



The Influence of The Andragogic Approach on Adult Learning Motivation in Reading Qur'an Using UMMI Method

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Abstract

Survey data from the Ministry of Religious Affairs of the Republic of Indonesia in 2023 showed that the Al-Quran Literacy Index in Indonesia reached 66.038. The high level of awareness of the need for the ability to read the Al-Quran demands an adaptive learning approach to their age characteristics. The andragogy approach and the UMMI method are believed to be relevant to answer this crucial need. Therefore, this research aims to determine how the andragogy approach is applied in the Al-Quran learning process, measure how much adult learners' learning motivation is, and analyze the effect of the andragogy approach on the motivation to learn to read the Al-Quran using the UMMI method in adult community groups. This study uses an inferential quantitative method involving all adult class participants at TPQ throughout Lawang District, Malang Regency, as a sample. Data collection was carried out through observation, questionnaires, and documentation. The results of the research revealed a significant influence between the application of the andragogy approach on adult learning motivation in reading the Al-Quran using the UMMI method. It is hoped that this research can pave the way for breakthroughs in Qur'an teaching strategies that are not only effective, but also arouse the interest and motivation of adult learners, as well as encourage non-formal religious educational institutions to consider the andragogical approach more in designing learning activities.

Keywords: andragogy approach, learning motivation, UMMI method

1. Introduction

Education is a fundamental need in every human life. As a nation with the largest Muslim population, Indonesia prioritizes religious education within the non-formal education sector. This plays a central role in shaping socio-cultural values and the foundation of education in Indonesian society. Among the various non-formal religious educational institutions, one type of institution that serves as a forum for Islamic education is the Al-Qur'an Education Center (TPQ). TPQs are generally perceived as places for children to learn to read the Quran or recite the Koran. The public's deepening understanding of the essence of Quranic reading skills has significantly increased the demand for such learning across various groups. In Indonesia, more and more TPQs are opening their doors to adults interested in studying and deepening their recitation of the Quran. Amidst increasingly complex social changes, the need to teach the Quran extends beyond children. Many adults, both those just beginning to learn and those seeking to improve their Quranic recitation, are also participating. However, despite the growing interest among adults in studying the Quran, many still face various challenges. These challenges include feeling embarrassed because they believe they are too late to learn, fearing they are left behind, lack of time due to busy schedules or work, and the lack of learning programs at nearby Quranic recitation centers (TPQ) specifically designed for adults. In the

midst of their busy daily lives, adults often face pressure from various life demands, requiring a more tailored learning approach. Adequate support is essential for fostering a desire to learn. Adults desire not only adequate facilities but also approaches and methods that meet their needs.

Approaches and methods aimed at adults are certainly different from those aimed at children, as adults have their own unique needs, motivations, and challenges. In this regard, the andragogical approach, a learning approach that prioritizes the needs and characteristics of adult learners, is considered the most appropriate way to increase their motivation to learn. Andragogy itself can be understood as the art and science of teaching adults (Kurniati et al., 2022). In addition to the need to apply an andragogical approach in learning aimed at adults, it is also necessary to select learning methods that are appropriate to their characteristics. In the context of teaching the Quran to adults, the application of the andragogical approach is considered relevant for those seeking to improve their Quran recitation. However, they are often hampered by the limitations of learning methods that are not well-suited to their needs. In the realm of learning to read the Quran, various methodological approaches can be implemented. Among these methods, there is a method called UMMI, which is developing and adapting to the andragogical approach. Evidence of this can be seen in the UMMI method's practice books or volumes, which provide special volumes for adolescents and adults. In the learning process, the UMMI method, intended for children and adults, is also differentiated by its learning model. The UMMI method emphasizes fun, practical, and gradual learning. Thus, this method has the potential to empower adults to read the Quran with greater confidence and motivation.

Motivation enables the impulse that drives students to act, due to the desire to realize the goals set in learning (Emda, 2018). Motivation in learning is one of the important pillars that determine the success of a learning process. In adult learning, learning motivation tends to have a different dynamic when compared to learning in children. This is the impact of the more specific characteristics and learning needs of adults, such as awareness of the relevance of learning materials, rich life experiences, and the need for independent learning. Through the andragogical approach, students feel valued as individuals who are able to manage their own learning, so they feel more active participants and are motivated to achieve the desired results. With educators who understand the learning needs of adults, a conducive and participatory learning environment can be created, thereby increasing motivation to learn. Therefore, the andragogical approach is considered relevant for application in adult learning to increase motivation to learn because it aligns with the realities of their lives.

