

Bridging Tilawati: Elevating Al-Qur'an Reading Proficiency in Madrasah

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ABSTRACT

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This research aims to analyze the effectiveness of the Tilawati method in improving Al-Qur'an reading skills at Madrasah Tsanawiyah Negeri (MTsN) 10 Banyuwangi. Using a qualitative approach with a case study design, this research involved the Madrasah Principal, Deputy Madrasah Principal, Al-Qur'an Teacher, and students as research subjects. The research results show that the applying of the Tilawati method significantly improves students' Al-Qur'an reading skills through several indicators: systematization of recitation techniques, increased reading fluency, and in-depth understanding of the Al-Qur'an text. This method facilitates a supportive learning environment, promotes active interaction between students and teachers, and enriches students' learning experiences. This research concludes that the Tilawati method makes an important contribution to the teaching of the Qur'an in madrasas, with a positive impact on students' reading ability and understanding of recitation. It is hoped that these findings can become a reference for developing curricula and strategies for teaching the Koran in madrasas, as well as improving the overall quality of religious education.

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A. INTRODUCTION

Improving the ability to read the Qur'an in madrasas is not just about enhancing reading techniques, but about integrating holistic and systematic teaching methods to achieve a deeper and more precise understanding.¹ The ability to read the Koran is a fundamental skill that must be mastered by students in madrasas. This mastery is not only important from a religious perspective but also as a foundation for understanding broader Islamic teachings.² Therefore, an effective method is needed to help students master this skill. This can be proven by research conducted in several madrasas, students who were taught using the Tilawati method showed a significant increase in their fluency and understanding of reading the Al-

Qur'an.³ This method combines systematic teaching techniques and focuses on recitation and correct pronunciation so that students can read the Koran better and correctly. Thus, by implementing the Tilawati method in madrasas, it is hoped that students' ability to read the Koran can increase significantly.

Previous research from this study, Ali Daud Hasibuan⁴ explained that the use of the Tilawati method in learning the Al-Qur'an showed a significant increase in students' reading fluency and accuracy. This method not only improves reading techniques but also increases students' interest and motivation in learning the Al-Qur'an. Moh Jihadul Fath⁵ explained that the implementation of the Tilawati method in the madrasa curriculum

¹ Abd Basit Misbachul Fitri, Moch Yaziidul Khoiri, and Masduqi Masduqi, "Pendampingan Dalam Pengembangan Metode Pembelajaran Al-Qur'an Bagi Guru Dan Calon Guru Madrasah Diniyah Sunan Giri Desa Jintel Rejoso Nganjuk Melalui Pelatihan 'Pembelajaran Al-Qur'an Metode Tilawati,'" *JANAKA: Jurnal Pengabdian Kepada Masyarakat* 6, no. 2 (2024): 1–9.

² Novita Angraini and Ode Mohamad Man Arfa Ladamay, "Implementasi Metode Tilawati Dalam Meningkatkan Kemampuan Menghafal Al-Qur'an Santri Madrasah Diniyah," *Jurnal Pendidikan Islam Al-Ilmi* 6, no. 2 (2023): 335, <https://doi.org/10.32529/al-ilm.v6i2.2793>.

³ Mustajab, Fathor Rozi, and Hikmatul Maulidiya, "The Sekolah Sak Ngajine Program; The Habit of Loving the Qur'an from an Early Age Based on Tilawati," *Jurnal Obsesi: Jurnal Pendidikan Anak*

Usia Dini 6, no. 3 (2022): 1667–76, <https://doi.org/10.31004/obsesi.v6i3.1636>.

⁴ Ali Daud Hasibuan et al., "Meningkatkan Kemampuan Membaca Al-Qur'an Terhadap Anak SD Di Kelurahan Brandan Barat (Dari Desa Kita Bangun Negeri Lewat Pendidikan Kita Bersinergi)," *AJAD: Jurnal Pengabdian Kepada Masyarakat* 3, no. 3 (2023): 190–96, <https://doi.org/10.59431/ajad.v3i3.199>.

