ANALYSIS OF STUDENTS' SKILLS IN EXPLAINING TAJWID MATERIALS WITH THE UMMI METHOD IN TPQ AL IHSAN ARCHAPHADA MALANG

THESIS

To Fulfill Partial Requirements
For the Degree of Master
Master's Program in Islamic Religious Education

By :
IKHWANDI
202220290211012

MASTER'S PROGRAM IN ISLAMIC EDUCATION
FACULTY OF ISLAMIC STUDIES
MUHAMMADIYAH UNIVERSITY OF MALANG
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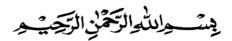
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PREFACE

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

With a heart full of gratitude and humility, the writer praises and gives thanks to Allah SWT, the Almighty, for His boundless mercy, guidance, and assistance. By His grace and blessings, the writer has been able to complete the thesis titled "Analysis of Students' Skills in Explaining Tajwid Materials with the Ummi Method TPQ Al Ihsan Archapadha Malang." Salutations and peace are always sent to the Prophet Muhammad SAW, the role model for humanity, who conveyed the message of truth with patience and sincerity, guiding humanity from darkness to the light of guidance.

The process of writing this thesis was not without challenges and obstacles. However, with the help of Allah SWT and the support and assistance from various parties, the writer was ultimately able to complete this work successfully. Therefore, with utmost sincerity, the writer would like to express deep gratitude to:

1. Prof. Dr. Nazaruddin Malik, S.E., M.Si, the Rector of University Muhammadiyah Malang, for providing the opportunity and facilities to pursue knowledge at this esteemed institution. His wisdom and leadership have been an inspiration for the writer to continue contributing to the academic world.

2. Prof. Latipun, Ph.D, the Director of the Postgraduate Program, for his invaluable guidance, support, and motivation. His mentorship has paved the way for the writer to complete this study successfully.

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4. Dr. Dina Mardiana, S.Pd.I., M.Pd.I., the Second Supervisor, who patiently and wholeheartedly guided the writer through every stage of the research. Her

inseparable part of the writer's success. May Allah SWT reward all these good deeds with multiplied rewards and abundant blessings.

Finally, the writer hopes that this thesis can be beneficial, not only for the writer but also for all who read it. May this small work be a part of the endless journey of knowledge and a righteous deed accepted by Allah SWT. The writer realizes that this thesis is far from perfect, but the writer hopes that every step taken can be the beginning of continued contributions to the world of education and academia.

All praise is due to Allah SWT, the Lord of the worlds, who has provided strength, patience, and ease in every step of this journey. May His mercy and blessings always be with us all. Aamiin.

Malang, January 18, 2025

The Writer

IKHWANDI

STATEMENT LETTER

The undersigned, I:

Name : **IKHWANDI**
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Hereby declare with full honesty that:

The **THESIS** titled: **ANALYSIS OF STUDENTS' SKILLS IN EXPLAINING TAJWID MATERIALS WITH THE UMMI METHOD IN TPQ AL IHSAN ARCHAPADHA MALANG** is my original work. In this thesis manuscript, there is no academic work previously submitted by another person to obtain an academic degree at any Higher Education Institution. Furthermore, there is no work or opinion previously written or published by others, either in part or in whole, except those cited in this manuscript and referenced in the bibliography.

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Malang, January 18, 2025

Declarant,

IKHWANDI

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This research aims to answer the problem formulation, namely how skills student to describe Tajweed material with method ummi at TPQ Al Ihsan Archaphada Malang ? This study uses a qualitative approach with a case study type to analyze the skills of students in explaining tajwid material through the Ummi method at TPQ Al Ihsan Archaphadha Malang. Data were collected through observation, interviews with teachers and students, and relevant documentation. Data analysis was carried out with the stages of condensation, presentation, and data verification. The validity of the data was guaranteed through triangulation of sources, techniques and time, namely by comparing the results of observations, interviews, and documentation to ensure the consistency and credibility of the research findings. The results of the study at TPQ Al Ihsan Archaphada Malang, the skills of students in explaining tajwid material using the Ummi method with the 4 M approach memorizing theory, pointing to models, pointing to books, and evaluating can improve students' understanding of tajwid material. Students are able to memorize, explain, and apply and explain tajwid material, such as Nun Sukun/tanwin, Ghunnah, Mim Sukun, Lafadzh Allah, Qalqalah, Hukum Ro', Lam Ta'rif and Mad well. This method makes it easier for students to understand tajwid systematically, although the laws of Mad, Law of Ro' and Idgham Mutajanisain are still considered difficult by some students. Overall, the Ummi Method has succeeded in improving the ability to read the Qur'an in a tartil and fluent manner.

