

Management of Al-Qur'an Learning Strategies Ummi Method in Children 5-6 Years (Case Study at The Qur'an Training Center Al-Mady Yogyakarta)

Wuri Annisa Nurfadlilah¹, Puput Nurhayati²

¹Early Childhood Education,²Early Childhood Education, Faculty of Tarbiyah and Teacher Training, UIN Sunan Kalijaga, Jl. Marsda Adisucipto No 1 Yogyakarta 55281, Indonesia. Tel. +62-274-540971, Fax. +62-274-519739.

Corresponding author

wuriannisa12@gmail.com, puputnurhayati9@gmail.com

Abstract: The Indonesian state, which has a majority Muslim population, turns out to have a fairly high case of inability to read the Qur'an properly. As the next generation of the nation, children should be prepared to learn the Qur'an well in accordance with the guidance of the Prophet Muhammad SAW, besides that schools should provide adequate and adequate facilities for children in the process of learning the Qur'an. The purpose of the study was to examine the application of the Ummi method in shaping the Qur'ani generation of children aged 5-6 years at the Qur'an Training Center Al-Mady Yogyakarta. This study uses a type of qualitative research with a field study approach. The data collection technique uses observation, interview and documentation techniques. The data analysis technique of the research results shows that the application of the Ummi method in forming the Qur'ani generation systematically is carried out through three stages, namely preparation, application and evaluation. The Ummi method at the Qur'an Training Center Al-Mady Yogyakarta is very effective, systematic and recommended.

Keywords: Ummi Method, Qur'an Training Center Al-Mady Yogyakarta, Children 5-6 years old.

Introduction

Data from the Central Statistics Agency (BPS) in 2018 stated that the high number of Muslims who could not read the Qur'an reached 53.57 percent of the total Muslim population in Indonesia (Central Statistics Agency, 2018). This is different from the results of research from the Institute of Qur'an Sciences (IIQ) Jakarta which stated that of 3,111 Muslims as a sample spread across 25 provinces, there were 72.25 percent declared unable to read the Qur'an (Nadjmatul, 2022). In studying the Qur'an is not easy, both in terms of writing and reading it. It is said that it is not easy, considering that from the beginning of its revelation, the Qur'an was found difficult to understand and

explain. The problem became more complicated when the Prophet died, so that there was no longer a single authority to replace him (Rohmah, 2016). Because it is wrong to write or read only one letter in the Qur'an, it will change and even damage the content of the verse, especially in reciting the harakat, makhroj and tajwid. In every human being there is a natural tendency to love a good, with a positive combination in a person with various good qualities (Mujahid, 2021). In the Qur'an as a guide for every human being, it is explained to love goodness in this world and in the hereafter, as explained in the verse of the Qur'an surah Al-Baqarah verse 2 which reads:

ذَلِكَ الْكِتَابُ لَا رَيْبَ فِيهِ هُدًى لِّلْمُتَّقِينَ

Means:

This book (Qur'an) has no doubt about it; guidance for those who are pious,

Indonesia as a Muslim-majority country has special attention to Qur'an education, namely education from early childhood to the university level (Windi Astuti & Sri Watini, 2021). As an educational institution, it has an important role in producing a generation of people who love the Qur'an, especially in childhood (*golden age*). The purpose of Qur'an education from an early age is to produce a generation of Muslims who master religious sciences by introducing, deepening and practicing the Qur'an as early as possible to seek Pleasure from Allah SWT. The Qur'ani generation is a Muslim who is guided by the Qur'an by reading, memorizing and believing and practicing in every situation. To make yourself a generation of Qur'anis, 3 ways are needed in general, namely the heart, intellect and body in children (Astrini, 2023)

In the process of learning the Qur'an, there are aspects that can affect it, namely a method. By using a method, it is hoped that it can develop the mental attitude and personality of students in receiving learning easily, effectively and digested well. The linguistic method is an orderly and well-thought-out way to achieve a goal (Zainul Arifin, 2023). The Umami method is one of the methods that is often used in Indonesia, both formal and non-formal institutions. The Umami method is a method or practical way to read the Qur'an properly and correctly in accordance with the guidance of the Prophet PBUH. The purpose of the Umami method is to meet the needs of schools or the Qur'an whose management is able to provide a guarantee that every student who graduates from their school is sure to be able to read the Qur'an with tartil (Nobisa, 2021). The Umami method is written by Ustadz Ahmad Yusuf with a teaching system using a teaching aid, taught in a classical and pure manner, and with teachers who are standardized because they have a diploma in the form of a certificate that has been inaugurated by the Umami institution (Umami Foundation, t.t.). Umami foundation builds a quality system for learning the Qur'an by standardizing its inputs,

processes and outputs. The entirety of the standardization has been summarized in seven basic Umami programs which include tashih, tashin, certification, coach, supervision, munaqasah and khataman (Tutik Sumiati, 2024). The Umami method was born in 2011 which means that it is a new method in the midst of the community, but until now it has been used by more than 1000 institutions in 24 provinces in Indonesia (Hernawan, 2019)

