

The Implementation of Tilawati Method in Improving Quality of Reading Qur'an in Madrasah Ibtidaiyah (MI) Jakarta

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Abstract

Many people find it difficult to read the Qur'an, be it from children, teenagers, parents, from both men and women. When in fact the Qur'an is easy to learn and not difficult, provided that there is a will, seriousness and sincerity in studying it. The article aimed to find out how the tilawati method improve the students' quality of Reading Qur'an. This study was a qualitative descriptive analysis with a research background at Madrasah Ibtidaiyah (MI) Pembangunan Jakarta. Researchers made observations on the quality of students' reading of the Qur'an in learning, which included students' reading fluency, the ability to read the Qur'an using the correct rules of recitation law, and the ability to read and pronounce the letters according to their makhraj. The result show that The application of the Tilawati method in learning the Qur'an at Madrasah Ibtidaiyah (MI) The development of Jakarta is in accordance with the rules that have been mutually agreed upon by the Tilawati institution. The application of the Tilawati method is carried out in several stages, such as opening activities, core activities and closing activities.

Keywords: : Quality Reading Qur'an, Tilawati Method, Reading Qur'an

ARTICLE INFO

Article history:

Received

Desember 02,
2020

Revised

July 18, 2021

Accepted

July 20, 2021

Published by

Lembaga Penelitian dan Pengabdian Kepada Masyarakat
Institut Agama Islam Negeri Metro

Website

<http://e-journal.metrouniv.ac.id/index.php/tapis/index>

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INTRODUCTION

Religious education has the basic goal of shaping the Islamic personality in humans as individual and social beings. Religious education based on the Qur'an and Hadith must be given in such a way that the experience of religious teachings can be preserved by students in the realities of personal and community life (Vryhof, S. 2002; Ahmad, M., Muniroh, S. M., & Mahmudah, 2021).. This is supported by various efforts and activities that are expected to be a place to practice applying the accepted religious subject matter.

In learning students should be directed in developing their own potential. Students should be able to think, be creative, and communicate well. Be it orally or in writing, logically, directly and correctly. Teachers are very instrumental in determining learning in the classroom in improving students' reading skills of the Qur'an, besides that teachers are also required to master the subject matter that will be taught (Alhamuddin, et al., 2018; Barnawi, B., Pratama, F. A., & Al Ghozali, M. I. 2019). The teacher must

know how to read the Qur'an properly and correctly, and the teacher should read it in *tartil*. Reading the Qur'an with its *tartil* ownis reading it slowly (Syafri, & Yaumas, 2017; Fauziyyah, 2021; Huda & Jayadi, 2018), in accordance with the law, its meaning and the rules for reading it, this can be seen in Surah Al-Muzzammil verse 4 which reads "*read the Qur'an with optimal tartil*". The purpose of this sentence is to read or recite the verses of the Qur'an as good and as much as possible, meaning that Allah commands us to read the Qur'an not just by reading "*tartils*" but with "*.tartils truequality*."

Many of the other schools have not applied the method in reading the Qur'an, so the impact on the reading of the Qur'an is not good and unclear. In addition, there are many people who find it difficult to read the Qur'an, be it children, teenagers, parents, men or women. In fact, the Qur'an is actually easy to learn, and not difficult with the condition that there is a will, seriousness and sincerity in studying it. Based on the background of the problem, in this case the author is interested in conducting research on the Tilawati method at Madrasah Ibtidaiyah (MI) Jakarta Development with the title Implementation of the Tilawati Method in Improving the Quality of Reading Al-Qur'an in Madrasah Ibtidaiyah (MI) Jakarta Development.

