

TILAWATI METHOD IN IMPROVING MEMORIZATION OF AL-QUR'AN AT MUHAMMADIYAH 12 ELEMENTARY SCHOOL IN SURABAYA

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Abstract

This study aims to describe the achievement of students' memorization of the Qur'an, the application of the Tilawati method, and the supporting and inhibiting factors in tahfidz learning at SD Muhammadiyah 12 Surabaya. The background of this study is the success of the tahfidz program in a public elementary school that is not pesantren-based, but targets students' memorization equivalent to pesantren institutions. This research uses a qualitative method with a case study approach. Data collection techniques were conducted through observation, in-depth interviews, and documentation with tahfidz coordinators, tahfidz teachers, students, parents, and *munaqisy*. The results showed that the Tilawati method proved to be effective in improving student memorization, with a percentage of 70% of students reaching the target of one juz per year, even some were able to exceed up to 14 juz. This success is supported by systematic learning, the use of rostr tones, memorization patterns per column, competent tahfidz teacher guidance, a religious school environment, and the existence of a monthly tahfidz boarding program. In addition, the active involvement of parents also supports the students' memorization process. The obstacles faced include the instability of students' motivation to memorize, the influence of gadgets, busy schoolwork, and the limited time and ability of parents to accompany their children. The conclusion of this study confirms that the success of the tahfidz program is highly dependent on the synergy between appropriate learning methods, the role of teachers and schools, and family support. Further research is recommended to evaluate the long-term impact of the Tilawati method on students' character development and academic achievement.

Keywords: Tilawati Method, Al-Qur'an Memorization, Tahfidz Elementary School, Teacher's Role, Parent's Role

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan capaian hafalan Al-Qur'an siswa, penerapan metode Tilawati, serta faktor pendukung dan penghambat dalam pembelajaran tahfidz di SD Muhammadiyah 12 Surabaya. Latar belakang penelitian ini adalah adanya keberhasilan program tahfidz di sekolah dasar umum yang bukan berbasis pesantren, namun menargetkan hafalan anak didiknya setara lembaga pesantren. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi terhadap koordinator tahfidz, guru tahfidz, siswa, orang tua, dan munaqisy. Hasil penelitian menunjukkan bahwa metode Tilawati terbukti efektif dalam

meningkatkan hafalan siswa, dengan persentase 70% peserta didik mencapai target satu juz per tahun, bahkan sebagian mampu melampaui hingga 14 juz. Keberhasilan ini didukung oleh pembelajaran sistematis, penggunaan nada rost, pola hafalan per kolom, bimbingan guru tahfidz yang kompeten, lingkungan sekolah yang religius, dan adanya program boarding tahfidz bulanan. Selain itu, keterlibatan aktif orang tua turut mendukung proses hafalan siswa. Adapun hambatan yang dihadapi meliputi ketidakstabilan motivasi menghafal siswa, pengaruh gadget, tugas sekolah yang padat, dan keterbatasan waktu serta kemampuan orang tua dalam mendampingi anak. Simpulan dari penelitian ini menegaskan bahwa keberhasilan program tahfidz sangat bergantung pada sinergi antara metode pembelajaran yang tepat, peran guru dan sekolah, serta dukungan keluarga. Penelitian lanjutan disarankan untuk mengevaluasi dampak jangka panjang metode Tilawati terhadap perkembangan karakter dan prestasi akademik siswa.
Kata kunci: Metode Tilawati, Hafalan Al-Qur'an, Tahfidz Sekolah Dasar, Peran Guru, Peran Orang Tua

INTRODUCTION

Memorizing the Qur'an is a noble tradition that has been passed down since the time of the Prophet Muhammad SAW and has become a form of worship that has its own virtues in Islamic teachings (Zulkarpian et al., 2024). This activity is not only about remembering the holy verses, but also an effort to internalize moral and religious values into children (Khasanah et al., 2023). Along with the times, Islamic educational institutions and public schools are increasingly trying to integrate religious values in their learning curriculum. One form of implementation is through the Qur'an memorization program, which is expected to produce a generation that is not only spiritually strong, but also academically superior (Tolchah & Mu'ammam, 2019).