⁵ Moh Jihadul Fath, Edy Muslimin, and M Yunan Hidayat, "Penerapan Metode Grand MBA Dalam Peningkatan Kemampuan Membaca Al-Qur'an Siswa Madrasah Tsanawiyah Al Burhan Semarang Tahun Ajaran 2022/2023," *Al-Idarob: Jurnal Studi Manajemen Pendidikan Islam* 7, no. 1 (2023): 144–62.

resulted in a better and deeper understanding of recitation and makhraj letters. Tilawati method helps students understand and memorize the Al-Qur'an more effectively through a structured and repetitive approach. Meanwhile, Putri Intan Utami⁶ said that the integration of the Tilawati method in teaching the Al-Qur'an in madrasas found that this approach was more effective than traditional methods in improving students' Al-Qur'an reading skills.

The novelty of this research lies in the innovative approach that integrates the Tilawati method in Al-Qur'an learning in madrasas to improve students' reading skills and understanding. This research has not been widely applied in a systematic and structured manner, so this research offers a new perspective on developing the Al-Qur'an learning curriculum.⁷ By utilizing the Tilawati method, this research not only enriches learning content but also

introduces methods that are more relevant and effective for students.⁸ This is expected to create a more interactive and dynamic learning environment, which in turn can improve students' reading ability, fluency, and understanding of recitation in reading the Al-Qur'an correctly.⁹ By combining the systematic Tilawati method with a holistic teaching approach, this research offers a more structured and effective solution to learning the Koran in madrasas.

This research aims to evaluate how the application of the Tilawati method in Al-Qur'an learning can improve students' reading and comprehension skills in madrasas. This research seeks to explore how the Tilawati method, which is known for its systematic and structured approach, can enrich students' learning experiences so that they can develop better Al-Qur'an reading skills.¹⁰ This research argues that the

⁶ Putri Intan Utami, Ikin Asikin, and Dewi Mulyani, "Implementasi Metode Tilawati Untuk Meningkatkan Kemampuan Membaca Al-Quran Siswa Di SDIT Al-Bayyinah Muarasanding Garut Kota," in *Bandung Conference Series: Islamic Education*, vol. 4, 2024.

⁷ Anggraini and Arfa Ladamay, "Implementasi Metode Tilawati Dalam Meningkatkan Kemampuan Menghafal Al-Qur'an Santri Madrasah Diniyah."

⁸ Y. Nabila, S. K., Prahardik, S. E., Faturohman, I., & Yuliana, "Peningkatan

Pemahaman Tajwid Melalui Metode Tilawah Sebagai Upaya Membangun Lingkungan Belajar Inklusif Di MDTA Desa Kalensari Comprehend 4(1), 38-47," *Jurnal Peradaban Masyarakat* 4, no. 1 (2024): 38-47.

⁹ Alqoyla Rosabila Dini, "Penguatan Receptive Skills Santri Melalui Pendekatan Mastery Learning Dalam Pembelajaran Al-Qur'an Di Pondok Pesantren," *Jurnal Pendidikan Islam Indonesia* 3, no. 2 (2019): 275-89, <https://doi.org/10.35316/jpii.v3i2.133>.

¹⁰ Muzammil Muzammil, "Penerapan Metode Qiroatuna Dalam Meningkatkan

integration of the Tilawati method in the Al-Qur'an learning curriculum will not only increase students' reading fluency and accuracy but also strengthen their understanding of tajwid and makhraj letters.¹¹ This research also emphasizes the importance of innovation in Al-Qur'an teaching methods to answer the challenges of modern religious education and prepare students to become competent and knowledgeable readers of the Al-Qur'an.

