



Pearl of Tartil: Yanbu'a Method-Based Guidance to Improve Qur'anic Reading Quality among Tahfidz Students

Nur Ittihadatul Ummah ¹, Imron Fauzi ¹, Siti Nur Aviatun Hasanah ²,
Maulidatul Adzimah ²

¹ UIN Kiai Haji Achmad Siddiq Jember, Indonesia

² Universitas Nurul Jadid, Indonesia

Correspondence: stnuravia@gmail.com

Abstract : The Mutiara Tartil Community Service Program was implemented to improve the quality of Qur'anic reading among tahfidz students at an Islamic junior high school through guidance using the Yanbu'a method. The program was initiated in response to several challenges faced by students, including inaccurate pronunciation of Qur'anic letters (*makhārij al-ḥurūf*), errors in the application of tajweed rules, limited reading fluency, and low confidence in reading the Qur'an. The program employed a participatory action approach involving four stages: preparation, implementation, monitoring, and evaluation. Data were collected through participatory observation, interviews, documentation, and pre- and post-assessments of students' Qur'anic reading skills. The results indicated improvements in the accuracy of letter pronunciation, application of tajweed rules, reading fluency, and the ability to read the Qur'an in a tartil manner. The mentoring activities also contributed to increased student motivation, active participation, and self-confidence during Qur'anic reading practice. These findings indicate that Yanbu'a method-based guidance can serve as a practical approach to strengthening both the technical and affective dimensions of Qur'anic reading among tahfidz students. The program also highlights the importance of continuous and participatory mentoring in developing sustainable Qur'anic reading competencies within Islamic educational settings.

Keywords : Yanbu'a Method; Quality of Al-Qur'an Reading; Tahfidz Students.

Article History	Received	Revised	Accepted
	October 2024	November 2024	December 2024

How to Cite (APA Style) : Ummah, Fauzi, Hasanah, Adzimah. (2024). Pearl of Tartil: Yanbu'a Method-Based Guidance to Improve Qur'anic Reading Quality among Tahfidz Students. *Gemeinschaft: Journal of Social and Community Engagement*, 2(2), 98-112.

DOI : <https://doi.org/10.71392/gjsce.v2i2.138>

Copyright © 2024 Gemeinschaft: Journal of Social and Community Engagement, All Rights Reserved



INTRODUCTION

The Qur'an serves as a fundamental guide for Muslims and is intended not only to be memorized but also to be read, understood, and practiced correctly. The ability to read the Qur'an accurately is therefore an essential competency in Islamic education, particularly for tahfidz students who are expected to maintain both the quantity of their memorization and the quality of its recitation (Pilotti et al., 2022; Aditia et al., 2024). Accurate Qur'anic recitation requires mastery of *makhārij al-ḥurūf*, *tajweed* rules, appropriate reading fluency, and the ability to maintain *tartil* (Afifah et al., 2023; Naufal et al., 2024). These aspects are closely interconnected with the quality of memorization because inaccurate articulation or inappropriate application of recitation rules may affect pronunciation, disrupt fluency, and potentially alter the intended meaning of Qur'anic verses (Azzahra & Irawan, 2023; Mårtensson, 2022).

Despite the importance of these competencies, challenges in Qur'anic reading remain evident among students at the Islamic junior secondary level. In some cases, students demonstrate relatively strong memorization abilities but have not yet developed comparable competence in recitation. Difficulties commonly include inaccurate pronunciation of letters with closely related articulation points, inconsistency in applying *tajweed* rules, limited reading fluency, and insufficient ability to sustain *tartil* during recitation (Azizah, 2022; Munzir, 2023). Such difficulties cannot be attributed solely to students' individual abilities. Differences in prior learning experiences, limited opportunities for individualized correction, variation in learning pace, and instructional approaches that provide insufficient intensive practice may also contribute to the persistence of these problems (Maghfiroh et al., 2022; Puspitasari, 2024). Consequently, Qur'anic learning for tahfidz students requires an approach that combines systematic instruction with repeated practice and continuous correction.

