Research Article

Implementation of the Ummi Method in Recognition of the Hijaiyyah Letters on Students of TKIT Nur Hikmah (Kindergarten) Bekasi during the Covid-19 Pandemic

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Article history:

Submission August 2021

Revised September 2021

Accepted September 2021

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ABSTRACT

Pandemic disease Covid-19 change many role of life. This involve many sector and unit in education, including kindergarten has to adapt a strategy during this situation. This study aims to determine how the implementation of the Ummi method in introducing hijaiyyah letters at the 4-5 years age students in TKIT Nur Hikmah on pandemic disease Covid-19. This study used a descriptive qualitative research approach in order to obtain broad and in-depth information about purpose of the study. The data source in this study were the principal of TKIT Nur Hikmah Bekasi, coordinator of Ummi method, competition teacher and parents of TKIT Nur Hikmah. The data collection used observation, interview, and documentation. The results showed that the implementation of the Ummi method in introducing the hijaiyyah letters in children on pandemic disease Covid-19 consisted of planning, implementation, evaluation and supervision. The use of the Ummi method provides a basic understanding of the hijaiyyah letters and the ease of distinguishing letters properly and correctly, both sequentially and randomly. The Ummi method on pandemic disease Covid-19 also has advantages, such as it is easy to understand and use, while the disadvantages are that it cannot be taught by uncertified Ummi method. In the Pandemic, the role of information technology and media becomes very important to connect between teachers and students. Teaching with the Ummi method will have a good impact on the child's future, because if the cultivation of Hijaiyyah learning is carried out early, where the letters are the letters used in the Al-Quran, it will have an impact on the behavior of children to have noble character.

Keywords: Ummi Method, Hijaiyyah Letter, Early Childhood, Covid-19, Media, noble character

How to cite:

Firdaus, F. (2021). Implementation of the Ummi Method in Recognition of the Hijaiyyah Letters on Students of TKIT Nur Hikmah (Kindergarten) Bekasi During the Covid-19 Pandemic. *Basic and Applied Education Research Journal* 2(2): 55 – 65. doi: 10.11594/baerj.02.02.01

Introduction

Every child is unique and has different intelligence. They have different characteristics, while coupled with different levels of growth and development. They also get different stimuli, depending on how their parents give it [1]. From here, we will see that their growth is fast and some is slow.

The golden age, in the other name is the early age of children, provides a very crucial factor for the growth and development of children [2]. They will mature growth and development both physically and psychologically. They are a reflection of their parents. They will imitate adults with what they have. However, they still need the help and guidance of adult parents who in this case are their parents [3] or who replace them.

In Indonesia, there are several educational units for early childhood which are included in formal and non-formal education institutions. Kindergarten (TK) is a formal educational institution. There is a difference in educating early childhood with adults. Parents as the first environment must have a special strategy. Likewise, teachers need to find methods and develop developmental aspects. In language development, Dariyo as quoted by Marat [4] states that there are several periods of child development, namely the prelingual period (Age 0-1 years), the early lingual period (Age 1 - 2.5 years), and the period of differentiation (Age 0-1 years). age 2.5-5 years). In the differentiation period, communicating with others is already using perfect grammar, namely subject, predicate, and object (S-P-O). Vocabulary has developed very well both in quality and quantity [4].

Then, the importance of children to learn religion. Learning Hijaiyyah letters, will then increase in the future of learning the Al-Quran. Al-Quran is one of the sources of law in Islam and provides the basis for Islam [5]. Al-Quran is in Arabic and not all young children are familiar with it. And also not all children are motivated to read it [6]. The characteristics of Arabic which are different from Indonesian will of course provide its own way of learning it. However, Arabic and Al-Quran if learned and instilled from an early childhood will provide many conveniences for the learner.

Indonesia is the largest Muslim country in the world [7]. This fact should have an impact on the readability of the Qur'an by its adherents. However, this is not in line with the existing data. There are still many Muslims who have not been able to read the Quran.

From that information, reflecting religion, especially reading the Koran needs attention. Some parents are more likely to send their children to public schools that lack religious values, especially reading the Koran. It also has its cause for the lack of existing methods. With the right method, easy and fun, learning the Koran will be more and more preferred. Plus in this era, the era is famous for the technological or modern era that has positive and negative impacts. The era in which information technology is developing rapidly. The negative impact that is often witnessed is that children prefer to open smartphones than open the Koran. For this reason, it is not surprising that at this time many students and even adults are still unable to read the Koran.

