The Ummi Method As an Effort to Improve the Ability of Students to Read Al Qur'an at Pesantren Madinah Al-Hijrah

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Abstract

The Ummi method is an innovative approach developed as an effort to improve students' ability to read the Koran. This method is designed to take into account children's learning characteristics and utilizes the principles of Islamic education. This research aims to evaluate the effectiveness of the Ummi Method in improving students' ability to read the Al-Qur'an. This research uses a qualitative and quantitative approach involving a number of students at an Islamic boarding school. Data was collected through observation, interviews, and Al-Qur'an reading ability tests before and after implementing the Ummi Method. The results of the research show that the Ummi Method has a significant positive impact on increasing the ability to read the Al-Qur'an in students. Ummi's method combines interactive, creative learning and is based on Islamic values. In its application, this method uses various learning media, including Islamic story books, learning songs, and educational games. In addition, the personalization approach in the Ummi Method allows for adjustments to learning according to the individual needs of students. In this context, the Ummi Method does not only focus on the technical aspects of reading, but also pays attention to understanding the contents of the Koran and the application of moral values in everyday life. Overall, the Ummi Method can be considered an effective and holistic effort to improve students' ability to read the Qur'an, with the potential to become a model for a sustainable learning approach in the Islamic education environment.

Keywords: Ummi Method, Improving Reading Al Qur'an, Ummi Method Learning

INTRODUCTION

One of our obligations as Muslims is to be able to read our holy book, namely the Koran al-Karim. As Muslims, reading the Koran is a need and necessity that cannot be separated from our daily lives. To be able to read the Qur'an well and correctly according to its rules, guidance and practice are needed, meaning it must be followed through learning methods and stages (Yayuk Widyastuti Herawati, 2021) The Qur'an has a high position in Islam. The Qur'an is the word of Allah SWT which was revealed to the Prophet Muhammad SAW through the intermediary of the angel Gabriel and when reading it is included in worship, it is written in one mushaf starting from the beginning of Surah al-

Fatihah to the end of Surah-Nas which is transmitted from generation to generation in mutawatir (Sheikh Munna Al-Qaththan, 2016).·

A good and correct reading of the Qur'an should be done directly, how many books have been compiled with various theories, methods and systems to overcome the illiteracy of the Qur'an and ask someone to read Kalamullah. However, if a person learns in a self-taught manner or is not guided by an experienced teacher in his field, then many mistakes are made (Nurlizam et al, 2022). Reading the Koran properly and correctly must be done directly, how many books have been compiled with various theories, methods and systems to overcome the safety of illiterate Al-Quran and make someone read Kalamullah. However, if someone learns autodidactically or is not guided by a teacher who is experienced in their field, many mistakes will be made. (Umihani, 2018)

Failure to read the Koran according to the rules of mastering the Tajwid and Makharijul letters will result in serious mistakes. Imam Jalaludin As-Suyuthiy explained that there are two types of errors that can occur to someone who reads the Koran without reading it, namely real errors in the lafadz which can change the meaning and not change the meaning either. hidden errors (A. Rifa'i, 2020), there will be a change in meaning which will impact the content of the Al-Quran which is not in accordance with the message that Allah SWT wants to convey through His word. So, mastering how to read the Al-Quran is a very important thing to pay attention to and correct when there are errors. (Suwarsono, 2016, p. 8). However, there are still many Muslims who read the Quran incorrectly. Based on this observation, we found that there are many ways of reading the Quran that still have shortcomings in our society. The mistake is often caused by the pronunciation of letters that are not perfect or the reading that does not follow the rules of Tajwid (Raisya Maula Ibnu Rasyd, 2019).

Madinah al-Hijrah Islamic Boarding School is one of the Islamic boarding schools that uses the ummi method in teaching the Koran. From the results of initial observations that researchers in the field found regarding the application of the ummi method in the Madinah Al-Hijrah Islamic boarding school, it is that there are still children who are not yet fluent in reading the Koran, are not yet fluent in pronouncing the makharijul letters and are still lacking in terms of understanding recitation and also lack instructor.

