



## Implementation of Al-Qur'an Learning Methods at Madrasah Aliyah Al-Masfuriyah

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**Abstract.** Learning is a process carried out by teachers in guiding their students to have learning experiences in achieving teaching goals, both in learning the Al-Qur'an itself. The aim of this research is to describe the implementation of Al-Qur'an learning at Madrasah Aliyah al Masfuriyah. This research method is qualitative, namely field research. The results of the research are the application of the Tilawah method in studying the Al-Qur'an at Madrasah Aliyah Al-Mafuriyah following the rules that have been implemented by the institution. The application of the Tilawah method is carried out through several activity strategies, namely opening, core and closing activities. The opening activity begins with both reading Surah Al-Fatiha and reading Asamul Husna, the next agenda is the core activity which uses the classical method, and the last is the closing activity which ends with evaluating each student and closing with prayer.

**Keywords:** Implementation of Qur'anic Learning, Recitation Method, Classical Method.

**Abstrak.** Siswa mendapatkan pengalaman dalam pembelajaran harus dilaksanakan dengan perencanaan dari guru, baik dalam pelaksanaan belajar Al-Qur'an itu sendiri. Arah dalam penelitian ini agar menggambarkan implementasi belajar al-Qur'an di Madrasah Aliyah al masfuriyah. Metode penelitian ini merupakan kualitatif yakni penelitian lapang. Pendekatannya deskriptif untuk mengumpulkan informasi mengenai suatu gejala yang ditemui, tidak dimaksudkan untuk mengukur hipotesis tertentu, tetapi sebagai gambaran tentang variabel, gejala, dan keadaan. Analisis penyusunan data menggunakan metode observasi lapangan, interview, dan dokumentasi. Adapun akhir penelitiannya implikasi metode Tilawah dalam belajar Al-Qur'an di Madrasah Aliyah Al-Mafuriyah mengikuti aturan yang telah diterapkan oleh lembaga tersebut. Penerapan metode Tilawah dilaksanakan dengan strategi kegiatan yakni aktifitas pembukaan, inti, dan penutup. Kegiatan pembuka diawali dengan sama-sama membaca surat al-fatiha dan membaca asamul husna, agenda selanjutnya adalah kegiatan inti dimana dengan menggunakan metode klasikal, dan yang terakhir adalah kegiatan penutup yakni diakhiri dengan mengevaluasi masing-masing siswa dan ditutup dengan doa.

**Kata Kunci:** Implementasi Pembelajaran al-Qur'an, Metode Tilawah, Metode Klasikal.



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## INTRODUCTION

Learning is the basis of humans in distinguishing from other creatures and must be carried out throughout their lives (Zubairi & Abnisa, 2023, p. 159). Thus, learning must be done with sincerity and perseverance.

Learning is a process carried out by the teacher in guiding students to have learning experiences in achieving teaching goals, both in learning the Qur'an itself. The Qur'an is the word of Allah SWT which is very large and no one can equalize it in any way, and the Qur'an is also a miracle of Allah SWT which was revealed to the prophet Muhammad PBUH. The Seal of the Prophets and Messengers by the intermediary of the angel Gabriel (peace be upon him) which was revealed gradually for 23 years.

Allah himself has ordered us to always forge ourselves to the maximum by studying Allah SWT says Quran Surah Mujadalah verse 11:

"O you who believe, when it is said to you, "Be spacious in your assembly," then make it spacious, and Allah will make it spacious for you. And when it is said: "Stand up", then stand up, surely Allah will elevate those who believe among you and those who are given knowledge a few degrees. And Allah knows best what you do."

The verse above shows that we must continue to learn and continue to develop ourselves to become a complete human being, namely a human being who has akhlaqul karimah so that it brings us to happiness. To develop the best human being, it is necessary to develop knowledge in order to become a critical human being so that by continuing to learn Allah SWT will elevate one's degree.

