



Implementation of the Ummi Method in Learning Al-Qur'an in Tartil at MDTA Al-Faruq Kertasari Ligung Majalengka

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Abstrak:

Penelitian ini bertujuan untuk mendeskripsikan implementasi metode Ummi dalam pembelajaran Al-Qur'an secara tartil di MDTA Al-Faruq Kertasari, Ligung, Majalengka. Pendekatan kualitatif digunakan dengan pengumpulan data melalui observasi, wawancara, dan dokumentasi pada bulan Mei hingga Juli 2023. Data dianalisis dengan menggunakan model Miles dan Huberman, meliputi pengumpulan, reduksi, dan penyajian data. Hasil penelitian menunjukkan bahwa pembelajaran dengan metode Ummi di MDTA Al-Faruq

sudah berjalan dengan baik. Proses pembelajaran terdiri dari tujuh tahap yaitu pembukaan, apersepsi, penanaman konsep, pemahaman konsep, latihan keterampilan, evaluasi, dan penutup. Faktor pendukung antara lain keseriusan lembaga, motivasi siswa, koordinasi yang baik dengan Umda Majalengka, dan peran koordinator yang kompeten. Namun, terdapat kendala seperti keterbatasan fasilitas, rasio guru dan siswa yang tidak ideal, biaya, dan sertifikasi guru yang belum optimal. Penelitian ini memberikan rekomendasi untuk meningkatkan penerapan metode Ummi, tidak hanya di MDTA Al-Faruq tetapi juga di lembaga formal dan nonformal lainnya. Penerapan metode ini diharapkan dapat meningkatkan kemampuan membaca Al-Qur'an sesuai dengan kaidah ilmu tajwid, sehingga berdampak positif terhadap mental, psikologis, dan perilaku siswa di tengah tantangan zaman.

Kata kunci: Penerapan Metode Ummi, Faktor Pendukung dan Penghambat Metode Ummi.

Abstract:

This study aims to describe the implementation of the Ummi method in learning the Qur'an in tartil at MDTA Al-Faruq Kertasari, Ligung, Majalengka. A qualitative approach was used with data collection through observation, interviews, and documentation from May to July 2023. Data were analyzed using the Miles and Huberman model, including data collection, reduction, and presentation. The results showed that learning with the Ummi method at MDTA Al-Faruq has been going well. The learning process consists of seven stages: opening, apperception, concept planting, concept understanding, skill practice, evaluation, and closing. Supporting factors include the seriousness of the institution, student motivation, good coordination with Umda Majalengka, and the role of a competent coordinator. However, there are obstacles such as limited facilities, non-ideal teacher and student ratios, costs, and not optimal teacher certification. This study provides recommendations for improving the implementation of the Ummi method, not only in MDTA Al-Faruq but also in other formal and non-formal institutions. Applying this method is expected to improve the ability to read the Qur'an trail according to the rules of tajweed science, thus positively influencing students' mental, psychological, and behavior amid modern challenges.

Keywords: Application of Ummi Method, Supporting Factors, and Obstacles of Ummi Method.

A. Introduction

Education is an effort carried out deliberately and systematically to motivate, foster, assist, and guide individuals in developing their potential to achieve a better quality of self (Ulfah & Anwar, 2024). Education physically and mentally matures humans, allowing individuals freedom of thought, speech, action, and responsible self-confidence in everyday life. According to Sugihartono et al. (2007) (Davis, 2022), education is a conscious and planned effort to change human behavior through teaching and training. From this explanation, education aims to help mature humans become good individuals physically and mentally, with an important role in everyday life.

In Islamic education, the Qur'an is the main law source that provides human life guidelines (Hanan, 2024b). As the Prophet Muhammad ﷺ said in a hadith narrated by Imam Bukhari: 'The best of you are those who learn the Qur'an and teach it' (Davis, 2022). This Hadith emphasizes the importance of learning and practicing the values of the Qur'an as the foundation of life according to Islamic law. This is reinforced by Allah's words in Surah Al-Jatsiyah verse 20, which states that the Qur'an is a guide, guidance, and mercy for humans who believe in it.

