul Himmah, 2023). This is because these indicators will facilitate the proper and correct learning process of the Qur'an. The indicators of reading the Qur'an that must be mastered include fluency in reciting the verses of the Qur'an (without stuttering), accuracy in applying the tajwid rules to improve, perfect, and stabilize the recitation, and accuracy in the pronunciation of makharijul huruf (the articulation points of letters) so that one letter can be distinguished from another. Mastery of these indicators will be a strong foundation for learning to study and understand the Qur'an (Mama, 2000).

In their research, Akhsinatul K and Sholibul Anshori found that the ability to read the Qur'an students at SDI Plus Ulul Albab can read fluently when they are in the 4th grade because the introduction process of hijaiyah letters, tajwid, makharijul huruf, and others is intensively studied from the 1st to the 3rd grade (Kumala & Arini, 2023). Additionally, previous research conducted by Mochamad N Al Muiz and Choiru Umatin shows that the ability to read the Qur'an of Al-Fath students improved by using the Ummi method. The improvement in reading the Qur'an the students can be seen from their ability to recite hijaiyah letters fluently, apply tajwid rules correctly, and read Qur'anic verses with the appropriate length using the Ummi method, which has a distinctive reading tone when heard (Mochamad N Al Muiz, 2022). Another study conducted by Nopa M Tosuerdi and Tuti Alawaiyah explains that improving the ability to read the Qur'an with the Ummi method in the aspects of tajwid and makharijul huruf is seen through 7 stages: opening, apperception/murojaah, concept planting, understanding, practice/skills, evaluation, and closing (Musyarofah & Alawiyah, 2024).

The Ummi Qur'an reading method has advantages that make it different from other Qur'an reading methods. The advantages of the Ummi method have been applied at SD Muhammadiyah 3 Assalam, where there is synergy between teachers, students, and parents in

the Qur'an learning process. The first advantage of the Ummi method lies in its learning approach, which focuses on reading the Qur'an properly and correctly and provides guidance for students to memorize the Qur'an (Hasunah, 2019). The second advantage of the Ummi method is its systematically designed learning methodology. It is easy and enjoyable, facilitating students, including young children, to learn and master the proper pronunciation of the Qur'an (Hambali, 2020). These advantages make the Ummi method one of the practical choices in Qur'an learning at SD Muhammadiyah 3 Assalam. The synergy between teachers, students, and parents in the learning process supports this school's successful implementation of the Ummi method. This research aims to understand the improvement in students' ability to read the Qur'an with the Ummi method at SD Muhammadiyah 3 Assalam Malang.

## RESEARCH METHODOLOGY

This research uses a qualitative approach, which means focusing on an in-depth understanding of the phenomena experienced by research subjects naturally (Sugiyono, 2015). When associated with this research, the above definition aims to understand how students' ability to read the Qur'an improves using the Ummi method at SD Muhammadiyah 3 Assalam Arjosari Malang. This research uses a case study type, where the researcher delves into how students' ability to read the Qur'an with the Ummi method improves.

The informants in this research are eight people. : (1) Ummi method teachers because they have extensive knowledge about the Ummi method learning in the Qur'an recitation for the 6th grade, (2) One Ummi method coordinator plays a vital role in coordinating, monitoring, and ensuring the effectiveness of the Ummi method implementation in Qur'an learning at SD Assalam. (3) Three students play an essential role in improving their ability to read the Qur'an using the Ummi method (4) Three parents because they play an essential role in improving the ability to read the Qur'an outside school.

Data collection techniques used are (1) observation, where the researcher will directly observe the learning process in the classroom by looking at the student's ability to improve reading the Qur'an through the Ummi method. The data obtained includes the condition of the research objects and the Ummi method teacher in improving the ability to read the Qur'an, (2) interviews, where the researcher interviews the Ummi method teacher, the Ummi method coordinator, and three students with different abilities and three parents who constantly monitor the student's progress in improving the ability to read the Qur'an using the Ummi method. The questions are designed according to the context to be known. The data found includes the teacher's observation of the improvement in reading the Qur'an through the Ummi method and (3) documentation, where the researcher observes several documents such as students' progress books, teaching modules, and assessment sheets of Qur'an recitation levels. After collecting the necessary data, the next step is to manage the data using editing techniques, which include editing data obtained from observation, interviews, and documentation, classifying the data, and then examining and concluding the data.