In practice, the process of memorizing the Qur'an often faces various obstacles, such as limited time, low motivation of students, and lack of understanding of teachers in applying effective teaching methods (Amin & Rasyid, 2024). This problem is a challenge for formal education institutions, especially elementary schools that are not based on pesantren, to continue to be able to produce quality hafidz-hafidzah. Therefore, a learning method that is appropriate, structured, and able to answer the needs of diverse learners is needed. One method that has been widely implemented and considered effective in improving memorization of the Qur'an is the Tilawati method (Farid & Purwaka, 2022).

Theoretically, the Tilawati method is one approach to learning to read and memorize the Qur'an which is designed to combine classical and individual techniques. This method was developed by Ustadz H. Hasan Sadzili in 2004 in Surabaya, with the characteristics of using rost tones, reading and listening techniques, and systematic repetition (Sadzili, 2020). The learning theory underlying this method emphasizes the importance of active involvement of students in the learning process, as well as the use of certain media and rhythms to facilitate mastery of the material (Selvia et al., 2023). The effectiveness of the Tilawati method is also reinforced by Jean Piaget's concrete operational stage theory, which states that elementary school-age children are in the developmental phase of logical

thinking and are able to associate new information with concrete experiences (Marinda, 2020).

Various previous studies have revealed that the Tilawati method is effective in improving the quality of reading and memorization of the Qur'an in various educational institutions. For example, research conducted at Al-Baitul Amien Junior High School in Jember found that Tilawati learning there was integrated into the school curriculum with careful planning, implementation, and evaluation stages (Arifin, 2021). Another study at Madrasah Ibtidaiyah Darul Falah 1 Samarinda showed that the tilawati method can help teachers in managing tahfidz learning, although there are still obstacles in the form of low student motivation and lack of teacher readiness in teaching (Muaafi, 2023). Meanwhile, research at TPQ Al-Munawar, highlights more on the effectiveness of the Tilawati method on early childhood memorization learning, especially in the context of blended learning during the pandemic (Wulandari, 2022).

However, most of the existing research is still limited to the context of TPQ, MI, SMP or educational institutions that do have a main focus on religious learning. Research on the Tilawati method in general elementary schools that have memorization targets equivalent to pesantren is still very rare. This gap shows the need for a more in-depth study of how the Tilawati method is practically applied in the context of general elementary schools, which have different challenges and learning characteristics.

Based on initial observations made at SD Muhammadiyah 12 Surabaya, this school has a tahfidz program that targets students to memorize one juz per year, equivalent to the target in pesantren institutions. This is unique because it is implemented in a public school with a national curriculum. The application of the Tilawati method in this school has proven to be able to improve the students' memorization achievement, although there are various supporting and inhibiting factors that affect the success of the tahfidz program. This phenomenon is an important background to be studied further as a form of practical contribution to the development of tahfidz programs in public schools.

Based on this background, the problems studied in this research are how the achievement of memorizing the Qur'an at SD Muhammadiyah 12 Surabaya, how the Tilawati method improves the memorization of the Qur'an, and what are the supporting and inhibiting factors. In line with this, the purpose of this study is to find out the achievement of memorizing the Qur'an at SD Muhammadiyah 12 Surabaya, describe the application of the Tilawati method carried out in improving the memorization of the Qur'an, and analyze the supporting and inhibiting factors for the achievement of memorizing the Qur'an at the school.

METHODS

This research uses a qualitative method with a case study approach that aims to describe in depth the application of the Tilawati method in improving memorization of the Qur'an at SD Muhammadiyah 12 Surabaya. The research location was at SD Muhammadiyah 12 Surabaya, which is located at Jalan Dupak Jaya V No. 21-29, Jepara Village, Bubutan

District, Surabaya City. The research was conducted from March to May 2025, involving a number of informants who were purposively selected based on the relevance of their roles in the Qur'an tahfidzul program. The informants consisted of 1 tahfidz coordinator, 1 munaqisy (memorization examiner), 4 tahfidz teachers, 15 parents/guardians, and 16 students in grades V and VI of the tahfidz program, making a total of 37 respondents involved in in-depth interviews. Secondary data sources were obtained through the study of relevant literature, including theses, accredited national and international journal articles.