Keywords: Student Skills, Tajwid Material, Ummi Method, TPQ Al Ihsan Archapadha

ABSTRAK

Ikhwandi, 2022, Analisis Keterampilan Santri dalam Menguraikan Materi Tajwid dengan Metode Ummi di TPQ Al Ihsan Archaphada Malang, Pembimbing : (I) Assc. Prof. Dr Romelah, M.Ag. (II) Dr. Dina Mardiana. S.Pd.I, M.Pd.I

Penelitian ini bertujuan untuk menjawab rumusan masalah, yaitu bagaimana keterampilan santri menguraikan materi tajwid dengan metode ummi di TPQ Al Ihsan Archaphada Malang? Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus untuk menganalisis keterampilan santri dalam menguraikan materi tajwid melalui metode Ummi di TPQ Al Ihsan Archapadha Malang. Data dikumpulkan melalui observasi, wawancara dengan guru dan santri, serta dokumentasi yang relevan. Analisis data dilakukan dengan tahapan kondensasi, penyajian, dan verifikasi data. Keabsahan data dijamin melalui triangulasi sumber, teknik dan waktu yaitu dengan membandingkan hasil observasi, wawancara, dan dokumentasi untuk memastikan konsistensi dan kredibilitas temuan penelitian. Hasil penelitian di TPQ Al Ihsan Archaphada Malang, keterampilan santri menguraikan materi tajwid dengan metode Ummi dengan pendekatan 4 M—menghafalkan teori, menunjuk peraga, menunjuk buku, dan mengevaluasi dapat meningkatkan pemahaman santri terhadap materi tajwid. Santri mampu menghafal, menjelaskan, dan mengaplikasikan serta mnguraikan materi tajwid, seperti Nun Sukun/ tanwin,Ghunnah, Mim Sukun, Lafadzh Allah, Qalqalah, Hukum Ro', Lam Ta'rif dan Mad dengan baik. Metode ini mempermudah santri dalam memahami tajwid secara sistematis, meskipun hukum Mad, Hukum Ro' dan Idgham Mutajanisain masih dianggap sulit oleh sebagian santri. Secara keseluruhan, Metode Ummi berhasil meningkatkan kemampuan membaca Al-Qur'an secara tartil dan fasih.

Kata Kunci : Keterampilan Santri, Materi Tajwid, Metode Ummi, TPQ Al Ihsan Archapadha

INTRODUCTION

Tajweed material plays a vital role in learning the Qur'an. Mastery of tajweed allows students to read the Qur'an correctly and fluently according to the established rules. Tajweed is not only a science that is studied theoretically but also a practical skill that students must possess. With this skill, students can read the Qur'an well so that its meaning and message can be conveyed correctly (Annuri, 2020, Havid & Shohib, 2021).

Tajweed material covers various aspects such as *makharijul huruf* (the place where the letters come out), the properties of letters, the law of *nun sukun* and *tanwin*, the law of *mim sukun* and *mad* (Roziqin et al., 2021; Hidayatullah et al., 2023). This material is given in stages so that students can understand it well.

Efforts to study the Qur'an can be done through various commonly used methods, namely the Jibril method, the *Iqra'* method, the Al-Baghdadi method, the *Qiro'ati* method and the *UMMI* method. From several observations, among the most widely used Qur'an learning methods is the *UMMI* method. This phenomenon illustrates that the Ummi method is a Qur'an learning method worthy of consideration and interesting to study in more depth (Harahap, 2020).

Amid technology and information flow, the public's enthusiasm for studying the Qur'an has significantly increased. This is marked by the establishment of many tahfidz and TPA institutions in various regions (Nurani, Maulana, and Purwati 2022, Setiawan and Rasyidi 2020, Setyaningrum et al. 2023, Sabri 2020), (uto and Hafifuddin 2020). The National Survey conducted by the Directorate General of Islamic Community Guidance of the Ministry of Religion in 2023 showed that the Al-Quran literacy index in Indonesia was in the high category with a score of 66.038 (Kemenag.go.id accessed January 24, 2024).

