

# LITERATURE REVIEW ON ROLE OF TEACHER TRAINING IN IMPLEMENTING TILAWATI METHOD FOR QUR'AN LEARNING

Amir<sup>1</sup>, Rahmad Hakim<sup>2</sup>

<sup>1</sup> Universitas Muhammadiyah Malang, Indonesia

<sup>2</sup> Universitas Muhammadiyah Malang, Indonesia

Email: amir880605@webmail.umm.ac.id1, rahmadhakim@umm.ac.id2,

E-Issn: 3063-8313

Received: Maret 2026

Accepted: Maret 2026

Published: Maret 2026

## Abstract :

*This study aims to review the literature discussing the role of teacher training in the implementation of the Tilawati Method in Qur'an learning across various educational institutions, such as Qur'anic Learning Centers (TPQ) and Quranic schools. Teacher training is a crucial factor in improving the quality of Qur'an instruction, particularly in applying the Tilawati Method, which is systematic and structured. This research employs a qualitative approach through a descriptive-narrative literature review. Data sources consist of relevant scholarly articles and books obtained from academic databases such as Google Scholar, Sinta, Scopus, and ResearchGate, published within the last 10–15 years and written in Indonesian or English. Data analysis was conducted thematically to identify patterns, strategies, effectiveness, benefits, and challenges faced by teachers. The findings indicate that teacher training significantly contributes to enhancing pedagogical competence, understanding of the method, teaching motivation, and the successful implementation of the Tilawati Method in Qur'an learning.*

**Keywords:** Teacher Training; Tilawati Method; Quran Learning

## Abstrak :

Penelitian ini bertujuan menelaah literatur yang membahas peran pelatihan guru dalam implementasi Metode Tilawati pada pembelajaran Al-Qur'an di berbagai lembaga pendidikan, seperti Taman Pendidikan Al-Qur'an (TPQ) dan sekolah Quran. Pelatihan guru merupakan faktor penting dalam meningkatkan kualitas pembelajaran Al-Qur'an, terutama dalam menerapkan Metode Tilawati yang bersifat sistematis dan terstruktur. Penelitian ini menggunakan pendekatan kualitatif melalui studi literatur dengan model deskriptif-naratif. Sumber data diperoleh dari artikel ilmiah dan buku yang relevan melalui database akademik seperti Google Scholar, Sinta, Scopus, dan ResearchGate, dengan rentang publikasi 10–15 tahun terakhir dan berbahasa Indonesia maupun Inggris. Analisis data dilakukan secara tematik untuk mengidentifikasi pola, strategi, efektivitas, manfaat, serta kendala yang dihadapi guru. Hasil kajian menunjukkan bahwa pelatihan guru berkontribusi signifikan dalam meningkatkan kompetensi pedagogik, pemahaman metode, motivasi mengajar, serta keberhasilan implementasi Metode Tilawati dalam pembelajaran Al-Qur'an.

**Kata kunci :** Pelatihan Guru; Metode Tilawati; Pembelajaran Al-Qur'an

## INTRODUCTION

Quranic learning occupies a crucial position within the Islamic religious education system because it serves as the primary foundation for character formation, spiritual strengthening, and moral development of students. The Quranic learning process is not only directed at mastering technical reading



skills but also aims to instill Islamic values that serve as guidelines for behavior and daily life. Therefore, Quranic learning is widely implemented in various educational institutions, both formal such as RA, MI, MTs, and integrated Islamic schools, as well as non-formal settings such as Taman Pendidikan Al-Quran (TPQ), madrasah diniyah (Islamic boarding schools), and Islamic boarding schools (pesantren) (Nafi'in et al., 2017).

The success of Quranic learning is influenced by several interrelated factors, including teacher quality, the choice of learning methods, the availability of supporting media, and a continuous teacher training and retraining system. Teachers play a central role as the primary actors in the Quranic learning process. In this context, teachers are not only required to have the ability to read the Qur'an correctly, but must also master pedagogical competencies that include the ability to deliver material, manage classes, and guide students according to their developmental level and age characteristics (Shalma et al., 2022).

