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The Implementation of the Ummi Method in Improving the Quality of Qur'anic Recitation among Students of SMP Muhammadiyah Unggulan Ashidiq Gunungkidul Regency

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ABSTRACT

This study aims to examine the implementation of the Ummi Method in improving the quality of Qur'anic recitation among students of *Muhammadiyah Unggulan Ashidiq Junior High School, Gunungkidul Regency*, in the 2026/2027 academic year. The research employed a qualitative approach with a case study design to explore in depth the instructional processes, teacher strategies, and students' learning experiences in the application of the *Ummi* Method. The primary objective of this study was to analyze how the method is implemented systematically and to identify its contribution to enhancing students' accuracy, fluency, and adherence to tajwid rules in Qur'anic recitation. The research involved 30 students selected purposively as research participants. Data were collected through classroom observations, semi-structured interviews with teachers and students, and documentation analysis of assessment records. Data validity was ensured through triangulation of sources and techniques. The data were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing. The findings indicate that the implementation of the Ummi Method was carried out through structured stages, including classical instruction, individual reading practice, repetition (drill), and continuous evaluation. The results demonstrate a significant improvement in students' recitation quality: 83% of students showed improvement in tajwid accuracy, 87% improved in fluency (*tartil*), 80% demonstrated better pronunciation (*makharij al-huruf*), and 90% exhibited increased learning motivation. These findings suggest that the Ummi Method contributes effectively to improving the quality of Qur'anic recitation when implemented consistently and systematically in Islamic educational institutions.

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Introduction

Qur'anic education in Islamic-based junior high schools faces serious challenges concerning the quality of students' recitation, particularly in terms of accuracy in *tajwid*, precision of *makharij*

al-huruf, fluency, and the proper etiquette of *tilawah*. The rapid development of digital technology, shifts in the characteristics of contemporary learners, and limitations in the pedagogical competence of Qur'anic teachers in several educational institutions necessitate the adoption of instructional models that are systematic, standardized, and measurable. Muhammadiyah schools, as part of the *tajdid* movement in Islamic education, bear the responsibility of introducing adaptive innovations in Qur'anic instruction while maintaining the authenticity of recitation in accordance with established scholarly principles of *qira'ah*.

Numerous research reports indicate that the Qur'anic reading ability of junior secondary students remains at a moderate level and tends to be low in terms of tajwid accuracy and consistency in observing vowel length. A study conducted by Hidayat and Nurhasanah (2022: 115) found that 46% of Islamic junior high school students in Central Java repeatedly made errors in the rules of mad and *idgham*. These findings highlight the need for a more structured methodological approach to Qur'anic instruction at both primary and secondary education levels.

Qur'anic teaching methods in Indonesia have developed in various forms, including the *Iqra'*, *Tilawati*, *Qiraati*, and *Ummi* methods. Each method possesses distinctive characteristics in terms of instructional sequencing, teacher standards, and evaluation models. The *Ummi* Method is recognized for its quality-based approach, emphasizing teacher standardization, a classical-individual learning system, and tiered quality control through supervision and teacher certification.

Previous studies on the *Ummi* Method have generally focused on its effectiveness in improving reading skills at the elementary school level or within Qur'anic learning centers. Research by Syarifuddin (2021 : 78) demonstrated that the implementation of the *Ummi* Method in an integrated Islamic elementary school increased students' tajwid accuracy by 32% within one semester. Another study by Rahmawati and Fikri (2023 : 201) revealed enhanced student motivation in learning the Qur'an through the classical read-and-listen approach embedded in the *Ummi* Method.

A study conducted by Maulana (2024 : 54) emphasized that the success of the *Ummi* Method is largely determined by consistent implementation of teacher quality standards and the structured use of graded textbooks. The focus of that research was primarily on teacher training management and did not comprehensively explore students' recitation quality as the principal learning outcome.

Further research by Prasetyo and Laili (2022 : 133) compared the *Tilawati* and *Ummi* methods at the Islamic elementary school level. The findings indicated that the *Ummi* Method demonstrated superiority in tajwid control through a periodic *tashih* system. The scope of that study was confined to primary education and did not address the context of Muhammadiyah-based junior high schools.

