



Implementation of the Tilawati Method in Qur'anic Learning at Lab School SD Unismuh Makassar

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Abstract

This study analyzes the implementation of the Tilawati method in Qur'anic learning at Lab School SD Unismuh Makassar. Qur'anic literacy in elementary education requires a learning method that is systematic, enjoyable, and appropriate to students' developmental characteristics. The Tilawati method is considered relevant because it combines classical habituation, individual reading-and-listening practice, visual aids, structured books, and the use of the rost melody to guide students toward tartil reading. This research employed a descriptive qualitative approach. Data were collected through observation, interviews, and documentation involving the principal, Tilawati coordinator, Tilawati teachers, and students. The data were analyzed through reduction, presentation, conclusion drawing, and verification. The findings show that the Tilawati method has been implemented at Lab School SD Unismuh Makassar since 2021 after the school evaluated limitations in the previous Iqra' method. The learning process is carried out through planning, implementation, and evaluation stages. Planning includes grouping students based on ability, preparing Tilawati guidebooks and media, and assigning trained teachers. Implementation is conducted every Monday and Tuesday from 07.50 to 08.40 WITA through opening prayers, classical reading using visual aids, individual reading-and-listening practice, reinforcement, and closing prayers. Evaluation is conducted through daily assessment, monthly teacher meetings, and semester munaqasyah for level advancement. The method has improved students' reading fluency, understanding of long and short sounds, tajwid awareness, motivation, and confidence in reading the Qur'an. Supporting factors include school policy, teacher training, monitoring, learning media, teacher motivation, and student-friendly learning activities. Inhibiting factors include limited time, students' lack of focus, peer distractions, and difficulty finding certified replacement teachers. The study concludes that the Tilawati method is effective in supporting structured and enjoyable Qur'anic learning at the elementary level when accompanied by strong institutional support, competent teachers, and continuous evaluation.

Keywords: Tilawati method, Qur'anic learning, elementary school, tajwid, Islamic education

INTRODUCTION

Education is a fundamental human need because it develops intellectual, emotional, social, and spiritual potential. In Islamic education, the learning process is not limited to transferring knowledge; it also forms faith, devotion, morals, and religious character. Qur'anic education occupies a central position in this process because the Qur'an is the primary source of guidance for Muslim life. Therefore, the ability to read the Qur'an properly is an important foundation for developing Islamic personality and Qur'anic character from an early age.

The Indonesian education system also affirms the importance of education that strengthens faith, piety, and noble character. Article 31 of the 1945 Constitution of the Republic of Indonesia guarantees the right of every citizen to receive education and mandates the government to organize a national education system that increases faith, devotion, and noble character. Law No. 20 of 2003 concerning the National Education System further states that national education aims to develop students' potential so that they become faithful, pious, noble, knowledgeable, capable, creative, independent, democratic, and responsible citizens. In this context, Qur'anic learning in Islamic elementary schools is not merely an additional program but an integral part of achieving national and Islamic educational goals.

The Qur'an itself emphasizes the importance of reading it properly and carefully. In Q.S. Al-Muzzammil [73]:4, Muslims are commanded to recite the Qur'an in tartil. Tartil means reading slowly, clearly, and correctly according to the rules of tajwid, makharij al-huruf, and proper rhythm. This command has direct educational relevance because Qur'anic reading should be taught gradually, systematically, and consistently so that students can read accurately and appreciate the meaning of the verses. The Prophet Muhammad also emphasized the virtue of learning and teaching the Qur'an, as stated in the hadith narrated by al-Bukhari: the best among Muslims are those who learn the Qur'an and teach it. This hadith becomes a theological foundation for Qur'anic learning as both worship and education.

However, Qur'anic learning in elementary schools still faces several challenges. Some teachers continue to use conventional methods that rely heavily on monotonous repetition and limited interaction. This situation may reduce students' interest and concentration, especially among young learners who need visual, auditory, and participatory activities. Students also have different initial reading abilities, levels of focus, learning motivation, and family support. These conditions require teachers and schools to choose learning methods that are more systematic, enjoyable, and suitable for children's characteristics.

