THE EFFECTIVENESS OF LEARNING USING THE USMANI METHOD AT TPQ BAABUSSALAAM

Surayanah [1]
Universitas Negeri Malang, Indonesia (surayanah.fip@um.ac.id

Mohammad Zainudin
Universitas Negeri Malang, Indonesia

Yohannes Kurniawan Barus
Universitas Negeri Malang, Indonesia

Lestariningsih
Universitas Nahdlatul Ulama Blitar, Indonesia

Keywords:	**ABSTRACTS**
Learning, Student's Learning Outcomes, Usmani Method	***Background:*** *Improving the quality of educational services is essential for enhancing learning outcomes through the implementation of effective teaching methods. One such method is the Usmani method, traditionally employed in the instruction of reading, writing, and memorizing the Al-Qur'an. Originating from early Islamic scholars, the Usmani method is increasingly being overshadowed, despite its potential to significantly enhance student learning outcomes. **Purpose:** This study aims to analyze the effectiveness of the Usmani method in the context of TPQ Baabussalaam. **Method:** The research employs a case study design with a qualitative descriptive approach, complemented by a quantitative analysis for data interpretation. **Result:** The findings indicate that the Usmani method has a substantial positive impact on student learning outcomes at TPQ Baabussalaam, as evidenced by measurable improvements in student performance. The stages of instruction following the Usmani method include the recitation of *Hadroh Fatihah*, prayer at the start of the lesson, preparation for students to engage with the material, repetition of previously learned content, explanation of new topics with examples, group training, individual training, and the delivery of moral messages, prayers, and greetings. **Conclusion:** The Usmani method proves to be an effective pedagogical approach, significantly enhancing student motivation and directly contributing to improved learning outcomes.*

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[1] Correspondence author

A. INTRODUCTION

Improving the quality of education services needs to be improved both at the formal and non-formal education levels. So far, there are many non-formal education levels that have not improved their quality services well (Setiyadi DKK, 2020). Baabussalam Qur'an Education Park (TPQ) is one of the non-formal educational institutions engaged in reading, writing, and memorizing the Qur'an which is located in Kemloko Village, Nglegok District, Blitar Regency. This TPQ institution has been established since 1990. TPQ Baabussalam always strives to improve the quality of its educational services.

This improvement in education quality services aims to improve the quality of learning at TPQ Baabussalam. This needs to be done well so that an institution can survive and be able to compete with the emergence of other new institutions (Dewi and Limbong, 2018). Management in an institution is very closely related to the learning tools used (Pakpahan and Habibah, 2021). In addition, it is also necessary to prepare a strategy that is in accordance with the needs so that the programs carried out can be on target so that the quality of education can be achieved in accordance with the desired target (Bahri and Arafah, 2021).

In achieving a balance between worldly life and ukhrowi, humans need to base themselves with adequate knowledge by going through a long learning process (Arif, 2024). The learning process itself must start from the most basic stage, namely reading the Qur'an. In addition to being required to be able to read the Qur'an properly and correctly, it is also required to learn its meaning as a whole. This is because with the ability to read the Qur'an well and understand the meaning of human beings, they can find various knowledge about being a good human being and can answer all their worries about this mortal life in accordance with His religion and Shari'a.

The ability to read the Qur'an properly and correctly is the most important thing that every Muslim must have. Every Muslim needs it to be able to read the Qur'an in order to gain a deeper knowledge of the Qur'an which is a guide to life. As Muslims, it is recommended and required to be able to read the Qur'an and understand its meaning well. According to (Sinurat, 2022) that to be able to understand the Qur'an, the most basic thing is to learn to read the Qur'an properly and correctly in accordance with the makharijul of letters and tajweed that have been determined.

The results of the observation are known that so far TPQ Baabussalaam has used the Ottoman method as one of the learning methods used in reading the Qur'an. The Ottoman method is one of the methods in reading and writing the Qur'an from salaf scholars who have been lost. This Ottoman method teaches related to reading, writing, and memorizing the Qur'an in accordance with the rules of tajweed. In reality, in the field, there are still many things found in the recitation of the Qur'an that are not in accordance with the existing rules of tajweed.

Based on the problems mentioned above, the researcher raised this problem in the title "the effectiveness of learning using the Ottoman method at TPQ Baabussalaam".

