

The Use of the Tartili Method at Sd Al Irsyad Al Islamiyyah Tulungagung to Teach Quran Reading

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Abstract: *One approach for learning to read the Qur'an is the tartili method. Orderliness, composure, and precise pronunciation in compliance with tajwid standards are the hallmarks of this approach. Students learn to read the Qur'an with comprehension and composure using this approach. SD Al Irsyad Al Islamiyyah Tulungagung teaches its students to read the Quran using the tartili method. Students can progressively and thoroughly enhance their reading comprehension of the Quran by employing the tartili method, which helps them with pronunciation, fluency, and comprehension of the fundamentals of tajwid. This study employs a descriptive research design and a qualitative methodology. This study aims to characterize and comprehend the phenomena that are taking place in the field, namely the application of the tartili technique in teaching Quranic reading. Data was gathered using a variety of methods, including observations, interviews, and documentation. The study's findings show that SD Al Irsyad Al Islamiyyah Tulungagung uses the tartili approach in a methodical and structured way. Teachers take a methodical approach. Students' reading skills are progressively improved when they read and repeat examples. Students' proficiency in reading the Qur'an has improved in terms of fluency, makhraj correctness, and tajwid comprehension. This suggests that teaching Qur'an reading at the elementary school level using the tartili method is a successful strategy.*

Keywords: *Tartili Method, Reading the Qur'an, Islamic Religious Education, SD Al Irsyad Al Islamiyyah Tulungagung*

Introduction

Getting students used to reading the Qur'an correctly should be a top priority in basic education. Children of elementary school age easily form habits because they are in the golden age of cognitive and spiritual development.¹ If they are accustomed to reading the Qur'an with tartil from childhood, this habit will continue into adulthood.² There are several methods commonly used in Islamic educational institutions to teach students to read the Qur'an. Some of them are ummi method, iqra' method, and tartili method. The Iqra' method is known as an effective method because it helps students learn the hijaiyah letters and read the Qur'an gradually over the course of six volumes of study books. In addition, the Ummi approach offers a structured individual classical approach that emphasizes the accuracy of reading according to the rules of tajweed. This approach is also supported by systematic teacher training and audio-visual learning media. Meanwhile, the Tartili method emphasizes reading the Qur'an slowly, calmly, and with full appreciation in accordance with the meaning of the word "tartil" found in the Qur'an. The Tartili method emphasizes the quality of reading, calmness, and discipline in practicing tajweed more than the Iqra' and Ummi methods, which each focus on speed.

One relevant method for achieving this goal is the tartili method. The tartili method emphasizes slow, careful reading and adherence to tajwid rules. In practice, the tartili method is not only oriented toward achieving the end result of fluent reading, but rather emphasizes the learning process that focuses on the quality of reading. Consequently, it is believed that using the tartili method to teach Qur'anic reading can establish the habit of correctly reading the Qur'an.³ This distinguishes it from the Iqra method, which places greater emphasis on speed of

¹ Raden Roro Michelle Fabiani and Hetty Krisnani, "Pentingnya Peran Orang Tua Dalam Membangun Kepercayaan Diri Seorang Anak Dari Usia Dini," *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat* 7, No. 1 (2020): 40, <https://doi.org/10.24198/jppm.v7i1.28257>.

² Muri Noer Fitriah, Masykur H Mansyur, and Neng Ulya, "Efektifitas Metode Tartili Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Santri Siraajul Ummah Bekasi," *Fondatia* 6, No. 3 (2022): 375-87, <https://doi.org/10.36088/fondatia.v6i3.1995>.

³ R I Hermawan, "Implementasi Metode Tartili Dalam Meningkatkan Kemampuan Membaca Al-Quran Santri Di Pondok Pesantren Siraajul Ummah Bekasi," 2024, <http://etheses.iainponorogo.ac.id/id/eprint/29573>.

letter recognition and early reading proficiency. Thus, the tartili method emphasizes reading quality over speed.⁴

Without denying the final outcome of learning, the tartili method focuses on the process of reading correctly and according to the rules.⁵ This method teaches students not to rush when reading the Qur'an, but rather emphasizes a better understanding of the meaning and correct pronunciation.⁶ Thus, the tartili method is considered more capable of instilling a deep understanding and appreciation of the Qur'an, which is very suitable for application in Islamic elementary schools.