One of the Quranic learning methods that has developed and is widely applied in Indonesia is the Tilawati Method. This method is designed with a gradual, systematic, and sustainable learning approach through a combination of classical and individual learning. With structured stages, the Tilawati Method helps students progress from recognizing the hijaiyah letters, understanding the harakat and the rules of tajweed, to achieving fluent and tartil recitation of the Quran. The advantage of this method lies in the consistency of the learning steps and the active involvement of teachers in guiding students throughout the learning process (S. Y. Aini, 2021).

Several studies have shown that the implementation of the Tilawati Method has a positive impact on improving students' Quranic reading skills. Research conducted by Niswatuz Zahro', (2022) at the Al Abror TPA in Gresik revealed that the use of the Tilawati Method significantly improved students' fluency and accuracy in reading. This success is supported by the consistent implementation of learning steps and regular reading evaluations. These findings align with research by Farid & Purwaka, (2022), which found the Tilawati Method effective in helping TPQ students better understand the pronunciation of letters and the rules of tajweed.

In addition to its impact on reading ability, the Tilawati Method has also been shown to increase student motivation and active participation. Research by Amala et al. (2021) shows that implementing the Tilawati Method can optimize MI students' Quranic reading and writing skills through a structured and enjoyable learning approach. Similar results were found in research by (Fajrin Jafar & Pakaya, (2022), which confirmed that the Tilawati Method positively impacts students' learning attitudes and facilitates teachers' management of the Quranic learning process.

However, the effectiveness of implementing the Tilawati Method is greatly influenced by the competence and preparedness of the teacher, the primary implementer of the method. Teachers who have a good understanding of the concepts, principles, and stages of the Tilawati Method tend to be able to

implement learning strategies more effectively and adapt their teaching approaches to their students' abilities. On the other hand, teachers who do not have adequate skills and understanding often face obstacles in implementing the method, so that learning objectives cannot be achieved optimally (Zulfikri, 2020).

In this context, teacher training is a strategic step to improve the pedagogical and professional competence of Quranic teachers. Through training, teachers have the opportunity to deepen their understanding of learning methods, develop their teaching skills, and increase their confidence in classroom management. Research by N. Aini et al., (2023) shows that training in the use of Quranic learning methods for TPA teachers has a positive impact on their ability to apply the Tilawati Method systematically and according to standards. Teachers who participate in training tend to have a better understanding of the learning process and are able to guide students more effectively.

In addition to training, ongoing mentoring and coaching also play a crucial role in improving the quality of the Tilawati Method implementation. Research conducted by Al fathoni et al., (2023) on mentoring in Quranic reading learning using the Tilawati Method showed that teachers became more skilled, creative, and confident after receiving mentoring. This finding aligns with Candilas, (2018) view that teaching experience and professional training significantly influence teachers' learning practices, particularly in facing the challenges of modern education.

Another study by Ardhyantama et al., (2023) confirmed that improving the effectiveness of learning in TPA (Teaching and Religious Education) is closely related to strengthening teacher capacity through training in appropriate learning methods. Without adequate training, teachers tend to rely on personal experience in teaching without referring to standard methods. This situation can lead to inconsistencies in the learning process and potentially hinder students' achievement of Quranic reading competence.

Furthermore, the varying ages of students and the use of learning media also require teachers to have additional competencies. Research by Abdurrohman, Sulis Janu Hartati, (2023) found that the use of Adobe Flash media based on the Tilawati Method improved students' Quranic reading abilities, especially when teachers received training in its use. These findings demonstrate that teacher training should not only focus on mastering methods but also on the ability to integrate media and technology into learning.

