

SOLUTION ANALYSIS OF THE DIFFICULTIES OF IMPLEMENTING THE UMMI METHOD IN LEARNING THE QUR'AN (A STUDY OF CLASSES AT STP SMP KHOIRU UMMAH MEDAN)

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ABSTRACT

Study This aim For analyze difficulty in application of the UMMI Method in learning the Qur'an and offer solution integrative based Matan Al-Jazari's theory at STP SMP Khoiru Ummah Medan. Phenomenon low skills reading the Qur'an tartil among student become issue the main reason behind study this . Research use approach qualitative descriptive with design studies case . Data obtained through interview in-depth , observation class , and documentation , then analyzed with stages data reduction , data presentation , and withdrawal Conclusion . Data validity is maintained through triangulation sources and techniques . Research results show that obstacle main in application of the UMMI Method based on from factor students (minimum motivation , weakness basic tajweed, and placement class that is not appropriate), teacher factors (competence practical yet even and absence supervision sustainable), and factor technical (less than optimal use of media and limitations) time learning). Matan Al-Jazari based solution with The emphasis on tahsin , tajwid, discipline , sanad , and etiquette of reading the Qur'an is proven can complete Weaknesses of the UMMI Method. Integration of the two approach This contribute to the improvement quality reading students , reinforcement the role of teachers as murabbi , and motivation and discipline student in studying the Qur'an. Research This implications for development theory Quran- based learning integrative , providing input practical for institution related Islamic education supervision and curriculum , as well as open room study advanced in the integration model method more learning of the Koran adaptive .

Keywords : *UMMI Method, Matan Al-Jazari, Al-Quran Learning*

INTRODUCTION

The Qur'an is guidelines life Muslims who do not only lowered For read , but also understood , practiced and taught in a way Correct in accordance rules of tajweed and tartil . Allah ﷻ said in QS. *Al-Muzzammil* [73]:4, **وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا** (...and read the Qur'an with tartil). Command the show that quality reading the Qur'an is part from the worship that must be done implemented with notice accuracy makhraj , nature letters , and the laws of tajweed. In perspective Islamic education , effective learning of the Qur'an need systematic methods , competent teachers , and a continuous evaluation process so that the objectives are achieved formation generation Quran can achieved optimally . A number of study latest show that implementation method structured learning , such as the UMMI Method, is able to increase ability read the Qur'an when supported by the quality of teachers, the system consistent learning , as well strengthening aspect tahsin and tartil that are oriented towards the rules classic knowledge qira'ah (BD Kurniawan et al., 2025; Megawati et al., 2022) .

Urgency The study of the Koran was also emphasized by the Prophet ﷺ through his words : **خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ** (The best of you are those who learn the Qur'an and teach it) (HR. al-Bukhari). This hadith confirm that the process of learning and teaching the Qur'an is charity that has position glorious so that implementation must done with the right and quality method .



Therefore that , the increase teacher competency , development of learning strategies , and integration values classic as contained in *Matan Al-Jazari* become need important For ensure participant educate No only capable reading the Qur'an with smooth , but also correct in accordance Tajweed rules and tilawah etiquette . Research latest show that success implementation of the UMMI method is greatly influenced by teacher competence , implementation talaqqi , continuous evaluation , and habituation read in a way tartil so that required strengthening theoretical through treasury classic tajweed science for increase effectiveness learning the Qur'an in institutions Islamic education (Ghani, 2025) .

In an era where learning the Koran is one of the pillars of religious education in schools medium , method learning own role important in determine quality reading , *tartil* , and mastery *Tajweed* students . One of them sufficient method The most popular method in Indonesia is the UMMI Method, which is designed to make learning the Qur'an more systematic and focused (Hamdiyah et al., 2024) . However , the reality Empirical research at STP SMP Khoiru Ummah Medan shows that implementation method This Not yet produce ideal achievement . Only 11% of students in 2021 succeeded read with *tartil* , with A little increase in the year next (2022: 15%; 2023: 20%; 2024: 17.8%). This data show significant stagnation in achievements competence reading the Koran (Hamdiyah et al., 2024) .

