The Development of "Ummi" Method using Hand Movements to Memorize An-Naba at RQ Muhammad Darwis Colomadu

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Abstract

Based on the researcher's observations and experiences throughout the learning process at RQ Muhammad Darwis, this study was conducted. The teacher only used face-to-face instruction with *ummi* method, to help students memorize information. Because of this, learning becomes less conducive to memorization and students become easily bored. Based on these facts, the purpose of this research was to combine the *Ummi* method with hand movements in RQ Muhammad Darwis Colomadu in order to increase the effectiveness of memorizing, particularly for *An - Naba*. The first step in this research was to analyze the issues students were having with learning memorization the Koran. The ADDIE approach (Analyze, Design, Develop, Implement, and Evaluate) was applied in this study. Five students who participated in the implementation or trial procedure served as the research subjects. By watching the participating students, research data was gathered. The result study showed a percentage of 75.7%, indicating the validity, interest, and efficacy of the *ummi* method with hand movement criteria. Thus, it can be concluded that RQ Muhammad Darwis Colomadu may effectively teach memorizing by the use of *ummi* technique with hand gestures.

Keywords: ummi method, memorizing, hand movements

Introduction

Koran is God's words, the word of Allah SWT which was revealed to our prophet Muhammad for 23 years. The process of gradually revealing the Koran was intended to make it easier to memorize and interpret its meaning (Ahmad Sayuti Anshari Nasution, 2012). It is the holy book of Muslims which is a source of guidance in religion and a guide in living life in this world and afterlife (Iqbal Gazali, 2010). So, if Muslims want to hope for a prosperous, peaceful and happy life, they should behave in accordance with everything stated in the Koran (Wiwi Alwiyah Wahid, 2014). Therefore, it is an obligation for a Muslim to always actively interact with the Koran, making it a source of inspiration, thought and action. Reading the Koran is the first step in interacting with it, then continued with go deep into, namely by contemplating and understanding its meaning according to the instructions of previous religion leaders, then practicing it in daily life, then continuing with teaching it. Apart from that, we are also advised to memorize the Koran, which is a holy book whose authenticity is guaranteed by Allah SWT (M. Quraish Shihab, 2007) since it was revealed to the Prophet Muhammad saw. until now, even until doomsday. Even though God has guaranteed the authenticity of the Koran, Muslims basically still have a real and consistent obligation to try to preserve the Koran. If Muslims themselves do not care about maintaining the purity of the Koran, it does not rule out the possibility that the verses of the Koran will be tampered with and falsified by the enemies of Islam. One of the real efforts in the process of maintaining the purity of the Koran is memorizing it (Ahsin W Al-Hafidz, 2000). And one proof of the preservation of the Koran is that it is stored in the chests of memorizers of the Koran from various corners of the world, Arabs and non Arabs.

Memorizing the Koran is a very noble task. Those who memorize the Koran are the luckiest people because they will get two privileges (this world and the hereafter) at once. The privilege of the world is that memorizing the Koran is a blessing, which brings goodness and mercy to those who memorize it. Meanwhile, the privileges of the afterlife include; Koran will be a helper in the afterlife, both parents will be given glory, and so on (Jannah Izzatul and Irfan Hidayatullah, 2010). However, memorizing the Qur'an is not as easy as turning the palm of your hand. Therefore, there are preparations that need to be done before starting the memorization process so that it doesn't feel so heavy. Memorizing is reciting something without tools and trying to enter information into the brain so that what is memorized can be stored in long-term memory (Department of National Education, 2000). First of all, people who want to memorize the Koran should make

their intention solely because of God. Then perform the prayer with a request to God to make it easier by memorizing the Koran, improving reading abilities and the fluency (Supian, 2009). On the other hand, people also have to choose the right time. According to Bina Ahda (2013), spending time will be effective if accompanied by choosing the right time to memorize for children. As-Sirjani Raghib & A Khaliq (2010), in their book *Cara Cerdas Hafal Qur'an*, state that the conditions for memorizing the Koran are as follows:

a) Strong Determination.
A person who has a strong determination will reach their goal and serve as a shield against any hurdles that may arise. According to what Allah says: "And whoever desires the afterlife and strives towards it seriously while he is a believer, then those are the people whose efforts are well rewarded." (QS. Al-Isra: 19)

b) Be patient
Persistence and patience are very important factors for people who are in the process of memorizing the Koran. This is because in the process of memorizing the Koran, people will encounter many kinds of obstacles.

