

Application of The Ummi Method for Early Childhood at Education Baiturrahman's School Ampenan

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ABSTRAK. Penelitian ini dilakukan dengan tujuan untuk mengetahui jenis-jenis metode pembelajaran Al-Qur'an dan mendeskripsikan penerapan metode Ummi pada pembelajaran Al-Qur'an untuk anak usia dini di Baiturrahman School Pejeruk Ampenan. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus (case study) dengan teknik pengumpulan data berupa observasi, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa di Baiturrahman School menggunakan metode Ummi untuk mengajarkan al-Qur'an pada anak usia dini. Hal ini didasarkan karena metode Ummi mempunyai kelebihan dibandingkan dengan metode-metode yang lain, misalnya metode Ummi lebih menarik untuk diajarkan, mudah dan serta nyaman dalam proses pembelajarannya. Selain itu juga dalam metode Ummi penekanannya dalam nada dengan memakai irama, pembelajarannya menggunakan media ajar yakni buku (kitab khusus jilid 1-7 dan buku pendukung lainnya) dan juga ada pembelajaran lanjutan jika sudah menyelesaikan jilid 6, yakni Ghoribul Qur'an dan Buku Tajwid.

Kata Kunci : Metode Ummi, Anak Usia Dini

ABSTRACT. This research was conducted with the aim of knowing the types of Al-Qur'an learning methods and describing the application of the Ummi method to Al-Qur'an learning for early childhood in Baiturrahman School Pejeruk Ampenan. This study uses a qualitative method with a case study approach with data collection techniques in the form of observation, interviews and documentation. The results showed that in Baiturrahman School used the Ummi method to teach the Qur'an to early childhood. This is based on the fact that the Ummi method has advantages compared to other methods, for example the Ummi method is more interesting to teach, easy and comfortable in the learning process. In addition, in the Ummi method the emphasis is on tone by using rhythm, learning uses teaching media, namely books (special books volumes 1-7 and other supporting books) and there is also further learning if you have completed volume 6, namely Ghoribul Qur'an and Tajweed Books.

Keyword : Ummi Method, Early Childhood

INTRODUCTION

Basically, the initial period that is very important in providing a stimulus for children's growth and development is starting from an early age or childhood. This can be done or applied both in the family and in the services of educational institutions, such as the Early Childhood Education (ECE) Institution. ECE institutions are one of the places that provide educational services that stimulate the growth and development of children both physically and spiritually so that children have readiness to enter the next level (Ida Rahmawati, 2021:87). The stimulus given is expected to be in accordance with the needs and development of children, because at an early age is the Golden Age where all aspects of child development develop very rapidly. It needs to be realized and understood together, both parents and ECE have a role and obligation to provide a stimulus not only for brain intelligence, but in terms of overall both physically and spiritually. This is so that children can grow and develop in line with knowledge and skills that are in accordance with Islamic law. One of the basic things that can be done is to equip children with education and skills to read the Qur'an. Therefore, it is expected that parents and ECE education

have qualified skills in reading the Qur'an. It is intended that children can read properly and correctly and understand and can apply the teachings in daily life as a guide for their lives as Muslims (Dewi Mulyani, dkk, 2018:202). Therefore, it is expected that parents and educators at ECE institutions teach and implement Qur'anic learning activities by instilling Qur'anic values in life, so that children have a good Islamic basis and are not easily swayed by the times.

According to Ahmad Syarifuddin in his book explaining that ideally children can receive al-Qur'an education, namely from childhood or ages 4-6 years. The things that often become a problem for children in reading the Qur'an are that they are not clear in pronouncing the hijaiyah letters correctly and not sounding the same letters correctly, which in essence is the basis for further reading the Qur'an. 'an that is good and true (Ahmad Syarifuddin, 2005:64). There is a data reported from the People's Mind 2017, approximately there are 225 million Muslims, but 54% do not know the letters of the Qur'an and the remaining 46% of Muslims are categorized as being able to read the Qur'an. If it is used as an indicator of understanding the Qur'an, it will produce a smaller percentage for Muslims who can read the Qur'an. In addition, referring to the research results of the Institute of Al-Qur'an Science (IIQ), the level of not knowing the letters of the Qur'an in Indonesia is quite high, it is recorded that 65% of Indonesians do not know the letters of the Qur'an as reported by Republika 2018 (Dewi Mulyani, dkk, 2018:203) The results of this study can be used as a reference to improve the procedures for reading the Qur'an, especially from an early childhood.