Based on the results of previous literature studies, there are various ways of application and models used in the community related to the Umami method. Among them is the application of the Qur'an learning process using the Umami method with the results of the implementation of seven stages of learning, with the advantage of the Umami method system that guarantees quality or what is often called the nine pillars of the quality system (Umi Hasunah & Alik Roichatul Jannah, 2017). Meanwhile, in printing the Qur'ani generation, it can be done through various methods, one of which is that in the results of this research there is an intracurricular program with tahfidz learning that uses two methods, namely muraja'ah and talaqqi (Marlangen et al., 2023). Furthermore, research on the application of the Umami method of TKIT Sabilul Huda Karyamulya, Kesambi District, Cirebon City, with the results of the Umami method having a positive and effective impact on improving the ability to read the Qur'an with a comfortable and conducive atmosphere (Nilamsari Kusumawati Putri et al., 2023). Meanwhile, the results of the study (Mahendra, 2022) explained that for strategic management at Madrasah Diniyah Al-Qur'an Al-Ihsan Ponorogo, it is divided into three, namely planning through a meeting system, implementation according to the guidelines of the Umami method master book, and evaluation is divided into internal and external.

The factor behind this research is to find out how the umami method in preparing Qur'ani generations who are able to understand and apply the Qur'an in this era of very rapid and modern development. The umami method has an approach technique in every teaching process, where by using tones in reading the Qur'an, children will feel comfortable and happy. Although it may feel

heavy at first, by doing it consistently and regularly, the benefits will begin to be felt. This habit that continues to be practiced will have a positive impact that will be felt by children until adulthood, both in terms of discipline, religion, and children's responsibility (Astuti & Sari, 2020). One of the branches of the Ummi method used by researchers in searching and collecting data in the field is the Qur'an Training Center Al-Mady Yogyakarta. Qur'an Training Center Al-Mady Yogyakarta is a laboratory of the Ummi method in Yogyakarta, which is one place with the service center of the Ummi method in Yogyakarta. In addition, the Qur'an Training Center Al-Mady Yogyakarta received an achievement from the Ummi Foundation Surabaya method center as a model school for the Ummi method of the Qur'an method in 2021-2024. Therefore, the researcher is interested in studying more deeply related to this research with the title "The Application of the Ummi Method in Forming the Qur'ani Generation in Children Aged 5-6 Years: A Case Study at the Qur'an Training Center Al-Mady Yogyakarta"

Materials and Methods

This study uses qualitative research with a *field study approach*. *Field Study*, according to John W. Creswell, is a research in which researchers explore a certain phenomenon (case) in a time and activity (program, event, process, institution or social group) and collect information in detail and depth using various data collection procedures during a certain period (Harrison et al., 2020). In this study, it is explained how the Qur'an Training Center Al-Mady Yogyakarta in producing a generation of Qur'ani, especially in children aged 5-6 years. The data collection techniques used in this study go through three stages, namely observation, interviews and documentation. Observation was carried out at the Qur'an Training Center Al-Mady Yogyakarta using the *anectotal record method*, namely the researcher directly recorded information related to the formulation of the problem, namely the application of the ummi method in shaping the Qur'ani generation in children aged 5-6 years.

The interview was conducted with structured questions but also developed questions from the answers of the resource persons in the field, this aims to obtain more in-depth data and information. In this study, the researcher interviewed resource persons, namely Ustadzah Winda as the leader of the Qur'an Training Center Al-Mady Yogyakarta and Ustadzah Wiwik as the division of the Ummi Method program. As for observation and documentation, the researcher conducted before interviewing the above speakers. This aims to enrich original information in the field, by linking several question indicators that have been prepared by researchers. After the data is collected, the next step is to analyze the data guided by the *Milles and Huberman model* which explains three analyses, namely data reduction, *data display*, and verification or drawing conclusions (Abdussamad Zuchri, 2022).

