

## The Influence of the Ummi Method to Improve the Ability to Memorize Short Surahs for Children

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**ABSTRAK.** Penelitian ini bertujuan untuk mengetahui pengaruh metode ummi untuk meningkatkan kemampuan menghafal surah pendek bagi anak usia dini 5-6 tahun di TK Al Kautsar Kecamatan Huta Raja Tinggi Kabupaten Padang Lawas. Penelitian ini adalah penelitian eksperimen yang menggunakan quasi eksperimental design dimana individu-individu yang menjadi subjek penelitian telah berada dalam kelompok tertentu dengan tujuan tertentu pula subjek penelitian ini adalah peserta didik usia 5-6 tahun kelompok B dan A, dan objek penelitian adalah pengaruh metode ummi terhadap kemampuan menghafal surah pendek. Populasi penelitian ini adalah anak didik di TK Al Kautsar Kecamatan Huta Raja Tinggi Kabupaten Padang Lawas berjumlah 70 anak, dengan sampel berjumlah 42 anak yang terdiri dari kelas A1 yaitu kelas kontrol sebanyak 21 anak, dan B1 yaitu kelas eksperimen sebanyak 21 anak. Sampel dilakukan dengan teknik purposive sampling atau stratified random sampling, yaitu dengan penentuan sampel melalui pertimbangan tertentu. Teknik pengumpulan data yang digunakan adalah wawancara, observasi dan dokumentasi. Sedangkan teknik analisis data menggunakan uji-t dengan bantuan software SPSS Versi 16. Hasil penelitian menunjukkan bahwa Sig (2-tailed)=0,017 pada taraf signifikan  $\alpha = 0.05$  H1 diterima maka dapat disimpulkan bahwa terdapat pengaruh yang signifikan setelah diberikannya perlakuan dengan metode ummi dalam meningkatkan menghafal. Jadi H0 ditolak H1 diterima maka artinya kemampuan menghafal surah pendek lebih baik melalui penerapan menghafal dengan metode ummi dibandingkan sebelum diberi perlakuan. Pengaruh metode ummi untuk meningkatkan kemampuan menghafal surah pendek anak kelompok A dan B di taman kanak-kanak (TK) Al Kautsar Kecamatan Huta Raja Tinggi Kabupaten Padang Lawas sebesar 92%.

**Kata kunci:** Kemampuan Menghafal Surah Pendek Anak, Metode, ummi

**ABSTRACT.** *This study aims to determine the effect of the ummi method to improve the ability to memorize short surahs for young children aged 5-6 years at Al Kautsar Kindergarten, Huta Raja Tinggi District, Padang Lawas Regency. This research is an experimental research that uses a quasi-experimental design where the individuals who are the research subjects are already in a certain group with a specific purpose. on the ability to memorize short surahs. The population of this study were students at Kindergarten Al Kautsar, Huta Raja Tinggi District, Padang Lawas Regency totaling 70 children, with a sample of 42 children consisting of class A1, namely the control class of 21 children, and B1, namely the experimental class of 21 children. The sample was carried out using a purposive sampling technique, namely by determining the sample through certain considerations. Data collection techniques used are interviews, observation and documentation. While the data analysis technique used the t-test with the help of SPSS Version 16 software. The results showed that Sig (2-tailed) = 0.017 at a significant level  $\alpha = 0.05$  H1 is accepted, it can be concluded that there is a significant effect after being given treatment with the ummi method in increasing memorization. So H0 rejected H1 accepted, it means that the ability to memorize short surahs is better through the application of memorizing with the ummi method compared to before being given the treatment. The effect of the ummi method to improve the ability to memorize short surahs of group A and B children in Al Kautsar Kindergarten (TK) Al Kautsar, Huta Raja Tinggi District, Padang Lawas Regency was 92%.*

