Evaluation of the Al-Qur'an Learning Program Using the Ummi Method in Islamic Elementary Schools in Yogyakarta

Tuti Amalia*, Sudiyatno, Novita Nurbaiti, Rugaya Tuanaya
Department of Educational Research and Evaluation, Universitas Negeri Yogyakarta, Sleman, 55281, Indonesia

Abstract: The Ummi method for learning the Qur’an aims to teach students correct recitation from an early age. This study evaluates the implementation of Quranic learning using the Ummi method, focusing on both process and product aspects. It employs a quantitative approach as evaluation research, utilizing observation, interviews, and questionnaires for data collection. The CIPP assessment model is used to assess both process and product aspects.

The study sample consisted of 25 third-grade students. The findings are as follows: (1) From the process perspective, the implementation of the Al-Qur’an study program using the Ummi method reveals issues such as students experiencing difficulties with breath control and forgetfulness. (2) From the product perspective, the study shows that the average learning achievement of third-grade students is at volume 4. Overall, the evaluation results are positive, with several recommendations from the author: (1) Students should enhance memorization skills through daily murojaah to reinforce their memorization, (2) Ummi teachers should provide tips and techniques to improve students’ breath management abilities, and (3) Parents should allocate time to recite the Quran together with their children, listening to their memorization or readings daily.

INTRODUCTION

Formal educational institutions, such as schools, play a crucial role in nurturing both intellectual and moral development in individuals (Hanif & Mutakin, 2019; Kannisto, 2022; Wardah, 2023). This role embodies the principles of character education (Tuanaya & Istiyono, 2023). Qur’anic learning involves a transformative process aimed at shaping students’ behavior through education rooted in Qur’anic values, encompassing principles governing human life, including worship and muamalah (interpersonal dealings) (Amiruddin, 2021; Hakim et al., 2022; Abdullah et al., 2021; Yanti & Asra, 2018). One of the Islamic schools that introduces Quranic study to students from an early age is SD Al-Islam Yogyakarta. Preliminary results from interviews with the Quran Learning Coordinator of SD Al-Islam Yogyakarta indicate that this school follows an integrated curriculum, combining the national curriculum with the Madrasah Diniyah curriculum to balance mental, moral, spiritual, physical, internal, cultural, and social aspects.

Learning at Al-Islam Elementary School not only emphasizes general subjects but also places significant emphasis on Quranic education. Through the integration of Tahsin and Tahfidz programs using the UMMI method, the
school aims to cultivate students who develop a deep love for the Qur'an, maintain a close connection with it, and embody its teachings daily. This approach underscores the importance of sending children to Al-Islam Yogyakarta Elementary School, as evidenced by prospective parents' desire for their children to achieve proficiency in reading and memorizing the Qur'an. The school's commitment to implementing exemplary Tahsin and Tahfidz programs highlights its dedication to Quranic education (Aburrohman, 2018; Alhidayatillah, 2021; Herawati, 2022). The UMMI method, characterized by its direct, repetitive, and affectionate approaches, has demonstrated its effectiveness across various educational contexts (Hapid, 2023; Miftahurrohmah et al., 2023; Putra, 2021).

The implementation of the UMMI method for Qur'an learning among students to support reading activities at school has not been optimal (Alfiyah & Putri, 2022; Masruridin & Faisal, 2023). The quality of teachers who use the UMMI method is also a crucial factor in the success of this program (Abdurrahman et al., 2012; Fransson et al., 2017; Hamzah & Abdullah, 2009). Not all teachers are certified to support Quranic learning through the UMMI method; currently, only seven teachers hold certification. The evaluation of Quranic learning using the UMMI method has been conducted solely internally within the school and has never undergone a comprehensive evaluation, leading to suboptimal program outcomes. Given these challenges, it would be intriguing to explore the potential benefits of conducting evaluations of the Quranic learning program using the UMMI method, similar to other educational programs. Such evaluations are crucial for establishing a foundation for program policy based on empirical data and insights gained (Mirela, 2022; Suklani, 2023). This is in line with previous research findings that the evaluation of the program will provide an overview of program obstacles. In addition, program evaluation can also show the success of an activity that has been carried out (Arikunto & Jabar, 2018; Biworo et al., 2021). More broadly, program evaluation, especially the UMMI method of Qur'an learning programs, will have a positive impact on the world of education (Akincci & Kose, 2022). Therefore, the evaluation of the UMMI method Qur'an learning program is very important to implement. Based on the background of the problem and the program description presented, this research will be more focused and limited to reduce complexity and research bias. The focus of this evaluation research is on the implementation of the Al-Qur'an Learning program with the UMMI Method at Al-Islam Yogyakarta Elementary School.

