****

**DOI:** <https://doi.org/10.38035/dijemss.v5i6>

**Received:** 26 August 2024, **Revised:** 30 August 2024, **Publish:** 5 September 2024

<https://creativecommons.org/licenses/by/4.0/>

**The Influence of the Yanbu’a Method on the Quality of Quran Reading Among Students in the Tahfidz Subject at SMP Al-Maksum**

**Putri Nur1 Widya Masitah2**

1 Universitas Muhammadiyah Sumatera Utara,[putrynurrr21@gmail.com](mailto:putrynurrr21@gmail.com),

2 Universitas Muhammadiyah Sumatera Utara,[widyamasitah@umsu.ac.id](mailto:widyamasitah@umsu.ac.id)

Corresponding Author: [putrynurrr21@gmail.com](mailto:putrynurrr21@gmail.com)

**Abstrack** This study aims to examine the effect of the Yanbu’a method on the reading quality of the Qur'an among students in the tahfidz subject in the eighth grade at Al-Maksum Junior High School. Using a quantitative approach with experimental methods, data was collected through observation, pretest-posttest tests, and documentation. The research results show that the average score of students during the pretest was 60.93%, which then significantly increased to 85.03% after the yanbu’a musyafahah program method was applied. The percentage of students who achieved a high learning outcome category with scores between 80-100 on the pretest was 0% out of 31 students. After the pretest, there was a significant increase, with 83.871% or 26 students reaching that category on the posttest following the implementation of the Yanbu’a musyafahah program. Inferential statistical analysis supports this finding, indicating a significant difference between the pretest and posttest results. In conclusion, the application of the Yanbu’a method is effective in improving the quality of Quran reading and the learning completion rate of students in the eighth grade at Al-Maksum Junior High School.

**Keywords :** The quality of reading, learning, Yanbu’a.

# INTRODUCTION

An effective teaching process greatly depends on the teacher's ability to convey the material and utilize appropriate learning techniques. The interaction between educators and students affects learning outcomes, where deep understanding and the use of appropriate methods are very important. (Luthfi & Wiza, 2022).

In the context of the Quran, as stated in Surah An-Nahl verse 78, humans are taught the importance of being grateful for the blessings of Allah, including the ability to learn that is granted from birth. (Faizah, 2017).

The Quran is taught, not studied independently. Memorizing the Quran is highly favored by Allah SWT. According to Keswara (2017), the main difference in interpreting the Quran compared to other texts is the importance of paying attention to detail and the ability to interpret clearly. Skills in tajwid and understanding are very important, so guidance from a teacher is necessary. This tradition has been passed down through generations to teachers who have direct access to the teachings of the Prophet Muhammad (peace be upon him), with memorization carried out through various methods such as reading and writing.

Several factors that influence the lack of understanding and skills in reading and writing the Quran, as mentioned by Yulia (2023), include the limited time allocated for learning compared to time spent playing. Research also shows that parents often face difficulties in teaching their children to read the Quran due to their lack of understanding of the rules of Tajweed. In today's digital era, children tend to be more interested in playing games on their phones than in studying. Although the role of parents in religious education is very important, many of them are less active in supporting their children in reading the Quran. However, as observed by Pasaribu & Harfiani (2021), there are parents who care about their children's religious education. Even though they may have limited knowledge about reading the Quran, they still encourage their children to learn by reading iqra.

Reading is one of the complex and intricate learning activities because it is influenced by internal and external factors, with the aim of understanding the meaning in writing. The first revelation conveyed to the Prophet Muhammad (peace be upon him) was the command to read, for through reading, Allah teaches knowledge that was previously unknown. Reading provides useful insights into knowledge. According to some linguistic opinions, "Qur'an" comes from "qoroa," which means reading, and the verses of the Qur'an confirm one another. Reading is the effort to process symbols or writings that contain messages, and in Islam, beneficial reading in this world and the hereafter is highly encouraged, especially reading the Quran. Religious individuals are called to read the verses of God's greatness, and the first verse revealed was the command to read and write. In addition, the quality of reading the Quran is very important and must adhere to the rules of Tajwid, which ensures that every letter and punctuation is pronounced correctly. Good reading quality enhances understanding of the meanings and messages conveyed, as well as assists in practicing the teachings contained in the Quran. Reading the Quran properly and correctly also brings one closer to Allah, as the Quran is the primary reading in both difficult and joyful situations, and serves as the main source of Islamic teachings with much knowledge and important lessons. Therefore, all Muslims are encouraged to read and study it earnestly. (Muhsin, 2017).