METHOD

The type of research in this thesis is using qualitative methods in the type of descriptive analysis research. Descriptive research method is research in which research data is more pleasing to the interpretation of the data found in the field. The purpose of this descriptive research is to make a systematic, factual, and accurate description, picture or painting of the facts, characteristics, and relationships between the phenomena being investigated. There are three methods of data collection used by researchers, namely observation, interviews, and documentation. Furthermore, the data is analyzed by reducing data, presenting data, and verifying that they are involved in an interrelated process, so that the final results of the research are presented systematically

RESULT AND DISCUSSION

1. Learning Activities Tilawati Method

Madrasah Ibtidaiyah Jakarta Development is one of the MI (Madrasah Ibtidaiyah) that uses the Tilawati method in learning the Qur'an. Al-Qur'an learning is routinely carried out every day starting from Monday to Friday, starting from 07.00-08.00 WIB. Each class is divided into 2 study groups, namely the Tilawati study group which is inside the classroom and some outside the classroom.

Each group consists of 14-16 students, depending on the total number of students in the class. There are 6 volumes of Tilawati material, including volumes 1 to 6 and the level of the Qur'an, targeted volumes 1-6 material to be completed within 3 years or from grade 1 to grade 3, so that in grade 4 to grade 6. all of them have been confirmed to be able to read the Qur'an well. This was conveyed by Wahyu Nurhidayanti, as a Tilawati teacher:

“The core learning of the Tilawati method in this madrasa is actually in grades 1 (one) to grade 3 (three). Starting from the description of the method, *theste*ps teaching, the theories of delivery, it's all completed in grade 3 (three). Because Tilawati's book has 6 volumes, so each semester, one volume is completed. So class 1 (one) semester 1-2 is studying in volumes 1 and 2, class 2 (two) semester 1-2 is studying in volumes 3 and 4, and class 3 (three) semester 1 is studying volume 5, and semester 2 he studied in volume 6+Al-Qur'an. So that it becomes appropriate to be a learning of the Qur'an from grade 1 (one) to grade 6 (six)”.

Initially, this madrasa applied the method *Qiro'ati* in learning the Qur'an, but because the method *Qiro'ati* was considered ineffective, the Tilawati method was applied. However, not all teachers can teach Tilawati, only homeroom teachers who have attended training and received a *creed* from the Tilawati institution can teach Tilawati. However, to meet the shortage of teachers, many other teachers were included in the training. This was also conveyed by Mrs. Gusniati, as Tilawati's teacher that:

“Initially this school used various methods, such as the *Iqro'* method, the method *Qiro'ati*, and the *Kibar*. However, the *Iqro'* method is considered a mediocre method and is less attractive to students, but each method has its advantages and disadvantages. Then this school uses the method *Qiro'ati*, but if you use this method the number of students must be small, not large, because if you use this method, the learning must be really intensive, and the class conditions must also be conducive, so only 8 to 8 students can attend. 10 children only. Meanwhile, in this school the number of students is large and the class is also large, besides that the number of teachers is not adequate when it comes to teaching the method *Qiro'ati*. Because the method *Qiro'ati* must have its own diploma. Furthermore, for the Tilawati method, this school always has enrichment every year, and there is an evaluation of the teacher as well, whether this teacher is worthy of teaching in volumes 1 or 2, volumes 3 or 4, volumes 5 or 6. school, and indeed the Tilawati method is the best method for teaching the Qur'an in this school, because the learning is repeated, so students are taught until they really understand, both from the pronunciation of the letters or the *makharijul* letters, as well as from the tajwid. , only later when the test increases the volume of students will be tested by the team of examiners Tilawati who is already worthy of being examiners Tilawati ”

In each lesson, of course, there are learning stages, such as opening activities, core learning activities, and finally closing with closing learning activities. Likewise, Madrasah Ibtidaiyah (MI) Jakarta Development is also the same, namely having these stages, then with In this study, the author will discuss the learning process as follows:

a. Opening Activities in Learning the Qur'an Using the Tilawati Method

In the opening activity in learning the Qur'an using the Tilawati method at Madrasah Ibtidaiyah (MI) Jakarta Development, which was the first time the teacher did is to arrange student seating as comfortable as possible, so that the sitting

position does not interfere during the learning process of the Qur'an, usually the student sitting position is done by lying down and in a circle or forming the letter "U" and students prepare their respective Tilawati books. respectively. After that pray together followed by reading short letters that have been memorized.

