

Assistance in Learning the Ummi Method for 6th Grade Students of SDIT El-Haq Sidoarjo Who are Falling Behind

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ABSTRACT

Objective: This study evaluated the effectiveness of a mentoring program aimed at enhancing mastery of the Ummi method in Qur'anic recitation among underperforming 6th grade students at SDIT El-Haq Sidoarjo. **Method:** The intervention combined intensive consultation, talaqqi sessions, muroja'ah, and periodic evaluations, with data collected through observational assessments and structured feedback from educators and students. **Results:** The program significantly improved recitation fluency, comprehension, and learning motivation, effectively addressing identified learning deficiencies. **Novelty:** Integrating traditional recitation practices with modern mentoring techniques, this study offers a replicable model that underscores the importance of collaborative support between schools and parents in enhancing religious literacy.

INTRODUCTION

Learning the Qur'an is an important part of education in integrated Islamic schools, including SDIT El-Haq Sidoarjo. One of the methods used in Quranic learning at this school is the Ummi Method, which is known for its talaqqi approach (direct learning with a teacher), habituation of tartil, and focus on correct and continuous recitation. However, in practice, not all students have the same progress in mastering the recitation of the Qur'an [1]. Some sixth-grade students are falling behind in their studies due to various factors, such as differences in early reading abilities, lack of support at home, and limited time for learning in the classroom. The learning delays can affect students' self-confidence, learning motivation, and their ability to read and understand the Qur'an. Therefore, special assistance is needed to help students who are lagging behind so they can catch up before they complete the elementary school level [2].

The Qur'an is the holy book of Muslims and serves as a summary of various Islamic beliefs. This is a roadmap outlining how to live happily now and in the future. Muslims should start learning the Qur'an from a young age. In Islamic schools, one of the subjects taught begins with the development of literacy and information skills, including the ability to read the Qur'an correctly. The initial step that can be taken to shape a generation of Muslims proficient in the Qur'an is to teach and instill the Qur'an from an early age. A strong desire to do the right thing and a high respect for the Qur'an.

The term "Qur'an" comes from the Arabic verb "to read." In layman's terms, the Qur'an is an Arabic reading revealed by Allah to Muhammad through the angel Gabriel,

which has come to us in an uninterrupted chain, written in a mushaf, arranged from Surah Al-Fatihah to Surah An-Nas, and the readings contained within it are considered extraordinary. Reading and memorizing the Qur'an, on the other hand, can be considered an act of worship if done correctly and in accordance with the rules. Therefore, every Muslim who wants to read and memorize the Qur'an must first understand how to do it according to the teachings of the Qur'an. The ability to read the Qur'an is fundamental for deepening one's own knowledge and conveying it to others, so Muslims must develop their ability to read the Qur'an in order to perfect and internalize it, as well as to practice the Qur'an in their daily lives [3].

Teaching the Qur'an in schools is also important to instill a love for the Qur'an in students. Especially in terms of reading the Qur'an correctly according to the science of Tajwid. The current situation is marked by the slow progress of Quran learning, especially in terms of reading the Quran. The lack of reading and recognizing the letters of the Qur'an, combined with a long learning process, leads to a lack of concentration during study [4].

The verses of the Qur'an contain long sentences, making it difficult for children to read fluently. This is one of the obstacles to reading the Qur'an for children when learning to read the Qur'an. This problem arises from the lack of understanding of tajwid, which is often taught practically and requires young people to memorize it.

According to Bahri, in religious education in Indonesia, Quran teaching often faces significant challenges, including the lack of teachers' understanding of Tajwid and the lack of diversity in teaching methods. Hasanah conveyed 2 This tends to make students lose interest and concentration in their Quran studies [5]. Therefore, innovation in teaching methods is greatly needed to enhance the effectiveness of religious education. One possible approach is the Ummi method, which emphasizes the use of engaging and interactive learning techniques. By applying this method, it is hoped that students will be more actively engaged and motivated in studying the Quran, developing their skills in reading the Quran according to the rules of recitation, and deepening their understanding of Islam. It is hoped that by using diverse and engaging methods, students can more easily absorb the lesson material, maintain their interest in studying the Quran, and create a more effective and enjoyable learning atmosphere [6].

Therefore, the Ummi method is a companion for Quran learning that has proven to be one of the effective and quick approaches to Quran education. Its success has been tested in various regions in Indonesia. Many educational institutions and Quran teachers have adopted this method, and some of them have even obtained special certification to implement the Ummi Method in their teaching. This approach has received recognition and support from various experts in the field [7].

