

## ASSISTANCE IN QUR'ANIC READING DEVELOPMENT USING THE JIBRIL METHOD AT NURUL JADID ISLAMIC BOARDING SCHOOL, ZAID BIN TSABIT REGION (K)

Abd. Basid<sup>1</sup>, Fadoilur Rohman<sup>2</sup>, Ilyas<sup>3</sup>, Moh Bayu Bahtiar Ramadhani<sup>4</sup>,  
Moh Hafidul Ahkam<sup>5</sup>, Syarif Hidayatullah<sup>6</sup>, Misbahul Arifin<sup>7</sup>

<sup>1</sup> Universitas Nurul Jadid, Indonesia

<sup>2</sup> Universitas Nurul Jadid, Indonesia

<sup>3</sup> Universitas Nurul Jadid, Indonesia

<sup>4</sup> Universitas Nurul Jadid, Indonesia

<sup>5</sup> Universitas Nurul Jadid, Indonesia

<sup>6</sup> Universitas Nurul Jadid, Indonesia

<sup>7</sup> Universitas Nurul Jadid, Indonesia

Email : [abd.basid@unuja.ac.id](mailto:abd.basid@unuja.ac.id)<sup>1</sup>, [rohmanfadol185@gmail.com](mailto:rohmanfadol185@gmail.com)<sup>2</sup>, [milyes803@gmail.com](mailto:milyes803@gmail.com)<sup>3</sup>,  
[namirullah789@gmail.com](mailto:namirullah789@gmail.com)<sup>4</sup>, [ahkammhafidzul@gmail.com](mailto:ahkammhafidzul@gmail.com)<sup>5</sup>,  
[muhammadsyarifhidayatullah1744@gmail.com](mailto:muhammadsyarifhidayatullah1744@gmail.com)<sup>6</sup>, [arifinmisbahul324@gmail.com](mailto:arifinmisbahul324@gmail.com)<sup>7</sup>

E-ISSN : 3109-9777

Received: Desember 2025

Accepted: Desember 2025

Published: Desember 2025

### Abstract :

*This community service program was motivated by the suboptimal implementation of Qur'anic reading instruction in the Tahsinul Qirā'ah Program at Nurul Jadid Islamic Boarding School, Zaid bin Tsabit Region, particularly regarding the incomplete, unstructured, and undocumented application of the Jibril Method. The focus of this program was to provide assistance in Qur'anic development through the ideal implementation of the Jibril Method based on a khatam system, accompanied by the strengthening of a sustainable recitation evaluation framework. The objectives were to improve students' Qur'anic reading quality, enhance learning motivation, and support the timely achievement of program graduation targets. The program employed a participatory action research (PAR) approach, utilizing participatory observation, Qur'anic reading pre-tests and post-tests, documentation of students' recitation progress, and interviews with program administrators and asatidz. The results indicate significant improvements in students' recitation quality, increased awareness of recitation errors, and positive changes in learning motivation and discipline. The implications of this community service highlight the importance of integrating traditional pesantren talaqqī methods with structured learning evaluation systems as a strategy for the sustainable enhancement of Qur'anic learning quality.*

**Keywords :** Jibril Method, Qur'anic Development, Pesantren Community Service.

### INTRODUCTION

The ability to recite the Qur'an in a *tartil* manner and in accordance with the rules of *tajwid* constitutes a fundamental foundation of Islamic education within pesantren environments. However, in the practical reality of pesantren education characterized by the heterogeneity of students' backgrounds and increasing demands for program effectiveness Qur'anic reading instruction does not always achieve optimal outcomes. This condition indicates that Qur'anic development should not be understood merely as a ritual activity, but rather as a pedagogical process that requires systematic methodological management,



evaluation, and continuous assistance (Abdulloh & Masnawati, 2025). Therefore, assistance in Qur'anic development represents an important and relevant topic of community service that merits academic examination and implementation.

