

The Implementation of the Yanbu'a Learning Method in Improving the Qur'an Reading Ability at Pondok Syubbanul Wathon 2 Bandung

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Abstract

This study was to determine the implementation of the planning process, the learning process when it takes place, and the evaluation as well as the inhibiting and supporting factors of the yanbu'a method in improving the ability to read Al-Qur'an skills. The yanbu'a method is a complete and practical way of learning with a simple and practical selection of learning materials and delivery techniques to children that make it easier for students to understand, especially for reading the Qur'an. This research uses a descriptive qualitative approach, the type of data collection uses observation and interviews to determine the planning process, the learning process when it takes place and the overall evaluation process as well as the inhibiting and supporting factors. The implementation of Al- Qur'an learning using the Yanbu'a method is carried out like learning in general, which includes opening activities, core activities and closing activities, while learning evaluations are carried out every day, every volume increase and at the end of the year. The results of this study indicate that learning using the yanbu'a method can improve the ability to read Al- Qur'an skills.

Keywords: Yanbu'a Method, Improving Reading Al-Quran, Yanbu'a Learning Method

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INTRODUCTION

In the context of an age filled with rapid advances in science and technology, people often experience anxiety related to a lack of understanding of the Qur'an. As the main guideline for Muslims, the Qur'an should be the foundation in all aspects of life. However, many students are still not fluent in reading the Qur'an. This is a serious concern because the success of Muslims in understanding and practicing the teachings of their religion is highly dependent on the ability to read and understand the Qur'an. One learning method that is known to be effective is the yanbu'a method (Qomariyah & Rosyidah, 2022). This method is designed systematically and practically in accordance with the development of children's age. The material taught is taken directly from the verses of the Qur'an and arranged in

yanbu'a packages of various volumes. Each volume has specific learning objectives, one of which is for children to read the Qur'an fluently, correctly, and fluently per the rules of tajweed (Hidayah & Zumrotun, 2023).

The yanbu'a method has several advantages, including using Rosm Ustmani fonts, waqaf and ibtida' guides, age-appropriate learning arrangements (Gojkov et al., 2015), active learning approaches (Gray & Klapper, 2009; Keser & Semerci, 2019; Richter et al., 2020), Ministry of Religious Affairs recommendations, and discipline towards Islamic teachings. However, applying these methods to achieve the desired results optimally is important. The Qur'an is a holy book and a guide to life for Muslims. Reading the Qur'an is not only a rewarding act of worship but also an obligation to be done properly and correctly in accordance with the rules of tajweed. However, apart from the ability to read the Qur'an, it is important to remember that understanding and practicing the teachings of the Qur'an are also very important (Nasir & Rijal, 2020).

The inability to read the Qur'an well and correctly is not only an individual problem but also a social problem relevant to the lack of educational opportunities and environmental encouragement (Goss & Holt, 2014). Therefore, greater efforts are needed from educators and parents to ensure that children receive adequate religious education (Abdullah, 2017; Hamdan et al., 2021; Tsoraya et al., 2022). Considering the background and complexity of this issue, this study will investigate the application of the yanbu'a method in improving the ability to read the Qur'an at Pondok Syubbanul Wathon Bandongan. This research will also explain the reasons for choosing the yanbu'a method as well as the supporting factors and obstacles faced in its implementation (Fatah & Hidayatullah, 2021).

The method is a path that is traveled to achieve the service, and in the context of Qur'anic learning, the method has an important role in facilitating the learning process (Chung & Pennebaker, 2008; Sagita, 2021). One of the methods used in learning the Qur'an is the Yanbu'a method. This method is a way to learn about how to read, write, and memorize the Qur'an quickly, easily, and correctly for children and adults (Fitriyah & Aisyah, 2021). The Yanbu'a method provides complete guidance in reading, writing, and memorizing the Qur'an, starting from recognizing hijaiyah letters, reading, and writing to understanding the laws of reading the Qur'an or tajweed.