The Yanbu’a Method is a comprehensive guide for learning to read, write, and memorize the Quran. This method is designed to guide learners from the basic level, such as recognizing the Arabic letters, to the advanced stage of reading the Quran correctly in accordance with the rules of Tajweed. (Suriah, 2018). The Yanbu’a writing uses the Uthmani script style and pays attention to the punctuation and waqf used in the Qur'an. With 7 volumes, this method aims to contribute to enhancing Qur'anic literacy and introducing the Uthmani script. The aim is to support effective learning and to spread a good understanding of the Quran among the community. (Fatah & Hidayatullah, 2021).

In addition, the Yanbu'a method also includes practical teaching of tajwid, which makes it easier for children to understand. Learning about the points of articulation of letters and their characteristics is also conveyed through songs that are easy for children to remember. The name Yanbu'a is taken from the birthplace of this method, which is the tahfidzul Qur'an boarding school, Yanbu'ul Qur'an, that can be applied to both children and adults. The approach used in the Yanbu'a method delivers material in a practical and structured manner according to the developmental stages of children's ages. The learning materials refer to the verses of the Qur'an that have been organized and packaged in the form of a series of books called Yanbu'a, from the initial volume up to the seventh volume. (Yulianti et al., 2024).

One of the advantages of the Yanbu’a method is its emphasis on learning the makhārij al-ḥurūf, which differs from other methods that focus on the pronunciation and articulation of the letters. A study conducted at the An Nur Islamic boarding school in Cilawu District showed that the use of the Yanbu’a method has yielded positive results in Quranic learning. (Ainissyifa & Karyana, 2023). Although the ability of the students to read the Qur'an is good, not all of them fully understand the rules of tajwid and the pronunciation of the letters. Therefore, the use of the Yanbu’a method in the pesantren aims not only to improve the students' reading skills of the Qur'an but also to help them correctly understand the science of tajwid and the pronunciation of the letters.

According to Gustin Rif'aturrofiqoh (2018:20-21), in teaching learning materials using the yanbu'a method, there are several techniques employed, including: a) Musyafahah, where the teacher reads first and then the students imitate. In this way, the teacher can demonstrate how to correctly pronounce letters through their tongue, while the students can see and directly witness the teacher's pronunciation practice to imitate it. b) 'Ardul Qira'ah, where the students read in front of the teacher while the teacher listens to them. Sometimes this method is also referred to as sorogan. c) Repetition, where the teacher repeats the reading repeatedly, and the students imitate it word for word or sentence by sentence, repeatedly until they are skilled and accurate in their reading.

The level at which a person can learn and memorize the text of the Quran well, both phonetically and semantically, is referred to as the quality of their memorization. This involves remembering the use of vowels, tajwid, punctuation, and the correct word order. Accurate memorization should be the goal for those who memorize information, and accuracy must be maintained over time. Understanding the importance of the verses being studied is another essential component of effective memorization of the Quran. The goal for the memorizers is to understand the meaning that Allah is trying to convey in each verse. Gaining a better understanding and context of that meaning will help improve the quality of memorization. (Masitah & Fitriani, 2024). The quality of Quran reading among students is influenced by the teaching methods employed by educators at SMP Al-Maksum. This is why teachers have specific strategies to enhance the quality of students' Quran reading. The strategy for improving the quality of Quran reading at SMP Al-Maksum involves using the Yanbu'a method.

The primary needs for humans include education. Essentially, education is an activity carried out by humans. The success of the learning process is attributed to several factors, namely the role of the teacher, students, the learning environment, the curriculum, strategies, efficient teaching methods, and the use of learning media that support students in reaching their learning potential optimally. In addition, these factors also play a role in enhancing the achievement of significant learning and determination. (Buchari, 2018).

SMP Al Maksum, as a formal institution, has integrated the curriculum of the Ministry of Education. The yanbu’a method aims to serve as a progress tool for students in tahfidz learning, as an effective way to accustom students to reading the Quran correctly. The success of learning greatly depends on the selection of strategies and learning methods. An engaging delivery of lessons will trigger students' motivation to learn, while a less engaging presentation can lead to a low level of education and a lack of interest among students in participating in lessons. To create engaging learning, teachers need to choose methods, techniques, and environments that are in sync with the material being taught.

