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The Implementation of the Ummi Method in Improving Students' Al-Qur'an Reading Skills at MI Plus Al-Hamid Banjarmasin

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Abstract

This study describes the implementation of the Ummi method in improving students' Qur'an-reading skills at MI Plus Al-Hamid Banjarmasin and identifies the factors that support or hinder its implementation. It uses a qualitative field-research design, drawing on observation, interviews, and documentation as reported in the underlying thesis. The findings indicate that instruction follows seven stages: opening, apperception or muroja'ah, concept introduction, concept understanding, skills practice, evaluation, and closing. Teachers use Ummi books and visual teaching aids, model correct recitation, provide repeated practice, listen to students individually, and record progress. The process is associated in the reported field findings with better fluency, more careful recitation, increased confidence, and learning discipline, although the study does not provide standardized pre- and post-test scores from which a numerical effect can be calculated. Supporting factors include trained teachers, an integrated learning system, learning resources, student motivation, peer encouragement, and parental support. The main constraints are differences in students' initial abilities and student absence. The study's contribution is a context-specific account of how standardized instructional stages, formative correction, and school–family cooperation work together in an Islamic elementary-school setting.
Keywords: Ummi Method, Qur'an Reading Skills, Islamic Elementary Education.

Abstrak

Penelitian ini mendeskripsikan penerapan metode Ummi dalam meningkatkan keterampilan membaca Al-Qur'an siswa di MI Plus Al-Hamid Banjarmasin, serta mengidentifikasi faktor-faktor yang mendukung maupun menghambat penerapannya. Studi ini menggunakan desain penelitian lapangan kualitatif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi, sebagaimana dilaporkan dalam tesis yang menjadi dasar tulisan ini. Hasil penelitian menunjukkan bahwa proses pembelajaran mengikuti tujuh tahapan: pembukaan, apersepsi atau muroja'ah, pengenalan konsep, pemahaman konsep, latihan keterampilan, evaluasi, dan penutup. Para guru menggunakan buku metode Ummi serta alat peraga visual, memberikan contoh bacaan yang benar, memfasilitasi latihan berulang, menyimak bacaan siswa secara individual, dan mencatat perkembangan mereka. Berdasarkan temuan lapangan, proses ini berkontribusi pada peningkatan kelancaran dan ketelitian dalam membaca, tumbuhnya rasa percaya diri, serta kedisiplinan belajar siswa; meskipun penelitian ini tidak menyajikan skor tes awal (pre-test) dan tes akhir (post-test) terstandarisasi yang

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memungkinkan perhitungan dampak secara numerik. Faktor pendukung meliputi keberadaan guru yang terlatih, sistem pembelajaran yang terintegrasi, ketersediaan sumber belajar, motivasi siswa, dukungan dari teman sebaya, serta dukungan orang tua. Kendala utama yang dihadapi adalah perbedaan kemampuan awal siswa dan ketidakhadiran siswa. Kontribusi penelitian ini terletak pada pemaparan spesifik mengenai bagaimana tahapan pembelajaran yang terstandarisasi, koreksi formatif, dan kerja sama antara sekolah dan keluarga saling bersinergi dalam lingkungan sekolah dasar Islam.
Kata kunci: Metode Ummi, Keterampilan Membaca Al-Qur'an, Pendidikan Dasar Islam

Introduction

Qur'anic literacy is a foundational element of Islamic education because it connects learners with a central source of religious guidance and worship. At the elementary level, reading instruction involves more than recognizing Arabic characters; learners must pronounce letters accurately and apply basic recitation conventions. Early learning experiences can shape students' confidence and willingness to continue reading independently. For this reason, schools need a coherent approach that combines explicit modelling, repeated practice, and supportive feedback. Research on Qur'an instruction has similarly emphasized that structured learning and teacher guidance are important to the development of accurate recitation (A'yun & Romadlon, 2022). This evidence helps explain why the quality of instructional routines deserves attention alongside the choice of method.

Reading the Qur'an accurately requires coordination among letter recognition, articulation points, sound characteristics, vowel marks, and rules of tajwid. A learner may recognize a written symbol yet still mispronounce it when reading aloud. Accuracy and fluency therefore need to be taught and observed as related but distinct dimensions. Teachers must listen closely to learners rather than infer mastery from collective recitation alone. Studies of Qur'an-reading instruction have identified pronunciation, fluency, and tajwid as important indicators of learning progress (Kuncoro, 2022). These indicators provide a practical basis for interpreting students' reading development at MI Plus Al-Hamid.

The learning environment in an Islamic elementary school is especially important because students enter with different experiences of Qur'an learning. Some children may already practise reading at home or in a Qur'an learning centre, while others may be at an early stage of letter recognition. A uniform pace can consequently be challenging if teachers do not identify individual needs.(Norhaliza et al., 2026) Differentiated support and systematic monitoring can help students work toward shared standards without assuming that they begin at the same level. A study of the Ummi method in early-childhood education also reported the importance of staged instruction and attention to students' learning constraints (Mahrizki et al., 2022). The implication is that implementation should be examined as a process responsive to learner diversity.

The Ummi method offers a structured approach to Qur'an instruction through direct modelling, repetition, and a caring learning atmosphere. Its emphasis on listening to a teacher's example before practising is relevant to a skill that depends heavily on oral demonstration. Repeated practice gives learners opportunities to stabilize correct pronunciation and recall earlier material. The method also places importance on teacher competence and the consistency of instructional procedures. Research in an

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Islamic elementary-school setting found that Ummi learning followed established stages and was accompanied by attention to teacher training and supervision (A'yun & Romadlon, 2022). This suggests that the method should be understood as an instructional system rather than merely a textbook sequence.