c) Consistency
Consistency in memorizing the Koran is really important. In other words, people should maintain continuity and efficiency over time to memorize the Koran.

d) Distance yourself from immorality and disgraceful actions
Immoral acts and disgraceful acts are actions that must be avoided not only by people who are memorizing the Koran, but all Muslims in general. Because both affect the development of the soul and disturb the peace of mind, so that it will destroy the consistency and concentration that has been built.

e) Determine one method for memorizing the Koran.
In the world of teaching and learning process, methods are much more important than materials. That is the urgency of methods in the education and teaching process. A teaching and learning process can be said to be unsuccessful if the process does not use methods. Because methods occupy the second most important position after objectives in a series of learning components: objectives, methods, materials, media and evaluation. A method is considered good and effective if it is able to achieve the desired goals. One thing that can make the memorization process easier is method. Choosing the right method will make it easier to memorize the Koran. There are many methods for memorizing the Koran, such as *talaqi, takrir, sima'i*, and others. When memorizing, everyone is free to choose the method they think is suitable. However, in a *tahfidz* institution sometimes there are those who align themselves with determining a certain memorization method.

In memorizing Koran, an effective method will have a significant impact on the process of memorizing Koran, thereby creating success in memorizing Koran. One effective method for memorizing is the *ummi* method. The *ummi* method is a method of reading the Koran directly includes and practices correct reading according to the rules of Koran using a mother tongue approach that emphasizes love. The approach in question is a direct discussion without much explanation (direct method), carried out repeatedly (repetition), and delivered using sincere affection. Basically, the *ummi* method is a method used to read the Koran, but this method is also often used to memorize the Koran, namely only by using the rhythm. This *ummi* method is often used among children, because the tone is considered interesting and easy to imitate. One of the advantages of the *ummi* method with hand movements is that apart from memorizing the verse, we can also memorize its meaning, because the use of hand movements is adjusted to the meaning of the verse. So that in the memorization process students will have the creativity to make movements as interesting as possible and make the memorization process more fun and interesting.

Research Methodology

This research applied one of the well-known methods in developing teaching materials, namely the ADDIE method. ADDIE is an acronym for Analyze, Design, Develop, Implement and Evaluate. The ADDIE model concept builds basic performance in learning, namely the concept of developing a learning product design (Hidayat, 2021). In this research, the author developed a method for memorizing *Ummi* by combining hand movements to make the memorization process easier, especially the *An - Naba* in RQ Muhammad Darwis.

STAGE	PROCEDURE
Analyze	This analysis stage aims to identify the cause of a problem in learning performance. To fulfill the analysis stage, teachers have to be able to determine the instructions that will be used to overcome these problems, as well as offer

	strategies to close gaps in performance based on empirical evidence about the potential for successful learning (Hidayat, 2021).
Design	The design stage includes several planning activities as follows: 1) Preparing teaching materials by determining learning materials based on facts, concepts, principles and procedures, allocation of learning time, indicators and student assessment instruments, 2) Designing learning scenarios or teaching and learning activities with a suitable approach according to students' abilities, 3) Selection of teaching material competencies, 4) Initial planning of learning tools based on subject competencies, 5) Designing learning materials and learning evaluation tools with a learning approach (Cahyadi, 2019).
Develop	At this stage, the researcher makes the design that has been made. The resulting products will be tested by material experts to provide quality assessments and suggestions for improvements so that the improvement process can be carried out (Nadawiyyah & Anggraeni, 2021).
Implement	This stage tests the method that has been created in terms of method effectiveness. First, it will be tested by media and material experts. If media and material experts say it is suitable, it will be tested on students (Purnamasari, 2019).
Evaluate	After going through the trial stage with RQ Muhammad Darwis students, an evaluation stage will be carried out. This evaluation was carried out to measure and assess the memorization method to determine the level of feasibility of the method. Revisions are made according to evaluation results or needs that cannot be met by the learning media (Setiawan, 2020).