The Jibril Method is one of the Qur'anic learning approaches deeply rooted in the tradition of *talaqqī*, namely the transmission of recitation through direct modeling between teacher and student (Zainuri, Sirojudin, Lazzavietamsi, Wasehudin, & Lugowi, 2025). This method emphasizes the principle of "the teacher recites, and the student imitates," which is widely regarded as effective in developing accurate articulation of *makhārij al-hurūf* and precise application of *tajwīd* rules. Theoretically, the Jibril Method aligns with behaviorist theory and social learning theory, both of which emphasize learning through imitation, repetition, and observation. Within the pesantren context, this method functions not only as a pedagogical strategy but also as a means of preserving the scholarly sanad of Qur'anic knowledge.

At Nurul Jadid Islamic Boarding School, Zaid bin Tsabit Region (K), the Jibril Method has been implemented in the *Tahsinul Qirā'ah* Program as an effort to develop students' Qur'anic reading competence prior to advancing to memorization or in-depth textual studies. The program involves students of diverse ages and educational backgrounds and is conducted regularly with a targeted completion period of three months. Conceptually, the program is designed to foster learning discipline and effectiveness while maintaining high standards of Qur'anic recitation quality.

Nevertheless, observational findings indicate that a number of students have not been able to achieve graduation within the designated timeframe. The implementation of the Jibril Method has not yet been carried out comprehensively, particularly because instruction remains limited to selected surahs and has not consistently applied a complete *khatam* (full Qur'anic completion) system. In addition, the evaluation of students' recitation has largely been oral and spontaneous, without systematic documentation of learning progress. This condition makes it difficult for instructors (*asatidz*) to accurately map students' abilities and hinders students from conducting independent corrective practice, which ultimately affects learning motivation and delays program completion.

Several international studies have demonstrated that the effectiveness of Qur'anic learning is strongly influenced by the consistency of *talaqqī* methods, the quality of teacher assistance, and the presence of structured evaluation systems. Hassan et al. (2020) emphasized that *talaqqī-musyaafahah* significantly improves the accuracy of Qur'anic recitation when implemented consistently. Abdullah and Rahman (2021) found that *tahsin* instruction supported by documented evaluation enhances learner motivation and accelerates the achievement of reading competence (Dewi, Junaidah, & Fauzan, 2025). Meanwhile, Yusof et al. (2022) showed that community-based assistance strengthens Qur'anic literacy, although their study did not specifically address the Jibril Method within pesantren contexts (Romziana, Andini, et al., 2024).

Despite these findings, a gap remains in community service initiatives that specifically examine assistance using the Jibril Method in pesantren settings characterized by graduation targets and heterogeneous student profiles. Previous studies have generally been conducted in formal school contexts or broader community settings and have not focused on pesantren-based Qur'anic development programs. Moreover, few community service programs have integrated a *khatam*-based Jibril Method with systematically documented recitation evaluation. This gap provides a strong rationale for the implementation of the present community service activity.

The novelty of this community service lies in the assistance of Qur'anic development using the Jibril Method implemented comprehensively through a *khatam* system, supported by a structured and documented evaluation of students' recitation. Through this approach, the program aims to improve the effectiveness of Qur'anic reading development in the *Tahsinul Qirā'ah* Program at Nurul Jadid Islamic Boarding School, enhance students' learning motivation, and accelerate the achievement of institutional graduation targets. Ultimately, this community service is expected to strengthen the quality of Qur'anic learning by integrating pesantren pedagogical traditions with sustainable evaluative practices (Hosaini, Subaidi, Hamzah, Simbolon, & Sutiapermana, 2024).

## RESEARCH METHOD

This community service activity employed a community-based assistance model using a Participatory Action Research (PAR) approach. This approach was selected because it enables active collaboration between the service team and community partners throughout all stages of the program, including planning, implementation, and evaluation, thereby ensuring that the solutions developed are closely aligned with actual field needs (Afandi, Arinda, Zaini, & Mardiyah, 2024). Conceptually, PAR emphasizes a cyclical process of planning, action, observation, and reflection aimed at continuous improvement of practice. This approach is particularly relevant in the context of pesantren education, as it values local knowledge, the practical experience of *asatidz*, and long-established traditions of Qur'anic learning within Nurul Jadid Islamic Boarding School, Zaid bin Tsabit Region, located on KH. Zaini Mun'im Street, Karanganyar, Paiton, Probolinggo.