By applying the right strategies, methods, and learning approaches, as a progress indicator of students' learning achievements, with opportunities as their learning progress. It is important for teachers to understand the diversity of students in their class in order to plan effective learning, meet the various needs of different students, and achieve the established learning objectives.

SMP Al-Maksum, a school located on Jl. Sei Mencirim, Paya Geli, Sunggal District, Deli Serdang Regency, North Sumatra, with postal code 20351. In this school, the memorization learning is conducted once a week, specifically on Thursdays. Therefore, to understand how the Yanbu’a method is applied in the memorization subject at Al-Maksum Junior High School, the researcher conducted a study titled “The Influence of the Yanbu’a Method on the Quality of Students' Quran Recitation in the Memorization Subject at Al-Maksum Junior High School.”

**METHOD**

This research is a type of quantitative study that uses an experimental approach. An experiment is a research method aimed at discovering the cause-and-effect relationship between independent and dependent variables. The independent variable in an experiment is controlled and manipulated to determine its effect on the dependent variable. (Setyanto, 2013). The experiment was conducted directly with the eighth-grade students at SMP Al Maksum.

The first technique in data collection for this research is observation. Observation is a systematic and planned process of observing an object, phenomenon, or situation with the aim of obtaining information, data, or a better understanding of it. In observation, the observer directly watches or records the behaviors, patterns, or characteristics being observed. Observation has its own distinctive characteristics compared to other data collection techniques, as it involves directly observing in the field to identify work-related factors, which are then supported by job analysis through interviews. (Hasanah, 2017). This type of observation is participatory observation, where the researcher can be directly involved in the Tahfidz learning process at SMP Al-Maksum.

One of the other data collection techniques is testing. A test is a tool or method used to measure the knowledge, skills, abilities, or characteristics of individuals or groups. The purpose of a test is to obtain important information regarding the abilities or specific traits possessed by the subjects being tested. Tests can take the form of written, oral, practical exams, or a combination of several types of assessments. A test is defined as "a tool or procedure for knowing or measuring something in a certain way and according to established rules." (Pratama & Hermawan, 2016).

The research will be conducted at Al-Maksum Junior High School in the second semester of the 2023-2024 academic year. This research will involve 31 students from the eighth grade. The sampling will use purposive sampling methods. Purposive sampling is a technique where subjects are not selected randomly or based on location, but are chosen based on specific objectives that one aims to achieve. (Utami & Yanti, 2022) Thus, this study uses a sample of 31 eighth-grade students from Al-Maksum Junior High School, consisting of 18 male students and 13 female students.

The independent variable (X) in this study is the yanbu’a method, while the independent variable (Y) is the quality of Quranic reading. This research uses a learning outcome test consisting of ten multiple-choice questions and five essay questions as a measurement tool. In addition, the researchers also used observation sheets to record the activities of eighth-grade students during the teaching and learning process.

The other one is documentation. Documentation can be described as the process or result of creating, storing, and presenting information in written, visual, or multimedia form. It encompasses everything from notes, instructions, manuals, guides, and other documents used to convey relevant or important information. Documentation is often used in various contexts such as business, information technology, education, science, law, and other areas. This is reinforced by Sugiyono's opinion (2018:476) that documentation is a method for obtaining knowledge and information involving books, archives, documents, written records, and images, which often take the form of reports and data that support research. (Nilamsari, 2014).

Data analysis in this study was conducted using statistical methods. The data for this research was collected through observation, documentation, and tests. The research data originated from the results of pre-tests and post-tests that were gathered, which were then analyzed using descriptive and inferential statistical analysis methods.

1. Analysis of Descriptive Statistical Data

The analysis process is carried out through several steps, including determining statistical scores, calculating student averages, grouping learning outcomes into specific categories, and determining passing grades. The categories of learning are outlined in the table below.

Table 1. Categories of Student Learning Outcomes

Table 1

|  |  |
| --- | --- |
| Value Interval | Category |
| 0-54 | Very low |
| 55-64 | Low |
| 65-74 | Currently |
| 75-84 | High |
| 84-100 | Very high |

The VIII SMP Al Maksum school has established a minimum graduation requirement for eighth-grade students, which is to achieve a score of 75 out of a maximum of 100. Students who obtain at least 75 points are considered successful in the learning process. Those who score below 75 are deemed to have not graduated as they have not reached the required level of achievement in their studies.