**METHOD**

The method chosen is evaluation research (Bowen et al., 2023; Cloete & Auriacombe, 2019). This research aims to evaluate the implementation of Al-Quran learning using the UMMI method at Al-Islam Elementary School Yogyakarta, employing a quantitative approach. This approach was chosen to comprehensively assess the attainment of objectives within the Al-Qur'an learning program based on analyzed aspects using the UMMI method. The evaluation model utilized to assess the program's effectiveness is the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam in 1984 (Al-Shanawani, 2019; Finney, 2020; Sopha & Nanni, 2019). The process of this research is illustrated in Figure 1. This study focuses solely on the process and product aspects due to time constraints. The primary reason for selecting the CIPP evaluation model to assess the Al-Qur'an Learning Program with the UMMI Method is its policy-oriented approach, which assists stakeholders in planning, implementing,
and evaluating programs aimed at enhancing program quality. The study's respondents included parents and third-grade students categorized into low, medium, and high achievement groups, totaling 25 participants.

In this study, categorization is determined using the calculation of the ideal mean and ideal standard deviation. The final score is then interpreted within the evaluation categories and compared against the ideal evaluation criteria, as outlined in Table 1 (Arikunto & Jabar, 2018).

### Table 1. Categorization based on the Percentage of Evaluation Success.

<table>
<thead>
<tr>
<th>No</th>
<th>Interval (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>81 - 100</td>
<td>Very Good</td>
</tr>
<tr>
<td>2</td>
<td>61 - 80</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>41 - 60</td>
<td>Fair</td>
</tr>
<tr>
<td>4</td>
<td>21 - 40</td>
<td>Not Good</td>
</tr>
<tr>
<td>5</td>
<td>0 - 20</td>
<td>Very Not Good</td>
</tr>
</tbody>
</table>

**RESULT AND DISCUSSION**  
Implementation of Al-Qur'an Learning with UMMI Method

Al-Qur'an learning with the UMMI method is conducted daily by seven certified teachers, each teaching three groups. On Mondays and Tuesdays, Qur'an learning is divided into three sessions: session one from 08:10 to 09:20, session two from 10:15 to 11:25, and session three from 12:25 to 13:35. Observations in the third grade show that the implementation of the learning process with the UMMI method begins...
with an opening, followed by prayers for parents and the Prophet Musa, muroja’ah of short surahs according to the volume that students have memorized, then the teacher reads the memorized verse by mentoring and students follow alternately. After that, students submit their memorization to the UMMI supervisor, who records their achievements on the students’ achievement cards.

The implementation of Qur’an learning with the UMMI method at SD Al-Islam Yogyakarta employs a repetition strategy. The learning or memorization method involves the teacher first reading the verse to be memorized, then the students repeat it several times. Observations conducted by researchers on November 08, 2022, across three groups—namely the low group (volume 3), the medium group (volume 4), and the high group (volume 5)—show that the high group demonstrates appropriate application of the learning stages, with students following the process in an orderly manner. The medium and low groups also adhere to the learning stages; however, in the medium group, during the initial stages of opening to apperception, some students are distracted and need to be reprimanded. In the low group, students show less seriousness and focus, requiring the teacher to issue multiple warnings to maintain orderly participation.

