

# Implementation of the Tilawati Method in BTQ Learning and Its Effect on the Literacy of Reading the Qur'an of Elementary School Students

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## ABSTRACT

Literacy in reading the Qur'an is the main challenge in Islamic religious education because there are still many students who are not able to read the Qur'an properly and correctly, so the tilawati method comes to answer this need. This study aims to analyze the influence of the tilawati method on Qur'an reading literacy. This study uses a quantitative approach with a type of correlational descriptive research involving 36 students as a research sample. Data were collected through a questionnaire of 16 items of the implementation of the tilawati method and 9 items of Qur'an reading literacy, then analyzed using descriptive statistics, simple correlation tests, and simple linear regression tests. The results of the correlation test showed a positive and significant relationship with ( $r=0.540^{**}$ ; sig. = 0.001 < 0.05), and the regression analysis also showed a positive and significant influence (sig. = 0.000 < 0.05) between the implementation of the tilawati method on Qur'anic literacy. Thus, inferential analysis shows that the implementation of the tilawati method has a positive influence and relationship, as well as significant on students' Qur'an reading literacy. These findings prove that the tilawati method contributes to improving students' Qur'an reading literacy and is relevant to be developed in learning Islamic religious education in schools.

## 1. INTRODUCTION

Literacy of reading the Qur'an at the elementary school level is still the main challenge in Islamic religious education in Indonesia. There are still many elementary school students who are not able to read the Qur'an properly and correctly according to the rules of tajweed, even though learning to Read and Write the Qur'an (BTQ) has become part of the mandatory curriculum. This is in line with the Regulation of the Ministry of Education and Culture (Permendikbud) Number 21 of 2016 concerning Education Content Standards which contains that reading and understanding the Quran is an important aspect in Islamic religious education at all levels, starting from elementary school, junior high school, to high school (Junadendini, 2025). In fact, this is evidenced by statistical data as many as 72% in 2023 Muslims will experience illiteracy of the Qur'an (Utami et al., 2024). The high rate of illiteracy in the Qur'an shows that the BTQ learning that has been implemented has not been fully able to answer the needs of students, so it is necessary to adjust the learning approach to be more relevant (Kosasih et al., 2025, 2026). In the practice of Islamic religious education in elementary schools, adjustments to the approach in BTQ learning have not been optimal, resulting in an impact on students' low Qur'an reading ability which is influenced by various multidimensional factors. Among these factors, the methodological aspect is one of the main contributors that is directly related to the learning process because there are still many educational institutions that use conventional learning

methods, so students are less interested in learning (Sya'ban et al., 2025). On the other hand, teacher competence that is not optimal, limited infrastructure, and lack of student motivation to learn contribute to this condition (Albar, 2022; Hidayat et al., 2024; Rosbianti et al., 2025). This shows that teachers also play an important role in implementing innovative learning methods in integrating religious literacy, so that they can increase effective learning interactions (Hyangsewu et al., 2024; Idayanti & Wicaksono, 2025). Therefore, this condition is even more worrying considering that BTQ learning requires a systematic, fun, and easy-to-understand approach for students (Azzahra et al., 2022). Ideally, every elementary school student is expected to be able to read the Qur'an tartilly, fluently, and understand the basics of tajweed after participating in BTQ learning (Ulum, 2025). Effective learning should also not only improve reading skills, but also foster students' interest, independence, and religious character (Herlina et al., 2021). However, the reality on the ground shows that there is still a gap between expectations and achievements. There are still elementary school students who have not reached the BTQ graduation standard, even though they have participated in learning with various methods. The main problems faced are the lack of motivation to learn, the limitations of teacher training, and learning methods that are not varied and not fully effective (Islamiah & Sulistyowati, 2024; Rohimah et al., 2024; Zachroh & Haryono, 2025). This creates a gap between the expectations and literacy achievements of students in elementary school. This condition shows the need to innovate BTQ learning methods that are not only systematic, but also able to create a learning atmosphere that is fun and easy for students to understand. One of the learning methods developed to answer these needs is the tilawati method. The tilawati method is known as a systematic, fun, and effective approach in improving students' Qur'an reading skills. This method emphasizes classical learning, the use of rostr songs, and read-and-listen learning techniques that actively involve students, both individually and in groups (Nurhayah & Muhajir, 2020). The implementation of the tilawati method in various elementary schools has been proven to be able to increase the fluency, accuracy, and motivation (interest) of students in reading the Qur'an. In addition, this method also encourages the creation of a conducive and interactive learning atmosphere, so that students are more confident and motivated to continue learning (Ummah & Mufidah, 2022).

