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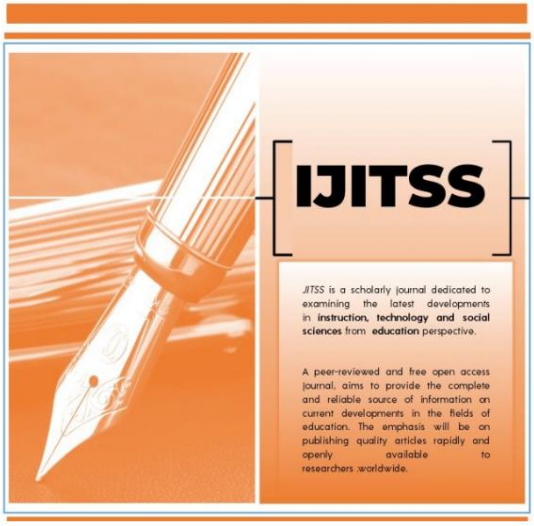


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# Analysis of the Effectiveness of Learning Methods in Improving the Ability to Read Al Qur'an in Elementary School Age in Indonesia

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# Analysis of the Effectiveness of Learning Methods in Improving the Ability to Read Al Qur'an in Elementary School Age in Indonesia

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## Article Info

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## Abstract

Many people read the Qur'an without paying attention to the rules of reading (tajwid), so that in reading it many are wrong, this can change the meaning of what is actually. Based on the background description above, the author intends to examine the extent to which the methods used in Indonesia are effective in learning the Qur'an for elementary school children. The aims of this study through the Literature Review method is to draw conclusions from the most effective to the least effective methods in learning the Qur'an for elementary school children. The result of this research is there are 14 different methods of learning the Qur'an over the last 4 years among others : Methods Jibril, Iqra', Tilawah, Talaqqi, Bil Qalam, Musyafahah, Tajdid, Drill, Yanbu'a, Tartil, Tahsin, Wafa, Qiroati and Ummi method. Each learning method has different advantages, disadvantages, opportunities, and threats. The ratio of effectiveness is seen from two assessments based on the efficacy points and the theory of Bloom's Txonomi. The conclusion is that this study has three categories of methods in the study of the Qur'an that improve the ability to read is the most effective, effective and less effective method.

## Introduction

Education is a process that involves people or cultures on a material and spiritual level and can help define the traits that distinguish individuals and societies. It is impossible to separate the presence of teachers and students from the educational process. When conducting the teaching process, an instructor needs to use techniques that are simple for students to understand. The Qur'an is read by the Quran, and the Qur'an is read by the reader. The approach is offered as a tool for teachers to apply the learning process in a way that makes sense to the pupils. An important part of teaching learning activities is the use of learning strategies. The compatibility of the use of a method appropriate for the purpose will establish the required level of skill for the student.

Ethymologically, method comes from the word method which means a systematic way to facilitate the implementation of activities in achieving a goal. When the word method is compared with the word propagation, it means a way or system used in learning which aims to enable the child to know, understand, use, master a certain material. Nasih argues that the ideas that underpin the action of directing an individual's growth during the educational process can also be considered as part of the technique. To Arifin, a method is a way of getting somewhere. The technique is known as "thariqat" in Arabic. "Metode" is defined as a method of meaning that is well-organized and thoughtful in the large Indonesian vocabulary. Thus, it makes sense to define the term "method" as a manner of presenting the information in a way that facilitates learning, (Nasih 2009). Tafsir asserts that the approach is the most precise and expedient way to put something into practice, Tafsir : 2007).

Every learning process should have a successful outcome. Thus, too, is the Qur'anic instruction. Learning, in the words of Degeng (1989), is an effort to educate the student. In light of this, Gwen (2016) describes learning as the

process and art of utilizing any learning material in an attempt to instruct the students. The teaching of God's knowledge and the advice it provides for humanity are both included in the Qur'an.

The diversity of students' abilities indicates that in terms of learning the Qur'an, not all students are from Arabic countries. That means that not every student can read and speak Arabic. The Qur'an is not only a reading, but also a Tajwid, a Makharijul, and a Shifatu. There are several methods that have emerged in Indonesia in the learning of the Qur'an aimed at helping students improve their ability to read the Quran. Thaerefore, this study aims to dig into what kind of method of learning the Qur'an corresponds to the age of the elementary school in Indonesia, how effective the method is, as well as the respective advantages and disadvantages found.