The gap between statistical data and the reality regarding the ability to read and write the Qur'an in society is a common concern. On the one hand, statistical data shows a significant increase. On the other hand, the reality on the ground indicates that many people still cannot read and write the Qur'an correctly. This encourages various parties to make more complex and focused efforts to realize a literate society in the Qur'an, including through educational institutions such as

the Al-Qur'an Education Park (TPQ). However, common problems that are often encountered in TPQ are a challenge in themselves, such as the low skills of students in applying tajwid when reading the Qur'an, lack of understanding of tajwid material, and ineffective learning methods (Fadhli et al., 2021, Lestari, 2019, Apriliana et al., 2023).

This also happened at TPQ Al Ihsan Archapadha, where initial observations showed that the students' ability to explain tajwid material still varied. Some students could understand the material well and explain it systematically, but others still had difficulty connecting the tajwid theory with the practice of reading the Qur'an. Therefore, a more effective learning approach is needed to improve students' understanding and tajwid skills evenly.

This study is interesting because it combines two essential aspects of Qur'an education: tajwid science and the Ummi learning method. Focusing on understanding tajwid as the basis for correct reading of the Qur'an and applying the multisensory Ummi method provides a new dimension in understanding Qur'an learning. Analysis of students' skills in explaining tajwid material at TPQ Al Ihsan Archapadha also highlights the challenges and opportunities in implementing this learning method. The obstacles faced, such as adaptation to methods and limitations in mastering tajwid, provide valuable insights for future learning development.

Various previous studies have proven the effectiveness of the Ummi method in improving the ability to read and memorize the Qur'an. Megawati et al. (2022) emphasized that this method is effective when supported by teacher certification, learning aids, and collaboration between teachers and parents. Other studies by Rohayani & Astriya (2022) and A'yun & Romadlon (2023) highlighted increased reading interest and the ability to read the Qur'an through an interesting approach, emphasizing tone and rhythm, and adequate teacher training. In addition, Fujiati & Arifin (2021) and Muhaini et al. (2023) provide quantitative evidence that the Ummi method has significantly improved the ability to read the Qur'an at the MI and SMP levels.

Although previous studies have revealed various aspects of the success of

the Ummi method, such as increasing reading interest, learning comfort (G. Aulia et al., 2022), and effectiveness compared to conventional methods (Tambak et al., 2023), there are still gaps that have not been widely explored. For example, Raihanah (2022) and Nurhasanah et al. (2023) focused on the success of this method in TPQ/TKQ and PAUD, while Al Ayyubi et al. (2023) evaluated the advantages and disadvantages of the Ummi method at the junior high school level. However, these studies have not yet profoundly analyzed students' skills in explaining tajwid material, which is the main focus of this study.

The similarity of this study with previous studies lies in the effort to prove the effectiveness of the Ummi method in improving the ability to read the Qur'an. However, the main difference is the focus on an in-depth analysis of the students' tajwid skills, which have not been widely discussed in previous studies. By deepening the study of the dimensions of tajwid, this study is expected to provide new contributions, enrich the literature related to the Ummi method, and offer practical recommendations for the development of more holistic Qur'an learning.

METHOD

This study uses a qualitative approach with a case study type to analyze students' skills in explaining tajwid material through the Ummi method at TPQ Al Ihsan Archapadha Malang. The qualitative approach was chosen because it allows researchers to understand how students internalize and apply tajwid learning and find meaning in the learning process (Creswell & Creswell, 2018). Data were collected through observation, interviews, and documentation, focusing on interactions between teachers and students, learning strategies, and applying tajwid principles (Baxter et al., 2008). The research informants consisted of a teacher with the initials W and three students with the initials D, A, and V, who were selected because they had completed volumes 1-6 and *gharib* in learning the Qur'an.

Observations were made on the learning process to observe the students' skills in explaining tajwid material using the Ummi method. In-depth interviews were conducted with teachers and students to explore the experiences, challenges,

and benefits of the Ummi method in learning tajwid (Creswell, 2007). Documentation includes the Ummi method guidebook, students' learning notes, and previous evaluation results. Data were analyzed using the Miles, Huberman, and Saldana (2014) model, which includes three stages: data condensation, presentation, and verification. Data condensation was carried out by identifying patterns and themes, while data presentation focused on the students' ability to explain tajwid material. Data verification was carried out by comparing the results of observations, interviews, and documentation to ensure the validity of the findings.

