



Ummi Method Implementation: Tahfidzul Qur'an at SMP IT Luqmanul Hakim Yogyakarta:

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Abstract

Memorizing the holy book Al-Quran is something difficult and difficult, not only is there a lot of verses but the Al-Quran is completely Arabic so it is difficult. This assumption is actually not entirely true. Because, there are several activities to make memorizing easier, such as murojaah or repeating memorization well and consistently. The Tahfidz learning method at SMPIT LHI refers to the UMMI method. The Ummi method is a systematic system in learning the Koran which consists of three main components, namely, practical books on the Ummi method, quality management of the Ummi method and professional and certified teachers. Therefore, this research seeks to explore and analyze the application of the ummi method in learning Tahfidzul Quran at SMPIT LHI, The research uses a qualitative approach with a case study type. Researchers are the main instrument that plays a role. In conclusion, the implementation of the tahfidz curriculum at SMPIT Banguntapan includes good planning, can be implemented, continuous assessment and supervision, The novelty in this research is that it explains Ummi's method systematically and responsibly. is expected to be an asset and good implementation of tahfidz activities at SMPIT LHI Banguntapan.

Keywords: *implementation;UMMI metod; tahfidzul Qur'an; SMPIT Luqmanul Hakim*

■ Introduction

In the field of education, memorizing the qur'an is widespread and developed in formal educational institutions, both private and government. In fact, many

consider Tahfiz activities to be one of the best programs in educational institutions such as Islamic boarding schools. Therefore, the activity of memorizing the Al-Quran requires a curriculum, because the focus of educational activities is on the curriculum, and the curriculum is an indicator of the success of the educational process (Pangestu et al. 2021).

Memorizing the holy book Al-Quran is something difficult and difficult, not only is there a lot of verses but the Al-Quran is completely Arabic so it is difficult. This assumption is actually not entirely true. Because, there are several activities to make memorizing easier, such as murojaah or repeating memorization well and consistently. Factors that cause difficulty for children to memorize the Qur'an, especially in secondary schools, are lack of motivation, ineffective teaching methods, inappropriate Qur'an learning schedules, excessive pressure, lack of support and motivation from parents and teachers, mastery of recitation those who are lacking, teachers who are less competent and so on (Yolanda 2020).

SMPIT LHI Yogyakarta is one of several schools or madrasah in Yogyakarta which has the Tahfiz Al-Quran program as its school's flagship program. Tahfidz is a program that all students must take part in. Through this tahfidz program, at least students can memorize verses little by little. Something that other schools from SMPIT rarely have is Tahsin and Tahfidz activities for all students, with the existence of a unit at LHI called LHI Quran House which has duties and is responsible for all Al-Quran activities in the school environment. All students have the same responsibility in following Tahsin and Tahfidz learning to completion. Even though the focus on tahfidz is in accordance with the school's vision and mission, Tahsin material is still available to improve the quality of students' reading of the Qur'an.

The Tahfidz learning method at SMPIT LHI refers to the UMMI method. The Ummi method is a systematic system in learning the Koran which consists of three main components, namely, practical books on the Ummi method, quality management of the Ummi method and professional and certified teachers. Among the successes of this method are scattered in the community and is able to enable many children to read the Qur'an with tartil. There is another interesting thing about this method, namely: this method has rhythm so that students are more enthusiastic and enthusiastic in learning. (Ramadhani and Werdiningsih 2022). Previous research related to the tahfidzul Qur'an program in schools, namely, research conducted by Alya Fadhiillah entitled Implementation of the Talqin Method in Tahfidzul Qur'an Subjects in Cibinong Elementary Schools, this article published in 2023 concluded that the talqin method is a method which is appropriate and

appropriate if carried out in elementary schools because we see that students in elementary schools whose ability to read the Al-Quran is still very difficult, so with the talqin method they are greatly helped in reading the Al-Quran and memorizing it. Apart from that, the research entitled "Implementation of Tafiz Al-Quran Learning Using the Tasmi Method at Al-Isra Middle School Bukittinggi" (this article was written by Alia Riski Fadila) includes planning, implementation and evaluation. We conclude that implementation consists of: From the heart. The 5 corners/sides and Tasmi' 1 Juz are carried out 4 times(Fadhila et al. 2023).