One Qur'anic learning method that has developed widely in Indonesia is the Tilawati method. The Tilawati method is a practical method of learning to read the Qur'an that uses the rostr melody, visual aids, structured books, a classical approach, and individual reading-and-listening techniques. This method is designed to create balanced learning between collective habituation and individual reading correction. The use of melody helps students follow reading patterns more easily, while repeated practice and structured levels support mastery of tajwid and makhraj gradually.

At Lab School SD Unismuh Makassar, Qur'anic learning is part of the school's mission to realize students who are excellent, Islamic, noble in character, and globally competitive. Based on the research document, the school began implementing the Tilawati method in 2021 after evaluating obstacles in the previous Iqra' method. The school considered Tilawati more suitable for its students because it is systematic, uses clear learning media, and is supported by trained teachers. Therefore, this study focuses on the implementation of the Tilawati method in Qur'anic learning at Lab School SD Unismuh Makassar, the results of its implementation, and the supporting and inhibiting factors encountered in the learning process.

This study is important because it provides empirical insight into how Qur'anic learning methods are implemented in an Islamic elementary school context. The findings are expected to contribute to Islamic

education studies, especially in developing Qur'anic learning models that are structured, measurable, enjoyable, and appropriate for elementary students. Practically, this study can also serve as an evaluation and recommendation for schools and teachers in strengthening Qur'anic literacy through the Tilawati method.

RESEARCH METHODOLOGY

This study employed a descriptive qualitative approach. The qualitative approach was selected because the research aimed to understand the implementation of the Tilawati method in a natural school setting and to explore the experiences, strategies, perceptions, and challenges faced by teachers, coordinators, students, and the school principal. This approach allowed the researcher to describe the phenomenon in depth rather than measure it statistically.

The research was conducted at Lab School SD Unismuh Makassar, located at Jl. Talasalapang No. 40 D, Gunung Sari, Rappocini District, Makassar City, South Sulawesi. The school was selected because it implements the Tilawati method as part of its Qur'anic learning program and has institutional support for Islamic character development and Qur'anic literacy.

The research focus consisted of two main aspects: the Tilawati method and Qur'anic learning. The Tilawati method in this study refers to a Qur'anic reading method that uses melody, visual aids, classical reading, and individual reading-and-listening practice. Qur'anic learning refers to the process of developing students' awareness, motivation, and ability to read the Qur'an correctly and meaningfully.

The research subjects included the school principal, Tilawati coordinator, Tilawati teachers, and students. These informants were selected because they were directly involved in the planning, implementation, supervision, and experience of Qur'anic learning using the Tilawati method. The principal provided information about school policy and institutional support; the coordinator provided information about teacher development, monitoring, and evaluation; the teachers explained the learning process; and students shared their learning experiences.

Data were collected through observation, interviews, and documentation. Observation was used to examine the implementation of the learning process, including opening activities, use of visual aids, classical reading, individual reading-and-listening practice, student focus, teacher guidance, and evaluation. Interviews were conducted with the principal, coordinator, teachers, and students to obtain deeper information about implementation, effectiveness, supporting factors, and obstacles. Documentation was used to obtain supporting data such as school profile, teacher and student data, learning schedules, Tilawati learning media, research documents, and photographs of learning activities.

Data analysis used qualitative analysis stages consisting of data reduction, data presentation, conclusion drawing, and verification. Data reduction was conducted by selecting relevant information from interviews, observations, and documents. Data presentation was carried out in narrative form based on research themes. Conclusions were drawn by interpreting the patterns and meanings found in the data, then verified through cross-checking among data sources and techniques. Data validity was strengthened through triangulation of sources and techniques.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

A. Institutional Context of Lab School SD Unismuh Makassar

Lab School SD Unismuh Makassar is an Islamic elementary school under the authority of Universitas Muhammadiyah Makassar. The school aims to produce students who are intelligent, characterized, morally grounded, and ready to face global challenges through innovative and technology-based learning. Its vision is to realize students who are excellent, Islamic, noble in character, and globally competitive. The school mission includes strengthening tawhid in all aspects, developing students' talents and creativity, and instilling moral foundations toward the Creator, fellow humans, other living beings, and the environment.

The school has adequate facilities to support learning, including classrooms, a library, a laboratory, a mosque, restrooms, and a school yard. The school had 202 students in the 2026/2027 academic year, consisting of 105 male students and 97 female students. The number of Tilawati teachers was 15, consisting of a coordinator and teachers responsible for various Tilawati levels. This institutional capacity supports the implementation of Qur'anic learning in small groups according to students' abilities.