B. METHOD

This research uses a qualitative approach with a case study type. This approach was chosen because this research was to understand in depth how the application of the Tilawati method can improve Al-Qur'an reading skills in madrasah. The research site is Madrasah Tsanawiyah Negeri (MTsN) 10 Banyuwangi. Participants were selected using a purposive technique, that is, they were selected with certain considerations and objectives. This research involved 10 participants consisting of the Madrasah Principal, Deputy Madrasah Principal, Al-

Qur'an Teacher, and Students. The informants have different occupational, educational, and gender backgrounds, so they are expected to provide comprehensive and accurate information about the application of the Tilawati method. Data collection techniques involve observation, interviews, and documentation. The interview used in this research is a semi-structured interview technique, which means it has an interview guide but remains flexible to allow the addition of relevant questions according to the informant's responses.

Madrasah Tsanawiyah Negeri (MTsN) 10 Banyuwangi was chosen as the location for this research for strong reasons. First, this madrasa has a reputation for implementing innovative Al-Qur'an learning methods, including the Tilawati method, which is relevant to the research topic. Second, this madrasa shows a strong commitment to improving the quality of Al-Qur'an reading education, in line with the aim of this research to evaluate the effectiveness of the Tilawati method.

Kemampuan Membaca Al-Qur'an Di Madin Pondok Pesantren Sal-Syaf Al-As'adiyah," *Edukais: Jurnal Pemikiran Keislaman* 1, no. 2 (2017): 128–38, <https://doi.org/10.36835/edukais.2017.1.2.128-138>.

¹¹ Mohamad Hendra, "Pengajaran Al-Qur'an Melalui Pendekatan Seni Dalam Metode Tilawati," *Journal on Education* 06, no. 03 (2024): 17744–55.

Third, this location was chosen because of the diversity of student backgrounds and local community support which allowed researchers to observe the impact of this learning method on student engagement and progress. In addition, Surabaya as a city with cultural and social diversity can provide additional insight into the implementation of the Tilawati method in diverse contexts.

Data analysis in this research uses the interactive model of Miles, Huberman, and Saldana (1994) which consists of four steps, namely data collection, data reduction, data presentation, and conclusions/verification. Data validity was ensured through a process of data triangulation and review, which ensured consistency with research findings. To ensure the accuracy of the data collected, source triangulation was carried out by cross-referencing information from previous theories and studies related to the application of the Tilawati method in learning the Al-Qur'an. Researchers conduct research from these sources thoroughly to verify the accuracy of the data collected. Next, a comparison was made between the data collected and the results of observations obtained through interviews, as well as documents related to student learning patterns and development. This approach

strengthens the strength and reliability of research findings, ensuring that the results obtained accurately and consistently reflect the reality of implementing the Tilawati method.

C. RESULTS AND DISCUSSION

The results of the research show that the application of the Tilawati method in learning the Al-Qur'an in madrasas has a positive impact on improving students' reading skills. In detail, the research results show the following:

Teacher Training and Certification

Integrating teacher training and certification is an important indicator in improving Al-Qur'an reading skills in madrasas through the application of the Tilawati method. As stated by Sugeng Maryono, Head of Madrasah Tsanawiyah Negeri (MTsN) 10 Banyuwangi, "Teacher training and certification must be carried out continuously to ensure that they have the latest skills and knowledge about the Tilawati method. Well-trained teachers can apply this method more effectively, which in turn will improve the quality of Qur'an learning and student engagement." This is in line with the views of Hamdawi, a Koran teacher at the madrasa, who stated,

"Intensive training allows us to better understand the teaching techniques in the Tilawati method, as well as how to adapt them to students' learning needs. With the certification right, we feel more confident and ready to face the challenges of teaching this method." Furthermore, the results of interviews with several teachers show that good training and certification not only help in mastering the correct techniques for reading the Qur'an but also in developing appropriate evaluation methods to monitor student progress. As stated by Siti Aisyah, another Al-Qur'an teacher, "With training and certification, we can adapt effective evaluation techniques to assess students' reading abilities more objectively and comprehensively. This is very helpful in providing constructive feedback and supporting the learning process."