According to the findings of the researcher's initial investigation, empirical reality demonstrates that many elementary school students still face difficulties in reading the Qur'an correctly.⁷ Some students do not understand reading rules such as mad, gunnah, ikhfa, pronunciation of makhoriju al-huruf, and tend to rush when reading.⁸ This shows that current learning methods are not yet fully effective in developing reading skills that meet standards. This reality underscores the need to evaluate the learning methods being used.

One of the Islamic elementary schools that regularly uses the tartili method to teach Qur'anic recitation is SD Al Irsyad Al Islamiyyah Tulungagung. The school's vision is to produce a Qur'anic generation with Islamic morals and fluency in reciting the Qur'an.⁹ However, the implementation of this method in the field has not shown consistent results for all students. Some pupils have made notable advancements

⁴ Fikri Farikhin, "Penerapan Metode Tartili Dalam Pembelajaran Membaca Al-Qur'an Di TPQ Nurul Hikmah Kertonagoro Jenggawah Jember," *Ta'limDiniyah: Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 3, No. 1 (2022): 15–45, <https://doi.org/10.53515/tdjpai.v3i1.124>.

⁵ Arif Hidayat, "Pelatihan Membaca Al-Qur'an Dengan Metode Tartili Di Desa Cindaga Kecamatan Kebasen" 3, No. 1 (2023): 37–46.

⁶ Fitriah, Mansyur, and Ulya, "Efektifitas Metode Tartili Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Santri Siraajul Ummah Bekasi."

⁷ Taufiq Ismail, S Suhadi, and S Sulistyowati, "Strategi Guru Tahfidz Dalam Mengatasi Kesulitan Menghafal Al-Qur'an," *Mamba'ul 'Ulum* 18, No. 2 (2022): 159–67, <https://doi.org/10.54090/mu.65>.

⁸ Indal Abror, *Metode Pembelajaran Al-Qur'an (Kumpulan Metode-Metode Belajar Huruf Al-Qur'an)*, 2022, [https://digilib.uin-suka.ac.id/id/eprint/57385/1/Buku Metode al-Qur'an - ISBN.pdf](https://digilib.uin-suka.ac.id/id/eprint/57385/1/Buku%20Metode%20al-Qur'an%20an%20-%20ISBN.pdf).

⁹ Mahmud Yusuf Zulfikar, Hafidz, and Syarifah Azzahro, "Penerapan Metode Talaqqi Dalam Program Tahfidz Anak Usia Dini Di Rumah Tahfidz Desa Beji," *Didaktika: Jurnal Kependidikan* 13, No. 2 (2024): 1755–66, <https://doi.org/10.58230/27454312.589>.

in reading the Qur'an, while others still face significant obstacles.¹⁰ This discrepancy is an indicator of the dynamics in the application of the tartili method, which needs to be explored further.

This gap is the main focus of further in-depth research. On the one hand, the tartili method is considered ideal because it has a strong foundation in the Qur'an and Islamic educational theory. On the other hand, the results obtained from the application of this method have not fully met expectations.¹¹ Thus, the research findings on the application of the tartili method in teaching the Qur'an at Al Irsyad Al Islamiyyah Elementary School in Tulungagung serve as the foundation for this paper.

Method

This study employs a descriptive research design and a qualitative methodology. This method was selected to provide a thorough and organic explanation of the tartili method's application in learning to read the Qur'an. The research location is at SD Al Irsyad Al Islamiyyah Tulungagung, located at Jl. Ahmad Yani Barat No. 195, Karangwaru Village, Tulungagung District, Tulungagung Regency. The researcher was present in person to conduct observations, interviews, and documentation, as well as to establish communication with the school.

The data sources consist of primary data obtained from interviews with Islamic Education teachers, school principals, and documentation of Al-Qur'an learning activities. Secondary data consists of documents related to school profiles and learning support facilities. Data collection techniques include participatory observation to observe the application of the tartili method, in-depth interviews to gather information from teachers and school officials, and documentation to supplement field data.

The Miles and Huberman methodology, which has three stages—data reduction, data presentation, and conclusion drawing—was used to analyze the data. To ensure data validity, source triangulation techniques were used, namely data checking through various informants and methods, accompanied by discussions with relevant

¹⁰ Hidayat, "Pelatihan Membaca Al-Qur'an Dengan Metode Tartili Di Desa Cindaga Kecamatan Kebasen."

