


Application of the *Jibril Method* to Improving Fashahatul Qiro'ah at *al-Qur'an Education Park*

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Abstract: *This study analyzes the implementation of the Jibril Method in improving fashahatul qiro'ah (fluency in reading the Qur'an) at Riyadus Sholihin Qur'anic Education Park (TPQ) in Krejengan, Probolinggo. The Jibril Method is an innovative approach that emphasizes interactive learning through repeated practice, alternating reading between the teacher and students, and direct teacher guidance. This research employs a qualitative method with a descriptive approach. Data were collected through observations, in-depth interviews with teachers and students, and analysis of learning documents. The results indicate that the application of the Jibril Method significantly enhances students' fashahatul qiro'ah, as evidenced by improvements in letter pronunciation, application of tajwid rules, and reading fluency. The method's success is supported by active teacher involvement, structured repetition, and high student motivation. However, challenges such as differences in students' initial abilities and limited learning time were also identified. With proper time management and intensive guidance, the Jibril Method proves to be effective in enhancing Qur'anic reading skills. These findings are expected to serve as a reference for other Qur'anic educational institutions in optimizing their learning methods.*

Abstrak: Penelitian ini menganalisis penerapan Metode Jibril dalam meningkatkan *fashahatul qiro'ah* (kelancaran membaca Al-Qur'an) di Taman Pendidikan Al-Qur'an (TPQ) Riyadus Sholihin, Krejengan, Probolinggo. Metode Jibril merupakan pendekatan inovatif yang menekankan pembelajaran interaktif melalui latihan berulang, pembacaan bergantian antara guru dan siswa, serta bimbingan langsung dari guru. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Data dikumpulkan melalui observasi, wawancara mendalam dengan ustadz/ustadzah dan siswa, serta analisis dokumen pembelajaran. Hasil penelitian menunjukkan bahwa penerapan Metode Jibril secara signifikan meningkatkan *fashahatul qiro'ah* siswa, terlihat dari peningkatan kefasihan dalam melafalkan huruf hijaiyah, penerapan hukum tajwid, dan kelancaran membaca. Keberhasilan metode ini didukung oleh keterlibatan aktif guru, latihan terstruktur, dan motivasi siswa yang tinggi. Namun, terdapat kendala seperti perbedaan kemampuan awal siswa dan keterbatasan waktu belajar. Dengan manajemen waktu yang baik dan pendampingan intensif, Metode Jibril terbukti efektif dalam meningkatkan kualitas pembelajaran membaca Al-Qur'an. Temuan ini diharapkan dapat menjadi referensi bagi lembaga pendidikan Al-Qur'an lainnya dalam mengembangkan metode pembelajaran yang lebih optimal.

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INTRODUCTION

Fluency in reading the Qur'an (*fashahatul qiro'ah*) is a fundamental skill that every Muslim must acquire. The ability to read the Qur'an fluently is not only important for understanding its message but also serves as a form of respect for its sanctity. Qur'anic recitation (*tadarus*) is a common practice in mosques and prayer rooms, where students read under the guidance of *Mudarris* (teachers) (Rasyidi, 2022). However, in many cases, teachers primarily focus on ensuring the correct observation of vowel length while neglecting the accurate articulation of Arabic letters (*makharijul huruf*). Consequently, students often learn to distinguish between long and short vowels but struggle with proper pronunciation, affecting their overall fluency and comprehension.

A lack of fluency in Qur'anic reading poses a significant challenge in Islamic education. Proper recitation is not only an obligation but also a prerequisite for deeper engagement with the Qur'an's meaning. Despite the emphasis on Qur'anic literacy, many students, especially in rural areas, face difficulties in mastering *fashahatul qiro'ah*. According to Mufaizin & Ulum (2020), Sholihah, et al (2023), Supriadi (2022), and Sabaruddin & Mastur (2023), a substantial number of students in Qur'anic educational institutions lack proficiency in reading the Qur'an fluently. These difficulties include incorrect pronunciation of *hijaiyah* letters, weak application of *tajwid* rules, and inconsistent reading fluency. Such issues highlight the need for an effective learning method that ensures students develop both accuracy and fluency in recitation.

