

Umami Method: Al-Qur'an Innovation the Young Generation

Nurhikmah¹

SUBJECT

Religion

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such as limited learning time, inadequate facilities, and difficulty maintaining students' attention. They recommended that the time allocation for Al-Qur'an learning be increased, better facilities be provided, and more in-depth teacher training be provided to overcome this obstacle. With these steps, applying the Umami Method can be more optimal and provide better results for students' religious development.

1. Introduction

The younger generation is always in the spotlight, especially in Indonesia. This generation can be appointed as the successor to the ideals of a nation's struggle to advance and compete with other countries. Therefore, it is appropriate to reflect positive things in good moral attitudes, have a leadership soul, and be independent and responsible for providing a wise example to society in socializing. In Islam, the Prophet Muhammad SAW is one of the most central Muslim figures who is a role model. He is a leader who is given the title of *siddiq* (honest), *amanah* (trustworthy), *fathanah* (intelligent), and *tabligh* (conveying). These traits can be emulated and practised by fellow human beings in the world regardless of differences in race, ethnicity, or religion so that a good and peaceful generation is created without any hostility that results in the division of a people (Kumala & Arini, 2023). In addition, the Qur'an is a guideline and instruction in

Abstract

Learning the Koran at the elementary school level is an important foundation in forming students' religious abilities from an early age. SD Inpres Mannurukki has adopted the Umami Method as an innovation in teaching the Koran. This method emphasizes ease, clarity and enjoyment in the teaching and learning. This research aims to describe the application of the Umami Method, its impact on students' ability to read the Al-Qur'an, and the obstacles faced during the implementation process. This research uses a qualitative approach with a case study method. Data collection techniques include observation and interviews, which are analyzed using thematic analysis. The research results show that the Umami Method effectively improves students' ability to read the Al-Qur'an with correct recitation and speeds up the introduction of hijaiyah letters. Teachers find teaching material easier with a more systematic and interactive approach. However, several obstacles were found,

life for Muslims, in which there is no doubt anymore. This is by the Word of Allah in Q.S. Al-Baqarah verse 2:

ذَٰلِكَ الْكِتَٰبُ لَا رَيْبَ فِيهِ هُدًى لِّلْمُتَّقِينَ

Translation: "This book (the Qur'an) has no doubt, a guide for those who are pious (Agama, 2024)."

From this meaning, it can be seen how important the Qur'an is as a guide and guidance for life for Muslims. Therefore, the Muslim community and the young generation must, of course, be able to read the Qur'an correctly according to the rules or rules for reading it. The Quran, which can be a guide for every generation, especially the young generation, helps answer every question that is raging in their minds. By reading the Qur'an, we can learn the knowledge of Allah, which contains many blessings for humans, so studying the Qur'an will raise the degree of nobility of a servant. Reading the Qur'an is the most important worship to be presented to Allah SWT with the intention and sincerity of only seeking blessings and pleasure from Allah SWT. alone without anything else. According to the words of the Prophet Muhammad SAW: "The most important worship of my people is reading the Qur'an." (H.R. Al-Baihaqi) (Sa'diyah, 2021). Therefore, the Quran is the only soother for the universe that can understand, comprehend, and feel it. However, what if the younger generation is not yet good at reading the Qur'an?

An appropriate method is needed to read the Quran with tartil in the learning process. Learning methods or strategies are vital in teaching and learning, especially in learning to read the Qur'an. Reading the Qur'an correctly and adequately is difficult for those studying it. Therefore, teachers of the Qur'an must be able to choose the appropriate and correct method when they want to apply it to their students. In studying the Qur'an, several methods are commonly used, namely the Jibril method, the Iqra method, the Al-Baghdadi method, the Qiro'ati method and the Umm method. These methods can guide a person in studying the Qur'an properly and correctly. One method that can help the younger generation learn to read the Qur'an with correct tartil is the Ummi method. The Ummi method is an innovative approach to learning the Quran designed to improve the understanding and skills of the younger generation in reading the Quran. This method was developed in response to the challenges faced in teaching the Qur'an to children and adolescents in the modern era (Hernawan, 2019). In the context of rapid technological and information developments, a compelling, engaging, and relevant method is needed for the current generation.

