

## FOSTERING THE ABILITY TO READ AL-QUR'AN IN ADABIYAH PALEMBANG HIGH SCHOOL STUDENTS: A COMPARATIVE STUDY OF THE USE OF YANBU'A AND TAHSIN METHODS

Fatimah<sup>1</sup>, Saipul Annur<sup>2</sup>, Nurlaila<sup>3</sup>

<sup>1,2,3</sup>Universitas Islam Negeri Raden Fatah Palembang, South Sumatra, Indonesia

Email: [barajafatimah56@gmail.com](mailto:barajafatimah56@gmail.com)

**Abstract:** This study aims to explore the process of developing students' Qur'anic reading skills in schools through a comparative analysis of the Yanbu'a and Tahsin methods. Employing a descriptive qualitative approach, data were collected through observations and interviews. The findings indicate that the choice of method significantly influences students' reading proficiency. Contributing factors to successful learning include high student motivation, the presence of qualified instructors, and adequate educational facilities. Conversely, challenges arise from low student motivation, limited emotional connection to the Qur'an, and the varying religious education backgrounds within students' families. These results underscore the importance of selecting appropriate instructional approaches and providing comprehensive support to enhance Qur'anic literacy among students.

**Keywords:** Coaching; Reading the Qur'an; Tahsin Method; Yanbu'a Method.

### INTRODUCTION

The Qur'an serves not only as a guide for the life of every Muslim but also as a source of understanding, reflection, and practice. As Prophet Muhammad SAW stated: *"Read the Qur'an, indeed it will come on the Day of Judgement as a provider of syafa'at for those who read it"* (HR. Muslim) (Haleem, 2005). Accordingly, the ability to read the Qur'an properly and accurately is a fundamental

requirement for all Muslims, especially in the context of modern challenges that increasingly distance the younger generation from Islamic spiritual values.

Qur'anic recitation constitutes a central component of Islamic education in both formal and non-formal settings (Ariyadi, 2022). Institutions such as Taman Pendidikan Al-Qur'an play a crucial role in shaping adolescent character and social behavior, ensuring that students not only read the Qur'an but also embody its teachings in everyday life (Sulfasyah & Arifin, 2016). With an appropriate instructional approach, these institutions can effectively instill moral and spiritual values in students, thereby cultivating greater social awareness and encouraging positive contributions to society. This aligns with the broader objectives of Islamic education, which emphasize not only academic achievement but also the cultivation of character and ethical behavior (Sinambela & Sinaga, 2023).

Given this context, it is essential for educators to develop methods that are both interactive and relevant, so that Qur'an learning becomes engaging and meaningful. Through this approach, students are expected to internalize the teachings of the Qur'an in their daily lives, evolving into individuals who are not only intellectually competent but also possess

high moral integrity (Azra & Nata, 2008; Setiawan, 2013).

In Indonesia, which holds the distinction of being the country with the largest Muslim population globally, Qur'anic literacy has become a key benchmark within the Islamic Religious Education (PAI) curriculum (Fauji et al., 2020). One pressing challenge is the relatively low level of Qur'anic literacy among students. A study by Wahid et al. (2021) found that most secondary school students fail to meet the minimum standard of Qur'anic recitation as per tajweed rules (Nisa & Maharani, 2022).

To address this issue, various instructional methods have been developed, among which the Yanbu'a and Tahsin methods have gained prominence. The Yanbu'a method is characterized by its systematic and hands-on learning approach, with a strong focus on the articulation of letters (*makharijul huruf*) (Rinah, 2023). Conversely, the Tahsin method prioritizes the refinement of recitation quality through *talaqqi* and *musyafahah* with teachers possessing a sanad (Fitriani & Hayati, 2020). Study by Styabudi and Yulastutik (2022) demonstrates the effectiveness of the Yanbu'a method in enhancing reading speed and fluency, whereas Supriadi (2023) confirms the Tahsin method's strength in rectifying recitation errors and deepening mastery of tajweed (Rhain et al., 2023).

Several comparative studies have examined these two methods. For instance, a research by Rahmawati (2017) in her study at the Roudlotul Quran Al-Hikmah Purwoasri Islamic Boarding School, concluded that while both methods are effective, the Tahsin method excels in

terms of accuracy in *makharij* and *tajweed*, while the Yanbu'a method is superior in promoting fluency. Similarly, another study by Hidayah et al., (2023) at Madrasah Ibtidaiyah Negeri 6 Sukoharjo found that the Tahsin method significantly improved recitation quality, whereas the Yanbu'a method proved easier to apply for students with weaker foundational skills.

Nonetheless, there remains a scarcity of comparative studies at the senior high school (SMA) level, particularly within formal educational settings where both methods are applied simultaneously. This gap highlights a critical area for further investigation to provide empirical evidence that can inform decisions on Qur'anic learning strategies in Islamic schools.

This study is conducted at Adabiyah High School Palembang, a secondary school that implements both the Yanbu'a and Tahsin methods as part of its Qur'anic reading development program. Preliminary observations revealed that approximately 15% of the 56 participating students still struggle with fluent Qur'anic recitation. Despite ongoing coaching efforts, this statistic underscores the need to assess the effectiveness of the methods currently in use.