Learning

According to Andi Setiawan quoted (Arifudin, 2022) that learning is a process of change that is realized and deliberate, referring to systemic activities to change for the better of an individual. Meanwhile, according to Sudjana in (Fitria, 2023) Explaining

that learning is a deliberate effort by educators to motivate students to be involved in learning activities. Meanwhile, according to Komalasari, (Supriani, 2020) Explaining that learning is a teaching and learning system or process where students and teachers are implemented and assessed systematically so that learning can achieve learning goals effectively and efficiently. Learning is a learning process determined by teachers to develop creative thinking, improve students' thinking skills, and improve their ability to construct new knowledge in improving subject mastery. According to Susanto and Ahmad in (Ulfah, 2022) that learning is a combination of two learning and teaching activities. Meanwhile, according to Suardi in (Mayasari, 2021) that learning is a process in which students interact with teachers and learning resources in a learning environment.

From the perspective of the above theory, it can be concluded that learning is an interaction and effort designed by educators and students by using efficient and effective learning principles and theories in the implementation of the teaching and learning process.

Ottoman Method

The Ottoman method is one of the methods in reading, writing, and memorizing the Qur'an brought by salaf scholars and at this time has begun to disappear (Saifudin dkk, 2022). This is because there are many developed methods of memorizing the Qur'an that are considered easier and more practical. But in reality, many readings of the Qur'an actually deviate from the rules of tajweed science. This Ottoman method has been widely applied even from an early age. Many studies reveal that the use of the Ottoman method can help early childhood to be able to read the Qur'an (Nadhiroh dkk, 2021). This method combines three methods, namely the history method, the Qur'an learning method, and the diyar method. The application of practical and easy methods, and there is an element of fun in teaching makes it easier for children to learn the Qur'an.

Student Learning Outcomes

Suprijono's learning results were quoted (Ningsih, 2024) that learning outcomes are the thinking skills, attitudes and skills that students acquire after they receive the treatment given by the teacher so that they can construct that knowledge in their daily lives. Purwanto was quoted (Ulfah, 2021) That says learning outcomes are the process in individuals who interact with their environment to get changes in behavior. Learning outcomes can be seen in people who are willing to learn and experience changes in themselves in terms of skills, attitudes and knowledge. Zainal Arifin was quoted (Hoerudin, 2023) that good learning outcomes are achieved when the output is in accordance with the lessons learned by the individual. The learning process is very important, if the learning process is good and smooth, good learning results will also be achieved. Learning outcomes are the result of an interaction between learning and teaching.

Learning outcomes are the ultimate goal of learning activities at school. Learning outcomes can be improved through conscious effort that is carried out systematically and leads to positive changes, which is then called the learning process. At the end of the learning process is the student's learning outcome. Student learning outcomes in the classroom are included in student learning outcomes. All of these learning outcomes are the result of the interaction between learning and teaching, according to Warsito in (Hanafiah, 2022) that the end result of learning activities is marked by a change in

behavior in a positive direction in the person who learns. Bloom in (Rahman, 2021) that learning outcomes are divided into three domains, namely as follows: 1) Cognitive domain, related to intellectual learning outcomes consisting of six aspects, namely knowledge, understanding, application, analysis, synthesis, and evaluation. The first two aspects are called low-level cognition and the next four aspects include high-level cognition, 2) The affective domain is related to attitudes which consists of five aspects, namely acceptance, answers, assessment, organization, and internalization, and 3) The psychomotor domain is related to the learning outcomes of skills and the ability to act. There are six aspects in the psychomotor realm, namely reflex movements, disar movement skills, pertextual ability, harmony, complex skill movements, and expressive and interpretive movements.

Thus, it can be concluded that learning outcomes are a learning process with a change in behavior for the better and a mutual relationship between teachers and students so that learning can run well as a means of transferring knowledge.

B. METHOD

This study seeks to analyze and describe the effectiveness of learning using the Ottoman method at TPQ Baabussalaam. The type of research used in this study is in the form of a descriptive analysis method. According to (Haris, 2023) that descriptive analysis is an empirical study that investigates a particular phenomenon or phenomenon in a real-life setting. The results of this study were collected with primary data and secondary data.

This study uses a case study type field research by exploring information related to the reality that occurred at TPQ Baabussalam which uses the Ottoman method as a method of learning the Qur'an. This research is included in the research by using a qualitative descriptive approach of case study research type (learning effectiveness at TPQ Baabussalam) combined with quantitative research to see the relationship between the Ottoman method used and student learning outcomes.