One of the primary obstacles to improving *fashahatul qiro'ah* is the limited access to structured and interactive Qur'anic learning. In rural regions, students often rely on traditional teaching methods that may not sufficiently engage them. The Central Statistics Agency (2022) reports that children in rural areas face challenges in accessing effective Qur'anic learning methods, resulting in slow progress in reading fluency (Mufaizin & Ulum, 2020). Many teachers continue to use conventional teaching techniques that focus heavily on memorization rather than understanding, making it difficult for students to internalize *tajwid* rules and develop a natural reading rhythm (Simenel, 2024).

Moreover, studies have shown that monotonous and passive learning approaches contribute to students' struggles in reading fluently (Ashford, 2024; Lin, 2025). According to Fathorrahman and Hasanah (2023), ineffective pedagogical strategies hinder students from acquiring essential recitation skills. In many Qur'anic education settings, students are expected to repeat after the teacher without engaging in interactive exercises that reinforce learning. This lack of engagement limits students' ability to grasp proper pronunciation and *tajwid* rules, ultimately affecting their fluency. To address these challenges, it is crucial to implement a more dynamic and interactive teaching approach.

One promising solution is the *Jibril Method*, which adopts an interactive and intensive learning approach. This method is inspired by the way the Angel Jibril (Gabriel) taught revelation to Prophet Muhammad SAW—through repetition, direct reading, and continuous error correction. According to Hasan et al. (2024), the *Jibril Method* emphasizes a structured learning process where teachers provide direct

feedback to students, ensuring proper pronunciation and application of *tajwid* rules. Additionally, Sukamto (2016) found that interactive learning approaches significantly improve material retention, with students demonstrating up to 75% higher absorption rates compared to those taught using conventional lecture methods.

The *Jibril Method* integrates hands-on practice with structured guidance from teachers, making it highly effective for improving Qur'anic reading fluency. Unlike passive memorization techniques, this method engages students actively, encouraging them to refine their pronunciation through guided repetition. The emphasis on continuous feedback allows students to correct mistakes immediately, fostering confidence and fluency in recitation. This aligns with research highlighting the effectiveness of structured repetition and interactive engagement in language acquisition (Al-Fadhli, et al., 2023; Moulaei, et al., 2023; Hanzawa & Suzuki, 2023; Hidalgo & García, et al., 2021; Zhang, et al., 2021).

TPQ Riyadus Sholihin, located in Krejengan, Probolinggo, represents a typical rural Qur'anic educational institution facing challenges in improving students' *fashahatul qiro'ah*. Due to limited educational resources and variations in students' initial reading abilities, many students struggle with fluency. As Ilankumaran (2023), and Mamazova (2025) notes, educational environments with constrained resources require adaptive and well-structured learning strategies to enhance students' literacy skills. Implementing the *Jibril Method* at TPQ Riyadus Sholihin presents an opportunity to assess its effectiveness in overcoming fluency-related difficulties.

This study aims to evaluate the implementation of the *Jibril Method* in improving *fashahatul qiro'ah* among students at TPQ Riyadus Sholihin. The research investigates how this method enhances students' pronunciation accuracy, application of *tajwid* rules, and overall reading fluency. By analyzing the learning process and its outcomes, this study seeks to determine the extent to which structured repetition, direct teacher guidance, and interactive exercises contribute to improved Qur'anic reading skills.

Additionally, this study explores the key factors that support the success of the *Jibril Method*. These include active teacher involvement, systematic repetition of material, and high student motivation (Rizalludin, 2019). The study also considers the impact of a conducive learning environment in facilitating student progress. According to Mufaizin & Ulum (2020), structured repetition and guided practice can reduce pronunciation errors by up to 60%, demonstrating the potential of this method to address fluency challenges.