**Keywords:** Ability to Memorize Children's Short Surahs, Methods, Ummi

## **INTRODUCTION**

Conceptually, the 2013 Curriculum aspires to be able to give birth to a future generation that is comprehensively intelligent, namely not only intellectually intelligent, but also emotionally, socially and spiritually intelligent. Where memorizing short surahs for young children contains religious values. The 2013 curriculum is a curriculum developed to improve and balance soft skills and hard skills in the form of attitudes, skills and knowledge. Regarding the curriculum for memorizing practice in early childhood, this includes one aspect of child development, namely the religious and moral aspects. One of them is memorizing short surahs for young children aged 5-6 years which can increase their knowledge. Based on Number 3331 of 2021 concerning standards for early childhood development achievement levels (STPPA) which are criteria regarding the abilities achieved by children in all aspects of development and growth in aspects of religious and moral values, physical motoric, cognitive, language, social emotional and artistic. From This child development achievement level standard (STPPA) concerns one aspect of children's moral and religious development as well as language related to worship, namely memorizing short suras. Where memorizing the pronunciation of the sound of hijaiyah letters is emphasized, memorization material is prioritized by memorizing short letters (juz 'amma), writing material is prioritized using the tutorial method, muroja'ah and consolidation can be carried out after the targeted page is completed (Rofi, 2021).

However, in the current conditions, especially those seen at the research location, it shows that there are still some students who experience difficulties when memorizing short surahs, some are very slow and there are still those whose hijaiyah letters have not been completed and students are less interested in memorizing them. short suras In the Big Indonesian Dictionary (1989:87), memorizing also means the action of trying to understand something in the mind so that it always remembers by saying it by heart without any books or other notes. Judging from the phenomena that occur in other kindergartens, there are still many children who avoid memorizing them when starting to memorize them (Belia, n.d.). There are several methods to improve the memorization of short surahs for young children, one of which is the Ummi method. a method used in learning to read the Koran or memorize it which is easy, fun, and touches the heart. Because of this method, children can carry out theory and practice. Apart from that, the advantage of this method is that it is very easy to implement, the Ummi method can also improve children's ability to memorize in a fun, easy and heart-touching way because the Ummi method has a special guidebook for children so that children can memorize correctly, fluently and tartil and create children who are skilled and fast at memorizing short surahs (Afdal, 2016).

For this reason, researchers are trying to research whether there is an influence that arises when applying the ummi method on the ability to memorize short surahs for young children. This research aims to determine whether or not there is an influence of the Ummi method on improving memorization in early childhood.

## **METHOD**

This research uses a quantitative approach, namely as a research method based on the philosophy of positivism, used to research certain populations or samples. The research method that is intended to be carried out is experimental research. Which is used if the researcher wants to know the influence of cause and effect between the independent and dependent variables (Sugiyono, 2019). Experimental research is an important method of the research model that carries out and implements a quantitative approach. The type of experiment required is a quasi-experimental design where the individuals who are research subjects are in a certain group with a certain goal (Trianto, n.d.). The population in this study were students at Al Kautsar Kindergarten in Huta Raja Tinggi District, Padang Lawas Regency, consisting of 3 classes, namely

A1, B1 and B2, totaling 70 children. The sampling in this study used two classes, namely class A1 as a control class with 21 children and class B1 as an experimental class with 21 children so that a total of 42 children. A sample is part of a population or subject that is selected and determined as a data source or source of information for research. Sampling was carried out using a purposive sampling technique, namely a technique for determining samples with certain considerations (Sugiyono, 2019).

Data collection is in the form of observing directly or indirectly the events seen by recording them on an observation tool. The activity of recording a symptom or event with the help of tools or instruments is useful for taking or recording it, which is useful for scientific or other purposes (Setyosari, 2013). Observation can be the right way to collect data because the data is obtained directly from observations in the field by researchers themselves without any intervention from other parties. The method used by the author to create guidelines for observation is in the form of a notebook and voice recording device. Observation in this research is by looking directly at the object in the field. The next data collection techniques are interviews and documentation, where interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be researched, and also if the researcher wants to know things from a small number of respondents, while documentation is used to collect data later. The data needed is reviewed using tools such as cell phones and flash disks. And the final data collection is a test. A test is a data collection instrument where a series of questions or exercises are aimed at measuring the knowledge skills, intelligence, abilities, or talents possessed by each child or many children and where the test involves rules as instructions. implementation and scoring criteria to determine numbers that show a person's abilities (Arikunto, 2010).

After the data was collected, the data was then analyzed using the t-test statistical formula to see whether there was an influence of the ummi method on increasing the ability to memorize short surahs for young children before and after being given treatment. By using data analysis techniques, normality tests, homogeneity tests and hypothesis tests.

