

The Effectiveness of Qiro'ah and Ummi Methods in Enhancing Qur'an Reading Skills

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ARTICLE INFO

Keywords:

Qiro'ah Method;
Ummi Method;
Qur'an Reading Skills;
Islamic Education;
Learning Effectiveness

Article history:

Received 2024-02-18

Revised 2024-04-10

Accepted 2024-05-26

ABSTRACT

This study aims to compare the effectiveness of the Qiro'ah and Ummi methods in enhancing Qur'an reading skills in Jayapura. This research uses a qualitative design with data collected through observation, interviews, and documentation. The study subjects were Madrasah Ibtidaiyah Unggulan Darul Qur'an Wadda'wah Argapura and SDIT Permata Hati As-Salaam students. Data analysis was conducted descriptively and qualitatively by systematically organizing, reducing, presenting, and concluding the data. The results show that the Qiro'ah and Ummi methods effectively improve Qur'an reading skills. The Qiro'ah method focuses on mastering makharijul huruf and tajweed through pictorial media, while the Ummi method emphasizes a motherly approach with direct learning and repetition. Both methods successfully improved students' Qur'an reading fluency. The implications of this research indicate that both methods can be applied in various Islamic educational institutions in Jayapura to improve students' Qur'an reading skills. Further research is needed to explore other factors that influence the effectiveness of Qur'an learning.

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1. INTRODUCTION

As technology advances, children are increasingly alienated from the Qur'an, being more interested in games and gadgets. Many elementary school students need help to read the Qur'an properly, and those who can often do not follow tajweed rules correctly. This phenomenon shows that many Muslims are neglecting the Qur'an, even though it is the word of Allah, revealed to Prophet Muhammad through the angel Gabriel, and reading it is considered an act of worship that earns rewards. (Hayati, 2019). Madrasas and TPQ strive to improve their students' Qur'anic reading skills using various methods. In Jayapura, two prominent methods are the Qiro'ah method at MI Unggulan Darul Qur'an Wadda'wah Argapura and the Ummi method at SDIT Permata Hati As-Salaam. Each method has its strengths and weaknesses in teaching proper Qur'anic reading.

Previous research, such as Izatun Nisa's, compared the Yanbu'a and Iqra's methods in improving Qur'anic literacy at TPQ At-Taslimiyah and TPQ Al-Huda. This study showed that despite different strategies and management, the learning outcomes were yet to be effective. Recent studies have focused on the effectiveness of various Qur'anic learning methods but often need to pay more attention to students' local context and specific needs in areas like Jayapura. This study aims to fill this gap by directly comparing two different Qur'anic learning methods in the context of Jayapura City. Although much research has been conducted on Qur'anic learning methods, only some have focused on the direct comparison of the Qiro'ah and Ummi methods in Islamic educational settings in Jayapura. This study contributes by providing deeper insights into the effectiveness of these methods in improving students' Qur'anic reading skills. (Nisa, 2015).

The research questions are: Which method effectively improves proper Qur'anic reading skills? This study aims to guide madrasas and Islamic schools in choosing the most suitable method for their students. This research is relevant to previous studies evaluating various Qur'anic learning methods but focuses on comparing the Qiro'ah and Ummi methods in Jayapura, providing a critical new perspective. The results of this study can serve as a reference for other Islamic educational institutions in similar areas. This research emphasizes the importance of innovation in Quranic learning methods. By comparing two different methods in the specific context of Jayapura, this study provides a unique and significant contribution to the field. Innovations in this approach are expected to help improve the quality of Qur'anic education for children in the digital era. This research provides a comprehensive overview of the most effective Qur'anic learning methods, hoping to improve children's reading skills and bring them closer to the holy book.

