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Implementation of the UMMI Method as an Innovative Approach in Improving the Ability to Read the Qur'an

Imam Hambali¹, Darwis², Ibnu Muthi³

Universitas Islam 45 Bekasi | hambali190997@gmail.com

Universitas Islam 45 Bekasi | darwis@unismabekasi.ac.id

Universitas Islam 45 Bekasi | ibnu@unismabekasi.ac.id

Abstrak

Kata Kunci:

Implementasi;
Metode Ummi;
Kemampuan
Membaca Al-Qur'an.

Dalam upaya pengembangan membaca Al-Qur'an, ada beberapa metode yang umum digunakan. Salah satunya adalah metode Ummi. Metode ini berhasil menarik banyak sekolah dan lembaga, baik formal maupun nonformal. Salah satu pengguna metode ini adalah Sekolah Dasar Islam Terpadu An Najma Al Farabi Cikarang Utara. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Pengumpulan data dilakukan melalui observasi, interview, dan dokumentasi. Teknik analisis data meliputi reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: 1) Penerapan Metode Ummi dalam proses pembelajaran Al-Qur'an di Sekolah Dasar Islam Terpadu An Najma Al Farabi Cikarang Utara berpedoman kepada program dan tahapan pembelajaran yang telah ditetapkan oleh Ummi Foundation. Di antaranya: Penerapan 7 Program Dasar Metode Ummi (Tashih, Tahsin, Sertifikasi Guru, Coaching, Supervisi, Munaqasah, dan Khataman); Penerapan 7 Tahapan Pembelajaran Metode Ummi (Pembukaan, Apersepsi, Penanaman Konsep, Pemahaman Konsep, Keterampilan/Latihan, Evaluasi, dan Penutup); Penerapan 4 Model Pembelajaran Al-Qur'an Metode Ummi (Privat/Individual, Klasikal Individual, Klasikal Baca Simak, dan Klasikal Baca Simak Murni); dan Penerapan 10 pilar Sistem Mutu Ummi (Goodwill Management, Sertifikasi Guru, Tahapan yang Baik dan Benar, Target Jelas dan Terukur, Mastery Learning yang Konsisten, Waktu yang Memadai, Quality Control yang Intensif, Rasio Guru dan Siswa yang Proporsional, Progress Report Setiap Siswa, dan Koordinator yang Handal); 2) Penerapan dan pelaksanaan Metode Ummi terhadap kemampuan membaca Al-Qur'an siswa sangat meningkat terutama dalam bacaan siswa dengan nada Ummi. Hal tersebut dapat dilihat dari data perkembangan pembelajaran Ummi dalam bentuk Raport yang dilaporkan kepada orang tua siswa di setiap akhir semester.

Abstract

Keywords:

Implementation;
Ummi Method; The
Ability to Read Al-
Qur'an.

In the effort to develop reading the Qur'an, there are several methods that are commonly used. One of them is the Ummi method. This method has attracted many schools and institutions, both formal and non-formal. One of the users of this method is An Najma Al Farabi Integrated Islamic Elementary School, North Cikarang. This research uses a qualitative descriptive approach. Data collection was done through observation, interview, and documentation. Data analysis techniques include data reduction, data presentation and conclusion drawing. The results showed that: 1) The application of the Ummi Method in the learning process of the Qur'an at An Najma Al Farabi Integrated Islamic Primary School in North Cikarang is guided by the programme and learning stages set by the Ummi Foundation. Among them: Implementation of 7 Basic Programmes of the Ummi Method (Tashih, Tahsin, Teacher Certification, Coaching, Supervision, Munaqasah, and Khataman); Application of 7 Stages of Ummi Method (Opening, Apperception, Concept Planting, Concept Understanding, Skills / Exercises, Evaluation, and Closing); Application of 4 Ummi Method Qur'an Learning Models (Private / Individual, Individual Classical, Read Simak Classical, and Pure Read Simak Classical); and Application of the 10 pillars of the Ummi Quality System (Goodwill Management, Teacher Certification, Good and Correct Stages, Clear and Measurable Targets, Consistent Mastery Learning, Adequate Time, Intensive Quality Control, Proportional Ratio of Teachers and Students, Progress Report for Each Student, and Reliable Coordinator); 2) The application and implementation of the Ummi Method on students' ability to read the Qur'an is greatly improved, especially in student reading with Ummi tones. This can be seen from the data on the development of Ummi learning in the form of report cards reported to parents at the end of each semester.

