

## Comparative Analysis of the Yanbu'a and An-Nahdiah Methods in Improving the Quality of Al-Qur'an Recitation

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### Abstract

The Quran learning method plays a crucial role in improving the quality of recitation among students. This study aims to analyze the comparison of the effectiveness of the Yanbu'a and An-Nahdiah methods in improving the quality of Quranic recitation at Pondok Pesantren Tahfidzul Qur'an Tbaadurrahman and Pondok Pesantren Darussalamah, Way Jepara District, East Lampung. This research uses a qualitative approach with a comparative study method. Data were collected through observation, in-depth interviews, and documentation studies of teachers and students in both pesantren. The analysis was conducted by comparing aspects of the teaching methods, accuracy of makharijul huruf, application of tajwid rules, as well as the speed and durability of the students' memorization. The results show that the Yanbu'a method is more systematic in teaching makharijul huruf and tajwid, providing students with a more structured understanding of recitation rules before memorization. On the other hand, the An-Nahdiah method emphasizes direct practice with a flexible approach, enabling students to read and memorize the Quran more quickly. The conclusion of this study shows that both methods have their respective advantages. Therefore, the choice of teaching method should be adjusted to the characteristics of the students and the educational goals of Quranic learning in each pesantren.

Yanbu'a Method, An-Nahdiah Method, Qur'an Learning, Qur'an Memorization.

### Abstrak

Metode pembelajaran Al-Qur'an memiliki peran penting dalam meningkatkan kualitas bacaan santri. Penelitian ini bertujuan untuk menganalisis perbandingan efektivitas metode Yanbu'a dan An-Nahdiah dalam meningkatkan kualitas bacaan Al-Qur'an di Pondok Pesantren Tahfidzul Qur'an Tbaadurrahman dan Pondok Pesantren Darussalamah, Kecamatan Way Jepara, Lampung Timur. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi komparatif. Data diperoleh melalui observasi, wawancara mendalam, dan studi dokumentasi terhadap pengajar dan santri di kedua pesantren. Analisis dilakukan dengan membandingkan aspek metode pengajaran, ketepatan makharijul huruf, penerapan kaidah tajwid, serta kecepatan dan ketahanan hafalan santri. Hasil penelitian menunjukkan bahwa metode Yanbu'a lebih sistematis dalam pengajaran makharijul huruf dan tajwid, sehingga santri lebih terstruktur dalam memahami bacaan sebelum menghafal. Sementara itu, metode An-Nahdiah menekankan aspek praktik membaca secara langsung dengan pendekatan fleksibel, sehingga santri lebih cepat dalam membaca dan menghafal. Kesimpulan penelitian ini menunjukkan bahwa kedua metode memiliki keunggulan masing-masing, sehingga pemilihan metode sebaiknya disesuaikan dengan karakteristik santri dan tujuan pendidikan Al-Qur'an di masing-masing pesantren.

Kata Kunci: Metode Yanbu'a, Metode An-Nahdiah, Pembelajaran Al-Qur'an, Hafalan Al-Qur'an.

## INTRODUCTION

In this modern era, the development of science and technology presents its own challenges in understanding and practicing the complex teachings of the Qur'an (Rukiyanto, 2021). Al-Qur'an

education is education that must be prioritized by parents for their children from an early age, especially in terms of the ability to read and write the Al-Qur'an. Al-Qur'an education is an urgent need from an early age, especially in terms of reading, writing, and memorizing the Al-Qur'an. Early childhood is a golden phase for the growth of a child's intelligence, character, and spirituality (Astuti & Sri, 2021). Therefore, Al-Qur'an education must be designed as early as possible to instill good faith and morals (Nurseha, 2022). At this stage, children's interaction with the Qur'an usually includes reading, writing, and memorization. Islamic education generally requires students to be able to read the Qur'an well and correctly according to the rules of tajwid (Mahrani, 2021). However, in reality, there are still many people who cannot read the Qur'an with tartil, and some are not even familiar with the hijaiyyah letters.

