



The Effectiveness of the Yanbu'a Method and the Bil Qolam Method in Learning to Read the Qur'an for Gen Z Students (at the Mamba'ul Ma'arif Islamic Boarding School in Denanyar Jombang and the Sabilurrosyad Islamic Boarding School in Gasek Malang)

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| Article Info | Abstract |
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| Article History Received: 2025-03-11 Revised: 2025-04-27 Published: 2025-05-01 Keywords: <i>Learning;</i> <i>Al-Qur'an;</i> <i>Yanbu'a Method;</i> <i>Bil Qolam Method.</i> | <p>This study aims to determine the effectiveness of two methods of learning to read the Qur'an, namely the Yanbu'a Method and the Bil Qolam Method, on generation Z students in two Islamic boarding schools: Mamba'ul Ma'arif Denanyar Islamic Boarding School Jombang and Sabilurrosyad Gasek Islamic Boarding School Malang. The background of this study is based on the importance of the ability to read the Qur'an correctly as part of religious learning, especially for students in the digital era who face the challenges of understanding and practicing Islamic values. This study uses a qualitative approach with a case study type, and data is collected through observation, interviews, and documentation. Data analysis was carried out using the Miles and Huberman model, including data reduction, data presentation, and drawing conclusions. The results of the study show that both methods have their own effectiveness. The Yanbu'a Method emphasizes gradual learning and systematic mastery of tajwid, while the Bil Qolam Method emphasizes visual and motor aspects with a direct practice approach. Both are effective in improving the ability to read and write the Qur'an, but the success of each method is highly dependent on the characteristics and learning styles of Gen Z students. It is recommended that teachers can combine the strengths of both methods to achieve optimal results in Qur'an learning that are relevant to the needs of today's young generation.</p> |
| Artikel Info Sejarah Artikel Diterima: 2025-03-11 Direvisi: 2025-04-27 Dipublikasi: 2025-05-01 Kata kunci: <i>Pembelajaran;</i> <i>Al-Qur'an;</i> <i>Metode Yanbu'a;</i> <i>Metode Bil Qolam.</i> | Abstrak <p>Penelitian ini bertujuan untuk mengetahui efektivitas dua metode pembelajaran membaca Al-Qur'an, yakni Metode Yanbu'a dan Metode Bil Qolam, pada santri generasi Z di dua pondok pesantren: Pondok Pesantren Mamba'ul Ma'arif Denanyar Jombang dan Pondok Pesantren Sabilurrosyad Gasek Malang. Latar belakang penelitian ini didasarkan pada pentingnya kemampuan membaca Al-Qur'an yang benar sebagai bagian dari pembelajaran agama, terutama bagi santri di era digital yang menghadapi tantangan pemahaman dan pengamalan nilai-nilai keislaman. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus, dan data dikumpulkan melalui observasi, wawancara, serta dokumentasi. Analisis data dilakukan dengan model Miles dan Huberman, meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kedua metode memiliki efektivitas masing-masing. Metode Yanbu'a menekankan pembelajaran bertahap dan penguasaan tajwid secara sistematis, sedangkan Metode Bil Qolam lebih menonjolkan aspek visual dan motorik dengan pendekatan praktik langsung. Keduanya efektif dalam meningkatkan kemampuan baca tulis Al-Qur'an, namun keberhasilan masing-masing metode sangat bergantung pada karakteristik dan gaya belajar santri Gen Z. Disarankan agar pengajar dapat mengombinasikan kekuatan kedua metode untuk mencapai hasil yang optimal dalam pembelajaran Al-Qur'an yang relevan dengan kebutuhan generasi muda saat ini.</p> |

I. INTRODUCTION

The Qur'an was revealed to mankind as a guide to life that guides them towards success, both in this world and in the hereafter. This is because it contains noble values that can be used as a reference in living everyday life. By making these values a foundation, individuals can find direction and purpose in facing various life problems. When someone is in a difficult

condition or a full situation, the teachings of the Qur'an become the main principle in determining attitudes and actions. Therefore, the Qur'an not only acts as a holy book, but also becomes a source of motivation and moral guidance. This is in line with the word of Allah SWT in QS Al-Isra: 9, "Indeed, this Qur'an gives guidance to (the path) that is more straight and gives good news

to the believers who do good deeds that for them there is a great reward." (QS Al-Isra: 9)

