

Teacher Learning Strategies in Improving the Ability to Read the Qur'an Using the Ummi Method

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ARTICLE INFO

Keywords:

Qur'an,
Teacher's Learning
Strategies, Ummi Method.

Article history:

Received 2026-04-14

Revised 2026-05-10

Accepted 2026-06-13

ABSTRACT

The ability to read the Qur'an tartil according to the rules of tajweed is a basic competency in tahfidz education, but there are still obstacles in the fluency, accuracy of reading, and variety of students' abilities that require effective learning strategies. At the Markaz Tahfidz Ar-Riyadh Bangil, learning uses the Ummi Method, but its implementation still faces several obstacles. The purpose of this study is to examine the application of teacher learning strategies based on the Ummi Method in improving students' Qur'an reading ability and analyze its supporting and inhibiting factors. This research method uses a descriptive qualitative approach carried out at Markaz Tahfidz Ar-Riyadh Bangil with the researcher as the main instrument. Data was obtained through participatory observation, semi-structured interviews with ustadz and managers, and documentation, then analyzed using the Miles and Huberman interactive model which included data reduction, data presentation, and conclusion drawn. The validity of the data is tested through source triangulation, technical triangulation, and member check. The results of the study show that the teacher's learning strategy based on the Ummi Method at Markaz Tahfidz Ar-Riyadh Bangil is carried out through systematic planning, the application of talaqqi and musyafahah, muraja'ah habituation, and consistent gradual evaluation. This strategy is effective in increasing the fluency, accuracy of tajweed, and the confidence of students in reading the Qur'an. Supporting factors include ustadz's commitment, structured learning system, and institutional support, while inhibiting factors include differences in students' abilities, limited time, and lack of concentration and motivation to learn.

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1. INTRODUCTION

In the current era of globalization, there are still many Muslims who are unable to read the Qur'an. This condition is influenced by an unsupportive environment and ineffective methods of learning to read the Qur'an. Therefore, a solution is needed so that the learning process of reading the Qur'an can be done easily from the basic level, in an interesting and efficient manner in a short time.

Various methods of learning the Qur'an can be applied, one of which is the Ummi method. The main objectives in learning the Qur'an using the Ummi method include, first, the ability of students to read the Qur'an tartil and fluently in accordance with the applicable tajweed rules. Second, students are expected to achieve an increase in volume determined by the coordinator of the Ummi method for each grade level.

The basic principles of the Ummi Method include "easy, fun, and touching in the heart." This method applies the talaqqi and musyafahah system, where the learning process takes place through direct reading by students in front of the ustadz to get individual corrections. In addition, a graded grading system ensures the quality of readings and uniformity of quality standards among the various institutions. Rohmah explained that the Ummi method has advantages in habituating correct reading and character formation, not only emphasizing memorization, but also understanding and appreciating meaning (Rohmah, 2022.p. 34).

Efforts to improve the ability to read the Quran are inseparable from the ability of ustadz to attract the interest and enthusiasm of students to the learning process. This presents a challenge for ustadz to prevent students from feeling bored or bored. This challenge is even greater because the students in question are young children and elementary school students, who do not have adequate skills and need more intensive guidance from ustadz to develop their ability to read the Quran.

Markaz Tahfidz Ar-Riyadh Bangil is one of the institutions that uses the Ummi Method as the main reference in the process of teaching the Qur'an. This institution aims to produce a generation of Qur'an students who not only memorize but are also proficient in reading the Qur'an with tartil, in accordance with the rules of tajweed and makhraj. In practice, learning at Markaz Tahfidz Ar-Riyadh is carried out through the stages of tahsin, talaqqi, and muraja'ah.

However, initial observations show that a number of students still have difficulties in reading long verses fluently, accuracy in reading the rules, and consistency in applying Tajweed. Some ustadz also face difficulties in managing study time, adjusting methods to the abilities of each student, and maintaining motivation. The success of tahfidz and tahsin learning is largely determined by the ustadz's approach in designing learning activities that involve three main domains: cognitive, affective, and psychomotor (Sodik, Syayidah & Fadilah 2024.p. 29).

