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The Tilawati Method in Quran Learning at Tahfizh Nahdhatul Quran's house in Manarap village Danau Panggang District

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Abstract
This study aims to describe how the use of the Tilawati method in learning the Koran to motivate students to learn, including: the steps in its implementation, the strategies of the female teachers in motivating students to learn, and the success of the Tilawati method in motivating students to learn. The research location was at Tahfizh Nahdhatul Quran's house in Manarap Village, Danau Panggang District, Hulu Sungai Utara Regency. This study used a descriptive qualitative approach. The subjects were six Quran teachers and three female students, while the informants consisted of the caretaker of the Nahdhatul Quran Islamic boarding school, the head/coordinator of the RTQ, and the RTQ administrators. Data collection was conducted using observation, interviews, and documentation techniques. The research results show that Quranic learning based on the Tilawati method meets the standards for systematic and effective learning, encompassing planning, implementation, and evaluation. The strategies implemented by the female teacher include a personal approach, appreciation methods, interactive learning, a conducive learning environment, the use of props and Rost rhythm, and a U-shaped seating arrangement, all of which have been shown to increase the motivation of female students. Positive outcomes/impacts of this method include increased enthusiasm, discipline, self-confidence, independence and active learning, the quality of Quranic recitation, and a better learning environment.
Keywords : Quranic Learning, Tilawati Method, Learning Motivation .

Abstrak
Penelitian ini bertujuan untuk menggambarkan bagaimana penggunaan metode *Tilawati* dalam pembelajaran al-Quran untuk memberikan motivasi belajar pada santriwati, meliputi: langkah-langkah dalam penerapannya, strategi ustadzah dalam memberikan motivasi belajar santriwati, serta keberhasilan penerapan metode *Tilawati* dalam

memotivasi belajar santriwati. Lokasi penelitian ini berada di Rumah Tahfidz Quran Nahdhatul Quran Desa Manarap Kecamatan Danau Panggang Kabupaten Hulu Sungai Utara. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Adapun subjek dalam penelitian ini adalah enam orang guru al-Quran dan tiga orang santriwati, sedangkan informannya terdiri dari pengasuh pondok pesantren Nahdhatul Quran, kepala/koordinator RTQ, dan pengurus RTQ. Pengumpulan data dilakukan dengan teknik observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa pembelajaran al-Quran berbasis metode *Tilawati* ini telah memenuhi standar pembelajaran yang sistematis dan efektif, mencakup langkah-langkah perencanaan, pelaksanaan, dan evaluasi. Strategi yang diterapkan ustadzah meliputi pendekatan personal, metode apresiasi, pembelajaran interaktif, lingkungan belajar yang kondusif, penggunaan alat peraga dan irama *Rost*, serta penataan posisi duduk huruf U, yang terbukti meningkatkan motivasi santriwati. Hasil/dampak positif dari metode ini mencakup peningkatan *antusiasme*, disiplin, kepercayaan diri, kemandirian dan keaktifan belajar, kualitas bacaan al-Quran, serta lingkungan belajar lebih baik.
Kata Kunci: Pembelajaran Al-Quran, Metode *Tilawati*, Motivasi Belajar

Introduction

Islamic religious education plays a significant role in the Indonesian education system, serving as a determinant in shaping students' character. One of the main components of the Islamic religious curriculum is the Quran, which is not only considered the holy book of Islam but also recognized as a source of knowledge and guidance in life (Supriyanto and Nisak , 2024) .

Islamic education is an effort to develop, encourage, and encourage humans to progress based on high values and a noble life, thus forming individuals with perfect morals (Khoiruddin and Kustiani , 2020) . This is in accordance with the goals of National Education. As stated in Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, Chapter II, Article 3 concerning the National Education System, which reads:

National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Law of the Republic of Indonesia Number 20 of 2003 , 2007) .

In general, the goal of national education is to enlighten the nation's life, develop the concept of the whole person and the concept of a person who is religiously moral, has noble character, is knowledgeable, capable, healthy, and aware as a citizen. The goal of national education is supported by the goals of each component of education. Each component in the national education system contributes to the achievement of the goals of national education (Triwiyanto , 2015) .