INTRODUCTION

The Qur'an is one of the four books of Allah SWT which was revealed specifically to the Prophet Muhammad SAW through the intermediary of the Angel Gabriel as a guide for all Ummah of the Prophet Muhammad (peace be upon him). Reading and studying the Qur'an is worship to Allah SAW.

Starting from surah Al Fatihah and ending with surah An Naas. The Qur'an, the holy book of Muslims, is a collection of Allah's commandments for mankind revealed to the Holy Prophetsa. One of the purposes of the Qur'an is as a guideline for humans to find happiness both in this world and in

the Hereafter. (Achmad, 2007, hal. 1) (Muhammad, 2001, p. 48)

The Qur'an is the book that Allah gave to mankind to be a guide and a path to pleasure both in this world and in the Hereafter. The Qur'an teaches everything, especially about religion, sharia, and morals, so that if people are ready to study, read, and teach it, it will bring direction and benefit to them.

Reading the Qur'an is an obligation for every Muslim because reading the Qur'an is part of worship. Therefore, reading the Qur'an should be taught from the age of children because at that age the child's memory is still strong and it is easier to form a personal character that reflects the Qur'an and so that when adults mastery of reading the Qur'an has fulfilled the specified requirements. Reading the Qur'an is not just fluent to read but must know the meaning contained in it. In order to master the Qur'an, there must be habituation instilled in them children.

The ability to read the Qur'an is the basis for children for themselves or to share with others, therefore efforts to improve the ability to read the Qur'an properly and correctly become an urgent demand to be made for a Muslim in order to improve and practice the Qur'an in everyday life. In a hadith narrated by the Holy Prophetsa: *"At best you are the ones who learn the Qur'an and teach it."* (H.R. Bukhari)

Instilling the Qur'an from the age of children is a responsibility for every Muslim family. Because the family is the most important place of religious

learning for children. However, in modern times like today, many families are experiencing shifts in educating children. Some Muslim families are more concerned with general science education than Qur'an education. In fact, Qur'an Education should remain a top priority in addition to continuing to carry out general science education.

The age of children is a very conducive time to habituate worship as Muslims, such as performing the five daily prayers, reading the Qur'an, praying, getting used to practicing the Sunnah, filial piety to parents, and other good habits. This habituation if carried out continuously and using the right method can grow and develop moral values for them. Therefore, parents, teachers, religious leaders and community leaders around them have an important role in shaping the habit of religious behavior for them. (Ali, 2009, pp. 345-346)

Reading and studying the Qur'an is a highly recommended practice. Various virtues in studying the Qur'an have been mentioned in the Qur'an, one of which is mentioned in Surah Al Qamar verse 22 that the Qur'an will be a reminder to those who read it and the Qur'an is easy to read and memorize. The virtue of reading and studying the Qur'an is also mentioned in the hadith. Among them is a hadith narrated by Imam Al-Bukhari which explains that the best man is the one who learns and teaches the Qur'an. The above description confirms the virtue of reading and studying the Qur'an and

also emphasizes how important it is for a Muslim to be able to read and study the Qur'an.

Nowadays we find that there are still many children who do not know the hijaiyah letters, even though the age is enough to learn to recite, and we often think how to deal with children or students who are difficult when learning hijaiyah letters. For parents or teachers who have children like this can feel worried even to the point of scolding their children, or to their students, and some even call them "stupid" because it is difficult to teach. The number of children who have problems like this is quite large, can reach 70% of children aged 4 to 9 years. Usually shown by the child's love for playing, drawing or playing *gadgets*. Children who are good at drawing are the largest number of children who have difficulty learning and memorizing hijaiyah letters at the age of 4 to 9 years, besides because hijaiyah letters are Arabic letters that we as parents cannot immediately teach from the first time the child is born, in contrast to conversations that use language in everyday life.