The validity of the data is maintained through triangulation of sources and methods. Source triangulation is done by verifying the data through interviews with various informants, including teachers and students, to obtain diverse perspectives. Method triangulation is done by comparing the results of observations and interviews to ensure data consistency. In addition, researchers conducted observations and interviews at different times to increase data validity. This approach ensures that the research findings are accurate, reliable, and scientifically acceptable, thus significantly contributing to understanding the effectiveness of the Ummi method in learning tajwid.

FINDINGS AND DISCUSSION

The students at TPQ Al Ihsan showed good ability in explaining the tajwid material with the Ummi method, which adopts a comprehensive "4 M" approach, namely Memorizing theory, Showing models, Pointing to books, and Evaluating. The process begins with memorizing the theory of tajwid, which the teacher explains in detail. Then, the teacher applies reading rules through supporting media such as whiteboards and pictures. Furthermore, students are invited to find examples of tajwid in the Ummi Method guidebook. Evaluation is carried out at the end of the session to assess students' understanding through oral and written tests or practice reading the Qur'an. With this approach, the Ummi Method makes it easier for students to memorize and apply tajwid effectively and enjoyably.

Memorize Theory

Memorizing theories or basics of learning is a significant first step in mastering a material, including learning the Qur'an using the Ummi method. This method emphasizes the importance of a structure based on tone and rhythm, which significantly influences students' memorization ability. Based on the study's results, students such as Anin and Valian showed that they felt helped in memorizing the Qur'an thanks to the use of tone and rhythm elements in this method.

Anin and Valian revealed that the simple structure presented by the Ummi method, emphasizing tone and rhythm, made them faster in memorizing the verses of the Qur'an. Anin admitted that although he still had difficulty understanding the laws of Mad, the use of tone and rhythm helped speed up the process of remembering the verses and tajwid material that had been taught. This shows that the auditory and rhythmic aspects of this method can improve the memory abilities of students, even though they do not fully understand the laws of tajwid in depth.

Valian also felt the same way, namely the ease of memorizing the Qur'an thanks to the simple and easy-to-follow method structure. This shows that this tone and rhythm-based method helps in the memorization process and provides comfort and convenience for students in following each teaching step.

This research is strengthened by a literature review exploring theories about tone and rhythm's influence on the learning process. Teaching that involves auditory elements, such as tone and rhythm, can improve students' memory (Aziz et al., 2024). This happens because the auditory aspect facilitates information processing in the brain. Rhythm provides regularity and patterns, which help the brain organize and store information more effectively. A similar opinion was also expressed by (Sabaruddin & others, 2023), who emphasized that the tone-based method helps students remember the patterns of reading the Qur'an. These patterns, in the form of rhythm and tone, provide a clear structure for students to more easily remember the sequence and meaning of each verse read.

Psychologically, using tone and rhythm in memorizing the Qur'an can reduce anxiety levels and increase learning motivation. The memorization process

becomes more enjoyable and does not feel burdensome because the rhythm and melody form a repeating pattern that is easy to remember (Kautsar et al., 2020).

In a neurological context, rhythm and melody affect the brain's sound processing and memory centers (Ren & Brown, 2024). Research shows that the human brain finds it easier to remember information presented in a rhythmic and musical form, increasing memorization's effectiveness. This explains why students who use the Ummi method find it faster and easier to memorize the verses of the Qur'an even though they are still limited in their understanding of tajwid.

The Ummi method is very effective for beginners, as shown in this study. For those just starting to memorize the Qur'an, the simple structure and use of tones and rhythms provide clear and easy-to-understand guidance. Students do not need to be burdened with complicated techniques because this method has arranged memorization in a systematic and enjoyable order. In addition, memorization using rhythm and melody helps students maintain concentration and reduce boredom, which is often an obstacle in memorizing long and complex material.

This concept of teaching based on tones and rhythms is applied in learning the Qur'an and various other aspects of education. For example, using songs or rhythms in teaching languages, mathematics, or other sciences has been shown to improve students' understanding and memory. In the context of the Qur'an, this method has been widely applied in several Islamic educational institutions, where auditory and rhythmic-based approaches are considered more effective for memorizing the Qur'an readings more quickly and accurately.