Education is carried out so that a person gains an understanding of a science. Education also makes it easier for someone to adapt to the surrounding environment. In its implementation, education begins with an educator who is able to create a communicative and enjoyable educational atmosphere, so that the learning process can

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run smoothly and the results are satisfactory. The Quran is the Word of God as a guide for human life. To be able to understand its teachings, namely by reading, writing, memorizing, understanding its meaning, and implementing its contents. Learning is one effort to shape the civilization aspired by the Muslim community, therefore understanding the Quran must be improved to avoid errors in understanding the messages contained therein (Anggraini and Amirudin , 2023) . Basically, studying the Quran is very easy, not difficult or difficult, as long as there is a willingness, seriousness and sincerity in studying it.

Optimal Quranic learning will produce a Quranic generation that can prosper the earth with the Quran and save world civilization in the future. The absolute requirement for producing a Quranic generation is an understanding of the Quran, which begins with being able to read the Quran well and correctly according to the rules that have been determined. The first step to achieve this is that Muslims must be able to read the letters of the Quran. The ability to read the Quran cannot be separated from the activity of learning the Quran. Therefore, in Islam, studying the Quran is a sacred and noble obligation that begins with learning to read (Hamdani , 2017) . As the Word of Allah SWT commands humans to read, which is stated in the Quran Surah Al-'Alaq / 96: 1-5 as follows (Al-Qur'an Translation of the Ministry of Religion, 2019) :

﴿ اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَۚ ١ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍۚ ٢ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُۙ ٣ الَّذِيْ عَلَّمَ بِالْقَلَمِۙ ٤
عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْۗ ٥ ﴾

The recitation of the Koran is greatly influenced by tajwid and makhraj. When it is wrong or even inconsistent with tajwid and makhraj, the meaning of the verse will change. Errors in reading will mislead people in understanding the meaning of the verses of the Koran. So guidance from a teacher in studying the Koran is very necessary to avoid these mistakes.

Of the many existing perspectives, several argue that various supporting factors contribute to the Quranic learning process. These include a teacher's mastery of the material being taught, the selection of teaching methods, an understanding of student psychology, and even the availability of facilities and infrastructure.

The method used by teachers in learning is one of the supporting factors for student success. Without exception, the learning method used in Quranic learning is one of the causes of problems in reading the Quran. Most students find it difficult to concentrate during learning if the method used by the teacher is unable to attract students' interest. Therefore, it can be said that the method is more important than the material in achieving the learning objectives. Well-prepared material without the right and good method will result in poor material (Albar , 2022) . Therefore, to achieve the desired learning objectives, it is necessary to choose a good and appropriate method. This can make students more motivated and enthusiastic in participating in the learning.

New innovations in teaching the Quran using the tartil recitation method are urgently needed by educators in Islamic institutions. Based on this need, methods have emerged that Islamic educational thinkers consider capable and effective in achieving the goals of Quranic learning. This is because Quranic learning methods represent a

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conscious effort by teachers to provide assistance, guidance, and direction to students throughout the Quranic learning process.

Tilawati method is a method of learning how to read the Quran for early childhood and is one of the various types of Quran learning methods that exist. The *Tilawati method* is a learning method that is different and quite unique from the others. Among its unique characteristics is the use of visual aids in each volume that can facilitate the delivery of learning and the use of rast songs as rhythm. In addition, this method consists of six volumes with levels of material levels ranging from letter recognition to reading verses of the Quran and its laws, and there is also a discussion of *gharib musykilat* . The arrangement of this method into six volumes is very suitable for application to children at the beginner level who are generally just learning to recognize letters.

Tilawati Method emerged from the development of previously existing methods. It has been refined by experts, resulting in numerous advantages. Among them, the learning process extends beyond Quran recitation to memorization (tahfidz). Those who have studied the Quran using this method are typically recognized by their recitation, which uses a rast rhythm (Albar , 2022) .