Through his life experiences during his early years in the family, his religious growth in childhood took place. Families should give religious and spiritual lessons to their children full attention. Therefore, parents should practice education at home, educate their children about the true religion and creed, and familiarize themselves with observing Islamic law. (Burhanudin, 2005, p. 29)

Islam, the religion of rahmatan lil 'aalamin, obliges every member of society to study and take part in educational activities. In the first verse of the Qur'an, Allah Almighty. ordered the Prophet Muhammad SWT. To read (iqra), one of the manifestations of learning activities. In a broad sense, iqra enables people to reach their full potential by improving their knowledge and quality of life. (Rohmat, 2013, p. 88)

How significant is education in this situation in terms of the Islamic principles outlined in the Qur'an? Because education through reading, writing, and analyzing all human reality becomes very important for humans to realize the power of Allah Almighty, who is different from other beings, who created the entire universe and everything in it.

When religion and piety dominate scientific activities both in the surrounding community and the wider community, education must be able to produce all humans who have great potential for science. Muslims born through the process of Islamic education must be able to find solutions or ways of life that will make them very happy in the eyes of Allah SWT. both in the world and in the afterlife. (Amirul, 2005, p. 71)

In general, teaching children to read the Qur'an at home is the most crucial component of Islamic religious education (memorizing the Qur'an). The foundation for understanding the Islamic teachings of the Prophet

Muhammad (PBUH) is the ability to read the Qur'an. (Haitami, 2013, p. 206)

The motivation that parents give to their children to learn to read the Qur'an is inseparable. Children must learn to recite in order to establish themselves as adults in this era of globalization.

There are procedures that must be observed in reading the Qur'an, one of which is the obligation to read tartil as Allah commands in Sura al-Muzammil verse 4. As intended, tartil is a form of tajweed in reading the Qur'an with contemporary literature methods such as Qiro'ati, Iqro', Tilawati and others trying to improve the ability to read the Qur'an correctly and correctly by telling the teacher to read it. This approach is considered practical and easy to learn for beginners. However, there are advantages and disadvantages of each approach in learning to read and write the Qur'an.

Of course, learning about the Qur'an will require different fields of science to understand its recitation and content. However, learning to read the Qur'an is the first step to learning the Qur'an, at least gradually. The first stage which is the learning stage is intended for young learners and is widely carried out by various educational institutions in the community.

The process of learning the Qur'an today may be easier and more enjoyable by using various teaching techniques and models. The al-Barqi method, Qiro'ati method, Jibril method, Baghdadiyah method, Iqra method, an-Nahdliyah method, and Ummi method

are some of the learning techniques that can be applied. Researchers will examine how one of the innovative approaches, namely the UMMI method in the Qur'an learning process and how the UMMI method in improving the ability to read the Qur'an.

Learning to read the Quran is done using the Ummi technique. This method was developed in 2007 and established by KPI (Quality of Indonesian Education) founded by A. Yusuf MS, Muzammil MS, Nurul H, Samidi, and Masruri. This method is motivated by the growing public awareness of the need to learn to read the Qur'an and the fact that existing Qur'anic teaching programs and methods have not reached all levels of society. (Yuni, 2023)

The UMMI method, designed for fastabiq al-khairat in Islamic education, is based on the popular Qur'anic teaching approach, especially one that has successfully enabled many young people to do so. Real solutions are needed by many TPQs or schools to ensure students keep learning the Qur'an. The learning of the Qur'an in an educational setting involves growth in both content and context as well as system accompaniment, as with any other learning program.

Ummi Foundation offers a fast, simple, effective and innovative way to learn the Qur'an. Quality teachers, quality procedures, and quality-based processes form the three pillars of quality of the UMMI Foundation.

Ummi, which is the Arabic term "Ummun" with the addition of the prefix

"ya' mutakalim", means "my mother". The UMMI method offers a good quality-based system that runs from beginner level to expert stage, although UMMI method teachers must meet certification criteria. The ummi murottal method of the Qur'an uses the basic books from volume 1 to volume 6, as well as volume ghorib and volume basic tajweed. The benefit of this approach is that it is more appropriate to teach students how to read the Qur'an properly and correctly, as well as how to read it in a certain tone. The technique of reading the Qur'an Ummi is different from other Qur'an reading methods that are easy (offers an easy-to-understand learning approach), fun (information is conveyed and presented in a pleasant environment), and touches the heart.