Although numerous studies have been conducted on the Tilawati Method, most research focuses on the method's effectiveness or student learning outcomes. Studies specifically addressing the role of teacher training in supporting the implementation of the Tilawati Method are still limited and scattered across various studies with varying focuses. Yet, teacher training is a crucial element connecting the concept of learning methods with teaching practices in the field and directly contributing to improving teacher professionalism (Zulfikri, 2020).

Based on these conditions, the challenges in Quranic learning using the Tilawati Method lie not only in the method's effectiveness but also in the extent to which teacher training supports its optimal implementation. Issues that need to be examined include how the Tilawati Method is implemented in various educational contexts, the extent to which teacher training contributes to improving teacher competency, and the factors that support and hinder the effectiveness of teacher training in implementing the Tilawati Method. This situation highlights the need for studies that comprehensively integrate the findings of various previous studies.

In line with these issues, this study aims to examine and synthesize research findings related to the implementation of the Tilawati Method and the role of teacher training in Quranic learning. This research aims to provide a comprehensive overview of the practical application of the Tilawati Method, analyze the contribution of teacher training to improving teachers' pedagogical and professional competencies, and identify supporting and inhibiting factors in the context of Quranic learning. Through these objectives, this research is expected to provide a conceptual foundation for the development of more effective and sustainable teacher training programs.

This research uses a qualitative literature review approach to review, compare, and synthesize various relevant previous research findings. By reviewing scientific sources discussing the Tilawati Method, teacher training, and Quranic learning, this research is expected to provide academic contributions in the form of knowledge mapping and identifying research gaps. Furthermore, the results of this study are also expected to provide practical implications for Quranic educational institutions in designing and implementing teacher training programs that are targeted, sustainable, and aligned with learning needs in the field.

## **RESEARCH METHODE**

This research employed a qualitative approach using a literature review method. This approach was used to in-depth examine various scientific works discussing the application of the Tilawati Method and the role of teacher training in Quranic learning. Research data was obtained from written sources, including journal articles, undergraduate theses, and research reports relevant to the study's focus.

Data collection was conducted through a process of searching, sorting, and reviewing literature aligned with the research problem formulation, covering the implementation of the Tilawati Method, the contribution of teacher training to improving teacher competency, and factors influencing the effectiveness of training in Quranic learning. The collected data were then analyzed qualitatively through the stages of data reduction, data presentation, and conclusion drawing to gain a comprehensive understanding of the role of teacher training in supporting the successful implementation of the Tilawati Method. Bottom of Form

## **FINDINGS AND DISCUSSION**

### **Implementation of the Tilawati Method in Learning the Qur'an**

The Tilawati Method is a systematic approach to learning to read the Quran developed in Indonesia. The primary objective of this method is to help students master the hijaiyah letters, harakat punctuation, and the rules of tajweed, thus enabling them to recite the Quran fluently and fluently. This method combines group and individual learning so that each student receives guidance tailored to their abilities. This approach not only improves reading comprehension but also minimizes errors and makes it easier for teachers to monitor student progress in a structured manner (Albar, 2022).

The stages of the Tilawati Method begin with an introduction to the hijaiyah letters, pronunciation practice, mastery of harakat, and finally, reading words, sentences, and verses. Each stage is carried out in stages to ensure students master the basics of Quranic reading. Teachers provide reinforcement through repeated practice, supervision, and regular evaluation. With this approach, students are able to read accurately and understand the rules of tajweed through practice, resulting in more systematic learning (S. Y. Aini, 2021).

The Tilawati Method combines classical and individual learning. Classical learning allows interaction between students, increases motivation, and creates a collaborative learning environment. Meanwhile, individual learning provides teachers with the opportunity to guide students experiencing specific difficulties. This approach ensures that each student can participate in learning at their own pace, thus optimizing mastery of Quranic recitation and understanding while minimizing reading errors (Albar, 2022).

Research by Niswatus Zahro', (2022b) shows that the implementation of the Tilawati Method at the Al Abror TPA in Gresik improved the quality of students' reading. Reading fluency, accuracy, and eloquence improved because teachers conducted regular evaluations at each stage of learning. Reading errors were promptly corrected, enabling students to gradually master the reading. These findings confirm that teacher consistency in implementing the method plays a crucial role in achieving Quranic reading competence.