A number of previous studies have proven that the tilawati method is effective in improving the ability to read the Qur'an, both in terms of fluency, accuracy, and motivation of students (Andini & Faelasup, 2024). The research (Hermawan et al., 2021) proven that the consistent application of the tilawati method can improve the quality of reading the Qur'an literacy of elementary school students, both in terms of fluency, accuracy of tajweed, and interest in learning. The quantitative study at SDIT Salman Al-Farisi Bandung showed an increase in the average score of students' Qur'an reading ability from 65.78 to 78.57 after the application of the tilawati method with statistical significance ( $\text{sig } 0.000 < 0.05$ ) (Azzahra et al., 2022). A study conducted by Islamiah & Sulistyowati in 2024 at SDIT Al-Qonita also found an increase in the ability to read the Qur'an evenly and an increase in students' interest in learning (Islamiah & Sulistyowati, 2024). In addition, a comparative study conducted by Ash-Syahida & Rashid (2020) strengthens this finding by showing that the average score of students who use the tilawati method is higher (90.4) compared to the Talaqqi method (87.6) (Asy-Syahida et al., 2020). Based on the results of previous studies, most of the research only focused on the effectiveness of the tilawati method on the ability to read the Qur'an in general and still focused on a qualitative approach. Previous research has also generally only emphasized on descriptions in the learning process and improvement of learning outcomes, without examining more deeply the implementation of the tilawati method as a measurable variable in BTQ learning in elementary schools. Therefore, this study discusses the implementation of the tilawati method quantitatively and analyzes its

influence on students' Qur'an reading literacy through a correlational and regression approach. Thus, the novelty of this research lies in the implementation of the tilawati method as a variable that is systematically measured and analyzes its contribution to the literacy of reading the Qur'an of elementary school students. Based on the description and background of the previous study, this study seeks to answer several research questions, namely: (1) How is the implementation of the tilawati method in BTQ learning in elementary school?; (2) How is the literacy of reading the Qur'an for elementary school students?; (3) What is the influence of the implementation of the tilawati method on the literacy of reading the Qur'an of elementary school students?. The objectives to be achieved in this study include describing the implementation of the tilawati method in BTQ learning, describing students' Qur'an reading literacy, and analyzing the influence of the implementation of the tilawati method on students' Qur'an reading literacy in elementary school.

## 2. METHODS

Describe the methods/designs/procedures used in the study. This study uses a quantitative approach with a type of correlational descriptive research. This approach is used to determine the relationship and influence between variable X or independent (implementation of the tilawati method) and variable Y or dependent (literacy reading the Qur'an). This study does not provide special treatment to respondents (Sugiyono, 2024), but analyzes the conditions that occur in the field between the implementation of the tilawati method and literacy of reading the Qur'an. This research was conducted at SD Interaktif Abdussalam, Cihanjuang Cibaligo Street No.17 RT.10/RW.01, Cihanjuang Village, Parongpong District, West Bandung Regency, West Java Province. The population in this study is all grade VI students at SD Interaktif Abdussalam, for the 2025/2026 school year, which consists of two classes VI-A and VI-B, with a total of 36 students or respondents. The sampling technique used in this study is saturated sampling (total sampling), with the study respondents being students who were present at the time of data collection. The data collection techniques used in this study include questionnaires and documentation. Data was collected through the distribution of questionnaires with a *Likert* scale and using paper to students to find out the influence of independent variables on dependent variables based on responses from respondents. Meanwhile, documentation is obtained as supporting data, such as document records relevant to the research. The instrument used in the questionnaire used categorization which refers to table 1.1 of the implementation of the tilawati method as many as 16 items and in table 1.2 of Qur'an literacy as many as 9 items. The results of the instrument score are divided into three categories, namely high, medium, and low as explained by (Azwar, 2021).

Furthermore, the data that has been obtained is analyzed using quantitative statistical analysis techniques with the help of the SPSS program. The stages of data analysis include the validity test and reliability test of the instrument, descriptive statistical analysis to find out the description of each variable, normality test and linearity test as a prerequisite for inferential analysis, as well as simple correlation analysis and simple linear regression to determine the relationship and influence between the implementation of the tilawati method on the Qur'an reading literacy of elementary school students.

