

**"Teachers' Strategies in Implementing the Yanbu'a
Method to Improve Students' Qur'anic Reading Skills: A
Case Study at MTs Unggulan
Al Azhaar Mulyosari Pagerwojo"**

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Abstract: *This research was conducted because of the importance of using good and organized Qur'an learning strategies, especially for students who have not yet mastered reading according to the correct Tajweed rules. At MTs Unggulan Al Azhaar Mulyosari Pagerwojo, the Yanbu'a method is used as the main foundation in learning the Al-Qur'an. This method is arranged systematically and gradually, with an emphasis on mastering the makharijul huruf, the nature of the letters, and the correct rules of tajwid. This study used a descriptive qualitative approach with the aim of understanding the strategies used by teachers in implementing the Yanbu'a method, identifying the obstacles encountered, and analyzing its influence on improving students' ability to read the Qur'an. Data collection techniques include in-depth interviews, direct observation, and document collection. The subjects of the study included Al-Qur'an teachers and several students from various levels in the teaching and learning process. The results of the study showed that the strategies used by teachers, such as grouping students based on their abilities, individual approaches (sorogan), classical learning methods (halaqah), and the habit of carrying out muroja'ah and daily deposits, proved to be very effective. Periodic evaluation and continued coaching also strengthened learning outcomes. Students experienced improvements in reading fluency, mastery of makhraj, and application of tajwid laws, and demonstrated greater self-confidence and enthusiasm for learning. These results are likely to serve as a guide for other Islamic educational institutions in improving how they apply the Yanbu'a method.*

Keywords: Yanbu'a Method, Teacher Strategy, Tajwid, Al-Qur'an Learning, Students.

Introduction

A Muslim should be capable of reading the Qur'an following the clear guidelines and conditions that have been established. The Al-Quran is a guideline and instructions as a Muslim in becoming a good Muslim because remembering the Al-Quran is very important because it includes the holy book of Allah. Learning to read the Al-Quran in the right way helps us understand it better and makes it easier to memorize.¹

The Yanbu'a method is a way of learning to read, write, and memorize the Koran by going through different levels. It focuses on recognizing and writing the Hijaiyah letters, helping people understand the rules for reading the Koran properly, which are known as tajweed. The Yanbu'a method is learning material that is classified into seven volumes, which are arranged from the most basic to the most advanced level. The application of the Yanbu'a method has three stages carried out by an Ustad/Ustadzah, namely determining the volume, learning is carried out every day and increasing the volume.²

The reality faced by the students of MTs Unggulan Al Azhaar Mulyosari Pagerwojo in the early grades is that there are still many students who cannot read the Koran properly and correctly both in terms of tajweed and makhraj. The percentage of students' ability is around 70-80% who can read the Koran. Some students only recognize the basic letters but not the reading laws in the Quran. Reading the Al-Quran will be worth double worship if you read the Al-Quran by paying attention to its reading in accordance with the rules of tajweed science to avoid fatal mistakes.³

Based on the results of temporary observations made by researchers, it found that many children in the Pagerwojo area have not been able to read the Koran correctly and properly because they

¹ Carl W. Ernst, *How To Read The Qur'an: A New Guide, With Select Translations* (Univ Of North Carolina Press, 2011).

² Imbrotus Solehah And Nur Aisyah, 'Implementation of The Yanbu'a Method To Improve Students'learning Outcomes In Reading The Qur'an In Islamic Boarding Schools', In *Proceeding Of International Conference On Education, Society And Humanity*, Vol. 2, 2024, 245-52, <https://Ejournal.Unuja.Ac.Id/Index.Php/Icesh/Article/View/7811>.

³ 'Ahmad, R. (2022). Implementasi Metode Yanbu'a Dalam Kemampuan Membaca Al Qur'an Di Pondok Pesantren Miftahussalam Dewa Ruchi di Desa Nibung, Kecamatan Gunung Pelindung, Kabupaten Lampung Timur (Doctoral Dissertation, Uin Raden Intan Lampung).', N.D.

graduated from public schools that have not been fully focused on reading the Koran. Many children in the Pagerwojo area after returning from school immediately play only a small portion of children after school studying for the Koran at the nearest TPQ. The conditions and reality of today are many methods used in educational institutions in accordance with the accuracy of an Islamic educational institution. So that it can be a solution to deal with children who cannot read the Koran.⁴

