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THE IMPLEMENTATION OF THE UMMI METHOD VOLUME 6 USES PEER TEACHING LEARNING STRATEGIES TO IMPROVE STUDENTS' TAJWEED READING LAWS

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ABSTRACT

The importance of studying the Qur'an while complying with the rules of tajweed is a fundamental virtue for every Muslim so that the recitation becomes smoother, more precise, and more useful. However, in its application, there are still many students who encounter difficulties, especially in the law of qalqalah reading. The background of this research departs from the condition of students at the Rumah Tahfidz Insan Mutmainnah, Kondang Jaya Village, who have not fully mastered tajweed qalqalah even though they have used the Ummi method. The purpose of this study is to analyze students' ability to understand the law of tajweed qalqalah both before and after the application of peer learning strategies using the Ummi Volume 6 method. This research applies a qualitative method that focuses on case studies and descriptive approaches. Data collection in this study is carried out through observation, interviews, and documentation. The data analysis process refers to the Miles & Huberman framework, which includes data reduction steps, data presentation, and conclusion drawing and validation. The findings of the study indicate that before the application of the peer teaching method, some students lacked confidence and experienced challenges in pronouncing the letters of qalqalah correctly. After the peer teaching strategy was implemented, there was a significant improvement in students' abilities, both in terms of accuracy, fluency, and confidence level. Students showed greater enthusiasm, were more active, and more easily grasped the material thanks to the support of their peers. Therefore, the application of peer teaching strategies in the Ummi Volume 6 method has proven to be successful as an alternative in teaching the Qur'an that improves the quality of students' tajweed qalqalah readings.

Keywords *: Ummi Method, Peer Teaching, Ability to Read the Qur'an.*

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INTRODUCTION

The Qur'an serves as a guide for all followers of Islam. In the Qur'an there are guidelines, moral values, and principles to form individual morals, as also stated in the words of Allah SWT in Surah Al-Isra' verse 9:

اِنَّ هٰذَا الْقُرْاٰنَ يَهْدِيْ لِلَّتِيْ هِيَ اَقْوَمُ وَيُبَشِّرُ الْمُؤْمِنِيْنَ الَّذِيْنَ يَعْمَلُوْنَ الصّٰلِحٰتِ اَنَّ لَهُمْ اَجْرًا كَبِيْرًا ۙ

Meaning: Indeed, this Qur'an points the most right path and gives good news to the believers and does good deeds for them with a great reward in store. (QS. Al-Isra' 17: 9).

In the above verse, it is very clearly explained that the Qur'an acts as a guide for every person to live a straight and harmonious life. Thus, understanding and deepening the Qur'an through the appropriate method is not only a form of worship, but also an obligation so that every Muslim can achieve the right direction from the word of Allah. One method to get guidance from the Qur'an is to read it correctly and follow the rules of tajweed. The skill of reading the Qur'an gives a person the ability to move from one part to another, and from one utterance to the next while obeying the basics of tajweed and avoiding mistakes. So, when chanting the Qur'an, it is very necessary to pay attention to the rules of recitation and tajweed so that every verse that is chanted can be conveyed accurately and well.[1]

However, students' ability to recite the Qur'an correctly does not come immediately, but requires direction and sharpening through organized and structured learning stages. Therefore, teachers must apply the right teaching methods and tactics.

In Islamic teachings, there are various ways to study the Qur'an. One example is the Ummi approach. This Ummi approach is a way of learning that highlights how essential it is to recite the Qur'an slowly, accurately, and understand its meaning. The process of learning the Qur'an using the Ummi method is a teaching system that focuses on examination teaching materials and the implementation of Qur'an reading techniques by paying attention to tajweed, fluency, and sound. The purpose of the method This seeks to present students with an understanding of the Qur'an through guidance, teaching, and habituation activities.[2]