However, in this modern era, many Muslims have moved away from the Qur'an, do not make it a guide to life, and do not even study or practice its contents (Darmawan et al., 2024). This phenomenon is a major problem that impacts the moral crisis and the loss of Islamic values. This challenge is exacerbated by the negative influence of technological developments, such as the spread of non-educational content through social media (Hanan, 2024).

In overcoming these various problems, the necessary step is to produce a generation of Muslims who can read the Qur'an properly and correctly, understand its content, and practice it daily (Hanan et al., 2021). Therefore, the learning process is very important. Sibaweh also revealed that learning is a process of gaining

knowledge, improving skills, improving behavior and attitudes, and strengthening personality (Sibaweh & Hanan, 2022). Learning can be done anytime and anywhere because learning is not limited to the formal school environment (Anwar & Umam, 2020).

According to Gagne and Briggs (Davis, 2022), learning is a series of events or conditions designed to influence students so that their learning process can occur easily. Learning is also defined as a process by educators to guide and direct students in obtaining meaningful learning experiences, developing certain competencies, and optimally developing their potential (Hanan, 2020).

This study aims to obtain data on implementing the ummi method in learning the Qur'an in tartil for MDTA Al-Faruq students in Kertasari Village, Ligung Kab. Majalengka and on the supporting and inhibiting factors in implementing the ummi method in learning the Qur'an in tartil for MDTA Al-Faruq students in Kertasari Village.

Learning the Qur'an is very important because it can help shape student character better (Azis et al., 2023). Educational institutions such as Madrasah Diniyah Takmiliah Awaliyah (MDTA) become crucial during this process. The growth and development of Qur'anic learning institutions and Islamic religious education in Indonesia is quite rapid, reflecting the community's concern for passing on the values of faith and piety to the younger generation. In Kertasari Village, for example, children learn the Qur'an and Islamic religious education at MDTA Al-Faruq, a non-formal educational institution serving children aged 9-12 years or equivalent to grades 3 to 6.

MDTA Al-Faruq Kertasari Village uses the ummi method to learn the Qur'an. This method was chosen because it is considered more effective and efficient in teaching children to read the Qur'an trail according to Tajweed rules. The ustaz and ustazah who teach using this method must pass tashih and are recommended to have certification to guarantee the quality of teaching. The ummi method also teaches children to behave well and have *karakul karimah*, in

line with the goals of educational institutions in producing a generation of Muslims who are knowledgeable and noble.

However, in practice, learning the Qur'an often faces various obstacles, such as difficulties in reading the letters of the Qur'an fluently, learning the science of tajweed, and applying appropriate learning methods. In MDTA Al-Faruq, other problems include the lack of conducive learning methods, unmeasured student learning outcomes, and limitations in understanding tajweed in depth.

Previous research provides important insights related to Qur'anic learning. (Davis, 2022) the jabaroil method facilitates Qur'anic learning with a classical approach and structured teaching materials. Hanan found that implementing partial methods, such as the Kempekan method, is quite good but not optimal because it takes a long time (Hanan, 2019). Meanwhile, (Davis, 2022) showed that the qiroati method could improve students' ability to read the Qur'an with evidence of increased student scores after applying this method.

Implementing the right method is the main solution to overcome these obstacles. In this context, implementation is the application of a plan that has been carefully prepared to achieve learning objectives (Davis, 2022). According to Pressman and Wildavsky (Davis, 2022), implementation includes actions to realize, implement, and complete policies that have been designed. The implementation objectives include effective execution of the plan, documentation of implementation procedures, and evaluation of success for future improvement.

Methods have an important role in learning because they determine the success of the teaching and learning process. Therefore, educators need to choose and design methods based on the material and the needs of students (Hanan, 2022). One of the developing methods of learning the Qur'an is the ummi method. This method emphasizes the recitation of the Qur'an in tartil with correct tajweed rules while paying attention to aspects of fashohah and reading rhythm. With this approach, students can read the

Qur'an well and understand and practice its values daily (Davis, 2022).

Based on this background, this study was conducted at MDTA Al-Faruq Kertasari Village, Ligung Subdistrict, Majalengka Regency, focusing on implementing the ummi method in learning the Qur'an in tartil. This study aims to explore the effectiveness of the ummi method in improving students' ability to read the Qur'an, understand its content, and form moral characters.

