

The Implementation of the Tilawati Method in Learning Qur'an at Madrasah Aliyah

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ABSTRACT

The lack of religious education among students can influence their behavior and negatively impact the quality of their Qur'an recitation. Therefore, this study aims to explore the implementation of the Tilawati method in Qur'an learning for students. The research was conducted at Madrasah Aliyah Al-Asy'ari Keras Diwek, Jombang, using a qualitative descriptive approach. Data were collected through observation, interviews, and documentation. The learning process focuses on two primary outcomes: enhancing students' character and improving their Qur'an reading skills. Over time, the madrasa aspires to equip students with essential life skills through Qur'an learning using the Tilawati method, recognizing it as a relevant and effective approach in 21st-century education. The findings reveal that Qur'an instruction using the Tilawati method follows several key stages. It begins with opening activities, such as reciting a prayer before the lesson. This is followed by the core learning activities, which include classical techniques such as the use of teaching aids, and the application of the most rhythmic style. The session concludes with closing activities involving evaluation and the recitation of kafaratul majlis (closing prayer). The implication of this study underscores the importance of applying appropriate methods for teaching the Qur'an in madrasas to achieve both spiritual and educational development.

Keywords: *Tilawati Method, Learning Qur'an, Education Character*

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INTRODUCTION

Education is a very important teaching and learning process in human life (Murtadlo et al., 2025). Education is something that must be done in both general education and religious education. Because learning is an absolute obligation that must be lived by Muslims (Hasanah, 2018). In fact, 21st century education has undergone significant development (Mthanti & Msiza, 2023). As time went by, the scientists' thinking was evolving. The same goes for educators. In his research, (Sauri et al., 2022) said that educators are required to follow the current of the times. If they are unable to develop their minds and abilities, then they will be left behind (Zebua, 2023).

Islamic education actually seeks to expand, invite and encourage human beings to become better, more advanced individuals, based on the value of a good and noble

life (Khomsinuddin et al., 2024; Ferdino & Handayani, 2024). As stated in Law Number 20 of 2003 concerning the National Education System Chapter II Article 3 and Article 30 paragraphs 2 and 3 that "National education functions to develop abilities and shape the character and civilization of the nation with dignity in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear Allah Almighty, noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen" (Khoiruddin & Kustiani, 2020) Therefore, Islamic education has an important role for the community in character education, religious education, and as a pillar in facing current problems (M Choirul Muzaini et al., 2024). If you want a better student life, a teacher needs to instill character in students first. If the student's character is well embedded, it will be easy for students to accept knowledge, always be enthusiastic, and not easily give up in learning (Firmanto et al., 2025).

Research conducted by (Rahman & Amin, 2024;) reveal that character education is very much needed. Nowadays, many media and newspapers discuss character education. Character education can be described as an effort to instill good habits in students, in accordance with the guidelines of Muslims, namely the Qur'an . Character education can be applied through several types of learning, one of which is through the Qur'an (Ham & Hafizah, 2024). The Qur'an is the holy book of Muslims that was revealed as a guide and guide for Muslims (Fahrurrosi et al., 2025) The Qur'an regulates all life in the universe that can lead Muslims to a life full of light and can lead Muslims to goodness both in this world and in the hereafter (Setiawati, 2024). According to (Yusni, 2024). learning the Qur'an is very important and a shared responsibility for educators, because the Qur'an is a revelation revealed to the Prophet Muhammad PBUH. where there is unlimited knowledge and is the source of law for Muslims. Therefore, studying the Qur'ana is ndatory for Muslims. The learning process of the Qur'an can be carried out in various places, both in prayer rooms, schools, Islamic boarding schools, mosques and so on (Liriwati et al., 2024).

Basically, success in learning is inseparable from interrelated supporting components, one of the most important components in learning is the learning method (Akbar, 2024; Siregar, 2024; Rizqi & Faujianor, 2024). Methods are closely related to a method used to apply to a person or group where there is a plan that has been systematically prepared so that it can be conveyed properly (Hermawan et al., 2021), including methods in learning the Qur'an. Over time, the method of learning the Qur'an has undergone significant developments, ranging from classical methods to modern methods (Zuhri et al., 2024), one of which is the tilawati method that emerged in the early 21st century (Supriyanto & Nisak, 2024). The tilawati method is a method of learning the Qur'an that focuses on good reading techniques, paying attention to tajweed, and the meaning of the Qur'an which is carried out intensively. Teaching through the tilawati method using teaching aids can be in the form of books, audio, or videos (Setiawati, 2024) From some of the above understandings, it can be concluded that the tilawati method is a method used in learning with good reading and paying attention to the rules of tajweed that are carried out consistently.

In the results of his research, (Ash-Syahida & Rasyid, 2020) said that learning the Qur'an using wall props and then how to read it slowly can make it easier for students to understand in detail what is conveyed by the teacher. Through learning the Qur'an using the tilawati method, (Imrohah & Qolbiyyah, 2024) explains that the use of this method can improve character values in students. These character values are discipline, perseverance, religious, obedience, and nationalism (Mawadda et al., 2024; Farid et al., 2024; Syafei et al., 2022). Many school children have bad character, are disobedient, so that it has an impact on their ability to read the Qur'an. This is due to the lack of effective learning methods, so that students become lazy and unenthusiastic due to monotonous learning, lack of professional teaching staff, and limited time in

learning the Qur'an, but after everything slowly changes, students' attitudes for the better, their ability to read the Qur'an increases (Ajhuri & Hafidhoh, 2024).