The data analysis technique in this research is inductive, starting from data, not theory, by directly describing the Ummi method learning process, which includes synergy between teachers, students, and parents in improving students' ability to read the Qur'an using the Ummi method at SD Muhammadiyah 3 Assalam Ajosari Malang. Data analysis in this research uses the model of Miles and Huberman, which involves four steps: (1) data collection, gathering data obtained from the field, (2) data condensation, referring to the process of selecting and simplifying data in notes obtained from observations, interviews, and documentation, (3) data presentation by illustrating the data to be easily understood, and (4) concluding, summarizing the structured data.

## RESULTS AND DISCUSSION

### Implementation of the Ummi Method at SD Muhammadiyah 3 Assalam

The research results show that the Ummi method implemented in Qur'an learning at the elementary school level involves synergy between students, teachers, and parents. This is done

to achieve maximum results in improving the ability to read the Qur'an with the Ummi method. According to the interviews, observations, and documentation of the researcher in the field, the ability of students to read the Qur'an with the Ummi method in Qur'an learning at SD Muhammadiyah 3 Assalam can be explained as follows: First, before the learning process begins, the teacher, as an influential figure in the classroom, with wisdom and authority, instructs the students under their guidance to perform religious rituals in the form of prayers to seek blessings and protection from the Almighty before the official learning activities commence. Second, after the collective prayer is finished, the students are instructed to review and solidify their memorization of the verses contained in Juz' Amma, starting from the opening of Surah Al-Ala to the closing of Surah At-Tariq, which they do by memorizing individually. Third, the teacher prepares for reading the Qur'an by reviewing the previously read verses from Surah Al-Baqarah, from verse 1 to verse 15, then continuing from verse 16 to verse 30. The teacher demonstrates the reading, and the students listen, after which they read the Qur'anic verses demonstrated by the Ummi method teacher together. Fourth, the students read two verses of the Qur'an independently and take turns with other students, adhering to the Ummi method indicators, which include reading fluently without stuttering, applying tajwid rules accurately, and correctly pronouncing the makharijul huruf so that one letter can be distinguished from another. When a student makes a mistake in reading the Qur'an or does not read according to the indicators, other students recite "Astagfirullahaladzim." Fifth, the students memorize the following verses together. In the closing stage, the teacher motivates and advises the students to stay enthusiastic about learning to read the Qur'an and practice it in daily life.

### **Supporting Factors of the Ummi Method**

The ability to read the Qur'an through the Ummi method at SD Muhammadiyah 3 Assalam for the 6th-grade Qur'an recitation class using the Ummi method is generally reasonable. Indicators in the learning process contribute to improving the ability to read the Qur'an with the Ummi method.

According to the Ummi method teacher, there are several important indicators that students must master. These include the Qur'an correctly applying the tajwid rules, understanding the makharijul huruf, or the articulation points of hijaiyah letters. However, some students still need help with one or more of these indicators. Some students have difficulty mastering makharijul huruf, while others need to be proficient in tajwid, and some need to be fluent in reading the Qur'an accurately. However, no students' abilities are too low or too high. Generally, the ability to read the Qur'an of the 6th-grade students is comparable, where they have not fully mastered all indicators. However, none lag significantly (interview, observation, documentation, Ummi method teacher, 11/05/2024).

According to the students, there is an improvement in the learning process using the Ummi method. Some students have mastered tajwid and makharijul huruf but have yet to read the Qur'an fluently. Conversely, some students have mastered tajwid and read the Qur'an fluently but need more mastery in makharijul huruf. Others can recite makharijul huruf and read the Qur'an well but still need to be proficient in tajwid. Although the students have not fully mastered all the set indicators, they are continuously trained. This makes them feel an improvement in the Ummi method learning process. With consistent practice, their Qur'anic recitation is hoped to become more perfect (student interview, observation, 11/05/2024).

### **School Activities to Improve Students' Ability to Read the Qur'an with the Ummi Method**

According to Ustadzah Daniar, the school has conducted various activities to improve students' ability to read the Qur'an. One of the activities is participating in the khatmul Qur'an event (completion of Qur'an reading), both held by the school and outside the school environment. Additionally, many students have participated in the imtihan (examination) every year and the Ummi method graduation ceremony. During the graduation ceremony, a question and answer session involves students, parents, and guests to evaluate and provide suggestions regarding the Ummi learning method. Furthermore, the school implements Dhuha and Dhuhur

prayer activities, where students perform the adhan (call to prayer) or recite the phrases in the prayers using the Ummi method recitation, which adheres to tajwid and tartil rules (beautiful recitation). Through these activities, the school strives to improve students' ability to read the Qur'an using the Ummi method (Ummi method coordinator interview, 11/05/2024).