B. Methods

This research used a qualitative approach and case study method to understand how the ummi method is applied in learning the Qur'an in tartil at MDTA Al-Faruq Kertasari Village. This approach was chosen because it can explore the phenomena that occur and understand the dynamics of applying the method in a real learning environment (Davis, 2022). This research focuses on students aged 9-12 years, ustaz, ustazah, and managers of educational institutions who are directly involved in learning activities.

The data for this study were collected through several methods, namely in-depth interviews with students, ustaz, and ustazah in charge of teaching, as well as direct observation during the learning process at MDTA Al-Faruq. In addition to interviews and observations, researchers conducted documentation studies to collect various administrative records and reports on implementing the ummi method. Data analysis was conducted by referring to the model (Davis, 2022), which includes the process of data reduction, data presentation, and conclusion drawing. To ensure the validity and accuracy of the data, triangulation was conducted by combining interviews, observations, and analysis of documents obtained (Taufiqi et al., 2021).

This study aims to evaluate how the ummi method helps students improve their ability to read the Qur'an tartil, understand its content better, and form positive characters through the application. In addition to evaluating the effectiveness of its application, this study

also aims to identify various obstacles faced during the learning process and factors that support the successful application of the ummi method in daily activities in the MDTA Al-Faruq environment.

C. Results and Discussion

1. Implementation of the Ummi Method at MDTA Al-Faruq

The results of observations and interviews show that the ummi method is implemented at MDTA Al-Faruq by referring to its basic principles, namely the talaki approach and reading practice, which focus on active learning and direct communication between teachers and students. The ummi method prioritizes student activeness in reading practice with the teacher acting as a facilitator.

During the learning session, the teacher applies this method through several stages, including direct learning activities, individual and group practice, and periodic evaluation. These stages allow students to understand the recitation of the Qur'an more effectively while appreciating the correct tajweed. Learning activities are conducted in a supportive and motivational atmosphere, where students actively ask questions and discuss their difficulties in understanding the material.

Each student can read and practice trial recitation before the teacher during this process. This helps students better understand and correct errors in their pronunciation. This method also emphasizes repetitive learning to form a deeper understanding and build students' confidence in practicing reading the Qur'an.

The results of the observation sessions show that applying this method significantly positively impacts students' ability to read the Qur'an in tartil. Continuous activities, intensive teacher support, and a hands-on approach with the ummi method help students understand and apply the readings correctly and increase their confidence in daily practice.

Implementation can be interpreted as an application or action based on a plan that has been carefully prepared and detailed beforehand (Davis, 2022). The ummi method is one of the methods

of reading the Qur'an that directly incorporates and practices tartil reading by the rules of tajweed science (Davis, 2022). So it can be concluded that the implementation of the ummi method is the application of the method of reading the Qur'an which has been carefully arranged and also detailed in order to achieve the objectives of the ummi method, namely being able to practice reading the Qur'an in tartil according to the rules of tajweed.

Educators can also interpret learning as a process by guiding and directing students to have learning experiences. Learning is also a process of facilitating students to have certain competencies and develop their potential optimally. The definition of Qur'anic learning is a process carried out by educators to guide and direct students to read the Qur'an fluently and correctly by the rules of tajweed science. While the word tartil, has the meaning of knowledge about tajweed related to makhraj and the nature of letters, as well as about waqaf / place of stop (Davis, 2022).

This learning aims to provide students with learning experiences that facilitate their mastery of reading the Qur'an tartil. By applying this method, students also understand the rules of tajweed related to makhraj, the nature of letters, and proper waqaf.