At first, SDIT An Najma Al Farabi has not applied a special method in learning the Qur'an, each Qur'an teacher uses their own method that is mastered. However, in this learning experience obstacles where each group has different targets and quality standards. Qur'an teachers also experience obstacles when they have the opportunity to teach in other groups because each teacher uses different teaching methods.

After evaluating the achievement of Qur'an learning outcomes of SDIT An Najma Al Farabi students, the Chairman of SDIT An Najma Al Farabi Foundation decided to use the UMMI Method.

The choice of the UMMI method is because it is considered the most

innovative method compared to other methods.

In the implementation of learning the Qur'an we need complete facilities and infrastructure in order to achieve maximum results and as expected. At SDIT An Najma Al Farabi, teachers need complete facilities and infrastructure so that the achievement of Qur'an learning can be achieved optimally. The availability of facilities and infrastructure at SDIT An Najma Al Farabi is currently not all complete, such as an air-conditioned place in the Qur'an study room, and others. This is considered to hinder maximum results in learning the Qur'an.

Learning the Qur'an using the Ummi method at SDIT An Najma Al Farabi has been running for 8 years. Facts in the field found that each study group had different achievements. There are groups whose development is very rapid and are able to jointly complete the target well. While there are groups that are slow in achieving the target, this is because there are a variety of different abilities.

To achieve maximum results in learning the Qur'an, requires full participation from all parties, especially students. Students must be enthusiastic and disciplined in learning the Qur'an. This has not been fully revealed by students at SDIT An Najma Al Farabi, thus affecting the achievement of learning the Qur'an.

Based on the results of the above thoughts, the author feels motivated to research and know the efforts made by

the school so that its students can read the Qur'an properly and correctly. The title of this study is "**Implementation Of Ummi Method As An Approach In Improving The Ability To Read The Qur'an** (Case Study at SDIT An Najma Al Farabi North Cikarang)".

RESEARCH METHODS

Researchers use a qualitative approach in this study, which involves summarizing research data and findings in written or oral form before coming to a cohesive conclusion (Hadari, 1998, p. 63). Researchers look for anything, be it facts, views, or documents, that relate to how the problems in this study are formulated in an effort to collect data. There are three types of data collection used by researchers: observation, interviews, and documentation. Researchers use data analysis techniques by using data reduction, data presentation, and data verification.

RESULTS AND DISCUSSION

A. Research Findings

1. Qur'an Learning Planning using the Ummi Method at SDIT An Najma Al Farabi

To achieve useful and relevant learning objectives, preparation is required. In carrying out a learning technique, the preparation includes planning, implementing, assessing learning, and readiness of infrastructure.

Based on the author's observations, the preparations made by the SDIT An Najma Al Farabi Education Foundation in implementing the UMMI method include: (1) Compiling the 2013 Curriculum by adding the content of the school's flagship program, namely Tahsin Tahfid; (2) Add teachers of the Qur'an who are competent in their fields; (3) Implement seven stages or basic programs that have been determined by *the UMMI Foundation* in the application of the UMMI method in an institution or school.

The Ummi method consists of seven fundamental programs that became the foundation for the creation of the Qur'an Generation through the process of memorizing the Qur'an. In addition, this program aims to help schools and teachers become better at managing and teaching the Qur'an in a simple, fun, and heartfelt way. Every Qur'an teacher will be able to use efficient classroom management techniques and understand the Qur'an teaching methodology after completing this complete curriculum.

1. Organizing Qur'an Learning using the Ummi Method at SDIT An Najma Al Farabi

The quality of learning can be

improved through effective learning. A number of factors contribute to learning, including the principal's cooperation with teachers and other staff to achieve the goals outlined in the school's vision and objectives. To ensure that the learning process runs smoothly and produces the desired results, the implementation of learning requires the unification of teachers, students, materials, learning resources, infrastructure, and learning media.

Based on the author's observations, SDIT An Najma Al Farabi in improving the ability to read the Qur'an students carry out several stages, namely:

A. Student Mapping

In learning the Qur'an using the UMMI method, students are divided into groups so that learning can take place effectively. Before determining the number and members of the group, the coordinator of the Qur'an teacher, Ibu Lia conducted a *placement test* first to determine the ability of the students. The formation of Qur'an study groups is determined based on the results of the *placement test*, students will be grouped with students with the same level of ability. The maximum number in a group is 15 learners with 1 teacher. Students are not only grouped with classmates, but can also be with friends from

different classes while the class level is still the same. For example, Adam's grade 1 students can be in the same group as Idris' grade 1 students, different classes but still at one level.