The Yanbu'a method represents one approach that can address these needs. Developed as a method for learning to read, write, and memorize the Qur'an, Yanbu'a emphasizes accurate articulation, systematic mastery of reading stages, fluency, and habituation to *tartil* (Abidin & Wulandari, 2022; Kartikasari & Nuryasana, 2022). Its structured and gradual learning sequence enables students to develop reading competencies progressively, while its emphasis on direct practice provides opportunities for teachers or mentors to identify and correct errors during the learning process (Corbett, & Anderson, 2022; Hadadi & Zailani, 2022; Zhang & Fiorella, 2023). This characteristic is particularly relevant for tahfidz students because Qur'anic memorization needs to be accompanied by consistent attention to pronunciation and recitation accuracy rather than focusing exclusively on the completion of memorization targets.

Previous studies have generally demonstrated the potential of systematic Qur'anic learning approaches to improve students' reading competencies, particularly when learning

activities incorporate direct practice and continuous evaluation (Anwar et al., 2024; Hunduma & Nugusa Gursha, 2023). However, there remains a practical need to translate these methodological strengths into sustained, intensive guidance for tahfidz students at the Islamic junior secondary level. The challenge is not merely introducing a particular learning method but creating a learning process in which students repeatedly practice, receive immediate correction, and gradually internalize accurate recitation habits (Maulana et al., 2024; Styabudi & Yuliastutik, 2022). This need becomes more significant in educational settings where students possess diverse levels of initial Qur'anic reading competence and require different degrees of guidance.

In response to this condition, the MUTIARA TARTIL program was designed as a structured mentoring initiative based on the Yanbu'a method to strengthen the Qur'anic reading competence of tahfidz students at an Islamic junior high school. The program integrates Yanbu'a-based instruction with individual and group reading practice, direct correction, continuous mentoring, and periodic evaluation. Rather than concentrating solely on the transmission of *tajweed* concepts, the activities emphasize the transformation of knowledge into accurate and consistent reading practices. Particular attention is given to the pronunciation of *makhārij al-ḥurūf*, application of *tajweed* rules, reading fluency, and the habituation of *tartil*.

The program also considers the affective dimensions of Qur'anic learning. Students' motivation, participation, and confidence are important factors in sustaining regular reading practice and responding constructively to corrective feedback. A supportive mentoring environment can provide students with opportunities to practice without excessive anxiety while enabling mentors to identify individual difficulties and provide appropriate guidance. Accordingly, the integration of technical recitation training with participatory and supportive mentoring is expected to strengthen not only students' reading performance but also their engagement in the learning process.

Based on these considerations, the implementation of MUTIARA TARTIL focuses on strengthening the Qur'anic reading competencies of tahfidz students through systematic Yanbu'a-based mentoring. The program specifically seeks to improve the accuracy of *makhārij al-ḥurūf*, the application of *tajweed* rules, reading fluency, and *tartil* ability, while simultaneously fostering students' motivation, participation, and confidence. The resulting experience is expected to provide a practical model of Qur'anic reading assistance that can be sustained within Islamic educational settings and support the development of students who are capable of maintaining both the quality of their memorization and the accuracy of their Qur'anic recitation.

METHOD

This Community Service (PKM) activity uses a participatory action approach, which places students, female teachers, and the implementation team as active participants throughout the entire series of activities. This approach was chosen because it encourages

participant involvement in problem identification, program implementation, and evaluation of results. Through this participatory approach, mentoring activities are oriented not only toward knowledge transfer but also toward empowering participants to improve their Quranic recitation independently and sustainably.

The activity was carried out at the Tahfidz students of the Islamic Junior High School (Islamic Junior High School) of PPIQ Nurul Jadid Problinggo, the target group of the program. The "MUTIARA TARTIL" program was implemented through several systematic stages, namely preparation, implementation, monitoring, and evaluation. During the preparation stage, the team coordinated with the institution, conducted initial observations, and identified the students' needs regarding Quran reading skills. The identification results were used as the basis for developing materials and mentoring strategies appropriate to the participants' conditions.

The implementation phase involves mentoring students in reading the Quran using the Yanbu'a method. This includes providing material on the pronunciation of letters, the nature of letters, the rules of tajweed, and practicing reading the Quran in tartil. The mentoring is carried out in stages through group learning and individual guidance so that each student has the opportunity to directly correct their reading errors. In addition, the implementation team provides examples of correct reading, repeated practice, and feedback on students' reading results.