Based on the low results of the research above, it can be concluded that the contributing factor is the lack of interest in children when learning to read the Qur'an. This can be seen from learning activities to read the Qur'an which is not fun or using techniques to introduce the Qur'an (al-Qur'an literacy) is not in accordance with the child's development (Nurdin, 2019:203) Basically, early childhood has a short focus, so educators and parents must really try their best in teaching children, either by using a variety of methods, interesting teaching media and providing stimuli that are appropriate to the child's age and development level.

There are many different methods of reading the Qur'an that are used today and have their own characteristics, one of which is the Ummi method. The Ummi method is a method of reading the Qur'an which is currently widely applied in several institutions or places to learn to read the Qur'an, both formal and non-formal. The Ummi method is a method developed by Masruri and A. Yusuf at the Ummi Foundation based in Surabaya. Teachers or educators who can teach the Qur'an with the Ummi method are not arbitrary, but must attend some training, enrichment of learning then coaching and supervision as teaching activities go on (A. Yusuf dan Masruri, 2018:3). The Ummi method has seven basic programs to help the learning process of the Koran in a fun, effective and easy way. Every teacher or educator must understand it before applying it during learning activities. The seven programs include; 1) Tashih Reading the Qur'an; 2) Tahsin; 3) Al-qur'an Teacher Certification; 4) Coaching; 5) Supervision; 6) Munaqasyah; 7) Khotaman and Imtihan (<http://ummifoundation.org/detailpost/7-program-dasar-metode-ummi>, diakses pada hari Kamis, 11 Agustus 2022). The implementation of the Ummi method has been implemented at the Baiturrahman Ampenan ECE institution, with teachers and educators who have gone through several trainings and enrichments related to the Ummi method. Based on an interview with one of the educators at the institution, that the application of the Ummi method applied at the institution is based on the consideration that the Ummi method is one of the methods of learning the Koran which is clear and easy to teach to children. (Review with Istiqoma, ECE Baiturrahman's teacher).

In addition to interviews, researchers also made direct observations when the process of learning the Koran using the Ummi method was applied. Based on observations, it was found that the Ummi method is unique compared to other methods, namely because it is interesting to teach, easy and comfortable in the learning process. In addition, in the Ummi method the emphasis is on tone by using rhythm, learning uses teaching media, namely books (special books volumes 1-7 and other supporting books) and there is also further learning if you have completed

volume 6, namely Ghoribul Qur'an and Tajweed Books (Observation's results in ECE Baiturrahman)

METHOD

This research is a qualitative research. In line with the opinion of Bogdan and Taylor in Moleong explained that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and behaviors that can be observed and directed at the background and the individual as a whole. The purpose of this study is to seek and obtain in-depth information compared to the breadth or amount of information (Lexi J. Moleong, 1996:23). The approach used is a case study or case study that is used by researchers to explore certain cases more deeply by collecting information from various sources (J. R Raco, 2010:49). Using a case study approach so that research objectives can be investigated in more depth and also involve informants who are considered competent in the Ummi method, both about their knowledge and their application.

RESULT AND DISCUSSION

Learning Methods for Reading the Qur'an for Early Childhood

About Early Childhood Learning

Based on Law no. 20 of 2003 learning is a process of interaction between students and educators by using media and learning resources in a learning environment (Ahmad Susanto, 2013:19). According to Chauhan learning is an effort to provide stimulus, guidance, motivation and encouragement to students so that the learning process can take place (Sunhaji, 2014:33). The learning process will create a continuous process of interaction between teachers and students, not only in the classroom. Based on several definitions of learning that have been described, it can be concluded that learning is a process of educational interaction between educators and students by providing stimulus and encouragement to create effective learning according to the stages of the child's age.

