


THE EFFECTIVENESS OF TAHSIN PROGRAM AND THE ABILITY TO READ AL QUR'AN

Arif Cahyono 1, Ida Rindaningsih 2
Muhammadiyah University of Sidoarjo

Article Info	ABSTRACT
<p>Article history: Received Febr 21, 2024 Revised March 16, 2024 Accepted March 17, 2024</p> <p>Keywords: Ummi Methods Tahsin Program Teacher TPQ</p>	<p>This study describes the effectiveness of the Ummi Method Tahsin Program in an effort to improve the competence of reading the Qur'an for TPQ teachers. This research model is qualitative research using descriptive methods (library research). The data analysis process is carried out by means of: data reduction, data presentation and data verification. The results of the research are as follows; Effect or impact of the Ummi Method Tahsin Program implemented by the Taman Region Ummi Management in an effort to improve the competence of reading Al-qur'an prospective teachers or TPQ teachers according to the quality standards of the Ummi Method is getting better. The indicator is the increasing quality of Al-Qur'an Teachers and students in TPQ or in Islamic schools so that it has an impact on increasing the quantity of students who are included in the munaqasyah (Final Al-Qur'an Exam) organized by the Sidoarjo Regional Ummi Board 2 times a year.</p> <p>This is an open-access article under the CC-BY 4.0 license.</p> 

Corresponding Author:

Arif Cahyono

Muhammadiyah University of Sidoarjo

Email: acahyono341@gmail.com

INTRODUCTION

The Qur'an as the main source is used as a Tahsin study material with the Ummi method, especially in the field of reading. The Qur'an is the word or kalam of Allah SWT and a miracle (which is able to defeat or weaken the enemies of the Prophet or Prophet) which was revealed to the Prophet Muhammad SAW. Through the intercession of the angel Gabriel, beginning with the first letter of al-Fatihah and ending with the last letter of An-Nas, and written in the mushaf and considered a continuation of Sanad up to Mutawatir or the Prophet. As an affirmation of authenticity, and if we read it, it is an act of worship that will be rewarded. (Husin & Arsyad, 2022).

One aspect that needs attention is the Competence of the Al-Qur'an Teacher at TPQ (Al-Qur'an Education Park) and in Islamic Schools where there is Al-Qur'an Learning, the goal is to realize the Qur'anic generation, morally good and good at religious knowledge. This lofty ideal requires a competent Al-Qur'an Teacher figure and according to the qualifications as a Al-Qur'an teacher, especially the ability to master the material, namely the ability to read the Al-Qur'an according to the rules of tajweed or tartil.

(Mujahidah, 2020). Thus the Al-Qur'an Teacher has an important role in teaching and learning at TPQ and in Islamic Schools, namely making students good at and accustomed to reading the Al-Qur'an. More importantly, it is to instill akhlaqul karimah to students according to the core values in the Qur'an and become role models or examples for their students (uswatun khasanah). (Hidayat et al., 2018).

Achieving the competence of Al-qur'an teachers in TPQ and Islamic schools is very important for the development of students in TPQ and Islamic schools. Therefore, efforts to improve competence in carrying out the teaching and learning process need to continuously receive attention from those responsible for the education system. (Amanullah & Sutarman, 2021). Therefore, the effectiveness of the Ummi Method Tahsin Program in improving the ability of TPQ teachers is interesting to study. It is imperative for TPQ teachers to have the ability to read properly and correctly in accordance with tajweed, participate in training in the Al-Qur'an reading method and obtain a teaching certificate organized by the fostering institution (Director General of Islamic Boarding School Education, Decree number 91 of 2020 accessed (June 10, 2021), <https://pontren.com/2020/09/22/standar-kompetensi-guru-tpq/>). (Siti Amaliati, 2021).