**Analysis of Inferential Statistical Data**

The purpose of this analysis is to test the hypothesis using the T-test (pretest-posttest) to compare the means of paired data. The purpose of this test is to evaluate the differences between the conditions before and after a treatment, namely learning using the Yanbu’a method. The differences before and after are evaluated using a t-test, specifically:  
a. Null Hypothesis (Ho): There is no significant difference in learning outcomes before and after the presentation of the yanbu’a method, stated as µ1 = µ2.

b. Alternative Hypothesis (Ha): There is a significant difference in learning outcomes before and after the implementation of the yanbu’a method, denoted as µ1 > µ2.

**RESULT AND DISCUSSION**

The pre-test and post-test scores can indicate the differences in student learning outcomes using the yanbu’a method in the eighth grade at Al-Maksum Junior High School. Before the implementation of the yanbu’a method, a pre-test was conducted to assess students' abilities to understand reading the Quran prior to the application of the strategy. Meanwhile, the post-test was carried out to measure the impact of the strategy's implementation.

This research shows that there was an increase in the average scores for the tahfidz subject after the implementation of the musyafahah program. Before the application of the musyafahah program at SMP Al-Maksum, the average learning outcome score for eighth-grade students was 60.93%.

**Table 2. Results of the Percentage of Pretest Learning Outcome Categories**

|  |  |  |
| --- | --- | --- |
| Interval | Learning Outcome Category | Pretest |
| 0-59 | Low | 41.935% |
| 60-79 | Currently | 58.065% |
| 80-100 | High | 0% |

However, after the implementation of the musyafahah program, the average score increased to 85.03%. This increase indicates an improvement in student learning outcomes. The application of the musyafahah program in tahfidz learning also enhances the percentage of student learning outcome categories, as shown in the following Table 3:

**Table 3. Results of the Percentage of Post-Test Learning Outcomes Categories**

|  |  |  |
| --- | --- | --- |
| Interval | learning outcomes category | Postest |
| 0-59 | Low | 0% |
| 60-79 | Currently | 16.129% |
| 80-100 | High | 83.871% |

The table provides an overview of the changes in the learning outcomes categories of students after the implementation of the musyafahah program in tahfidz learning, which includes aspects of tajwid, fasohah (reading fluency), and makharijul huruf. (pengucapan huruf). The pretest results indicate that the majority of students fall into the low learning outcome category, with a percentage of 39.39% in the score interval of 0-59. These pretest results also reveal several specific issues:

1. Tajwid: Many students struggle to apply the rules of tajwid correctly. For example, in the phrase "إِيَّاكَ," which contains the rule of Idgham Bighunnah (when the letter "ي" meets "ن"), students tend to not pronounce the gunnah correctly. In addition, in the word "الرَّحْمَٰنِ," which contains the rule of Mad Thabi’i, the elongated reading of two harakat is often overlooked, resulting in an incorrect pronunciation. In the phrase "عَبْدِ", the rule of Qalqalah (a slight vibration of the sound on the letter "ب") is often not applied correctly.

2. Fluency: In the pretest, many students were unable to read Surah Al-Fatihah fluently, especially in maintaining the continuity of the recitation without unnecessary pauses. For example, in the phrase "الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ", some students separate the words that should be read smoothly and connected, which indicates a lack of fluency in reading.

3. The articulation of letters with the correct points of articulation is also a challenge. For example, the letter "ح" in the word "الْحَمْدُ" is often pronounced from the wrong place in the throat, the letter "ع" in the word "الْعَالَمِينَ" is not clearly articulated from the inner part of the throat, and the letter "ق" in the phrase "مَالِكِ يَوْمِ الدِّينِ" is not pronounced enough from the very back of the tongue.

However, after the musyafahah program was implemented, the post-test results showed a significant improvement in student learning outcomes. The percentage of students in the low learning outcome category has drastically decreased to 0%, indicating that there are no longer any learners who scored within that interval. Conversely, the percentage of students in the moderate learning outcome category (60-79) dropped from 58.065% to 16.129%. The most striking change is seen in the high learning outcome category (80-100), where previously there were no students, but after the musyafahah program was implemented, it reached a percentage of 83.871%.

This increase shows that the musyafahah program effectively helps students improve their understanding and application of tajwid, enhances their fluency in reading the Qur'an (fasohah), and corrects their makharijul huruf. The post-test results, which are significantly better than the pre-test, indicate that the majority of students were able to achieve a higher learning outcome category after the program was implemented, with improved understanding and skills in tajwid, fasohah, and makharijul huruf.

