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The Implementation of Ummi Method in Learning Reading Quran in SDI Kartika Nawa Turen Malang

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ABSTRACT: This study aims to describe the implementation of the Ummi Method in SDI Kartika Nawa Turen Malang. The student's achievement, the advantages and the weakness of Ummi method. This study is qualitative research by using some instruments: observation, interview, and documentation. The results of this study are the implementation of Ummi method based on ten pillars: goodwill management, teacher certification, stage good and true, clear and measurable targets, mastery consistent learning, adequate time, ratio proportional teachers and students, internal control and externally, progress reports for each student and reliable coordinator. Students' studies Quran based on their grades after having a placement test. The advantage of the Ummi method is that the teachers get easily in teaching Qur an because there is a guideness learning and teaching process. Besides, there is controlling from three external and internal. The weakness of Ummi method in SDI Kartika Nawa is the lackness of Ummi teachers and the amount of cost in the implementation of Ummi method.

Keywords: Implementation, Ummi Method, The Advantages, The Weakness

INTRODUCTION

Al Qur'an is a holy book for Muslims in the world. Every Muslim must study reading and writing the Qur'an in understanding the meaning and the explanation of it. The Qur'an is a guide for life for Muslims in this world and the hereafter. Studying the Quran is very important (Hambali, 2013). Because the Qur'an is used as a way of life for Muslims. As Prophet Muhammad Saw said, "The best humans are humans who learn the Qur'an and teach it" (Farmawati, 2021). One of the contents of Islamic education is Knowledge which begins with reading skills and writing as well as the development of other sciences.

The method is a very important part of a learning process, as well as in reading the Qur'an, because basic knowledge of reading the Qur'an

properly and correctly cannot be obtained automatically but requires a learning process with existing learning methods. In teaching and learning activities, the method applied by the teacher plays a very important role to deliver children to understanding and mastery of the teaching material presented by the teacher (Arifuddin & Karim, 2021)

The need for schools for good teaching of the Qur'an is felt to be increasing day by day. This is something to be grateful for, but this need has not been matched by the availability of human resources (HR) for Al-Quran teachers who have sufficient competency and commitment in the field of Al-Quran learning. Good learning to read the Qur'an requires a system that can guarantee the quality of every child or person who learns to read the Qur'an so that it is quick and easy to read the Qur'an by Tartil. Educators in Islamic institutions realize that need to find new ways of teaching Al-Qur'an with Tartil reading. Among them using the Ummi method, one of the methods teaching the beginning of reading the Qur'an. Although not undeniably outside the Ummi method, there are many methods to teach the Qur'an, like the Qiroati earlier coined by Dahlan Salim Zarkasyi in Semarang, the Iqro' method compiled by As'ad Human from Yogyakarta, Yanbu' a method by M. Mansur Maskan, Bil Qolam method by Kh. Basori Alwi, and many more methods of reading the Qur'an.

The school's need for good teaching of the Qur'an is increasingly needed. This is something to be grateful for, however, this need has not been matched by the availability of human resources or Al-Quran teachers who have competence and commitment in the field of adequate Al-Quran learning (Nobisa, 2021).

The learning process of reading Al Quran in SDI Kartika Nawa by using the Ummi method was started in 2022. SDI Kartika Nawa concerned in improving the character of students being Good Character based on Islam Ahlus sunnah wal jamaa'ah. As an Islamic-based educational institution, SDI Kartika Nawa wants to produce graduates who are able to memorize the Qur'an. And, before going to the memorization stage, it is necessary to ensure that all students are able to read the Qur'an in recitation and fasohah.

RESEARCH METODOLOGY

Social science research is a systematic action that covers gathering of data for the purpose of finding answer and or explanation about social issues (Mogalakwe, 2006). Qualitative research in particular deals with gathering and interpretation of non-numerical data for the purpose of understanding human and social environment. Qualitative research is research that consists of a series of interpretive practices of the materials that make the world visible. These practices transform the world. They transform the world into a series of representations, which include field

notes, interviews, conversations, photographs, video recordings, and personal notes. According to Mohajan, 2018; Slevitch, (2011) the progenitors of qualitative research methods can be linked to anthropology, philosophy, psychology, history, and sociology, with main aim of focusing on the systematic explanation and analysis of phenomenon and it has been attracting more attention in the field of tourism and hospitality management (Mohajan, 2018), It means that qualitative researchers study things to them in their natural environment, trying to make sense of or interpret phenomena in terms of the meanings assigned to them by society (Noor, 2020)