At the Rumah Tahfidz Mutmainah located in Kondang Jaya Village, East Karawang, efforts have been made to implement the Ummi method. However, there are still some students who are not proficient in reciting *the qolqolah* contained in the Qur'an correctly and have not fully mastered the Ummi method. In learning the

[1] Wulandari, R. (2023). Analysis of Qur'an Reading Ability Based on Tajweed. 1(2), 1–11
[2] Nobisa, J., & Usman. (2021). THE USE OF UMMI METHODS IN LEARNING THE QUR'AN

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Ummi method applied at the Rumah Tahfidz Insan Mutmainnah, it is divided into six volumes, then continued with *Ghorib* and Tajweed material. Each volume has its own focus, and in Volume 6 the emphasis is given on improving the quality of reading, such as mastery of the makhraj of letters and the properties of letters. One of the traits learned is *qolqolah*. In learning activities, an educator must have an effective way of teaching. Therefore, a teacher must develop a learning plan that supports students to gain good insight, alertness, and achieve the goals that have been set. Every teacher certainly craves a meaningful and fun learning atmosphere in the classroom. In such conditions, students will follow lessons with full awareness and concentration, without feeling burdened or just carrying out obligations. More than that, they are really encouraged to learn in order to gain knowledge, knowledge, and skills in a meaningful way. One of the interactive learning strategies is *the peer teaching* learning strategy.

Previous research relevant to this research consists of three studies. First, the research conducted by Nurul Himayati, Nurjannah, and Nurul Qamariyah (2024) entitled "Peer Teaching Strategies in Improving Students' Tajweed Abilities at MI NW No. 5 Pancor." The research discusses the use of peer teaching strategies to improve the tajweed abilities of grade V students using the Class Action Research (PTK) method. The similarities between the research and the research conducted by the researcher lie in the use of peer teaching strategies in improving students' ability to understand and apply the laws of tajweed reading. The difference lies in the subject, location, and learning approach used. Previous research focused on improving students' tajweed abilities at MI NW No. 5 Pancor, while this study focused on the implementation of the Ummi Method Volume 6 using the peer teaching strategy at Rumah Tahfidz Insan Mutmainnah Kondang Jaya. Second, the research conducted by Muhammad Abdul Latif with the title "Implementation of the Peer Tutor Learning Model on Al-Qur'an Materials in Islamic Religious Education Learning." The research discusses the application of peer tutors in learning to read the Qur'an in Islamic Religious Education subjects at SMP Negeri 3 Cimahi. The similarity of the research with this research lies in the use of peers to help students understand the reading of the Qur'an, including the makharijul of letters and the laws of tajweed reading. Meanwhile, the difference lies in the learning context and the method used. Previous research focused on learning Islamic Religious Education in formal schools, while this study integrates peer teaching strategies with the Ummi Method Volume 6 in non-formal educational institutions, namely Rumah Tahfidz Insan Mutmainnah Kondang Jaya. Third, the research conducted by Sri Astuti A. Samad, Lily Mukhlishah Attamy, Suriana, and

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Munawwarah Samad with the title "Improving the Quran Reading Skills of Students at TPQ Fathun Qarib UIN Ar-Raniry Banda Aceh: Implementation of Drill and Peer Tutoring Methods for Iqlab Material." The research discusses the improvement of Qur'an reading skills, especially in the legal material of iqlab reading, through a combination of practice methods (drill) and peer tutoring (peer tutoring). The similarity of the research with this study lies in the use of peer tutors to help improve the Qur'an reading skills and the application of the law of tajweed reading. The difference lies in the combination of methods and scope of the material studied. The previous research combined the drill and peer tutoring methods with a focus on the law of iqlab reading at TPQ Fathun Qarib UIN Ar-Raniry Banda Aceh, while this study focused on the implementation of the Ummi Method Volume 6 by using peer teaching strategies in improving the laws of tajweed reading for students at Rumah Tahfidz Insan Mutmainnah Kondang Jaya. Based on these three studies, it can be concluded that this study has a special focus on integrating the Ummi Method Volume 6 with peer teaching strategies in tajweed learning. Thus, this study is expected to provide an overview of the implementation of these strategies in improving the understanding and application of the law of tajweed reading for students at Rumah Tahfidz Insan Mutmainnah Kondang Jaya.