Learning is not only in worldly affairs but do not forget the ukhrawi which will later become a provision for support in the afterlife, the main learning here to support our lives in the afterlife is learning that is conveyed by the Qur'an and Hadith not only limited to reading it but we must be able to understand and understand from learning the Qur'an. There are many educational institutions that teach the science of the Qur'an both in terms of reading methods and so on related to learning the Qur'an (Abnisa, 2020, p. 130). One of the institutions that conducts al-Qura'an learning is Madrasah Aliyah Al-Masfuriyyah.

The fact that is found in Al-Masfuriyah school is that students during the teaching and learning process are on average unfocused, lack of willingness and personal self-awareness so that it greatly affects their success and success in understanding and repeating the verses listed in the Qur'an. Indeed, to foster children's awareness in learning is not an easy matter. But if a teacher always trains his students, God willing, slowly this awareness will arise. It is all the task of a teacher to approach his students during the learning process so that they really learn. Every day most of them spend their time in vain by just playing jokes in the classroom, not caring what the teacher says and not paying attention. So that the obstacles experienced when playing a lot and not having personal self-awareness are analysis of the understanding of the Qur'an does not work well and often also forgets what he has learned.

Based on the facts revealed, there is disharmony in this context. The lack of motivation in students to memorize short Qur'anic letters shows that they tend to be indifferent and less active in undergoing daily activities that are integrated with Qur'anic learning. This phenomenon is caused by low focus, inability to find the will, and lack of personal self-awareness to learn optimally. Students tend to engage in playing and joking activities without prioritizing involvement in the Qur'anic learning process. Consequently, this can negatively affect student achievement and success in learning the

Qur'an. Therefore, a study was conducted with the title "Implementation of Al-Qur'an Learning Methods at Madrasah Aliyah Al-Masfuriyah."

## **LITERATURE REVIEW**

Methods as ways and tools in reaching the right direction and goals, while learning as a strategy between student teachers and materials carried out in classroom activities.

Learning as a process in which behavior in a broad sense is derived or changed through practice or training. (Abnisa & Zubairi, 2023, p. 2185). Learning is not an instant activity, but the activity must continue so that learning reaches the maximum level, but even though it has reached the maximum level, it must still forge itself and not feel proud and satisfied.

Students must really understand the method of learning the Qur'an since they start to grow up as well as possible so that they can be directed. The age of twelve to seventeen is very good for repeating the Qur'an until it sticks. Children are still young to be directed. However, in general, children at this age are not yet able to maximize their own abilities, except with the help of the surrounding community or the guidance of an expert who has memorized to the maximum.

Humans as creatures will not be as high as the creator in principle. A teacher must be a driver and guide as well as directing students in achieving targets so that students will be motivated to be moved in the direction and goals in learning created in a comprehensive learning environment (Abnisa, 2020, p. 129) and a teacher is a leader who is a role model and the center of attention of his students in giving seriousness and enthusiasm to his students so that teachers must maximize learning activities that are designed as efficiently as possible and as effectively as possible for better development (Abnisa, 2017, p. 71) therefore, learning activities are very important in an education, there must be seriousness and awareness that is planned to achieve high and dignified goals.

Learning the Qur'an is not an easy matter, besides having to be diligent, it must also be full of intention and enthusiasm. Learning the Qur'an is not only an interaction between students and teachers but also an interaction with Allah swt which is the giver of guidance to become able. The author is of the view that teaching is a method which is carried out by educators so that students can carry out learning maximally or thoroughly in the direction of active and effective learning objectives. A teaching and learning process needs a method in harmony with the situation, conditions and tolerance contained in learning (Sarnoto & Abnisa, 2022, p. 211). The right learning method to use is to be able to provide understanding so that students can learn on their own without having to be told, in terms of comprehensive learning both general and specific such as learning the Qur'an. Learning the Qur'an as a necessity that every student really needs to read every day and develop learning methods so that the way to read is better and improve the Qur'an (Abnisa, 2016, p. 45).

Methods in learning the Qur'an are very diverse, there are several methods that are commonly used, especially in repeating to memorize the Qur'an. Some of these methods include the Ummi Method (Fajriani, 2019), Tilawah method, and Sima'i method.

