

THE USE OF THE TILAWATI METHOD IN IMPROVING STUDENTS' UNDERSTANDING OF QUR'ANIC READING LITERACY AND LEARNING OUTCOMES IN ISLAMIC RELIGIOUS EDUCATION CLASSES AT SD INPRES 5/81 AWO I

Lilis Indasari¹, Nurul Azizah¹, Serli Yanti¹

¹ Institut Agama Islam Negeri Bone, Indonesia

Corresponding Author: Lilis Indasari (lilisindahsari261@gmail.com)

Keywords:

Tilawati Method, Qur'anic Reading Literacy, Learning Outcomes.

ABSTRACT

This study aimed to improve students' Qur'anic reading literacy and learning achievement by implementing the Tilawati method among 5th-grade students at SD Inpres 5/81 Awo 1, with 20 students participating. The research employed a classroom action research design conducted in three cycles. The Tilawati method was used as an instructional strategy to enhance students' Qur'anic reading skills and their achievement in Islamic religious education. Data were collected through practical Qur'anic reading tests and essay-type questions, and then analyzed using a descriptive-comparative approach by comparing pre- and post-test results from cycles 1, 2, and 3. The findings showed consistent improvement in both Qur'anic reading literacy and learning outcomes. The Tilawati method effectively improves students' Qur'anic reading skills and learning achievement.

Article History:

*Received:
April 1, 2026*

*Accepted:
April 20, 2026*

*Published:
May 29, 2026*

Author(s) retain copyright and grant the journal right of first publication with the work simultaneously licensed under a [Creative Commons Attribution-ShareAlike License \(CC BY-SA 4.0\)](https://creativecommons.org/licenses/by-sa/4.0/) that allows others to share the work with an acknowledgment of the work's authorship and initial publication in this journal.



INTRODUCTION

Islamic religious education (PAI) in elementary schools plays a crucial role in shaping students' character, moral values, and spiritual foundations. One of the key competencies that students must master is the ability to read the Qur'an accurately and in accordance with the rules of. However, in reality, several elementary schools still face significant challenges. This observation aligns with the current state of national education, which is grappling with serious challenges in fostering a generation of students with strong character amid rapid social and technological changes. Various

factors contribute to students' low proficiency in reading the Qur'an, such as teaching methods that lack variety and fail to engage students (Sanjaya, 2016).

Based on observations by the Islamic Education (PAI) teacher and direct observations in the fifth-grade class at SD Inpres 5/81 Awo 1, the researcher identified several key issues in Qur'anic literacy instruction: the majority of students still make errors in reading the Hijaiyah letters; students are imprecise or frequently make mistakes in applying the rules of recitation regarding long and short vowel sounds (mad); students are not yet fluent in reading a single verse, and students' overall Qur'an reading skills remain low, whether in terms of the accuracy of articulation points (makhrāj), the application of tajwid, or reading fluency. This directly impacts the quality of students' Qur'an recitation, and these issues in Qur'anic reading literacy also affect students' learning outcomes in the PAI subject. Students' grades or learning outcomes still largely fall below the minimum proficiency criteria, as do their Qur'an reading skills. Additionally, there is a lack of varied and structured teaching methods. According to Syahrul (2018) in **Contemporary Islamic Pedagogy**, many Islamic Education teachers use traditional methods without variation or approaches suited to today's students' learning styles. This causes students to become bored quickly, struggle to focus, and lack motivation to study the Qur'an. (Syahrul, 2018) . In line with this, Abdul Rahman (2017) emphasizes that teachers need a more structured, systematic approach to teaching Qur'anic reading that incorporates a learning rhythm to facilitate students' learning. .

These issues underscore that Qur'an reading instruction in this school requires appropriate innovations to help improve students' Qur'anic literacy skills, specifically through the use of the Tilawati method—a Qur'an reading method that employs the rost intonation, integrates classical and individual learning approaches, and provides intensive drills (drill) directly guided by the researcher. This method has been widely used in TKA/TPA and Islamic educational institutions. Ulfah's (2019) research confirms that the Tilawati method improves Qur'anic reading skills among elementary school students by using an enjoyable musical approach and repetitive practice, thereby accelerating mastery of the letters and recitation. The Tilawati method has been widely used in several Qur'anic educational institutions and has been shown to improve Qur'anic reading ability significantly. Thus, the researcher believes this method can address the problem of low Qur'anic literacy at SD Inpres 5/81 Awo 1. Based on the above discussion, a follow-up study titled "The Use of the Tilawati Method in Improving Quranic Reading Literacy and Student Learning Outcomes in Islamic Education Classes at SD Inpres 5/81 Awo I" is warranted.