This research process involved several people who were used as research subjects, including an teacher or mentor as an expert validator. The test subjects for the developed products were 5 students from RQ Muhammad Darwis Colomadu. Then, to determine the validity and attractiveness of the method, a Likert scale was used. These scale criteria are also used to revise the method to make it even better.

Scale	Percentage %	Category	Meaning
5	85-100	Strongly valid	Strongly decent & no revision
4	69-84	Valid	Decent & no revision
3	53-68	Sufficient	Fairly decent & needs revision
2	37-52	Less valid	Not suitable & needs revision
1	21-36	Strongly invalid	Not worth it & total revision

From the table above it can be understood that a development method can be said to be valid, feasible and attractive, if the score obtained is more than 70% to a maximum of 100%. But if the product gets a score below 70%, then the product must be revised and revalidated until it gets a score of more than 70%. And if the development product has received a score exceeding 70%, then the product does not need to be revised and does not need to be revalidated.

Findings And Discussion

The following are the stages of developing the ADDIE learning model in our research:

a. Analyze

In this research, the analysis step is the stage of collecting data related to memorizing learning problems that occur among students at RQ Muhammad Darwis Colomadu, then identifying problem solvers through needs analysis in accordance with the problems found. Researchers discovered the problem that when memorizing students easily get bored, causing learning process to be less conducive and impacting the quality of the students' memorization.

b. Method Design

In this research, design is the stage of selecting methods that are adapted to the characteristics of students aged around 7-10 years. The result of method development in this research is to combine the *ummi* method with hand movements that

refer to the meaning of the verses in the *An - Naba*. The *Ummi* method was chosen using hand movements because memorizing with movements can make the memorization process more interesting and enjoyable, making it easier for students to memorize the Al-Quran, not only memorize the verses but also their meanings.

c. *Method Development*

At this stage, the researcher realizes the learning design that has been designed, namely developing an *ummi* method combining it with hand movements. The researcher also made printed teaching materials in the form of sheets containing hand movement guides compiled by the researcher based on teaching experience.

***Ummi* Method Teaching Materials with Hand Movements**
Hand movement guide divides into two, namely:
1.   *Patent Movement*
Patent movement is a movement that we have created and compiled.

No	Rules	Sample	Hand Movements
1.	Every *ghunnah* / Every verse that contain *ghunnah* (نْ/مْ)	عَمَّ ثُمَّ اِنَّ	Bring the middle finger and thumb together in front of the left shoulder, then move it until it is parallel to the right shoulder in line with the level of *ghunnah* buzzing.
2.	Every word which means "yang"	الذين ,الذي	The right hand opens the five fingers then moves them forward and backward parallel to the front of the right shoulder.
3.	Every word which means "No"	لا ,كلا	Right hand give a gesture of expressing rejection / shaking the hand parallel in front of the right shoulder.
4,	Every pronoun which means "they, you"	كم, أنت, هم	The right and left palms are parallel in front of the right and left shoulders and then raised and lowered as if they are introducing/showing something.
5.	Every word which means "in the soil, earth, and everything in it"	فيه	Right and left hands pointing downwards are moved up and down parallel in front of the stomach.
6.	Every word which means "sky/ which shows something that is above"	فوق, سماء السَّمٰوٰتِ	right hand / index finger points to the sky / above.
7.	Every word which means "big or large",	عظيم	Showing both hands is like depicting something big.
8.	Every word which means "mountain"	جبال	Bring the right and left hands together to form a triangle
9.	Every word which means celestial objects such as stars, sun, moon and also which show the meaning of God.	شمس, قمر, رب	Right hand gesture as if picking fruit with the hand above the head.
10.	Every word which means hearing or relating to the ear	يسمعون	The right hand points to the ear
11.	Every word which means hostility/dispute	مختلفون	Clenching and banging between the right and left hands