Apart from that, there is an article entitled "Application of the Tahfizd al-Qur'an Learning Method at Al-Huda Wonogiri High School. This article written by Nuraham Koima states that the method used in learning Tahfizd al-Qur'an is talaqqi, namely developing new memorization skills in the field of Tafiz al-Qur'an, or concluded by entrusting competence in the field of Al-Qur'an to Tahfiz teacher. Memorize Guru Tahfizd Tasmi, listen to other people memorize individually or in groups and teach it to Murajah, repeat what you memorized and send it so you don't forget or make mistakes. Factors that support the implementation of the tahfizd method include the priority of the goal of reading compared to memorizing, the qualifications of the tahfizd teacher, the mushaf used, determining the goal of memorization, time and place for memorization, as well as the absence of murajah, elements of leadership and time management(Qoyimah and Inayati 2018).

In a further study entitled "How to Learn Tahfiz Al-Quran at Madrasah Tzanawiya Islamiyah Bringaw Reading Class Program" by Umi Romanawati which was published in 2021, How to Learn Tahfiz Al-Quran It was concluded that tasmi Bin Nadar and Talaqqi were used. In the Tahfiz activity process there are factors that support students in the learning process: motivation, thorough self-preparation, age, time, potential memory and intelligence, a comfortable location for memorizing (Rohmawati and Az Zafi 2021). Furthermore, the scientific paper entitled Implementation Of Tahsin And Tahfidz Learning In Improving Reading Ability And Memorizing The Qur'an Skill, written by Ekhfa Maliana, was published in the reputable journal Scopus, concluding that the tahfidz learning that has been going on so far has proven that there are still many who only focus on memorizing only memorization and pursuing quantity of memorization and abandoning the quality of reading (tahsin). If this is the case, achieving this level of effectiveness is quite a feat. Starting from Al-Birru, the management classroom has been neatly formed from the start starting from the rules, learning process, evaluation participants, and the role of the teacher. So the implementation of tahsin and tahfidz learning can be

effective, one of which is by having learning methods or strategies that suit the participants' needs. By using this method, participants enjoy it and it becomes easier to understand both theoretically and by practicing reading and memorizing the Al-Qur'an (Maliana et al. 2022).

From the five previous written works mentioned by the author above, there are similarities with what the writer wants, namely in the method or way of implementing tahfidz learning in the classroom. However, the novelty lies in the special method used at SMPIT LHI and the ummi method which is applied in the tahfidz learning curriculum at this junior high school, so the author tries to dig deeper into this matter, and which can later become a reference and example from other schools. which will implement related Quran learning by paying attention to the quality and quantity of students' and female students' memorization of the Quran. After knowing this background, the researcher wanted to conduct research on the implementation of Tahfidzul Qur'an at SMPIT Luqmanul Hakim Yogyakarta.

■ **Methods**

In this research approach, the author uses a qualitative case study type approach (Mauludi, Saleh, and Risky 2022). Researchers are the primary means of fulfilling that role. The research center is SMPIT Luqmanul Hakim Banguntapan on JL. Utama Perm GWI kec. Banguntapan District. Bantul, Yogyakarta. The main data sources for this research include information from Tahfidz teachers and students who are the subjects or implementers of this Ummi method. The author then obtained secondary data from documents related to this research and data archives required by SMPIT LHI (Abdul Fattah Nasution 2023). The author uses interview, observation and documentation techniques to collect data (Purwanti et al. 2023). On the other hand, the author's data analysis refers to the Miles and Huberman concept: data reduction or information, data model, and finally validation or inference (Fadli 2021).

■ **Result and Discussion**

Implementation of the Ummi method in implementing Tahfidz Al-Qur'an learning at SMPIT LHI Banguntapan Yogyakarta

Implementation in terms is practicing a method to achieve a goal to be achieved, starting from individuals or groups, so if implementation has several stages including:

Planning program

The tahfidz class in the Ummi method has the highest class after the students have completed the volumes in the Ummi learning plus the Tajwid and gorib material. It doesn't stop there, the stage before entering the tahfidz class, students will carry out munaqosah tartil or a qur'an reading test with tartil reading according to the ummi reading standards (Restiningtyas, Sayekti, and Maryani 2022). And the aim of them going through the series of stages above is to make it easier for them to memorize the Al-Quran because they are already proficient in reading it (Risky, Suyadi, and Husain 2023).