One thing to note about reading the Qur'an is that it requires the right learning method to make the process easier, faster, and more effective. In Indonesia, there are many methods of learning to read the Qur'an that have developed and spread widely. According to (Kementerian Agama RI., 2016), There are more than 20 methods of learning to read the Qur'an used by Islamic educational institutions, including the Iqro', Qira'ati, Tilawati, Yanbu'a, An-Nahdiah, Tartila, Umami, and Baghdadiyah methods. Each method has a different approach and teaching system, according to the needs and backgrounds of the students. In this study, the author focuses on two methods that are quite popular and widely used in Islamic boarding schools and madrasahs, namely the Yanbu'a method and the An-Nahdiah method. Each method has different approaches and techniques, so which method is more effective in improving the ability to read the Quran (Fadilah et al., 2022). The Yanbu'a method is an approach to learning the Qur'an that has attracted the attention of many Islamic educational institutions and Qur'anic education centers. This method is designed to help children gain a deep understanding of the Qur'an and the ability to read and write it well. It consists of 7 volumes and teaches how to read, write, and memorize the Qur'an (Arwani et al., 2006). The emergence of the Yanbu'a method originated from the suggestions and encouragement of the alumni of the Yanbu'ul Qur'an Tahfiz Boarding School, so that they could maintain a connection with the boarding school, in addition to suggestions from the wider community and educational institutions such as Ma'arif and Muslimat, particularly from the Kudus and Jepara branches (Rahmawati & Aisyah, 2021).

Then, the An-Nahdiah method is a method of reading the Qur'an that emphasizes the conformity and regularity of recitation using beats (Syafiuddin, 2020). The advantage of this method lies in the use of tapping to give rhythm to each reading (Triana, 2023). The An-Nahdiah method consists of 6 volumes, each corresponding to a different level. The An-Nahdiah Method is a system for teaching the recitation of the Qur'an developed by the Ma'arif NU Education Institution branch in Tulungagung in 1990. One distinctive feature of the An-Nahdiah Method is the use of a rhythmic tapping with a stick to help students understand the length and rhythm of the recitation, thereby making the recitation more organized and in accordance with the rules of tajwid. (Rohman et al., 2021).

In recent years, available data has shown the effectiveness of the Yanbu'a method in improving the quality of Quran recitation. Research conducted by (Syarifah Nadya, 2024) at the Al Hikmah Islamic Boarding School TPQ in Bandar Lampung, it was found that the implementation of this method, which includes careful planning, structured implementation, and tiered evaluation, enables students to read the Qur'an in accordance with the rules of tajwid and

*makharijul huruf*. In addition, (Kurniawati, n.d.), in the context of TPQ Ar Rohmah Pekalongan, it is emphasized that the Yanbu'a method, accompanied by periodic evaluations and teacher intervention, has succeeded in improving the reading, writing, memorization, and practice skills of students. These findings reinforce the urgency of comparative research on the Yanbu'a and An Nahdiah methods in this thesis.

This study aims to analyze and compare the effectiveness of the Yanbu'a and An-Nahdiah methods in improving the quality of Al-Qur'an recitation. Specifically, this study seeks to determine to what extent these two methods can improve key aspects of Quranic recitation, such as accuracy in applying tajwid rules, fluency (*fashahah*), smoothness of recitation, and accuracy in pronouncing the articulation points (*makharijul huruf*) and characteristics of letters. Additionally, this study seeks to explore the strengths and weaknesses of each method based on their implementation in practice, as well as to evaluate the success of these methods systematically and objectively. Thus, the results of this study are expected to serve as a reference for educators, managers of Islamic educational institutions, and the general public in selecting the most appropriate and effective Qur'an learning method for students, as well as strengthening quality and sustainable Qur'an learning practices.

The research was conducted over two months in a dynamic and interactive manner, involving two groups of 10 students each. The learning methods were applied separately, and data was obtained through observation, surveys, and interviews to obtain a comprehensive picture of the effectiveness of the two methods. Previous studies have examined the effectiveness of the Yanbu'a and An-Nahdiah methods separately. For example, a study conducted by Nadya (2024) shows that the implementation of the Yanbu'a method at the Al Hikmah Islamic Boarding School TPQ in Bandar Lampung produces students who are able to read the Qur'an in accordance with the rules of tajwid and *makharijul huruf*. This study emphasizes the importance of planning and evaluation in the success of the method, but does not consider comparisons with other methods such as An-Nahdiah, thus failing to provide a broader understanding of the method's relative effectiveness.

Meanwhile, research conducted by (Kurniawati, n.d.) found that the Yanbu'a method supports the improvement of Al-Qur'an reading and writing skills through a systematic evaluative approach. This study argues that the role of teachers is crucial in intensively guiding students. However, this work focuses more on technical aspects and does not elaborate on the cognitive or affective aspects of students in absorbing the material, nor does it place the method in a broader learning context or compare it with the An-Nahdiah method.