Each method has certain advantages and disadvantages. The effectiveness of a method is highly dependent on the ability of educators to stimulate and increase the enthusiasm of students or learners, so as to improve the quality of Qur'anic learning.

The success of a method can be seen from the extent to which the method can provide complete information to students. Students will better understand the learning material and achieve learning targets if they have a good understanding of the methods

used. Therefore, the method is a very important tool in the learning process in the classroom.

In learning activities, students must be encouraged and empowered to optimize their potential and competence. Students' understanding and ability in learning will develop and be seen through their self-actualization. Therefore, learning activities should create an environment that is efficient, effective, active, and full of love and ethics.

Qur'anic learning strategies and methods have similarities in their use and results to achieve learning objectives. In the needs of the learning environment, strategies and methods must be applied carefully, precisely, and maximally. The learning process is directed at the concept of principles and paradigms that will be implemented through various methods in education.

Qur'anic approaches, strategies, and methods are interrelated and act as tools to achieve learning objectives that have been planned carefully, precisely, and accurately. Techniques are the result of the implementation of a method, while methods are the basic assumptions of the approach used. Planned collaboration involving teachers, students, media and tools in learning is the key to successful learning objectives.

The main goal of the Qur'anic learning method is to change student behavior positively. In the context of learning, students become subjects who are the main focus of classroom activities. The Qur'an as the word of Allah SWT is the main reference in learning, because it has high virtues, as Allah explains the virtues of the Qur'an in His words.

"Indeed, the Qur'an is a very noble word, in a very well-preserved book, no one holds it except a holy man, revealed from Allah SWT". Qs. Al-Waqiah verses 77-80.

The meaning of the words of Allah SWT above is that the Qur'an has the benefit of goodness and science which can be learned from the Qur'an as a very clear basis. Al-Qur'an as a kalamullah that is not bound by circumstances and the Koran as the best main guideline for humans. The method of learning the Qur'an as a concept and guidelines in the implementation of learning directed by the Qur'an teacher in achieving the expected target. (Abnisa, 2021, p. 143)

The method of learning the Koran is directed at students in order to maximize the material of the Koran with the basis of tartil rules, and the direction of the objectives of the Koranic method includes: 1. Teachers should be equipped with this method to guide their students to be correct and smooth according to the rules of tajweed science. 2. Teachers are equipped so that students can pronounce correctly each letter, or from tajweed. 3. Teachers so that they can maximize learning effectively and efficiently so that learning objectives are successful. (Abnisa, 2022, p. 95)

Therefore, learning methods become very basic and important in the implementation of Al-Quran learning at Madrasah Aliyah Al-Masfuriyah so that learning objectives are successful and achieved. Thus, the author believes that there are three main points that need to be considered by the teacher in learning, namely: Learning is directed from material that is already understood by students to material that is not yet known by students, Teachers provide learning material from the smallest and very easy first to the largest and most difficult, Teachers provide material with simple methods from concise to detailed details.

By applying these methods, teachers will be able to understand the character of their students better. In addition, teachers will also be more optimal in assessing and providing learning materials, because they use methods that are in accordance with the circumstances of the class.

## **METHOD**

The research method applied is field research which has collected data found in the field and will be observed in a natural phenomenon (Abnisa & Zubaidi, 2022, p. 7) and this research is qualitative in nature which is used in understanding the symptoms of phenomena experienced by the author, for example a behavior, action, perception and movement of enthusiasm or motivation. (Faysal & Yulianty, 2023). The whole way of describing it with a series of sentences and special language in a natural context and applying scientific methods (Zubairi et al., 2023, p. 43). The data was collected using field techniques, observation and interviews as well as documentation, and the data was analyzed using the stages of reduction, presentation and conclusion drawing by the author (Abnisa & Zubairi, 2022, p. 280) and in testing the data in its validity through credibility, dependability, transferability and conformability tests. (Abnisa, 2023, p. 62)

The research that the author presents is phenomenon data related to Al-Quran learning at Madrasah Aliyah Al-Masfuriyah by applying the tilawati method. Therefore, the data obtained has been analyzed to ensure that the results can be maximally known in the context of the implemented learning process. The author is directly involved in the observation process to observe the implementation of Al-Quran learning in order to obtain comprehensive data.