This study focuses on learning strategies based on the Ummi Method applied at Markaz Tahfidz Ar-Riyadh Bangil. The main objective of this study is to describe the implementation of Strategy. This, Researching Factors Supporters and its inhibitors, as well as disseminating its effectiveness in improving students' ability to read the Quran. The results of the research are expected to make a theoretical and practical contribution to the development of the teaching model of the Quran in various tahfidz institutions in Indonesia. In the field of tahfidz education, the learning approach is an important element that influences success development of the ability to read and memorize the Qur'an. An efficient learning approach generally integrates various techniques, such as the talaqqi method (direct interaction between ustadz and students), the use of context-relevant teaching materials, regular practice through halaqah (religious meetings), and continuous assessments to systematically monitor the progress of students. Without the right approach, tahfidz institutions often face obstacles in achieving their educational goals to produce students who are not only proficient in memorizing the Qur'an, but also fluent in reading and understanding the correct reading rules. Without the right strategy, tahfidz institutions tend to have difficulties in achieving educational goals, namely producing students who are not only able to memorize the Qur'an but also able to read fluently and understand the correct reading rules.

Based on this, it is important to examine in depth how Markaz Tahfidz Ar-Riyadh Bangil designs and implements learning strategies in activities Tahfidzul Qur'an to improve students' ability to read the Qur'an. This study is expected to provide a comprehensive description of the form of learning strategies used, supporting and inhibiting factors in its implementation, as well as its contribution to improving the ability to read the Qur'an at the Markaz Tahfidz Ar-Riyadh Bangil. Therefore, there is a need for effective and innovative learning strategies to help students improve their ability to read the Qur'an. The right learning strategy not only makes it easier for students to understand reading but also increases interest and motivation to learn deeper. understanding of reading the Qur'an.

Based on this background, specifically this article aims to answer the following questions: (1) How is the teacher's learning strategy based on the Ummi Method applied at Markaz Tahfidz Ar-Riyadh Bangil in improving students' ability to read the Qur'an? (2) What are the supporting and inhibiting factors in the implementation of the Ummi Method-based teacher learning strategy at Markaz Tahfidz Ar-Riyadh Bangil?

2. METHODS

This study uses a qualitative approach with a descriptive type of research, Descriptive research aims to objectively describe teaching strategies based on the Ummi Method to improve students' ability to read the Quran, without intervention on the observed variables (Rohmah, 2022). The data sources used in this study are divided into two, namely primary data sources and secondary data sources. There are data sources for Ustadz/Ustadzah tahfidz and tahsin at the Markaz Tahfidz Ar-Riyadh Bangil. Administrator or leader of Markaz Tahfidz as an additional source of information. Primary Data This data was collected directly through interviews, observations, and document collection at the Markaz Tahfidz Ar-Riyadh Bangil. Primary data includes information from ustadz, students, and institutional leaders regarding the implementation of the Ummi Method strategy.

Data collection techniques to obtain accurate data use observation, interview, and documentation techniques. Data Analysis techniques are applied through a qualitative descriptive approach, referring to the interactive model of Miles & Huberman (2014), which includes three main stages: Data Reduction: Select and summarize important data from observations, interviews, and document collection related to the teaching approach and Quran reading skills of students. Data Performance: Organize data in a descriptive narrative format, table, or diagram to facilitate an understanding of the relationship between teaching approaches and student learning outcomes. Conclusion Draw: Explore the meaning of the data collected to answer research questions and verify data through data triangulation.

Data Validity Testing To ensure the validity of the data, the following techniques were applied: (1) Source Triangulation: Comparing data from interviews with various informants (ustadz, students, and administrators) with field observations. (2) Technical Triangulation: Integrating observation, interview, and document collection results to provide more comprehensive research findings. (3) Member Examination: Verifying provisional findings with informants to ensure the accuracy and validity of information.

3. FINDINGS AND DISCUSSION

Based on the results of the research that has been carried out by the researcher with the title "Teachers' Learning Strategies in Improving the Ability to Read the Qur'an with the Ummi Method at Markaz Tahfidz Ar-Riyadh Bangil (Pasuruan)", the data was obtained through an interview with Ustadzah Syirin Fakhriyah as the main informant. This study uses a qualitative descriptive approach, so the analysis is carried out by developing the data as it is without making generalizations.

The purpose of this discussion is to analyze the learning strategies applied in improving students' ability to read the Qur'an based on the theory of the Ummi method, the theory of learning to read the Qur'an (tahsin and tajweed), and behavioristic learning theory in emphasizing repetition in the learning process.

Application of Talaqqi and Tashih Methods

The main strategies applied in learning to read the Qur'an at Markaz Tahfidz Ar-Riyadh are the talaqqi and tashih methods. Talaqqi is a learning process by which the teacher reads first and then the students imitate, while tashih is the process of correcting the reading directly by the teacher if there are errors in the makhraj, the nature of the letters, the short length, and the law of tajweed.

In the Ummi method, the principle of learning is emphasized on the reading of tartil, correctly, and according to the rules of tajweed. The application of talaqqi and tashih is in line with the characteristics of the Ummi method which requires direct interaction between teachers and students.

