

Implementation Of The Talaqqî Method And The Yanbû'a Method In Improving Students' Tahsin Al-Qur'ân Skills

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ABSTRACT

The ability to read the Qur'an accurately according to tajwid rules (tahsin al-Qur'an) is a fundamental competence in Islamic education. However, many students at the madrasah tsanawiyah level still experience difficulties in proper pronunciation, fluency, and application of basic tajwid rules. This study aims to analyze the implementation of the Talaqqî method and the Yanbû'a method in improving students' Qur'anic reading skills at MTs Darul Ma'rifah Rangkasbitung and MTs Daar el Azhar Rangkasbitung. This research employed a qualitative descriptive approach. Data were collected through observation, semi-structured interviews, and documentation involving Qur'anic teachers, school principals, and students. The data were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing, with triangulation to ensure data validity. The findings indicate that the Talaqqî method is effective in improving the accuracy of pronunciation, particularly in makhârijul ḥurûf and tajwid application, through direct teacher-student interaction and immediate correction. Meanwhile, the Yanbû'a method contributes significantly to improving reading fluency and learning consistency through a structured and graded instructional system. The study concludes that both methods have complementary strengths, and their integrative application can enhance the overall quality of Qur'anic reading instruction in madrasah tsanawiyah.

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Introduction

The Qur'an is the main source of Islamic teachings that reading and studying it is worth worship. The ability to read the Qur'an properly and correctly according to the rules of tajweed (tahsin al-Qur'an) is the main foundation in Islamic education, because misreading can have implications for changes in the meaning of the verse (Hikmawati, 2017). As is known that reciting the Qur'ân is a form of "ta'abbud" worship, and it begins with Surah *Al-Fâtîhah* and ends with Surah *An-Nâs*. (Sahid HM, 2016). Therefore, there is a need to improve the quality of

students' Qur'an reading which is still low and that is an important responsibility of Islamic educational institutions, especially madrasas.

However, the reality in the field shows that the tahsin ability of the Qur'an of junior high school madrasah students is still relatively low, especially in the aspects of makhārijul ḥurūf, fluency in reading, and the application of basic tajweed laws. This condition is caused by differences in students' initial abilities, limited learning time, and Qur'anic teaching methods that are not fully systematic and in accordance with the needs of students (Fathra, 2023).

Learning methods have a strategic role in improving the quality of Qur'an reading. One of the classical methods that has strong historical and pedagogical legitimacy is the Talaqqî method, which is the direct learning of the Qur'an through musyāfahah between teachers and students (Setiawan et al., 2025). According to Zaidi Abdad, *the talaqqî method* is to meet directly with a teacher who is an expert in reading the Qur'an, while *musyafahah* is to face the teacher who teaches the Qur'ān. This is intended so that people who want to successfully read the Qur'ān do not make mistakes in reading it, remembering that the letters are different from the Latin or Greek letters. He is the revelation of Allah revealed by the Angel Jibrīl (Abdad et al., 2015). This method has been practiced since the time of the Prophet PBUH when he received revelation through the Angel Gabriel, as affirmed in QS. an-Naml verse 6. According to al-Qāḍī 'Iyāḍ, talaqqî is the most authentic method of maintaining the purity of the Qur'an as it allows direct correction of the recitation (*Al-Shifā'*) (Setiawan et al., 2025).

In addition to the Talaqqî method, the learning of tahsin al-Qur'an in madrassas also develops through a more systematic and structured approach. One of the methods that is widely applied in contemporary Qur'an education is the Yanbū'a method, which is a method of learning to read the Qur'an which is arranged in stages through a volume system. This method is designed to adjust the learning process to the level of students' ability, so that each student obtains material that is in accordance with the stage of development of their Qur'an reading.

The Yanbū'a method integrates several forms of learning, such as classical reading-listening activities, individual learning through the sorogan system, and controlled repetitive exercises (Mutowali, 2020). In its implementation, students are not allowed to proceed to the next material before the reading is declared to meet the standards that have been set. This kind of learning pattern makes the Yanbū'a method have a strong evaluative character and is oriented towards consistency in the quality of reading, especially in the application of makhārijul ḥurūf, harakat, long and short readings, and basic tajweed laws.