Data collection was conducted through participatory observation, semi-structured interviews, and documentation studies. The research instrument used was an interview guideline prepared based on problem indicators, while the supporting instruments included voice recordings, field notes, and cellphone cameras for visual documentation. The data obtained were analyzed using the Miles and Huberman interactive analysis method, which consists of the stages of data collection, data condensation, data presentation, and inductive inference (Fadjarajani et al., 2020). To increase data validity, source triangulation techniques were used, and interview data were presented in the form of descriptive narratives.

RESULTS AND DISCUSSION

The results of this study show that SD Muhammadiyah 12 Surabaya is one of the primary education institutions that has a vision to produce a noble Qur'anic generation. This school not only prioritizes academic achievement through the national curriculum, but also strongly emphasizes strengthening spirituality and morals through tahfidzul Qur'an which is its flagship program. This program is specifically designed with a target achievement of one juz per year, equivalent to the pesantren standard. The implementation of this program at SD Muhammadiyah 12 Surabaya places Qur'an learning and tahfidz as an integral part of daily school activities, which is strengthened by the presence of competent tahfidz teachers, comfortable tahfidz classrooms, and a supportive religious environment. This is unique because SD Muhammadiyah 12 Surabaya is a general-based school, but is able to integrate religious values effectively into its school program.

As part of the effort to succeed the program, since 2008 the school started to apply the Tilawati method in learning the Qur'an. Initially, the implementation of this method was not equipped with comprehensive guidelines or technical instructions, so the teachers and managers of the tahfidz program there made various adjustments independently. However, over time, the Tilawati method continued to develop and improve, until it was established as the main method used in learning the Qur'an and tahfidz in this school. The advantages of this method lie in the use of pleasant rostr tones, the systematics of the tahfidz book in the form of columns, and the integration between the talaqqi method for students who are not yet proficient in reading and independent memorization for those who are advanced. This method is also in line with the cognitive development stage of elementary school students, who tend to think concretely and need learning experiences that are fun and applicable.

The Tilawati method was chosen by SD Muhammadiyah 12 Surabaya due to considerations of effectiveness and flexibility, so that it can adjust to the allocation of learning time at school. This method is considered capable of facilitating tahfidz learning in a structured manner through a column-based daily memorization target system. The implementation of the method is carried out through a series of stages, namely repetition of old memorization (*murojaah*), depositing new memorization, *tasmi'* per page, and connecting verses. The Tilawati tahfidz book is an important instrument in the learning process because it provides systematic guidance regarding memorization targets. The tahfidz teacher guides students by examining the accuracy of their memorization, both in terms of fluency, *tajweed*, and *fashohah*. In addition, students are grouped based on their memorization achievements. This grouping aims to accommodate the potential of each student so that there is no gap between them so that the learning process can run more effectively.

The achievement of students' memorization of the Qur'an at SD Muhammadiyah 12 Surabaya shows significant results. Based on information from the tahfidz coordinator, around 70% of students managed to achieve the target of memorizing one juz per year, even some of them were able to exceed the target with achievements between 7 to 14 juz in grades V and VI. This finding is reinforced by the results of interviews with a number of students who revealed that they had participated in tahfidz coaching from an early age. Not a few of them started memorizing before school, during PAUD, kindergarten, and some just started when they entered SD Muhammadiyah 12 Surabaya. This is the reason for the skyrocketing of their memorization. This achievement is also inseparable from the active role of tahfidz teachers and the support of parents who pay special attention to their children's memorization activities at home. Nevertheless, around 30% of students still have not reached the predetermined target. This condition is influenced by various factors, including student motivation which tends to fluctuate, limited assistance from parents at home, and many school assignments that often take up students' time and energy so that the memorization process is hampered.

The views of the informants, including the tahfidz coordinator, tahfidz teacher, *munaqisy*, students, and parents, showed a relatively uniform perception of the effectiveness of the Tilawati method. The tahfidz coordinator considered that this method is very helpful because it is applicable, effective, and the learning time is flexible. The tahfidz teachers revealed that the Tilawati method has clear steps, such as the use of *rost* songs, the addition of one column of memorization per day, and a structured weekly *murojaah* system. This is considered to make it easier for students to memorize and help them achieve the targets that have been set. The *munaqisy* stated that students who were coached with the Tilawati method tended to be better prepared for *munaqosyah* because they were used to *tasmi'* per page and accumulative *tasmi'* of 20 pages or 1 juz. In addition, the *munaqisy* added that the monthly tahfidz boarding program at school also supports the smoothness of students' memorization because it gives students additional time to strengthen their memorization. For the students, the Tilawati method provides a fun and

non-boring learning experience, as the tones used make them more energized. Meanwhile, parents directly benefit from this method as their children find it easier to memorize the Qur'an, understand tajweed better, and have greater motivation to continue memorizing.

