

Improving Early Qur'an Reading Skills Through the Ummi Method and Structured Learning Management

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ABSTRACT

The low level of Qur'an reading proficiency among early childhood learners highlights the need for effective instructional methods supported by appropriate learning management. This study aims to analyze how the Ummi method, integrated with learning management practices, contributes to the improvement of early childhood Qur'an reading skills at Tahfidz Al-Ihsan Kindergarten. Unlike previous studies that primarily focused on the effectiveness of the Ummi method itself, this research examines the combined role of instructional management, including planning, implementation, learning strategies, media utilization, and evaluation processes. The study employed a mixed-methods approach using a sequential exploratory design, in which qualitative findings were used to explain and strengthen quantitative results. The participants consisted of 15 kindergarten students. Data were collected through observations, interviews, documentation, and pretest-posttest assessments of Qur'an reading ability. Quantitative data were analyzed using a paired sample t-test, while qualitative data were analyzed descriptively through data reduction, presentation, and conclusion drawing. The findings indicate that structured learning procedures, repetition-based practice, direct instruction, affective approaches, and continuous evaluation supported the implementation of the Ummi method. Quantitative results showed an increase in the mean score from 42.87 on the pretest to 89.80 on the posttest. The paired sample t-test revealed a significant difference between pretest and posttest scores ($p < 0.001$; $t = 17.794$), with a very large effect size ($d = 4.594$). These findings suggest that the integration of the Ummi method and systematic learning management has the potential to support the development of early childhood Qur'an reading skills within the studied context.

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1. INTRODUCTION

Education has a strategic role in developing human potential comprehensively, including spiritual, intellectual, and skill aspects. Law Number 20 of 2003 concerning the National Education System emphasizes that education is a conscious and planned effort to create a learning process that enables students to develop their potential optimally [1]. In the context of Islamic education, the Qur'an and Hadith serve as the primary guidelines that must be instilled from an early age as the foundation for building students' character and spirituality [2].

Early childhood is an important period (golden age) in the development of basic abilities, including the ability to read the Qur'an. Qur'anic learning from an early age plays a role in instilling religious values while also building sustainable Qur'anic literacy skills [3]. However, the ability to read the Qur'an in Indonesia is still relatively low. Research conducted by the Institut Ilmu Al-Qur'an (IIQ) indicates that approximately 65% of Indonesians are still unable to read the Qur'an properly [4]. This condition reflects a gap between the goals of Islamic education and the reality in practice [5].

The ability to read the Qur'an is an essential foundation for understanding and practicing Islamic teachings. Therefore, effective and systematic learning is needed to improve this ability [6]. Research shows that structured learning accompanied by guided practice can significantly improve students' reading fluency and accuracy [3]. In addition, learning approaches that are engaging and suited to the characteristics of early childhood learners have also been proven to increase students' interest and participation in learning [3].

One of the methods widely used in Qur'anic learning is the Ummi method. This method emphasizes tartil Qur'an reading in accordance with tajwid rules through a talaqqi approach, repetition, and the use of attractive reading rhythms [7].

Previous studies have shown that the Ummi method has a significant effect on improving Qur'an reading skills, with student competency levels reaching 87% and statistical test results indicating a strong influence [3]. These findings are supported by other studies emphasizing that repetition-based learning and structured instruction are effective in improving students' early reading abilities [3].

Nevertheless, the implementation of the Ummi method in practice has not been fully optimal. Based on preliminary observations at Tahfidz Al-Ihsan Kindergarten, various obstacles were still found both from the students' side and in learning management. Students still experienced difficulties in recognizing hijaiyah letters, pronouncing makharijul huruf correctly, and reading fluently with the appropriate rhythm. On the other hand, learning management aspects, including planning, implementation, strategies, and formative assessment, had not yet been systematically applied [8]. This is consistent with research findings stating that the quality of Ummi method learning is strongly influenced by the quality of teachers, methods, and the learning system [9].

Based on these problems, it can be understood that the success of the Ummi method is not only determined by the method itself, but also by the quality of learning management, which includes planning, implementation, and assessment. Therefore, this study is important to conduct in order to examine in depth the application of the Ummi method in improving

children's early Qur'an reading abilities through a systematic learning management approach [10].

This study aims to analyze the learning steps, strategies, use of media, and assessment in the implementation of the Ummi method, as well as to examine the improvement in children's early Qur'an reading abilities before and after the implementation of the method at Tahfidz Al-Ihsan Kindergarten.

2. METHOD

The research method used in this study is a mixed methods approach with a sequential exploratory design. The mixed methods approach with a sequential exploratory design is a research method that combines qualitative and quantitative approaches sequentially, where the first stage is conducted using qualitative methods and the second stage uses quantitative methods. The qualitative stage aims to explore in depth the process of implementing the Ummi method supported by learning management in improving children's early Qur'an reading abilities, while the quantitative stage aims to test and strengthen the findings from the previous stage [11], [12].

The quantitative data in this study involved the entire population of TK B students at Tahfidz Al-Ihsan Kindergarten, totaling 15 children, using a saturated sampling technique. Meanwhile, the qualitative data utilized informants selected purposively, namely, classroom teachers and the principal who were directly involved in the learning process [12]. Data collection techniques included observation, interviews, documentation as well as early Qur'an reading ability tests in the form of pretests and posttests.

