

Analysis of the UMMI Method with the Independent Curriculum in Class X of MA An-Najah Jakarta

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Abstract

This study aims to analyze the application of the UMMI method in the implementation of the Merdeka Curriculum in 10th-grade Qur'an instruction at MA An-Najah, Jakarta. The background of this study is based on the importance of applying a Qur'an teaching method that does not only focus on academic achievement but is also capable of creating a learning environment that is enjoyable, engaging, and full of compassion, in line with the characteristics of the Merdeka Curriculum. This study employs a qualitative descriptive approach with data collection techniques including observation, interviews, and documentation. The results indicate that the UMMI method is effective in enhancing students' Qur'an reading skills and supporting the integration of religious values into daily life. This success is evident through the application of learning strategies such as imitating and repeating recitations, building emotional closeness between teachers and students, and creating a conducive learning atmosphere.

Keywords: UMMI Method; Al-Qur'an Learning; Independent Curriculum.

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Abstract

Penelitian ini bertujuan untuk menganalisis penerapan metode UMMI dalam implementasi Kurikulum Merdeka pada pembelajaran Al-Qur'an kelas X di MA An-Najah. Latar belakang penelitian ini didasarkan pada pentingnya penerapan metode pembelajaran Al-Qur'an yang tidak hanya berfokus pada pencapaian akademik, tetapi juga mampu menciptakan lingkungan belajar yang menyenangkan, menarik, dan penuh kasih sayang, sejalan dengan karakteristik Kurikulum Merdeka. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan

data berupa observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa metode UMMI efektif dalam meningkatkan kemampuan membaca Al-Qur'an siswa serta mendukung integrasi nilai-nilai keagamaan dalam kehidupan sehari-hari. Keberhasilan tersebut terlihat melalui penerapan strategi pembelajaran seperti menirukan dan mengulang bacaan, membangun kedekatan emosional antara guru dan siswa, serta menciptakan suasana belajar yang kondusif.

Kata Kunci: Metode UMMI; Pembelajaran Al-Quran; Kurikulum Merdeka.

A. Introduction

Islamic education in Indonesia faces significant challenges in integrating religious values with the national curriculum. One approach highlighted is the implementation of the Umami method, which focuses on learning the Quran and Hadith. This method was developed to help improve skills in reciting the Quran in tartil (proper pronunciation) and in accordance with the rules of tajwid (recitation). In the context of the Independent Curriculum, which emphasizes character development and student competency, the implementation of the Umami method in grade 10 of MA Annajah is highly relevant.

With the Umami method of learning standards, students are

automatically encouraged to participate in Quran reading lessons. However, this is not enough to show improvement. Students must have internal motivation, namely intrinsic elements such as self-motivation and a desire to be more active. (Sari & Arif, 2020) With this approach, it is hoped that students will not only be able to read the Quran well and correctly, but also have a deep understanding of the values contained within.

The Independent Curriculum emphasizes the development of students' character and competencies by providing them with the opportunity to choose methods and materials that align with their interests and needs. The Umami method, based on the Quran and Hadith, offers a relevant approach to achieving this

goal. This study aims to examine how the Ummi method can be applied within the Independent Curriculum, as well as the challenges and opportunities that arise during its implementation.

Integrating MP3 Technology into the Ummi Method: Enhancing Quranic Learning in the Digital Era

In this fast-paced digital era, technology has penetrated various aspects of life, including education. One interesting innovation is the integration of MP3 technology into the Ummi Method, a Quranic learning method renowned for its easy, enjoyable, and high-quality approach.

Revolutionizing Quranic Learning with MP3 Technology

The Ummi method has long been known for its talaqqi (face-to-face learning) principle, where students listen to the teacher's recitation directly before imitating it. However, with the advent of MP3 technology, students can now access recordings of correct recitations anytime and anywhere. This helps them reinforce memorization and recitation. By listening to recitations

from MP3 files recorded by professional reciters or their own teachers, students can repeat the material independently.