From these two studies, it can be seen that the argument is constructed through a descriptive and applicative approach to a single method. There has been no critical study that directly compares the two methods empirically within the same study framework. Therefore, this study contributes to filling this gap by designing flexible and adaptive learning strategies and analyzing the advantages and disadvantages of each method through a comparative experimental research design.

In Way Jepara Subdistrict, East Lampung Regency, there are two Islamic boarding schools that use different teaching methods. The Tahfidzul Qur'an 'Ibaadurrahman Islamic Boarding School uses the Yanbu'a method, while the Darussalamah Islamic Boarding School uses the An-

Nahdiah method. The reason the researcher conducted this study at these two boarding schools was to determine whether there are differences in outcomes between the two methods and to assess the effectiveness of the Yanbu'a and An-Nahdiah methods in improving the quality of Qur'anic recitation and memorization at the Tahfidzul Qur'an 'Ibaadurrahman Islamic Boarding School and the Darussalamah Islamic Boarding School.

The Tahfidzul Qur'an 'Ibaadurrahman Islamic boarding school implements the Yanbu'a method because it considers this method to be suitable for their circumstances. The Yanbu'a method is known for its practicality and suitability for all ages and levels, including the educational background of students. As is well known, middle school students face two common challenges that often hinder their academic achievements: the puberty phase they are currently experiencing and the limited schedule for religious education classes, which results in insufficient time for them to fully grasp the study of the Qur'an. (Rohman et al., 2021).

In addition, Pondok Pesantren Darussalamah uses the An-Nahdiah method as a motivation for children to learn to recite the Qur'an. The An-Nahdiah method emphasizes conformity and regularity with the beat. This method was developed by Jam'iyah Nahdlatul Ulama (NU) as an effort to improve the ability to read the Qur'an among the community. The An-Nahdiah method combines traditional and modern approaches, with a focus on gradual learning, repetition, and intensive guidance. This method has been implemented in various educational institutions, such as religious schools, Islamic boarding schools, and study groups, and has proven effective in improving Quran reading skills. (Sahal, 2021).

Based on the above description, the research questions in this study are as follows: how effective are the Yanbu'a and An-Nahdiah methods in improving Al-Qur'an reading skills, and what are the strengths and weaknesses of each method based on their implementation in the field. This study is expected to contribute both theoretically and practically. Theoretically, this research adds to the body of Islamic studies, particularly those related to Qur'anic education. Practically, it contributes to improving Qur'anic reading and memorization skills and refining the implementation of the Yanbu'a and An-Nahdiah methods that have been applied so far, and can serve as a reference for other Islamic boarding schools.

## **METHOD**

This research is qualitative research using a descriptive-comparative approach. This approach focuses on the use of documents and literature as the primary sources of data collection. The research aims to present the results of the study to examine the narrative of the Yanbu'a and An-Nahdiah methods at the Tahfidzul Qur'an 'Ibaadurrahman Islamic Boarding School and the Darussalamah Islamic Boarding School in Way Jepara District, East Lampung, during December-January 2024-2025. This research uses the field research method, which allows researchers to directly engage in the field and conduct direct observations of the research objects (Yusanto, 2020). The respondents in this study were 7 grade students at the Tahfidzul Qur'an 'Ibaadurrahman Islamic Boarding School and the Darussalamah Islamic Boarding School, using purposive sampling techniques with 20 students in each method to be studied to improve the quality of Al-Qur'an recitation. The materials used in this experiment included short surahs from the Qur'an that were appropriate for the students' level of ability. The reading group received intensive training in fluency, accuracy of *makharijul huruf*, and application of tajwid rules, while the memorization group focused on improving accuracy of

pronunciation, fluency of memorization, and retention of memorization through systematic repetition.

The method used is a qualitative approach with a field approach. A descriptive qualitative approach is used to describe the phenomena that occur, such as observation results, interviews, and documentation. The data obtained is not presented in numerical form, but rather described based on the symptoms, events, and incidents that occurred at that time (Rukajat, 2018). The data collection techniques used were interviews, observation, and documentation. Observations were conducted on the learning process and activities of the students at the Islamic boarding school. Interviews were conducted with 4 female teachers, 20 students, and 2 boarding school supervisors. Documentation was conducted on documents relevant to the research. The data collection instruments used included observation guidelines, interview guidelines, and document formats (Danuri & Maisaroh, 2019). Data collection was conducted to obtain information regarding the implementation of the Yanbu'a and An-Nahdiah methods at the Tahfidzul Qur'an 'Ibaadurrahman Islamic Boarding School and the Darussalamah Islamic Boarding School. The data obtained from observations was analyzed using data reduction techniques, grouping based on themes, data presentation, and drawing conclusions regarding the effectiveness of each method (Ahsanulhaq, 2019).