The scope of this research is limited to the development of students' Qur'anic reading skills through the Yanbu'a and Tahsin methods in grades X and XI. It does not cover aspects related to Qur'anic memorization or interpretation (*tafsir*), but strictly focuses on the technical ability to recite accurately in accordance with *tajweed* principles.

The urgency of this research lies in identifying the most effective Qur'anic learning method to ensure that students not

only achieve fluency but also adhere to *shar'i* standards. The instructional approach adopted has a direct impact on the quality of student outcomes, which are integral to shaping a Qur'anic generation. Hence, a comparative evaluation of these two well-established methods is essential for informing the design of Qur'anic learning strategies in Islamic educational institutions.

The objective of this study is to analyze the implementation of the Yanbu'a and Tahsin methods in developing students' Qur'anic reading proficiency at Adabiyah High School Palembang.

## METHODS

This research employs a qualitative approach, specifically utilizing field research as its primary method (Planing, 2014). Field research involves direct engagement at the site of study to collect data from relevant informants (Annur, 2019). The aim of this qualitative approach is to gain an in-depth and comprehensive understanding of the phenomenon under investigation through detailed and nuanced descriptions.

The research design applied is descriptive qualitative with a case study orientation (Khan, 2019). This design enables a comparative analysis of the implementation of Qur'anic reading instruction using two distinct methods: the Yanbu'a method and the Tahsin method. The case study approach was chosen for its capacity to facilitate intensive and thorough exploration of the specific context under study.

Participants in this research were selected through purposive sampling, a technique that involves the intentional selection of participants based on specific

criteria (Berlianti et al., 2024). The chosen participants are individuals deemed to possess relevant knowledge and experience aligned with the study's objectives. These include the school principal, tahfiz teachers, tahsin tutors, and other individuals directly involved in the Qur'an reading development program.

Data collection was conducted using three primary techniques: observation, interviews, and documentation (Paturyan et al., 2021). Observations were carried out to gain direct insights into the real-time conditions and practices at the research site (Wang, 2022), particularly with regard to the coaching processes implemented. Interviews were employed to extract in-depth perspectives from participants concerning their experiences, views, and insights related to the topic (Williams & Cutler, 2020). Additionally, the documentation method was used to obtain secondary data from various relevant documents, thereby supporting and reinforcing the research findings (Cissé & Rasmussen, 2022).

The data collected were analyzed using a descriptive qualitative approach (Annur, 2019), which aims to systematically present, interpret, and explain the research issues. The analysis followed a deductive reasoning process, drawing specific conclusions based on general patterns and principles observed during the study.

## RESULTS

### The Use of Yanbu'a Method in Developing the Ability to Read the Qur'an in Adabiyah High School Students Palembang

In implementing the Yanbu'a method for Tahfiz Tilawah Al-Qur'an lessons in Class X at Adabiyah High School, the process begins with a warm-up session focused on makharijul letters. This warm-up utilizes the Yanbu'a book as a guide to help students correctly and precisely articulate the points of pronunciation. Specifically, the chapter on "Makhraj and the Nature of Letters" is used to prepare students both mentally and physically before they begin their main lesson, which will be delivered by the supervising teacher (Aliyah Azizah Supriadi, 2023).

Following the warm-up, the mentor teacher presents the material that students will study, which includes the specific verses of the Qur'an they are expected to read, understand, and memorize. Students take turns coming to the front of the class to perform *murojaah* (review) of their Qur'anic recitation and to submit their memorization to the teacher. Progression to the next volume of pages is not permitted unless the student's recitation meets the required standards of fluency, accurate pronunciation according to makharijul letters, and adherence to tajweed rules.

The Yanbu'a method offers several distinct advantages: (1) the reading, writing, and memorization components of Qur'anic learning are divided into volumes tailored to students' individual abilities; (2) it emphasizes visual, auditory, and kinesthetic learning styles; (3) it uses Al-Qur'an text written in the internationally

standardized *khat Rasm Usmani* script; (4) instructors must receive formal permission or *pentasikhan* from the Yanbu'a institution; (5) the method follows the CBSA (Cara Belajar Siswa Aktif) or Active Student Learning approach; and (6) the learning style is generally well-liked by students (Chotimah et al., 2022).

In addition to understanding the advantages of the Yanbu'a method in developing Qur'anic reading skills, it is also important to recognize its objectives, which are categorized into general and specific goals. The general objectives of the Yanbu'a method include:

1. Contributing to the education of the nation's youth by enabling them to read the Qur'an fluently and correctly.
2. Promoting *nasyrul 'ilmi* (the dissemination of knowledge), particularly Qur'anic knowledge.
3. Popularizing the use of the Qur'an written in *Rasm Uthmani* script.
4. Correcting reading errors and improving deficiencies in Qur'anic recitation.
5. Continuously encouraging *tadarus al-Qur'an* (recitation of the Qur'an in groups) and *musyafahah al-Qur'an* (face-to-face Qur'anic transmission) until the recitation is completed (*khatam*).

Meanwhile, the specific objectives of the Yanbu'a method are:

1. Enabling students to read the Qur'an with *tartil* (measured and proper recitation).
2. Helping students understand the recitations and movements in prayer.
3. Facilitating the memorization of short surahs.
4. Assisting students in memorizing daily prayers.