Results and Discussion

The cultivation of Qur'an education is very important to be taught to early childhood both in formal and non-formal institutions, with the hope of preparing provisions and experience as the foundation for the next generation of Qur'ani. Before the implementation of Qur'an education using the Ummi method, preparation is needed for new students and educators. In learning the Qur'an in order to have its own impression on students, teachers must have their own skills related to the teaching strategies used, rules and techniques during teaching the Qur'an greatly determine how teaching will give an impression on students during the learning process (Anwar & Munastiwi, 2021). As revealed by Ustadzah Winda as the head of the Qur'an Training Center Al-Mady Yogyakarta in an interview with researchers as follows:

"So for the preparation stages of the Ummi method here, it can be divided into 3 stages for new students. For the first stage, students are required to conduct a pre-book reading test and check mature children to be guided in the learning process. Because it is hoped that the ustadzah of each class will focus on providing learning materials to children, without having to take care of or manage hyperactive and crowded children in

class. Then the second is the payment administration activity for the Ummi mbak volume, each child is obliged to order from us because it is an official branch in Yogyakarta. In accordance with the SOP of the Ummi Foundation Center in Surabaya, that Ummi volumes are only circulated in branches of the Ummi method. Furthermore, the third is that there are activities during the orientation period for new students, where children will be given material related to the environment here, rules, materials related to learning the Ummi method for children, as well as several supporting programs to entertain children." (Ustadzah WA, personal communication, November 1, 2023)

The results of the interview with Ustadzah Winda above, it can be concluded that before the application of the Ummi Method learning in an institution, educators should have preparation for the abilities of each child. This is useful for knowing the development process and the comfort of the learning process of each student. Preparation for the implementation of the Ummi Method is not only for students, where competent educators are needed in their fields. This is in accordance with what was conveyed by Ustadzah Winda as the head of the Qur'an Training Center Al-Mady Yogyakarta in an interview with researchers as follows:

"Here educators are also obliged to make preparations before the implementation of the Ummi Method learning, by submitting proof of passing the Ummi Method educator certification. With an active period of five years, starting from the time the certification is issued". (Ustadzah WA, personal communication, November 1, 2023)

The results of the interview with Ustadzah Winda above, it was concluded that educators also need preparation in the learning process of the Ummi method in the form of educator certification. That way the process of applying the Ummi method will run in accordance with the expectations of educators and the process of child development. The process of implementing Qur'an education using the Ummi Method for early childhood is not easy, a model is needed that is in accordance with the conditions and abilities of children in the field. This is in accordance with the expectations of the Qur'an Training Center Al-Mady Yogyakarta which adjusts to the abilities and

conditions of children in the field. As revealed by Ustadzah Wiwik as the division of the Ummi method program at the Al-Mady Yogyakarta Training Center in an interview with the researcher as follows:

"For the application of the Ummi Method here, we use a pure reading model, because I and the ustadzah see the conditions and abilities of children who basically match this model. However, each institution must have different management and regulations in its implementation. Here we enter on Tuesdays, Wednesdays, Thursdays and Fridays with a learning time of ninety minutes. Where sixty minutes are for classroom learning and thirty minutes for classical learning (Asr prayer in congregation, Muroja'ah prayer, daily prayer, Kaifa Tusholli)". (Ustadzah WI, personal communication, November 1, 2023)

The results of the interview with Ustadzah Wiwik above, it can be concluded that the application of the Ummi method at the Al-Mady Training Center Yogyakarta uses a pure reading and simak model with the application of ninety minutes in each meeting. Furthermore, the researcher will classify the activities in the ninety minutes in the following table 1.1:

Table 1.1 Learning activities of the Ummi method at the Al-Mady Training Center Yogyakarta

It	Pure reading model at Al-Mady Training Center Yogyakarta (Tuesday, Wednesday, Thursday and Friday)
1.	Classroom learning: 1. Opening (5 minutes) 2. Memorization (10 minutes) 3. Classical Demonstration (10 minutes) 4. Read more (30 minutes) 5. Closing (5 minutes)
2.	Classical learning: 1. Asr prayer in congregation (10 minutes) 2. Muroja'ah prayer (5 minutes) 3. Daily prayer muroja'ah (5 minutes) 4. Kaifa Tusholli (10 minutes)

In table 1.1 above, there is an application of the Ummi method using a pure reading model at the Al-Mady Training Center Yogyakarta. With the qualification of activities into two, namely classroom learning and classical learning from Tuesday to Friday. The classroom learning provided includes opening, memorization, classical demonstration, reading, reading and closing. Meanwhile, classical learning includes

congregational ashar prayers, prayer prayer murojaah, daily prayer murojaah and kaifa tusholli. Every child is required to participate in activities starting from the beginning of learning to the end of learning in an orderly and polite manner to educators inside and outside the classroom.