Condition the indicates existence challenge implementative in practice implementation of the UMMI Method. Causal factors including limitations teacher competence in pedagogy Qur'an , facilities minimal support , as well as variation ability base students who have not handled with approach differentiation . Approach less pedagogical notice theory classic also participate influence results learning . Without evaluation and improvement systematic , quality learning the Quran can stagnan even weaken the spirit of the tahfidz program that has launched school (Ichsan & Syamsuddin, 2023) .

Phenomenon similar also found in other research . For example , a study at Ar -Rahmat Islamic Elementary School , Majalengka show that the application of the UMMI Method can increase ability read letter *hijaiyah* , but obstacle appears on teacher readiness and motivation student (Musyarofah et al., 2024) . At MTs Al Hidayah Sumbakeling Brass , though UMMI method is effective in a way quantitative , factors technical and pedagogical still become barrier optimization (Hamdiyah et al., 2024) .

study at Muhammadiyah Wirobrajan II Elementary School also found that success UMMI methods are largely determined by internal factors of the teacher, including mastery *tajweed* , consistency , and ability motivating students . Without factor supporters this , effectiveness method potential reduce even though Already implemented formally (Kuncoro , 2023) . Research the indicates that implementation problems is not case single , but rather quite a phenomenon wide in the world of Qur'an education in Indonesia.

However Thus , the gap seen Because part big study Still focused on implementation technical UMMI method without link it with theory classic learning the Qur'an, such as *Matan Al-Jazari*, which emphasizes tahsin , tajwid , *sanad* , and reading etiquette . In fact , integration values classic the potential strengthen weakness implementative modern methods . The lack of studies that connect UMMI method with theory classic show existence room necessary research explored more in .

Therefore that , research This aim to : (1) analyze form difficulties faced in implementation of the UMMI Method at STP SMP Khoiru Ummah Medan; (2) initiating solution solution based *Matan Al-Jazari's* theory ; and (3) explains implementation solution based on *Matan Al-Jazari* in integration with the UMMI Method. Research results This expected can enrich literature about learning the Qur'an with approach integrative , at the same time give guide practical for teachers and institutions education in increase quality learning the Koran at school medium (Ichsan &



Syamsuddin, 2023) .

METHODS

Study This use approach qualitative descriptive purposeful understand in a way deep phenomenon difficulty application of the UMMI Method in Quranic learning at Khoiru Ummah Middle School, Medan. Research location determined purposively because school This in a way consistent using the UMMI method but face obstacle in achievement competence *tartil* students . Informants study includes Al-Quran teachers, students , and principals selected school through purposive sampling based on involvement direct they in implementation methods . Data collection techniques include observation , for see practice learning in a way direct ; interview deep , for dig experiences and perceptions of teachers and students ; and documentation , which includes notes value , report activities and materials learning . Data obtained arranged in a way descriptive For give description comprehensive about condition learning the Qur'an in schools the (Musyarofah et al., 2024) .

Data analysis was performed with an interactive model that includes three stages : data reduction (sorting and simplifying data according to focus research), data presentation (compiling narrative , table , or quote interview), and withdrawal conclusion (determine patterns , themes , and solution based Matan Al-Jazari's theory). Validity study guarded through triangulation sources (compare data from teachers, students , and principals) school) and theory validity of data using standard book guide UMMI method , so that study can find relevance between field practice with guide in UMMI method which is foundation . Approach This selected for research No only describe difficulties faced , but also offers solution integrative that can replicated in context similar (Ichsan & Syamsuddin, 2023) .