Seeing the condition, the researcher is interested in investigating the issue and wants to support efforts to improve students' ability to read the Qur'an effectively. In this case, the researcher chose the 6th-grade students of SDIT El-Haq Sidoarjo as the research subjects using the Ummi method. The purpose of this research is to implement the Ummi method in Quran reading lessons at SDIT El-Haq Sidoarjo, with the hope that the research

results can make a positive contribution to enhancing the understanding and appreciation of the Quran among the students of that school [8].

RESEARCH METHOD

The research in this article falls under the category of field research (Grounded Research), which is a type of research conducted directly at the site of the event or in the environment being studied [9]. This means that researchers are directly involved in observation, data collection, and interaction with the objects or subjects of the research at the relevant location. Thus, field research allows researchers to gain a deeper and more contextual understanding of the phenomenon being studied [10]. The field research that the researcher will conduct is located at SDIT El-Haq Sidoarjo [11]. In this case, the researcher uses a descriptive research type, which aims to record and describe what happens to the research object by making a clear report and depicting the conditions in the field. By emphasizing the use of the PAR (Participatory Action Research) method, which is an approach that combines research with community service. PAR empowers communities with self-help projects, believing that they are capable of solving their own problems. The researcher acts as a facilitator, with the principle "the innovator comes to the community, to help them, so that they can help themselves." PAR has become a method for assisting in reading the Qur'an using the Ummi method, especially for 6th-grade students at SDIT El-Haq Sidoarjo. In PAR, data collection is carried out using methods such as interviews, observations, documentation, and discussions. The method of approach used by the researcher is the phenomenological approach from the perspective of Miles and Huberman, which is a qualitative approach involving an interactive analysis model. In this model, there are three activities that are carried out simultaneously, namely data reduction, data presentation, and conclusion drawing [12].

RESULTS AND DISCUSSION

Results

Assistance in Learning the Ummi Method for 6th Grade Students at SDIT El-Haq Sidoarjo.

First stage, after finding a suitable location for conducting assistance in the Ummi method learning, the next step is data collection on the use of the Ummi method according to the volume taught to each student. At SDIT El-Haq Sidoarjo, data collection can be carried out through observation, socialization, and interviews with the principal and the Ummi method coordinator at the school, as well as recordings and discussions.

Second stage, the second phase of this program is to teach children to read the Qur'an using the Ummi method. This can be achieved in two ways: The first is to teach students the contents of the Quran correctly. If there is something wrong, the researcher reads it carefully and applies the relevant instructions for the correct rules. Which is one of the approaches in the Ummi method, namely the Direct Method, which involves reading directly without spelling or breaking it down with minimal explanation. Or in other words, learning by doing, in other words, learning by doing and learning quickly.

Third stage, at this third stage, students read individually the achievements of each student's volume correctly and accurately. After feeling ready to read individually in front of the supervisor, students are given the opportunity to read individually with guidance and correction of their reading according to the tajwid rules applicable in the Ummi method.

Which is one of the approaches in the Ummi method, namely Repetition (repeatedly), When we repeat a word or letter in the Qur'an, its beauty, strength, and ease become more apparent. A mother's work is on par with a father's work in terms of imparting knowledge to their children. Repeating phrases or sayings in many situations and scenarios can help you gain strength, beauty, and ease. The improvement in reading the Qur'an with the correct rules, such as makhraj letters and reading with tajwid rules properly and correctly, is seen based on the results of face-to-face assessments in learning the Qur'an using the Ummi method to 10 sixth-grade students of SDIT El-Haq who are the subjects of the research, consisting of:

Table 1. Number of Students

No	Gender	Amount
1.	Man	8
2.	Woman	2

Here are the results obtained by the researchers:

Table 2. Assessment Results

No	Student Name	Week 1	Week 2	Week 3	Week 4
1	Azka	K	C	B	B
2	Albani	C	C	B	SB
3	Fikri	C	C	B	SB
4	Balyan	C	B	B	SB
5	Danies	C	C	B	SB
6	Faiz	C	B	B	SB
7	Alan	K	C	SB	SB
8	Irfan	C	B	B	B
9	Afiqa	K	C	SB	SB
10	Salsa	C	B	B	SB

Description:

SB: Very Good

B: Good

C: Adequate

K: Poor

Based on the assessment table created by the author, students who learn to read the Qur'an using the Ummi approach improve their Qur'an reading skills. There is a significant increase in the number of individual students learning the Qur'an between the first week and the fourth week.