METHODS

This research uses library research methods, library research is a research approach that collects and analyzes information in various forms of written works such as scientific articles, books, and other sources (Afandi & Kurnia, 2023). By using this literature research method, this research is expected to present an in-depth understanding of the Effectiveness of the Tahsin Program and the Ability to Read the Qur'an, contribute to scientific literature, and provide practical guidance for educational institutions that want to improve the ability to read the Qur'an of TPQ Teachers. The data analysis used is qualitative analysis which is carried out by describing, interpreting, and explaining the data in depth so as to produce a certain relationship pattern (Hamzah, 2019).

RESULTS AND DISCUSSION

Ummi Method Not Just a Method, But a System

The word Ummi comes from the Arabic "ummun" which means my mother with the addition of "ya mutakallim." The choice of the name Ummi is also to honor and remember the services of the mother. There is no one who is most meritorious to all of us except our parents, especially mothers.

It is the mother who teaches us many things and the person who successfully teaches the language in this world is the mother. The approach used in learning Al- Quran Ummi method is the mother tongue approach. (Mujahidah, 2020)

The Mother Language approach has three elements, the three elements are as follows (HANHAN NURHAYATI, 2018) : DIRECT METHOD - Read directly without spelling or explanation. Or in other words learning by doing, learning by doing directly. REPETITION - The recitation of the Qur'an will be more visible in its beauty, strength, and ease when we repeat verses or letters in the Qur'an. Similarly, a mother teaches language to her child. The strength, beauty, and ease are also by repeating words or

sentences in different situations and conditions. AFFECTION - The power of a mother's love, sincere AFFECTION and patience in educating her children is the key to her success. Likewise, a teacher who teaches the Quran if he wants to be successful should emulate a mother so that the teacher can also touch the hearts of their students.

Quality Strength of Ummi Method

The Ummi method does not only rely on the strength of the book used by children in learning the Qur'an but rather on 3 main strengths (Aziz, 2023):

1. A good method Ummi Method Book:
 - a) Systematically organized according to the psychology and stages of people learning the Qur'an.
 - b) Developed by a team of experienced Qur'anic learning experts in collaboration with system experts.
 - c) It is authenticated by Qur'an scholars who have a Muttashil chain up to the Messenger of Allah. (Qiraat Asyarah Ash Shugra)
2. A quality teacher(Mustikawati, 2019) Ummi Method teachers have qualifications:
 - a) Tartil Recitation of the Qur'an.
 - b) Mastering Ghorib & Tajweed.
 - c) Istiqomah Tilawah Al-Qur'an.
 - d) Mastering Methodology.
 - e) Da'i & Murobbi at heart.
 - f) Time Discipline.
 - g) Commitment to Quality.
3. Robust system

A solid system in the Ummi method is known as the 10 pillars of the quality system. To achieve quality results all users of the Ummi method are ensured to apply the 10 pillars of the Ummi quality system. Between one pillar with another is a series that cannot be separated in its implementation.

10 Pillars of Quality of Ummi Method (Aulia Safitri & (2022), 2022)

1. Management Goodwill - Willingness, support and attention from the institution's leadership or managers towards Qur'anic learning.
2. Teacher Certification - All teachers have passed tashih and participated in training on methodology and management of Qur'an learning management of the Ummi method.
3. Adequate Time - The time required is at least 4-5 times a week with each meeting lasting 60-70 minutes and will be enhanced by additional self-practice.
4. Proportional Teacher-Student Ratio - The ideal ratio in learning to recite the Qur'an is one teacher teaching 10 students or a maximum of 15 students.
5. Reliable Coordinator - Experience from many educational institutions shows that the Al-Quran coordinator determines the success of Al-Quran learning in the institution. Al-Quran learning with good results can almost certainly be ascertained that the coordinator is also good or reliable and vice versa many

quality problems in Al-Quran learning whose source of the problem is from the lack of functioning of the coordinator. So a reliable coordinator is one of the key pillars that affect the optimization of the function of other quality pillars.

