Analysis of the Implementation of the Combination of the Talaqqi Method and the Ummi Method in Improving Al-Qur'an Reading Skills in Elementary Schools

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ABSTRACT

The moral quality of the nation's generation can be shaped through formal education, especially at the elementary school level. One of the flagship programs being developed is to improve students' skills in reading the Qur'an. Through the implementation of a combination of the talaqqi and ummi methods, it is hoped that this will improve students' skills in reading the holy book of the Qur'an. The moral quality of the nation's generation can be shaped through formal education, especially at the elementary school level. One of the flagship programs being developed is to improve students' skills in reading the Qur'an. Through the implementation of a combination of the talaqqi and ummi methods, it is hoped that this will improve students' skills. The aim of the research is to determine the process of implementing Al-Qur'an learning and improving Al-Qur'an reading skills using a combination of talaqqi and ummi methods for students. The research was conducted by applying a descriptive qualitative method and subjects were taken using a purposive sampling technique. Data was taken using observation, interview and documentation techniques and then tested for validity using data triangulation. Next, data analysis techniques is carried out through the stages of data reduction, data presentation, and drawing conclusions. The results are 1) The implementation of a combination of talaqqi and ummi methods in improving Al-Qur'an reading skills has succeeded in creating students who meet the indicators to be said to be capable of reading the Al-Qur'an; 2) Its effectiveness can be seen from increasing skills in reading Qur'an, such as fluency, accuracy of recitation, and makhorijul letters. Challenges arise such as teacher limitations and differences in students' ability to remember letter shapes so that they do not meet the indicators. Training for tutors and assistance from parents when studying at home will maximize students' skills in reading the Al-Qur'an.

Keywords: talaqqi method; ummi method; the ability to read the Qur'an

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INTRODUCTION

In the current era, the moral quality of the nation's generation can be formed through formal education, especially at elementary school level. Education has an important role in

improving human resources [1]. By improving the quality of education, quality human resources will be formed [2]. The efforts made by the school include learning innovation. In Islamic-based schools, one of the superior programs is learning the Qur'an. By learning the Al-Qur'an, it is hoped that students will not only be able to read it but also be able to read it well and correctly so that later there will be no mistakes in interpreting it [3].

For every muslim, the ability to read the Qur'an is a fundamental skill [4]. This is a demand that must be fulfilled in order to understand, improve, appreciate and practice the contents of the Al-Qur'an as a guide to life [5] [6] [7]. The demand to be able to read the Al-Qur'an is not only for adults but also for elementary school age children. Learning the Al-Qur'an in elementary schools can foster students' love for the Al-Qur'an [8]. Thus, efforts to improve skills in reading the Al-Qur'an according to the rules are very necessary.

There are several methods that can be used to learn to read the Al-Qur'an, such as al-barqy [9], including the talaqqi method [10] and ummi method [11]. One school that uses a combination of these two methods is Luqman Al-Hakim Integrated Islamic Elementary School, Surakarta. Efforts to improve reading skills can be done in various ways, one of which is by training students using the talaqqi method [12]. Based on the information obtained, SDIT Luqman Al-Hakim students in implementing Al-Qur'an learning have generally gone well in accordance with the learning objectives that have been set. However, there are problems that are obstacles and must be resolved. Students who have been able to read the Koran have apparently not been able to apply the rules of reading correctly, for example long and short reading, the law of reading which must be heard loudly, and the law of reading which is read faintly. Apart from that, several conditions were found in lower classes where there were students who did not know or memorize the hijaiyah letters [13].

In general, the Ummi method can be interpreted as a method for learning the Qur'an that has a good influence and in its implementation is fun, easy, but still with the correct rules and principles [14]. This is because the Ummi method has been designed by Al-Qur'an experts who previously played a role in teaching the Qur'an using other methods. Of the several existing methods, the Ummi method is considered one of the more effective, new, easy, and fun methods when applied to students. In addition to the Ummi method, there is an additional method that can be used to support the Ummi method, namely the talaqqi method. In teaching the Qur'an there is a term called the talaqqi method, which in language means meeting directly. According to Al Hafiz [15] the talaqqi method is taught face to face, from teachers who teach directly by word of mouth to their students. The use of the talaqqi method in the process of learning the Qur'an carried out in this school plays a role as a supporter so that students can more quickly understand what is being learned. One of the schools that uses a combination of the talaqqi method and the ummi method in teaching reading the Qur'an with tartil is the Luqman Al-Hakim Surakarta Integrated Islamic Elementary School.

