

Application of the ummi method in teaching early childhood to read the Qur'an at Sabilul Khoirat Qur'anic Preschool Cilimus

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Article Info

Article history:

Received September 18, 2025

Revised October 01, 2025

Accepted October 14, 2025

Keywords:

UMMI method

Al-qur'an

Early childhood education

Abstract

Even though the majority of Indonesia's population is Muslim, the country nevertheless faces a significant problem with illiteracy in reading the Qur'an. This study aims to describe the implementation of the Ummi Method at Sabilul Khoirat Qur'anic Preschool, Cilimus, and to identify supporting and inhibiting factors. Using a descriptive qualitative design, data were collected through documentation, interviews, and observations involving the principal, eight certified teachers, and parents. The results show that Qur'anic learning is conducted systematically every Monday to Thursday from 08.00–09.00 AM using classical, read-and-listen, and individualized methods. Children progress through Ummi volumes 1–6, with advanced learners focusing on tajwid and makharijul huruf. The findings indicate that approximately 90% of Group B children successfully memorized 15 short surahs and were able to read the Qur'an with correct pronunciation. Overall, the Ummi Method has proven effective in improving children's Qur'anic literacy and fostering enthusiasm for learning the Qur'an.

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INTRODUCTION

The ability to read the Qur'an properly and correctly is a fundamental part of Islamic education, especially for young children (Sabilla & Zainab, 2025). However, the reality on the ground shows that the rate of Qur'an illiteracy in Indonesia is still very high (Tanjung et al., 2023). According to data from the Central Statistics Agency (BPS) and the Indonesian Institute of Quranic Studies (IIQ), more than 50% of Muslims in Indonesia are unable to read the Quran with proper recitation (Rosyad et al., 2024). This situation indicates that the teaching methods used are still not fully effective, especially during early childhood, which is the golden age of cognitive and spiritual development for children (Nurachadijat & Selvia, 2023).

Early childhood education (PAUD) is a strategic starting point for instilling religious values and the ability to read the Qur'an (Aprida & Suyadi, 2022). Early childhood is a sensitive period, a time for play, and the most effective stage for shaping a child's character and foundational skills, including the ability to read Arabic letters and pronounce them correctly (Alucyana et al., 2020). Therefore, a method is needed that is not only easy to understand but also enjoyable and capable of fostering children's love for the Quran.

The UMMI Method offers a solution to this challenge. Developed by the UMMI Foundation, this method emphasizes three main principles: easy, enjoyable, and heartfelt (Nobisa & Usman, 2021). This approach resembles the way a mother teaches her child a language with love, repetition, and direct methods (Syaikhu, 2022). With its systematic structure and humanistic approach, this method is considered suitable for application to young children (Al Muiz & Umatin, 2022).

Sabiilul Khoirat Cilimus has been studying the Qur'an using the UMMI Method since 2020. The school is well-known for its top-notch structured religious education programs, which include daily worship, memorizing brief surahs, and mastering tartil. This study intends to describe how the UMMI Method is used to teach early childhood students to read the Qur'an at the Qur'an Sabiilul Khoirat Cilimus Early Childhood Education Center. Researchers have taken notice of the institution's success in enhancing children's Qur'anic literacy. This study also determines the method's impact on students' reading comprehension of the Qur'an and its positive, motivating impacts on them.

METHOD

Researchers can thoroughly examine how the UMMI Method is applied to teaching young children to read the Qur'an thanks to the study's qualitative descriptive methodology (Yulina et al., 2023). Understanding the phenomenon from the viewpoint of the participants and describing how this method is actually used in the setting of the Al-Qur'an Sabiilul Khoirat Cilimus Early Childhood Education Center are the primary goals of this approach.

Participatory observation, in-depth interviews, and documentation were used to collect data (Rifa'i, 2023). Direct observation of the Qur'anic reading instruction process utilizing the UMMI Method was used to make observation (Ardiansyah et al., 2023). Parents, teachers, and school principals were interviewed in order to get data from a variety of viewpoints (Haryato et al., 2024). In the meanwhile, schedules, photographs, and administrative proof of the method's application were employed as documentation to support the data (Sulistiyarini et al., 2024).

