

## The Implementation of the UMMI Method in Qur'anic Learning at Al Imam Islamic School Junior High, Bogor

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### Abstract

Qur'anic education holds a central role in Islamic educational institutions, serving not only as a compulsory subject but also as a foundation for students' religious understanding, spiritual awareness, and moral development. The UMMI Method has emerged as a structured approach that integrates tartil-based recitation, tajwid application, and student-centered repetition to enhance Qur'an reading skills. This study explores the implementation of the UMMI Method at Al Imam Islamic School Junior High in Bogor, focusing on teaching strategies, student engagement, and the method's impact on students' Qur'anic reading abilities. Using a qualitative field study approach, data were collected through classroom observations, interviews, and document analysis. Findings reveal that the UMMI Method is applied systematically with daily structured sessions, grouping students by proficiency levels, and employing certified teachers to ensure consistent instruction. The method significantly improves students' fluency, accurate articulation (*makhraj*), tajwid comprehension, and overall recitation quality. It also addresses common challenges such as motivation and material retention. In conclusion, the UMMI Method is an effective strategy for enhancing Qur'anic learning at the junior high level and offers valuable insights for Islamic educators aiming to improve the quality of religious education in formal school settings. These findings can provide insights for future curriculum improvement.

**Keywords :** *UMMI Method, Qur'anic Learning, Islamic Education*

### Introduction

The Qur'anic education holds a central role in Islamic educational institutions. It is not only a compulsory subject, but also a foundational component in shaping students' religious understanding, spiritual awareness, and moral development. Consequently, nearly all Islamic-based schools incorporate Qur'anic learning into their formal curriculum, often as a primary area of focus. This emphasis is also driven by parental expectations; many parents hope their children will master Qur'anic recitation fluently and correctly, with the added aspiration that they become *hafidz/hafidzah* or proficient *qari/qariah*

capable of reciting the Qur'an with beauty, discipline, and full adherence to *tajwid* principles. Therefore, it is unsurprising that many parents choose schools offering Qur'an programs (Andrasto & Suprpto, 2018).

To support these goals, Islamic schools implement a variety of Qur'anic learning activities such as *tadarus*, *halaqah*, *tahsin*, *tahfidz*, *muroja'ah*, and structured memorization sessions. These activities are typically given dedicated instructional time and are facilitated by teachers who have received specific training and certification in Qur'an teaching methodologies. Among the various methods used, the UMMI Method has emerged as a structured and

systematic approach that directly integrates tartil-based recitation, tajwid application, and student-centered repetition. The method categorizes learning into graded levels (or *jilid*) tailored to different age groups, and emphasizes fluency, correctness, and comprehension in Qur'anic reading.

Despite the availability of such methods, challenges persist in the actual implementation of Qur'anic learning. Many students still face difficulties in reading fluently, applying proper *makhraj*, retaining memorized verses, and staying motivated throughout the process. Additionally, not all students are able to meet the memorization targets established by their schools. These problems are further compounded by limited parental support at home, insufficient reinforcement of Qur'anic learning outside the classroom, and lack of understanding among some parents regarding effective ways to assist their children in recitation or memorization (Rizki, Kharis, & Mubinah, 2025).

Moreover, some schools continue to rely on outdated or ineffective instructional strategies that are not well-suited to students' cognitive and developmental needs (Pohan, Kustati, & Sepriyanti, 2025). As a result, classroom environments may become less conducive, and students may disengage or fail to progress as expected. This highlights the need for evaluating not only the learning outcomes but also the implementation process of specific teaching methods, such as the UMMI Method, within structured Islamic school settings.

In light of these conditions, this study aims to explore how the UMMI Method is applied in Qur'anic learning at Al Imam Islamic School Junior High in Bogor.

The research seeks to understand :

1. The nature of its implementation,
2. The strategies employed by the school and its teachers, and
3. The overall influence of the method on students' Qur'anic reading abilities.
4. How the method addresses common challenges in Qur'anic education and how it supports the school's broader educational objectives.

Although several previous studies have explored Qur'anic learning methods, most of them have focused either on early childhood levels or memorization outcomes alone. Few have examined the comprehensive integration of the UMMI Method in formal junior high school environments. This research gap reveals a need for deeper investigation into the method's application at the middle school level, especially within modern, urban Islamic institutions.

Therefore, this research introduces a novel perspective by studying the full implementation of the UMMI Method in a structured educational setting that spans both reading and memorization components. It not only evaluates the effectiveness of the method, but also observes how it is practically delivered within a formal school system that has committed to the method across multiple grade levels. The findings of this study are expected to contribute valuable insights for Islamic educators, school administrators, and policymakers who seek to improve the quality and outcomes of Qur'anic learning programs.