## RESULTS AND DISCUSSION

Al-Qur'an learning plays an important role in Islamic education. The methods used in this learning process play a significant role in determining the speed, effectiveness, and understanding of students in reading the Al-Qur'an. Therefore, this study was conducted to compare the effectiveness of the Yanbu'a and An-Nahdiah methods to see which method is superior in terms of reading fluency, understanding of tajwid rules, and *makharijul huruf*.

Observations and interviews were conducted weekly for eight weeks, involving a total of 20 participants in the Jilid category (10 using the Yanbu'a method and 10 using the An-Nahdiah method). The students observed came from various ability levels, ranging from beginner to intermediate, so that the results of this study could illustrate the effectiveness of both methods in various learning conditions.

This study involved a total of 20 students as research subjects, divided into two groups based on the Islamic boarding school and the method of learning the Qur'an used. Ten students from the Tahfidzul Qur'an 'Ibaadurrahman Islamic Boarding School used the Yanbu'a method, while the other 10 students from the Darussalamah Islamic Boarding School used the An-Nahdiah method. Data collection was conducted through weekly observations from December 2024 to January 2025, focusing on average volume progress, reading speed, reading comprehension, and the application of tajwid rules.

The evaluation criteria in this study focused on the students' fluency in reading, tajwid, and comprehension of the text. The following are the results of the observations and assessments conducted directly at the research locations, namely the Tahfidzul Qur'an 'Ibaadurrahman Islamic Boarding School in East Lampung and the Darussalamah Islamic Boarding School in East Lampung, as presented in Table 1 and Table 2 below:

**Table 1.** Results of Yanbu'a Method Observations for the Period December 2024-January 2025

Criteria	Yanbu'a Method
Average Early Volume	4 (Volume 4)
Average Final Volume	5 (Volume 5)
Average Improvement	Increased by 1 volume in 4 weeks
Reading Speed	Faster and smoother
Reading Comprehension	Fairly good, focus on fluency
Challenges Faced	Some students are not yet proficient in tajwid

**Table 2.** Results of An-Nahdiah Method Observations for the Period December 2024-January 2025

Criteria	An-Nahdiah Method
Average Early Volume	5 (Volume 5)
Average Final Volume	6 (Volume 6)
Average Improvement	Advance 1 volume in 4 weeks
Reading Speed	More controlled, adjusting tajwid
Reading Comprehension	More in-depth, focusing on meaning and tajwid
Challenges Faced	Some students read more slowly

Based on weekly observations of 20 students using the Yanbu'a and An-Nahdiah methods, there was a significant improvement in reading fluency, reading comprehension, and application of tajwid rules. However, although both methods are effective in improving Qur'an reading skills, there are some fundamental differences in the effectiveness of each method that need to be analyzed further.

Students who use the Yanbu'a method show faster improvement in terms of fluency in reading the Qur'an. This is because the Yanbu'a method emphasizes fluency from the early stages of learning, so that students become more accustomed to reading quickly without many obstacles. Within a four-week period, the average student using the Yanbu'a method was able to advance one volume, indicating that this method is highly effective in accelerating the process of reading fluency.

On the other hand, students who learn using the An-Nahdiah method tend to experience slower improvements in reading fluency. This is because the An-Nahdiah method places greater emphasis on correct pronunciation of letters and a thorough understanding of tajwid rules before increasing reading speed. With a more structured and systematic approach, students using the An-Nahdiah method also achieve an improvement of one volume within four weeks, but with a deeper understanding of each letter and the reading rules applied. Although students using the An-Nahdiah method are not as fast as those using the Yanbu'a method in terms of reading fluency, their stability and accuracy in reading are higher.

In terms of reading comprehension and tajwid application, the An-Nahdiah method has more significant advantages than the Yanbu'a method. The learning approach in the An-Nahdiah method pays special attention to understanding the meaning of words and applying tajwid rules in each learning session. Students using this method do not only focus on the fluency of reading but are also trained to understand the correct rules of reading in accordance with the principles of

tajwid. Learning is conducted gradually, ensuring that each student has a solid understanding of every topic covered.