Participants in this study consisted of the school principal, eight teachers, and several parents. The teachers involved in the study had undergone certification training from the UMMI Foundation, giving them a good understanding of the stages and strategies of learning. The research location was chosen purposively because the PAUD was a pilot for the implementation of the UMMI Method in the Cilimus area of Kuningan. Data analysis was conducted through three stages: data reduction, data presentation, and drawing conclusions (Wau & Sarumaha, 2022). Data validity was tested using source triangulation and technique triangulation (Susanto et al., 2023). Thus, the results obtained are expected to objectively, comprehensively, and scientifically account for the process of implementing the method (Waruwu et al., 2025).

RESULTS AND DISCUSSION

Result

1. Application of the UMMI Method in Al-Qur'an Learning

The implementation of the Ummi Method at Qur'an Sabiilul Khoirat Cilimus Preschool was conducted in a systematic and continuous manner. Learning took place every Monday to Thursday from 08.00–09.00 AM using three approaches: classical, read-and-listen, and individualized. The teachers involved had been certified by the Ummi Foundation and regularly attended monthly tahsin sessions to maintain quality standards. The learning process followed several stages: opening, apersepsi, concept introduction, concept understanding, skill practice, evaluation, and closing. Children were guided

progressively through Ummi volumes 1 to 6, with advanced learners given reinforcement in tajwid and makharijul huruf to achieve tartil proficiency.

2. The Influence of the UMMI Method in Efforts to Improve Children's Ability to Read the Qur'an

The results showed that approximately 90% of Group B children achieved the target of memorizing 15 short surahs and were able to read the Qur'an with correct pronunciation in accordance with tajwid. Observations indicated that children were enthusiastic during Qur'an sessions, and interviews with parents revealed that their children showed greater motivation to memorize and read at home compared to before the use of the Ummi Method.

3. Supporting and Hindering Factors in the Implementation of the UMMI Method

Supporting factors included: (a) the readiness of certified teachers, (b) support from the school principal and foundation, (c) regular teacher tahsin and supervision, and (d) a systematic and structured learning plan. Inhibiting factors were: (a) limited learning time, (b) varying levels of children's abilities within one class, (c) limited use of interactive learning media, and (d) parents' initial hesitation in allowing their children to restart from the first Ummi volume.

Discussion

The findings confirm that the Ummi Method is effective in improving early childhood Qur'anic literacy. Its systematic structure, supported by trained teachers and regular supervision, contributes significantly to children's achievement. From the perspective of the children, the method created a joyful and engaging learning atmosphere. The use of a consistent rhythm (rost) with two tones (high and low) helped maintain focus and emotional stability. The achievement of 90% of Group B mastering 15 short showed that the Ummi Method enhances tajwid accuracy and nurtures a love for the Qur'an. Despite these positive outcomes, challenges remain. Limited learning duration and differences in children's abilities are significant obstacles. The lack of interactive media also reduces engagement, indicating a need for integrating digital resources into Qur'an learning. Parental initial reluctance to repeat from the first volume further underscores the importance of strong collaboration between schools and parents. In conclusion, the Ummi Method not only develops technical reading skills, including tajwid and makharijul huruf, but also nurtures enthusiasm and emotional attachment to the Qur'an. To strengthen its impact, institutions should consider extending lesson time, diversifying learning media, and enhancing cooperation between teachers and parents.

CONCLUSION

At the Al-Qur'an Sabiilul Khoirat Cilimus Early Childhood Education Center, the UMMI Method is implemented in a methodical and planned way when teaching Quran reading. From the beginning to the end, the qualified teachers follow the steps of the UMMI Method when implementing the learning process. Every Monday through Thursday, lessons are taught using personalized, read-and-listen, and classical methods, and are adapted to the skill level of each kid according to the volume they have mastered.

The UMMI Method has been shown to significantly improve young children's ability to read the Quran. Children are taught how to correctly read the Arabic alphabet as well as how to recite it using the tajwid and makharijul huruf norms. This method not only enhances technology but also fosters children's love of the Quran because learning is done in an enjoyable and compassionate manner. The success of this approach's implementation is influenced by a number of factors, including teacher competency, parental involvement, regular evaluations, and school administrator support. However, there are also challenges, such as time constraints, a lack of variety in the learning materials, and early kid and parent adaptability. Therefore, it is imperative to continuously increase learning time, parent communication, and support facilities in order to guarantee that the UMMI Method is applied as successfully as feasible in the future.

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