The Yanbu'a method plays an important role in creating a classroom atmosphere conducive to learning the Qur'an. Applying this method is expected to help students learn the Qur'an well, provide direction motivation, and arouse the spirit of learning (Fatah & Hidayatullah, 2021). With this method, students are expected to be able to read, write, and memorize the Qur'an quickly, precisely, fluently, and in accordance with the rules of makharijul huruf based on tajweed science. The emergence of the Yanbu'a method results from proposals from Pondok Tahfid Yanbu'ul Qur'an alumni and the Kudus community as well as Ma'arif and Muslimat Education Institutions, especially from the Kudus and Jepara branches. The preparation of the Yanbu'a method was initiated by several leaders of the Pondok Tahfidh Yanbu'ul Qur'an, including KH. M. Ulin Nuha Arwani, KH. Ulil Albab Arwani, KH. Manshur Maskan, KH. Sya'roni Ahmadi, KH. Amin Sholeh, Ma'mun Muzayyin, KH. Sirojuddin, and KH. Busyro, who are members of the Kudus "Nuzulis Sakinah" assembly.

One of the advantages of the Yanbu'a method is that the writing is adapted to the Uthmani Rosm, and the examples of letters assembled are all taken from the Qur'an. This method also directs the use of punctuation signs and waqof to the signs used in the Qur'an published in Islamic countries and the Middle East, in accordance with the formulation of the salaf 'ulama'. Several methods can be applied in learning the Yanbu'a method, including Musyafahah, Ardhul Qira'ah, and Repetition. Teachers can teach students to read the Qur'an correctly and fluently through these methods. Thus, the use of the Yanbu'a method in learning the Qur'an is expected to provide great benefits for students in learning, reading, writing, and memorizing the Qur'an properly and correctly. This method can be an effective

and efficient alternative in improving the ability to read, write, and memorize the Qur'an for students of various ages.

METHOD

This research focuses on field happenings by describing and explaining objects in accordance with the facts that occur in the field. Therefore, this research includes descriptive qualitative research (see Herman et al., 2021; Bukit et al., 2023; Clarice Dedel et al., 2023; Hidayat et al., 2022; Sulastri et al., 2023). In this design, the researcher will describe the application of the yanbu'a learning method in improving the reading skills of the Qur'an implemented at Pondok Syubbanul Wathon 2 Bandongan, Magelang district. By using a descriptive qualitative approach, the type of data collection uses observation and interviews to find out the planning process, the learning process when it takes place and the overall evaluation process as well as the inhibiting and supporting factors (Rika Wulandari et al., 2022).

The subjects of this research are students at Pondok Syubbanul Wathon 2 Bandongan with Yanbu'a method class VII of the 2023/2024 academic year First, this study describes the reasons for using the yanbu'a method. Second, how the planning process, learning process, and evaluation as well as the inhibiting and supporting factors experienced by students when learning takes place. Data collection used in this study using interviews and observation methods (Alotaibi, 2023; Jay O. Syting et al., 2023; Marbun et al., 2023).

Methods in data collection to obtain valid data, the right method is needed, namely by making observations first to ensure that the data is valid, the observation method is to observe directly, namely by using direct research on the environment of the research object to collect data so that it becomes clear the object of research (Margareth, 2012).

RESULT AND DISCUSSION

1. The Development of the Yanbu'a Method at Syubbanul Wathon 2 Bandongan:

Since Pondok Syubbanul Wathon Bandongan was established in 2016, it initially used the Qiroati method. This Qiroati method was seen as a good method for learning the Qur'an. This method lasted for eight years until finally, in 2023, Pondok Syubbanul Wathon 2 Bandongan changed the Qur'an learning method, initially using the Qiroati method to use the yanbu'a method. This was due to several reasons (Masfufah, 2021).

a. Teaching Staff (Ustad/Ustadzah)

There are still many teachers who have not been shahadah. The reason for choosing the yanbu'a method is that this method does not require a shahadah/diploma for teachers, unlike the qira'ati method, which still requires a diploma /shahadah. Using the yanbu'a method is enough with one day of training and has received a yanbu'a training certificate.

b. The Book

The yanbu'a book is easy to obtain and the price is cheaper. In contrast to the Qira'ati textbook, "Qira'ati" is not traded freely but can be obtained through the coordinator of an area agreed upon by the Qira'ati central coordinator in Semarang. Another distinction is that every Qira'ati teacher must pass a series of coaching and testing to obtain a "syahadah" (certificate) from the coordinator of a region (Fatah & Hidayatullah, 2021). These reasons are the consideration of the madrasah to change the method of learning the Qur'an from the qiroati method to the yanbu'a method. The yanbu'a method itself was chosen because the madrasah considers the yanbu'a method to be an effective one and almost the same as the qira'ati one. It's just that the yanbu'a method does not require a shahadah/certificate and the license is quite easy.