Figure 1.1 Classroom learning activities (classical demonstration) and classical learning (congregational ashar prayer)



Classes in the application of the Ummi method at the Al-Mady Training Center Yogyakarta are adjusted to the child's ability. Children's abilities are then grouped starting from volumes one to six, but especially for early childhood who are still in the process of learning the basics of the Qur'an, they use the pre-volume Ummi. As revealed by Ustadzah Wiwik as the division of the Ummi method program at the Al-Mady Yogyakarta Training Center in an interview with the researcher as follows:

"Learning in the Ummi Method itself uses 6 volumes for basic teaching of the Qur'an to children, with learning evaluation in the form of increasing volumes to find out the development and abilities of each child. The first shift consisted of five classical groups, namely pre-volume with Ustadzah Suratinah who cared for 7 children, I B with Ustadzah Denti who helped 6 children, I C with Ustadzah Lestari who helped 7 children, then I D with Ustadzah Triyanah who helped 7 children and the last group II A with Ustadzah Puji who helped 6 children. To distinguish between volumes and other volumes is the number of letters in each line, for pre-volumes there are only 4 hijaiyah letters for initial recognition in each line.(Ustadzah WI, personal communication, November 1, 2023)

The results of the interview with Ustadzah Wiwik above, it can be concluded that the application of the Ummi method at the Al-Mady Training Center Yogyakarta uses 6 volumes with different levels of difficulty in each volume. For a basic introduction to the Qur'an, especially for early childhood (4-6 years old) use pre-volume. Where for the evaluation of learning in each volume it is useful to find out the obstacles and development in each child, as well as for the increase in the next volume. Of course, every learning process and application of the Ummi method has obstacles. Therefore, an evaluation of the learning program is needed, as revealed by Ustadzah Winda as the head of the Qur'an Training Center Al-Mady Yogyakarta in an interview with the researcher as follows:

"Of course, in the application of the Ummi method, there are several obstacles, mba. For children who are suddenly lazy to go to class, maybe because they want to play or they are not in the mood to study that day. For example, a child who is pre-bound does not enter for a few days, then as the ustadzah of his class will communicate with parents regarding the cause of the non-entry of their children and seek solutions if they can help in problems with children. As a learning evaluation material, we use volume increases and ends with munaqosyah for the final volume. Meanwhile, the evaluation of our activities strives to always communicate with parents, and hold joint activities at each event as a means of friendship and education related to obstacles or obstacles experienced by children together" (Ustadzah WA, personal communication, November 1, 2023)

The results of the interview with Ustadzah Winda above, it can be concluded that the evaluation in the application of the Ummi method at the Qur'an Training Center Al-Mady Yogyakarta is the importance of evaluation as a benchmark for children's development while in the field (non-formal institutions), as well as the role of communication with parents to find out the child's ability while at home (the main foundation). So, both of them have a contribution to the development and application of behaviors that are in accordance with the guidelines of Muslims, namely the Qur'an and His Sunnah.

Based on observations and interviews with educators at the Qur'an Training Center Al-Mady Yogyakarta, it can be explained that the application of the Umami method in shaping the Qur'ani generation has been very good, based on the results in the field, it can be concluded as follows. *The first stage* is the preparation for the application of the Umami method both in terms of facilities and services for new students, as well as the recruitment process of professional and competent educators to accompany children in the learning process of the Umami method. *The second stage* is the effective application of the Umami method using a pure reading model for ninety minutes in the learning process, of which sixty minutes is for classroom learning and thirty minutes is for classical learning. *The third stage*, the evaluation of the application of the Umami method can be divided into two, namely learning evaluation (non-formal institutions) and evaluation with parents (main foundation). With the contribution of the two, it is hoped that children will grow and develop in accordance with the guidelines of Muslims, namely the Qur'an and His Sunnahs.

Discussion

Strategic management is an art and science in terms of formulating, implementing and evaluating strategic decisions between functions that allow an organization to achieve its goals in the future (Agus Tardian, 2019). The management of educational institutions includes principals, educators, administrative staff, and other educators along with students. These educators are a key element in management that affects the management of an institution as a whole (Maharani, 2019). The results of this study show that the application of the Umami method in Qur'an education at the Qur'an Training Center Al-Mady Yogyakarta in children aged 5-6 years is very effective. In the research process, the researcher found various data results in the application of the Umami method to form a Qur'ani generation at the Qur'an Training Center Al-Mady Yogyakarta. This can be seen from the efforts of the Qur'an Training Center Al-Mady Yogyakarta as a forum that always wants to provide the best both from the

preparation process, application to learning evaluation in the Umami method.

