

Implementation of the Ummi Method in Learning to Read the Qur'an for Students with Special Needs ADHD

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Abstract The purpose of this study was to determine how the planning, implementation, and evaluation of learning to read the Qur'an for students with special needs ADHD in first-level inclusive schools. This study uses a qualitative descriptive design where data is collected through interviews with the principal of the inclusive school, head of curriculum, ummi teachers, students with special needs ADHD and accompanying teachers. Observation and documentation studies are also supporting data in this study. The findings provide results that the planning of learning to read the Qur'an using the ummi method for students with special needs in inclusive schools has been going well. In the implementation process, it was found that there was the use of the drill method with an individual approach that facilitated learning to read the Qur'an for students with special needs ADHD in inclusive classes. In the evaluation results, several obstacles were found that made it impossible to achieve the maximum target for students with special needs ADHD in the form of easily disturbed concentration of students with special needs ADHD, the unavailability of learning using audiovisuals that could strengthen student concentration and the lack of competent ummi teachers.

Keywords: *Al-Quran learning, inclusive schools, students with ADHD*

Abstrak Tujuan dari penelitian ini adalah untuk mengetahui bagaimana perencanaan, pelaksanaan, serta evaluasi pembelajaran membaca Al-Qur'an pada peserta didik berkebutuhan khusus ADHD di sekolah inklusi tingkat pertama. Penelitian ini menggunakan desain deskriptif kualitatif di mana data dikumpulkan melalui wawancara kepada kepala sekolah inklusi, kepala kurikulum, guru ummi, peserta didik berkebutuhan khusus ADHD beserta guru pendamping. Observasi dan studi dokumentasi juga menjadi data penguat dalam penelitian ini. Temuan memberikan hasil bahwa perencanaan pembelajaran membaca Al-Qur'an menggunakan Metode ummi untuk peserta didik berkebutuhan khusus di sekolah inklusi sudah berjalan baik. Pada proses pelaksanaan, ditemukan adanya penggunaan Metode drill dengan pendekatan individual yang memudahkan dalam pembelajaran membaca Al-Qur'an bagi peserta didik berkebutuhan khusus ADHD di kelas inklusi. Pada hasil evaluasi, ditemukan beberapa hambatan yang menjadikan belum tercapainya kemaksimalan target peserta didik berkebutuhan khusus ADHD berupa mudah terganggunya konsentrasi peserta didik berkebutuhan khusus ADHD, belum tersedianya pembelajaran menggunakan audiovisual yang dapat menjadi penguat konsentrasi peserta didik serta kurangnya tenaga pengajar ummi yang berkompeten.

Kata Kunci: *pembelajaran Al-Qur'an, sekolah inklusi, peserta didik dengan ADHD*

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Introduction

Education is an essential need and an inherent right of every individual (Abidin, 2021). The presence of education itself is needed by humans since birth because during the development process, humans need education to shape character, improve competence, and develop their mindset (Octavia, 2021). Thus, education should not look at economic status, be it from the upper middle class or lower middle class, including children with special needs (Anwar, 2022). However, it is unfortunate that the right to education has not been evenly distributed among children in Indonesia, especially children with special needs (Nurfadillah, 2021). According to the Central Statistics Agency (BPS), more than 80% of the approximately one and a half million children with special needs in Indonesia have not received proper education (Al Ansori, 2020). In reality, students with special needs also face a number of challenges in accessing education. In some cases, teachers are not aware of the existence of students with special needs in their classes (Mercy et al., 2023). This lack of awareness causes these students not to get the same educational rights as their classmates (Siahaan, 2022).

One effort to address the issue of discrimination in education is through inclusive education. Teachers have a key role in implementing inclusion in schools because they interact directly with all students, including those with special needs and those without (Adewumi & Mosito, 2019). A teacher is expected to be able to create an inclusive classroom environment, where all students feel accepted and can interact well with each other (Faulkner et al., 2021).

However, in reality, inclusive practices also pose new challenges for school management (Sigstad et al., 2022). This is in line with what Taylor and Ringlaben (2012) expressed that inclusive education presents new challenges for teachers, especially in terms of making significant changes to educational programs and preparing teachers to meet the needs of all students, both those with special needs and those without.