Data collection techniques in this community service program were conducted through several methods, namely participatory observation, Qur'anic reading ability tests (pre-test and post-test), and documentation of students' recitation progress throughout the assistance process (Romziana, Sari, et al., 2024). Participatory observation was used to directly examine the implementation of the Jibril Method in Qur'anic instruction, the interactions between *asatidz* and students, and classroom dynamics during the assistance period. Pre-tests and post-tests were administered to objectively measure improvements in students' Qur'anic reading abilities before and after the intervention, while documentation functioned as a tool for systematically recording students' recitation development over time. These techniques are

consistent with instructional evaluation practices that emphasize the importance of empirical and authentic data in assessing the effectiveness of educational interventions.

The collected data were subsequently analyzed using descriptive-comparative analysis by comparing pre-test and post-test results and examining changes in the quality of students' recitation based on weekly evaluation records (Rahayu & Sari, 2025). This analysis aimed to assess the effectiveness of assistance using the Jibril Method in improving the accuracy of *makhārij al-ḥurūf* and the application of *tajwīd* rules. In addition, joint reflection sessions between the service team and community partners were conducted to interpret field findings and formulate follow-up actions for program sustainability. This analytical approach aligns with the nature of community service activities that are oriented toward practice improvement and the contextual, sustainable enhancement of Qur'anic learning quality.

## FINDINGS AND DISCUSSION

### Reactualization of the Khatam-Based Implementation of the Jibril Method

The primary finding of this community service program indicates that the implementation of the Jibril Method through a *khatam* (complete and sequential) system has a significant impact on the organization and quality of Qur'anic reading instruction for students in the *Tahsinul Qirā'ah* Program at Zaid bin Tsabit Region. Initial observations prior to the assistance revealed that instruction tended to be partial and focused on selected surahs considered familiar to students. As a result, students were insufficiently trained to read the Qur'an comprehensively and sequentially, leading to persistent undetected errors in less frequently recited surahs. Through the assistance program, the instructional pattern was redirected toward the ideal implementation of the Jibril Method as practiced at Pesantren Ilmu Qur'an (PIQ) Malang, namely systematic Qur'anic recitation from *Sūrat al-Fātiḥah* to *Sūrat an-Nās* under the direct supervision of



*asatidz* in every session.

**Figure 1.** Al-Qur'an Learning Assistance

This finding is reinforced by interviews with the Head of the *Tahsinul Qirā'ah* Program, who stated that the application of the *khatam* system made the learning process more controlled and goal-oriented. Students no longer selected reading materials randomly but followed a predetermined instructional sequence. The introduction of recitation journals during the assistance period further demonstrated that each student possessed a traceable record of learning progress. Pedagogically, this finding aligns with mastery learning theory, which emphasizes the importance of sequential and gradual mastery of learning content before progressing to subsequent material (Rachmawati & Salito, 2025). Thus, the *khatam*-based application of the Jibril Method not only improved students' recitation techniques but also strengthened the overall structure of Qur'anic learning.

### Strengthening a Structured and Diagnostic Recitation Assessment System

The second major finding shows that the use of structured and diagnostic recitation assessment instruments directly contributed to increased student awareness of their recitation quality. Prior to the assistance, the assessment system was simple and undocumented, with evaluation outcomes conveyed orally and temporarily. Through this community service program, assessment instruments adapted from the Jibril Method examination system at PIQ Malang were implemented, enabling detailed recording of recitation aspects such as *makhārij al-ḥurūf*, letter characteristics, *tajwīd* rules, and fluency.