6. Clear and Measurable Targets - There are clear and measurable targets for the achievement of each stage so that it is easy to evaluate its completeness.
7. Good and Correct Stages - Stages that are in accordance with the characteristics of the object to be taught, and stages that are in accordance with what fields we will teach and stages that are in accordance with the problem of people's ability to read the Qur'an.
8. Consistent Mastery Learning - The expected completeness in ummi is 90% - 100%. Especially in volumes before tajweed and gharib. The basic principle in mastery learning is that students may only proceed to the next volume if the previous volume is really good and fluent.
9. Internal and External Quality Control - Quality control carried out by internal (coordinators / principals in the institution) and external control from the Regional Ummi and / or Ummi Foundation Center.
10. Progress Report of Each Student - The Ummi system is made so that each student gets the best service during the learning process, so that a detailed evaluation of

each student every periodic must be carried out by teachers and management, both daily, weekly, monthly evaluations, when increasing volumes, and final exams (munaqasyah) students. (Rajab & Sahrawi Saimima, 2019)

Conceptual or Theoretical Foundation

There are several traditions that state the virtues of reading the Qur'an and how to read it, the Prophet also explained about the rewards and the magnitude of Allah's grace that will be obtained when reading the Qur'an in places that are suitable or appropriate for reading it, such as mosques, surau or mushalla (Efendi & Kasih, 2022). The news is contained in a very famous Prophetic hadith which is also valid, the hadith reads: "to people who like to congregate in houses of worship. Reading the Qur'an in turn and teaching each other. Then surely there will descend upon him a tranquility as well as tranquility. Upon them will also be showered all mercy and they will be guarded by the angels. Allah will always remember them" (H.R Muslim)

Based on the above Hadīth, it is clear to us that the mercy of Allah is very great. It is bound to those who read and study the Qur'an, reading whether they understand the meaning or not, everything is included in worship, good deeds and also gives grace and benefits to those who do it. In another hadith mentioned by the Prophet: "Let you give light in your household by praying as well as reading the Qur'an" (HR. Baihaqi) (Syofrianisda, 2018: 302). Reciting the Qur'an is an activity or culture that has long been a culture of Indonesian society, not only that, reciting the Qur'an is an activity that is worth worship for Muslims. However, today as a result of a cultural shift that greatly impacts Muslims, where Muslims today prefer to watch soap operas and movies (Andhika, et al., 2022). So that many Muslims are willing to spend their time watching television or playing cellphones rather than opening the Mushaf Al-Qur'an (Gunawan,

2019). Moreover, it is widely found in the field that there is a weak ability of the young generation of Islam to read the Qur'an, of course, Muslims should be saddened to see the condition of the current generation of Muslims, so seeing this phenomenon requires activities that lead to refocusing on reciting the Qur'an (Syahputra, et al., 2022). Of course, Muslims should be saddened to see the condition of the current generation of Muslims, so seeing this phenomenon requires activities that lead to refocusing on reciting the Qur'an (Syahputra, et al., 2022) (Faisal et al., 2023).

IMPLEMENTATION METHOD

1. **PLANNING**, The Ummi Method Management in the Taman Region publishes the TASHIH (Pre Test) agenda for ummi method teachers on certain dates who want to take part in the Ummi Method Tahsin Program in the Taman Sidoarjo Region, through flyers that are shared to social media and Whatsapp groups.
2. **ORGANIZING**, the Taman Region Ummi Method Management coordinates TASHIH activities by dividing JOBDISK to the Management, in the Registration section, in the Participant Data Collection section, in the Tester / Pentashih section.
3. **ACTUATING**, according to the date of implementation of the activity, Pre Test / Tashih (a term that is often used) activities are carried out. The aim is to determine the ability of the participants to read the Qur'an at the beginning, so that it will be easy to treat and make groups according to the ability of the participants.
4. **CONTROLLING**, at the end of the learning Tahsin Al-Qur'an Ummi method will be implemented Post Test as a form of controlling and evaluation of the implementation of Tahsin. From this Post Test activity will get the results of participants who have standardized their reading of the Qur'an or maybe who are still not standardized reading, and further handling is needed.