5. Developing students' ability to write Arabic accurately and correctly (Badran, 2023).

In addition, it is important to understand the specific steps involved in applying the Yanbu'a method for developing Qur'anic reading skills. These steps include:

1. Each student receives a volume of the Yanbu'a book, which contains learning materials ranging from isolated to connected *hijaiyah* letters.
2. The teacher selects one student holding the book to come forward, while the rest are encouraged to pair up and follow along. If a student struggles with fluency, the *hijaiyah* letters are repeated, with emphasis on correct articulation according to *makharijul huruf*.
3. To maintain a conducive learning environment, rewards or forms of recognition are given to students who perform well and adhere to classroom rules.
4. The teacher records students' progress in their achievement books (Badran, 2023).

Following the implementation of these steps, the teacher conducts an evaluation to assess students' retention of the material and their progress in Qur'anic reading skills. This evaluation, carried out using the Yanbu'a method, also serves to stimulate students' interest and motivation to consistently engage in the learning process. However, evaluation is not limited to academic assessment alone; the supervising teacher also aims for students to apply what they have learned in their daily Qur'anic reading. This effort requires

strong collaboration between the teacher and the students' parents.

At Adabiyah High School Palembang, Qur'an recitation coaching is considered essential for character development. It nurtures values such as discipline and responsibility, and fosters students' spiritual connection to Islamic teachings. Furthermore, the activity enhances students' proficiency in Arabic, improves their social skills, and prepares them to navigate life's challenges with a foundation rooted in Islamic principles. Ultimately, it supports students' personal growth and contributes to the development of a more morally conscious society.

In this study, the key participants included the Head of SMA Adabiyah Palembang, religious teachers and Qur'an coaches, as well as 30 students from two Grade X classes, namely X.1 and X.2 (15 students from each class). The primary aim of the Qur'an coaching program at Adabiyah High School Palembang is to foster a love for the Qur'an among students, deepen their understanding of *tajweed* (rules of Qur'anic recitation), and ensure that graduates have memorized at least one *juz* of the Qur'an (Observation, September–November 2024).

This research specifically focused on Grade X students. To identify the participants, researchers conducted interviews with the school's administrative staff to obtain data on students involved in the Qur'anic coaching program. During the 2024/2025 academic year, the Grade X cohort at SMA Adabiyah Palembang consisted of two classes: X.1 and X.2, each comprising 28 students (13 boys and 15 girls), for a total of 56 students. Based on data obtained in collaboration with the Qur'an coach and Islamic Education (PAI)

teacher, the students' Qur'anic reading abilities were classified into three categories: (1) students who are fluent in reading the Qur'an but have not yet mastered *tajweed*; (2) students who stammer while reading; and (3) students who are unable to read the Qur'an (EWS, personal communication, 2024).

Qur'anic guidance for students holds numerous essential benefits. One of its primary virtues is the cultivation of noble moral values such as honesty, patience, and compassion, which serve as guiding principles in daily life. This form of coaching also contributes significantly to the development of Islamic character in students, fostering traits such as discipline in worship, respect for parents, and empathy toward others. Furthermore, Qur'anic coaching enhances students' spiritual intelligence by strengthening their relationship with Allah SWT, thereby providing a strong moral foundation that influences their behavior and decision-making. Through structured and purposeful instruction, students also develop greater proficiency in reciting the Qur'an with correct *tajweed* and in understanding the meanings and messages contained within its verses.

Beyond character formation, Qur'anic coaching instills a sense of *taqwa* (piety) in students, motivating them to fulfill Allah's commands and refrain from His prohibitions. This process helps nurture a generation that lives according to Qur'anic values and actively promotes those values within their communities. Moreover, Qur'anic coaching positively influences both academic and non-academic achievements by enhancing students' concentration, discipline, and self-confidence. It also fosters inner peace

and emotional stability, enabling students to become more patient, resilient, and wise in navigating life's challenges.

According to DNL, the Head of SMA Adabiyah Palembang, who also serves as a Qur'anic mentor, the application of an appropriate method, combined with the support of qualified teachers, is an effective strategy to enhance students' ability to read the Qur'an with proper *tajweed* (DNL, personal communication, 2024). He emphasized that employing the right instructional approach is essential for fostering Qur'anic literacy among students at SMA Adabiyah Palembang.

Beyond improving technical reading skills, Qur'anic coaching also strengthens *ukhuwah Islamiyah* (Islamic brotherhood), especially because it is often conducted in group settings. This collective learning experience allows students to build stronger bonds with one another. More importantly, Qur'anic coaching provides meaningful preparation for both worldly life and the hereafter, as the values embedded in the Qur'an offer timeless guidance. With proper mentoring, students come to view the Qur'an not only as a sacred text to be revered but also as a comprehensive guide for living a purposeful and spiritually grounded life.

From the perspective of Islamic Religious Education (PAI) teachers at SMA Adabiyah Palembang, one of the primary challenges students face in reading the Qur'an is the accurate articulation of letters, known as *makhrajul huruf*. This view aligns with the observation that to achieve optimal learning outcomes, students need a combination of effective methodology and consistent reinforcement. According to SYK, a PAI teacher, overcoming these difficulties requires using the correct teaching method, allocating additional time outside of regular school hours for

Qur'anic coaching, encouraging frequent and continuous repetition, and most importantly, nurturing students' intrinsic motivation and interest in learning to read the Qur'an (SYK, personal communication, 2024).