Learning in early childhood must be closely related to playing, because early childhood learns while playing. It is hoped that early childhood learning must fulfill the elements of playing, having fun and working through activities that make children feel happy, active, not pressured and not burdened, therefore educators are expected to be able to master several approaches to process-oriented learning. child development according to the child's age level. Several approaches that can be used in early childhood learning: (Nurmaidah, 2015:12) *Active Learning, Attractive Learning, Fun Learning, Multiple Intelligence Approach*.

In addition to using several approaches, educators/teachers must also use the right method in each lesson, because the approach will work well supported by the method used. As the definition, the method is a method or system that is used and applied to achieve a predetermined goal. The use of good and correct learning methods must pay attention to the needs of students, the learning process can be understood by students, the material provided also does not burden students (Mardiah Kalsum Nasution, 2017:9). Therefore, learning outcomes will be seen not only in cognitive aspects, but also social, emotional, and behavioral changes as a result of these learning outcomes.

Al-Qur'an Learning Method

In the learning process, the method is an important part that must be considered by educators/teachers in its application so that the learning objectives can be achieved in accordance with expectations. Some of the Qur'anic learning methods that can be applied to early childhood education are:

a. *Al-Barqi* Method

This method can be said to be the first fast method of reading the Qur'an. This method was invented by a lecturer at the Adab Faculty of IAIN Sunan Ampel Surabaya,

Muhajir Sulthon in 1965. At first it was only intended for students of Al Tarbiyah Islamic Elementary School, Surabaya. Students who study with this method are able to read the Qur'an more quickly, therefore Muhajir recorded his method in 1978 with the title "How to Quickly Learn to Read the Qur'an" (Gafur, 2022). There are several teaching principles that must be considered using this method, namely: (Rini Astuti, 2014:5) Teach slowly; Read directly; Does not introduce hijaiyah letters; Students practice immediately after being exemplified; Mention/explain the letters that can be pronounced easily

b. *Al-Baghdadiyah* Method

This method originates from Baghdad, also known as the "Spell" method which is systematically arranged and carried out repeatedly. How to teach using the Al-Baghdadiyah method, which is as follows: (Gafur, 2022), Teach all kinds of hijaiyah letter names, starting from the first to the last, Teaching various punctuation marks (*harakar*) accompanied by the sound of the reading and taught slowly. Example: *alif fathah a, alif kasrah i, alif dhmmah u* and so on, Learn about hijaiyah letters in several ways and introduce juz 'amma

c. Qira'ati Method

The method of reading the Koran with direct practice is in accordance with the rules of the science of recitation. There are several volumes with different methods to be taught to students, namely volumes 1 and 2 are carried out individually while volumes 3-6 are carried out simultaneously but children are given the opportunity to read individually. In this method, teachers / educators who teach must have followed the guidance of their respective coordinators (Muhammad Amman Ma'mun, 2018:58).

d. *Iqra'* Method

That is the method of reading the Qur'an which emphasizes directly on reading practice. Has 6 volumes and a manual that starts from one simple level and has stages in each level until the last one. This method does not require a lot of learning media, because it emphasizes the reading (reading the letters of the Qur'an fluently), with direct reading without spelling and is more individual. This method has the aim of preparing students to become Qur'anic generations who love the Qur'an and are able to internalize and apply the values of the Qur'an in everyday life to serve as a solid foundation of life (Dahlia, dkk, 2013:3).

e. As-Shal Method

That is the method of learning the Qur'an which is done by associating hijaiyah letters with symbols, such as number symbols, letters of the alphabet and image symbols. Learning begins by introducing the names of the hijaiyah letters as a whole, then connecting the hijaiyah letters based on the characteristics of the hijaiyah letters with symbols, introducing the forms of hijaiyah letters, punctuation marks (*harakat*), basic formulas for hijaiyah letters, recognizing long readings with beats (*harakat*).), the science of tajwid and taught to read the Qur'an.