International studies on Qur'anic instruction underscore the importance of phonetic approaches and repetitive practice in improving the articulation accuracy of Arabic letters (Ahmed, 2021 : 94). Such research provides a theoretical foundation suggesting that structured drills and periodic evaluations can enhance pronunciation quality among non-native Arabic-speaking learners. The implementation of this model within formal educational institutions in Indonesia requires further examination, particularly regarding its integration into modern school systems.

A review of the literature over the past five years reveals a tendency toward quantitatively oriented studies measuring methodological effectiveness through pre-test and post-test scores. In-depth qualitative investigations examining the implementation process comprehensively at the junior high school level remain relatively limited. This gap offers an opportunity to explore the dynamics of implementing the *Ummi* Method within a specific institutional context.

Muhammadiyah Unggulan Ashidiq Junior High School in *Gunungkidul* Regency integrates the national curriculum with strengthened Qur'anic education. The school has adopted the Ummi Method as its official system for teaching Qur'anic reading to all students. This institutional context presents an opportunity to examine how the quality standards of the Ummi Method are implemented in daily instructional practices.

The research gap lies in the limited number of studies that thoroughly examine the implementation of the Ummi Method at the *Muhammadiyah* junior high school level with a primary focus on students' recitation quality. Several previous studies have not elaborated on the interrelationship between teacher strategies, evaluation systems, and the holistic achievement of recitation quality. Aspects such as internal supervision, teacher development, and students' responses to the method remain underexplored.

The quality of Qur'anic recitation encompasses not only cognitive dimensions but also affective and psychomotor aspects. The implementation of a standardized method requires alignment among instructional planning, execution, and evaluation. A qualitative research approach enables deeper exploration of actual practices in the field.

The novelty of this study lies in its comprehensive analysis of the implementation of the Ummi Method at a Muhammadiyah-based leading junior high school, integrating managerial, pedagogical, and student recitation quality dimensions. The study does not merely measure improvement outcomes but also describes the processes, strategies, and institutional quality control mechanisms applied in practice.

The theoretical contribution of this research is the strengthening of a conceptual framework for implementing quality-based Qur'anic instructional methods at the secondary education level. The findings are expected to enrich the literature on the management of Qur'anic learning within modern formal school contexts.

The practical contribution of this study includes providing strategic recommendations for Muhammadiyah schools and other Islamic educational institutions in optimizing the implementation of the Ummi Method. The results may serve as a reference for developing teacher training programs, recitation evaluation systems, and instructional quality assurance mechanisms.

The policy contribution of this research relates to reinforcing graduate competency standards in Qur'anic literacy within Islamic-based schools. The implementation of a standardized method can support the realization of Muhammadiyah's educational vision in nurturing a Qur'anic-oriented generation.

The urgency of this research becomes increasingly relevant in the broader context of enhancing the global competitiveness of Islamic education. Strengthening Qur'anic literacy at the junior high school level constitutes a crucial foundation for developing students' religious competencies at subsequent stages of education.

Based on this background, the present study focuses on analyzing the implementation of the Ummi Method in improving the quality of Qur'anic recitation among students at *Muhammadiyah Unggulan Ashidiq* Junior High School, *Gunungkidul* Regency, Academic Year 2026/2027, with particular emphasis on identifying instructional processes, strategies, and recitation quality outcomes as indicators of program success.

Method

This study employed a qualitative approach as it was oriented toward gaining an in-depth understanding of the implementation process of the *UMMI* Method in Qur'anic reading instruction. This approach enabled the researcher to explore empirical realities contextually and naturalistically within the school setting. A qualitative approach is relevant for examining pedagogical practices, teacher–student interactions, and institutional dynamics that influence the quality of Qur'anic recitation (Creswell & Poth, 2021 : 43).

The research design adopted in this study was a case study. This design was selected because the research focused specifically on a single educational institution, namely Muhammadiyah Unggulan Ashidiq Junior High School in *Gunungkidul* Regency, which possesses distinctive characteristics in implementing the *UMMI* Method. A case study design allows for an in-depth and holistic analysis of systems, processes, and learning outcomes (Yin, 2022 : 15).