The researcher's expected goal is that the students of MTs Unggulan Al Azhaar Mulyosari Pagerwojo can read the Koran accurately. The use of the Yanbu'a method makes it easier for the students of MTs Unggulan Al Azhaar Mulyosari Pagerwojo to read the Koran properly and correctly in accordance with tajweed and makhroj because the method is very common with the recitation places around Pagerwojo. The benefits that will be obtained when fluently reading the Al-Quran properly and correctly will receive spiritual benefits, intercession on the Day of Judgment, and get proof from the swiftness of hellfire.⁵

Mastering Qur'anic recitation through the Yanbu'a method requires structured and continuous learning. An evaluation system that is systematic, strict, and focuses on tajwid and practice proves to be effective in enhancing students' reading skills. Islamic educational institutions that apply the Yanbu'a method as part of their learning curriculum. The Yanbu'a method is used as the main approach in learning the Quran at MTs Unggulan Al Azhaar Mulyosari Pagerwojo. This method is applied systematically with the aim of helping students recognize, read, and understand the Quran well. Learning starts from the basic stage, namely the introduction of hijaiyah letters, the form and how to pronounce each letter correctly. Then the students continue to the stage of mastering the makharijul letters, which aims for them to be able to pronounce Arabic letters according to where they come out in the mouth and throat. Teaching the Yanbu'a method involves intensive

⁴ Santri Nurul Hinayah, 'The Application Of Tajweed Science In The Qur'an Learning Process At Tpq Ponpes Sa'adatul Ikhwan Nw Rensing', *Journal Of Scientific Studies And Multidisciplinary Research* 1, No. 2 (2024): 71-77.

⁵ Nadiya Elfita Sari, Radhiyatulfithri Radhiyatulfithri, And Salman Salman, 'Analysis Of The Ability To Read The Al-Qur'an Based On The Asy-Syafi'i Method According To Tajwid Science On The Al-Qur'an Hadith Subject Of Class V Students In Madrasah Ibtidaiyah Muhammadiyah Aursati Kampar District: Analisis Kemampuan Membaca Al-Qur'an Berbasis Metode Asy-Syafi'i Sesuai Ilmu Tajwid Pada Mata Pelajaran Alqur'an Hadits Siswa Kelas V Di Madrasah Ibtidaiyah Muhammadiyah Aursati Kabupaten Kampar', *Kalijaga: Jurnal Penelitian Multidisiplin Mahasiswa* 1, No. 4 (2024): 123-26.

practice to ensure that each student truly master's the basics of reading the Quran before moving on to the next stage.⁶

Method

This study took place at MTs Unggulan Al Azhaar Mulyosari Pagerwojo in March 2024. The research used a descriptive qualitative approach, focusing on describing the results concerning the teacher's strategies in implementing the Yanbu'a method to enhance students' Quran reading skills at MTs Unggulan Al Azhaar Mulyosari Pagerwojo. The data sources used in the research below include people, places, and articles.⁷

The resource persons in this study were the Head of Madrasah, ustadz and ustadzah, and tahfidz teacher. Besides interviewing people, researchers also gathered data by observing and looking at documents that contain information about how the Yanbu'a method is applied. The results of the study showed that the strategies used by teachers, such as grouping students based on their abilities, individual approaches (sorogan), classical learning methods (halaqah), and the habit of carrying out muroja'ah and daily deposits, proved to be very effective.⁸

Researchers do not only rely on observation but also conduct in-depth interviews as an important data collection technique. This interview was conducted directly with the Al-Quran subject teacher at MTs Unggulan Al Azhaar Mulyosari Pagerwojo. The main objective is to explore in more detail the application of the Yanbu'a method in the learning process. Teachers were chosen as sources because they are the main actors who understand teaching strategies directly. Researchers explore the reasons for choosing the Yanbu'a method, the learning objectives to be achieved, and the approach used by teachers to adjust the method to the abilities of students. The design of the Yanbu'a Method through the madrasah environment can be designed, implemented, and evaluated practically.⁹

⁶ Lina Mahardiana, Anik Herminingsih, And Khasdiyah Dwidewi Setiyoningtyas, 'Efektivitas Kinerja Guru Pengabdian di Pondok Pesantren Modern Al-Istiqomah Ngatabaru', *Jppi (Jurnal Penelitian Pendidikan Indonesia)* 10, No. 3 (2024): 978-87.

⁷ Wiwit Purnama Putri, 'The Role Of Preschool Male Teacher in Islamic Moral Education', *Early Childhood Research Journal (Ecrj)* 6, No. 2 (2023): 73-82, <https://doi.org/10.23917/Ecrj.V6i2.23162>.

