

APPLICATION OF THE UMMI METHOD TO IMPROVE CHILDREN'S QUR'AN READING ABILITY AT THE MA'RIFATUL FALAH TPQ IN BANYUMULEK

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Abstract

This research is motivated by the development of children's Qur'an reading skills at the age of 4-6 years at TPQ Ma'rifatul Falah Banyumulek when using the Ummi method. This study aims to determine how the application of the Ummi method in improving children's Qur'an reading skills at TPQ Ma'rifatul Falah Banyumulek. This study uses a descriptive qualitative approach with data sources obtained from primary and secondary data sources. Data collection techniques used are observation, interviews and documentation. Data analysis techniques used are data reduction, data presentation and data verification. The data checking in this study uses triangulation of sources and techniques. Based on the results of the study, it shows that the application of the Ummi method in improving children's Qur'an reading skills at TPQ Ma'rifatul Falah Banyumulek can be seen from the learning stages carried out including opening, apperception, concept instillation, concept understanding, practice/skills, evaluation and closing. Meanwhile, the obstacles in implementing the Ummi method at TPQ Ma'rifatul Falah Banyumulek are the lack of parental support, teacher certification and student readiness.

Keywords: Application, Ummi Method, Ability to Read the Qur'an.

Abstrak

Penelitian ini dilatar belakangi oleh kemampuan membaca Al-Qur'an anak pada usia 4-6 tahun di TPQ Ma'rifatul Falah Banyumulek yang berkembang saat menggunakan metode ummi. Penelitian ini bertujuan untuk mengetahui bagaimana penerapan metode ummi dalam meningkatkan kemampuan membaca Al-Qur'an anak di TPQ Ma'rifatul Falah Banyumulek. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan sumber data yang diperoleh dari sumber data primer dan skunder. Teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Teknik analisis data yang digunakan adalah reduksi data, penyajian data dan verifikasi data. Adapun pengecekan data dalam penelitian ini dengan triangulasi sumber dan teknik. Berdasarkan hasil penelitian menunjukkan bahwa penerapan metode ummi dalam meningkatkan kemampuan membaca Al-Qur'an anak di TPQ Ma'rifatul Falah Banyumulek dapat dilihat dari tahap-tahap pembelajaran yang dilakukan diantaranya yaitu pembukaan, apersepsi, penanaman konsep, pemahaman konsep, latihan/ keterampilan, evaluasi dan penutup. Sementara itu adapun kendala dalam penerapan metode ummi di TPQ Ma'rifatul Falah Banyumulek yaitu kurangnya dukungan orang tua, sertifikasi guru dan kesiapan peserta didik.

Kata Kunci: Penerapan, Metode Ummi, Kemampuan Membaca Al-Qur'an.

INTRODUCTION

Islam commands its followers to study and teach the holy book, the Quran, as it is the source of all Islamic teachings, encompassing all aspects of human life. This task is the responsibility of all of us, especially parents and teachers. One fundamental problem is the objective condition of Muslims today, one of which is their lack of

understanding of the Quran, which indicates declining academic performance. This needs to be addressed immediately, as otherwise, Muslims will experience setbacks in various fields (Junaidin Nobisa & Usman, 2021).

Quranic education is an important aspect in the formation of children's character and spirituality from an early age, and will produce children who are good at reading and understanding the Quran (Annisa Miftahul Janah, Fatimatul Asrорiah, 2023). The ability to read the Quran well and correctly for each individual is one of the basic competencies that every Muslim child must have as part of Islamic religious education. Reading the Quran well and correctly is not only a form of worship but also plays a vital role in shaping children's character and spirituality from an early age (Az-zahra & Zailani, 2024).

Teaching the Quran from an early age is one way to stimulate reading, writing, and memorization. Early childhood is an individual undergoing rapid growth and development, both physically and psychologically, for later life. Early childhood is a distinct, unique individual with unique characteristics appropriate to their age (Astuti, 2013).

Unfortunately, people who can read the Qur'an are not necessarily able to read it according to the rules of tajwid and makharijul huruf fluently as taught by the Prophet Muhammad. Therefore, in the context of Indonesian society, which is predominantly Muslim, the ability to read the Qur'an well and correctly is one of the main goals of religious education at the elementary level, especially in informal institutions such as the Al-Qur'an Education Park (TPQ) (Eny Novia Titriana1, 2023) (Fitriani et al., 2023). Therefore, effective and appropriate learning methods are needed to improve children's Qur'an reading skills.