On the other hand, learning will not be effective without motivation. Motivation can motivate a child to do something or want to do something. Therefore, it can be concluded that learning motivation plays a significant role in the learning process, especially in Quranic learning. Conversely, when learning motivation is minimal, it will result in the failure to achieve the set learning objectives (Abdurrohim and Mudlofir , 2024) .

Based on initial observations, researchers found a phenomenon in the educational environment, especially at RTQ Nahdhatul Quran Manarap, the Quran learning there uses the *Tilawati method* where the RTQ there is very popular, especially among children who are close to the location. Even children who are far from the location are interested in learning the Quran there. Many parents also support the Quran learning program there by sending their children to learn the Quran there, even they are willing to pick up their children. From this phenomenon, the author thinks that the Quran learning based on the *Tilawati method* there is really very interesting for children and the surrounding community, and is able to motivate children to participate in Quran learning there.

Based on the background of the problem above, the researcher wants to conduct a study entitled **:** "The *Tilawati Method* in Learning the Al-Quran at the Nahdhatul Quran Tahfidz House, Manarap Village, Danau Panggang District."

Based on the author's knowledge, there have been several previous studies that are relevant to this research, namely: *First* , a journal written by Lathifatunnisa, Rabi'ah, and Mahmud entitled "Teaching to Read the Quran Using the *Tilawati Method* at the Al-Huda Darul Muflihin Al-Quran Education Park (TPA), Ampukung Village, Kelua District (Lathifatunnisa , Rabi'ah , and Mahmud, 2024) . This study aims to describe the use of the *Tilawati method* in teaching to read the Quran. The results of this study indicate that the teaching of the *Tilawati method* at the TPA is carried out in a structured manner, starting from planning, implementation, teaching to evaluation. The difference lies in the object and focus of the research. This study emphasizes more on the process of learning the Quran, while the current study focuses more on the motivation of female students to learn through the use of *the Tilawati method* .

Second , the thesis written by Baiq Maliva Elly Noviyanti entitled "Learning the Quran through the *Tilawati Method* for Children Aged 4-5 Years at Tpq Daruttahfidzh An-Nuur" (Noviyanti , 2022) . *This* study aims to determine how the process of learning the Quran through the *Tilawati method* is for children aged 4-5 years at TPQ Daruttahfidzh An-Nuur Karang Kelok, Mataram. The difference is that this study only focuses on children aged 4-5, while the current study focuses more on how learning the Quran using this method can motivate female students to learn with the focus of the research according to the level of the female students' volume.

Theoretical Basis

The researcher will divide the discussion of this theoretical basis into two topics: the concept of the tilawati method and the concept of learning motivation. The explanations are as follows:

1. Draft Method *Tilawati*

The concept of the *Tilawati* method according to its originator, is a method of learning to read the Quran that uses a learning strategy with a balanced approach between "habituation" through the classical system and "correctness of reading" through an individual system with the "read and observe" technique, and is expected to reduce and even overcome problems in learning to read the Quran. *Tilawati* is learning that combines classical and read and observe in a balanced manner with the classical understanding of observe being regulated in time and the method of application is adjusted to class conditions including the room, number of students and the abilities of students in one class (Siswanto and Wahida , 2022) .

Tilawati method is one of several teaching methods for reading the Quran that utilizes a very simple, effective, and efficient system. This method not only teaches students to read the Quran in a teacher's voice, but also introduces the Hijaiyah letters according to the *Tilawati manual* . Before being taught the connected letters, students are first introduced to the individual letters. Students who previously preferred to play or had difficulty understanding the Quran are expected to achieve good reading quality, understanding, and implementation with this method (Buhaiti and Sari, 2021) .

Objectives are the boundaries of what is desired to be achieved. Objectives serve as guidelines and targets for teaching and learning activities. Objectives are the first element that must be determined before any action is taken and serve as the basis for optimal and maximal success in achieving these objectives (Husamah , et.al, 2019) .