The objective of this study was to comprehensively analyze the implementation of the *UMMI* Method in improving students' Qur'anic recitation quality. This objective included identifying instructional planning, implementation strategies, evaluation mechanisms, and students' recitation achievements based on indicators of tajwid accuracy, *makharij al-huruf* precision, fluency, and proper etiquette of *tilawah*.

The evaluation model applied in this study referred to formative and summative evaluation approaches in learning. Formative evaluation was conducted through periodic monitoring at each volume level and during tashih sessions, while summative evaluation was carried out at the end of the instructional period to measure students' competency attainment. This model aligns with principles of quality-based learning evaluation that emphasize continuity and accuracy in assessing learning outcomes (Arifin, 2023 : 118).

The research was conducted at *Muhammadiyah Unggulan Ashidiq Junior High School*, *Gunungkidul* Regency, during the 2026/2027 Academic Year. The school was selected because it has institutionally adopted the *UMMI* Method as its official system for Qur'anic reading instruction and applies certified teacher quality standards within the *UMMI* framework.

The research subjects consisted of Qur'anic teachers and 30 students participating in the *UMMI* Method learning program. The subjects were determined purposively based on their direct involvement in the instructional process. This technique enabled the selection of informants who possessed in-depth information regarding the implementation of the method (Sugiyono, 2022, : 85).

Data collection techniques included participant observation, in-depth interviews, and document analysis. Observation was conducted to directly examine the instructional process, interaction patterns, and the application of methodological standards. In-depth interviews were carried out with teachers and students to explore perceptions, experiences, and challenges in implementing the method. Documentation was used to analyze instructional materials, recitation assessment results, and students' progress reports.

In qualitative research, the primary research instrument is the researcher. The researcher was supported by observation guidelines, semi-structured interview protocols, and document analysis formats. These instruments were designed based on indicators of Qur'anic recitation quality, including tajwid accuracy, *makharij al-huruf* precision, fluency, and proper recitation etiquette.

Data validity was ensured through source triangulation, technique triangulation, and time triangulation. Source triangulation was conducted by comparing data obtained from teachers, students, and evaluation documents. Technique triangulation was carried out by integrating findings from observation, interviews, and documentation. This strategy aimed to enhance the credibility and trustworthiness of the research findings (Miles, Huberman, & Saldaña, 2020 : 275).

The research procedure was implemented in several stages, namely preparation, implementation, data analysis, and report writing. The preparation stage included instrument development and research permission arrangements. The implementation stage involved field data collection. Data analysis employed an interactive model consisting of data reduction, data display, and continuous conclusion drawing.

Data analysis was conducted using a descriptive-analytical approach to systematically and structurally interpret field findings. The analytical process emphasized identifying patterns of method implementation, supporting and inhibiting factors, and their implications for improving students' recitation quality. The results were presented in the form of an academic narrative reflecting the interconnection between theoretical perspectives and the practical implementation of Qur'anic instruction.

Result

This study employed the CIPP (Context, Input, Process, Product) evaluation model to analyze the implementation of the UMMI Method in improving the quality of Qur'anic recitation among students at Muhammadiyah *Unggulan Ashidiq* Junior High School, *Gunungkidul* Regency, Academic Year 2026/2027. The research subjects consisted of 30 students and two Qur'anic teachers. The assessment scale ranged from 1 to 4, categorized as follows: 1 (poor), 2 (fair), 3 (good), and 4 (very good).

Data were collected through structured observation, in-depth interviews, and document analysis of tashih results and students' recitation progress reports. The evaluation results were presented in descriptive quantitative scores to clarify the level of attainment for each CIPP component.

Numerous recent studies have examined the effectiveness of structured Qur'anic learning methods in improving students' recitation quality at the secondary education level. Empirical evidence indicates that systematic instructional models integrating teacher certification, standardized materials, and tiered assessment mechanisms contribute significantly to students' mastery of tajwid and *makharij al-huruf*. Research conducted in various Islamic junior secondary schools demonstrates that methodical and quality-controlled approaches to Qur'anic instruction lead to measurable gains in fluency, pronunciation accuracy, and reading confidence.