Farid & Purwaka, (2022) confirmed the effectiveness of this method in helping students understand the laws of tajweed and makharijul huruf (letter pronunciation). With a gradual approach, students learn at their own pace without feeling overwhelmed. This method also facilitates teachers in providing individual guidance so that any difficulties can be addressed promptly. The results of this study reinforce the conclusion that the Tilawati Method is effective in improving comprehensive Quranic reading skills.

In addition to the cognitive aspect, the Tilawati Method increases students' motivation to learn. Amala et al., (2021) stated that students are more enthusiastic about participating in learning because this method is structured, systematic, and enjoyable. Consistent teacher guidance fosters student self-confidence. Active involvement in each stage of learning increases, encouraging

successful Quranic reading, both well and in accordance with the rules of tajweed.

Teachers play a central role in the successful implementation of this method. In addition to providing technical guidance, they adapt the method to the characteristics and abilities of their students. Their sensitivity to student development allows the Tilawati Method to be applied flexibly. Without competent teachers, the learning stages are difficult to implement optimally, resulting in students not achieving optimal results. This underscores the importance of teacher training and development (Niswatuz Zahro', 2022a).

Overall, the Tilawati Method has been proven to improve Quranic recitation skills, Tajweed skills, and learning motivation. The method's success depends on the teacher's competence in managing the stages and providing individual guidance. With the support of skilled teachers, students can read the Quran correctly, orderly, and consistently, making learning more effective and meaningful (Albar, 2022).

### **The Role of Teacher Training in the Implementation of the Tilawati Method**

Teacher training is a crucial component in improving the pedagogical and professional skills of Quranic teachers. Teachers who participate in training gain a better understanding of the stages, principles, and strategies for systematically implementing the Tilawati Method. This enables teachers to adapt the method to students' abilities, resulting in effective learning. N. Aini et al., (2023) emphasized that training supports teachers' teaching skills and ensures consistent individual guidance. Without training, the method's implementation tends to be less than optimal.

Training also increases teachers' confidence in classroom management. Confident teachers are able to provide consistent guidance and address student issues appropriately. Each student has different characteristics and abilities, so the ability to adapt strategies is crucial. Trained teachers can select media and methods appropriate to their students' needs. Teacher confidence directly impacts the quality of learning and Quranic recitation achievement (N. Aini et al., 2023).

Training provides teachers with the opportunity to become familiar with various relevant learning media. Digital media based on the Tilawati Method, such as Adobe Flash, has been shown to support improved Quranic recitation skills Abdurrohman, Sulis Janu Hartati, (2023). Trained teachers are able to utilize technology to make the learning process more interactive and enjoyable. Media integration helps students grasp material more quickly, while also making it easier for teachers to monitor individual student progress.

Trained teachers gain experience with best practices from instructors and colleagues. This provides insight into teaching strategies, scheduling stages, and how to address student difficulties. The exchange of experiences enhances teachers' professionalism and motivation to develop learning methods. Ongoing mentoring and training develop teachers who are creative, adaptive, and responsive to student needs (Al fathoni et al., 2023).

Training also improves the consistency of the Tilawati Method

application. Trained teachers understand the sequence of learning stages and how to evaluate student reading. This consistency is crucial for all students to achieve the competency of reading the Quran accurately, fluently, and with tartil (study). Zulfikri, (2020), states that without training, teachers tend to teach based on their own experience, resulting in inconsistent and less than optimal learning outcomes.

The impact of training is evident in student motivation. Skilled teachers guide students in an effective and enjoyable manner, making them more active and confident in reading the Quran. Learning outcomes improve, mastery of the rules of tajweed improves, and reading skills improve. Teacher training directly improves the overall quality of Quranic education (Amala et al., 2021).