Meanwhile, the Yanbu'a method focuses more on reading speed and repetition, so even though students are able to read fluently, they still need additional practice in tajwid. Some students who learn using the Yanbu'a method tend to have difficulty applying tajwid rules when reading long verses, so they need further guidance to correct any mistakes that may occur in the pronunciation and articulation of certain letters.

In terms of self confidence and enthusiasm in reading the Qur'an, the Yanbu'a method has a faster impact on the psychological development of students. Students who are accustomed to reading fluently from the beginning tend to be more confident when asked to read in public, whether in recitation activities, memorization tests, or in Qur'an reading competitions. This method provides an experience that builds the students' mental confidence to read the Quran more confidently in front of others.

On the other hand, students who use the An-Nahdiyah method tend to lack confidence at first because this method requires a more in-depth and systematic learning process. However, over time, students who learn using this method understand the readings better and are ultimately able to read with more confidence. They not only read fluently but also with correct pronunciation and in accordance with the rules of tajwid.

Based on the results of the observation, it can be concluded that both methods are equally effective in improving the ability to read the Qur'an, but they have different focuses. The Yanbu'a method is more suitable for students who want to quickly become fluent in reading the Qur'an, as it emphasizes speed and fluency in reading. On the other hand, the An-Nahdiyah method is more suitable for students who wish to understand the text deeply and master tajwid more effectively.

Thus, the choice of learning method can be tailored to the needs of the students and the objectives to be achieved in Qur'anic learning. If the primary objective is to improve reading fluency quickly, then the Yanbu'a method is more recommended. However, if the primary objective is to better understand the text and the rules of tajwid, then the An-Nahdiyah method is more suitable to apply. A combination of both methods can also be an effective alternative, by adopting the strengths of each method to create a more comprehensive and optimal learning system for students in reading and understanding the Qur'an.

Based on the results of the study and the explanation above, it can be concluded that the final comparison of the two methods is shown in Table 3 and Table 4 as follows:

**Table 3.** Yanbu'a Method

Aspect	Yanbu'a Method
Reading Fluency	Faster and smoother
Understanding <i>Tajwid</i>	Pretty good, but needs more practice
Learning Objectives	Students who want to read the Qur'an quickly

**Table 4.** An-Nahdiyah Method

Aspect	An-Nahdiyah Method
Reading Fluency	More stable and controlled
Understanding <i>Tajwid</i>	Very good, focus on meaning and tajwid rules

Learning Objectives	Students who want to deepen their understanding of reading the Qur'an
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Based on the research results, it can be concluded that the Yanbu'a and An-Nahdiyah methods each have their own effectiveness in the learning process of santri, especially in reading the Qur'an. Santri who use the Yanbu'a method show the ability to read the Qur'an more quickly because this method emphasizes repetition and the habit of reading fluently from the beginning. Meanwhile, students using the An-Nahdiyah method tend to read more slowly, but more steadily and in accordance with the rules of tajwid, as the learning process is conducted in a gradual and systematic manner. In terms of understanding tajwid, the An-Nahdiyah method is superior. Its theoretical and systematic approach allows students to grasp the meaning of the text and the rules of tajwid more deeply. Conversely, the Yanbu'a method still requires strengthening in this area as it prioritizes fluency over the precision of reading rules.

The Yanbu'a method is more suitable for students who are in the early stages of learning to read the Qur'an and need to improve their reading fluency. Meanwhile, the An-Nahdiyah method is more suitable for students who want to study the Qur'an in detail, both in terms of tajwid and understanding its meaning. Considering the strengths and weaknesses of each method, the researcher recommends that Quranic education institutions consider combining both methods as a comprehensive approach. The fluency of the Yanbu'a method can be used in the early stages of learning, while the depth of tajwid in the An-Nahdiyah method can be applied in the advanced stages, thereby making the Quranic learning process more holistic and adaptive to the needs of students.

### **Implementation of the Yanbu'a Method in Improving Fluency in Reading the Qur'an at the Tahfidzul Qur'an 'Ibaadurrahman Islamic Boarding School in East Lampung**

The Yanbu'a method is a structured and systematic approach to learning the Qur'an, developed to gradually improve the ability to read and memorize the Qur'an. The Tahfidzul Qur'an 'Ibaadurrahman Islamic Boarding School in East Lampung has been implementing this method since 2013 as the primary system for teaching Quranic reading and writing to its students. The learning process at this boarding school follows the official guidelines from the Yanbu'a center in Kudus, which emphasizes the importance of sequential learning stages, starting from the introduction of the Arabic alphabet, mastering punctuation marks, to a deep understanding of tajwid and gharib material (Interview, A. N., 2025).