A systematic method does not automatically guarantee successful learning because its implementation depends on classroom decisions. Teachers need to manage transitions between explanation, collective practice, individual reading, and evaluation. They must also decide when students are ready to move forward and when further practice is needed. The quality of these decisions affects whether repetition becomes meaningful practice or simply mechanical recitation. Kuncoro (2022) identified staged implementation, teacher support, and learning management as relevant features of Ummi-based Qur'an instruction. This perspective directs attention to what teachers actually do during lessons.

The Ummi approach is commonly associated with the principles of being easy, enjoyable, and heart-touching. These principles matter because young learners may experience anxiety when asked to read aloud or corrected in front of classmates. A supportive atmosphere can encourage participation while maintaining expectations for accurate recitation. Caring instruction should not mean overlooking errors; rather, it means correcting errors in ways that preserve motivation and dignity. Findings from Ummi-based learning in elementary education describe positive student responses alongside structured learning procedures (Kuncoro, 2022). The combination of emotional safety and clear standards is therefore central to the present analysis.

Repetition is a core feature of learning to read the Qur'an because pronunciation habits develop through listening, imitation, correction, and further attempts. Muroja'ah allows previously learned material to remain active while preparing students for new material. Without review, students may forget a sound pattern or rule that was previously understood. Repetition is most useful when teachers listen for specific errors and adjust practice accordingly. Mahrizki et al. (2022) describe review and staged practice as components of Ummi implementation in an early-childhood setting. This reinforces the importance of examining how review is organized in the target school.

The teacher's role in Qur'an instruction extends beyond presenting content. Teachers model pronunciation, diagnose errors, maintain classroom routines, and provide encouragement when students struggle. Professional preparation is especially important because inaccurate modelling can reinforce the very errors that instruction is intended to correct. The thesis used for this article reports that Ummi teachers at MI Plus Al-Hamid had undertaken Ummi certification or related strengthening activities. A'yun and Romadlon (2022) likewise highlight training and supervision as features of the Ummi system. Teacher competence is therefore treated here as an implementation condition, not simply a personal attribute.

Learning resources also shape the quality of reading instruction. Ummi volumes provide a staged sequence, while visual teaching aids support collective demonstration and help focus students' attention on a target letter or pattern. Individual achievement records can help teachers monitor progress and communicate with families. However, resources are effective only when teachers use them purposefully and consistently. The thesis documents the availability of Ummi books, teaching aids, student achievement books, and teacher guides at MI Plus Al-Hamid. These materials make it

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possible to consider the relationship between school infrastructure and instructional continuity.

Assessment is essential because reading skill cannot be inferred solely from attendance or participation. A student may join a group recitation without independently producing the correct sound. Individual listening gives teachers an opportunity to evaluate articulation, fluency, and the application of the material taught. Formative assessment can then guide review, correction, and decisions about readiness to progress. The Ummi research reviewed by Kuncoro (2022) identifies reading fluency, tajwid, and articulation as meaningful indicators of student ability. These dimensions also inform the interpretation of evaluation practices reported in the present case.

The use of individual correction is particularly significant in oral reading. When an error occurs, the teacher can provide a model, prompt the learner to reconsider the sound, or ask for another attempt. The thesis reports that some teachers used a brief istighfar cue to encourage students to identify and correct their own mistakes before the teacher supplied a direct correction. Such a strategy can promote attention, but it needs to be applied consistently and without embarrassing the learner. A'yun and Romadlon (2022) emphasize that Ummi implementation includes teacher-guided practice and monitoring. The present study therefore considers correction as both a technical and relational practice.

The family environment is another factor in children's Qur'an learning. Classroom instruction provides guided practice, but short and regular practice at home may reinforce learning between lessons. Parents can help by establishing routines, listening to reading, and responding constructively to progress reports. Conversely, limited support at home may reduce opportunities for additional practice. The thesis identifies parental encouragement and the use of student achievement records as relevant supports at MI Plus Al-Hamid. This finding accords with the wider view that literacy learning is strengthened when school practices and family routines complement one another.

Attendance can influence progress when a learning sequence moves forward from one lesson to the next. Students who miss lessons may not receive the explanation or guided practice needed for later material. Teachers may then need to revisit content, which can affect the pace of the group.(Aslamiah et al., 2026) This challenge is especially relevant to cumulative skills, where new reading patterns depend on earlier mastery. The thesis explicitly identifies student absence as an obstacle in the Ummi program at MI Plus Al-Hamid. The issue is therefore examined as a matter of continuity and instructional planning rather than as a simple disciplinary concern.

Differences in initial ability create a related challenge for grouping and time management. A learner who needs repeated modelling may require more teacher attention than a peer who has already mastered the same page. If a group contains substantially different levels, the teacher may struggle to provide adequate individual feedback within a single session. Flexible grouping, brief diagnostic checks, and targeted follow-up may help address this tension. Research on Ummi implementation also notes differences in student readiness and the need for classroom management (Kuncoro, 2022). This makes learner heterogeneity a central part of the local implementation story.

Prior studies have investigated Ummi learning in schools and Qur'an-learning institutions, but they differ in setting, age group, and research design. Some studies

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focus on statistical relationships between the method and reading ability, while others describe classroom procedures qualitatively. Quantitative findings can indicate association, but they do not always explain how learning stages and correction routines operate in practice. Qualitative case studies can illuminate those processes while remaining limited in their ability to establish causal effects. Fujiati and Arifin (2021) examined the relationship between the Ummi model and reading ability, whereas A'yun and Romadlon (2022) described its implementation in an Islamic elementary school. The present study complements this literature through a site-specific account from Banjarmasin.