Thus, this study aims not only to analyze the application of the Ummi method but also to provide recommendations for the further development of Islamic education practices. It is hoped that the results of this study can serve as a guide for educators and educational institution administrators in creating an effective and enjoyable learning environment for students.

Benefits of MP3 Integration in the Ummi Method

1. Facilitating Access to Learning

With reading recordings downloadable to various devices such as mobile phones, tablets, or computers, students can learn anytime and anywhere. They are no longer limited to face-to-face schedules with teachers.

2. Improving Reading Quality

Listening to recorded readings from a reciter or teacher who sings Sanad allows students to imitate correct makhraj and tajwid. This helps

in correcting reading errors independently.

3. Helps Memorize the Qur'an

For students memorizing the Quran, MP3s can be a very effective tool. Using listening and repetition, students can accelerate their memorization process without having to rely solely on a teacher.

4. Providing Consistent Learning

In conventional classes, there are sometimes differences in teacher delivery methods. With MP3s, the quality of learning becomes more standardized and uniform because all students hear the same reading.

5. Supporting Teachers in Teaching

Teachers can utilize MP3 technology to provide supplemental materials to students, especially those who require more intensive practice. Furthermore, teachers can record their own readings to tailor them to the needs of the students in the class.

Positive Impacts for An-Najah Islamic Educational Institutions: For institutions implementing the Ummi Method, the use of MP3s has had a significant positive impact. Some of the benefits include:

1. Time Efficiency: Students can study independently so that face-to-face time with teachers can be more focused on correcting reading and deepening understanding.
2. Wider Reach: With audio technology, students who are in remote areas or do not have direct access to teachers can still learn with good quality.
3. Increasing Interest in Learning: Younger generations who are more familiar with technology feel more interested when learning is packaged in a digital format that they like.

The integration of MP3 technology in the Ummi Method is an innovative step that supports the effectiveness of Al-Qur'an learning in the modern era. With a combination of direct talaqqi and digital media, students get a more flexible, in-depth and quality learning experience. By continuing to use technology wisely, Al-Qur'an learning can continue to develop and provide wider benefits for Muslims throughout the world.

B. Methods

In this study, the researcher used a qualitative research method. Qualitative research is a research process that aims to understand social or human phenomena in depth.(AK & ZA, 2015). Qualitative research can provide a deeper understanding of the dynamics of an event, whether related to facts or issues. This approach is naturalistic because it is based on natural reality and reveals information based on conditions in the field.(Nabila & Rahmanto, 2024)

Qualitative research aims to identify and explain narratively various kinds of problems that occur in social life.(Rijal Fadli, 2008)and it makes the facts or phenomena that occur in social life easier to understand, which can then create new hypotheses.(Hennink et al., 2020).

This research uses three main techniques to collect data in the field, namely observation, interviews and documentation.(Amelia, 2022)The data collection process began with observations of activities and learning processes at the school. This step aimed to gain a direct understanding

of the implementation of the Ummi method in the learning process. During the observations, researchers also conducted interviews with relevant parties and documented various ongoing activities.

C. Results and Discussion

The results of this study indicate that the Ummi method has great potential for integration with the Merdeka Curriculum, which emphasizes competency-based learning, character, and student independence. The Ummi method has simple, enjoyable, and standardized learning principles. This aligns with the principles of the Merdeka Curriculum, which focuses on developing students' basic skills (literacy and numeracy) and character building. Furthermore, the integration of the Ummi method with the Merdeka Curriculum provides an opportunity to create Quranic learning that is not only competency-based but also character-based. With the right strategy, the challenges of this integration can be overcome, thus creating a generation that is not only

intellectually intelligent but also possesses noble morals and deep spiritual understanding.

The Effectiveness of the UMMI Method in Improving Students' Learning Abilities in the Independent Curriculum

The Independent Curriculum is an educational approach that focuses on student freedom and autonomy in the learning process. Its primary goal is to develop students' independent learning by providing them with the freedom to choose methods and materials that align with their interests and needs.