⁸ Ismail Et Al.

⁹ 'Muslim, I. B. (2010). Penerapan Metode Yanbu'a Dalam Pengajaran Baca Al-Quran Di Pondok Pesantren (Ponpes) Shirathul Fuqoha'ii Kalipare Kabupaten Malang (Doctoral Dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).', N.D.

The combination of observation and interviews provides data that is natural, in-depth, and contextual. Observation allows researchers to directly witness the interaction between teachers and students in the learning process, while interviews provide space for subjects to express their views, experiences, and feelings freely. These two methods complement each other, providing a comprehensive and meaningful picture. Data collection is carried out repeatedly to maintain consistency, accuracy, and validity of the information obtained. All findings are recorded in detail and systematically as a basis for analysis. This approach allows researchers to understand the reality of learning in depth and based on the direct experiences of education actors.¹⁰

Result and Discussion

- 1) How is the application of the Yanbu'a method in learning the Qur'an at MTs Unggulan al-Azhaar Mulyosari Pagerwojo?

The Yanbu'a method for learning the Qur'an uses various systematic approaches and several stages. This method is designed to develop the quality of students' reading of the Quran more optimally. The application of the Yanbu'a method in the study of the Qur'an at MTs Unggulan Al Azhaar Mulyosari Pagerwojo can be seen from several important aspects, namely: background of application, learning process, and supporting and inhibiting factors for this application. MTs Unggulan Al Azhaar Mulyosari Pagerwojo chose the Yanbu'a method because it is considered effective in helping students improve their skills in reading the Koran appropriately and gradually. This systematic and gradual design allows students to learn step by step, starting from the introduction of Tajweed characters and ending with reading the Quran fluently and accurately.

The sources in this study were the Head of Madrasah, ustadz and ustadzah, and tahfidz teachers. Besides talking to people, researchers also gathered information by watching what happened and looking at documents that had details about how the Yanbu'a method was used. The data analysis method employs the Miles and Hubberman approach, which is an interactive form of data analysis. This process involves three activities that happen at the same time: (a) reducing the data, (b)

¹⁰ Imam Bukhori Muslim, 'Penerapan Metode Yanbu'a Dalam Pengajaran Baca Al-Quran Di Pondok Pesantren (Ponpes) Shirathul Fuqoha'II Kalipare Kabupaten Malang' (Phd Thesis, Universitas Islam Negeri Maulana Malik Ibrahim, 2010), [Http://Etheses.Uin-Malang.Ac.Id/Id/Eprint/44874](http://Etheses.Uin-Malang.Ac.Id/Id/Eprint/44874).

presenting the data, and (c) drawing conclusions or verifying the findings.¹¹

The strategies implemented at MTs Unggulan Al Azhaar Mulyosari Pagerwojo include the following steps.

a. Learning process :¹²

- Letter Recognition Stage: In the first stage, students are introduced to the Hijaiyah script. Each letter is introduced with the correct pronunciation and spelling.
- Letter Compilation Phase: After students learn the Hijaiyah script, they learn to arrange letters into words. Students are given an understanding of harakat or punctuation marks, as well as their effect on the pronunciation of a word in the recitation of the Qur'an.¹³
- Short reading phase: Students begin to read short sentences consisting of a few words and learn how to pronounce each word correctly according to Tajweed.¹⁴
- Long-Text Reading Level: Students are progressively guided to recite longer passages of the Qur'an with proper fluency and tajweed. At this stage, the main emphasis is on consistency and fluency in reading the Qur'an.¹⁵

Applying the Yanbu'a method at MTs Unggulan Al Azhaar Mulyosari Pagerwojo is intended to optimize the ability to read the students' Al-Qur'an evenly, regardless of differences in educational backgrounds. This method is expected to provide a solid foundation in

¹¹ Endang Fauziati, 'Implementation Of Tahfidz Al-Qur'an Learning At The Tahfidzul Qur'an Children's Islamic Boarding School Pati', In *International Conference On Learning And Advanced Education (Icolae 2022)* (Atlantis Press, 2023), 1175-87, <https://www.atlantispress.com/proceedings/Icolae-22/125990320>.

¹² Rifka Fitrizia Prayitno, 'Application Of The Yanbu'a Method In Improving Madrasah Students'al-Qur'an Reading Skills', In *Proceeding Of International Conference On Education, Society And Humanity*, Vol. 1, 2023, 1596-1602, <https://ejournal.unuja.ac.id/index.php/icesh/article/view/8076>.

