

## Application of Al-Qur'an Learning with Yanbu'a Method for Slow Learners at Smk Islam Al-Azhaar Tulungagung

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**Abstract:** *This study aims to analyze the implementation of the Yanbu'a method among slow learner students and its impact on their Qur'anic reading ability at SMK Islam Al-Azhaar Tulungagung. A descriptive qualitative approach was used, with data collected through in-depth interviews, direct observation, and document analysis. Data sources included the principal, Qur'anic teachers, and school learning documentation. The findings indicate that the Yanbu'a method gradually improves the Qur'anic reading skills of slow-learning students. Additionally, the process positively affects affective aspects such as learning motivation, discipline, and self-confidence. The method's success relies heavily on the role of teachers as both personal and emotional mentors and their flexibility in adjusting learning targets. The main limitation of this study is its focus on a single school and the absence of formal training for teachers in handling special needs students. Practically, this research offers valuable implications for schools and Islamic boarding schools to develop more inclusive Qur'anic learning. The originality of this study lies in its specific focus on slow learners within the context of the Yanbu'a method—an area still rarely explored in Islamic education studies.*

**Keywords:** *Yanbu'a method, slow learner, Qur'anic learning, inclusive education, learning motivation*

### Introduction

Qur'anic learning has a central role in Islamic education, especially in shaping the spiritual character of students. Students in the slow

learner category require a more adaptive approach than regular students. They tend to experience obstacles in understanding hijaiyah letters, reading fluently, and applying tajweed rules appropriately.<sup>1</sup> In this context, the Yanbu'a method is a systematic and gradual phonetic learning method designed to help students recognize letters, read correctly, and understand the meaning of reading the Qur'an.<sup>2</sup>

Practically speaking, slow-learning students often experience psychological pressure due to learning methods that do not match their abilities. Conventional learning methods tend to rely on memorization and monotonous repetition without considering the individual needs of learners.<sup>3</sup> Therefore, methods such as yanbu'a are needed to integrate repetition strategies, intensive guidance, and visual and auditory media so that students with learning disabilities can follow the learning process optimally.<sup>4</sup>

In various Islamic educational institutions, Qur'an learning still uses traditional methods such as iqro' and qira'ati, which are less responsive to the needs of slow-learning students.<sup>5</sup> As a result, students with learning disabilities have difficulty recognizing letters, connecting syllables, and understanding tajweed, which has an impact on their low learning motivation and self-confidence.<sup>6</sup> In some cases, they are even

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<sup>1</sup> Novidayanti Novidayanti et al., "Studi Kasus Siswa Lamban Belajar Di Kelas IV Madrasah Ibtidaiyah," *Diniyah: Jurnal Pendidikan Dasar* 4, no. 2 (January 30, 2024): 65, <https://doi.org/10.31332/dy.v4i2.6712>.

<sup>2</sup> Siti Lailatul Fitriyah and Nur Aisyah, "Penerapan Metode Yanbu'a Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Anak Didik TPQ Al-Azhar Prenduan Kepanjen Jember," *Talim : Jurnal Studi Pendidikan Islam* 4, no. 1 (January 8, 2021): 22-41, <https://doi.org/10.52166/talim.v4i1.2179>.

<sup>3</sup> Tiara Dinda Salsabilla et al., "Urgensi Yang Dialami Peserta Didik Sekolah Dasar Dalam Literasi," *Anwarul* 3, no. 6 (August 23, 2023): 1297-1302, <https://doi.org/10.58578/anwarul.v3i6.1692>.

<sup>4</sup> Fathor Rozi et al., "Implementation of the Yanbu'a Method in Improving Students' Qur'an Reading Fluence," *ALSYS* 3, no. 6 (October 27, 2023): 669-78, <https://doi.org/10.58578/alsys.v3i6.1988>.

<sup>5</sup> Moh.Romli, Andi Zulkarnaen, and Siti Aminah, "Penerapan Metode Yanbu'a Dalam Meningkatkan Cara Cepat Membaca Al-Qur'an Santri Di Pondok Pesantren Arridho Depok," *Reslaj: Religion Education Social Laa Roiba Journal* 6, no. 5 (May 20, 2024): 3087-96, <https://doi.org/10.47467/reslaj.v6i5.2657>.