The findings of this study are expected to contribute valuable insights for Qur'anic educational institutions seeking to enhance their teaching methodologies. By identifying best practices in Qur'anic instruction, this research aims to provide practical recommendations for integrating interactive and structured learning approaches. Ultimately, the study aspires to serve as a reference for improving the quality of Qur'anic education, particularly in rural settings where access to effective learning methods remains limited.

METHOD

This research method uses a qualitative approach with a case study type of research regarding the application of Jibril's method in improving the quality of education at the Al-Qur'an Education Park. Adaptation is focused on developing students' reading to create students who excel in reading the Al-Qur'an. This research was conducted at TPQ Riyadus Sholihin, Krejengan, Probolinggo, which is one of the Islamic-based educational institutions in rural areas. The focus of this research is to analyze the application of the *Jibril Method* in improving the fashahatul qiro'ah of santri. Data collection was carried out through observation, interviews, and documentation methods, with a descriptive qualitative approach. This research uses a descriptive qualitative approach to explore the effectiveness of the *Jibril Method* in improving fashahatul qiro'ah at TPQ Riyadus Sholihin Krejengan, Probolinggo. A qualitative approach was chosen because it allows researchers to understand in depth the learning process, interactions between teachers and students, and the results achieved.

This descriptive research focuses on systematically describing facts regarding the application of the *Jibril Method* and its impact on the student's ability to read the Al-Qur'an. The data collection techniques used include observation, interviews, and documentation. Observations were carried out directly during the learning process to identify teaching practices, interactions between teachers and students, as well as students' responses to the methods applied. Interviews were conducted with teachers and students to explore their experiences during the implementation of the *Jibril Method*, including the benefits, challenges, and changes they felt. Documentation includes records of teaching and learning activities, student attendance lists, as well as learning video recordings as supporting data.

Data analysis was carried out through the stages of data reduction, data presentation, and concluding. At the data reduction stage, information obtained from observations, interviews, and documentation is selected and classified according to the research focus. Data presentation is carried out in the form of descriptive narratives, tables, and graphs to facilitate understanding of research findings. Conclusions are drawn by identifying patterns and relationships between findings, which are then compared with a literature review to obtain answers to the problem formulation. With this approach, the research results can provide a comprehensive picture of the effectiveness of the *Jibril Method* at TPQ Riyadus Sholihin.

RESULT AND DISCUSSION

Results

Application of the *Jibril Method* in Improving Fashahatul Qiro'ah

The application of the *Jibril Method* in improving fashahatul qiro'ah at TPQ Riyadus Sholihin Krejengan Probolinggo has significant relevance in answering the problem of learning to read the Koran in Islamic-based educational institutions. This method provides an effective approach by prioritizing intensive interaction between teachers and students, which is supported by systematic repetition

practice and personal guidance. The results of the research show the positive impact of this method on the fashahatul qiro'ah abilities of students, especially in terms of pronunciation of hijaiyah letters and application of tajwid laws. As an approach based on direct interaction, the *Jibril Method* emphasizes the repetition of learning through direct practice.

It is based on the principle that repetition is key in improving memory and technical skills. This research aims to analyze the application of the *Jibril Method* in improving fashahatul qiro'ah at TPQ Riyadus Sholihin Krejengan, Probolinggo. Research results were obtained through observation, interviews, and documentation. The data collected was analyzed descriptively and qualitatively to understand the impact of this method on students' Al-Qur'an reading ability. There are several steps in implementing the *Jibril Method* at TPQ Riyadus Sholihin Krejengan. The stages are as shown in the following Figure:

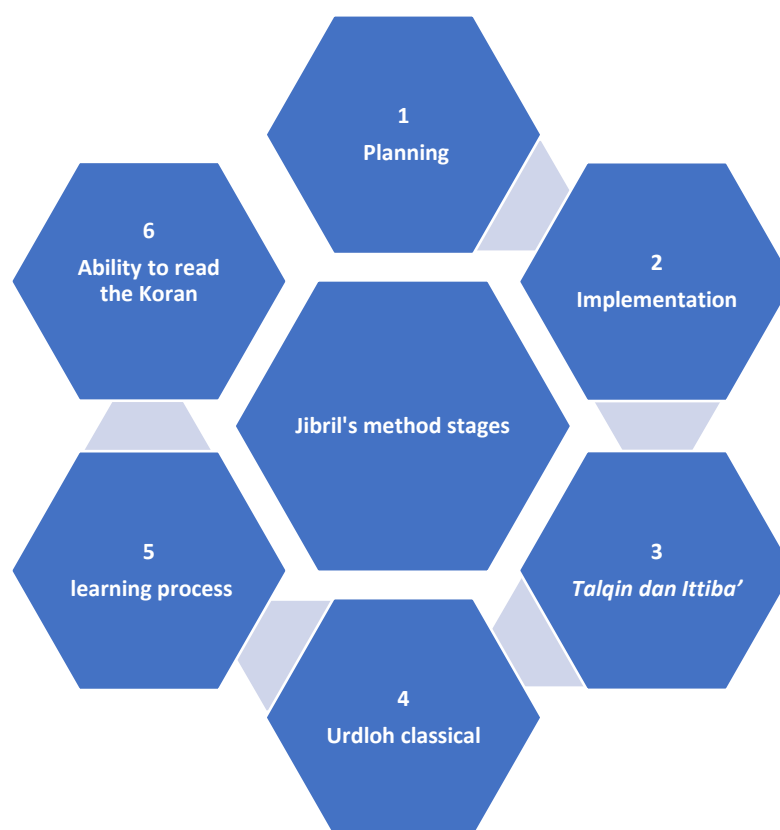


Figure 1. Stages of Implementing the *Jibril Method*

Based on the results of observations, it shows that the majority of students experienced a significant increase in fashahatul qiro'ah after implementing the *Jibril Method*. Before this method was implemented, the average error rate in reading the Koran reached 65%. However, after following this method for three months, the error rate was reduced to 20%. This increase is especially visible in the aspects of pronunciation of hijaiyah letters and the application of tajwid laws.

Interviews conducted with students revealed that the *Jibril Method* provides a more enjoyable and interactive learning experience. Of the number of informants among students, the majority of students stated that they felt more motivated to learn to read the Koran. This motivation is triggered by the teacher's more personal approach and the use of systematic repetition techniques. Meanwhile, the results of interviews with teachers show that the active involvement of teachers is one of the main factors in the success of the *Jibril Method*. The teachers consider that the direct correction and exemplary reading approach applied in this method is very effective in helping students understand their mistakes. Apart from that, teachers also pay special attention to students who have a low initial level of ability. The following is a table of interview results with students and teachers:

Table 1. Interview Results with Students and Teachers

Respondent	Question	Answer
1	What are your impressions after studying with the <i>Jibril Method</i> ?	I feel more confident in reading the Koran because it is often corrected directly.
2	Do you feel there has been an improvement in your reading?	Yes, I can now read more fluently and understand the laws of recitation.
3	How does the instructor help you?	The instructors were patient in guiding me, and they always set clear examples.
4	What are the advantages of the <i>Jibril Method</i> compared to other methods?	This method is more interactive and allows us to immediately correct students' mistakes.
5	What are the challenges in implementing the <i>Jibril Method</i> ?	The main challenge is the limited time to provide attention to all students.

Based on the results of interviews and observations carried out, it was found that the application of Jibril's method not only had a direct impact on the students' fashahatul qiro'ah abilities but also increased their awareness of the importance of reading the Al-Qur'an correctly. Students who have followed this method show greater courage and self-confidence in reading in public. Apart from that, they are also more consistent in applying tajwid laws outside of class.