In order for Tahsin learning Ummi Method to run more effectively and efficiently, a teacher must pay attention to the 7 stages of learning in the Ummi method, are the stages as follows:

7 Stages of Learning Ummi Method

1. **Opening** - The activity of conditioning the students to be ready to learn, followed by opening greetings and reading the opening prayer for learning the Qur'an together.
2. **Apperception** - Repeating the mysteries that have been taught before to be associated with the material that will be taught today.
3. **Concept Planting** - The process of explaining the material/topic that will be taught today.
4. **Concept Understanding** - Make the child understand the concept that has been taught by training the child on the examples written under the subject matter.

5. Exercises / Skills - Skills or exercises are to facilitate the child's reading by repeating the examples or exercises on the subject matter page or exercise page.
6. Evaluation - Evaluation is the observation as well as assessment through the achievement book of the child's reading ability and quality one by one.
7. Closing - Closing is conditioning children to remain orderly, then reading the closing prayer and ending with a closing greeting from Ustadz or Ustadzah.

Umami Method Learning Model

Among the specifications of the Umami methodology is the use of a learning model that allows for very conducive classroom management, resulting in the integration of

Qur'anic learning that does not only emphasize the cognitive realm. The methodology is divided into 4 (four), (Mujahidah, 2020) namely:

1. Private/Individual

Private or individual methodology is a method of learning the Qur'an that is carried out by calling or teaching students one by one while other children are given the task of reading alone or writing Umami books. This methodology is used if :

- a. The number of students is large (varied) while the teacher is only one
- b. If the volumes and pages are different (mixed)
- c. Usually used for low volumes (1-2)
- d. Widely used for kindergarten age children

2. Classical Individual

The individualized classical method is a method of learning to read the Qur'an which is carried out by reading together the pages determined by the teacher, then after being considered complete by the teacher, learning continues with individuals.

This method is used if :

- a. Used if the volumes in a group are the same, but the pages are different.
- b. Usually used for volumes 2 or 3 and above.

3. Read and Listen Classical

The classical read-simak methodology is a methodology for learning to read the Qur'an which is carried out by reading together the pages determined by the teacher, then after being considered complete by the teacher, the learning continues with a read-simak pattern, namely one child reading while the other listens to the page read by his friend.

This is done even though the page read by one child

different from other children's reading pages. This method is used if :

- a. Used if the volumes in a group are the same, different pages
 - b. Usually widely used for volumes 3 and above or teaching al-Qur'an classes.
4. Pure Read-Listen Classical

The classical method of pure reading and listening is the same as the classical method of reading and listening, the difference is that if the classical reading and listening is pure, the volumes and pages of children in one group are the same.

UMMI SUBJECT MATTER

The subject matter of the Ummi Method Book delivered to the Tahsin participant teachers includes (Tarmizi, 2021) :

- a. Ummi Method Book Volume 1- 20
 - 1) Introduction of single letters (hijaiyah letters) from alif to ya
 - 2) Introduction of single letters with fathah from A to Ya
 - 3) Read 2 - 3 single letters with fathah letters A to Ya
- b. Ummi Method Book Volume 2
 - 1) Introduction to the harokat kasrah and dlommah, fat-hatain, kasratain, and dlommatain.
 - 2) Introduction of the conjunction letters Alif to Ya
 - 3) Introduction to Arabic numerals 1 - 99
- c. Ummi Method Book Volume 3
 - 1) Introduction to long punctuation (Mad thabi'i)
 - a) Fathah followed by alif and long fathah
 - b) Kasrah followed by Ya" sukun and long kasrah
 - c) Dlammah followed by wawu sukun and long dlammah
 - 2) Introduction to long punctuation marks (mad wajib muttashil and mad jaiz munfashil) 20 Masruri, A. Yusuf MS, Learning to Read the Qur'an Ummi Volume 1 - 6, Surabaya: CV. Ummi Media Center, 2020. 104
 - 3) Introduction to Arabic numerals 100 - 500
- d. Ummi Method Book Volume 4
 - 1) Introduction of letters that are suppressed in reading
 - 2) Introduction to the tashdid/shiddah suppressed reading sign
 - 3) Distinguish how to read the letters:
 - a) Shunkered Tha", Sin, Shin
 - b) "Ain, a Hamzah that is shunted
 - c) Ha", Kha", Ha", and the hyphenated ones
- e. Ummi Method Book Volume 5
 - 1) Introduction and understanding of how to Mewaqaqkan
 - 2) Introduction and understanding of Ghunnah/drone reading
 - 3) Introduction and understanding of Ikhfa'/faint reading