The advantage of the Yanbū'a method lies in its ability to create structured, measurable, and relatively easy to apply learning in a classroom with a large number of students and diverse initial abilities (Ristanti, 2018). With a tiered system of binding and evaluation, teachers have clear guidance in managing the learning of tahsin al-Qur'an, while students are encouraged to learn gradually and independently. This makes the Yanbū'a method widely used as an alternative to learning the Qur'an in formal educational institutions, including tsanawiyah madrasas.

Nevertheless, the application of the Yanbū'a method still requires in-depth empirical study, especially in the context of its effectiveness compared to traditional methods such as Talaqqî. The difference in the characteristics of the two methods between the musyāfahah approach that emphasizes direct correction and the tiered systematic approach that emphasizes consistency is an important foundation for examining the contribution of each method in improving the tahsin of the Qur'an optimally. This method has proven to be effective in improving the fluency of reading and consistency in the application of tajweed for students (Muna, 2025).

MTs Darul Ma'rifah Rangkasbitung and MTs Daar el Azhar Rangkasbitung are two madrasas that both seek to improve the tahsin of the Qur'an of students, but with different methods. MTs Darul Ma'rifah emphasizes the use of the Talaqqî method, while MTs Daar el Azhar applies the Yanbū'a method in learning the Qur'an. These differences in approaches are interesting to be studied in depth to get an overview of the implementation, advantages, and contribution of each method to improving students' tahsin al-Qur'an skills.

Based on this background, this research is important to analyze the implementation of the Talaqqî method and the Yanbū'a method in improving the tahsin ability of the Qur'an of students at the tsanawiyah madrasah level. The results of the research are expected to make a theoretical contribution to the development of Qur'anic learning methods and become a practical reference for teachers and Islamic educational institutions in choosing effective and contextual learning strategies.

The formulation of the problem in this study is directed at three main focuses, namely 1) how to implement the Talaqqî method in learning tahsin al-Qur'an at MTs Darul Ma'rifah Rangkasbitung, 2) how to implement the Yanbū'a method in learning tahsin al-Qur'an at MTs Daar el Azhar Rangkasbitung, and 3) how to improve students' tahsin al-Qur'an skills after the application of these two methods. This formulation is prepared to obtain a comprehensive picture of the learning process and its impact on the quality of students' Qur'an reading.

The purpose of this study is to describe the implementation of the Talaqqî method and the Yanbū'a method in learning tahsin al-Qur'an and analyze the improvement of students' tahsin al-Qur'an abilities after the application of the two methods in each madrasah. This goal is expected to make a theoretical and practical contribution to the development of Qur'an learning in the madrasah environment.

In order for the research to be more focused and directed, problem limitation is carried out. This research is limited to the implementation of the Talaqqî method and the Yanbū'a method in learning tahsin of the Qur'an, with reading materials in Surah Al-Ghāsiyah and Al-Bayyinah containing variations of tajweed laws. The research subject is limited to students of MTs Darul Ma'rifah Rangkasbitung and MTs Daar el Azhar Rangkasbitung for the 2025/2026 school year, with a focus on Qur'an reading skills according to the rules of tajweed and fluency, without covering aspects of memorization or understanding of tafsir.

The reason for taking the title of this research is based on the importance of improving the quality of tahsin al-Qur'an students at the tsanawiyah madrasah level and the difference in learning methods applied in two institutions with different characteristics but having relatively similar problems. The selection of the Talaqqî and Yanbū'a methods is not intended to normatively compare which method is superior, but to provide a contextual picture of the effectiveness of the application of the Qur'anic learning method according to the needs, conditions of students, and teacher capacity. Thus, this research is expected to be able to provide applicative solutions and become a reference for the development of tahsin al-Qur'an learning in madrasahs

Method

This research uses a qualitative approach with a descriptive research type, because it aims to understand and describe in depth the implementation of the Talaqqî method and the Yanbū'a method in improving the tahsin ability of the Qur'an of students in the tsanawiyah madrasah. A qualitative approach was chosen to gain a comprehensive understanding of the Qur'an learning process as it occurs naturally in the field, including the interaction between teachers and students, the learning strategies applied, and the accompanying dynamics.

The research was carried out at MTs Darul Ma'rifah Rangkasbitung and MTs Daar el Azhar Rangkasbitung, Lebak Regency, Banten Province. The selection of the two locations was based on the consideration that both have different characteristics of learning tahsin al-Qur'an, where MTs Darul Ma'rifah applied the Talaqqî method, while MTs Daar el Azhar used the Yanbū'a method. This research was carried out in the odd semester of the 2025/2026 school year.