The Quran is a holy book that was revealed to the Prophet Muhammad SAW through the angel Gabriel and conveyed to humanity to be used as a guide for life in the world. In the Quran there is great mercy and lessons for believers and as a regulator of life in the world in its relationship with Allah as well as human relationships with other human beings and human relationships with the surrounding nature (Syaikhu, 2020).

In Indonesia, various methods are used to improve children's Quran reading skills, including the Iqro method, the Qiroati method, the Tilawah method, and the Ummi method. Previous research has shown that the Ummi method significantly improves Quran reading ability (Sarini, 2023).

One of the methods that has been developed specifically for learning to read the Qur'an is Ummi Method. This method emphasizes the approach direct, classical, and individual, with high quality standards in pronunciation, tartil, and tajweed (Musyarofah & Alawiyah, 2024). The Ummi method also combines the affective and psychomotor aspects of children, so that the learning process does not only focus on results, but also on the process of internalizing Islamic values. The application of the Ummi method in learning the Qur'an can increase the motivation of students to read the Qur'an, this is because the Ummi method can help children to quickly be able to read the Qur'an well and correctly. The Ummi learning model is one of the Qur'an reading models that directly includes and practices tartil reading according to the rules of tajweed science, using a mother tongue approach that emphasizes compassion (Annisa Miftahul Janah, Fatimatul Asrорiah, 2023).

The Ummi Method is gaining widespread recognition in various regions across Indonesia and has been adopted by many Quranic educational institutions, including TPQ (Islamic Quran Recitation Center). The method's advantages include its structured approach, intensive teacher training, and regular evaluation and standardization of learning. Previous research has shown that the Ummi Method can significantly improve children's Quranic reading skills, including fluency, tajweed accuracy, and reverence.

Based on the results of previous research entitled The Effectiveness of the Ummi Method in Developing Students' Al-Qur'an Reading Skills at Sdit Al-Fikri Islamic Green School, Pekanbaru City, the results of the study showed that the method was effective based on certain indicators such as fluency, reading accuracy, and conformity of the reading to the rules of tajwid (Yolanda Maya Sari et al., 2024). Likewise, research conducted by Febrianto et al., 2022 entitled Implementation of the Ummi Method in Learning to Read and Memorize the Al-Qur'an for Students at Muhammadiyah Wirobrajan II Elementary School, showed that the implementation of reading and memorizing the Al-Qur'an using the Ummi Method has supporting and inhibiting factors from the method (Febrianto, 2022).

The results of interviews with female teachers at TPQ Ma'rifatul Falah Banyumulek, researchers saw that children's ability to read the Qur'an has not yet improved. This can be seen from how children read hijaiyah letters who still cannot distinguish mahkrijul letters such as the letters alif, 'ain, tsa, sin, shin, ha', kho'dzal, and zay and there are still some children who need help from the teacher/ustadzah to read the Qur'an. Therefore, it is necessary to study how the application of the Ummi

Method to improve children's ability to read the Qur'an at TPQ Ma'rifatul Falah Banyumulek.

METHOD

This study uses a descriptive qualitative research method because the data collected are descriptive data based on the phenomenon of the case to be studied, namely the application of the Ummi method to improve children's Qur'an reading ability. from ustaz/ustadzah TPQ Ma'rifatul Falah. While the secondary data sources in this study are the head of the TPQ Ma'rifatul Falah foundation, documentation, books, articles, journals, previous research results, sources that support the success of the research and the results of written documentation or can be in the form of photos related to the application of the Ummi method in improving children's Qur'an reading. The data collection method in this study is by means of observation, interviews and documentation. Data analysis techniques use several techniques, namely, data reduction, data presentation, and data verification. Meanwhile, to test the validity of the data using triangulation of sources and techniques.

RESULTS AND DISCUSSION

The results of research at TPQ Ma'rifatul Falah Banyumulek in improving the ability to read the Qur'an in its students, the ustaz/ustadzah use 7 stages of learning, including:

1. Opening

The opening stages consist of: a) Conditioning the class first so that learning runs well by using *ice breaking* to train children's concentration, b) Say hello and ask how the children are, and c) Lead the children to pray together by raising both hands".



Figure 1. Routine activities carried out every day, namely praying before learning begins.

2. Apperception

The second stage in the Ummi method learning process is apperception. This activity involves reviewing the lesson discussed in the previous session to help students recall the material taught in class and to enhance their understanding.



Figure 2. Ustadzah's activities in repeating the children's memorization and repeating previous material.