¹³ Tedi Supriyadi, Julia Julia, And Prana Dwija Iswara, 'Phonological Interference In Reciting Al-Qur'an: A Critical Reflection On The Learning Of Al-Qur'an Phonology Through Action Research', *International Journal Of Learning, Teaching And Educational Research* 18, No. 9 (2019): 46-77.

¹⁴ Surul Shahbudin Bin Hassan And Muhammad Azhar Bin Zailaini, 'Analysis Of Tajweed Errors In Quranic Recitation', *Procedia-Social And Behavioral Sciences* 103 (2013): 136-45.

¹⁵ Hanada Taha Thomure Et Al., 'Arabic Reading Fluency Rates: An Exploratory Study', *Gulf Education And Social Policy Review (Gespr)* 3, No. 1 (2022), <https://zuscholars.zu.ac.ae/works/6441/>.

learning the Koran and enable students to read the Koran fluently and accurately according to the rules of tajweed.¹⁶ The use of individual mentoring (sorogan) in Islamic pedagogy reflects the principles of differentiated instruction, where the learning process is tailored to accommodate each student's readiness, pace, and unique learning needs. In the sorogan method, students receive direct guidance from the teacher, allowing for immediate correction, personalized feedback, and targeted support. This practice strongly aligns with **Vygotsky's theory of the Zone of Proximal Development (ZPD)***, which emphasizes that optimal learning occurs when students are supported within the gap between what the tasks a learner is able to complete on their own and those they are capable of accomplishing when supported by a more knowledgeable guide. The teacher acts as a scaffold, gradually withdrawing assistance as the student gains competence.¹⁷

Individualized learning strategies such as sorogan applied by teachers show an approach that is in line with Vygotsky's theory of social constructivism. In this theory, learning occurs effectively through social interaction and guidance from the teacher (scaffolding). Teachers help students learn according to the zone of proximal development, so that students who are not yet able to read independently can still develop through directed intervention.¹⁸

b. Yanbu'a Method

The division of the volumes into 7 volumes. Among them are: The Yanbu'a method is an approach to learning the Qur'an that is structured with systematic steps that aim to improve the ability to read the Qur'an properly and correctly, including :¹⁹

- Volume 1: Letter Recognition and Tajweed: this stage focuses on the introduction of Arabic letters along with basic tajweed. Students are taught how to pronounce the letters correctly and

¹⁶ Erna Zumrotun, 'Analisis Penerapan Metode Yanbu'a Dalam Program Tahfidzhul Qur'an Di Sdut Bumi Kartini', *Jurnal Holistika* 8, No. 1 (2024): 96-106.

¹⁷ Ayse Tanriveren, Nurul Azizah, And Muhammad Ahyama Afham, 'The Concept Of Differentiated Learning And Its Implementation In Islamic Education', *AlLubab: Jurnal Penelitian Pendidikan Dan Keagamaan Islam* 10, No. 1 (2024): 23-34.

¹⁸ Peter Smagorinsky, 'Is Instructional Scaffolding Actually Vygotskian, And Why Should It Matter To Literacy Teachers?', *Journal Of Adolescent & Adult Literacy* 62, No. 3 (November 2018): 253-57, <https://doi.org/10.1002/Jaal.756>.

¹⁹ Gufron Arif Maulana, Hasyim As' Ari, And Zainal Arifin, 'Penerapan Metode Yanbu'a Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Pada Tpq Darussalamah 9 Lampung Timur', *Berkala Ilmiah Pendidikan* 4, No. 2 (2024): 274-86.

understand the principles of tajweed such as mad, ghunnah, and others.²⁰

- Volume 2: Repetition and Mastery of Tajweed: Students begin to repeat the letters and tajweed previously learned in greater depth. They are given intensive exercises to improve pronunciation and practice tajweed proficiency in more detail.²¹
- Volume 3: Learning and Repetition of Short Verses : At this stage, students begin to learn short verses from the Qur'an. They learn to read fluently and apply the tajweed learned in the context of longer passages.²²
- Volume 4: Introduction to Meaning and Concise Interpretation : Students are introduced to understanding the basic meaning of the verses they read. They learn concise commentaries and the significance of the verses in everyday life.²³
- Volume 5: Mastery of Long Verses : This stage focuses on the recitation of long verses and short surahs in the Qur'ān. At this stage, the main emphasis is on consistency and fluency in reading the Qur'an.²⁴
- Volume 6: Stabilization of Recitation and Memorization: Students consolidate their reading by correcting errors and improving accuracy in pronunciation and tajweed. They also begin to memorize selected verses to deepen their understanding and memorization.
- Volume 7: Evaluation and Self-Development: In this final stage, students are evaluated periodically to measure their progress in reading the Qur'an. They are given the opportunity to self-