METHOD

The research approach used in this study was classroom action research (CAR), designed in three cycles. The study was conducted during the current semester of the 2025 academic year, with an implementation period of approximately one month, beginning with Cycle I, Cycle II, and Cycle III, on Fridays from October 24 to November 7, 2025. The study was conducted at SD Inpres 5/81 Awo 1 in Bone Regency during the Islamic Religious Education class for fifth graders, involving 20 students, comprising an equal number of boys and girls. The instruments used were practical and written tests in including essays. Data analysis employed a descriptive-comparative approach,

comparing students' Qur'anic reading literacy—specifically, the accuracy of reading the Hijaiyah letters, the accuracy of long and short vowel sounds (Mad), and the fluency in reading Qur'anic verses—with their learning outcomes, namely the class average score and the percentage of students achieving mastery after implementing the method in each learning cycle: Cycle 1, Cycle 2, and Cycle 3.

RESULTS AND DISCUSSION

RESEARCH RESULTS

The Use of the Tilawati Method in Improving Quranic Reading Literacy

This study was conducted in three phases to determine the effectiveness of the Tilawati method in improving students' Quranic reading literacy in Islamic Religious Education at SD Inpres 5\81 AWO 1. The Tilawati method is a learning method that combines traditional classroom instruction and guided reading in a balanced manner (Sufi Fajriyatur Rohmah & Triwoelandari, 2023) . The development of students' Qur'an reading literacy was analyzed based on their achievement of learning mastery in each action cycle. Data are presented to examine changes in the numbers and percentages of students who achieved the "proficient" and "not yet proficient" categories in Cycles 1, 2, and 3 following the implementation of the Tilawati method. The progress in the number and percentage of students' proficiency in Qur'anic reading literacy in each cycle is shown in the following table.

Table 1. Development of Qur'an reading results in each cycle

Category	Number of Students in Cycle I	Number of Students in Cycle II	Number of Students in Cycle III	Percentage for Cycle 1	Percentage of Cycle II	Percentage of Cycle III
Completed	5	7	12	25%	35%	60%
Not Yet Completed	15	13	8	75%	65%	40%

Based on the table showing the progression of Quran reading proficiency across cycles, the results from Cycle I indicate that students' Quran reading skills were still in the low category. Meanwhile, in Cycle II, there was a 10% increase in the "proficient" category. Then, in Cycle III, there was a very significant increase. The number of students who achieved proficiency increased by 25% compared to Cycle II and by 35% compared to Cycle I. The graph illustrating the development of Quranic reading proficiency is shown below.

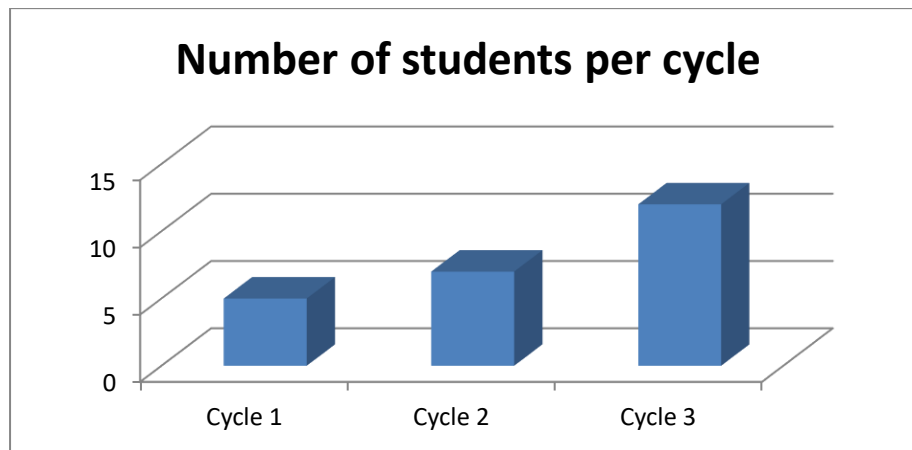


Figure 1. Development of Quran Reading Results in Each Cycle

Based on the graph showing the development of Qur'an reading results in each cycle, the results from Cycle I indicate that 5 students achieved mastery. In contrast, in Cycle II, the number of students in the "mastered" category increased from 5 to 7. This indicates that learning progressed after corrective actions were implemented, such as reinforcing classroom practice, adding reading examples, and providing individual reading guidance. However, the majority of students remained in the "not yet completed" category, necessitating further action. Subsequently, in Cycle III, a very significant improvement occurred. The number of students who completed the course reached 12. This improvement indicates that the implemented corrective measures are becoming increasingly effective, particularly in the following areas: the systematic use of the Tilawati method, repetitive drills, guided reading, the distinctive Tilawati intonation that helps students follow the rhythm, and tiered assessment.