RESULTS AND DISCUSSION

A. Realization of the UMMI Method

1. Implementation of the UMMI Method at STP SMP Khoiru Ummah

Learning the Qur'an with the Ummi Method provides sufficient impact significant to ability base student in recognize and pronounce letter hijaiyah . One of the character main method This is use approach *talaqqi* and *musyafahah* , namely the learning process in a way direct between teachers and students through example reading , imitation , and correct in a way orally . In this process , students No only see form letter in books , but also hear in a way direct the way the teacher pronounces every letters and then imitate it . Such a pattern allows error pronunciation known since beginning so that student get bait come back in a way direct . Research about implementation *talaqqi* show that interaction directly between teachers and students as well as giving *feedback* help student understand material in a way more deepen and enhance involvement they in learning (Rizki et al., 2023) . With thus , at this stage mastery letter hijaiyah , Ummi Method can build foundation ability read more directed because of the learning process ongoing through listen , imitate , repeat , and correct reading in a way sustainable .

Interview results with Mahya (2025) showing that strengthening reading students and teachers through *talaqqi* and *musyafahah* start attempted in several class at Khoiru Ummah Middle School Medan. The teacher held session repetition reading directly in front of the teacher (*talaqqi*) after student do exercise independent , and also form group small For *musyafahah* where students each other read reading to colleague or teacher for get correct directly . Activities This ongoing about two hours starting from after prayer midday prayer until enter time Ashar . This pattern



appear as response to difficulty students who have not control letter *Hijaiyah* in a way basic , because past *talaqqi* and interaction direct student get bait more back specific and fast .

Practical and gradual integration of UMMI principles with values Matan Al-Jazari's profound theory seen in stages learning classes the . Azhari (2025) in interview disclose that classes started with introduction *makhraj* and nature letter from text classic Jazariyah, then continue to use UMMI books that have been systematic , interspersed with practice reading *tartil* and *tajweed* according to standard classic . This strategy reflect business combine practicality UMMI method (fast and gradual) with depth theory Jazari's *tajweed* so that student get runway strong correct reading (Ayunin & Wahyuningsih, 2023) .

In matter evaluation and monitoring, Azhari continued that school has start use evaluation weekly reading students and evaluation remedial If found error *Tajweed* or *makhraj* . Monitoring is carried out by Al-Qur'an teachers and sometimes by the head school / team curriculum For ensure that implementation *talaqqi* and Jazariyah material are not only theory but truly realized in reading students . Documentation results evaluation reading and reading *tartil* also becomes material teacher reflection for repair method teach .

This matter in line with Ummi Method foundation , learning process ongoing through pattern reading , listening, repeating , checking and evaluating so that student used to accept correct at a time repair wrong reading . The pattern make error No viewed as results end , but as part from the learning process that must be quick repaired .

Discussion on results This show that strengthening *talaqqi* and musyafahah in accordance with theory classic lots of *tajweed* called in Matan Al-Jazari, where teaching reading absolute need interaction direct (teacher imitation and correction of students). Literature about method *talaqqi* also supports strengthening reading through contact direct with the teacher as method repair law reading and *makharijul letter* (Suharto et al., 2024) . Advantages method integrative This is its flexibility in accommodate students whose *basics* weak at a time give challenge theory for students who have proceed .

Comparison with study previously show that Not yet Lots studies that attempt integration of UMMI with theory classic in a way directly . For example The research " Quality Management of Ummi Method Learning at SDIT Anni'mah " shows that UMMI is very effective in increase ability read the Qur'an students , but evaluation the focus more on output and management quality , not integration theories classic like *makhraj* , manners, or sanad (Sauri et al., 2023) . The research " Implementation of the *Talaqqi and Ummi* Methods at Al-Azhar Syifa Budi Pekanbaru II High School" is more approach integration , however Still focus on memorization students and teacher/ student readiness , lack of quality monitoring reading *tartil* in a way *tajweed* - matan (Harianto & Alfiah, 2023) .

The advantages of the integrative model applied at Khoiru Ummah Middle School, Medan are : that student No only faced with training fast (praxis) but also understanding theory *tajweed* , correction directly , and the habituation of reading etiquette . This results in a number of previous students difficulty *Makharijul letter* start show repair in *tajweed* and fluency reading . However , still there is a number of students who have not capable consistent , especially outside class show that implementation full integrative need support instructional and adequate time .

