

## ANALYSIS OF THE ACHIEVEMENTS OF THE TAHFIDZ AL-QUR'AN PROGRAM USING THE UMMI METHOD AT SD-IT INSAN CENDIKIA KRIAN

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### Abstract:

Every Muslim is required to be able to read the Koran as the holy book of Islam. Considering the importance of studying the Koran, Rasulullah SAW recommended that learning to read the Koran be taught from an early age or at the elementary school level. In order to achieve satisfactory results, the teaching and learning process requires appropriate strategies or methods. Ummi's method apart from providing learning about how to read the Qur'an properly and correctly, also provides ways for students to memorize the Qur'an well and also understand the translation of the Qur'an. This research uses a qualitative approach, with a case study type of research. The data collection techniques used were interviews, observation and documentation. The research results state that the Ummi Method has 7 main basic programs, namely Tashih, Tahsin, Certification, Coach, Supervision, Munaqosah and Khotaman. The stages of learning the Qur'an using the Ummi method carried out by a teacher in the teaching and learning process must be carried out in a predetermined order, namely, opening, appreciation, instilling concepts, understanding concepts, practice and skills, evaluation and closing. Inhibiting factors in the Al-Qur'an memorization program (tahfidz) are students' intellectual intelligence, lack of parental motivation in memorizing it, external factors, the number of activities at school. In order to support students so that they maintain their memorization, SD-IT Cendikia Krian organizes monitoring and repetition of memorization (tasmiyah) every Sunday.

**Keyword** Ummi Method, Program Analysis, Tahfidz, Elementary School

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## INTRODUCTION

Every Muslim is required to be able to read the holy book of their religion, namely the Koran. Reading the Qur'an is part of life, so reading the Qur'an well and correctly according to the rules of recitation requires guidance and practice which will later require a learning process (Anisah & Adityawati, 2023). Considering the importance of learning the Koran, Rasulullah Saw recommended that learning to read the Koran be taught at an early age or during elementary school education.

The teaching and learning process in achieving satisfactory results requires appropriate strategies or methods (Yunus & Romelah, 2022). Methods have a very important role in the teaching and learning process to achieve success, as well as in learning to read the Koran. Currently there are still many methods of reading the Al-Qur'an that tend to be traditional, namely with a straight tone so that it seems monotonous which has an impact on

the quality of students' reading of the Al-Qur'an to be very low. This of course requires a management system for teaching the Qur'an which is able to guarantee that everyone can read the Qur'an in tartil (Anisah & Adityawati, 2023).

Ummi's method can be a solution in studying the Koran. Ummi's method apart from providing learning on how to read the Koran properly and correctly, also provides ways on how students can memorize the Koran well and can also understand the translation of the Koran. Apart from that, the Ummi teaching method uses rhythm in reading the Al-Qur'an, so that it makes students happy and comfortable in studying it (Sofawi & Kholid, 2023).

The reason why researchers carry out research at the Insan Cendikia Krian SD-IT educational institution is because this institution is one of the institutions that has implemented the Ummi method, since 2017 until now, in the Al-Qur'an learning process, it prioritizes the correct way of reading according to the rules of recitation. From this process, it can be seen that changes in students' reading and memorization are very good and rapid. So researchers are interested in research with the title "Analysis of the Achievements of the Tahfidz al-Qur'an Program Using the Ummi SD-IT Insan Cendikia Krian Method".

## METHOD

This research uses a qualitative approach with a case study type. Qualitative research is research that intends to understand the phenomena experienced by research subjects. The type of research used by researchers is a case study, namely a comprehensive description and explanation of various aspects of an individual, a group, an organization (community), a program or social situation. Case study researchers try to study as much as possible about the subject under study (Anisah & Adityawati, 2023).

This type of case study research was used, because researchers can research and find out directly about the achievements of the Al-Qur'an tahfidz program using the Ummi SD-IT Insan Cendikia Krian method. Location The research was conducted at SD-IT Insan Cendikia Krian, Jeruk Gamping Village, Krian District, Sidoarjo Regency, East Java Province. The research chose SD-IT Insan Cendikia Krian because it is one of the elementary schools that has implemented the Ummi method in Krian (Walid, et al., 2024).

The subjects of this research were 2 teachers consisting of 1 Ustadz and 1 Ustadzah, and 50 Class 6 students at SD-IT Insan Cendikia Krian. Jeruk Gamping Village, Krian District, Sidoarjo Regency, East Java Province. Meanwhile, the object of research is Ummi's method and the quality of reading the Al-Qur'an of SD-IT students, Insan Cendikia Krian. In accordance with the data that will be needed in this research, the researcher used data collection methods and techniques. Researchers used three techniques in collecting data, namely: observation, interviews and documentation (Walid, et al., 2024; Mamun, M., & Walid, A. 2024). The following are the core questions asked by researchers to informants:

No.	Question
1.	What are the basic programs in the Ummi method?
2.	What are the learning stages in the Ummi method?
3.	What and what are the obstacles in the learning and memorizing process in the Ummi method?