This study uses a collection technique data in the form of observation methods as a way to dig up the main data, then validated with interview and documentation techniques. This research was tested for the validity of the data by triangulation techniques and sources. Technical triangulation is use of a variety of data disclosure techniques done to the data source by comparison data obtained from test results, interview results and observations during the test (Noor, 2020)

RESULT AND DISCUSION
RESULT
The Implementation of Ummi Method in SDI Kartika Nawa

Learning is a process of changing behavior or appearance through a series of activities such as reading, observing, listen, imitate and so on (Suharti, Sumardi, Hanafi, & Hakim, 2020). The learning process is a process that goes through various kinds variety of experiences and subjects centered on a goal certain. The learning experience is sourced from the needs and goals of students (Wibowo, 2020). In a learning process, a methodology is also needed to facilitate teachers and students in achieving ongoing learning outcomes. The method is a very important part in a learning process, as well as in reading the Qur'an, because basic knowledge of reading the Qur an What is good and right cannot be obtained automatically but requires a learning process with existing learning methods. The Qur'an is a guide for life for Muslims in this world and the hereafter. Studying the Quran is very important. Because the Qur'an is used as a way of life for Muslims. The best humans are humans who learn the Qur'an and teach it.

Application of the Ummi method is applied by 10 pillars based on quality in accordance with the components learning (Nobisa, 2021). The method is a series systematic action to achieve the goal results short term learning. Teaching method is the way to achieve the goal learning through the delivery of presentations organized (Nobisa, 2021). SDI Kartika Nawa also tries to improve the learning process in reading qur'an by using Ummi method.

The ten pillars of the Ummi Foundation namely goodwill

management, teacher certification, stage good and true, clear, and measurable targets, mastery consistent learning, adequate time, ratio proportional teachers and students, internal control and externally, progress reports for each student and reliable coordinator. And, ten pillar that implemented in SDI Kartika Nawa are:

Goodwill Management

In practice, the Ummi method of learning the Qur'an has been regulated in the provisions of the Ummi Foundation. In the MoU with the institution, Ummi conducts observations and supervision every month to find out how far the Ummi method has been implemented, deficiencies and evaluation of what must be done. because the evaluation is carried out by the Ummi Foundation every month, the teacher from the institution must carry out the daily evaluation. and at SD Kartika Nawa, the principal appoints a religious coordinator who is responsible for implementing and supervising every learning activity, reading the Qur'an. here, the religious coordinator is taken from one of the teachers who is competent in the field of religion and learning the Qur'an. In addition, those who become coordinators are teachers who have been certified Ummi teachers who are tashih with jayyid scores.

Teacher Sertification

In participating enrich the life of a nation, the role of the teacher is very important to form resources quality human and noble character. By Therefore, teachers need to have maximum capacity for realize educational goal nationally and continuously, improve each competence, either pedagogic competence, personality, social, as well professional (Dalyono & Agustina, 2016).

Al-Qur'an teacher certification is a process that must be passed by a methodical Qur'an teacher Ummi. Al-Qur'an teacher certification in methods Ummi went through several stages, namely the tahsin stage, tashih and certification of the Qur'an learning methodology with the Umm method so that they become teachers who professionals in the field of the Qur'an. This opinion too strengthened by the opinion of Yahya bin Abdur Razaq that the teacher of the Qur an should have the skills (methods and approaches) to deliver knowledge to others. More and more teachers are certified the better the institution in printing students who have good reading quality. SDI Kartika Nawa has 9 Ummi certified teachers who have gone through several stages starting from tahsin, tashih and certification. However, due to the lack of certified elementary school teachers, the institution recruited two more Ummi certified teachers from outside. So that a total of 11 Ummi certified teachers at SDI Kartika Nawa.

Stage Good and True

Learning is a process behavior change through interactions between individuals and environment. In this case, process is a series of activities sustainable, planned, Integrated and

balance, the whole characterize the process learning. Fatimah & Kartikasari, (2018) Learning to read the Qur'an with the Ummi method at SDI Kartika Nawa is held 4 times a week, from Monday to Thursday. 60 minutes for each meeting with details of 5 minutes of opening, 10 minutes of memorizing murojaah, 10 minutes of demonstration, 30 minutes of reading and watching, and 5 minutes of closing. Learning is carried out in one stage, namely at 07.45 - 08.45 at each meeting. Children are classified according to their volume ability from grade 1 to grade 6 through the previous volume placement test.

