

The Implementation of Qur'an Learning through The Ummi Method at Islamic Kindergarten Widya Cendekia

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Abstract:

This study aims to determine the learning of *al-Qur'an* through the Ummi method at Islamic Kindergarten Widya Cendekia. This research employs a qualitative research approach with a case study design. The data were obtained from the results of observations, interviews, and document reviews. The results showed that the application of the Ummi method carried out by Islamic Kindergarten Widya Cendekia in learning *al-Qur'an* had a good effect on children's ability to read *al-Qur'an* properly and correctly and increased their ability to memorize *al-Qur'an*. This can be seen from the response and behavior of students when learning *al-Qur'an* using the Ummi method. The students were able to follow the reading tonnes of Ummi and *tajwid* (the structure of Qur'an recitation). Certified teachers who routinely conduct training in learning the ummi method and the availability of teaching aids are both supportive and inhibiting factors in using the ummi method. The inhibiting factors in the implementation of the ummi method were that each group consisted of students who had different abilities or volume achievements, a lack of cooperation between parents and teachers in learning to read *al-Qur'an*, and a lack of teacher ability in managing Qur'an learning classes using the ummi method.

Keywords: *Ummi Method, Learning Al-Qur'an, Early Childhood.*

Introduction

Worship is an obligation for all religious people. In Indonesia, there are six religions recognized nationwide, including Islam, Protestant Christianity, Catholic Christianity, Buddhism, Hinduism, and Confucianism. Every religion must teach kindness. The majority of Indonesians adhere to Islam and its holy book, the Qu'an. *Al-Qur'an* is the holy book of Muslims that contains life guidelines and instructions for all Muslims. The verse in Kurnia says that the ability to read *al-Qur'an* is important for every devotee because the reading of *al-Qur'an* affects the psychological and physiological aspects of human beings¹. Reading skills and writing skills are two basic abilities

¹ Kurnia, Agus, "Implementasi Metode Al-Hidayah dalam Pembelajaran Baca Tulis Al-Qur'an". Jurnal Tasqif Volume 15, No. 1, (2017): 69-96

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that are bound together. The basic ability to write *al-Qur'an* also needs to be introduced to children. This is the obligation for every Muslim to study and practice al-Qur'an. Not just studying it, but when reading al-Qur'an, it must be tartilized, or in accordance with the rules of al-Qur'an, because if you read *al-Qur'an* not in accordance with the rules or not tartilized, it results in a mistake in the meaning of al-Qur'an.

Everyone has unique background knowledge which can impact children's ability to learn al-Qur'an; for example, children who attend Islamic boarding schools are more likely identified to have better skills and understanding because their environment promotes a good learning process of al-Qur'an. This is because parents are the first madrasa for their children. In this case, parents have an important role in teaching al-Qur'an. Hidayat proposed that al-Qur'an has a great influence on the child's brain and can increase his intelligence². This is because the tartil readings corresponding to its tajwid have a frequency capable of positively affecting the brain and restoring balance in the body. Qur'anic Learning. In addition to habituating and instilling love in children to facilitate the learning process, reading *al-Qur'an* can affect the performance of the child's brain. The reading of *al-Qur'an* is different from everyday language and will make children practice their way of thinking.

Qur'anic education is very important for early childhood and is expected to become knowledge for children in formal and non-formal institutions later. Early childhood is very important for early childhood and is expected to become knowledge for children in formal and non-formal institutions later. Early childhood is a "golden age" where all cells in the brain develop very rapidly, therefore the initial stimulation carried out by introducing the child to *al-Qur'an* and encouraging and supporting him in studying *al-Qur'an* from an early age will have a positive impact that will make the child have good character and ethics. Before teaching *al-Qur'an* to their children, parents must have knowledge provisions in accordance with the rules of learning *al-Qur'an* properly and correctly. But in reality, many parents have a busy life and pay little attention to their children's education. The majority of parents are more concerned with their children's academic abilities than religious and ethical studies.