## Method

This research uses a qualitative approach with the Literature Review method. All the articles used are from Google Schoolar and Mendeley electronic data literacy search engines. This search uses the help of the application Publish Or Perish. Where the keywords used are “Effectiveness, Learning the Qur’an, Reading Skills, and Basic Schools.” Out of the search results related to research, Journal was found as many as 1000. After going through the phase of exclusion and inclusion, the journal was published in 2020-2024, the research objects were normal students, learning was done face-to-face, and the research results were effective, then 144 articles were found. Then found 28 articles that are adequate and provide complete information.

**Table 1** Then Summarized into 12 Articles That Provide the Most Complete Information as Follows

| Writer | The Result |
|---|---|
| Subhan and Firia Ningsih, 2020 | The study's findings indicate that the Iqro approach is already quite effective, as seen by his students' improved Qur'anic reading skills. |
| Salma Nadhifa Asy-Syahida, et al, 2020 | According to the study's findings, students using the Talaqqi approach averaged 87.6 while those using the Talawati method averaged 90.4. |
| Alif Achadah, et all, 2020 | The information being taught is much the same as that which has already been studied; the students behave well and cooperatively during the experimental activities; and the TPQ Al-Ikhlash assistants aid researchers when they employ the "Wafa" approach at TPQ al-Ikhlash. |
| Tria Marliani, et al, 2020 | As determined by using SPSS 15.0, the study's findings demonstrate the usefulness of the Tilawati approach in helping students become more proficient Quran readers. |
| Husin, et all, 2022 | The study's findings indicate that the application of the tahsin method has a significant impact on how well MI Darul Falah students are able to read the Qur'an using the makharijul letters and the tajwid guidelines. |
| Chaerul Anwar, 2022 | For kids in categories one, two, and three, the Sorogan technique of teaching them to read the Qur'an has proven to be quite successful in improving their reading comprehension. The kids also express great happiness during the learning process. |

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| Sumarlin Hadinata, 2021 | Students can benefit from the inclusion of tools and Scripture books in the Al-Qur'an learning model, in addition to the engaging teaching methodology, by using them to read the passages that the Ummi teacher is teaching. Students can apply the Ummi method in some TPQ in Teniga village to aid in their Qur'anic learning. It operates efficiently. |
| Uswatun Hasanah, et all, 2020 | The study's findings indicate that the sorogan method was applied in groups and that the students' comprehension of the Qur'an improved as a result of their increased ability to recognize the makhorijul letters. |
| Muhammad Arsyad Suriansyah, 2020 | The findings show that the learning outcomes score is higher than the minimum completeness requirement that was set. Students have responded well to the use of this teaching methodology, as seen by their rising interest in studying Tajwid and their passion for it. |
| Miftakhul Muniroh, 2020. | It is possible to say that the drill approach is effective since it helps students become more proficient at reading and writing the Qur'an correctly and correctly. |
| Fathorrahman, et all, 2023 | The study's findings suggest that the Gabriel Method can be used to help students become more proficient readers of the Al-Qur'an. This might be acquired by examining the analysis's outcomes. |
| Andri Nirwana, et all, 2023 | This study shows that reading the Al-Qur'an in the SD Muhammadiyah Special Program Kottabarat has a significant positive impact on learning outcomes, as seen by the improvement in class 1 parallel's level rise exam score following the implementation of the Tajdied technique. |
| Lepi Ariza, 2022 | Cycle I data had an average score of 72, cycle II data had an average score of 80, and a cycle had an average score of 67. Ten students, or 38% of the pre-cycle accuracy, increased to 18 students, or 69%, in cycle I, and then increased once more to 25 students, or 96%, in cycle II. The number of students participating in the learning process also increased. For example, in the pre-cycle, there were 11 students, or 58%; in Cycle I, there were 21 students, or 81%; in Cycle II, there were 25 students, or 97%. |
| Siti Lailatul Fitriyah and Nur Aisyah, 2020 | The study's findings suggest that mastering the yanbu'a method of instruction can enhance one's proficiency in reading the AlQur'an. |
| Tyas Istiana, et all, 2021 | This approach places equal emphasis on the instructor and the learners. in order for teachers and students to interact, which increases class participation and proactive learning. |

