



OPTIMIZING QUR'AN INSTRUCTION THROUGH THE JIBRIL METHOD TO IMPROVE THE QUALITY OF STUDENTS' RECITATION

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Abstrack

Qur'anic education is a vital component of Islamic education because it not only serves as a process for teaching reading skills but also contributes to the development of students' religious character, spirituality, and discipline. However, challenges in Qur'anic education remain linked to the low quality of students' recitation, particularly in terms of tajwid, letter articulation, and reading fluency. Therefore, the application of appropriate learning methods is necessary to improve the quality of students' recitation. This study aims to optimize Qur'anic education through the Jibril Method to enhance the quality of students' recitation. This study employs a qualitative approach using a literature review method supported by observation, interviews, and documentation techniques. Data were analyzed using the Miles, Huberman, and Saldana model through data condensation, data presentation, and drawing conclusions. The findings indicate that the Jibril Method is implemented systematically by grouping students based on their reading abilities and emphasizing the principle of taqlid through repetitive practice and direct guidance from the teacher. Learning activities are conducted individually and in groups according to the students' needs and learning capacities. The findings also indicate that the Jibril Method effectively improves the quality of students' memorization in terms of fluency, accuracy of pronunciation, and application of tajwid rules. Supporting factors include prior learning experiences, parental support, adequate facilities, and continuous guidance from educators, while inhibiting factors include differences in students' basic abilities, low motivation, and limited teacher competence in applying the method. The implications of this study suggest that the Jibril Method theoretically contributes to enriching the study of Islamic education and, in practice, serves as a reference for educators and Islamic educational institutions in designing more effective, structured, and student-centered Qur'an learning strategies to improve the quality of memorization and learning outcomes.

Keywords: Quranic education, the Jibril method, the quality of students recitation

Abstrak

Pendidikan Al-Qur'an merupakan komponen penting dalam pendidikan Islam karena tidak hanya berfungsi sebagai proses pengajaran keterampilan



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membaca, tetapi juga berkontribusi dalam mengembangkan karakter keagamaan, spiritualitas, dan disiplin siswa. Namun, tantangan dalam pendidikan Al-Qur'an masih terkait dengan rendahnya kualitas bacaan siswa, khususnya dalam hal *tajwid*, artikulasi huruf, dan kelancaran membaca. Oleh karena itu, penerapan metode pembelajaran yang tepat diperlukan untuk meningkatkan kualitas bacaan siswa. Penelitian ini bertujuan untuk mengoptimalkan pembelajaran Al-Qur'an melalui Metode Jibril dalam meningkatkan kualitas bacaan siswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode tinjauan pustaka yang didukung oleh teknik observasi, wawancara, dan dokumentasi. Data dianalisis menggunakan model Miles, Huberman, dan Saldana melalui kondensasi data, penyajian data, dan penarikan kesimpulan. Temuan menunjukkan bahwa penerapan Metode Jibril dilakukan secara sistematis melalui pengelompokan siswa berdasarkan kemampuan membaca mereka dan menekankan prinsip *taqlid* melalui latihan berulang dan bimbingan langsung dari guru. Kegiatan pembelajaran dilakukan secara individual dan berkelompok sesuai dengan kebutuhan dan kapasitas belajar siswa. Temuan juga menunjukkan bahwa Metode Jibril efektif meningkatkan kualitas hafalan siswa dalam hal kelancaran, ketepatan pengucapan, dan penerapan aturan *tajwid*. Faktor pendukung meliputi pengalaman belajar sebelumnya, dukungan orang tua, fasilitas yang memadai, dan bimbingan berkelanjutan dari pendidik, sedangkan faktor penghambat meliputi perbedaan kemampuan dasar siswa, motivasi rendah, dan kompetensi guru yang terbatas dalam menerapkan metode tersebut. Implikasi dari penelitian ini menunjukkan bahwa Metode Jibril secara teoritis berkontribusi untuk memperkaya studi pendidikan Islam dan secara praktis berfungsi sebagai referensi bagi pendidik dan lembaga pendidikan Islam dalam merancang strategi pembelajaran Al-Qur'an yang lebih efektif, terstruktur, dan berpusat pada siswa untuk meningkatkan kualitas hafalan dan hasil belajar.