Furthermore, many parents do not understand the proper Qur'anic learning methods to use with their children. The ability to study children is very important to develop because it is their provision in worship. In educational institutions, both TK/RA early childhood education and others must have their own methods and ways of doing Qur'anic learning. Parental involve-

² Hidayat, Bahril, "Pembelajaran Alquran pada Anak Usia Dini Menurut Psikologi Agama dan Neurosains". Proceedings Volume 2, (2017), 59-70.

ment is essential because, in addition to receiving learning at school, parents must repeat and reassure their children's understanding of the learning. The achievement of the learning objectives of *al-Qur'an* must also be supported by teachers who are certified professionals in their fields. To ensure this, the school must facilitate teachers' efforts to improve their expertise in the field of Qur'an learning. In addition, al-Qur'an's learning method must contribute to and have a good impact on the development of children's abilities. Al-Qur'an's learning method should also be packaged in an interesting and fun way so that children can follow along well and not get bored easily.

In learning al-Qur'an, there are various methods commonly used that are adjusted to the strategies and objectives of student learning achievement. In the scope of early childhood, one of the methods of learning *al-Qur'an* that is often used is the Ummi method. The Ummi method is a method that directly inserts and practices the *tartil* reading of *al-Qur'an* in accordance with the rules of science and tajwid. The word "Ummi" comes from the Arabic word "*ummun*," which means my mother. The word "Ummi" is also a representation of a form of respect for an affectionate mother. Thus, learning *al-Qur'an* with the Ummi method means using the same mother tongue used in the process of learning *al-Qur'an* by reading and memorizing. In the Ummi method, there are seven stages of learning: opening, perception, concept planting, concept understanding, practice or skills, evaluation, and closure. Based on the background above, the title of this study is "Implementation of Qur'anic Learning through the Ummi Method in Widya Cendekia Islamic Kindergarten."

Literature Review

1. Understanding al-Qur'an

Al-Qur'an etymologically comes from the word "*qara'a, yaqra'u, qira'atan, or qur'anan*," which means collecting and assembling letters and words from one part to another in an orderly manner. *Al-Qur'an* is both the source of religion and Islam's first and foremost teachings. *Al-Qur'an* is Allah SWT's revelation or word that was sent down to the prophet Muhammad SAW through the intermediary of the angel Gabriel, or in other ways using Arabic for guidance and instructions for humans, which is the Prophet Muhammad's greatest miracle and is then accepted by Muslims in a *mutawwir* manner. Chabib Thoha *Al-Qur'an* displays the most important part of life. There are very many verses of *al-Qur'an* and the hadiths of the Prophet that reveal the importance of living under the auspices of al-Qur'an, whether one is in the position of someone

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who studies *al-Qur'an* or one who forbids it³. Implementation of reading *al-Qur'an* in the classroom is needed. Reading is interpreted in various ways, including as an integrated unit that includes several activities such as identifying letters and words, connecting with sounds and their meanings, and drawing conclusions, which are the intent of reading. This means that the *Al-Qur'an* can have a good influence on a person both mentally and psychologically, as well as in their behavior in everyday life. As we know, life has many problems, tests, challenges, and negative things that always affect the erosion of faith values. Optimal *Al-Qur'an* learning will give birth to a Qur'anic generation that is able to prosper the earth with the *Al-Qur'an* and save world civilization in the future. An absolute requirement to bring up al-Qur'anic generation is an understanding of al-Qur'an, which begins with being able to read *al-Qur'an* properly and correctly according to predetermined rules. Rasulullah recommended learning to read *al-Qur'an* starting from childhood because children at that time had a very strong and large learning potential. Children will be very sensitive to something that is suggested and taught, so it will be easy for them to accept the lessons that are given. exhibits outside cultural influences that are manifested by rejection or silence.