The use of tone and rhythm in learning the Qur'an positively impacts memorization skills, especially for beginners. The auditory and rhythmic aspects of the Ummi method facilitate information processing in the brain in a fun and efficient way.

Based on my observations, most students can memorize basic tajwid materials well, such as the laws of Nun Mati and Mim Mati, but have difficulty with more complex materials, such as the laws of Mad Far'i, Ro' Law and Idgham

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Mutajanisain. This difficulty occurs because of the many classifications in the material that require high concentration and intensive practice.

Students generally memorize theories by repeating the material taught by the teacher in class. Most students rely on collective memorization methods guided by the teacher but rarely continue to repeat independently at home. This condition causes memorization to not last long, especially after completing *munaqasyah*.

This is in line with the findings of (Iqbal, 2018), which emphasize the importance of repeating material consistently to maintain long-term memory retention. Regular repetition helps strengthen connections between neurons in the brain, making memorized information more difficult to forget. Furthermore, research (Mubarokah, 2019) also emphasizes that effective repetition must be done with the proper technique. It is not enough to just read repeatedly without deep understanding.

Showing Demonstrations

In the Ummi method, the use of props is one of the most effective strategies in helping students remember the verses of the Qur'an. These props, such as verse cards, pictures, or objects related to the learning material, provide a visual representation that strengthens the students' memory. The use of these props not only helps in memorizing the sequence of verses of the Qur'an but also enriches the overall learning experience.

Anin, a student, stated that when the teacher showed props such as verse cards, he found it easier to remember the sequence of verses and the tajwid material in the Ummi book. These props help students visualize the information being studied, making the memorization process more structured and efficient. This indicates that props provide visual aids that strengthen understanding and facilitate memorization, especially in the context of long verse sequences.

A similar opinion was also expressed by Daffa, who felt that using visual aids made learning more enjoyable and easier to understand. The use of visual aids not only makes students more focused but also reduces boredom that often occurs in the memorization process, especially when the verses or materials taught

seem abstract and difficult to remember. With visual aids, students can see the relationship between one verse and another, providing a more transparent and memorable picture.

Using visual aids in the Ummi method greatly supports learning in a fun and interactive way. For example, visual aids such as verse cards help students to see directly the text of the Qur'an that they are memorizing, strengthening the visual association with the reading sequence being studied. This also allows students to identify specific patterns in the verses they learn, such as repetition of words or prominent parts.

Using teaching aids in learning can improve students' understanding by providing concrete visual representations (Hayati et al., 2023). Teaching aids help students convert abstract information into something easier to understand and remember. In the context of the Qur'an, this visual representation is essential because the texts contained in the holy book contain deep meanings, and teaching aids help students remember these meanings better. With teaching aids, students can focus more on learning objectives, namely understanding and memorizing the verses of the Qur'an.

This study also supports the visual-auditory learning theory, which states combining visual and auditory elements can improve students' memory retention. When information is delivered using two channels (visual and aural), the brain can process information more effectively, thereby improving memory (Mulia, 2019). In learning the Qur'an, students listen to the Qur'an's recitation through the ustadz's voice and see the text of the verses being studied through props. Combining these two elements provides a more potent stimulant to remember the verses.

In this case, the props function as visual aids that strengthen the auditory elements so that students can remember the order and reading of the Qur'an more quickly. For example, props such as verse cards help students associate visual forms with the sounds they hear. This has a dual function, namely allowing them not only to memorize the text but also to understand its meaning.

Props are also handy for students who have a visual learning style. Visual

learning style refers to a person's tendency to more easily understand and remember information presented in pictures, diagrams, or other visual representations. Students with a visual learning style will feel more comfortable and memorize more efficiently when the information they learn is presented as more concrete and visible. In this case, props are handy because they provide visual stimulation that speeds up memorization.

Consistent use of props in the Qur'an also helps create a more interactive learning environment. Students can be more active in learning, such as connecting images or symbols with the Qur'an readings they are studying. This allows them to learn more dynamically and interestingly, increasing motivation and memory.

Show Book

The Ummi method book is essential in learning the Qur'an at TPQ (Taman Pendidikan Al-Qur'an). This book is the leading guide in classroom learning and supports students in learning independently at home. As a teaching material, the Ummi method book is designed with attention to aspects of ease and completeness of the material so that students can easily follow each suggested learning step. Students such as Valian and Daffa admit that this book is invaluable for them in learning independently outside of formal learning time at TPQ.