2. Supporting and Inhibiting Factors for the Application of the Ummi Method at MDTA Al-Faruq

From the results of this study, several factors were found that support the successful application of the ummi method at MDTA Al-Faruq, as well as several obstacles that need attention in the application process. The following is an explanation of each of these factors:

Supporting Factors

- a. The willingness and seriousness of the institution in implementing the ummi method. The willingness and seriousness of the institution is a supporting factor in implementing the ummi method. Because of this, the institution will fight for or provide support so that this ummi method can run well. The institution's willingness and

- seriousness are also the ten pillars of the muttu system in the ummi method.
- b. From the research results, the MDTA Al-Faruq institution already has the willingness and seriousness to apply the Ummi method in learning the Qur'an. This is indicated by the institution providing facilities in the form of Ummi guidebooks, teaching aids, and student achievement books, and the institution has also coordinated with the Ummi Majalengka area.
 - c. Students' learning motivation. Based on research in the field, the author found the sincerity of MDTA Al-Faruq students who were serious about learning the Qur'an with the ummi method. This is because the ummi method is a method of reading the Qur'an that directly includes and practices tar til reading in accordance with tajweed science and also how to read it using rhythm, so it makes students enthusiastic about learning the ummi method.
 - d. Reliable Al-Qur'an coordinator. Ust is the coordinator of the Al-Qur'an, who applies the ummi method at MDTA Al-Faruq. Dedi Sudirlam, S.Pd.I. He attended ummi method training and passed the ummi method certification in Yogyakarta, so he is able to manage the system of implementing the ummi method at MDTA Al-Faruq and coordinate with ummi Majalengka area as ummi supervision in institutions that apply the ummi method in Majalengka Regency.
 - e. Good coordination with ummi Majalengka area. The coordination between MDTA Al-Faruq institutions that apply the ummi method already has good coordination with the ummi Majalengka area, so this is a supporting factor in the application of the ummi method at MDTA Al-Faruq.

Inhibiting Factors

- a. Teachers who have not been certified in the ummi method. The results of research in the field from 4 teachers teaching the ummi method show that only 1 teacher already has ummi

method certification; the rest are still in the coaching stage. This is a factor inhibiting the application of the ummi method in MDTA Al-Faruq because the ability of teachers who are less able to follow the application of the ummi method is an obstacle to learning.

- b. Cost. The cost factor is also included in the inhibiting factors in applying the ummi method, especially at MDTA Al-Faruq, this was conveyed by the Al-Qur'an coordinator when interviewing with the author. He explained:

"If we follow the ummi method for costs, it might be hefty, usually if in the village learning the Qur'an there is no training and so on, if the ummi method has to have training, it costs money. Then also, the ummi book is not sold freely; we have to buy it in the ummi area, which is different from other method books."

- c. Teacher ratios that do not meet student needs. The lack of teacher needs at MDTA Al-Faruq is also a factor in applying the ummi method because there are too many students, reducing the learning time of the ummi method.
- d. Inadequate facilities. From the observations, the facilities lacking are props for props, making it difficult for teachers to explain ummi using props.

3. Analysis of the Application of the Ummi Method Based on Literature Review and Application

- a. Planning

In planning the application of the ummi method, a quality-based system known as the 10 pillars of the ummi quality system is prepared. This is what must be planned when implementing the ummi method. The following is the author's analysis of the planning for the application of the ummi method at MDTA Al-Faruq based on the research results:

- 1) Management goodwill, from the results of interviews with the Al-Qur'an coordinator and observations, MDTA Al-Faruq has received good support from

managers, leaders, and foundations, and coordination with the ummi Majalengka region has been well established.

- 2) Teacher certification, the results of the study 4 teachers teach the ummi method and 1 Al-Qur'an coordinator at MDTA Al-Faruq. Only one teacher with the Al-Qur'an coordinator has been certified in the ummi method. In contrast, the other teachers have not passed this, so they cannot participate in the ummi method certification. This is an inhibiting factor when applying the ummi method at MDTA Al-Faruq. However, the Al-Qur'an coordinator solves this problem by providing the ummi method weekly coaching for three meetings. This is to improve the quality of ummi teachers in teaching the recitation of the Qur'an with the ummi method properly and tartil.
- 3) Good and correct stages: According to the research results, both interviews and observations, MDTA Al-Faruq has implemented good and correct stages well.
- 4) Clear and measurable targets. According to the informant, the ummi method is well-systemized for learning the Qur'an, making reading the Qur'an easier. The target achievement or competence of each volume level indicates this.
- 5) Consistent mastery learning: According to the author's research analyzing MDTA, Al-Faruq has consistently applied mastery learning. Namely, students may only continue to the next volume if the previous volume is really good and fluent.
- 6) There was an inadequate amount of time in applying the ummi method at MDTA Al-Faruq regarding the time in its implementation, namely 60 minutes in one meeting. This is according to the ummi learning guidelines; it is just that at MDTA Al-Faruq, ummi learning is carried out in 3 meetings a week, which is

not according to the ummi method learning guidelines, namely 5-6 per week.