Kata Kunci: *Pembelajaran Al-Qur'an, Metode Jibril, Kualitas Bacaan Santri*

Introduction

Qur'anic education is a fundamental component of Islamic education because it serves not only as a process of teaching reading skills but also as an effort to foster religious character, spirituality, and discipline among students. In a global context, improving religious literacy has become a critical concern amid technological advancements and social changes that are influencing the learning patterns of the younger generation. In Indonesia, challenges in Quranic education remain tied to the low quality of students' recitation, particularly regarding *tajwid*, the articulation points of letters (*makharijul huruf*), and fluency in reading (Siti Aisyah & Lailatul Qomariyah, 2025).

To be able to read and recite the verses of the Qur'an properly and correctly, the existence of a Qur'anic learning method is crucial (Hafidz Farosy Ilmi Nur & Imam Athoir Rokhman, 2022). In Indonesia, challenges in Quranic education remain linked to the low quality of students' recitation, particularly regarding *tajwid*, articulation points, and fluency. Some Islamic educational institutions and Islamic boarding schools still face obstacles due to monotonous teaching methods, which result in low motivation and poor Quranic reading skills among students (Zahro Zahro et al., 2025). The Qur'an teaching method is a series of approaches or steps taken in the learning process to enable a person to read and understand the Qur'an well, correctly, and fluently (Sholihin Adnan, 2023).

Etymologically, the term "method" in Arabic is known as *thariqah*, which

refers to strategic steps designed to carry out a task. Abdurrahman Ginting defines a teaching method as a specific pattern or approach for applying fundamental educational principles, as well as various relevant techniques and resources, to facilitate the learning process among students. Meanwhile, Ahmadi views a learning method as knowledge regarding the various teaching approaches used by educators or instructors. Nana Sudjana explains that a learning method is the approach used by teachers to establish interaction with students during the teaching-learning process. According to Sobri Sutikno, a learning method is a series of approaches for presenting instructional material to students, thereby facilitating the learning process within the students as an effort to achieve predetermined objectives (M. Ilyas & Armizi, 2020).

In Qur'anic education, there are various methods that are well-known and widely applied, including the *simā'ī*, *waḥdah*, *kitābah*, *talqīn*, and *talaqqī* methods, as well as a combinative method that integrates several approaches into a single learning process (Afiat Muktafi & Khoirul Umam, 2022). One method that is quite frequently used is the Jibril method, which is based on the principle of *taqlīd* (imitation), where students imitate the recitation demonstrated by the teacher. In practice, this method positions the teacher as the primary model for delivering correct recitation in accordance with the rules of *tajwid*. Thus, the Jibril method tends to be teacher-centered, as the teacher's role is highly dominant as both the primary source of information and the guide in the learning process, particularly in ensuring the accuracy and quality of Qur'anic recitation (Hafidz Farosy Ilmi Nur & Imam Athoir Rokhman, 2022). Historically, this method is rooted in the revelation of the Quran to the Prophet Muhammad (peace be upon him) through the intermediary of the Angel Jibril. From the time of the Prophet (peace be upon him) through his companions, this method has been applied as a way of teaching the Quran (Satrio Abdillah et al., 2024).

In Indonesia, the Jibril method was first introduced by KH. M. Basori Alwi as an effort to support the proper learning of Qur'anic recitation in accordance with the rules of *tajwid* (Ulinnuha et al., 2022). This method has a relatively simple approach and distinguishes itself from other methods of teaching Quranic reading. While other methods generally use step-by-step guidebooks tailored to students' proficiency levels, the Jibril method places greater emphasis on direct Quranic reading practice with a mentor. Additionally, the Jibril method prioritizes reciting the Qur'an with *tartil*—that is, reading slowly, clearly, and in accordance with the correct rules of *tajwid* (Muhammad Jamil, 2024).

The Jibril method is considered capable of improving students' accuracy in pronunciation (*makhraj*), fluency, and *tajwid* skills because instruction is conducted through demonstration and repetition (Linda & Wati Ahmad, 2025). Through this method, students are directly guided in small groups, allowing instructors to provide more focused attention to each individual. The evaluation process is carried out continuously, both through group recitation activities and direct corrections by the instructor. This aims to improve the quality of students' recitation gradually and consistently (Sri Utami et al., 2022).