- 4) Introduction and comprehension of Id-gham Bighunnah (recited with a buzzer)
 - 5) Introduction and understanding of Idgham Mimi / Mithli (read with a buzz)
 - 6) Introduction and understanding of the recitation of Ikhfa" Shafawi (read with a buzz)
 - 7) Introduction and understanding of Iqlab recitation
 - 8) Recognition and understanding of the letters of Maqtu'ah
 - 9) Introduction and understanding of how to recite the word of Allah (tafkhim and tarqiq).
 - 10) Introduction and understanding of Arabic numerals
- f. Umami Method Book Volume 6
- 1) Introduction and understanding of Qalqalah (mantul) recitation
 - 2) Introduction and understanding of Idgham Bilaghunnah recitation
 - 3) (read not buzzed)
 - 4) Introduction and understanding of Izhar/clear reading (read without buzzing)
 - 5) Introduction and understanding of tartil recitation of the Qur'an at the beginning of surah al-Baqarah
 - 6) Introduction to various kinds of waqaf and wasal signs
 - 7) How to read nun-'iwad, at the beginning of the verse and in the middle of the verse.
 - 8) Reciting Ana, the Na is read short when wasal.
- g. Umami Gharib Qur'an Method Book
- 1) Introduction to Gharib/mushkilat recitations in the Qur'an
 - 2) Introduction to careful reading when reciting it in the Qur'an.
- h. Umami Tajweed Method Book Basic Introduction to tajweed theory in a practical way starting:
- 1) Ruling of the Nun Sukun or Tanwin
 - 2) Ghunnah (Nun and Mim with mashdid)
 - 3) Ruling of Mim Sukun
 - 4) Types of Id-gham
 - 5) The ruling on the word Allah
 - 6) Qalqalah
 - 7) Izhar Wajib
 - 8) Ruling of Ra" (tafkhim and tarqiq)
 - 9) Ruling of Lam Ta'rif (al-Qamariyah and al-Syamsiyah)
 - 10) Types of Mad (Mad Tabi "i to Mad Far "i).(Hidayat et al., 2018)

CONCLUSION

That the effectiveness of the Tahsin Program of the Umami method in an effort to improve the competence of TPQ teachers shows a significant improvement in quality, especially in terms of reading the Al-Qur'an of TPQ teachers.(Siti Amaliati, 2021)

1. Implementation or implementation of learning the Qur'an using the Umami method has been running systematically, basic skills and indicators have been set. Implementation of the Umami method lasts 2 hours per meeting, 2 times (Saturday and Sunday) a week. When learning is carried out, the model used is

the classical read- simak model, namely (reading together the page determined by the Trainer followed by read-simak or others listening and listening to the reading. The delivery process will make it easier for participants to understand and apply good Qur'anic reading

accompanied by tajweed.