Clear And Measurable Targets

Students' achievement and attitude improve when they have the tools to own their own learning. As educators, it's up to us to provide those tools. Boekaerts, (2016) In learning, planning, implementation and results or targets must be determined before the learning process begins. SDI Kartika Nawa in using the Ummi method determines targets for students' achievement in learning to read the Qur'an. SDI Kartika Nawa targets children to complete learning to read the Qur'an jilid 1 up to jilid 6 and tajwid and Ghoribin grade 4 with the provision that learning to read the Qur'an with the Ummi method starts with the first volume in grade 1. Besides that, students already have memorized the Qur'an juz 30 when they graduate from school. It can be seen from the first graduates, as

many as 17 SDI Kartika Nawa students have memorized juz 30.

Mastery Consistent Learning

Mastery learning which consistent. In accordance with the characteristics of teachers teaching the Qur'an Ummi method who have a commitment to quality, then all teachers teaching the Qur'an the Ummi method still has to maintain consistent mastery learning or mastery of learning, because the mastery of learning the previous material will affect the success of mastery learning the material afterwards. Continuous material and thoroughness students in reading becomes a benchmark for the process good learning. Then SDI Kartika Nawa carry out learning of the Qur'an in accordance with material that belongs to the Ummi method but if any students who are still unable to read then drilling was held. Drilling is done outside of the lessons of the salary. usually during lunch breaks and midday prayers, students will be called upon to do drilling. what is expected to be done improve the ability of students.So that each pages that are read thoroughly in tartil reading as well as its fasahah

Adequate Time

Ummi method has a set standard time of 60 minutes for each lesson session. at SDI Kartika Nawa, learning is carried out for 60 minutes from 07.45 after the Dhuha prayer until 08.45. This is having proportional meeting based on

the standards requested by the Ummi Foundation.

Ratio Proportional Teachers and Students,

In a learning process, many factors can affect learning outcomes, one of which is the teacher-student ratio. In Indonesia, the ratio of teachers to students is still not ideal. Population density, lack of professional teachers, and limited education funds mean that the teacher-student ratio is still far from ideal. so, the learning objectives do not get maximum results.

Proportionate ratio of teachers to students become an important factor in the implementation of the method Ummi who has a teacher comparison with student 1:15. Al-Qur'an learning will be effective if students' not more than 15 students. At SDI Kartika Nawa, there are 170 students and 11 certified teachers. If it is divided according to the portion, then the Ummi SDI Kartika Nawa certification desert does not fulfill the ratio of teachers and students. Each class averages more than 15 students so it is less conducive and adequate in the process of learning to read the Qur'an.

Internal and External Control

In every learning, control or supervision is very much needed. Likewise with the learning of the Qur'an using the Ummi method. External and internal controls are carried out continuously. At SDI Kartika Nawa, external control is carried out by the coordinator every day by going around to each class and reporting to the school principal every week. Internal control is carried out by a supervisor from the Ummi Foundation every month. Internal control is carried out in the second or third week by bringing supervisors to the institution.

Progress Reports for Each Student

Student progress reports are the result of teacher's evaluation of his students which can be held every meeting, once a week, or in the form of an official report such as a report card student. SDI Kartika Nawa implements an evaluation Al-Qur'an learning which consists of daily evaluation by using the achievement book and evaluation per semester by providing a report specifically learning the Qur'an. Student report cards contain regarding student achievement according to the standards of reading the Qur'an such as tartil, fasahah, memorization, Gharib material and Tajwid material. Assessment with use numbers at intervals of 65-100 with very good, good, fair, and poor categories.

Reliable Coordinator

The experience of many educational institutions shows that the Qur'an coordinator greatly determines the success of learning the Qur an in these institutions. For good Al-Quran learning, it is almost certain that the coordinator is also good and reliable. So, a reliable coordinator is one of the keys that influences the optimization of the functions of the other quality pillars.

The coordinator is responsible for planning, implementing, and evaluating the process of learning to read the Qur'an with the Ummi method.

Therefore, a coordinator must meet several criteria such as personality, social, and religious aspects. Mrs. Fatimah as the coordinator is considered to have fulfilled the criteria as an Ummi coordinator at SDI Kartika Nawa. Apart from having a bachelor's degree in Arabic education, she is also a memorizer of the Qur'an and received a Jayyid score in the Ummi method of tashih.