The local context of MI Plus Al-Hamid makes the case useful for examining a school-wide approach to Qur'an learning. The thesis describes the school as an Islamic elementary institution that integrates Qur'an instruction and tahfiz into its educational identity. It also documents learning resources and an organized teaching team for Ummi classes. Such an environment offers a concrete setting for exploring how a standardized method is adapted to learners' different abilities. The purpose is not to claim that the school represents all Indonesian madrasahs, but to identify implementation practices that may be relevant elsewhere. Contextual description is therefore important for judging the transferability of the findings.

The study is guided by two questions: how is the Ummi method implemented to improve students' Qur'an-reading skills at MI Plus Al-Hamid Banjarmasin, and what factors support or hinder its implementation? These questions place instructional stages and implementation conditions at the centre of the analysis. They also distinguish the present qualitative inquiry from research designed primarily to measure statistical effects. The thesis reports observation, interviews, and documentation as the main sources of data. A qualitative description is appropriate because the study seeks to explain the practices and experiences associated with the method rather than calculate a standardized effect size. This focus frames the article's contribution and its limits. The novelty of this article lies in integrating the seven reported instructional stages with the school's supporting resources, teacher practices, student responses, and implementation barriers. Rather than treating the method as a single intervention, the analysis presents it as a sequence supported by trained educators, monitoring tools, and family communication. It also considers the tension between individualized correction and the management of mixed-ability groups. These themes are interpreted in relation to prior research on Ummi learning and Qur'an literacy (A'yun & Romadlon, 2022; Mahrizki et al., 2022). The contribution is analytical and contextual, not a claim of experimentally proven causality. The article may inform practical planning for schools seeking to strengthen accurate and confident Qur'an reading.

Literature Review

Qur'an-reading ability includes recognition of Arabic letters, correct oral production, continuity, and application of basic tajwid rules. These dimensions are related but should not be collapsed into a single impression of competence. A student may recognize a letter but struggle to pronounce it accurately in connected reading. Teachers therefore need observable criteria and regular listening opportunities. Ummi-related studies identify fluency, articulation, and tajwid as key indicators (Kuncoro, 2022). These indicators help translate the broad idea of reading ability into teachable and assessable skills.

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Makharij al-huruf concerns the articulation points from which Arabic letters are produced. Learners may confuse sounds that are unfamiliar or produced from nearby articulation points. Written explanation alone may not fully convey the sound that a learner needs to reproduce. Teacher modelling, imitation, and immediate correction are therefore important parts of instruction. The source thesis reports that teachers attend to articulation during concept teaching and evaluation. This emphasis is consistent with research that treats articulation as a core element of Qur'an-reading competence (Kuncoro, 2022).

Tajwid provides rules that guide accurate Qur'anic recitation, including sound treatment and appropriate lengthening. At an elementary level, rules should be introduced gradually and connected to actual reading. Knowing a rule's name does not guarantee that a learner can apply it while reciting. Teachers need to hear the student use the rule and respond to errors. Research on Ummi learning describes direct practice according to tajwid standards as part of the method's purpose (A'yun & Romadlon, 2022). This supports assessing conceptual knowledge alongside oral performance. Fluency refers to continuity and an appropriate pace, whereas accuracy concerns the correctness of sounds and recitation rules. A student may read quickly but make errors, or read slowly while producing sounds accurately. Instruction should therefore avoid treating speed as the only sign of progress.(Fitriani et al., 2026) Repetition can strengthen fluency when teachers prevent inaccurate forms from becoming habitual. Ummi research identifies fluency, tajwid, and articulation as relevant reading outcomes (Kuncoro, 2022). The present study consequently considers reading development as multidimensional.

The Ummi method is presented in the source thesis as a caring approach that emphasizes patience, repetition, and direct oral modelling. Students listen to a teacher's example before practising the target material. This is relevant to an oral skill in which sound production cannot be learned from print alone. The method also relies on consistency in the learning sequence and teacher guidance. A'yun and Romadlon (2022) found that Ummi instruction followed established stages and included supervision. The method is thus better understood as an instructional system than as a textbook alone.

Direct modelling, repetition, and sincere care are interdependent principles of the Ummi approach. Modelling gives students an audible example, repetition provides opportunities to consolidate it, and a supportive relationship helps students persist through correction. Modelling without practice offers limited opportunity for mastery. Repetition without feedback may reinforce mistakes rather than improve performance. Mahrizki et al. (2022) report staged learning and practice in an Ummi program for young children. This literature supports an integrated view of the method's core principles.

The source thesis identifies seven stages: opening, apperception or review, concept introduction, concept understanding, skills practice, evaluation, and closing. Each stage serves a different instructional purpose, from preparing students to checking progress. A predictable sequence can help young learners understand classroom expectations.(Arisandi et al., 2026) However, the sequence must remain responsive to differences in readiness and progress. A'yun and Romadlon (2022) also describe implementation guided by the stages established by the Ummi Foundation. The seven-stage model therefore provides a useful framework for analysing the local case.

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Opening activities prepare learners emotionally and behaviourally for instruction. Greetings, prayer, readiness checks, and reminders about classroom manners can establish a respectful atmosphere. These routines do not replace reading instruction, but they may reduce distraction and make transitions smoother. The thesis records teachers' use of greetings, prayer, brief communication, and orderly preparation. Such practices fit the method's emphasis on a supportive learning environment. Classroom climate is best understood as a condition that enables focused practice.