Children need to be taught the Koran from an early age. Parents will get investment in this world and the hereafter with the Koran. Koran is God's revelation that was revealed to the Prophet Muhammad through the angel Gabriel [8]. Koran is a miracle of the end times. Of course this has its own wisdom why the miracle of the end times is a book that is necessary to read. Even the first verse of the revelation of the Koran is 'read', which gives a signal that we need to understand intellectually at the end of this era. This will be very important for early childhood considering the golden age of growth and development is in that phase.

Some of the factors that cause children to not be able to read the Koran are the lack of parental interest in teaching the Koran. The lack of professional and certified Koranic teachers is another cause. The selection of the right way of learning is also one of the factors that play a role [9]. This includes learning methods or methods for children's interest in learning to read the Koran. The introduction of hijaiyyah letters is a very important process when children learn the Koran. With fluent and tartil children reading hijaiyyah letters, reading the Koran becomes easy.

Guidance to read the Koran is very important starting from parents or those who replace them. This guidance is given intensively to children. With this guidance, the reading of the Hijaiyyah letters and the Koran will be directed. With this method, it is hoped that it will be able to introduce hijaiyyah letters fluently and tartil [10].

The Ummi method is a method of reading the Koran, starting with reading the Hijaiyyah letters by directly practicing tartil according to tajwid and its approach with a loving mother tongue. TKIT Nur Hikmah chose the Ummi method because it is quite easy to apply, structured and detailed in every parts. The style and learning strategies are fun. The use of the Ummi method has been carried out since TKIT Nur Hikmah was founded in 2003. TKIT Nur Hikmah has won a city-level competition, namely a letter memorization competition 1st place and a relay competition (composing) Hijaiyyah Letters, 1st place in 2016 Hijaiyyah Letter Relay at the PAI Stage competition, Bekasi city.

The level of the Ummi method for KB Nur Hikmah's Kindergarten is only up to Volume 3 during the pandemic conditions that make you study from home. However, for the results achieved there are some children who exceed the expected. This year, some have reached the level of Ghorib.

The Ummi method was developed by Masruri and A. Yusuf MS. [11] in Surabaya. The Ummi method is arranged in eight volumes and each volume is equipped with props to make it easier for children to read and use it. The existence of props and eight volumes of each level also makes it easier for the teacher to teach it. The Ummi method is also well known among people throughout Indonesia as a means of learning the Koran. This proves that the Ummi method has been trusted by many schools and institutions who use it in the process of learning the Qur'an.

Covid-19 is a virus. WHO in Handayani said that Covid-19 was a pandemic [12]. This pandemic is changing the world order. All aspects are affected by this pandemic. Various efforts have been made to prevent this virus from spreading widely. One of them is distance prevention. Arifa, one of whom quoted Circular

Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease (Covid-19) which contains directions on the learning process from home [13]. This handling then makes school agencies to carry out learning from home.

The conditions in this study are different from the previous conditions during normal times, where teachers deal directly (not through communication media intermediaries) with students and record learning developments in achievement books and parents can see them at home. The findings are also related to the purpose of the study to determine the use of the Ummi method during the pandemic. With this aim, the researcher wants to see and explain based on the findings of the data, documentation and references needed to see the differences and the needs of the Ummi method carried out during the pandemic. The use of information and communication technology media plays a very important role in bridging the distance between teachers and students, teachers and parents. With such conditions, reporting and communication using WA broadcast media.

Regarding the communication process with parents, it is carried out using a WhatsApp (WA) broadcast internet network communication group, the Ummi group which was specially created to facilitate communication between teachers and parents, usually intensely carried out by each teacher. Parents are very helpful with Ummi method. Parents also play an active role in helping to repeat lessons at home as much as possible. Although learning from home, students at home were very happy with the use of the Ummi method. The school also always provides progress reports every day. Fathers and mothers can also teach the Ummi method of Hijaiyyah at home.