<sup>6</sup> Annindita Hartono Putri, "Enhancing Reading Skills of Surah Al-Zalzalah: A Makharijul Huruf Study at Nurul Hasanah TPQ," *AJIS: Academic Journal of Islamic Studies* 9, no. 2 (December 31, 2024): 412-23, <https://doi.org/10.29240/ajis.v9i2.11083>.

far behind in memorizing short letters, because the learning method is not adapted to their cognitive abilities.<sup>7</sup>

Although the Yanbu'a method has begun to be implemented in several institutions, its implementation has not been fully adapted for students with learning disabilities. Teachers often have not received special training in teaching strategies for students with special needs.<sup>8</sup> In addition, the learning duration required by slow learner students is longer, and the mismatch in the provision of teaching aids such as visual media can hinder the effectiveness of the learning process.<sup>9</sup> This situation shows that implementing the Yanbu'a method for slow learner students still faces real challenges.

Although some studies show the effectiveness of the Yanbu'a method in improving the ability to read the Qur'an, most studies still focus on general learners without paying attention to the characteristics of slow learners.<sup>10</sup> Research that explicitly examines implementing this method for students with learning disabilities is still minimal. Slow learners have different learning styles, require more repetition, multisensory strategies, and learning motivation that is built gradually.<sup>11</sup>

In addition, there are no standardized guidelines regarding modifications to the Yanbu'a method that can be widely used in inclusive education. Teachers still rely on field experience (learning by doing) in guiding slow learner students, without formal training or research-based teaching strategies.<sup>12</sup> Therefore, there is still a gap between the learning needs of slow learner students and the ideal Yanbu'a method implementation design, which indicates the need for further study in the context of inclusive Islamic education.

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<sup>7</sup> Salsabilla et al., "Urgensi Yang Dialami Peserta Didik Sekolah Dasar Dalam Literasi."

<sup>8</sup> Ipon Nonitasari Noni, "Teacher Learning Strategies to the Slow Learner Students in Thematic Learning," *Wacana : Jurnal Bahasa, Seni, Dan Pengajaran* 4, no. 2 (March 9, 2021): 19-26, <https://doi.org/10.29407/jbsp.v4i2.14939>.

<sup>9</sup> Muallief Umar et al., "Efforts of Al-Qur'an Hadith Teachers in Overcoming Difficulties in Reading the Qur'an for Students," *IERA, Islamic Education and Research Academy* 5, no. 1 (April 23, 2024): 19-27, <https://doi.org/10.59689/iera.v5i1.1521>.

<sup>10</sup> Qurrotul Ainiyah and Siti Miftahul Himmah, "Metode Yanbu'a dalam Peningkatan Kemampuan Membaca Al-Qur'an di Pesantren Jombang," *ILJ: Islamic Learning Journal* 1, no. 1 (June 22, 2023): 206-22, <https://doi.org/10.54437/iljislamiclearningjournal.v1i1.1050>.

<sup>11</sup> Mei Lina Wati and Wiwin Hendriani, "Strategi Mengajar Siswa Lamban Belajar (Slow Learners): A Narrative Review," *EduInovasi: Journal of Basic Educational Studies* 4, no. 2 (July 10, 2024), <https://doi.org/10.47467/edu.v4i2.2314>.

<sup>12</sup> Noni, "Teacher Learning Strategies to the Slow Learner Students in Thematic Learning."

This study aims to analyze the application of the Yanbu'a method for slow learner students at SMK Islam Al-Azhaar Tulungagung and evaluate its impact on their ability to read the Qur'an. By identifying teaching practices, challenges teachers face, and strategies applied in the learning process, this study is expected to contribute to developing more adaptive, effective, and inclusive Qur'anic learning methods.<sup>13</sup>

## Method

This research uses a descriptive qualitative approach to deeply understand the application of the Yanbu'a method in learning the Qur'an for slow-learning students at SMK Islam Al-Azhaar Tulungagung. The qualitative approach was chosen because it provides flexibility in exploring experiences, practices, and teaching strategies educators apply to students with special needs. The primary focus of this approach is to examine the meaning of complex social phenomena through the direct participation of researchers in the field.<sup>14</sup> With this approach, researchers can capture contextual reality in depth and entirely through direct interaction with research subjects.