One of the factors supporting the success of this method is the conducive learning environment at TPQ Riyadus Sholihin. The results of observations show that structured classroom management and the use of learning media such as blackboards and recordings of Al-Qur'an readings make a significant contribution to improving the quality of learning fashoharul qiro'ah and makhorijul letters. Apart from environmental factors, factors supporting the success of this method are the active involvement of teachers, systematic repetition of material, and high learning motivation from students. Through a case study at TPQ Riyadus Sholihin Krejengan, this research will evaluate the implementation and impact of using the *Jibril Method*

in studying the place where letters come out to achieve fluency in reading the Al-Qur'an which will be carried out in 2024. The results of this research are expected to provide more understanding and insight into the public about how important it is to learn where the letters come out when reading the Koran.

Discussion

Application of Gabriel's Method

The development of methods for reading and writing the Koran is currently very extensive and varied. To make it easier for students to learn Al-Qur'an reading, teachers must be clever in using methods that are right on target (Mujayanah, 2021). Even though there are many methods for learning to read the Koran, only a few can be mastered and applied by students. Not infrequently there are still many students who don't know what and how to read the Koran properly and correctly (Ismail, et al., 2022). Not only that, some of them also know how to read it but are still not precise in the placement of the hijaiyah letters (*makhorijul huruf*) (Hasan et al., 2024). If we as teachers don't pay serious attention to this, it is feared that they will mispronounce the letters in the Qur'an. If this happens, the meaning of the Qur'an may change. This supports this concept, where structured repetition has been proven to increase the level of fluency in reading the Al-Qur'an. In its application at TPQ Riyadus Sholihin, repetition is carried out in a planned pattern, so that students can internalize the material gradually using appropriate methods such as the *Jibril Method* applied at TPQ Riyadus Sholihin.

The *Jibril Method* is a taqlid-tahsin teaching method, meaning that students imitate the reading that the teacher has said (Fathorrahman & Hasanah, 2023). Indirectly, teachers become learning sources and information centers for students. Jibril's method itself is also known as a method of reading the Al-Qur'an which has been implemented at the Singosari Malang Islamic Boarding School for Qur'an Sciences (PIQ) and was pioneered by KH. M. Bashori Alwi which he adopted from the learning of Imam Al-Jazari and combined it with the learning of Imam As-Sulami who was a qira'at expert in the early days of the Islamic revival (Mufaizin & Ulum, 2020).

According to etymology, the method comes from the word methods which has 2 syllables, namely *measure* (skip or start) and *fates* (path or method), thus method means a path that is followed to achieve something that is aimed at (Schöch, 2023). In Jibril's method, this method is simple and different from other methods. Jibril's method places greater emphasis on accuracy in reading, both in terms of the laws of reading and the laws of reciting the Koran, through modeling and direction from the mudarris or teachers to the students (Melinda, et al., 2023; Rohimah, 2023).

In learning the Qur'an using the *Jibril Method*, the most important thing is how the students can read the Qur'an according to the rules of the science of tajwid, in this way, the students will easily understand how to pronounce the hijaiyah letters correctly and precisely by *Tajweed* science (Ramadhania, et al., 2024; Syukri, 2024). Therefore, teachers have an important role in providing a method that will be used to achieve an understanding of the *makhorijul of letters* (where letters come out) and how this method can work according to what is desired (Hasan et al., 2024).

The main component of the *Jibril Method* is direct reading carried out by the teacher as a role model. The teacher gives examples of reading fluently, then the students imitate the reading. This method is in line with the Islamic educational tradition which emphasizes ta'lim bi al-amal, namely teaching with direct practice. At TPQ Riyadus Sholihin, this approach succeeded in increasing students' awareness of the importance of accuracy in reading the Al-Qur'an. Intensive error correction is also an important element in the *Jibril Method*. Mistakes made by students are immediately corrected by the teacher so that they can learn from existing shortcomings. Direct correction from a teacher allows students to understand their mistakes more quickly and avoid repeating the same mistakes (Hidayah & Zumrotun, 2023).