## **RESULT AND DISCUSSION**

### **Implementation of the Qur'anic Learning Method**

Learning the Quran by applying the method requires planned learning strategies and techniques. The strategy of learning the Quran with the tilawah method begins with an opening meeting between students and teachers. They open the lesson by reading the initial letter, which begins with surah Al-Fatihah. The opening of the lesson begins with prayer, creating a conducive atmosphere. After the lesson begins, the teacher provides a strategy by calling students to recite the Quran, serving as an example for other students.

The technique applied in the implementation of Al-Quran learning is a classical technique that is done together and in groups, not independently. The implementation of classical technique uses media or props to provide better understanding. The benefits of the classical technique involve involving students in reading, optimizing tone, and repetition at the beginning of learning, so that students can reach the target at the end of learning.

There are several ways of applying the classical technique with the tilawah method. The teacher gives the reading, students listen carefully, imitate the teacher's reading, and together with the teacher. The time allocation for the application of classical learning is fifteen minutes. As stated by Mrs. Hj. Siti Mahwiyah, S.A, the strategy used at Madrasah Aliyah Al-Masfuriyah with the tilawah method is not too specific. In the beginning, a determined mentor led the implementation of learning the Koran, assisted by student council members.

The technique applied at Madrasah Aliyah Al-Masfuriyah involves the mentor teaching and instructing students to read according to the guidance given. For example, students were assigned to read surah Al-Baqarah, which is a long surah. To overcome this, the mentor gives gradual directions, such as reading a certain page today and continuing to the next page the following day.

Madrasah Aliyah Al-Masfuriyah has implemented Quran learning with the recitation method. Quran learning activities are carried out every Tuesday to Saturday at



06.45-07.00 WIB. Mrs. Siti Mahwiyah, M.A., as a teacher and Deputy Head of Curriculum, stated that tadarus or learning to read the Koran at Madrasah Aliyah Al-Masfuriyah has been carried out since its inception in 2015, every Tuesday, Wednesday, Thursday and Saturday at 06.45-07.00 WIB.

### **Learning Stages**

Several stages are carried out in the learning process including opening, delivering the subject matter and closing the lesson, and in the learning of the Koran carried out at madrasah Aliyah al-masfuriyah the author divides the discussion into several activities including:

1. Learning Opening Activity

In the opening activities in the learning activities of the tilawatih method at madrasah Aliyah al-masfuriyah, namely the preparation of a teacher by directing the seating position of students to line up three backs in a row to form and students prepare the Qur'an as comfortable as possible the rest and the teacher memorizes by repeating the verses and short letters determined by a teacher.

2. Learning Core Material

After the opening is complete, then the next is the main activity of the material, namely by jointly reciting one line and being watched by the teacher and other students in turn until the time is finished.

3. Closing activities in learning

When the main learning material has been delivered, then a teacher plans for his students to be directed to the closing of the Qur'an learning material with the tilawatih method by reading prayers and evaluating the understanding of student pronunciation by evaluating the understanding of student reading one by one and the teacher pays attention and other students every line that students read before. Then evaluate understanding in student learning in closing by reading prayers together and students continue according to what is listed on the schedule. The teacher adjusts the schedule and as much and as efficiently as possible in paying attention to the closing in learning the Koran recitation method.

Teachers at madrasah Aliyah al-masfuriyah carry out learning al-qur'an tilawah method using two techniques including old or classical techniques, namely by applying auxiliary media such as the holy book al-qur'an, books and so on, as well as with individual techniques by listening to students directed to listen to other students reading. With this classical approach, teaching aids must be used in its implementation so that maximum learning is successful according to the target.

So that in learning that needs to be considered, namely perseverance and keistiqamahan in the seriousness of carrying out Koranic learning with the tilawah method, so that the results to be achieved can be attached and not easily lost. And diligence every morning there is a time discipline that is carried out before carrying out quran learning so that students and teachers can get closer to the creator, namely Allah SWT. Therefore, the activity of learning the Qur'an with the tilawah method will be easy and become more optimal, focus and mind become open and success will be maximized in the learning process.

