

The Influence of Qiraati and Yanbu'a Methods on the Results of Learning to Read the Qur'an

Ulfah Hidayati^{1*}, Santoso¹, Gudnanto¹

¹ Universitas Muria Kudus, Indonesia

Email Address:

cherrymateo@luzon.uni.ph (Ulfah Hidayati), santoso.bk@umk.ac.id (Santoso), gudnanto@umk.ac.id (Gudnanto)

*Corresponding author: cherrymateo@luzon.uni.ph

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Abstract: The aim of the research is to determine: 1) the influence of the Qiraati method on learning outcomes to read the Al-Qur'an; 2) the influence of the Yanbu'a method on learning outcomes to read the Qur'an; and 3) the effect of the Qiraati method and the Yanbu'a method on the learning outcomes of reading the Koran for SPS children in Mayong District, Jepara Regency. This type of research is quantitative with an ex post facto approach. The research subjects were 100 people, while the data collection technique used documentation and questionnaires, while the data analysis technique used multiple linear regression. The results of the study show that: 1) the application of the qiraati method has a positive and significant influence on learning outcomes to read the Koran by 47.1%; 2) the application of the yanbu'a method has a positive and significant influence on learning outcomes to read the Al-Qur'an; and 3) the application of the qiraati method and the yanbu'a method have a positive and significant influence on learning outcomes to read the Koran by 47% with a significance of 0.001, because $0.001 < 0.50$, the working hypothesis: 'Qiraati method and yanbu method' "a influence on the learning outcomes of reading the Al-Qur'an among SPS children in Mayong District, Jepara Regency" was declared accepted or proven.

Keywords: Learning Outcomes, Qiraati Method, Yanbu'a Method

1. Introduction

Education is the process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts as learning services. In Law of the Republic of Indonesia Number: 20 of 2003 concerning the National Education System (Sisdiknas), Article 1 paragraph (1) states: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state". Based on this understanding, it shows that education has a big role in the progress of the country. The role of education is very important to create an intelligent, peaceful, open and democratic society, so educational reform needs to be carried out in all aspects for the sake of improving the quality of education of a country and nation.

The learning process takes place in a certain atmosphere, namely the teaching and learning situation which in educational terms is referred to as the learning process. In this situation, there are interrelated factors, namely; learning objectives, learners who learn, teachers who teach, materials taught, learning methods, teaching aids, assessment procedures, and teaching situations (Makmun, 2014: 21). In the learning process, all factors move dynamically in a directed series in order to bring students to achieve teaching goals, namely "a pattern in which a planned and directed procedure is arranged and purposeful" (Nasution, 2014: 33). In other terms, "learning activities consist of: planning, implementation or implementation, and evaluation stages" (Sanjaya, 2014: 37).

The implementation of learning is the operationalization of learning planning, so that it cannot be separated from the teaching or learning plans that have been made. Therefore, its implementation will depend on the way of teaching planning as an operationalization of a curriculum. As for based on the basis of psychological philosophy that must be

considered is the personality and character of children and adjusted to the environment, both economic, social, and so on and the messages of the curriculum will greatly affect the color of the planner in addition to the level of education. All of these aspects will be described in the learning section or learning scenarios carried out by the teacher and addressed to students (Mudzakir, 2015: 28).

With regard to learning, the thing that cannot be separated from it is the implementation of the learning process. Learning is an activity that involves a person in an effort to obtain knowledge, skills and positive values by utilizing various sources for learning. Learning can involve two parties, namely students as learners and teachers as facilitators. The most important thing in learning activities is the occurrence of the learning process (*learning process*). The learning process has messages that must be communicated. The message is the content of a learning topic. Messages are conveyed by teachers to students through a medium using certain learning procedures called methods. Learning is said to be a system because it contains interrelated components to achieve a predetermined goal. These components include: objectives, materials, methods, media and evaluation (Sinduwinata, 2015: 32). Therefore, efforts to support the achievement of learning objectives are assisted by the use of appropriate learning aids and according to the characteristics of the components of their use, especially for early childhood such as in Similar ECCE Units (SPS).

SPS is PAUD units other than KB, TPA, TK which are integrated with various early childhood education services and have existed in the community such as Posyandu, Bina Keluarga Balita, and the like. SPS is also an early childhood education institution that emphasizes the preparation of children towards education to the next level, including SPS in Jepara Regency, especially in Mayong District.

SPS in Mayong District mostly, even overall in the application of the learning process emphasizes more on basic sciences as a theory, in addition to religious science (Islam) as a characteristic and basis for character cultivation in children, then the application of qiraati and yanbu'a methods has been used in SPS Mayong District, Jepara Regency.

The phenomenon that occurred in the field showed that SPS in Mayong District, Jepara Regency had some achievements and reputations, especially in relation to the results of learning and memorizing letters in the Qur'an, so that they were considered by other equal schools. This is a tangible manifestation and commitment of SPS in providing excellent and quality educational services as well as quantity in its environment, including in learning the Qur'an.