Methods

The scientific method is one of four methods used to gain knowledge (Ulber, 1999: 3). The research method has a meaning to carry out scientific activities to obtain data, certain goals and benefits. Research needs to be done in a systematic, controlled and also crisis way (Barlian, 2016: 11). In this study, the research

instrument is the researcher himself assisted by several research instruments. The instruments are in the form of observation, interview, documentation and combination/triangulation. These instruments are based on the needs of researchers to the existing conditions. Research questions were made with reference to the research objectives by asking related sources, such as the Head of TKIT Nur Hikmah, Desy Yuningsih, coordinator of the Umami method at TKIT Nur Hikmah, Habibah, competition companions, Ayu Lestari and parents of students. It also underlies other instruments. Such as looking for competition data, graphics of graduates of the Umami method, photos of Umami's volumes used. The researcher used a qualitative descriptive approach. Qualitative research is research that is used to reveal events, researchers use analysis of field information. The information is in the form of descriptions and not in the form of numbers or symbols. This research has been carried out at TKIT Nur Hikmah on Jln. Kampung Sawah no 10, Jatimelati, Pondok Melati, Bekasi City. TKIT Nur Hikmah has a large building and a large yard and has a learning program using the central method.

Result and Discussion

A. Implementation of the Umami Method in Introducing Hijaiyyah Letters to Early Childhood at TKIT Nur Hikmah During the Covid-19 Pandemic

1. Umami Method

The Umami method has been studied by many researchers. While, in several previous studies related to the Umami method, there were differences in the conditions experienced by researchers, so that this research was quite interesting to be carried out. This condition is the occurrence of the Covid-19 pandemic which has also hit the whole world. However, in previous studies, there are several things that researchers use as a reference that this method is a reliable learning technique and is very well applied to students.

Hernawan said that the Umami method has 10 pillars, They are management goodwill, teacher certification, good and correct stages, clear and measurable targets, consistent

mastery learning, adequate time, proportional teacher and student ratios, internal and external controls, progress reports for each student. and a reliable coordinator [16].

Meanwhile, Hasunah mentioned the advantages of the Umami method, first, a quality method. The quality method is the Umami method of learning the Koran, which consists of pre-kindergarten books, volumes 1-6, Umami books for teenagers or adults, gharib al-Qur'an, basic recitation and teaching aids and methodologies. Second, quality teachers. All teachers who teach the Umami method of the Qur'an are required to go through at least three stages, tashih (ratification), tahsin (improvement of readings), and certification of Qur'an teachers [17].

In another study, Wijayanti stated that there was an increase in the ability to read the Koran after using the Umami method [18]. Auliya'ilhaq in his research states that there is a significant relationship between the implementation of the Umami method and the ability to read the Qur'an of students at SD Al-Falah Assalam Tropodo Sidoarjo [19]. The Umami method also applies high quality control, with direct training from Umami Surabaya [20].

The Umami method has also developed rapidly in Indonesia. This is accordance with Afdol quoted by Nobisa and Usman who said that the Umami method is one of the learning methods for reading the Qur'an that has developed a lot in Indonesia. The Umami method was born inspired by learning methods to read the Qur'an that already exist and are spread among the community, especially from methods that have succeeded in bringing many students to be able to read the Qur'an properly [21].

As the name implies, Umami which means mother, the approach is mother tongue, so there are 3 approach strategies. First, direct method (direct), second, repetition (repeated), third, affection (sincere affection). Direct learning, repetition and affection are characteristics of a mother who was later adopted by the Umami method, so it is hoped that students will very easily absorb and accept learning the Koran [22]. This is accordance with research conducted by Sari and Arif, that in its application the umami method is always attached to children because basically this method has a

technique or approach in learning, namely love and is preferred by children [23].

2. Planning

Teachers need to have pedagogic competence so that they are able to carry out the learning process. Pedagogic competence is the ability to manage student learning (Regulation of the Government of the Republic of Indonesia number 19 of 2005 concerning national education standards in the explanation of Article 28, paragraph (3), point a in Habibullah, 2012: 364) [24]. Includes understanding of students, lesson planning, implementation of learning, evaluation of learning outcomes and student development. In such circumstances, the teacher must be able to plan learning before learning so that the learning process that will be carried out can be carried out properly and systematically.

A lesson plan is a teacher design that is systematically arranged and in accordance with a predetermined curriculum. Lesson plans to help and make it easier for teachers to carry out the learning process systematically. Learning planning must pay attention to needs including objectives, media, methods and also assessment. In the implementation of the Ummi method of learning, regarding the introduction of hijaiyyah letters, one must also have careful planning and it is written in the child's daily learning plan. Children also have Ummi's books and teachers also have Ummi's props.