Regarding this reason, researchers are interested in raising a research topic on how the UMMI method with an andragogical approach can influence adult learning motivation in reading the Qur'an at TPQ throughout Lawang District, Malang Regency. With a comprehensive understanding of the andragogical approach and its application in the Qur'an reading learning class, it is hoped that this research will be a contributing action in improving adult learning motivation and the quality of learning in non-formal educational institutions, especially TPQ. Furthermore, the results of this study are expected to open up opportunities for the teaching of the Qur'an to develop more effectively and embrace all groups, so that it can meet the learning needs of various age groups.

2. Method

This study used a quantitative inferential method. According to Rangkuti (2017:2), quantitative inferential is a branch of statistics that aims to estimate parameters and test hypotheses in a study, in order to obtain accurate conclusions. The sampling method for this study is non-probability sampling, meaning that each member of the population is not selected randomly, including saturated sampling methodology. This method is often used in studies with small populations (less than 30 people) or when researchers are trying to draw broad conclusions with little room for error. Therefore, this study used saturated sampling with all 40 adult class participants at TPQ throughout Lawang District, Malang Regency as a sample. The researcher used a quantitative inferential methodology to test the research hypothesis and draw conclusions based on the probability of error in rejecting the null hypothesis. In this study, a parametric quantitative inferential method was used with a simple linear regression model, with an andragogy approach as the independent variable (X) and learning motivation as the dependent variable (Y).

The process of collecting information from individuals by asking them to complete a series of written questions or statements is known as a questionnaire (Sugiono, 2016). Data collection was carried out by observing the implementation of the andragogy approach in adult classes, distributing questionnaires to all respondents, and documenting the analysis of supporting documents held by the institution, such as the institution's profile, organizational structure, and learning resources for adult class participants. Hypothesis testing was then carried out using simple linear regression analysis to examine the effect of the independent variables on the dependent variable. The significance of this influence was tested using a t-test, while the strength and direction of the relationship between variables were measured using a correlation test. And to understand how far the independent variables can predict variations in the dependent variable, a coefficient of determination test was used.

3. Results and Discussion

3.1 Andragogical Approach

Knowles in Sujarwo (2015) argues that andragogy, simply put, is the art and science specifically dedicated to guiding the adult learning process. The term "andragogy" itself is rooted in Greek, where "andra" means adult and "agogos" means to guide or lead. Thus, it can be defined that andragogy is an approach that combines both the facilitator's skills in interacting (art) and an understanding of the principles of adult learning (science) to optimize their learning outcomes. In another view, andragogy is often interpreted simply as an educational process aimed at adults, where adults play an active role as learners. In implementing the andragogy approach, educators should pay attention to learning based on the principles of andragogy. Based on the principles of andragogy, Sujarwo (2015) describes the andragogy approach in planning and implementing the learning activity process can be done through the following indicators: (1) creating a supportive learning atmosphere; (2) building collaborative planning; (3) identifying learning needs; (4) formulating specific program objectives; (5) designing learning experiences; (6) implementing learning activities; and (7) evaluating learning outcomes and re-identifying learning needs.

3.2 Learning Motivation

Motivation is the driving force that drives individuals to act in order to achieve desired goals. As stated by Mc. Donald in Kompri (2016), motivation is a manifestation of energy within a person that undergoes changes and its emergence can be felt from certain responses in response to the drive to achieve desired goals. With the aim of achieving certain goals, motivation is needed to support human desire to have the desire to learn to realize those goals. According to Sardiman (2018), learning motivation is the overall drive that drives a person to actively participate in learning activities and maintain their continuity until the learning goals are achieved. A person's desire to learn to achieve their aspirations grows because of learning motivation.

Students' motivation to learn the Qur'an has a broader scope than just cognitive, including spiritual and emotional aspects. Hidayat (2017) suggests that motivation in studying the Qur'an can be grouped into three main aspects, namely religious, social, and personal motivation. Religious motivation arises from the encouragement of adults as Muslims to strive to study the Qur'an as a way to get closer to God through obedience to His commands. Social motivation, the desire to read the Qur'an, is often influenced by the social environment, such as family, friends, or groups in society, as part of participation in socio-religious activities. At the same time, it is a form of practicing *hablum minallah*, namely the concept of how Muslims communicate with God as His servants and *hablum minannas*, which refers to the concept of Muslims to build positive relationships with other individuals and groups of people as part of harmonious social interactions. And personal motivation that encourages individuals to continuously improve the quality of their Qur'an reading, both in terms of pronunciation and understanding its meaning as a guide for all actions and decision-making in life.