2. METHOD

This research uses a qualitative approach to understand the phenomena experienced by the research subjects, such as behavior, perceptions, motivation, and actions. Data are obtained from various sources using diverse data collection techniques and conducted continuously until saturation. Qualitative research emphasizes inductive thinking processes using scientific logic and developing sensitivity concepts to the problems encountered. Qualitative data are unstructured, allowing participants the freedom to express opinions, thus providing a more profound and broader understanding. This research also uses a descriptive pattern to develop and interpret objects according to reality. The research was conducted at Madrasah Ibtidaiyah Unggulan Darul Qur'an Wadda'wah Argapura and SDIT Permata Hati As-Salaam in Jayapura City. Primary data were obtained from interviews with teachers and students, while secondary data were from books, journals, and previous theses. Data collection techniques include direct observation, interviews, and documentation. Data analysis was conducted descriptively and qualitatively by systematically organizing, reducing, presenting, and concluding data. Data validity was checked through extended presence and triangulation. The research stages include pre-research, data collection, analysis, and report writing. These stages ensure that the research process is directed and valid, producing a report that can be accounted for.

3. FINDINGS AND DISCUSSION

Finding

Qur'anic Reading Skills with the Qiro'ah Method at Madrasah Ibtidaiyah Unggulan Darul Qur'an Wadda'wah Argapura

Based on the results of research conducted by the author through observation, interviews, and documentation at Madrasah Ibtidaiyah Unggulan Darul Qur'an Wadda'wah Argapura, the implementation of the Qiro'ah method in learning to read the Qur'an provides a clear picture of mastery of makhraj, tajwid system, and fluency in reading the Qur'an. In the aspect of mastery of makhraj, the ability to read the Qur'an is seen from how students are able to pronounce letters from the right articulation area, thus producing a clear difference between one letter and another. Observation shows

that every mastery of makhraj in this madrasah has strict indicators to ensure that learners can master the pronunciation of hijaiyah letters correctly and precisely. The Head of Madrasah, Ustadz Mudatsir, explained, "In order to achieve the indicators of the ability to read the Qur'an using the Qiro'ah method, students must be taught and learn several indicators of the ability to read the Qur'an using the Qiro'ah method, including mastery of makhraj because students starting from grade 1 will be taught the most basic or theme/key 1 in the Qiro'ah book and accompanied by pictures and precise directions from the teacher." From this, it is clear that the madrasah has targets that must be achieved, and teachers are required to be creative in implementation so that indicators of the ability to read the Qur'an can be achieved.

In terms of mastering the tajweed system, each teacher has their creativity in teaching tajweed to students. Observations show that teachers explain basic tajweed and provide reading examples before students start reading. Ustadz Halik, a BTQ teacher in the Qiro'ah method, explained, "Every page that will be studied before students enter the reading, the teacher first explains what must be conveyed to students so that they can understand well and apply well to the sample reading on that page." From this, it can be concluded that each teacher has creativity in teaching according to the guidelines and themes on each page to ensure mastery of tajweed by students.

The fluency of reading the Qur'an with the Qiro'ah method aims to make it easier for students to understand and read hijaiyah letters correctly and quickly according to makhraj and tajweed. Ustadz Sahrul, BTQ teacher of the Qiro'ah method, stated, "In the application of the Qiro'ah method, students are also slightly emphasized that to produce fluent and correct reading, students are equipped with mastery of makharijul letters and mastery of the tajweed system." The researcher also interviewed Azizah, one of the students, who said, "Alhamdulillah, the ustadz/teacher who teaches is perfect, easy to understand and understand. Like when teaching the Qur'an, the ustadz reads first and then we follow, and when there is tajweed in the reading or verse, the teacher/ustadz will explain it so that we can find out tajweed easily." In conclusion, teachers and students must work together in implementing and learning to read the Qur'an using the Qiro'ah method. This cooperation aims to produce indicators of the ability to read the Qur'an which includes mastery of makharijul huruf, tajweed, and fluency and fluency in reading the Qur'an.

Ability to Read the Qur'an by Using the Ummi Method at Permata Hati As-Salaam Integrated Islamic Elementary School