In line with these findings, previous studies have not examined the application of a combination of talaqqi and ummi methods in the aspect of Al-Qur'an reading skills. Therefore, this research seeks to fill this gap by focusing on the application of a combination of talaqqi and ummi methods in improving students' Al-Qur'an reading skills at SDIT Luqman Al-Hakim, which includes the learning process, students' Al-Qur'an reading skills, increasing students' Al-Qur'an reading skills. The implementation of a combination of the talaqqi method and the ummi method in improving students' Al-Qur'an reading skills is still faced with the main problem, namely that students cannot read fluently. The aim of this research is to determine the process of implementing Al-Qur'an learning using a combination of talaqqi and ummi methods, as well

as increasing students' Al-Qur'an reading skills using a combination of talaqqi and ummi methods in students.

METHOD

This research applies a descriptive qualitative method [16] where the principal, waka ketahfidzan, ummi method coordinator, teachers who teach Al-Qur'an subject and students as research subjects are selected using purposive sampling techniques. By using this technique subjects are selected based on certain criteria. This research was conducted from August to December 2024 at SDIT Luqman Al-Hakim Surakarta which is located at Jalan Lingkar Utara KM. 5, Mojosongo Village, Jebres District, Surakarta City, Central Java, Indonesia. The data used in this research was taken using observation, interview, and documentation techniques. Observation activities were carried out by researchers by observing directly how efforts were made to improve A-Qur'an reading skills using a combination of the talaqqi method and the ummi method at SDIT Luqman Al-Hakim. Interviews were conducted to obtain information regarding the implementation of the Al-Qur'an learning program using a combination of the talaqqi method and the ummi method. Subjects interviewed included the school principal, deputy head of ketahfidzan, coordinator of the ummi method, teachers teaching Al-Qur'an subject, and students. Meanwhile, document collection was carried out to obtain data in the form of documents on Al-Qur'an learning activities using a combination of the talaqqi method and the Ummi method, the results of the Ummi volume increase exam. The data that has been collected is then checked using data triangulation techniques, namely by comparing the data that has been obtained so that the validity of the data can be determined. Next, the data analysis technique is carried out through stages, including data reduction, data presentation, and drawing conclusions [17].

RESULTS AND DISCUSSION

The results of this research show that the implementation of a combination of talaqqi and ummi methods for students at SDIT Luqman Al-Hakim has had a positive impact on the Al-Qur'an learning process, especially on improving reading skills. Based on the results of interviews with the waka ketahfidzan, this method has an impact on the progress of Al-Qur'an learning in schools [18]. This is one of the reasons for implementing a combination of talaqqi and ummi methods in learning the Al-Qur'an. Apart from that, the head of the ketahfidzan field said that the reason for using the ummi method was because it had advantages, including standardization for teachers who had to be certified. Apart from using the ummi method, the implementation of Al-Qur'an learning also uses the talaqqi method to simplify and speed up students' understanding of the material presented. This has been proven to improve students' skills in reading the Al-Qur'an.

However, this research also found several obstacles, such as the existence of several teachers who have not been certified and a lack of human resources. Apart from the teacher's side, another obstacle is from the students. Because there are still students who don't know the hijaiyah letters. This is a challenge in itself for teachers. To overcome this, the solution is to provide training so that teachers can be certified and provide additional time for students who are not yet fluent in reading the Al-Qur'an. Thus, overall, the implementation of the combination of talaqqi and ummi methods provides significant changes to students' Al-Qur'an reading skills at SDIT Luqman Al-Hakim.