Teacher training also helps solve problems in the classroom. Teachers can identify student learning difficulties, both related to reading and motivation, and then provide interventions as needed. This demonstrates that training not only adds theory but also practical skills that directly impact the learning process (Candilas, 2018).

Overall, teacher training is crucial to the successful implementation of the Tilawati Method. Trained teachers are able to apply the method adaptively, creatively, and consistently, thereby improving students' Quranic reading skills, understanding of Tajweed rules, and motivation to learn. Teacher training is a strategic investment for quality and sustainable Quranic education (Zulfikri, 2020).

### **Supporting Factors for the Implementation of the Tilawati Method**

Teacher competence is a key factor supporting the success of the Tilawati Method. Teachers who understand the principles and stages of the method are able to systematically manage learning, provide individual guidance, and adapt the approach to students' abilities. Teacher professionalism ensures a more effective learning process, improves reading comprehension, and minimizes errors. Shalma et al., (2022) emphasized that teacher competence is the primary foundation for successful implementation of the Tilawati Method.

Teacher training is another important supporting factor. Teachers who participate in training understand teaching strategies, reading stages, and student reading evaluation. This increases student confidence, creativity, and the ability to address various difficulties. Training also facilitates the use of digital media, making the learning process more interactive and enjoyable. N. Aini et al., (2023) stated that teacher training increases the effectiveness of the Tilawati Method in developing Quranic reading skills.

A conducive school environment also strengthens the method's implementation. Comfortable classroom facilities, comprehensive learning media, and a regular schedule facilitate teachers' implementation of the method's stages. Support from the principal and administrative staff provides additional motivation for both teachers and students. This condition creates a positive learning atmosphere so that students can more easily follow the stages of the Tilawati Method optimally.

Student motivation is a significant supporting factor. Students who are

enthusiastic about reading the Quran tend to master the stages of the method more quickly. Teachers can capitalize on this enthusiasm through repeated practice, regular evaluations, and individual guidance. Active participation improves understanding of the rules of tajweed and fluent reading skills. Student involvement in the learning process also promotes optimal results.

The role of parents is also crucial. Parental support through monitoring home practice and encouraging learning helps reinforce the learning stages. Communication between teachers and parents ensures alignment of learning at school and at home. With parental involvement, practice consistency increases and student motivation is maintained (Niswatu Zahro' et al., 2022).

The use of digital learning media supports the success of the Tilawati method. Interactive media facilitates student understanding of the hijaiyah letters, harakat, and the rules of tajweed. Skilled teachers combine media with methods to make learning more engaging and enjoyable. The use of digital media improves reading skills consistently and accelerates material mastery (Abdurrohim, Sulis Janu Hartati, 2023).

Teacher consistency is also a determining factor. Teachers who regularly teach, conduct evaluations, and provide individual guidance ensure students follow the method's steps correctly. Teacher persistence creates a structured learning process, helps students master correct Quranic recitation, and minimizes errors (Farid & Purwaka, 2022).

The learning culture at school contributes to the method's success. An environment that values achievement, encourages regular practice, and respects teachers fosters internal student motivation. The combination of teacher support, media, parents, and school culture optimizes the implementation of the Tilawati Method, enabling students to master Quranic recitation gradually and effectively (Amala et al., 2021).

### **Factors Inhibiting the Implementation of the Tilawati Method**

Limited teacher competency is a major obstacle. Teachers who lack a grasp of the stages and principles of the Tilawati Method teach inconsistently, making it difficult for students to comprehend the text. The lack of ability to provide individual guidance and systematic evaluation leads to suboptimal learning outcomes. Zulfikri, (2020) emphasized that teachers who rely solely on personal experience tend to produce inconsistent learning outcomes.

The lack of formal training is another obstacle. Teachers who lack guidance on the Tilawati Method often struggle to organize learning stages and select appropriate media. This lack of practical experience reduces the quality of teaching, resulting in difficulties for students. Continuous training is essential to address this issue and increase the method's effectiveness (N. Aini et al., 2023).