The interaction between teachers and students also plays an important role. This interaction is between two personalities, the student's personality as a developing child and the teacher who already has an adult personality [25]. Teaching Hijaiyyah letters is certainly done by approaching and interacting with students, starting with fun things, for example with a little clapping or a little singing. The Ummi method, as the name implies, means mother. Hijaiyyah letters are taught continuously and repeatedly without forcing students to be able to at that time. For students who are still toddlers, if needed, before entering learning using the Ummi book, they are given first experience of hijaiyyah letters with interesting games or games.

Teachers are required to have many abilities in order to create effective and efficient learning [26]. The success of learning starts from the lesson plans made by the teacher. Planning the introduction of hijaiyyah letters with the Ummi method can be interpreted as a teacher's thought process with the aim of solving students' problems in recognizing hijaiyyah letters. In the Ummi method, teaching preparation starts from dividing study groups, preparing administration and media to be used, preparing a comfortable and safe room for learning. For the Ummi method props, there are already separate standards, large Ummi props, Ummi books, Ummi boards and small tables for students. The planning for introducing hijaiyyah letters with the Ummi method at TKIT Nur Hikmah during the Covid-19 pandemic includes:

- a. The teacher makes a Daily Learning Implementation Plan (RPPH).
- b. Ummi's learning has been written in the RPPH and entered into learning activities.
- c. All students already have their own Ummi.
- d. The teacher asks students to read the hijaiyyah letters after being exemplified first.
- e. When a pandemic occurs, the above activities take place the same way, only they are carried out through intermediary devices and other supporting software.

The Ummi method was chosen because it is considered the most effective method of learning to read the Koran to achieve fluency and tartil taught to students. The reading standard of the Ummi method is carried out by escorting through the coordination of Ummi's teachers and the supervision of Ummi's Teaching and Learning Activities (KBM). The implementation is written in the core activities in the RPPH.

From the explanation above, it can be analyzed that from the overall results of data acquisition and combined theory, TKIT Nur Hikmah has fully met the criteria in planning the implementation of the Ummi method in introducing hijaiyyah letters to children during the Covid-19 pandemic, because all existing criteria were met.

3. Implementation

The process of implementing learning in early childhood is carried out with the principle of child orientation, learning through play. Learning can encourage children to learn [27]. Learning activities need to develop the dimensions of intelligence in an integrated manner with groups and individuals, using learning models, classical approaches, media and learning resources in a conducive environment, and oriented to child development. Educators and education personnel need to understand the principles of implementing learning in early childhood. The implementation of learning is carried out in a fun way. Children as subjects need comfort in learning. For that, the teacher must have professional competence.

The process of teaching hijaiyyah letters begins by introducing the letters that will be introduced on that day using Ummi's props. The teacher gives an example several times and then students are asked to repeat it in turn, if all of students have repeated it, the next step is followed by evaluation or reinforcement.

Hours of the Ummi method, in the first core activity (08.00-09:00) because the children are still fresh. The implementation of the Ummi method during the Covid-19 pandemic was carried out online, by video call. Additional equipment needed for the implementation of the Ummi method during the Covid-19 pandemic is a smartphone. In addition to additional equipment (devices), it also uses video media for learning to memorize letters, prayers, and hadiths during the Covid-19 pandemic. Class hours during the pandemic remain the same, only the duration is reduced, because the children are still excited in the morning. During the pandemic, quality can still be maintained, for quantity there is not too much decrease. Ummi's implementation during the Covid pandemic was carried out using voice communication via internet voice call (VC) WA with a maximum of 2 students in one VC, a maximum of 20 minutes. Additional equipment and media for the implementation of the Ummi method during the Covid-19 pandemic in the form of pictures, letter cards and learning videos. Additional media for the Ummi method during the Covid-19 pandemic is an explanation video that can be listened to or watched at any time via Youtube.

One by one the implementation activities include the following:

- a. Teacher teaches Ummi through gadgets.
- b. The teacher teaches Ummi one by one or individually and in groups via cell phone connections.
- c. The teacher gives examples of readings at the beginning of the page or subject matter.
- d. The teacher corrects the students' readings that are wrong.
- e. The teacher listens to the students reading.
- f. The implementation of the Ummi method is carried out communicatively.
- g. The teacher holds Ummi teaching without any separation in introducing hijaiyyah letters to children.
- h. The teacher teaches Ummi with a special rhythm.
- i. Teacher teaches Ummi in the morning.
- j. The teacher teaches Ummi with recitation.