One of the unique features of the Yanbu'a method implemented at this boarding school is the use of the sorogan method, which is an individual teaching model between teachers and students, where each student comes forward one by one to read in front of the ustazah. The ustazah then listens carefully to the reading and provides corrections if there are errors in makhraj, tajwid, or pronunciation (Interview, A. N., 2025). In the context of traditional Islamic boarding school pedagogy, the sorogan method is considered highly effective in ensuring the quality of reading and enabling direct dialogue between teachers and students, which is at the heart of the authoritative relationship based Islamic education process (Zarkasyi, 2011).

However, the use of the sorogan and Yanbu'a methods as a whole has limitations in terms of flexibility. One of the weaknesses that can be observed is the dependence of these methods on the presence of a teacher as the main corrector. This makes the Yanbu'a method difficult to apply

independently, because students do not have sufficient guidance to correct their reading mistakes on their own. This method requires a high level of teacher guidance to ensure optimal learning outcomes. In previous studies, some modern approaches to Qur'anic education have attempted to develop more flexible methods for online or self-directed use, but the Yanbu'a method still requires the active involvement of the teacher throughout the entire learning process (Fauzi, 2022).

During the observation process conducted by researchers at the Tahfidzul Qur'an 'Ibaadurrahman Islamic Boarding School in East Lampung, it was found that the Yanbu'a method learning structure was carried out with a learning time of around 30 minutes per session. This time is divided into three parts: 15 minutes for the teacher to explain the material, 10–15 minutes for the students to practice reading, and the remainder for repetition or memorization. When students encounter difficulties in reading, the teacher provides additional time and guides the students individually until the errors are corrected. Educators also utilize visual aids, rhythmic beats, and motivational approaches to build the students' self-confidence (Interview, A. N. H., 2025)

It is important to note that the Yanbu'a method is not only technical in teaching how to read, but also introduces spiritual values and discipline. For example, memorization is done after mastering reading, which instills the principle that the quality of reading is the basis of strong memorization. This reflects the traditional Islamic educational approach that combines cognitive and affective aspects simultaneously. This method is also designed to be suitable for young learners, as its emphasis on the gradual introduction of the Arabic alphabet, punctuation marks, and graded memorization is well-suited to children's cognitive abilities.

From interviews with several female teachers, it was found that students who completed all volumes of the Yanbu'a method generally showed significant improvement in terms of fluency in makhraj and tajwid. However, challenges were still found in terms of the students' confidence and courage to recite aloud. This indicates that, in addition to technical aspects of learning, psychological factors and character development approaches also require attention in the implementation of the Yanbu'a method within Islamic educational institutions.

Thus, it can be concluded that the implementation of the Yanbu'a method at the Tahfidzul Qur'an 'Ibaadurrahman Islamic Boarding School in East Lampung is highly effective in the context of intensive teacher-based learning. However, to address the need for more flexible and independent Qur'anic education in today's context, further adaptation and innovation of this method are necessary, such as integrating technology or blended learning approaches without compromising its traditional pedagogical essence.

### **Supporting Factors and Hindering Factors in the Implementation of the Yanbu'a Method at the Tahfidzul Qur'an 'Ibaadurrahman Islamic Boarding School in East Lampung**

The implementation of the Yanbu'a method at the Tahfidzul Qur'an 'Ibaadurrahman Islamic Boarding School in East Lampung aims to improve the quality of the students' recitation and memorization of the Qur'an. In its implementation, there are various supporting factors that accelerate the achievement of objectives, as well as inhibiting factors that pose challenges in the implementation of this method.

Supporting factors in the implementation of the Yanbu'a method include a systematic and structured curriculum, which teaches gradually from the introduction of the Hijaiyah alphabet to fluent reading of the Qur'an. This well-organized curriculum facilitates students in understanding

the material according to their individual abilities. Additionally, the success of this method is supported by the quality of competent instructors, as the teachers have undergone specialized training to teach the Yanbu'a method. The religious, disciplined, and Islamic values rich environment of the boarding school also creates a conducive learning atmosphere.

Interactive teaching methods, such as the use of songs, rhythms, and varied exercise patterns, make the learning process more interesting, thereby increasing the students' motivation to learn. Periodic evaluations and the routine application of the muroja'ah system are also effective strategies for maintaining the quality of the students' reading and memorization skills (Interview, A. N., 2025). In addition, full support from boarding school administrators and parental involvement in motivating students are important aspects in supporting the successful implementation of this method.