²⁰ Muhamad Umar Hasibullah and Izzah Ifkarina, 'Implementasi Metode Yanbu'â€™m A Dalam Pembelajaran Al-Qur'ân and Di Pondok Pesantren Takhasus Tahfidhul Qur'ân an Yasinat Kesilir Wuluhan Kabupaten Jember Tahun 2017', *Al Qodiri: Jurnal Pendidikan, Sosial Dan Keagamaan* 12, No. 1 (2017): 126-44.

²¹ 'Muzakky, F. (2023). Strategi Guru Tahfidz Dalam Meningkatkan Kemampuan Membaca Al Qur'an Melalui Metode Yanbu'a di Sd Tahfidzul Qur'an Ad-Diin Kecamatan Kuwarasan Kabupaten Kebumen.', N.D.

²² Amrindono Amrindono, 'Metode Pembelajaran Al-Qur'an Bagi Anak Usia Dini', *Smart Kids: Jurnal Pendidikan Islam Anak Usia Dini* 4, no. 1 (2022): 8-16.

²³ 'Irwansah, I. (2021). Implementasi Metode Yanbu'a Pada Kemampuan Membaca Al Qur'an Pada Santri di Pondok-Pesantren Darussa'adah Kecamatan Talang Padang Kabupaten Tanggamus (Doctoral Dissertation, Uin Raden Intan Lampung).', N.D.

²⁴ 'Sani, E. O. E. M. (2023). Strategi Mengatasi Kesulitan Baca Al-Qur'an Dengan Metode Yanbu'a di Mts Nurussalam Sumberkemuning-Bondowoso. *Jurnal Manajemen Dan Pendidikan Islam*, 3(4), 236-256.', N.D.

evaluate and set further learning goals in developing their Qur'ānic reading.²⁵

Each volume or stage in the Yanbu'a method is designed to gradually deepen students' understanding of the Qur'an, build good reading skills, and strengthen their spiritual and religious values. This method prioritizes a holistic and systematic approach in learning the Qur'an at MTs Unggulan Al Azhaar Mulyosari Pagerwojo.²⁶

c. Learning Tools and Media.

1. Yanbu'a Book: This book is the most important guide in learning. Each level (juz) of the Yanbu'a Method has its own book.²⁷
 2. Practice and drills, to strengthen their ability to read the Quran, it is necessary to practice regularly with both individuals and groups.²⁸
- 2) What are the challenges faced by teachers in applying the Yanbu'a method to improve students' ability to read the Koran?

Using the Yanbu'a method for teaching the Quran at MTs Unggulan Al Azhaar Mulyosari Pagerwojo comes with several difficulties that need effective solutions. This helps ensure the learning process goes smoothly and makes a good difference for the students.²⁹

- a. Most of the santri are graduates of general elementary schools that do not emphasize intensive learning to read the Koran. This causes most students to not be able to recognize and read the hijaiyah letters properly when they first enter MTs. The previous educational background that emphasizes more on the general curriculum makes the basic skills of reading the Koran less

²⁵ Lu'luil Maknunatusy Syarifah And Nusrotus Sa'idah, 'Analisis Metode Yanbu'a Dalam Meningkatkan Baca Tulis Al-Qur'an', *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 2024, 51-64.

²⁶ Rifka Fitrizia Prayitno, 'Application Of The Yanbu'a Method In Improving Madrasah Students'al-Qur'an Reading Skills', In *Proceeding Of International Conference On Education, Society And Humanity*, Vol. 1, 2023, 1596-1602, <https://ejournal.unuja.ac.id/index.php/icesh/article/view/8076>.

²⁷ Mita Ulfayanti Nur Islami, 'Efektivitas Metode Nurul Bayan Dalam Meningkatkan Kemampuan Siswa Smp It Al-Fidaa Bekasi Dalam Membaca Al-Qur'an' (B.S. Thesis, Jakarta: Fitk Uin Syarif Hidayatullah Jakarta), Accessed 2 July 2025, <https://repository.uinjkt.ac.id/dspace/handle/123456789/60959>.

²⁸ Maftuhah Maftuhah, 'Implementasi Metode Yanbu'a Dalam Pembelajaran Al-Quran Pada Anak Didik Di Tpq Miftahul Hidayah Desa Menur Kecamatan Mranggen' (Phd Thesis, Universitas Islam Sultan Agung, 2022), <http://repository.unissula.ac.id/id/eprint/27388>.