3.3 UMMI Method

As an approach designed to facilitate students in learning how to read the Qur'an correctly and fluently based on the rules of Tajweed, the UMMI method, created by the Ummi Foundation according to Yusuf, A and Masruri (2007), aims to make learning the Qur'an simpler, more interesting, and more meaningful. To create an optimal and adaptive Qur'an learning experience, the UMMI method offers four flexible learning models according to class characteristics and student needs, namely individual, individual classical, classical reading and listening, and pure classical reading and listening. The UMMI method guide consists of several volumes representing learning levels, from pre-kindergarten to volume 6, as well as Ghorib and Tajweed volumes, and special volumes for teenagers and adults. Each level has its own volume, which presents different materials, comprehension exercises, and skill development focuses. Determination of levels in the UMMI Method is not only based on age, but also on each individual's ability to read the Qur'an. To guide students in learning to read the Quran, the UMMI method applies a systematic learning flow consisting of seven stages, which must be implemented sequentially by the teacher, from beginning to end. Systematically, the implementation of the UMMI method includes seven stages: introduction, apperception, concept delivery, concept understanding, skill development, skill practice, evaluation, and closing.

The UMMI method, applied with andragogical principles, provides a significant opportunity to increase the effectiveness of teaching Quranic recitation to adults. In adult learning activities, it is important to understand the characteristics of those who tend to learn independently, learn from life experiences, and are oriented towards clear goals. In teaching

the UMMI method to adults, each student shows different levels of learning motivation, depending on each individual. Interests, talents, and for students in deepening the Quran and honing its reading skills (Sembodo, 2019). Therefore, it is important to apply methods that are appropriate for adults, for example, the UMMI method in adult classes requires a relevant approach to increase learning motivation and the ability to read the Quran correctly and accurately for adults.

3.4 UMMI Method with Andragogy at TPQ

The study was conducted on March 24-26, 2025, at TPQ throughout Lawang District, Malang Regency, using the UMMI method. The study involved 40 respondents, with the following details.

Table 1. Gender of Research Respondents

Gender	Total	Presentation (%)
Male	12	30%
Female	28	70%

Table 2. Age of Research Respondents

Age (years)	Total	Presentation (%)
20 – 30	8	20%
31 – 40	1	2,5%
41 – 50	10	25%
51 – 60	11	27,5%
61 – 70	9	22,5%
71 – 80	1	2,5%
Total	40	100%

Based on the data presented in Table 2, the age distribution of respondents shows that the 51-60 age group has the highest percentage, namely 11 people or equivalent to 27.5% of the total respondents. In contrast, the 31-40 and 71-80 age groups recorded the lowest percentage, each with only 1 person or 2.5%. Meanwhile, the distribution of other ages of respondents includes the 20-30 age group with 8 people (20%), followed by the 41-50 age group with 10 people (25%), and the 61-70 age group consisting of 9 people or 22.5%.

Table. Descriptive Statistica of Variabel

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Andragogy approach	40	42	60	51.75	5.083
Learning motivation	40	35	52	43.88	4.868
Valid N (listwise)	40				

Referring to Table 3 presented, the descriptive statistical results of this study show that the andragogy approach variable (X) has a minimum value of 42, the maximum value obtained is 60, while the average value (mean) is 51.75, with a standard deviation of 5.083. The learning motivation variable (Y) has a minimum value of 35, the maximum value obtained is 52, while the average value (mean) is 43.88, with a standard deviation of 4.868.

Table 4. Simple Linear Regression Analysis

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.854	5.372		1.276	.210
Andragogy approach	.715	.103	.747	6.923	.000

a. Dependent Variable: Learning motivation

Based on Table 4, the regression equation obtained is $y = 6.854 + 0.715x$, indicating that every one unit increase in the andragogical approach will increase learning motivation by 0.715 units, with a constant value of 6.854 as the value of the andragogical approach if learning motivation remains constant. Based on statistical analysis, it was also found that the resulting significance value was 0.000, which is much smaller than the probability threshold of 0.05. In addition, the calculated t value of 6.923 was recorded as greater than the t table value of 2.024. These two indicators consistently support the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (H1). Thus, it can be definitively concluded that the andragogical approach has a very significant influence on adult learning motivation in reading the Qur'an using the UMMI method. In addition, the Pearson Correlation value of 0.747 indicates a strong and positive correlation or relationship between the andragogical approach and learning motivation.