Recent evaluations of Qur'anic pedagogy further emphasize the importance of institutional alignment and contextual readiness in ensuring successful program implementation. Studies highlight that when Qur'anic literacy programs are embedded within the school's vision, curriculum framework, and quality assurance system, learning outcomes tend to be more consistent and sustainable. Institutional commitment, administrative supervision, and parental involvement are identified as reinforcing factors that strengthen the effectiveness of instructional interventions.

In addition, contemporary research underscores the role of process-oriented evaluation in maintaining instructional standards. The integration of formative assessment practices, structured repetition (drill), and individualized correction sessions has been shown to significantly reduce

recitation errors and enhance phonetic precision. Scholars argue that continuous monitoring and feedback mechanisms function not only as evaluative tools but also as pedagogical strategies that directly shape student competence.

The body of relevant findings collectively suggests that the success of Qur'anic learning programs is closely associated with the coherence between contextual support, instructional input, pedagogical processes, and measurable outcomes. These interconnected dimensions provide a comprehensive analytical foundation for examining the implementation of specific instructional models, particularly those that adopt standardized quality control systems within formal educational institutions

1. Context Evaluation

Table: Context Component Scores

No	Context Component	Mean Score	Category
1	Need for improving recitation quality	3.8	Very Good
2	School policy support	3.7	Very Good
3	Alignment with school vision and mission	3.9	Very Good
4	Parental support	3.5	Good
Average		3.72	Very Good

The average score of 3.72 indicates that the need and institutional support for implementing the UMMI Method fall within the very good category. The school demonstrates a strong commitment to strengthening Qur'anic literacy as part of its institutional vision. Internal policy support reflects the integration of the *UMMI* program into the formal school curriculum.

Parental involvement was categorized as good with a score of 3.5. This finding suggests active participation in monitoring students' recitation development at home, although it has not yet reached an optimal level. The contextual conditions provide a conducive institutional foundation for program success.

2. Input Evaluation

Table: Input Component Scores

No	Input Component	Mean Score	Category
1	Certified UMMI teacher competence	3.8	Very Good
2	Availability of graded textbooks and modules	3.9	Very Good
3	Classroom learning facilities	3.4	Good
4	Training and supervision system	3.6	Very Good
Average		3.67	Very Good

The mean score of 3.67 shows that the input component is categorized as very good. Teachers have completed official training and certification, demonstrating adequate methodological competence in teaching Qur'anic recitation according to UMMI standards.

Learning facilities received a score of 3.4, categorized as good. Classroom facilities and instructional media sufficiently support the learning process, although further development is possible in optimizing educational technology.

3. Process Evaluation

Table: Process Component Scores

No	Process Component	Mean Score	Category
1	Classical read-and-listen implementation	3.7	Very Good
2	Individual drills and tashih sessions	3.8	Very Good
3	Consistency of periodic evaluation	3.6	Very Good
4	Time management in instruction	3.5	Good
Average		3.65	Very Good

The average score of 3.65 indicates that the implementation process was carried out at a very good level. Classical and individual learning methods were applied consistently, and *tashih* sessions were conducted regularly to ensure accuracy in tajwid and *makharij al-huruf*.

Time management obtained a score of 3.5, categorized as good. The allocation of time between theoretical explanation and practical recitation was proportionate, although there remains room for enhancing efficiency in larger group settings.

4. Product Evaluation

Table: Product Component Scores

No	Product Component	Percentage	Category
1	Tajwid accuracy	87%	Very Good
2	Accuracy of makharij al-huruf	85%	Very Good
3	Recitation fluency	90%	Very Good
4	Etiquette of tilawah	92%	Very Good
Average		88.5%	Very Good

The average product achievement of 88.5% reflects a significant improvement in students' recitation quality. Recitation fluency reached 90%, indicating the effectiveness of structured drill practices in fostering consistent pronunciation.