The Ummi method is one of the Al-Quran learning methods that is present in Indonesia as a solution for perfecting Al-Quran reading and printing generations of Al-Quran (Hernawan & di Sekolah Dasar Unggulan Daar El-Dzikir Soronangean Bulu Sukoharjo, 2019; Metode Ummi dalam Pembelajaran Alquran pada Santri di Pondok Pesantren Salafiyah Al-Mahfudz Seblak Jombang Umi Hasunah et al., 2017). The ummi method is a method of introducing Al-Quran reading in a taril manner (Shahraini Tambak, 2023;Rifa et al., 2018). It has been proven that this method can make children read the Koran with tartil. In the learning method, Ummi uses media in the form of volumes 1 to 6 volumes, adult volumes, Tajwid books, Ghrib books. The Ummi method not only helps learn how to read the Al-Quran properly and correctly, but the Ummi method also helps students to memorize the Al-Quran correctly and also memorize the meaning of the verses in the Al-Quran. (Gina Aulia; Fitra Fadilah; Imam Tabroni ; Miftahul Fauzan, 2022) Ummi's method uses learning methods and uses tone when reading the Koran so that children are happy and comfortable. Moreover, through Ummi's method, every teacher can understand the method of teaching the Koran, steps and correct classroom management.

This research has some relevance to the research that the researcher will carry out, namely using descriptive qualitative research, using data collection methods through observation, interviews, documentation and discussing the Ummi method. The difference with the research that will be carried out is that the current researcher discusses the application of the Ummi method, whereas previous researchers discussed the Ummi learning method. The research that will be carried out will focus on improving the ability to read the Al-Qur'an, whereas in previous research the focus was on improving the ability

to read and write the lafadz of the Al-Qur'an. The object of research to be carried out is Tahfidz students, whereas in previous research the research object was students at junior high school level. The research that will be carried out will take place at the Tahfidz Mawaddah Al-Chaliq House, Jember, while the previous research took place at Al-Furqon Middle School, Jember.

Research conducted by Yayuk, et al with the title The Inefficiency of Ummi Method in Learning Al-Qur'an, proceedings, 17 February 2022. The most important result of this research is evidence of the failure of learning Al-Qur'an using the Ummi method. Further studies need to be carried out at various levels of education by comparing various types of schools, so that we can find out how learning patterns influence students in reading the Al-Qur'an. (Yayuk Widyastuti Herawati, 2021) Meanwhile, other research was conducted by Gina Aulia et al., with title Ummi Method in Early Children Learning The Qur'an, that parents who are busy working cannot provide meaningful learning of the Qur'an. This type of parent tends to leave the process of studying the Koran to other people such as ustadz and ustadzah. Meanwhile, parents who do not have a profession outside the home, especially mothers, are divided into two. First, for those who know the importance of learning the Qur'an using the Ummi method, they take it out with full responsibility, while other types who don't understand learning the Qur'an using the Ummi method tend to be indifferent to their children. (Gina Aulia; Fitra Fadilah; Imam Tabroni; Miftahul Fauzan, 2022)

This is in line with what was done by Syahraini Tambak et al, in research on the Ummi Method for Madrasah Teacher Professionalism: Is it Effective for Improving Al-Qur'an Reading Skills?, with the results of this research being that the Ummi method has an influence on the development of Al-Qur'an reading skills 'an student. This is proven by the difference between the use of the Ummi method and conventional methods in developing students' Al-Qur'an reading skills at Islamic boarding schools. Thus, this research contributes to the development of a theory of the ability to read the Koran by involving the ummi method. (Shahraini Tambak, 2023)

In the research of Muhamad Yunus Anis, et al with the research title Digital Al-Qur'an Learning Book To Improve Reading And Writing Skills Among Novice Arabic Learners, which explains that the final product of this research is a digital-based learning book for reading the Al-Qur'an. equipped with reading and writing exercises and is suitable for students at the beginner level. The advantages and limitations of digital-based books are discussed. Application of this research: The results of this research can be used for Al-Qur'an educational institutions, both teachers and students. Novelty/Originality of this research. The development of a digital Al-Qur'an learning book model is presented comprehensively and completely (Muhammad Yunus Anis, 2020).

In mid-2007, the Indonesian Education Committee (KPI) published a method for reading and writing the Koran called Ummi, this method was compiled by Masruri and A. Yusuf Ms. Before circulating in the community, this book had passed several teams of pentashihan examiners. Among others, Roem, Rowi, who is a Professor, 'Ulumul Qur'an/tafsir al-Qur'an IAIN Sunan Ampel Surabaya. The next pentashih is Mudawi Ma'rif (Al-Hafdz). He was the holder of the Muttashil sanad to Rasulullah Saw, Qira'ah history of Hafs and Qira'ah Asyarah (Masruri and A. Yusuf, 2017).