**Table 4. Results of Student Pretest Mastery**

|  |  |  |
| --- | --- | --- |
| Score | Category | Pretest |
| 0  ≤ x < 75 | Tidak Tuntas | 100% |
| 76 ≤ x ≤ 100 | Tuntas | 0% |

According to H. Kara (2014), learning completeness reflects students' achievement in learning, both from school assignments and tests. In the context of this research, the musyafahah program in reading the Quran is also able to increase the percentage of students who meet or exceed the Minimum Completeness Criteria score. (KKM). The categories of student learning outcomes that were observed are listed in Table 5 below:

**Table 5. Results of Student Post-Test Mastery**

|  |  |  |
| --- | --- | --- |
| Score | Category | Postest |
| 0 ≤ x < 75 | Not complete | 0% |
| 76 ≤ x ≤ 100 | complete | 100% |

The table illustrates the changes in student learning outcome categories based on pretest and posttest scores after the implementation of the musyafahah program in tahfidz learning. Previously, all students were classified in the "Not Completed" category, with 100% of students scoring below 75 on the pretest. However, after the musyafahah program was implemented, there was a significant improvement where the percentage of students in the "Not Completed" category drastically decreased to a total of 0 students not completing, which equals 0% on the posttest, indicating that the majority of students successfully achieved or exceeded the Minimum Completion Criteria (KKM) score. Conversely, in the pretest, no students reached the "Completed" category (with scores ranging from 76 to 100), but after the musyafahah program was implemented, the percentage of students in the "Completed" category significantly increased to 100% on the posttest. This shows that the implementation of the musyafahah program is effective in improving the quality of Quran reading among students in tahfidz learning, as well as enhancing their learning completion rates. To compare the means of two samples from the same population, a paired sample test is conducted, which includes "Before" and "After" sample pairs.

The test results show a significant difference between the means of the two samples, with a t-value of -20.615 and a p-value of .000, which is lower than the significance level of 0.05. The null hypothesis (H0), which states that there is no difference between the average learning outcomes before and after the implementation of the musyafahah program, is rejected. Conversely, the alternative hypothesis (H1), which states that there is a variation in the mean of the pretest and posttest learning outcomes from the implementation of the musyafahah program, is accepted. This indicates that the implementation of the musyafahah program in reading the Quran has resulted in improved learning outcomes for the students. Based on observational reviews, the implementation of the musyafahah program has a significant impact on improving the quality of Quran reading. Before the musyafahah program was implemented, a total of 10 students appeared to be not fully focused on learning, engaging in other activities, or being less responsive during the learning process. However, after the implementation of the musyafahah program, the number of students engaging in other activities during lessons decreased to 4 students. Students also appear very agile and confident, similar to the findings of the research by Ainissyifa & Karyana (2023) which shows that the yanbu’a method can enhance students' focus. Descriptive and inferential statistical analysis also supports these observations, emphasizing that the musyafahah program has a significant impact on its value. Nevertheless, this study has limitations as it only focuses on the influence of the musyafahah program on learning outcomes, while other variables such as skills and attitudes also need to be examined for a more comprehensive understanding.

**CONCLUSSION**

The application of the yanbu‘a method in the eighth grade at Al-Maksum Junior High School effectively improves students' learning outcomes. Previously, the average learning score was low (60.93%), but after implementation, there was a significant increase (85.03%). The musyafahah program, starting from tajwid, fluency, and also the articulation of letters, aims to improve the learning outcomes of students, shifting the majority from low to moderate or high levels. The level of learning completion has also drastically increased from all students not completing to 100% of students completing. Statistical analysis shows a significant difference between the pretest and posttest in the implementation of the musyafahah program. Observations also showed an increase in student concentration and participation. In conclusion, the implementation of the musyafahah program in the eighth grade at Al-Maksum Middle School in Medan has a significant positive impact on students' learning outcomes and their level of mastery.

**REFERENCES**

Ainissyifa, H., & Karyana, K. (2023). Pengaruh Penggunaan Metode Yanbu’a Terhadap Peningkatan Kemampuan Membaca Al-Qur’an. Jurnal Pendidikan Uniga, 16(2), 675-685.

Buchari, A. (2018). Peran Guru Dalam Pengelolaan Pembelajaran. *Jurnal Ilmiah Iqra’*, *12*(2), 106–124.

Faizah, Si. N. (2017). Hakikat Belajar Dan Pembelajaran. *Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, *1*(2), 175–182.