Apperception and muroja'ah connect previous learning with new material. Review allows teachers to observe whether learners retain earlier letter patterns, reading rules, or memorized passages. It can identify students who need reinforcement before instruction advances. Effective review is responsive rather than a mechanical repetition of everything previously taught. In the source thesis, teachers revisit earlier material and use collective reading with visual aids. Mahrizki et al. (2022) likewise identify review and staged practice as components of Ummi instruction.

Concept introduction provides a model of a new sound, pattern, or recitation rule. The teacher may point to an example on a visual aid, demonstrate the reading, and draw attention to relevant features. Students hear and see the target before attempting it themselves.(Arisandi et al., 2026) This is important when students are learning sounds unfamiliar from their everyday language. The thesis reports the use of Ummi books and visual aids during concept introduction. A'yun and Romadlon (2022) similarly describe implementation based on established learning stages.

Concept understanding moves learners from listening to demonstrating that they can reproduce the taught material. Teachers ask students to read examples and identify who needs further explanation. This stage is diagnostic because it reveals whether students understood the model before extended practice. It also recognizes that learners do not understand at the same pace. Teachers at MI Plus Al-Hamid reported repeating explanations when students needed more support. Such formative checks help teachers adjust instruction rather than rely only on end-of-unit assessment.

Skills practice is necessary because reading is a performance skill that develops through repeated oral attempts. Students apply the taught material and receive correction when errors occur. Teachers may combine group reading with individual turns according to the group and material. The goal is not simply to finish a page but to demonstrate sufficiently accurate reading. Kuncoro (2022) describes staged practice as part of Ummi learning. This distinction helps separate content completion from demonstrated mastery.

Evaluation establishes what each student can currently do. Individual reading enables teachers to assess pronunciation, fluency, and application of taught rules. Recording results can help teachers plan further practice and communicate progress to families.(Sari et al., 2026) Assessment is most useful when feedback leads to a concrete next step. The thesis describes individual listening, correction, and achievement records. This practice is consistent with the monitoring emphasis reported by A'yun and Romadlon (2022). Closing consolidates the session and provides a clear transition to the next activity. The thesis reports that a lesson may end with a final drill or review, prayer, and greeting. Such routines reinforce continuity and classroom manners. They should remain proportionate so that guided reading receives sufficient time. In a structured method, closing is part of the planned sequence rather than an

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improvised ending. Research on Ummi implementation supports attention to the integrity of lesson stages (A'yun & Romadlon, 2022).

Teacher competence matters because the method requires accurate recitation, appropriate modelling, and the ability to diagnose errors. The thesis describes certification, tashih, tahsin, and further professional strengthening. Training can help standardize pronunciation models and correction practices across learning groups. Certification should nevertheless be accompanied by continuing supervision and reflective practice. A'yun and Romadlon (2022) identify training and supervision as parts of Ummi implementation. Teacher development is therefore an ongoing quality-assurance responsibility.

Prior empirical research provides several points of comparison for the present study. Fujiati and Arifin (2021) examined the relationship between the Ummi model and third-grade students' Qur'an-reading ability using a quantitative design. A'yun and Romadlon (2022) used a descriptive qualitative approach to examine implementation in an Islamic elementary school. Kuncoro (2022) discussed reading and memorization instruction and identified fluency, tajwid, and articulation as outcome dimensions. These studies differ in design and context, so their results should not be treated as interchangeable. Together, they show the value of both outcome-oriented and process-oriented inquiry.

Research involving younger learners also provides relevant information about Ummi implementation challenges. Mahrizki et al. (2022) studied children aged four to five and described learning stages and obstacles. Their setting differs from an elementary madrasah, but both contexts require teachers to manage attention, pace, and varied readiness. Developmental differences mean that classroom strategies should be adapted rather than copied without change. The study nevertheless supports stepwise teaching, repetition, and observation. It situates the present case within broader research on early Qur'an literacy.

The research gap is not an absence of studies on the Ummi method, but the need for contextual accounts of how its stages and quality supports operate in particular schools. Earlier studies have examined other schools, different age groups, and quantitative relationships. This article focuses on implementation at MI Plus Al-Hamid Banjarmasin, including resources, teacher practices, student responses, and barriers. It brings classroom routines and school–family support into a single account. The contribution is a site-specific description rather than a universal claim. This focus provides the rationale for qualitative analysis.

Method

This study uses field research with a descriptive qualitative approach, following the design stated in Maulida's thesis. Field research is appropriate because the inquiry concerns instructional practice in a functioning school. The purpose is to describe how the method is enacted and how participants understand its supports and constraints. The study does not use an experimental design or standardized pre- and post-test comparison. Findings should therefore be read as context-specific qualitative evidence rather than a causal estimate. This approach is consistent with descriptive qualitative research on Ummi learning (A'yun & Romadlon, 2022).

The research site is MI Plus Al-Hamid Banjarmasin, an Islamic elementary school in North Banjarmasin, South Kalimantan. The thesis identifies Qur'an learning and tahfiz as elements of the school's educational identity. The site was selected

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because the school actively implements the Ummi method and permitted observation of learning activities. The thesis also notes variation in students' reading abilities, making the site relevant to the study of differentiated guidance. Contextual description helps readers understand the conditions under which findings were produced. It also supports careful judgments about whether insights may transfer to other settings.

Information sources identified in the thesis include the Ummi coordinator, teachers, students, parents or guardians, and school documents. These sources provide different perspectives on classroom routines and learning support. Teachers explain lesson procedures and correction strategies, while students describe their experience of practice and assessment. Parents provide information about encouragement and the use of achievement records at home. Documents help verify the school's resources and organization. Comparing these perspectives reduces dependence on a single source and supports a more nuanced description.