Ability to Read Al-Qur'an

The ability to read the Qur'an is the student's skill in reciting the readings in the form of letters expressed in speech or words (*makharijul* letters) and recitation in accordance with applicable rules, in this case the ability to read the Qur'an is categorized as high, medium and low. (Aquami, 2017:77). There are so many very varied methods in learning to read the Qur'an, because teaching the Qur'an is not only about introducing letters, but more than that, namely as a basic provision to be able to read and understand the Qur'an properly. good and right that will be a guide for life in the future. The ability to read is important especially in the current era of globalization, all information can be obtained by reading especially reading the Koran for Muslims. The ability to read the Qur'an can be practiced in several ways, namely: 1) the teacher provides examples of how to read letters so that students can see directly the movements of the mouth and tongue which then imitate them; 2) students read in front of the teacher and the teacher listens to the reading. This method is called the *ardul qira'ah* method or reading deposit;

3) the teacher repeats the reading, then the students imitate word for word and sentence per sentence repeatedly until they are skilled and correct (Ahmad Syarifuddin, 2008:81).

Scope of Learning to Read the Qur'an for Early Childhood

According to Ahmad Syarifuddin, the ideal age for children to receive Qur'anic education is at the age of 4-6 years. At this age, educators and parents must understand that this age is also a process of forming the character and character of children, so they must provide good and correct al-Qur'an education. Therefore we need a scope of learning to read the Qur'an that is in accordance with the stages of the child's age (Ahmad Syarifuddin, 2005:64). In teaching the Qur'an, you must get used to multiplying exercises and repeating readings. The scope of learning the Qur'an for beginners, especially early childhood, emphasizes the introduction of hijaiyah letters, makharijul letters, and punctuation in tajwid. According to Zakiah Darajat, the scope of learning to read the Koran for early childhood is divided into the following: 1) introducing hijaiyah letters; 2) recite each hijaiyah letter and the characteristics of the letters (science of makhraj); 3) introduce punctuation, its form and function (Zakiah Darajat, dkk, 2008:91). As described below:

a) *Makharijul Letters*

Makharij comes from the word "kharaja", which means out, while the word makharij is a form of makhraj. In terms of makharijul letters are areas where letters come out and are located at the end of the sound (dikukunkan), they can distinguish one letter from another. As is known, the hijaiyah letters are 29 letters, each letter has a way out, namely the mouth, throat, tongue, two lips and nasal cavity as shown below:

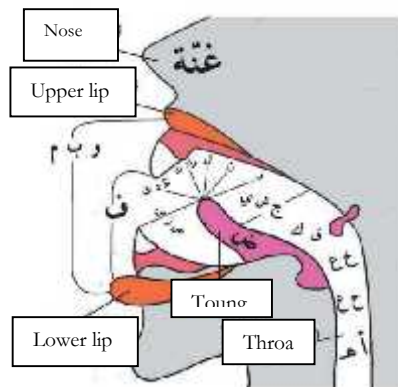


Image: Makharijul Letters

1) Inner Cavity Letters

The inner cavity is located in the space between the throat and mouth where long letters come out, such as: alif mad, wawu mad and ya mad. The three letters are pressed with the least sound pressure, so that: the tongue is in position when pronouncing the alif; the center of the tongue makes it clear when pronouncing yes'; the tip of the tongue is raised when reciting wawu accompanied by combining two tongues.

2) Throat Letters

Inside the throat there are 6 letters with several different parts, namely the first in the deepest throat, namely hamzah and ha '. Second, in the middle of the throat, makhraj 'ain and ha. Third, the outermost part of the throat makhraj ghain and kha.

3) Tounge Letters

The letters of the tounge have several makhraj letters, namely::

(a) Makhraj *Lam*

The makhraj lam extends from the two outermost edges of the tongue to the tip of the tongue along with the parallel top of the palate. There is a comparison between thick lam and thin lam, that is, if thick lam is pronounced with a sound from the throat in the middle of the tongue and narrowing of the throat, it is different from thin lam.

(b) Makhraj *Nun*

Makhraj nun comes out from the tip of the tongue and the teacher is parallel accompanied by a buzzing (gunnah) from the nasal cavity.

(c) Makhraj *Ra'*

Makhraj ra 'out from the tip of the tongue with the incisors parallel, almost close to makhraj nun. There are two types of ra', namely thick ra' and thin ra'. Thick ra' is accompanied by a deep throat sound in the middle of the tongue and narrowing of the throat, in contrast to thin ra'.

(d) Makhraj *Tba', Dal and Ta'*

These three letters come out from the tip of the tongue along with the bases of the upper incisors.