2. Learning Method

The method is the most important part of the learning process; the existence of the method plays a significant role in the effectiveness with which children absorb the material conveyed by a teacher. The method can also be used as a way for the teacher to convey learning material to children; in general, the method contains things that make it easier for the teacher to convey learning material so that it can be well understood by children. The use of good methods must be based on the needs and abilities of the child and not burden the child. We can use good and correct learning methods to provide students with good conceptual understanding skills as well as to the learning material being taught by paying attention to the needs of children at school, thereby training children in developing their learning skills at school.

Komari in A. Ghafur states that the success of a learning method is influenced by several things, including (1) teacher ability, (2) children, (3) learning materials, (4) environment, (5) learning media/tools, and (6) learning objectives to be achieved. In learning *al-Qur'an* within the scope of formal education, every teacher needs a learning method that is able to improve the quality of children's reading of al-Qur'an. Therefore, each method of learning *al-Qur'an* has stages and steps that have differences in the implementation of learning. In order to ensure the success of learning al-Qur'an, teachers can use various methods and strategies to make the text easy for

³ Thoah, Chabib, *Metodologi Pengajaran Agama*, (Yogyakarta: Pustaka Pelajar, 1999), 24

children to learn. Ma'mun states that teaching *al-Qur'an* at an early level involves the introduction of letters, words, and sentences, as well as training and getting used to reciting Arabic letters with the correct makhraj. Next, introduce punctuation⁴. This will help teach Tajweed and songs at a reading level using rhythm. For young children, pronouncing letters or sentences in Arabic is certainly not an easy thing because it is very different from the language used in everyday life. Djarmah in Rahmat (2019:20) says that the learning method is a method used by educators to achieve the goals that have been set. In teaching children to read and write *al-Qur'an*, educators need to use learning methods so that children understand it more easily. In early childhood, there are stages or steps that can be taken so that children more easily understand what is conveyed. With a method that is easy for children to understand, learning will be more fun.

3. Ummi Method

The Ummi method is one of *al-Qur'an* learning methods that is often used in early childhood education institutions. The Ummi method was chosen because this method is closely related to a mother's love. The Ummi method is a way of learning *al-Qur'an* that is practiced directly and with the same reading beats. The Ummi method comes from the word "Ummun," which means "mother." The closeness and warm affection of a mother are the basis for why the Ummi method is often used in learning *al-Qur'an* in early childhood. The Ummi method has a quality system called 7.10.7, namely 7 Basic Programs (PD), 10 Quality Pillars (PM), and 7 Teaching Stages (TM).

According to Masruri and Yusuf (2011: 4), basically, there are 3 elements to the mother tongue approach, namely: direct method (direct method without much explanation), repetition, and sincere affection (ummi foundation)⁵. For more details, the author describes the situation as follows:

- a) The direct method is a straightforward approach that requires little explanation. A mother teaches her child directly, and the child does not need complicated theories in order to understand. According to this, children cannot understand if there are numerous explanations. A mother is enough to set an example, and children follow what is exemplified by their mother.
- b) Repeatition means repeatedly. To teach *al-Qur'an* to children, it absolutely must be repeated. The more repetitions, the smoother the reading.

⁴ Ma'mun, Muhammad, Aman. "Kajian Pembelajaran Baca Tulis Al-Qur'an". *Jurnal Pendidikan Islam*, Volume 4 No.1, (2018), 43

⁵ Masruri, A. Yusuf MS, *Modul Sertifikasi Guru Al Qur'an Metode Ummi*, (Surabaya: Ummi Foundation, 2011), 5

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- c) Sincere affection has a very positive influence on both the mother and the child. Sincere love will purify the heart and bring out sincerity, so that it becomes easier to teach and children can easily accept it.