The etiquette of *tilawah* achieved the highest score at 92%. This finding reflects the internalization of spiritual values in Qur'anic instruction, emphasizing not only technical accuracy but also ethical dimensions of recitation.

5. Recapitulation of CIPP Evaluation Results

Component	Final Score	Category
Context	3.72	Very Good
Input	3.67	Very Good

Process	3.65	Very Good
Product	88.5%	Very Good

The recapitulation results indicate that all components fall within the very good category. The implementation of the UMMI Method demonstrates alignment between planning, execution, and student learning outcomes.

The findings of this study demonstrate that the implementation of the UMMI Method has been carried out in a structured and systematic manner, encompassing contextual readiness, institutional input, instructional processes, and measurable learning outcomes. The evaluation results indicate that the alignment between institutional vision, teacher competence, learning resources, and assessment mechanisms has contributed positively to the improvement of students' Qur'anic reading quality. Each CIPP component reflects coherent integration between planning and execution, which strengthens the pedagogical foundation of the program.

The context evaluation confirms that institutional commitment and curricular integration serve as strong foundational elements for the sustainability of the program. The input evaluation highlights the significance of certified teachers, standardized teaching materials, and structured learning management in maintaining instructional quality. Meanwhile, the process evaluation reveals consistent adherence to methodological stages, including guided practice, repetition, *tashih*, and individualized feedback. These aspects collectively shape a learning environment that fosters accuracy in tajwid, precision in *makharij al-huruf*, fluency, and proper recitation etiquette.

The product evaluation further substantiates the effectiveness of the implementation, as reflected in the measurable improvement of students' recitation competence. Students demonstrate enhanced pronunciation accuracy, rhythmic fluency, and confidence in reading the Qur'an, indicating that the instructional design has yielded tangible academic outcomes. The integration of formative and summative assessment practices also ensures continuous monitoring of progress and reinforces quality control within the learning system.

In conclusion, the study affirms that the UMMI Method, when implemented through comprehensive planning, competent instructional delivery, and systematic evaluation, can significantly enhance the quality of Qur'anic reading among junior secondary school students. The findings contribute to the broader discourse on Islamic educational methodology by providing empirical evidence of an integrated evaluation framework in practice. These results offer valuable implications for Islamic educational institutions seeking to strengthen Qur'anic literacy through standardized and quality-oriented instructional approaches.

In light of the reviewed empirical evidence, it is evident that effective Qur'anic instruction at the junior secondary level depends on the systematic integration of contextual alignment, qualified instructional input, structured pedagogical processes, and rigorous outcome evaluation. Relevant studies consistently demonstrate that standardized teaching methods supported by certified educators, continuous assessment, and institutional quality assurance mechanisms yield significant improvements in students' recitation accuracy, fluency, and adherence to tajwid principles. These convergent findings provide a strong conceptual and empirical foundation for further investigating the implementation of structured Qur'anic learning models within formal educational settings.

Discussion

The discussion of the findings reveals that the implementation of the UMMI Method reflects a systematic interaction between institutional readiness and instructional practice. The alignment between contextual support, teacher competence, and structured pedagogical procedures indicates that program effectiveness is not incidental but structurally constructed. The data suggest that quality improvement in Qur'anic recitation emerges from deliberate planning, standardized methodological application, and continuous supervision embedded within the school system.

Moreover, the analytical interpretation of the results underscores that learning outcomes are directly influenced by the consistency of process execution and evaluative control. The integration of classical instruction, individualized correction, and periodic assessment creates a reinforcing instructional cycle that strengthens students' mastery of tajwid, makharij al-huruf, and recitation fluency. These interrelated dimensions provide a critical foundation for understanding how structured Qur'anic pedagogy can generate measurable and sustainable academic improvement.

The implementation of the UMMI Method demonstrates alignment between institutional needs and instructional strategies. This finding corresponds with context-based evaluation principles emphasizing program congruence with institutional vision (Arifin, 2023 : 121).

The availability of certified teachers significantly contributes to the quality of instructional processes. Pedagogical competence and mastery of tajwid serve as key determinants in improving students' recitation quality.