Observation was used to examine instructional activities directly. The researcher observed lesson stages, teacher modelling, student participation, use of Ummi books and visual aids, and correction during reading practice. Observation is valuable because a described routine may differ from what happens in the classroom. It also allows attention to interactions, pacing, and classroom organization. The thesis identifies observation as one of the main data-collection techniques. In this article, observations are interpreted alongside interviews and documentation to strengthen the contextual account.

Interviews were conducted with relevant informants to clarify implementation and perceived benefits or challenges. The thesis includes accounts from the Ummi coordinator, teachers, students, and a parent. Interview data explain why particular stages are used and how teachers respond to student differences. They also illuminate perceived contributions of practice, evaluation, and parental encouragement. These statements are treated as participants' accounts rather than independent proof of measured gains. This distinction prevents the article from overstating what interview evidence can establish.

Documentation provided information about the school and its learning resources. The thesis records Ummi volumes, visual teaching aids, student achievement books, teacher guides, and teacher agendas among the available materials. School profile information and administrative documents also support the description of the institutional context. Documents do not replace direct observation or participant accounts, but they can help cross-check them. The use of multiple evidence sources is consistent with qualitative case-study practice. It also accords with prior studies of Ummi instruction (A'yun & Romadlon, 2022).

Analysis followed a qualitative descriptive logic: relevant information was organized, grouped by the research questions, displayed as recurring themes, and interpreted in relation to the evidence. The principal categories were implementation stages, reading-skill development, supporting factors, and barriers. Source and method triangulation compared observation, interviews, and documentation. The thesis also describes member checking, in which information was returned to informants for confirmation or correction. These procedures strengthen credibility, although they do not establish statistical generalizability. Findings are therefore presented as a synthesis of qualitative evidence documented in the source thesis.

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Results

MI Plus Al-Hamid is described in the thesis as an Islamic elementary school established in 1985 under a foundation supporting Islamic education. Its educational identity includes Qur'an learning and tahfiz alongside broader academic learning. The school's stated vision integrates religion, knowledge, character, and achievement. This orientation provides an institutional rationale for maintaining a structured Qur'an-reading program. The setting does not by itself prove effectiveness, but it helps explain why Qur'an instruction is organized as a school priority. Context is therefore relevant to understanding implementation.

The thesis reports that the school served 786 students across grades one to six in the 2025–2026 academic year. It describes 30 classes, including regular and tahfiz classes, with class sizes varying by grade and program. This scale requires coordination in teacher allocation, materials, and student grouping. It also creates practical demands for individual reading checks within the available lesson time. These organizational features contextualize the reported importance of a coordinated Ummi program. They should not be interpreted as evidence that all classes operate identically.

Documented facilities include 30 learning or Qur'an-learning rooms, a mosque, visual teaching aids, desks or rehal, Ummi volumes, achievement books, and teacher and student guides. The thesis lists 800 units of several learning materials, including Ummi volumes and achievement records. These resources support collective demonstration and individual monitoring. Availability alone does not guarantee effective use, so teacher integration remains important. Their reported use during concept teaching suggests that resources are embedded in instructional routines. This resource base is one of the supports identified in the case.

The thesis describes an organized group of Ummi teachers and identifies a coordinator who supports the program. It reports that teachers had participated in Ummi certification or related professional-strengthening activities. Teacher preparation matters because students need consistent models of pronunciation and correction. Coordination can also help address differences in pacing and expectations. The teaching team makes the program more than an isolated classroom technique. It provides an organizational basis for shared procedures.

The first stage is opening, which includes greeting students, praying together, asking how they are, and checking readiness. The coordinator explained that these activities help students feel connected to the teacher and prepared for the lesson. Teachers also use the opening to establish orderly seating, attention, and learning manners.(Asmaiyah et al., 2026) The routine is intended to create a comfortable and focused atmosphere before reading practice begins. It therefore serves relational and classroom-management functions. It prepares students to engage with the academic content.

The second stage is apperception or muroja'ah, in which students revisit material learned previously. Teachers reported reviewing earlier reading material and memorized passages, including collective reading with the Ummi visual aid. This allows students to refresh their memory before receiving new content. It also helps teachers notice which students retain material and which need support. The thesis emphasizes that students may forget content if it is not repeated. Review is consequently used as a bridge between prior learning and the next lesson.

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The third stage is concept introduction, during which the teacher presents new material and models target pronunciation. The teacher may point to letters or examples on the visual aid and explain the relevant sound, articulation, vowel length, or tajwid feature. Students listen and observe before attempting the material themselves. The thesis reports that teachers use Ummi books and visual aids to make content easier to follow. Immediate modelling allows teachers to address inaccurate pronunciation early. This stage establishes the reference model for subsequent practice.

The fourth stage is concept understanding, which checks whether students can reproduce what the teacher has introduced. Teachers ask students to read examples together or individually and observe whether the target pattern has been understood. The thesis notes that students vary in how quickly they grasp material. Teachers repeat explanations and provide guidance when necessary. This stage is diagnostic because it informs the next instructional move. It also gives students an active opportunity to demonstrate understanding.

The fifth stage is skills practice, where students read the material repeatedly and apply what they have learned. Teachers described asking students to read in turn so their performance could be heard directly. Practice focuses on articulation, vowel length, tajwid, and continuity of reading. The source thesis stresses that understanding a rule theoretically is insufficient without repeated reading. Routine practice helps students become familiar with the material and more confident when reading aloud. It links concept teaching with demonstrated performance.