¹¹ Farikhin, "Penerapan Metode Tartili Da'am Pembelajaran Membaca Al-Qur'an Di TPQ Nurul Hikmah Kertonagoro Jenggawah Jember."

parties to improve validity. The research stages included preparation, data collection, data analysis, and research report writing.

Result and Discussion

Al Irsyad Al Islamiyyah Elementary School in Tulungagung: Using the Tartili Method to Teach Quran Reading

One of the most pertinent and significant subjects in Islamic education is the teaching of the Qur'an using the tartili technique.¹² This approach is one of the ways that students are taught to accurately read the Qur'an while adhering to the tajwid norms.¹³ At SD Al Irsyad Al Islamiyyah Tulungagung, the tartili method is used for this reason. In addition, because this method has been tested and implemented first at Al Irsyad Purwokerto, which is Al Irsyad's national pilot school, it can be ascertained that the method that has been implemented is the right one to apply.¹⁴

According to Ustad M. Misriyanto, S.Pd., all parties interested in Islamic education should promote the use of the tartili method in Al-Qur'an learning as it is a highly useful advancement.¹⁵ Despite some obstacles, the benefits of this method are invaluable in the long run. Students who can accurately read the Qur'an will not only have a stronger religious basis but also develop greater self-discipline, attention to detail, and spiritual awareness.¹⁶

The researchers also interviewed Ustadzah Umi Andriani, S.Pd., a PAI teacher. She said that the use of this method greatly helped students, especially in reading the Qur'an, because students learned to use the correct tajwid, clear tempo, and meaning.¹⁷ This improves students' technical abilities, but also boosts their confidence.¹⁸

¹² D I Pondok, Pesantren Al, and Fatimiyyah Al, "Lailatul Khasanah Npm. 1501010268," 2019.

¹³ Eka Ade Irma, "Metode Tahsin Dalam Memperbaiki Bacaan Al-Qur'an," *AR-RASYID: Jurnal Pendidikan Agama Islam* 1, No. 2 (2021): 10–14, <https://doi.org/10.30596/10.30596/arraysid.v1i2.8743>.

¹⁴ Hasil Observasi Pada Tanggal 22 April 2025

¹⁵ Wawancara dengan M. Misriyanto, S.Pd. selaku Kepala Sekolah

¹⁶ Dari Teori and Ke Aksi, "Asmaun Sahlan, Mewujudkan Budaya Religius Di Sekolah Upaya Mengembangkan PAI Dari Teori Ke Aksi , UIN Maliki Press, Malang, 2010, Hlm.111," 2010, 1–33.

¹⁷ Wawancara dengan Umi Andriani, S.Pd. selaku guru PAI

¹⁸ Nasrina Nur Fahmi and Slamet, "Layanan Konseling Kelompok Dalam Meningkatkan Rasa Percaya Diri Siswa," *Jurnal Hisbah* 13, No. 1 (2016): 69–84.

The researcher interviewed Kafka Nazula, a grade 6 student who stated that the tartili method made it very easy to read the Qur'an where she felt that reading the Qur'an became fun because she could enjoy the process of reading each hijaiyah letter, tajweed and makhrijul huruf correctly and not in a hurry.¹⁹

Researchers in the field found that at Al Irsyad Al Islamiyyah Elementary School in Tulungagung, the tartili method is applied when PAI material is taught in the morning. Learning begins with muraja'ah and additional material such as an introduction to hadith, manners, and daily prayers, Arabic and English, and the names of the Prophets in accordance with the theme.²⁰ Learning is conducted in a traditional manner, with teachers instructing all students on how to read the Arabic alphabet correctly.²¹ To speed up reading, educators ask students to read together.

The Tartili Method's Efficiency in Raising Students' Reading Proficiency in Al Irsyad Al Islamiyyah Elementary School in Tulungagung

An essential starting point for developing children's religious literacy abilities at a young age is teaching them to read the Qur'an in elementary school. One approach that is consistently applied by SD Al Irsyad Al Islamiyyah Tulungagung is the tartili method, which focuses on accuracy, precision of pronunciation, and the gradual and systematic application of tajwid rules. The school actively monitors learning progress to ensure the efficiency of this approach in improving students' Quran reading quality. The tartili method not only teaches basic Arabic language material but also explains the fundamentals of tajwid to students, enabling them to apply the correct method of reading the Quran.