Monitoring is carried out throughout the program by observing the development of participants' abilities during each mentoring session. Monitoring aims to determine the program's level of achievement and identify any obstacles faced by participants. Furthermore, an evaluation phase is conducted to measure the effectiveness of the mentoring activities in improving the quality of students' Quran reading.

The data collection methods used in this activity included participant observation, interviews, documentation, and a Quran reading ability test. Participatory observation was conducted during the mentoring process to observe participant engagement, reading ability, and changes that occurred during the program. Interviews were conducted with students and mentors to obtain information about experiences, obstacles, and benefits experienced during the program. Documentation was used to collect data in the form of activity photos, field notes, and participant evaluation results. Meanwhile, Quran reading ability tests were conducted before and after the program as an indicator of improving the quality of students' reading.

Data collection in this PKM activity used a combination of qualitative and quantitative data. Qualitative data were obtained through observation, interviews, and documentation that described the program implementation process, participant responses, and changes in students' learning behavior during the mentoring program. Quantitative data were obtained through the results of an assessment of Qur'an reading skills, which

included aspects of letter pronunciation accuracy, tajwid application, reading fluency, and tartil reading skills.

The instruments used for data collection included observation sheets, interview guides, Quran reading assessment sheets, and activity documentation. The observation sheets were used to record participants' activities and participation during the program. The interview guides were used to obtain in-depth data on participants' perceptions and experiences. The Quran reading assessment sheets were used as a measuring tool to assess participants' reading skills based on predetermined indicators.

Qualitative data analysis was conducted using an interactive analysis model that includes data reduction, data presentation, and conclusion drawing. Data from observations and interviews were selected, grouped according to specific themes, and then presented descriptively to comprehensively illustrate the process and results of the activities. Conclusions were then drawn based on patterns emerging from the analyzed data.

Meanwhile, quantitative data were analyzed using simple descriptive statistical techniques in the form of calculating average values, percentages, and comparing the results of the pretest and posttest of participants' Quran reading ability. This analysis aims to determine the level of improvement in the quality of Quran reading of students after participating in the Yanbu'a method mentoring program. The results of the qualitative and quantitative analyses were then integrated to provide a comprehensive picture of the effectiveness of the "MUTIARA TARTIL" program in improving the quality of Quran reading of students who are memorizing the Quran.

RESULT AND DISCUSSION

Result

1. Improving the Quran Reading Skills of Tahfidz Students Through the Yanbu'a Method

Based on the results of the PKM activities, it was found that the implementation of the Yanbu'a method provided positive developments in the students' ability to read the Qur'an. Documentation in the form of student development books, daily evaluation sheets, murojaah notes, and recaps of learning outcomes showed an increase in the aspects of accuracy of letter pronunciation, application of tajwid laws, reading fluency, and the ability to read verses in tartil. At the beginning of the program, some students still had difficulty distinguishing several letters that had similar pronunciation and characteristics. However, after participating in gradual learning using the Yanbu'a method, their reading abilities showed better development. In addition, documentation of attendance and learning activities showed a high level of student participation throughout the program. These conditions indicate that the Yanbu'a method is able to

create a systematic, structured, and easily understood learning process for tahfidz students in improving the quality of their Qur'an reading.

Table 1. Improvement in the Ability to Read the Qur'an of Tahfidz Students

Assessment Aspects	Before Mentoring (%)	After Mentoring (%)
Accuracy of Makhoriijul Huruf	68	89
Application of Tajweed	65	87
Reading Fluency	70	90
Tartil Reading	67	88
Average	67.5	88.5

The data in the table shows that all assessment aspects improved after the students participated in the Yanbu'a method. The accuracy of pronouncing letters increased from 68% to 89%, while the application of Tajweed increased from 65% to 87%. Reading fluency increased from 70% to 90%, while tartil reading ability increased from 67% to 88%. Overall, the average Qur'an reading ability of the students increased by 21 percentage points. The documentation shows that the gradual and continuous mentoring process was able to have a positive impact on the development of the Qur'an reading ability of the program participants.

