

The Inefficiency of Ummi Method in Learning Al-Qur'an

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ABSTRACT

The phenomenon of learning the Al-Qur'an today is very entrenched in the archipelago, replacing the conventional method known as "kadaman", one of which is the Ummi method. Many studies have discussed the learning of The Al-Qur'an using the Ummi method, but no one has yet explained what makes it inefficient. Well, this paper seeks to see the inefficiency of the Ummi method in learning The Al-Qur'an. This paper is based on data from several students who failed in learning the Al-Qur'an using the Ummi method. Interpretive data analysis followed the method of Spradley (1980). The most important result of this study is the evidence of the failure of learning The Al-Qur'an using the Ummi method. Further studies need to be carried out on different levels of education by comparing different types of schools, so that it can be seen how learning patterns affect students in reading The Al-Qur'an.

Keywords: *Inefficiency, Ummi Method, Learning the Al-Qur'an*

1. INTRODUCTION

Learning The Al-Qur'an by using the Ummi method today is widely used everywhere, not only in formal institutions but also in non-formal institutions. In addition, not only at school age, but mothers also flock to learn The Al-Qur'an by using the Ummi method which aims to support their children's Al-Qur'an learning at school.

So far, there are three trends from existing studies regarding learning The Al-Qur'an by using the Ummi method. The first tendency is that they discussed more the implementation of learning The Al-Qur'an by using the Ummi method by describing the various main standard basic programs offered by the Ummi Institute. Among these studies were Agus Rifa'I [1]; Azizah & Ali Riyadi [2]; Hernawan [3]; Junaidin Nobisa & Usman [4]; Rifa'I [5], Romilatul Afidah & Norma Ita Sholihah [6]; Suratman [7]. The second tendency is to discuss the effectiveness of learning The Al-Qur'an using the Ummi method. Among them are Pasaribu et al. [8]; Rifa'i & Nasir [9]; Wahyuni & Aisyah [10]. Finally, the third trend is that many studies have looked at the influence of learning The Al-Qur'an by using the Ummi method to

read The Al-Qur'an. Among them were Agus Rifa'I [1]; Arif & Sari [11]; Auliya' Ilhaq [12]; Fauzi & Waharjani [13]; Lusi [14]; Malahayati & Sugiarto [15]. However, the crucial thing is that the ineffectiveness of all methods, especially learning The Al-Qur'an by using the Ummi method has not been touched by any researcher.

The purpose of this paper is to reveal the aspects that trigger the inefficiency of learning The Al-Qur'an by using the Ummi method. In particular, this study looks at internal and external factors that cause the inefficiency of learning The Al-Qur'an using the Ummi method.

This paper is based on the researcher's experience, who has children who learn The Al-Qur'an by using the Ummi method from Kindergarten level to 6th grade of elementary school. With a long duration of time still at the "tartil" level, it makes researchers want to raise this theme.

2. REVIEW RELATED LITERATURE

2.1. Learning The Al-Qur'an

Learning The Al-Qur'an includes knowledge of "Hijaiyyah" letters, reading The Al-Qur'an and

“Tajweed.” Students must master “Hijaiyyah” letters to read The Al-Qur’an correctly and adequately. The second factor is that reading each word in The Al-Qur’an must follow the letters' nature. “Makharijul” letters must be rehearsed and mastered by the students, therefore there are no mistakes in reading The Al-Qur’an that can change its meaning and interpretation. “Tajweed” is a science that students must master in reading The Al-Qur’an which consists of “Idhar, Idgham bighunnah, Idgham bilaghunnah, Iqlab and Ikhfa'.” Each of these ways of reading has been determined which one must be read clearly, bounced back or “qolqolah”, buzzed, and melt. In addition to this, the Ummi institution also teaches Ghoruib which discusses certain reading requirements to read, so that students' reading of The Al-Qur’an becomes good and correct.