Another study in 2021 showed that during learning students participated in learning activities in a relaxed, disciplined, and obedient manner. This good character arises because the learning is fun (Hermawan et al., 2021). It is emphasized by the idea (Pujiana et al., 2020; Saputra et al., 2023) that learning the tilawati method can improve the character of discipline through rules that must be obeyed by students such as discipline on time, discipline in using rost tilawati songs, discipline in following the teacher's readings, and the discipline of listening to the readings of friends. (Rohimah et al., 2020) added that learning the Qur'an using the tilawati method makes students enthusiastic, responsible and not easily discouraged.

In addition to being able to improve the good character of students, the tilawati method can also improve the ability to read the Qur'an in students. According to (Rosbianti et al., 2025), a person is said to have the ability if he is able to cultivate the skills and potential that exist within him in reading the Quran properly and correctly in accordance with the rules of reading the Qur'an. With its easy, fun, and structured learning, students are able to quickly understand the teaching of the Qur'an using this method (Kusmita et al., 2024). In the results of a comparative study in 2020, the use of the tilawati method in students had superior results in the field of reading the Qur'an compared to the use of the talaqqi method. This is because the use of the tilawati method pays more attention to details in reading the Qur'an, the learning is fun, and the teacher conveys this method well.

Researchers have observed that this issue is important to research because many of the Indonesian people still ignore character values such as discipline, responsibility, obedience, nationalism and ignore how important it is for students to be able to read the Qur'an. The problem that occurs many times and hinders student education is that many students do not get Qur'an education such as learning the Qur'an in TPQ or Islamic Boarding Schools so that their ability to read the Qur'an is low. In addition, many of the students do not get enough attention and knowledge from their parents about the importance of being a good person and the importance of learning the Qur'an. There are also many students who are dragged into the flow of the times, participate in promiscuity, are enslaved by games and TikTok and many other things that make students ignore these two important things. So that this research is expected to be able to contribute positively in improving character and improving the ability to read the Qur'an in students and can even surpass to a wider audience. This research has significant relevance to the challenges of the development of the times where through learning the Qur'an using the tilawati method, students can control themselves to behave better and later can continue to the tahfidz stage so that character and knowledge can be mutually sustainable. This research is expected to be able to provide an overview of how learning the Qur'an with the tilawati method can change the character and ability to read the Qur'an in students.

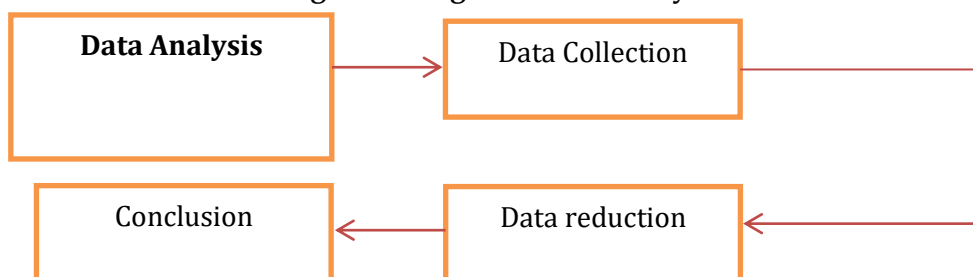
METHOD

This study uses a qualitative approach method with a descriptive type (Rustamana et al., 2024) This approach method was chosen because it can emphasize in depth the application of the tilawati method in learning the Qur'an in Madrasah Aliyah. This study uses a case study because it only focuses on one research location (Rossa & Hosna, 2024), namely at Madrasah Aliyah Al-Asy'ari Keras Diwek Jombang. This research was conducted for 3 months, from March 3 to May 14, 2024. Data sources are obtained through 2 types of sources, namely primary data sources, namely observations and interviews, and secondary data sources, namely through documentation. The primary data source was in the form of interviews with 6 informants involved, namely the deputy head of curriculum, Mr. Muslianto, M.Pd.I,

the coordinator of the tilawati class, Mrs. Nur Afifah S.Pd.I, the teacher of the tilawati method, Ustadz Marchel and several students from class representatives, namely class X students, namely D. Dwi Agustin, Class XI Fetty, and Class XII students named M. Amirul.

Data collection techniques and research materials are carried out continuously and continuously from the beginning of the research to the end of the research. Data analysis uses interactive techniques, namely by data collection, data reduction, and results are obtained by drawing conclusions as shown in the following image (Sugiyono, 2017)

Figure 1. Stages of Data Analysis



RESULT AND DISCUSSION

Implementation of the Tilawati Method in Qur'an Learning in Madrasah Aliyah

Learning is actually related to the learning process in students that involves several important aspects such as intellectual, social, and emotional (Aripin, 2024). So that learning the Qur'an can be defined as a teaching and learning process to achieve a goal by studying, understanding, reciting, remembering, and reading properly and correctly (Firmanto et al., 2025). The implementation of learning activities can run well if they use good methods (Hasanah, 2018). The method itself can be described as a way, step, or procedure that can facilitate an activity to achieve a certain goal (Septiani, 2025).

Learn the Qur'an at Madrasah Aliyah using the tilawati method. Tilawati itself is a method of learning the Qur'an that emerged in the 21st century where learning is taught practically, using props, classical techniques, and using the rhythm of rost songs (Aripin, 2024). So it can be concluded that the tilawati method is a way or system in which there are rules about reading the Qur'an so that the verses that are read are correct and beautiful (Hikassaniah & Botifar, n.d.). The following are the results of the interviews that support this research.