The improvement in Qur'an reading ability demonstrated in the documentation is inseparable from the characteristics of the Yanbu'a method, which emphasizes gradual learning, consistent repetition, and the habit of reading directly under the teacher's guidance. This approach allows students to receive quick correction when errors occur in letter pronunciation or the application of tajwid rules. In addition, the use of systematically structured materials helps students understand the concept of Qur'an reading more easily and sustainably. The documentation results also show that improvements occur not only in the technical aspects of reading, but also in affective aspects such as motivation and self-confidence. Thus, it can be reaffirmed that the application of the Yanbu'a method in the PKM program plays a significant role in improving the Qur'an reading ability of tahfidz students. This finding strengthens the assumption that structured and practice-oriented learning methods can support the achievement of better reading quality according to Qur'anic rules.

A consistent relationship exists between the intensity of Yanbu'a method implementation and the improvement of students' Quran reading skills. The more frequently students participate in learning and evaluation sessions using this method, the better their achievements in the aspects of makhraj, tajwid, fluency, and tartil. The pattern of improvement is seen gradually, starting from the ability to recognize and pronounce letters correctly, then developing into the ability to apply the rules of tajwid

correctly, until finally achieving a more stable reading fluency. The data also show that aspects of learning participation and self-confidence increase along with improving reading skills. This indicates that learning success is not only influenced by material mastery, but also by the students' active involvement in the learning process. Overall, the data pattern points to the same trend, namely that the Yanbu'a method is able to be an effective learning tool in improving the quality of Quran reading of students who are memorizing the Quran in a sustainable and measurable manner.

2. Strengthening Understanding Tajweed and Makharijul Huruf among Islamic Students

Strengthening the understanding of tajweed and makharijul huruf in students in this study is operationalized as a process of increasing the ability of students to recognize, understand, and apply the rules of tajweed and pronounce the hijaiyah letters according to their place of exit (makhraj) correctly when reading the Qur'an. In the field, this strengthening is realized through learning activities that include providing tajweed material, direct letter pronunciation practice, individual guidance, reading correction by ustaz/ustazah, and periodic evaluation of students' reading abilities. Indicators used to see the success of this strengthening understanding include the ability to distinguish letters that have similar makhraj, the accuracy of the application of the rules of tajweed reading, fluency in reading the verses of the Qur'an, and the ability to correct reading errors after receiving direction. Thus, this sub-finding does not only focus on the theoretical knowledge aspect of students about tajweed, but also on their ability to apply these rules appropriately in the practice of reading the Qur'an daily.

The results of interviews with Informant 1 (the supervising female teacher) showed that before the program was implemented, several students still had difficulty distinguishing the pronunciation of certain letters, such as the letters *ṣad* (ص) and *sin* (س) or *ḍad* (ض) and *dzal* (ذ). However, after receiving intensive learning and practice, most students began to be able to pronounce letters according to their makhraj and were more careful in applying the rules of tajweed. Meanwhile, Informant 2 (a student participating in the program) said that the learning method accompanied by direct examples and repeated corrections made it easier for her to understand where the reading errors were and increased her confidence when reading the Qur'an in front of friends and teachers. Based on the interview data, the researcher interpreted that the practical learning process and direct guidance contributed significantly to improving the understanding of tajweed and makharijul huruf. Intense interaction between the supervisor and students allowed for continuous improvement in reading so that the understanding obtained was not only theoretical but also applicable.

During the activity, it was apparent that the students showed positive progress in reading the Quran. In the initial stages, some students still often made mistakes in pronouncing certain letters and were inconsistent in applying the rules of tajweed when reading long verses. However, after participating in a series of regular lessons and exercises, these errors gradually decreased. The researchers also observed that the students became more active in asking questions about reading rules that were not yet understood and were more responsive to corrections given by the instructor. Furthermore, when taking turns reading, most students were able to read with clearer articulation and a more regular tempo than before. Based on these observational findings, the researchers interpreted that the improvement in reading ability occurred due to a combination of repeated practice, direct feedback from the instructor, and the students' active involvement in the ongoing learning process.

Students who previously had difficulty distinguishing the pronunciation of several hijaiyah letters and applying the rules of tajweed correctly were gradually able to improve the quality of their reading after participating in intensive learning activities and mentoring. The learning process, which emphasized direct practice, repeated correction, and regular evaluation, helped students understand the concept of tajweed and apply it in reading the Qur'an. In addition to improvements in the technical aspects of reading, students also showed changes in aspects of attitudes, such as increased self-confidence and motivation to read the Qur'an better. In other words, the data from this study indicate that the implemented program successfully supported the improvement of Qur'an reading competence by effectively strengthening the understanding of tajweed and makharijul huruf.