Al-Quran tahfidz learning activities at SMPIT LHI have stages from beginning to end. This is of course different from the stages in learning the Tahsin volume. Starting with conditioning the students, the opening prayer for Ummi's learning, Tadarus al-Quran while explaining the Laws of reading in both tajwid and gorib using the Ummi method of Al-Quran while being evaluated by the Qur'an teacher, memorizing the letters that have been memorized, and Independent ziyadah activities or preparing memorized things at home to be deposited on that day, then deposits, advice and motivation and finally closing and prayer. To make it easier to find out the distribution of time and activities in tahfidz learning at SMPIT LHI the author provides the following table (Nastiti Lutfiah Ramadhani, Ayi Sobarna, and Dinar Nur Inten 2022).

Good concept and method design makes learning more comfortable and useful. The concept of the Ummi Method actually aims to create a generation of Al-Qur'an that does not only use books as the main reference source. Studies that use the Ummi method as the main reference make it very clear that the content studied by applying the Ummi method in the study is content that is in accordance with the Al-Qur'an and all tahsin related to the Al-Qur'an (Mutmainah and Ahyani 2022).

The ummi method is one of the many methods for learning to read the Qur'an by reading tartil. Ummi is a method that uses tools in the form of bound books and displays compiled by Masruri and Yusuf. This method, which was born in 2011, has been used by more than 1000 institutions in 24 provinces in Indonesia (Hernawan 2019).

The main vision and mission of the Ummi method is to plan so that all groups can learn and practice it well, easily and in fun. Apart from having characteristics

that are different from other methods, the Ummi method also has a simple and easy learning concept. And tahfidz itself, although the Ummi method started from students being proficient in reading the qur'an, but in the future, the Ummi has a system that is getting better and more unique, where the teacher who teaches this method must be certified first and then can teach the volumes that are based on the concept. ummi. In other words, the Ummi Foundation puts a lot of effort into helping improve the quality of its teachers(Hadinata 2021).

At a glance, Ummi's name is familiar to the hearing ear, it is clear to us that Ummi means my mother, this method adopts a mother tongue approach in the form of respecting the mother's services in teaching language to her children(Junaidin Nobisa and Usman 2021).Not by coincidence or anything else, mother was the first figure to teach us with sincerity and affection to be able to talk and walk, with repetition we got used to it and finally we became able to do it. Furthermore, to make it easier to understand how Ummi's method of learning Tahfidz Al-Qur'an can be seen in the table below:

No	Ummi Method	Implementation
1.	Compassionate Approach	Ummi's method emphasizes a loving and gentle approach in teaching children to memorize the qur'an. Teachers or instructors use positive methods to provide encouragement and motivation to children.
2.	Gradual Learning	This method breaks down tahfidz learning into small steps that children can achieve. Children start by memorizing short verses and gradually progress to longer verses.

3. Character Development	<p>Apart from memorizing the Al- Quran, this method also emphasizes developing children's character through Islamic values.</p> <p>Teachers or tutors pay attention to children's moral and ethical development.</p>
4. Parental Support	<p>Include the role of parents in supporting children's learning. Parents are invited to actively participate in the learning process and provide emotional support.</p>
5. Use of Technology	<p>Ummi's method also adopts the use of technology to assist learning, such as applications or multimedia that support memorizing the Al-Quran.</p>

From this table, a systematic and applicable explanation of the Ummi method has been obtained. The Ummi method is not only applied in non-formal schools but also in formal institutions such as schools. In accordance with the Ummi motto, namely easy, fun and touching. By studying the Al-Qur'an well in terms of content and context, the objectives of this study can be achieved successfully according to the established concept. With the special development of the Tahfiz Quran by Ummi, the Ummi Tahsin Method Volume really helps students in studying Tahfiz. The Ummi method has clear and measurable goals. Because those who set goals and set goals are more likely to achieve success. In the study of the Qur'an, the Ummi method has set standard objectives that must be followed by institutions collaborating with Ummi, depending on whether these institutions apply the principles set by the Ummi Foundation. Setting targets is important as an evaluation function and to develop the results of observations in learning evaluation. Below, the researcher describes the target of the Al-Qur'an teaching program in middle/high school/adult schools(Ummi Foundation 2018).