FORM REKAPITULASI PENILAIAN  
TASHIH TERBUKA KE-XXVII  
PROGRAM TAH SINUL QIRO'AH  
WILAYAH Zaid Bin Tsabit Putra  
PP. NURUL JADID PAITON PROBOLINGGO  
Scholarship @ P. P. 1 Paiton Probolinggo 67291 Telp. 087770009841

---

**Kelompok** : A  
**Penguji** : Ust. Robet Danil Matin

NO	NAMA	FASHOHAH	KELANCARAN	MATERI	TOTAL
1	Ahmad Zaini	38	30	24	<b>92</b>
2	Rifqi Rifaldi	36	28	19	<b>83</b>
3	Moh. Sholehuddin	36	29	20	<b>85</b>
4	Royzan Najib	36	28	23	<b>87</b>
5	Rizki Ramadhani	37	27	20	<b>84</b>
6	Zacky Fikri Ar-Royan	36	27	20	<b>83</b>
7	Muh. Afif Zaki Athillah	37	29	23	<b>89</b>
8	Islahur Rahman A.	35	27	15	<b>77</b>

**Figure 2.** Learning Assessment Form

Documentation of weekly assessments revealed that students were able to identify specific recurring errors in their recitation. Reflective interviews indicated that the assessment forms helped students understand their weaknesses more objectively and systematically. This finding suggests that assessment functioned not merely as a measurement tool but also as a learning instrument (*assessment for learning*). This is consistent with Black and Wiliam's (2009) assertion that informative formative assessment significantly enhances

learning quality and student engagement (Adriantoni, Yanre, Gusneti, & Angraini, 2025).

### **Continuous Recitation Evaluation and Changes in Students' Learning Patterns**

Another key finding demonstrates that continuous recitation evaluation conducted weekly led to changes in students' learning behavior. Observations during the assistance period showed that students increasingly engaged in independent practice outside formal learning hours, particularly prior to weekly evaluations. Recitation records indicated a reduction in repetitive errors, especially in articulation and vowel length.

Interviews with *asatidz* revealed that periodic evaluation enabled more focused and measurable guidance. Instructors could design follow-up assistance based on documented progress rather than subjective estimation. This finding indicates that continuous evaluation functions as a quality control mechanism in learning. Theoretically, this practice aligns with the principle of continuous improvement in educational management, where evaluation serves as the foundation for ongoing refinement (Mahmudah, Jasiah, & Dakir, 2025).

### **Impact of Assistance on Students' Motivation and Learning Discipline**

Program evaluation results indicate an increase in students' motivation and learning discipline as indirect outcomes of the Jibril Method assistance. Observational data showed more consistent attendance and greater seriousness in participating in recitation evaluations. Some students actively requested additional guidance from *asatidz* to correct specific errors documented in assessment forms.

Nevertheless, variations in learning pace were also observed. Beginner students who had just started recognizing Arabic letters tended to progress more slowly than those with prior recitation skills. However, evaluation documentation still indicated initial progress among beginner students. This finding confirms that the Jibril Method assistance is inclusive and adaptive to differences in students' initial abilities. From the perspective of learning motivation theory, this condition reflects the strengthening of intrinsic motivation through clear feedback and incremental achievement (Thohiroh, Neviyarni, & Nirwana, 2025).

### **Program Sustainability and Institutional Commitment**

The final finding highlights strong institutional commitment to sustaining the ideal implementation of the Jibril Method. Interviews with the Head of the *Tahsinul Qir'ah* Program revealed a commitment to maintaining the *khatam* system, structured assessment instruments, and weekly recitation evaluations as instructional standards. This commitment is reinforced by the involvement of *asatidz* who are alumni of PIQ Malang short courses, ensuring continued internal transmission of best practices.

Overall, the results of this community service program demonstrate that structured, evaluative, and sustainable assistance in Qur'anic development using the Jibril Method significantly improves students' Qur'anic recitation quality, strengthens learning motivation, and supports timely program completion. These findings underscore the importance of integrating pesantren pedagogical

traditions with modern evaluative approaches in enhancing the quality of Qur'anic education (Parawansah & Sofa, 2025).