The Ummi method emphasises holistic learning aspects, including tajwid, tahsin, and understanding the meaning of the Qur'an. With an interactive and fun approach, this method aims to build a strong foundation in reading and understanding the Qur'an from an early age. One of the main advantages of the Ummi Method is the use of innovative media and technology, such as digital applications and learning videos, to support the teaching and learning process. This method is an innovation in teaching reading and writing the Koran, emphasising ease, clarity and enjoyment of learning for students. At SD Inpres Mannurukki, implementing the Ummi Method is a strategic step in improving the quality of Al-Qur'an learning for students so they can read the Al-Qur'an well and correctly appreciate its meaning.

The Ummi method answers the challenges often faced in learning the Al-Qur'an, such as students' difficulties in recognising hijaiyah letters, reading with correct recitation, and limited time and methods attractive to children. With a systematic and structured approach, the Ummi Method offers more fun and interactive learning so students can learn the Koran more effectively and efficiently. This method also focuses on building Islamic character, which aligns with the school's vision of producing a young generation with noble character and knowledge. Implementing the Ummi Method at SD Inpres Mannurukki is an innovation that improves students' ability to read the Al-Qur'an and fosters their love for the Al-Qur'an as a guide to life. It is hoped that this will make a positive contribution to the formation of a young generation that is spiritually, emotionally and intellectually intelligent.

2. Research Methods

Research Design

This research uses a qualitative approach with a case study method to describe the application of the Ummi Method in teaching the Al-Qur'an at SD Inpres Mannurukki. Qualitative research was chosen because it allows researchers to understand the learning process, obstacles, and the impact of implementing this method on students and teachers in depth.

Research Location and Research Subjects

The research was conducted at SD Inpres Mannurukki, a state elementary school in Makassar. This school was chosen as the research location because it has consistently applied the Ummi Method in learning the Al-Qur'an for early-grade students. The subjects in this research consisted of: 1) Al-Qur'an teaching teachers trained using the Ummi Method. 2) Students in grades 1 to 3 who are participants in learning the Al-Qur'an using the Ummi Method. 3) The principal is responsible for the Al-Qur'an education policy in the school. The number of subjects studied were five teachers and twenty students selected purposively, as well as one school principal.

Data collection technique

The data in this research was collected through the following techniques: 1) Observation, carried out to directly observe the Al-Qur'an learning process using the Ummi Method in the classroom. Observation focuses on teaching methods, interactions between teachers and students, and student responses to the material being taught. 2) Interviews and semi-structured interviews were conducted with teachers, students and school principals to obtain information regarding the implementation of the Ummi Method, the challenges faced, and the impact on students' ability to read the Al-Qur'an.

Data Analysis Techniques

The data obtained was analyzed using thematic analysis techniques, where researchers grouped findings based on themes relevant to the research focus. The analysis process includes the following stages: 1) Data reduction, filtering and selecting data relevant to applying the Ummi Method. 2) Data presentation, presenting data in narrative descriptions according to the emerging themes. 3) Drawing conclusions, concluding research results based on the data that has been analyzed, and providing recommendations for developing the Ummi Method in other elementary schools.

Data Validity

This research uses source and method triangulation techniques to ensure the validity of the data. Source triangulation was done by comparing observations, interviews and documentation data. Meanwhile, method triangulation uses multiple data collection techniques to validate the findings.