Thn	SMT	TGK	Program	Hal/juz	Peraga	TM	Materi hafalan
VII	1	1	JILID 1	1-40	JILID 1	15	AN-NAS sampai Quraisy
		2	JILID 2	1-40	JILID 2	15	AL-FIL sampai AL-ADIYA T
	2	3	JILID 3	1-40	JILID 3	15	AL-BAYYINAH sampai AD-DH UHA
		4	AL-QUR'AN	JUZ 1-5	AL-QUR'AN	15	AL-LAIL sampai AL-FAJR
VII	1	5	GHORIB 1-28	JUZ 6-15	GHORIB 1-21	15	AL-GHOSIAH sampai AL-INSYIQO Q
	2	6	TAJWID 1-20	JUZ 16-30	TAJWID	15	AL-MUTOFFI FIN sampai AN-NABA
IX	1	7	TAHFIDZ-1	JUZ 1-15	-	15	AL-MURSALAT sampai AL-JIN

2	8	TAHFIDZ2	JUZ 16- 30	-	15	NUH sampa iAL- MULK
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Ket:

TGK: Level

TM: Face to face

Tadarus 1-2: Khatam 1 time

Tartil 1-2 : Khatam 2 times

Tahfidz 1-2: Memorize juz amma and khatam 3-4 times

Time	Activity	Tahfidz Juz 29/28
5 Menit	Opening	(greeting, opening prayer)
10 Menit	Tadarus Qu'an baca Simak murni	Students read one or more verses, then the teacher asks the students who read the tajwid and gharib in the reading.
45 Menit	Tahfidz Juz 29/39 according to achievements and targets.	With a deposit system or jama'i system
5 Menit	Closing	Drill (repeating today's material), advice and motivation by the teacher, closing prayer)

The table above shows indicators of the implementation of Al-Quran learning at junior high school level as a program that has been targeted by ummi to institutions as a form of commitment to carrying out what is ummi's standard method (Hasunah 2017).

Based on the results of observations and interviews, the implementation of learning at SMPIT LHI is in accordance with the learning stages that have been determined, namely that teaching and learning of the Al-Qur'an is carried out 4 times, namely on Monday, Tuesday, Wednesday and Thursday, each session for 60

minutes as specified. Ummi standard method, the ideal ratio in one group is 10-15 students, in other words one teacher only teaches 10-15 students, like at SMPIT LHI The first group is 14 students and 1 Qur'an teacher, so this number is in accordance with the Ummi standard.

Learning the qur'an or tahfidz at SMPIT LHI not only prioritizes the amount of students' memorization, but something that must not be neglected, namely the quality of students' reading, students are also constantly reminded and motivated regarding memorizing their memories. This is what the head of the LHI Qu'ran House said during the training of Qur'an teachers "that we should not only prioritize quantity or amount of memorization, even though we have not yet found the ideal pattern for learning tahfidz, the task of ustadz and ustadzah is to always motivate and provide method or pattern of memorization for children to instill in them to be responsible for their memorization, namely " murojaah".

Implementation

Learning Process for the Tahfidz SMPIT LHI Banguntapan class, the teachers first create a PROSEM (semester program) which is implemented for one semester, then implement the program in KBM (teaching and learning activities). In its implementation, the teacher has an Al-Quran teacher monitoring book which is useful for recording tadarus, murojaah and ziyadah achievements(Mas`udi 2023). Apart from that, students also have achievement books which are recorded by the Koran teacher during teaching and learning activities to be assessed and monitored by parents. Below the author presents the stages of learning the Ummi method from start to finish(Foundation 2015).

No	Stages	Description
1.	Opening	Activities to condition the students so they are ready to learn, followed by a prayer that opens the learning of the qur'an.
2.	Apperception	Repeating material that has been taught previously to link it to subsequent learning.

3. Concept planting	The process of explaining the material/subject matter that will be taught that day.
4. Conceptual understanding	Understanding the concepts that have been explained by exemplifying the reading available on the subject.
5. Training/skills	Facilitate reading by repeating and giving examples if children makemistakes when reading.
6. Evaluation	Observation as well as assessment through achievement books on the quality of children's reading one byone.
7. Closing	Conditioning children to remain orderly continues with a closing prayer, humming the Qur'an, advice and motivation from the ustadz/ah and a closing slam.