Every morning there is a time discipline that is carried out before studying by studying the Qur'an so that we can get closer to Allh SWT and learning is easy, the negative is actually nothing but lack of focus and a chaotic mind so that it does not want to do the

recitation of the Qur'an, both will be an influence in the activity of learning the Koran with the tilawah method (Abdullah, 2017).

The implementation of the tilawati method in an educational setting is related to a series of activities involving planning, implementation, and assessment. Therefore, the discussion of implementation in this paper includes these three aspects, especially related to the tilawati method to develop understanding in learning the Qur'an at Madrasah Aliyah Al-Masfuriah, Tangerang.

In the practice or implementation of the tilawati method at Madrasah Aliyah Al-Masfuriyah, its application has reached an optimal and very good level. This can be seen from the implementation of learning, strategies, and technical methods applied with a classical and simaan approach. This approach provides ease, excitement, and provides wholehearted comfort to students. They are directed to always be active, efficient, and effective in learning the Qur'an.

The application of the tilawati method in learning the Qur'an not only includes aspects of reading, but also involves the senses of sight, hearing, and student experience. This makes the learning experience very emphasizing and satisfying as a whole.

The teacher, as an expert in the field of Qur'anic learning, has acquired expertise and professionalism as shown by the graduation and certification that has been given by the management of the tilawah method. In the application of assessment, a maximum approach is always sought and continuously monitored through the collection of student achievement data every week. The data is filled in by a teacher, and the development of students' abilities in following Qur'anic learning with the tilawati method can be seen clearly at Madrasah Aliyah Al-Masfuriyyah, Tangerang.

## **Learning Strategy**

### *Learning Methods*

The application of learning with the tilawah method is very important to understand students' ability to read the Qur'an at Madrasah Aliyah Al-Masfuriyah. The concrete evidence is reflected in student achievement data. Based on interviews with teachers at Madrasah Aliyah Al-Masfuriyyah, they stated that in learning the Qur'an, all students have succeeded in maximizing the reading of the Qur'an correctly and tartil. Students emphasized that the use of the tilawah method provides a special characteristic that distinguishes the way students read the Qur'an.

When interviewed, some students revealed that the tilawah method has helped them develop the skill of reading the Qur'an correctly and in line with the principle of tartil. Some students highlighted the importance of the tilawah method in improving the accuracy of their Qur'ānic recitation and their speed in reciting the holy verses. They felt that by using the tilawah method, they could better internalize and absorb the meaning of each verse. This creates a learning atmosphere that enables them to achieve fluency in reciting the Qur'an.

Students also explained that the tilawah method helps them understand tajweed, the rules of reciting the Qur'an correctly. This is very important in producing a proper reading that respects the rules of tajweed. Thus, the tilawah method does not only focus on the speed of reading, but also on the quality of reading that meets tajweed standards.

Interviews with students also show that the tilawah method creates a more interactive learning environment and supports collaboration between students and teachers. Students feel comfortable to actively participate in class, ask about aspects that

are difficult to understand, and discuss with their peers. This creates a dynamic learning atmosphere and motivates them to continuously improve their Qur'an reading skills.

Students at Madrasah Aliyah Al-Masfuriyyah school highlighted the success of the tilawah method in maximizing their ability to read the Qur'an correctly and tartil, while opening up discussions about the benefits and challenges they experienced during the learning process.

Based on interviews with students at Madrasah Aliyah Al-Masfuriyyah, it was found that most students had successfully recited Qur'anic letters in accordance with the direction of the teachers, especially with regard to the pronunciation of makharijul letters and the nature of the letters. Nonetheless, some students still face obstacles to achieving an optimal level in these skills.

#### *Reading with Makharijul*

The students reported that maximum efforts were made during the learning process to understand the correct pronunciation of Qur'anic letters. Although the results varied, most students felt that they benefited greatly from the teaching methods applied by the teacher. They emphasized the importance of an approach that focuses on the makharijul huruf and the nature of letters to achieve maximum proficiency in pronouncing Qur'anic letters.