Aspect	Description
School name	Lab School SD Unismuh Makassar
NPSN	70023667
Status	Private school
Ownership	Foundation
Operational permit date	23 November 2021
Students in 2026/2027	202 students: 105 male and 97 female

B. Planning of the Tilawati Method

The implementation of the Tilawati method at Lab School SD Unismuh Makassar began in 2021. The school previously used the Iqra' method, but several obstacles were found in its implementation. After conducting study, discussion, and analysis, the school decided to apply the Tilawati method because it was considered more suitable for students' characteristics. The method provides clear learning tools, graded books from level 1 to level 6, visual aids, a learning strategy guide, and the use of the rost melody that elementary students can follow easily.

Planning is carried out before the learning process begins. The Tilawati coordinator explained that learning planning has been arranged in the Tilawati guidebook, which contains material distribution for each level, estimated learning time, evaluation procedures, and the munaqasyah stage. Teachers also use the Tilawati learning strategy book as a guide similar to a semester learning plan in regular subjects. Thus, the learning process is not spontaneous but follows predetermined standards and targets.

Student grouping is also an important part of planning. Students are grouped based on their Tilawati ability levels so that learning can be more focused and effective. Each group consists of approximately 10 to 15 students guided by one Tilawati teacher. If necessary, classes at the same level can be combined. This grouping system helps teachers provide more appropriate guidance based on students' reading abilities and learning needs.

Teacher preparation is another key component. The school has 15 Tilawati teachers, and teachers receive regular tahsin and Tilawati method training. Some teachers have obtained licenses or training certificates to

teach the Tilawati method. This teacher preparation ensures that the method is implemented according to established standards and not merely as an ordinary reading activity.

Planning component	Implementation
Number of Tilawati teachers	15 teachers
Student grouping	Based on ability level
Group size	Approximately 10-15 students per teacher
Learning materials	Tilawati guidebook, graded books, visual aids, strategy book
Teacher development	Regular tahsin and Tilawati training

C. Implementation of the Tilawati Method

Qur'anic learning at Lab School SD Unismuh Makassar is implemented five times per week. Monday and Tuesday are used for Tilawati learning, while Wednesday to Friday are used for tahfidz learning. The Tilawati session is conducted in the morning from 07.50 to 08.40 WITA. The implementation consists of opening prayers, repetition using visual aids, reading practice using Tilawati books, individual reading-and-listening activities, evaluation, and closing prayers.

The opening activity begins with prayers such as Al-Fatihah, prayers for parents, prayers for ease of speech, and study prayers. This opening activity builds students' spiritual readiness before learning. After that, the teacher introduces the visual aids and explains the main topic of the lesson. The teacher then models the reading while students listen carefully.

The core learning process uses three classical techniques. In the first technique, the teacher reads and students listen. In the second technique, the teacher reads and students repeat. In the third technique, the teacher and students read together. According to the coordinator, the first and second techniques are most frequently used in the basic Tilawati level because elementary students need much repetition to become familiar with the sound patterns and correct pronunciation.

After classical learning, the lesson continues with individual reading-and-listening practice. Students open the Tilawati book on the target page. The teacher explains the topic, then students read one by one in rotation. One student reads a line, and the next student continues the following line. Other students are required to listen carefully so they know which line to continue. This activity trains reading accuracy, concentration, turn-taking, and peer listening. After all students complete the page, the class reads the page together again for reinforcement.

During learning, the teacher also applies classroom management strategies to maintain students' focus. Teachers provide clear explanations about hijaiyah pronunciation and tajwid, limit students' permission to leave the room, warn students who disturb the class, and give motivation at the end of the lesson. This shows that the Tilawati method is not only a technical reading method but also requires discipline, motivation, and teacher sensitivity to student behavior.

Aspect	Description
Monday-Tuesday	Tilawati learning
Wednesday-Friday	Tahfidz learning
Time	07.50-08.40 WITA

Opening	Prayers and learning readiness
Core activities	Classical reading, repetition, visual aids, individual reading-and-listening
Closing	Reinforcement, khotmil Qur'an, and closing prayer

D. Evaluation of Tilawati Learning

Evaluation in the Tilawati program is conducted through daily, monthly, and semester evaluations. Daily evaluation is used to determine whether students can continue to the next page. If students reach at least 70% mastery, the group may proceed to the next page. This threshold helps ensure that students do not move too quickly before mastering the material.