²⁹ Indriani Sucia, Adah Aliyah, And Adi Rosadi, 'Penerapan Metode Muroja'ah Pada Mata Pelajaran Tahfidz Dalam Meningkatkan Kemampuan Menghafal Al-Qur'an Siswa', *Jurnal Manajemen Pendidikan* 13, No. 02 (2025): 127-35.

honed. This condition is an initial challenge that must be faced by the madrasah in improving the quality of Al-Quran learning. The limited basic ability to read the Quran is a serious concern for teachers, because mastery of hijaiyah letters is the main foundation in studying the Quran. To answer this challenge, MTs Unggulan Al Azhaar Mulyosari Pagerwojo decided to apply the Yanbu'a method as a learning solution. This method is considered effective because it is able to teach Al-Quran reading gradually and systematically, starting from the introduction of letters, pronunciation, to the correct application of tajweed.³⁰

- b. Lack of repetition of readings or murojaah readings when at home, students face challenges in maintaining consistency in learning the Koran outside of school hours. The lack of habit to do muroja'ah or repetition of lessons at home causes the development of reading the Koran to be hampered. Students tend to only rely on learning time at school without any reinforcement of material at home. This habit has an impact on the slow improvement of the ability to read the Koran, especially in mastering tajweed and pronunciation of machraj letters that require repeated practice. When there is no habit of self-study outside the classroom, the process of internalizing knowledge becomes less than optimal and does not make an impression on the santri's memory.³¹
- c. The lack of parental involvement in accompanying Quran learning at home is one of the challenges faced in the santri education process. Many parents have busy work schedules from morning to night, so the time to monitor or guide children to study at home is very limited. In some cases, parents do not even have time to ask about their children's learning progress because they are tired after a long day of activities. As a result of this time constraint, Quran learning becomes completely dependent on activities at school, without any reinforcement or repetition that should be done in the home environment.³²

³⁰ Moh Ali Fauzi Et AL., 'Implementation Of The Improvement Of The Qur'an Literacy Program For Modern Boarding School Students', *Iera, Islamic Education And Research Academy* 5, No. 4 (2025): 175-85.

³¹ Nisa Choirun, 'Implementasi Program Tahfidz Dalam Upaya Membangun Karakter Religius Peserta Didik Di Mis Nurul Hidayah Ketapang Lampung Selatan' (Phd Thesis, Uin Raden Intan Lampung, 2025), <https://Repository.Radenintan.Ac.Id/Id/Eprint/38702>.

³² Imam Kusmaryono Et AL., 'Pelatihan Belajar Membaca Al-Quran Dengan Tajwid Di Desa Banyuringin Kecamatan Singorojo Kabupaten Kendal', *Community Empowerment Journal* 2, No. 1 (2024): 8-14.

Lack of supervision from the family makes children feel they have no obligation to study outside of school time. Children tend to utilize their free time to play or other activities that are considered more fun. Without encouragement and attention from home, the muroja'ah routine becomes neglected. This limitation indirectly slows down the progress of Quran learning, because students have no place to repeat or deepen the material that has been taught. Cooperation between teachers and parents is very important so that the learning process does not only stop in the madrasah environment, but also grows and develops at home.³³

The lack of parental involvement in children's learning process reinforces the relevance of Bronfenbrenner's ecological theory, which places the family as the main part of the microsystem that greatly influences the development of children's learning behavior. A responsive family environment can shape positive habits and strong learning motivation from an early age. Therefore, involving parents through regular communication between teachers and guardians, or by providing structured muroja'ah activities conducted at home, is a potential solution to bridge the gap. This approach not only strengthens the relationship between school and family but also supports the growth of a consistent and sustainable learning environment for children.³⁴

3) What strategies do teachers use in overcoming the challenges of applying the Yanbu'a method at MTs Unggulan al-Azhaar Mulyosari Pagerwojo?

The use of the Yanbu'a method at MTs Unggulan Al Azhaar Mulyosari Pagerwojo has significantly improved the quality of students' recitation of the Quran. Some of the main impacts that can be observed are listed below:

- a. Improved Reading Skills: The Yanbu'a method is specifically designed to improve students' reading comprehension of the Quran. This method uses a systematic and sequential approach in teaching tajweed, Maharjur letters (where letters appear), and correct pronunciation. Through systematic and continuous practice, the ability of students to read the Qur'an tartil, slowly

³³ Kusmaryono Et Al.