According to (Himayati et al., 2024), this strategy also helps develop teaching that emphasizes action. For tajweed learning, regular practice and reading are very important to advance the students' abilities.[3] Through the method of fellow students, students with knowledge can help their peers in reading the Qur'an, give replies on the spot, and encourage those who are still struggling with some difficulties. In this way, the business of gaining knowledge becomes more successful and has a deeper meaning.

With this background, it is important to identify and understand the root of the problem so that a more effective teaching strategy can be applied. Problems that arise during the research include the inability of students to pronounce *qolqolah* in the Qur'an correctly and have not mastered the *ummi* method thoroughly. Therefore, the appropriate solution to improve the ability to read the law of tajwid *qolqolah* in students at Rumah Tahfidz Insan Mutmainnah is through the application of peer teaching strategies. It is hoped that students at Rumah Tahfidz Insan Mutmainnah can be better at reflecting *on qolqolah* and improving the quality of reading the Qur'an.

[3] Himayati, N., Nurjannah, & Qamariyah, N. (2024). Peer Teaching Strategies in Improving Students' Tajweed Abilities at MI NW No.5 Pancor. 1(1), 48 52.

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RESEARCH METHODS

This research uses a qualitative method because it focuses on a deep understanding of the learning process of tajweed *qalqalah* law through the *Ummi* Volume 6 method with *a peer teaching strategy*. This approach was chosen to explore the experiences, perceptions, and responses of students and teachers naturally in the context of learning the Qur'an.[4]

As for the type of study in this study is a case study, the case study was chosen because this study highlights a specific phenomenon, namely the application *of peer teaching* strategies in *the Ummi* method Volume 6 at Rumah Tahfidz Insan Mutmainnah, Kondang Jaya Village. The case study allows the researcher to examine in depth the practice of learning in a real context.[5]

The research approach is qualitatively descriptive, with the aim of describing the conditions before and after the implementation of *the peer teaching* strategy. The focus is on improving students' ability to read the laws of tajweed *qalqalah*, as well as how the interaction between students and teachers affects learning outcomes.[6]

The object of the research was one teacher who taught *Ummi* Volume 6 and three students at Rumah Tahfidz Insan Mutmainnah. Teachers played the role of facilitators, while students were the main subjects observed in the application *of peer teaching* strategies.[7]

The data collection techniques in this study are observation, interviews, and documentation.[8] Observation is used to see firsthand the learning process of tajweed *qalqalah* with the *Ummi* method Volume 6 of students at Rumah Tahfidz Insan Mutmainnah, Kondang Jaya Village, then interviews are used to explore experiences, obstacles, and responses to *peer teaching* strategies, and documentation is used as a method to collect data needed in research so that research results can be accurate, orderly, and scientifically accountable.

Data analysis was carried out using the Miles & Huberman model, namely: Data reduction: Sorting and selecting information that is considered important and relevant from observations, interviews, and documentation. Data presentation:

[4] Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
[5] Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications
[6] Sugiyono. (2019). *Qualitative, Quantitative, and R&D Research Methods*. Bandung: Alfabeta.
[7] Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
[8] Moleong, L. J. (2017). *Qualitative research methodology*. Bandung: Remaja Rosdakarya.

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compiling data in the form of a descriptive narrative. Drawing conclusions: concluding the effectiveness of *peer teaching* strategies in improving the ability to read tajweed *qalqalah*.[9]

RESULTS AND DISCUSSION

Research Results

1. Application of the *Ummi* Method Volume 6 with Peer *Teaching Strategy* at the Rumah Tahfidz Insan Mutmainnah

A. Ummi Method Volume 6 in Tajweed *Qolqolah Learning*

One of the approaches in teaching the Qur'an that encourages reading by paying attention to tajweed, tartil, and structured rules is *the Ummi* technique. In *Ummi* Volume 6, the subject matter has been prepared for the next stage, such as understanding and applying the law of Tajweed, an example is *qalqalah*.