Monthly evaluation is conducted through teacher meetings. In these meetings, teachers discuss learning progress, classroom obstacles, student focus, reading difficulties, and possible solutions. Monthly evaluation is important because it allows teachers and coordinators to monitor implementation continuously and improve the process when problems appear.

Semester evaluation or munaqasyah is conducted approximately every six months to determine whether students may advance to the next level. The munaqasyah is conducted by examiners from the Tilawati team, not by the students' daily classroom teacher. This system supports objectivity and ensures that level advancement is based on standardized assessment. The assessment includes fashahah, voice and melody, waqaf and ibtida', and tajwid. Students who do not meet the required mastery level join remedial classes until their reading improves.

Evaluation type	Function
Daily evaluation	Assesses page advancement; minimum mastery target 70%
Monthly evaluation	Teacher meeting to discuss progress, obstacles, and solutions
Semester evaluation / munaqasyah	Level advancement test every six months by Tilawati examiners
Assessment aspects	Fashahah, voice and melody, waqaf and ibtida', tajwid
Follow-up	Remedial class for students who are not yet fluent

E. Results of the Tilawati Method Implementation

The findings indicate that the Tilawati method has positive results in Qur'anic learning at Lab School SD Unismuh Makassar. The principal considered the method appropriate because it fits students' characteristics and is supported by teachers who have been trained to use it. The coordinator also stated that the method is effective for elementary students because the creative use of melody makes students less bored and because the system is structured through books, visual aids, and clear teaching procedures.

Students' responses also show positive changes. Some students initially felt confused and needed time to adapt to the method. However, with teacher guidance, they began to understand the differences between long and short sounds, tajwid, and correct reading techniques. Students also stated that the use of melody made learning more structured and enjoyable. Repeated practice using visual aids helped students become more familiar with correct reading patterns.

The method also improved student motivation. Students reported that learning became more enjoyable because it was sometimes accompanied by games and random reading exercises. The belief that each letter and verse read brings reward also motivated them spiritually. Teacher patience, individual guidance, and positive encouragement helped students feel more confident in reading the Qur'an. Thus, the results of implementation appear not only in technical reading ability but also in students' motivation, confidence, and enthusiasm for Qur'anic learning.

The success of the method also depends strongly on teacher competence. Teachers do not only deliver the material but also function as facilitators who prepare media, manage the class, guide students individually, correct errors, and motivate learners. Because students have varied characters and learning abilities, teachers need patience, flexibility, and the ability to read students' psychological conditions.

F. Supporting and Inhibiting Factors

Several supporting factors strengthen the implementation of the Tilawati method. First, the school provides full support through facilities, policy, and teacher training. The school also organizes coordination between leaders and teachers through regular meetings. Second, teacher development is carried out through tahsin and Tilawati training so that teachers can teach according to the method's standards. Third, the availability of learning tools such as books, visual aids, and structured teaching strategies helps students understand pronunciation, tajwid, and reading patterns more easily.

Fourth, the learning process is enjoyable and easy to understand. Repetition, melody, games, random reading exercises, and teacher motivation help students remain interested and reduce boredom. Fifth, the school provides Tilawati books that students can use at home, allowing them to repeat lessons with parental assistance. These factors create continuity between school learning and home practice.

However, several inhibiting factors remain. The first obstacle is limited learning time. The Tilawati strategy book ideally allocates 75 minutes, but the school session lasts only 50 minutes. This limitation sometimes forces teachers to accelerate material or adjust activities. The second obstacle is difficulty finding replacement teachers if a trained or standardized Tilawati teacher suddenly stops teaching. Because the method requires specific competence and standardization, not all teachers can immediately replace a certified teacher.

The third obstacle is student focus and classroom discipline. Some students are easily distracted, ask permission to leave the room, or disturb friends, reducing learning effectiveness. The fourth obstacle appears when students move to higher Tilawati levels. The material becomes more complex, and some students need more attention to digest deeper content. Peer disturbance also affects concentration. Therefore, the implementation of Tilawati requires not only methodical teaching but also careful classroom management and continuous mentoring.