**Table 2.1: Categorization of the Implementation Level of the Tilawati Method**

No.	Value Range	Category
1	16 – 31	Low
2	32 – 47	Medium
3	48 – 64	High

Source : The categorization calculation refers to the book "The Preparation of the Psychological Scale" by Syaifuddin Azwar

**Table 2.2: Categorization of Qur'an Literacy Level**

No.	Value Range	Category
1	9 – 17	Low
2	18 – 26	Medium
3	27 – 36	High

Source : The categorization calculation refers to the book "The Preparation of the Psychological Scale" by Syaifuddin Azwar

### 3. RESULTS AND DISCUSSION

#### RESULTS

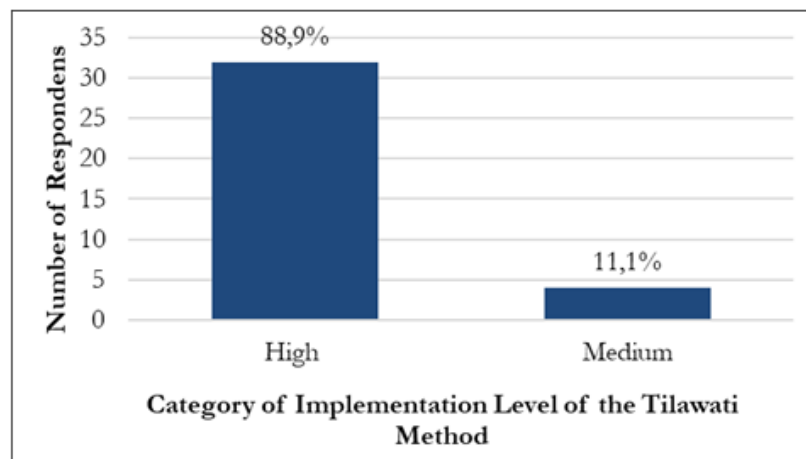
##### 3.1 Implementation of the Tilawati Method

**Table 3.1.1: Results of the Descriptive Analysis Test of Variable X**

	N	Minimum	Maximum	Mean	Std. Deviation
Implementation of the Tilawati Method	36	45	63	53.39	4.480
Valid N (listwise)	36				

Source: Data taken by researchers using SPSS

Based on the results of the descriptive analysis in the table 3.1.1, an average of 53.39 was obtained with a standard deviation of 4.48. The score obtained is in the range of 45 (minimum score) – 63 (maximum score), so the average score is in the high category. This shows that the level of implementation of the tilawati method in BTQ learning is in the high category.



**Figure 3.1.1: Distribution Results of the Implementation Level of the Tilawati Method**

Based on the results of the distribution using descriptive analysis in figure 3.1.1, it was obtained that of the 36 respondents, 32 students or 88.9% were in the high category and 4 students or 11.1% were in the medium category. These findings show that the implementation of the tilawati method has been carried out well and the majority of students are in the high category.

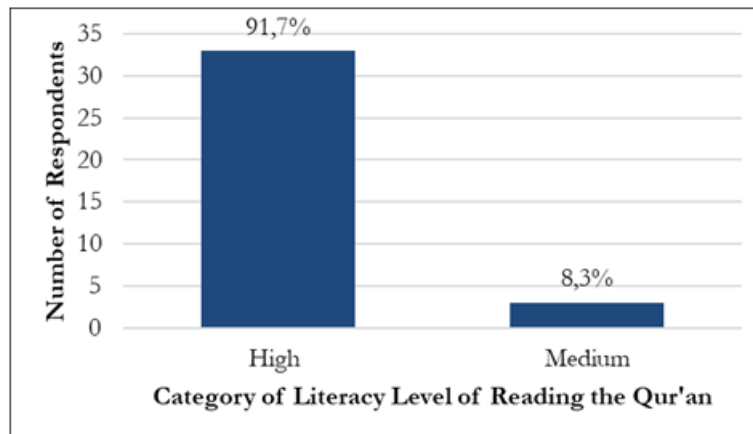
### 3.2 Qur'an Reading Literacy

**Table 3.2.1: Results of Descriptive Analysis Test of Variable Y**

	N	Minimum	Maximum	Mean	Std. Deviation
Qur'an Reading Literacy	36	25	36	30.03	2.981
Valid N (listwise)	36				

Source: Data taken by researchers using SPSS

Based on the results of the descriptive analysis in the table 3.2.1, an average of 30.03 was obtained with a standard deviation of 2.98 and was in the range of 25 (minimum score) – 36 (maximum score). This shows that students' Qur'an reading literacy skills are relatively good and are at a high category level.



