



Implementation of Quran Learning Using At-Tartil Method in Islamic Elementary School Wahid Hasyim Sekardangan

Darmansyah¹, Nur Maslikhatun Nisak²

Universitas Muhammadiyah Sidoarjo

* Corresponding Author. E-mail: darmansahdamer09@gmail.com

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Abstract

The At-tartil method familiarizes students with reading the al-quran directly (without spelling) by including/practicing reading tartil according to ulumul tajwid and ulumul ghorib rules. A qualitative approach was used in this study to determine a research process that produces descriptive data in the form of written or spoken words from people and observable behavior and an approach that describes the reality of an event in detail, depth, and comprehensively. From the Results of observation and interviews conducted by the wahid hasyim elementary school Sidoarjo, it can be concluded that learning the al-quran using the at-tartil method, which students follow, requires careful and planned preparation before starting the learning process. As to learning the al-quran in the at-tartil way in elementary school, Wahid Hasyim Sekardangan Sidoarjo to improve students' al-uran reading skills in reading tartil according to the rules ulumul tajwid and ulumul ghorib in elementary school Wahid Hasyim Sekardangan Sidoarjo. Because based on the results of interviews and observations of the author, around 85% of the students could understand and master the learning material on the method at-tartil in the al-Quran in class. Thus, a conclusion can be drawn that the level of success in learning the al-quran using the At-Tartil method is excellent and optimal for Implementation by the wahid hasyim elementary school Sidoarjo.

Keywords: Implementation, learning methods, Al-Quran, At-Tartil

Introduction

We all know that the Quran is the word of God revealed to the Prophet Muhammad SAW through the intermediary of the angel Gabriel. Not all tribes and nations can read the provisions of the Quran without any effort to read and pronounce letters and sentences properly and correctly because the Quran has various ways and punctuation marks which are advantages of the Qur'an that are not owned by other holy books. If we misread and learn the rules in reading the Qur'an, it will be

fatal because the meaning will be different[1] [2].

In fact, until now, many teenagers or young people still cannot understand *the hijaiyah* script with the *tartil* reading method. This is one of the descriptions of learning to read the Quran properly and correctly. It has also been stated in technical manuals and guidelines for reading and writing the Quran that memorizing the Quran is a preparation for students in the hope that they will become an Islamic generation who can understand and practice the Quran correctly and

responsibly, both in social and religious life [3][4].

The importance of training and teaching the Quran learning to children and adults is a basic understanding that children must possess. Comprehension of reading the Qur'an should be owned by children from an early age. Comprehension reading the Qur'an must pay attention to the rules of Shar'i [5]. Comprehension of reading the Qur'an is the ability to read the Qur'an properly and correctly by the guidance of the Shari'a, as explained in the science of tajweed [6][7][8].

Al-Qura'n serves as a guide to the truth for Muslims who are eternal so as not to be abandoned, so it is expected to create a generation that has science, faith, and purity and is not technologically illiterate. Apart from that, a poorly planned and unconnected learning system will not provide much knowledge and the ability to read and understand the Qur'an. The effort to introduce the Qur'an is not only knowing in terms of physical and historical aspects but, more importantly, how Muslims can read and understand the meaning contained in the verse-by-verse points of the Qur'an.

However, we often find fewer conditions for the Qur'an learning process in various places that are still not good enough and less than optimal. The lack of interaction and approach between teachers and students and between students and other students causes this. Tension, hesitancy, and selfishness are the causes of this lack of direction. As a result, neither teachers nor students have the freedom to express themselves fully. In the end, conditions like this result in cheese in the process of developing ideas and creativity in learning [9][10].

The approach between teachers and students and between students and students who are lacking will undoubtedly cause the Qur'an learning process that is less pleasant for students. It is very concerning if teaching and learning activities will only become

monotonous, uninteresting, and boring routines for students [11][12].

To avoid such conditions, doing something that humanizes education is necessary. This means that this action is an action that refers to individual differences in students who generally need to get adequate attention. The teacher cannot serve the needs of each student in classical teaching because all children need proper treatment. For each child to get more attention and allow for a closer relationship between teachers and students, we need to pay attention to the form of teaching planning that will be implemented.

One alternative method that can be applied to actively empower students actively is the "*At-tartil*" method because this method can be described as the main principle of an activity that guides the development of an individual, especially the teaching and learning process [13]. This method was developed based on the assumption that students tend to be more open about talking about themselves to their friends. In the learning process, the same thing also happens: students will be more courageous to raise their problems with their friends than their teachers.

In addition, students are more open, not awkward, and not afraid to argue or ask questions to their friends than their teachers, so students are also more understood and understood by their peers than their teachers. Silberman, an earlier researcher, believed that a subject could be genuinely mastered if students could teach it to others. Provide opportunities for students to introduce their friends to learn something and can simultaneously be a learning resource for each other [14].

The *at-tartil* method is considered the proper method for students who have more ability to read the Quran correctly and adequately (*tartil*) because it can help their friends who are still unable to read and understand the method. A method is a way to

achieve learning objectives [15]. Tartil means "slow and clear," so the meaning is to read slowly so that it is visible each letter, its characteristics, and tajweed in the Qur'anic recitation [16].