**Obstacles to Learning Al-Qur’an with the UMMI Method**

The implementation of Qur’anic Learning with the UMMI method faces several obstacles, notably student attendance and their memorization progress. Insights from an interview with the UMMI Coordinator reveal:

“Learning with the UMMI method occurs daily, so it becomes challenging when students are absent because they risk falling behind with new material. Students who do not review what was taught at school can be observed in their fluency—those who practice at home with parents or attend TPQ demonstrate better progress compared to those who do not.”

During the two weeks from November 07-18, 2022, third-grade learners had an absentee rate of 36%, primarily due to illness. Based on Figure 2, it is evident that these students face challenges such as forgetfulness, short attention spans, weak breath control, and difficulties with the articulation of letters (maharijul huruf).

![Figure 2. Learner Constraints.](image)
The fluency of memorization and reading among students learning the Qur'an with the UMMI method can be observed through their learning methods and daily schedules outside of school. Based on Figure 3, it can be seen that the most common method of learning among students is self-study, while the least common is recitation lessons. The fluency of reading and memorization in the implementation of Qur'an learning is affected not only by the students' presence but also by the obstacles they experience and their learning methods, including their daily memorization schedule. Learners who follow a daily schedule for memorization tend to be more fluent in reading and memorization because they repeat it every day, which helps them avoid forgetting. The daily memorization schedule of students can be observed in Figure 4.

Factors that influence the implementation of Qur'anic learning with the UMMI method include both inhibiting factors and obstacles faced by students. The inhibiting factors are consistent with previous research, which states that the challenges in implementing the Al-Quran program include a lack of skills in time management, lack of support from
parents (Wahyuni & Aisyah, 2020), and environmental factors (Ramadhani, 2023). Based on the study results, it can be seen that the obstacles faced by students in the moderate and low groups are mostly related to forgetting memorization and the short duration of memorization.

The success criteria for measuring the achievement of the implementation of the Qur'anic learning program with the UMMI method at Al-Islam Elementary School Yogyakarta, in terms of process aspects, can be seen in Figure 5. This figure shows that the process aspects related to the implementation of Qur'anic learning with the UMMI method fall into the well-implemented category, with a frequency of 10.

![Figure 5. Process Aspect Achievements.](image)

Learning the Qur'an with the UMMI method occurs daily, and to track students' progress, teachers use an achievement book. This book records the daily development of students' abilities, including dates, memorization achievements, grades, and the initials of both teachers and parents. Additionally, there is a parent supervision sheet where parents sign to confirm that students have reviewed the material with them, providing evidence of their practice.

**Learner Outcomes**

Third grade students of Al Islam Yogyakarta Elementary School in learning Al Qur'an with the UMMI method in volume classes consist of groups with volume 3, groups with volume 4 and groups with volume 5. The volume of students can be seen in Table 5 which shows that third grade students in achieving the results of learning Al Qur'an with the UMMI method the highest percentage is in volume 4, which is 52%, while for volumes 3 and 5 the percentage is the same at 24%.

![Table 2. Volume of Third Grade Learners.](image)

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volume 3</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Volume 4</td>
<td>13</td>
<td>52</td>
</tr>
<tr>
<td>Volume 5</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Third-grade students at SD Al-Islam Yogyakarta in learning the Qur'an with the UMMI method in the volume class are categorized into groups based on volume: volume 3 (low volume), volume 4 (medium volume), and volume 5 (high volume). Research conducted by Saputra (2019) explains that the target achievement for reading the Qur'an for grade 3 students is to have completed volume 6. This is in line with the results of the study that currently, grade 3 students at SD Al-Islam Yogyakarta are mostly in volume 4, and some are even in volume 5, indicating that by the end of semester 2, students are likely to complete volume 6.