According to Ustadzah Umi, a lower grade PAI teacher, in tartili volumes 1 and 2, students are also given volumes with different colors so that they can tell the difference between each letter and the characteristics of the letters (how to read them).²² In the next volume and the Qur'an, students become more attentive or accurate in terms of length and shortness as well as fluency in reading the Qur'an.

¹⁹ Wawancara dengan Kafka Nazula selaku siswa kelas 6

²⁰ Hasil Observasi pada tanggal 22 April 2025

²¹ Erna Zumrotun, "Penggunaan Met Ode Qiro ' Ati Dalam Pembelajaran Membaca Al-Qurab," Jurnal Ilmiah Profesi Pendidikan 6 (2023): 353-64.

²² Wawancara dengan Umi Andriani, S.Pd. selaku guru PAI

Additionally, the improvement of students' Qur'anic reading skills saw an 80% success rate in each term following the adoption of the tartili method.

The findings of teacher and student observations and interviews demonstrate that using the tartili approach improves pupils' comprehension of the Qur'an.²³ Students become more attentive or accurate in reading thanks to a learning approach that focuses on repetition, slow pronunciation, and direct guidance from teachers. This method also encourages students to understand and correct every reading mistake.²⁴

The improvement in students' ability to read makhraj and tajwid demonstrates the effectiveness of the tartili method.²⁵ After several months of using the tartili method, many students who previously often made mistakes in pronouncing Hijaiyah letters showed significant improvement.²⁶ Teachers also acknowledge that this method helps strengthen the foundations of reading the Qur'an, especially for lower grade students who have just started formal lessons.²⁷

All things considered, SD Al Irsyad Al Islamiyyah Tulungagung's tartili method works very well to help pupils become more proficient Qur'anic readers. Despite its shortcomings, this approach gives pupils a solid basis for accurately and proficiently reading the Qur'an.²⁸ With methodological reinforcement, teacher training, and flexibility in time management, this method has great potential to become an ideal model for teaching Quranic reading at the elementary school level.

²³ Farikhin, "Penerapan Metode Tartili Daiam Pembelajaran Membaca Al-Qur'an Di TPQ Nurul Hikmah Kertonagoro Jenggawah Jember."

²⁴ Mahir Arriyadi Ma'ruf and Lailatul Mathorriyah, "Analisis Kesalahan Sintaksis Dalam Membaca Teks Arab Pada Siswa Serta Alternatif Peningkatan Kualitas Pembelajaran Bahasa Arab Di Sekolah," *Al-Lahjah: Jurnal Pendidikan, Bahasa Arab, Dan Kajian Linguistik Arab* 7, No. 2 (2024): 794-803, <https://doi.org/10.32764/lahjah.v7i2.4902>.

²⁵ Husnan Sulaiman and Tetah Alawiyah, "Peserta Didik Terhadap Kemampuan Membaca Al-Qur'an," *Massagi* 02, No. c (2024): 1-10, <https://doi.org/10.37968/masagi.v2i2.559>.

²⁶ Fitriah, Mansyur, and Ulya, "Efektifitas Metode Tartili Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Santri Siraajul Ummah Bekasi."

²⁷ Lilis Retnowati et al., "Implementasi Model SIUUL Dalam Meningkatkan Kemampuan Membaca Huruf Hijaiyah Di TKIT Nur Sa'adah," *JiIP - Jurnal Ilmiah Ilmu Pendidikan* 6, No. 5 (2023): 3072-78, <https://doi.org/10.54371/jiip.v6i5.1957>.

²⁸ Mahmud Yusuf Zulfikar, Hafidz, and Syarifah Azzahro, "Penerapan Metode Talaqqi Dalam Program Tahfidz Anak Usia Dini Di Rumah Tahfidz Desa Beji."