3. Result and Discussion

Basic principles of the Ummi Method

The Arabic word "ummi" comes from "ummun", meaning my mother, and "ya mutakallim." Ummi was chosen to honour and respect her mother's services. Mother tongue techniques are applied to study the Koran using the Ummi method. So it could be said that the ummi technique is a mother tongue-based strategy for learning to read and memorize the Koran (Sholichah, 2018). The ummi method uses one tone, the ros tone, which has two introductory notes, high and low, so it is easy to understand, especially for beginners, and is done tartil (slowly). The Ummi method is one method that Muslims widely use to help them learn to read and memorize the Koran. In mid-2007, KPI published a method for reading and writing the Koran called Ummi. Masruri and A. Yusuf Ms compiled this method before circulating it in the community; several teams of pentashihan testers have used this method. Among others, Roem, Rowi, who is a Professor of 'Ulumul Qur'an/tafsir al-Qur'an IAIN Sunan Ampel Surabaya. The next Pentashih is Mudawi Ma'arif (al-Hafizh). He held the sanad of Muttashil to Rasulllah saw, Qira'ah history of Hafs and Qira'ah 'Asyarah (Junaidin Nobisa & Usman, 2021).

The mother tongue approach is a strategy used by the Ummi technique and consists of three components (Michael Page, 2022): a) Direct Method. The direct approach reads anything word for word without first spelling it out or processing it (not much explanation). b) Repeation. When we repeat a verse or surah from the Qur'an, its beauty, power and ease become more apparent. c) Sincere affection. The secret to a mother's success is the power of love, sincere affection, and patience in raising her children.

This strategy can be a technique for helping a child learn the Koran, according to Tartil. The direct method helps in reading directly so that they know the pronunciation correctly through the pronunciation given. In contrast, the repeated method makes children more accustomed to it so the pronunciation can be smooth and not stiff. This is also assisted through the spirit of sincere support from a mother so that it becomes a complete combination that helps children learn to read the Koran in the correct tartil. Ummi's method of teaching the Koran is similar to how a mother teaches her child directly, repeatedly, and with love. Students with difficulty reading are encouraged to improve using the Ummi method, which uses repetition. Apart from that, the ummi technique is taught through the example of the qualities of a mother who educates her child, especially with kindness and affection. So that students will not be intimidated by Al-Qur'an teachers. The advantage of this method is that it teaches how to read the Qur'an properly and correctly and how to memorize and practice it. Meanwhile, other methods of reading the Qur'an mainly teach only how to read the Qur'an properly and correctly according to the rules of recitation (Nur Faizah, 2021).

Application of the Ummi Method in Various Educational Institutions

Ummi Method aspires to become a pioneering organization that transmits the Quran to generations. The Ummi Foundation seeks to be a role model for organizations with

similar goals in creating Al-Qur'an education that highlights the excellence and strength of the system. The ummi method is intended for fastabiqul khairat Islamic education, and the ummi method is inspired by the method of teaching reading the Koran, which has spread in society, especially from the successful method which has enabled many children to read the Koran well and correctly.

Ummi Method Learning Model (Thalib, 2021): a) Private/Individual. According to the Al-Qur'an learning paradigm, students are called or instructed one by one while other children are given the task of reading or writing the Ummi book themselves. This approach is used in the following situations: 1) The number of students is large (various), with only one teacher. 2) If the volume and pages are different (mixed). 3) Usually used for low volumes. 4) Widely used for kindergarten-age children. b) Classical Individual. The methodology for reading the Qur'an is implemented by asking students to read aloud from a page chosen by the teacher before continuing their studies. c) Classical Read Listen. The Al-Qur'an reading model is implemented by reading aloud from pages chosen by the teacher. Once the teacher deems the reading to be complete, a pattern of observing reading is used to continue the lesson, where the child reads while another listens to a friend reading aloud from the same page. d) Classical Read Listen Pure. The pure listening reading model and the classical listening reading method are the same; the only difference is that in pure classical reading, the volumes and pages of children in one group are the same (Rajab & Sahrawi Saimima, 2019).