Limited school facilities and infrastructure also hamper implementation. A lack of learning media, inadequate classroom space, or irregular schedules make it difficult for teachers to implement the method's stages. Students also experience obstacles in mastering Quranic recitation. This situation highlights the importance of supporting facilities and infrastructure for the success of the

Tilawati Method (Shalma et al., 2022).

Differences in student abilities are a distinct obstacle. Students with low or varying initial abilities require more intensive guidance. Teachers who fail to adapt an individualized approach will struggle to ensure all students follow the steps of the method. This can decrease learning motivation and hinder the achievement of equitable reading skills (Niswatuz Zahro' et al., 2022).

Lack of parental support is an additional barrier. Parents who fail to monitor home practice or are less involved reduce the effectiveness of learning. Without good communication between teachers and parents, students miss opportunities to reinforce reading skills outside of school. Parents play a crucial role in ensuring consistent practice and student motivation (Farid & Purwaka, 2022).

Inappropriate learning media can also hinder the learning process. Uninteresting or difficult-to-use media can cause students to lose interest in learning. Teachers who are not yet skilled at integrating digital media struggle to guide students effectively. Therefore, media use must be supported by teacher skills for the Tilawati method to be effective (Abdurrohim, Sulis Janu Hartati, 2023).

Low teacher consistency is another barrier. Teachers who rarely teach or do not conduct regular evaluations cause the learning process to run smoothly. Students lose a systematic learning flow, resulting in suboptimal Quranic reading skills. Farid & Purwaka, (2022) emphasize the importance of teacher consistency to ensure the method's success.

Social and cultural environmental factors can influence the method's success. An unsupportive environment, negative social interactions, or limited Quran reading habits make it difficult for students to master the stages of the method. Teachers need creative strategies and ongoing support to overcome these obstacles to ensure effective learning (Amala et al., 2021).

### **Implications of Teacher Training for Qur'an Learning**

Teacher training has a direct impact on the quality of Quranic education. Trained teachers understand the stages of the Tilawati Method and are able to adapt strategies to the characteristics of their students. This improves reading skills, mastery of Tajweed rules, and fluency. These implications demonstrate that teacher training is a crucial investment for the overall success of Quranic learning (N. Aini et al., 2023).

Training also encourages teachers to be more creative. Skilled teachers can utilize digital media, develop supplementary materials, and create interactive activities. Learning becomes more engaging and tailored to the characteristics of students. Teacher creativity increases student motivation and active participation in each stage of the Tilawati Method (Abdurrohim, Sulis Janu Hartati, 2023).

Training enhances teacher professionalism. Teachers who participate in training are more disciplined, consistent, and able to manage their classes effectively. Regular reading evaluations and individual guidance ensure students learn systematically. These implications support the effectiveness of

the Tilawati Method and strengthen student learning outcomes (Zulfikri, 2020).

Training also strengthens teachers' communication skills. Trained teachers are able to provide effective guidance, feedback, and motivation. This supports the development of students' character, self-confidence, and motivation to learn. Teachers can identify learning difficulties and provide appropriate solutions, thus optimizing the learning process (Amala et al., 2021).

Training enables synergy between learning at school and at home. Teachers can guide parents to support Quran recitation practice. This collaboration strengthens the consistency of practice and student motivation, making mastery of the Tilawati method easier to achieve (Niswatuz Zahro', 2022a).

Ongoing training helps teachers adapt their approach to students with different characteristics. Teachers are able to guide both slow and fast learners, ensuring all students master Quran recitation fluently. This implication emphasizes the need for ongoing professional development for teachers (Al fathoni et al., 2023).

Teacher training improves evaluation skills. Teachers use evaluation tools as needed, record student progress, and provide timely interventions. This ensures students receive systematic guidance and optimal learning outcomes. This implication improves the overall quality of learning (Farid & Purwaka, 2022).