"The tilawati method was first applied about 3 years ago. We want students who graduate from this madrasah to have graduated, the knowledge they get can be useful and they can serve in the community. Because many of them are not fluent in reading the Qur'an. This method is also a flagship program in our madrasas, where not all madrasas apply methods like this". (interview 7/3/2024).

The use of the tilawati method at Madrasah Aliyah Al-Asy'ari Keras Diwek Jombang is aimed at instilling good character and improving the ability to read the Qur'an in students. Character education is an effort made to change a person's behavior for the better by doing it in several ways (Abdur Rohim, 2020) The values of character cultivation based on research conducted by Dede Imtihanudin in 2020 are to change students into better, obedient, consistent, religious, responsible, not easily given up, and with a nationalist spirit (Imtihanudin, 2020) The results of the following interviews support the results of this study.

"Well, we realize that there are still many children here who have bad characters, such as laziness, influenced by bad associations, lack of discipline. Then many of them are not fluent in reading the Qur'an. Therefore, we together with the entire board of teachers make our students

become students with good character and are able to read the Qur'an properly and correctly". (interview 3/3/2024)

Based on research conducted by Bai Rohimah in 2020, character cultivation through learning the Qur'an using the tilawati method has 4 ways that must be considered, namely 1) taught practically; 2) teaching in a classical way and using props; 3) using reading techniques; 4) using rost songs (Rohimah et al., 2020). Research conducted in 2021 stated that rost songs have rhythms that are easy for students to recognize and remember (Mohamad Nasirudin, Mazidatul Faizah, Salim Ashar, 2021) In addition, by using the rhythm of rost songs, learning the Qur'an becomes fun, and students become easy and excited to learn the Qur'an (Fenty Sulastini & Moh. Zamili, 2019).

The above research has the same similarities with the learning of the Qur'an at Madrasah Aliyah Al-Asy'ari Keras Diwek Jombang where the learning of the Qur'an uses the tilawati method using teaching aids in the form of tilwati books from volumes 1-6, is taught practically, using the classical technique of reading silisten, and using rost songs. The application of the tilawati method in madrassas uses a classical approach and an individual approach (reading technique). The following are the results of the interview.

"So we apply this tilawati method with the hope that all students can read the Qur'an. In this method there are several stages that are the core of the tilwati method here, namely taught practically, we also use teaching aids, teaching aids are books, then there are reading techniques, reading techniques such as for example the teacher reads the students all listen, then the teacher reads, the students explain after that the technique that when the teacher and the student read together. After that, the last thing that must be considered is that this tilawati method uses rost songs. The rost song has an up and down rhythm, then the song is light and easy to memorize by the sisiwa. We also divide students into grade levels based on each student's ability to read the Qur'an." (interview 7/3/2024)

The classical method is a teaching and learning process that is applied together or in groups using teaching aids (Hasanah, 2018). Meanwhile, the individual's approach to reading techniques is to read in turn, i.e. when one student reads, another student listens and listens (Willy & Utami, 2021). Then the tilawati method learning activity uses 3 stages of activities, namely opening activities, core activities, and closing activities. The results of the study are the same as the division of stages and time at Madrasah Aliyah Al-Asy'ari Keras. The duration of this Qur'an study time is 75 minutes (Setyowati & Yekti, 2025), with the division as shown in the table below.

Table 1. Duration of Recitation of the Qur'an

Time	Stages	Technical	Activities
5 Minutes	Opening Prayer	Classical	Opening Activities
15 Minutes	Teaching Aids	Classical	Core Activities
30 minutes	Books Visited	Read and listen	Core Activities
20 Minutes	Additional Materials	Classical	Core Activities
5 Minutes	Closing Prayer	Classical	Closing Activities

The table above explains the division of time, division of stages, division of techniques, and division of activities in the tilawati method. With a structured division of time, students will become disciplined. What is meant by learning using classical techniques in spelling is reading together, while reading is reading pieces of verses in

textbooks individually by listening and alternating (Fenty Sulastini & Moh. Zamili, 2019). The following interview results support the results of this study.

"We include this tilawati method program in mulok activities, but this program is a flagship program with the ubudiah amaliah program. The implementation lasted for 75 minutes. Every morning, starting from 6.40 am, all students must be present in the field for the morning apple activity. They read Asmaul Husna and so on, then after finishing they immediately entered the class to learn the tilawati method. So this tilawati is carried out in the morning before learning starts". (interview 14/4/2024).

The opening activity, in the process of learning the Qur'an using the tilawati method was carried out for 5 minutes, starting from the teacher's opening by saying a greeting and students answering greetings from the teacher, then the teacher and students prayed together by reading surah al-Fatihah (Siti Nur Khannah, 2019). In his research, (Romadhoni et al., 2023). Declare that by praying, students will become relaxed, calm and closer to God, so that the religious character that exists in them will grow.

Next are the core activities. The core activity began by reading bukutilawati with classical techniques. Research in 2023 revealed that the learning process of the tilawati method uses a reading method consisting of three techniques, namely first, the teacher reads the student listens, the second the teacher reads the student reads, and the third is the teacher and the student reads together (Rohmah et al., 2023). The research is in accordance with the techniques at Madrasah Aliyah Al-Asy'ari Keras Diwek Jombang and can be summarized in the table below.