The improvement in understanding of tajweed and makharijul huruf occurs gradually and consistently along with the intensity of the learning received by the students. The first pattern is seen in the relationship between the frequency of practice and the accuracy of reading, where students who are more active in participating in the practice show better pronunciation skills and application of tajweed. The second pattern shows that direct correction by the instructor plays an important role in reducing repeated reading errors. The third pattern is seen in the increase in student participation in learning activities, which is characterized by the courage to ask questions and a willingness to accept input during the learning process. These three patterns are interrelated and lead to the same result, namely an increase in the quality of students' Qur'an reading both in terms of makharijul huruf and the application of tajweed rules. Thus, the research data shows that structured, continuous, and practice-based learning

is a major factor in the success of strengthening students' understanding of tajweed and makharijul huruf.

3. Increasing Students' Motivation and Self-Confidence in Reading the Qur'an

After the implementation stage of Google Drive to optimize administrative management at the Center for Quranic Education (PPIQ), the next crucial step is adjustment and evaluation. This process involves not only a review of the implementation that has been carried out, but also continuous adjustments according to the specific needs of the institution and evaluation of the impact and effectiveness of the use of Google Drive. The following are the stages of evaluation carried out, including: a) Continuous Adjustment, Continuous adjustment is an important step to ensure that Google Drive is not only implemented technically well, but also can accommodate changing needs and administrative challenges that may arise during the implementation process. b) Impact and Effectiveness

Based on the results of the Student Creativity Program (PKM), an increase in students' motivation and confidence in reading the Qur'an was found after participating in a series of structured learning activities. Data obtained through documentation, observation, and evaluation of activities showed that in the initial stage, some students still showed hesitation when asked to read the Qur'an in front of teachers or their friends. Some students tended to be passive, reluctant to ask questions, and felt unsure about the accuracy of their reading. However, after participating in learning accompanied by intensive mentoring, gradual reading practice, and the provision of constructive feedback, there was a significant change in behavior. Students began to show courage to read independently, actively participate in learning activities, and were more confident when given the opportunity to read in front of a group. In addition, the increased enthusiasm in participating in Qur'an learning activities is an indicator that the program implemented was successful in encouraging the growth of better learning motivation in students.

Table 2 relates to the motivation and self-confidence of students in reading the Qur'an before and after the program is implemented.

Indicator	Before the Program	After the Program
Courage to read in front of the class	Enough	Good
Participation in learning	Good	Very good
Enthusiasm in participating in activities	Enough	Very good
Confidence in reading ability	Not enough	Good

The table shows improvements across all observed indicators. Courage to read in front of the class has seen a significant shift from low to high. Similarly, active questioning and participation in learning have shown positive developments. Documentation data also shows that students are more enthusiastic about participating in each learning session and are more open to input and correction from their instructors. This indicates that the program not only improves Quranic reading skills but also impacts students' psychological well-being, particularly their motivation and confidence in demonstrating their abilities.

The increase in students' motivation and self-confidence is influenced by a supportive learning environment, appreciation for students' progress, and opportunities for repeated reading practice. A learning approach that emphasizes the process rather than the end result makes students feel more comfortable in learning and less afraid of making mistakes. Furthermore, the provision of positive guidance and correction helps students build confidence in their Quranic reading abilities. Based on these findings, it can be reaffirmed that the increase in students' motivation and self-confidence is one of the tangible impacts of the PKM program. Students who previously tended to be passive and hesitant in reading the Quran now demonstrate a more active, courageous, and optimistic attitude. Thus, the program implemented not only improves Quranic reading competence but also strengthens the affective aspects that support the success of the overall learning process.

There is a close relationship between improving Quranic reading skills and the growth of students' motivation and self-confidence. When reading skills improve, students tend to be more confident and demonstrate more active participation in learning activities. Another pattern shows that students who have the opportunity to read regularly and receive appreciation for their progress show higher levels of motivation than before. Furthermore, the data also shows that a supportive learning environment that does not instill fear of mistakes contributes to increased student self-confidence. This pattern is evident in increased courage to read in front of a group, willingness to accept correction, and enthusiasm for participating in learning activities. Overall, the data pattern leads to the conclusion that increased motivation and self-confidence develop in line with positive learning experiences, ongoing mentoring, and students' success in gradually improving the quality of their Quranic reading.