Taking into account the perspectives of Islamic Religious Education (PAI) teachers and supervising instructors at SMA Adabiyah Palembang, their views align with the statement of Kasinyo Harto and Syarnubi (2018), who emphasize that Islamic Religious Education bears the primary responsibility for ensuring that individuals not only recognize and understand moral values but are also conscious of and committed to practicing them in daily life. This is because the essence of education is not merely the transfer of knowledge but also the transfer of values. Instilling and practicing values is far more impactful in everyday life than merely memorizing or knowing them.

In the context of Qur'anic instruction, the use of the Yanbu'a method at SMA Adabiyah Palembang has proven to be a particularly effective approach for developing students' ability to read the Qur'an in accordance with the rules of *tajweed*, according to Siti Asia as the Al-Qur'an Development Teacher:

a Qur'an development teacher at the school, the Yanbu'a method offers a systematic and progressive learning structure. It guides students step-by-step from the introduction of *hijaiyah* letters and punctuation to the practical implementation of *tajweed* rules. At SMA Adabiyah Palembang, this method is implemented through focused coaching, continuous repetition, and hands-on practice to ensure that students thoroughly grasp each component of the material. Moreover, the Yanbu'a method places strong emphasis on correct pronunciation

and reading fluency, enabling students not only to recite the Qur'an properly but also to appreciate the importance of preserving its sanctity through accurate recitation. This approach has helped cultivate a supportive and engaging learning environment at the school, fostering students' love for the Qur'an. Through its application, students are not only equipped with technical reading skills but also gain confidence and a deeper understanding of the Qur'an's role in their daily lives (SA, personal communication, 2024).

The response of Grade X students at SMA Adabiyah Palembang to the Yanbu'a method is generally very positive. Students appreciate that this method is systematically designed and well-structured, which makes learning to read the Qur'an more accessible. Many report significant improvement, particularly in the recognition of *hijaiyah* letters, accurate pronunciation, and the application of *tajweed* rules.

Students from classes X.1 and X.2 express strong appreciation for the step-by-step progression of the Yanbu'a method, which begins with foundational reading skills and advances to more complex recitation techniques. This structured approach is especially helpful for those who initially struggled with reading the Qur'an. It is acknowledged that each student's ability to read varies, requiring different amounts of time to master the material, especially the nuanced application of *tajweed*. One student from class X.1 commented on the effectiveness of the Yanbu'a method, noting:

This method simplifies learning to read the Qur'an, particularly in mastering *makhrajul huruf* and *tajweed*, because it breaks the material into progressively challenging levels. The learning process is engaging and interactive, involving

repeated practice, direct teacher guidance, and periodic evaluations. These elements boost our confidence, even when reading aloud in front of others (SX1 et al., personal communication, 2024).

It is important to note that not all students respond to the Yanbu'a method in the same way. Some students initially possess a limited foundational ability to read the Qur'an, which presents a significant challenge. However, intensive guidance and support from teachers play a crucial role in helping these students overcome their difficulties. This personalized assistance often leads to a positive shift in their attitudes, transforming initial disinterest into a strong motivation and enthusiasm for Qur'anic reading. Thus, the Yanbu'a method not only enhances students' technical proficiency in reading the Qur'an but also fosters a deep appreciation and love for the Qur'an as a sacred text that should be read accurately and comprehended meaningfully.

During interviews with students from class X.2, participants reported that the Yanbu'a method significantly facilitated their learning process:

This method makes it easier for us to learn to read the Qur'an, especially in learning to read it by using *makhrojul huruf* directly to the level of *tajweed*. Because each volume/chapter has stages at different levels of difficulty. Learning to read the Qur'an through Kitab Yanbu'a is easier to understand because it is taught in detail from the most basic introduction of hijaiyah letters with the correct pronunciation of makhraj, making it easier to follow the next material on different pages and chapters. If there is an error, it will be repeated until the error does not occur again (SX2 et al., personal communication, 2024).

For students who initially lacked confidence or struggled with errors in *tajweed*, the Yanbu'a method offers a supportive framework that allows gradual improvement in Qur'anic reading skills. This step-by-step, focused learning process reduces the sense of burden, thereby increasing students' motivation and interest in studying the Qur'an.

A comparison of responses from students in classes X.1 and X.2 revealed several shared perceptions regarding the Yanbu'a method: (1) students unanimously agreed that the method plays a critical role in nurturing a generation capable of reading the Qur'an with proper *tajweed*, which is the primary goal of Qur'anic reading development; (2) the method is systematically designed and thoroughly detailed, facilitating an easier understanding of correct *hijaiyah* letter pronunciation; (3) it promotes an enjoyable learning environment by motivating students to explore new material; (4) the staged structure across different volumes accommodates varying levels of difficulty; (5) it emphasizes precise pronunciation through early and consistent training on *makhrajul huruf*; and (6) the approach enhances rapport and interaction between students and teachers. These findings are consistent with the perceptions expressed by the Islamic Religious Education (PAI) teachers and Qur'an coaching staff.

However, differences between the two classes emerged as well. Variations in individual student abilities were reflected in differing academic performances. Additionally, students' family backgrounds and previous school experiences influenced their approach to and progress in Qur'anic reading.