The role and support of parents has proven to have a very significant influence on the success of student memorization in the tahfidz program at SD Muhammadiyah 12 Surabaya. Many parents stated that they consistently accompany their children to murojaah at home, arrange a daily schedule for memorization, listen to the Qur'an murottal, and provide spiritual and emotional-based motivation, such as telling the virtues of the memorizers of the Qur'an and giving gifts for the achievements obtained by their children. This form of support creates a positive climate that encourages children to be more enthusiastic in memorizing. However, some parents also recognize the existence of various obstacles in the implementation of this role. Some complained about time constraints due to work or busy households, while others were limited in their ability to read the Qur'an, so they could only provide limited assistance such as reminding and accompanying their children. In addition, maintaining consistency and motivation is a challenge, especially in the midst of the many distractions of this era such as the temptation to play gadgets, fatigue after school, and the influence of children's bad friendship environment. Nevertheless, the majority of parents still show a high commitment to the sustainability of the tahfidz program. They gave a positive appreciation for the application of the Tilawati method which was considered effective and easy for children to follow, and hoped that the school would continue to improve the quality of tahfidz teachers, increase the time allocation for tahfidz learning, and communication patterns between the school and student guardians. Some of them also suggested increasing the number of tilawati and tahfidz teachers so that children can learn more intensely, additional activities outside the classroom such as tahfidz camp or the like that can boost children's enthusiasm and motivation to learn, as well as periodic gathering forums or deliberations to create a good synergy between education at school and assistance at home.

To provide a more systematic overview, the following is a summary of observation results based on indicators that are adjusted to the research objectives:

Table 1. Summary of Observation Results Based on Research Objectives

Research Objectives	Observation Indicator	Observation Results
Knowing the achievement of memorizing the Qur'an	Number of student memorization achievements	Most students' memorization reaches 3 - 14 juz.
	Schedule and routine of tahfidz learning	Tahfidz learning is carried out every day with a fixed schedule and special time allocation.

Describing the application of the Tilawati method	Learning steps	Murojaah, deposit in turns, tasmi' for those who reach 1 page, connect verses for those who reach 5 pages and multiples.
	Completeness of media and guidebooks	The tahfidz tilawati book is used as the main reference for students' daily memorization targets and a monitoring book to check the assistance of additional memorization at home.
	Classical and individual strategies in memorization	Students are guided according to their achievements, there is talaqqi for beginners and independent memorization for advanced ones.
Analyzing supporting and inhibiting factors	Learning environment and tahfidz teacher support	Religious school environment, competent teachers who guide according to students' abilities.
	Parents' role in students' memorization	Some parents actively assist, others are limited in time and cannot read the Qur'an.
	Students' internal and external barriers	Motivation ups and downs, the influence of gadgets, school assignments, and lack of assistance at home.

Table 1 above shows the results of observations made at SD Muhammadiyah 12 Surabaya in order to find out the process and achievement of students' memorization of the Qur'an there. From the observation, it is known that most students have memorized between 3 to 14 juz, which is achieved through the implementation of tahfidz learning regularly every day with a consistent schedule and special time allocation. The application of the Tilawati method in tahfidz learning is carried out systematically through steps such as murojaah, taking turns memorizing, tasmi' for students who reach 1 page, and connecting verses for students who reach 5 pages and multiples. In this process, the teacher uses the Tilawati tahfidz book as the main reference for daily memorization targets, while the monitoring book is used to record the progress of memorization and assistance in adding memorization with parents at home. The learning strategy is adjusted to the student's

ability, for beginners talaqqi or direct guidance is carried out and for students who are already proficient in independent memorization. The religious school environment and competent tahfidz teachers are the main supporting factors in the success of student memorization. However, some obstacles were also found, both from internal factors such as students' motivation that fluctuates, the influence of gadgets, fatigue due to schoolwork, as well as from the lack of parental assistance at home, especially for those who have limited time or cannot read the Qur'an.