The Ummi Method guidebook consists of 8 guidebooks representing the educational levels of the Ummi Method, consisting of pre-kindergarten, volumes 1-6, ghorib and tajwid, so a total of 8 volumes or each book or volume contains subject matter, practice/understanding and skills. Different. Moreover, each volume has a different subject matter. Each volume has a different subject; the subject matter is:

Table 1. Main topics of Ummi Material

Volume	Basic Competencies	Indicator
I.	a. Introduction to Hijaiyah letters from Alif to Ya'.	a. Know and be able to read the Hijaiyah letters from Alif to Ya' well and correctly.
	b. Introduction to the Hijaiyah letters with fathah from Alif to Ya'.	b. Able to read 2 to 3 single letters with the meaning of fathah with tartil/without thinking for a long time.
	c. Read 2 to 3 single letters with the fathah from Alif to Ya'.	
II.	a. Introduction to the punctuation marks harokat kasrah, dhamah, fathahtain, kasrahtain, and dhamahtain.	a. Able to read Ummi volume 2 regarding sacred readings other than fathah with tartil/without thinking for a long time.
	b. Introduction to connecting letters from Alif to Ya'.	b. Understand the names of harokat other than fathah.
	c. Introduction of Arabic numbers from 1-99	c. Able to read passages that have a meaning other than fathah correctly. d. Recognize and understand Arabic numbers from 1-99.

III.	<ul style="list-style-type: none"> a. The introduction to reading Mad Thabi'i is read one Alif long. b. Get to know the reading of Mad Wajib Muttashil and Mad Jaiz Munfashil. c. Get to know Arabic numbers from 100-900. 	<ul style="list-style-type: none"> a. Able to read long passages/Mad Thobi'i reads one Alif in length. b. Mastering the reading of Mad Wajib Muttashil and Mad Jaiz Munfashil. c. Understand and be able to say Arabic numbers from 100-900.
IV.	<ul style="list-style-type: none"> a. Recognition of letters in sukun and letters in tasydid is pressured to read them. b. Introduction to the Fawatikhussuwar letters on page 40 	<ul style="list-style-type: none"> a. Able to read with tartil and focus on each letter that is sukun and ditasydid, press it, don't read it loosely. b. Able to distinguish letters that have the same sound when they are sung or ditasydid properly and correctly
V.	<ul style="list-style-type: none"> a. Able to read with tartil and emphasize each letter that is sukun and ditasydid, press to read it, don't read kenda. b. Introduction of the waqof sign. c. Introduction to drone reading. d. Introduction to the law of Allah's lafadz (tafkhim and tarqiq). e. Able to distinguish letters that have the same sound when they are sung or ditasydid properly and correctly 	<ul style="list-style-type: none"> a. Able and fluently to read exercises/verses that already have the waqf mark. b. Able to read all the readings that Drone reads. c. Able and fluently to read exercises/verses that already have the waqf mark. d. Able to read all the readings that Drone reads.
VI.	<ul style="list-style-type: none"> a. Introduction to qalqalah reading. b. A non-buzzing reading introduction. c. Introduction of nun iwadh (little nun) both at the beginning of the verse and in the middle of the verse. d. Introduction to Ana's reading (long writing read short) 	<ul style="list-style-type: none"> a. Able to read qalqalah (reflecting) both qalqalah kubra and sughra. b. Able to read skillfully without reading (idhar and idhgham bilaghunnah) c. Master and understand Ana's reading, long writing and short reading. d. Mastering the waqof signs and washal signs in the Koran.
VII.	<ul style="list-style-type: none"> a. Introduction to reading that requires careful reading. b. Introduction to gharib and abstruse readings in the Al-Qur'an. 	<ul style="list-style-type: none"> a. Able to read Gharib and musykilat readings in the Al-Qur'an correctly, well and correctly. b. Able to comment on and memorize all the Gharib lesson