The objectives of using the tilawati method include:

a. To get good educational results in reading the Koran
b. As an effective method used by teachers to teach reading the Koran using classical techniques and reading and listening.
c. To improve the quality of education with a study period that is not too long but of high quality (Albar , 2022) .

Based on the explanation above, the goal of the *Tilawati method* is to teach children to read the Quran using melodies in a relatively short time. The *Tilawati method* can also improve the quality of students' reading, and in practice, it involves two techniques: reading together and reading with attention.

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According to Agne, there are several explanations regarding the principles of learning, namely providing encouragement and attention in the learning process to students, discipline and active participation of students in learning, gaining experience in implementing learning directly, providing feedback and reinforcement of learning (Abnisa , 2022) .

The principles of teaching the *Tilawati method* include:

a. Taught practically
b. Using rast songs
c. Taught in a classical way using visual aids
d. Taught individually using reading and listening techniques using books (Hasan et.al,) .

2. Draft Motivation Study

Motivation comes from the Latin, *Movere* which means encouragement or driving force. Experts have put forward many definitions of motivation with their own perspectives, but the essence is the same, as a driver that changes energy within a person into a form of real activity to achieve a certain goal. According to experts: Huitt, W. said motivation is an internal condition or status (sometimes interpreted as a need, desire, or passion) that directs a person's behavior to actively act in order to achieve a goal. Motivation is a drive of will that causes a person to do an action to achieve a certain goal.

From this opinion, it can be understood that motivation is a psychological state that drives someone to do something. There are three main components of motivation: needs, drives, and goals. Needs arise when an individual perceives an imbalance between what they have and what they expect. Drive, on the other hand, is the mental strength to perform an activity to fulfill their expectations (Jainah et al., 2023) .

Motivation is a process that energizes and directs persistent behavior. This means that motivated behavior is energetic, purposeful, and long-lasting. Meanwhile, according to Sardiman, motivation in learning activities is defined as the overall driving force within students that generates learning activities, ensures their continuity, and provides direction , enabling the learning subject to achieve their desired goals (Aziz, 2021) .

According to Hamzah B. Uno, the essence of learning motivation is the internal and external drive in students who are learning to make behavioral changes, generally with several supporting indicators or elements. Uno also stated that learning motivation indicators can be classified as follows:

a. Having the desire and wish to succeed
b. There is a drive and need to learn
c. There are hopes and dreams for the future
d. The existence of future awards
e. There are interesting activities in learning
f.The existence of a conducive learning environment, so that it enables a student to learn well (Uno, 2011) .

Method

Based on issues raised by author , type study This classified as study field research which aims *to* For collect data in a direct from the object being studied , namely female

students who participated Quran- based learning method *Tilawati* . As for the approach used in study This is qualitative descriptive . Approach This chosen Because aim For describe And analyze phenomena that occur in context learning female students use method *Tilawati* .

The subjects in this study were six female teachers or ustadzah and three female students at RTQ Nahdhatul Quran, Manarap Village, Danau Panggang District, Hulu Sungai Utara Regency. The object of this study was the use of the *Tilawati* method in learning the Quran to provide learning motivation to female students, including: steps in its implementation, the strategies of the ustadzah in providing learning motivation to female students, and The success of the *Tilawati method* in motivating female students to learn . Data collection techniques used observation, interviews, and documentation. Data processing techniques used data reduction, data display, and data verification. As well as the use of triangulation to check the validity of the data.

Result and Discussion

Based on interview with 6 female teachers And RTQ caregivers , can concluded that quality teacher method *Tilawati* The RTQ very be noticed . All teacher must follow training special before entitled teach . Training This covers understanding Tajweed , *Makharijul Letter* , use of tone and rhythm typical *Tilawati* as well as strategy interactive learning . After training they undergo exam or certification For ensure eligibility teach .

1. Steps in method tilawati

As for The steps for learning the Quran using the *Tilawati method* are adapted to the student's grade level. In the initial volumes, the focus is on letter recognition and word connections, while in later volumes, emphasis is placed on tajwid, fluency, and rhythm . Evaluation is carried out in stages through reading exercises, oral tests, and group review to ensure the students' abilities are improving.