This approach not only helps students correct their reading errors but also creates a more effective and communicative learning environment. Through repeated practice and intensive guidance, the Jibril method is expected to gradually improve students' ability to read the Qur'an until they reach the desired standard (Luthviah Romziana et al., 2024).

Nevertheless, there have been many previous studies examining the Jibril

method. One of them is a study conducted by Fahri Masyhuri in 2023 titled “Implementation of the Jibril Method in Improving the Ability to Read the Qur’an at the Salman Pengairan Qur’an Education Center (TPA), Birobuli Utara Village, Palu City” (Fahri Masyhuri, 2023). Furthermore, Sugiono et al. also conducted research on the Jibril method in 2025 titled “Training in the Jibril Method to Improve Fluency in Reading the Qur’an at the Achsin Qifly Qur’an Education Center (TPQ), Besuk Agung Kraksaan” (Sugiono et al., 2025). Fahmi Dina Maula Bahari et al. also conducted a similar study in 2024 titled “Implementation of the Jibril Method in Improving the Quality of Al-Qur’an Reading” (Fahmi Dina Maula Bahari et al., 2024). The research results indicate that the use of the Jibril method in Quranic education is highly significant, particularly regarding the articulation of letters, the application of tajwid rules, and reading fluency. It also has distinct advantages, namely being flexible, adaptable, and easy to implement. This approach aims to produce students who can read the Quran well and fluently, as well as master the science of tajwid both theoretically and practically.

Although there have been many studies on the Jibril method, most of them focus on fluency, the ability to read the Qur’an, and theoretical mastery. Qualitative research on the dynamics of the Jibril method’s implementation has also not extensively revealed the supporting factors, obstacles, and adaptation strategies of teachers in the Qur’an learning process within the pesantren environment (Harahap & Maria Patima, 2025). Unlike researchers who focus solely on a single entity, this study is directed toward the quality of the Qur’anic recitation itself. This model does not merely present theory systematically but rather focuses on optimizing Qur’anic learning as it occurs in practice. Therefore, this research is important to complement previous studies.

Optimizing Qur’anic learning through the Jibril method to improve the quality of students’ recitation at the Nurul Huda Al-Habibi Kebonan Foundation, Krasak, Kedungjajang, Lumajang aims to optimize the Qur’anic learning process through the application of the Jibril method to enhance the quality of students’ Qur’anic recitation. Additionally, this study also aims to determine the effectiveness of the Jibril method in improving the fluency, eloquence, and accuracy of the students’ Quran recitation.

Based on the above description, this study focuses on analyzing the optimization of Qur’anic learning through the Jibril method in improving the quality of students’ recitation (Choirun Nisya, 2025). The research focuses on the process of implementing the Jibril method, students’ learning experiences, and the factors that support and hinder the implementation of the learning process. This study is important because it can provide a theoretical contribution to the development of Islamic education studies based on a qualitative approach, particularly regarding Qur’anic learning that emphasizes aspects of experience, interaction, and the development of deep reading skills (Putri Rizki Aini & Mahariah, 2025). Furthermore, this study is also expected to provide practical contributions to teachers, ustadz, and Islamic educational institutions in developing effective, humanistic, and student-centered Quranic learning strategies suited to the needs of students in the contemporary era (Agus Siswanto & Muhadi, 2025).

Method

This study employed a literature review method, relying on various sources of literature as research data, and utilized a qualitative approach because the data obtained consisted of descriptive accounts. This study was conducted at the

Nurul Huda Al-Habibi Kebonan Foundation in Krasak, Kedungjajang, Lumajang. This location was chosen because the researcher assessed that the Foundation implements an attractive flagship program, namely an integrative curriculum incorporating various interactive methods, one of which is the use of the Jibril method in Quranic education.

In this study, the researcher served as the primary instrument responsible for collecting, analyzing, and interpreting the research data. The research subjects included caregivers, teachers, and students at the Nurul Huda Al-Habibi Foundation. The data sources used consisted of primary and secondary data. Primary data was obtained directly from observations and interviews with caregivers, teachers, and students, while secondary data was obtained through various supporting documents, scientific journals, archives, and literature relevant to the research focus (Putri, 2025).