Overall, teacher training has a broad impact on Quranic education. Competent, creative, and professional teachers are able to consistently implement the Tilawati Method, motivate students, and involve parents. The results are evident in improved reading ability, mastery of Tajweed rules, and learning motivation. Teacher training is a crucial strategy for sustainably improving the quality of Quranic education (N. Aini et al., 2023).

## **CONCLUSION**

Based on the research results, it can be concluded that the implementation of the Tilawati Method is effective in improving students' Quran reading skills. This method helps students master the hijaiyah letters, harakat, the rules of tajweed, and read the Quran in tartil. The approach, which combines classical and individual learning, allows teachers to provide guidance tailored to each student's abilities, thereby minimizing reading errors and optimizing the quality of learning.

Teacher training plays a crucial role in the successful implementation of the Tilawati Method. Teachers who participate in the training understand the method's steps, are able to guide students individually, utilize learning media, and conduct consistent evaluations. Teacher professionalism and skills directly impact reading ability, understanding of the rules of tajweed, learning motivation, and active student engagement. The training also strengthens communication between teachers and parents, ensuring consistent learning both at school and at home.

Several factors supporting the implementation of the Tilawati Method

include teacher competence, ongoing training, school facilities, student motivation, parental involvement, the use of digital learning media, teacher consistency, and a positive learning culture. These factors work together to ensure students follow each stage of the method step by step, thus maximizing their Quranic reading skills.

On the other hand, there are inhibiting factors that can reduce the method's effectiveness, such as limited teacher competency, lack of training, limited facilities and infrastructure, differences in student abilities, lack of parental support, inappropriate learning media, low teacher consistency, and an unsupportive social environment. These factors must be considered to ensure optimal implementation of the method and achieve learning objectives.

Overall, teacher training is key to the success of Quranic learning using the Tilawati Method. Skilled, creative, and professional teachers can consistently apply the method, motivate students, and effectively involve parents. With teacher support, facilities, student motivation, and a conducive environment, the Tilawati Method can comprehensively and sustainably improve students' reading skills, tajwid mastery, and learning motivation.

## REFERENCES

- Abdurrohim, Sulis Janu Hartati, M. (2023). Pengaruh Media Pembelajaran Adobe Flash Metode Tilawati Terhadap Kemampuan Membaca Al Qur'an Berdasar Perbedaan Usia Peserta Kursus Pemula Pesantren Al Qur'an Nurul Falah Surabaya. *JKIP: Jurnal Kajian Ilmu Pendidikan*, 3(2).
- Aini, N., Masruddin, M., Sahrahman, S., Khalilurrahman, K., Faisal, A., Rahimah, R., Hanafi, H., Wahyuni, A., Rahmah, P., & Juleha, S. (2023). Pelatihan Penggunaan Metode Pembelajaran Al-Qur'an Untuk Guru TPA. *Jurnal Pengabdian Pada Masyarakat*, 8(2). <https://doi.org/10.30653/jppm.v8i2.412>
- Aini, S. Y. (2021). Penerapan Metode Tilawati dalam Pembelajaran Membaca Al-Qur'an pada Anak Usia Dini di RA Darul Ulum Mani'an Majungan Pademawu Pamekasan. *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini*, 2(1). <https://doi.org/10.19105/kiddo.v2i1.4215>
- Albar, A. W. (2022). IMPLEMENTASI METODE TILAWATI DALAM MENINGKATKAN HASIL BELAJAR BACA AL-QUR'AN SANTRI RA. AL-MUJTAMA' PLAKPAK PEGANTENAN PAMEKASAN. *Studia Religia: Jurnal Pemikiran Dan Pendidikan Islam*, 6(1). <https://doi.org/10.30651/sr.v6i1.13177>
- Al fathoni, M., Kustati, & Martin. (2023). Pendampingan Pembelajaran Seni Membaca Al Quran Dengan Metode Tilawati Di Markazul Quran Mutamayyizun Simalanggang. *Jurnal Pengabdian Masyarakat*, 2(11).
- Amala, G. I., Mahrusun, M., & Dinansyah, D. (2021). Analisis Penggunaan Metode Tilawati dalam Mengoptimalkan Kemampuan Baca Tulis Al-Quran pada Siswa di MI Insan Mulia Tahun Pelajaran 2020-2021. *Widya Balina*, 6(2). <https://doi.org/10.53958/wb.v6i2.114>
- Ardhyantama, V., Nurhayati, N., Erviana, L., Widalestari, A., Syuri, A.,