Table 2. Tilawati Method Technique			
Technical		Activities	
Technique 1		Teacher reading	students imitating
Technique 2		Teacher reading	students reading
Technique 3		Teacher and student	read together

The three techniques lasted for 15 minutes. After completion, it is continued with the core activity of reading and listening, namely students read then the teacher listens and corrects the reading if there are errors in pronunciation or tajweed, then the teacher evaluates the students (Hikassaniah & Botifar, n.d.). The activity was carried out for approximately 30 minutes. The following are the results of the interview.

"The process of reading the Qur'an by students uses a repetition system, so students take turns reading. First, the teacher reads first, the students listen to the teacher's reading, second, the teacher reads the student imitating the teacher's reading, third, the teacher and all students read together" (interview, 3/3/2024).

After finishing reading and listening, it is followed by supporting materials such as memorization of short surahs, explanations of tajweed, makhorijul letters, prayer readings, and ghorib which is carried out for 20 minutes (Setyowati & Yekti, 2025). At this stage, the good character that emerges in students is that students become compact in fostering an attitude of togetherness or nationalism. Students are also responsible for themselves. Where students must be careful and not rush in reading every verse that is part of reading (Islamiah & Raya, 2024).

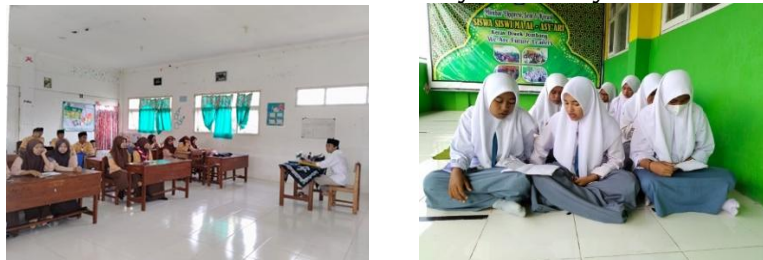
The closing activity, after the core activity is completed, is followed by the closing activity, which consists of greetings and also prayers, namely the reading of the kafartul majlis prayer together (Purnamasari & Nadlif, 2022). The teacher also gave motivational words for students to be more enthusiastic in learning. This activity was carried out for approximately 5 minutes. By providing motivation, students become enthusiastic in learning the Qur'an and make students not give up easily (Yogi

Fernando et al., 2024). In addition, all the division of stages above is very focused on time. With a structured division of time, students will be able to manage themselves, be able to utilize time, be able to practice their potential, and make students learn seriously (Yusup et al., 2023). The results of the interviews support this research.

"With the time rules prepared by the teacher, students are trained to be disciplined so that they can respect time. We want to assure them that learning the Qur'an can be fun, not boring, and easy. So the use of this method is appropriate for us to apply to students" (interview 14/4/2024).

On the other hand, the learning of the tilawati method at Madrasah Aliyah al-Ash'ari Keras has similarities with previous research, namely using rost songs which is one of the many types of tones in reading the Qur'an. Tricahyuni revealed that before this method was applied, many students who read the Qur'an did not use tones, so the accuracy of letters, tartil and tajweed was still wrong. This is similar to the situation at Madrasah Aliyah Al-Asy'ari Keras Diwek Jombang, many of them use their own tone so that they stammer to read it. Rost's songs have an up-and-down tone, easy to listen to and easy for students to learn (Tricahyudin & Astutik, 2024). After the application of this rost song, literacy, tajwid, and makhoriul letters in reading the Qur'an can also be appropriate in accordance with the provisions (Rohmah et al., 2023).

Figure 2. Documentation of the Implementation of Qur'an Learning Using the Tilwati Method at Madrasah Aliyah Al-Asyari Keras



In the picture, students are learning the Qur'an using the tilawati method led by the teacher. Among the various levels of tilawati classes, there are those who conduct learning in the classroom and outside the classroom. If students feel bored to learn in class, then teachers allow students to study outside the classroom so that students feel comfortable, happy and do not feel bored during the learning of the Qur'an.

The Effectiveness of the Implementation of Al-Qur'an Learning Using the Tilawati Method for Students

The implementation of the tilawati method in learning the Qur'an at Madrasah Aliyah Al-Asy'ari Keras Diwek Jombang has had a significant influence on student development. There are two important things that are the goal of the program, namely to improve the good character of students and to improve the ability to read the Qur'an in students .

Improving Good Character in Students

There are many ways done by teachers to form a good character and improve the ability to read the Qur'an in students, one of which is through learning the Qur'an through the tilawati method (Farihah, 2021; Hatiah & Muslimah, 2024; Maryani et al., 2024). Before the implementation of the tilawati method, many students had bad character (Astuti, 2024). This is due to several things that hinder the formation of character in students, such as lack of education and attention from parents, promiscuity, cell phone abuse and low student awareness (Umardiyah et al., 2025). At Madrasah Aliyah Al-Asy'ari Keras Diwek Jombang also experienced almost similar problems. The following are the results of the interview.

"In the past, many students in the madrasah were still lazy. As an educator, of course teachers want students to be able to have good morals, we understand that their backgrounds

are not the same, many of them also lack attention from their parents. Many of them are also lazy to learn the Qur'an, so we are trying to change everything so that students become better and useful people for the people" (interview 14/4/2024).

This is a concern for teachers, especially madrasah teachers who are very sorry if there are students at the upper secondary level who still have a bad character and there are still many students who are wrong in reading the Qur'an. Teachers definitely want good things to be embedded in students, one of which is through learning the Qur'an (Siti & Aprianti, 2024). Because to balance the demands of the times, teachers need to prepare a way for everything to run well. The results of the interviews support the research.