c. Familiar in Magelang District

The yanbu'a method is a method that is quite familiar in Magelang district and is most widely used as a method of learning al-Qur'an by madrasah, TPA and other TPQ. The use of yanbu'a method is considered effective by the madrasah because in terms of teachers, the madrasah has no difficulty getting yanbu'a teachers (Farikhin, 2022).

2. Learning Planning of yanbu'a method in Pondok Syubbabul Wathon 2 Bandongan
Learning Planning is systematic in teaching and will be implemented with students to achieve goals. The planning of yanbu'a method in learning Al- Qur'an at Syubbanul Wathon 2 Bandongan cottage, including elements in learning planning:

- a. There is a goal for each volume
In the yanbu'a Qur'an reading and memorization guidebook, there are beginner volumes, volumes I to VII, and memorization books, each of which has learning objectives so that children understand all the material contained in the volume and can achieve the standard learning objectives in the yanbu'a method.
- b. Resources that support
Regular meetings are held once a month to evaluate all activities. Regular meetings are an activity that helps to increase the independence and ability of teachers at Syubbanul Wathon 2 Bandongan, so that if there are problems, then in the meeting will be solved and find solutions together.

The yanbu'a method is structured to develop the potential or abilities of early childhood to adults tailored to their level and age (Fitriyah & Aisyah, 2021), starting from the beginner's volume, volume I to volume VII, memorization and Al-Qur'an material, in each volume has different learning objectives, including the following:

- a. In the beginner's volume of the book, the learning objectives are for students to be able to learn and know or recognize all hijaiyah letters properly and how to write each letter correctly, such as conducting writing exercises using a notebook.
- b. In the book volume I, the learning objectives are that students can read hijaiyah letters quickly without being interrupted, students are able to know the names of hijaiyah letters and Arabic numbers, and students can write hijaiyah letters that have not been assembled, assembled two and can write Arabic numbers.
- c. In volume II of the book, the learning objectives are that children can read letters with fathah, kasroh, dhammah correctly and fluently, know the signs of the harokat, understand Arabic numerals in tens, and learn to write/connect letters in series of two and three.
- d. In volume III of the book, the learning objectives are for students to be able to read letters with Fathatain, kasrahtain, dhammahtain characters fluently and correctly.
- e. Students are also able to recognize letters with the correct makhroj, bertasydid, letters that are read ghunnah and distinguish similar letters. Another goal is for students to be able to know Arabic numbers up to thousands and be able to write sentences with four letters and string letters that have not been assembled.
- f. In the book Volume IV, the learning objectives are for students to be able to read the word Allah correctly. Also, students are able to read mim sukun, nun sukun, and tanwin which are read by buzzing or not. Students are also able to read mad jaiz, mad wajib, mad lazim, recognize the letters fawatihis suwar (at the beginning of the surah) and learn to write pegon letters.
- g. In the book volume V, the learning objectives are that students are able to read waqof, know the signs of waqof and punctuation marks found in the Qur'an. As well as students can read sukun letters that are idghomized and letters that are tafkhim and letters that are tarqiq.
- h. In the book volume VI, the learning objectives are that students are able to know, read various mad letters (alif, wau, ya') which are read long or short, both when

washol and waqof. Students are also able to know how to read washol hamzah, know how to read isymam, ikhtilas, imalah and saktah and know their places. And students can know how to read shod writing that must be read shod and can be read sin.

- i. In the book volume VII, the learning objectives are that students can read the Qur'an correctly and fluently and are able to practice makhorijul letters in accordance with the tajweed knowledge that has been learned from the previous volume. After teaching tajweed, Qur'anic musyafahah is held, and each child reads the reading that has tajweed lessons.

In the book of memorization material, the learning objectives are that students are able to memorize short letters properly, which aims to facilitate the reading of students according to tajweed and makhorijul letters.