Table 5. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747 ^a	.558	.546	3.280

a. Predictors: (Constant), Andragogy approach

According to Table 5. above, the value in the Adjusted R Square column shows a value of 0.546 ($Kd = r^2 \times 100\%$), so the coefficient of determination is 54.6%. Based on the results of this analysis, it can be concluded that there is an influence between the andragogy approach variable on the learning motivation variable, namely 54.6%, while the remaining 45.4% was not analyzed in this study. These results indicate that the adult class learning to read the Qur'an using the UMMI method at TPQ applies the andragogy approach well and optimally. This approach has succeeded in creating a conducive and enjoyable learning climate, in line with the UMMI principles that prioritize ease of understanding, pleasure, and touching the heart. The teacher teaches in a relaxed but serious manner, encouraging participant enthusiasm. In addition, the teacher involves participants in joint planning, including schedules and materials, through discussions to reach agreement. The teacher also consistently provides space for participants to determine their own learning needs, adjusting the material to be studied. The program objectives are formulated jointly after identifying needs, ensuring participants understand the learning direction. The learning pattern is designed based on direct practice (learning by doing) through the reading and listening method, where this activity involves participants reading in turns, with others acting as listeners. This is suitable for adult classes with the same volume but different pages. Learning activities are carried out in a structured manner following the seven core stages of the UMMI method, from opening to closing. Teachers also involve participants in evaluating learning outcomes by reflecting on their progress and needs based on the teacher's assessment of the Qur'an reading, which is then used to re-determine subsequent learning materials according to the participants' abilities and needs.

The motivation of adult participants at TPQ to learn the Quran using the UMMI method is very high. This is driven by their strong desire to succeed and active participation in each learning session. Participants have intrinsic motivation to become proficient in reading the Quran, deepening their religious teachings as a form of worship, and are supported by extrinsic motivation such as encouragement from family and their environment. They also have hopes and aspirations to be able to teach the UMMI method to others in the future. Furthermore, this high motivation is supported by verbal rewards in the form of positive praise from teachers and peers, engaging learning activities through various supporting activities such as quizzes and studies, and a conducive learning environment with adequate facilities, clean classrooms, and positive interactions between students and teachers.

In practice at TPQ, the active participation of participants in determining learning needs and objectives is clear evidence of the application of andragogy. There is alignment between the results of this study and the findings of Ariyani and Yulianingsih (2022), which prove that the andragogical approach applied in non-formal religious education activities significantly influences the emergence of learning motivation in adults. Therefore, the implementation of andragogy at TPQ can be considered a relevant and targeted strategy in learning to read the Quran using the UMMI method. Furthermore, the findings of this study align with those stated in the research of Mukhlis (2021), which emphasized that adults tend to be more motivated when the learning approach is aligned with their needs and experiences. The alignment between theory and the findings of this study indicates that the andragogical approach implemented in adult Quran reading classes at TPQ using the UMMI method is not only theoretically relevant but also proven in practice.

4. Conclusion

The andragogical approach in adult classes at TPQ throughout Lawang District, Malang Regency is well implemented. This is demonstrated by the majority of adult class participants who agree that they feel all indicators of the andragogical approach in every learning activity have been optimally implemented by the teacher. The learning motivation of adult participants to participate in learning is also included in the high category. Most participants who attended this adult class showed a strong desire and high enthusiasm to learn and master the UMMI method as an approach to learning to read the Qur'an. Empirical data from this study further indicates a significant impact between the application of the andragogical approach and increased learning motivation experienced by adults in their efforts to read the Qur'an through the UMMI method, especially in the context of learning that took place at TPQ throughout Lawang District, Malang Regency. The application of the andragogical approach in learning the UMMI method has been proven to contribute significantly to the growth of higher learning motivation. The more optimal the andragogical approach is applied in learning, the higher the level of learning motivation felt by adult participants in learning the Qur'an using the UMMI method.

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