Implications practical from findings This is that school need designing Al-Quran curriculum that combines UMMI stages and modules Jazariyah theory ; holding teacher training in periodic which is not only technical method but also theory classic ; and set timetable classes and sufficient *talaqqi* so that students Can get bait return and remedial . In theoretical , research This show that integration modern methods and theories classic No only Possible but give mark add : theory classic like in Matan Al-Jazari enriches quality reading with strengthen aspects that are often ignored in implementation pure UMMI method .



Suggestions for study furthermore is do studies implementation integrative this is in different situations , for example in cities with background behind culture or ability different students , so that it is known is this model nature generic or need adaptation local . In addition , longitudinal research that measures development reading *tartil* from time to time with an integrative model would be very useful For measure stability results . Evaluation quantitative can plus For measure effectiveness integration This in aspect *recitation* , fluency , motivation , and reading etiquette in a way more systematic .

2. Integrative Solution Opportunities to Improvement Quality Learning the Qur'an

Opportunity main from implementation solution UMMI + Matan Al-Jazari's integrative strategy lies in the strengthening strategy reading through *talaqqi* and *deliberation* . With get used to student read in front of the teacher and get correct directly , students have the opportunity repair *Makharijul letter* since early . This strategy allows previous students Not yet own base letter strong *hijaiyah* For still Can develop in a way gradual implementation regular *talaqqi* can also be done become solution practical For close gap between student with ability different . As For example , research at Al Islah Vocational School , Palangka Raya shows that that the *tahsin* program through practice direct and evaluation regular capable increase quality reading student in aspect *tajweed* and fluency (M. Kurniawan et al., 2024) .

Next strategy is put *tahsin* and *tajweed* as foundation before student enter material memorization or recitation continued . With use approach in stages ala UMMI, teachers can emphasize law *Tajweed* certain according to the student's level , while mark Matan Al-Jazari 's theory provides legitimacy academic and depth in reading . For example , students can given module simple about law *ikhfa'* or *idgham* which then practiced through *talaqqi* . This strategy open opportunity for creation learning that is not only practical , but also based theory strong classical . The study " *The Implementation of the Ummi method in improving Qur'anic literacy skills (BTAQ)*" found that integrated use of UMMI practice *talaqqi* - deliberation and regular drilling increase ability literacy Quran in a way significant (Ayunin & Wahyuningsih, 2023) .

Another strategic opportunity is strengthening the role of teachers as *murabbi* , not only instructor . The teacher does not only read examples , but also demonstrates *manners* reading the Qur'an as taught in tradition classic like Jazariyah: guarding solemnity , exemplary behavior reading , and perseverance in repair error . With Thus , students No only copy reading , but also the moral values contained in the process of reading the Qur'an. The study " *The Role of Teachers in Improving the Quality of Reading the Qur'an for Early Class Santri* " confirms that teacher demonstration regarding reading and reading etiquette give impact positive to accuracy *tajweed* and motivation student (Hermawan & Asnawi, 2023) .

Integrative solutions also open up opportunity For increase motivation student with linking exercise read with measurable targets and ethical guidance . For example , students directed For reach achievements certain per week, then given strengthening motivation through appreciation or giving task *muraja'ah* in group small . Approach This blend Jazariyah style discipline with method UMMI's simple practical approach . The impact is that students No only Study technical read , but also get used to it with discipline and perseverance that become characteristics typical Quran learners . Research regarding MAN 2 Tulungagung on Islamic Religious Education shows that the teacher's strategy is to link lesson with motivation intrinsic and role social can increase participation and discipline student in religious learning (Tulungagung, 2024) .

In a way institutions , implementation solution integrative push party schools and Qur'an coordinators improve system evaluation and monitoring. School start set standard reading clear (*tajwid* & *makharaj*) , schedule routine *talaqqi* , and documentation reading students . Curriculum



The local Qur'an in schools is also adapted to include module Jazariyah theory and reading etiquette, not only method practical. This is give example that integration of non- models only idealistic, but can implemented in system formal school with support management, resources power and policy local.