Qur'an Training Center Al-Mady Yogyakarta is a non-formal school that stands under the auspices of the central Umami method of Yogyakarta. In 2013 Ustadzah Windasari Arditianita as the leader and her husband Ustadz Kukuh Hadi Wiyono as an advisor received a mandate from Ustadzah Nikmatur Rohimmah as the pioneer of the Umami method in the Yogyakarta area, to continue his struggle in introducing the Umami method in Yogyakarta. Then now the Qur'an Training Center Al-Mady Yogyakarta is a laboratory of the Umami method center in the Yogyakarta area when holding various training activities, diniyah-based learning activities from children to adults, and is a place for the certification of Umami method teachers in the Yogyakarta area. The Qur'an Training Center Al-Mady Yogyakarta was also named the "*Model School of the Umami Method in 2021-2024*" from the Umami Foundation Center in Surabaya.

The preparation of the Qur'an Training Center Al-Mady Yogyakarta in the application of the Umami method is *first*, screening each new student. Where the purpose of this activity is to help class teachers to find out the ability and competence of reading and writing the Qur'an for each child. Then from the results of the screening, it was continued for class grouping according to the ability and competence of each child. *Second*, the Qur'an Training Center Al-Mady Yogyakarta carried out administrative activities for new students related to the purchase of several volumes of the Umami method. In purchasing volumes of the Umami method, it is mandatory to order at the nearest branches of the Umami method, in accordance with the SOP of the Umami Foundation Center in Surabaya which does not sell free volumes or props in public places. *Third*, there is an orientation period or ta'aruf for new students for the first week. At this event, there were various activities regarding the introduction of the environment, explanation of materials, rules, and explanations of activity programs.

The application of the Umami method at the Qur'an Training Center Al-Mady Yogyakarta does not only focus on using good methods. But on the other hand, Qur'an Training Center Al-Mady

Yogyakarta also focuses on handling quality certified teachers and a strong management system. Having a superior vision, namely "Becoming a leading institution in giving birth to the Qur'ani generation", of course has basic programs that help to develop and prepare children. The programs contained in the Qur'an Training Center Al-Mady Yogyakarta are divided into two focus discussions. Where the first is learning the Qur'an by using the Ummi method as a priority program, and adding additional programs in each lesson, namely the introduction of prayer using the Kaifa Tusholli method, getting used to manners based on daily prayers in accordance with the sunnah of the Prophet Muhammad SAW, and Taisirul Afham translation of the book Aqidatul Awwam for the cultivation of Tawhid in children

The learning model used by the Qur'an Training Center Al-Mady Yogyakarta is a pure reading model. The pure reading model is that the teacher teaches the material by reading with the children, then one of the children reads the volume in turn by paying attention and listening to the letter material according to each child's part. Where for the first shift there are five study groups with the number of each group consisting of 5-8 children. Learning in the Ummi Method itself uses 6 volumes for basic teaching of the Qur'an to children, with learning evaluation in the form of increasing volumes to find out the development of each child. However, specifically at the Qur'an Training Center Al-Mady Yogyakarta there is a Pre-volume program for the Ummi method. For children aged 5-6 years who enter the pre-volume class and volume 1B where they are still learning about the basics in the Qur'an, what distinguishes between the volumes and other volumes is the number of letters in each line, for the pre-volume there are only 4 hijaiyah letters for initial introduction.

Learning activities take place on Tuesdays, Wednesdays, Fridays and Saturdays with learning hours for each meeting of ninety minutes. With details of sixty minutes for classroom learning and thirty minutes for classical learning (congregational Asr prayer, Muroja'ah prayer, daily prayer, Kaifa Tusholli). And for the division of sixty minutes in

class, it includes five minutes of opening, ten minutes of memorization, ten minutes of classical demonstrations, thirty minutes of reading and listening, and five minutes for closing.

Conclusions

The application of the Ummi method at the Qur'an Training Center Al-Mady Yogyakarta to form a Qur'ani generation includes several results, namely preparation in the application of the Ummi method by screening each new student, carrying out administrative activities and the existence of an orientation period or ta'aruf for new students. Then the use of the reading model is pure, with the application of this learning model, the activity runs more effectively and in accordance with the conditions in the field. One of the advantages of Qur'an Training Center Al-Mady Yogyakarta is that it has applied the ninety minute technique in each of its lessons. Where sixty minutes are for classroom learning and thirty minutes for classical learning (Asr prayer in congregation, Muroja'ah prayer, daily prayer, Kaifa Tusholli). In addition, the application of the Ummi method at the Qur'an Training Center Al-Mady Yogyakarta not only focuses on using good methods, but also quality teacher certification with a strong management system, and various programs are provided both priority and support the application of the Ummi method to produce a generation of Qur'anis in accordance with the Qur'an and His Sunnah.

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