One type of descriptive qualitative research is in the form of research with a case study method or approach (*Case Study*). This research focuses intensively on one particular object that studies it as a case. The case study method allows researchers to remain holistic and significant. According to (Arikunto, 2006) that the research method is the method used by researchers in collecting research data.

Nawawi in (Hanafiah, 2021) stated that "case study data can be obtained from all parties concerned, in other words the data in this study is collected from various sources". As a case study, the data collected comes from various sources and the results of this research only apply to the case being investigated. Further (Arikunto, 2006) stated that "the case study method as a type of descriptive approach, is an intensive, detailed and in-depth research on an organism (individual), institution or a specific phenomenon with a narrow area or subject"

The approach used in this study is a qualitative approach. According to Bogdan and Taylor in (Arifudin, 2023) Stating a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from observable people and behaviors. According to (Chadijah, 2024) The method is by transcribing the data, then encoding the records in the field and interpreting the data to obtain conclusions.

This study uses qualitative research with field research methods (*field research*). According to (Kartika, 2018) that this approach is adjusted to the main purpose of the research, which is to describe and analyze the effectiveness of learning using the Ottoman method at TPQ Baabussalaam. So that with this method it will be able to explain the problems of the research (Chadijah, 2022).

The stages used include, needs analysis, instrument creation and validation, observation and interviews with partners, data analysis, and reporting and publication. Engineering can be seen as a means to do technical work carefully using the mind to achieve a goal. Although the study is actually an effort within the scope of science, it is carried out to collect data realistically and systematically to realize the truth. Research methodology is a means to find a cure for any problem. In this case, the author collects information about the effectiveness of learning using the Usmani method at TPQ Baabussalaam from books, articles, journals, theses, theses, ebooks, and others (Nuary, 2024).

Because it requires materials from the library for the source of data, this research utilizes literature research. Researchers need books, scientific articles, and other literature related to the topics and issues they explore, both print and online (Arifudin, 2024).

Finding information from data sources requires the use of data collection techniques. Amir Hamzah in (Sappaile, 2024) claiming that data collection is an effort to collect information related to the subject being researched. The author uses the literature research method to collect data. In particular, the author started with a library to collect information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that share views on learning effectiveness using the Ottoman method at TPQ Baabussalaam.

Furthermore, Amir Hamzah said that data collection is defined as various efforts to collect facts related to topics or discussions that are being or will be explored (Djafri, 2024). These details can be found in scientific literature, research, and scientific writings, dissertations, theses, and other written sources. According to (Paturochman, 2024) that data collection can be done in a variety of circumstances, using different sources, and using different techniques.

Observation is part of the direct research process on the phenomena to be studied (Rifky, 2024). With this method, researchers can see and feel directly the atmosphere and conditions of the research subjects (Ramli, 2024). The things observed in this study are about the effectiveness of learning using the Ottoman method at TPQ Baabussalaam.

The interview technique in this study is a structured interview, which is an interview conducted using various standard guidelines that have been set, questions are arranged according to the need for information and every question needed in revealing each empirical data (Sulita, 2024).

Documentation is one of the techniques for collecting data through existing documents or written records (Jumiati, 2024). Documentation comes from the word document, which means written items. In carrying out the documentation method, the researcher investigated written objects, such as books, magazines, meeting minutes, and diary. According to Moleong in (Kartika, 2024) that the documentation method is a way of collecting information or data through testing archives and documents. The documentation strategy is also a data collection technique proposed to the research

subjects. The data collection method using this documentation method was carried out to obtain data on the state of the institution (research object), namely the effectiveness of learning using the Usmani method at TPQ Baabussalaam.

Therefore, the results of this study are part of the observations made by the researcher according to the existing theory, namely at TPQ Baabussalam, Nglegok District, Blitar Regency in learning to read the Qur'an according to the learning stages of the Ottoman method. Also at TPQ Baabussalam applies several learning methods such as presentation methods, question and answer methods, demonstrations, experiments, and exercises. Some of them have the form of lecture models, which are the oldest and most traditional teaching methods implemented in the world of education, from the first teacher in an effort to transfer knowledge to students through words or lectures. With the demonstration method, students do not do experiments, but only observe exactly what the teacher is doing. One way of teaching, where students conduct experiments on something, observe the process and record the results of experiments on something, observe the process and record the test results then the observation results are communicated to the class and evaluated by the teacher.