The sixth stage is evaluation, during which teachers listen to students individually and assess their reading. The thesis reports attention to fluency, articulation, and tajwid, with results recorded in student achievement books. Teachers correct errors and identify material requiring further practice. One reported strategy is to use a brief cue, such as istighfar, to prompt students to reflect on and locate an error before receiving direct help. Students described evaluation as a way to identify what they needed to practise. Evaluation thus serves monitoring and formative-learning functions.

The final stage is closing, which includes a final drill or review, prayer, and greeting. The teacher's account indicates that the session ends with a familiar routine rather than stopping immediately after the last student reads. Closing can reinforce continuity by revisiting material and maintaining learning manners. It also marks a clear transition from the lesson to the next activity. The thesis describes closing as part of the Ummi sequence. The stage completes the cycle of preparation, instruction, practice, assessment, and closure.

The reported implementation combines collective and individual modes of learning. Visual aids support whole-group modelling, while individual reading enables teachers to hear each learner's pronunciation.(Rahmah et al., 2026) Group recitation can build familiarity but may conceal individual errors. Individual turns make more specific feedback possible. The thesis describes collective reading and one-by-one evaluation. The combination balances shared instruction with attention to individual performance. Teachers' correction practices are designed to help students recognize errors and improve their reading. Rather than always supplying the answer immediately, a teacher may give a cue that encourages reconsideration of the sound. The thesis reports that this practice is intended to exercise attention and recall. It can support active learning when students understand the cue and feel safe to try again.

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However, some learners may need an explicit model rather than an indirect prompt. The reported practice shows that correction is part of teaching, not merely final judgment.

The thesis reports positive student perceptions of the learning process. Students described receiving corrections when they made mistakes and said that frequent practice helped them feel more confident reading before peers. They also indicated that evaluation encouraged home practice so their reading would become more fluent. These accounts suggest perceived benefits in confidence and motivation, but they are not standardized measurements of skill gain. Student voice shows how learners experience the routines designed by teachers. The evidence supports a cautious conclusion that the approach is experienced as structured and supportive.

The thesis associates the method with better fluency and student discipline. This conclusion is based on observations and interview accounts rather than numerical pre- and post-test scores. Repeated reading, individual correction, and routine evaluation offer plausible mechanisms for the reported improvement. The available evidence does not establish the magnitude of improvement or isolate Ummi from other influences. It is therefore appropriate to describe the outcome as a qualitative indication of progress. Further studies using consistent reading rubrics could measure change more precisely.

A major supporting factor is the integrated learning system, including a staged curriculum and books covering the Ummi sequence. The thesis reports the availability of volumes from early levels through gharib and tajwid materials. This sequence allows teachers to organize instruction from simpler material toward more complex reading demands. A shared sequence can make progress easier to monitor across students and groups. Its effectiveness still depends on responsive use by teachers. The learning system provides structure, while professional judgment determines how it is applied.

Visual teaching aids support collective instruction by giving students a shared point of reference. Teachers can point to a target example while modelling how it should be read. This is useful when a class needs to attend to the same letter or recitation pattern. The thesis identifies the aids as a resource used during concept introduction and review. Their role complements oral modelling because students need to hear the sound as well as see the written form. Together, these tools support focused instruction.

Student achievement books are another reported support. They help teachers record progress and identify material that still requires practice. The thesis notes that these records can communicate information to parents or guardians. This makes learning progress more visible beyond the classroom and creates opportunities for home reinforcement. Records are most useful when they contain clear and actionable information. The reported practice links assessment, communication, and follow-up.

Teacher competence is a further supporting factor. The thesis reports that teachers had undertaken Ummi certification or related training, including tashih and tahsin activities. Such preparation is important for accurate modelling and consistent correction. The coordinator also described continuing support and meetings connected with the Ummi program. These arrangements suggest that professional learning is treated as ongoing. Instructional quality depends on both the method and the competence of those implementing it.

Student motivation and readiness can facilitate progress. The thesis notes that students who are enthusiastic and quick to understand material may move through

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practice more smoothly. Interest can encourage participation, repetition, and practice outside the classroom. Motivation and ability are not fixed, and students may need different kinds of encouragement over time. Teachers' patience and feedback can help sustain motivation when a learner encounters difficulty. The finding highlights interaction between learner characteristics and the instructional environment.

Parental support is identified as an external factor that can strengthen learning. A parent interviewed for the thesis valued the structured sequence and achievement book because they made the child's progress visible. Parents can reinforce practice by setting routines, listening to reading, and encouraging persistence. Such support is valuable when classroom time is limited. The thesis suggests that encouragement from home can help students overcome reluctance to practise. School–family communication is therefore part of the program's support system.

Peer interaction can influence motivation. In a group setting, students observe classmates' progress and learn by listening to one another. Interaction may encourage effort when it is framed as shared learning rather than competition. The thesis identifies peers as a possible source of encouragement in Qur'an-reading practice. Teachers need to ensure that students listen respectfully and that weaker readers are not stigmatized. A supportive peer environment can complement individual teacher guidance.

The principal reported barrier is variation in students' reading abilities within a group. Some students require repeated explanation and correction, while others are ready to continue. This variation makes lesson pacing difficult and may reduce time for each learner. It increases the teacher's need to diagnose individual needs quickly. The thesis directly notes that mixed ability can require prolonged attention and complicate classroom time management. Flexible grouping and targeted remedial practice are potential responses.

Student absence is another barrier because the Ummi sequence moves from earlier learning to new material. A student who misses a lesson may return without the practice needed to follow the group. Teachers may need to repeat content or provide additional help, affecting the planned pace. The thesis includes a teacher's account that frequently absent students can fall behind their peers. Attendance is therefore linked to continuity of learning, not only classroom discipline. Follow-up arrangements may prevent temporary absence from becoming a persistent gap.