### **Evaluation Process in Learning**

According to the Ummi method teacher and the Ummi method coordinator, the learning process involves two types of evaluation: Daily Evaluation.

It is conducted daily to monitor students' progress. If any student shows a decline in reading ability during the daily evaluation, they will be reevaluated every three months to review the weak recitation according to Tajwid rules.

### **Level Advancement Evaluation**

They were conducted every three months. If students show promising results in the level advancement evaluation conducted every three months, it indicates an improvement in their ability to read the Qur'an using the Ummi method. Although some students still show poor reading ability and receive low scores in the daily evaluation, as seen from the students' progress books, almost 70-80% of students show improvement in the level advancement evaluation conducted every three months, as evidenced by the level advancement sheets. By implementing these two types of evaluation, the Ummi method teacher can regularly monitor and evaluate the student's progress in reading the Qur'an. Although some students need to improve their evaluation, overall, there has been a significant improvement in the learning process using the Ummi method (Ummi method teacher and Ummi Method Coordinator interview and documentation, 11/05/2024).

Based on the interviews conducted with the students, they experience emotional instability during the daily evaluation process, which leads to a decline in their learning achievements. However, when facing the level advancement evaluation conducted every three months, the students show higher enthusiasm. This is because they perceive the level advancement evaluation as a sign that they have reached a final stage in the Ummi learning method for the Qur'an recitation. Thus, their motivation and enthusiasm are higher during the advancement evaluation. Although there are ups and downs or instability in the students' learning achievements, especially in the daily evaluation, overall, the students show significant progress in the regular level advancement evaluation. This indicates that the Ummi method in Qur'an learning has positively impacted the student's ability to read the Qur'an (student interview, 11/05/2024).

### **Adequate Facilities in Improving the Ability to Read the Qur'an**

Availability of teaching aids used in the learning process. According to the Ummi method teacher, using teaching aids in the Ummi method learning process can facilitate students to understand the taught material more quickly (Ummi method teacher interview, 11/05/2024).

Availability of adequate teaching modules. The Ummi method teacher states that the availability of teaching modules makes the Qur'an teaching process using the Ummi method more structured. However, due to time constraints, the Ummi method teacher cannot do everything thoroughly (Ummi method teacher interview, 11/05/2024).

Students' progress books. Parents also monitor the Ummi learning method to improve students' ability to read the Qur'an. Through the students' progress books, parents can see the mistakes and shortcomings experienced by students when reading the Qur'an with the Ummi method outside of school. Parents will then review the learning material taught at school that day to help students hone their ability to read the Qur'an. Every day after school, parents check the students' progress books and provide motivation and advice to keep learning the Qur'an (3 parents interview, 11/05/2024).

Based on the results of the analysis conducted by the researchers, the ability of students to read the Quran has reached a reasonable level. This is inseparable from the structured and systematic learning process and supported by several previously mentioned indicators.

Furthermore, some students can advance to the 6th-grade Qur'an recitation level through effective learning implementation. This indicates that the efforts made by the school to improve the ability to read the Quran have yielded satisfactory results, with an increase in the student's ability to read the Quran. This achievement deserves appreciation and can be used as a benchmark for the success of the learning program that has been implemented.

## CONCLUSION AND SUGGESTIONS

Improving the ability to read the Quran using the Ummi method can be seen from the learning process, which includes the stages of opening and memorizing Qur'anic verses and the teacher reading verses with students. Students read individually and are reviewed by the teacher according to the Ummi method indicators. They memorize verses for the next meeting, ending with a closing. From the 6th-grade Qur'an recitation level students from 2016 to 2024, 70-80% passed the level advancement test using the Ummi method. The students' Qur'anic recitation is by the Tajwid rules; they can memorize correctly, and overall, the students' abilities are comparable. There is support from parents, teaching aids, teaching modules, and synergy between teachers, students, and parents in the Ummi learning method.

For future researchers, it is recommended to expand the number and variety of informants involved in the research, including students from various grade levels and different schools, to get a more comprehensive picture of the effectiveness of the Ummi method. Additionally, quantitative research can be conducted to objectively measure the improvement in reading the Qur'an using standardized tests. Researchers can also explore other factors that may influence the success of the Ummi method, such as the home learning environment, student motivation, and the quality of interaction between teachers, students, and parents. Long-term evaluation of the impact of the Ummi method is also essential to understand the sustainability of improving students' ability to read the Qur'an after they complete the learning program.

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