Data sources in this study consist of three main categories, namely people, place, and paper, according to the concept developed by Arikunto.<sup>15</sup> Data sources in the form of people include the principal, PAI teacher, and Yanbu'a method teacher, who are directly involved in learning the Qur'an for slow learner students. Data from the place is obtained from the learning location at SMK Islam Al-Azhaar Tulungagung, which has implemented the yanbu'a method in the religious learning curriculum. Meanwhile, data from the paper is obtained from supporting documents such as curriculum, lesson schedules, and student learning evaluation records relevant to implementing the Yanbu'a method.

Data collection techniques were conducted through in-depth interviews, direct observation, and document analysis. Interviews were structured with parties involved in implementing the Yanbu'a method, such as principals and teachers, to obtain comprehensive information

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<sup>13</sup> Fathiyah Mohd Fakhruddin et al., "Cooperative Learning Model: Learning Solutions for Slow Learner Students in Elementary Schools," *International Journal of Islamic Teaching and Learning* 1, no. 1 (March 26, 2024): 7-14, <https://doi.org/10.69637/ijiting.v1i1.19>.

<sup>14</sup> Muhammad Rusli, "Merancang Penelitian Kualitatif Dasar/Deskriptif Dan Studi Kasus," *AlUbudiyah: Jurnal Pendidikan Dan Studi Islam* 2, no. 1 (2021): 48-60.

<sup>15</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006).

about the practices, strategies, and challenges faced.<sup>16</sup> Observation was carried out in a participatory manner of Al-Qur'an learning activities in the classroom, to find out the dynamics of teaching interactions and the application of methods directly. Document analysis was conducted by reviewing various school archives such as Yanbu'a modules, attendance lists, and student evaluation results to strengthen the data obtained from interviews and observations.

Data analysis was conducted using the interactive model of Miles, Huberman, and Saldana,<sup>17</sup> which includes three main stages: data reduction, data presentation, and conclusion drawing. Data was reduced by filtering and summarizing relevant information according to the research focus. Furthermore, the data that has been reduced is presented in the form of descriptive narratives to facilitate researchers in finding patterns or relationships between findings. Finally, a conclusion drawing is carried out systematically based on findings verified through data triangulation using various techniques to ensure the validity and credibility of the research results.<sup>18</sup>

## Result and Discussion

### Application of Yanbu'a Method for Slow Learner Students

The Yanbu'a method at SMK Islam Al-Azhaar Tulungagung is applied by adopting a halaqah or small group learning model. This halaqah model is the primary strategy that allows intensive interaction between the ustadz and students and provides personal space for each slow learner student. Each learning session begins with prayer and muraja'ah, a repetition of the previous memorization, thus strengthening memory and fostering consistent learning discipline.<sup>19</sup> Such a strategy has proven effective for students with cognitive limitations.

The Yanbu'a method is a systematic, phonetic, and gradual method of learning the Qur'an. The distinctive feature of this method lies in the

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<sup>16</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis*, 3rd ed. (Los Angeles: Sage Publication, 2019).

<sup>17</sup> Miles, Huberman, and Saldana.

<sup>18</sup> Andarusni Alfansyur and Mariyani, "Seni Mengelola Data : Penerapan Triangulasi Teknik , Sumber Dan Waktu Pada Penelitian Pendidikan Sosial," *Historis* 5, no. 2 (2020): 146-50.

<sup>19</sup> Imam Mahmudi, Muthoifin Muthoifin, and Imron Rosyadi, "Strategi Pembelajaran Tahfidzul Qur'an Di Ma'had `Aly (Studi Kasus Di Ma'had `Aly Baitul Qur'an Wonogiri)," *Belajea: Jurnal Pendidikan Islam* 7, no. 1 (June 2, 2022): 105, <https://doi.org/10.29240/belajea.v7i1.4202>.

structure of the material arranged from volume 1 to volume 7, starting from the introduction of hijaiyah letters and punctuation marks, to the recitation of the Qur'anic verse with tajweed. In the early stages, learning focuses on mastering the makharijul letters and correct pronunciation, which is done repeatedly through drill and talaqqi techniques. This aims to form the habit of reading correctly and prevent articulation errors that are difficult to change at a later stage.<sup>20</sup>

This systematic approach provides a clear structure for slow-learning students. However, the success of this method is strongly influenced by the flexibility of time and the teachers' patience in assisting their learning process. The principal stated that slow-learning students require much longer than regular students to complete one learning volume. On average, it takes up to three years for students to complete up to volume 3. Nevertheless, small progress is still appreciated as an important achievement in the inclusive education process.