Table 1. Implementation, Supporting Factors, and Challenges of the Ummi Method

Theme	Evidence reported in the thesis	Interpretation
Instructional sequence	Opening; apperception/muroja'ah; concept introduction; concept understanding; skills practice; evaluation; closing.	A predictable sequence connects readiness, modelling, practice, and feedback.
Teaching strategies	Direct teacher modelling, collective reading, individual turns, repeated practice, and correction cues.	Instruction combines whole-group support with individual diagnosis.
Reading development	Teachers and students	Evidence is qualitative; no

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Theme	Evidence reported in the thesis	Interpretation
	report better fluency, confidence, and learning discipline.	standardized pre/post scores are reported.
Supporting factors	Trained teachers, Ummi volumes, visual aids, achievement books, student motivation, peer encouragement, and parental support.	Implementation depends on a system of people, materials, and communication.
Barriers	Mixed reading abilities and student absence.	Flexible grouping and catch-up support may improve continuity.

The seven-stage sequence at MI Plus Al-Hamid reflects the principle that Qur'an-reading instruction should progress from readiness to practice and evaluation. Each stage has a distinct function, yet the stages operate as a connected cycle. Opening activities establish readiness, review activates prior learning, and concept introduction supplies a model for practice. Evaluation identifies the next learning need, making subsequent review more purposeful. This pattern is consistent with staged Ummi implementation described by A'yun and Romadlon (2022). The local case shows how a standardized sequence can be enacted through classroom routines.

The opening stage demonstrates that academic learning and learning manners are not treated as separate concerns. Greeting, prayer, and orderly preparation place reading practice within a respectful classroom environment. Such routines may be useful with elementary learners whose attention can fluctuate. They should remain concise and purposeful so that they preserve adequate time for reading practice. The thesis suggests that teachers use the opening to build closeness and readiness. This illustrates how a caring orientation can support instructional goals.

Muroja'ah serves as a mechanism for continuity between lessons. By revisiting earlier material, teachers can identify gaps before introducing more complex content. Reading skills are cumulative, and later patterns often depend on earlier recognition and pronunciation. Review gives students another opportunity to practise without the pressure of entirely new material. Mahrizki et al. (2022) also report staged learning and review within Ummi instruction. Regular review should therefore be protected in lesson planning rather than treated as optional spare-time activity.

Concept introduction is strongest when visual presentation and oral demonstration are combined. The teacher's model makes the expected pronunciation audible, while the visual aid directs attention to the corresponding written form. This is important when students confuse letters or misapply vowel marks. Written explanation alone may not convey articulation fully, so guided imitation remains necessary. A'yun and Romadlon (2022) describe teacher-guided stages as part of Ummi learning. The local evidence reinforces the value of explicit modelling within a consistent sequence.

Concept understanding functions as a checkpoint between explanation and extended practice. Teachers do not assume that all students understand simply because they have listened to a model. Students demonstrate the reading and may

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receive additional explanation. This is formative because evidence of current understanding informs the teacher's next action. It is especially relevant in mixed-ability classes where one pace may not fit everyone. The thesis describes teachers repeating material for students who need support, which aligns with responsive instruction.

Repeated skills practice offers a plausible mechanism for the reported gains in fluency and confidence. Students repeatedly produce target sounds and receive feedback on their attempts. Repetition is most useful when attentive rather than automatic, because students must notice what changes between an incorrect and corrected attempt. The thesis reports that teachers ask students to read in turns and practise regularly. Kuncoro (2022) also emphasizes practice and reading outcomes in Ummi instruction. The local findings support the importance of sustained oral practice without quantifying its causal effect.

Individual evaluation complements collective reading. Group recitation can build familiarity and support participation, but it may conceal individual pronunciation problems. Listening to students one by one gives the teacher better evidence of each learner's current ability. Recording results can guide future practice and family communication. The thesis describes individual reading checks and student achievement records. This is consistent with the monitoring emphasis reported by A'yun and Romadlon (2022). Evaluation should therefore be embedded throughout instruction.

The reported indirect correction cue is interesting because it invites students to monitor their own reading. When prompted to reconsider a sound, a student may retrieve the relevant rule and correct the error independently. This can promote attention and active participation. Yet indirect cues will not work equally well for every learner, particularly when the underlying concept is not yet mastered. Teachers should move from prompting to explicit modelling when necessary. The thesis presents the cue as a local practice, not a universal requirement of Ummi instruction.

Student accounts suggest that frequent practice and evaluation can contribute to confidence. Learners reported becoming more willing to read in front of classmates and more motivated to practise at home. Confidence matters because reluctance to read aloud can limit opportunities for feedback. However, self-reported confidence is not the same as measured accuracy. A student may feel more comfortable while still needing support with tajwid or articulation. The evidence supports a conclusion about perceived experience, while objective assessment would be needed to quantify skill development.

The finding about teacher certification points to implementation fidelity. A standardized method relies on teachers providing accurate models and following a coherent progression. Professional preparation can reduce inconsistency in pronunciation models, rules, and correction practices. Continuing training is relevant because new classroom challenges emerge after initial certification. A'yun and Romadlon (2022) describe training and supervision as parts of the Ummi system. The MI Plus Al-Hamid case suggests that professional development should remain an ongoing school responsibility.

The availability of Ummi volumes and visual aids provides material support for the staged design. The materials can reduce ambiguity about learning sequence and give teachers a shared resource for demonstration. Student achievement books extend the system by documenting progress over time. Resources contribute only when they are used consistently and when their information informs teaching decisions. The thesis

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describes these materials as available and used during lessons. School leaders should therefore evaluate not only whether materials exist but whether they are integrated into practice.