The results of a temporary survey in the field, namely in several SPS in Mayong District, Jepara Regency (2022), as a preliminary study, can be stated that during the Qur'an learning process, in addition to teachers carrying out the learning process, students are also actively involved in it. Active here can be interpreted that students are not only active in listening to the material delivered by the teacher, but also actively participating in learning

and learning the material, in addition to actively asking questions related to the delivery of material during the teaching-learning process (Khomsah & Fajrie, 2023).

Based on the Government Regulation of the Republic of Indonesia Number 55 of 2007 concerning Religious Education and Religious Education, Article 24 paragraph 1 states that: "the purpose of Qur'an education is to improve the ability of students in reading, writing, understanding, and practicing the content in the Qur'an". One of the materials in Qur'an education is to provide teaching to read the Qur'an, especially in early childhood, but it is also intended so that children understand the basics of Diinul Islam in the golden age. This age needs great attention, because this period is the period that determines the future development of children and the best age for children's physical and brain development. Therefore, teachers and parents must make the best use of this opportunity.

Learning activities are a process that must definitely exist and occur in every individual throughout his life or *long life education* (Rochanah, 2018: 22). Education is the most important part of every individual's life. Each phase of an individual's life is an important stage accompanied by education, and early childhood is no exception. At that time, it was a time when children really needed a good education (Pancaningrum, 2017: 44). Thus, learning starts from birth to the end of life, even from the womb. Therefore, in the learning process of this Qur'an material must be started as early as possible so that the material taught is easily accepted by students. In this case, teachers and parents should direct children to study the Qur'an as the main basis for child development.

Encouragement and support from teachers and parents for their children to have a love for the Qur'an is important. Given that there is so much entertainment today that makes children seem to have no time to learn the Qur'an. On the other hand, nowadays it is also increasingly rare for Mushalla to organize Qur'anic learning activities. Even though the Qur'an is a holy book that is the main source of Islamic teachings and a guide to human life, because its contents include all the main religious teachings that Allah decrees to humans. Therefore, it is mandatory for every Muslim to learn and practice in everyday life, besides that things that are no less important are teaching back to others, such as family, neighbors, friends, and others. The teaching of the Qur'an should begin in childhood, because it is the beginning of the growth and development of thought.

Determining the use of strategies or methods in teaching the Qur'an is a very important thing to make it easier for children to be smooth, fast, precise, tartil, and correct. One of the practical methods in learning the Qur'an is the Qiraati and Yanba'u methods, these two methods do not claim to be the best methods but promise the best quality. The Qiraati method is a method used to read the Qur'an by directly entering and practicing the recitation of the Qur'an in detail in accordance with the rules in the science of tajweed, while the Yanba'u method focuses more on how to memorize quickly and correctly according to the makhro' of the letters written in the verses of the Qur'an (Achrom, 2020: 11).

Qiraati is one of the practical Qur'ans learning methods and began to be introduced and popularized by mbah Dahlan Salim Zarkasi in 1963 in Semarang. Initially, there were 10 volumes then condensed into 6 volumes for SPS age, 4 volumes for elementary school, 3 volumes for junior high school / high school age, and 2 volumes for student age. In addition, there are books to learn gharib and tajweed if students have khatam at the elementary level (Winaningsih, 2018: 15). The Yanbu'a method is taken from the name of one of the huts in Kudus, namely the [Tahfidh Yanbu'ul Qur'an Islamic Boarding School](#) as the originator of Yanbu'a. The essence of applying the Yanbu'a method is to help children become younger in reading, writing, and memorizing the recitations in the Qur'an.

Through the application of the Qiraati and Yanbu'a methods by teachers during the learning process, it is hoped that the learning outcomes of the Qur'an material in students at SPS Mayong Jepara Regency will also increase, but it can all be done if the teacher in carrying out the learning process is carried out optimally.

The ability of teachers in carrying out their roles as teachers, administrators and knowledge coaches can be seen from the ability of a teacher in mastering educational methods and media in schools for the benefit of their students. In an effort to provide quality education, teachers often find it difficult to provide learning materials. Especially in the quality of the learning process developed, which further results directly in the low and uneven quality of results achieved by students (Wojowasito, 2020: 33). This kind of condition will continue to occur as long as teachers still consider themselves a source of learning for students and ignore the role of learning methods and media.

The subject matter is filled with values for personal formation, but if the material is presented in an inappropriate way, it is not impossible that there will arise in students there is a sense of displeasure with the lesson and even towards the teacher (Davis, 2015: 29). One of the efforts to overcome such a situation is the use of integrated learning methods and media in the learning process. With the use of well-prepared learning media, it means that teachers have helped students activate psychological elements that exist in students such as: observation, memory, interest, attention, thinking, fantasy, emotions and personality development.

The mental attitude of calm students with great interest in learning has the potential to be developed as a basis for faith, worship, social attitudes, moral formation and so on (Gibson, 2014: 41). Thus, it can be said that the use of learning methods, including the Qiraati and Yanbu'a methods is not just an effort to help teachers in teaching, but more than that as an effort aimed at facilitating students in lessons. Finally, learning methods are appropriate for teachers, not just teaching aids for teachers, but it is hoped that new awareness will arise that learning methods have become an integral part of the education system, so that they can be utilized as much as possible to help smooth the field of tasks carried out for the progress and improvement of the quality of students.