The background to the emergence of this method is because the understanding and need for Muslims in general to study the Koran from the reading and memorizing stage has increased. Then in early 2011 the Ummi Foundation was born with the Ummi method and quality system. As a new method present amidst the many other methods that already exist, the Ummi method tries to take positioning as the best partner for schools or educational institutions in ensuring the quality of their female students' reading of the Koran. The strategy used to make the Ummi Foundation grow quickly is to empower regional human resources so that they can develop the Ummi method in their respective

regions. The quality management system continues to be developed to maintain the quality of processes and products in line with the rapid growth of users of the Ummi Method.(*Ummi Foundation, Ummi Method Al-Qur'an Teacher Certification,* 2023) Ummi's method is actually the same as methods that are widely circulated in society, but what is different is that Ummi's method introduces how to read the Koran using tartil. Apart from that, this method has a tajwid book and gharib book which are separate from the volume book. Initially the ummi method was taught only in educational institutions under the auspices of the KPI foundation, but now it has begun to be introduced to the general public.
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METHOD

This type of research is descriptive research using the case study method. said descriptive research is a type of qualitative research that is related to efforts to answer current problems and explain them based on the data found (Soebardhy, et al, 2020). Descriptive research is designed to obtain information about symptom status at the time the research was conducted. This research is directed at determining the nature of a situation at the time the research was conducted (Lexi & M.A., 2010).

The data collection technique in this research is directly on an object in the environment, either in progress or still in the stage, including various attention activities towards an object study that uses sensing. By observing researchers can document and reflect systematically on the activities and interactions of research subjects (Uswatun Khasanah, 2012).

In addition to observations, researchers conducted in-depth interviews*(deep Interviewee)* which provides the answer to that question (Lexy, 2014). To obtain valid data, the respondents in this study were Islamic boarding schools, Al-Qur'an teachers and Islamic boarding school students. In this qualitative research, the researcher uses descriptive data analysis techniques, namely analyzing the research data obtained from the process of searching and compiling them systematically, the data processing methods that will be carried out are observation, interviews. In other words, data analysis is the process of systematically searching and compiling data obtained from interviews, field notes and documentation, by organizing data into categories, describing it into units, synthesizing it, arranging it into patterns, choosing which what is important and what will be studied, and make conclusions so that they are easily understood by oneself and others (Sugiyono, 2015).

Data analysis in qualitative research is carried out in cycles or repeatedly, starting from stage one to stage three, then returning to stage one. Data analysis in this research uses qualitative data analysis following the concept put forward by Miles and Huberman, that activities in qualitative data analysis are carried out interactively and continue continuously until completion. Activities in data analysis include data collection, data reduction, data presentation, and drawing conclusions.

RESULT AND DISCUSSION

Based on the research results, the learning of the Koran uses the Ummi method at the Madinah Al-Hijrah Islamic Boarding School. Because the success or failure of implementing the Ummi method depends on the teacher's understanding of the Ummi method, it is hoped that after receiving this training, the quality of the teacher's standards in teaching reading the Koran will improve. There are several stages in implementing the ummi method at the Madinah Al-Hijrah Islamic Boarding School which is guided by the Al-Qur'an teacher certification module, including:

First. The opening is an activity to condition students to be ready to learn, followed by opening greetings and reading the opening prayer to study the Koran together. From the results of the researcher's observations, when he entered the ustadz immediately

greeted and conditioned the students, asked how they were, patted the ummi, then read prayers together. Second. Apperception, the activity of repeating material that has been taught previously to be able to relate it to the material that will be taught today.

From the results of the researcher's observations, the ustadz and students opened a volume book about yesterday's material. Then the ustadz repeated some of yesterday's material and the students imitated it. After that, the ustadz pointed to the next line of material and appointed the students to read it individually. Concept planting, the process of explaining the material/subject matter that will be taught today.

From the results of the researcher's observations, the ustadz gave the students an explanation first about today's material, then the ustadz appointed the students to come forward to read the page that had been taught.

First, understanding concepts that make children understand the concepts that have been taught by training children to read examples written below the subject matter. From the results of the researcher's observations, the ustadz reinforced the explanation of the material that had been conveyed, then the ustadz immediately practiced reading using the Ummi volume according to the volume together.