According to Muhadjir in (Fitria, 2020) stated that data analysis is an activity of conducting, searching and compiling findings systematically through observation and interviews so that researchers focus on the research they are studying. After that, make a discovery material for others, edit, classify, and present it.

To find out the success of students in teaching the Qur'an with the Ottoman method, teachers must conduct an assessment/written test of each student such as the evaluation carried out at each meeting and recorded in the result book and student assessment, taken at the time of promotion and graduation of the assessment which is important in learning.

The data analysis technique using an interactive model from Miles and Hubarman was cited (Kartika, 2022) that in the form of data reduction, data presentation and drawing conclusions. Zainuddin et al in (Arifin, 2024) explained that the technique of checking the validity of data with triangulation, diligence or persistence of observation and peer examination through discussion. The instruments to be used will be tested for validity, and reliability.
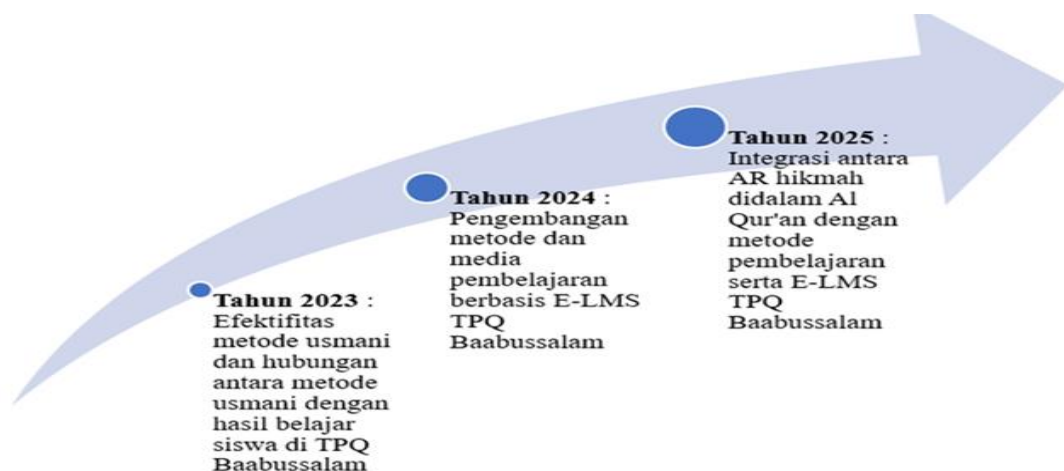

Tahun 2025 : Integrasi antara AR hikmah didalam Al Qur'an dengan metode pembelajaran serta E-LMS TPQ Baabussalam

Tahun 2024 : Pengembangan metode dan media pembelajaran berbasis E-LMS TPQ Baabussalam

Tahun 2023 : Efektifitas metode usmani dan hubungan antara metode usmani dengan hasil belajar siswa di TPQ Baabussalam

Figure 1: Research Roadmap

C. RESULT AND DISCUSSION

TPQ Baabussalam, which is located in the RT 01/RW 06 area, Kemloko Village, Nglegok District, Blitar Regency, uses learning with the Usmani method in teaching the Qur'an, the Usmani method has a characteristic in its learning stages, namely khot (writing). The Ottoman Qur'an according to the history of writing is still original and has no changes, allowing students to follow the reading of the Qur'an according to the current model that has been largely eliminated, such as differences in writing *hamzah washol* and *Hamzah Qoto'*. In writing *hamzah washol* It is known that there is a shod head above the alif and for writing *Hamzah Qoto'* It is known by the heading of the letter Ain above the alif, and so on (Sudarman & Vahlia., 2016).

Ottoman Method

The Ottoman method has been compiled with various guidebooks to understand the material at each level. Students are expected to be able to understand the material according to the volume. Each educator is also given guidelines so that they are flexible in delivering material using the Ottoman method (Amin et al., 2022). Research has revealed that the use of the Ottoman method is also able to improve students' skills in recognizing hijaiyah letters from an early age. This is because students are starting to feel comfortable with the Ottoman method (Permana and Syafrida., 2019). The results of a similar study also show that the implementation of this Ottoman method can improve the ability to read the Qur'an at TPQ Baabussalam. This is done as one of the supports in the Qur'an love program held at the school (Fakhrah and Istiqlaliyah., 2023). With the many studies and many facts that state that many have abandoned this Ottoman method, on the other hand, many have revealed the trend of increasing reading and writing skills from the Ottoman method that has been applied.