Given the great role of the Qur'an as a guide and guideline in living life, every individual has a responsibility to study it in order to understand and internalize its contents. Through a good understanding of the Qur'an, a person will be better able to practice its values and teachings in everyday life. The process of learning the Qur'an is closely related to the activity of reading the Qur'an itself. In the work of Shahih Sunan Ibnu Majah, Muhammad Nashiruddin Al-Albani explains that reading the Qur'an literally means reciting, voicing, or saying the letters of the Qur'an according to the correct sounds and reading rules. Therefore, good mastery of how to read the Qur'an is an important part of the learning process, so that understanding the meaning and practicing its teachings in everyday life can be done more optimally.(Chaer, 2014)

One important aspect that supports the success of the Qur'an learning process is the selection of the right method. The learning method plays a key component in teaching and learning activities. Without the application of the appropriate method, the achievement of educational goals will be difficult to achieve optimally. Currently, various methods of learning to read the Qur'an have been developed, such as the Iqro' Method, the Ummi Method, the Yanbu'a Method, the Tilawati Method, and the Bil Qolam Method. Each of these methods has its own characteristics and approaches in the learning process. Therefore, it is important for educators to adjust the choice of method to the characteristics and needs of students. Thus, the application of the right method is expected to increase the effectiveness and efficiency in learning the Qur'an.(Mahmud, Maftuhah and Ismail, 2022)

Mamba'ul Ma'arif Denanyar Jombang Islamic Boarding School is a non-formal educational institution that organizes Al-Qur'an learning by implementing the Yanbu'a Method. This boarding school has a mission to "Educate students who are scientifically practical and scientifically practical, and adhere to the aqidah of Ahlussunnah wal Jama'ah An-Nahdliyyah." This mission is the foundation for producing graduates who not only have adequate scientific knowledge, but are also able to practice the knowledge they have gained in everyday life. One form of implementation is the ability to read the Al-Qur'an properly and correctly and apply it appropriately in religious practice.

In the learning activities of the Qur'an, the Mamba'ul Ma'arif Denanyar Jombang Islamic Boarding School applies the Yanbu'a Method. This method is the work of KH Muhammad Ulin Nuha Arwani who came from Kudus. The Yanbu'a Method is designed as a comprehensive guide in reading, writing, and memorizing the Qur'an, with a gradual approach that is adjusted to the level of ability of the students. The learning process begins with the introduction of hijaiyah letters, the ability to read and write these letters, to the stage of understanding the rules of tajwid or the rules in reading the Qur'an. In addition, this method also includes an introduction to gharib readings which are an important part of advanced tajwid science.(RAHMAWATI, 2017)

In addition to the Mamba'ul Ma'arif Denanyar Jombang Islamic Boarding School, there are also other institutions that apply special methods in learning the Qur'an, namely the Sabilurrosyad Gasek Malang Islamic Boarding School. In this Islamic boarding school, learning the Qur'an is carried out using the Bil Qolam Method. This method was chosen because it is the work of Kyai Basori, who has a spiritual closeness (tabarukan) with KH. Marzuqi Mustamar. The Bil Qolam Method is known to be able to help students improve their reading of the Qur'an, especially in terms of pronunciation of letters (makhārij al-hurūf) and the rules of reading. This method is considered practical and suitable for beginners, both children and adults, in learning the Qur'an systematically and easily understood.

In the midst of the current digital era, not all students from generation Z who live in Islamic boarding schools have the ability to read the Qur'an properly and according to the rules. Even though they are in an educational atmosphere that is full of Islamic values, the ability to read the Qur'an is still influenced by various aspects, such as educational background before entering the Islamic boarding school, learning patterns that have been formed, and teaching methods applied in the process of learning the Qur'an. Not a few of them come with limited basic knowledge, some are even not used to reading the Qur'an in tartil according to the correct tajwid rules.