At TPQ Riyadus Sholihin, this approach is applied consistently, which has an impact on improving the quality of fashahatul qiro'ah. Students' learning motivation is also an important factor in the success of the *Jibril Method*. Teachers at TPQ Riyadus Sholihin not only act as technical advisors but also as motivators who encourage students to continue trying to improve their abilities. This is by research results showing that emotional support from teachers has a significant influence on increasing student learning motivation (Noviar, et al., 2024). This is reflected in the enthusiasm of the students at TPQ Riyadus Sholihin which continues to increase during the learning process.

The success of the *Jibril Method* at TPQ Riyadus Sholihin is also supported by a conducive learning environment. Good classroom management, the use of supportive learning media, and the active involvement of teachers are elements that strengthen method implementation (Astuti, et al., 2024). a positive learning environment can increase the effectiveness of learning methods (Mujayanah, 2021). At TPQ Riyadus Sholihin, class management is carried out with a flexible but structured approach, so that students feel comfortable and focused on learning.

Obstacles in implementing the *Jibril Method* are also part of the evaluation in this research. One of the main challenges is differences in students' initial ability levels which require adjustments in learning strategies. The flexibility of teaching methods is very important in dealing with the diversity of students' ability levels (Sulaeman, et al., 2022). At TPQ Riyadus Sholihin, teachers strive to adapt their approach to meet the individual needs of students.

Limited learning time is also a challenge that must be overcome. In this research, it was found that limited learning duration often hinders optimal repetition and correction processes. The solution implemented at TPQ Riyadus Sholihin is to use time outside formal learning hours to provide additional guidance to students who need it. This improvement includes aspects of pronunciation of hijaiyah letters, application of tajwid laws, and reading fluency. Jibril's method also has a positive impact on students' self-confidence in reading the Koran. Students who previously felt unsure about reading now show the courage to read in public. Increasing self-confidence is an indicator of the success of learning based on direct practice and intensive correction (Mujayanah, 2021). Apart from that, the application of the *Jibril Method* has a long-term impact on the character development of students. The habit of reading the Koran fluently and correctly creates deeper spiritual awareness. This is by the goals of Islamic education which

are not only oriented towards cognitive aspects, but also the development of morals and spirituality.

Fashohatul Qira'ah

Fashohatul Qiro'ah is fluent in reading the Al-Qur'an correctly in the pronunciation of the letters and by the science of recitation (Amaliah, 2021). Fashohatul Qiro'ah is also known for its fluency in reading the Al-Qur'an which has sanad connected from the Qira'ati to the Prophet Muhammad SAW (Hidayah & Zumrotun, 2023). In Indonesia, especially in East Java, the one that has a direct link to Rasulullah SAW is KH. M. Bashari Alwi Malang. Fashahatul Qiro'ah also has an important role in learning Al-Qur'an science. Because if we look further from a scientific perspective related to the pronunciation of the Qur'an, it is very far from the true meaning of the Qur'an (Rizalludin, 2019). So it's not uncommon for ordinary people to get messy when reading the Koran, not only in Indonesia, sometimes Arabs themselves sometimes still get smudged when reading the Koran.

The majority of teachers at TPQ Riyadus Sholihin Krejengan still do not have a sanad connected to the Prophet Muhammad SAW. in providing learning about the science of Tajweed, including me as a researcher and teacher at the TPQ. Therefore, as teachers who have studied the knowledge of the Qur'an, even though we don't know the previous Qira'ati, at least we as teachers know how to apply the knowledge we get, including the knowledge of the Qur'an (Rizki & Julius, 2024). If we look at the meaning and background of the application of the *Jibril Method*, the mudarris or teacher guides the students to read the Koran (Najib, 2024). However, here the implementation is slightly different, namely that the students are formed into groups to recite the verse that has been read by the teacher, then imitated by one of the groups by reading the next verse, followed by another group, and so on until the implementation is complete (Bahari et al., 2024). However, this method remains under the full supervision of a teacher or supervisor so that when there is incorrect reading, the teacher or supervisor can correct the reading. When there is an incorrect reading, the group repeats the reading according to the teacher's or supervisor's directions and then follows it with the other groups (Basuki, 2024).