2. The results of the implementation or implementation of Al-Qur'an learning using the Ummi method are quite effective. Because the Ummi method is very useful for improving the quality of reading the Qur'an to Tahsin participants. The Ummi method is also included in the category of methods that are easy to understand in learning the Qur'an because in learning it uses a special rhythm (rost). And with the application of the Ummi method in learning the Qur'an, Tahsin participants (TPQ teachers) have a very significant change, namely the quality in reading and memorizing is getting better in accordance with the rules of tajweed (tartil).

REFERENCES

- [1]. Amanullah, W. A., & Sutarman, S. (2021). Efforts to Develop Teachers of Al-Qur'an Education Park. *AL-ASASIYYA: Journal Of Basic Education*, 5(2), 70-84. <https://doi.org/10.24269/ajbe.v5i2.4691>
- [2]. Aulia Safitri, & (2022). (2022). The EFFECTIVENESS OF UMMI METHODS ON THE ABILITY TO READ THE AL-QUR'AN IN 6th GRADE STUDENTS AT MIT AL-FATIMIYAH AN-NUR ROROTAN JAKARTA UTARA Thesis. 5(3), 248-253.
- [3]. Aziz, A. Z. (2023). Implementation of Ummi Method in Introducing Makhorijul Letters in Ar-Rahmah Kindergarten Sumenep. *Journal of Islamic Thought and Science*, 6(1), 77-111. <https://jurnal.instika.ac.id/index.php/jpik/article/view/457/219>
- [4]. Faisal, M., Marisa, S. N., Fisa, T., Amiruddin, A., & Rahim, R. A. (2023). Optimizing the Qur'an Tahsin Method for Students at MAN 1 Meulaboh. *Meuseuraya - Journal of Community Service*, 2(1), 1-7. <https://doi.org/10.47498/meuseuraya.v2i1.1839>
- [5]. HANHAN NURHAYATI, N. I. M. 15430001. (2018). Implementation of the Ummi Method in Improving Children's Qur'an Memorization in Group B Nabi Muhammad Tkit Al-Khairaat Warungboto Umbulharjo. 124. <https://digilib.uin-suka.ac.id/id/eprint/35004/>
- [6]. Hidayat, S., Maya, R., & Sarifudin, A. (2018). Implementation of the At-Tahsin Method in Improving the Ability to Read the Qur'an at the Al-Qur'an Education Park (TPA) Hunafa Anak Saleh and Saleha Jagakarsa District, South Jakarta City. *Prose*

PAI: Proceedings of Al Hidayah Islamic Religious Education, 1(1),75-87.

- [7]. Husin, H., & Arsyad, M. (2022). Implementation of Tahsin Method to Improve the Ability to Read the Qur'an at MI Darul Falah. *Al-Muhith: Journal of Qur'an and Hadith Science*, 1(1), 16. <https://doi.org/10.35931/am.v1i1.939>
- [8]. Mujahidah, F. (2020). Implementation of the Ummi Method in Learning to Read the Qur'an (Case Study of SDIT Al-Hikmah Pamulang South Tangerang). 20.
- [9]. Mustikawati, R. (2019). IMPLEMENTATION OF UMMI METHOD IN TPQ AR ROHMAN AR ROHIM IN LEARNING AL-QUR'AN IN DUKUH TANJUNGSARI KELURAHAN TEGAL GEDE KARANGANYAR REGENCY YEAR 2016/2017. *Angewandte Chemie International Edition*,6(11), 951-952., 2.
- [10]. Rajab, L., & Sahrawi Saimima, M. (2019). Ummi Method and its Learning.
- [11]. Siti Amaliati, H. I. (2021). Efforts of Al-Abror Foundation in Improving the Competence of Tpq Teachers in Kebomas District, Gresik Regency. *INSPIRASI (Journal of Islamic Education Studies and Research)*, 5(2), 234. <https://doi.org/10.61689/inspirasi.v5i2.290>
- [12]. Tarmizi, A. (2021). QUALITY MANAGEMENT OF AL-QUR'AN EDUCATION UMMI METHOD IN SDIT NUR HIKMAH BEKASI. 6.