b. Core Activities in Learning Al-Qur'an Using the Tilawati Method

After the opening activity was completed, it was continued with the core activity which began with reading classical together using props. So in this core activity the teacher gives an example of reading Tilawati material in front of the students using visual aids, using 2 techniques such as: The teacher reads, then the students listen to the teacher reads, the students imitate. For technique 1 and technique 2, it is applied at meetings 1-15. As for technique 3, where the teacher and students read together, they read 10 pages of Tilawati material for each meeting. This is intended for the 16th meeting until the final meeting.

After the teacher has finished reading the classics by using props, the next step is reading individually with the read-listening technique. So the teacher appoints one by one students to take turns reading as much as one line, while the other students listen to the reading of their friends who are reading, and so on until the last line is one full page.

After the students finished reading individually with the listening reading technique, then the teacher evaluated the students' reading ability, namely by assessing the students' reading ability for each line that the students had read. If the student is fluent in reading at least 70% (percent), then the page will be raised, but if the student is not fluent in reading at least 70% (percent), then the student has not been able to move up to the next page. The scoring system also uses a tick(✓) and star, the point to be encouraging students, and when students are fluent in reading, the students will get a star from the teacher, then when students are less fluent in reading it will get a checklist only, and can not go up to the next page.

c. Closing Activities in Al-Qur'an Learning Using the Tilawati Method

After the teacher evaluates the students' readings, the lesson is closed by reciting prayers together after studying, and after that students return to class to participate in teaching and learning activities as usual.

2. Al-Qur'an

Class Al-Qur'an class is a continuation of the Tilawati method which has completed its target up to volume 6 or from grade 1 to grade 3 in the first semester. This Al-Qur'an class is conducted by some 3rd semester 2nd grade students who have completed the Tilawati method up to volume 6. The

learning technique is by the teacher exemplifying the verses of the Qur'an that are read then the students follow, then the teacher appoints several students to come forward to read the Qur'an. The goal is to train students' courage to read the Qur'an in front of their friends so that they become accustomed to it, and also to evaluate students'

readings if the student's reading of the Qur'an is not quite right. This was also conveyed by Wahyu Nurhidayanti, as Tilawati's teacher:

“After everything is finished, the students proceed to the Al-Qur'an level, to complete the 30 juz of Al-Qur'an. So we divide the 3rd semester 2nd class into 2, some have completed up to 6 volumes, some have not. Now those who have finished up to 6 volumes, we take them to the mosque hall, because every morning they read the Qur'an together, and finish the Qur'an from chapters 1 to chapter 30”(Interview with Tilawati's teacher, Wahyu Nurhidayanti, Jakarta, 3 March 2020)

3. Workshop Class Workshop

class is a special class intended for students because they cannot complete the volume in each semester. It is intended that each student is able to complete the target in each semester, besides that the workshop class also aims to improve students' understanding of reading the Qur'an, so that their reading of the Qur'an is getting better.

The learning technique is the same as normal learning, except that there are fewer students in this workshop class, because from each class only 1 or a few students do not pass the increase-in-volume test. This was conveyed by Wahyu Nurhidayanti, as Tilawati's teacher:

“In this MP there is a workshop class. So the workshop class is for groups if the children have not been able to meet the target. So for example in grade 1 (one) semester 2, it should have been volume 2, it turns out that the child has not been able to master the first volume, so we finally collect the child, then we group it with children like that. Likewise in grade 2 (two), grade 2 (two) semester 2 should have been in the 4th volume, but it turns out that there are children whose 3rd volume has not yet passed, so we also group them again, so the learning is really good. really intensive. They have also started *mobile* learning, so they are not in their own class, some have moved to another class, some are in the mosque. Because this method has been running for several years, we have started to set the placement. We also hope that they can catch up, and can catch up with other friends.(Interview with teacher Tilawati, Wahyu Nurhidayanti, Jakarta, 3 March 2020.)