Moreover, differences in personal motivation and interest were also noted as factors affecting students' development.

the study demonstrated that the Yanbu'a method substantially improved students' Qur'an reading proficiency. Students reported increased motivation and active participation, attributing this to the method's emphasis on interaction and discussion. Teachers observed that the method contributed to a more dynamic and collaborative learning environment. Nevertheless, challenges remain, particularly in the need to customize materials to students' varying levels and to allocate sufficient practice time to maximize learning outcomes through the Yanbu'a method.

### **The Use of Tahsin Method in Developing the Ability to Read the Qur'an in Adabiyah High School Students Palembang**

The implementation of the Tahsin Method represents a strategic approach to enhancing students' Qur'anic reading skills. This method extends beyond the technical mechanics of reading by emphasizing a thorough understanding of *tajweed* rules and correct *makhraj* of letters, thereby enabling students to recite the Qur'an accurately and properly (Raudah et al., 2024).

At SMA Adabiyah Palembang, the Tahsin method is guided by a three-volume curriculum designed to systematically develop students' reading proficiency. These volumes serve as foundational resources aimed at improving the overall quality of Qur'anic recitation among learners.

An integral component of the Tahsin method is the warming-up phase,

which plays a critical role in preparing students both mentally and physically for Qur'anic recitation. This preparatory activity enhances students' focus and concentration, reinforces memory retention of previously learned material, and fosters a positive, interactive learning environment. As a result, warming-up effectively boosts student motivation and engagement.

By identifying initial challenges early on, teachers can tailor the learning process to address specific student needs, thereby making instruction more focused and efficient. Consequently, the incorporation of warming-up within the Tahsin method not only enhances Qur'anic reading ability but also cultivates positive learning habits and discipline, underscoring its importance as a key factor in achieving optimal educational outcomes (Rukayah, Hafid, & Thaba, 2021)

The findings of the study indicate that the Tahsin method positively influences students' ability to read the Qur'an. Students reported enhanced confidence and a deeper understanding of *tajweed*, which is a critical element of proper Qur'anic recitation. Additionally, teachers observed that the method fostered an interactive and engaging learning environment, contributing to increased student motivation and participation.

While the study highlights the overall effectiveness of the Tahsin method, it also identifies certain challenges encountered during implementation, including limitations related to available time and insufficient instructional resources. These challenges, however, do not diminish the method's potential but rather underscore areas for improvement.

This research provides valuable insights into the application of the Tahsin method within the educational setting of SMA Adabiyah Palembang, emphasizing its significant role in enhancing students' Qur'an reading proficiency. To further optimize the learning process, recommendations include providing additional teacher training and improving the availability of supportive learning facilities.

Observations conducted between September and November 2024 reaffirm the importance of the Tahsin method in fostering students' Qur'anic reading skills, demonstrating its effectiveness in cultivating proper understanding and appreciation of the Qur'an (Observation, 2024).

Based on an interview with the Head of Adabiyah High School regarding the implementation of the Tahsin method at the institution, he argued that:

Adabiyah High School Palembang has demonstrated a strong commitment to enhancing students' Qur'anic reading skills through various initiatives and the provision of adequate facilities. A key strategy implemented by the school is the integration of Qur'anic studies into the formal curriculum, positioning Qur'anic reading not merely as an extracurricular activity but as a vital component of character education. The school has established dedicated classrooms for Qur'anic learning, equipped with instructional aids including audio recordings of Qur'anic recitations, interactive whiteboards, and digital learning resources, all designed to facilitate students' understanding of tajweed and proper recitation techniques. Furthermore, SMA Adabiyah regularly

conducts training sessions and workshops aimed at improving teachers' competencies in Qur'an instruction. By employing experienced educators, the school ensures that students receive high-quality guidance in their Qur'anic studies (DNL, personal communication, 2024).

Extracurricular programs, which include Tahsin classes and Qur'an memorisation sessions, are also organised to provide students with opportunities for intensive practice beyond regular school hours. To further support this development, the school actively facilitates regular activities such as Qur'an recitation competitions and the celebration of Islamic holidays. These events serve not only as platforms for healthy competition but also as motivation for students to deepen their love for the Qur'an and to integrate its teachings into their daily lives.

In alignment with these initiatives, Siti Asia, the Al-Qur'an coach teacher at SMA Adabiyah Palembang, emphasized in an interview that:

With the availability of various supports and facilities, SMA Adabiyah Palembang plays a pivotal role in fostering a conducive environment for students to develop their Qur'anic reading abilities. This commitment extends beyond the academic realm, encompassing efforts to shape students' character and spirituality, thereby nurturing a generation that is not only intellectually capable but also steadfast in practicing religious teachings. The interactive nature of the Tahsin method is a key element contributing to the success of the coaching process. Through this approach, students are encouraged to actively engage in each learning session, while the teacher functions as a facilitator who provides

immediate corrective feedback for any errors. This ensures that improvements in reading skills occur efficiently and effectively, creating a supportive learning atmosphere that promotes optimal development of Qur'an reading proficiency (SA, personal communication, 2024).