(e) Makhraj *Shad, Sin and Za*

These three letters come out from the tip of the tongue with the inner lining of the lower incisors, coming out from the top of the upper and lower incisors.

(f) Makhraj *Zha', Dzal and Tsa'*

These three letters come out from the tip of the tongue with the tip of the upper incisors.

4) Two Lips Letters

(a) Makhraj *Fa'*

Makhraj *fa'* comes out from the inside of the lower lip along with the tip of the upper incisors.

(b) Makhraj *Ba'*

Makhraj *ba'* come out with his lips pressed together.

(c) Makhraj *wawu* not *mad*

Makhraj *wawu* not *mad* comes out by joining the two lips forward by lifting the innermost part of the tounge..

(d) Makhraj *Mim*

Makhraj *mim* come out with his lips pressed together accompanied by a buzzing from the nasal cavity.

5) Nasal Cavity

Ghunnah is a sound that comes out of the back of the nasal cavity and accompanies the letters nun and mim in all conditions to this letter (Aiman Rusyid Suwaid, 2018: 34).

Al-Qur'an Learning Method through Ummi Method

Learning method is a technic used by educators/ teachers during learning process to achieve the intended learning goals. Learning method employed for early childhood normally include principle of play, meaningful and fun for early childhood. Types of learning method that can be implemented to early childhood in learning to recite Al-Qur'an, one of them is Ummi method.

Ummi method is a method used in the learning of how to recite Al-Qur'an. What we mean by Ummi method here is that the one which can be applicable to early childhood, it is a method referred to mother (umi), meaning this method is how to learn to read by following mother's words such as learning how to pronounce the word "sajada", so in the learning to read Sajada, the spelling system uses per-syllable (s-a-j-a-d-a).

Ummi method is a method which can deliver a process until it can create an appropriate and quality product. Book of easy to recite Al-Qur'an, Ummi method is designed easy to learn and to teach through fun learning (interview of Ustadz Yusuf, the Ummi founder). Every Muslim child who graduates from primary school (SD)/ Islamic Primary School (MI) must be able to recite Al-qur'an with Tartil (slowly and accurately), no child may be left behind. This a form of our responsibility as selected Muslim to contribute in preparing Qur'an Generation, it is the generation who love and is loved by Alqur'an (Nani Husnaini, 2020:103). Approach used in the learning of Al-Qur'an with ummi method is mother language approach, and essentially mother language approach has 3 components including: (1) Direct method; it is through reading directly without being spelled or not much explanation or in other words learning by doing. (2) done repeatedly meaning repeating verses (ayat-ayat) or chapters (surah) in Al-Qur'an. Al Qur'an will increasingly shows its beauty, strength, and legibility when recited repeatedly. This condition is equated with the time when a mother teaches a language to her child. Strength, beauty, and its legibility by repeating the words in the different situations and conditions. And the last (3) sincere love, meaning the power of love, sincere love, and a mother's patience in educating her child the key to success. Similarly, a teacher who teaches Al-Qur'an if wanting to achieve success, he/she should become a mother, so that teacher can also touch students' heart.

As for each volume has different subject matter, for instance, due to the target is early childhood or pre-school then the volume use is (1) Kindergarten involving to know Hijaiyah letter from letter Alif – Ya' and are able to read Hijaiyah letter Alif – Ya' well. (2) Ummi volume 1 consist of: introduction to single letter (Hijaiyah) Alif-Ya', Introduction single letter with harokah fathah A-Ya', read 2 to 3 single letters with Fathah sign A-Ya'.



Image: Ummi Kindergarten

Stages in learning Al Qur'an are steps in teaching Al Qur'an which must be done by a teacher in teaching and learning process. Stages in teaching Al Qur'an must be carried out sequentially according to the hierarchy. Therefore, stages in learning Al Qur'an with Ummi method is described below: (Masruri, A. Yusuf, 2017:23)

a) Privat/Individual (Kindergarten)

Private or individual method is method of learning Al Qur'an carried out where learner is taught one by one while the other children are given assignment to read individually or write ummi book.

b) Classical Individual

Classical Individual method is a method in learning Al Qur'an carried out by reciting together pages determined by the teacher, when teacher declares this process is completed, learning is continued by individual.

c) Classical Recite Listen

Method of Klasikasi Baca Simak is a method in learning Al Qur'an carried out through reciting together pages determined by the teacher, when the teacher declares this process is completed, learning through Baca Simak pattern, that is one child recites while the rest listen, this is done even though one child's reciting page is different from the pages recited by the other children.