1. **The Implementation Process of Al-Qur'an Learning Using a Combination of the Talaqqi Method and the Ummi Method**

At the elementary school level, especially in class II, the implementation of a combination of talaqqi and ummi methods shows that there is learning that supports Al-Qur'an reading skills. Based on the results of the interview, the reason why schools use this method is because it has advantages, namely standardization for teachers, training and assistance from regional Ummi coordination, as well as a guide for assessing graduation for Ummi volume increases. Besides that, the advantages of the talaqqi method include being able to create chemistry between teachers and students, teachers can correct their reading directly, and students can see directly the teacher's lip movements when pronouncing the hijaiyah letters [19]. With a duration of 70 minutes, to be effective the teacher needs to use a companion method, namely the talaqqi method. The aim is to make it easier and faster for students to memorize hijaiyah letters. There are seven stages in learning the Qur'an. Based on the results of data collection through interviews and observations, it was found that the use of a combination of the talaqqi and ummi methods in learning the Al-Qur'an at SDIT Luqman Al-Hakim has gone well according to the steps in the ummi method. When observations were made, students also participated in learning well, neatly, neatly and enthusiastically.

The stages carried out by teachers teaching Al-Qur'an lessons in learning are as follows [20]:

1. Opening. This stage consists of conditioning students to be ready to learn and then reading the opening prayer.
2. Appreception. Students are given motivation and review the material at the previous meeting. .
3. Concept Planting. The teacher explains the subject, using props in the form of a large ummi bound book. Students are given examples of how to read correctly.
4. Concept Understanding. The teacher provides students with an understanding of the themes/concepts that have been studied. Students are trained to read the subject matter, starting from the teacher and then imitating the students. At this stage the teacher combines the talaqqi method to train students to more easily and quickly understand and memorize the shape of the hijaiyah letters.
5. Exercise. Facilitate student reading. Repeat the reading until it is really fluent and correct. Then students submit their reading to the teacher and group friends.
6. Evaluation. The teacher assesses students' achievement books regarding their Al-Qur'an reading skills.
7. Closing. In the final stage, the teacher gives a motivational message to the students, then the students together with the teacher read the closing prayer.

The school principal and the teacher who teaches Al-Qur'an have the hope that by learning the Al-Qur'an using a combination of the talaqqi method and the ummi method, students will be able to read the Al-Qur'an according to the correct reading rules. In relation to the process of learning the Qur'an by using a combination of the talaqqi method and the ummi method, it is in accordance with the opinion of [21] that by using the ummi method, learning to read the Qur'an will be more effective, easy, and quality so that the purpose of learning the Qur'an can be fulfilled.

2. Students' Skills in Reading the Qur'an Using a Combination of the Talaqqi Method and the Ummi Method

In studying the Al-Qur'an using the Ummi method, if you want to change volumes you have to go through a volume increase test first [22]. If during the exam for this volume increase the student has not reached the minimum score limit then the student is not allowed

to move up to the next volume and must repeat the volume they are currently studying. After carrying out the Ummi volume reading test, the following results were obtained:

Table 1. Student Al-Qur'an Reading Test Results

	Before using a combination of talaqqi and ummi methods	After using a combination of talaqqi and ummi methods
Average reading fluency	65,2	82
Average accuracy of recitation	63,2	79,4
Average pronunciation accuracy of makhraj	64,8	78,2

Source: School Administration Data
Information:
90 – 100 = Satisfactory
80 -89 = Very good
70 – 79 = Good
60 – 69 = Fairly good
< 60 = Less

According to [23], the following are indicators of proficiency in reading the Al-Qur'an, including:

a) Fluency in reading the Qur'an
    According to Ali bin Abi Talib, fluency means improving reading and knowing and applying the laws of ibtida' and waqaf. Meanwhile, As'ad Humam [24] states that tartil is beautifying the reading of the Al-Qur'an in an orderly, clear, slow and clear manner, as well as applying the science of recitation. Based on school administration data and interviews that have been conducted, students before using the combination of the talaqqi method and the ummi method were still not fluent in pronouncing the hijaiyah letters. But after using the combination of the Ummi method and the talaqqi method there were significant changes. This can be seen in the graph shown above. In the reading fluency point before using the combination of methods, the average student test result was 65.2. Meanwhile, after using a combination of methods, the results obtained were 82. Basically, when using the ummi method itself, students are required to really be able to read the hijaiyah letters fluently (not stuttering) and precisely. Accompanied by the talaqqi method, it is easier for students to memorize the hijaiyah letters.