Table 2. Summary of Interview Results Based on Research Objectives

Research Objective	Informants	Interview Findings
Knowing the achievement of memorizing the Qur'an	Tahfidz coordinator	About 70% of students achieve the target of 1 juz/year; 30% have not due to internal/external factors.
	Fifth and sixth grade students	Total memorization from 3 - 14 juz; helped by memorizing since before school.
	Parents	Said their children memorized more than the target because of guidance at home and habituation from an early age.
Describing the application of the Tilawati method	Tahfidz teacher	The method is delivered through talaqqi, rost songs, memorization per column, and tasmi'.
	Munaqisy	Students who are coached with Tilawati are better prepared for munaqosyah.
	Students	Feel happier and easier to memorize because of the rost song and memorization per column.
Analyzing supporting and inhibiting factors	Parents	Some are actively accompanying; others are constrained by work time.
	Tahfidz teacher	Parental involvement has a direct effect; students lacking assistance tend to stagnate their memorization.
	Munaqisy	The existence of a monthly boarding tahfidz program supports the smooth memorization of students.
	Students	Confessing that it is difficult to be consistent

because they are distracted by gadgets, schoolwork, or fatigue.

Table 2 summarizes the results of interviews with various informants, namely the tahfidz coordinator, tahfidz teachers, students, parents, and munaqisy, which generally reinforce the previous observations. The tahfidz coordinator mentioned that around 70% of students have achieved the minimum memorization target of 1 juz per year, while the other 30% have not due to internal and external constraints. Students in grades V and VI claimed to have memorized 3 to 14 juz, and found it helpful because they had been accustomed to memorizing since before entering school. Some parents stated that their children were able to exceed the target due to early habituation and guidance from home. The tahfidz teacher explained that the Tilawati method is applied through talaqqi, rost songs, memorization per column, and tasmi', which proved to facilitate the learning process. The munaqisy also stated that students who are taught using the Tilawati method tend to be better prepared for munaqosyah. In addition, the munaqisy added that the monthly tahfidz boarding program held by the school also supported the smoothness of student memorization. Students themselves feel that this method is fun and facilitates the memorization process. In terms of supporting and inhibiting factors, the interviews showed that parents' involvement greatly influenced the success of students' memorization. The tahfidz teacher observed that students who are not accompanied by their parents tend to experience stagnation in memorization. Some students also expressed their difficulty in maintaining consistency in memorization because they were distracted by gadgets, school assignments, or their fatigue after school.

DISCUSSION

The application of the Tilawati method at SD Muhammadiyah 12 Surabaya has proven to be effective in improving students' Qur'an memorization skills. This is reflected in the achievement of most students who are able to memorize one juz per year, not even a few of them who managed to memorize up to a dozen juz. This success cannot be separated from the habituation of providing positive and enjoyable stimuli in the learning process. The process includes stages that have been well understood by students, starting from murojaah activities together, then continued with memorization deposits in turn to the supervising teacher, as well as the use of rost tones that characterize the Tilawati method. This approach is in line with behavioristic learning theory which emphasizes the importance of stimulus in shaping students' responses. According to this theory, the learning process will be more effective if accompanied by pleasant stimuli and carried out repeatedly, so as to form habits and strengthen the expected behavior (Abidin, 2022). The use of tones in reading the Qur'an not only helps students memorize more easily, but also fosters interest and comfort in learning. The interactive and fun classroom atmosphere makes the memorization process not feel monotonous or boring. In addition, the daily column system encourages students to learn gradually and measurably, which is very important in facilitating the process of memorizing the holy verses. In another study conducted at MI Ma'arif Pagerwojo, the Tilawati method was shown to have a positive

impact not only on the ability to read the Qur'an, but also on students' perseverance and memorization achievement (Supriyanto & Nisak, 2024).