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| Nurhayah, et all, 2020 | The following are the research's findings: Students at SDIT Nur El-Qolam and Al-Azhar Islamic Elementary School are categorized as having very good, good, and sufficient reading comprehension of the Qur'an. |
| Ahmad Yusril Amin, 2022 | The following are the research's findings: Students at SDIT Nur El-Qolam and Al-Azhar Islamic Elementary School are categorized as having very good, good, and sufficient reading comprehension of the Qur'an.<br><br>The study's findings demonstrate that, in compliance with the standards and guidelines set by the BMQ at-Tortil Center Sidoarjo, the application of the At-Tartil method to the study of the Qur'an in the Nourul Quran Banjaran TPQ has gone smoothly and successfully. |
| Rica Anita, et all, 2020 | Because the reading of the Qur'an is simple, centurions and centurion guardians believe that the qiroati method is highly successful in enhancing comprehension of reading the Qur'an. |

In order to obtain the desired research results, research on the above table is analyzed using the SWOT type of analysis. Four viewpoints are examined in a SWOT analysis of a situation: Strength examines the quality and power of already available fundamental resources, whereas Weakness examines resource limitations that prevent students from achieving their learning objectives. Threat (challenge) investigates important circumstances that support educational settings, while Opportunity analyzes significant circumstances that are advantageous to the educational organization or institution. (Muhaimin, 2001).

## Results

Based on the review of the above studies, using SWOT analysis shows that each method of learning the Quran used has advantages, disadvantages, challenges or opportunities as well as threats or problems, which will be further outlined in table 2 below:

**Table 2** SWOT Analysis Results

| **Iqra Method** | |
|---|---|
| Strengths | Meeting learning objectives and improving students' reading abilities. The Iqro approach is enjoyable, successful, dynamic, creative, and productive. |
| Weekness | Some educators are unable to become proficient in this approach, while some continue to employ the outdated methodology. |
| Opportunities | The quality of Al-Qur'an instruction might be raised with the right training for teachers, and organizing competitions for Al-Qur'an recitations within classes or across schools could inspire students to put in more effort in their studies. |
| Threats | Volume VI must be finished, which presents a difficulty for students with little study time. |
| **Wafa Method** | |
| Strengths | Their excitement for learning is piqued by this method's simple and enjoyable approach. |

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|---|---|
| Weekness | The research's shortcomings are time management and class. Only if there aren't too many pupils in the class will this approach work. |
| Opportunities | The content that is taught and the content that is often studied are nearly identical. This shows that memorizing the Qur'an can be done effectively via the wafa approach. |
| Threats | There are forty-two pupils in a single class. The study of the Koran has led to the belief that this amount is excessive. |
| **Tilawati Method** | |
| Strengths | assisting organizations and educators in strengthening their capacity to process knowledge from the Al-Qur'an in a way that is efficient, simple, enjoyable, and touching. Make sure each teacher is proficient in class management and is aware of the steps involved in teaching the Koran. The Tilawati approach is one that can improve pupils' fluency in reciting the verses of the Koran and their enthusiasm for learning to read it. |
| Weekness | Acquiring the knowledge of hijaiyah letters without using harokat |
| Opportunities | This method can be applied because students' reading abilities increase |
| Threats | Some students lack focus when carrying out tilawati together, for example some are lazy or easily distracted. |
| **Talaqqi Method** | |
| Strengths | In comparison to the previously used method, learning seems to take place in a favorable environment, and pupils enjoy faster and more exact understanding. |
| Weekness | This is a result of the student's own factors, which include their inability to master Tajwid concepts like length and short as well as the various ways to pronounce makhraj. Chanting using the Talaqqi style typically lacks a distinctive rhythm. |
| Opportunities | This method can be applied because students are able to pronounce or sound out the letters correctly, are able to differentiate between long and short readings and adjust the pronunciation of the Tajwid law properly and correctly. |
| Threats | When compared to the Tilawati method, the Talaqqi method is nevertheless less engaging and generates more enthusiasm in the students. |
| **Musyafahah Method** | |
| Strengths | Teachers have more flexibility to see each student's growth in-person and directly, as well as the way in that students can move their lips to pronounce the makhraj that they are taught in-person. |
| Weekness | It is less effective when taken consistently or conventionally; instead, it needs to be varied using specific techniques.<br>Learning musyafahah is not enjoyable at all, and it even demonstrates severe learning problems. |
| Opportunities | This method can be applied because students are able to pronounce or sound out the letters correctly, are able to differentiate between long and short readings and adjust the pronunciation of the Tajwid law properly and correctly. |
| Threats | Students may feel bored especially waiting for their turn to test letter pronunciation exercises because they are usually done individually |
| **Tahsin Method** | |
| Strengths | 1) The learning is more comprehensive than the others since it fully explains the makhraj and the letter properties.<br>2) has three books that make it easier and quicker to correctly read the Koran.<br>3) There is a direct face-to-face learning mechanism between the instructor and the learner. |
| Weekness | 1) Most people are still unaware of the Tahsin approach.<br>2) It is difficult to turn to the following page.<br>3) Writing needs to be adjusted to the Ottoman language, which pupils are still learning.<br>4) Without a mentor, learning is challenging. |
| Opportunities | This method is adaptive for use in learning the Koran, especially for the current generation, so it has the potential to continue to develop. |
| Threats | Qualified and licensed criteria are needed to provide teachers according to the criteria which makes the tahsin method teachers very few compared to other methods. |