3. Learning Implementation Process of Yanbu'a Method in Syubbanul Wathon 2 Bandongan Boarding School

The implementation of Qur'anic learning using the Yanbu'a method in the Syubbanul Wathon 2 Bandongan hut starts from Saturday to Thursday, for Friday is a holiday. And specifically on Thursdays students are focused on memorizing material that will be deposited to their respective teachers. Implementing the yanbu'a method at Syubbanul Wathon 2 Bandongan hut is carried out with several steps, such as learning in the classroom in general, starting from the opening activities, core activities and closing activities.

a. Opening Activity

This opening activity is initiated by ustad or ustadzah by organizing the tidiness of the rows of students in preparation for the reading of prayers. Beginning with greetings, tawassul al-fatihah to the caregivers and authors of the book, reading kalamun and daily prayers led by ustad and ustadzah. The next activity is reading short letters that must be memorized (after completion) according to the class or volume level.

b. Core activities

The core activity is reciting each ustadzah or random individual recitation, and each ustadzah listens to the students' reading one by one. There are four ustad and 5 ustadzah. Students are divided into nine classes consisting of beginner volumes, volumes 1-volume seven and Al-Qur'an for individual recitation in accordance with the division of the group. This system is applied from Saturday to Wednesday. For Thursday the schedule is different, which is carried out memorization deposits for all volume levels in accordance with their memorization obligations.

c. Closing activities

This closing activity is closed by reading prayers together. The prayer that is read is Khotmil Qur'an. Then the ustad/ustadzah said greetings.

In every learning implementation, of course, an evaluation must be held. This learning evaluation is very important as a benchmark to see whether or not a learning objective is achieved. The learning evaluation at Syubbanul Wathon 2 Bandongan hut is carried out on daily evaluations and evaluations of each volume increase based on each student's ability and graduation held at the end of each year (Fitriyah & Aisyah, 2021).

a. Daily evaluation

Daily evaluations are carried out every day. The ustad or ustadzah has an attendance book and an evaluation notebook. The assessment for ustad / ustadzah reading ability uses the word "ALHAMDULILLAH," meaning PASS, meaning that students can read fluently and correctly. Students who get "ALHAMDULILLAH" can continue to the next page. If there is no word, it means repeating because students must repeat the page at the next meeting because they have not been able to read fluently and correctly.

b. Volume upgrade evaluation

This evaluation can be carried out based on the ability of students so that students can advance to the next volume ustad and ustadzah test each child reading the end of the volume one by one randomly based on the ability of each child. For the assessment of this volume increase, it is seen from the fasohah, memorization of short surahs that have been determined, writing pego, stringing letters, memorizing prayers, and adding the practice of wudhu' for volume 4 and volume 5 the practice of prayer.

c. Year-end evaluation

At the end of the year evaluation stage, students use the Qur'an, which the Jember coordinator will test for graduation assessment assessed from fluency, fashohan, accuracy in reading the Qur'an, writing pegon and memorization material.

4. Supporting and inhibiting factors in learning the yanbu'a method

The achievement of a learning goal certainly has supporting and inhibiting factors in the learning process. The supporting factors and inhibiting factors in applying the Yanbu'a method in improving students' reading skills at the Syubbanul Wathon 2 Bandongan cottage, namely :

a. Supporting Factors

1) Ustad/Ustadzah (Teacher)

Ustad/Ustadzah (Teachers) at Syubbanul Wathon 2 Bandongan are competent in teaching the Qur'an because each teacher is taught directly by a senior ustad, and once a month, there is a routine meeting for training in the yanbu'a method so that they can always develop their competence. In addition, some ustadzah have also received Yanbu'a teaching training certificates.

2) Students

On average, students actively recite the Quran at the hut, so that students are fluent in the Quran and quickly advance to the next volume.

3) Adequate facilities

The facilities provided by the madrasah for Qur'an learning activities are quite adequate, such as the availability of sufficient classrooms, and also provide facilities in the form of a complete package of yanbu'a books.