Looking at some of the statements above, Islamic education is present and plays an important role in the development and learning of students with special needs (Surahman et al., 2022). This is in line with research conducted by Sumarna (2022) which states that in the Islamic perspective, all individuals, including those with special needs, are given the same position before Allah. They have the same rights and obligations as other individuals. What distinguishes them is only in the methods and approaches to meet their needs. This also reinforces that Islam itself pays great attention to the importance of education and teaching (Rahardja et al., 2023; Somad, 2021). As the first word of Allah revealed, namely QS. Al-Alaq / 96 which commands humans to seek knowledge by reading, one of the learning that cannot be separated from Islamic education is learning to read the Qur'an. However, in reality, learning about the Qur'an for students with special needs encounters various obstacles. One of the problems is the lack of understanding and limited use of learning tools and media that can be adapted to their needs, thus hampering the effectiveness of teaching and learning the Qur'an (Aly & Bustomi, 2022). Not only that, other challenges include the minimal number of qualified Quran teachers and the lack of reliable Quran reading methods for students with disabilities are still a problem today (Anita Puji Astutik et al., 2022). Another fact also states that there are still many Islamic education teachers who lack knowledge and experience in the field of the Qur'an and the existing Qur'an teaching methods may not be suitable for the needs of students with special needs (Zulkifli et al., 2022).

Seeing the diverse realities above, there are various methods of learning the Qur'an that have been implemented for students with special needs. These methods include the Talaqqi method which is implemented for students with special needs in general (Umayah & Misbah, 2021), then the Iqro' method which is implemented for students with special needs in the deaf category (Wardani et al., 2023), the Abata method which is implemented for students with special needs who are deaf using a visual phonetic approach where children are taught how to distinguish sounds with hand gestures (Pambudi et al., 2023), the Qiro'ati method which is implemented for students with special needs who are mentally retarded (Abdilla, 2016), and the Talqin method which is implemented for students with special needs who are blind (Sriwahyudi et al., 2023). However, of the many methods of learning the Qur'an that have been implemented for students with special needs, no research has been found that discusses learning the Qur'an for students with special needs in the ADHD (Attention Deficit Hyperactivity Disorder) category. Therefore, this study focuses on the implementation of the Ummi method for students with special needs ADHD, which is the novelty in this study. The formulation of the problem in this study is how to implement learning to read the Qur'an using the Ummi Method for students with special needs ADHD in inclusive schools at the junior high school level. This study aims to determine how to plan, implement, and evaluate learning to read the Qur'an for students with special needs ADHD in inclusive schools at the junior high school level.

Methods

This study uses a qualitative approach with a descriptive method that aims to describe and explain social phenomena, attitudes, beliefs, perceptions and social dynamics (Fadli, 2021; Yusanto, 2020). The descriptive qualitative method involves in-depth data collection to observe the phenomena or problems being studied. Then this study was sourced from 13 informants consisting of the principal, vice principal for curriculum, ummi coordinator, two Al-Quran teachers, three assistant teachers, five ADHD students. Furthermore, data was collected through in-depth interviews, observation, and documentation (Rahardja et al., 2024; Rambe & Supriadi, 2024). And the next stage was analyzed using the Milles and Huberman technique through three stages, namely data reduction, data presentation, and data conclusion (Huberman & Miles, 2002; Thalib, 2022). Therefore, descriptive qualitative research examines the problems studied in detail and in depth, so that the data provides an accurate picture.

Results and Discussion

Attention Deficit Hyperactivity Disorder (ADHD)

Attention Deficit Hyperactivity Disorder or better known as ADHD, is a disorder characterized by consistent obstacles in a person, especially children, who show characteristics of Inattention (lack of attention), hyperactivity, and impulsivity over a long period of time (Kristiana, 2021, p. 43). According to Barkley in (Dayu, 2012, p. 29), ADHD can be defined as a disorder that inhibits response and interferes with implementation functions, resulting in a lack of self-regulation, obstacles in managing behavior to achieve current and future goals, and difficulties in adapting socially and behaviorally with the surrounding environment.