4. Approach to Al-Qur'an Learning Tilawati Method

In learning the Qur'an using the Tilawati method, this madrasa is also the same as other schools that use 2 approaches in its learning method. The first approach is to use the classical approach, namely the teaching and learning process by using visual aids, then proceed with the second approach, namely the individual approach, with reading and listening techniques (Iswati, et al., 2021; Zarnuji, et al., 2021). So this approach is a teaching and learning process that is carried out by taking turns reading while other students listen. However, in the classical approach there are 2 techniques, as conveyed by Mrs. Gusniati, as a Tilawati teacher that:

"The first Tilawati learning is classical reading using two techniques, namely using the first technique and the second technique. Now in this first technique the teacher gives an example of reading Tilawati using props, after that the students listen, then the

second technique the teacher gives an example then the students imitate, that is for meetings 1-15. Meanwhile, from the 16th meeting to the final meeting, technique 3 was used, namely the teacher and students read the Tilawati material together as many as 10 pages for each meeting, followed by the listening reading technique. After reading the classics together, then reading is done, so students read individually in turns, and other friends listen until all students get their turn to read, and usually one page a day.

5. Media and Facilities used in Al-Qur'an Learning Using the Tilawati Method

In learning the Qur'an using the Tilawati method, Madrasah Ibtidaiyah (MI) Jakarta Development uses the media and facilities that have been prepared, its use as a support to facilitate the Al-Qur'an learning process -The Koran. The learning media are as follows: Props and instructions for reading classical. Tilawati Books for each teacher and each student. Attendance list.

Meanwhile, the facilities provided in this madrasa are such as a carpet that has been provided to sit under, and a small table arranged to form the letter "U" in front of each class. This was also conveyed by Mrs. Gusniati, as a Tilawati teacher that: "The media contained teaching aids and instructions, tilawati books, student attendance lists, some used a projector, while for the facilities there were carpets, and also a small table" (Interview with Tilawati Teacher, Gusniati, Ciputat, 15 June 2020.) Interview with Tilawati Teacher, Gusniati, Ciputat, 15 June 2020.

6. Evaluation Technique of Tilawati Method

In learning the Qur'an using the Tilawati method, Madrasah Ibtidaiyah (MI) Pembangunan Jakarta uses daily evaluation techniques, and volume increment tests. So when the core activity process is individual reading with the read-read technique, the teacher has assessed each student's ability, the method is to assess the student's reading each line, if the student is fluent at least 70% then the page is raised, and vice versa, if the student has not been smooth at least 70%, then you can't continue to the next page.

As for the increase in volume, the test will be carried out simultaneously, and there will be a special Tilawati team that will assess the student's ability. Can the student continue to the next volume or not? This was also conveyed by Mrs. Gusniati, as Tilawati's teacher that: "So the test uses Tilawati's reading that has been scrambled, then we listen to the readings of each student, and if indeed the student is worthy to be raised to the next volume then it is raised, but If you don't meet the standards, you can't pass it and you can't raise it to the next volume." (Interview with Tilawati Teacher, Gusniati, Ciputat, 15 June 2020.)

1. Quality of Reading Al-Qur'an Students in terms of Student Fluency

Aspects assessed	Total Percentage (%) Quality of reading Al-Qur'an Students
Fluency	85 %
<i>Makharijul</i> Letters	80 %
Tajwid	80 %

2. Quality of Reading Al-Qur'an Students In terms of Tajweed

Aspects assessed	Total Percentage (%) Quality of reading the Qur'an Students
Fluency	85 %
<i>Makharijul</i> Letters	80 %
Tajweed	80 %

Aspects assessed	Number of Percentages (%) Quality of reading Al-Qur'an Students
Fluency	85 %
<i>Makharijul</i> Letters	80 %
Tajweed	80 %

3. Quality of Students Reading Al-Qur'an in terms of *Makharijul* Letters

When viewed from the quality of reading the Qur'an of students in these three cases, 82% of students are able to read the Qur'an properly and correctly, both in terms of student fluency, in terms of recitation, and *makharijul* letters. This is due to the tenacity and patience of the teacher in teaching the Qur'an using the Tilawati method and also the high motivation of students to read the Qur'an, thus making both of them very active in carrying out the learning of the Qur'an using the Tilawati method. Thus the Tilawati method is considered effective to help students in reading the Qur'an.