## **Methods**

This research employs a qualitative approach with a field study design aimed at

exploring the implementation of the UMMI Method in Qur'anic learning at Al Imam Islamic School Junior High in Bogor. Qualitative research is particularly suitable for studies seeking to understand social phenomena in their natural contexts, emphasizing the meaning behind experiences and interactions. As Creswell and Poth (2018) explain, qualitative research allows researchers to develop complex descriptions of phenomena and capture participants' perspectives in detail. This approach also emphasizes the importance of understanding how individuals interpret their world, which aligns well with the goals of this study.

According to Fraenkel, Wallen, and Hyun (2019), qualitative research focuses on the in-depth examination of behavior, beliefs, and processes as they naturally occur, rather than manipulating variables or relying on statistical data. The intention is to generate rich narrative data, build an understanding of how and why certain practices are implemented, and describe patterns or themes that emerge from the participants' lived experiences. In this study, the focus is directed toward how the UMMI Method is applied in the real-life context of Qur'anic learning, particularly from the perspectives of teachers and students involved in the process.

Due to the broad scope of Qur'anic education, the research is limited to a specific focus: the implementation of the UMMI Method at Al Imam Islamic School Junior High. This focus encompasses the strategies used by teachers, the engagement of students, and the general dynamics of Qur'anic learning in the classroom. Establishing a clear focus helps direct the research toward the most relevant aspects of the learning process, as suggested by

Creswell and Poth (2018), ensuring that the investigation remains manageable and meaningful.

To obtain comprehensive and trustworthy data, the research involves direct engagement in the field. The data collection process involves naturalistic methods such as classroom observations, interviews with selected teachers and students, and the analysis of relevant documents such as teaching materials, student records, and institutional guidelines. Three teachers were interviewed. Interviews were conducted based on a pre-prepared interview guide. These techniques allow for triangulation, which strengthens the validity of findings by comparing information gathered through different sources and methods.

The data analysis process follows the interactive model of Miles, Huberman, and Saldaña (2024), which involves three interrelated stages: data condensation, data display, and conclusion drawing. In the first stage, data are reduced and organized to focus on key aspects related to the research objectives. This is followed by the systematic presentation of findings in visual or thematic formats, which facilitates interpretation. Finally, conclusions are drawn based on patterns that emerge from the data, while findings are continuously verified and refined to ensure credibility and accuracy.

The study is conducted at Al Imam Islamic School Junior High, an Islamic institution located in Bogor, West Java, that has formally adopted the UMMI Method as its primary approach to Qur'anic instruction. The participants include Qur'an teachers who have been trained in the method, as well as junior high school students who are currently engaged in Qur'anic learning

using the UMMI system. Participants are selected purposively based on their direct involvement in the Qur'anic learning program and their ability to provide insights relevant to the focus of the study.

Through this methodology, the study seeks to capture the real dynamics of implementing the UMMI Method in a school environment, offering insights into both its practical application and its impact on Qur'anic learning outcomes.

### **Results and Discussion**

The implementation of the Ummi Method at SMP Al Imam Islamic School demonstrates a structured and effective approach to improving students' Qur'an reading skills. Since its adoption in 2016, this method has been integrated into the school's daily curriculum, reflecting a strong institutional commitment to enhancing religious education.

One notable aspect of this implementation is the daily, time-structured Qur'an learning sessions lasting 70 minutes each. This schedule, divided into segments of introduction, memorization, theory, practice, and reinforcement, aligns well with best practices in language acquisition and religious instruction. It facilitates progressive learning that balances theory and practice, ensuring students develop not only technical reading skills but also spiritual and motivational engagement. It is aligned with the study conducted by Ayunin and Wahyuningsih (2025). Then grouping students by reading proficiency levels rather than by grade is another strength. According to Zahro and Yusuf (2024), the use of a learning model that allows for conducive classroom management. Then this allows for tailored instruction that meets learners where they

are, reducing the frustration or boredom that can arise from mismatched pacing. Such grouping likely contributes to improved learning outcomes, as students receive more personalized attention suited to their current ability.

Teacher-student ratios further reinforce the quality of instruction. Although the school maintains a modest number of students per Ummi teacher (ranging from 6 to 13 students), the study suggests there is still room to increase teaching staff to optimize individual guidance, especially given the intensive nature of Qur'an reading and *tajweed* mastery.

The requirement that all teachers be certified by the Ummi Foundation ensures a consistent and professional level of teaching. Certification not only validates teachers' competence but also standardizes instructional techniques across classrooms, which is crucial for maintaining the integrity and effectiveness of the Ummi Method.

Moreover, the curriculum design, which integrates Books Jilid 1-6, Tajweed and Gharib books, and memorization assessments (*Munaqosyah*), supports a comprehensive learning experience. This division of learning serves as a supporting factor in the implementation of the UMMI Method. This is in line with the study by Kurniawan et al., (2025), but at Al Imam Islamic School Junior High, Bogor, there is a modification, namely the book sequence to facilitate memorization alongside *tajweed* mastery illustrates the school's adaptive approach to curriculum design, prioritizing both fluency and depth of understanding.