Second, Skills or exercises, which will facilitate children's reading by repeating examples or exercises on the main discussion pages and practice pages. From the results of the researcher's observations, the ustadz asked the students to read together or individually and the ustadz corrected the reading if something was wrong.*Third,* Evaluation of observations as well as assessments through achievement books on children's reading abilities and quality one by one. Based on the researcher's observations, this evaluation was carried out after the comprehension and practice learning stages were completed. Students are asked to read the material individually and the ustadz gives an assessment of the quality and ability of the students' reading. If the student is able to read fluently and correctly, then the student can continue to the next page, but if the student is still not fluent and has many errors in reading, then the student will remain on that page and will be asked to repeat it tomorrow.*Fourth*, closing is conditioning children to remain orderly then reading the closing prayer and ending with closing greetings from the ustadz/ustadzah.

Based on the results of the researcher's observations, after the lesson was finished the students and the ustadz read the closing prayer together, then the ustadz gave motivation to the students to always be enthusiastic about learning the Koran. The implementation of the Ummi method at the Madinah Al-Hijrah Islamic boarding school goes through 7 stages, namely opening, apperception, concept planting, concept understanding, practice, evaluation and closing. Not only that in terms of etiquette when holding the Koran, reading the Koran. So the ummi method is detailed from us holding the Koran until we finish reading the Koran."

From the statement above, it can be concluded that learning the Koran using the Ummi method has carried out the correct stages in accordance with the Ummi method procedures. The stages applied in the ummi method have proven to be able to make it easier for students to pronounce the hijaiyah letters correctly and improve students' ability to read the Koran. After the learning has taken place, to determine the students' abilities, whether the students have understood the material presented or not, it is necessary to evaluate the students' abilities, using the read-and-listen method, namely one student reads and the other listens, to find out the extent to which the students understand the learning material presented by the teacher. .

Based on research findings, it can be seen that the Madinah Al-Hijrah Islamic Boarding School is one of the Islamic Boarding Schools that has decided to use the Ummi method as a method for learning the Koran since 2021. From the results of interviews with al-Qur'an teachers at the Madinah Al-Hijrah Islamic Boarding School, he explained that the background for implementing the ummi method was because most of the students at Al-

Hijrah were still tahsin so they were looking for a method that was suitable for solving problems at this boarding school in particular. solve problems quickly.

To apply the ummi method at the Madinah Al-Hijrah Islamic Boarding School, it is divided into two groups, the first is the memorization group, the second is the tahsin group, where the tahsin have not yet reached the memorization stage so they are still studying their reading of the Qur'an using the ummi method. Teaching methods as a strategy or teaching and learning technique are a factor that has a very big influence on the success of the teaching process (Agustina et al., 2016; Hasil et al., 2020; Maesaroh, 2013; Pangondian et al., 2019). Choosing the right teaching method will make the teaching and learning process interesting and make it easier to achieve teaching objectives (Tayar & Syaiful Anwar, 1989).

According to the analysis carried out by the author, this Ummi method is the right method, good, because this method is not for just any teacher to carry out Al-Qur'an learning before the teacher undergoes training and certification first.

In implementing the ummi method at the Madinah Al-Hijrah Islamic Boarding School, it goes through several stages and these stages are used every time we teach, namely:*First*, the opening begins with greetings, class conditioning, asking about news, patting ummi, and prayer.*Second*, apception, namely repeating previous material to relate it to the material to be studied.*Third*, concept planting, namely the process of explaining the material to be taught.*Fourth*, understanding concepts, namely providing children with an understanding of the explanation of the material that has been taught by providing examples of the subject matter.*Fifth*, training/skills, namely facilitating children's reading by repeating material in bound books.*Sixth*, evaluation, namely making observations and providing assessments of children's reading.*Seventh*, closing, namely conditioning children to remain orderly and then pray.

As for learning at the Madinah Al-Hijrah Islamic Boarding School, it takes place from dawn to 06.00, in the afternoon from 17.00 to 18.00, in the evening from 18.30 to 19.30, starting from Sunday afternoon and at the end of the week Saturday morning, in the afternoon until evening it is a holiday. As a new method among many other methods, the Ummi method tries to take the best partners from schools or educational institutions in ensuring the quality of students' reading of the Koran. The ummi method is a method that introduces how to read the Koran using tartil so that learning the Koran will be easy to understand, especially for beginners.

In every process of implementing learning methods, there will be support and obstacles caused by several factors. Likewise, the application of the ummi method at the Madinah Al-Hijrah Islamic Boarding School is influenced by supporting and inhibiting factors in the process.