- 7) Intensive quality control: Internal quality control by the Al-Qur'an coordinator is routinely carried out every semester, and external quality control has also been carried out by the Ummi Majalengka region.
- 8) The ratio of teachers and students is proportional; according to the author's analysis, the ratio of teachers and students at MDTA Al-Faruq is less proportional. There are few teachers, and the ratio of students is too high. To overcome this, the Al-Qur'an coordinator designs ummi learning into two shifts.
- 9) Student progress reports: Reports on student learning outcomes are carried out by writing the results of their learning in the student achievement book.
- 10) Ust is the reliable coordinator of Al-Qur'an. Dedi Sudirlam, S.Pd.I, as well as the head of MDTA Al-Faruq. He has attended ummi method training and has passed ummi method certification. He has also established intensive communication with ummi Majalengka area so that the application of this method can determine the success of Al-Qur'an learning at MDTA Al-Faruq institution.

b. Learning Stages of the Ummi Method at MDTA Al-Faruq

According to the author's analysis, the ummi learning stages at MDTA Al-Faruq conform with the application of the ummi method according to the literature review theory; it is just that there are slight differences or additions, namely in the preliminary activities, namely in the prayer section, there is a slight addition to the reading of prayer when going to study. In the core activities, it has conformity in its application with those in the ummi method guide or module.

From the research results, the ummi method not only learns ummi volumes, but there is also learning tahfizh Al-

Qur'an, each volume has a target or achievement of letters that each child must memorise. The achievements of each volume applied at MDTA Al-Faruq based on documentation studies are as follows:

Table 1. Target or Achievement of Al-Qur'an Memorisation for Each Volume

Programme	Memory Matters
Volume 1	<ol style="list-style-type: none">1. An-Naas2. Al-Falaq3. Al-Iklhas4. Al-Lahab
Volume 2	<ol style="list-style-type: none">1. An-Nashr2. Al-Kafirun3. Al-Kautsar
Volume 3	<ol style="list-style-type: none">1. Al-Ma'un2. Al-Quraisy3. Al-Fiil4. Al-Humazah
Volume 4	<ol style="list-style-type: none">1. Al'Asr2. Al-Takatsur3. Al-Qari'ah4. Al-Adiyat
Volume 5	<ol style="list-style-type: none">1. Al-Zalزالah2. Al-Bayinah3. Al-Qadr4. Al-Alaq
Volume 6	<ol style="list-style-type: none">1. At-Tin2. Al-Insyirah3. Ad-Duha4. Al-Lail
Gharib Qur'an	<ol style="list-style-type: none">1. As-Syams2. Al-Balad3. Al-Fajr4. Al-Ghasiyah5. Al-A'la

- c. Evaluation in learning Al-Qur'an ummi method carried out by MDTA Al-Faruq institution: There are two evaluations, the first after learning the evaluation of page increments by the teacher and the evaluation of volume increments carried out by the Qur'an coordinator. This is in accordance with the evaluation in the ummi method learning module.

D. Conclusion

This study concludes that applying the ummi method at MDTA Al-Faruq includes three main aspects: planning, learning process, and evaluation. Planning involves 10 important pillars: good management, teacher certification, appropriate stages, clear targets, mastery learning, adequate time, quality control, teacher and student ratios, student progress reports, and competent coordinators. The dummy method learning stages at MDTA Al-Faruq include opening, apperception, concept planting, concept understanding, evaluation, and closing. Supporting factors for applying the ummi method include the institution's willingness, students' motivation, the existence of a competent coordinator, and coordination with ummi Majalengka area. The obstacles are incomplete teacher certification, limited costs, non-ideal teacher and student ratios, and inadequate facilities. The ummi method effectively helps students read the Qur'an tartil with a consistent quality system and direct practice according to tajweed rules using a distinctive rhythm that motivates students to learn harder.

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