Following are some of the main characteristics of the Independent Curriculum:

1. **Flexibility:** Students can adapt their learning to suit their abilities and interests.
2. **Project Based:** Motivating students to participate in real-life projects so they can develop practical and critical skills.
3. **Competency-Based:** The Independent Curriculum focuses on developing students' core competencies, namely literacy, numeracy, and critical thinking. In

addition to academic skills, this curriculum also emphasizes mastery of 21st-century skills such as collaboration, communication, and creativity.

4. **Character Development:** Emphasizes the importance of character development and soft skills, such as leadership, communication, and creativity.
5. **Active Involvement:** Students are expected to be active participants in the learning process, not just recipients of information.
6. **Student-Centered:** Learning is geared toward meeting individual student needs, taking into account individual learning speeds, and accommodating differences in learning styles. Students are empowered to actively participate in the learning process, through exploration, discussion, and reflection.
7. **The Pancasila Student Profile as the Core:** This curriculum emphasizes six dimensions of the Pancasila Student Profile, namely: Faith, devotion to God Almighty, and noble character. Global

diversity. Mutual cooperation. Independence. Critical thinking. Creativity. These values serve as a reference in the development of learning, including character strengthening projects.

8. Assessment that Touches the Essence of Learning: Assessment in the Independent Curriculum emphasizes the learning process, not just the end result. Teachers use a formative approach to provide constructive feedback and help students identify areas for improvement.
9. Technology Support and Digitalization: The Independent Curriculum utilizes technology to support learning, such as the use of digital platforms, online learning resources, and the development of interactive materials. Technology is also used to expand access to learning and reach students in remote areas.
10. Simple and Focused on the Essentials of Learning: The curriculum structure is simpler than the previous curriculum, allowing teachers to focus more on

essential competencies. This curriculum encourages a thematic and integrative approach to facilitate student understanding.

With these characteristics, the Independent Curriculum aims to create relevant, effective, and enjoyable learning, thus producing students who not only excel academically but also possess strong character in accordance with the values of Pancasila.

The Independent Curriculum aims to create a fun learning environment and encourage students to become independent learners who are able to face future challenges. (Asfiya et al., 2024).

The independent curriculum is an innovation in the Indonesian education system that was introduced so that schools can flexibly and independently develop a curriculum that suits the needs and characteristics of their students.

This approach aims to create a more relevant and situated learning environment where students are not merely recipients of information but also active participants in the learning

process, thus fostering critical thinking and fostering the development of creative skills. This allows teachers to personalize learning and adapt instruction to each student's learning style.

This program emphasizes the integration of character education into all aspects of learning, and students are expected not only to acquire academic knowledge but also to demonstrate good attitudes and behavior.

Thus, the Merdeka curriculum aims to produce a generation that is not only intellectually intelligent but also possesses integrity and a strong social awareness. Furthermore, teacher training and development to enable them to understand and effectively apply the principles of the Merdeka Curriculum are crucial.(Rokhimawan et al., 2023).

UMMI learning is a learning method that teaches how to read the Koran correctly.(Khudori et al., 2019). The culture of reading the Qur'an after fardhu prayers is rarely done. Reading the Qur'an is starting to be replaced with other reading materials or media

such as: newspapers, magazines, television, Twitter and so on, even though they know that reading the Qur'an is an act of worship that gets rewards from Allah SWT. If Muslims no longer believe in the importance of reading the Koran, then who else will read the Koran if not ourselves.

In learning, the Ummi method is the newest method in teaching the Quran. It's a method of reading the Quran using teaching methods already widely available in society, particularly methods that children can learn to read the Quran with tartil, etc.(Sarini, 2023)

Based on the researcher's observations at the school, the researcher found that UMMI learning was well implemented at SDI Surya Buana because UMMI learning was mandatory for all students I attended. This is because UMMI Learning is an extraordinary activity at SDI Surya Buana School. Because it can improve students' Quran reading skills, this cannot be separated from the good management of the implementation of UMMI learning at the school. Furthermore, considering the success

of UMMI learning in developing students' Quran reading skills, the implementation of UMMI learning is also often studied by several researchers.