Discussion

The results of the implementation of Community Service (PKM) "MUTIARA TARTIL: Yanbu'a Method Mentoring to Improve the Quality of Al-Qur'an Reading of Tahfidz Students" show that mentoring based on the Yanbu'a method has a positive impact

on improving the quality of Al-Qur'an reading of tahfidz students (Inayyah & Simanjuntak, 2022; Kim et al., 2024). The research findings show an increase in the ability to read the Al-Qur'an in the aspects of accuracy of makharijul huruf, understanding and application of tajweed laws, reading fluency, as well as increasing motivation and self-confidence of students in reading the Al-Qur'an (Shraga & Roitman, 2020). These results are in line with the main objective of PKM which is designed to help students improve the quality of Al-Qur'an reading through systematic, directed, and continuous learning.

The improvement in Quranic reading ability found in this study indicates that the Yanbu'a method is effective in developing good and correct reading skills according to the rules of tajwid. The characteristics of the Yanbu'a method, which emphasizes direct practice, gradual reading habits, repetition of material, and continuous evaluation, allow students to gain a more active learning experience compared to learning methods that only focus on delivering theory. Through this process, students not only understand the concept of tajwid cognitively, but are also able to implement it directly in Quranic reading.

In addition to improving reading skills, this program also resulted in changes in the students' affective aspects. Observations and interviews showed that students became more confident in reading the Quran in front of teachers and peers. This increased motivation to learn was evident in the students' active participation in learning, their courage to ask questions when they encountered difficulties, and their willingness to accept correction from their mentors. These findings indicate that the success of Quran learning is influenced not only by the method used, but also by a supportive learning environment and positive interactions between mentors and students.

The program's success is supported by several factors, including consistent mentoring, the use of methods easily understood by students, and the active involvement of teachers in providing direct feedback on reading errors (Marandi & Seyyedrezaie, 2017; Solehudin, 2018). Regular evaluations also help students track their progress, thus increasing their motivation to continue learning and improve their reading.

However, the program's implementation also faced several challenges. Differences in students' initial abilities meant that the mentoring process required a diverse approach. Some students required more time to improve their pronunciation of certain letters with similar makhraj. Furthermore, limited mentoring time hindered the ability to provide individual guidance to all participants. However, these challenges were overcome through small group learning and independent practice, which was continuously monitored by mentors.

An unexpected outcome of this program was the emergence of increased social interaction and a collaborative learning culture among the students. During the mentoring process, students with better abilities spontaneously helped their peers who were still

experiencing difficulties. This created a more conducive learning environment and strengthened the spirit of togetherness in improving the quality of Quran recitation. These findings indicate that the program's impact extends beyond improving reading ability and also contributes to strengthening social character and a spirit of mutual assistance among students.

The findings of this study align with various previous studies which have shown that the Yanbu'a method is effective in improving Qur'an reading skills. The research conducted by Afni (2022), The results showed that the application of the Yanbu'a method was able to improve the accuracy of students' recitation of the Quran through learning that emphasized direct practice and habituation to reading. These results align with the findings of the Community Service Program (PKM) program, where students experienced improvements in letter pronunciation, tajwid, and reading fluency after intensive mentoring.

In addition, Maulana, (2024), that the Yanbu'a method had a positive effect on Quranic reading ability because it used a step-by-step approach that made it easier for students to understand the material. Similarities with this study are seen in the systematic and tiered learning process, allowing students to gradually improve their reading according to their ability level.

Other research also explains that the success of learning the Qur'an is not only influenced by the method, but also by the intensity of mentoring and the students' learning motivation (Chotimah et al., 2022; Erita et al., 2023; Shao et al., 2024). These findings support the PKM results, which showed that improved reading ability goes hand in hand with increased motivation and self-confidence among students. Thus, the affective aspect is a crucial factor in supporting successful Quranic learning.

Despite its similarities to previous research, the MUTIARA TARTIL program has several unique features. First, the program focuses not only on improving Quranic reading skills but also integrates mentoring aimed at increasing the motivation and self-confidence of students studying Quran memorization. Second, the program targets students studying Quran memorization who have special needs in maintaining the quality of their reading as part of the Quran memorization process. Third, the approach used is not only classical learning but also individual mentoring and ongoing evaluation tailored to each student's development.