The research subjects include tahsin teachers or Islamic Religious Education teachers who are directly involved in learning the Qur'an, madrasah heads, and students who participate in tahsin al-Qur'an activities. Meanwhile, the object of the research is the implementation of the Talaqqî method and the Yanbū'a method in learning tahsin al-Qur'an, especially related to improving students' Qur'anic reading ability in the aspects of makhārijul ḥurūf, fluency in reading, and the application of tajweed law.

Sumber data dalam penelitian ini terdiri atas data primer dan data sekunder. Data primer It was obtained directly through observation of the learning process of tahsin al-Qur'an, interviews with teachers, madrasah heads, and students, as well as observation of students' reading results. The secondary data was obtained from madrasah documents, such as the Qur'an learning syllabus, activity schedules, guidebooks of the Talaqqî and Yanbū'a methods, as well as archives of assessment of students' tahsin abilities and relevant literature.

Data collection was carried out through three main techniques, namely observation, interviews, and documentation. Observation was carried out by directly observing the learning process of tahsin al-Qur'an to find out the stages of implementing the Talaqqî and Yanbū'a methods. The interview was conducted in a semi-structured manner to explore in-depth information about the planning, implementation, obstacles, and learning outcomes of tahsin al-Qur'an. Documentation is used to supplement the data through the collection of written documents and other supporting evidence.

The main instrument in this study is the researcher himself who plays the role of a planner, implementer, data collector, as well as a data analyst (Zuchri Abdussamad, 2021). To support the data collection process, the researcher used supporting instruments in the form of observation guidelines, interview guidelines, and field notes.

Data analysis was carried out using the Miles and Huberman model of interactive analysis which includes the stages of data reduction, data presentation, and conclusion drawing (Zuchri Abdussamad, 2021). Data reduction is carried out by sorting and simplifying data according to the focus of the research. Data presentation is carried out in the form of a descriptive narrative so that it is easy to understand, while conclusions are drawn by carefully interpreting the data to obtain valid research findings/nm (Endah Marendah Ratnaningtyas and Ramli, 2023).

To ensure the validity of the data, this study uses triangulation techniques, both triangulation of sources, techniques, and time. Source triangulation is carried out by comparing data obtained from teachers, madrasah heads, and students. Technique triangulation is carried out by comparing the results of observations, interviews, and documentation, while time triangulation is carried out by making observations at different times to obtain consistent and reliable data. The main goal of data triangulation is to increase credibility (trust in the truth of the data) (Endah Marendah Ratnaningtyas and Ramli, 2023).

Result

Implementation of the Talaqqi Method in Improving the Ability of Tahsin Al-Qur'an at MTs Darul Ma'rifah Rangkasbitung

This talaqqi method is implemented at MTs Darul Ma'rifah Rangkasbitung which emphasizes direct interaction between teachers and students with the musyāfahah system. In practice, the teacher recites the verses of the Qur'an tartil and correctly according to the rules of tajweed, then students imitate the reading in turn. This process allows for the transmission of authentic reading from teachers to students, while providing direct correction space for reading errors made by students.



Figure 1 : Teacher carrying out face-to-face Qur'an learning (talaqqî)

The results of the observation show that the Talaqqî method is applied consistently in every tahsin learning meeting. The teacher plays an active role in guiding students, especially in correcting errors in makhârijul ḥurūf and the properties of letters. Every reading error is immediately corrected and repeated until students are able to pronounce letters and verses correctly. Through this process, students become more sensitive to the difference in the sound of hijaiyah letters that have similarities in makhraj, such as between the letters س and ص or ت and ط.



Figure 2: Implementation of the Talaqqî Method in Tahsin Al-Qur'an Learning between Teachers and Students at Madrasah Tsanawiyah

To provide a more systematic and easy-to-understand picture of the implementation of the Talaqqî method in learning tahsin al-Qur'an, the author presents the implementation process in the form of a table.