"With practical learning of the Qur'an, the use of classical techniques with teaching aids, reading techniques and rost songs, can improve the good character of students such as students to be disciplined, enthusiastic, responsible, consistent, and religious. Rost songs and reading together made them feel happy and compact. Initially, many students were undisciplined, lazy, and taoi after applying this tilawati, the good character in the students gradually appeared, and increased by 71%" (interview 14/4/2024).

Therefore, through structured time, students will gradually turn into discipline. With the cohesiveness created in the learning process, it can make students have a nationalist spirit, and do not act according to their own wishes.

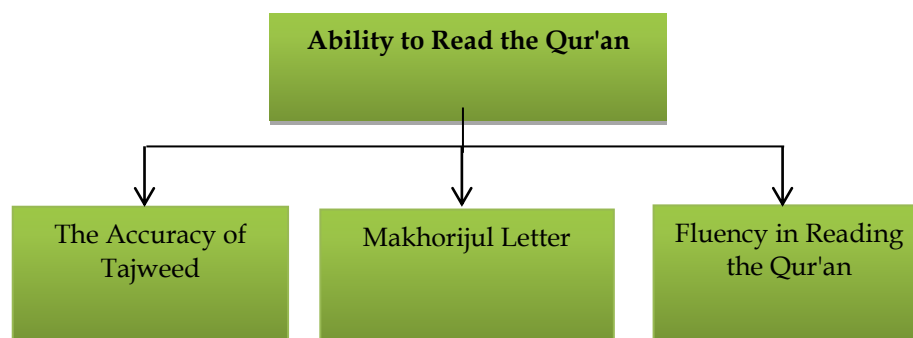
Improving Students' Qur'an Reading Ability

In addition to the good character of students who have improved, thanks to learning the Qur'an using the tilawati method, the ability to read the Qur'an of students at Madrasah Aliyah Al-Asy'ari Keras Diwek Jombang has also improved. Based on previous research, the ability to read the Qur'an in students can be seen in the accuracy of reading tajweed, makhoriul letters, and also the fluency of reading the Qur'an. If a person has mastered these three things, then a person is said to be able to read the Qur'an fluently (Nadlif et al., 2024). The researcher conducted interviews with the following results.

"The main goal of this program is actually to improve the ability to read the Qur'an in students. In this madrasah, there are still many students who are not fluent in reading the Qur'an, even though they are already at the aliyah level. Usually, students when they were young studied at TPQ in mosques near their homes, but maybe in the past there were students who did not study at TPQ or maybe they had not studied for a long time so they forgot what good and correct reading was like. Therefore, in this tilawati learning program, students' readings will be justified, the way the letters are pronounced will also be improved, if students can pronounce Arabic letters correctly, it will later make it easier for them to read the Qur'an. Their voices will also be able to be heard and not use their own tones" (interview 3/4/2024).

The ability to read the Qur'an at Madrasah Aliyah Al-Asy'ari Keras Diwek Jombang can be seen on the concept map below.

Figure 3. Concept Map of Qur'an Reading Ability



The three components above are targets or goals in measuring the ability to read the Qur'an in students. Before the implementation of learning the Qur'an through the

tilawati method, there were still many students at Madrasah Aliyah Al-Ash'ari Keras who were not fluent in reading the Qur'an, reading in an irregular tone, and not in accordance with the rules of tajweed. Among them, there are also many who do not know what a good and correct recitation of the Qur'an is. The results of the interviews support this research.

"At the beginning of our learning, we were shocked, in the past, when we were tested, why are there still many students who are not fluent in reading the Qur'an, wow, of course, it is homework for teachers. So we want students to be able to improve in the quality of reading the Qur'an, understand the rules of reading it, understand the tajweed and be able to read the Qur'an fluently" (interview 7/3/2024).

However, after the implementation of the Qur'an learning program using the tilawati method, the accuracy of students' tajweed mastery increased by 70%. Similarly, makhori'ul letters increased by 72% and students' fluency in reading the Qur'an increased by 70%. So that the overall results of learning the Qur'an on average students increased by 70%. The following are the results of the interview.

"As long as this program is run, Alhamdulillah, the longer it takes, their abilities will increase. Yes, it does take time to reach the target. The increase is approximately around 70% when viewed in terms of the whole. The repetition of the tone, then the repetition of the reading, makes them quickly remember the material taught by their teacher. Their understanding of the Qur'an is also increasing. If we don't teach in this madrasah, where else will they study? So this is a moment that must be used as well as possible by students in this madrasah" (interview, 14/4/2024).

If the student's reading ability has improved, then it indicates that the brain has worked well. Because with the application of this learning, the brain becomes active and able to stimulate other brain cells to increase students' intelligence (Dahlan et al., 2025). Before entering the wider world, the brain must be trained to remember, distinguish and receive information, of course with the right but also easy method such as the tilawati method (Siti & Aprianti, 2024). By increasing one's potential through learning the Qur'an, the brain will continue to be honed so that students will not be surprised when facing new and more difficult things in the future. (Maskur, 2021)

Based on this research, the researcher can draw the conclusion that with the application of learning the Qur'an through several classical techniques, the use of rostr songs that are easy for students to follow, then listening reading techniques, and good time distribution can change the character of students who were not good enough to be better. Then the ability of students to read the Qur'an also increased from before.

Supporting Factors and Inhibiting Factors in Learning the Qur'an Using the Tilawati Method.