All human activities certainly have goals to be achieved, both planned and spontaneous. In the context of Qur'anic learning, a clear goal is for something that is expected to be achieved. After dialoguing with ustadzah at SDIT Permata Hati As-Salaam, the author found that the main goal in the teaching and learning process there is to produce a generation who loves and is loved by the Qur'an. Based on the results of research using observation, interview, and documentation methods at SDIT Permata Hati As-Salaam, the author found various aspects of the implementation of the Ummi method in learning to read the Qur'an. First, mastery of makhraj. Observation shows that every mastery of makhraj at SDIT As-Salaam has indicators that ensure students can master the mention of hijaiyah letters correctly and precisely. Ustadzah Becti, Chief Coordinator of the Ummi method at SDIT As-Salaam, explained, "The introduction of makharijul letters begins with the teacher modeling how to read the letters being studied, then the students follow classically. Then proceed with explaining the shape of the letter for volume 1 to make it easier to recognize and distinguish letters. After the teacher gives an example of how to read it, it is explained where the letters come out by pointing to the makhraj parts of the body such as the throat, tongue, and lips as well as about the thickness and thinness of the letters. To see the students' ability to recite the letters according to the makhraj, the teacher appoints the students individually and takes turns to recite the letters that are being taught." From this, it is clear that SDIT Permata Hati As-Salaam has targets that must be achieved to ensure the implementation and indicators of the ability to read the Qur'an go well.

Second, mastery of the tajweed system. SDIT Permata Hati As-Salaam aims to produce graduates who are able to read the Qur'an tartil and understand tajweed and other sciences related to the Qur'an, such as hadith, tafsir, and memorization. Ustadzah Anik, in an interview, stated, "Every page that will be studied before students enter the reading, the teacher first explains what tajweed science must convey to students so that they can understand well and apply it well to the reading examples on that page." In conclusion, each teacher has creativity in implementing learning according to teaching guidelines and themes on each page so that each student can achieve knowledge and mastery of tajweed.

Third, fluency in reading the Qur'an. The implementation of the Ummi method at SDIT As-Salaam aims to make it easier for students to understand and read hijaiyah letters correctly and quickly according to makhraj and tajweed. To achieve indicators of the ability to read the Qur'an well and correctly, students are equipped with mastery of makhraj and tajweed. Ustadzah Ima, Mulok teacher of the Ummi method, explained, "In the application of the Ummi method, students are also slightly emphasized that to produce fluent and correct reading, students are equipped with mastery of makharijul letters and mastery of the tajweed system." Researchers also interviewed one of the students, Faqih, who stated, "Alhamdulillah, the ustadz / teacher who teaches is excellent, easy to understand and understand. Like when teaching the Qur'an, the ustadz reads first and then we follow, and when there is tajweed in the reading or verse, the teacher/ustadz will explain it so that we can find out tajweed easily.". From the results of the above research, it can be concluded that teachers and students must work together in implementing and learning to read the Qur'an. This cooperation is essential to produce indicators of the ability to read the Qur'an with the Ummi method, namely mastery of makharijul huruf, tajweed, and fluency and fluency in reading the Qur'an.

Comparison of the Effectiveness of the ability to read the Qur'an using the Qiro'ah method and the Ummi Method

In an effort to improve the effectiveness of learning to read the Qur'an, the Qiro'ah method and the Ummi method in two educational institutions show various strategies and significant results. In Madrasah Ibtidaiyah Unggulan Darul Qur'an Wadda'wah Argapura, the effectiveness of the implementation of the Qiro'ah method dramatically affects the learning process. Ustadz Mudatsir, the head of the madrasah, explained, "The Qiro'ah method in the application in our Madrasah, first, the teaching teacher is equipped with an understanding of tajweed and teaching directions and strategies. Second, students really have to be launched per new page to move to the next page and conduct daily and final evaluations per theme/key. Third, the target for each semester in implementation is very concerned so that students can be more focused and serious in learning the Qur'an." In line with that, Ustadz Waris added, "In accordance with the learning target that all students are emphasized to master makharijul huruf, tajweed, and fluency at each learning meeting so that the reading of the Qur'an using the Qiro'ah method can be read properly and correctly and the effectiveness indicators can be achieved." Ustadz Sahrul also emphasized the importance of effectiveness indicators, "Learning the Qiro'ah method aims to make students when they become alumni of Madrasah Ibtidaiyah Unggulan Darul Qur'an Wadda'wah who love the Qur'an, so that indicators of effectiveness will always be applied when learning the Qiro'ah method in each group or class."