Thus, the results of this study reinforce previous findings regarding the effectiveness of the Yanbu'a method in Quranic learning and demonstrate a new contribution in the form of strengthening the affective and social aspects of students through a structured mentoring

model. These findings indicate that the Yanbu'a method can be an effective alternative in improving the quality of Quranic recitation of students memorizing the Quran comprehensively, including cognitive, psychomotor, and affective aspects.

CONCLUSION

The implementation of the MUTIARA TARTIL program demonstrates that Yanbu'a method-based mentoring contributed to improving the quality of Qur'anic reading among tahfidz students. The improvement was reflected in several key competencies, including the accuracy of *makhārij al-ḥurūf*, the understanding and application of *tajweed* rules, reading fluency, and the ability to recite the Qur'an in *tartil*. Beyond these technical competencies, the mentoring process also encouraged positive changes in students' learning motivation, participation, self-confidence, and awareness of the importance of continuously maintaining the quality of Qur'anic recitation. These outcomes indicate that structured, intensive, and participatory guidance can provide a meaningful learning experience for tahfidz students while supporting a more active and collaborative Qur'anic learning environment.

The experience of MUTIARA TARTIL also highlights the potential of the Yanbu'a method as a practical approach for strengthening Qur'anic reading competencies in Islamic educational settings. Its application can be adapted to madrasas, *pesantren*, and Qur'anic learning institutions with similar needs, particularly when supported by continuous practice, direct correction, and periodic evaluation. Nevertheless, the sustainability of the observed improvements requires continued mentoring beyond the program period. Future community-based initiatives may therefore extend the duration of assistance and involve broader participant groups, while further studies may examine the long-term impact of Yanbu'a-based mentoring on Qur'anic reading, memorization quality, motivation, and character development. Such continuity can strengthen the development of sustainable and context-responsive Qur'anic learning practices.

BIBLIOGRAPHY

- Abidin, Z., & Wulandari, T. C. (2022). The model of analytical geometry interactive module using systematic, active, effective (SAE) model to support students' autonomous learning and mathematics education competence. *American Journal of Humanities and Social Sciences Research*, 6(05), 76-80.
- Aditia, M. R., Agitha, N., Wiguna, L. H. S., Rahman, M. K., Mutmainah, A., & Khotimah, H. (2024, March). Development of application to memorize the recitation of the Qur'an. In *AIP Conference Proceedings* (Vol. 3026, No. 1, p. 050026). AIP Publishing LLC.
- Afifah, S. N., & Nurachadijat, K. (2023). The Contribution of Teacher Pedagogical Competence to Children's Learning Interest in Taud At-Tartil. *At-Tasyrih: jurnal pendidikan dan hukum Islam*, 9(2), 295-305.
- Afni, SRN, & Handayani, D. (2022). Optimizing the Accuracy of Reading the Qur'an Using