In its implementation, teachers have a central role. They not only guide reading techniques but also play the role of motivator and emotional companion. Teachers show great patience in repeating material, correcting mistakes, and building the confidence of slow-learning students through verbal reinforcement. Ustadzah Sri emphasized that a firm, but empathetic approach is needed to maintain santri focus while building learning discipline.<sup>21</sup> Teachers must be able to read the character of each student and adjust the tempo and learning strategies used.

Visual media and multisensory approaches are also significant supporting factors. By relying on a combination of auditory and visual stimuli, this method provides a learning experience that is more accessible to santri who have memory barriers or difficulties in processing abstract information.<sup>22</sup> This multisensory approach has proven effective in helping santri recognize hijaiyah letters and understand tajweed rules. Santri who previously struggled to distinguish similar letters such as ش and س can now demonstrate the ability to distinguish pronunciation more precisely.

Although this method has not been supported by formally structured teacher training for the category of students with special

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<sup>20</sup> Fitriyah and Aisyah, "Penerapan Metode Yanbu'a Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Anak Didik TPQ Al-Azhar Prenduan Kepanjen Jember."

<sup>21</sup> Rozi et al., "Implementation of the Yanbu'a Method in Improving Students' Qur'an Reading Fluence."

<sup>22</sup> Umar et al., "Efforts of Al-Qur'an Hadith Teachers in Overcoming Difficulties in Reading the Qur'an for Students."

needs, the implementation in the field is still effective thanks to the teachers' direct experience. The principal mentioned that the teachers use the method of learning by doing through teaching experience in the field, combined with diligence and sincerity in assisting students. The absence of formal training is important in future development, especially in improving inclusive pedagogical competence in Islamic education institutions.<sup>23</sup>

In addition, applying the Yanbu'a method at SMK Islam Al-Azhaar also integrates a spiritual approach in the learning process. Slow learner students actively participate in religious activities such as congregational prayers, dhikr, and Qur'an hours. Involvement in these activities has been shown to help strengthen emotional control and increase focus and motivation to learn. The school principal stated that children with special needs who were previously prone to tantrums now show calmer behavior and are responsive to the supervisor's instructions. Thus, the Yanbu'a method improves the technical ability to read the Qur'an and shapes learners' affective and spiritual aspects.

### **The Impact of the Application of the Yanbu'a Method on Slow Learner Students**

Applying the Yanbu'a method significantly impacts the development of slow-learning students' ability to read the Quran. This method is proven to bridge learners' cognitive limitations using systematic, phonetic, and repetition-based learning. In its implementation, the Yanbu'a method divides the learning process into several stages, starting from the introduction of hijaiyah letters and vowels, to the ability to read with correct tajweed. This gradual process makes it easier for slow-learning students to understand the material according to their abilities without the pressure to pursue uniform targets with regular students.<sup>24</sup>

Regarding reading ability, slow learner students who initially did not recognize the hijaiyah letters significantly increased after participating in Yanbu'a learning for several semesters. Based on the results of interviews with the Principal of SMK Islam Al-Azhaar Tulungagung, of the ten slow learner students, two completed all levels from volumes 1 to 7 and have reached the stage of reading the Qur'anic mushaf. Although their pronunciation is not as fluent as regular

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<sup>23</sup> Noni, "Teacher Learning Strategies to the Slow Learner Students in Thematic Learning."

<sup>24</sup> Fitriyah and Aisyah, "Penerapan Metode Yanbu'a Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Anak Didik TPQ Al-Azhar Prenduan Kepanjen Jember."

students, the ability to read the Qur'an independently is an outstanding achievement that shows the approach's success.

In addition to cognitive aspects, the Yanbu'a method also impacts slow-learning students' affective and behavioral development. The teacher mentioned that the students became more orderly and focused, showing increased patience and discipline. This happens because the Yanbu'a method emphasizes habituation and repetition in every learning session. This repetition process not only trains reading skills but also shapes students' character to be more diligent and responsible for the tasks given.<sup>25</sup>

The students' learning motivation has also increased along with the learning results that have begun to appear. Santri initially showed doubts and insecurity and has begun to show greater enthusiasm in participating in lessons, sometimes even surpassing regular students in enthusiasm. The principal stated that the learning spirit of these slow learner children is extraordinary, even in some cases, their enthusiasm exceeds that of non-inclusion students. This increase in motivation is inseparable from the teacher's strategy in providing verbal reinforcement, rewarding every small progress, and creating a learning atmosphere that is not stressful.