Table 1. The Process of Implementing the Talaqqî Method in Improving Students' Tahsin Al-Qur'an Ability at MTs Darul Ma'rifah Rangkasbitung

Implementation Stage	Forms of Learning Activities	The Role of the Teacher	Student Activities	Impact on Tahsin's Ability
Early Musyāfahah	The teacher exemplifies the recitation of the Qur'an slowly and clearly	Becoming a model of correct recitation (uswah qirā'ah)	Listening to and paying attention to the teacher's readings	Pembentukan standar bacaan yang benar
Classic Imitation	Students follow the teacher's reading together	Control for reading uniformity	Simulating reading in sync	Uniformity of makhraj and rhythm of recitation
Sorogan Individual	Students take turns reading in front of the teacher	Listen carefully to students' readings	Reading according to each other's abilities	Identification of individual tahsin abilities
Taṣḥīḥ al-Qirā'ah	Teacher corrects reading errors directly	Correcting makhraj, the nature of letters, mad, and tajweed	Receive corrections and directions	Preventing Reading Errors (LAHN)
Repetition	Students repeat the corrected reading	Control and confirm correct readings	Repeat the reading until it is correct	Internalization of correct reading

Continuous Habituation	The process is repeated consistently at each meeting	Fostering and maintaining the quality of reading	Read with more confidence	Stable formation of tahsin habits
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Based on the table above, it can be interpreted that the Talaqqî method at MTs Darul Ma'rifah Rangkasbitung is applied through a corrective-repetitive learning approach (Culotta et al., 2006). The process of musyāfahah places the teacher as the authority for reading as well as a source of validation of the truth of qirā'ah, so that students get authentic examples of reading from the beginning of learning.

The classical imitation stage serves as a standardization of reading standards, while the individual sorogan allows the teacher to personally diagnose each student's tahsin ability. At this stage, the process of taṣḥīḥ al-qirā'ah becomes the core of the Talaqqî method, because corrections are made directly and specifically on the aspects of makhārijul ḥurūf, the nature of the letters, the length of the reading, and the application of the law of tajweed. This direct correction prevents persistent and repetitive reading errors.

Furthermore, the process of takrār (repetition) acts as a mechanism for internalizing correct reading. Through continuous repetition, students not only know the mistakes of reading, but also get used to reciting the Qur'an according to the rules of tajweed reflexively and naturally. Thus, the Talaqqî method is not only remedial, but also formative and long-term coaching.

The evaluation of the learning of tahsin al-Qur'an with the Talaqqî method at MTs Darul Ma'rifah Rangkasbitung is carried out through a practical exam of reading the Qur'an. In this exam, students read certain verses or letters directly in front of the teacher, so that tahsin ability can be assessed based on the reading performance displayed. The assessment aspects include the accuracy of makhārijul ḥurūf, the nature of the letters, the length and short of the reading (mad), fluency, and the application of tajweed law.

The practical exam reflects the results of the Talaqqî learning process which emphasizes direct correction and the habit of correct reading. The success of the evaluation is characterized by the ability of students to read the Qur'an tartly and consistently according to the rules of tajweed. Thus, the evaluation of the Talaqqî method is authentic and relevant to the characteristics of learning tahsin al-Qur'an.

Overall, the implementation of the Talaqqî method in learning tahsin Al-Qur'an at MTs Darul Ma'rifah Rangkasbitung shows that this method is effective in improving reading accuracy, tajweed accuracy, and makhraj stability, even though it requires intensive teacher involvement and adequate learning time. These findings confirm that Talaqqî is very appropriately used to build a strong and correct foundation of the Qur'anic tahsin, especially in middle school students.

After applying the talaqqi method consistently, it can begin to be seen a change in the quality of students' Qur'an readings where there is an increase in the accuracy of students' Qur'an readings. Students showed significant development in the ability to pronounce letters according to their makhraj and nature, as well as reduced reading errors. However, this method takes a relatively longer time because the learning process is carried out individually and requires high concentration from teachers and students. However, in terms of the quality of the readings, the Talaqqî method has proven to be effective in building a strong foundation of the Qur'anic tahsin.

Implementation of the Yanbū'a Method in Improving the Ability of Tahsin Al-Qur'an at MTs Daar el Azhar Rangkasbitung

The implementation of the Yanbū'a method at MTs Daar el Azhar Rangkasbitung is carried out through a structured and tiered learning system in accordance with the Yanbū'a guidebook. Learning begins with the reading of examples by the teacher, followed by classical and individual reading exercises (sorogan). Each student participates in learning based on volumes

that are in accordance with their level of ability to read the Qur'an, so that the learning process takes place gradually and systematically.