On the other hand, SDIT Permata Hati As-Salaam uses the Ummi method which has also proven effective. Ustadzah Bekti, coordinator of the Ummi method, stated, "The effectiveness of the implementation of the Ummi method is quite effective. Students are easy to understand the use of the Ummi method in learning the Qur'an because students can repeat from the props explained by ustadz / custadzah who convey from page 1 to the end and then enter the planting of concepts. The learning opportunity using the Ummi method is 5 minutes of opening, 10 minutes of memorization and muroja'ah, 10 minutes of material delivery with props, classical or individual reading 30 minutes and 15 minutes of evaluation or closing. The learning quality of the Ummi method is excellent because the teacher must be tahsin, tasheh, and entered according to the test results. Tahsin about 2 months and

will get a certificate from the Ummi method teacher training. New allowed to teach after passing certification and not just released; upgrading is done for teachers teaching the Ummi method."

Ustadzah Anik also emphasized, "According to the learning target that, all students are pressured to master makharijul huruf, tajweed, and fluency at each learning meeting so that the reading of the Qur'an using the Ummi method can be read properly and correctly and the effectiveness indicators can be achieved." Ustadzah Ima added, "In the Ummi method in the implementation of learning, each student will be evaluated for every page / volume transfer. The purpose of the evaluation is so that students really master good and correct reading along with mastery of machraj and tajweed that has been taught." From the results of the interview above, it appears that both the Qiro'ah method and the Ummi method have high effectiveness in teaching reading the Qur'an. Both methods emphasize mastery of makhraj, tajweed, and fluency. Each teacher plays a vital role in ensuring the effectiveness of learning, and the learners are required to achieve the indicators set for them to be able to read the Qur'an well and correctly. Great expectations are placed on the graduates of these two institutions to become a generation that loves and is loved by the Qur'an.

Discussion

The ability to read the Qur'an using the Qiro'ah method at Madrasah Ibtidaiyah Unggulan Darul Qur'an Wadda'wah Argapura

The ability to read the Qur'an with the Qiro'ah method at Madrasah Ibtidaiyah Unggulan Darul Qur'an Wadda'wah Argapura aims to enable students to read the Qur'an properly and correctly according to tajweed and makhraj and to practice the teachings of the Qur'an in everyday life. A range of studies have explored the use of different methods to improve students' ability to read the Qur'an with proper tajweed and makhraj. Prabaningtyas & Tabroni (2022) and Nirwana AN et al. (2023) both found that the Qiro'ah and Tajdied methods, respectively, led to significant improvements in students' tajweed skills. Similarly, Wahid, Prasetya, & Halili (2021) and Muspiroh (2020) reported positive outcomes from the Wafa and Qiroati methods, respectively, in terms of students' memorization and reading abilities. The Iqra method was also found to be effective in improving students' reading skills ((Hasnah & Muliati, 2022; Ihsan Siregar, 2018). Tumanggor, Ramadani, & Gunawan (2022) and Rahayu, Daulay, & Zulheddi (2020) they Highlighted the effectiveness of the Talaqqi and Takrir methods in enhancing students' reading and memorization skills. These studies collectively suggest that a variety of methods can be used to improve students' ability to read the Qur'an properly and correctly according to Tajweed and Maharaj. This research shows that cooperation between teachers and learners is essential to ensure that the application and learning of the Qiro'ah method is effective. The main goal is to achieve indicators of the ability to read the Qur'an, which includes mastery of makharijul huruf and tajweed, as well as fluency and fluency in reading.

The Qiro'ah method not only focuses on pronouncing letters correctly, but also on the properties of letters such as tarqiq and tafkham, as well as changes in the sound of letters when connected to other letters, such as ikhfa, iklab, and idgham. The Qiro'ah method, an essential aspect of Quranic recitation, emphasizes the correct pronunciation of letters and their unique properties, such as Qalqalah. It has been found to be effective in teaching Arabic receptive skills, including listening and reading (Khoiriyah, 2020). Fluency and mastery in reading the Qur'an are essential aspects emphasized in this method. Research results from observations, interviews, and documentation, as well as exposure to theories about the ability to read the Qur'an, show that the Qiro'ah method is able to teach mastery of makharijul huruf and tajweed and improve fluency in reading the Qur'an. In conclusion, the ability to read the Qur'an with the Qiro'ah method at Madrasah Ibtidaiyah Unggulan Darul Qur'an Wadda'wah Argapura is in accordance with existing practices and theories. This is in line with research conducted by Lestari & Pasaribu (2022) revealed that this method proved effective in improving the ability to read the Qur'an properly and correctly, as well as ensuring that students can practice the teachings of the Qur'an in the lives of students.