Providing special teachers who meet the criteria and have official certificates from the UMMI institution and are proficient in reading is one of the efforts to facilitate this learning. (Nurhasanah et al., 2023) It is hoped that this will optimize the learning process for students who will develop skills in reading the Quran, while also fostering the future generation. Therefore, UMMI's learning process has also been granted a permit to operate and teach students to read the Quran correctly. This is all due to the strong collaboration between the school and parents in monitoring student progress.

The Ummi Method is an approach to Quranic learning that emphasizes simplicity, consistency, and meaningfulness. It is designed to be easily understood by students of all ages and backgrounds. In its implementation, the Ummi Method utilizes various effective learning

techniques. The main techniques are as follows:

1. Direct technique

Learning by doing is a direct method, meaning it's read without spelling or explanation, and requires minimal explanation. Students are directly invited to read the Quran, either independently or in groups, under teacher guidance. This allows students to strengthen their Quran reading skills through hands-on practice.

2. Repeated technique

This involves reading the Quran repeatedly to enhance its power and ease. It's like a mother teaching her child pronunciation. Students repeat the readings they've learned until they master them. Repetition is done individually or in groups. The goal is to help students memorize and master the Quran fluently.

3. Individual classical techniques

The methodology for reading the Qur'an is carried out by asking students to read aloud from a page chosen by the teacher before continuing their studies independently.

4. Classical reading technique

The technique involves reading the Quran aloud from specific pages selected by the teacher. When the teacher assesses completion, a pattern of paying attention to reading is applied to continue the lesson, with one student reading while the other listens to their partner read aloud from the same page.

5. Pure Classical Reading and Listening Technique

The pure reading technique is the same as the classical reading method, the difference is that in classical pure reading the volume and the child pages in one group are the same. (Ramadhani & Werdiningsih, 2022).

6. Individual private techniques

The technique of learning the Qur'an is carried out by calling or teaching students one by one and other students are given the task of reading or writing on their own.

By implementing these various methods, the Umami method provides a holistic approach to Quranic learning, combining cognitive, affective, and psychomotor aspects. This method not only ensures that students can read the

Quran correctly but also love, understand, and practice its values in their daily lives.

Challenges in Implementing the Umami Method at MA An-Najah

The Umami Method is a Quranic learning method widely used in various Islamic educational institutions. This method is known for its systematic, simple, and enjoyable approach, making it appealing to a wide range of audiences. However, despite its effectiveness, implementing the Umami Method is not without challenges that must be addressed by teachers, institutions, and the community. Here are some of the main challenges, encompassing several important aspects that need to be considered:

1. Limited Number of Certified Teachers

The main challenge at MA An-Najah is ensuring that all teachers using the Umami method have certification or special training. This aligns with research showing that the Umami teaching method requires professional teachers and training to

ensure its effectiveness.(Ismiati & Setiawan, 2023)

2. Diverse Levels of Student Ability

In Islamic elementary schools or other high schools, students may have varying Quranic reading skills, necessitating differentiated learning strategies. Research shows that the diversity of student abilities can be a challenge in implementing the Ummi method, where each student needs appropriate attention to achieve optimal results.(Hernawan, 2019).

3. Integration with Formal Curriculum

As a school under the auspices of the Ministry of Religious Affairs, MA An-Najah must integrate the Ummi method into the madrasah curriculum. This is crucial to avoid disrupting other compulsory subjects, as the Ummi method must be aligned with the existing curriculum.(Ismiati & Setiawan, 2023).

4. Funding and Resources

Implementing the Ummi method requires learning modules, guidebooks, and training, all of which require funding. Budget constraints in schools can be a barrier, as noted in

research highlighting the importance of financial support for the effective implementation of this method.(Hernawan, 2019).