³⁴ Guðlaug Erlendsdóttir Et Al., 'Parental Involvement In Children's Primary Education: A Case Study From A Rural District In Malawi', *South African Journal Of Education* 42, No. 3 (31 August 2022): 1-11, <https://doi.org/10.15700/Saje.V42n3a2133>.

and clearly and apply the rules of tajweed correctly will experience a significant increase.³⁵

- b. Better Understanding of Tajweed: The Yanbu'a method focuses on memorization instruction. Tajweed is the study that shows how to properly pronounce the letters in the Quran based on the traditions and rules that have been passed down. The application of the Yanbu'a method will help students better understand and master the rules of tajweed, and their reading will be more accurate and beautiful.
- c. Mastery of Makharijul Letters is one of the main aspects in the Yanbu'a method, which is to study the point of exit of the hijaiyah letters which is the basis for the correct pronunciation of Arabic letters. This method teaches students to recognize and pronounce letters correctly. This is very important when reading the Quran. Mastering these Maharjul letters will help you avoid.³⁶
- d. Increased Self Confidence: Improved reading comprehension and increased understanding of tajweed will help students feel more confident when reading the Quran in public. This confidence is important not only in face-to-face worship, but also in religious activities at school and in the community. Confident santri will be more motivated to continue learning and improving their skills.³⁷
- e. Higher Learning Motivation: The structured and clear Yanbu'a method further motivates students to learn. When students actually improve in their ability to read the Qur'an, they feel happy and confident about what they've achieved, and this makes them want to keep learning and put in more effort.

The increase in students' enthusiasm for learning to recite the Qur'an can be viewed from the perspective of Maslow's hierarchy of needs, where self-actualization is the culmination of the process of

³⁵ Kusmaryono Et Al., 'Pelatihan Belajar Membaca Al-Quran Dengan Tajwid Di Desa Banyuringin Kecamatan Singorojo Kabupaten Kendal'.

³⁶ Aisha Rahma Surya Nindya Et Al., 'Pendampingan Penerapan Metode Yanbu'a Pada Pembelajaran Baca Qur'an Santri Al-Hidayah Karang Ploso Malang', *Jurnal Pengabdian Kepada Masyarakat* 1, No. 1 (2023), https://scholar.archive.org/work/U22h3zqfsbfj5jfh24pidhjbsy/access/wayback/https://digilib.staima-alhikam.ac.id/index.php/ngabekti/article/download/2036/pdf_1.

³⁷ Aisha Y. Musa Musa, 'Ra?Ma: Universal Divine Mercy In The Qur'an And Hadith', *Journal Of Islamic And Muslim Studies* 6, No. 1 (2022), <https://doi.org/10.2979/jims.6.1.10>.

fulfilling human needs.³⁸ When basic needs such as a sense of security, comfort in the learning environment, and appreciation and recognition from teachers have been met, santri tend to show higher intrinsic motivation to develop. The fulfillment of these psychological aspects creates ideal conditions for santri to reach their maximum potential in reading the Qur'an, which is not only a ritual activity, but also a process of spiritual and intellectual self-growth.³⁹

The discipline and diligence instilled by the Yanbu'a Method has a positive impact on the overall academic performance of students. The structured and detail-focused learning helps students develop good study skills, which they can then apply to other subjects at school.⁴⁰ The findings make an important contribution to the development of Qur'ānic pedagogy by demonstrating that the Yanbu'a method, when combined with contextualized teaching strategies and consistent teacher reinforcement, can be effectively adapted in a variety of Islamic educational settings. The stepwise approach adopted in this method has been shown to improve basic Qur'ānic literacy skills, particularly in reading fluency, tajweed and makharijul huruf.⁴¹

Educational institutions with similar student characteristics can replicate this learning pattern as a quality improvement strategy. In addition, the flexibility of the Yanbu'a method makes it relevant to be applied to various age levels and backgrounds of students, making it one of the result-oriented, structured, and sustainable approaches to Qur'anic education that remain relevant and practical over time.⁴² The lack of parental involvement in accompanying children to learn the Qur'an at home can be understood through Bronfenbrenner's ecological theory, which places the family as the core part of the

³⁸ Rahmayadi Rahmayadi And Dzulfikar Akbar Romadlon, 'Forming Students' Motivation In Memorizing The Qur'an At SDI Plus Imam Muslim According To Maslow's Hierarchy Of Needs Theory: Membentuk Motivasi Siswa Dalam Menghafal Al Qur'an Di SDI Plus Imam Muslim Menurut Teori Hierarki Kebutuhan Maslow', Accessed 12 July 2025, <https://Archive.Umsida.Ac.Id/Index.Php/Archive/Preprint/View/5657>.