**Figure 3.2.1: Distribution Results of Qur'an Reading Literacy Level**

Based on the results of the distribution using descriptive analysis in figure 3.2.1, it was obtained that of the 36 respondents, 33 students or 91.7% were in the high category and 3 students or 8.3% were in the medium category. These findings show that students' Qur'an reading literacy has been carried out well and the majority of students are in the high category.

### 3.3 Implementation of the Tilawati Method on Qur'an Reading Literacy

**Table 3.3.1: Simple Linearity Test Results**

			Sum	of	Mean		
			Squares	df	Square	F	Sig.
Qur'an Reading Literacy *	Between	(Combined)	178.341	15	11.889	1.793	.111
	Groups	Linearity	100.418	1	100.418	15.142	.001
Implementation of the Tilawati Method		Deviation	from 77.923	14	5.566	.839	.625
		Linearity					
	Within Groups		132.631	20	6.632		
	Total		310.972	35			

Source: Data from simple linearity test through SPSS by the researcher

The results of the linearity test showed a significance value of less than 0.05, which indicates that there is a linear relationship between the implementation of the tilawati method and the literacy of reading the Qur'an of students. Meanwhile, the results of the normality test showed a significance value of less than 0.05, so the data was not distributed normally. Therefore, the analysis of the relationship between the implementation of the tilawati method (X) and the literacy of reading the Qur'an of students (Y) used a non-parametric *Spearman Rank* correlation test. Thus, the data meets the assumptions for correlation and regression analysis.

**Table 3.3.2: Simple Correlation Test Results**

		Implementation of the Tilawati Method		Qur'an Reading Literacy	
Spearman's rho	Implementation of the Tilawati Method	Correlation Coefficient	1.000	.540**	
		Sig. (2-tailed)	.	.001	
		N	36	36	
	Qur'an Reading Literacy	Correlation Coefficient	.540**	1.000	
		Sig. (2-tailed)	.001	.	
		N	36	36	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Data from a simple correlation test through SPSS by the researcher

Based on the results of the *Spearman's rho* correlation test in table 3.3.2, a correlation coefficient of 0.540\*\* was obtained\*\*. This shows that between the implementation of the tilawati method and the literacy of reading the Qur'an of students there is a positive direction. This means that the better the implementation of the tilawati method, the higher the literacy of reading the Qur'an for students. On the other hand, if the implementation of the tilawati method is not good, then the literacy of reading the Qur'an will be lower. In addition, the value of 0.540\*\* is included in the level of a fairly strong relationship because it is in the range of 0.40-0.599. The value of sig. (2 tailed) which is 0.001 shows that the significance value is less than 0.05, so the relationship between the implementation of the tilawati method and the literacy of reading the Qur'an of students is significant. Thus, it can be concluded that there is a positive and significant relationship between the implementation of the tilawati method and the literacy of reading the Qur'an of students.

**Table 3.3.3: Results of Simple Linear Regression Test**

Model R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
				R Square Change	F Change	Sig. F Change
1	.568 <sup>a</sup> .323	.303	2.489	.323	16.215	1 34 .000

a. Predictors: (Constant), Implementation of the Tilawati Method

b. Dependent Variable: Qur'an Reading Literacy

*Source: Data from a simple linear regression test through SPSS by the researcher*

After it is known that there is a significant relationship, it is followed by a simple linear regression test as shown in table 3.3.3 to determine the influence of the implementation of the tilawati method on students' Qur'an reading literacy. Based on the results of the analysis in the table above, the R value of 0.568 and the R Square of 0.323 were obtained. This shows that the implementation of the tilawati method contributes 32.3% to students' Qur'an reading literacy, while the remaining 67.7% is influenced by other factors. Meanwhile, the results of the ANOVA test obtained an F value of 16,215 with a significance value of  $0.000 < 0.05$ , which means that the regression model results are significant. Thus, this shows that the implementation of the tilawati method has a sufficient role in improving Qur'anic reading literacy, although there are still other factors that affect it.