12	Every word which means heart, love / affection		Demonstrate hands forming love
13.	Every word which means knowing, or relating to reason	سَيَعْلَمُوْنَ	With hand signals telling to think
14.	Every pronoun "I, Me, We, Us"	نحن, أَنا	Slap right hand on left shoulder.
15.	Every word which means "water"	مَآءً	The right and left hands are moved by waving like water waves, parallel in front of the chest.
16.	Every word which means night or darkness	لَّيْلَ	Close both eyes
17.	Every word which means "hell, punishment, damnation"	جَهَنَّمَ , عَذَابًا	Show a frightened expression
18.	Every word which means "piety, truth, victory in heaven"	الْحَـقُّ مَفَازًا لِّلْمُتَّقِيْنَ	Giving a thumbs up with a happy facial expression
19.	Every word which means "speaking"	يَتَكَلَّمُوْنَ	The right hand indicates/represents a speaking mouth
20.	Every word which means "lie"	كِذَّابًا	The right and left hands are crossed parallel in front of the chest
21.	Every word which means "bird, angel or something with wings"	الْمَلٰئِكَةُ	Demonstrated with the right and left hands in flaps depicting birds
22.	Every word which means "eyes or related to sight"	مِرْصَادًا	Making both hands like binoculars
23.	Every word which means "verse, book"	بِاٰيٰتِنَا , كِتٰبًا	Demonstrate as if you are holding a book
24.	Every word which means "calculation / reckoning"	حِسَابًا	Demonstrate your hands as if you are counting

2. Unpatented Movement
It means the movements are made according to the creativity of the teacher or student by adjusting the meaning of the verse, and it were incidental.

d. *Implementation*

Implementation is a concrete step to apply the teaching materials and methods that educators have prepared for students. In this research, the author conducted a limited field trial with five research subjects to determine the practicality and effectiveness of developing the *ummi* method using hand movements.

The results of learning process that the researchers have carried out can be measured from the fluency of memorization and comprehension of meaning in the following table:

No	Name	Grade/Age	Learning Outcomes		
			Fluency (1-5)	Comprehension (0-100)	Result (%)
1	Dejan	4 SD/10 years old	4	83	81,5%
2	Adnan	2 SD/7 years old	3	83	71,5%
3	Rehan	4 SD/9 years old	4	47	63,5%
4	Amar	2SD/7 years old	3	67	63,5%
5	Ibra	2 SD/9 years old	5	97	98,5%

Result	19/25	377/500	378,5%
	76%	75,4%	75,7%
FINAL RESULT	**75,7% (VALID)**		

Based on the results obtained, it was 75.7% (VALID), it can be concluded that the method of memorizing *ummi* with hand movements is feasible and valid for use in memorizing learning at RQ Muhammad Darwis Colomadu.
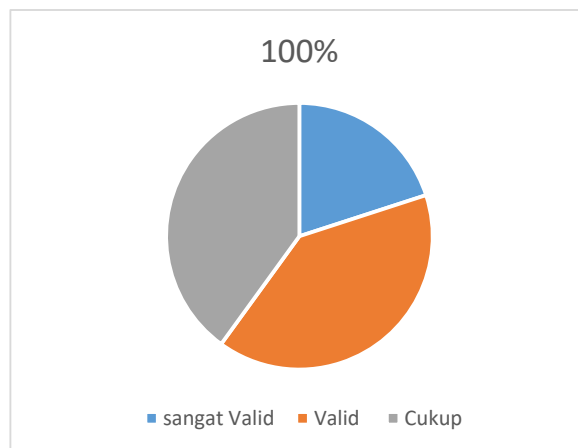
e. *Evaluation*

This stage was carried out after testing with the students. Researchers found that the *ummi* method using hand movements was considered quite effective in improving the quality of students' understanding and memorization as well as making students less bored and cheerful in the memorization process. This can be seen from the enthusiasm of the students to memorize.

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