The quantitative data analysis technique was carried out using the Shapiro-Wilk normality test, followed by hypothesis testing using the paired sample t-test if the data were normally distributed, or the Wilcoxon test if the data were not normally distributed [13]. In addition, the N-Gain test was used to determine the level of effectiveness in improving students' early Qur'an reading abilities.

Meanwhile, the qualitative data analysis technique used the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing [14]. During the interview stage, the analysis was conducted directly on the informants' responses, and if the data were considered insufficient, further exploration was carried out until the data were deemed credible. The data were then reduced by selecting relevant information, presented in the form of systematic narratives, and subsequently verified to obtain conclusions that strengthened and explained the results of the quantitative analysis in the following stage.

3. RESULTS AND DISCUSSION

3.1. RESULTS

Instrument Validity and Reliability

The validity test results showed that the learning management observation instrument scored 95.62% and the Quran reading ability assessment instrument scored 94.32%, both of which are in the highly valid category. This indicates that the instruments met the appropriateness of their content and construct [14].

Furthermore, the reliability test using Cronbach's Alpha yielded a value of 0.953, indicating a very high level of consistency in the instrument [15]. Thus, the instrument is suitable for use in research.

Qualitative Results

Qualitative findings indicate that the implementation of the Ummi method is based on the advantages of a structured learning management system and a simple learning approach that is appropriate to the characteristics of early childhood [15].

The implementation of the Ummi method is supported by:

1. Teacher training and certification, which includes Tashih (teaching and teaching), intensive training, and ongoing coaching [15].
2. Multilevel supervision, both internal and external, to maintain learning quality [15].
3. Continuous evaluation, including daily evaluation, volume evaluation, and munaqasyah planning [15].

However, implementation still faces obstacles such as limited facilities, a less-than-ideal teacher-to-student ratio, and suboptimal implementation of the initial learning stages.

Nevertheless, the research results show improvements in:

- a) Children's enthusiasm for learning
- b) Reading fluency
- c) Accuracy of pronunciation and tajweed
- d) Children's self-confidence

This indicates that structured and enjoyable learning influences children's learning motivation [15].

Quantitative Results

Data Description

The analysis results show a significant increase in Quran reading ability.

Table 1. Data Description

Statistics		
Category	Pretest	Posttest
Sample Size	15	
Mean	42.87	89.80
Median	37.00	90.00
Mode	33	100
Standard Deviation	15.896	8.283
Variance	252.695	68.600
Range	50	23
Minimum	20	77
Maximum	70	100
Sum	643	1347

The average score nearly doubled, accompanied by a decrease in the standard deviation, indicating a more even distribution of student abilities.

Normality Test

Table 2. Normality Test Result

Value	<i>Tests of Normality</i>				Conclusion
	Shapiro Wilk				
	Statistic	df	Sig.		
Qur'an Reading Results (Pretest)	0.898	15	0.088		Normal
Qur'an Reading Results (Posttest)	0.914	15	0.154		Normal

Both data sets are normally distributed (Sig > 0.05), so the analysis can be continued with parametric tests.

Hypothesis Testing

The results of the paired sample t-test show:

Table 3. Hypothesis Testing Result

		Paired Samples Test						t	df	Significance	
		Paired Differences				95% Confidence Interval of the Difference	One-Sided p			Two-Sided p	
		Mean	Std. Deviation	Std. Error Mean							
					Lower						Upper
Pair 1	Pretest - Posttest	-46.933	10.215	2.638	-52.590	-41.276	-17.794	14	<.001	<.001	

Thus, there was a significant difference between the pretest and posttest scores, indicating an improvement in Quran reading ability after implementing the Ummi method.

Effect Size

Cohen's d value of 4.594 is considered very large, indicating that the Ummi method has a very strong influence on improving children's Quran reading ability.

3.2. DISCUSSION

The results of this study indicate that the implementation of the Ummi method, supported by good learning management, significantly improves children's Quran reading ability. From a learning process perspective, the Ummi method is implemented through systematic stages, including introduction, apperception, concept instillation, practice, evaluation, and conclusion. These stages align with learning theory, which emphasizes the importance of readiness and reinforcement in the learning process [16].

From a learning strategy perspective, the use of direct methods, repetition, and affection has proven effective. Repetition in learning plays a crucial role in strengthening memory and reading fluency [16]. Meanwhile, an emotional approach (affection) creates a conducive learning environment and increases children's motivation [16]. From a learning media perspective, the use of bound books, teaching aids, and audio media helps children understand the material concretely [17]. This aligns with the characteristics of early childhood, where children learn through direct experience [16].

From a learning evaluation perspective, a tiered evaluation system allows for continuous monitoring of children's development. Evaluation serves not only as a measuring tool but also as a basis for improving learning [16]. Quantitatively, the increase in the average score from 42.87 to 89.80, along with the very large effect size, indicates that the

Ummi method is significantly effective. These findings reinforce the belief that appropriate methods, when supported by sound learning management, will result in optimal learning.