In further discussion, students acknowledged that challenges are still part of the learning process. However, they also expressed determination to continue to improve their skills and overcome any obstacles that may arise. The students hoped for further support and guidance from teachers to help them reach an optimal level in reciting Qur'anic letters.

The interviews also illustrated the commitment of teachers at Madrasah Aliyah Al-Masfuriyyah to give special attention to students who are still experiencing difficulties. This reflects an inclusive approach to the learning process, where every student is valued and supported to reach their full potential.

Thus, the interview results show that although most students have made progress in reciting the letters of the Qur'an, challenges still exist. However, the success of the students and the commitment of the teachers to provide guidance show that Madrasah Aliyah Al-Masfuriyyah is committed to creating an effective and inclusive learning environment for all students.

#### *Reading with Tajweed*

Interviews with some students at Madrasah Aliyah Al-Masfuriyyah revealed that their Qur'anic recitation skills are characterized by the use of a very melodious tone. In the interviews, students explained that they had made great efforts to harmonize their tone with the rules of tajweed and ensured that the pronunciation of letters was in accordance with makharijul huruf, thus creating a tartil recitation.

Based on further discussion, students emphasized how important it is to understand and apply the laws of tajweed in reciting the Qur'an. They realize that a melodious tone that is in accordance with the rules of tajweed not only makes the reading more audibly beautiful, but also improves the quality of the reading in terms of correct pronunciation and understanding of makharijul huruf.

The interviews also illustrate that students feel supported and guided by their teachers to achieve a good level of Qur'anic reading skills. In the learning process, teachers place emphasis on the application of tajweed and makharijul huruf, helping students to achieve fluency and beauty in their Qur'anic recitation.



Thus, the interview results highlight the commitment of Madrasah Aliyah Al-Masfuriyyah students in developing Qur'anic reading skills that involve understanding tajweed and makharijul huruf. Support from teachers also reflects the importance of guidance in this learning process, where students not only focus on the beauty aspect of recitation but also understand the technical aspects related to the science of tajweed and pronunciation of letters.

### *Qur'anic Writing*

The results of interviews with students at Madrasah Aliyah Al-Masfuriyyah Tangerang show that in learning the Qur'an, students have the ability to write down their Qur'anic recitations in Arabic writing. In the interviews, students explained that they not only understand and read the Qur'an orally, but are also able to express the reading through Arabic writing.

In addition to writing the recitation of the Qur'an in Arabic, students also show their expertise in carving calligraphic writings containing Qur'anic verses. In further discussion, students stated that this writing and engraving activity is one of the creative ways to appreciate and absorb the meaning of the Qur'anic verses.

The interview highlighted how students at Madrasah Aliyah Al-Masfuriyyah Tangerang not only focus on the oral reading aspect, but also explore their creativity to express and honor the verses of the Qur'an through the art of writing and calligraphy. This reflects a holistic approach to learning, where students are not only taught to understand the text, but also given the opportunity to express their understanding through different mediums. Thus, Qur'anic learning at Madrasah Aliyah Al-Masfuriyyah Tangerang school is not only a reading skill, but also a platform for students to express their love and appreciation of the Qur'an through the art of writing and calligraphy.

The author argues that the application and implementation of Qur'anic learning at Madrasah Aliyah Al-Masfuriyyah Tangerang has reached the maximum level. The subject matter that is planned and has been implemented is neatly recorded and very complete in accordance with procedures. This data is stored in the system and has clear guidelines. The strategies used in the implementation of learning at Madrasah Aliyah Al-Masfuriyyah, especially in the delivery of the tilawah method in reading the Qur'an with repetition, have proven effective through various approaches, including classical repetition at least twice.

Repetition twice is intended so that students can strengthen their memory, remember the pronunciation of Al-Qur'an verses, and explore the material that has been delivered by the teacher. Therefore, teachers at Madrasah Aliyah Al-Masfuriyyah Tangerang need to emphasize the use of repetition in learning the Qur'an (Fajriani, 2019). This aims to train memory, observation, understanding, thinking, and experience to the maximum in the process of learning the Qur'an with the tilawah method.