The ability to read the Qur'an using the Ummi method at Permata Hati As-Salaam Integrated Islamic Elementary School (SDIT)

The ability to read the Qur'an with the Ummi method at SDIT Permata Hati As-Salaam aims to produce a generation that loves and is loved by the Qur'an. The vision of the Ummi method is to produce a generation that is not only able to read, but also understand and practice the teachings of the Qur'an well. The results of research which include observation, interviews, and documentation show that the application of the Ummi method in this school runs effectively. Students are able to master makharijul huruf, tajweed, and show fluency and fluency in reading the Qur'an. The Ummi method has been found to be effective in improving students' ability to read the Qur'an in various educational settings. Studies at Islamic Kindergarten Widya Cendekia (Megawati, Jariyah, Syaropah, Hafifah, & Robiansyah, 2022), Pesantren Madinah Al-Hijrah (Hidayatullah, Rosita, & Jubaedah, 2023), Pesantren Pelajar Al-Fath Kediri (Al Muiz & Umatin, 2022), TPQ Darul Karomah Malang (Alfaini, 2022), SD Islam Sari Bumi Sidoarjo (A'yun & Romadlon, 2023), and SMP IT Darussalam Sangatta Kutai Timur (Munawaroh, 2016) have all reported positive outcomes.

According to Imam Ibn Jazari, improving the ability to read the Qur'an will be effective if the implementation of learning focuses on deepening makhraj and tajweed, which ultimately results in reading fluency. Based on field data and Imam Ibn Jazari's theory, the Ummi method has proven effective in improving the ability to read the Qur'an. Mastery of makharijul huruf and tajweed, as well as fluency in reading the Qur'an with the Ummi method, is in accordance with existing practices and theories. The ability to read the Qur'an with the Ummi method at SDIT Permata Hati As-Salaam has achieved the expected goals. This method not only ensures that students read the Qur'an properly and correctly, but also helps them love and understand the meaning behind each verse they read. Thus, the Ummi method succeeds in producing a generation that loves and is loved by the Qur'an, in accordance with the vision and goals carried. This research is in line with research conducted by Sahroni & Ruwandi (2022) The Ummi method is designed to be concise and easy for children. It uses organized sounds and songs for children's learning.

Comparative Effectiveness of Reading Ability of Qiro'ah Method in Madrasah Ibtidaiyah Unggulan darul Qur'an wadda'wah Argapura and Ummi Method in SDIT Permata Hati As-Salaam

A lesson can be said to be effective if the predetermined indicators are met. In this study, we discuss the effectiveness of learning to read the Qur'an using the Qiro'ah method at Madrasah Ibtidaiyah Unggulan Darul Qur'an Wadda'wah Argapura and the Ummi method at SDIT Permata Hati As-Salaam. These two methods have differences in reading ability, as well as supporting and inhibiting factors that affect the effectiveness of learning. The Qiro'ah method uses one book volume consisting of 40 pages, while the Ummi method has more pages and volumes. Nevertheless, both focus on deepening makharijul huruf, tajweed, and producing students who are fluent in reading and memorization. In terms of teacher qualifications, the Qiro'ah method does not require special certification, just briefing and debriefing from the Head of Madrasah. In contrast, the Ummi method requires certification as a condition for teaching. The Qiro'ah and Ummi methods both aim to improve reading and memorization of the Qur'an, with the Qiro'ah method focusing on Arabic text and the Ummi method on the Qur'an itself (Khotiah, 2020; Tambak, Abd Ghani, Sukenti, Syarif, & Susanti, 2023). The Ummi method has been found to be effective in improving students' reading ability (Afdal, 2016; Khudori, Priyatna, & Yasyakur, 2019; Wahid et al., 2021), while the Qiro'ah method has been shown to enhance students' Arabic text reading competence (Khotiah, 2020). The Ummi method requires teacher certification, while the Qiro'ah method does not (Megawati et al., 2022). Both methods have been found to be effective in improving students' reading ability, with the Ummi method being particularly effective in this regard.