Regarding the rules for students participating in learning the Qur'an ummi method, they will be taught how to take, carry, open, and tidy up the Qur'an in accordance with the correct guidance. They will also be given rules and procedures to set the tone of the lesson. The class is divided into two groups according to location, and an instructor is with each group. The group switching approach is used by students who alternately follow the instructor's instructions in each group. To learn the Qur'an, the students in the class will receive instruction from the Qur'an instructor on proper reading and speaking techniques. Also discussed are how to take a breath, reading speed, and high and low notes.

B. Time Allocation

The amount of study time allocated to using the Quran learning process is the number of hours each week or semester.

Based on the results of the author's interview with the Qur'an teaching teacher at SDIT An Najma Al Farabi, the

allocation of time for learning the Qur'an is 6 hours a week, every day starting from Monday to Thursday Qur'an teaching and learning activities are carried out with an allocation of 1 hour 30 minutes a day. Before carrying out Qur'an learning, students are encouraged to already have ablution and prepare with their respective volumes or Qur'an, and do not forget to bring achievement books or daily value reports. Qur'an teachers prepare learning media such as ummi displays, the Qur'an, value ledgers, and others needed in Qur'an learning activities.

C. Learning Approach

Based on the results of observational studies, the techniques used by Qur'an students to present the UMMI method are classical instruction, classical reading, pure pure listening reading, and classical individual instruction. First, one class studying together or separately is considered standard. Second, according to the instruction teacher, classically read and read differently from each section. Third, classical reading is pure one student practicing listening and listening to what is read. Fourth, classical individuals like deposit memorization.

D. Learning Methods

Based on the results of

interviews and observations conducted by researchers, teachers have provided learning materials with the ummi method. Teachers use UMMI method props that have been made by the Umami Foundation.

E. Learning Resources

Learning resources are resources that students use to help the learning process. They can be used separately or in combination to help students develop defined competencies.

Based on interviews and observations conducted by researchers, learning resources used by teachers to teach the Qur'an with the ummi method, namely: volumes 1-6, volume Gharib, volume tajweed, and the Qur'an ummi method.

3. Implementation of Qur'an Learning with the Umami Method at SDIT An Najma Al Farabi

Based on the author's observations, the implementation of the learning program by teachers at SDIT An Najma Al Farabi has been carried out well, it is proven that the average teacher can condition when the learning process takes place, even though occasionally there are children who joke or do not listen to their friends' readings, at that time the teacher immediately reprimands him. In addition, the teacher also gives responsibility to other students to reprimand the child. After it was under control, the learning process

was resumed.

The teaching and learning activities in Quran Learning at SDIT An Najma Al Farabi can be grouped including the following: Volume Level: Students must follow the material volumes 1-6 Ummi, after the volume material has been mastered, students enter the following levels, namely: Tajweed and Ghorib, Before entering tajweed students need to learn to read the Qur'an first read as much as 5 juz then learn Tajweed while reciting the Qur'an. After that, the child learns Ghorib until he recites the Qur'an. Al-Qur'an, in this level children are kept memorizing the Qur'an while deepening the reading of the Qur'an properly and correctly by using classical techniques and reading pure listen.

Based on the author's observations, to be able to find out more details about the stages of the learning process using the UMMI method at SDIT An Najma Al Farabi, the following data were obtained:

- A. Opening: i.e. the teacher prepares students to learn by saying greetings, reciting the opening prayer, telling them to study the Qur'an first, then reciting al-Fatihah aloud. The teacher then asked about how the children were doing.
- B. Apersepsi: In particular, teachers reinforce previously taught material to relate to new

material. Before starting the lesson. The teaching aids containing yesterday's materials were opened by teachers and students. The children imitate while the teacher then discusses some of yesterday's material. Then the teacher selects a few lines from the caliat and assigns students to read them themselves. When things go wrong, the teacher justifies while the other students pay attention.