Results and achievements of SDI Kartika Nawa's students with the Ummi method

Learning to read the Qur'an with the Ummi method at SDI Kartika Nawa begins in february 2022 after the Covid 19 pandemic was declared over.

Learning is carried out in accordance with each volume class starting from 07.45 to 08.45. although it has not yet reached the stage of munaqosyah al-quran and imtihan, the progress of the achievements of SDI Kartika Nawa students is quite significant from the beginning of learning the Ummi method was carried out, from many classes in volume one at the beginning of learning, and there are no tajwid and Ghoribclasses yet, as of February 2023 students have much has increased. Of the total number of students 170 can be seen from the progress of student reports which continue to increase volumes up to tajwid and ghorib. As for the initial details when Ummi's learning begins are as follows:

Table 1. The description of the students' amount in placement test before implementing Ummi method

Jilid /grade of reading Al Qur'an Class	Amount the students
Jilid 1	48 Students
Jilid 2	40 Students
jilid 3	40 Students
Jilid 4	18 Students
Jilid 5	15 Students
Jilid 6	6 Students
Alquran	3 Students
Ghorib and Tajwid	-

Based on the data, the result of placement test, many students are in jilid 1. It consists 48 students. The second one are in jilid 2 and 3. It consists 40 students each jilid. The third one is jilid 4. It consists 18 students. The fourth one is jilid 5. It consists 15 students. The fifth one is jilid 6. It consists 6 students, and the last one is Alquran that consists 3 students. Based on data at the beginning of Ummi learning is carried out, no students are in Tajwid and Ghorib class. From the data above, the data can be described from each grade of the class

Table 2. The description of the students's grade on ech class

JILID	First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade	TOTAL
Jilid 1	22	5	12	8	1	-	48
Jilid 2	4	28	3	5	-	-	40
Jilid 3			18	9	13	-	40
Jilid 4	-	-	1	5	9	3	18
Jilid 5	-	-	-	6	6	5	18
Jilid 6	-	-	-	2		2	3
Al Quran	-	-	-		1	2	3
Tajwid Ghorib	-	-	-	-	-	-	-
TOTAL	26	33	34	35	30	12	170

And, the following student's data after receiving the Ummi method in second Semester after implementing Ummi method:

Table 3. The description of students' amount after implementing Ummi Methode in SDI Kartika Nawa.

Jilid /grade of reading Al Qur an Class	Amount the students
Jilid 1	6 Students
Jilid 2	6 Students
jilid 3	30 Students
Jilid 4	40 Students
Jilid 5	38 Students
Jilid 6	31 Students
Alquran	12 Students
Ghorib and Tajwid	7 Students
Total	170 Students

From the data above, it can be explained that the increasing of the achievements of the students are significant. The first one is in jilid 4 that consists of 40 students. There were an additional 22 students who advanced to jilid 4 from jilid 3. More than 100 percent the increasing. Besides, in semester 2 there was additional 6 students in Jilid 6. And this semester, there are already tajwid and Ghorib classes. It shows that the implementation of Ummi method is good enough to make children motivated in learning to read the Qur'an. With the Ummi method, which means mother, the three main points in Ummi learning are directly, repetition, and touching the heart which are very helpful in learning to read the Qur'an for the students in SDI Kartika Nawa.

DISCUSSION

The Implication of implementing Ummi method

Ummi is a method of reading the Al-Qur'an that directly includes and practices tartil reading in accordance with the rules of the fasohah and tajwid. The aim of the Ummi method is to provide schools with a guarantee that every student who graduates will be able to read the Al-Qur'an with tartil according to their fasohah and tajwid.

The Ummi method is one of the many methods available for learning to read the Al Quran. Many institutions apply the Ummi method to help students and teachers in their learning process. With ten pillars and quality-based, the Ummi method provides quite significant results. This can be explained based on the data presented previously. As with the results of previous research entitled the application of the Ummi method in learning Al Quran by Didik Hernawan and Mutoifin, it can be concluded that the application of the Ummi method in two institutions, namely SDU Daar El-Dzikir and SDIT Insan Kamil, has provided satisfactory results. Even though the targets are different, the 10 pillars taught by Ummi provide quite significant results. This is also what SDI Kartika Nawa feels in implementing the Ummi method of the students.