On the other hand, students as learning subjects who have psychophysical powers which if they get the right touch will encourage students to develop in an amazing capacity. Therefore, educators must build their abilities in order to change traditional teaching styles into modern teaching styles, so that teachers teach flexibly and happily. In many ways that are no less important, can apply the learning process using the right methods. Education must be in line with the progress of the way humans use all existing methods and tools and media for the learning process in schools to be more effective (Basuki, 2015: 52).

On the basis of the above thinking, it can be briefly explained that the learning process in order to succeed well and optimally there needs to be an application of the right method. Through the use of Qiraati and Yanbu'a methods in the learning process applied by the teacher, it will motivate students to learn while providing maximum results for the learning outcome process. Given that the subject of this study is students in early childhood, so the application of methods by teachers is important, so the title of this study is: "The Effect of Qiraati and Yanbu'a Methods on the Learning Outcomes of Reading the Qur'an in SPS Jepara Regency".

Based on the background of the problem above, the formulation of the problem in this study is as follows.

1. How does the Qiraati method affect the learning outcomes of reading the Qur'an for SPS children in Mayong District, Jepara Regency?
2. How does the Yanbu'a method affect the learning outcomes of reading the Qur'an for SPS children in Mayong District, Jepara Regency?
3. How does the Qiraati method and Yanbu'a method affect the learning outcomes of reading the Qur'an for SPS children in Mayong District, Jepara Regency?

Previous research as a predecessor is intended as a comparison of the implementation of research relevant to the research that researchers do, as stated in the following table.

Table 2.1: Relevant Research Review

No	Name, year and title of study	Method Research	Result Research
1.	Rochanah (2019): "Meningkatkan Minat Membaca Al-Qur'an pada AUD melalui Metode Qiraati"	Descriptive qualitative.	The results showed that: 1) The Qiroati method applied at TPQ Nurussalam Lau Dawe, Kudus isto practice directly the material that has just been given with teaching aids, by reading or imitating and then depositing individually; 2) the advantage of the Qiroati method at TPQ is that learning is focused on students by direct practice using both teaching aids and individual deposits. While the drawback is that there is a sense of lack of enthusiasm; and 3) the supporting factor is full support from the institution, media and adequate sources, limiting the number of students. While the inhibiting factors are environmental factors, namely from parents andthe lack of classrooms.
No	Name, year and title of study	Method Research	Result Research
2.	Siswoyo (2017): "Penerapan Metode Yanba'u dalam Pem-bejaran Al-Qur'an di TPQ Madaniyah Ketengger-Baturaden-Banyumas"	Quantitative descriptive.	Learning the Qur'an can be done from an early age, namely the focus of fostering the Qur'an with tilawah watahfidz (reading and memorization) because tilawah and tahfidz are the first steps of parents in fostering faith and Islam in children from an early age. The role of parents is very important in instilling a love for the holy Qur'an, starting in childhood. This will be a great capital in adulthood and will be the generation of the Qur'an. The application of the Yanbu'a Method in learning the Qur'an, especially at TPQ Al Madaniyah, is very helpful for students and for anyone who wants to learn the Qur'an. The hope is that students or students can read the Qur'an fluently, correctly and fluently. The material or content in the Yanbu'a method book is taken from a collection of holy Qur'anic verses, so it must be well maintained by anyone, including those who are in the process of learning the Qur'an.
3.		Quantitative descriptive.	The results of the study are: first, the implementation of the Yanbu'a method at

continued

Akhmad Fatah and Muchamad Hidayatullah (2021): "Penerapan Metode Yanbu'u dalam Meningkatkan Kefasihan Membaca Al-Qur'an di Ponpes Darul Rachman Kudus"

Ponpes Darur Rachman in accordance with the Vision and Mission of Ponpes, namely the creation of students who are sholeh and alim in the problem of diniyyah and intellect and adaptive to the times and with the mission of Forging students in terms of mastery of diniyyah. Second, the supporting factor for the successful implementation of the Yanbu'a method is support from the Ponpes in implementing the Yanbu'a method; factors of desire and motivation of students to be able and master the reading of the Qur'an properly and correctly; environment that supports the implementation of the Yanbu'a method in Ponpes. The inhibiting factor is that the pesantren when accepting new students there is no selection or Qur'an reading test to be a benchmark for whether the new students are eligible to enter or can be accepted or not; lack of routine tadarus activities aimed at exploring and facilitating the reading of the Qur'an; factors of the student who learns the Qur'an without the supervision of a competent ustad or teacher; and students lack awareness that to be able to read the Qur'an is an obligation for a Muslim.

Based on the presentation of previous research as stated in the table above, the fundamental difference with the research conducted by researchers lies in the process of variables of reading interest, reading fluency, time, and place of research, while this research focuses on the influence of qiraati and yanbu'a learning methods on the results of learning to read the Qur'an in early childhood in SPS in Mayong District, Jepara Regency.