Obstacles and Facilitating Elements Impacting the Use of the Tartili Method in Qur'anic Reading

In the process of implementing the tartili method at SD Al Irsyad Al Islamiyyah Tulungagung, the success of learning is not only determined by the teaching strategies applied, but is also impacted by a number of internal and external elements that either facilitate or impede the process of teaching and learning. Understanding both aspects is crucial for evaluating the method's effectiveness comprehensively. Hindering factors such as time constraints, variations in students' foundational abilities, limited learning resources, and insufficient parental support at home can pose challenges that require strategic addressing. Conversely, supporting factors such as teacher competence, availability of learning media, and school environment support can accelerate the achievement of learning objectives. Therefore, the discussion that follows will methodically list the different supporting and impeding variables that affect how well the tartili method is used in order to improve students' proficiency of Quran reading.

One way to learn the Qur'an is through the tartili method, which comes from the word "tartil," meaning to read the Qur'an slowly, clearly, and with full understanding, in accordance with the rules of tajwid and makhraj huruf.²⁹ Enhancing one's capacity to accurately and correctly read the Qur'an is the aim of this approach. There are a number of obstacles that can reduce the effectiveness of the tartili method. One of the main obstacles in learning to read the Qur'an in schools is the limited amount of time available to teach the Qur'an, especially since many other subjects require attention. This often makes learning the tartili method ineffective.³⁰ Students may have difficulty understanding the reading correctly because learning that requires

²⁹ Fazrilya Gita Ariani, "Implementasi Metode Tartil Dalam Kemampuan Membaca Al-Qur'an Di Madrasah Ibtidaiyah Mathla'Ul Anwar Sinar Gading Skripsi," U/Niversitas Islam Negeri Raden, 2022.

³⁰ D Y Sinaga and H R Setiawan, "Program Pembelajaran Literasi Al-Qur'an Dalam Peningkatan Kualitas Bacaan Al-Qur'an Siswa Di SMP Muhammadiyah 57 Medan," ... , Jurnal Pendidikan Dan Studi Islam 10, No. 1 (2024): 27-38, http://www.jurnal.faiunwir.ac.id/index.php/Jurnal_Risalah/article/view/1167%0A https://www.jurnal.faiunwir.ac.id/index.php/Jurnal_Risalah/article/download/1167/466.

repetition and careful practice cannot be completed in a short period of time.³¹

Differences in student abilities pose a significant obstacle to the use of this technique. In one class, there are students who have a good reading foundation, while other students are still unable to read the Qur'an fluently.³² The tartili method requires clear and slow reading, so everyone must pay close attention.³³ Teachers in heterogeneous classrooms must assist students who are struggling while other students may feel bored or unchallenged. This adds to the teacher's task of managing time and giving equal attention to all students.

Learning resources are also limited. Despite SD Al Irsyad's efforts to provide facilities, sometimes resources such as adequate Al-Qur'an textbooks, high-quality audio recordings, or supporting applications that can enhance learning are still lacking. Without adequate assistance, implementing the tartili method becomes more difficult. This is because reading correctly requires examples and continuous practice.³⁴ To support successful learning, learning aids such as these are very important, especially for children who prefer to learn visually or by listening.

Another factor that can be a hurdle is that parents don't really know how to teach the Quran properly.³⁵ Parents really want to help their children, but if they do not understand tajwid or how to read the Qur'an correctly, they cannot provide the best help at home.³⁶ Therefore, collaboration and communication between schools and

³¹ Ashari Rahma Hamzah et al., *Strategi Pembelajaran Abad 21*, 2023.

³² Hermawan, "Implementasi Metode Tartili Dalam Meningkatkan Kemampuan Membaca Al-Quran Santri Di Pondok Pesantren Siraajul Ummah Bekasi."

³³ Farikhin, "Penerapan Metode Tartili Dalam Pembelajaran Membaca Al-Qur'an Di TPQ Nurul Hikmah Kertonagoro Jenggawah Jember."

³⁴ Annisa Fadhilah Liansyah and N Achadianingsih, "Penggunaan Metode Umami Dalam Rangka Peningkatan Kemampuan Membaca Al- Qur ' An" 3, No. September (2020): 181-91.

³⁵ Metode Umami et al., "Pendampingan Menghafal Al- Qur ' An Dengan Menggunakan Adisa Riski Bumi , Dede Supendi" 2, No. 1 (2023).