2.2. Ummi Method

Ummi Foundation was founded by Masruri and A. Yusuf from Surabaya since 2011. Since then it has been booming in 28 provinces in Indonesia. Its vision is to be a leading institution in producing Qur’ani generation. There are three mother tongue approaches as the Ummi method: direct method, repetition, and affection. The direct method is used when the learner directly reads without spelling the letters. Repetition is when the students should drill themselves and affection is while teaching the teachers act like a mother with patience and love, therefore the name of the method is Ummi meaning my mother.

There are seven basic programs of Ummi, namely: (1) "Tashih" in which Ummi teachers and the candidates are classified based on their quality of reading The Al-Qur’an and confirmed to be good and “tartil” in reading The Al-Qur’an; (2) Tahsin in which teachers and the candidates are trained in terms of their reading The Al-Qur’an and their attitudes and make sure that they are worth enough to get certified; (3) Certification of Ummi Teachers in which Ummi teachers get trained in three days about the methodology of teaching, organize, and manage the learning The Al-Qur’an by using Ummi Method. Those who pass this training will get certified as Ummi teachers; (4) Coaching is when implementing the Ummi method is done, the teachers are mentored, and the quality of teaching is maintained so that the learners can achieve the target of quality assurance.; (5) Supervision evaluates programs at schools or institutions using the Ummi method. These include the sum of certified teachers, the process of learning in class,

standard of students' achievement, effective days of learning The Al-Qur’an, teachers and students ratio, teaching administration and management, teacher training and evaluation.; (6) “Munaqasyah” is external quality control or student achievement evaluation which is done by Ummi foundation. This evaluation includes “fashohah” and “tartil”, reading “ghoroib” and the comments, “tajweed” and analyzing its reading, reciting the surah of The Al-Qur’an by heart especially starting from Al-A’la until An-Naas.; (7) “Khotaman” and “Imtihan” is public evaluation in which the students show their performance in front of the public. The students read The Al-Qur’an by heart, explain its “ghoroib” and “tajweed”. Besides, they should answer some questions given by the expert from the Ummi team for specific materials. These seven programs are set by Ummi foundation to be implemented well to achieve the target successfully.

3. METHOD

This paper is based on the research with the material object in the form of students who study The Al-Qur’an with the Ummi method, the children of the researcher and the researcher herself. The selection of the object of study was based on the experience gained when the children took part in learning The Al-Qur’an by using the Ummi method.

The data needed is a story while learning The Al-Qur’an with the Ummi method from kindergarten to 6th grade elementary school children. In addition, the experience of sharing from parents was carried out by the researcher when there was a misunderstanding with the Ummi method of learning The Al-Qur’an which contributed to the inefficiency of learning The Al-Qur’an with the Ummi method.

The targets in this research were elementary school-level students who took part in learning The Al-Qur’an with the Ummi method trying to pass “tartil” level, which is the lowest level in the Ummi basic program, before “tahfidz” level.

The data collection process began with collecting stories of experiences experienced by the researcher during her children participating in The Al-Qur’an learning with the Ummi method which is then processed manually. The instrument was the researcher herself as the key instrument. Data in the form of stories were collected, an outline of each problem was written, then analysis was carried out following the Spradley (2000) analysis technique.

Data analysis was based on triangulation conducted by researchers by confirming several parents of students about what their children experienced while learning The Al-Qur'an with the Ummi method. After that, cross-checks were carried out with several Ummi teachers and stakeholders. Before finally drawing a conclusion.

4. RESULT

Several phenomena surprised student's parents related to learning The Al-Qur'an by using the Ummi method. First, when their child did not pass the pre-exams (pre-"munaqosyah" 1 and 2), the parents were shocked about what had happened. It was experienced by several parents of students, including the researcher herself. Examining what happened, it turned out that there were very crucial things. First, it was found that learning materials, especially "tajweed" had not been given to students. It happened because students were considered unable to cope with the materials. The provision to take part in pre-"munaqosyah" is that students must complete the targets given in each period. Therefore, students may have different outputs in the same class with the same level. It happens without the student's parents knowing. Therefore, when this happened, it surprised the student's parents. One of the keys to learning The Al-Qur'an with the Ummi method is to involve students' parents in the learning process. Thus, the parents of students who were busy working should have never known about this happening if there was no official notification from the school institution.