5. Evaluation and Monitoring

The Ummi Method has specific standards for student evaluation. The challenge for MA An-Najah is providing appropriate evaluation time and tools without disrupting other learning activities.

6. Parental Participation

The Ummi method often requires collaboration between teachers, students, and parents. Raising parental awareness of the importance of home support can be a challenge. Parental support is a crucial factor that is often suboptimal in supporting the successful implementation of the Ummi method. Many students do not receive adequate support at home, even though this approach significantly emphasizes collaboration between schools and families. Furthermore, low community awareness can also be a barrier that hinders students' development in mastering Quranic recitation skills

according to the rules of tajweed.(Yulanda et al., 2023).

7. Consistency and Standardization of Implementation

The implementation of the Ummi method across educational institutions is often inconsistent, especially if the institutions are not directly affiliated with the Ummi Foundation. This results in varying levels of Quranic instruction across institutions, resulting in uneven results.

To overcome these challenges, collaboration between educational institutions, parents, teachers, and relevant parties such as the Ummi Foundation and the government is necessary. This way, the Ummi method can continue to develop and provide maximum benefits for a generation that loves the Quran and has noble morals.

The implementation of the Ummi method in routine school programs, such as students serving as preachers in Friday prayers, tadarus, and dhuha prayers, is an effort to create an Islamic and enjoyable learning environment. The Ummi

method, which emphasizes a gentle, practical, and heartfelt approach, helps students understand and internalize Islamic values more deeply. When students are given the opportunity to serve as preachers in Friday prayers, they not only learn about public speaking techniques but are also encouraged to understand and convey religious messages in a polite and meaningful manner. Similarly, in tadarus activities, the Ummi method encourages students to read the Quran with tartil and internalize each verse they read, so that this activity is not just a routine, but also a moment to draw closer to God. Meanwhile, the dhuha prayer, which is carried out regularly with the Ummi approach, helps students get used to sunnah worship with full awareness and sincerity. Through these programs, students are not only taught theory, but are also encouraged to practice Islamic values in their daily lives, thus forming a generation that is religious, has noble morals, and loves the Qur'an.

Furthermore, the Ummi method encourages collaboration among

students in these religious activities. For example, when preparing to become preachers, students provide input and support to one another, fostering a sense of togetherness and mutual respect. During the tadarus (recitation of the Koran), more advanced students can assist their peers who are still learning, creating a positive and productive group dynamic. This aligns with the principles of the Ummi method, which prioritizes humanistic and compassionate learning. Thus, these regular programs not only enhance students' religious understanding but also hone their social and leadership skills. Through the Ummi approach, schools serve as a platform for shaping the character of students who are not only academically intelligent but also possess noble morals and care for others, in accordance with the values of Islam, which is rahmatan lil 'alamin (blessing for the universe).

Table 1, Implementation of the advantages of the UMMI method

No	Routine Program	Student Achievements	Information
1.	Students become preachers	Students can understand the pillars of	Raise students' self-

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	at Friday prayers	Friday prayers	confidence
2.	Tadarus before KBM	Students can develop their Tajweed reading skills and memorized recitation.	Can improve students' memory with good & correct Tahsin pronunciation
3.	Dhuha prayer	Students can appreciate and understand the virtues of the Dhuha prayer	Developing a disciplined attitude and consistency in performing the Dhuha prayer

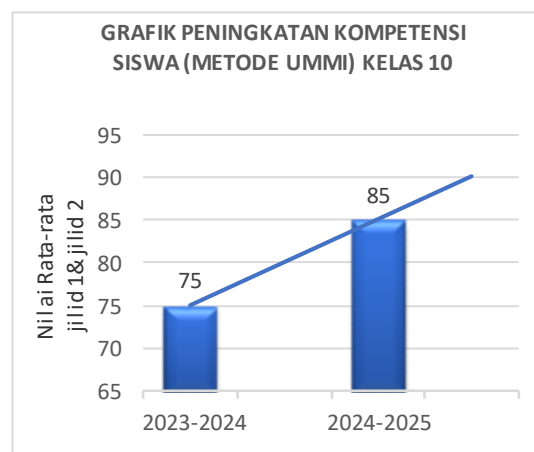


Figure 1. Student Competency Improvement

The graphic above shows an increase in student competency in learning the Qur'an through the UMMI method, showing that the average student received a score of 85. The indicators in the assessment process are as follows: 1) Tartil 2)