The informant's statement above shows that teacher training and certification have proven to be very effective in improving the quality of Tilawati method teaching in madrasas. By providing adequate training and certification to teachers, they can apply appropriate techniques and appropriate strategies to teach the Qur'an more effectively. As a concrete example, trained teachers can use evaluation methods

specifically designed to measure students' progress in reading the Qur'an, as well as provide constructive feedback. This allows students to better understand and apply techniques for reading the Qur'an correctly. Thus, the application of the Tilawati method at Madrasah Tsanawiyah Al-Hikmah shows that investment in teacher professional development is an important step to improving students' Al-Qur'an reading skills. This research not only enriches the learning process in madrasas but also has a positive impact on the quality of religious education in the community.



Figure 1. Teacher Training and Certification

The Figure 1 shows that integration of the local context includes student involvement, namely the level of student participation in activities related to the local context. Critical Thinking Ability, namely the ability of students to carry out in-depth analysis of the information they obtain from the local context. The relevance of lesson material is the extent to which students can see the relationship between the lesson material taught and their daily lives in the local environment. And finally, Environmental Awareness, namely the level of student awareness of environmental issues that arise from integrating the local context. Thus, these indicators show the effectiveness and impact of integrating local context in improving higher-order thinking skills in madrasas.

Teacher training and certification in improving Al-Qur'an reading skills through the Tilawati method shows great potential to improve teaching

effectiveness and student learning outcomes. By training teachers in appropriate teaching techniques, such as how to explain recitation and reading techniques clearly, as well as providing certification as proof of mastery of the method, teachers can be more confident and ready to apply the Tilawati method in the classroom. Applying the method in a classroom context allows teachers to integrate Tilawati into the curriculum and daily classroom activities,¹² thereby improving students' Al-Qur'an reading skills directly.¹³ Additionally, ongoing support through additional resources and advanced training ensures that teachers continue to develop their skills and stay up-to-date with the latest developments in the Tilawati method¹⁴. In this way, training and certification not only enrich teachers' teaching skills but also improve students' Quran reading skills, making them more relevant and effective in the learning process.¹⁵

¹² Mustajab Mustajab and Zakiyah Fawa'iedah, "Adapting to Teaching and Learning During Covid-19: A Case of Islamic School's Initiative of Self-Regulated Learning," *Nadwa: Jurnal Pendidikan Islam* 14, no. 2 (2020): 241–64, <https://doi.org/10.21580/nw.2020.14.2.6515>.

¹³ Tamrin, Miarti, and Supardi, "Peranan Pelatihan Dan Kompetensi Guru Terhadap Tingkat Kelulusan Sertifikasi Guru," *Management Studies and Entrepreneurship Journal* 4, no. 2 (2023): 1229–30.

¹⁴ Evi Elvira Masengi, Elvis Lumingkewas, and Brain Fransisco Supit, "Implementasi Kebijakan Sertifikasi Guru Dalam Meningkatkan Kinerja Guru Di Sma Negeri 2 Tondano," *Academy of Education Journal* 14, no. 2 (2023): 1084–95, <https://doi.org/10.47200/aoej.v14i2.1983>.

¹⁵ Zamroni and Intan Dewi Rukmana, "The Tahfidzul Qur'an Program and Cultural Communication: Improving School Image," *Al-Fabim: Jurnal Manajemen Pendidikan Islam* 5, no. 1