Findings This in line with study *Improving Qur'an Reading Through Tahsin-Based Learning in Primary School* by Aini & Mahariah (2025) which shows that use *talaqqi* and grouping based on ability level improve fluency, accuracy *tajweed*, and belief self students. In addition, a study at MTs Tahfidzul Qur'an Cilendek Bogor also found that that method *talaqqi* in study action class in a way significant increase score students reading the Qur'an from category 'not yet' complete 'to' complete' after a number of cycle (Suryana & Ahmad, 2023). The findings at STP SMP Khoiru Ummah expand literature This with show that integration theory Jazari's classic gives depth in reading that is not only repair error technical but also enrich aspects of manners and discipline.

Although improvement Enough significant, research this also found challenge in implementation solution integrative. One of the challenge is limitations time teaching — some session *talaqqi* or remedy must done outside a busy formal schedule. In addition, the variety ability student beginning Still significant so that a number of student Still need mentoring extra. Availability of teachers who have mastery Jazari's theory also became factor delimiter; no all teachers are capable explain law *Tajweed* classic with good. Challenges This similar with what was found in study *The Urgency of Ummi Method Tahsin Teachers...* by Erliani et al. (2024), where the aspect variation ability students and time become obstacle implementation tahsin UMMI based.

Based on results and discussion, research This suggested that formal Qur'an schools strengthen teacher training in theory *Tajweed* classic as well as complete teacher capacity to monitor readings students. It is also recommended existence longitudinal research for see whether improvement reading and discipline student endure in term long. The short conclusion: solution UMMI's integrative + Matan Al-Jazari's theory provides impact positive to improvement quality reading the Qur'an, but success full only can achieved If support institutional (schedule, supervision, resources) power) and readiness of teachers and students fulfilled.

B. Impact Learning the Qur'an with the Ummi Method towards Student

Impact learning the Qur'an with UMMI method is seen in the ability student in distinguish and pronounce letter Hijaiyah in accordance with makhrajnya. *Musyafahah* own function important because teachers can observe in a way direct method student say letters, then give correct when there is inaccuracy. The process make learning individual and responsive to the abilities of each student. Findings by Sukma and Nahar (2025) show that implementation *talaqqi deliberation* done through the teacher giving example reading, students imitate in a way together or individual, then to be continued with deposit, correction direct, and repetition (*muraja'ah*). The pattern No only notice aspect technical such as tajwid and makhraj, but also create interaction more learning intensive between teachers and students. Therefore that, in context students of STP SMP Khoiru Ummah Medan, mastery letter Hijaiyah through the Ummi Method can understood as a formation process accuracy articulation that requires mentoring directly, not just ability recognize writing symbols.

Besides mastery letter hijaiyah, the application of the Ummi Method has an impact to ability student in reading the Qur'an *tartil*. *Tartil* demand student reading the Qur'an orderly, clear and appropriate with the rules of *tajweed*, so that ability read No stop at fluency recite text. Statement by Shakir (2025) that with often implemented *tartil* fluency *Makharijul letter* the more increased. This is in line with study Munawar (2025) on learning *tartil* at junior high school level shows that the Ummi Method has superiority Because system his learning structured, simple, easy understood, and can increase quality students' reading of the Qur'an. This show that habituation



read using the Ummi Method to provide runway practical for student For produce more reading orderly and measured . Students in a way gradually directed For notice long-short reading , accuracy pronunciation , fluency , as well as implementation laws reading . With Thus , the impact method This No only in the form of improvement ability read in a way practical , but also the formation of pattern appropriate reading with standard *tartil* .