According to an interview with Mrs. Kokom Komariah, S. Pd., who teaches Ummi volume 6 at Rumah Tahfidz Insan Mutmainnah, the Ummi method was chosen because it provides a clear and easy-to-understand teaching system. These are as follows:

I use *the Ummi* method to teach the law of tajweed *qalqalah*. I chose this method because it is easy for students to understand and has a clear teaching strategy, which encourages students to read the Qur'an better and according to the rules of tajweed. This statement shows that *Ummi* volume 6 is relevant to improve students' understanding of the law of *qalqalah* in a methodical and comprehensive manner.

B. Peer Teaching Learning Strategies in the *Ummi* Method Volume 6

In its implementation, the Ummi method volume 6 at Rumah Tahfidz Insan Mutmainnah is carried out using *a peer teaching* approach, which is a teaching strategy that encourages students to always help each other and convey knowledge to fellow students under the guidance of teachers.

Mrs. Kokom Komariah, S.Pd. said that applying the Ummi method volume 6 is very appropriate when combined with learning tactics with friends because it can create a moving and good learning condition. She said:

"In my view, the use of the Ummi method volume 6 will be really appropriate if juxtaposed with a learning strategy with colleagues, because it can foster a learning atmosphere that is more passionate and encourage students to be more

[9] Sanjaya, W. (2016). *Learning strategies oriented to educational process standards*. Jakarta: Kencana.

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actively involved in learning activities".

C. Steps to Apply *Peer Teaching* to *Qolqolah Materials*

Based on the results of the interview, the implementation *of the peer teaching* strategy in the *Ummi* method volume 6 was carried out through several learning sessions. The teacher began the teaching by explaining the material using the Ummi book and teaching aids as the main source. Next, the teacher gave an example of reading and encouraged students to read in a friendly way. *Peer teaching* begins when students who are more experienced are given the opportunity to help their friends. This is explained by Mrs. Kokom:

"The steps in the learning process begin with the teacher delivering the content of the lesson using visual aids. Next, the teacher conducts reading activities by giving instructions to each student individually. Furthermore, students who are more proficient are given the opportunity to assist their teachers in reading and understanding *Qalqalah*, while the teacher continues to observe and explain any problems that may arise."

The steps mentioned show that the role of the teacher is to facilitate and supervise the learning process so that the learning goals are achieved.

D. Student Responses to the Implementation of *Peer Teaching Learning Strategies*

The *peer teaching* strategy in the *Ummi* Volume 6 method produced a positive response from students. Students looked more active and very enthusiastic in learning because they could study with their classmates and show more motivation when reciting the Qur'an. This was stated by Mrs. Kokom, as follows:

"The students' response to this teaching material was really good and showed great enthusiasm. Through group learning activities, it seems that they are getting more active. In addition, this learning strategy is designed to help students understand and apply qolqolah more successfully."

E. Obstacles and Enthusiasm of Students in *Qolqolah Learning*

Even if peer teaching strategies have a positive effect, they also have drawbacks. One of the challenges that teachers face is that students become more proficient in using peers, thus requiring more intensive classroom instruction. As mentioned below:

"The obstacle I have to face is that students become more comfortable with their peers, so teachers need to provide more intense supervision and conditioning of the classroom."

Even so, the students' enthusiasm is at its peak when the focus of the lesson is on the *letters of qolqolah* contained in the verses of the Qur'an. This activity makes students more involved and motivated.