Conceptual framework

Based on the theoretical study of the three variables, namely the qiraati method, the yanbu'a method and the results of learning to read the Qur'an, the theoretical framework of thought in this study can be described as in the following chart.

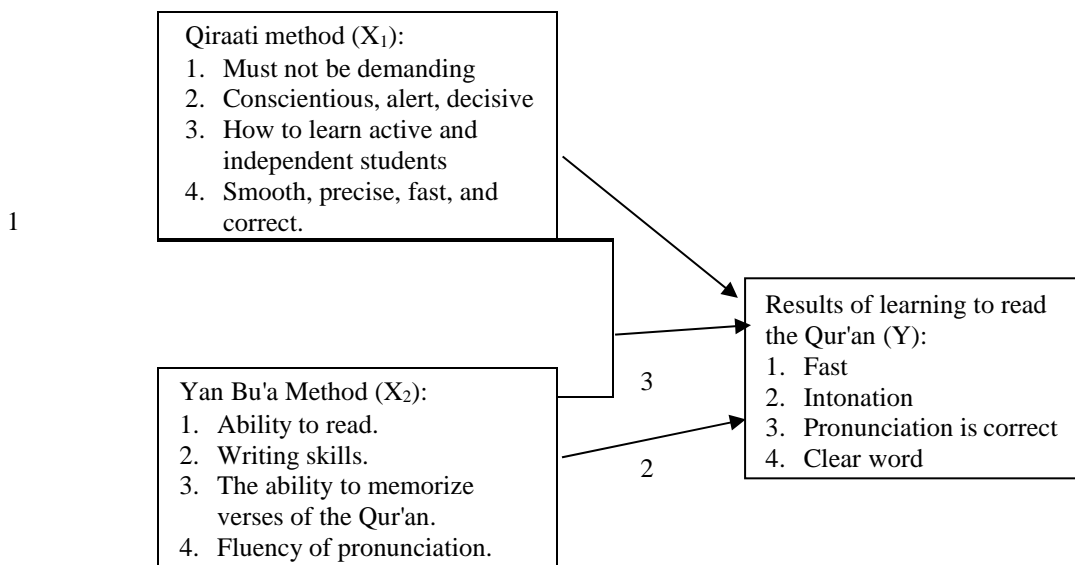


Figure 2.1: Mindset Chart.

1. The qiraati method affects the learning outcomes of reading the Qur'an in SPSchildren in Mayong District, Jepara Regency.
2. The yanbu'a method affects the results of learning to read the Qur'an in SPSchildren in Mayong District, Jepara Regency.
3. Qiraati and yanbu'a methods affect the learning outcomes of reading the Qur'an inSPS children in Mayong District, Jepara Regency.

2. Methodology

The type of research used is quantitative research. The relationship in this study uses a quantitative approach with experimental design, so that this study gives special treatment to subjects or variables. This means that manipulation of variables needs to be done to the facts of events that have occurred. Given that research is describing events as they are and described after the occurrence or development of an event, this research includes *ex post facto* research (from after the fact).

The population of this study is divided into several groups and characters, because the application of qiraati and yanbu'a methods requires conditions such as teachers / ustadz or ustadzjah must have validh, not all have S1, S2 and so on diplomas.

Given the population of 100 teachers / ustadz / ustadzah, the researcher determined that 7 principals and 14 teachers were still used as research subjects. The method taken is, the researcher sets the sample size at 50% with the Purposive sampling technique. The criteria for the object of research used *purposive sampling* technique on the basis of consideration are:

- 1) Principals who have been martyred; 2) Certified principal manager; 3) Ustadzah/Teachers who have made the shahadah; 4) Ustadzah/teacher who has an S1 diploma; 5) The Ustadzah/teacher is a member of the GUGUS community; and 6) Ustadzah/experienced teachers have taught at least 1 (one) year.

3 Findings and discussion

Research Results

Hypothesis of the Test

Hypothesis testing is done through a calculated F test which is used to test whether the hypothesis question is correct. The F count test basically shows the contribution or influence of the explanatory variable (independent variable) individually explained to the dependent variable by the following criteria.

1. Determine Ho and Ha (Nihil hypothesis and alternative hypothesis).
2. Seeing the printout results through the *SPSS for Windows* program is known from the calculated t value with the significance of the F value.
3. If the significance of the F value < 0.05 , then there is a significant contribution between the independent variable and the dependent variable. Conversely, if the significance of $F > 0.05$, then there is no significant effect of the independent variable on the dependent variable.

In this hypothesis test for data analysis through the help of SPSS program data processing, the results are presented in the following table.

Table 4.1: Coefficient of Influence of Variable X on Coefficients^a

Type	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	78.211	2.259		30.122	.000
Qiraati Method	.003	.002	.471	8.111	.000
Yanbu'a Method	.001	.001	.469	7.222	.002

a. Dependent Variable: Learning Outcomes

Based on table 4.1 above, it can be stated as follows.