Student Learning Outcomes

Student learning outcomes can be influenced by several factors, including internal and external factors. Internal factors coming from the student can include the student's ability, motivation, and background of the student. While external factors are factors that are influenced by the environment. These environments can come from the family, school, and community environments (Relapse dkk, 2020). Barseli et al dikutip (Sembiring, 2024) explained that several things that can cause low student scores include stress experienced by students. The student can begin with the student's confusion in receiving the material in class.

The Ottoman method is related to student learning outcomes. Based on the findings of research on learning to write the Quran using the Ottoman method, several data have been found that researchers need both from observations, interviews, and documentation to teachers at TPQ Baabussalam to get an overview of the effectiveness of learning using the Ottoman method at TPQ Baabussalam. The data was analyzed with a descriptive approach. Therefore, data is collected through participants, in-depth interviews, and documentation (Relapse dkk, 2020).

To determine the effectiveness of the Ottoman method on student learning outcomes in reading the Quran, it is done by providing problems. Before the question is given to students, a validation and reliability test is held. The questions were tested by instrument experts, with a result of 92.8% which stated that it was very valid. The quality aspect of the questions is reliable with a reliability level of 0.77. The assessment of the effectiveness of student learning outcomes carried out using SPSS obtained an

assessment result of 0.52, which means that student learning outcomes have improved after learning is carried out using the Ottoman method.

Learning with the Ottoman method is very effectively applied at TPQ Baabussalam by learning using the Ottoman method in teaching the Qur'an. Education at the formal and non-formal levels is still necessary to improve the educational services it has. Students have the right to develop their potential and this can start from children at an early age (Nadhiroh dkk, 2021). Educational activities, especially in learning, need to be assessed for their effectiveness with the aim of improving the quality of educational services that are effective, efficient and on target.

The effectiveness of this method in various studies has been able to increase student motivation in learning so that students can more easily get information from the subjects given. At each level of learning, there is local content that according to the researchers, the material is quite dense and the content covers the science of tajwid, fashohah, fasholatan, translation, ghorib reading, memorization of surah yasin and tahlil, as well as learning to write pegon (writing Arabic that is acculturated with Indonesia or Javanese as well as learning formulas on how to interpret/interpret the yellow book (turats) as a debriefing to the madrasah diniyah pesantren (madin) level (Lestariningsih and Nohantiya, 2019). Thus, this targeted and effective learning method is able to improve student learning outcomes (Arifin and Setianingsih., 2019). This case is as stated by Arifin that learning assessment is a systematic, continuous and comprehensive process or activity within the framework of quality control, assurance and definition (value and importance) of learning of different learning components, based on certain considerations and criteria as a form of teacher responsibility in academic achievement (Maula, 2022).

Figure 2: Effective Learning

Figure 3: Effective Learning

At TPQ Baabussalam, the condition of the students is very conducive so as to create an ideal environment for learning and activities. TPQ Baabussalam has 12 level classes including beginner level as many as 35 students, Juz level 1 as many as 18 students, Juz level 2a as many as 21 students, form 2b as many as 24 students, form 3a as many as 15 students, form 3b as many as 17 students, form 4a as many as 19 students, form 4b as many as 16 students, form 4c as many as 16 students, Level 5 as many as 20 students, level 6A as many as 17 students, Form 6B as many as 17 students, Form 7 as many as 13 students, Al Qur'an proficiency level part A as many as 21 students, Alqur'an proficient level part B as many as 40 students, Pratas level as many as 24 students. In the context of learning activities at TPQ Baabussalam, students are required to memorize at least one letter of the Qur'an and participate in a question and answer session with the teacher. This aims to create an interesting, cool, and exciting learning atmosphere for the students.