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F. Advantages, Disadvantages, and Learning Evaluation

According to the results of the interview, the main strategy in *peer teaching* in the Ummi method volume 6 is to facilitate students' understanding of *qolqolah* through group learning. However, the disadvantage is based on the possibility that students' attention will be distracted if they do not work effectively.

The assessment of the learning process is carried out by asking each student to read the Qur'an individually, so that the teacher can immediately assess the extent of the student's understanding and reading ability. This shows that the evaluation is still focused on individual abilities, even though learning is carried out collaboratively.

2. Students' Ability to Recite the Law of Tajweed *Qolqolah Reading* Before and After the Implementation of *Peer Teaching Strategies*

A. Students' Abilities Before the Implementation of *Peer Teaching Strategies*

Prior to the implementation of peer learning strategies in the teaching method of Ummi Volume 6, students' ability to discuss the laws of tajweed *qolqolah* was still lacking. Although most students are familiar with *the letters of qolqolah*, they still have difficulty understanding the letters in the correct and consistent way when reading verses from the Qur'an. Learning at this stage tends to focus on the teacher, therefore students are encouraged to actively participate and consistently make progress.

This is in line with the findings of the teacher of *Ummi* Volume 6, Mrs. Kokom Komariah, S.Pd., which shows that before the implementation of peer learning strategies, students still need intensive guidance from teachers in order to practice reading correctly.

B. Students' Abilities After the Implementation of *Peer Teaching Strategies*

After the application of *the peer teaching* strategy in the teaching method of Ummi Volume 6, students' ability to apply the law of tajweed *qolqolah* showed a significant improvement. Students became more engaged, enthusiastic about learning, and more confident in their reading skills, both *sughro* and *kubro*.

According to Mrs. Kokom Komariah, S.Pd., *the peer teaching* strategy has a positive impact on students' comprehension and reading skills. She revealed:

"The students' response to this lesson was very good and very enthusiastic. Because they were able to learn together with their peers, it was seen that the students became more motivated."

Through this strategy, students who are already more proficient in reading are given the opportunity to help their teachers, while teachers continue to supervise and correct.

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C. Comparison of Students' Abilities Before and After the Implementation of *Peer Teaching Strategies*

Comparing conditions before and after the implementation of peer teaching strategies showed improvements in students' confidence, fluency, and pronunciation accuracy. After participating in peer-to-peer learning, students became more confident in their ability to read aloud in class. One student stated: "Yes, I'm more confident in myself because I know how to do it." Other students mentioned the following:

"Feel more confident because the learning process feels easier and doesn't require excessive effort." This shows that the implementation of *peer teaching* strategies not only helps improve students' technical reading skills, but also has a positive impact on their overall learning effectiveness.

D. Evaluation and Long-Term Impact of Learning

The teacher assesses the students by letting them read the Qur'an independently to ensure that their skills have developed. This evaluation aims to Knowing how proficient each student is in reading after applying *the peer teaching method*. Through individual assessments, teachers can evaluate the accuracy of makhraj, the application of tajweed laws, and the fluency of students' reading in a more objective way. This assessment also serves as a tool to reflect on the effectiveness *of peer teaching* in teaching the Qur'an and as a basis for providing guidance to students who are still facing difficulties. This finding is also in line with research (Himayati, Nurjannah, and Qamariyah, 2024) which states that peer teaching methods are able to improve students' tajweed skills, especially if accompanied by individual assessments that are carried out on an ongoing basis.[10] In addition, (Koto and Rahman, 2025) stated that the evaluation of personal Qur'an recitation is crucial to understand the progress of each student's skills after the peer-based teaching method.[11] Other studies have also shown that peer teaching approaches are effective in improving students' Qur'an reading skills, especially when teachers conduct structured and continuous evaluations. (Irwansyah and Sahbudi, 2025).[12]

[10] Himayati, N., Nurjannah, & Qamariyah, N. (2024). Peer Teaching Strategies in Improving Students' Tajweed Abilities at MI NW No.5 Pancor. EduSpirit: Journal of Collaborative Education, 1(1), 48–52.