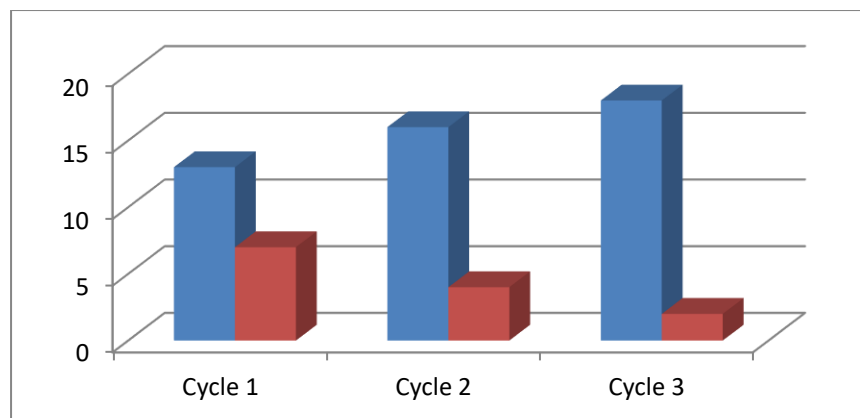
The Use of the Tilawati Method in Improving Student Learning Outcomes

The Tilawati method is used to improve students' learning outcomes in reading the Qur'an through structured, step-by-step instruction focused on recitation accuracy. (Hasan & Khalilullah, 2010) . Tilawati focuses on the accuracy, fluency, and quality of Qur'anic recitation through systematic stages of learning. (Hasan, 2014) . Learning outcomes in this study are defined as students' abilities after participating in the learning process, as demonstrated by their test scores and mastery of learning objectives in each cycle. (Sudjana, 2016) . Learning outcomes are the results achieved by students after participating in learning activities. (S. Rahman, 2021) . The indicators of student learning outcomes include the ability to read the Qur'an in accordance with makhraj and tajwid, understanding of the Qur'anic learning material, and student engagement in the learning process. (Kunandar, 2015) . The development of student learning outcomes through the application of the Tilawati method in each cycle is presented in the following table.

Table 2. Development of Student Learning Outcomes in Each Cycle

Category	Number of Students in Cycle I	Number of Students in Cycle II	Number of Students in Cycle III	Percentage for Cycle 1	Percentage of Cycle II	Percentage of Cycle III
Completed	13	16	18	65%	80%	90%
Not Yet Completed	7	4	2	35%	20%	10%

Based on the table showing the progression of student learning outcomes in each cycle, the results from Cycle I indicate an average increase in student learning outcomes of 65%. Meanwhile, in Cycle II, there was an increase to 80% in the “proficient” category. Then, in Cycle III, there was a very significant increase. The number of proficient students rose to 90%. The methods used were successful in improving student learning outcomes in each cycle. The graph illustrating student learning achievement is shown below.

**Figure 2.** Development of Student Learning Outcomes in Each Cycle

Based on the graph showing the development of student learning outcomes in each cycle, it can be concluded that in Cycle I, the majority of students had already met the mastery criteria. However, 7 students were still unable to meet the standards due to misunderstandings in the material, varying learning paces, and insufficient practice. In Cycle II, 16 students showed improved achievement. This confirms that the corrective measures taken in the previous cycle—such as increased practice, re-explanation of difficult material, and individual tutoring—were highly effective. Although 4 students showed no improvement in their learning outcomes, Cycle III showed a significant improvement. 18 of 20 students achieved mastery, indicating that the majority had a good understanding of the material. Only 2 students did not achieve mastery, likely due to external factors such as motivation, attendance, or individual learning styles.

DISCUSSION

Understanding of Qur'anic Reading Literacy

This study shows an improvement in both practical Qur'an reading literacy skills and learning outcomes. Students in Islamic religious education classes apply the Tilawati method. Data on Qur'an reading outcomes show an increase in mastery rates from 25% → 35% → 60%. This confirms that the learning process, repeated through classical reading, individual reading, and the use of the Tilawati intonation, is effective in improving students' understanding and reading skills in the Qur'an. The progressive improvement in each cycle aligns with the theory of repetition learning, which states that psychomotor skills—such as reading the Qur'an—improve significantly through structured practice.