Grade 3 students are primarily categorized into the medium group, specifically focusing on volume 4, aligned with their respective classes. Those in the high group, involving volume 5, typically attend "TPQ" (Taman Pendidikan Al-Qur'an) and are consistently accompanied by their parents during Maghrib or Isha prayers to aid in Quranic memorization or recitation. This support distinguishes their proficiency and fluency from students who do not attend TPQ and study independently. Meanwhile, learners in the low group enhance their Quranic learning through repeated reading and listening to "murojaah" sessions on YouTube. Teachers track each student's progress using an achievement book that documents daily development, accompanied by a parent supervision sheet. Research by Hollingsworth et al. (2021) also shows that knowing student learning outcomes and developing student skills from one section to the next using progress reporting is beneficial.

**Learner Competencies**

Enhancing students' competence in Qur'an learning can be observed through their participation in Qur'an competitions involving memorization or recitation with tartil. Details regarding the third-grade students who participated in these competitions are provided in Table 3.

**Table 3.** Third Grade Students Participate in the Qur'an Competition.

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>Ever</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

**Figure 6.** Product Aspect Achievement.
According to the data in Table 3, it is evident that 56% of third-grade students have never participated in Qur'an competitions. Based on interviews with these students, those who did participate engaged in competitions involving short surah memorization, connecting verses, and Qur'an recitation organized by Al-Islam Yogyakarta Elementary School and local mosques. The implementation of the Qur'an study program with the UMMI method at SD Al-Islam Yogyakarta, evaluated based on product aspects, is illustrated in Figure 6. The figure shows that the product aspect of the Qur'an study program with the UMMI method is well implemented, with a frequency of 9 participants.

To enhance students’ competence in Quranic learning, one effective method is through participation in Quran competitions, focusing on memorization or recitation with tartil. Students involved in these competitions undergo rigorous selection processes to qualify as class representatives or even school representatives. Grade 3 students participating in external competitions typically belong to the high-achieving groups. The content covered in the high group, specifically volume 5, includes fundamental Tajweed rules such as *idhar*, *idhom bigunnah*, *idhom bilaghunnah*, *ikhfa*, *tarqiq*, and *tafhim*. Saputra (2019) further illustrates that volume 5 includes teachings on droning reading, particularly focusing on pronunciation and resonance known as ghunnah. Conversely, students in the medium and low groups at SD Al-Islam Yogyakarta participate exclusively in internal competitions. The curriculum for these groups emphasizes basic topics such as letters that require shun and mosque, alongside teachings on mad readings like *mad Ashli*, *mad shilah qashirah*, and *mad badal*.

**CONCLUSION**

The evaluation of Quranic learning with the UMMI method at Al-Islam Elementary School Yogyakarta concludes that: 1) the achievement aspect of Quranic learning with the UMMI method falls within the 'good' category, particularly in student attendance and fluency in memorization; 2) the productive aspects of learning the Quran with the UMMI method also fall within the 'good' category, specifically related to the achievement of learning outcomes for grade 3 students, most of whom are in intermediate classes, achieving at volume 4. The implication of this research shows that learning the Quran with the UMMI method is enjoyable for students. Third-grade students primarily learn the Quran only at school without additional external learning, and parental monitoring of memorization varies, with some students supervised by parents while others are more self-directed. Suggestions for implementing the evaluation of Quranic learning with the UMMI method at Al-Islam Elementary School Yogyakarta include: 1) encouraging learners to improve memorization skills through daily murojaah (repetition) to maintain memorization; 2) providing UMMI teachers with tips and tricks to enhance students' breath management abilities; 3) encouraging parents to allocate time for reciting the Quran together and listening to their children's recitations or readings daily. The limitations of this study include assessing only process and product aspects, and the study was completed within a limited timeframe of two weeks.

**REFERENCES**


Fransson, G., Frelin, A., & Grannäs, J. (2017). Exploring a conceptual framework to understand how principals balance the partly contradictory tasks of evaluating
and supporting newly qualified teachers. Digitala Vetenskapliga Arkivet.


Saputra, S. (2019). Implementation of...