[11] Koto, G. G. G., & Rahman, A. (2025). The Use of Peer Teaching Learning Model in Extracurricular Activities of Qur'an Reading at MTs PAB 1 Helvetia. Pendas: Scientific Journal of Basic Education, 10(1).

[12] Irwansyah, & Sahbudi. (2025). The Use of Peer Tutoring Methods to Improve the Ability to Read the Qur'an of Students at SD Negeri 2 Rimo. Indonesian Journal of Teacher Profession, 2(1), 332–342.

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Based on the results of interviews between teachers and students, it can be concluded that the application *of peer teaching strategies* in the Ummi method volume 6 is quite effective in helping students understand the laws of tajweed *qolqolah*, both in terms of understanding the material, pronunciation practices, and increasing their confidence while learning.

3. Factors that support and hinder the implementation of *the Peer Teaching* Strategy in the *Ummi* Method Volume 6 at Rumah Tahfidz Insan Mutmainnah

Based on the results of an interview with Mrs. Kokom as a method teacher, *Ummi* volume 6 at Rumah Tahfidz Insan Mutmainnah, implementation of strategies learning between friends in the *Ummi* Volume 6 method is influenced by various factors, both supportive and inhibiting. One of the inhibiting factors that is quite visible is the difference in students' ability to read the Qur'an, the fact that some students still do not fully understand the law of tajweed reading, differences in students' abilities and the lack of support from parents at home. This situation encourages teachers to pay more special attention to students so that the learning process can be carried out more effectively.

(Tutik Sumiati, 2024) In another context, the success of the implementation of *the peer teaching* strategy is also influenced by several things, such as well-established student cooperation, active involvement of teachers in guiding the course of learning, and a conducive environment for the Qur'an learning process.[13] By maximizing the existing supporting factors, the application of *peer teaching strategies* can help students become more skilled in reading the Qur'an in accordance with the learning rules in the Ummi Volume 6 method.

Based on some of these inhibiting factors, there are various efforts that teachers can make to minimize the shortcomings that arise in the learning process, namely:

By minimizing this difficulty, teachers use several strategic techniques, such as providing tajweed materials through revised readings, direct corrections, and examples of readings that are in accordance with the *Ummi* Method. The difference in students' abilities is one of the things related to the application *of peer teaching* strategies, where students who are more capable are encouraged to provide support and help friends who are still experiencing difficulties. On the other hand, teachers also have an important role to communicate with students' guardians to get used to reading the Qur'an when they are at home. This support is very influential

[13] Tutik Sumiati, T. S. (2024). *IMPLEMENTATION OF QUR'AN LEARNING UMMI METHOD AT SDIT IZZATUL ISLAM FOR THE 2023/2024 SCHOOL YEAR*. UPT. Undaris Library

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in increasing the effectiveness of the application *of peer teaching* strategies in learning *the Ummi* method Volume 6.

Based on the findings of the study, it can be concluded that the use of group learning tactics in the *Ummi* Volume 6 approach at Rumah Tahfidz Insan Mutmainnah still faces several obstacles, for example the variety of students' skills, gaps in material understanding, and decreased enthusiasm learning. In order to deal with this problem, educators take a personal face-to-face approach, present teaching materials in an organized pattern, and encourage students who are smarter to help the teacher. The goal of this research is to increase the encouragement, understanding, and involvement of students in reciting the Qur'an following *the Ummi method*. (source: Results of an interview with the Ummi method teacher volume 6 at the tahfidz insan mutmainnah house on January 13, 2025).