3. Concept planting

The third stage in the Ummi method learning process is concept planting. This method uses large-sized props so that all students can see them. After giving an explanation, the Ustadzah will read the topic of discussion/rules contained in the props by pointing to the hijaiyyah letters being discussed using a pointing device, then the students read the hijaiyyah letters that have been spoken by the Ustadzah, then the students are ordered to read the topic of discussion that has been learned together.



Figure 3. Teaching aids used by female teachers in explaining new material to children.

4. Conceptual understanding

Conceptual understanding in this method is carried out by the teacher instructing students to read together the examples found below the topic. On the

topic page, there are several examples consisting of several lines located below the topic, these examples will be read by the students together, then the teacher divides the students into several teams to read the examples. The teacher observes the students who read the examples. If there are reading errors, the teacher will correct the error. In addition, the teacher tries to provide a deeper understanding of the lessons that have been delivered, by giving exercises to the children in the form of giving practice reading the main topics that are on the teaching aids.

5. Skills/ Practice

The fifth stage in the Ummi method learning process is skills/practice. This skills stage is carried out for 30 minutes. The teacher appoints students from each group to read examples of the main topic in turn. Then, one by one, the students are instructed to read the reading on their respective practice pages, which will then be assessed by the teacher in the students' achievement book.



Figure 4. Children's skills activities in reading hijaiyah letters in their respective ummi volume books.

6. Evaluation

The sixth stage in the Ummi method learning process is evaluation. Evaluation involves observing and assessing each student's reading ability and quality through achievement books. The female teacher grades each student as they read each page of their book, with grades A, B, C, or D based on the grades in the achievement books. This is a daily evaluation, meaning it is conducted daily at every meeting. The assessment is conducted to determine the students' abilities, both in terms of fluency in mastering the material and their memorization abilities.

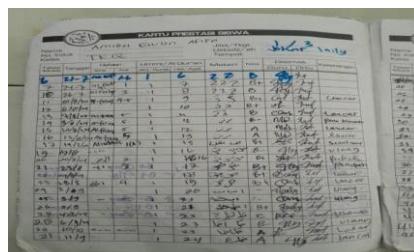


Figure 5. Children's achievement book.

7. Cover

The seventh stage in the Ummi method learning process is the closing. This stage encourages the students to remain orderly, sitting neatly with their hands folded on the table. The female teacher then reminds the students to continue studying what they've learned today at home so they don't forget. She concludes the lesson with a prayer led by the female teacher. The students then shake hands with the female teacher one by one, and the closing stage lasts for five minutes.

The Ummi Method is a Quranic reading learning method based on a natural approach with three main principles: ease, enjoyment, and emotional connection. To improve children's Quranic reading skills, the Ummi Method comprises several learning stages. These stages represent systematic steps that teachers must follow in the Quranic learning process. These stages are implemented sequentially. The stages in the Ummi Method, as proposed by the Ummi Foundation, include introduction, apperception, concept instillation, conceptual understanding, practice or conclusion, evaluation, and closing (Mahrizki et al., 2022).

At the Ma'rifatul Falah TPQ in Banyumulek, the implementation of the UMMI method is highly relevant, considering the diverse socio-economic backgrounds of students and their varying initial Quranic reading abilities. A systematic and structured method like UMMI provides a personalized approach to each child, tailored to their developmental level. Furthermore, the use of aids such as letter cards and audio recordings, as part of this method, can engage students' interest in learning, making the learning process more interactive and engaging (Nurhasanah et al., 2023).

In implementing the UMMI method at TPQ Ma'rifatul Falah, the learning process is carried out in stages, starting with letter recognition with the vowels fathah, kasrah, and dhammah. Next, children are taught to combine letters into simple words and continue reading short sentences. Teachers utilize audio media that record the correct reading to help children imitate accurately. This consistent and repetitive approach allows children to gain strong mastery of phonetics while also increasing their confidence in reading the Quran (Julianto, 2020).

Evaluation of children's Quran reading abilities was conducted periodically through oral tests and reading practice. The implementation of the UMMI method showed significant improvements in fluency, eloquence, and accuracy in reading the

hijaiyah letters and short verses. Furthermore, the children also demonstrated greater enthusiasm for learning compared to previous conventional learning methods. These data indicate that the UMMI method can be an effective solution to overcome difficulties in learning to read the Quran in the TPQ environment (Esron et al., 2025).

CONCLUSION

The application of the Ummi method in improving children's ability to read the Qur'an at TPQ Ma'rifatul Falah Banyumulek uses 7 stages, namely opening, apperception, concept instillation, concept understanding, practice/skills, evaluation and closing.

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