Another difference can be seen in the implementation of learning. The Qiro'ah method follows a more structured stage, starting from preparation, process, evaluation, to closing. While the Ummi method adjusts its implementation to the ability of students, grouping them according to their ability

level. In addition, the Qiro'ah method is not accompanied by a unique tone, while the Ummi method uses the Bayati tone as its hallmark. According to interviews with various teachers and coordinators, such as Ustadz Mudatsir, Ustadz Waris, Ustadz Sahrul, and Ustadzah Bekti, these two methods have high effectiveness in improving students' ability to read the Qur'an. Ustadz Mudatsir stated, "The Qiro'ah method in the application in our Madrasah, first, the teaching teacher is equipped with an understanding of tajweed and teaching directions and strategies, and secondly, students really have to be launched per new page to move to the next page and conduct daily and final evaluations per theme/key. Third, the target for each semester in the implementation is very concerned so that students can be more focused and serious in learning the Qur'an." This shows the importance of cooperation between teachers and students and focus on precise targets.

Ustadzah Bekti added, "The effectiveness of the implementation of the Ummi method is quite effective. Students are easy to understand the use of the Ummi method in learning the Qur'an because students can repeat from the props explained by the ustadz / custadzah who delivered from page 1 to the end and then entered the planting of concepts. Learning opportunities using the ummi method are 5 minutes of opening, 10 minutes of memorization and muroja'ah, 10 minutes of material delivery with props, 30 minutes of classical or individual reading deposit and 15 minutes of evaluation or closing." From the analysis conducted, the researcher concluded that these two methods are effective because first, the teaching staff are equipped with the ability to read the Qur'an and qualified teaching strategies. Second, both methods try to make strategies or programs and targets for students so that they can learn effectively and achieve predetermined targets. Thus, students are able to read the Qur'an properly and correctly, and have quality memorization and reading. From the discussion above, it can be concluded that the Qiro'ah method and the Ummi method, both of which succeeded in significantly improving students' ability to read the Qur'an, show that with the right strategy, learning objectives can be achieved well. This is in line with research (Tambak et al., 2023) which revealed that the ummi method significantly improved the students' ability to read the Koran, and the Qiro'ah method also succeeded in improving the students' reading skills.

4. CONCLUSION

This study shows that both methods significantly improve the ability to read the Qur'an. The findings of this study indicate that the Qiro'ah method at Madrasah Ibtidaiyah Unggulan Darul Qur'an Wadda'wah Argapura succeeded in making students master the makharijul letters, tajwid, and achieve fluency and fluency in reading the Qur'an. Meanwhile, the Ummi method applied at SDIT Permata Hati As-Salaam is also effective in teaching students to master makharijul huruf, tajweed, and fluency in reading the Qur'an, in accordance with the theory put forward by Imam Ibn Jazari. The comparison of the effectiveness of the two methods shows that both have equality in achieving the indicators of success, with the same emphasis on mastering the science of reading the Qur'an and sound teaching strategies from the teaching staff.

This research makes a significant contribution both in the realm of science and the practice of Qur'anic education. The originality of this study lies in its in-depth comparative analysis of the effectiveness of two different but equally effective Qur'anic teaching methods. The findings offer new insights for educators, policy makers and educational institutions in selecting and implementing appropriate teaching methods to improve Qur'anic reading skills among learners. It also reinforces the understanding of the importance of good teaching strategies and clear targets in achieving optimal learning outcomes. This study has some limitations that need to be considered. The study was only conducted in two educational institutions in Jayapura City, so the results cannot be fully generalized to other contexts. In addition, the data obtained relied more on qualitative methods, which are influenced by the subjectivity of researchers and participants. For future research, it is recommended to expand the scope of the study to more institutions in different regions to get a more comprehensive picture of the effectiveness of the Qiro'ah method and the Ummi method. Quantitative research with larger samples is also recommended to provide more objective data. In addition, further research can

explore other factors that affect the effectiveness of these two methods, such as learning environment, support from parents, and mental readiness of learners. By understanding these limitations, it is hoped that researchers and educational practitioners can take appropriate steps to improve Qur'an teaching methods and achieve better results in the future.

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