- C. Concept Planting: that is, especially the procedures for introducing the material or subjects to be taught today. Teachers and students open the next material in the Ummi Volume book to carry out the process of planting the idea. The teacher will then demonstrate directly the methodology of the subject matter up to three times.
- D. Concept Comprehension: i.e. students' knowledge of new material that has been taught by preparing children for examples that have been written under the topic. After the students have correctly read the topic material, the teacher begins to read out the material related to the subject and asks the students to imitate. The first traditional method is to hold reading classes simultaneously. The second, classic reading exercise, watch students read from each page in a unique way as directed by the

teacher. The three classics involve listening only; one student practices while the other listens to and absorbs the sentences that are in the Vold.

- E. Exercise/Skill: i.e. repeating examples or exercises on a subject page or practice page helps children read. for training or skills, especially whether reading aloud or silently. Students read their work, while teachers and other students listen. If there are errors, correct the readings. can develop students' skills.
- F. Evaluation, which includes observation and assessment of children's reading ability through achievement books. The examination was conducted using traditional reading and listening methods, in which one child reads while the other listens to a friend's page read, according to the researchers' observations. Do individual classics afterwards so that the teacher can assess the mistakes or shortcomings of the students. The teacher then explains and documents the student's mistakes in his or her achievement book. Students are still on that page, if they keep making a lot of mistakes and have trouble reading it fluently.
- G. Concluding, closing activities include teaching children to maintain order, reading the

closing prayer, and ending with a closing greeting from the teacher. A teacher ends a lesson with a prayer to inspire students after the lesson is over.

From the observation of practical learning techniques carried out by Qur'an teachers at SDIT An Najma Al Farabi, there are two techniques, namely individual classical techniques and pure reading techniques.

Classical techniques are applied in a group and at the same time, in reading volumes or in delivering material. The material must be mastered at the same time. The application of classical techniques aims to obtain students who are easier to master the material, Quran teaching methods can run well, and students are orderly. This classical technique will be difficult to apply to teachers who have low volumes. Because this technique requires a loud volume of sound so that learners can focus and pay attention clearly.

In the reading technique, the teacher only tells the page to read, but is not told the line number. To help students focus on listening to their classmates reading, the teacher first tells the learners in the study group which page to read but the teacher does not tell them which line to read. Others have to listen and listen to their friend's reading.

4. Supporting Factors and Obstacles to Learning the Qur'an Using the

Umami Method at SDIT An Najma Al Farabi

Based on the author's observations, there are three factors that can support the success of learning the Qur'an using the UMMI method at SDIT An Najma Al Farabi, namely: professional teachers or teachers and adequate UMMI method learning guidebooks, and parental support.

Professional teachers are able to condition study groups well and use approach techniques that are in accordance with Umami Foundation standards. The approach used by teachers in teaching the Qur'an umami method is the mother tongue. There are 3 elements of the mother tongue applied, namely: *Direct method*, *Repetition*, and sincere affection.

The existence of teaching aids, volume books, ghorib books, the Qur'an, Tajweed books are also supporting factors for the implementation of Qur'an learning. Supporting factors such as learning resources must be adequate, so that the methods implemented run well and in accordance with the objectives.

Students are expected not only to read the Qur'an at school during learning with the teacher, but at home students must repeat the readings that have been taught by the teacher at school, and this requires support from parents. With support from parents to repeat and read the Qur'an at home, the success of learning the Qur'an will be achieved and students will more quickly complete the learning targets set by the

school and also expected by parents.

The obstacles that occur in the implementation of Qur'an learning at SDIT An Najma Al Farabi based on the author's observations there are 2 aspects, namely the ability of each student is very diverse, and the facilities and infrastructure provided by the school are not complete.

The diverse abilities of students sometimes become an obstacle in learning the Qur'an. This difference in ability is because not all children are raised in an environment that supports Qur'anic education. Some children can already read the Qur'an, but still have wrong makhraj and tajweed; on the other hand, other children could not read the Qur'an and could not distinguish long and short. When in one learning group there are various abilities of students, the learning process will take place more slowly than groups with a small level of diversity of abilities or even one level of ability.

The completeness of facilities and infrastructure provided by schools should also be a concern to be immediately equipped so that students can learn the Qur'an comfortably and conductively. Any materials and tools used in the classroom as well as outside the classroom are collectively referred to as educational facilities. Educational infrastructure in this perspective is all basic equipment that indirectly helps the implementation of the educational process in schools.