This study aims to compare two approaches in learning to read the Qur'an, namely the Yanbu'a Method and the Bil Qolam Method. The comparison was carried out to determine which method is more effective in improving the ability to read the Qur'an. Through a comprehensive analysis of the two methods, it is hoped that a clear picture can be found regarding the level of effectiveness of each. Based on this background,

the researcher determined the title: "The Effectiveness of the Yanbu'a Method and the Bil Qolam Method in Learning to Read the Qur'an for Gen Z Santri (Case Study at the Mamba'ul Ma'arif Denanyar Islamic Boarding School, Jombang and the Sabilurrosyad Gasek Islamic Boarding School, Malang)."

II. METHOD

This study applies a qualitative approach, because the required data are obtained directly from the research location, namely the Mamba'ul Ma'arif Denanyar Jombang Islamic Boarding School and the Sabilurrosyad Gasek Malang Islamic Boarding School. This approach is chosen so that researchers can understand the phenomenon in depth through direct interaction with the subjects studied. The qualitative approach was chosen in this study because the type of data collected is descriptive, obtained through interview, observation, and documentation techniques. This method is considered the most relevant to gain an in-depth understanding of the focus of the study, especially in assessing aspects of effectiveness and quality. Both aspects are subjective and highly dependent on individual experience and perception, so the qualitative approach allows researchers to get a more comprehensive picture.

The type of research used in this study is case study research. Case studies are part of a qualitative approach that aims to explore meaning, trace processes, and gain a deep understanding of individuals, groups, or a particular condition as a whole (Martono, 2010). This study uses three techniques in the data collection process to obtain complete, valid, and systematically arranged information. The techniques used include observation, interviews, and documentation. Meanwhile, data analysis in this study refers to the model developed by Miles and Huberman, which includes three main stages: data reduction, data presentation, and conclusions.

III. RESULT AND DISCUSSION

A. Result

The process of learning the Qur'an using the Yanbu'a Method at the Mamba'ul Ma'arif Denanyar Jombang Islamic Boarding School is carried out in accordance with the guidelines contained in the official Yanbu'a Method guidebook. The implementation is quite effective, starting with the reading of hadlroh as an opener. Furthermore, learning is carried out using the musyafahah method, namely the

teacher reads first, then followed by the students. If there are students who still make mistakes in pronunciation, the ustadz or ustadzah will repeat the reading until the student is able to pronounce the makhraj and tajwid rules correctly. Learning evaluation is carried out in the form of a volume increase exam (summative evaluation), namely after students complete one volume, they are entitled to take the exam. If declared to have passed, the student is allowed to continue to the next volume.

The results of the study showed that the students were able to read the Qur'an slowly and correctly according to the rules of tajwid, known as tartil. In addition, they can also read at a fast pace but still pay attention to the provisions of tajwid, called al-hadr. In terms of tajwid mastery, the students have shown the ability to pronounce the hijaiyah letters correctly according to the makhraj and applicable rules.

The implementation of Al-Qur'an learning using the Bil Qolam Method at the Sabilurrosyad Gasek Malang Islamic Boarding School has been proven to have a positive influence on improving the ability to read and write the Al-Qur'an. This method is applied systematically through the stages of opening, core, and closing activities, which effectively strengthen students' understanding of the rules of tajwid and the laws of reading. The majority of students showed significant development in their skills in reading and writing the Al-Qur'an after participating in learning with this method.

The implementation of the Bil Qolam Method has been proven to provide a significant contribution to improving the ability to read and write the Qur'an (BTA) of students, especially in the aspects of tahsin, tajwid, and memorization. Although there are differences in the level of progress among students, in general this method shows a positive impact. However, to achieve maximum learning outcomes, continuous efforts are needed to overcome various obstacles that arise during the process of learning the Qur'an.