To support the overall development of students' Qur'anic competence, SMP Al Imam Islamic School implements a

comprehensive learning approach focused not only on reading but also on the spiritual and technical aspects of Qur'an recitation. The Qur'an learning program at SMP Al Imam Islamic School is designed with clear objectives and motivational elements aimed at fostering students' enthusiasm and spiritual connection to the Qur'an. From the outset, students are taught the virtues and importance of reading the Qur'an, which plays a crucial role in encouraging a positive learning attitude and commitment. A key foundation of the program is the emphasis on proper *adab* (etiquette) when reading the Qur'an, which includes sincerity (*ikhlas*), maintaining ritual purity through ablution (*wudhu*), facing the *qiblah* (direction of prayer), reciting *ta'awudz* (seeking refuge), and reading with *tartil* (slow and measured recitation). These practices cultivate mindfulness and respect for the sacred text, enhancing both the spiritual and educational experience. Improvement in students' Qur'an reading abilities is evident through several measurable indicators: progression in the levels of *Jilid* books, frequent *muroja'ah* (review sessions), fluency demonstrated during level-up examinations, accuracy in answering *tajweed* and *gharib* (rare or difficult) questions, and successfully passing *munaqosyah* (oral exams). This systematic progression reflects a well-structured learning process that balances repetition, reinforcement, and assessment. The teaching of *tajweed* and reading rules is carefully tailored to the students' proficiency levels, ensuring foundational concepts are understood before moving to more advanced topics. Differentiation between *idgham bighunnah* (nasal assimilation) and *idgham bilaghunnah* (non-nasal assimilation), as well as a clear

understanding of the rules of *mad* (lengthening) and *qasr* (shortening), are integral components. Such detailed instruction supports precise and melodious recitation, which is essential in Qur'anic studies.

Another important aspect is the focus on *fashahah* (eloquence), which involves training students in the correct articulation of *makharij al-huruf* (points of articulation) and *sifat al-huruf* (characteristics of letters). This phonetic training results in notable fluency, especially in commonly recited surahs, enhancing students' confidence and proficiency.

The implementation of the Ummi Method not only structures the learning process but also significantly influences students' ability to read the Qur'an accurately and fluently. The following section discusses the impact of this method on students' reading proficiency.

The implementation of the Ummi Method at SMP Al Imam Islamic School has had a significant impact on the students' Quran reading abilities. One noticeable aspect is the students' absorption capacity in receiving the learning material. Generally, the students absorb the material quickly, mainly because most of them already have a background as Quran memorizers. Therefore, the learning process using this method runs effectively and efficiently. However, some students require repetition of the material 2 to 3 times, with a maximum frequency of up to 5 times, to fully understand and master the reading.

In terms of the quality of reading, there has been a considerable improvement following the implementation of this method. The improvement covers several important aspects of Quran reading. First, the articulation points of letters (*makharijul*



huruf) are increasingly accurate and in accordance with the rules. Second, understanding of tajweed and gharib (rare) reading rules has deepened, minimizing common errors. Additionally, the reading tone taught through the Ummi song helps beautify and smoothen the students' recitations. Lastly, tahsin, or the overall improvement of Quran recitation, is clearly evident, indicating that this method gradually enhances fluency and beauty in reading the Quran. The positive outcomes observed from the implementation of the Ummi Method correspond with the findings of Megawati et al. (2022) and Hambali & Darwis, (2024), which indicate that the application of the Ummi Method significantly enhances children's ability to read the Qur'an accurately and correctly. Additionally, statistically, there is a significant difference in children's abilities before and after learning the Qur'an using the Ummi method (Muhaini, Afifah, & Maulidiya, 2023).

Overall, the learning outcomes show that the Ummi Method not only facilitates students in grasping the material but also improves their reading quality comprehensively, making this method highly effective for Quran learning at SMP Al Imam Islamic School.

### **Conclusion**

The study of the implementation of the Ummi Method at SMP Al Imam Islamic School demonstrates that this structured and systematic approach significantly enhances students' Qur'anic reading abilities. By integrating graded learning levels, focused tajweed instruction, and student-centered repetition, the method effectively addresses common challenges in Qur'anic education, such as fluency,

pronunciation, and motivation. The school's commitment to certified teachers, tailored groupings, and a comprehensive curriculum further supports the successful adoption of the method. Students show notable improvements in reading accuracy, tajweed understanding, and overall recitation quality, reflecting both rapid material absorption and sustained progress. Consequently, the Ummi Method proves to be a highly effective strategy for Qur'anic learning within the junior high school context, offering valuable insights for educators and institutions aiming to elevate the quality of Islamic religious education.

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