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The Urgency of Ummi Method Tahsin Teachers to Improve the Quality of Al-Qur'an Reading for Students

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ABSTRACT

This research discusses the Urgency of Ummi Method Tahsin Teachers in Improving the Quality of Al-Qur'an Reading for Students. The Ummi method is a method of memorizing the Al-Qur'an quickly and accurately in recitation. The Ummi method is an approach developed to facilitate the process of learning the Al-Qur'an. This method is designed by considering students' basic abilities and placing emphasis on correct pronunciation in accordance with tajwid rules. The role of the tahsin teacher is very crucial in implementing the Ummi method. The method used in this research is a qualitative method, by interviewing relevant sources and also making observations at the destination. And the results obtained from this research are that tahsin teachers using the Ummi Method have great urgency in improving the quality of students' reading of the Al-Qur'an. This method helps students understand and master the rules of recitation in a systematic and easily accepted way. Although there are several challenges, such as time constraints and variations in student abilities. Therefore, the presence of trained and competent tahsin teachers is very important in efforts to improve the quality of Al-Qur'an reading among students.

Ummi Method, Tahsin Learning, Improve the Quality of Al-Qur'an Reading.

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INTRODUCTION

In the midst of increasingly rapid developments, religious education, especially in learning the Koran, remains an important pillar in shaping the character and morals of the younger generation. Reading the Koran properly and correctly is not only an obligation for every Muslim, but also a means of understanding Islamic teachings in depth. However, the challenge in improving the quality of Al-Qur'an reading among students is still an issue that requires serious attention. Therefore, this research focuses on the urgency for tahsin teachers to use the Ummi method in an effort to improve the quality of students' reading of the Al-Qur'an.

The social context of society also influences the importance of the presence of a tahsin teacher. Many families depend on educational institutions to develop Quran reading skills in their children. This dependency further emphasizes the urgency of having competent tahsin teachers, especially in areas that lack access to adequate religious education. Apart from that, an effective method such as the Ummi Method can be a solution to correct lagging behind in Al-Qur'an learning, considering that this approach has shown success in various regions (Abdurrahman, 2022).

Learning the Koran has a central role in character formation and understanding of Islamic teachings. Good reading includes not only correct pronunciation but also understanding the meaning of each verse read. Therefore, the quality of Al-Qur'an reading among students needs to be improved through effective and efficient methods (Intan & Fahyuni, 2024).

The Ummi method, which was introduced as one of the Al-Qur'an learning methods, has advantages in terms of ease of implementation and effectiveness in improving students' reading skills. This method uses an approach based on the mother tongue and emphasizes compassion in the teaching and learning process, so that students feel more comfortable and motivated to learn. By providing certification for teachers who teach using this method, it is hoped that the quality of teaching can be maintained and students can learn better (Kholid, 2024).

It is hoped that this research can provide a clear picture of the steps taken by teachers in implementing the Ummi method and its impact on students' ability to read the Al-Qur'an. Thus, the results of this research can be a reference for developing Al-Qur'an learning curricula in other Islamic educational institutions (Mahrizki et al., 2022).

RESEARCH METHODE

This research uses a qualitative approach with a descriptive qualitative approach. Qualitative research is humanistic research, and can explain naturalistic perspectives and interpretive perspectives of human experience. Qualitative research seeks to reveal the various uniqueness that exists in individuals, groups, communities and/or organizations in daily life in a comprehensive, detailed, deep and accountable manner. It is felt that this qualitative research can be the sharpest analytical knife to present an in-depth model of studying society.

With qualitative research methods, researchers can conduct in-depth, focused and thorough interviews with research subjects so that the data obtained is more accurate and credible. To complement and enrich the

data/information obtained through in-depth interviews, researchers explore data/information by conducting observations and documentation studies.

RESULT AND DISCUSSION

Tahsin Learning

According to Abdur Rauf in (Fitriani & Hayati, 2020) the tahsin method is one way to recite the Al-Qur'an which focuses on makhroj (where letters come out), the properties of letters and the science of recitation. This method involves talaqqi (meeting face to face) and musyafahah (correcting lips when reading) face to face with a teacher or sheikh whose sanad continues all the way back to Rasulullah SAW.

According to Ahmad Annuri in (Fitriani & Hayati, 2020) tashin (تحسين) comes from the word (تحسيناً - يحسن - حسن) which means to improve, beautify, decorate, beautify, make better than before. Tilawah (تلاوة) comes from the word (يتلوا - تلا - تلاوة) which means reading. And tilawah in terms is reading the Qur'an with a reading that explains the letters and being careful in carrying out the reading, so that it is easier to understand the meaning contained in it. tahsin tilawah is an effort to improve and improve the reading of the Qur'an.