## RESULTS AND DISCUSSION

Hypothesis testing in this study used the t-test formula to see the differences between the control class and the experimental class in seeing how much influence the ummi method has in improving the ability to memorize short surahs for young children. Data is said to have experienced a significant increase if  $Sig < 0.05$ , if  $Sig > 0.05$  then  $H_1$  is accepted if  $t_{count} \leq t_{table}$   $H_0$  is rejected if  $t_{count} > t_{table}$ , and vice versa if  $Sig < 0.05$  then  $H_1$  is rejected  $H_0$ . Furthermore, data observations were carried out before treatment was given and the Ummi method learning process for memorizing short surahs for children took place. After the data is collected, the data is then used to test normality and homogeneity. The posttest is intended to determine the initial situation between the experimental group and the control group. The description of the post-test data on children's ability to memorize short surahs is summarized in the table below.

**Tabel**

**Description of Short Surah Memorizing Score Data for Experiment Class and Control Class**  
**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Eksperimen	21	70.00	100.00	1760.00	83.8095	10.71270
Control	21	60.00	90.00	1580.00	75.2381	11.67007

Based on the resulting data, the posttest results showed that the highest score for the experimental class was 100 the control class was 90, while the lowest score for the experimental class was 70 and the control class was 60. The standard deviation for the experimental class was 10,712 and the control class was 11,670. The experimental class mean was 83,809 and the control class was 75,238. To find out whether the two samples are normally distributed or not, a data normality test can be carried out on the experimental group. Testing the normality of research data using the Kolmogorov – Smirnov test on children's short surah memorization test results. A summary of the results of the experimental group normality test is presented in the following table:

**Table**  
**Experimental Class Data Normality Test Results**  
**One-Sample Kolmogorov-Smirnov Test**

		Eksperimen
N		21
Normal Parameters <sup>a</sup>	Mean	83.8095
	Std. Deviation	10.71270
Most Extreme Differences	Absolute	.210
	Positive	.210
	Negative	-.147
Kolmogorov-Smirnov Z		.964
Asymp. Sig. (2-tailed)		.311

Based on known data, it is known that the posttest data on the ability to memorize short surahs for experimental class children has Sig = 0.964. For a sample of 21 children and a significance level of  $\alpha = 0.05$ , H0 is accepted, which means the sample comes from a population with a normal distribution. The results of the posttest normality test for the ability to memorize short surahs for control class children can be seen in the following table:

**Table**  
**Experimental Class Data Normality Test Results**  
**One-Sample Kolmogorov-Smirnov Test**

		Kontrol
N		21
Normal Parameters <sup>a</sup>	Mean	75.2381
	Std. Deviation	1.16701E1
Most Extreme Differences	Absolute	.197
	Positive	.197
	Negative	-.183
Kolmogorov-Smirnov Z		.903
Asymp. Sig. (2-tailed)		.389

Based on the data obtained, it is known that the posttest data on the ability to memorize short surahs of control class children has Sig = 0.903. For a sample of 21 children and a

significance level of  $\alpha = 0.05$ ,  $H_0$  is accepted, which means the sample comes from a population with a normal distribution. Before looking at the similarities or differences between the control class and the experimental class. To determine the t-test formula to be used, it is necessary to test the equality of two variances to find out whether the two samples have the same or different characteristics. Variance testing is carried out by comparing the largest variance and the smallest variance. If  $F_{count} \leq f_{1\alpha}$  ( $\sigma_1, \sigma_2$ ) is obtained from a distribution with probability  $1\alpha$  while the degrees of freedom  $\sigma_1$  ( $n_1 - 1$ ) and  $\sigma_2$  ( $n_2 - 1$ ) correspond to  $dk$  (critical region) of the numerator and  $dk$  (critical region) of the denominator, respectively. A summary of the posttest homogeneity test results can be seen in the following table:

**Result Test Homogenitas *Posttest***  
**Test of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.
DataHasil Based on Mean	.506	1	40	.681
Based on Median	.380	1	40	.541
Based on Median and withadjusted df	.380	1	39.840	.541
Based on trimmed mean	.520	1	40	.475

Based on the table above, it is found that  $Sig = 0.681$  with  $\alpha: 0.05$  so that  $H_0$  is accepted, meaning that the experimental class and control class come from the same variance, it can be concluded that the sample comes from a homogeneous population.