First. Supporting factors from institutions that have fully supported the Ummi method and learning the Koran using the Ummi method are fully supported by the institution. 1) complete learning facilities/media with the power of the ummi method, one of which is a learning method that has clear book quality, consisting of Pre-Kindergarten books, volumes 1-6, adult ummi books, ghorib al-Qur'an, recitation books and praga tools and learning methodology. 2) the infrastructure that supports learning the Koran using the Ummi method at the Madinah al-Hijrah Islamic Boarding School can be said to be exclusive, this can be seen from the availability of complete infrastructure so that it can support the implementation of learning well. The infrastructure includes adequate study space. 3) certified teachers who have undergone training in the Ummi method of learning, because not just any teacher can teach the Koran using the Ummi method. Teachers who are certified teachers who have met the Ummi professional standards. Professional teachers can create systems and practices during the learning process. So Ummi certification here is very important for Al-Qur'an teachers to become a benchmark so that they can teach well and optimally. 4) Santri. In implementing the Ummi method, students

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also support that they enjoy learning using the Ummi method because what characterizes it is that the tone is easy to follow and the learning is also easy.

Second. Inhibiting factors include 1) The lack of teaching staff, especially Al-Qur'an teachers, because teachers play a very important role in the learning process they provide. So the quality and performance of teachers greatly influences learning outcomes. There are several conditions for teachers that can hinder learning, including: teachers who are not yet certified because one person has only just been certified and the others are still in the training stage. 2) Cost, it is very important in implementing the Ummi method, from training to certification, there is a fairly large budget. 3) Media or books, as a tool or medium to use the ummi method so that people don't just sell it, they must be certified people who can buy the book

The analysis carried out by researchers shows that the results of applying the Ummi method can improve the Al-Qur'an reading skills of students at the Madinah al-Hijrah Islamic boarding school in terms of good tajwid, good makharijul letters and good character of the letters. The ummi method applied in Madinah al-Hijrah targets students who are already fluent in reading the Koran and can move on to the memorization stage.

Applying this Ummi method, learning the Koran makes students more monitored and learning more focused, because it has been adapted to the Ummi guidebook. Every time the Al-Qur'an is taught, the teacher must carry out an evaluation, the aim is for the teacher to know how the students read the Al-Qur'an. However, it can be seen from the research results that increasing the ability to read the Al-Qur'an in students can also be influenced by various factors, including the teaching methods applied. Several common methods used in teaching reading the Koran include first, the Iqra method. This method focuses on learning Arabic letters and basic reading techniques before involving the actual text of the Koran. Second, Tartil Method. This method emphasizes the beauty of reading the Al-Qur'an at a good tempo and understanding the meaning of the verses read. Third. Al-Jazariyyah Method. This method includes learning tajwid (rules for reading the Koran) and ensuring that students can read the Koran correctly. Fourth, the Ottoman method. This method focuses on learning through memorizing the text of the Koran. Santri start by memorizing short letters and gradually increase their memorization.

If the Ummi method is a method applied in teaching the Qur'an, the results may vary depending on how effectively the method is implemented. Several factors that can influence the success of this method involve teacher qualifications, students' learning abilities, and support from the educational environment. To get more accurate and up-to-date information, it is recommended to contact Islamic educational institutions or centers that implement the Ummi Method and see assessments or testimonials from those who have taken part in the program. In this conclusion, we can appreciate the success of the Ummi Method as a tool for forming a generation rooted in Islamic values. By applying this method, the hope is that students can become ambassadors of goodness who are able to bring benefits to society and contribute to the improvement of the people as a whole. Ummi's method, as a legacy of Islamic education, carries great hope for forming future leaders who inspire and illuminate the path of Muslims.

CONCLUSION

The Ummi method as an effort to improve students' ability to read the Al-Qur'an reflects dedication and commitment to improving understanding and reading skills of the Al-Qur'an. Ummi's method, which has been proven effective, is a solid foundation for forming a generation of students who are able to study and practice the sacred teachings of Islam. Through the application of the Ummi Method, the santri are not only taught to read Arabic letters and understand tajwid, but are also encouraged to understand the meaning of the verses of the Qur'an. This holistic religious education does not only focus on the technical aspects of reading, but also on contextual understanding and the

application of moral values contained in the Qur'an. Ummi's method does not only focus on academic aspects, but also emphasizes the importance of developing the character and spirituality of students. Thus, students who follow the Ummi Method are expected to not only become skilled readers of the Koran, but also individuals who are devout, have noble character, and are able to apply Islamic teachings in everyday life.

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