Referring to the teaching techniques with the three strategies above, the researcher in this method of reading the Qur'an uses the third technique, namely the classical reading and listening technique (KBS). By using the classical reading and listening technique, the learning steps taken, first the researcher uses the classical technique and then narrows down to the private or individual technique. More clearly, the following (Fitriani & Hayati, 2020) explains the steps for learning to read the Qur'an as follows:

1. Preparation includes finding a comfortable time, atmosphere and place in the learning process; reading a prayer before starting to learn; stating the learning objectives; preparing a volume or Al-Quran and stationery for educators to explain; preparing a grade summary book to see the development of students.
2. Core part of the lesson
The teacher teaches the material to be studied today to the students. The teacher delivers the Quran material in stages from easy to understand to rather difficult according to the students' intelligence; The teacher asks the students to repeat the reading so that the students practice more so that it will be easier to master the reading. The teacher asks the students to come forward to practice reading the Quran according to the Quran and Hadith book according to the correct tajwid reading. In this case, the researcher continues to teach by providing individual material

according to the students' ability to receive the lesson, so as not to force students who are not ready to come forward to read the Quran. The teacher listens and immediately gives a warning if there are students who make mistakes in reading the Quran. This method must also be considered and listened to by other students. Finally, the teacher provides an evaluation and provides overall encouragement in order to provide reinforcement.

3. The final part is to inform the students about the upcoming lesson and the teacher closes the lesson by saying hamdalah/prayer.

Umami Method Approach

The word umami comes from the Arabic word "umman" which means my mother. The choice of the name Umami is also to honor and remember the mother's services. There is no one who has contributed the most to all of us except our parents, especially Mother. Mothers are the ones who teach us many things and the people who are successful in teaching languages in this world are mothers. Likewise, the approach used in learning the Al-Qur'an using the Umami method is the mother tongue approach (Nobisa & Usman, 2021).

Umi Hasunah and Jannah stated that what is meant by the Umami method is a method that uses a system of learning the Koran by carrying out standardization which is summarized in Umami's 7 (seven) basic programs, which include tashih (validation), tahsin (improving reading), certification, coach (training), supervision, munāqashah (competency test), and khataman (Hasunah & Jannah, 2017).

The Umami method is a method of learning to read the Al-Qur'an that has been widely developed in Indonesia. The Umami method was born inspired by existing methods of learning to read the Al-Qur'an and spread among the community, especially from methods that have been successful in delivering many students who can read the Al-Qur'an well and correctly. (Nobisa & Usman, 2021).

The stages of Umami's method of learning the Koran are described as follows:

- a) Opening. Opening is an activity to condition students to be ready to learn, followed by opening greetings and reading the opening prayer to study the Al-Qur'an together.
- b) Apperception. Apperception is repeating material that has been previously taught so that it can be related to the material to be taught.
- c) Concept planting. Embedding concepts in the Umami method, namely, explaining the material or subject matter that will be taught today.

- d) Concept understanding. Understanding concepts, namely making children understand the concepts that have been taught by training children to read examples written under the subject..
- e) Practice or skill. Practice or skill is to improve children's reading by repeating examples or exercises on the main discussion pages and practice pages.
- f) Evaluation. Evaluation is carrying out observations and assessments through achievement books on children's reading abilities and quality one by one.
- g) Closing. At this closing stage, the ustadz or ustadzah conditions the children to remain orderly, then reads the closing prayer and ends with a closing greeting. (Hasunah & Jannah, 2017).

The Ummi method is known as a method of learning the Koran that focuses on tahsin or improving the quality of reading, both in terms of tajwid, fasahah (fluency), and makhraj (correct pronunciation of letters). Based on the results of observations, the Urgency of the Tahsin Teacher Umami Method for Improving the Quality of Al-Qur'an Reading among Students has been implemented quite well. It can be seen that the Tahfidzul Quran Miftahul Jannah IT Private Primary School has made thorough preparations in implementing the Umami method of tahsin, as evidenced by the certification of tahsin teachers where all teachers passed the certification.

The teacher provides lessons in a structured way, starting from the introduction of hijaiyah letters, correct pronunciation (makhraj), to reading procedures in accordance with tajwid rules. Teachers pay more attention to each student, focusing on mistakes that students often make and providing direct correction. In the Umami method, the teacher encourages students to repeat the reading that has been taught, with the aim of making students more accustomed and forming the habit of reading the Al-Qur'an well and correctly.

The Umami learning model according to Ramadhani and Werdiningsih is divided into 4, namely as follows:

1. Privat/Individual

The Al-Qur'an learning model is carried out by students being called or taught one by one while other children are given the task of reading or writing on their own. This methodology is used if:

- a. The number of students is large (varied) while there is only one teacher.
- b. If the volume and pages are different (mixed).
- c. Usually used for low volumes.
- d. Widely used for volumes 2 or 3 and above.