On the other hand, the implementation of the Yanbu'a method is not without obstacles. One of the main obstacles is the difference in the ability of students to read and memorize the Qur'an, due to their diverse educational backgrounds. This difference means that some students require additional guidance to catch up (Interview, A. N. H., 2025). Another hindering factor is the uneven level of discipline among students, with some students lacking consistency in following the routine exercises that are a key principle of the Yanbu'a method.

Limited learning facilities, such as a lack of supporting media and optimal learning spaces, also pose challenges in implementing this method. Additionally, the busy schedules of students, who must divide their time between academic activities, worship, and Quranic studies, often result in limited time allocation for the implementation of the Yanbu'a method. The varying levels of motivation among students also influence learning outcomes; some students demonstrate high enthusiasm, while others lack strong motivation in the teaching-learning process.

To overcome these obstacles, efforts such as improving the training of students, providing further training for teaching staff, providing more adequate facilities, and developing flexible and adaptive learning strategies are needed. As a result, the implementation of the Yanbu'a method at the Tahfidzul Qur'an 'Ibaadurrahman Islamic Boarding School in East Lampung is expected to run more effectively and contribute maximally to the quality of the students' recitation and memorization of the Qur'an.

### **Implementation of the An-Nahdiah method in improving fluency in reading the Qur'an at the Darussalamah Islamic Boarding School in East Lampung**

Darussalamah Islamic Boarding School in East Lampung is one of the Islamic educational institutions that focuses on teaching the Qur'an, particularly in the areas of tahfiz (memorization) and tahsin (improving recitation). As an Islamic boarding school that places great emphasis on the quality of Quran recitation among its students, Darussalamah Islamic Boarding School has adopted the An-Nahdiah method since 2006, developed by the Lajnah Ta'lif wan Nasyr Nahdlatul Ulama (LTN-NU). This method is designed to enhance fluency in recitation and accelerate the memorization process of the Qur'an through a more systematic and structured approach.

In its implementation, the An-Nahdiah method prioritizes the correct learning of *makbarijul huruf*, proper tajwid rules, and fluency in reading before entering the memorization stage. This aims to enable students to read the Qur'an well and correctly in accordance with the established rules, so that their memorization becomes stronger and less prone to forgetting. Learning is conducted in a step-by-step manner using the *talaqqi* method (direct learning from the teacher) and

musyafahah (oral imitation of the teacher's recitation), ensuring that each student receives intensive guidance throughout the learning process.

The implementation of this method at Darussalamah Islamic Boarding School is carried out through several stages and learning strategies that have been adapted to the conditions of the students. The daily learning process at this boarding school begins with the students reciting the *ta'awudh* and basmalah fluently, memorizing the *makbraj* beforehand, and then starting to read the jilid and the Qur'an. Every student is required to participate in daily Qur'an learning sessions, which include reading, understanding tajwid, and memorization. This learning is conducted in the form of students attending tajwid and *makbraj* theory classes, group practice (tadarus) to improve reading fluency, and conducting Muroja'ah memorization to strengthen the students' memory of the verses they have memorized (Wawancara, A. M., 2025).

The average time required for students to complete one level in the An-Nahdiyah method varies depending on each student. If a student is proficient in learning, they can complete it in three weeks, while others may take more than a month. Additionally, to ensure the effectiveness of this method, the boarding school implements a regular evaluation system to assess the students' progress. These evaluations are conducted monthly to ensure improvements in fluency and are tested at each level advancement. The time allocation between theoretical tajwid instruction and practical reading practice in the An-Nahdiyah method at this boarding school is as follows: 20 minutes for the first tutor, 30 minutes for private sessions, and 10 minutes for the second tutor. To enhance the students' enthusiasm for learning, the boarding school also implements various strategies, such as creating a supportive environment to help students become accustomed to the daily practice of reading the Quran and consistently training them to develop familiarity and overcome any difficulties they may face (Interview, A. M., 2025).

The An-Nahdiyah method is very suitable for all ages because it makes it easier to determine tajwid. By applying the An-Nahdiyah method at the Darussalamah Islamic boarding school, there has been a significant improvement in the students' memorization after using this method, because using this method makes it easier for students to memorize long and short words according to the rules of tajwid. Additionally, the reading skills of students who have completed the An-Nahdiyah method training have improved significantly compared to before.