This study provides a new contribution to the field of fashahatul qiro'ah learning by revealing the effectiveness of the *Jibril Method* in improving fluency in reading the Qur'an according to tajwid rules. Unlike conventional learning methods, which are often passive and based on memorization, the *Jibril Method* emphasizes direct interaction between teachers and students through a taqlid-tahsin approach. The findings indicate that this method not only enhances the accuracy of hijaiyah letter pronunciation but also accelerates the internalization of tajwid rules through a structured repetition pattern. With immediate intervention from teachers in the form of direct error correction, students quickly understand and rectify their mistakes, leading to a significant improvement in fashahatul qiro'ah. Furthermore, this study highlights the crucial role of learning motivation driven by active teacher involvement, an aspect that has rarely been explored in research on Qur'anic learning methods.

Additionally, this research reveals that the success of the *Jibril Method* is not solely dependent on teaching techniques but also on a conducive learning environment and effective classroom management. Its implementation at TPQ

Riyadus Sholihin demonstrates that the use of teaching aids such as whiteboards and Qur'anic recitation recordings can enhance the effectiveness of fashahatul qiro'ah instruction. This finding enriches the understanding that practice-based learning methods need to be supported by appropriate facilities and classroom management strategies. The study's implications open opportunities for further development in Qur'anic learning systems, particularly in addressing limited learning time and variations in students' initial proficiency levels. Thus, this study contributes to broadening perspectives on practice-oriented approaches in fashahatul qiro'ah learning and provides a foundation for more comprehensive future research.

CONCLUSION

Based on the data analysis, several conclusions can be drawn regarding the implementation of the Jibril Method at TPQ Riyadus Sholihin. First, the planning stage of the Jibril Method begins with an opening prayer recited collectively with the students, followed by the teacher conveying the learning objectives. This structured approach ensures that students understand the purpose and expectations of the learning process. Second, the implementation of the Jibril Method consists of two main stages: the core stage and the closing stage. The core stage includes *Talqin* and *Ittiba'* (material explanation), classical *Urdloh* using teaching aids, and classical *Urdloh* with student handbooks. These structured steps facilitate systematic learning and gradual mastery of Qur'anic recitation. The closing stage involves individualized teacher guidance to ensure that students receive personalized feedback, followed by a collective closing prayer to conclude the session. The structured nature of these stages contributes to an effective learning experience.

The results of applying the Jibril Method at TPQ Riyadus Sholihin indicate a significant improvement in students' ability to read the Qur'an. Prior to implementing the method, many students struggled with pronunciation and the correct application of tajwid rules. However, after consistently practicing the Jibril Method, there was a noticeable reduction in reading errors and an overall improvement in fluency. The success of this method can be attributed to its emphasis on direct teacher-student interaction, continuous repetition, and immediate error correction. Additionally, the learning environment played a crucial role in supporting student progress. Well-managed classrooms, the use of appropriate learning materials, and the high motivation of students contributed to the method's effectiveness. Despite some challenges, such as varying initial ability levels among students and limited instructional time, the solutions implemented—such as additional guidance sessions—helped optimize the learning process.

Overall, the Jibril Method has proven to be a highly effective approach for enhancing *fashahatul qiro'ah* at TPQ Riyadus Sholihin. Its success is driven by an interactive and structured teaching approach, strong teacher involvement, and a supportive learning environment. These findings highlight the potential for other Qur'anic educational institutions to adopt the Jibril Method as a model for improving Qur'anic reading instruction. By addressing the common challenges faced in Qur'anic education, this method offers a systematic and practical solution for developing students' recitation skills. Therefore, it is recommended that Islamic

educational institutions consider implementing the Jibril Method as part of their teaching strategies to enhance the quality of Qur'anic literacy.

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