³⁶ Hidayat, "Pelatihan Membaca AlQur'an Dengan Metode Tartili Di Desa Cindaga Kecamatan Kebasen."

parents are very important so that parents know the best ways to support learning at home.³⁷

Lack of student motivation can also hinder the implementation of the tartili method.³⁸ Some students may not be interested in learning to read the Qur'an properly and correctly, especially if they encounter difficulties with tajwid or find the lessons boring.³⁹ A lack of curiosity or awareness about the importance of reading the Qur'an with tartil can render this method ineffective. To keep students interested in the lesson, an engaging approach must be used.

One of the main components supporting the implementation of the tartili method at SD Al Irsyad Al Islamiyyah is the ability of teachers to teach the recitation of the Qur'an correctly. It will be simpler for teachers to impart tajwid knowledge and proficiency to their students if they possess a thorough comprehension of it and can recite the Qur'an with tartil. Teachers with adequate skills can provide clear and accurate explanations about the pronunciation of the letters of the Qur'an.⁴⁰

In addition, adequate learning facilities are also very important to support the use of the tartili method.⁴¹ Al Irsyad Elementary School has comfortable classrooms and learning aids such as Al-Qur'an recitation recordings and learning applications that can accelerate the learning process. These learning media are very helpful for students in providing examples of correct recitation and helping them imitate recitation in accordance with tajwid.⁴² Tools such as audio devices also give students the opportunity to listen to tartil readings repeatedly, which helps them memorize and understand.⁴³

³⁷ Marliza Oktapiani, "Tingkat Kecerdasan Spiritual Dan Kemampuan Menghafal Al-Qur'an," *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam* 3, No. 1 (2020): 95–108, <https://doi.org/10.34005/tahdzib.v3i1.861>.

³⁸ Fitriah, Mansyur, and Ulya, "Efektifitas Metode Tartili Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Santri Siraajul Ummah Bekasi."

³⁹ Nurul Islamiyah Sherina Putri, Siar Ni'mah, Umar, "Pembinaan Baca Tulis Al-Qur'an Di TK/TPA Hidayatullah Dusun Sabbang Kecamatan Sinjai Tengah Kabupaten Sinjai," *Keagamaan: Jurnal Pengabdian Masyarakat* 4, No. 2 (2023): 96 – 101.

⁴⁰ Umami et al., "Pendampingan Menghafal Al-Qur'an Dengan Menggunakan Adisa Riski Bumi, Dede Supendi."

⁴¹ Farikhin, "Penerapan Metode Tartili Dalam Pembelajaran Membaca Al-Qur'an Di TPQ Nurul Hikmah Kertonagoro Jenggawah Jember."

⁴² Luqman Hakim, "Eksistensi Metode Jibril Dalam Bina Baca Al-Quran" 2 (2021).

⁴³ Hermawan, "Implementasi Metode Tartili Dalam Meningkatkan Kemampuan Membaca Al-Quran Santri Di Pondok Pesantren Siraajul Ummah Bekasi."

Parental support is also very important. Parents who assist their children in reading the Qur'an at home will improve the effectiveness of the teaching and learning process at school.⁴⁴ Parents who understand the importance of teaching the Qur'an and help their children read the Qur'an at home can strengthen their mastery of reading the Qur'an with tartil.⁴⁵ In addition, good communication between parents and schools regarding the progress of Al-Qur'an learning also increases awareness and motivation to learn.⁴⁶

Students' enthusiasm and drive to learn the Qur'an also contribute to the tartili method's effectiveness.⁴⁷ It will be simpler for students who are really driven and interested in learning how to correctly read the Qur'an to comprehend and become proficient in recitation with tartil.⁴⁸ Methods that are used with care and compassion will also create a pleasant atmosphere, making students more enthusiastic and less burdened by their lessons.

The Effectiveness of Using the Tartili Method at SD Al Irsyad Al Islamiyyah Tulungagung to Teach Quran Reading

Students' proficiency in reading the Qur'an has significantly improved at SD Al Irsyad Al Islamiyyah Tulungagung thanks to the tartili method.⁴⁹ This is demonstrated by documentation of student learning outcomes and findings from observations and interviews with PAI teachers. This method creates a more focused, calm, and profound learning atmosphere.⁵⁰ This aligns with the fundamental tenets of the

⁴⁴ Ahmad Khotibul Umam, "Bimbingan Mengaji , Menghafal Al- Qur ' an Dan Melatih Kemampuan Bahasa Arab Melalui Les Untuk Anak-Anak Di Desa Bondan , Kecamatan Sukagumiwang , Kabupaten Indramayu" 1, No. 1 (2023): 22–29.