The table above gives us information regarding a systematic and well-conceptualized learning process, from opening to closing, all activities are easy for students to follow and they are happy with this, as stated by one of the 7th grade students, Tahfidz Mas Gaffa, who said that "Learning the Al-Qur'an at SMPIT LHI is very good and fun, not only the rhythm of the students but also the Al-Qur'an teachers are very good at teaching the Al-Qur'an." If the method for learning the Qur'an has become ingrained in the students' hearts, it will be easy for teachers to understand them and they will become more aware of maintaining and becoming more enthusiastic about memorizing the Qur'an.

Apart from that, it is no less important that moral assessment is at the forefront of teachers in supervising their students, so Qur'an teachers always at the

end of the teaching and learning session always remind students regarding morals, personality and timely prayer, so that the value of faith is also embedded in them. themselves in everyday life(Nurhasnawati et al. 2023).

Assessment/Progress Report for each student

Progress reports for all students are required in the form of developing student learning outcomes. Not only as a form of evaluation of student learning outcomes, but as a means of communication with students' parents so that they can both see and evaluate developments related to students' memorization of Tahfidz(Sulthon 2023).Because the achievement book is designed to determine children's progress in learning and memorizing the Qur'an using the Ummi method so that children develop more quickly, apart from studying at school, parents always try to guide them when their children are at home. This is an effort by teachers and schools so that tahfidz learning at SMPIT LHI gives satisfaction to parents by having student achievement books which can form good relationships between teachers and parents through the students(Suyadi and Widodo 2019).

Based on interviews and documentary evidence related to the tahfidz assessment at SMPIT LHI including fluency, fasohah (accuracy of letters and recitation), personality values (morals), with the criteria of good, very good, sufficient and poor. Not only that, teachers always evaluate their students' development, motivate and correct incorrect memorization patterns among their students, so the task of the Qur'an teacher here is to provide strategies, patterns and methods for memorizing and memorizing the Qur'an.

Supervision

The process of carrying out cooperation within an organization or group requires effective supervision, so that it can be known whether the goals to be achieved are according to the planned path or not(Muslim 2022). Regarding daily supervision during Al-Qur'an learning, the task of the qur'an coordinator is to observe, assess and record what is recorded during teaching and learning, regarding classroom conditioning, teaching methods carried out by the teacher, as well as evaluating and providing input to the teacher Qur'an(Subakat et al. 2022). In accordance with the results of an interview with the qur'an coordinator at SMPIT LHI, he said that "in supervising qur'an learning activities in SMP it refers to the 10 pillars of Ummi's quality system, including, Goodwill Management which is supported by curriculum development, the presence of teachers or human

resources, teacher welfare, this related to salaries, adequate facilities and infrastructure"

The Ummi method adheres to consistent Mastery learning principles, which are based on learning completeness, because the completeness of learning the previous material will influence the success of completing the material or memorizing it afterwards. By adhering to the basic principle in Mastery Learning that students can only continue the volume or memorize the surah when the previous page is really good and fluent(Hernawan 2019). And it doesn't stop there, all qur'an teachers are always evaluated every semester regarding their commitment, discipline and abilities, therefore all Koran teachers at SMPIT LHI have been certified with the Ummi Method, and SMPIT LHI will always monitor the validity period of the certification so that it is immediately extended. , in order to maintain the quality of teachers at SMPIT LHI Banguntapan.

■ Conclusion

From the findings related to research on the Implementation of the Tahfidz Curriculum at SMPIT LHI Banguntapan, the author analyzes and draws the following conclusions; The Tahfidz learning program is good and always developing when learning has concepts that are easy to apply, both in terms of content and context. Likewise with the Ummi method, with the presence of Ummi volume books coupled with good classroom mastery from a competent Quran teacher, it can be ensured that learning can run and get good results. The implementation of Tahfidz learning at SMPIT Banguntapan includes structured planning of the stages and evaluation of the stages, implementation and application of learning in KBM, as well as continuous assessment and supervision, becoming a series of curriculum activities and good learning materials for Tahfidz activities at SMPIT LHI Banguntapan Yogyakarta.

And from this curriculum it is the author's hope that it can inspire educators from other schools to reference the Tahfidz curriculum at SMPIT LHI in learning Tahfidz and Tahsin in schools or other educational institutions.

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