Learning the Quran using the *Tilawati method* at RTQ is truly a well-planned process, then in its implementation using a classical-individual approach and using three techniques: the teacher reads while the students listen (*Sima'i method*), then the teacher reads while the students imitate (*Talqin method*), then read together, and conduct periodic evaluations. All these steps are carried out to ensure that the students can read the Quran well, fluently, and according to the rules of tajwid.

female teachers had prepared the teaching materials well, such as teaching aids, *Tilawati books* , hijaiyah letter cards and so on . female teacher Develop a learning strategy before class begins. During the opening, the female teacher should provide brief motivational remarks to encourage the female students to learn more enthusiastically.

Then, entering the core of the lesson, the female teacher reads a sample reading with correct tartil and tajweed, then the female students imitate her in unison. After imitating, the female students are asked to read independently repeatedly until their reading becomes more fluent. Then, in the classical approach stage, the female students read together in groups. In the individual approach stage, the female teacher approaches each student one by one, guiding those who still experience errors in pronunciation or tajweed.

Next, during the *Tilawati* rhythm practice , the female teacher not only taught the students to read but also accustomed them to using the distinctive rhythm of *the Tilawati*

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method , which makes reading more beautiful and organized. Before concluding the lesson, the teacher asked several students to read individually to monitor their progress. If there were any errors, the teacher immediately provided feedback and gentle corrections. Then, she concluded with a prayer and a review so the students could recall the material they had learned.

The final evaluation stage is to measure the progress of female students in reading the Quran. Several evaluation methods used are: Direct observation, the female teacher listens to the female students' recitation one by one to ensure they read with tartil and correctly. Then, an oral test, the female students are tested by reading random verses to see their understanding of tajweed. And group muraja'ah, the female students are asked to read together to practice fluency and cohesiveness in reading. So, with the discipline in applying the *Tilawati method* (thorough preparation, systematic implementation and continuous evaluation), female students at RTQ can learn to read the Quran well, fluently, and according to the rules of tajweed, and are more motivated in their learning.

In its implementation, the *Tilawati method* is systematically applied at the Nahdhatul Quran Manarap Quran Memorization House, encompassing preparation, implementation, and ongoing evaluation. This aligns with *Constructivist Theory* , which emphasizes that structured or effective learning helps students build new knowledge based on their previous learning experiences (ReichShapiro , 2018) .

This method creates a conducive and enjoyable learning environment, thus motivating female students to study the Quran. Within the context of *Self-Determination Theory* , motivation increases when students feel competent and in control of their learning process. The use of interactive methods such as Nada *Tilawati* also supports the intrinsic motivation of female students (Hanafi , 2024) .

Thus, it can be concluded that the *Tilawati method* has proven effective in improving Quran reading skills and motivating female students at the Nahdhatul Quran Manarap Quran Memorization House. The application of *constructivist theory* helps create meaningful learning experiences, while motivational theory explains how this method encourages female students to continue learning with enthusiasm.

2. Strategy in give motivation female students at RTQ Nahdhatul Quran

Based on interviews, the female teacher uses various strategies to motivate the female students to learn, including: a personal approach by getting to know the students' characters and building emotional closeness. Appreciation methods such as giving praise, small rewards, and realistic daily targets to increase the students' enthusiasm for learning.

The use of active learning methods, such as questions and answers, discussions, educational games, and reflection on learning experiences. Creating a conducive learning environment, where the classroom atmosphere is made comfortable, calm, and enjoyable so that female students do not feel stressed. Instilling the importance of reading the Quran, not only as an obligation, but also as part of life and worship. In general, the strategies used by the female teachers aim to create a pleasant learning experience, build self-confidence in female students, and foster enthusiasm and discipline in studying the Quran .