4) Parental Support

The role of parents is very influential in the success of learning in the classroom. Madrasah always involves parents in every activity that exists as well as when in classroom learning activities. Parents who motivate children to study hard will affect achievement in the classroom. Motivation provided by parents is not limited to speech motivation or action motivation.

b. Inhibiting Factors

1) Ustad/Ustadzah (Teacher)

In addition to being a supporting factor for the success of Qur'anic learning in Syubbanul Wathon 2 Bandongan hut, the teacher is also an obstacle to the implementation of Qur'anic learning activities in the classroom, namely because of tardiness, which makes the learning process not run smoothly. Activities that should have started were delayed because of the teacher's late arrival in class.

2) Students

Because of students' different ages and abilities, the attitude of students in the classroom can affect the implementation of classroom learning. Some students are sleepy, often skip class, and sometimes do not want to pay attention to the information from the ustad/ustadzah. In addition to the attitude of students, some students often forget not to bring the Yanbu'a book. And also, some students have studied outside the yanbu'a method using a different accent so that when students are told to read in class, the accent used is the madura accent, which is not in accordance with makharijul.

- 3) Lack of parental support
Some students lack support or motivation from their parents and are also indifferent; this is an obstacle for students to be more enthusiastic about learning the Quran.

Table1.1. Methods of Discussion Similarities and Differences

Methods.	Equation	The difference
Al-Burqy Method	Learn to read and write the letters of the Qur'an quickly	This method is used classically in teaching and learning activities in the classroom using the semi SAS method (Structural Analytic Syntax), which uses structural words or does not follow dead or disjunct sounds.
Iqro' Method	How to read the Qur'an quickly	This method can be emphasized on reading (issuing readings or letter sounds) fluently and correctly in accordance with the makhroj and reading.
Qira'aty Method	A quick way to read the Qur'an	This method is used for reading the Qur'an, which directly enters and practices reading in a tartil manner in accordance with the qolqolah of tajweed science, which emphasizes more on practice.
Tartil method	How to learn to read and write the Qur'an quickly	This method is expected for students to read the Qur'an with the harmonization of tones.

Based on the results of interviews, researchers with the head of the Syubbanul Wathon 2 Bandongan cottage, he conveyed using this yanbu'a method to be able to teach this yanbu'a method without a diploma or shahadah, and most importantly, willing to teach, because the majority in the Syubbanul Wathon 2 Bandongan cottage all use the yanbu'a method because the learning is more effective, practical and easy. Based on the results of the above research, learning using the yanbu'a method is going well, starting from the planning process to the implementation process of learning using the yanbu'a method. So that students are skilled in reading the Quran. They will achieve the goals if they do so according to the plan. Yanbu'a learning method can encourage students to be more effective, make it easier, and improve skills in reading the Qur'an. Using this method, students in each class can be distinguished according to their respective abilities, namely, there are students with high abilities (fluent) and those with low abilities. So, the Yanbu'a Method carried out at Syubbanul Wathon 2 Bandongan hut is an effective and easy method in improving the skills of reading the Qur'an in accordance with the implementation plan of the Yanbu'a Method.

5. Results of Yanbu'a Method Implementation at Syubbanul Wathon 2 Bandongan hut

Based on the results of interviews obtained from Ustadzah nurul latifatus sa'diyah, the Head of the Syubbanul Wathon 2 Bandongan cottage, she said that the method of learning the Qur'an using the yanbu'a method proved to be quite effective based on grouping. The percentage of students with reading, writing, and understanding skills began to increase and become more fluent. According to one of the teaching staff, Ustadz Mahrus,

the yanbu'a book is one of the methods of learning the Qur'an which is quite complete because the book consists of nine volumes whose contents are adjusted to the students' ability. The yanbu'a book uses a method of memorizing short letters, such as writing pegon Arabic, string writing, and tajweed information. This is clearly very helpful in improving the ability to read students from an early age to a more mature age. This can be proven by holding daily evaluations, monthly evaluations and the graduate examination process at the end of the year. By conducting tests directly to students, it is evident that students' ability can be known well. For students whose ability level is good and can meet the criteria of each volume, students can be raised to the next volume level. The number of students in the Syubbanul Wathon 2 Bandungan hut is as follows;

Table 1.2. Number of students in Syubbanul Wathon 2 Bandungan hut

No.	Yanbu'a Class	Number of Students	Ability
1.	Beginner Volume	5	Good
2.	Volume One	10	Good
3.	Second Volume	15	Good
4.	Third Volume	20	Good
5.	Fourth Volume	20	Good
6.	Fifth Volume	30	Good
7.	Sixth Volume	60	Good
8.	Seventh Volume	40	Good
Total		200	