³⁹ Dinil Khusnah Islamia And Ali Rif'an, 'Motivasi Santri Dalam Menghafal Al-Qur'an Berdasarkan Teori Abraham Maslow Di Pondok Pesantren Nurul', *Journal Islamic Studies* 6, No. 01 (2025): 12–26.

⁴⁰ Nindya Et Al., 'Pendampingan Penerapan Metode Yanbu'a Pada Pembelajaran Baca Qur'an Santri Al-Hidayah Karang Ploso Malang'.

⁴¹ Nurul Indana And Anggita Febrianti, 'Penerapan Metode Yanbu'a Dalam Peningkatan Kefasihan Baca Al-Qur'an:(Studi Di Tpq Al Ihsan Desa Sanur Kaja Denpasar Bali)', *Ilj: Islamic Learning Journal* 1, No. 2 (2023): 421–41.

⁴² Indana And Febrianti.

microsystem that has the most influence on child development.⁴³ A responsive and supportive family environment will create a positive synergy with the learning process at school, especially in the habituation of reading the Qur'an. Conversely, when the family is less involved, there is no continuous reinforcement outside the formal environment, so the achievement of santri learning runs more slowly. Without emotional support, motivation, or monitoring from parents, santri tend to lose rhythm and consistency in learning, which in turn can hinder the achievement of optimal Qur'an reading competence.⁴⁴

Conclusion

Based on the results of research conducted at MTs Unggulan Al Azhaar Mulyosari Pagerwojo, it can be concluded that the teacher's strategy in implementing the Yanbu'a method can be concluded that :

1. The Yanbu'a method at MTs Unggulan Al Azhaar Mulyosari Pagerwojo is carried out systematically and gradually, starting from the introduction of hijaiyah letters until students are able to read the Koran with tartil. Teachers use classical and individual learning models (sorogan) which are adjusted to the level of the santri volume. Learning activities are carried out with a disciplined, consistent, and exemplary approach. Evaluation is carried out periodically through reading deposits, muroja'ah, and graduation testing per volume, so that the development of students can be monitored properly.

The sorogan strategy has proven effective for students who have difficulty learning in groups. This is in line with Vygotsky's zone of proximal development principle, where personalized learning can accelerate the understanding of more complex material, such as tajweed and makharijul huruf.⁴⁵

2. Teachers face a number of challenges in applying the Yanbu'a method, both from technical and non-technical aspects. Technical challenges include differences in the reading ability of students, limited learning time, and lack of learning assistance at home. Non-technical challenges include the lack of motivation to learn, the busyness of parents, and the educational background of students

⁴³ Afif Alfiyanto Et Al., 'Parental Involvement In Islamic Education: A Literature Review And Its Implications For Students', *Islamic Pedagogy: Journal Of Islamic Education* 2, No. 2 (2024): 111-20.

⁴⁴ Alfiyanto Et Al.

⁴⁵ Alfiyanto Et Al.

who previously did not emphasize mastery of hijaiyah letters and tajweed. These challenges affect the smoothness of the Quran learning process if not overcome with the right strategy.⁴⁶

This finding can be a reference for other madrasahs that want to adopt the Yanbu'a method. The flexible strategy applied by teachers at Al Azhaar Unggulan MTs shows that an individualized approach and strengthening of the Islamic learning environment are effective in improving the students' proficiency in Qur'anic recitation remains strong, regardless of their varied educational histories.⁴⁷

3. Teachers apply various strategies to overcome existing obstacles. These strategies include grouping students based on volume ability, providing additional guidance outside of class hours, habituation of daily muroja'ah, and active communication with students' parents. Teachers also take a flexible approach by adjusting the teaching style to the characteristics of the students and creating a conducive, interactive, and Islamic classroom atmosphere. This strategy is proven to be able to increase students' confidence and accelerate their understanding of the reading of the Quran.

Acknowledgements

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⁴⁶ Nindya Et Al., 'Pendampingan Penerapan Metode Yanbu'a Pada Pembelajaran Baca Qur'an Santri Al-Hidayah Karang Ploso Malang'.

⁴⁷ Afif Nurseha, 'Penggunaan Metode Sorogan Dalam Meningkatkan Kualitas Bacaan Al-Qurân[™] An', *Jurnal Keislaman* 5, No. 2 (2022): 186-95.

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