1. The coefficient of qiraati method (X1) on the results of learning to read the Qur'an (Y) is 0.471 obtained from the *Standardized Coefficients Beta* with a significance of 0.000. The number $0.000 < 0.05$ so it is said to be significant, because the influence of X1 on Y is positive (+) = 0.471, this means that the influence of the qiraati method on the results of learning to read the Qur'an is 47.1%, while the remaining 52.9% is influenced by variables

other than the qiraati method variable.

2. The coefficient of influence of the yanbu'a method (X2) on the results of learning to read the Qur'an (Y) is 0.469 with a significance of 0.002. The numbers $0.002 < 0.05$ so it is said to be significant, because the influence of X2 on Y (+) = 0.469, this means that the influence of the qiraati method on the results of learning to read the Qur'an is 46.9%, while the remaining 53.1% is influenced by variables other than the yanbu'a method variable.

3. The coefficient of influence of the qiraati method (X1) and the yanbu'a method (X2) on the results of learning to read the Qur'an (Y) obtained a beta standard of $0.471 + 0.469$ with a significance of $0.000 < 0.05 > 0.002$, because the influence of $X1 + X2$ on $Y = 0.471 + 0.469 = 0.94/2 = 0.47$, this means the influence of $X1 + X2$ on $Y = 0.47$ or 47%, while the remaining 53% is influenced by variables other than the variables of the qiraati method and the yanbu'a method.

The above results can be described that the regression coefficients of the variables of the qiraati method (X1) and the yanbu'a method (X2) can explain the variation in values of the variables of learning to read the Qur'an (Y) with a numerical significance of 0.002, because

$0.00 < 0.05 > 0.002$, then the proposed working hypothesis model can be accepted.

t Test

The stage of data analysis taken is to conduct multiple regression test analysis or t test conducted to determine the magnitude of the influence of the independent (free) variable together on the dependent variable (Y), namely the variable qiraati method (X1) and the yanbu'a method (X2) together affect the variable learning to read the Qur'an (Y).

The results of processing multiple regression data with the help of the SPSS program obtained results as presented in table 4.5 above. Based on the table, it is known that the coefficient in column B at constant (a) is 78.211, while the value (b = beta) of the qiraati method variable (X1) is = 0.471 and the value (b) of the yanbu'a method variable (X2) = 0.469, then the regression equation when entered into the formula manually and calculations are taken from each variable in the results of the distribution of respondent questionnaire number 1 (appendices 9 and 10) are as follows.

$Y = a + b_1 X_1 + b_2 X_2$, then:

$78,211 + 0,471(37) + 0,469(47)$

The coefficient b is called the regression direction coefficient and expresses the change in the average variable of the qiraati method (X1) and the yanbu'a method (X2) for each change in the learning outcomes of the Qur'an (Y) by one unit. This change is increment when b is marked (+) and decrease when b is (-), so the statement has the following meaning.

1. The constant of 78.211 states that if there is no value of qiraati method (X1) and yanbu'a method (X2) then the value of learning to read the Qur'an (Y) is 78.211.

2. The regression coefficient of the qiraati method (X1) is obtained at 0.471, it can be stated that every additional 1 value of the qiraati method (X1), then the value of learning discipline (Y) will increase by 0.471.

3. The regression coefficient of the yanbu'a method (X2) is obtained at 0.469, so it can be stated that every additional 1 value of the yanbu'a method (X2), then the value of learning to read the Qur'an (Y) will increase by 0.469.

Based on the above table of coefficients provides information about the significance of the regression coefficient. This can be done by looking at the magnitude of the t-test and its significance. In using the coefficient of the t test as a basis for establishing significance should use the table t, and what is more practical is to use the value of the coefficient with the conditions as follows.

1. If the significance of the value of $t < 0.05$ means a significant influence between the independent variable and the dependent variable.

2. If the significance of the t value > 0.05 then there is no significant effect between the independent variable and the dependent variable.

Based on the presentation of table 4.5 above shows the overall variable statistical value of the test coefficient $t = 30.122$, while the significant magnitude of 0.000 is greater than 0.05, this means that the influence of variables X1 and X2 on Y is significant with N (subject) 100 obtained the number in t table of 1.658, then the detailed results of the influence of each variable X on Y can be written the equation as follows.

1. The effect of the qiraati method (X1) on the learning outcomes of reading the Qur'an (Y) is 8.111, with t table 1.658, because: $8.111 > 1.658$, this means that the working hypothesis is accepted.

2. The effect of the yanbu'a method (X2) on the learning outcomes of reading the Qur'an (Y) is 7.222, with t table 1.658, because: $7.222 > 1.658$, this means that the working hypothesis is accepted.

F Test

The results of the hypothesis test are based on several test stages, as well as the F test which is used to determine the influence on the level of significance (+ or -) of the variables used, be it the qiraati method variable (X1), the yanbu'a method variable (X2) or the variable of learning to read the Qur'an (Y). Data processing is carried out using the help of the SPSS program, so the results are obtained through the ANOVA table as

in table 4.6 below.