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| **Bil Qalam Method** | |
| Strengths | Santri are adaptable for all ages, flexible and conditional, able to replicate it suitably and in accordance with their makhraj, and possess a simple level of knowledge. |
| Weekness | rapid boredom and monotony, yet retains a traditional system |
| Opportunities | This approach might still have some supporters among students, which suggests that there is a slim probability that it will survive. |
| Threats | The employment of still-traditional and classical approaches raises the possibility that they will gradually be phased out of Al-Qur'anic education. |
| **Yanbu'a Method** | |
| Strengths | 1) The Directorate General of Indonesian Islamic Education and the Indonesian Ministry of Religion have made recommendations.<br>2) Although the book is easily obtained, it is not sold openly.<br>3) Waqaf and ibtida's guidelines are available, enabling even novices to receive proper instruction in the language even if they don't grasp its meaning.<br>4) Rosm Ustmany is used in every writing.<br>5) The curriculum is broken down into age-appropriate volumes. |
| Weekness | Since the yanbu'a technique does not define which song should be read aloud, pupils studying under different professors will find it challenging. Some students behave indifferently and lack the encouragement or support of their parents. |
| Opportunities | Students who are on average active in reciting the Koran both at home and at TPQ are an opportunity for this method to be continued. |
| Threats | Monotonous methods make students noisy in class so that it can affect the implementation of learning |
| **Drill Method** | |
| Strengths | Because pupils are taught hijaiyyah letters starting from zero, a very practical method is employed to teach reading and writing the Al-Qur'an.<br>Students can actively participate in their education and improve their reading and writing abilities as a result of the drill method's application in learning to read and write the Qur'an. |
| Weekness | This approach places a lot of emphasis on giving out orders repeatedly, which can stifle student initiative and create inflexible, verbally-focused kids. |
| Opportunities | The implementation of the drill method in learning to read and write the Qur'an runs effectively with the development of students' reading and writing skills. This provides an opportunity that this method can be used. |
| Threats | If the drill approach is used for too long, students will become bored and may feel rejected because they are tired of the way that the material is being taught. |
| **Tajdid method** | |
| Strengths | Learning can be shortened to 1 volume, take place interactively, with an emphasis on keywords that are easy for students to remember. |
| Weekness | Requires more teachers to optimize implementation, organization and evaluation. |
| Opportunities | Support is needed, both material, such as bisyaroh, and non-material, such as infrastructure and infrastructure. |
| Threats | Students at this age are not yet adaptive to the use of online media, rapid changes in learning mood, and diverse student backgrounds |
| **Gabriel's Method** | |
| Strengths | Flexible, conditional and easy to apply by teachers, even beginners |
| Weekness | The diverse abilities of students mean that the learning process can be slow, require more teaching staff, and take a long time for one lesson |
| Opportunities | In its development, this method is still adaptive and capable of existing, although several innovations are needed to increase the chances of this method becoming an effective choice. |
| Threats | Inconsistency in every process carried out considering that it takes a long time to achieve the goal. |
| **Tartile Method** | |
| Strengths | Easy to remember because learning is based on imitation with tones, it can be applied to all ages |