The finding of this study show that the implementation of the Tilawati method in learning the Qur'an at Madrasah Ibtidaiyah (MI) The development of Jakarta is in accordance with the rules that have been mutually agreed upon by the Tilawati institution. The application of the Tilawati method is carried out in several stages, such as opening activities, core activities and closing activities. The Tilawati method is considered effective to help students in reading the Qur'an, because the application of the Tilawati method in this madrasa is also in accordance with the principles of the Tilawati method.

The previous findings also explain that there are four principles of learning the Qur'an in using the tilawati method, namely: taught practically; use the song ros ; taught classically using visuals; and taught individually with reading and listening techniques using books (Hasan, Arif, & Rouf, 2010). These four principles are the main keys in the application of the tilawati method because they are closely related to one another. Therefore, these principles cannot be separated from each other (Molodi, et al., 2019; Asy-Syahida, et al., 2020). The steps of learning to read the Qur'an using the Tilawati method are divided into four, namely: (1) Apperception, namely repeating the learning material that has been taught previously and giving examples and explaining new learning materials; (2) Concept planting, namely providing explanations about new subject matter and trying to make students understand the subject matter being taught; (3) Understanding, namely joint or group training; and (4) Skills, namely individual

exercises to determine the level of students' reading abilities (Fahrudin, 2015; Palufi, & Syahid, 2020).

While, another finding explains that the ability to read the Al Quran is important in the learning process, because it is a basic ability that every child must have (Rauf & Aziz, 2012). The ability to read the Al Quran should be owned by children from an early age, because this ability is a provision for children's lives (Mahmud, 2020; Basir et al., 2020; Ghadim, et al., 2013). Teaching activities to read the Qur'an must pay attention to the rules of shari'a. The ability to read the Qur'an is defined as the ability to read the Qur'an properly and correctly according to the guidance. Shari'a as explained by the science of recitation (Annuri, 2007). The Qur'an is a guide for human life. In the context of Islamic education, teaching the Qur'an to students is important to teach good morality based on the Qur'an (Khamid, et al., 2020; Nurrohmah, & Syahid, 2020). Muslims today live in a century where European and American technology has developed rapidly around the world. This case makes Muslims forget that they have the Qur'an as a guide for humans. The Qur'an is a reference for Muslims as a human guide in living life. But today, the situation is very worrying. Al Qur'an increasingly abandoned by Muslims. This is also due to the fact that most parents tend to separate the religious education of their sons and daughters from worldly education. Therefore, teaching the Qur'an with creative and innovative methods is an obligation.

CONCLUSION

Based on the results of the research on the author's research title, namely "Implementation of the Tilawati method in improving the quality of reading the Qur'an at Madrasah Ibtidaiyah (MI) Development Jakarta, it can be concluded that: The application of the Tilawati method in learning the Qur'an at Madrasah Ibtidaiyah (MI) The development of Jakarta is in accordance with the rules that have been mutually agreed upon by the Tilawati institution. The application of the Tilawati method is carried out in several stages, such as opening activities, core activities and closing activities. The Tilawati method is considered effective to help students in reading the Qur'an, because the application of the Tilawati method in this madrasa is also in accordance with the principles of the Tilawati method, namely: taught practically, usingsongs *rostvisuals*, taught classically using, and taught individually with reading and listening techniques using books.

ACKNOWLEDGEMENT

The authors would like thank to the various parties who have helped in completing this research. Thank also for teachers, school principle at Madrasah Ibtidaiyah (MI) Development Jakarta

AUTHOR CONTRIBUTION STATEMENT

The authors had participated in the research and approved the final version of the manuscript

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