Table 4.2: ANOVA calculations

ANOVA ^b					
Type	Sum of Squares	Df	Mean Square	F	Sig.
Regression	47.356	1	46.213	24.517	.002
Residuals	1071.375	98	12.221		
Total	1141.511	99			

- a. Predictors (Constant): Qiraati Method, Yanbu'a Method
- b. Dependent Variable: Learning Outcomes

Based on table 4.2 about ANOVA above, it can be seen that the value of variable X (qiraati method and yanbu'a method) can explain the variation in the value of variable Y (variable learning to read the Qur'an) with a value of $F = 24.571$, while the significant magnitude of 0.002 is smaller than 0.05 , thus the null hypothesis is rejected while the working hypothesis is accepted, this means that the variation in the value of the independent variable (X1 and X2) can explain the variation in the value of the dependent variable (Y).

Coefficient of Determination Test

The determination test is used to determine the percentage of independent variables in the model can be explained by the dependent variable. In conducting this coefficient of determination test, the help of the SPSS program is used, the results of which can be seen in the model summary display. In full, the results of the coefficient of determination test of the qiraati method (X1) and the yanbu'a method (X2) on the results of learning to read the Qur'an (Y) as presented in table 4.7 of the following model summary.

Table 4.3: Model Summary

Model Summary										
Change Statistics										
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. Change	F
	.231	.418	.341	3.361	.042	3.572	1	98	.002	

Based on table 4.7 above, it is known that the *Adjusted R Square* value is 0.341 or 34.1% , this shows that each variable X, both the qiraati method variable (X1) and the value of the yanbu'a method variable (X2) can be explained by variations in the results of learning to read the Qur'an (Y) by 34.1% each, while the remaining 65.9% is influenced by other variables outside the qiraati method and yanbu'a method variables.

Proof of Hypothesis Test

Based on the design of the multiple regression analysis model, 3 (three) stages of regression analysis can be carried out with the following block tests.

1. Test Hypothesis 1: The effect of the qiraati method on the results of learning to read the Qur'an
The hypothesis proposed is as follows.

Ho : $\beta_1 = 0$, it is suspected that there is no influence of variable X1 on variable Y. Ha: $\beta_1 \neq 0$, it is suspected that there is an influence of variable X1 on variable Y.

Based on statistical testing with SPSS in table 4.5, then: t-calculate (8.111) with a probability number of $0.000 < \text{significance level} = 5\% (0.05)$; means Ho is rejected, otherwise Ha is accepted, thus showing that partially (individually) there is a positive and significant influence of the qiraati method on the results of learning to read the Qur'an with a standard beta coefficient of $0.471(X1)$.

2. Test Hypothesis 2: The effect of the yanbu'a method on the results of learning to read the Qur'an
The hypothesis proposed is as follows.

Ho : $\beta_1 = 0$, it is suspected that there is no influence of variable X2 on variable Y. Ha: $\beta_1 \neq 0$, it is suspected that there is an influence of variable material X2 on variable Y

Based on statistical testing with SPSS in table 4.5, then: t-calculate (7.222) with a probability number of $0.002 < \text{significance level} = 5\% (0.05)$; means Ho is rejected, otherwise Ha is accepted, thus α showing that partially (individually) there is a positive and significant influence of the yanbu'a method on the results of learning to read the

Qur'an with a standard beta coefficient of 0.469(X2).

3. Test Hypothesis 3: The effect of qiraati method and yanbu'a method on results learn to read the Qur'an. The hypothesis proposed is as follows.

Ho : $\beta_1 = 0$, allegedly there is no influence of variables X1 and X2 on Y.

Ha: $\beta_1 \neq 0$, it is suspected that there is an influence of variables X1 and X2 on variable Y.

Based on statistical testing with SPSS in table 4.5, then: t-calculate $8.111 +$

$7.222 = 15.333/2 = 7.667$ with probability figures of $0.000 < 0.05 > 0.002$; means that Ho is rejected, on the contrary Ha is accepted, thus showing that together there is a positive and significant influence of the qiraati method and the yanbu'a method on the results of learning to read the Qur'an with a standard beta coefficient of $0.471(X1) + 0.469(X2) = 0.94/2 = 0.47(X)$.

4. Discussion

Based on the results of data processing and analysis to the hypothesis test stage, a discussion of the influence of each of the following variables can be given.

1. The influence of the qiraati method on the results of learning to read the Qur'an

The effect of the qiraati method on the results of learning to read the Qur'an obtained a standard beta score of 0.471, this shows that the qiraati method applied by the ustadz

/ ustadzah in the learning process in SPS children in Mayong District, Jepara Regency has a positive and significant effect on the results of learning to read the Qur'an. It can be further explained that the application of the qiraati method has a positive influence on the results of learning to read the Qur'an. Hal that when associated with indicators or items that makeup as about the qiraati method, including: ustadz / ustadzah should not demand, there is accuracy, alert, firm, how to learn active and independent students, there are demands smoothly, precisely, quickly, and correctly. While the indicators of learning to read the Qur'an, including children have a sense of responsibility, children have a progressive and tenacious nature, children have initiative and creative, and anan is able to control themselves.