There are four types of teaching methods, namely the Ummi method: 1) Private/Individual, 2) Classical – Individual, 3) Classical Read – Listen, and 4) Classical Read Listen–Pure. According to Masruri and Yusuf the advantages of the ummi method are 1) Improving the ability to read al-Qur'an. 2) Creating active learning where students can learn to read by spelling out the letter⁶. 3) In reading, spell out each letter letter by letter so as to speed up the process of mastering the ability to read al-Qur'an. 4) Can learn to recognize letters by peeling or deciphering the syllables used in the elements of the letter. 5) The presentation does not take a long time. 6) Can easily know various kinds of words.

According to Didik Hernawan and Muthoifin, the Ummi method has drawbacks, namely: 1) the system in the Ummi method requires a professional *Al-Qur'an* teacher. 2) The system in the Ummi method requires large funds because it requires a large number of teachers and large operational funds⁷. The Ummi method requires a large number of *Al-Qur'an* teachers to meet the ideal criteria. Foundations or institutions have to pay quite a lot for the salaries of *Al-Qur'an* teachers. In addition to foundations or institutions, they issue funds every year for supervision, training, and khataman activities that require large funds. 3) The Ummi method requires a long time of about 2 to 4 years to produce children who are able to read the Koran properly and correctly because there are too many handbooks or volume books, namely up to 40 pages, so that the achievement target is longer.

Methods

This research uses a qualitative research approach. A qualitative approach is a research method that outputs descriptive data in the form of oral and written words and the characters of several people observed. Qualitative research is used to obtain specific data that contains meaning. In qualitative research, a theoretical foundation is needed to guide the implementation of the research. The research method used in this study is the case study research method. A "case study" is a detailed examination of the subject or location of a particular document or event. There is a meaning in the case studied that can be taken in detail as a result of the use of these research questions. The instruments in this study are observation sheets, interviews, and

⁶ Masruri, A. Yusuf MS. *Modul Sertifikasi Guru Al Qur'an Metode Ummi*, (Surabaya: Ummi Foundation, 2011), 5

⁷ Didik Hernawan, Muthoifin, "Penerapan Metode Ummi Dalam Pembelajaran Al-Qur'an", *Jurnal PROFETIKA: Jurnal Studi Islam*, Vol. 19, No.1, (Juni 2018): 27 - 35

documentation. Research instruments are tools used to collect research data. According to Sugiono "An instrument is a measuring instrument used in research to measure observed natural and social phenomena⁸." The subjects of this study were students of groups A and B as well as teachers of Islamic Kindergarten Widya Cendekia. Islamic Kindergarten Widya Cendekia is located at Jl. Lingkar Selatan Kelurahan Serang, the district of Serang, Banten Province.

Results and Discussion

Based on the research conducted, researchers obtained several findings that can describe the learning process of *al-Qur'an* with the Ummi method at Widya Cendekia Islamic Kindergarten. The data found is data that describes the learning process of *al-Qur'an* based on information obtained through the results of interviews and observations conducted directly at the Widya Cendekia Islamic Kindergarten.

1. History of the Ummi Method in Widya Cendekia Islamic Kindergarten

Islamic Kindergarten Widya Cendekia has been using the Ummi method since 2016. Previously, Islamic Kindergarten Widya Cendekia used the Iqra learning method, then looked for ways it could further develop and advance in the religious field, especially Islamic Kindergarten Widya Cendekia, which has the branding of *al-Qur'an*. For this reason, since 2016, the Ummi method has been chosen to be one of the Quranic learning methods at Widya Cendekia Islamic Kindergarten until now, in 2022. Before applying the Ummi learning method to students, there are many adjustments, especially for teachers. Before conducting learning with children, teachers must be required to understand and master the Ummi method by first conducting coaching with ustadz, or experts, from the Ummi region to be able to apply the 7 basic stages of studying with the Ummi method. Because of this Ummi method, there are several things that must be considered, including the tone, the beat, and the makhorijul of the letters, so that teachers who will learn the Ummi method must be certified. So far, the results of the application carried out at Widya Cendekia Islamic Kindergarten have had a good impact on children in terms of reading, memorization is more organized, children's reading is better and easier to understand because the Ummi method is one of the easy methods to be understood by the mother tongue.