Makharijul huruf, 3) Tahfiz, 3) Tahsin, 4) Tajwid, 5) Imla. This method process is believed to be effective and appropriate in improving and developing a pattern of learning the Qur'an that involves active students and is relevant to the current independent curriculum.

The Ummi method is a reading instruction that has spread widely among the community, especially from the method that has successfully led many children to read the Koran and also tartil.(Sahal Ar-Razy, 2022)The Ummi method has proven its effectiveness as a simple, enjoyable, and high-quality Quranic learning method. However, to address emerging challenges, various strategic solutions and efforts are needed to ensure optimal implementation across diverse groups. To assess the success of the UMMI method, a method always has advantages and disadvantages in many aspects.

First, increasing access to training and certification for educational staff because one of the biggest challenges faced by the Ummi method is that it must be carried out

by certified educational staff from the Ummi Foundation.(Ismiati & Setiawan, 2023). Increasing access to training and certification can be done in many ways, including: developing training programs, partnering with certification bodies, or subsidizing certification costs.

Second, the diversity of student ability levels can be done in the following ways:

1. Differentiation strategy: This learning strategy aims to meet individual student learning needs by adapting methods, materials, activities, or assessments based on their abilities, interests, learning styles, and readiness. This strategy is highly recommended for the UMMI method, which utilizes diverse student abilities. It also facilitates teacher learning.
2. Initial Mapping of Student Abilities, namely by grouping learning based on Ability Level: Divide students into small groups based on their abilities (beginner, intermediate, and

advanced) to facilitate directed learning. usually

3. A collaborative approach by implementing a collaborative approach with students can help students to be active in learning.
4. Encourage parents to support home learning by regularly practicing Quranic recitation. Furthermore, parents play a crucial role in this learning process by diligently reviewing school material and asking about their child's progress and any difficulties they encounter.

Third, integration with the formal curriculum is crucial, given that MA An Najjah must integrate the Ummi method with other compulsory subjects without disrupting the existing curriculum structure. The solution to this problem is to:

1. Structured Scheduling
Dedicated Time Blocks:
Allocate dedicated time:

In the daily or weekly schedule for the Ummi method, for example outside core lesson hours or during Islamic religious lesson hours. You can also integrate with religious

subjects: Combine the Ummi method with subjects such as the Qur'an Hadith or Islamic Religious Education, so that learning becomes integrated and does not burden students.

2. Curriculum adjustments can be made by means of Competency Mapping:

Identify Ummi method competencies that can support competencies in the formal curriculum, preventing repetition of material. Or use the Combined Module method: Develop integrated learning modules that combine the Ummi method with formal subjects, such as tajwid learning as part of religious education.

Fourth, funds and facilities are indeed a serious problem for the continuity of learning. Often, funds and facilities are one of the challenges that need to be faced by several schools for the sake of the continuity of the learning process. Several solutions can be offered regarding this problem.

1. Utilizing technology is one of the most effective solutions in

facing this challenge because utilizing free technology can save funds and facilities.

2. Creative fundraising by the school treasurer, or holding fundraising activities such as holding a Ramadan bazaar, charity activities, or competitions. Use the crowdfunding platform as a tool to seek donations from the wider community.

Fifth, evaluation is very important for a learning process. Every learning process must have an evaluation to be able to monitor student understanding and also the success of a learning process. As a challenge, there are several solutions to overcome this, including:

1. Appropriate evaluation scheduling, such as: including evaluation activities in routine teaching and learning activities, can also use rotation-based evaluation.
2. The use of flexible evaluation tools, such as using technology that can directly provide scores, can shorten the evaluation time.