One crucial aspect in developing students' ability to read the Qur'an is the mastery of tajweed. Siti Asia, the Qur'an coach teacher at Adabiyah Palembang High School, shared her perspective on the application of the Tahsin method in this regard:

The Tahsin method places strong emphasis on systematic instruction of tajweed, ensuring that students not only learn to read the Qur'an but also comprehend the underlying rules governing each letter and punctuation mark. This approach aligns with the educational objectives of Adabiyah Palembang High School, which aims to cultivate a generation that is academically proficient while possessing a profound understanding of religious teachings (SA, personal communication, 2024).

Furthermore, the evaluation results demonstrated a significant improvement in students' Qur'anic reading abilities following the implementation of the Tahsin method. The data collected from both the initial and final assessments indicated that:

Most students demonstrated significant progress in both pronunciation and the understanding of tajweed. This improvement was evident not only in their assessment scores but also in their increased confidence when reading the Qur'an. Therefore, the Tahsin method has proven to be an effective and relevant approach within the educational context of Adabiyah High School Palembang (SK, personal communication, 2024).

Generally, the implementation of the Tahsin method in fostering Qur'anic reading skills at Adabiyah High School Palembang yielded positive and promising results. This underscores the importance of continuing to develop and apply similar methods to enhance the quality of religious education in other schools. Additionally, further research is warranted to investigate other factors that may influence the effectiveness of this method in a broader educational context.

Tahsin plays a crucial role in improving Qur'an reading skills, encompassing the science of tajweed, makhraj al-huruf (correct articulation of letters), and related aspects. It is an essential practice for every Muslim, requiring patience, enthusiasm, and consistent effort. Mastery of Tahsin also demands an open mindset and heightened awareness to read the Qur'an properly and accurately in accordance with the established rules (Aziz et al., 2024).

Students in classes X.1 and X.2 at SMA Adabiyah Palembang expressed largely consistent views regarding the implementation of the Tahsin method in enhancing their Qur'anic reading skills. Based on interviews conducted with students from class X.1, the following insights were gathered about their experiences with the Tahsin method in developing their ability to read the Qur'an:

They stated that this method was very helpful in improving their reading skills. Students in class X.1 revealed that with regular practice and supervision from the teacher, they felt more confident when reading the Qur'an. They also appreciated the emphasis on tajweed and makhraj, which made their reading better and in line with the rules (SX1 et al., personal communication, 2024).

In addition, a student of class X.2 added that:

The Tahsin method makes the learning process more interesting. They felt that the variation in teaching techniques, such as group learning and simulations, made them more engaged. Some students also noted that the fun and interactive learning atmosphere helped them understand the concepts better. Overall, students in class X.2 agreed that the tahsin method is an effective and useful approach in fostering their ability to read the Qur'an, as well as increasing their love for the holy book (SX2 et al., personal communication, 2024).

The implementation of Qur'an reading guidance using the Tahsin method at Adabiyah Palembang High School generally employs the *talaqqi* approach, where students directly face the teacher during recitation sessions. When errors occur in pronunciation, whether in *makhrajul huruf* (articulation points of letters), *harokat* (vowel markings), or *tajweed* rules, students receive immediate correction and are required to rectify their mistakes on the spot. The Tahsin method in Qur'anic recitation teaching emphasizes mastery of *makhraj al-huruf* and theoretical understanding of *tajwîd al-Qur'ân*. This learning system, conducted through *talaqqi*, facilitates direct interaction between teacher and student at the start of each learning session (Syafirin et al., 2021).

The application of the Tahsin method at Adabiyah High School Palembang has proven effective in enhancing students' Qur'an reading skills. Through its structured and interactive framework, students gain a deeper understanding of tajweed rules and letter articulation, leading to improved recitation. Positive feedback from students

in both classes X.1 and X.2 indicates that the Tahsin method not only advances technical reading abilities but also fosters greater confidence and affection for the Qur'an. Moreover, the supportive and engaging learning environment, alongside personalized teacher feedback, significantly contributes to the success of this approach. Consequently, the Tahsin method at Adabiyah High School, Palembang can be recommended as an effective strategy for developing Qur'an reading proficiency, aligning well with the institution's broader Islamic educational objectives.

## DISCUSSION

A comparative study was conducted at Adabiyah High School Palembang to evaluate the effectiveness of the Yanbu'a and Tahsin methods in fostering Qur'an reading skills among tenth-grade students. Classes X.1 and X.2 were selected as research subjects to assess the impact of both instructional approaches. Based on observations and interviews with the Al-Qur'an coach teacher, it was found that in class X.1, 10 students were fluent in reading the Qur'an but lacked mastery of tajweed, 10 students were not fluent, and 8 students struggled significantly with reading (stammering). In class X.2, 13 students were fluent in reading the Qur'an without tajweed proficiency, 8 students were not fluent, and 7 students exhibited stammering difficulties.

Qur'anic guidance at Adabiyah High School Palembang has been integrated into the formal curriculum for approximately two years, evolving from its previous status as an extracurricular activity. Historically, the Tahsin and Iqro'

methods were employed to develop Qur'anic reading skills. However, starting this semester, the school has introduced the Yanbu'a method to enhance these efforts.

The researchers, in collaboration with school stakeholders, implemented a comparative approach by assigning class X.1 to the Yanbu'a method and class X.2 to the Tahsin method. This arrangement aimed to assess the extent to which each method influences the development of Qur'an reading abilities among students, while also identifying supporting and inhibiting factors associated with both approaches at Adabiyah High School Palembang.