Figure 1: Implementation of the Yanbu'a Method in Learning Tahsin Al-Qur'an between Teachers and Students at Madrasah Tsanawiyah

In its implementation, the Yanbū'a method in learning tahsin al-Qur'an at MTs Darel Azhar is carried out gradually and systematically through tiered learning based on volumes. The learning process begins with a classical reading-listening activity, where the teacher provides examples of correct readings according to the rules of tajweed, then students listen and follow together. After that, learning continues with the sorogan system, where students read the Qur'an individually in front of the teacher according to the material in the volume being studied. The teacher listens to the students' readings and provides direct corrections to the errors of makhārijul ḥurūf, harakat, long and short readings, and the law of tajweed. If the reading does not meet the standards, students are asked to repeat it correctly before being allowed to proceed to the next material.

To provide a more systematic and easy-to-understand picture of the implementation of the Talaqqī method in learning tahsin al-Qur'an, the author presents the implementation process in the form of a table.

Table 1. The Process of Implementing the Yanbū'a Method in Improving the Tahsin Al-Qur'an Ability of Students at MTs Daar el Azhar Rangkasbitung

Implementation Stage	Forms of Learning Activities	The Role of the Teacher	Student Activities	Impact on Tahsin's Ability
Tiered Learning	Determination of learning based on the volume of Yanbū'a	Determining volumes according to students' abilities	Keeping up with the volume level	Suitability of material with capabilities
Classical Read-Listen	The teacher gives an example of reading according to the rules of tajweed	Reading examples of correct reading	Listen and follow the readings together	Recognition of proper reading patterns
Imitasi Klasikal	Students follow the teacher's	Control for reading uniformity	Imitating the teacher's reading	Uniformity of pronunciation and rhythm

	reading in unison			
Sorogan Individual	Students recite the Qur'an individually in front of the teacher	Listen carefully to students' readings	Reading according to the volume material	Evaluation of individual tahsin abilities
Direct Correction	Teacher corrects reading errors	Correcting makhraj, harakat, mad, and tajweed	Receive corrections and directions	Perbaiki kesalahan bacaan
Directed Repetition	Students repeat the reading until they meet the standards	Determine reading eligibility	Repeat the reading until it is correct	Consistency and stability of readings
Material Increase Selection	Students only continue if the reading has met the standards	Assessing the feasibility of further volumes	Resume or repeat material	Continuity of tahsin quality

Based on the table above, it can be interpreted that the Yanbū'a method at MTs Daar el Azhar is applied through a systematic, tiered, and standard-based learning approach to reading competency. Tiered learning through volumes ensures that each student learns the tahsin material of the Qur'an according to their respective ability level, so that the learning process takes place in a proportionate and controlled manner.

The classical stage of reading-simak serves as a means of standardizing reading patterns and the correct introduction of tajweed standards. At this stage, the teacher acts as a reading model that provides concrete examples to students, while students develop the ability to listen and imitate reading simultaneously. Furthermore, the application of the sorogan system allows teachers to assess the readings individually, so that errors in the aspects of makhārijul ḥurūf, harakat, the length of the reading, and the law of tajweed can be identified and corrected specifically.

The process of direct correction and directed repetition is the main feature of the Yanbū'a method, where students are not allowed to move on to the next material before the reading is declared to meet the established standards. This mechanism shows that the Yanbū'a method emphasizes accuracy, consistency, and quality control of the reading, so that the improvement of the tahsin ability of the Qur'an occurs gradually but continuously. Thus, the Yanbū'a method not only improves reading fluency, but also builds learning discipline and students' responsibility for the quality of the Qur'an readings produced.

The evaluation is carried out in stages through daily assessments and volume increase tests to ensure the accuracy and fluency of reading. This volume increase exam is usually carried out by Tahsin or langsund teachers from the Tilawatil Qur'an Education Institution (LPTQ) MTs Daar el Azhar not the class teacher of the student. The goal is to maintain the objectivity of the assessment. Students are declared to have passed and are entitled to continue to the next volume if they have reached the minimum fluency threshold set by the curriculum standards.