**Table 3.3.4: Results of the Simple Linear Regression Coefficient Test**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	9.843	5.030		1.957	.059
	Implementation of the Tilawati Method	.378	.094	.568	4.027	.000

a. Dependent Variable: Qur'an Reading Literacy

*Source: Data from a simple linear regression test through SPSS by the researcher*

Based in the table 3.3.4, a regression coefficient value of 0.378 with a significance value of  $0.000 < 0.05$  was obtained, which shows that the implementation of the tilawati method has a positive and significant effect on students' Qur'an reading literacy. The regression equation obtained is  $Y = 9.843 + 0.378X$ . The equation shows that every time there is an increase of one unit, the literacy of reading the Qur'an will also increase by 0.378 units, so that the better the implementation of the tilawati method, the higher the literacy of reading the Qur'an of students.

## DISCUSSION

Based on the results of the analysis of the correlation test and the simple linear regression test, a value (sig.) of less than 0.05 was obtained, so the  $H_0$  hypothesis was rejected, that is, there was no significant relationship and influence between the implementation of the tilawati method on the literacy of reading the Qur'an of students in elementary school. Meanwhile,  $H_1$  was accepted, namely there is a significant relationship and influence between the implementation of the tilawati method on students' Qur'an reading literacy in elementary school. The results of the analysis also show that the implementation of the tilawati method on Qur'an reading literacy has a positive value. This positive relationship shows that the better or higher the level of implementation of the tilawati method in BTQ learning, the higher the literacy of reading the Qur'an (Badriyah et al., 2025). This is in line with the findings of (Rifaat et al., 2025) which concluded that the tilawati method is effective in improving students' fluency and fluency in reading the Qur'an, especially in the aspects of tajweed and makharijul letters, and shows a positive distribution of values after applying this tilawati method. Similar findings by (Prasetiyo & Anshori, 2025) show that the application of the tilawati method can positively and significantly improve the ability to read the Qur'an in students at SD Negeri Purisemanding 1 Plandaan Jombang. The findings are also supported by (Latipah et al., 2025) research which researched with an experimental approach at MIN 2 Garut found that students who

conducted learning with the tilawati method experienced a significant improvement in reading skills compared to the control class.

In contrast to the findings made by (Sariman & Yusuf, 2024) regarding the influence of the tilawati method on students' learning interest in RTQ Auliyaa Diin shows that there is a tendency to increase interest in learning, but the increase does not reach the level of statistical significance. The difference in findings is due to the relatively small sample size and lack of variation in teacher quality, as well as the presence of other factors such as the learning environment and the intrinsic motivation of students in evaluating the effectiveness of learning methods. This finding is reinforced by other findings that show that if the tilawati learning method is carried out systematically, it can improve the quality of Qur'an recitation as long as it pays attention to systematic learning steps and consistent repetition (Rumyati et al., 2021). The difference in influence on other variables such as learning interest shows that this tilawati method has advantages in reading techniques by paying attention to other factors that support an important role in student learning (Amin & Rasyid, 2024). The effect of the implementation of the tilawati method on Qur'an reading literacy in this study occurred because this method not only emphasizes the cognitive aspect, but also involves reading habits, manners with the Qur'an, and evaluation of learning activities. Although this study shows that the tilawati method has an effect on students' Qur'an reading literacy, the results of this study do not fully include external factors such as the family environment and parental support. Thus, the implementation of the tilawati method can be a strategic alternative if implemented consistently and structured to improve the literacy of reading the Qur'an for elementary school students.

#### 4. CONCLUSION

Based on the results of the research conducted, it can be concluded that the implementation of the tilawati method in BTQ learning is in the high category with a percentage of 88.9%. The literacy of reading the Qur'an for students is also in the high category with a percentage of 91.7%. The results of the correlation test showed that there was a positive and significant relationship between the implementation of the tilawati method on students' Qur'an literacy with a correlation value of 0.540\*\* and a significance value of  $0.001 < 0.05$ . The results of the regression test also showed that the implementation of the tilawati method had a positive and significant influence on students' Qur'an reading literacy. These findings prove that systematic BTQ learning through the tilawati method contributes to improving students' Qur'an reading literacy skills, so that the relevant tilawati method is developed in the learning practice of Islamic religious education in schools.

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