Valian stated, "With the Ummi method book, I can study independently at home and review the material taught at TPQ." This statement shows how this book facilitates students in conducting independent learning, providing easy access to repeat and deepen their memorization at home. This book is equipped with material arranged systematically and progressively, allowing students to continue learning outside of class time without feeling confused or burdened.

In addition, Daffa also admitted that this book makes it easier to understand the material, especially related to the laws of tajweed. Daffa feels that the explanation given in this book is relatively easy to understand, which shows that this book has succeeded in clearly and practically explaining the basic concepts of the laws of tajweed. Although some students often consider tajweed laws problematic, with a simple and easy-to-follow approach, the Ummi method book has made it easier to understand and apply.

A guidebook is designed systematically and can increase learning effectiveness, especially in religious education (Azhar et al., 2024). A good book must present the material in a logical and clear order and provide step-by-step guidance that makes it easy for students to understand the material independently. The Ummi method book has met these criteria, arranging the material progressively and quickly understood.

The book is designed simply but completely, providing space for students to learn independently without feeling difficult (Telaumbanua & Harefa, 2023). The Ummi method book prioritizes a simple approach, using easy-to-understand language and presenting information that is dense but easy to digest. With clear and easy-to-follow steps, students can understand each material better, without feeling confused or overwhelmed. The systematic structure of the book makes it easier to learn, both for students who are just starting out and those who are experienced in learning the Qur'an.

Evaluation

Evaluation in the context of learning the Qur'an using the Ummi method has a vital role in strengthening memorization and understanding of the laws of tajwid. This evaluation is carried out continuously by integrating two main elements: direct correction and memorization repetition. This evaluation method ensures that any errors in reading or memorization can be immediately corrected so that students can improve the quality of their reading and memorization continuously.

Students like Anin feel the great benefits of this evaluation system. Anin said, "Every time the teacher corrects my reading, I immediately know my mistakes and can fix them." This shows that evaluations carried out directly positively impact students to know precisely the errors in their reading. With direct feedback, students can immediately make improvements and continue to improve their memorization.

Valian also gave a similar opinion regarding the effectiveness of routine evaluation in strengthening memorization and improving tajweed understanding. He added, "Routine evaluation is very effective in strengthening memorization

and improving tajweed understanding." Valian's opinion revealed the importance of consistent evaluation in improving the quality of memorization and mastery of tajweed. With routine evaluation, students get the opportunity to continuously improve their reading, which in turn strengthens their memory of the verses that have been learned.

In a practice-based learning approach, evaluation is carried out to measure progress and provide students with the opportunity to learn from their mistakes. Continuous evaluation allows for a more dynamic and focused learning process. Students not only learn from direct teaching but also from the feedback they receive every time they repeat the reading of the Qur'an. This process strengthens their understanding and ensures that they correctly memorize the Qur'an.

Direct practice-based evaluation is the key to success in learning the Qur'an (Nobisa & others, 2021b). Practice-based evaluation allows students to get direct feedback to correct mistakes in their reading or memorization immediately. This evaluation also allows teachers or ustadzah to provide more precise directions to students regarding the mistakes made, primarily related to the laws of tajwid and memorizing verses.

Continuous evaluation can strengthen the relationship between theory and practice in learning (Iskandar & others, 2024). Evaluation not only functions as a tool to assess learning outcomes but also as a mechanism to improve and strengthen student understanding. Therefore, evaluation becomes an integral part of the learning process that cannot be separated from the learning activity. Continuous evaluation ensures that learning focuses on the main goal, namely memorizing the Qur'an correctly and understanding the laws of tajweed in depth.

The constructivist approach to learning emphasizes the importance of active student participation in the learning process and a deep understanding of the material being studied. In learning the Qur'an using the Ummi method, continuous evaluation aligns with the constructivist theory which assumes that deep understanding can only be achieved through direct experience and constant interaction. Evaluation in the Ummi method helps students actively build their knowledge, identify reading errors, and correct them through repeated practice.

Constructivist learning theory, as explained by Piaget and Vygotsky, emphasizes learning occurs when students actively interact with the material and their environment (Nurhasnah & Kustati, 2024). Evaluation using the Ummi method allows students to obtain direct feedback, allowing them to reflect on their understanding of the material and continuously improve their Qur'an reading skills. In this case, evaluation is an assessment tool and part of a deep and continuous learning process.