Sixth, parental participation in learning is crucial. Encourage parents to support home learning by regularly teaching students to read the Quran. Furthermore, parents play a crucial role in this learning process by diligently reviewing school material and asking about their child's progress and any difficulties they encounter.

Seventh, Ongoing Supervision and Mentoring. Educational institutions implementing the Ummi method require regular mentoring from a team of experts, either through in-person or online visits. This supervision can include implementation evaluations, suggestions for improvement, and technical support. The goal is to: Ensure the method is implemented according to established standards and provide immediate solutions to problems encountered in the field.

By implementing these steps, consistency in the application of the Ummi method can be increased, so that the main goal of this method—namely producing a generation that loves, understands, and is able to read

the Qur'an well—can be achieved comprehensively.

Comparative Study of the Application of the Ummi Method in Grade 10 of MA An-Najah

The Ummi method is a learning approach that focuses on deepening the material on how to read the Al-Qur'an so that it is in accordance with the rules of science in the Al-Qur'an such as tajwid, fasahah, and laghom/rhythm.(Junaidin Nobisa & Usman, 2021)The Ummi method was established to fulfill the needs of Islamic schools or institutions teaching the Qur'an so that all students who have graduated from these schools and institutions can read the Qur'an in tartil (Nuraini, 2017).

MA An-Najah implements a learning system that integrates Islamic religious education and the national curriculum. Based on Ahlussunnah wal Jamaah, education in this school has an approach based on classical Islamic values aimed at forming students with noble character, broad knowledge, and competitiveness. The implementation of the ummi method in grade 10 of MA An-Najah shows

that the average learning achievement of students in the experimental group who use the ummi method is higher than the average learning achievement of students in the Control group who use the conventional method, the test shows a significant difference between the two groups, this indicates that the ummi method is effective in improving student learning achievement.

In the Ummi method learning process, the teacher begins by reciting a prayer, which is led by students, then followed by all students, then the teacher looks at the schedule for today, whether today is the schedule for memorization submission or the schedule for adding memorization. If today's schedule is to add memorization, then students are required to add their memorization by the teacher choosing the surah they want to memorize according to the guidebook in the Ummi method. Meanwhile, if today's schedule is memorization submission, then students are required to submit the memorization that has been memorized during the previous

meeting, namely women adding memorization.

The method used in the learning process of the Umami method is divided into 2 methods, namely: Read and listen is one of the methods used in the learning process of the Umami method where the teacher gives an example of reading that is to be memorized in a tartil and orderly manner, then students follow the reading that has been read by the teacher, in accordance with the rules and laws of reading the Qur'an, the letter is read per verse by the teacher and students who are repeated 3 times and then continue to the next verse. If it has finished until the end of the verse, students are required to repeat it from the first verse to the end in order to strengthen their memorization. Second, read and listen is a method used in the Umami method where students are asked to read the verses in one of the letters in the Qur'an systematically, according to the order of the verses, starting from the student sitting in the front and then continuing to the other students until all students

get their part in reading the letter. This cycle is repeated twice.

The Umami method provides individual assignments to students, including memorizing verses and their meanings. The teacher then tests each student's memorization in the next meeting. Learning evaluation in the Umami method involves assessing students' knowledge or cognitive aspects through oral tests. The methods used include individual quizzes and Q&A sessions, where each student is given the opportunity to answer questions directly. This approach is designed to assess students' in-depth understanding of the material presented.

This process is divided into two important stages: mid-semester and final. The goal is to evaluate students' progress in understanding and applying the Umami method, allowing for comprehensive analysis of learning outcomes as part of the process of improving the quality of education. Classroom rules, such as the mandatory uniforms prescribed by the school, are in place for students to wear, and they are prohibited from

using, or using, mobile phones during the Ummi method.