Meanwhile, according to Biederman (1991), a special ADHD historian in his research revealed that ADHD is a common neurodevelopmental disorder that usually appears when a

person is still in childhood and can persist until the person is an adult, it affects the child's attention, inhibitory control, and behavior. Based on this, the Ummi method with its strategies and approaches is present as one of the solutions for special needs students in the ADHD category to learn to read or memorize the Qur'an.

Attention deficit disorder is one of the symptoms that often occurs in children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Attention deficit disorder is a condition in which children have difficulty maintaining their concentration (Cormier, 2008). Children who experience inattention will have difficulty focusing their attention on anything and will quickly get bored when faced with a particular task. The difficulty in maintaining attention is caused by external distractions that are difficult to ignore or avoid (Regan et al., 2011). Attention deficit disorder in children with ADHD can be observed through their behavior in having difficulty understanding instructions, remembering tasks, interacting with siblings, or obeying existing rules (Desiningrum, 2006, p. 48). In addition to attention deficit disorder, children with ADHD also often exhibit impulsive behavior. This impulsive behavior is reflected in a lack of self-control, difficulty waiting for their turn, and a tendency to speak without waiting for their turn (Mawardi, 2018). Meanwhile, hyperactive behavior in children with ADHD is characterized by high levels of activity, such as excessive movement, difficulty staying still, and difficulty restraining oneself from talking continuously (Ika Febrian Kristiana, 2021). Based on the explanation above, it can be concluded that ADHD is also known as an activity and attention disorder (hyperkinetic disorder) which is quite commonly found with the main symptoms of inattention (lack of attention), hyperactivity, and impulsivity (acting without thinking). If a child has shown three or at least one of these characteristics, then it can be an indication to diagnose the child's condition.

Ummi Method

The Ummi method is one of the methods in reading the Qur'an that introduces how to read the Qur'an with tartil. In its learning, the Ummi method uses a mother tongue approach consisting of three strategies, namely the direct method, repetition, and affection (Harahap, 2020, p. 38). In addition, the Ummi method is also a method that reflects the patience of a mother, because this method is used in learning to read the Qur'an with three underlying principles. main, namely: concerning the heart, ease of learning, and a pleasant atmosphere (Harahap, 2020). Therefore, teachers who use this method are expected to have the characteristics of a mother, namely steadfastness in carrying out the mandate to teach the Qur'an, gentleness in speaking to students, and patience in educating (Aisyah, 2022). The Ummi method was first developed since mid-2007 by Masruri and A. Yusuf Ms. Someone who will teach this method must be certified by taking direct training and passing a strict tashih stage from an expert (Harahap, 2020).

In implementing the methodology for delivering material, the Ummi method uses four approaches, namely individual learning privately, classical individually, classically done by reading and listening, and classically by reading and listening purely. The use of various methods by teachers in teaching reading the Qur'an with this method aims to make learning more varied, making it easier for students to understand the material (Ummah & Wafi, 2017).

In addition, the Ummi method also has three teaching approaches that are its characteristics, namely:

1. Direct method (use of direct methods), where learning is done directly by reading the Qur'an without the need to spell.
2. Repetition (repetition), where the emphasis is on repeating the reading of the Qur'an to accustom students to reading properly and correctly.
3. Affection, giving sincere affection to students, which is the key to success in the Umami method because it is in accordance with the nature of a mother to be able to touch the hearts of her students (Zulkarnain, 2021).

Furthermore, the stages of learning to read the Qur'an using the Umami method include:

- a. Opening, which aims to prepare students for learning and begins with reading a prayer before starting learning to read the Qur'an.
- b. Apperception, where the teacher repeats the material that has been studied previously and relates it to the material to be studied.
- c. Concept instillation, where the teacher provides students with an understanding of the material to be studied.
- d. Concept understanding, where the teacher gives students examples of reading the Qur'an to clarify the concepts that have been studied.
- e. Skills training, where the teacher trains students' skills in reading the Qur'an by repeating the material that has been studied.
- f. Evaluation, which aims to monitor the development of students' abilities in learning to read the Qur'an.
- g. Closing, where learning ends with prayer as an effort to discipline students (Millah, 2020).