b) Accuracy of tajwid
    Tajwid is a science that studies the place where letters come out and the nature of letters, as well as their reading. The aim of the science of recitation is so that someone can read the Al-Qur'an fluently and avoid mistakes [24]. In teaching recitation, a method is needed that is not only fun but also effective [25]. Based on the results of observations and interviews conducted, it was still found that students who read did not comply with the correct recitation. For example, in learning volume 1, all letters are read short, precisely and quickly. However, based on the

results of documentation and observations, there are still students who read the hijaiyah letters extendedly and not quickly. This means that the student is not yet able or is not advised to continue to the next page because he has not fulfilled the SOP that has been implemented.

c) Correct pronunciation of makhraj

According to the type of letter, the makharijul of the letter or the place where each letter comes out is different. It is important for someone who reads the Koran to know where the letters come out to avoid reading errors [26]. If the reading is wrong it will change the true meaning. There are several places where letters come out, including: throat, tongue, lips, oral cavity and bridge of nose. Based on the results of observations and interviews conducted with the Ummi method coordinator, on average students still have difficulty reading letters that sound almost the same. Examples include letters (ض) with the letter (ظ), the letter (ذ) with (د), and the letter (ع).

Based on the graph that has been presented, it can be seen that the results of the Al-Qur'an reading test carried out after and before using the combination of the talaqqi method and the ummi method experienced a significant increase. However, the results of the documentation and interviews conducted revealed the fact that students had difficulty reading several letters whose pronunciation was almost the same. Thus, the students' Al-Qur'an reading skills at SDIT Luqman Al-Hakim using a combination of the talaqqi method and the ummi method are very good, but there are still some things that need to be trained and improved.

3. **Improving Al-Qur'an Reading Skills by Using a Combination of the Talaqqi Method and the Ummi Method**

The skill of reading the Al-Qur'an has an important role in studying the Al-Qur'an. If someone has good and correct reading skills, the meaning of what they read will have minimal errors or differences with the actual meaning. The choice of method for studying the Koran can also influence a person's reading skills. As an easy and fun method for learning the Al-Qur'an, the ummi method was chosen to learn to read the Al-Qur'an combined with the talaqqi method at SDIT Luqman Al-Hakim. The data obtained shows that students' skills in reading the Al-Qur'an are good. This can be seen from the assessment based on indicators including reading fluency, accuracy of recitation, and accuracy of pronunciation of makhraj letters [23].

Improving the skill of reading the Al-Qur'an on the indicator of accuracy of recitation can be considered appropriate if students are able to pronounce the letters in accordance with standard operating procedures that have been established by the Ummi institution. In each volume of Ummi there is a different subject, for example in volume 1 participants are asked to be able to pronounce letters quickly and accurately. So by using the ummi method students are really asked to read the volume book correctly. This can minimize students misreading letters that should be read short but are read long. In this ummi method, the quality of reading is prioritized over quantity. So if students have achieved satisfactory grades and are able to advance to the next volume, it means that students are truly able to read the Al-Qur'an well. If a student has not received a satisfactory score in the volume increase exam, the student is required to repeat the volume being studied until they are completely fluent without faltering in reading the volume. Thus, based on research data, it can be seen that SDIT Luqman Al-Hakim students' reading skills have increased. Because the scores obtained on average get

good and satisfying results. Apart from that, it can also be seen from the research results that students were able to memorize verses of the Al-Qur'an in chapters 29 and 30. This is in accordance with research conducted by [27] that in the research they conducted, students' ability to read the Al-Qur'an increased by using a combination of the talaqqi method and the ummi method.

CONCLUSION

The conclusions in this research are as follows:

1. The implementation of the combination of the talaqqi method and the ummi method in learning the Al-Qur'an was successfully carried out so that it could improve students' skills in reading the Al-Qur'an properly and correctly according to the rules.
2. Based on its effectiveness, it can be seen from improving Al-Qur'an reading skills. Several challenges arise, such as limited resources and differences in students' ability to remember the shape of the hijaiyah letters so that they do not meet the indicators of proficiency in reading the Al-Qur'an.

Support from educational institutions to overcome existing problems, namely by training teachers who teach Al-Qur'an lessons so that they have licenses and the role of parents in accompanying children when studying at home can help overcome this problem. Collaboration between teachers and parents is expected to maximize efforts to improve students' skills in reading the Qur'an.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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