Second, after looking at it, it turned out that in addition to students' ability, teachers' ability to manage classes also needs to be questioned. The diverse backgrounds of the teachers greatly affected the learning they do. The three days training of teaching methodology, especially about how to teach and manage the class done by the Ummi foundation is necessary to be highlighted. Is it enough?

Third, the continuity of students' progress is neglected especially in training class, after finishing Book 1 until Book 6. In my child's case, the teacher has not completed the material. Contrary to their task, they should help the learners achieve the target. Once again, the reason given was because the student has not been able to complete the targets that must have been completed before going to the following material; therefore, advanced material could not be given. After being asked what parents should do, parents must support the smooth completion of the target so that

learning The Al-Qur'an using the Ummi method could be carried out smoothly and on time.

Learning The Al-Qur'an using the Ummi method had more internal and external constraints during the pandemic. The internal factors were students and teachers. Students found it difficult to get signals, even challenging to join a zoom class with the given link. Not infrequently, has already entered, students were thrown out and had to join zoom again with the same link. From the teacher, due to the limited zoom or video call time, the opportunity to correct students' readings was few, and even tended to be limited so that they were not optimal in teaching. In addition, signal constraints still affected the capture of students' reading quality. Therefore, it was not optimal. Another reason, because of online learning, teachers sometimes also offered to not having a class at the appointed time, or even not attending the zoom class, thus the class was free.

The external factors in the pandemic era contributed to the slow process of learning The Al-Qur'an by using the Ummi method. For example, in every main basic program carried out, there were problems with unfriendly signals, lights went out which caused the signal not working, students' ability to buy package of data would significantly affect the performance in reading The Al-Qur'an.

5. DISCUSSION

Based on the findings above, several things need attention. First, learning The Al-Qur'an with the Ummi method could not be carried out without the participation of parents in learning. It could be due to the lack of time prepared for Ummi subjects with so many targets, so Ummi learning was not carried out optimally. In addition, the institution must know and be a bridge between the teachers and parents. So that the incident of parents being surprised to find out that their child failed to join the pre-"munaqosyah" could be avoided. It is one of the reasons why learning The Al-Qur'an with the Ummi method is not efficient.

Second, the problem of teachers who could not manage the class well, can be seen from the incompleteness of the material, so that students could not complete the target. The teacher reasoned that the leading cause of the non-completion of the material was that students could not complete the given target. Therefore, it meant that the course depended on the students. In this case, there was a misunderstanding between teachers and students' parents because there

was no notification from the institution in learning The Al-Qur'an using the Ummi method, thus parents did not know what happened. Yet, teachers should be the first pioneer in succeeding in the learning, how they manage the time and the class to achieve the target set by the Ummi foundation should be evaluated by the foundation from time to time. However, it missed this step mentioned in seven basic programs. It indicated that learning The Al-Qur'an using the Ummi method is not efficient.

The second discussion is on the continuity of students' progress which is neglected. Here, the teachers should classify not based on the failure but on the students' detailed achievement and progress like what is mentioned in the primary program of Ummi. In my case, after changing years, the teacher was replaced by another teacher again. The material given was in the same order as the previous teacher. The level my child belonged to was the level of a slow learner, as he failed before, so that the incident of last material from the course, namely "tajweed", was not finished being given again. Here, children were not classified, who took what material, but the classification was done based on the failure to join "munaqosyah", so the material provided remains the same. It made parents who had just started to listen, become curious. The material was not continued to tajwid, which had not been given before. Why was it repeated with the "ghorib" that the previous teachers previously gave. This classification was not considered in this class so it made learning The Al-Qur'an using the Ummi method inefficient in this level.