The emotional involvement of the teacher is one of the determinants of the success of this method. Teachers serve not only as instructors but also as emotional mentors who understand their learners' psychological needs. They show great patience in repeating material, correcting mistakes, and providing verbal and affective support. This personal mentoring strategy makes students feel safe and valued, so they grow in confidence and courage to learn.<sup>26</sup>

On the spiritual side, applying the Yanbu'a method also impacts the formation of the santri's religious character. Santri actively participate in religious activities such as congregational prayers, dhikr, and Qur'an hours. These activities strengthen their emotional engagement with Islamic values and are a means of strengthening self-control and emotions. According to the principal, dhikr and spiritual development activities make it easier for students to be directed and show more emotionally stable behavior. Children who previously experienced concentration problems or tantrums can now participate in learning with more calm and focus.

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<sup>25</sup> Moh.Romli, Andi Zulkarnaen, and Siti Aminah, "Penerapan Metode Yanbu'a Dalam Meningkatkan Cara Cepat Membaca Al-Qur'an Santri Di Pondok Pesantren Arridho Depok."

<sup>26</sup> Umar et al., "Efforts of Al-Qur'an Hadith Teachers in Overcoming Difficulties in Reading the Qur'an for Students."

Flexibility in setting learning achievement targets is also a strength of this method. Teachers do not impose uniform standards; instead, they tailor learning targets to each student's abilities. Ustadzah Sri, one of the Yanbu'a teachers, emphasized that the acceptance of material by slow learner students cannot be equated with that of regular students. If the teacher delivers 100% of the material, and the slow learner students can absorb 50-60%, it is already a good result. This humanist approach makes learning more inclusive and motivates students to continue learning without feeling left behind.

## **Conclusion**

This study reveals that applying the Yanbu'a method to slow learner students at SMK Islam Al-Azhaar Tulungagung significantly improves the ability to read the Qur'an and develops students' affective aspects. The Yanbu'a method, which is phonetic, gradual, and repetition-based, accommodates the cognitive limitations of students with special needs. Applying this method not only helps students recognize and read hijaiyah letters with correct tajweed, but also forms a disciplined attitude, increases learning motivation, and strengthens confidence in participating in learning. This is achieved through a personalized, empathetic learning approach, and integrated with spiritual habituation such as dhikr and congregational prayer.

Furthermore, this research highlights the importance of teacher flexibility in adjusting learning achievement targets according to the abilities of each santri. Teachers not only act as learning facilitators but also as emotional companions who build closeness and learning comfort. With positive reinforcement strategies and an inclusive learning space, slow learners can show progress even at a different pace from regular students. This study also found that although the Yanbu'a method is effective, its success is largely determined by external factors such as teacher patience, parental involvement, and institutional support.

The practical implications of these findings guide Islamic educational institutions, especially pesantren and inclusive schools, in implementing Qur'an learning methods that are responsive to the needs of students with special needs. For educators, the results of this study encourage the importance of special training in teaching slow learner students, so that the Yanbu'a method can be applied optimally and sustainably. Theoretically, this research enriches the literature on inclusive Qur'anic education and opens a new space in the discussion

of Islamic pedagogy that is adaptive to the diversity of learner characteristics.

However, this study has several limitations. First, this research was only conducted in one location, namely SMK Islam Al-Azhaar Tulungagung, so general findings to other institutions must be generalized carefully. Second, the absence of formal teacher training in handling slow learner students is a factor that limits the standard implementation of the Yanbu'a method, so its effectiveness is highly dependent on the teacher's personal initiative and experience. Third, this study focuses on the qualitative descriptive aspect, so it has not quantitatively measured the development of reading skills or students' confidence level. Further research can expand the scope with a mixed methods approach and pay attention to other variables such as family involvement, quality of teaching media, and adaptive learning evaluation design.

By understanding the strengths, challenges, and limitations in applying the Yanbu'a method, the results of this study can be a reference in building a more inclusive, structured, and effective Qur'an learning system for students with special needs in various Islamic education units.

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