The classical and individual systems create a balance between collective learning and personalized correction. This model effectively addresses articulation errors directly. Periodic evaluation through *tashih* strengthens instructional quality control. Routine supervision enhances consistency in applying recitation standards.

The improvement in students' recitation fluency reflects the effectiveness of structured drill methods. Repetitive practice reinforces phonetic memory and articulation skills. Tajwid accuracy increased due to a tiered assessment system. The summative evaluation model ensures final competency attainment.

The etiquette of *tilawah* highlights the integration of affective dimensions within instruction. Qur'anic education extends beyond cognitive orientation. The Muhammadiyah school context supports systematic internalization of Qur'anic values. The program is integrated into the official school curriculum. Adequate input components reinforce instructional effectiveness. Teacher standardization emerges as a determining factor in implementation quality.

Consistent processes yield optimal learning products. The interrelationship among CIPP components operates systemically. The findings reinforce the theory that implementation quality determines learning outcomes (Miles, Huberman, & Saldaña, 2020 : 289).

These findings enrich the discourse on quality-based Qur'anic instructional methods at the secondary education level. The discussion highlights that the successful implementation of the UMMI Method is fundamentally rooted in the coherence between institutional policy, instructional design, and classroom practice. The alignment of school vision, structured curriculum integration, and certified teacher competence establishes a strong pedagogical framework that supports consistent learning outcomes. This structural alignment ensures that Qur'anic literacy development

is not treated as a supplementary activity but as an integral component of the educational system.

Furthermore, the analysis of instructional processes reveals that methodological consistency—particularly the integration of classical instruction, individualized correction (*tashih*), and systematic drill—plays a decisive role in enhancing students' recitation accuracy and fluency. Continuous formative evaluation strengthens quality control and enables timely pedagogical adjustments. The interaction between teacher guidance and student practice fosters not only technical precision in *tajwid* and *makharij al-huruf* but also increased learner confidence and engagement.

Finally, the discussion confirms that measurable improvements in learning outcomes are the product of an interconnected evaluation framework. The synergy among context, input, process, and product components demonstrates that instructional quality is cumulative and systemic rather than incidental. These findings reinforce the argument that structured and quality-oriented Qur'anic teaching models, when implemented with institutional consistency and evaluative rigor, can substantially elevate the standard of recitation competence in formal secondary education settings.

Conclusion

The conclusion of this study synthesizes the principal findings derived from the comprehensive evaluation of the UMMI Method implementation. The results confirm that the effectiveness of Qur'anic instruction is closely associated with the systematic alignment of contextual readiness, instructional input, pedagogical processes, and measurable learning outcomes. Each evaluative component demonstrates a consistently high level of achievement, indicating that the program operates within a coherent and quality-oriented framework.

Furthermore, the concluding analysis affirms that sustained improvement in students' recitation accuracy, fluency, and adherence to *tajwid* principles is not merely the product of instructional repetition, but the outcome of integrated planning, certified teacher competence, and structured assessment mechanisms. The study therefore establishes a clear empirical foundation for the application of comprehensive evaluation models in strengthening Qur'anic literacy programs within formal secondary education settings.

The implementation of the UMMI Method at Muhammadiyah *Unggulan Ashidiq* Junior High School falls within the very good category based on CIPP evaluation. The context component demonstrates strong institutional support for Qur'anic literacy programs. The input component reflects readiness in human resources and learning facilities. The process component indicates consistent application of classical and individual methods. The product component reveals significant improvement in students' recitation quality.

Tajwid accuracy and *makharij al-huruf* precision show measurable improvement. Students' recitation fluency has improved consistently. The etiquette of *tilawah* has developed as a dimension of religious character formation. The CIPP evaluation model proves effective in assessing Qur'anic instructional program implementation.

Ultimately, the study establishes that measurable improvements in students' recitation accuracy, fluency, and adherence to *tajwid* standards are the cumulative result of disciplined methodology and rigorous evaluative oversight. The conclusions provide empirical justification for adopting comprehensive evaluation frameworks in strengthening Qur'anic literacy initiatives and offer a replicable model for other Islamic educational institutions seeking to enhance instructional

quality through standardized and accountable implementation practices.

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