After the data is collected, data analysis can be carried out to test the hypothesis. Testing this hypothesis was carried out by testing the equality of two means. The statistical formula used was the t-test formula with the help of SPSS Version 16 software. The reason why the t-test was used in the posttest was to find out whether there were differences in children's ability to memorize short surahs. If there are no differences, it can be concluded that the children have the same or average abilities. Posttest testing techniques for children's ability to memorize short surahs are as follows:

a) Research hypothesis, testing the average ( $\mu$ ): two-party test

$H_0 : \mu_1 = \mu_2$  (the average ability to memorize short surahs of children who received the ummi method is the same as the average ability to memorize short surahs of children who received the qiraati method)

$H_1 : \mu_1 \neq \mu_2$  (the average increase in the ability to memorize short surahs for children who received the ummi method is not the same as the average ability to memorize short surahs for children who received the qiraati method)

b) Determine the significance level

The significance level used in this research is  $\alpha = 0.05$

c) Kriteria pengujian

$H_1$  is accepted if  $t_{hitung} \leq t_{tabel}$

$H_0$  is rejected if  $t_{hitung} > t_{tabel}$

**Table**  
**Test Result Hipotesis *Posttest***  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Differenc e
Equal variances assumed	Equal	.50	.48	2.48	40	.017	8.57143
	variances not assumed	6	1	0			
Result				2.48	39.710	.017	8.57143
				0			

Based on the hypothesis test of the final test or posttest of children's ability to memorize short surahs, it can be seen that Sig(2-tailed) = 0.017, which means that at the significant level  $\alpha = 0.05$ , H1 is accepted. It was concluded that the average ability to memorize short surahs of children in the two classes, namely the experimental group and the control group, had unequal abilities. Before conducting research, researchers first test validity, reliability, level of difficulty, and distinguishability. Based on the results of the validity test, from Surah An Nas and Surah Al Falaq which were tested, it was found that the results were valid and reliable because  $r_{xy} \geq 0.553$ . The difficulty level of the 11 verses from Surah An Nas and Surah Al Falaq that were tested was in the easy category, while the distinguishing power of the 11 verses was that 9 verses were categorized as very good and the other 2 verses were good.

The population in this study were Al Kautsar Kindergarten children, Huta Raja Tinggi District, Padang Lawas Regency. The sampling technique used was a random group technique. So the sample used was only two classes, namely Group A1 and Group B1, each with 21 children. The experimental class, namely group A1, uses the Ummi method, and the control class, namely group B1, uses the Qiraati method. The letters taught in this research are the An Nas letter and the Al Falaq letter. In the learning process, a method influences the world of education. The use of a method in learning to memorize the Al-Quran (Short Surah) is necessary because a method will help children more easily memorize the Al-Quran (Short Surah) properly and correctly. Learning methods are procedures for delivering teaching materials in the process of teaching and learning activities. In learning the Al-Qur'an the application of the ummi method has been detailed and the learning rules have been determined. After the research in both the experimental class and the control class was completed, the researcher could conclude that there was an influence of the Ummi learning method on children's ability to memorize short surahs. This is supported by the results of data analysis and test calculations that have been carried out. The normality test results were obtained which showed that the sample came from a normally distributed population. Because both data come from normally distributed data, they can be continued with homogeneity test analysis.

Based on homogeneity analysis, it is known that the learning outcomes of children in the experimental class and control class have the same variance (homogeneous). Once it is known that the data comes from a normal population and the same population (homogeneous), then the hypothesis test will be carried out, namely using the t-test. Based on the results of the t-test

calculations in the analysis of the post-test data that has been analyzed, it shows that H1 is accepted, so the average ability to memorize short surahs for children in the two groups, both the experimental group and the control group, has different abilities. The results of post-test data analysis using t-test calculations show that H1 is accepted, meaning that children's ability to memorize short surahs is better through the application of the Ummi learning method.

This means that one way to improve memorization of short surahs for young children is by using the Ummi method which will ultimately improve students' memorization abilities. The results of this research show that the effective contribution of using the Ummi method to improve students' memorization is that H1 can be seen that Sig (2-tailed) = 0.017, which means that at the significant level  $\alpha = 0.05$ , H1 is accepted. So in the Masruri method with this research, there is a significant influence in improving the ability to memorize in young children aged 5-6 years.

## **CONCLUSION**

Based on the results of the research that has been carried out, it can be concluded that there is a significant influence of the umami method on the ability to memorize short surahs in Al Kautsar Kindergarten children, Huta Raja Tinggi District, Padang Lawas Regency. The results of the hypothesis test of the final test or posttest of children's ability to memorize short surahs in Surah An Nas and Surah Al Falaq which consist of 11 verses can be seen that Sig (2-tailed) = 0.017, this means that at the significant level  $\alpha = 0.05$ , H1 is accepted.

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