Researchers assume that the implementation of the Ummi method in introducing hijaiyyah letters to children during the Covid-19 pandemic has been effective because graduates from this school can already read the Koran. The implementation clearly follows the rules of the Ummi method, such as teaching hijaiyyah letters, being taught according to the child's ability and teaching tartil and fluently. From the explanation of the data above and combined with existing theories, the researcher can convey that the implementation of learning is in accordance with the existing concepts.

4. Evaluation

In the implementation of learning, evaluation is an important aspect that needs to be done to find out the advantages and disadvantages of the method used. Make it as a return [28]. Evaluation is also used to improve the program [29]. Evaluation of the implementation of the Ummi method is carried out by:

- a. The teacher evaluates once a week and at the end of the semester.
- b. The teacher follows up on the evaluation results.
- c. The teacher includes the coordinator and principal of the evaluation implementation school.

From the results of observations and interviews conducted by researchers, it can be concluded that teachers conduct evaluations among fellow teachers, coordinators and principals. The teacher followed up after evaluating Al-Quran learning with the Umami method by providing information to parents related to the results of the Umami reading progress report. If the result of the assessment is less than the standard, it must be repeated. Parents will also be informed about this situation.

The function of the evaluation is to monitor learning progress, learning outcomes and improving the results of children's learning activities on an ongoing basis. In practice, evaluation cannot be done instantly and practically. Therefore, it is necessary to handle more intensively on the implementation of the evaluation to provide a reflection of the implementation of good learning. An effective evaluation will produce maximum information to be used as reference material in decision making at the next

stage. In the Umami method, evaluate student by being asked to mention the Hijaiyyah letters that have been introduced using the Umami book he has.

At the end of the learning process of each Umami volume, the child will be tested by the examiner in the activity called Hubbul Quran. Hubbul Quran is a school report to parents directly. Examiners can be brought in from the Regional Umami management or directly from the Umami Foundation. Before Hubbul Quran, there is special preparation for children, it is munaqosyah. Before munaqosyah there is also what is called pre munaqosyah. Children will be asked according to the level of the volume. After Munaqosyah graduated, he received an Umami certificate and participated in Hubbul Quran. The pandemic has also not reduced the quantity and quality of Hubbul Quran participants. Here are the exam results, since working with the Umami Foundation:

Figure 1. Exam results, since collaborating with Umami Foundation

The use of the Umami method during the Covid-19 pandemic has a positive impact on every child, one of which is that children become motivated to study more diligently and have a competitive spirit to continue to be better than before. From the explanation above, it can be analyzed that the Umami method activities at TKIT Nur Hikmah have been said to be good, because in their implementation they have gone well and smoothly.

5. Supervision

To maintain the quality and standard of a method, supervision activities are held. Rambe stated that supervision is the provision of services and assistance to improve the quality of teachers in the learning process with the aim of improving the quality of student learning starting from lesson planning, implementation of learning activities, evaluating learning to reflecting [30].

Supervision is carried out by the administrators of the Regional Umami and Central Umami, the assessment is carried out from the preparation of the teacher and the teacher's KBM which contains the opening, core and closing. After that, an assessment is carried out by directly conducting a face-to-face evaluation. And so even during a pandemic, the order is the same, only the observations are different which based with online. The assessor teacher enters the video call to observe. Then the evaluation is carried out through the Zoom Meeting application.

The official supervision itself will only be carried out in 2020 and 2021, because it is in collaboration with the Umami Foundation. However, regarding the preparation and implementation process of teaching Hijaiyyah letters with the Umami method, there has been no change and has remained the same since the beginning of Nur Hikmah's establishment until now.

B Implications of Using the Umami Method in Recognizing Hijaiyyah Letters in Children

Implication is involvement or state of being involved (KBBI). Implications are obtained from an action or treatment that is done intentionally or unintentionally. That is, implications are all things that are produced through the formulation of policies. In the meantime, the implications of using the Umami method that have been carried out at TKIT Nur Hikmah are many. Teachers and parents feel the results of the learning process using the Umami method. Some of them are as follows, being able to recognize hijaiyyah letters, being able to distinguish hijaiyyah letters, sequentially or randomly. Of course, this can be used as a provision for children to read the Qur'an properly and correctly according to the rules. Besides that, it can also improve the good name of the school and give a sense of pride to the school, because children who have graduated from TKIT Nur Hikmah are certain to be able to read the Al-Quran with tartil, fluently and competitively.