More Furthermore , the Ummi Method provides impact to formation understanding Tajweed theory that supports practice read students . Learning No solely direct student For can reading , but also introducing basics *tajweed* , *makharijul letters* , *gharib* , and rules reading that becomes runway accuracy recitation . Kurniawan et al. (2025) find that improvement quality learning the Qur'an through the Ummi Method is supported by a structured curriculum , starting from from learning volume until material *tajweed* and *gharib* , as well as use of individual and classical learning models read-listen . This means that students get deeper relationship clear between theory and practice : the rules of tajweed that are studied can direct implemented when reading the Qur'an, while error in practice can become material strengthening return to theories that have been studied . The integration important Because mastery of tajweed which is only nature theoretical Not yet Of course produce correct reading , whereas practice without understanding rules can cause student difficult identify and repair his mistake in a way independent .

Other important impacts is formation habit do corrections and improvements reading in a way sustainable . Ghani (2025) find that implementation of the Ummi Method systematic through stages learning and evaluation sustainable can increase quality reading students , especially in the aspect of makhraj and tajwid. Study it also shows that constraint in the form of difference ability student can overcome through approach classical and mentoring in a way periodically . With thus , for students , corrections direct own function important pedagogical Because allows error known during the reading process ongoing . Habits the in a way gradually can build ability student For more thorough to the reading yourself and improve independence in do *tahsin* .

In the end , the impact learning the Qur'an with the Ummi Method towards student No only can seen from ability read letter hijaiyah , fluency *tartil* , and mastery of tajwid, but also of formation habit reading the Qur'an right and civilized . Ongoing learning through interaction direct , repetition , correction , and evaluation make student used to follow the reading process with attention , accuracy , and attitude respect towards the Qur'an. Ghani's research (2025) show that the Ummi Method does not only increase competence reading the Koran, makhraj , and tajwid, but also contributing in grow love student towards the Koran. Because that , in research at STP SMP Khoiru Ummah Medan, the impact of the Ummi Method can understood in a way comprehensive as changes in three realm , namely ability technical reading , comprehension rules of tajweed, and habituation attitude in reading the Qur'an. Third aspect the show that success learning the Qur'an with the Ummi Method is not only characterized by students who are able read with fluently , but by students who are able read with right , understand base the rule is , accept and do corrections , as well as get used to proper etiquette when interact with the Qur'an.

C. Obstacles in Implementation of the UMMI Method

The results of research at STP SMP Khoiru Ummah Medan show that that difficulty the application of the UMMI Method can categorized to in three factor Main factors : students , teachers, and technical factors . students , found that part big participant educate Not yet own base mastery letter *Hijaiyah* in a way good . Condition This cause they experience obstacle Serious when direct face to face with stages advanced in the UMMI Method. Placement student in class that is not in accordance with level ability also worsens situation , because student with ability base weak must follow rhythm more learning high . This is impact on the decline motivation learning , the emergence of a sense of inferiority self , and the decline interest student For repair their reading of



the Qur'an . Findings This in line with Musyarofah , Tosuerdi, and Alawiyah (2024) , which confirms that variation ability base student often become obstacle in implementation of the UMMI Method.

The teacher factor also provides contribution significant to difficulty implementation method this . Although part big teacher has get certification , research This find that No There is mechanism supervision sustainable from coordinator area . As a result , the quality implementation method different between teachers ; some follow standard with good , but there are also those who tend to ignore principles basic . The lack of evaluation and mentoring make it difficult for teachers in develop consistent teaching strategies . This is strengthened by Kuncoro (2023) , which states that formal certification only No Enough without existence supervision sustainable and coaching practice real in the field .

In addition , limitations teacher mastery of learning media participate enlarge obstacles . Mahya revealed that although means like tool displays and audio devices are already available , teachers often do not maximize its use . In fact , the use of media can help student understand *Makharijul letter* with more clear and varied . The inability of teachers in integrate media into in learning create a learning process become monotonous , so that student more easy feel bored .

From the side technically , other obstacles arose in the setup time learning . The allocated time for studying the Qur'an not ideal, so the *drilling* process , correction reading , and action continue remedial no running optimally. Teachers tend to focus pursuing curriculum targets , while quality reading student neglected . Limitations This cause results Study become not enough satisfying even though the program has walk for years .