The way teachers evaluate Al-Qur'an learning using the Umami method can be explained as follows (Harahap, 2020):

1. Daily Evaluation

In this case, Umami teachers conduct evaluations at the end of each Umami Tahsin Qur'an lesson. The method is to ask students to come forward one by one to the teacher and read new material or memorization that has just been learned in the Umami method. After that, the teacher will record the student's reading score, provide additional information if necessary, and sign the student's Umami achievement book as a sign of approval of the evaluation results.

2. Volume Increase Evaluation

This evaluation is carried out by the Umami coordinator at school by rereading what has been studied randomly according to the examiner.

3. Final Evaluation

This evaluation consists of two parts, namely:

a. Munaqasyah

The materials to be evaluated in munaqasyah include: 1) Proficiency in reading fluently and orderly the Al-Qur'an (juz 1-30), 2) Ability to read gharib and understanding it, 3) Understanding the theory of tajwid science and explanation of the laws of reading, and 4) Memorization from Al-A'la to An-Naas letters using the Umami method.

b. Khataman and Imtihan

Khataman and imtihan are forms of evaluation that involve the public. This activity involves all stakeholders as well as being a direct report on the quality of the results of learning the Al-Qur'an using the Umami method to parents or guardians of students/the community.

However, there are several shortcomings in using the Umami method, namely (Hernawan & Muthoifin, 2019):

- 1) The number of Al-Qur'an teachers who have professional expertise is still limited.
- 2) The Umami method system requires a fairly large investment of funds.
- 3) The use of the Umami method takes a relatively long time to achieve the desired results.

Implementation of the Umami Method on Students with Attention Deficit Hyperactivity Disorder (ADHD)

Based on the findings of the implementation of the Umami method on special needs students with ADHD at SMP Inklusi Ibnu Sina, the implementation of the Umami method is carried out in three stages, namely:

1. Learning Planning

SMP Ibnu Sina Bandung is a school that organizes inclusive education by integrating learning in class between normal students and students with special needs. Regarding the planning of learning to read the Al-Qur'an using the Umami method for special needs students with ADHD, the learning planning carried out by Umami teachers is the same as the planning of learning the Al-Qur'an for normal students because inclusive schools implement a combination of classes between the two. This is in line with the theory expressed by Kristy (2020) that the presence of inclusive schools that allow the integration of regular students and students with special needs in one learning classroom can increase awareness and interaction between individuals with disabilities and the general public. In addition, Irawati (2020) also revealed that in Indonesia the inclusive education system integrates students with special needs into the public school environment around their homes, so that they can learn together with their peers. The findings obtained from the process of planning Al-Qur'an learning using the Umami method are that Umami teachers hold work meetings at the end of each semester to prepare the next semester's program. In the work meeting held by Umami teachers, Umami teachers design a semester program which is used as a reference for students' Umami reading achievement. According to Hanum (2017), this semester program is included in the components of the learning planning tool. This is in accordance with the opinion of Pardede (2022) who said that the semester program (prosem) is a more detailed learning planning document, which outlines the learning plan for one semester of lessons. The semester program in question includes learning objectives, learning materials, learning strategies, evaluations, and learning resources that are specific to each semester. Then, related to the RPP, Umami teachers at Ibnu Sina Middle School do not make comprehensive RPPs for Umami learning because the learning steps, time allocation, teaching aids and learning media have been determined by the central Umami. The

school only adds the school identity to the administration section and implements the provisions through the learning stages that have been determined by the central Ummi.