Integration in the Curriculum

Integrating the Tilawati method into the madrasah curriculum officially is an important step to improve students' Al-Qur'an reading skills. As stated by Niamullah, Deputy Head of Madrasah Tsanawiyah Negeri (MTsN) 10 Banyuwangi, "integration of the Tilawati method in the curriculum must be carried out with clear and routine scheduling for Al-Qur'an reading lessons. This includes preparing a schedule that allows students to get consistent learning and depth with this method." For example, teachers can set a special time each week for lessons on reading the Koran using the Tilawati method, as well as integrating the reading techniques taught into daily class activities. In line with the explanation of Mrs. Yulia, a Koran teacher at the madrasah, "Integrating the Tilawati method in the curriculum allows students to practice and deepen their reading skills systematically. With a regular schedule, students not only learn to read with this method but also get the opportunity to apply these techniques consistently in each lesson session." For example, each week, special time

is allocated to practice reading with the Tilawati method, and students are also given the task of practicing the techniques learned outside class hours, which allows them to strengthen their Qur'an reading skills effectively.

The informant's statement above shows that teacher training and certification have proven effective in improving the quality of Tilawati method teaching in madrasahs. By providing adequate training and certification to teachers, they can apply Al-Qur'an reading techniques in a more structured and competent manner. As a concrete example, trained teachers can use evaluation methods specifically designed to measure student reading progress, as well as provide more constructive feedback. This allows students to develop better skills in reading the Qur'an and understand tajwid techniques in depth.

The integration of the Tilawati method in the curriculum includes several key indicators. First, student involvement in direct practice, namely the level of student participation in practicing reading the Koran using the Tilawati method, ensures they

(2023): 136–54,
<https://doi.org/10.54396/alfahim.v5i1.552>.

gain direct experience in applying reading techniques. Second, the use of media and technology, which includes the use of guidebooks and additional printed materials, as well as technological tools that support the Tilawati method learning process, makes teaching more effective and interesting. Third, Adjustment of Curriculum Material, namely the extent to which curriculum material is adjusted to include the Tilawati method, which helps ensure that learning to read the Koran is by students' needs and abilities. Fourth, Consistent Application of Reading Techniques, which includes consistent application of Tilawati reading techniques in each learning session, ensuring students receive a structured and sustainable learning experience. Lastly, Parent and Community Involvement, which involves support from parents and the community in the learning process, strengthens student engagement and creates a more

supportive learning environment. Thus, these indicators show the effectiveness of integrating the Tilawati method in the madrasa curriculum in improving Al-Qur'an reading skills among students.

The integration of the Tilawati method in the madrasa curriculum has great potential to significantly improve Al-Qur'an reading skills. By systematically integrating the Tilawati method, students can more easily understand and apply correct reading techniques, which in turn improves their overall reading skills.¹⁶ In the madrasa curriculum,¹⁷ consistent application of the Tilawati method can optimize Al-Qur'an reading skills through regular practice and strengthening appropriate reading techniques^{18,19}. For example, students can be given a special schedule for lessons on reading the Koran using the Tilawati method and using guidebooks and printed materials that

¹⁶ Xenia Ribaya Emperador-Garnace, "Interlinking the Cooperative and Work-Integrated Education Programs of Cola KKU Vis-à-Vis English Language Teaching and Learning," *Online Submission*, 2023, 262–73.

¹⁷ Nadya et al., "Teacher Assistance in The Development of Merdeka Curriculum Learning Devices," *Communautaire: Journal of Community Service* 2, no. 2 (2023): 98–107, <https://doi.org/10.61987/communautaire.v2i2.257>.

¹⁸ Mohamad Joko Susilo and Badrun Kartowagiran, "Alternative Curriculum Model: Mosque-Based Education Integration," *Journal of Education and Learning* 17, no. 3 (2023): 462–71, <https://doi.org/10.11591/edulearn.v17i3.20714>.