Supporting Factors

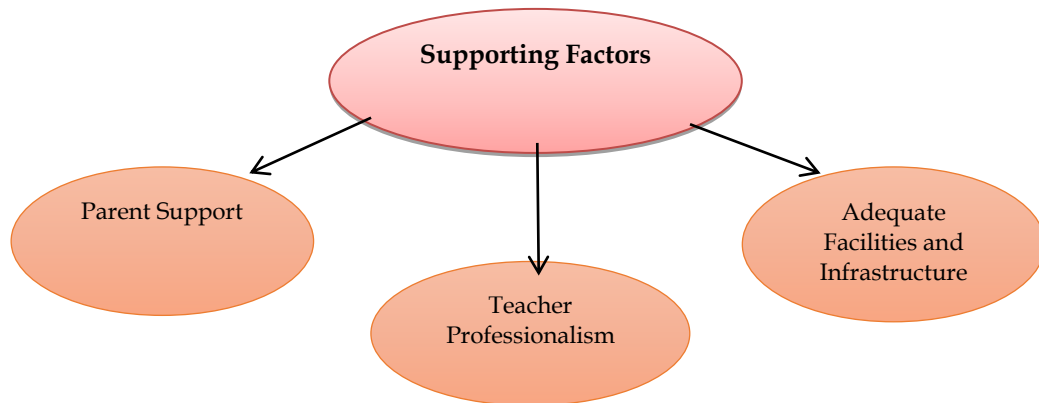
Educational institutions are one of the parts of learning that determine the learning process for their students (Maniyan et al., 2024). Because the movement of the institution will direct where the end point of a learning is in achieving a targeted goal. There are several things that support programs that are carried out in an institution so that they can be structured, directed, conceptualized, and run well. Some of these things should not be missed, because if there are no supporting factors, then the agency's goals will be difficult to achieve (Agus et al., 2024a). The results of the research are in accordance with the following interviews.

"An institution is a forum for students to gain knowledge. If we want quality students, like this madrasah, then we teachers must be good at including good programs like this tilawati program, so that this madrasah can be competent with other madrasahs. " (interview 2/5/2024).

The supporting factors in learning the Qur'an using the tilawati method at Madrasah Aliyah Al-Asy'ari Keras Diwék Jombang have similarities with research conducted in 2021 by Dean Hermawan et al. Among them are adequate facilities and

infrastructure, good communication between teachers and parents (parental support), and good communication between teachers or teacher professionalism (Hermawan & Jurjani, 2021) These supporting factors can be seen in the following figure.

Figure 4. Supporting Factors for Learning the Qur'an through Tilawati Method



The picture above explains the things that trigger the smooth running of an activity or program at school. Many of the parents cannot teach the Qur'an because of the lack of time they have (Putri Intan Utami et al., 2024). Parental support and good communication between teachers and parents will make students more active in learning, create openness between teachers and parents so as to avoid misunderstandings and parents trust the school and support the excellent program. The following are the results of the interview.

"Teachers and parents of students work together. We involve guardians of students in this tilawati program. Of course, almost all parents support this flagship program. The parents were very enthusiastic and grateful. Because of this age, it is difficult for students to be encouraged to study. So this is a momentum" (interview 2/5/2024).

In addition, other supporting factors are adequate facilities and infrastructure (Maizah & Ratnawati, 2024), such as the availability of places are factors that support the successful implementation of Qur'an teaching and learning activities (Agus et al., 2024b). If a school or madrasah has a decent and comfortable place, students will focus more on learning without having to worry about hot weather, rain and so on. The following are the results of the interview.

"We provide classes for students to use in tilawati learning activities. In the classroom there is a fan, good air circulation and of course it is comfortable to use" (wawancara 2/5/2024).

Another factor that has an important role is the professionalism of teachers (Dahl, 2024). A professional teacher is a teacher who is able to master the learning material well, is able to condition students, and is able to lead the learning process well (Abdallah & Musah, 2021). Professional teachers will produce great students (Fadela & Nashir, 2024). The following are the results of the interview.

"We have professional Qur'an teachers and of course already have a certificate of the tilawati method. We want to give the best to students so that our goals will also get the best results" (interview 2/5/2024).

Providing good facilities can encourage students' enthusiasm to continue learning. The completeness of the standard of neat facilities and infrastructure will also provide attraction for students and also a wide audience (Juita et al., 2024). Therefore, by providing good facilities. It is hoped that students will get maximum results from the Qur'an learning process.

Inhibiting Factors

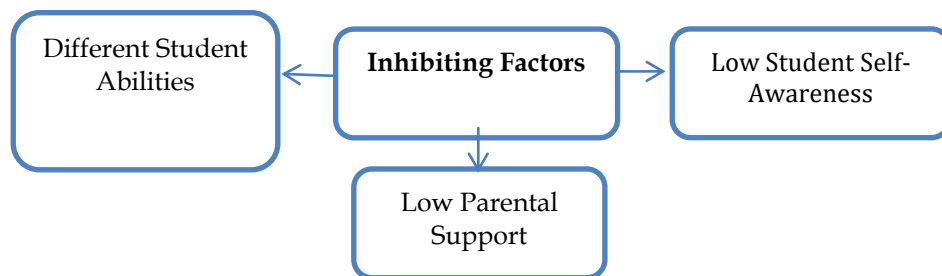
Research in 2023 shows that there are inhibiting factors in carrying out Qur'an

learning through the tilawati method. These obstacles are in the form of student attendance, recruitment of ustadz and ustdzah, and different student abilities (Ernawati, 2023). The study has several similarities with the inhibiting factors at Madrasah Aliyah Al-Asy'ari Keras Diwek Jombang. The following interview results support this research.