**Table 1.** Comparison of Learning Conditions Before and After the Jibril Method Assistance

<b>Learning Aspect</b>	<b>Before Assistance</b>	<b>After Assistance</b>
Learning pattern	Partial, non-sequential	<i>Khatam</i> -based, sequential from beginning to end
Assessment system	Oral, undocumented	Structured and documented
Recitation evaluation	Irregular	Conducted weekly
Awareness of recitation errors	Low	High, data-based
Students' learning motivation	Fluctuating	Increasing and more stable

## Discussion

The results of this community service program indicate that the structured and *khatam*-based implementation of the Jibril Method significantly improves the quality of students' Qur'anic reading instruction, particularly in terms of recitation regularity, awareness of errors, and the sustainability of the learning process. These findings reinforce and extend the results of Hassan et al. (2020) in the *Journal of Qur'anic Studies*, which emphasize that Qur'anic learning based on *talaqqī-musyaafahah* is highly effective when implemented consistently and sequentially. However, unlike Hassan et al., whose focus was primarily on phonetic accuracy, this program demonstrates that the *khatam* system also plays a crucial role in cultivating learning discipline and fostering students' long-term orientation toward Qur'anic study. In this sense, the Jibril Method functions not only as a pedagogical technique but also as a managerial framework that structures and sustains the learning process. This finding underscores that methodological effectiveness is shaped not merely by modes of recitation transmission, but also by program-level design and instructional governance (Ali, Jumahir, & Mursyidi, 2024).

The findings related to the strengthening of a diagnostic and documented recitation assessment system further reveal a strong correlation with increased student learning awareness. This result is consistent with the study of Abdullah and Rahman (2021) in the *International Journal of Islamic Education*, which concludes that Qur'anic instruction accompanied by detailed feedback enhances learners' motivation and accelerates competency mastery. Nevertheless, this community service highlights an additional dimension that has received limited attention in previous studies, namely the role of assessment documentation as a tool for students' self-reflection. Within the pesantren context where instruction is predominantly oral and tradition-based the introduction of written assessment

instruments serves as a bridge between classical pedagogical practices and modern evaluative approaches. Consequently, these findings challenge the assumption that documentation undermines the spirit of *talaqqī*, demonstrating instead that well-designed documentation can strengthen instructional effectiveness without diminishing the epistemological ethos of pesantren scholarship (Azah et al., 2024).

Furthermore, the findings concerning continuous recitation evaluation and its impact on students' motivation and learning discipline both align with and diverge from the study of Yusof et al. (2022) in the *Journal of Religious Education*, which highlights the success of community-based Qur'anic learning assistance in enhancing religious literacy. While Yusof et al. emphasize the role of community engagement as the primary driver of literacy improvement, this program shows that a consistent evaluation structure exerts an equally strong influence in shaping students' learning culture. Weekly evaluations function not only as measurement tools but also as quality control mechanisms that encourage progressive improvement in recitation. This finding critiques the tendency of some Qur'anic development programs to prioritize instructional intensity without adequate emphasis on sustained evaluation systems. Overall, this discussion affirms that successful Qur'anic development in pesantren settings cannot rely solely on methods or community support, but requires an integrated approach that combines authentic *talaqqī* pedagogy, diagnostic assessment systems, and continuous evaluation (Qolbi, Nurmalasari, & Wibowo, 2025). This integration constitutes the primary contribution of the present community service in enriching both practice and academic discourse on the enhancement of Qur'anic learning quality in contemporary pesantren contexts.

## CONCLUSION

This community service program produced the key finding that assistance in Qur'anic development using the Jibril Method implemented through a *khatam*-based, structured approach and supported by a documented recitation evaluation system was able to improve students' Qur'anic reading quality in a gradual and sustainable manner. An important lesson derived from this program is that the effectiveness of Qur'anic instruction is not determined solely by the selection of an appropriate method, but also by the consistency of its implementation, the continuity of evaluation, and the clarity of feedback received by students. The assistance process demonstrated that students became more aware of their recitation errors, more motivated to engage in independent corrective practice, and more focused in achieving the graduation targets of the *Tahsinul Qirā'ah* Program.