¹⁹ Ilham Muhammad et al., "Computational Thinking Research in Mathematics Learning in the Last Decade: A Bibliometric Review," *International Journal of Education in Mathematics, Science and Technology* 12, no. 1 (2023): 178–202, <https://doi.org/10.46328/ijemst.3086>.

support the learning process²⁰. The use of media and technology in teaching, such as learning applications and visual aids, also plays an important role in strengthening students' understanding²². With support from parents and the community, as well as consistent application of reading techniques, students not only improve their ability to read the Qur'an, but also experience the practical benefits of these techniques in their daily lives, thereby creating a more effective and effective learning experience sustainable.²³

Use of Learning Media

The use of learning media, such as guidebooks and other printed materials,²⁴ is an important aspect of supporting the Tilawati method of learning in madrasahs. As stated by Moh. Makmun, Deputy Curriculum

of Madrasah Tsanawiyah Negeri (MTsN) 10 Banyuwangi, "Providing complete guidebooks and other printed materials that support the Tilawati method is key to ensuring that students have access to consistent and useful information. This guidebook should include a detailed explanation of techniques for reading the Qur'an as well as exercises by the Tilawati method." For example, teachers can use guidebooks as the main reference in teaching recitation and reading techniques, as well as providing printed materials that support practical exercises in class. In line with the explanation of Mrs. Lina, an Al-Qur'an teacher at the madrasa, "the learning media provided helps students understand important concepts in the Tilawati method in depth.²⁵ With guidebooks and printed materials, students can

²⁰ Agus Taruno AD, Yasir Arafat, and Muhammad Juliansyah, "Kinerja Guru Di SD Negeri Gugus 1, Kecamatan Lubuk Besar, Kabupaten Bangka Tengah: Pengaruh Kompetensi Guru Dan Sertifikasi Guru," *Journal on Education* 6, no. 1 (2023): 2449–64, <https://doi.org/10.31004/joe.v6i1.3268>.

²¹ Mustajab Mustajab, Hasan Baharun, and Lutfiatul Iltiqiyah, "Manajemen Pembelajaran Melalui Pendekatan BCCT Dalam Meningkatkan Multiple Intelligences Anak," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (2020): 1368–81, <https://doi.org/10.31004/obsesi.v5i2.781>.

²² (Silviani et al., 2021)

²³ Mabel Julia Moloji and Abraham Tlhalefang Motlhabane, "Curriculum Integration of Physical Sciences, Engineering Science, Technology

Subjects in Relation to the Technical Sciences Curriculum," *South African Journal of Education* 43, no. 2 (2023): 1–10, <https://doi.org/10.15700/saje.v43n2a2209>.

²⁴ Nadya et al., "Teacher Assistance in The Development of Merdeka Curriculum Learning Devices."

²⁵ Nurhidayah Trisilia, Siti Maryam Munjiat, and Bannaga Taha Al-Zubair Hussen, "Technical Assistance Program as A Media to Overcome the Problem of Children's Dyslexia in Madrasah Ibtidaiyah," *Al Ibtida: Jurnal Pendidikan Guru MI* 9, no. 1 (2022): 74, <https://doi.org/10.24235/al.ibtida.snj.v9i1.9804>.

practice independently outside class hours and strengthen their reading skills." For example, a guidebook that contains reading examples and practice questions allows students to practice reading the Qur'an using the Tilawati method more effectively, thereby supporting a more comprehensive and structured learning process.

It can be understood from the informant's statement above that the use of learning media in the Tilawati method is an important indicator of improving Al-Qur'an reading skills in madrasas. By utilizing media such as audio, video, and interactive applications, students can more easily understand and apply the verses of the Koran in a wider context. This media facilitates a more interesting and in-depth learning process, allowing students to link theory with direct practice. For example, in learning recitation, teachers can use video demonstrations and interactive applications to help students understand reading techniques correctly while looking at applicable

examples. This approach encourages active student involvement and increases the effectiveness of learning to read the Koran in a relevant and contextual way.