"Every program or activity held by an institution must have obstacles in its implementation. We are no exception. We realize that there are still many shortcomings that we have to complete. Yes, there are still many students whose abilities are low, lack of parental guidance, and they also have low awareness of the Qur'an. However, the shortcomings will later be evaluated at the end of each semester" (interview 2/5/2024).

The factors that are obstacles in the implementation of learning the tilawati method can be classified in the figure below.

Figure 5. Factors That Hinder Learning the Qur'an through



The image above explains that there are 3 factors that hinder the application of the tilawati method in teaching the Qur'an that have similarities with research conducted in 2023, namely 1) low student self-awareness, so that there are students who do not participate in learning the Qur'an and choose to skip class and are more concerned about playing mobile phones (Ernawati, 2023), 2) lack of support from parents, parents who are busy working do not motivate their children to learn, especially studying the Qur'an so that the child's nature and actions become arbitrary 3) different students' abilities, because each student has different ability to understand lessons, some are easy to understand and some are slow in the learning process. The following are the results of the interview.

"Things that are obstacles such as the reading ability of different students are certainly the task of teachers. There are students who are fluent in reading the Qur'an, some are ordinary, and some are still stammering. We will try our best so that all students are able to read the Qur'an well according to the existing rules. This certainly takes time. With 3 years of learning period, hopefully we can achieve our target" (interview 2/5/2024).

In addition, there are still many students who are lazy, have low self-awareness, and ignore this Qur'an learning. Even though the Qur'an is currently an important aspect of life, it is not uncommon for a job to have a test that requires prospective workers to be able to read the Qur'an. So teachers must continue to make efforts and be patient in providing material and must not be bored to continue to motivate students (Nadhifa & Rasyid, 2020). Another factor that hinders the implementation of Qur'an learning is parental support for students. There are some parents who neglect their children's learning related to religious education such as the Qur'an. Many parents focus on looking for rupiah coffers so that their children's education is neglected. The results of the following interviews support these results.

"Not all students' parents have a good religious background. Many students here are villagers, meaning that before entering this madrasah they did not go to school at the Islamic boarding school, so their parents also could not teach the Qur'an because they were busy. Therefore, this is the time for us to fix these things". (Wawanara 2/5/2024).

Therefore, the researcher concluded that Madrasah Aliyah Al-Asy'ari Keras Diwek Jombang wants to improve itself and strive to improve the quality of religious

education by evaluating the learning of the Qur'an at the end of the learning period to complement the existing shortcomings so that the ideal of making students with good character and able to read the Qur'an properly and correctly can be realized smoothly.

DISCUSSION

Implementation of the Tilawati Method in Qur'an Learning in Madrasah Aliyah

Madrasah Aliyah Al-Asy'ari Keras Diwek Jombang when viewed in terms of the application of the tilawati method in learning the Qur'an has answered that the use of this method is able to improve two important things, namely improving the good character of students and also improving the quality of reading the Qur'an in students (Aqel & Zaitoun, 2015). The purpose of this madrasah is to make students have good morals that adhere to the source of Islamic law, namely the Qur'an. For example, research conducted in 2022 where the implementation of the tahsin program using the tilawati method can form morals, aqidah, and character in students (Khoiriyah, 2022). Given the importance of the Qur'an for the lives of Muslims, teachers have committed to making students not only good at worldly knowledge, but in the midst of the onslaught of today's developments, students must balance it with learning religious knowledge which will certainly be useful in this world and also in the hereafter.

In his research, (Rohmah et al., 2023) stated that in the implementation of the tilawati method, there are 3 stages, namely the opening stage where students read surah al-Fatihah by applying blessings during learning the Qur'an, then continued with the core activity, namely the Qur'an learning activity. Before the activity started, the teacher provided additional material in the form of hadith to the students. Core learning uses teaching aids in the form of books. After the core activities are completed, it is continued with the closing activities. In the closing activity session, before praying, the teacher gave an evaluation of the students. The teacher asks the students to repeat the page read at the next meeting. In this way, the material taught will be recorded in the students' memory, so that it will affect the student's ability to read the Qur'an. The results of this study are similar to the results that the researcher did. It's just that at Madrasah Aliyah Al-Ash'ari has not implemented additional lessons in the form of hadith before the core activities begin. So that in the future tilawati teachers at Madrasah can apply the addition of hadith material as a support for Qur'anic knowledge.

The Effectiveness of the Implementation of Al-Qur'an Learning Using the Tilawati Method for Students

Improving Good Character in Students

When students at Madrasah Aliyah Al-Asy'ari Diwek Jombang behave badly, such as being lazy in learning the Qur'an, disobeying the teacher, and not being disciplined, then the teacher is able to change them by applying this tilawati method. They will also love the Qur'an and will realize that this Qur'an is a very important book to be studied in depth. With the Qur'an, it can soften and win the hearts of those who read and interpret it (Ifa et al., 2024). Learning the Qur'an through the tilawati method uses the reading technique as a support for success in its application. With this technique, it will be easy for students to remember because they read the Qur'an over and over again using rostr tones. With the system of repetition and the use of rostr songs whose rhythm rises and falls, it will train skills and this activity can increase brain intelligence in students (Rumatumia & Abdillah, 2024). Then with the implementation of the time division system for the implementation of this method, students will become disciplined and obedient to the rules set by the teacher. The longer the student learns the Qur'an, the more the student's heart will become soft and calm. So that slowly the sea will change into a better person.