Based on the dimensions that peel and are described into indicators of these two variables, it can be argued that the qiraati method applied by the ustadz / ustadzah or teacher can arouse and discipline the learning of students to study harder and progress. It can be explained that the application of the qiraati method may bring enthusiasm for children to learn, besides that parental attention, motivation from teachers and peers also provide support for children to learn to read the Qur'an correctly and seriously.

Looking at the calculation result of 0.471 with a probability of significance of 0.000 the number is smaller than Cronbach Alpha 0.05, or the equation can be written: 0.000

< 0.05 , it can briefly be stated that the better and more it increases (variable X1 increases by 1), it will be followed by an increase or increase in the results of learning to read the Qur'an owned by the students by 47.1%, While the remaining 52.9% is influenced by variables other than the Qiraati method. Conversely, the less good or the lower the application of the qiraati method, the lower the results of learning to read the Qur'an by children.

Research related to the qiraati method has previously been conducted by Rochanah (2019) with the results of research showing that: 1) the qiraati method applied at TPQ Nurussalam Lau Dawe, Kudus is by practicing directly the material that has just been given with props, by reading or imitating then "deposit" individually; 2) the advantages of the qiraati method at TPQ are focused learning on students by direct practice using both teaching aids and individual deposits. While the drawback is that there is a sense of lack of enthusiasm; and 3) the supporting factor is full support from the institution, media and adequate sources, limiting the number of students. While the inhibiting factors are environmental factors, namely from parents and the lack of classrooms.

While related to the results of learning to read the Qur'an, previous research has been conducted by Siswoyo (2017) with the result that the teaching of the Qur'an can be done early, namely the focus of fostering the Qur'an with tilawah watahfidz (reading and memorization) because tilawah and tahfidz are the first steps of parents in fostering faith and Islam in children from an early age. The role of parents is very important in instilling a love for the holy Qur'an, starting in childhood. This will be a great capital in adulthood and will be the generation of the Qur'an. The application of the Yanbu'a Method in learning the Qur'an, especially at TPQ Al Madaniyah, is very helpful for students and for anyone who wants to learn the Qur'an. The hope is that students or students can read the Qur'an fluently, correctly and fluently. The material or content in the Yanbu'a method book is taken from a collection of holy Qur'anic verses, so it must be well maintained by anyone, including those who are in the process of learning the Qur'an.

2. The influence of the yanbu'a method on the results of learning to read the Qur'an. The effect of the yanbu'a method on the results of learning to read the Qur'an obtained a standard beta result of 0.469 with a significant 0.002, because result $0.002 < 0.05$, this can be given an explanation that the application of the yanbu'a method has a positive and significant influence on the results of learning to read the Qur'an by 0.469 or 46.9%. These results can be further elaborated that the application of the yanbu'a method applied by teachers is able to positively and significantly affect the results of learning to read the Qur'an. This is when associated with indicators or items that are up a s about the yanbu'a method which include: the ability to read, the ability to write, the ability to memorize verses of the Qur'an, and fluency in the pronunciation of the recitation of lafaz or kalimah in the Qur'an. While the indicators of learning outcomes

of reading the Qur'an have been stated before, which include children having a sense of responsibility, children having a progressive and tenacious nature, children having initiative and creative, and anan being able to control themselves.

Based on the dimensions that peel and are described into indicators of these two variables, it can be stated that the application of the yanbu'a method applied by the ustadz / ustadzah or teachers can arouse and improve children in learning to read the Qur'an so that children's learning results in reading the Qur'an are obtained optimally and positively. Given that the yanbu'a method is needed by teachers in educating and teaching children in learning the Qur'an, it is expected that the learning process carried out can run optimally and result and be balanced with the results of learning to read the Qur'an optimally by the students.

The result of the calculation was obtained at 0.469 or 46.9%, this can be briefly stated that the better and more the ability of the ustadz/ustadzah, the increase in the results of learning to read the Qur'an by the students. Conversely, the less good and less optimal the application of the yanbu'a method by the ustadz / ustadzah, the results of learning to read the Qur'an of the students are low. This is in line with the results of research conducted by Akhmad Fatah and Muchamad Hidayatullah (2021) with the results of the study showing: the implementation of the yanbu'a method in Ponpes Darur Rachman is in accordance with the Vision and Mission of Ponpes, namely the creation of students who are sholeh and alim in diniyyah problems as well as intellectand adaptive to the times and with the mission of Forging students in terms of mastery of diniyyah. Second, the supporting factor for the successful implementation of the Yanbu'a method is support from the Ponpes in implementing the yanbu'a method; factors of desire and motivation of students to be able and master the reading of the Qur'an properly and correctly; environment that supports the implementation of the Yanbu'a method in Ponpes. The inhibiting factor is that the pesantren when accepting new students there is no selection or Qur'an reading test to be a benchmark for whether the new students are eligible to enter or can be accepted or not; lack of routine tadarus activities aimed at exploring and facilitating the reading of the Qur'an; factors of the student who learns the Qur'an without the supervision of a competent ustad or teacher; and students lack awareness that to be able to read the Qur'an is an obligation for a Muslim.