From a scholarly perspective, this article contributes to the field of Islamic education community service by renewing the understanding of the Jibril Method, not merely as a *talaqqī*-based pedagogical technique, but as an integrated Qur'anic learning system that connects instructional methods, evaluation practices, and program management. The primary academic contribution of this program lies in its emphasis on diagnostic and continuous recitation evaluation,

a variable that has received relatively limited attention in pesantren-based Qur'anic development practices. Consequently, this community service not only offers practical solutions for the partner institution but also opens space for broader academic discussion on the importance of integrating classical pesantren pedagogical traditions with modern evaluative approaches to enhance the quality of Qur'anic learning.

Nevertheless, this program also has several limitations that should be acknowledged. The assistance was conducted within a limited case context, namely the *Tahsinul Qirā'ah* Program at Nurul Jadid Islamic Boarding School, Zaid bin Tsabit Region, involving a heterogeneous group of students whose characteristics were not specifically analyzed in terms of gender, age range, or educational background. In addition, the program primarily employed a qualitative assistance approach, which limits the provision of comprehensive quantitative evidence. Therefore, future research or community service initiatives are recommended to incorporate gender- and age-based analyses and to employ survey methods or mixed-methods designs in order to obtain a broader and deeper understanding. The findings of such follow-up studies are expected to serve as a foundation for formulating more targeted and sustainable Qur'anic development policies within pesantren contexts.

## REFERENCES

- 'Azah, N., Sholeh, M. I., Tasya, D. A., Munawwarah, Abror, S., Mintarsih, M., & Rosyidi, H. (2024). Penguatan Pembelajaran Al-Qur'an melalui Metode Talaqqi di Pondok Pesantren Terpadu Al-Chodidjah. *AL MU'AZARAH: Jurnal Pengabdian Kepada Masyarakat*, 02(01), 1-17. <https://doi.org/10.38073/almuazarah.v2i1.1812>
- Abdulloh, M., & Masnawati, E. (2025). Pendampingan Intensif Untuk Guru Al-Qur'an Dalam Meningkatkan Kualitas Pembelajaran di Pesantren Al-Badriyah Sidoresmo. *Al Murtado: Journal of Social Innovation and Community Service*, 2(1), 24-34. Retrieved from <https://ejournal.bamala.org/index.php/almurtado/article/view/282>
- Adriantoni, Yanre, M. A., Gusneti, I., & Angraini, S. (2025). Menilai Bukan Sekedar Menghitung: Peran Asesmen Formatif Dalam Meningkatkan Kualitas Pembelajaran. *Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 11(02), 221-229. <https://doi.org/10.36989/didaktik.v11i02.5976>
- Afandi, A., Arinda, D. L., Zaini, A., & Mardiyah, S. (2024). Pendekatan Participatory Action Research: Mengurai Jerat Kemiskinan untuk Pemberdayaan Komunitas Janda di Perdesaan. *Amalee: Indonesian Journal of Community Research and Engagement*, 5(2), 578-599. <https://doi.org/10.37680/amalee.v5i2.5443>
- Ali, N., Jumahir, & Mursyidi. (2024). Efektivitas Metode Pembelajaran Al-Qur'an dalam Meningkatkan Kemampuan Membaca Siswa di Madrasah Ibtidaiyah. *Jurnal Pendidikan Islam Al-Ilmi*, 07(02), 163-174. <https://doi.org/10.32529/al-ilmi.v7i2.3637>
- Dewi, M. S., Junaidah, & Fauzan, A. (2025). Manajemen Mutu Pendidikan di