When compared with study previous , results study This present perspective different . Most of them studies previously , such as research by Hamdiyah, Shobaruddin , and Nurhayatin (2024) , reported that the implementation of the UMMI Method was successful increase ability students reading the Qur'an in a way significant . However , research This find that although method the own potential big factor contextual like motivation students , teacher competencies , and limitations technical precisely become determinant main in its effectiveness . With Thus , research This highlight less dimensions noticed in literature previously , namely aspect implementation practical in class .

Discussion more carry on show that difference findings this is very possible caused by variations context social and cultural . Successful schools applying the UMMI Method in general own support full from institutions , supervision intensive , and allocation adequate time . Instead , schools face it constraint as in Medan shows that the same method Can walk not enough effective If prerequisite the No fulfilled . This is confirm view that success something method learning No only determined by design the curriculum , but also by the readiness institutions and implementers in the field (Mesra & Salem, 2023) .

Implications practical from study This is the need repair system teacher supervision , placement student in accordance ability beginning , and provision time more learning proportionally . In theoretical , research This enrich study about UMMI method with show that constraint implementation No Can released from factor motivation and readiness students , teacher competencies , and support technical . Research this also supports Matan Al-Jazari's theory , which emphasizes importance regularity and repetition in reading the Qur'an, so that without management good learning , goals main method will difficult achieved .

Relevance results study This the more strong when associated with Allah says in QS Al-Muzzammil [73]: 4, “... *وَرَتِّلِ الْقُرْآنَ تَرْتِيلاً* ...” (“... and read the Qur'an with *tartil* ”). This verse confirm importance regularity , precision , and sincerity in reading the Qur'an. The interpreters , such as Al-Qurthubi (1964) , explains that *tartil* means read with slowly , paying attention *Makharijul letters* , law *tajweed* , as well as beauty reading . This is in line with difficulties encountered in research , where it is weak base students and the lack of teacher consistency causes principle *tartil* difficult



realized . With thus , the verse This No only become runway normative , but also shows urgency system supervision , motivation students , as well as support technical so that the UMMI method can truly produce quality appropriate reading with guidance of the Qur'an.

With Thus , research This offer perspective new in study UMMI method . Instead only evaluate success from results end , research This emphasize importance understand the implementation process in a way comprehensive . Difficulties encountered show that There is gap between ideality method with reality field . Research more carry on can directed at developing a supervision model based UMMI teacher community and integration method with approach motivational For student .

D. Solution Based on Matan Al-Jazari's Theory

Research result show that one of solution fundamental in overcome difficulty the application of the UMMI Method is with integrate principle *tahsin* (repair) reading) and *tajweed* as foundation main . Based on observation , majority students who have not own ability base read letter *Hijaiyah* still forced follow learning continued , so that result in disconnection stages learning . Approach based on Matan Al-Jazari, which emphasizes importance mastery *Makharijul letters* and laws *Tajweed* in a way systematic , assessed capable give solution more structured . Musdzalifah (2020) confirm that Matan Al-Jazari is foundation in organize correct reading in accordance with rules qira'ah , so that relevant For repair weakness base student .

Apart from the aspect reading , research This find that factor discipline student in follow learning is challenge significant . Matan Al-Jazari's theory emphasizes *mudawamah* (consistency) and *mujahadah* (seriousness) in learn the Qur'an, so that become framework conceptual that can adapted in class . Teachers at Khoiru Ummah Middle School admitted that weakness motivation student often has implications for low achievements learning . Zulfian Syah (2022) in his research state that strengthening aspect discipline through study of the Jazariyah book is capable increase quality reading at a time build attitude diligent and patient in the learning process .