- the Yanbu'a Method at Tpq Nurul Ummah Kepuharjo Malang. *Abdimas Indonesian Journal*, 2(1), 39-57.
- Anwar, C., Septiani, D., & Riva'i, F. A. (2024). Implementation Of Curriculum Management Of Tahfidz Al-Qur'an at Al-Qur'an Islamiyah Bandung Elementary School. *INJIES: Journal of Islamic Education Studies*, 1(2), 91-96.
- Azizah, H. (2022, February). Analysis of Learning of the Quran Based on Tahsin, Tartil, and Tilawah Methods in TPQ Al-Muttaqin Kunir. In *Proceeding International Conference on Religion, Science and Education* (Vol. 1, pp. 83-91).
- Azzahra, L., & Irawan, D. (2023). The Importance of Introducing the Qur'an from an Early Age Through Islamic Religious Education. *Pengertian: Jurnal Pendidikan Indonesia (PJPI)*, 1(1), 13-20.
- Chotimah, C., Lilawati, E., Zulfah, MA, Roziqin, MK, Ulya, US, Mushoffy, A., & Maâ, U. (2022). Introduction to Reading, Writing and Memorizing the Qur'an Using the Yanbu'a Method for TPQ Teachers in Ngogri Megaluh Village. *Religious Friday: Journal of Community Service*, 3(3), 146-148.
- Corbett, A. T., & Anderson, J. R. (2022, March). The effect of feedback control on learning to program with the LISP tutor. In *12th Annual Conference. CSS Pod* (pp. 796-803). Psychology Press.
- Erita, Y., Syahrir, D., & Utami, V. Q. N. (2023). The influence of students' environment on students' learning motivation. *Journal of Digital Learning and Distance Education*, 1(8), 297-305.
- Hadadi, A., & Zailani, Z. (2022). The Implementation of the Yanbu'a Method in Learning to Read the Quran at TPQ Al Mujahhadah, Suka Damai Hamlet, Tenggulun Village, Tenggulun District, Aceh Tamiang Regency. *Indonesian Journal of Education and Mathematical Science*, 3(3), 131-136.
- Hunduma, C. M., Abo, G. B., & Nugusa Gursha, A. (2023). Perceptions and Practices of Continuous Assessment in Government Higher Learning Institutions in Ethiopia. *Online Submission*, 13(7), 5-14.
- Inayyah, F. N., & Simanjuntak, M. B. (2022). Analysis of the moral value in the novel "Imperfect" written by Meira Anastasia. *LITERACY: International Scientific Journals of Social, Education, Humanities*, 1(1), 26-31.
- Kartikasari, E., & Nuryasana, E. (2022). School literacy movement program in elementary school, Indonesia: Literature review. *Journal of Education and Learning (EduLearn)*, 16(3), 336-341.
- Kim, S. S., Liao, Q. V., Vorvoreanu, M., Ballard, S., & Vaughan, J. W. (2024, June). "I'm Not Sure, But...": Examining the Impact of Large Language Models' Uncertainty Expression on User Reliance and Trust. In *Proceedings of the 2024 ACM conference on fairness, accountability, and transparency* (pp. 822-835).
- Maghfiroh, L., Thoharun, M., & Fauziyah, NR (2022). The effectiveness of the Yanbu'a method in improving the quality of Al-Qur'an reading of students at the Ihyaul Ulum Islamic boarding school. *EDU-RELIGIA: Journal of Religion and Learning*, 5(1), 104-115.

- Maulana, GA, As' ari, H., & Arifin, Z. (2024). Application of the Yanbu'a Method in Improving the Ability to Read the Qur'an at TPQ Darussalamah 9 East Lampung. *Scientific Periodical of Education*, 4(2), 274–286.
- Mårtensson, U. (2022). Linguistic Theory in tafsir between 100/400 and 700/1000: Implications for Qur'anic Studies. *Journal of Qur'anic Studies*, 24(3), 1-45.
- Munzir, M. (2023). Motivational influences and challenges in Quranic recitation proficiency: A study among Islamic educational teacher training Department State Islamic University Ar-Raniry Banda Aceh students. *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam*, 13(2), 262-281.
- Naufal, A. G., Dahliana, Y., & Prasetyo, A. (2024). The Role of the Tarteel Application in Maintaining the Memorization of Al-Qur'an Memorizers. *AL-WIJDÂN Journal of Islamic Education Studies*, 9(4), 666-680.
- Pilotti, M., Alkuhayli, H., & Al Ghazo, R. (2022). Memorization practice and academic success in Saudi undergraduate students. *Learning and Teaching in Higher Education: Gulf Perspectives*, 18(1), 19-31.
- Puspitasari, R. (2024). Application of the Yanbu'a Method to improve the fluency of reading the Qur'an at the PPTQ Sirojul Ulum Pare Kediri. *INOVATIF: Journal of Research in Education, Religion, and Culture*, 10(2), 282–298.
- Shao, Y., Kang, S., Lu, Q., Zhang, C., & Li, R. (2024). How peer relationships affect academic achievement among junior high school students: The chain mediating roles of learning motivation and learning engagement. *BMC psychology*, 12(1), 278.
- Styabudi, W., & Yuliastutik, Y. (2022). Implementation of the Yanbu'a Method in Improving Al-Quran Reading Skills (Case Study at MTs At-Taufiq Sambongdukuh Jombang). *An-Nafah: Journal of Education and Islam*, 2(2), 66–80.
- Zhang, Q., & Fiorella, L. (2023). An integrated model of learning from errors. *Educational Psychologist*, 58(1), 18-34.