The effectiveness of the method can also be explained through Islamic pedagogical principles. The Ummi method adopts the concepts of *talaqqi*, modeling, habituation, and continuous guidance, which have long been recognized in Islamic educational traditions. Learning occurs not only through knowledge transmission but also through close interaction between teacher and learner [18]. The affection approach identified in this study reflects the Islamic educational principle of *tarbiyah*, where emotional support, compassion, and positive teacher-student relationships contribute to learners' motivation and confidence. A supportive learning atmosphere encourages children to participate actively and reduces anxiety associated with reading unfamiliar Qur'anic texts.

The findings are generally consistent with previous studies that reported positive effects of the Ummi method on Qur'an reading achievement. Previous research found that the method improved students' reading competence through structured instruction, repetition, and teacher guidance. However, this study extends the existing literature by demonstrating that instructional effectiveness is closely associated with learning management practices. While earlier studies primarily examined the effectiveness of the Ummi method as a teaching approach, the present study highlights the importance of planning, implementation, supervision, media utilization, and evaluation processes as supporting factors that enhance learning outcomes. Therefore, the findings suggest that the success of the Ummi method is not merely a result of the instructional technique itself but also of the quality of its implementation.

Several mechanisms may explain why the integration of the Ummi method and learning management produces positive outcomes. First, repetition strengthens memory retention and reading fluency through continuous reinforcement. Second, direct instruction provides explicit guidance that reduces errors in pronunciation and *tajwid* application. Third, emotional support and positive teacher-student interactions increase learners' engagement and motivation. Fourth, structured learning management ensures consistency in instructional delivery, monitoring, and evaluation, enabling children to receive appropriate support according to their learning progress. These elements work synergistically to create an effective learning environment [19].

Despite these positive findings, several implementation challenges were identified. Teacher-related factors remain important, particularly regarding mastery of the method, consistency of instructional delivery, and the ability to manage diverse learning needs among children [20]. Resource limitations, including learning facilities and instructional media, may also influence the effectiveness of implementation. In addition, maintaining consistency in applying all stages of the Ummi method requires continuous supervision and professional development. These challenges indicate that successful implementation depends not only on the availability of an instructional method but also on institutional support and teacher preparedness [21].

The quantitative findings revealed a very large effect size, suggesting a strong intervention effect [22]. However, this result should be interpreted cautiously. The study involved a relatively small sample drawn from a single institution and employed a one-group

pretest-posttest design without a comparison group. Such conditions may contribute to larger effect size estimates and limit the generalizability of the findings. Consequently, although the results indicate substantial improvement within the study context, broader conclusions should be made carefully until supported by studies involving larger and more diverse populations [23].

An important contribution of this study is the clarification of the relationship between instructional methods and learning management. The findings indicate that the effectiveness of the Ummi method is strengthened when implemented within a well-organized learning management framework [24]. The instructional method provides the pedagogical approach, while learning management ensures that the approach is delivered systematically, monitored continuously, and evaluated effectively [25]. Therefore, the improvement in children's Qur'an reading skills appears to result from the interaction of both components rather than from either factor operating independently [26]. This perspective contributes to a more comprehensive understanding of effective Qur'anic literacy development in early childhood education.

4. CONCLUSION

This study demonstrates that the effectiveness of Qur'anic learning in early childhood is influenced not only by the instructional method employed but also by the quality of learning management that supports its implementation. The integration of the Ummi method with well-organized planning, implementation, supervision, and evaluation processes creates a learning environment that facilitates the development of children's Qur'an reading skills while fostering positive learning attitudes. These findings reinforce the importance of combining pedagogical approaches with effective educational management to achieve optimal learning outcomes in Islamic early childhood education. The study has several practical implications. For Qur'anic teachers, the findings highlight the importance of applying structured teaching procedures, continuous assessment, and child-centered learning strategies. For Islamic early childhood education institutions, the results emphasize the need to strengthen teacher training, supervision systems, and instructional support facilities to ensure the quality and consistency of Qur'anic learning. In addition, curriculum developers may consider integrating systematic Qur'anic literacy programs with clear learning management frameworks to enhance instructional effectiveness.

Despite its contributions, this study has several limitations. The research was conducted in a single institution with a relatively small sample size, limiting the generalizability of the findings. Furthermore, the intervention was implemented within a limited period, which does not allow for an examination of the long-term sustainability of learning outcomes. Future studies are recommended to involve larger and more diverse populations across different educational settings to improve external validity. Comparative studies examining the Ummi method alongside other Qur'anic learning approaches may provide a broader understanding of instructional effectiveness. Longitudinal research is also needed to investigate the persistence of learning gains over time. In addition, future research may explore the integration of digital Qur'anic learning tools and technology-assisted

instruction to support children's engagement and learning achievement in contemporary educational contexts.

Overall, this study contributes to the growing body of knowledge on Qur'anic literacy development in early childhood education by highlighting the role of learning management as a key supporting factor in the successful implementation of the Ummi method. The findings may serve as a reference for educators, educational institutions, and policymakers seeking to improve the quality of Qur'anic education for young learners.

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