B. Discussion

1. Planning Al-Qur'an Learning with the Yanbu'a Method

Furthermore, the material standards for each volume taught are set as follows:

a) Volume 1

- 1) Children are able to pronounce the hijaiyah letters with the fathah vowel, both in single form and in combined form, fluently and accurately.
 - 2) Children have an understanding of the names of the hijaiyah letters, numbers in Arabic, and are able to write the hijaiyah letters which are still separate or not yet assembled.
- b) Volume 2
- 1) Children are able to read hijaiyah letters that have kasrah and dammah harakat, as well as letters that are read long such as mad letters or those that use long harakat, with precision and smoothness.
 - 2) Children are able to read letters such as wāw or yā' sukun which are preceded by the harakat fathah correctly and fluently.
 - 3) In box II, children already understand various punctuation marks (harakat) such as fathah, kasrah, and dammah, including their long forms such as long fathah, long kasrah, long dammah, and sukun signs. In addition, children also understand the concept of numbers in tens, hundreds, and thousands.
- c) Volume 3
- 1) Children are able to read the letters given the harakat fathah, kasrah tanwīn (kasrahtain), and dammah tanwīn (dammahtain) correctly and fluently. Apart from that, children can also read letters with the meaning of sukun with the correct pronunciation (makhrāj) and are able to distinguish letters that have perfect characteristics (mutamakkinah) well.
 - 2) Children have the ability to read letters that contain qalqalah and hamas characteristics, and can differentiate between letters that have tasydid, letters that are read with a hum (ghunnah), and letters that do not require a hum.
 - 3) Children are able to recognize and correctly read hamzah waṣl and al-ta'rīf (alif lam ta'rīf) in reading the Al-Qur'an.
 - 4) At the learning stage in box II, children are able to recognize reading signs such as fathah tanwīn, kasrah tanwīn, dammah tanwīn, tasydid signs, and hamzah waṣl. Apart from that, children can also identify certain letters along with understanding Arabic numbers up to thousands.
- 5) Meanwhile, at stage III, children are able to write sentences consisting of four letters and can connect hijaiyah letters that were previously not connected.
- d) Volume 4
- 1) Children are able to pronounce the word Allah correctly and are able to differentiate and read mim sukun, nun sukun, and tanwin correctly, both those that must be chanted and those that do not.
 - 2) Students have the ability to read mad jaiz, mad wajib, and mad biasa, both in kalimi and hurufi forms, as well as in musaqqal and mukhafaf forms, by paying attention to the long mark as an indicator.
 - 3) Box II contains introductory material on the fawatihis suwar letters and a number of other specific letters that have special characteristics.
 - 4) Box III not only contains letter-composing exercises, but also includes learning to read and write in the Javanese Pegon script.
- e) Volume 5
- 1) Students have the ability to read and recognize the signs of waqf and various reading symbols used in the Rasm Uthmani format of the Qur'an.
 - 2) Students have the skills to read the sukun letters that are idghamed, and understand the difference between reading the tafkhim and tarqiq letters.
- f) Volume 6
- 1) Children are able to recognize and read mad letters (alif, wāw, and yā'), both those that must be read long, read short, or those that have two possible readings (two faces), both in washal (continue) and waqaf (stop).
 - 2) Children have an understanding of how to read special readings such as isymam, ikhtilas, tashil, imalah, and saktah, and are able to identify the location or position of these readings in the Al-Qur'an.

- 3) Children are able to pronounce the hamzah washal reading correctly according to applicable rules.(Badran and Sayekti, 2023)

2. Implementation of Al-Qur'an Learning with the Yanbu'a Method

The Yanbu'a method is a structured approach to teaching the Qur'an that includes several steps, such as the preparation stage, the opening, to the core of learning. This approach is designed to make it easier for students to read, write, and memorize the Qur'an systematically. The sequence of stages of learning the Qur'an through the Yanbu'a Method is as follows:

a) Initial Preparation for Reading Tawassul

The Yanbu'a Method teaching begins with the teacher saying greetings and reciting tawassul.(Indana and Febrianti, 2023)

b) Opening Prayer

- 1) Teachers and students read the Al-Fatihah letter
- 2) Teachers and students read Kalamun
- 3) Teachers and students read the Iftitah Prayer
- 4) Teachers and Students read the Final Tasyahud

c) Word and Verse Learning

After students have mastered the letters, they move on to the stage of learning to read words and verses of the Qur'an. At this stage, students are encouraged to read fluently without having to spell, so that reading becomes faster and more fluid.(Ainiyah and Himmah, 2023)

d) Evaluation and Feedback (Direct feedback)

The teacher conducts an assessment by asking students to read certain verses. The evaluation is based on the fluency, speed, and accuracy of the tajweed in the reading. Feedback is given to help students correct any errors that occur.