The data collection techniques used in this study included observation, interviews, and documentation. Observations were conducted to obtain a firsthand understanding of the process of implementing the Jibril method in Quranic education. Interviews were used to gather in-depth information regarding the implementation, challenges, and outcomes of applying this method. Meanwhile, documentation involved collecting various documents, photographs, and other supporting data related to the study. The use of these three techniques aims to enhance the validity and accuracy of the research data (Fadli, 2021).

Data analysis in this study employs the model by Miles, Huberman, and Saldana (2014), which involves three stages: 1) Data condensation, where irrelevant data is filtered out and removed to facilitate the researcher's ability to draw conclusions. Meanwhile, relevant data is then classified and rewritten in a natural manner. 2) Data presentation, which involves organizing the filtered data into a specific format to facilitate comprehensive reading and analysis. The researcher interprets the presented data in relation to the research questions. 3) Conclusion/Verification, where preliminary conclusions are drawn based on the analyzed data. The researcher then continuously verifies these findings throughout the research process to strengthen the final conclusions (Hafid & Badrun Fawaidi, 2024)..

Results and Discussion

Introduction to and the Process of Learning the Qur'an Through the Jibril Method

The Jibril Method is a method of teaching the Qur'an based on the principle of taqlid (imitation), whereby students imitate the recitation demonstrated by the teacher. This method has been used since the time of the Prophet Muhammad (peace be upon him) and his companions as one of the ways to teach the Qur'an. In its implementation, the teacher plays a central role as the focal point of learning, namely by providing examples of correct recitation, guiding students, and ensuring the accuracy of articulation points (makhrāj) and the application of tajwid rules. In Indonesia, the Jibril method was introduced by KH. M. Basori Alwi as an effort to improve the quality of Qur'an instruction so that students can recite the Qur'an more accurately, fluently, and in accordance with the rules of tajwid. (Muhammad Jamil, 2024).

Quran instruction using the Jibril method is one of the methods widely used in Islamic boarding schools, including at the Nurul Huda Al-Habibi Foundation in

Kebonan, Krasak, Kedungjajang, Lumajang. In practice, Quranic instruction takes place daily, except on Tuesday and Friday evenings, which are typically dedicated to reciting Surah Yasin and Surah Al-Kahfi. This learning program is attended by 20 students, grouped into three class levels based on their ability to read the Qur'an: Class C for the beginner level, Class B for the intermediate level, and Class A for the advanced or highest level.

Class placement is determined through an initial selection process, in which each new student first takes a Quran reading test. This test aims to assess the student's reading proficiency so that class placement can be tailored to their individual reading quality and ability. Advancement to higher levels is determined passively based on the student's reading quality standards while actively enrolled at the Nurul Huda Al-Habibi Foundation over a one-year period.

Instruction is conducted both individually and in groups, depending on the students' needs and abilities. Students who can read the Qur'an well and fluently participate in group instruction, while those who are not yet fluent receive special one-on-one guidance. This approach aims to optimize the learning process and outcomes for each student.

The Effectiveness of Quranic Education Using the Jibril Method

The term "effectiveness" comes from the English word "effective," which means successful, appropriate, or well-executed. Generally, effectiveness refers to the degree to which an action succeeds in achieving its intended goals, whether assessed in terms of quality or quantity. According to the KBBI (Kamus Besar Bahasa Indonesia), effectiveness relates to the influence or impact resulting from an effort or action. In an educational context, the effectiveness of Quranic education refers to a learning process carried out in a focused and planned manner to help students improve their skills and understanding of Quranic knowledge (Yazidul Busthomi, 2024).

Quranic education using the Jibril method at the Nurul Huda Al-Habibi Foundation has proven to be highly effective in improving students' recitation quality. Abdur Rahman, the foundation's deputy director and a teaching staff member, stated, "The use of the Jibril method in Quranic education is far more effective than other methods; this is evident from the large number of students who have successfully improved their Quranic recitation quality."

Evaluation of Qur'an Instruction Using the Jibril Method

The evaluation of Quranic learning is not merely an assessment of reading ability, but also an integral part of continuously improving the quality of learning (Hendra Wijaya & Hendro Prasetyono). In Quranic learning using the Jibril method, evaluation is conducted to assess students' achievements, particularly in their understanding of Quranic knowledge as well as their reading and memorization skills. Through this evaluation process, students' abilities and learning progress can be measured systematically (Nur Laili Akhadiyah, 2022).