Parental support complements rather than replaces school instruction. Parents may encourage regular reading, monitor achievement records, and help students sustain practice between lessons. This is relevant when a student needs more repetitions than classroom time allows. Schools should communicate realistic expectations and avoid placing all responsibility for instruction on families. The thesis reports that a parent valued the structure and progress information provided by the school. This supports the practical value of a clear home–school communication channel.

Peer interaction may strengthen engagement when students listen respectfully and observe one another's progress. A class can become a community of practice in which reading aloud is normal rather than embarrassing. Teachers must establish norms so mistakes are treated as learning opportunities. Without such norms, comparison may discourage students who need more time. The thesis identifies peer encouragement as a possible support for reading motivation. Classroom culture should therefore be managed deliberately as part of implementation.

Differences in students' initial ability present a direct challenge to the lesson sequence. When one group includes learners at markedly different stages, teachers must balance shared pacing with individual remediation. Neither option is fully satisfactory if grouping is too heterogeneous. Flexible grouping based on current reading performance may allow teachers to target instruction more effectively. The thesis explicitly links mixed ability with time-management difficulties. This is consistent with the need for responsive implementation discussed in Ummi research (Kuncoro, 2022). Absenteeism creates a related problem because the learning sequence is cumulative. Students who miss instruction may lack the background needed to participate fully in the next lesson. Repeating an entire lesson for an absent student can slow the group, while moving on without support can widen the gap. A short catch-up routine, peer-supported review, or individual check may help a student rejoin the current level. These are implications drawn from the reported barrier, not interventions tested by the thesis. The finding underscores the importance of coordinating attendance monitoring with instructional follow-up.

The reported improvement must be interpreted carefully. The thesis describes better fluency and discipline, and students express greater confidence, but the evidence is qualitative. No standardized pre-test and post-test values are provided to calculate the size of improvement. It would therefore be inappropriate to state a percentage gain or claim that the Ummi method alone caused the observed change. The evidence supports a process-based interpretation in which modelling, repeated practice, and individual evaluation are associated with perceived progress. Future studies could combine observation with a consistent reading rubric.

Comparison with prior research suggests convergence and a distinct contribution. A'yun and Romadlon (2022) describe structured Ummi stages, teacher supervision, and positive reading outcomes in an Islamic elementary school. Mahrizki et al. (2022) report staged implementation in early-childhood learning, while Fujiati and Arifin (2021) examine the relationship between the method and reading ability quantitatively. This study adds a local account of opening routines, review, concept teaching, individual correction, achievement records, and barriers arising from mixed

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ability and absence. Differences in design mean the studies cannot be ranked as if they measured the same outcome. Together, they offer complementary perspectives on implementation and perceived progress.

The study's novelty is contextual and integrative rather than experimental. It connects the seven learning stages to teacher preparation, resources, motivation, parental support, and practical barriers. This makes visible the conditions that allow a structured method to function in a real school. It also shows that a well-designed sequence still requires responsive management when learners progress at different rates. The article extends existing descriptions by focusing on MI Plus Al-Hamid Banjarmasin. Its conclusions should be transferred only after considering differences in staffing, time, readiness, and family support. For school management, the findings imply that quality assurance should address instructional standards and the conditions needed to apply them. Leaders can support teacher development, maintain materials, monitor achievement records, and create channels for communication with parents. They can also establish procedures for students who are absent or need additional practice. These measures respond directly to the barriers identified in the thesis. A standardized method becomes more sustainable when the institution supports teachers rather than leaving implementation to individual effort alone.

This recommendation follows from the reported supports and challenges. For teachers, the practical implication is to preserve the sequence while adjusting support to student needs. Stages should not become a checklist completed regardless of whether learners understand the material. Teachers can use review to diagnose gaps, modelling to clarify sounds, practice to consolidate learning, and evaluation to decide what comes next. Students who progress quickly can receive extension, while those who struggle can receive focused repetition. The thesis indicates that teachers already use repeated reading and individual correction. Recording recurring errors could make these practices more responsive. For future research, a mixed-method or longitudinal design could examine whether process-based benefits correspond to measurable changes in accuracy and fluency. Researchers could use a rubric for articulation, tajwid, fluency, and reading confidence, with repeated assessments across a defined period. Interviews and observations could explain why some students progress more quickly than others. Attendance and home-practice support should also be recorded because they may influence learning trajectories. Such a design would complement the present qualitative case rather than replace it. It would strengthen outcome evidence while retaining attention to the processes through which learning occurs.

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Conclusion

This study describes the implementation of the Ummi method at MI Plus Al-Hamid Banjarmasin as a structured process consisting of opening, apperception or muroja'ah, concept introduction, concept understanding, skills practice, evaluation, and closing. Teachers use direct modelling, repeated reading, Ummi books, visual aids, individual listening, and achievement records to support students' Qur'an-reading development. The thesis reports qualitative indications of improved fluency, confidence, and discipline, but it does not provide standardized pre- and post-test data from which the magnitude of improvement can be calculated. The findings should therefore be understood as a context-specific account of implementation and perceived progress, not as an experimental demonstration of causal effect. Implementation is supported by teacher preparation, an integrated learning system, learning resources, student motivation, peer encouragement, and parental support. The main reported barriers are differences in students' reading abilities and student absence, both of which can disrupt pacing and continuity. Schools can respond through continuing teacher development, flexible grouping, targeted catch-up support, consistent progress records, and stronger communication with families. The article's contribution is to connect instructional stages with the organizational and relational conditions required to sustain them in an Islamic elementary-school setting. Further research should combine qualitative evidence with systematic reading assessments to examine progress more precisely.

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