## RESULTS AND DISCUSSION

### A. Program Basic Ummi Method

The Ummi method is one method that is widely used by Muslims in learning and memorizing the Koran. This method was coined in 2007 by A.Yusuf MS Dan Masruri. The Ummi Method is a method developed by the Ummi Foundation (UF) Surabaya (Hadinata, 2021).

Learning to read the Al-Qur'an well requires a system that is able to guarantee the quality of each student or person learning to read the Al-Qur'an so that it is easy to read the Al-Qur'an in tartil. The Ummi method has 7 main basic programs that are applied in

building the Qur'ani generation (Hambali, I., & Darwis, I. M. 2024; Rahman, et al., 2024). The 7 basic programs of the Ummi Method are as follows (Tarmizi, 2022):

1. *Correction* Read the Qur'an (Teacher Mapping)

The tashih process aims to map the teacher's experience and abilities so that they can be adapted to the student's needs and conditions (Dini, J. P. A. U. 2022; Mavili, S., & Kartal, G. 2022; Muntafi'ah, U., & Kusaeri, K. 2023 ). For example, first grade students who are new students require adjustments and deeper character recognition by teachers who are experienced, have a lot of patience and have a high psychological approach to children. In first grade there is more emphasis on fun learning through games that are varied and not boring. Mapping teacher abilities through the tashih process is very necessary.

2. *Tahsin* (Teacher Reading Standardization)

Through a detailed tashih process, a Tahsin process (standardization of teacher reading) is needed to equalize perceptions and goals for the future implementation of the learning process (Isnaini, et al., 2022). If the teacher's minimum reading standards have been achieved, then in general the teacher is allowed to teach.

3. Al-Qur'an Teacher Certification (Basic Provision of Al-Qur'an Learning Methodology and Management)

Al-Qur'an teacher certification aims to provide basic provisions regarding learning methodology and management that are adapted to conditions, class levels and student abilities (Pasaleron, et al., 2023; Fadjar, D. N. M. 2023). Basically, the application of the Ummi method consists of three elements, namely: First, approach *Direct Method* (directly) is the stage that uses a direct approach. This method does not have much explanation from the teacher. This approach is analogous to a mother teaching her child directly how to read the Koran without being given a lot of theory and not making it difficult with explanations. So the mother here is an educator who only sets an example for her children to follow (Sáenz, et al., 2020).

The second approach is *Repetition* (repetition) namely by repeating the teaching of the Koran. The aim of repetition is to provide closeness, familiarity so that children read more fluently. Third, the Compassion approach because this method provides two positive influences on both parties, namely the parents and the children. Compassion in teaching the Koran will provide a sense of comfort for children in learning. When children feel comfortable, it will be easy for children to learn (Abbas, 2023).

4. *Coaching* (Assistance in the Implementation of the Ummi Method)

In order to achieve effective and efficient implementation of the Ummi method, assistance is needed in the learning implementation process. There are three main assistance needed in institutions that use the Ummi method, including: procurement and provision of additional facilities and assistance in implementing Ummi method certification for teachers and students (Yawisah, et al., 2022; Ma'arif, S. 2023).

5. Supervision

Supervision is required for institutions that use the Ummi method with the aim of ensuring and maintaining the quality of the Ummi system that can be implemented and implemented in the institution. Supervision is usually carried out by the Ummi method area coordinator or the Ummi method administrator from the sub-district (Bunyamin, A. 2023).

6. *Controversy*

Munaqosah or student ability tests aim to control the quality of the institution and as a means of evaluating the final results of Al-Qur'an learning by the Ummi Foundation (Nujhati, K. 2022; Hasibuan, A. S. 2022; Sinaga, N. 2023).

7. *Khataman* And *Exam* al-Qur'an

This is a form of public test that will show the accountability of the Institution accompanied by expressions of gratitude through a series of other good activities (VanderWeele, T. J. 2020) .

## **B. Ummi Method learning stages**

The stages of learning the Al-Qur'an using the Ummi method are the steps for teaching the Al-Qur'an that a teacher must carry out in teaching and learning. These stages of teaching the Al-Qur'an must be carried out in a predetermined order (Hidayatulloh, 2022). The stages of Ummi's method of learning the Koran are described as follows.

### 1. 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-Quran together.

### 2. Apperception

Apperception is repeating material that has been taught previously so that it can be related to the material that will be taught today.

### 3. Concept planting

Embedding concepts in the Ummi method, namely, explaining the material or subject matter that will be taught today.

### 4. Concept understanding

Concept understanding means making the child understand the concept that has been taught by training the child to read the examples written under the Language section.