Regarding the purpose of using the Ummi Method for reading the Qur'an in Inclusive Middle Schools, it is to produce a generation of Muslims who are close to the Qur'an both in terms of reading and memorizing it and it is hoped that the Qur'an can be a guideline in everyday life. This is in line with the theory expressed by Nidhom (2021) that the purpose of learning the Qur'an is to make the Qur'an a guide in everyday life and apply the teachings contained. In addition, Annuri (2020) also has the same view that the purpose of learning the Qur'an is for students to be able to read the Qur'an well, by paying attention to accuracy in makhraj, movement, and mastery of terms such as mad, idgham, and waqaf. In addition, the selection of the ummi method was used as a method for learning the Qur'an because this method teaches one of the mother tongue approaches that is very suitable for children, especially when applied to students with special needs ADHD. This is also in line with the theory expressed by Asiyah (2018) that teachers who use this method are expected to have the characteristics of a mother, namely steadfastness in carrying out the mandate to teach the Qur'an, gentleness in speaking to students, and patience in educating. In the process of planning learning to read the Qur'an, ummi teachers also divide groups according to the level of ability of the students. The division of the groups is carried out by holding a placement test which is held at the beginning of student registration. This is in line with the theory expressed by Ngan Hoa Vu (2016) who said that placement tests are an important tool used in various educational settings to assess students' skills and knowledge for appropriate subject placement. In the division of groups for students with special needs ADHD, it was found that students with special needs ADHD were included in the low reading group category. This is in line with research conducted by Vainieri et al. (2023) which states that inattentive and hyperactive/impulsive behavior in children with ADHD is associated with lower scores on standardized tests of basic reading, spelling, and mathematics skills, although this relationship is reduced when cognitive variables are considered.

2. Implementation of Learning

The research findings obtained by the researcher provide the answer that the implementation stage of learning to read the Qur'an using the Ummi method for students with special needs ADHD is divided into three stages, namely: preliminary activities, core activities, closing activities. This is in line with the provisions stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A of 2013 concerning the Implementation of the 2013 Curriculum, explaining that the second stage in the learning process, in accordance with process standards, includes the implementation of learning consisting of preliminary activities, core activities, and closing activities. (K. Education, 2013).

In the preliminary activities, learning begins with greetings and praying together led by the Ummi teacher. Then the Ummi teacher greets and asks for the students' news in class and takes attendance with a duration of 5 minutes. The activity continues with a short surah muraja'ah juz 30 starting from surah An-Nas to surah Al-Asr using Ummi's tone and a duration of 10 minutes. This is in line with what was expressed by Harahap (2020, p. 36) that in learning the Qur'an using the Ummi method, the process is carried out slowly and using one song, namely the ros song, which has two basic high and low tones. This aims to facilitate

understanding, especially for those who are still beginners. In the core learning activities, ummi teachers use the same teaching methods, namely lectures and questions and answers. The lecture method is carried out when the ummi teacher is providing new material in reading the ummi volume or explaining the laws of tajwid. The question and answer method is carried out when the material is finished. In the ummi reading process, the ummi teacher uses the classical reading method by reading together the pages determined by the teacher. This is in accordance with what was stated by Harahap (2020, p. 46) that classical reading is the reading of the Qur'an carried out collectively by reading together the pages designated by the teacher. After finishing according to the teacher's assessment, learning is continued with the reading pattern, where one child reads while the others listen to the reading of the same page by their friends. This pattern is applied even though the pages read by the children are different from each other.

During the learning process, it was seen that students with special needs ADHD were easily distracted. In the researcher's observations, students with special needs ADHD often could not sit still. This is evidenced by the theory expressed by Barkley in (Dayu, 2012) that ADHD can be defined as a disorder that inhibits response and interferes with the function of implementation, resulting in a lack of self-regulation, obstacles in managing behavior to achieve current and future goals, and difficulties in adapting socially and behaviorally to the surrounding environment. However, what is different in the teaching method in this inclusive school is that Umami teachers use an individual approach for students with special needs ADHD. This is in line with research conducted by Ariani (2023) that one of the steps that can be taken by teachers to increase the learning interest of students who experience hyperactivity is to use an individual approach. This is done in order to better understand hyperactive students.

In addition, in the process of implementing the Umami method learning, Umami teachers also added the use of the drill method with an individual approach for students with special needs ADHD. This is in line with research revealed by Sumarna, et al. (2022) which states that all individuals, including those with special needs, are given the same position, what distinguishes them is only in the methods and approaches to meet their needs. The drill method is carried out by repeating reading repeatedly on material that is not yet fluent in students with special needs ADHD. This is in line with the theory expressed by Tambak (2016) that the drill method is an activity that involves repeating an action continuously diligently, with the aim of strengthening understanding or improving a skill until it becomes an inherent part of oneself. The drill method used to teach students with special needs ADHD is also in line with the teaching approach in ummi in the form of repetition. This is based on the statement of Zulkarnain (2021) that there are three teaching approaches in the ummi method, namely: direct method (direct communication), repetition (repetition), affection (affection). In addition, the approach taken by ummi teachers in teaching students with special needs uses an individual approach. In the closing activity, ummi teachers provide motivation