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|---|---|
| Weekness | It takes a long time to achieve the goal, still using the classical system |
| Opportunities | It has its own style to survive among fans |
| Threats | There is a threat of being left behind by the latest methods considering the old learning system used which is considered less adaptive and innovative |
| **UMMI method** | |
| Strengths | 1) The Ummi method's ten quality-based system pillars serve as the primary support structure for Al-Qur'an learning implementation.<br>2) The Ummi technique includes interconnected volumes of garib and tajwid in addition to structured content with volumes 1-6.<br>3) The Ummi approach includes steps that are methodical and allot enough time for learning.<br>4) Ummi teaches the Qur'an using straightforward approaches, repetition, and tenderness, much like a mother instructing her child. |
| Weekness | 1) demands qualified Al-Qur'an instructors, although in practice there are still few qualified Al-Qur'an teachers<br>2) The Ummi method's methodology necessitates substantial funding<br>3) The Ummi technique requires a lot of time—between two and |
| Opportunities | This method can continue to be used because learning using the Ummi method is easier, more fun and touching. |
| Threats | Every UMMI teacher must have an UMMI certificate |
| **Qiro'ati Method** | |
| Strengths | Tapping is a benefit of the Qiroati method; it is employed when instructing students in the process. |
| Weekness | One drawback of the qiroati method is that the teacher has to continuously asking the students to repeat the passages until they can recite the Koran with ease, even if they are not yet fluent readers. |
| Opportunities | Because they are engaged and passionate about learning, students make good candidates for this approach. |
| Threats | In order to keep their reading, teachers who are proficient in the qiroati technique must pass the shahadah. Teachers also receive frequent tutoring to help them maintain their accurate reading, and the book cannot be sold at will. |

## Discussions

From the results of the SWOT analysis that has been carried out like the table above on the method of learning the Quran in an effort to improve the ability to read the Qur'an in children of primary school age, there are Three findings. The first finding, that during the vulnerable year 2020-2024 there are 14 different methods of doing the learning of the Qur'an in Indonesia. The methods are Iqra', Wafa, Tilawati, Talaqqi, Musyafahah, Tahsin, Bil Qalam, Yanbu'a, Drill, Tajdid, Jibril, Tartil, Ummi and Qiroati. These methods have their respective advantages, disadvantages, challenges and opportunities, all of which are listed in Table 2. While the characteristics of each method are:

1. Iqra' Method : The focus of this approach can be on reading (or letter sounds) accurately and fluently in accordance with reading and makhroj.
2. Wafa Method: Writing Arabic Fast and Accurately, or WAFA Method, is a technique that places a strong emphasis on frequent writing practice.
3. Tilawati Method: This approach places equal emphasis on correct reading through individual reading and listening strategies and habituation through classical reading.
4. Talaqqi Method: This method is usually called the sorogan method. This method is carried out by the teacher reading, then the students listening and listening, then the students imitate with emphasis on recitation and makharijul hurf.

5. Musyafahah Method: The talaqii approach is another name for this technique. The Talaqqi method is more comprehensive and incorporates discussion, but this technique focuses more on the practice of reading and memorization of the Al-Qur'an with an emphasis on direct reading correction and recitation.
6. Tahsin Method: This approach prioritizes understanding the science of Tajweed over pronunciation.
7. Bil Qalam Method : Because the Bil Qalam technique involves active writing exercises and gives students the opportunity to see and practice the shapes of the letters and verses of the Koran, it is beneficial for kids with visual and kinesthetic learning styles.
8. Yanbu'a Method: In Method II, reading and writing the Qur'an, Tajwid Science, Gharib Al Qur'an, daily prayers, and brief letters are prioritized.
9. Drill Method : The drill method is a teaching strategy that emphasizes practice and repetition in order to master a certain ability or concept.
10. Tajdid Method : This approach to teaching innovates by giving students access to interactive applications that aid in memorization and comprehension of the Al-Qur'an while also offering interpretations that are pertinent to today's world.
11. Jibril's method : employing the talqin-talqin (imitation) method, in which pupils gradually mimic their teacher's reading of tartil.
12. Tartil Method : By matching the tones, this method aims to help students read the Koran.
13. Ummi Method : Songs are used to assist this strategy, keeping kids from getting bored and boosting their enthusiasm for learning the hijaiyah letters.
14. Qiroati Method : In line with the qolqolah science of tajwid, which emphasizes practice more than theory, this technique of reading the Al-Qur'an immediately incorporates and practices reading in a tartil manner.

Second finding, by reading tables 1 and 2 it is known which learning methods with the most effective to less effective ratio in improving the reading ability of students of primary school age are based on the measurement of the level of effectivenes. Effectiveness of learning methods is a measure of the success rate of a learning process, the criteria of effectiveness in this study refers to:

1.The intensity of learning, learning can be said to be accurate when at least 75% of the number of students have obtained a value of 60 improvement in learning outcomes.
2.It is claimed that the teaching strategy increased the students' learning outcomes by having them distinguish between their pre- and post-learning comprehension.
3.When students feel more motivated to learn more actively and achieve higher learning outcomes after learning, as well as when they can learn in a happy state, the learning approach is regarded to be beneficial. It can also raise interest and motivation.