The Yanbu'a method is widely recognized for its effectiveness in accelerating students' ability to read the Qur'an fluently while promoting a comprehensive understanding of the text. In contrast, the Tahsin method primarily emphasizes the mastery of tajweed and adherence to the rules governing the correct pronunciation and articulation of Qur'anic recitation. This distinction aligns with findings presented by Muhammad Badran in his educational journal on the application of the Yanbu'a method. Badran highlights that the Yanbu'a approach significantly enhances students' reading and writing skills in Qur'anic studies, particularly within the Al-Qur'an Hadist curriculum at Hubbul Qur'an Islamic Boarding School:

The Yanbu'a method is an effective approach for enhancing students' abilities to read and write the Qur'an. This method enables students to learn in a structured and systematic way, fostering a strong understanding of tajweed while developing fluency in both reading and writing the

Qur'an. In addition to providing comprehensive instruction that integrates both theoretical knowledge and practical application, the Yanbu'a method facilitates students' ability to comprehend and directly apply what they have learned, including memorization of Qur'anic verses through the practice of short letters. In this learning process, the teacher plays a crucial role by carefully listening to the students' recitations and pronunciations. Whenever errors are detected, students are encouraged to repeat their reading until they achieve accuracy. This repetitive practice aims to improve their understanding and fluency, requiring students to maintain consistent and well-planned learning efforts (Badran, 2023).

Learning and coaching using the Yanbu'a method, which is structured and systematic, significantly helps students develop their ability to read and write the Qur'an effectively. This progress is supported by regular face-to-face coaching sessions held twice a week, each lasting 40 minutes per class. Such consistent scheduling ensures that the Qur'anic coaching process occurs regularly, allowing the material to be delivered in gradual, manageable stages.

This study employs a qualitative approach, utilizing observation, interviews, and documentation as data collection techniques. Observations took place during the learning processes in classes X.1 and X.2, where different methods were applied alternately. In the first week, class X.1 received Qur'anic coaching through the Yanbu'a method, while class X.2 was taught using the Tahsin method. In the following week, the methods were switched: class X.1 applied the Tahsin method, and class X.2 practiced

the Yanbu'a method. This rotation was designed to enable a direct comparison of the two approaches in developing Qur'an reading skills.

Insights into the differences between these methods were gathered through interviews with students and teachers, providing a deeper understanding of their experiences and the effectiveness of each method. Analysis reveals that both methods have distinct strengths and limitations. The Yanbu'a method excels in fostering an interactive and engaging learning environment, whereas the Tahsin method is particularly effective in enhancing the technical aspects of Qur'an reading. Consequently, there is a growing need to integrate these two methods to ensure students not only read the Qur'an accurately but also gain a meaningful understanding of its content.

This study concludes that both the Yanbu'a and Tahsin methods have positively contributed to the development of Qur'an reading skills at Adabiyah High School. For future learning enhancements, it is recommended to integrate the interactive and engaging elements of the Yanbu'a method with the precise pronunciation and tajweed techniques emphasized in the Tahsin method. Such a combined approach is expected to create a more effective and supportive learning environment for students.

During the research process, data were collected through multiple instruments: Qur'an reading ability tests, student motivation questionnaires, and direct classroom observations of the learning process in both classes. The collected data were then analyzed to compare the outcomes between classes X.1 and X.2. The findings from this study

provide valuable insights into the significant differences between the two methods, as well as identify factors that affect their effectiveness in the educational context of Adabiyah High School Palembang.

Based on the results of interviews with the Al-Qur'an coach teacher, information was obtained regarding the categorization of students in Al-Qur'an coaching groups, which are divided as follows:

Based on the Al-Qur'an reading test conducted during the student grouping for PPDB, students were divided into two classes, X.1 and X.2. In class X.1, 10 students were able to read the Qur'an fluently, consisting of 6 females and 4 males; 10 students were classified as stammering (not fluent), including 4 females and 6 males; and 9 students were unable to read the Qur'an, consisting of 5 females and 3 males. Meanwhile, in class X.2, 13 students were able to read fluently, with 9 females and 4 males; 8 students were stammering, including 5 females and 3 males; and 7 students could not read, comprising 3 females and 4 males (SA, personal communication, 2024).

The results of this study are expected to provide clear conclusions regarding the effectiveness of the Yanbu'a and Tahsin methods in fostering Qur'an reading ability. Recommendations will be made based on these findings to support further development of Qur'an reading skills within the educational environment of SMA Adabiyah Palembang. Therefore, this research aims to contribute meaningfully to the advancement of more effective learning methods for improving students' Qur'an reading proficiency.

After analyzing the results of qualitative research on fostering the ability to read the Qur'an at Adabiyah High School Palembang through a comparative study of the Yanbu'a and Tahsin methods, it was found that each method has distinct advantages and disadvantages in enhancing students' Qur'an reading skills. The Yanbu'a method proved effective in increasing reading speed and deepening students' understanding of the Qur'anic text, while the Tahsin method excelled in improving students' familiarity with tajweed and the correct rules of Qur'anic recitation.