### **Supporting Factors and Hindering Factors in the Implementation of the An-Nahdiyah Method at the Darussalamah Islamic Boarding School in East Lampung**

The implementation of the An-Nahdiyah method at the Darussalamah Islamic Boarding School in East Lampung is supported by various factors that strengthen its effectiveness, but it is also not without a number of obstacles that hinder the implementation process. Understanding these factors is important for improving the quality of Al-Qur'an learning in the boarding school environment.

The most important supporting factor is the support from the boarding school administrators and the active involvement of the ustaz and ustazah. The boarding school administrators play a role in ensuring the continuity of the learning program, while the ustaz consistently guide the students using an approach that is in line with the characteristics of the An-Nahdiyah method. This continuous guidance helps students understand each stage of learning better. Additionally, the systematic and tiered curriculum facilitates students in following the

learning process step by step, enabling them to master Quranic recitation before moving on to the memorization stage. The conducive, religious, and Islamically rich environment of the boarding school is also a crucial factor in enhancing students' motivation to read and memorize the Qur'an. Regular learning evaluations, conducted through memorization recitations and talaqqi sessions, further accelerate the development of students' reading skills and foster their discipline (Interview, A. M., 2025).

However, in its implementation, the An-Nahdiah method also faces various challenges that affect its effectiveness in improving the quality of Al-Qur'an recitation. Based on the results of interviews (Interview, A.M., 2025), one of the main obstacles is the difference in the cognitive abilities of students in absorbing material. This is in line with Vygotsky's constructivism theory, particularly the concept of the Zone of Proximal Development (ZPD), which states that each student has a different zone of development and requires scaffolding or tailored assistance to optimize learning. In this context, the classical An-Nahdiah method requires adaptation to accommodate the individual needs of students with heterogeneous abilities.

Another obstacle is the unfavorable ratio between the number of students and teachers, which prevents the *talaqqi* and *musyafahah* processes from running optimally. According to Gagne's learning management theory, an unbalanced teacher student ratio will reduce the quality of feedback and reinforcement, two important components in an effective learning process. The absence of intensive personal guidance can cause reading errors to go uncorrected, which in the long term has the potential to form incorrect reading habits.

In addition, the lack of internal motivation among students, especially when facing difficulties in reading or memorizing the Qur'an, is also a psychological factor that hinders the success of this method. According to Maslow's hierarchy of needs theory, learning motivation will be optimal if basic needs, including learning comfort, are met. However, the reality on the ground shows that limitations in supporting facilities, such as inadequate learning spaces and a lack of learning materials, also affect learning comfort and atmosphere. This has an impact on the decline in students' interest and perseverance in participating in Qur'anic education.

Thus, the challenges in implementing the An-Nahdiah method are not only technical in nature, but also closely related to pedagogical and psychological factors. To improve the effectiveness of this method, interventions based on learning theory and adaptive learning designs that cater to the needs and characteristics of santri are required.

To overcome these various obstacles, adaptive strategies and sustained efforts are needed. Increasing the number of teachers, developing learning facilities, developing motivational training methods, and adopting more varied learning approaches are important steps that need to be taken. With the support of all elements of the pesantren, it is hoped that the implementation of the An-Nahdiah method can run optimally and be able to improve the Quranic literacy skills of the students in a more equitable and sustainable manner.

## CONCLUSION

The implementation of the Yanbu'a method at the Tahfidzul Qur'an 'Ibaadurrahman Islamic boarding school and the An-Nahdiah method at the Darussalamah Islamic boarding school in East Lampung has proven to have a positive impact on improving the fluency of students in reading the Qur'an. Through a systematic and structured approach, both methods ensure that

students can read the Qur'an correctly before proceeding to the memorization stage, thereby minimizing reading errors and making memorization stronger and more enduring.

The success of this method is supported by various factors, such as a supportive pesantren environment, intensive guidance from female teachers, a well planned learning curriculum, and regular evaluations. These factors strengthen the learning process of the students and build discipline and consistency in reading and memorizing the Qur'an.

On the other hand, the implementation of this method also faces several challenges that need to be considered, such as differences in the basic abilities of students, limitations in the number of teachers who truly understand the method, and limitations in learning facilities and infrastructure. To overcome these obstacles, continuous efforts are needed to improve the quality of educators, develop the curriculum, and provide more adequate facilities.

The Yanbu'a and An-Nahdiyah methods have become effective approaches in teaching the Qur'an in Islamic boarding schools. With the commitment of all parties and the presence of innovation and continuous evaluation, these two methods are expected to continue producing generations of Qur'an memorizers who are fluent in reading, strong in memorization, and have a deep understanding of the contents of the Qur'an.

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