2. Classical Individual

The Al-Qur'an reading model is carried out by reading together the pages determined by the teacher, then after completion by the teacher, learning continues individually. This method is used if:

- a. Used if in one group the volume is the same, the pages are different.
- b. Usually used for volumes 2 or 3 and above.

3. Classical Read Listen

The Al-Qur'an reading model is carried out by reading together the pages determined by the teacher, then after being deemed complete by the teacher, learning continues with an attentive reading pattern, namely children read while others listen to the pages read by their friends. This is done even though one child's reading page is different from another. This method is used if:

- a. In one group the volume is the same, the pages are different.
- b. Usually used for volumes 3 and above or teaching Al-Qur'an classes.

4. Classical Pure Reading and Listening

The pure listening reading model is the same as the classical reading and listening model, the difference is that in the classical pure listening reading model the child's volumes and pages are in the same group. (Ramadhani & Werdiningsih, 2022)

So we can understand that learning the Al-Qur'an using the Ummi method is a type of learning that specializes in studying the materials as well as applying how to read the Al-Qur'an in accordance with the science of recitation, the science of fasahah and also the science of songs/rhythms for prepare students to read the Qur'an through guidance, teaching or training activities by paying attention to the needs of society regarding the importance of the ability to read the Qur'an to be able to believe, understand, appreciate and practice the Qur'an as a the holy book of Islam properly and correctly (Nobisa & Usman, 2021).

Ummi Method of Quran Learning

Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring science and knowledge, mastering skills and habits, as well as forming attitudes and beliefs in students can occur. The basic word "learning" is studying. Learning in the narrow sense is a process or method used so that someone can carry out learning activities. Meanwhile, in a broad sense, learning is a systematic, interactive and communicative process or activity between educators (teachers) and students, learning resources and the environment to create conditions that enable students' learning actions to master predetermined competencies (Nobisa & Usman, 2021).

From the two definitions, it is revealed that learning is a process of interaction between students and educators and learning resources in a learning environment that includes teachers and students who exchange information to achieve learning goals.

While the learning method is a way used to implement plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally. This means that the method is used to realize the strategy that has been set. The success of implementing a learning strategy is very dependent on how the teacher uses the learning method (Nobisa & Usman, 2021).

The method comes from the Greek word "meta" and "hodos" which means a way or plan to do something. A method is a regular and thoughtful way to achieve a goal. While in Arabic, the method is known as the term thariq which means a way or way. If the method is connected to education, then this method must be realized in order to develop mental attitudes and personality so that students receive lessons easily, effectively, and can be digested well.

Based on the above understanding, it can be concluded that the terminological understanding of the method is a way, path and technique used by educators to convey material to students in order to achieve learning objectives, thus obtaining effective and efficient results.

CONCLUSION

Based on the results of the study on the urgency of Ummi method tahsin teachers to improve the quality of reading the Qur'an in students, it can be concluded that the Ummi method has significant effectiveness in helping students improve their ability to read the Qur'an in tartil and in accordance with the rules of tajwid. Competent tahsin teachers who practice this method play an important role as facilitators and guides, so that students can more easily understand and apply the techniques of reading the Qur'an correctly. In addition, the systematic and intensive practice-based approach of the Ummi method allows students to achieve optimal learning outcomes in a relatively short time.

The results of the study on the urgency of Ummi method tahsin teachers to improve the quality of reading the Qur'an in students show that this method is very effective in helping students achieve the ability to read the Qur'an well and correctly according to the rules of tajwid. The Ummi method, which is based on simplicity, repetition, and habituation, provides a systematic approach that is easy to understand for students of various age levels. Tahsin teachers who train and deeply understand the principles of this method play an

important role in the success of the learning process. With intensive guidance and a personal approach, students can understand tajwid, makharijul huruf, and reading fluency better.

Research on the Urgency of Ummi Method Tahsin Teachers shows that this method is effective in improving the quality of reading the Qur'an in students. The results of the study showed that the implementation of the structured Ummi method helped students understand tajwid and makharijul huruf well. In addition, a supportive learning environment, including moral and material support from educational institutions and parents, is also an important factor in improving the quality of learning. In its implementation, the Ummi method does not only focus on technical reading skills, but also on forming students' awareness of the importance of reading the Qur'an correctly as part of worship. This has a positive impact on students' learning motivation, making them more enthusiastic and consistent in improving their ability to read the Qur'an.

From the results of these observations, it can be concluded that tahsin teachers using the Ummi Method have great urgency in improving the quality of students' reading of the Al-Qur'an. This method helps students understand and master the rules of recitation in a systematic and easily accepted way. Although there are several challenges, such as time constraints and variations in student abilities. Therefore, the presence of trained and competent tahsin teachers is very important in efforts to improve the quality of Al-Qur'an reading among students.

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