Structured and continuous evaluation using the Ummi method efficiently supports the strengthening of memorization and understanding of tajwid students. Every time students repeat memorization, they are allowed to correct mistakes in reading and better understand the applicable tajwid laws. Direct feedback from the ustadzah provides clear guidance on reading mistakes and how to fix them, accelerating the process of mastering tajwid and memorization.

Furthermore, these evaluations help students identify areas that need improvement in their reading so they can focus on the more difficult parts. With regular assessment, students can monitor their progress and clearly know whether they have mastered the reading. This improves the quality of their reading and gives them greater confidence in reading and memorizing the Qur'an.

The ability to decipher tajwid material is one indicator of a deep understanding of the science of tajwid. After memorizing the theory and examples of reading rules, students must practice intensively applying them in reading the Qur'an. This deciphering process requires concentration, precision, and consistent practice. In addition to memorizing, understanding the reasons behind each reading rule is also very important so that its application becomes more effective (Hasunah & Jannah, 2017b)

The success of implementing this method lies not only in memorizing the theory alone but in the integration between theory and practice, which makes students memorize and apply the rules of tajwid well when reading the Quran. Research by (Khudori et al., 2019) also supports this, which shows that methods that combine theory and practice can improve students' understanding and abilities.

CONCLUSION

This study shows the importance of a sustainable approach to learning Tajweed. Mastering the science of Tajweed cannot be achieved instantly, but consistent practice and habituation are required. Combining memorizing theory, direct practice, and conceptual understanding is the key to success in learning Tajweed. In addition, it is essential to pay attention to individual learning styles and adjust teaching methods to be more effective. One approach that can be applied is 4M: Memorizing theory, Showing demonstrations, Pointing to books, and Evaluating. This approach is considered adequate because it involves students' various cognitive and motor aspects. By mastering the theory, students have a strong foundation. Then, through demonstrations, they can directly observe how the rules of Tajweed are applied. Furthermore, by pointing to books, students can deepen their understanding through text. Finally, the evaluation aims to measure student mastery of the material taught. Through structured learning stages, it is hoped that students can gradually and thoroughly understand and master the science of Tajweed.

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INTERVIEW GUIDELINES

Interview with the Teacher of TPQ Al Ihsan Archapadha

1. In what ways does the Ummi method assist students in comprehending and explaining tajwid material?
2. What are the primary challenges you encounter when teaching students to articulate tajwid concepts using the Ummi method?
3. How do students generally respond to the process of elucidating tajwid material through the Ummi method?
4. To what extent does the Ummi method facilitate students' understanding and explanation of tajwid rules?
5. What instructional strategies do you employ to support students who face difficulties in explaining tajwid material using the Ummi method?
6. Have you observed a noticeable improvement in students' ability to explain tajwid material after implementing the Ummi method?
7. How do you assess students' proficiency in explaining tajwid material when using the Ummi method?
8. What are the key advantages of the Ummi method in aiding students to explain tajwid material compared to alternative teaching approaches?
9. Are there any specific challenges or limitations in applying the Ummi method to teach the explanation of tajwid material?
10. How do parents contribute to reinforcing students' ability to explain tajwid material outside the TPQ environment?

Interview with the Students of TPQ Al Ihsan Archapadha

1. How would you describe your experience in learning to explain tajwid material using the Ummi method?
2. Does the Ummi method enhance your ability to understand and articulate the rules of tajwid? Please elaborate.
3. Which tajwid concepts do you find easiest and most challenging to explain using the Ummi method?

4. How would you compare your ability to explain tajwid material before and after using the Ummi method?

5. Do you feel more confident in your ability to explain tajwid material after studying with the Ummi method?

6. In what ways do your teachers assist you in understanding and explaining tajwid material using the Ummi method?

7. Have you encountered any specific difficulties while attempting to explain tajwid material with the Ummi method?

8. How does your family support your efforts to explain tajwid material at home?

9. Do you find the Ummi method more effective than other methods in helping you explain tajwid material?

10. What recommendations would you offer to improve students' ability to explain tajwid material using the Ummi method?

OBSERVATION GUIDELINES FOR LEARNING ACTIVITIES

NO	ACTIVITY	FINDINGS
1	OPENING	
2	MAIN ACTIVITY	
3	CLOSING	

DOCUMENTATION