3. The influence of qiraati method and yanbu'a method on the results of learning to read the Qur'an
The influence of the qiraati method and the yanbu'a method on the results of learning to read the Qur'an obtained a standard beta coefficient of 0.47, as an elaboration of the influence of the qiraati method on the results of learning to read the Qur'an before

0.471 and the influence of the yanbu'a method on the results of learning to read the Qur'an before 0.469 after adding and looking for the average value or divided by 2 (two). This number or result of 0.47 can explain that the application of the qiraat method and the yanbu'a method can have a positive and significant influence on the results of learning to read the Qur'an in students. It has been mentioned that the method applied by the ustadz and ustadzah in learning the Qur'an with the aim of learning outcomes in learning to read the Qur'an can be successful well and maximally. It can be explained that in the educational process in an educational institution, the main goal is to carry out the learning process carried out by teachers (read: ustadz / ustadzah) and intended for the benefit of the students so that the hope is that the learning outcomes in the form of learning results to read the Qur'an can be obtained by the students optimally.

While the teachers or ustadz / ustadzah have a strategy that must be taken so that the material delivered can be mastered by the students properly and optimally. The strategy includes using and utilizing existing learning infrastructure, so that the material delivered can be mastered by students. The students as students try to get the results of learning to read the Qur'an to the maximum. Although actually learning outcomes do not have to be in the form of numbers as in the report card, but in the assessment of behavior that does not appear it is difficult to assess with numbers, so quantitatively the results of learning to read the Qur'an are manifested in numbers, to determine whether or not to pass.

As for the special influence of the use of the qiraati and yanbu'an methods on the results of learning to read the Qur'an, a standard beta coefficient score of 0.469 was obtained, this can be explained that the application of the qiraati method and the yanbu'a method has a positive and significant influence on the results of learning to read the Qur'an of the students. This influence can be explained that the application of the qiraati method and the yanbu'a method greatly affects positively and significantly on the results of learning to read the Qur'an. The results of learning to read the Qur'an are certainly not only related to the results in the form of numbers, but also in the form of changes in behavior, attitudes, ethics carried out by children, and so on. However, because the assessment is difficult to describe in the form of numbers, what is done is only on the results of learning to read the Qur'an which is measured in the form of numbers in the form of passing and not in understanding the values of Qur'an learning activities which are manifested in the results of learning to read the Qur'an. Thus, in brief, it can be said that the better and more maximal the application of the qiraati method and the yanbu'a method, it will be followed by an increase in the results of learning to read the Qur'an by the students. Conversely, the less good and less optimal the application of the qiraati method and the yanbu'a method applied by ara ustadz/ustadzah, the results of learning to read the Qur'an by the students will also be less than maximum or low.

5. Conclusions and Recommendations

Based on the formulation of the problem that has been formulated in Chapter 1, the following conclusions are obtained.

1. The application of the qiraati method has a positive and significant influence on the results of learning to read the Qur'an by 47.1% with a significance of 0.000, because $0.000 < 0.50$, then the working hypothesis: "The qiraati method affects the results of learning to read the Qur'an in SPS children in Mayong District, Jepara Regency" is declared accepted or proven.
2. The application of the yanbu'a method has a positive and significant influence on the results of learning to read the Qur'an by 46.9% with a significance of 0.002, because $0.002 < 0.50$, then the working hypothesis: "The yanbu'a method affects the results of learning to read the Qur'an in SPS children in Mayong District, Jepara Regency" is declared accepted or proven.
3. The application of the qiraati method and the yanbu'a method has a positive and significant influence on the results of learning to read the Qur'an by 47% with a significance of 0.001, because $0.001 < 0.50$, then the working hypothesis: "The qiraati method and the yanbu'a method affect the results of learning to read the Qur'an in SPS children in Mayong District, Jepara Regency" is declared accepted or proven.

Based on the conclusions obtained, suggestions that can be given based on field findings, then the suggestions that can be given are as follows.

1. For religious educational institutions (Islam)

Educational institutions characterized by Islamic values and teachings to implement policies related to improving the results of learning to read the Qur'an. This can be started with an emphasis on the enforcement of classroom rules and regulations in learning the Qur'an, so that indirectly the students will be accustomed to discipline which ultimately leads to learning discipline and other disciplines, including in learning the Qur'an which can finally be obtained maximum results.

2. Share ustadz/ustadzah/teacher

For ustadz/ustadzah/teachers to be able to apply learning innovation and creativity that is not only limited to the application of learning methods and approaches that have been applied, but also must be able to apply the three domains suggested in Benyain S. Bloom's taxonomy, in the form of cognitive (knowledge), affective (behavioral), and psychomotor (skills) domains.

3. For parents

Parents to be able to create a conducive learning environment and pay attention and control to every activity carried out by children, in order to carry out positive activities including learning the Qur'an.

4. For students

Students to always listen and carry out everything given and conveyed by the ustadz

/ ustadzah / teachers and parents, be it motivation or guidance or assistance in learning, because it is all given for your interests that can be used as future capital, both in the world and the hereafter.

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