5. The Effectiveness of the UMMI Method in Improving the Ability

to Read the Qur'an of Students at SDIT An Najma Al Farabi

In the learning process, a method is very influential in achieving success. The use of a method in learning the Qur'an is very necessary because the right method will help students learn the Qur'an well, correctly, and quickly. Learning methods are procedures for delivering teaching materials in the process of teaching and learning activities.

The Qur'an learning method used at SDIT An Najma Al Farabi is the Ummi method. The Qur'an learning method using the Ummi method is one of the lessons that focuses on the study of material and the application of how to read the Qur'an in accordance with the science of tajweed, fasahah and also the science of song / rhythm to prepare students to read the Qur'an through guidance, teaching, or training activities by paying attention to the needs of the community on the importance of being able to read the Qur'an.

Based on the author's observations, the UMMI method is effective in improving the ability to read the Qur'an of students at SDIT An Najma Al Farabi based on the results of the daily assessment of students in reading the Qur'an as described above. Of course, it can be seen that there is a lot of progress from day to day if you look at the results of obtaining the value of the students.

Based on the findings of interviews with school principals, teaching teachers of the UMMI Method, and students.

Researchers realized that the use of the Ummi method to improve the recitation of the Qur'an resulted in significant progress. The Qur'an can now be read by students with tartil according to the rules of tajweed and makhraj which are good and authentic. Previously, students had difficulty reading with tartils, finding tajweed difficult to identify, and pronouncing the letters Makarijul correctly. Students can then proceed to memorize the Qur'an in this way. Because one of the excellent programs of SDIT An Najma Al Farabi is to teach students how to memorize the Qur'an.

Apart from the results of the assessment above, the effectiveness of the UMMI method in improving the ability to read the Qur'an of students at SDIT An Najma Al Farabi as an innovative method can be seen from several aspects that the author obtained based on observations of most students, including:

- a) Students are able to read the Qur'an in accordance with the rules of good and correct tajweed
- b) Students feel happy and easy in the implementation of learning the Qur'an
- c) Students master the material according to their level of achievement
- d) Students are able to correct their own mistakes when reading the Qur'an / Volume
- e) Participants were able to pronounce Arabic numerals
- f) Students are able to memorize the Qur'an properly and correctly

CONCLUSION

Based on the descriptions that have been presented, this study proves that the use of the UMMI Method is very innovative so that it is effectively used in learning the Qur'an at SDIT An Najma Al Farabi North Cikarang, Bekasi Regency. Because, students experience improvement and development while using the UMMI method. This can be proven from:

First, the process of implementing the Ummi method runs effectively, this can be described in the Qur'an learning process that has been carried out at SDIT An Najma Al Farabi, namely: the implementation of learning the Ummi method of the Qur'an lasts for 80 minutes in one face-to-face, in the learning process using the guide of the Ummi Volume book, and in the learning process of the Ummi method through 7 stages, namely: (1) Opening, (2) Perception, (3) Concept Planting, (4) Comprehension, (5) Exercise/skill, (6) Evaluation and (7) Closing. There are two learning techniques carried out by Qur'an teachers at SDIT An Najma Al Farabi, namely individual classical techniques and pure reading techniques. In learning the Qur'an using the UMMI method, teachers apply 3 elements of language approach, namely: *First, Direct Methode; Second, Repeation* ;

Third, Sincere Affection.

Second, there are three factors that can support the success of learning the Qur'an using the UMMI method at SDIT An Najma Al Farabi, namely: professional teachers or teachers and adequate UMMI method learning guidebooks, and parental support. The obstacles that occur in the implementation of Qur'an learning at SDIT An Najma Al Farabi have 2 aspects, namely: the abilities of each student are very diverse, and the facilities and infrastructure provided by the school are not complete.

Third, the Ummi Method is an innovative method in improving the ability to read the Qur'an at SDIT An Najma Al Farabi, it is proven that there is a very good improvement and development in the ability to read the Qur'an of students. Judging from the reading of the Qur'an which previously could not read with tartil, difficulty to distinguish tajweed, and there are still many mistakes in practicing makarijul letters, now students have been able to read the Qur'an with tartil in accordance with the rules of tajweed and makhraj that are good and correct. Thus the learners can memorize the Qur'an more easily and correctly.

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