By holding repetition in learning the Qur'an with the tilawah method at Madrasah Aliyah Al-Masfuriyyah Tangerang, students can experience better development and improvement in their abilities. This repetition provides an advantage because the repetition factor is often repeated, so that students' abilities become sharper through frequent sharpening. Repetition that is often carried out in learning the Qur'an with the recitation method at Madrasah Aliyah Al-Masfuriyyah will make students more familiar with the Qur'an and more remember the subject matter that has been taught by the teacher (Khasanah, 2019).

The implementation of repetition strategies in learning at Madrasah Aliyah Al-Masfuriyyah Tangerang School, especially in the application of the tilawati method, at the end of the assessment is very good and maximum. This is due to the movement of the

assessment push that starts from recording student progress, assessing every week, to the final assessment of learning at Madrasah Aliyah Al-Masfuriyah Tangerang School. Thus, assessment is an important factor that influences the learning activities of the Qur'an with the tilawah method at Madrasah Aliyah Al-Masfuriyah Tangerang, Banten.

The tilawah method is a key aspect in learning the Qur'an at Madrasah Aliyah Al-Masfuriyah Tangerang, which is reflected in student achievement. Interviews with teachers and students showed that the tilawah method maximizes the recitation of the Qur'an correctly and tartil. Students emphasized that the tilawah method provides a special feature in reading the Qur'an, helping them to develop precise reading skills and improve the quality of reading. The tilawah method not only focuses on reading speed, but also pays attention to the quality of reading that meets tajweed standards.

Students at Madrasah Aliyah Al-Masfuriyyah also show their creativity in expressing Qur'anic recitation through Arabic writing and calligraphy. Learning is not only limited to the oral aspect, but also teaches students to express their understanding through different mediums. Teachers' support in overcoming students' challenges and focus on repetition of learning demonstrate Madrasah Aliyah Al-Masfuriyyah's commitment to creating an effective and inclusive learning environment for all students.

The application of the tilawah method at Madrasah Aliyah Al-Masfuriyyah Tangerang not only affects students' reading skills, but also creates an interactive learning atmosphere that supports collaboration. Repetition in Qur'anic learning with the tilawah method gives students the opportunity to strengthen memory, improve skills, and experience learning to the fullest. Thus, Madrasah Aliyah Al-Masfuriyyah Tangerang successfully achieved the goal of learning the Qur'an with the tilawah method, creating students who are skilled, creative, and profound in understanding and reading the Qur'an.

## **CONSLUSSION**

The implementation of learning to read the Quran using the tilawah method at Madrasah Aliyah Al-Masfuriyyah Tangerang has been carried out in accordance with the procedures and rules that have been carried out and implemented by the school. The implementation of Al-Quran learning using the tilawah method at Madrasah Aliyah Al-Masfuriyyah Tangerang is carried out through several stages of activity.

First of all, the learning activity begins with the opening by the students together with the teacher. They recite umul Quran and read Surah Al-Fatihah. Next, the main material in the implementation of learning is delivered, and this activity ends with closing, namely the recitation of prayers that lead to getting blessings, ease, and pleasure from Allah SWT.

The core activities begin with an individualized approach or learning techniques, especially classical techniques which consist of three applications. First, students and teachers carry out learning with one student reciting a Quranic verse, while other students listen. Second, the teacher recites and the students imitate the teacher's reading. Third, students and teachers recite the Quran together. This strategy is implemented with continuous repetition by students.

In its implementation, students also carry out activities to listen to the reading of other students in turn or take turns. The closing activity ends with an assessment carried out by the teacher, and all learning in the classroom ends with prayer.

The implementation of Al-Quran learning with the tilawah method at Madrasah Aliyah Al-Masfuriyah Tangerang has reached the maximum level and is in accordance with applicable procedures and provisions. This method remains the main special feature

in the school, and its application in learning the Quran is successful with the principles and basic provisions of the tilawah method.

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