So the researchers concluded that there are three categories of effectiveness: most effective, most effective and less effective.

1.The most effective methods: Iqra, Wafa, Tilawati, Tajdid, Ummi and Jibril. These methods are categorized as the most effective because they meet three effective categories, namely, the accuracy of learning of 75% of students obtaining a score above 60, this method can increase the initial difference with understanding after learning that is with the presence of pre test and post test, also students in this learning are active and motivated to learn.
2.Effective Modes: Talaqqi, Musyafaha, Bil Qalam, Qira'ati and Drill. This method is categorized as a second effective method because it loses one aspect under three effective categories.
3.Three less effective methods: Tahsin, Yanbu'a and Tartil. This method is categorized as less effective because based on the article that has been studied, this method in its application loses two aspects of effectiveness assessment. That means these methods have only one aspect of effectiveness, whether it's learning intensity, material addition, or student activity and motivation. However, more has been found that in this method has not been conducted a test that covers Pre Test and PosTes which is eventually concluded based on values.

Thirdly, this study is also seen from the Bloom Taxonomy's view of the level of cognitive understanding of children.The hierarchical framework known as Bloom's taxonomy classifies skills into low, medium, and high categories. Naturally, reaching lower goals requires reaching lower ones first. The cognitive, emotional, and psychomotor areas of intellectual behaviors make up the framework for Bloom's educational aims. The cognitive domain includes actions that prioritize mental abilities like knowledge and critical reasoning. Behavior pertaining to emotions, such as feelings, values, interests, motives, and attitudes, is included in the affective domain. In contrast, behaviors within the psychomotor domain emphasize manipulative functions, motor skills, physical talents, swimming, and machine operation..

Cognitive ranks sort thinking skills according to the intended purpose. The thought process describes the stage of thinking that a student must master in order to be able to apply theory into action. It consists of six levels: (1) knowledge, (2) comprehension, (3) application, (4) analysis, (5) synthesis, and (6) evaluation. (penilaian). According to the cognitive realm, the realm of thinking begins with listening, imitating, using, analyzing, synthesizing, then evaluating. Seeing from a primary school age where children are usually easier to learn by listening then imitating then being backed up with songs, so the most effective sequence is the Cognitive sequence. Bloom's taxonomy is:

1.First rank: Method of Jibril, Iqra, Talaqqi, Bil Qalam, and Musyafahah. These methods are methods that start with listening. Students are invited to listen to readings or instructions directly from teachers or learning media. This process is important to give an initial understanding of the structure of the reading of the Qur'an.
2.Second level: Tajdid, Drill, Yanbu'a methods. These methods are methods that are initiated by imitation. Students imitate what has been heard. This process can be done over and over again to strengthen memory and understanding. Then the teacher gives guidance and correction during the process of induction to make sure the student understands and remembers correctly.
3.Third level: Methods of Tilawah, Tartil, Tahsin, Wafa, Qiroati, Ummi. These methods are methods that emphasize the use of songs. Students began to use what they had imitated in a broader context, for example by using the song element in reading the Qur'an.

In the end, each learning method has different advantages, disadvantages, opportunities, and threats, as described in Table 2, but as the age progresses, the method will continue to evolve with the same ultimate goal of helping each student or student to have good and correct reading skills.

According to the results of the study, as asked by the researchers, it was concluded that there were 14 different methods of learning the Qur'an during the last 4 years among others: Methods of Jibril, Iqra', Tilawah, Talaqqi, Bil Qalam, Musyafahah, Tajdid, Drill, Yanbu'a, Tartil, Tahsin, Wafa, Qiroati and Ummi methods. Then the ratio of effectiveness based on the criteria of accuracy in learning was obtained results that the most effective methods include (methods of Ikra', Wafa, Tilawati, Tajidid, Ummi and Jibrill), effective approaches include (Methods of Talaqi, Musyafaha, Bil Kalam, Qira'ati and Drill), and less effective means cover (Tahsin, Yanbua'a and Tartil). While based on the measurement of the effectiveness of the elementary school age like the Bloom Taxonomy model, the results were obtained that the first rank included methods (Talaqqi, Bil Qalam, and Musyafahah), the second rank included the method (Tajdid, Drill, Yanbu'a), and the third rank covered methods. (Tilawah, Tartil, Tahsin, Wafa, Qiroati, Ummi).

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