Teacher factors also become focus important in solution this . Although some teachers have get certification UMMI method , the lack of supervision advanced impact on low consistency mastery method . Integration of values sanad as emphasized in Matan Al-Jazari can become a strategy for improvement . Sanad is not only transmission reading , but also symbols legitimacy demanding science supervision tiered from teacher to student. This is in line with findings Priono (2023) who compared class based on Matan Al-Jazari and Tuhfatul Athfal, where exist sanad strengthen quality learning at a time guard originality reading the Qur'an.

From the side technical , limitations time learning and lack of optimization of learning media also becomes constraints . Implementation principle discipline time as contained in Matan Al-Jazari can adapted in planning timetable learn more structured . In addition , the use of digital media for listen to appropriate reading *Tajweed* can become a solution-oriented strategy that is in line with characteristics digital generation (Zakir et al., 2024) . This emphasize that integration method classic with interactive digital media can increase interest at a time retention student in learning the Qur'an.

Discussion more carry on disclose that solution based on Matan Al-Jazari not only nature technical , but also touching spiritual and moral dimensions . Moral values such as *humility* , respect towards teachers, and patience in learning the Qur'an has relevance grew up in Khoiru Ummah Middle School. In in practice , habituation of learning etiquette become amplifier from aspect technical reading . This is supported by findings Musdzalifah (2020) stated that that success learning the Qur'an is not only determined by *recitation* , but also attitude inner harmony with Qur'anic moral values .

When compared with study previous findings This show harmony at a time differences .



Zulfian Syah (2022) emphasized role discipline as factor determinant success, while study This add context technical in the form of limitations time learn more real in formal schools. On the other hand, research Priono (2023) confirm importance sanad in guard continuity science, while study This highlight role teacher supervision is not optimal as part from implementation problems UMMI method. This show that solution based on Matan Al-Jazari not can separated from factor structural institutional education.

Implications theoretical from findings This is that Matan Al-Jazari can made into framework conceptual in evaluate and develop Al-Quran learning models, including UMMI method. Second integration approach allows the realization of a hybrid learning model that emphasizes accuracy reading, consistency practice, as well as strengthening character. In practical, solution This can implemented through teacher-based training sanad, the habit of adab in class, and optimization of digital media for support learning tahsin.

With Thus, research This offer perspective new that implementation solution based on Matan Al-Jazari not only answer technical problems both individually, but also capable of strengthen dimensions social and spiritual aspects of learning the Qur'an in formal schools. This at a time answer gap existing empirical data, namely lack of approach holistic in integrate UMMI method with tradition classic Quran learning. Recommendations study more carry on is exploring integration models this is on various level education, good Islamic boarding school and school general, for test its effectiveness in a way more wide.

CONCLUSION

Study This confirm that difficulty application of the UMMI Method in Al-Quran learning at STP SMP Khoiru Ummah Medan is sourced from from factor students, teachers, and technicians. Students Still many have not own base strong in mastery letter *hijaiyah*, while placement class No in accordance with ability beginning the more make things worse obstacle learning. From the teacher's perspective, although has certified, absence supervision sustainable make quality teaching No evenly, plus limitations utilization of learning media that causes the learning process tend monotonous. Technical constraints in the form of limitations time learning the more widen gap between the ideal goal of the UMMI Method with results real results obtained students. Findings This show that success something method learning the Qur'an is not only determined by design the curriculum, but also readiness implementation and support adequate institutional.

Integrated solutions between the UMMI Method and theory *Matan Al-Jazari* give direction more improvements comprehensive. UMMI with approach practical and gradual can strengthened with principle *Matan Al-Jazari* emphasized *tajweed*, *tahsin*, discipline, and etiquette of reading the Qur'an. This integration No only impact on increasing quality reading students, but also strengthens the role of teachers as *murabbi* who became role model, and increase motivation and discipline student in learn. In a way theoretical, research This enrich literature with show importance approach collaborative between method contemporary and traditional science classic, while in a way practical give recommendation for institution Islamic education for develop system more supervision strong, organized adaptive curriculum, as well as ensure a consistent monitoring process. By Thus, research This offer contribution new in effort improvement quality learning the Qur'an in Indonesia through contextual and applicable integrative strategies.

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