These research findings align with various scientific studies that affirm the Tilawati method can improve students' Qur'an reading skills through: the talaqqi and musyafahah approaches, familiarization with rhythm (naghom), classical and individual learning, and a gradual emphasis on makhraj and tajwid. The Tilawati method is considered more readily accepted by elementary school students because it uses a rhythmic, repetitive reading pattern. This finding is consistent with several previous studies, such as Rosbianti (2025), who states that the implementation of the Tilawati method has a positive and significant impact on elementary school students' ability to read the Qur'an, as evidenced by the results of a t-test statistical analysis showing a significant difference in scores between reading ability before and after the intervention. (Rosbianti, 2025) . Hasanah, N (2021) asserts that the structured use of the Tilawati method can significantly improve students' Qur'an reading skills, as evidenced by the increase in reading scores from the pretest and posttest results following the use of this method. (Nurul, 2021) . Hafid Rifaat and colleagues (2025) demonstrated that the Tilawati method is highly effective in improving students' fluency and fluency in reading the Qur'an, as indicated by an increase in learning outcomes scores following the instructional intervention. (Rifaat et al., 2025) . Munhidlatul Ummah & Vika Nurul Mufidah (2025) demonstrated that the Tilawati method makes a significant contribution to optimizing the Quran reading skills of 7th-grade students at MTS Muhammadiyah 1 Malang.

They concluded that the Tilawati learning approach makes students more enthusiastic, focused, and quicker to understand the rules of tajwid when reading. (Ummah & Mufidah, 2025) . Leni Badriyah and colleagues (2025) demonstrated that the Tilawati method has a significant impact on the Qur'an reading skills of fourth-grade students at SDIT Al-Qonita. The data showed a consistent increase in reading ability scores in every learning evaluation session. (Badriyah et al., 2025) . Sarbiani and colleagues (2024) demonstrated that the Tilawati method is effective in improving students' Quranic reading skills at MTSN 1 Kerinci. The application of this method has been shown to improve the accuracy of letter articulation (makharijul huruf), fluency, and Quranic reading scores in each learning session. (Sarbiani et al., 2024) .

Improvement in Student Learning Outcomes

Meanwhile, data on student learning outcomes show an increase from 65% → 80% → 90%, indicating that learning conducted through the classroom action process is effective in improving student learning outcomes. Each cycle provides an opportunity to refine strategies, strengthen methods, and adapt the

approach to students' needs. The results of each cycle show that instructional interventions—whether concept reinforcement, concrete examples, drill methods, or immediate feedback—contribute significantly to improvements in student learning outcomes. This pattern aligns with constructivist learning theory, which states that students perform better when they go through stages of reinforcement, concept clarification, and repeated practice.

Student learning outcomes in Islamic religious education encompass not only the ability to read the Qur'an but also cognitive development. Based on several previous studies, the application of the Tilawati method has been shown to impact students' learning outcomes positively. Research conducted by Sarbaini, Kustati, and Amelia (2024) shows that the use of the Tilawati method improves student learning outcomes, as evidenced by an increase in the number of students who met the minimum mastery criteria after its implementation. This indicates that a systematic, structured learning process using the Tilawati method can improve students' understanding of the learning material. (Sarbaini et al., 2024) . Similar findings were reported by Latipah, Masripah, and Komariah (2025), who stated that the application of the Tilawati method has a significant impact on student learning outcomes, particularly in reading comprehension and the application of tajwid.

This improvement in learning outcomes is supported by increased student engagement, concentration, and motivation during the learning process. (Latipah et al., 2025) . Furthermore, a study by Rabiatal Adawiyah (2024) showed that the application of the Tilawati method significantly improved students' learning outcomes by boosting their motivation, thereby enhancing the quality of their learning. (Adawiyah et al., 2024) . Similar findings were also reported by Lili Hastuti (2024), who stated that students' learning outcomes improved because the Tilawati method provides clear learning stages, including introductory, group, and individual phases. . Another study presented by Ulfah Islamiah and Sulistyowati (2024) states that student learning outcomes improved because the Tilawati method uses a step-by-step approach and accommodates differences in students' initial abilities. (Islamiah & Sulistyowati, 2024) .