3. Learning Evaluation

Based on the results of the study findings conducted by the researcher, the evaluation of learning to read the Qur'an using the Umami Method for students with special needs ADHD is the same as the planning for learning to read the Qur'an using the Umami Method for normal students in general. In learning the Qur'an using the Umami method at SMP Ibnu Sina, the

evaluation applied is in the form of daily evaluation of students, evaluation or exams for students who will increase their volume, and final evaluation in the form of munaqasyah or imtihan. This is in line with the theory presented by Harahap (2020) that learning evaluation in the Umami method consists of three, namely: daily evaluation, evaluation of increasing volume, and final evaluation (munaqasyah and imtihan).

The form of daily evaluation carried out by Umami teachers at SMP Ibnu Sina Bandung for students with special needs ADHD is in the form of reading several lines of material studied that day. This evaluation takes place in the closing activities in the learning process. This is in accordance with the rules stated in the Regulation of the Minister of Education and Culture number 22 of 2016 that in the closing stage, teachers conduct a comprehensive reflection and evaluation of the entire learning process that has occurred, provide feedback, and plan the next steps based on learning outcomes. (B. S. N. Education & Indonesia, 2016).

Meanwhile, for the evaluation of the increase in volume carried out by the umami coordinator at SMP Ibnu Sina Bandung. For students with special needs ADHD, it is still the same as the increase in volume for normal students, namely in the form of reading several pages in the volume along with an understanding of the rules of tajwid studied in the volume. This is in line with research conducted by Zulkarnain (2021) that the Umami method applies an evaluation of the increase in volume by asking students who are considered eligible to take the increase in volume exam.

Munaqasyah or imtihan is the final evaluation of learning to read the Qur'an using the Umami method. However, based on the research findings that researchers have conducted, so far, students with special needs ADHD have never participated in munaqasyah or imtihan. This happens because there is no pressure for students with special needs ADHD to reach the final evaluation point. This is in line with research conducted by Danforth, et al. (2020) which revealed that children with ADHD will show rejection of coercive or violent actions.

Conclusion

Based on the presentation of the results of the research conducted by the author, several things can be concluded by the author, namely (1) the planning of learning to read the Qur'an using the Umami method for students with special needs ADHD is the same as the planning of reading the Qur'an for normal students because this school has practiced inclusive classes. In the initial planning process, the umami teacher and the umami coordinator held a working meeting to discuss one of the components of the learning planning in the form of a semester program and teaching administration equipment, (2) in the process of implementing the Umami Method of Al-Qur'an learning, it is in accordance with the regulations of the Indonesian Minister of Education and Culture Regulation Number 81A of 2013 concerning the Implementation of the 2013 Curriculum, which in the learning process includes preliminary activities, core activities, and closing activities. The difference in the teaching process in this inclusive school is that the Umami teacher uses an individual approach for students with special needs ADHD. In addition, in the process of implementing the umami method of learning, the umami teacher also added the use of the drill method for students with special needs ADHD. The drill method is carried out by repeating readings repeatedly on material that is not yet fluent in special needs ADHD students. An individual approach and the use of the drill method can help special needs students to be

fluent in learning to read the Qur'an using the Ummi method, (3) in learning the Qur'an using the Ummi method at SMP Ibnu Sina, the evaluation applied is in the form of daily evaluation of students, evaluation or exams for students who will increase their volume, and the final evaluation is in the form of munaqasyah or imtihan.

However, based on the findings of the research that the researcher has conducted, so far there have never been any special needs ADHD students who have participated in munaqasyah or imtihan. This happens because there is no pressure for special needs ADHD students to reach the final evaluation point. In addition, there is no audiovisual learning available for special needs ADHD students which can be a diversion from boredom and a concentration booster for special needs students. Then, the lack of competent UMMI teaching staff is also a factor that hinders the achievement of UMMI method learning targets, including the fact that accompanying teachers have not mastered UMMI learning materials.

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