The female teachers agreed that the special teaching aids in the *Tilawati method* (such as the *Tilawati board* and the colors in the hijaiyah letters) and the use of *Rost rhythm* are very helpful in motivating female students to learn. This is because the teaching aids facilitate understanding of the concepts of tajwid and makhraj with a clearer visual display. Likewise, *Rost rhythm* can make reading more interesting, so that female students enjoy the process of reading the Quran more and do not feel bored. It increases self-confidence because female students memorize reading patterns more quickly and are challenged to read well. It creates a more interactive learning atmosphere, where female students can learn from their friends' reading and feel more motivated to achieve better reading skills.

Lastly , regarding with arrangement position Sit down female students in the form of very letter U play a role in success learning the Koran using method *Tilawati* in motivating Study female students . The female teachers also explained that the circular seating position forming the letter "U" in the *Tilawati method* has several main benefits, namely making it easier to supervise the female teachers, because all the female students can be seen clearly, so they can be monitored and guided more effectively. Increasing the interaction of female students, both with the female teachers and with their friends, so that the learning atmosphere becomes more active and enjoyable. Building self-confidence in reading, because female students do not feel pressured when reading in front of their friends. Helping female students to listen to each other and learn from their friends' readings, which indirectly improves their understanding of the Quran reading. And creating a more comfortable learning environment, because female students feel closer and less stiff in their interactions.

Tilawati method applied at the Tahfizh Nahdhatul Quran's house uses strategies that create a more effective, interesting, and meaningful learning experience for female students. This is in line with *Constructivist Theory* , which states that meaningful learning occurs when students are actively involved in the learning process. According to Rijal Arham, the application of a *constructivist approach* allows students to construct their own knowledge through experience and interaction with the material (Arham , et.al, 2020) . And according to Abdurrohim Hasan, this method is designed to provide a fun and structured learning experience, so that female students can understand and master the reading of the Quran well (Hasan , et.al, 2015) .

3. Motivation that is built from learning the Quran with method recitation at RTQ Nahdhatul Quran

About perception female students to Quran- based learning method *Tilawati* as well as the result towards change motivation Study they in other words success use method *Tilawati* in motivating Study female students . Method *Tilawati* give experience fun learning And effective for they . A number of points main thing that can taken : Method *Tilawati* considered more easy And interesting , make they more motivated For learning . A conducive RTQ environment And support from female teacher become factor main in give Spirit to they . They interested study at RTQ because want to repair reading And inspired by other students who have more proficient , as well as given advice from family they . Their most important aspect like is rhythm *Tilawati* , technique gradual teaching, as well a fun approach And No boring.

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Tilawati method at the Nahdhatul Quran Manarap Recital Center has fostered enthusiasm among female students in learning to read the Quran. The use of distinctive rhythms in the lessons creates an engaging and enjoyable learning environment, thus motivating the students to participate in each session. This aligns with the principles of *constructivism*, which emphasize the importance of meaningful and engaging learning experiences for students (Sukiman , 2015) .

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Conclusion

Based on research that has been writer do it , then can withdrawn conclusion that use method *Tilawati* in learning the Quran for give motivation Study on female students at Tahfizh Nahdhatul Quran's house in Village Manarap Danau Panggang district, Hulu Sungai Utara Regency Includes : *First*, steps use method tilawati in the form of planning, implementation, evaluation. *Second* , the strategy used female teacher in Quran- based learning method *Tilawati* at Tahfizh Nahdhatul Quran's has apply effective strategies in give motivation Study on female students like personal approach, method appreciation, learning interactive, environment conducive learning, use tool demonstration, implementation rhythm *Rost*, and arrangement position Sit down letter U. *Third* , the use of the *Tilawati* method at the at Tahfizh Nahdhatul Quran's has brought changes to the motivation of female students to learn, as well as other positive impacts such as increased *enthusiasm* , discipline, self-confidence, independence and activeness in learning, improved quality of Quran reading, and created a better learning environment. Thus, the use of the *Tilawati method* is considered quite effective, as indicated by the increasingly better changes in the motivation of female students to learn, other positive impacts, and positive responses or feedback from them.

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