### 5. 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.

### 6. Evaluation

Evaluation is carrying out observations and assessments through achievement books on children's reading abilities and quality one by one.

### 7. Cover

At this closing stage, the ustadz or ustadzah conditions the children to remain orderly, then reads the closing prayer and ends with closing greetings.

The Ummi method does not only rely on the strength of the books students use in learning the Koran, but rather on 2 main strengths, including: First, a quality method. The quality method is the Ummi method of studying the Koran, which consists of pre-kindergarten books, volumes 1-6, Ummi books for teenagers or adults, *gharīb al-Qur'ān*, basic tajwid along with teaching aids and learning methodology. Each book consists of 40 plus pages each *gharaibul qur'an* and basic recitation. Each book contains subject matter, practice/understanding, and skills. Second, quality teachers, all teachers who teach the Ummi method of Al-Quran are required to go through at least three stages, namely *correction* (confirmation), *tahsin* (improving reading), certification of Al-Quran teachers.

## **C. Student Education Process at SD-IT Insan Cendikia Krian**

The SD-IT Insan Cendikia Krian educational institution has 2 classes, namely the academic class and the Koran class. SD-IT Insan Cendikia Krian has a tahfidz program for at least 3 juz, namely juz 30, juz 29, juz 28. At the initial stage of entering the Koran recitation class for students, SD-IT Insan Cendikia Krian will hold an Al-Qur'an reading test in order to classify students to be included in the Koran recitation class for volumes 1-6. Once the results of the test are available, the students will be grouped into Koran recitation classes, one class consisting of 1 teacher with a maximum number of students of 15 students, who will then be given time to recite the Koran in divided portions of the Koran class for volumes 1-3 at 07.30 - 09.00 while for the Koran for volumes 4-6 at 10.30 - 12.00.

The method for memorizing the Tahfidz program is from juz 30, juz 29, juz 28,

juz 27, once you have memorized the reading, move on to juz 1-26, why is that because the verses are easy and short up to juz 27 then juz 30-27 comes first. So far, SD-IT Insan Cendikia Krian's grade 6 achievements have been able to memorize 10 Juz. In order to support students to maintain their memorization so that SD-IT Insan Cendikia Krian holds a *tasmiyah* (monitoring and rote repetition) with each child being able to recite from 1 juz or even 3 juz as much as possible.

#### **D. Inhibiting Factors for the Ummi Method in Achieving the Tahfidz al-Qur'an Program**

Every process of implementing learning methods inevitably encounters obstacles caused by several factors. (Wahid et al., 2021) Likewise in the application of the Ummi method in SD-IT, Cendikia Krian Individuals are as follows:

1. Based on the results of interviews, observations and documentation, the inhibiting factor in implementing the Ummi method in achieving the Tahfidz Al-Qur'an Program is the different characteristics of students, such as intellectual intelligence in memorizing the Al-Quran (Khaeruniah, et al., 2024; Febriyanti, et al., 2022; Ilham, et al., 2022),
2. The lack of parental motivation is because many parents of Insan Cendikia Krian SD-IT students are mostly workers. So for rote reasoning (Muroja'ah) the Al-Qur'an is lacking. So a teacher must be able to understand the abilities of each student and must always pay attention to his students, so that students remain under good and correct guidance until they reach certain targets.
3. Another obstacle is that there are many activities at school, such as Mabit, scouts and other extra-curricular activities, which break the focus of students' memorization and take up free time that students should be able to use to add to their memorized reading (Futami, et al., 2022; Ehrenberg, O. 2020; Tumanggor, et al., 2022).

#### **CONCLUSION**

From the various descriptions and research results above, the author can draw up the following conclusions: Analysis of the achievement of the tahfidz al-Qur'an program using the Ummi Method at SD-IT Insan Cendikia Krian, learning to read the Al-Qur'an well requires a system that is able to guarantee quality so that it is easy to read the Al-Qur'an well. The Ummi method has 7 main basic programs, namely Tashih, Tahsin, Certification, Coach, Superfisi, Munaqosya and Khotaman. The stages of learning the Qur'an using the Ummi method carried out by a teacher in teaching and learning must be carried out in a predetermined order, namely, opening, appreciation, concept cultivation, concept understanding, practice and skills, evaluation and closing.

The SD-IT Insan Cendikia Krian educational institution has 2 classes, namely the academic class and the Koran class. SD-IT Insan Cendikia Krian has a tahfidz program for at least 3 juz, namely juz 30, juz 29, juz 28. Recitation time is given for 1 and a half hours per ummi volume class every day. There are several inhibiting factors in tahfidz, namely the intellectual intelligence of students, lack of parental motivation in memorizing muraja'ah, external factors, the number of activities at school. In supporting students to maintain their memorization, SD-IT Cendikia Krian students hold tasmiyah every Sunday.

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