Category	Factors
Supporting factors	School support; teacher training; monitoring and evaluation; learning media; structured books; teacher motivation; enjoyable learning activities; parental support through home practice
Inhibiting factors	Limited time; difficulty finding standardized replacement teachers; unfocused students; frequent permission to leave class; peer distractions; higher-level material difficulty

Discussion

The findings show that the Tilawati method at Lab School SD Unismuh Makassar is implemented as a structured Qur'anic learning system. The method includes clear planning, ability-based grouping, scheduled implementation, classical and individual techniques, learning media, and continuous evaluation. This reflects an organized approach to Qur'anic learning in which students are not only asked to read but are guided through repeated, measurable, and enjoyable activities.

The use of the rost melody is one of the method's strengths. For elementary students, rhythm helps create a pleasant learning atmosphere and supports memory. Students can follow the teacher's reading more easily because the melody provides a consistent sound pattern. This is especially useful for distinguishing long and short sounds, improving pronunciation, and maintaining students' attention. The method also balances group learning and individual correction. Classical reading builds collective habituation, while reading-and-listening practice allows the teacher to observe individual ability.

The implementation of Tilawati also demonstrates the importance of teacher competence. The method cannot be applied only by reading the book; teachers need training, tahsin, and understanding of Tilawati teaching techniques. The requirement that teachers receive training or licensing is important because the method has specific procedures, assessment standards, and correction techniques. This finding suggests that Qur'anic learning quality depends not only on the selected method but also on teacher readiness.

The evaluation system is another important contribution. Daily evaluation helps teachers monitor page mastery, monthly meetings help identify implementation problems, and semester munaqasyah ensures that level advancement follows objective standards. This evaluation model supports quality assurance and prevents students from moving to higher levels without sufficient mastery.

Nevertheless, the study also shows that implementation challenges must be addressed. Limited learning time may reduce the completeness of each session, especially because basic Tilawati requires much repetition. Student focus and peer disturbance are also common in elementary school learning and require creative classroom management. The shortage of standardized replacement teachers indicates that teacher regeneration and continuous training are essential for program sustainability.

Overall, the Tilawati method is appropriate for Lab School SD Unismuh Makassar because it aligns with the school's Islamic vision and students' learning characteristics. Its success is supported by institutional commitment, trained teachers, structured learning tools, and student motivation. The method should continue to be strengthened through better time allocation, teacher regeneration, parental involvement, and integration with tahfidz learning so that students can develop both correct Qur'anic reading and memorization skills.

Conclusion

This study concludes that the Tilawati method has been implemented at Lab School SD Unismuh Makassar since 2021 as a response to challenges found in the previous Qur'anic learning method. The implementation is carried out through systematic planning, ability-based student grouping, preparation of guidebooks and visual aids, teacher training, and scheduled learning activities. Tilawati learning is conducted every Monday and Tuesday from 07.50 to 08.40 WITA, while tahfidz learning is conducted from Wednesday to Friday.

The learning process applies two main approaches: classical reading and individual reading-and-listening practice. Classical reading uses three techniques: teacher reads and students listen, teacher reads and students repeat, and teacher and students read together. Individual reading-and-listening allows students to read in turns while others listen. The process is strengthened by opening prayers, visual aids, book-based practice, reinforcement, and closing prayers.

The results show that the Tilawati method is effective in improving students' Qur'anic reading ability, especially in understanding long and short sounds, tajwid, reading fluency, confidence, and motivation. Although students initially needed adaptation, teacher guidance and repeated practice helped them read more correctly and enjoyably. The use of melody, visual aids, and structured books made the learning process easier to understand and less monotonous.

Supporting factors include school policy, teacher training, monitoring and evaluation, learning media, teacher motivation, enjoyable learning, and Tilawati books for home practice. Inhibiting factors include limited time, difficulty finding standardized replacement teachers, lack of student focus, frequent classroom interruptions, peer distractions, and difficulty in higher-level materials.

Based on these findings, the school is advised to strengthen the integration of Tilawati and tahfidz programs through balanced time allocation, continuous teacher training, more interactive learning media, and stronger parental involvement. Future research may examine the effectiveness of Tilawati using a mixed-method or quasi-experimental design to measure students' reading improvement more quantitatively.

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