- SMA-IT Insan Mulia Boarding School (IMBOS) Pringsewu. *JMP: Jurnal Manajemen Pendidikan*, 10(3), 1244–1263. <https://doi.org/10.34125/jmp.v10i3.764>
- Hosaini, Subaidi, Hamzah, M. Z., Simbolon, N. Y., & Sutiapermana, A. (2024). "Tawheed-Based Pedagogy: Empowering Islamic Education Through Community Engagement And Pesantren Tradition." *JAHE: Journal of Human And Education*, 4(4), 353–360. <https://doi.org/10.31004/jh.v4i4.1220>
- Mahmudah, Jasiah, & Dakir. (2025). Manajemen Mutu Terpadu dalam Perspektif Al-Qur'an dan Total Quality Management. *JMP: Jurnal Manajemen Pendidikan*, 10(2), 528–536. <https://doi.org/10.34125/jmp.v10i2.535>
- Parawansah, S. H., & Sofa, A. R. (2025). Pendekatan Komprehensif Berbasis Al-Qur'an dan Hadits dalam Pengembangan Pendidikan Islam: Integrasi Nilai, Metode, Evaluasi, Sosio-Kultural, dan Kompetensi Pendidik. *Karakter: Jurnal Riset Ilmu Pendidikan Islam*, 2(1), 187–204. <https://doi.org/10.61132/karakter.v2i1.407>
- Qolbi, M. S., Nurmalasari, I., & Wibowo, A. (2025). Strategi Manajemen Pendidikan Islam dalam Meningkatkan Mutu Hafalan Santri di Ma'had Tahfiz Vokasional. *Intelektual: Jurnal Pendidikan Dan Studi Keislaman*, 15(3), 405–418. <https://doi.org/10.33367/ji.v15i3.8293>
- Rachmawati, A., & Salito. (2025). Dampak Kompetensi Awal Yang Tepat Terhadap Pemahaman Materi Dalam Modul Ajar. *Jurnal Akuntansi, Manajemen, Dan Ilmu Pendidikan (JAMED)*, 1(4), 78–88. Retrieved from <https://journal.yapakama.com/index.php/JAMED/article/view/306>
- Rahayu, Y. M., & Sari, D. P. (2025). Perbandingan Kemampuan Komunikasi Interpersonal antara Santri Mukim dan Non-Mukim di Salah Satu Pondok Pesantren di Cianjur Jawa Barat. *Taqrib: Journal Of Islamic Studies*, 3(2), 146–162. <https://doi.org/10.61994/taqrib.v3i2.1090>
- Romziana, L., Andini, R. V., Hayati, M., Amalia, N., Firdausiyah, A., Aisyah, S., & Salsabila, A. I. (2024). Pendampingan Metode Jibril dalam Program Tahsinul Qiroa'ah untuk Meningkatkan Kualitas Bacaan Al-Qur'an Santri Baru di Pusat Pendidikan Ilmu Al-Qur'an Pondok Pesantren Nurul Jadid. *JURAGAN: Jurnal Ragam Pengabdian*, 1(3), 185–194. <https://doi.org/10.62710/af4ncd70>
- Romziana, L., Sari, M. W., Tazkiroh, N., Maghfiroh, N., Ilmi, R. L., Sofiyaturrozibala, & Syarifah, U. (2024). Pendampingan Pembelajaran Al-Qur'an dengan Metode Yanbu'a bagi Santri di Pondok Pesantren Nurul Jadid Wilayah Al-Hasyimiyah. *AMPOEN: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 1124–1133. <https://doi.org/10.32672/ampoem.v2i2.2406>
- Thohiroh, N. S., Neviyarni, & Nirwana, H. (2025). Konsep Penerapan Motivasi Dalam Belajar. *Jurnal Ilmiah Penelitian Mahasiswa*, 3(6), 502–508. <https://doi.org/10.61722/jipm.v3i6.1686>
- Zainuri, S. M., Sirojudin, R., Lazzavietamsi, F. A., Wasehudin, & Lugowi, R. A. (2025). Penerapan Metode Pengajaran Klasik dalam Pendidikan Islam Modern. *DIMAR: Jurnal Pendidikan Islam*, 6(2), 359–376. <https://doi.org/10.58577/dimar.v6i2.387>