Well-prepared tables and or figures must be of significant feature of this section, because they convey the major observations to readers. Any information provided in tables and figures should no longer be repeated in the text, but the text should focus on the importance of the

⁸ Sugiono, *Metode Penelitian Pendidikan: Pendekatan. Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2018), 102

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principal findings of the study. In general, journal papers will contain three-seven figures and tables. Some data cannot be presented in the form of tables and figures. The results of the study are discussed to address the problem formulated, objectives and research hypotheses. It is highly suggested that discussion be focused on the why, how, what else of the research findings can happen and to extend to which the research findings can be applied to other relevant problems. Explain your research contributions to science.

2. Learning Strategies

Technically, the learning process of *al-Qur'an* at Islamic Kindergarten Widya Cendekia is carried out with various stages, namely the opening, apperception, concept planting, concept understanding, skills or exercises, evaluation and closing stages. Based on these stages, the following is the explanation: 1) Preamble, 2) Apperception, 3) Concept planting, 4) Understanding concepts, 5) Skills or exercises, 6) Evaluation, 7) Final words.

The time for implementing learning with the Ummi method is four times a week, namely Monday, Wednesday, Thursday, and Friday. Learning with the Ummi method takes place from 08:00–09:15. Meanwhile, on Tuesday, it is used for learning congregational prayers.

The learning strategy of the Ummi method at Islamic Kindergarten Widya Cendekia is as follows:

1) Group Division

At this stage, the division of groups is first carried out, in this group division, it is called the place management group, which is an initial test for children to find out their initial ability to study. Then it is grouped into one group, so in one group the pages are not far apart, for example, volume 1 with volume 1, volume 2 with volume 2, and so on. The purpose of this group division is so that teachers can easily do their teaching and children can easily understand because the learning is the same.

2) Using the 7 Basic Stages of the Ummi Method

After the division of groups, the learning process of the Ummi method at Widya Cendekia Islamic Kindergarten uses the 7 basic stages of the Ummi method. This stage includes the simultaneous opening, recitation of isghfar, sholawat, and others, which is done in the same hour before starting the recitation of al-Qur'an. Before doing general learning, Widya Cendekia Islamic Kindergarten is indeed used to studying first. At the beginning of the application of the Ummi method, many children were still confused because there was no direction, such as not knowing the group, the place of learning, or the teacher. To overcome this, the teachers at Widya Cendekia Islamic Kindergarten prepare very carefully, including all the components that will be used in the

Umami method, such as group division, learning places, and teaching teachers. After everything is designed, habituation is carried out to make it more effective.

By going through habituation, children will better understand that after the sound of the bell comes in, the children must immediately line up to start learning. However, what happened at Widya Cendikia Islamic Kindergarten at the beginning was still not so conditioned that the teachers had to repeatedly remind or habituate the children, such as by bringing equipment in the form of Ummii books, small tables, and drinking water.

When the habituation has begun to form, like the sound of an entrance bell, the child immediately lines up, then carries the equipment and goes to their respective groups, without having to be repeatedly reminded by the teacher. When they finished studying, they immediately cleaned up the equipment and returned to their respective classes. It takes about one month to form a mature habit when learning the Umami method. In that period of time, the children have adapted to and become accustomed to learning the Umami method.

The learning media used in the Umami method are large Umami props, tables, achievement books, and Umami books. Islamic Kindergarten Widya Cendikia is completing one supporting medium for the Umami method, namely pointing tools for large Umami props. The teacher also keeps an administrative record of the child's grade results, so when the child does not bring an achievement book, the teacher can record it in the administrative book.