Discussion

The application of *the Ummi* Volume 6 method using the strategy of teaching friends has proven to be successful in improving the tajweed *qolqolah reading skills* of students at Rumah Tahfidz Insan Mutmainnah. This is in line with the belief that the learning process of the Qur'an requires a structured approach that prioritizes the active participation of students.[14] 15

The peer teaching *strategy* provides space for students to help each other in understanding the material, thus creating a more collaborative learning atmosphere. According to Johnson and Johnson (2019), cooperative learning such as *peer teaching* is able to increase students' motivation and confidence because they learn in supportive groups.[15] In addition, the Ummi method emphasizes tartil and precision

Reading according to tajweed supports the achievement of better reading quality. This is in line with the findings of Al-Khalidi (2021) who emphasized that tajweed-oriented teaching of the Qur'an should be applied with a gradual approach so that students can master the makhraj and characteristics of letters slowly.[16]

The improvement of students' abilities after the application of *peer teaching* also shows that peer interaction plays an important role in the process of internalizing reading skills. Vygotsky (1978) stated that social interaction is a major

[14] Abdullah, M. (2020). *Qur'an learning methods in the modern era*. Jakarta: Prenada Media.
[15] Johnson, D. W., & Johnson, R. T. (2019). Cooperation in the classroom (9th ed.). Edina, MN: Interaction Book Company.
[16] Al-Khalidi, A. (2021). Teaching tajweed systematically: A pedagogical approach. Cairo: Dar al-Fikr.

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factor in cognitive development, including in language and reading learning.[17]

From a psychological point of view, the application *of peer tutoring* can help reduce students' fear and anxiety when reading the Qur'an in front of teachers. This is in line with the opinion of Topping (2017) who states that *peer tutoring* is able to provide a more comfortable, safe, and supportive learning atmosphere, especially for students who have a low level of confidence.[18]

However, the implementation of peer teaching also faces challenges, such as differences in abilities between students. According to Slavin (2015), in cooperative learning, teachers must still play the role of facilitators who ensure that all students benefit from group interaction. Therefore, teacher supervision is still necessary for learning to run effectively.[19]

In addition, support for the learning environment also has an effect. According to Hamid (2022), success in learning activities of the Qur'an is influenced through external factors such as family support and a conducive atmosphere of educational institutions. In the context of Rumah Tahfidz, religious environmental support is a supporting factor for the success *of the peer teaching* strategy.[20]

Individual assessment in the learning evaluation process still has a very important role to ensure that every student truly understands and masters the law of tajweed *qolqolah*. This is in line with the opinion of Brown (2015) who affirms that formative assessments are needed in language learning to monitor the development of students' abilities on an ongoing basis.[21]

In general, this study shows that combining the Ummi Volume 6 method with *the peer teaching* approach can help improve students' Qur'an reading skills, not only from a technical perspective such as tajweed, makhraj, and fluency, but also from psychological aspects such as confidence and learning motivation. Thus, this method can be used as an effective alternative to learning the Qur'an for applied in Islamic educational institutions.

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CONCLUSION

Based on the study and assessment of students' ability to understand the rules of tajweed *qolqolah* before and after using the peer teaching method in the book Ummi volume 6 at Rumah Tahfidz Insan Mutmainnah, here are some conclusions that can be obtained:

1. Students' competence in mastering the law of tajweed *qolqolah* before the peer teaching method is applied is still at a less than optimal level. Students experience difficulties when they want to practice the pronunciation of *the letters qolqolah* and display minimal self-doubt when chanting the Qur'an.
2. The application of peer-to-peer learning tactics in *the book Ummi* Volume 6 has successfully improved students' proficiency in reading *qolqolah*. When reciting the part of the Qur'an that contains the rules of *qolqolah*, students show increased self-confidence, accuracy, and readability.
3. A teaching approach that involves peers creates a more lively and stimulating learning atmosphere, which helps students to deepen and apply teaching materials more effectively.
4. Although there are some students who easily lose focus during the learning session, this obstacle can be overcome through careful monitoring and effective classroom settings by teachers.

Thus, peer-to-peer learning continues to be used as an alternative approach in *the Ummi* method volume 6 to improve students' skills in understanding the law of tajweed *qolqolah*.

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