DISCUSSION

The Yanbu'a method is a learning approach that focuses on teaching and memorizing the Qur'an using structured repetition and memorization techniques. It is designed to improve students' ability to read and write the Qur'an fluently, with a focus on proper pronunciation, comprehension, and understanding of tajwid (the rules of Qur'anic recitation). The method consists of structured repetition, memorization, and practice, with an emphasis on mastering the early stages of makharijul letters and tajwid. The Yanbu'a method is implemented in Qur'an reading lessons through a combination of theoretical and practical learning. Teachers use the Yanbu'a method to teach students the rules of tajwid, pronunciation, and recitation, while also providing opportunities for students to practice and apply what they have learned. The method is designed to be engaging and interactive, with students encouraged to participate actively in the learning process.

Then, to be highlighted that this research is different from the previous research in several aspects, such as: the previous research focused on the implementation of the Yanbu'a method in improving students' Qur'an reading fluency, while the current research aims to examine the Yanbu'a method used in Tajwid science lessons and to improve the Qur'an reading ability of santri in Pondok Syubbanul Wathon 2 Bandungan; and the previous research indicated that the Yanbu'a method can improve students' ability to read al-Qur'an based on makharijul, while the current research aims to determine how to learn al-Qur'an using the Yanbu'a method based on Tajwid at Pondok Syubbanul Wathon 2 Bandungan.

Besides, the implementation of the Yanbu'a learning method in Islamic education has a significant impact on improving the Qur'an reading ability of students in Islamic boarding

schools. The Yanbu'a method is a structured approach to teaching and memorizing the Qur'an that focuses on the early stages of makharijul letters and tajwid rules. This method has been found to be effective in improving students' ability to read and write the Qur'an fluently. The Yanbu'a method is implemented in Islamic education by providing students with a structured and systematic learning approach. It combines theoretical and practical learning, allowing students to understand and apply what they learn directly, thereby increasing their understanding and fluency in reading and writing the Qur'an.

The method is also designed to be engaging and interactive, with students encouraged to participate actively in the learning process. The results of studies on the application of the Yanbu'a method in Islamic education have shown that it can significantly improve students' ability to read and write the Qur'an based on makharijul and tajwid letters. This can lead to better learning outcomes and a deeper understanding of the Qur'an, which is crucial for the spiritual and moral development of students. The Yanbu'a method also helps students develop a love and affection for Allah and Rasulullah, which is a key aspect of Islamic education. By mastering the ability to read and write the Qur'an, students can broaden their knowledge and religious insights, and increase their love and affection for Allah and Rasulullah.

In summary, the implementation of the Yanbu'a learning method in Islamic education has a positive impact on students' ability to read and write the Qur'an fluently, their understanding of tajwid rules, and their spiritual and moral development. It provides a structured and engaging learning approach that can lead to better learning outcomes and a deeper appreciation of the Qur'an.

CONCLUSION

Based on the research and discussion, it can be concluded that the Yanbu'a learning method consists of beginner volumes, volume 1 to volume 7, memorization material, and finally, using the Qur'an in order to help students improve their skills in reading the Qur'an effectively, so that the grouping of classes can make it easier to understand the abilities of each student, namely there are students with high abilities (fluent) and low abilities. The yanbu'a method has supporting and inhibiting factors in improving students' Qur'an reading skills at Pondok Syubbanul Wathon 2 Bandung. Supporting factors are teachers who are competent in teaching the Qur'an and have received yanbu'a training certificates, students who are on average, active in studying at the cottage, adequate facilities such as classrooms and yanbu'a books, and parents who motivate children to study hard. As for the inhibiting factors include teachers who are often late in attendance, like to be sleepy, skip recitation, and are noisy in the classroom. It can affect the implementation of learning, students who often forget to bring the yanbu'a book, and parents who do not motivate their children. So it can be concluded that the Yanbu'a method in learning plays a very important role because the Yanbu'a method is a way (method) to learn to read, write and memorize the Qur'an quickly, easily and correctly for both children and adults. This method can encourage students to improve in solving various problems encountered during learning because students have different ability levels.

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