Fatah, A., & Hidayatullah, M. (2021). Penerapan Metode Yanbu’a Dalam Meningkatkan Kefasihan Membaca Alquran Di Pondok Pesantren Darul Rachman Kudus. Jurnal Penelitian, 15(1), 169.

Hasanah, H. (2017). Teknik-Teknik Observasi (Sebuah Alternatif Metode Pengumpulan Data Kualitatif Ilmu-Ilmu Sosial). *At-Taqaddum*, *8*(1), 21. Https://Doi.Org/10.21580/At.V8i1.1163

H Kara, O. A. M. A. (2014). 済無no Title No Title No Title. Paper Knowledge . Toward A Media History Of Documents, 7(2), 107–115.

Keswara, I. (2017). Pengelolaan Pembelajaran Tahfidzul Qur’an (Menghafal Al Qur’an) Di Pondok Pesantren Al Husain Magelang. Jurnal Hanata Widya, 6(2), 62–73.

Luthfi, A., & Wiza, R. (2022). Implementasi Metode Talqin Dalam Program Tahfidz Alquran Di Sekolah Menengah Pertama 31 Padang. *Jurnal Keislaman Dan Ilmu Pendidikan*, *4*(4), 609–620.

Masitah, W., & Fitriani, I. (2024). Pengaruh Penggunaan Metode Sima’i Terhadap Kaulitas Hafalan Al-Qur’an Santri Pondok Pesatren Al-Qomariyah. *Jurnal PAI Raden Fatah*, *6*(2), 566-577.

Muhsin, A. (2017). Peran Guru Dalam Upaya Meningkatkan Kualitas Baca Tulis AlQuran di TPQ Miftahul Ulum Nglele Sumobito Jombang. *Jurnal Al-Murabbi*, *2*(2), 275-290.

Nilamsari, N. (2014). Memahami Studi Dokumen Dalam Penelitian Kualitatif. *Wacana*, *8*(2), 177–1828. [Http://Fisip.Untirta.Ac.Id/Teguh/?P=16/](http://fisip.untirta.ac.id/teguh/?p=16/)

Pasaribu, M., & Harfiani, R. (2021). Vocational Education at Special School in North Sumatra.

Al-Ishlah: Jurnal Pendidikan, 13(2), 1335–1347. <https://doi.org/10.35445/alishlah.v13i2.641>

Pratama, N. A., & Hermawan, C. (2016). Aplikasi Pembelajaran Tes Potensi Akademik Berbasis Android. *Jnteti*, *6*(1), 1–6. [Http://Jurnal.Unda.Ac.Id/Index.Php/Jpdf/Article/View/11/13](http://jurnal.unda.ac.id/index.php/Jpdf/article/view/11/13)

Rif’aturrofiqoh, G. (2018). Pengaruh Penggunaan Metode Yanbu’a Terhadap Kemampuan Membaca Al-Qur’an Pada Mata Pelajaran Al-Qur’an Hadits Kelas IV MIN 7 Bandar Lampung (Doctoral dissertation, UIN Raden Intan Lampung).

Setyanto, A. E. (2013). Memperkenalkan Kembali Metode Eksperimen Dalam Kajian Komunikasi. *Jurnal Ilmu Komunikasi*, *3*(1), 37–48. <Https://Doi.Org/10.24002/Jik.V3i1.239>

Suriah, M. (2018). Metode Yanbu’a untuk Meningkatkan Kemampuan Membaca Al-Quran pada Kelompok B-2 RA Permata Hati Al-Mahalli Bantul. Jurnal Pendidikan Madrasah, 3(2), 291-299.

Utami, N. P., & Yanti, P. G. (2022). Pengaruh Program Literasi terhadap Hasil Belajar Bahasa Indonesia Siswa Sekolah Dasar. Jurnal Basicedu, 6(5), 8388–8394.

Yulia, A. F. (2023). Pengaruh Metode Yanbu ’ a Terhadap Peningkatan Membaca Al- Qur ’ an Siswa Kelas VII Pondok Pesantren Hujjaturrahmah Tanjung Pura. 1(3).

Yulianti, E., Praminto, Y. L. Q. N., Sya’baniah, K., Rohmad, A. N., & Chilmy, M. S. N. (2024). Penerapan Metode Yanbu’a dalam Pembelajaran Membaca Al-qur’an di Taman Pendidikan Qur’an (TPQ) Miftahul Huda Desa Asrikaton Kabupaten Malang. JRCE (Journal of Research on Community Engagement), 5(2), 66-77.