The study also highlighted important factors influencing success, including students' motivation, the learning environment, and the proficiency of teachers in applying these methods. These findings imply that supporting the simultaneous application of both methods can yield optimal outcomes in fostering Qur'an reading skills across educational institutions, as demonstrated at Adabiyah High School, Palembang.

Furthermore, the research showed that classifying students according to their Qur'an reading abilities based on initial assessments is crucial. This classification allows students to be grouped into appropriate learning volumes aligned with their skill levels. Placing students in volumes that match their capabilities prevents boredom and promotes more effective development of their Qur'anic knowledge.

Based on observations made by the researchers during the Qur'an reading coaching process in class X at Adabiyah Palembang High School, several key points were noted, including:

### **1. Findings from Class X.1 (Yanbu'a Method)**

Observations in class X.1 revealed that students were more actively engaged in the learning process. The use of group discussions facilitated a deeper understanding of the meaning behind the Qur'anic recitations. Interviews with students confirmed that they felt more confident and motivated throughout the Qur'anic guidance sessions. This aligns with the implementation of the Yanbu'a method, which, through the Yanbu'a book, guides students from the basics, such as proper pronunciation of makhraj letters, to more advanced levels or volumes.

### **2. Findings from Class X.2 (Tahsin Method)**

In class X.2, the application of the Tahsin method was more structured, with students showing significant progress in pronunciation and tajweed techniques. However, some students felt less comfortable with the more formal and technique-focused atmosphere, which impacted their motivation. As explained earlier, the Tahsin method is designed for students who already have basic skills in pronouncing hijaiyah letters or reading the Qur'an. This method helps students apply and become accustomed to reading the Qur'an correctly, following the proper makhraj and tajweed rules. The goal is to encourage students to consistently read the Qur'an fluently in their daily lives, adhering to the established tajweed principles.

The use of the Yanbu'a book in developing Qur'an reading skills at Adabiyah Palembang High School has proven very helpful for both teachers and students. The book's systematic

arrangement makes it easier for teachers to teach and introduce hijaiyah letters with correct pronunciation, in accordance with tajweed rules, as well as to teach tajweed itself. For students, the Yanbu'a book serves as a motivating and challenging resource, encouraging them to progress through the material. This, in turn, indirectly increases their interest in reading the Qur'an, especially for beginners.

Additionally, the Yanbu'a book, which is arranged in several volumes, facilitates easy classification of students because each volume contains material that progresses from easy to more difficult levels. Meanwhile, the Tahsin method plays a crucial role in deepening students' understanding and application of tajweed rules they have previously studied.

Based on the above, it can be emphasized that the Yanbu'a method is designed to develop Qur'an reading skills from the basic to the advanced level, with the goal of enabling students to read the Qur'an fluently. On the other hand, the Tahsin method aims to refine and improve the quality of students' reading so that it is not only fluent but also aligned with the correct tajweed rules.

This aligns with the theory presented by Muhammad Muhyidin, which emphasizes learning Qur'an reading through the CBSA system (Cara Belajar Siswa Aktif — How to Read Actively by Students), where students take an active role in the learning process, while the teacher acts primarily as a motivator and facilitator (Styabudi & Yuliastutik, 2022).

Both methods complement each other, and integrating elements from both can yield better results in developing Qur'anic reading skills. Therefore, it is recommended that Adabiyah High School

Palembang consider combining these methods, so students can enjoy the learning process while maintaining a focus on the quality of their reading.

At Adabiyah High School Palembang, the Yanbu'a method is particularly suitable for beginners and students who have not yet mastered precise pronunciation of makhraj in Qur'an reading. It effectively supports students who still stammer or those who can read fluently but lack understanding of tajweed rules. Research findings also highlight that both methods play important roles in fostering Qur'an reading skills. The Yanbu'a method is better suited for beginners because it offers a more engaging and enjoyable approach, helping to prevent boredom. In contrast, the Tahsin method is ideal for students who wish to deepen their skills and perfect their recitation.

The role of the Yanbu'a method guides students toward improvement by encouraging them to practice correctly and pronounce readings according to ghorib and tajweed rules, requiring fluency and oral repetition by imitating proficient readers (Styabudi & Yuliastutik, 2022).

Therefore, the application of these two methods at SMA Adabiyah Palembang is highly meaningful, as it produces graduates who are capable of reading the Qur'an properly, in accordance with applicable tajweed rules. This harmonization of the Yanbu'a and Tahsin methods distinguishes it from other Qur'an reading learning approaches. The comparative study conducted at Adabiyah Palembang High School is expected to bring positive contributions to the progress

and ability of students in reading the Qur'an well.

## CONCLUSIONS

Based on the research findings, the development of Qur'an reading ability at Adabiyah High School Palembang using the Yanbu'a and Tahsin methods demonstrates that each method has distinct advantages. The Yanbu'a method is more effective in enhancing fluency and comprehension of Qur'anic recitation among students in class X.1, while the Tahsin method excels in improving the accuracy of tajweed and pronunciation in class X.2 students. Therefore, integrating both methods could offer a more optimal approach in the coaching process. This study also highlights the crucial role of competent teachers, student motivation, parental support, and adequate infrastructure. It is recommended that the school systematically combine the Yanbu'a and Tahsin methods within the Qur'an learning curriculum to elevate the overall quality of students' reading skills and serve as a reference model for other Islamic educational institutions.

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