Based on the results of observations and interviews with teachers and school principals, the Ummi Method has been implemented at SD Inpres Mannurukki for more than one year. Teaching the Koran using the Ummi Method includes three main components: listening, imitating and reading. The teacher begins the lesson by listening to the correct reading of the Koran; then, students imitate the reading with the teacher's guidance. After that, students continue reading independently with close supervision to ensure the correct recital and makhraj of the letters. Teachers involved in the learning have undergone intensive training to master the Ummi Method. They stated that this method made it easier for them to teach the Al-Qur'an more systematically and structured, especially for students learning to read hijaiyah letters. Apart from that, the repetitive approach applied by the Ummi Method has been proven to help students recognize letters more quickly and understand reading the Al-Qur'an correctly.

The impact of the Ummi Method on students' Al-Qur'an reading ability

Al-Qur'an education aims to introduce, familiarize and instil noble character values in students to develop people who have faith and are devoted to Allah SWT. In learning the Tahfidz Quran, several keys to success can be applied, such as being active, diligent, tenacious, painstaking, patient, istiqomah, balance between repetition and addition, concentration, finding the right place and time, making targets and carrying them out, memorizing murojaah in prayer. Moreover, if we look closely, this is an extraordinary character if it becomes a daily habit.

Ummi's method, apart from aiming to improve the ability to read the Koran, also significantly influences the character formation of the younger generation. Here are several ways the Ummi Method contributes to forming positive character: 1) Development of Spiritual Values. The Ummi method helps students understand and internalize the values of the Koran, which is the spiritual foundation of their lives. By reading and understanding the Koran regularly, students will be closer to Islamic teachings so that values such as faith, piety and love of Allah SWT will be firmly ingrained in them. 2) Formation of Noble Morals. Learning the Koran using the Ummi Method teaches good moral values, such as honesty, trustworthiness, patience and sincerity. Children who are accustomed to reading and understanding the contents of the Koran tend to have better behaviour and higher ethics in their daily lives. 3) Increased Discipline. Learning the Koran using the Ummi Method requires high discipline. Children are taught to learn and practice reading the Koran daily consistently. This discipline applies to studying the Koran and other aspects of their lives, such as studying, working, and interacting with other people (Hadinata, 2021). With these various positive influences, the Ummi Method improves the ability to read the Koran. It plays an important role in forming the younger generation's strong character and noble morals. Through this method, it is hoped that a generation that is not only intellectually intelligent but also emotionally and spiritually mature will be born.

Based on interviews with teachers and direct observations, the application of the Ummi Method has had a positive impact on students' ability to read the Al-Qur'an.

Grades 1 to 3 students show significant improvement in: 1) Mastery of hijaiyah letters; students can recognize and pronounce hijaiyah letters better after learning the Ummi Method. 2) students gradually begin to apply correct recitation by reading with correct recitation. However, it still requires correction from the teacher at the initial stage. 3) Reading speed and fluency: Compared with the previous method, students are faster at mastering reading and show increased fluency in reading the Al-Qur'an. Several students who previously had difficulty reading hijaiyah letters correctly, after using the Ummi Method, could follow the lessons better and showed significant progress in a relatively short time. This is also supported by the results of monthly evaluations, which show an increase in the average score of students' Al-Qur'an reading ability from month to month.

Obstacle in Implementing the Ummi Method

Even though the Ummi Method provides many benefits, this research found several obstacles faced during the implementation process. The obstacles that arise most often include: 1) Limited learning time; teachers feel that the limited allocation of lesson time in formal schools means that the Ummi Method cannot be implemented optimally. Students need more time to repeat the material, especially for those still unfamiliar with reading the Koran. 2) Student attention span: Elementary school-age students tend to have short attention spans. Teachers have to work extra hard to maintain students' concentration during learning sessions to implement this method well. 3) Inadequate learning facilities: Some classes still lack supporting learning media, such as modules and audio, which should be used as tools in the Ummi Method.