Stages in reciting Al Qur'an are steps in teaching Al Qur'an that should be implemented by a teacher in the process of teaching and learning. Stages in teaching Al Qur'an must be carried out sequentially according to the hierarchy, therefore stages in learning Al Qur'an of Ummi Method is described as follow:

- a) Opening: an activity of preparing students' readiness to learn, continued by opening Salam and opening supplication before learning Al Qur'an together.
- b) Appreciation: reviewing material previously taught so it can be linked to the material taught this day.
- c) Instilling Concept: process of material delivery/ the subject that will be taught today.
- d) Concept understanding: helping students to understand the concept that has been taught through training students to read the written examples in main topic.
- e) Exercise (skill):): increasing children's reading fluency through repetition of example or exercise available on the main topic page and exercise page.
- f) Evaluation: observation and evaluation through achievement book toward reading ability and quality of children one by one.
- g) Closing: creating a condition in that children remain orderly before making closing supplication and ends with closing Salam from the teachers (Ustadz or Ustadzah).

In conjunction with dividing time of learning Al Qur'an through Ummi Method in ECE of Baiturrahman in Pejeruk, north Ampenan including; volume 1-6 and Al Qur'an (60 minutes) comprising of: Opening \pm 5 minutes (Salam, Opening supplication), \pm short verses memorization for 10 minutes (Juz Amma) base on target, Klasik for \pm 10 minutes (with realia), individually for \pm 30 minutes pure read listen, closing for 5 minutes (drill and closing supplication). Therefore, the implementation of Ummi method is beneficial for early childhood in learning Al Qur'an especially in reciting Al Qur'an. Children who have not known about Tajwid, but who are able to recite Al Qur'an according to the knowledge of Tajwid, because the rule in learning Tajwid is Fardu Kifayah, whereas reciting Al Qur'an in accordance with the knowledge of Tajwid is Fardu 'Ain. And through Ummi method which uses rost tone, so that the learning method is valuable for children and does not cause them bored.

Before series of tests for volume upgrading, teacher needs to give exercise in the form of reviewing the learning materials given from the beginning lesson which aim at recalling the

material that have been given to help learners complete the examination whenever administered. By reading volume in each page 2-3 at most bottom line about 3-5 pages adjusted according to the children's ability and not forced. Such process runs for 5-6 meetings before children are eligible to take the test and with recommendation from the classroom teacher.

The implementation of Ummi method can be observed during teaching process carried out by the teacher through 7 stages of learning namely: opening, apperception, concept understanding, exercise and skill, evaluation and closing and implementation of 10 quality pillars of Ummi method are inseparable because between one pillar and another are series chain that cannot be segregated in its implementation. On those stages some of the successes are summarized namely; children are able to memorize short verses of Al Qur'an, daily prayers, recognizing *toyyibah* sentences. Thus, every teacher teaching Al Qur'an using Ummi method should instill the stages of learning in the on going process of teaching the students. Ummi method in NTB more specifically in Lombok is still very minimal, because Umi method is not popular among community especially those living in villages, who only recognize an older method of learning Al Qur'an called Iqro' method.

CONCLUSION

It can be concluded that the implementation of Ummi method in learning Al Qur'an in Baiturrahman School Pejeruk, Ampenan is carried out through 7 stages (opening, apperception, concept instilling, concept understanding, exercise/ skill, evaluation, closing). And the implementation of 10 quality pillars of Ummi method (goodwill management, teacher certificate, good and correct stages, clear and measurable target, consistent learning mastery, sufficient time, intensive quality control, teacher's ratio and proportional students, progress report of each student, reliable coordinator). The indicator of success is that children know *hijaiyyah* letter according to its *makbraj* (correct pronunciation), memorizing short verses according to the knowledge of Tajwid, memorizing daily prayers, and memorizing *Toyyibah* sentences.

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