CONCLUSION

1. This study demonstrates that the application of the Tilawati method is effective in improving students' Qur'anic reading literacy skills and learning outcomes in Islamic Education (PAI) instruction. The increase in reading proficiency from 25% → 35% → 60% indicates that repetitive practice, a blend of classroom and individual instruction, and the use of the Tilawati rhythm significantly improve students' reading skills. Several previous studies align with these findings, confirming the effectiveness of the Tilawati method in training articulation points (makhrāj), recitation rules (tajwid), and reading fluency.
2. Student learning outcomes showed an increase from 65% → 80% → 90%, indicating that the corrective actions implemented in each cycle—including concept reinforcement, re-explanation of difficult material, drill methods, and immediate feedback—had a positive impact on students' understanding. This pattern of improvement is consistent with constructivist learning theory, which emphasizes the importance of a step-by-step process, reinforcement, and conceptual clarification in learning.

BIBLIOGRAPHY

- Adawiyah, R., Rusmawati, & Nurmiati. (2024). Improving Motivation and the Quality of Qur'an Learning through the Tilawati Method for Children in Group B at RA Nurhidayah. *Journal of Collaborative Education*, 1(1).
- Badriyah, L., Iskandar, A., & Sulistyowati. (2025). The Effectiveness of the Tilawati Method on the Qur'an Reading Skills of Fourth-Grade Students at SDIT Al-Qonita. *Journal of Multidisciplinary Research of the Nation*, 1(9).
- Daradjat, Z. (2014). *Islamic Education*. Bumi Aksara.
- Hasan, H., & Khalilullah. (2010). *The Tilawati Method: A Practical Guide to Reading the Qur'an*. Nurul Falah Qur'an Boarding School.
- Hastuti, L. (2024). Application of the Tilawati Method in Teaching Quranic Reading to First-Grade Students at SDIT Cordova 2 Panongan, Tangerang. *Tambusai Education Journal*, 8, 1.
- Islamiah, U., & Sulistyowati. (2024). Student Guidance to Improve Qur'an Reading Proficiency Using the Tilawati Method at SD IT Al-Qonita. *Journal of Research and Scientific Works*, 2(6).
- Kunandar. (2015). *Authentic Assessment (Assessment of Student Learning Outcomes)*. Rajawali Pers.
- Latipah, A., Masripah, & Komariah, I. (2025). Application of the Tilawati Method to Improve Students' Qur'an Reading Skills in the THQ Subject. *Journal of the Elementary Madrasah Teacher Education Program*, 7(1).
- Nurul, H. (2021). *The Application of the Tilawati Method in Improving Student Learning Outcomes*. UIN Syarif Hidayatullah Jakarta.
- Rahman, A. (2017). *Qur'an Teaching Methodology*. Kencana Prenada Media Group.
- Rahman, S. (2021). The Importance of Learning Motivation in Improving Student Achievement. *Proceedings of*, 2(8).
- Rifaat, H., Qodir, A., & Hartati, Z. (2025). The Application of the Tilawati Method in Improving the Fluency and Proficiency of Integrated Islamic Elementary School Students in Reading the Qur'an. *Journal of Primary Education*, 6(1).
- Rosbianti. (2025). The Effectiveness of the Tilawati Method in Improving Students' Qur'an Reading Skills at Daarul Fikri Islamic Elementary School in Malang. *Scientific Journal of Madrasah Ibtidaiyah Education*, 9(2).
- Sanjaya, W. (2016). *Learning Strategies Oriented Toward Educational Process Standards*. Kencana Prenada Media Group.
- Sarbaini, K., & Amelia. (2024). The Effectiveness of the Tilawati Method in Improving Students' Qur'an Reading Skills at MTSN 1 Kerinci. *Journal of Education and Teaching Review*, 7(3).
- Sudjana, N. (2016). *Assessment of Teaching and Learning Outcomes*. PT Remaja Rosdakarya.
- Sufi Fajriyatur Rohmah, I. N. Y. P., & Triwoelandari, R. (2023). Implementation of the Tilawati Method with the Rost Tone on the Quality of Jus Amma Memorization. *Journal of Islamic Education*, 16(2).
- Syahrul. (2018). *Contemporary Islamic Pedagogy*. Remaja Rosdakarya.
- Ummah, M., & Mufidah, V. N. (2025). Analysis of the Use of the Tilawati Method in Optimizing the Ability to Read the Qur'an Among 7th-Grade Students at MTS Muhammadiyah 1 Malang. *Mozaic: Islam Nusantara*, 8(2).