The use of effective learning media in madrasas also shows a significant impact in improving Al-Qur'an reading skills using the Tilawati method.²⁶ By utilizing various types of media and technology,²⁷ students can access resources that support better techniques for reading the Qur'an, such as video tutorials, learning applications, and structured printed materials.²⁸ This interactive media not only helps students understand correct reading techniques but also increases their motivation and involvement in the learning process.²⁹ For example, learning applications that provide reading practice and immediate feedback allow students to practice more dynamic and adaptive way. In addition, guidebooks and printed materials adapted to the Tilawati method provide a strong theoretical foundation and practical

²⁶ Fathor Rozi et al., "Anger Management in Improving" 06, no. 01 (2022): 243–53.

²⁷ Feriska Listrianti, Hasan Baharun, and Nur Indah Wati, "Using Manipulative Media in Improving Students' Abilities in Operations to Calculate The Addition of Integers In Madrasah," *ZAHRA: Research and Thought Elementary School of Islam Journal* 3, no. 2 (2022): 114–28.

²⁸ Amelia Putri Wulandari et al., "Penggunaan Media Pembelajaran Terhadap Keterampilan Berpikir Kritis IPS Siswa Sekolah Dasar," *Journal on Education* 5, no. 2 (2023): 2848–56, <https://doi.org/10.31004/joe.v5i2.933>.

²⁹ Agoes Dariyo, "Pengaruh Penggunaan Media Pembelajaran Berba," *Jurnal Psikologi* 2, no. 2 (2004): 94–100.

references that support classroom learning. Integration enriches students' learning experiences, allows them to learn independently and effectively outside of school time, and facilitates continuous improvement in Al-Qur'an reading skills.³⁰ Thus, the use of well-planned learning media has been proven to support the achievement of better and more in-depth Al-Qur'an reading skills.

Supportive Learning Environment

Improving Al-Qur'an reading skills in madrasas through the Tilawati method is a significant step in creating a learning environment that supports the development of deeper and more meaningful reading skills. As stated by researchers in the journal "Improving Al-Qur'an Reading Skills in Madrasahs Through the Tilawati Method," this method not only aims to teach how to read the Al-Qur'an correctly but also to deepen students' understanding of the meaning and context the verses read. This is in line with Muhammad Ali's view that "the Tilawati approach provides space for students to explore and understand the Qur'an more thoroughly, not only in terms of reading but also in terms

of interpretation and application in everyday life." Furthermore, the experience of students at Madrasah Tsanawiyah Negeri (MTsN) 10 Banyuwangi shows that "the Tilawati method not only facilitates the ability to read the Al-Qur'an with correct recitation but also improves the skills of interpretation and application of Al-Qur'an teachings in real life. The class became more dynamic, with deeper discussions about the interpretation and context of verses." Therefore, the integration of the Tilawati method in Al-Qur'an learning is proven to create a more supportive learning environment, enrich the learning experience, and facilitate the development of more effective and applicable reading skills.

Following is the informant's statement which can be concluded that the Tilawati method plays a very important role in creating a learning environment that supports improving Al-Qur'an reading skills in madrasas. The Tilawati method allows students to not only read the Qur'an with proper recitation but also understand the meaning and context of the verses in depth. The experience of students at Madrasah Ibtidaiyah Al-Furqan

³⁰ Fatma Amah Adimsyah, Akhmad Fauzi, and Muhamamd Husnur Rofiq, "Pengaruh Penggunaan Media Pembelajaran Dakon Terhadap

Peningkatan Hasil Belajar Peserta Didik," *Chalim Journal of Teaching and Learning* 3, no. 1 (2023): 28–34, <https://doi.org/10.31538/cjotl.v3i1.417>.

shows that this approach makes learning to read the Koran more interactive and relevant, with increased abilities in analysis and interpretation. In addition, the application of the Tilawati method in the learning environment makes the material more interesting and applicable, which supports the effectiveness of overall reading skill development.

Table 1. Supportive Learning Environment Indicators

Indicator	Implementation
Reading Skills with Tajweed	The Tilawati method teaches techniques for reading the Koran with correct recitation, ensuring students read with correct pronunciation and according to the rules.
Understanding the Meaning and Context of Verses	This method deepens students' understanding of the meaning and context of Al-Qur'an verses, as well as how to apply them in everyday life.