The Tilawati method is also proven to be in accordance with the cognitive development stage of elementary school-age children. Children at this age are in the concrete operational stage according to Piaget's theory, which means they learn best through direct experience and tangible things (Marinda, 2020). In this case, the Tilawati method is very suitable because its learning involves direct repetition of memorization, the use of interesting sounds and tones, and concrete daily exercises. With a pattern of memorization per column and activities such as *tasmi'* (memorization deposit), children get a clear and digestible experience, thus honing their ability to remember and repeat memorization. In line with previous research conducted at SD IT Al-Qonita which shows that coaching students with the Tilawati method is effective in improving students' reading and memorization skills. This method involves direct repetition of memorization, the use of interesting tones, and concrete daily exercises (Islamiah & Sulistyowati, 2024).

The factors of a religious learning environment, the existence of a monthly tahfidz boarding program, and the role of competent tahfidz teachers are the main drivers of the success of students' memorization of the Qur'an at SD Muhammadiyah 12 Surabaya. Tahfidz learning there becomes part of the daily routine that is treated like other core lessons, so that students get used to it and feel that memorizing the Qur'an is part of their daily lives. The tahfidz teacher is also very instrumental in guiding according to the level of ability of each student. For students who are not fluent in reading the Qur'an, the *talaqqi* method or personal guidance is carried out, while for those who are proficient, an independent memorization system is used which is then deposited. Similar research was conducted at MA Ma'arif Bumirestu which showed that the quality and attention of teachers in guiding the memorization of the Qur'an greatly determine the success of students. In this school, teachers not only teach memorization, but also foster enthusiasm and emotional closeness with students, so that the memorization process becomes more effective (Ansori et al., 2023).

In addition to teachers, the involvement of parents in accompanying children to memorize is also an important factor in the success of tahfidz. Parents who accompany their children during *murojaah*, help schedule the time, and provide spiritual encouragement such as telling the virtues of memorizing the Qur'an, are proven to accelerate the achievement of children's memorization. Most of the students who succeeded in achieving memorization above the target came from families who actively accompanied them from an early age, even from PAUD or kindergarten age. In contrast, children who lack assistance tend to be slower in memorizing, even though they follow the same learning process at school. This finding is reinforced by previous research which states that the active involvement of parents is one of the determinants of the success of children's tahfidz program (Ambarwati et al., 2025). However, not all parents have the time or ability to read the Qur'an, so their role is limited to supervision and motivation. Therefore, good

collaboration between schools and parents is needed so that the tahfidz program can run optimally.

Although the application of the Tilawati method showed good results, this study also found various obstacles, both from the internal side of students and external factors. Internally, children's motivation often fluctuates due to boredom, fatigue, or the temptation to play gadgets. Many students have not been able to manage their time well due to the overload of schoolwork and excessive play time. Uncontrolled use of gadgets is one of the main causes of declining enthusiasm for memorization, because children are more interested in digital entertainment than memorization activities. Similar research also shows that the higher the duration of gadget use, the lower the concentration and endurance of children in memorizing (Yumarni, 2022). In addition, the lack of assistance from parents, especially those who are busy working or cannot read the Qur'an, is another obstacle that slows down the achievement of memorization. All these factors show that the success of the tahfidz program depends on a strong synergy between the right method, a supportive environment, the role of the teacher, and active support from the family.

CONCLUSIONS

This study shows that the Tilawati method effectively contributes to the improvement of students' memorization of the Qur'an at SD Muhammadiyah 12 Surabaya, which is reflected in the memorization achievements of grade V and VI students who have memorized 3 to 14 juz on average. This success cannot be separated from the systematic application of the Tilawati method, based on repetition, the use of rostr tones, and memorization patterns per column in accordance with the cognitive development stage of elementary school children. The religious school environment, the monthly tahfidz boarding program and competent tahfidz teachers also strengthen the success of the application of this method. In addition, the active role of parents in accompanying children's memorization at home is an important factor in accelerating memorization achievement, while challenges such as fluctuations in student motivation, the influence of gadgets, academic load, and limited time and parents' ability to read the Qur'an are significant inhibiting factors. Thus, the Tilawati method not only improves the quality of memorization, but also builds a coaching synergy between schools, teachers, and families. In the future, strengthening the tahfidz program can be done through increasing the capacity of tahfidz teachers, increasing the allocation of learning time, developing supporting activities such as tahfidz camp, and periodic communication forums between schools and student guardians. Further research is recommended to examine the long-term impact of this method on character building and student academic achievement as a strategic contribution to the development of Islamic education in public schools.

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