Improving Students' Qur'an Reading Ability

The use of the tilawati method makes it easier for anyone to learn it. In fact, this method can be applied to students who are still studying in elementary school or MI

(Khamima & Thohir, 2024). So when this method is applied at the aliyah or secondary school level, this method will be quickly absorbed by students. Guru tilawati teaches tajweed and how to recite the letters of the Qur'an properly and correctly. With the professionalism that the teacher has, students are able to follow well, although there are some students who still have difficulty reciting Arabic letters because they are not used to it. Students are given a handhold of the tilawati book according to the grade level, namely from volume 1 to volume 6. So that the overall ability of students has increased by 70%. Teachers must continue to strive to teach students who are not fully fluent in reading and understanding the rules of reading the Qur'an correctly. If necessary, teachers must make additional time for students who have not met the set targets. So that then if students have been fluent in reading the Qur'an, students can be elevated to the tahfidz memorization stage (Rohmah et al., 2023), and the knowledge that has been gained by students can be taught to family, friends, and the community.

Supporting Factors and Inhibiting Factors in Learning the Qur'an Using the Tilawati Method.

Based on the author's observations, the supporting factors at Madrasah Aliyah Al-Asy'ari Keras Diwek Jombang greatly support the success of the implementation of the tilawati method. Complete facilities and infrastructure can make students focus on receiving material delivered by teachers. Then parents who work with teachers to make this activity run well and support their children in learning the Qur'an, it will be their own energy for students to always be enthusiastic in learning because they feel cared for (Srifariyati et al., 2023). In addition, (Maulana & Irfani, 2022) revealed that teaching carried out by teachers professionally will make it easier for students to be able to understand and grasp the points conveyed by important teachers quickly.

On the other hand, there are things that are obstacles to the smooth learning process of the Qur'an, including the abilities that students have are not the same or different (Ida zahara Adibah & Feny Widyawati, 2023). Compared to students who have studied at Islamic boarding schools, in their research (Wulandari et al., 2025) it is stated that students who have never studied at Islamic boarding schools have lower reading skills. This is because different educational backgrounds greatly affect a person's ability to read the Qur'an. Likewise, at Madrasah Aliyah Al-Asy'ari Keras Diwek Jombang, students who live in villages have minimal knowledge about learning the Qur'an. So their knowledge of the Qur'an is very little and it is necessary to carry out additional intensive learning. In addition, there are other factors that hinder the implementation of this program, namely low support from parents. Not all students get support from their parents. In this madrasah, not a few students receive less attention from their parents because they are always busy working to the point of forgetting that their children need encouragement and encouragement in pursuing knowledge. In the researcher's view, this kind of thing is not good for the psychological development of students. Because students who live without affection from their parents will usually vent to negative things such as promiscuity and so on. In the research conducted by Sakban, he stated that no matter how busy parents should pay attention to their children so that the child does not forget where they go home, basically to the parents. Another factor is low student awareness (Sakban, 2024).

The implication of this research is the importance of applying learning methods in madrassas and public schools about learning the Qur'an correctly so that it is easy to understand quickly by students. However, this research still has shortcomings that only focus on learning the Qur'an using the tilawati method which can improve good character and improve the ability to read the Qur'an in students. This research requires a broader research background regarding the implementation of the Qur'an learning method using the tilawati method so that it can continue to develop into a wider realm. However, this research can be a reference for character education and also in terms of improving the ability to read the Qur'an in students through the tilawati method.

CONCLUSION

Based on the research that has been conducted by researchers, it can be concluded that the application of the tilawati method in learning the Qur'an in students of Madrasah Aliyah Al-Asy'ari Keras Diwek Jombang plays a very important role in improving the character and ability to read the Qur'an of students well. This learning consists of three stages, namely the opening activity, namely praying, then the core activity of the learning process which uses the classical technique of reading and listening, using tilawati props and using rhythm again rost. After that, it was continued with the closing activity by reading the kafaratul prayer of the ceremony. This program can improve the character of students, namely to become a better person, obedient, disciplined, consistent, religious, responsible, not easily given up, and with a nationalist spirit. Meanwhile, the use of the tilawati method in learning the Qur'an can improve the ability to read the Qur'an in students such as increasing the mastery of tajweed, makhorijul letters, and fluency in reading the Qur'an by 70%. However, in its implementation, there are factors that become obstacles such as low student self-awareness, lack of attention from parents, and different student abilities. However, there are also factors that support the successful implementation of this tilawati method, namely support from parents, adequate facilities and professionalism of teachers. Although the implementation of Qur'an learning has obstacles, it does not simply subvert the teacher's hope to continue to strive to educate students through Qur'an education. It is hoped that teachers can be more efficient in teaching knowledge, can embrace students indiscriminately, and teachers should be able to work together with students' parents, so that this Qur'an learning program can run optimally. Although the implementation of Qur'an learning has obstacles, it does not subvert teachers' expectations to continue to strive to educate students through Qur'an education. It is hoped that teachers can be more efficient in teaching knowledge, can embrace students indiscriminately, and teachers must be able to work together with students' parents, so that this Qur'an learning program can run optimally.

AUTHOR CONTRIBUTION STATEMENT

Khoirotul Idawati (KI) conducts research, designs research proposals, collects data from various sources, processes research results, analyzes the data obtained up to the publication stage. Devind Camelia Rossa (DCR) conducts observations, research, designs proposals, collects data from various sources, processes research results, analyzes data to the stage of publishing discoveries. Daeng Fuadi (FA) conducts research, analyzes data, and processes research results. Hanifudin (H) conducts research, collects data, and processes research results.

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