⁴⁵ Fitriah, Mansyur, and Ulya, "Efektifitas Metode Tartili Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Santri Siraajul Ummah Bekasi."

⁴⁶ Asmuni Zain and Zainul Mustain, "Penguatan Nilai-Nilai Spiritual Dan Moralitas Di Era Digital Melalui Pendidikan Agama Islam," JEMARI: Jurnal Edukasi Madrasah Ibtidaiyah 6, No. 2 (2024): 94–103.

⁴⁷ Fitriah, Mansyur, and Ulya, "Efektifitas Metode Tartili Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Santri Siraajul Ummah Bekasi."

⁴⁸ Moch Ilham Z. A. and Ibnu Muthi, "Penerapan Metode Demonstrasi Untuk Meningkatkan Hasil Belajar PAI Dan Budi Pekerti Peserta Didik Kelas 2 Sekolah Dasar," Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora 4, No. 3 (2024): 235–43, <https://doi.org/10.55606/khatulistiwa.v4i3.3996>.

⁴⁹ Hermawan, "Implementasi Metode Tartili Dalam Meningkatkan Kemampuan Membaca Al-Quran Santri Di Pondok Pesantren Siraajul Ummah Bekasi."

⁵⁰ Mahmud Yusuf Zulfikar, Hafidz, and Syarifah Azzahro, "Penerapan Metode Talaqqi Dalam Program Tahfidz Anak Usia Dini Di Rumah Tahfidz Desa Beji."

tartili technique, which include reading the Qur'an leisurely and attentively while keeping in mind tajwid and makhraj huruf.⁵¹

The improvement in students' ability to pronounce Hijaiyah letters correctly shows that this method is successful.⁵² Teachers use a method that involves getting students used to reading verses repeatedly in a tartil tone. This improves students' consistency and accuracy, especially in recognizing the length of readings, waqaf, and mad.⁵³ Understanding tajwid rules is easier and avoiding pronunciation mistakes is easier with a slow and structured rhythm.⁵⁴

Students' enthusiasm and motivation to learn the Qur'an has successfully grown thanks to the tartili method. Some students said that they felt more comfortable and less stressed when learning with this method.⁵⁵ They are more relaxed and confident because there is no requirement to read many verses in one meeting. Students feel valued for their learning process, not just for the results. This has a positive impact on their mental and spiritual development.

To implement this, teachers use periodic evaluation methods, such as daily and weekly assessments.⁵⁶ This assessment evaluates not only fluency but also accuracy of reading. Gradually, students who previously had difficulty reading showed significant improvement. This demonstrates the effectiveness of the tartili approach for both beginning and experienced pupils learning to read the Qur'an.⁵⁷

Effective collaboration among educators, learners, and parents is an additional element that guarantees the effectiveness of this

⁵¹ Farikhin, "Penerapan Metode Tartili Da'am Pembelajaran Membaca Al-Qur'an Di TPQ Nurul Hikmah Kertonagoro Jenggawah Jember."

⁵² Umami et al., "Pendampingan Menghafal Al-Qur'an Dengan Menggunakan Adisa Riski Bumi, Dede Supendi."

⁵³ Hermawan, "Implementasi Metode Tartili Dalam Meningkatkan Kemampuan Membaca Al-Quran Santri Di Pondok Pesantren Siraajul Ummah Bekasi."

⁵⁴ Fitrah, "Meningkatkan Kemampuan, Membaca Al-Qur', And A N Siswa,: *Journal Of Islamic Education Implementasi Metode Talaqqi Dan Musyafahah Dalam*" 1, No. 2 (2020): 216-31, <http://jurnal.staisumatera-medan.ac.id/fitrah>.

⁵⁵ Moch Ilham Z. A. and Ibnu Muthi, "Penerapan Metode Demonstrasi Untuk Meningkatkan Hasil Belajar PAI Dan Budi Pekerti Peserta Didik Kelas 2 Sekolah Dasar."