3) The learning processes

In the learning process with the Umami method, teachers and children use learning media in the form of Umami Books with volume levels. Classes or groups are tailored to the child's level of ability. For the division per volume according to the grade level, for example, class A with class A, class B with class B, Kindergarten children tend to be closer to their homeroom teacher and definitely want to be with their classmates, so they must pay attention to their character and emotionality because the character and emotionality of the children are usually not fully formed. If children change volumes, they are no longer studying in their group but moving to a new volume group; however, the emotional character of children varies, with some having difficulty adapting to their new group and others finding it easy to adapt. Therefore, if the child has to be moved, it will still be moved according to the new volume. For this reason, if there is a change in volume but the child does not want to be moved for various reasons (he wants to be with friends, etc.), that's fine. Islamic Kindergarten Widya Cendekia pays great attention to the character and emotionality of the child; it is feared that if it is still moved against the will of the child, it will be a child who does not want to study at all. If there are kindergarten A children who have very rapid

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development compared to their friends and quickly complete the volume because kindergarten children enter it from the basics, that means they do not know the hijaiyah letters at all. Some people know that they do not know the name of the letter and how to read it, so it is indeed the same for all. Furthermore, it is divided into three classes: high, middle, low, and lowest or special classes. So, for class A, who enters the high-class classification, the average child who can read, both the volumes and pages are equal, so it is easier and faster without anyone being left behind. Likewise with the other levels of classes. This is also true for class B.



Picture 1.1: *Al-Qur'an Learning Activities, Ummi Method Volumes 1 and 2.*



Picture 1.2: *Al-Qur'an Learning Activities: Ummi Method Volumes 2, 3, and 5*

4) Ummi Method Learning Evaluation

Each teacher holds a rote assessment administration book and a children's learning evaluation assessment book, which is outlined in the child's achievement book. This is done so that parents know the progress of their children in school. In the assessment, there are descriptions of you (re) and L (continued/smooth).

Parental involvement is very important in learning so that when parents see the results of their children's assessments that are not in accordance with expectations, they do not blame the school, but instead ask for the best solution so that children can improve their abilities. With that,

parents must play an active role in supporting the implementation of learning with teachers. Basically, whether the child is on track or still has to be restarted, parents still have to be involved by re-strengthening their readings at home.

The criteria for this assessment of the child must include reading aloud clearly with no wrong letters; if the child has met this criterion, then the child is considered "continued" or "fluent." Meanwhile, if the child still misreads but can correct it before being assisted by the teacher, it is also included in the L (fluent) criteria. However, if the child still misreads letters after being told by the teacher repeatedly, it must be strengthened again and entered in the U criterion.

5) Teacher Certification

Teachers who teach *al-Qur'an* using the Ummi method previously underwent training or learned in advance how to implement it properly and correctly in accordance with existing recommendations. Because if we want to give knowledge to others, we must first enrich that knowledge. Therefore, the Widya Cendekia Foundation provides facilities for educators to be able to learn the Ummi method properly and correctly in accordance with the provisions and does not only facilitate but also require all educators to learn and understand about al-Qur'an's learning methods using the Ummi method.

The implementation of training conducted by teachers is also not much different from that carried out by students. Before studying further, the teachers are first tested on their ability to read al-Qur'an, whether the reading method is in accordance with the rules of Tajwid or not. After that, the Ustadz or Ustadzah conducts coaching periodically. This coaching is carried out every two weeks and is accompanied by Ustadz or Ustadzah from Ummi regions according to the achievements of each teacher's abilities. In addition, teachers are asked to demonstrate or do *microteaching* on how to teach using the Ummi method. This can generate various comments through criticism and suggestions that will build better teaching skills for all teachers in Widya Cendekia Islamic Kindergarten. The evaluation for teachers is carried out once a week in the form of criticism and suggestions that help teachers become even better at understanding the rules of *tajwid* and *makharijul huruf* in reading al-Qur'an.