Corrections are made directly so that mistakes do not recur and do not become a wrong habit. When viewed from the theory of learning to read the Qur'an, the tashih process is very important because mistakes in makhraj and tajweed can change the meaning of verses. Therefore, learning to read the Qur'an is not only smooth, but also must be correct in principle. In addition, the application of talaqqi and tashih is also relevant to behavioristic learning theories that emphasize stimulus and response. The teacher gives an example of reading (stimulus), then the students respond by reading. If the response is not correct, then reinforcement or correction is given until the correct reading habits are formed. With consistent repetition, students are used to reading well and correctly.

Level-Up Learning (Volume)

The next strategy is gradual learning according to the volume in the Ummi method. Each student is placed according to their own reading ability and must complete one volume before moving on to the next volume. In the Ummi method, learning is systematically arranged starting from the introduction of hijaiyah letters, letter splicing, basic reading laws, to the application of more complex tajweed. This gradual system makes it easier for students understand the material in a sequential manner and not jump to the next stage before actually mastering the previous stage.

Evaluation is carried out every increase in volume. Students are assessed based on fluency, tahsin (reading quality), and accuracy of tajweed. This shows that learning is not only oriented to quantity (the number of pages read), but also the quality of reading.

Theoretically, this gradual system is in accordance with the principle of structured learning in the Ummi method which prioritizes mastery learning (learning completeness). Students are not allowed to continue the material before reaching certain standards, so that learning outcomes are more optimal and controlled.

Individual Approach in Halaqah

Learning at Markaz Tahfidz Ar-Riyadh is carried out per halaqah with a total of 5-10 students. This relatively small number allows teachers to pay more attention to each student. In dealing with students who are slow to read the Qur'an, teachers apply an individual approach that is patient and does not compare with other students. The teacher repeats letters, exercises makhraj, and guides gradually through the talaqqi method.

This approach shows that learning strategies focus not only on the cognitive aspect, but also on the psychological aspect. Giving appreciation for small progress and creating a comfortable learning atmosphere can increase students' confidence.

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If associated with behavioristic theory, repetition (drill) and reinforcement (reinforcement) in the form of appreciation are important factors in forming reading habits. The True. Meanwhile, from the perspective of tahsin learning, repeated makhraj exercises will gradually improve the articulation of letters.

Providing Motivation and Reinforcement

The learning strategies applied are not only technical, but also include providing motivation to students. The teacher emphasized the importance of reading the Qur'an properly and appropriately as part of worship.

This motivation serves to foster the internal awareness of students so that learning is not just an obligation, but a spiritual need. In learning theory, motivation has an important role in increasing interest and perseverance in learning. Students who have high motivation tend to be more consistent in practicing and improving reading. This motivation also supports the formation of discipline and responsibility in the process of learning to read the Qur'an.

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Results of Improving the Ability to Read the Qur'an

Based on results research, Strategy Learning the applied shows an increase in the ability to read the Qur'an in students. The improvement can be seen in the aspects of reading fluency, the quality of tahsin, and the accuracy of the application of tajweed. With a learning system that is carried out five times a week from 16.30 until after the Isha prayer, as well as effective halaqah learning, students get a fairly intensive training time. This high intensity of exercise is in line with the behavioristic theory that consistent repetition will form a strong habit. Overall, teachers' learning strategies in improving the ability to read the Qur'an with the Ummi method at Markaz Tahfidz Ar-Riyadh Bangil have been running in accordance with the principles of the Ummi method and the theory of teaching to read the

Qur'an. A structured, gradual strategy, accompanied by an individual approach and motivation, has been proven to be able to improve the quality of students' reading gradually and sustainably.

4. CONCLUSION

Based on the results of the research on the teacher's learning strategy based on the Ummi Method at the Markaz Tahfidz Ar-Riyadh Bangil, it can be concluded as follows: Teacher's learning strategy in improving students' ability to read the Qur'an The learning strategies applied include the use of talaqqi and tashih methods, gradual learning according to volumes, individual approaches in halaqah, providing motivation, and evaluation at each increase in volume. The implementation of this strategy has been proven to be able to improve students' ability to read the Qur'an which is characterized by increasing reading fluency, improving tahsin, and accuracy in the application of tajweed laws.

Supporting and inhibiting factors in the implementation of learning strategies Supporting factors in the implementation of learning strategies include the quality of ustadz who have good tajweed and tahsin skills, a structured learning curriculum according to the standards of the Ummi Method, a religious learning environment, and parental support in accompanying students to perform muraja'ah at home. The inhibiting factors found include differences in students' basic abilities, limited learning time, and lack of variety in learning media used in the learning process.

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