C. Advantages and Disadvantages of the Umami Method in Recognizing Hijaiyyah Letters in Children during the Covid-19 Pandemic

In the learning process it is not always accordance with expectations, of course there are obstacles or difficulties as well as advantages and disadvantages. In this case, based on the results of observations that researchers have done, the Umami method at TKIT Nur Hikmah has many advantages, both for teachers and students.

The strength is a lot of practice material and the style is fun. To provide the Umami method of teaching the Koran, teachers must first receive Umami training and generally must be certified Umami, but for TKIT Nur Hikmah, at least they have received Umami training, because for Koran teachers at TKIT Nur Hikmah must still have skills in teaching young children. Learning hijaiyyah letters using the Umami method is not only about recognizing the Hijaiyyah letters or reading the Koran, but in it a set with memorized letters whose style also uses the typical Umami style, so training in the Umami method is needed. In the Umami method training, teachers are taught how to introduce Hijaiyyah letters to children, how to read them and how to beat them so they avoid reading like there is mad. Some of these advantages are:

1. Using the classical method.
2. Know the Al-Quran according to the recitation of recitation.
3. Communicative.
4. Children are motivated.
5. Improve the competitive spirit of children.
6. Children understand quickly and teachers are easy to teach.
7. Teachers who are standard because they are certified.
8. Increased volume by being tested by examiners from the Regional or Central Umami.
9. Consistent with eloquence and tartil.
10. Have props and books from each volume.
11. Group in the level of learning.

In addition to the several advantages above, there are also weaknesses arising from the Umami method, that the child will reach a certain standard so that if it is not appropriate, it will continue to be repeated until it is considered able. This is during the standardization of existing readings and systems, including teachers. Then the child will carry out the process

that has been set. Then the use of devices that alternate with parents because not every child has a device. Parental assistance is also very important at home, so if this does not happen, then the child will not be directed in the learning process.

The weakness is that the arrangement of letters on each page and the practice from line to line has the same pattern, making it easier for children to memorize. And need to make sure again whether the child has understood or not. Students memorize not recognize and understand letters and punctuation marks (not makhroj). The hope is that students should recognize or understand letters. Then also for teaching teachers, the Ummi method is makhroj standard but there is no guidebook for teachers. Then, the exercise that is lacking means that some pages in Ummi in low volumes like volume 2, have the same reading pattern so that children are easy to memorize, for example:

Figure 2. The same pattern in Ummi volume 2

The use of quotas or internet signals has also become a fairly thick issue during Covid-19 pandemic. Using a subscription will be more profitable because the bill tends to be stable, but when using a quota it will make the cost bigger because you have to buy a quota package every time you start learning. The internet signal is also one of the weakness considering the available bandwidth can make the data sent unstable, so the learning process is disrupted. Then because students are faced with gadgets, indirectly, the psychological aspect of boredom will increase even though they have seen and heard through the device.

During the pandemic, there is less time so there is not much exercise, because children are not allowed to use gadgets for long, and not

all parents help provide additional repetitions of exercises outside of KBM.

Conclusion

Early childhood is a child who is developing all aspects of his development and growth rapidly. Parents and teachers are expected to have the knowledge and awareness to properly stimulate all aspects of children's growth and development. More specifically in the school environment, teachers must be able to create fun learning to attract attention and increase children's focus and understanding. This is done so that aspects of child development can develop optimally. In this case, the aspect of religious development by applying the Ummi method in the learning process introduces hijaiyyah letters to children, so that they can read the Quran properly, correctly and smoothly.

The implementation of the Ummi method carried out at TKIT Nur Hikmah during the pandemic can be said to be good and smooth. Even though it is constrained by several weaknesses because it is limited by space and is carried out through intermediary devices and information technology media, the teacher can still set an example and be a good listener, if the child is wrong, the teacher immediately corrects it. The application of this method provides many benefits, both for parents, teachers and also the children themselves. The benefits are, for example, increasing the competitive spirit of children, making children more diligent in practicing and improving themselves to continue learning and also being able to bring the good name of the school by participating in hijaiyyah letter competitions. Teaching with the Ummi method will have a good impact on the child's future, because if the cultivation of Hijaiyyah learning is carried out from an early age, where the letters are the letters used in the Al-Quran, it will have an impact on the behavior of children to have noble character.

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