Evaluations at the Nurul Huda Al-Habibi Foundation are conducted daily, monthly, and annually, assessing aspects of fluency, eloquence, and mastery of the material. These evaluations are applied to all grade levels. Specifically for Grade C, a progress book is used as a tool to track students' development in Quranic reading skills, including accuracy, fluency, and mastery of the articulation points of letters.

Supporting and Hindering Factors

The implementation of the Jibril method begins with the teacher reciting a verse from the Qur'an clearly, with proper rhythm, and in accordance with the rules of tajwid. The students then repeat the recitation, either together or individually. Next, the teacher repeats the verse, and the students follow along until their recitation is deemed correct and fluent. This process is repeated for each subsequent verse until all students are able to recite the Qur'an well, with proper tajwid, and in a clear, measured manner. The Jibril method itself was developed by KH. M. Basori Alwi. There are several factors that support the implementation of the Jibril method in Qur'anic education, as follows:

Internal Factors

The students already have experience learning to read the Qur'an using the Jibril method, both at school and within their family environment. Additionally, the attention, support, and motivation from parents contribute to enhancing the students' enthusiasm for learning to read the Qur'an.

External factors

The availability of facilities and infrastructure at the Nurul Huda Al-Habibi Foundation, such as Qur'an manuscripts and study rooms, supports the learning process. Learning materials are also reviewed repeatedly to ensure the students' understanding and recitation become increasingly solid (*mutqin*). On the other hand, educators routinely provide guidance to the students throughout the learning process.

In addition to supporting factors, there are also obstacles to the implementation of the Jibril method, including:

Variations in students' basic abilities and a lack of motivation to learn. Differences in each child's ability to read the Qur'an are influenced by their varying individual development. A lack of parental guidance and attention in helping students learn also poses a challenge. 2.) Not all teaching staff are proficient in the Jibril method; this is due to the absence of a Jibril Method or talaqi guidebook at the Nurul Huda Al-Habibi Foundation.

Meanwhile, solutions to address the barriers to the Jibril method include:

Addressing internal student factors involves establishing a routine of regular Quran reading, both at home and during intensive learning activities. Additionally, motivational support from teachers and parents is crucial, such as by accompanying and guiding students both at the boarding school and at home during vacations. 2.) Regarding external factors, a Jibril Method or Talaqi guidebook is needed as a reference and learning tool. Furthermore, an increase in the number of educators is needed, along with training on methods for reading and memorizing the Qur'an, so that teachers possess adequate competencies and certifications. The competencies of existing teachers also need to be continuously developed through educational training aligned with their respective fields of expertise (Satrio Abdillah et al, 2024).

Conclusion

Based on the research findings, the application of the Jibril method in Quranic education at the Nurul Huda Al-Habibi Foundation in Kebonan, Krasak,

Kedungjajang, Lumajang is carried out systematically by dividing students into classes according to their reading proficiency. The learning process is conducted individually and in groups with an emphasis on the taqlid method, or the repeated imitation of the teacher's recitation, until students are able to read the Qur'an well, with tartil, and in accordance with the rules of tajwid. The routine implementation of learning and intensive guidance from teachers have a positive impact on improving the quality of students' recitation.

Learning evaluations are conducted daily, monthly, and annually, assessing aspects of fluency, eloquence, mastery of the material, and the accuracy of the articulation points of the letters. The research results show that the Jibril method has proven effective in improving the quality of students' Qur'an recitation. This success is evident in the gradual improvement of students' reading abilities, in terms of fluency, accuracy of tajwid, and the smoothness of their Qur'an recitation. Additionally, the use of achievement books in elementary classes also helps to track the development of students' reading skills in a more measurable way.

The implementation of the Jibril method is supported by several factors, such as students' prior learning experiences, parental support, the availability of facilities and infrastructure, and regular guidance from educators. However, there are also inhibiting factors, including differences in students' foundational abilities, a lack of motivation to learn, and a shortage of educators proficient in the Jibril method. Therefore, development efforts are needed through the habit of reading the Qur'an regularly, increased guidance from parents and teachers, the provision of Jibril method guidebooks, and training for educators so that the Qur'an learning process can proceed more optimally.

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