- Pidialesta, K., Krisnawati, K., & Luhur, S. B. (2023). Peningkatan Efektivitas Belajar-Mengajar Taman Pendidikan Al-Qur'an (TPA) di Desa Pagerejo. *Journal of Social Empowerment*, 8(1). <https://doi.org/10.21137/jse.2023.8.1.2>
- Candilas, K. S. (2018). 21 st Century Neophyte Teachers' Lived Experiences in Teaching: A Phenomenological Study. *Asian Journal of Multidisciplinary Studies*, 1(2).
- Fajrin Jafar, G., & Pakaya, P. (2022). Implementasi Metode Tilawati Untuk Meningkatkan Kemampuan Baca Tulis Al-Qur'an Santri TPA Al-Muhajirin Bengkol. *Jurnal Pengabdian Tarbiyah, Religius, Inovatif, Edukatif Dan Humanis*, 4(2).
- Farid, A., & Purwaka, S. (2022). IMPLEMENTASI METODE TILAWATI DALAM PEMBELAJARAN MEMBACA AL-QUR'AN PADA SANTRI TPQ ABABIL SENTANI KABUPATEN JAYAPURA. *Waniambey: Journal of Islamic Education*, 3(1). <https://doi.org/10.53837/waniambey.v3i1.324>
- Nafi'in, J., Yasin, M., & Tohari, I. (2017). KONSEP PENDIDIKAN ANAK DALAM PERPEKTIF AL-QUR'AN (Surat Luqman Ayat 12-19). *Edudeena: Journal of Islamic Religious Education*, 1(1). <https://doi.org/10.30762/ed.v1i1.443>
- Niswatz Zahro'. (2022a). IMPLEMENTASI METODE TILAWATI DALAM MEMBACA AL-QURAN DI TAMAN PENDIDIKAN AL-QUR'AN AL ABROR GEMBYANG KEBOMAS GRESIK. *Jurnal Pendidikan Islam*, 1(1). <https://doi.org/10.37286/jmp.v1i1.3>
- Niswatz Zahro'. (2022b). IMPLEMENTASI METODE TILAWATI DALAM MEMBACA AL-QURAN DI TAMAN PENDIDIKAN AL-QUR'AN AL ABROR GEMBYANG KEBOMAS GRESIK. *Jurnal Pendidikan Islam*, 1(1). <https://doi.org/10.37286/jmp.v1i1.3>
- Niswatz Zahro', Noor Amirudin, M.Pd.I, & Drs. Man Arfa Ladamay, M.Pd. (2022). IMPLEMENTASI METODE TILAWATI DALAM MEMBACA AL-QURAN DI TAMAN PENDIDIKAN AL-QUR'AN AL ABROR GEMBYANG KEBOMAS GRESIK. *Jurnal Pendidikan Islam*, 1(1). <https://doi.org/10.37286/mahasiswa.v1i1.115>
- Shalma, L. N., Hayati, F., & Dewi Mulyani. (2022). Peran Guru Pendidikan Agama Islam dalam Mengatasi Kesulitan Membaca Al-Qur'an pada Siswa Kelas III. *Bandung Conference Series: Islamic Education*, 2(2). <https://doi.org/10.29313/bcsied.v2i2.3693>
- Zulfikri, M. (2020). Pengaruh Pendidikan, Pelatihan, dan Pengalaman Mengajar terhadap Kompetensi dan Implementasinya pada Profesionalisme Guru. *Jurnal Kebangsaan*, 9(17).