6) Supporting Factors and Obstacles to the Application of the Ummi Method in Widya Cendekia Islamic Kindergarten

Based on the results of the study, the application of the Ummi method by Widya Cendekia Islamic Kindergarten in learning *al-Qur'an* has a good effect on children's ability to read *al-Qur'an* properly and correctly and increases their ability to memorize al-Qur'an. This can be seen from the responses and behaviors of students when learning *al-Qur'an* using the Ummi method.

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Students are able to follow ummi and tajwid reading tones. The supporting and inhibiting factors in the *Al-Qur'an* learning process use the ummi method in Widya Cendekia Islamic Kindergarten. The supporting factors in using the ummi method are: (1) teachers who are certified and routinely conduct training in learning the ummi method. (2) The props available In addition to the supporting factors, there are also inhibiting factors in the implementation of the Ummi method, namely: (1) Each group consists of students who have different abilities or different volume achievements, so that children with low volume achievements cannot balance children with higher volume achievements. As a result, during the learning process, some children only observe but do not pronounce *al-Qur'an* recitation. (2) Lack of cooperation between parents and teachers in learning to read the Koran This can be seen when, in the learning process, there are children who forget to memorize or lack preparation in reading *al-Qur'an*. (3) In addition, the teacher's inability to condition *Al-Qur'an* learning classes using the ummi method. This can be seen when the teacher tests children's memorization or *Al-Qur'an* reading, who are not conducive and do not listen.

Conclusion

Based on the results of the research, we can understand that the ummi method is a method that can be applied to children to help them learn *al-Qur'an* properly and correctly with matching reading beats. The word "Ummi" itself comes from the word "Ummun," which means "mother," meaning that the Ummi method uses the closeness and affection of a mother. The Ummi method has several stages of learning. In addition, schools that use the Ummi method must have proper preparation for its implementation. as was the case with Widya Cendekia Islamic Kindergarten, which was in accordance with the guidelines for implementing the ummi method. At the Widya Cendekia Islamic Kindergarten, educators or teachers who teach *al-Qur'an* will conduct debriefing training or study first using the ummi method regarding how to apply and implement what is good and right according to existing recommendations. In addition to teacher certification, of course, in implementing the Ummi method, it is necessary to have learning media or visual aids that support the method's activities. The time for implementing learning with the ummi method in Widya Cendekia Islamic Kindergarten is four times a week, namely Monday, Wednesday, Thursday, and Friday, with a duration of 60 minutes. Learning to read the Koran is divided into four groups, which are divided according to the child's level of ability. To find out the child's ability, the school held a placement test, namely an initial Koran test for children to find out the child's initial ability to recite the holy of *al-Qur'an*.

The application of the Ummi method by Widya Cendekia Islamic Kindergarten in learning *al-Qur'an* has a good effect on the child's ability to read *al-Qur'an* properly and correctly and improves the ability to memorize *al-Qur'an* in children. This can be seen from the responses and behaviors of students when learning *al-Qur'an* using the Ummi method. Students are able to follow ummi and tajwid reading tones. The supporting factors in using the Ummi method are teachers who are certified and routinely conduct training in learning the Ummi method and the teaching aids available. In addition to the supporting factors, there are also inhibiting factors in the implementation of the ummi method, namely that each group consists of students who have different abilities or different volume achievements, so that children with low volume achievements cannot balance children with higher volume achievements. Lack of cooperation between parents and teachers in learning to read the Koran as well as the lack of teacher ability in conditioning *Al-Qur'an* learning classes using the ummi method.

Acknowledgment

Based on the research results that have been explained by the researcher, the suggestions that can be put forward by the researcher are that students are expected to be able to improve their ability to learn *al-Qur'an* correctly, namely in accordance with recitation, makhorijul letters, ummi reading tones, and being able to understand the contents of the memorized surah. Parents are expected to help review or prepare *Al-Qur'an* learning at home before the child faces the teacher. In classroom conditioning, the researcher suggests that children be given assignments or asked to observe their friends who are reading *al-Qur'an*, but the instructions to observe can be arranged in a fun way so that children can be interested and focus on observing.

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