e) Application of Tajweed

The Yanbu'a method places great emphasis on the rules of tajwid. Students are taught various reading laws, such as the rules of nun sukun and mim sukun, as well as how to

pronounce letters correctly according to the rules of makhrāj.

f) Repetition of Material

This method emphasizes repetition of important material to ensure deeper understanding. Students are asked to repeat the readings that have been studied before moving on to the next page or volume.

g) Closing Prayer

3. Planning Al-Quran Learning with the Bil Qolam Method

The Bil Qolam method is an approach applied to teach reading the Qur'an, designed for various age groups and ability levels. This method has a well-organized purpose and structure, divided into several volumes, each with a specific focus. The Bil Qolam method consists of four volumes, with each volume having a specific purpose:

a) Volume 1

Children can identify the hijaiyah letters

b) Volume 2

Children can recognize connected letters and harakat (fathah, kasroh, dhommah)

c) Volume 3

Children can identify and master tajweed

d) Volume 4

Children can apply the material from volumes I-III using long readings of the letters of the Qur'an.

4. Planning Al-Quran Learning with the Bil Qolam Method

The Bil Qolam method is a systematic approach to learning the Qur'an, designed to help students learn how to read the Qur'an correctly and precisely. The following are the stages of learning applied in the Bil Qolam Method:

a) Opening Prayer

- 1) Teachers and students read the Creed and Surah Al-Fatihah
- 2) Teachers and Students read the Final Tasyahud
- 3) Teachers and students read the robbisrohli sodri prayer
- 4) Teachers and students read prayers

b) Core Activities (Talqin and Ittiba')

- 1) Talqin: The teacher reads the verses of the Qur'an clearly and correctly,

followed by students who imitate the reading. This process aims to help students understand makhraj (where the letters come out) and tajwid (reading rules).

2) Ittiba': Students are asked to repeat the reading after the teacher, either individually or in groups. This strengthens students' understanding of the correct reading.

c) Reading Practice

Students are given the opportunity to practice reading verses of the Qur'an independently or in pairs, where they provide feedback to each other.

d) Evaluation

After the practice session, the teacher conducts an evaluation by asking students to read certain verses. The results of this reading are assessed based on the criteria of tajwid and fluency.

e) Reflection and Closing

The teacher invites students to reflect on what has been learned during the session. At the end of the lesson, the teacher closes with a prayer together and gives a positive message for motivation.

well as the availability of standardized guidebooks as learning references.

Meanwhile, the Bil Qolam method applied at the Sabilurrosyad Gasek Malang Islamic Boarding School has shown effectiveness in developing the ability to read and write verses of the Qur'an. This method integrates motoric and visual aspects, which are considered appropriate for the learning style of Gen Z students who prefer a direct practice and visualization approach. Students are not only able to read well, but also understand the forms of the hijaiyah letters and their correct writing, so that holistic learning is strengthened.

Thus, it can be concluded that both methods have their own advantages and can be implemented contextually according to the needs and characteristics of students. To achieve more optimal results, it is recommended that teachers are able to combine the best elements of both methods or make creative adaptations in delivering the material. This is important to ensure that the process of learning to read the Qur'an is not only effective in terms of results, but also fun and relevant to the development of the times and the needs of today's young Muslim generation.

IV. CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of the research conducted, it can be concluded that both the Yanbu'a method and the Bil Qolam method have their own effectiveness in learning to read the Qur'an for Gen Z students. Both are able to provide significant contributions in improving the ability to read the Qur'an in tartil and in accordance with the rules of tajwid. However, this effectiveness depends on the suitability of the approach to the characteristics of students, especially Gen Z students who tend to be more responsive to communicative, interactive, and visual methods.

The Yanbu'a method used at the Mamba'ul Ma'arif Denanyar Jombang Islamic Boarding School has proven effective in forming the skill of reading the Qur'an gradually, systematically, and structured. This method emphasizes intensive reading habits and emphasizes mastery of makharijul huruf and reading rules. Students feel helped by the repetitive but enjoyable learning system, as

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study it more deeply and comprehensively about the Effectiveness of the Yanbu'a Method and the Bil Qolam Method in Learning to Read the Qur'an for Gen Z Students.

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