Discussion

There are many models and methods for reading the Qur'an that have been used so far, but the researcher is more interested in the ummi method of reading the Qur'an. This method can be used enjoyably in the process of learning the Qur'an. There are several learning methods used, including the Al Baghdadi method, the Iqra method, the Qiraati method, the Jibril method, and the Ummi method. And the researcher prefers the ummi method to be used in developing interest in reading the Qur'an in the environment of SDIT El-Haq Sidoarjo, to address the weaknesses and shortcomings in the interest in learning to read the Qur'an with the ummi method among 6th-grade students [13].

The Qur'an learning with the Ummi Method at SDIT El-Haq Sidoarjo aims to ensure that every student can read the Qur'an well and correctly. However, in its implementation, a number of 6th-grade students were found to be lagging in mastering this method. The causes are varied, ranging from a lack of early reading foundation, limited learning time at school, to minimal parental support at home. To address this issue, the school has implemented a special mentoring program for students who are lagging behind in the Ummi Method learning. This mentoring involves several approaches, including:

1. Intensive Guidance

Students who are experiencing difficulties are given extra study time outside of regular class hours. The tutoring is conducted by specially trained teachers in the Ummi Method, using an individual or small group approach.

2. Talaqqi and Muroja'ah Practice

The talaqqi method (learning directly with a teacher) and muroja'ah (repetition) are applied to ensure that students can correct their reading mistakes. This practice aims to improve fluency, makharijul huruf, and tartil in reading the Qur'an.

3. Periodic Evaluation

Every student participating in the mentoring program is evaluated periodically through oral and written exams. This evaluation aims to measure students' progress and determine more effective strategies to assist them.

4. The Role of Parents in Home Guidance

Parents are involved in guiding their children through home tutoring. The school provides modules and guidelines for parents so that they can support their children's learning process more effectively [14].

Although this mentoring program provides many benefits, there are several challenges faced in its implementation. One of them is the time constraint for 6th-grade students who also have to prepare for the final school exams. In addition, the varied learning motivation among students also poses a challenge, where some students feel less confident in catching up with their studies.

The impact of this mentoring program is quite significant. Students who initially had difficulty reading the Qur'an showed improvement in fluency, accuracy of tajwid, and confidence. In addition, they also became more motivated to study independently and continue the habit of reading the Qur'an at home [15].

As a recommendation, the school can enhance the effectiveness of this program by extending the duration of mentoring, strengthening collaboration with parents, and developing technology-based learning methods, such as the use of Quran learning applications. With a more innovative and systematic approach, it is hoped that all students can master the recitation of the Qur'an well before completing their primary education at SDIT El-Haq Sidoarjo.

A Brief Overview of the Ummi Method

Chotimah states that the Ummi method is an approach to learning to read and write the Qur'an. Although it shares similarities with commonly used methods, the Ummi Method stands out in teaching the proper recitation of the Qur'an. In addition, this method includes separate books on Tajwid and Gharib from the main material, enriching the students' learning experience. In agreement with Afdal, the ummi method also uses a mother tongue approach, which is a way of teaching the Quran with affection, repetition, and directness without much explanation. This method was designed by Quran experts who wanted to make Quran learning easier, more enjoyable, and effective [16]. The vision of the Ummi method is to improve the quality of Quran learning, while its mission is to establish professional educational and da'wah institutions, as well as to build Quran learning management that is quality-oriented. In addition, this method aims to become a center for the development of Quranic learning and preaching for the community. With a clear focus on that vision and mission, the Ummi method aims to make a significant contribution to enhancing understanding and appreciation of the Qur'an, as well as strengthening religious education among the community [7].

CONCLUSION

Fundamental Finding: The Ummi method has proven to be an effective approach for Qur'anic recitation, emphasizing direct instruction, repetition, and a nurturing environment that significantly enhances students' reading fluency and comprehension – as demonstrated at SDIT El-Haq Sidoarjo, where 7 students reached high proficiency, 2 achieved proficiency, and 1 attained moderate proficiency. **Implication:** These outcomes underscore the critical role of integrating traditional recitation techniques with modern mentoring strategies to foster both academic excellence and a deeper emotional and spiritual connection with the Qur'an. **Limitation:** However, constraints such as limited instructional time and the diverse learning styles of students pose challenges to the method's universal application. **Future Research:** Further studies should focus on refining the mentoring program through continuous evaluation and promoting robust school-parent collaboration, thereby ensuring the scalability and long-term effectiveness of the Ummi method in enhancing Qur'anic literacy.

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