Innovation and future development of Ummi Methods

The Ummi Foundation (UF) is the organisation behind the development of the Ummi method (Kurniawati, 2017). The Ummi Foundation is an organisation that supports formal and informal institutions, especially Al-Qur'an teachers, in developing their capacity to supervise Al-Qur'an learning in an efficient, enjoyable and impactful manner. The ummi's seven fundamental programs are tashih (validation), tahsin (refinement of reading), certification, pembina (training), supervision, munaqashah (competency test), and khataman—summing up the ummi's approach, which uses the Al-Qur'an learning system in a standardised way (Hidayati, 2021). The foundation has taken into consideration the specific needs of children in order to achieve the desired competency.

The strength of quality built by the Umm Foundation comes from 3 things: quality methods, teachers, and systems, namely good quality. This is consistent with the quality-based system for learning the Al-Qur'an, and the Ummi method consists of 10 pillars of a quality system. All users of the Ummi method are guaranteed to implement the 10 pillars of a quality system to achieve quality results. The quality system for learning the Qur'an using the Ummi method is as follows: 1) Goodwill management. Willingness, support and attention from institutional leaders or managers towards learning the Koran (Sutopo & Basri, 2023). 2) Ummi method teacher certification. All Al-Qur'an teachers who teach the Ummi method must have passed Tashih and attended training in the methodology and management of Al-Qur'an learning management using the Ummi method. 3) Carry out the steps properly and correctly. Carry out teaching stages based on the characteristics of the object to be taught, stages appropriate to the field of what we will teach, and stages appropriate to the problem of people's ability to

read the Koran. 4) Have clear and measurable targets. There are clear and measurable targets for achieving each stage, so it is easy to evaluate their completeness (Muhardis, 2023). 5) Consistent mastery learning. The expected completeness in learning the Koran using the Ummi method is close to 1000%. Especially in the volume before Tajwid and Gharib. 6) Adequate learning time. The time required is at least 4-5 times a week, and at each meeting, learning is carried out for 60 minutes, and the results will be even more perfect if there is additional independent practice. 7) Proportional teacher-to-student ratio. The ideal ratio for learning to read the Koran is for a teacher to teach 10 children or a maximum of 15 students. 8) Internal and external controls. 9) Student progress report. 10) Reliable Al-Qur'an coordinator. An active role and good skills in leading all resources in the institution, solving problems and administrative discipline are the standards that a coordinator of an Al-Qur'an educational institution must have (Infadila, 2023).

This research provides several recommendations to overcome these obstacles: 1) Additional Al-Qur'an study hours and special time allocation for Al-Qur'an study needs to be increased to optimise the learning process. 2) Increasing learning media and providing adequate learning facilities such as module books and audio devices that suit the needs of the Ummi Method will significantly help the effectiveness of learning. 3) Combination of methods, combining the Ummi Method with more interactive learning techniques, such as educational games or project-based learning, can increase students' motivation and concentration in learning the Koran.

4. Conclusion

Applying the Ummi Method to learning the Koran at SD Inpres Mannurukki has shown positive results. This method has proven effective in improving the ability of early-grade students to read the Al-Qur'an with correct recitation and faster recognition of hijaiyah letters. Teachers feel helped by the systematic and interactive approach offered by the Ummi Method, which makes the learning process easier and more enjoyable for students. Apart from that, the Ummi Method focuses on the technical aspects of reading the Al-Qur'an and plays a role in forming students' Islamic character, such as discipline, patience and respect for the Al-Qur'an. The application of this method has succeeded in encouraging students' love of the Koran from an early age, which is hoped will become the foundation for their religious life in the future. However, implementing the Ummi Method also faces several obstacles, such as limited learning time, students' attention being easily distracted, and inadequate learning facilities. These obstacles need to be addressed so that the application of this method can be more optimal.

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