⁵⁶ Novita Sari Ayu, *Integrasi Pendidikan Karakter Melalui Pendidikan Agama Islam (PAI) Di Sekolah*, 2021.

⁵⁷ Athiyah Tri Wulandari, Ikin Asikin, and Helmi Aziz, "Implementasi Metode Tartili Dalam Program Pembelajaran Al-Qur'an Siswa SDIT Al-Irsyad Al-Islamiyyah Kota Bandung," n.d., 773-80.

approach.⁵⁸ Teachers regularly provide parents with notes on their children's reading progress through a communication book. Therefore, education is not only carried out at school but also at home under the supervision and guidance of parents. This shows that family involvement also influences the success of learning to read the Qur'an.

The success of this method is also supported by adequate facilities at SD Al Irsyad Al Islamiyyah Tulungagung. The school provides special time for Al-Qur'an lessons in the lesson schedule, comfortable classrooms, and teaching materials such as specially printed mushafs that are in accordance with the tartili method.⁵⁹ In addition, teachers who teach this subject have received special training on this method, so that the learning process is carried out in accordance with the guidelines and expected objectives.

Overall, learning to read the Qur'an at SD Al Irsyad Al Islamiyyah Tulungagung has benefited from the use of the tartili method. Students showed improvement in their understanding and love for the Qur'an, as well as an 80% improvement in technical reading skills. This shows that this approach encompasses cognitive, affective, and spiritual aspects.

Field results show that the tartili method is successful due to its systematic approach, the involvement of everyone, and consistent and patient implementation. With continuous evaluation and development, this method can become an ideal model for learning to read the Qur'an at the elementary school level, especially in Islamic educational environments. This is in line with previous research where the application of the tartili method is very effective to be implemented in Islamic educational institutions where everyone involved in learning the Qur'an provides mutual support and evaluation to achieve maximum results.

Conclusion

The application of the tartili method in teaching Quran reading at SD Al Irsyad Al Islamiyyah Tulungagung is carried out using a step-by-

⁵⁸ Nurul Habibatul Hidayah and Zulkipli Nasution, "Media Kerja Sama Guru Pendidikan Agama Islam (PAI) Dan Orang Tua Dalam Membentuk Tanggung Jawab Belajar Siswa," *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia* 10, No. 1 (2024): 473, <https://doi.org/10.29210/1202424445>.

⁵⁹ Farikhin, "Penerapan Metode Tartili Daiaam Pembelajaran Membaca Al-Qur'an Di TPQ Nurul Hikmah Kertonagoro Jenggawah Jember."

step approach, starting with the introduction of the Hijaiyah alphabet, training in makhraj and tajwid rules, and gradually developing the habit of reading slowly, clearly, and with tartili. Teachers use this method by prioritizing calmness, repetition of readings, and direct examples from teachers to students. The learning process takes place in a classroom setting, but is accompanied by individual guidance for students who are experiencing difficulties.

Students' ability to read the Qur'an has been shown to improve significantly when the tartili method is used. Students become more disciplined in their reading, adhere to the rules of tajwid, and show improvement in the fluency and accuracy of letter pronunciation. Additionally, this method fosters a calm demeanor, discipline, and respect for the Quran among students. However, the effectiveness of this method heavily depends on the teacher's consistency in its implementation and a supportive learning environment, including parental involvement at home.

The inhibiting factors affecting the implementation of the tartili method at SD Al Irsyad Al Islamiyyah Tulungagung are late distribution of books, teachers who are not proficient in delivering the method, children's varying abilities, inability of students to focus, practice, and repeat at home, limited media, student motivation, and parental involvement. On the other hand, supporting factors include the availability of educational resources, parental involvement, student motivation, parental support, teachers' willingness to continue learning, and comfortable facilities for use during instruction.

The success rate of implementing the tartili method at SD Al Irsyad Al Islamiyyah Tulungagung is relatively high at 80%. The growing number of pupils who can correctly and correctly read the Qur'an in compliance with the tajwid rules serves as proof of this. Evaluation results show that the majority of students achieved a good category in terms of fluency, accuracy, and understanding of tajwid rules. Teachers' dedication, sufficient study time, and a school climate that encourages in-depth Qur'anic instruction all contribute to this achievement.

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