The advantages of Ummi method

In implementing learning to read the Qur an with the Ummi method, SDI Kartika Nawa gets many conveniences in the learning process, starting from planning, implementing, to evaluating it.

based on quality all stages have been well coordinated. from the institution, all that remains is to follow the directions and procedures set by the Ummi Foundation. but in its development, the institution also continues to make maximum efforts so that the results achieved by children can be maximized. by using the Ummi method, children are more interested and motivated to learn to read the Qur an. and direct and repeated methods, helping children who are less fluent to become more eager to learn. In addition, the learning time for the Ummi method has its own time so that it does not interfere with the class hours of students at school. by using the Ummi method, the children's progress in reading the Qur'an is quite good. this can be seen from the progress report of each student who takes the volume increase test almost every month.

The Ummi method also conducts external and internal supervision and control of the institution through supervision which is carried out every month to find out the difficulties faced by teachers in learning to read the Qur an. the supervision carried out helps the teacher to continue to improve their teaching abilities in the Qur'an class. The supervision carried out aims to align the vision and mission of the Ummi Foundation and institutions in maintaining the quality of students' reading in recitation and fasohah as well as improving the quality of learning the Qur an in institutions.

The weakness of the Ummi method

In using the Ummi method, professional teachers who are certified are needed, while the number of professional teachers is still small. This was also experienced by SDI Kartika Nawa. the lack of professional Al-Quran teachers is the institution's weakness in carrying out the Ummi method. with a ratio of teachers and students of 1: 15 while the number of students at SDI Kartika Nawa is 170 students and there are still 7 teachers from the institution who have been certified. because the number of teachers and students did not meet the proportional requirements, the institution finally recruited 3 Ummi certified teachers from outside the institution. but with the number of students who have a ratio of teachers and students per class volume is still at 1:17. and this has not met the ratio of teachers and students according to Ummi standards.

Weaknesses related to the number of professional teachers can be overcome by implementing the tahsin program for teachers in institutions that do not yet have Ummi certification. so that a proportional ratio of teachers and students can be implemented in the future.

Implementing the system of Ummi method, it takes a large amount of money. Apart from the cost of the volume book and also the munaqosyah, cooperation costs are also charged between the institution and the Ummi Foundation. Even though the cooperation costs are intended to

finance the control and monitoring of institutions, for institutions that are inadequate in financing there will be difficulties in carrying out learning the Qur an using the Ummi method. In addition to the costs above, there is also a fairly large training fee that is borne by students who have graduated. This makes it quite difficult for the institution if only a few pass.

With a lack of certification teachers, institutions must involve teachers to be able to take part in a series of certification activities starting from tahsin, tashih, to certification. This activity takes quite a long time, around 4 to 6 months to be able to meet the criteria for an Ummi certification teacher. Costs that are not small also need to be spent on these activities.

CONCLUSION

Based on the presentation of this research, it can be concluded that the implementation of learning to read the Qur'an with the Ummi Method at SDI Kartika Nawa has been carried out in accordance with the theory and provisions of the Ummi foundation. Application of the Ummi method in learning Al-Qur'an at SDI Kartika Nawa is in accordance with the ten pillars the Ummi Foundation has proclaimed, namely goodwill management, teacher certification, good and right stages, clear and measurable targets, mastery learning consistent, adequate time, teacher to student ratio proportionate, internal and external controls, progress report of each student and the

coordinator reliable. Although it has not yet reached the munaqosyah stage or the Qur'an graduation exam, student learning achievement using the Ummi method can be measured through the volume increase test every month, where many students who have volume one at the beginning of learning have already tested the next volume increase. Besides that, at the beginning of learning the Ummi method was carried out, there were no recitation and Ghoribclasses yet, after learning the Ummi method took place, the tajwid and Ghorib classes were filled with around 30 students. This shows that the Ummi method is sufficient to motivate children to be happy and enthusiastic about learning to read the Qur'an.

The advantages of the Ummi method lie in a quality-based system. This makes it easier for institutions and teachers to practice their learning. With control from the Ummi Foundation through monthly supervision, the teachers are more enthusiastic about improving their quality of learning so that a pleasant learning atmosphere is not difficult to create. In addition, the Ummi method makes it easier for children to learn to read the Qur'an in a direct, repeated, and touching system. This increases the interest and enthusiasm of children in learning to read the Qur'an.

The weakness of the Ummi method at SDI Kartika Nawa is the lack of professional teachers who have been Ummi-certified, so a proportional teacher-student ratio has not been achieved. Besides that, the large amount of funding makes it difficult for institutions to carry out the Ummi method. The shortage of certified professional teachers must be met by institutions. With a long enough time to make it happen, then the institution must also be ready with all the financing.

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