Meanwhile, the learning media available at MA An-Najah is diverse, tailored to student needs and able to assist teachers in delivering material. The learning media used in the Ummi method learning process include whiteboards, markers, and student assessment books. Meanwhile, the learning resources used in the Ummi method learning process are the Ummi method textbooks, consisting of volumes 1 to 6, which are used specifically to support students in the Ummi method learning process.

The results of the study indicate that the implementation of the UMMI method in class X of MA An-Najah Jakarta aligns with the principles of the Independent Curriculum, particularly in terms of adapted learning, character building, and student competency development. The learning process is carried out systematically through the stages of introduction, introduction of material, presentation of material, reading practice, and reading assessment. This pattern keeps learning focused yet

flexible according to student abilities, thus supporting the creation of student-centered learning. Thus, the UMMI method not only functions as a tool for learning to read the Quran, but also supports the implementation of adaptive learning in accordance with the demands of the Independent Curriculum.

The effectiveness of the UMMI method is evident in the application of reading and listening techniques, traditional individual learning, and private tutoring, which helps teachers tailor the learning process to students' abilities. This approach improves students' reading fluency, accuracy in tajwid, and confidence in reciting the Quran. These findings demonstrate that the UMMI method is capable of improving technical skills while fostering students' learning independence through a focused and gradual approach.

In addition to improving reading skills, the UMMI method also contributes to student character development. Regular Quranic recitation instills religious values, discipline, and a sense of

responsibility, while communicative learning interactions foster self-confidence and mutual respect. This aligns with the goals of the Independent Curriculum to shape the Pancasila Student Profile, particularly in the dimensions of faith, independence, and noble character.

The successful implementation of the UMMI method is supported by teacher competence in managing the learning process and providing appropriate reading guidance. Teachers play a crucial role in creating a conducive learning environment and adapting strategies to students' needs. However, several challenges arise, including differences in students' initial abilities and limited classroom time, which result in less than optimal individual support. Therefore, effective classroom management and learning strategies are essential to ensure the UMMI method can be implemented optimally.

Overall, the UMMI method has proven effective in supporting the implementation of the Independent Curriculum, as it improves students' Quranic recitation skills while

strengthening their character through structured, student-centered learning. These findings confirm that the UMMI method is a relevant Quranic education model aligned with the goals of Islamic education and the policy direction of the Independent Curriculum.

D. Conclusion

The Ummi method is a learning approach that focuses on deepening the material on how to read the Al-Qur'an so that it is in accordance with the rules of science in the Al-Qur'an such as tajwid, fasohah, and laghom/rhythm. The Ummi method of learning is the newest method in teaching the Quran. It's a method of reading the Quran using teaching methods already widely used in society, particularly methods that children can learn to read the Quran with tartil, etc.

The Ummi method was established to fulfill the needs of Islamic schools or Qur'an teaching institutions so that all students who have graduated from these schools and institutions can read the Qur'an

fluently. The Ummi method often requires collaboration between teachers, students, and parents. Building parental awareness of the importance of home support can be a challenge. Parental support is a crucial factor that is often suboptimal in supporting the successful implementation of the Ummi method. The methods used in the Ummi method learning process are divided into two methods: Reading, Listening, and Simak Murin, which are the methods used in the Ummi method.

The Ummi method has proven effective in improving student abilities. Research shows that using a well-planned method produces positive results in the learning process. The Ummi method has been shown to significantly improve student abilities. The success of this method is influenced by supporting factors such as foundation support, adequate facilities, and parental cooperation. However, there are obstacles, such as teacher turnover, that can disrupt learning. Overall, the Ummi approach is considered successful in achieving its learning objectives.

Whereas for The learning media available at MA An-Najah are varied, tailored to student needs and can assist teachers in delivering material. The learning media used in the Ummi method include whiteboards, markers, and student assessment books. The learning resources used in the Ummi method are the Ummi method textbooks, which consist of volumes 1 to 6, specifically designed to support students in the Ummi method learning process.

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