Apart from being seen by the students, another internal factor, namely the teacher, was also the cause of the inefficient learning of The Al-Qur'an using the Ummi method. Teaching experience, in this case, teaching experience, managing classes and dealing with students is very influential. How can students meet the target, what strategies should the teacher do to get the students to reach the minimum criteria for completeness that have been set. Unfortunately, some teachers have not thought of it. It is understandable because the educational background of the Ummi teachers is also not the same. Although the Ummi foundation for teachers has carried out certification, it cannot be denied that some teachers choose to follow the student path compared to students having to follow the path determined by the Ummi teachers as the Ummi foundation determined. Therefore, it causes the learning of The Al-Qur'an with the Ummi method to be inefficient.

External factors during the pandemic also contributed to making learning The Al-Qur'an using the Ummi method inefficient. In the examination of each level, for example, Ummi 1-6, the teacher counted the errors made by the students from each page, not paying attention to the level of anxiety that students may experience. So that sometimes students who could read fluently daily according to what has been taught, became stammered. In addition, the teacher who conducted the test was a teacher who was not a regular student-teacher. It was intended for external control so that the teacher and other more capable teachers recognized the quality of students. It is contrary to the principle of evaluation in learning, which requires the teacher to carry out three processes: planning, implementing, and evaluating. Although, in this case, the evaluation was done by another teacher, his teacher did not have the right to judge. Theoretically, for the validity of the test, especially for oral test, inter-rater is appropriate to use rather than single evaluator who did not teach the students before. It made learning The Al-Qur'an using the Ummi method inefficient.

In addition, the system set by the institution, namely the classical target of level completion, also contributed to student failure due to lack of attention to the needs of each student. In this case, the student who experienced the unfinished delivery of the material last year experienced the same thing because he was classed with those who had just joined the training. It made learning The Al-Qur'an with the Ummi method inefficient.

The classification of volume levels was also not continued. It could be seen from the case when students attending Ummi at the Kindergarten level have completed volume 3. However, when entering elementary school they had to take a placement test, so some had to re-enter Ummi volumes 2 or 3 or even return to Ummi volume 1. Moreover, the evaluation carried out in school institutions carried out by the Ummi Foundation was not standardized, so the assessments given by one institution were not the same as another, even though in the Ummi Foundation there is a central basic program carried out, namely supervision.

The internal and external factors above were some phenomena that greatly affected the effectiveness of learning The Al-Qur'an using the Ummi method which was commonly found in society.

6. CONCLUSION

It turned out that learning The Al-Qur'an by using the Ummi method was not as efficient as previously thought. The failure to follow each phase by students so that they could not join the "munaqosyah" or pass in some of the phrases taught in the Ummi book could not only be seen from the ability of students as already mentioned. However, the teachers' professional skill also needs to be considered considering that some of The Al-Qur'an teachers using the Ummi method did not have the same educational background.

The results of this study provided a new perspective in seeing the inefficiency of learning The Al-Qur'an using the Ummi method. So far the failure of students to move to the next level of Ummi levels was due to one determinant, namely the ability of students who could not complete the target set by the Ummi Foundation. This study indicated that students' ability is not the only determinant contributing to student failure in completing each Ummi learning target. Still, the teacher and other external factors, namely the specified target system, do. Each student stops at a phase if they cannot complete their target. For example, when a child is in grade 3, he must finish and pass Ummi 5 and Ummi 6. If he does not finish, he will not participate in the training, so further learning about recitation and *ghorib*, which is no less important than completing the volume, is not considered. Students immediately recite The Al-Qur'an classically with friends who are at the same level as him, missing out on training opportunities whose material includes, among others, *ghorib* and *tajwid*. This strongly indicates that learning The Al-Qur'an with the Ummi method is inefficient.

The limitation of this paper is that it is limited to only one case in one elementary school, namely from a mother whose child failed to follow the "munaqosyah" at the required time. In line with these limitations, this study suggests the need for further studies that accommodate more diverse cases at different levels and different types of schools.

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