The impact of the application of the Yanbū'a method can be seen in significantly improving students' fluency in reading the Qur'an. Students are able to read the verses of the Qur'an with a more stable and consistent rhythm, and show a better understanding of the basic laws of tajweed. A clear and tiered learning structure makes students more motivated because they have measurable learning targets. However, in some students, errors are still found in the pronunciation of certain makhraj, which requires reinforcement through direct guidance individually.

Comparative Analysis and Learning Implications

Based on the description of the implementation of the two methods, it can be understood that the Talaqqî method and the Yanbū'a method have their own characteristics and advantages in improving the tahsin ability of the Qur'an students. The Talaqqî method emphasizes more on the accuracy of the reading and the development of the quality of makhārijul ḥurūf through direct interaction between teachers and students with the musyāfahah system. This approach is in line with the tradition of scientific transmission in Islam which emphasizes the importance of talaqqî and sanad in maintaining the authenticity of the Qur'an reading (Amirotun, 2022). In addition, from the perspective of learning theory, the Talaqqî method is in line with Vygotsky's social learning theory which emphasizes the role of direct interaction and teacher guidance (scaffolding) in helping students achieve a higher level of ability (Qiptiyah, 2024).

Meanwhile, the Yanbū'a method emphasizes more on the aspects of smoothness, order, and systematics of learning through tiered stages that are adjusted to the level of ability of students. The characteristics of this method are in line with behavioristic theories which are influenced by the interaction between stimuli from the environment and other people. In this case, the teacher presents a picture that explains the law of tajweed or the teacher who provides an auditory to stimulate students' hearing becomes this theory is also a reinforcement, and gradual learning in the formation of students' Qur'an reading skills (Violeta & Prastowo, 2024).

Thus, the application of the yanbu'a method in learning tahsin al-Qur'an that is contextual and in accordance with the characteristics of students greatly affects the quality of students' Qur'an reading. Each method has a different focus and contribution, so it cannot be positioned dichotomously as a mutually negating method. The integration of the Talaqqî approach that emphasizes the accuracy of reading with the structured and tiered Yanbū'a system can be an effective alternative strategy in learning tahsin al-Qur'an in tsanawiyah madrasahs.

The learning implications of these findings show that teachers and Islamic educational institutions need to be flexible and adaptive in choosing and integrating Qur'anic learning methods. Strengthening talaqqî can be used to improve the quality of makhraj and tajweed in detail, while the Yanbū'a system can be used to improve the fluency, discipline, and continuity of learning. With this integrative approach, it is hoped that tahsin al-Qur'an learning can take place more effectively and sustainably in accordance with the goals of Islamic education.

Conclusion

Based on the results of research and discussion on the implementation of the Talaqqî method and the Yanbū'a method in improving the tahsin ability of the Qur'an of students at MTs Darul Ma'rifah Rangkasbitung and MTs Daar el Azhar Rangkasbitung, it can be concluded that these two methods have proven to contribute positively to improving the quality of students' Qur'an reading, even though they have different characteristics and advantages.

The implementation of the Talaqqî method at MTs Darul Ma'rifah shows high effectiveness in improving the accuracy of students' Qur'an readings, especially in the aspects of makhārijul ḥurūf and the properties of letters. The learning process carried out through deliberation between teachers and students allows for direct and continuous reading correction, so that reading errors can be minimized. This method is particularly relevant for building a strong foundation of the Qur'anic tahsin, although it requires time and intensive attention from the teacher.

Meanwhile, the implementation of the Yanbū'a method at MTs Daar el Azhar takes place systematically and in stages through the use of learning volumes and periodic evaluations. This method is effective in improving the fluency of reading the Qur'an and the consistency of the application of basic tajweed laws. A clear learning structure provides measurable direction and achievement targets for students, so that the learning process takes place more regularly and continuously.

Thus, this study concludes that the Talaqqî method and the Yanbū'a method have their own advantages and are complementary to each other. The selection and application of the Qur'anic

tahsin learning method should be adjusted to the conditions of students, the availability of time, and the competence of teachers so that learning results can be achieved optimally. The integration of the two methods can be a strategic alternative in learning tahsin Al-Qur'an in madrasah tsanawiyah in order to improve the quality of student reading comprehensively and sustainably. Therefore, the results of this study affirm the importance of flexibility and innovation in learning the Qur'an as an effort to improve the quality of Islamic education as a whole.

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