Figure 4 :Atmosphere at TPQ Baabussalam

Figure 5 : Atmosphere at TPQ Baabussalam

Based on the results of research on learning to read the Quran using the Ottoman method, several research data were found including observations, interviews, and documents. Therefore, the researcher clarified with the theory explained by the search results with several parties who have a relationship, especially with Ustadzah Nafisatuzzahro' who oversees TPQ Baabussalam in RT 01/RW 06, Kemloko Village, Nglegok District, Blitar Regency. Based on the results of observations and interviews during the learning process of Ustadzah Nafisatuzzahro' with the Ottoman method, carrying out several stages of teaching the Ottoman method, namely salam hadroh fatihah prayer at the beginning of learning prepare students to absorb the lesson repeat the material here explain new topics accompanied by examples. Group training, individual training conveying moral messages, prayers, and greetings.

At the beginner level, the average student who is still a playgroup and kindergarten in classical learning, memorizing short letters, rewriting, dictating writing, and privately, namely students advance one by one to the ustadz/ustadzah to be corrected carefully and carefully according to the material taught, both Qur'an readings and writings. This is also applied at all levels up to the pratas level. At each level of learning, there is local content according to the researcher, the material is quite dense in content which includes the science of tajwid, fashohah, fasholatan, translation, ghorib reading, memorization of surah yasin and tahlil and learning to write pegon (writing Arabic which is acculturated with Indonesia or Javanese as well as learning formulas on how to interpret/interpret the yellow book (turats) as a debriefing to the madrasah diniyah pesantren (madin) level.

As an evaluation of learning and level increase in each semester, a thorough exam is applied at all levels, beginner to proficient levels of the Qur'an at TPQ babussalam by ustadz and ustadzah, for the level of proficiency students are tested and given a thorough exam grid which later if they pass the students will be graduated and accepted shahadah (sanad) by the Rasm Usmani development center at the Nurul Ihsan Garum

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Blitar Islamic Boarding School under the care of KH. Saiful Bahri who is the mu'allif (author) of learning the Ottoman Method. There are several efforts made, namely by:

1. The classification of students' abilities, prospective students who do not know letters, are included in level 1 where they will later be taught to read. And for prospective students who are not careful about the length and short of reading the Qur'an, they will be included in form 2, and so on.

2. Time allocation, to support the success of the learning process and be able to achieve the goals expected by TPQ Baabussalam, will be carried out as effectively as possible if this teaching and learning activity is carried out for one hour. The time used in the use of the Ottoman method of teaching at TPQ Baabussalam includes the first 15 minutes used for the initial demonstrator, 30 minutes for the individual, and the last 15 minutes for the closing demonstrator.

3. Learning materials, beginner level learning materials that include the main material is learning to read the Qur'an with the target of being able to read the Qur'an well and starting to practice the science of tajweed. Additional supporting materials are memorization of short letters, selected verses, daily prayers, reading and demonstration of prayers and other skills. Furthermore, there is the Tadarus Level whose main material is tadarus of the Qur'an from juz 1 to juz 30, memorizing starting from surah Ad-Dhuha in order, tajweed lessons, and memorizing verses selected additional materials to support daily worship practices, moral education.

4. The learning technique, the first five minutes of learning before the lesson, is used for the opening by lining up. After entering the class, a simple opening prayer of Ta'awudz and Basmalah began. The first 15 minutes read the props pages 1-13 together. The sub-lesson is read by the teacher by giving examples several times until all students can imitate it correctly. Then the students continued to read on the sub-lesson page. Pages that are not sub-lessons, not read all, only 80 with random but orderly designation from top to bottom, by occasionally appointing children to read 3-4 children.

D. CONCLUSION

From the description of the results of the above research, it can be concluded that learning using the Ottoman method is one of the methods in reading, writing, and memorizing the Qur'an brought by salaf scholars and at this time has begun to disappear, such as the difference in the writing of hamzah washol and hamzah qoto'. In the writing of hamzah washol it is known that there is a shod head above the alif and for the writing of hamzah qoto' it is known by being marked with the head of the letter ain above the alif, and so on. The results of the interview stated that the learning process with the Usmani method at TPQ Baabussalaam was carried out through several stages of teaching the Usmani method, namely salam hadroh fatihah, initial prayer of learning, preparing students to absorb lessons, repeating the material here, explaining new topics accompanied by examples. Group training, individual training conveying moral messages, prayers, and greetings. The students are also required to memorize at

least 1 letter of the Qur'an and actively ask questions to the teacher. This aims to create fun learning so that children are more enthusiastic about participating in learning. Based on the results of the study, it can be concluded that the effectiveness of learning using the Usmani method at TPQ Baabussalaam is evidenced by the increase in student learning motivation which affects student learning outcomes.

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