Interpretive Discussion and Analysis	The use of the Tilawati method encourages deeper discussions about the interpretation and context of verses, improving students' abilities in analysis and interpretation.
Engagement in Learning	This method creates a more interactive and relevant learning environment, increasing student engagement in the classroom and enriching the learning experience.
Practical Applications in Life	The Tilawati method allows students to link learning with the practical application of Al-Qur'an teachings, making the material more interesting and applicable in real life.

The development of Al-Qur'an reading skills at Madrasah Tsanawiyah Negeri (MTsN) 10 Banyuwangi aims

to strengthen understanding and application of the meaning of Al-Qur'an verses^{31,32}. The Tilawati method helps students not only read correctly but also understand and apply the meaning of the verses of the Qur'an^{33,34}. This approach increases students' involvement in interpretive discussions and practical applications, strengthening their abilities in analysis and reflection.³⁵ Students' experiences show improved reading skills that are more in-depth and relevant, proving the effectiveness of the Tilawati method in creating a more supportive and productive learning environment.

D. CONCLUSION

Berdasarkan hasil Analisa data The conclusion of research regarding improving Al-Qur'an reading skills in madrasahs through the Tilawati method at Madrasah Tsanawiyah Negeri (MTsN) 10 Banyuwangi shows that improving Al-Qur'an reading skills in madrasahs does not

only require improving reading techniques but also the application of teaching methods holistic and systematic. This research identifies the Tilawati method as an effective approach to achieving a deeper and more precise understanding of Al-Qur'an reading. By using the Tilawati method, students not only show significant improvements in reading fluency and accuracy but also in understanding recitation and makhraj letters. Previous research results support these findings, by showing that the Tilawati method improves reading technique, increases students' motivation, and strengthens their understanding. This research also emphasizes the importance of systematically integrating the Tilawati method into the madrasah curriculum, including teacher training and certification, the use of effective learning media, and the creation of a supportive learning environment. All these factors contribute to the

³¹ Belva Saskia Permana, Lutvia Ainun Hazizah, and Yusuf Tri Herlambang, "Teknologi Pendidikan: Efektivitas Penggunaan Media Pembelajaran Berbasis Teknologi Di Era Digitalisasi," *Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora* 4, no. 1 (2024): 19–28, <https://doi.org/10.55606/khatulistiwa.v4i1.2702>.

³² Eka Winangsih and Risma Delima Harahap, "Analisis Penggunaan Media Pembelajaran Pada Muatan IPA Di Sekolah Dasar," *Jurnal Basicedu* 7, no. 1 (2023): 452–61, <https://doi.org/10.31004/basicedu.v7i1.4433>.

³³ Ghufron Ghufron et al., "Islamic Branding: Insights from Strengthening Madrasah Competitiveness in Building Public Trust," *Al-*

Tanzim: Jurnal Manajemen Pendidikan Islam 7, no. 1 (2023): 179–90, <https://doi.org/10.33650/al-tanzim.v7i1.3943>.

³⁴ Hasan Baharun et al., "Quality Service in Improving the Profitability of Educational Institutions Based on Pesantren," *Jurnal Isema : Islamic Educational Management* 6, no. 2 (2021): 171–86, <https://doi.org/10.15575/isema.v6i2.15580>.

³⁵ Osman Urhan and Ercan Akpinar, "The Views of Students Regarding the Use of Virtual Reality Applications in Elementary Science Classes," *Science Insights Education Frontiers* 21, no. 1 (2024): 3329–48, <https://doi.org/10.15354/sief.24.or550>.

development of better and more applicable Qur'an reading skills. Thus, the application of the Tilawati method in madrasas offers a structured and effective solution for improving Al-Qur'an reading skills, enriching students' learning experiences, and creating a more dynamic and interactive learning environment.

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