Tartil means to read the Qur'an slowly and not in a hurry with a good and correct reading according to *makhraj* and its properties and to impress its meaning [17]. Not many people are interested in the science of tajweed, so only a few can read the Qur'an correctly according to the rules of tajweed, which is precisely *makhraj*, and the nature of the letters as the Qur'an was revealed. Many consider that just being able to read the Qur'an is enough, so it is not surprising that many people are fluent in reading the Qur'an, but there are many mistakes regarding tajweed. Whereas Allah Almighty said in Q.S. Al-Muzammil/73:4, which means: "And read the Qur'an with *tartil*" (Q.S. Al-Muzammil: 4)[18].

Meanwhile, the teacher acts as a facilitator, companion, and study partner. As a facilitator, the teacher's role is to coordinate the students and assist in distributing groups evenly and balanced so that the process can run smoothly. In addition, the teacher also acts as an observer and a place of reference for students.

From the exposure of these problems, researchers are interested in researching more about the Implementation of Qur'an learning using the at-tartil method at SDI Wahid Hasyim Sekardangan, Sidoarjo, and what factors are the advantages and obstacles in the Implementation of Qur'an learning using the at-tartil method. Thus, this study aims to describe how the Implementation of Qur'an learning with the at-tartil method at Sdi Wahid Hasyim Sekardangan, Sidoarjo, and identify what are the advantages and obstacles in the Implementation of Qur'an learning using the at-tartil method. The formulation of this research problem, namely 1) how to implement Qur'an learning using the at-tartil

method grade 5 sdi wahid hasyim?; 2) What are the advantages and obstacles to implementing Qur'an learning using the At-Tartil method?

Method

The study used qualitative descriptive research, where researchers observed and interacted with Qur'an teachers at SDI Wahid Hasyim, Sidoarjo Regency, East Java, with interviews and searching for data by asking for documentation. This research is located in SDI Wahid Hasyim Sekardangan Sidoarjo East Java, which is located on Jl. Jogoyudho No. 81, Plipir, Sekardangan, Sidoarjo District, Sidoarjo Regency, East Java. The focus of this study was conducted on grade 5 students. Because in grade 5 assessed, children can be invited to interact and communicate well.

Researchers obtained data sources directly from research subjects, namely Quran teachers and grade 5 students of SDI Wahid Hasyim Sidoarjo, East Java. The source of information was the interview of At-Tartil guidance teachers who sought to obtain data on the strategy of Qur'an teachers in developing Qur'an recitation in students during Qur'an material at Sdi Wahid Hasyim Sekardangan. The secondary data for this study were taken from supporting books and literature studies and observational data related to the focus of the study. All these data are expected to be able to describe the application of the at-tartil method in developing Qur'an recitation in grade 5 students of SDI Wahid Hasyim Sidoarjo, East Java.

In this study, the author conducted data collection because the study's primary purpose was to obtain data [19], so the author chose data collection techniques and tools through observation, interviews, and documentation.

Observations were made to see the extent of the progress of the Implementation of Qur'anic learning in Sdi Wahid Hasyim: then, interviews were addressed to teachers

and students. Interviews with teachers to explore data about the advantages and constraints of implementing Qur'an learning using the *at-tartil* method in grade 5 SDI Wahid Hasyim, while in-depth interviews were conducted for students to explore information related to developmental problems and student experiences during the learning process: and the collection of documentation data is a sign of evidence of research and the expertise of researchers when the study takes place at the institution where this research Based on activity data in the form of photos of activities and documentation of student learning outcomes. It should be noted that the data of this study is also collected by researchers based on observational data, interviews, and documentation, which are combined into triangulation "techniques" of data collection techniques.

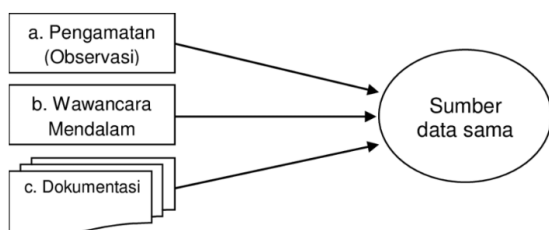


Figure 1. Data Triangulation Techniques

Furthermore, Miles and Huberman also explained that after the data is obtained, data must be processed and analyzed, with the following steps [20], namely: a) Data Reduction: is the process of selecting, simplifying, abstracting rough data that has been collected; b) Data Presentation: the process of packaging data that has been grouped into visual and easy-to-understand data; c) Conclusion: a summary of essential data that has been presented into information needed to answer problems in research.

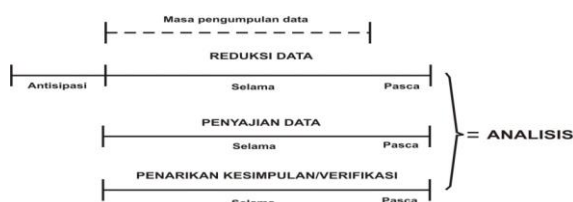


Figure 2. Miles & Huberman Model Data Analysis

Based on the picture above, the researcher concluded that, after collecting the data, the researcher first took anticipatory before reducing the data.

Results and Discussion

1. The Process of Implementing the At-Tartil Method in Learning the Quran at SDI Wahid Hasyim

SDI is an elementary school level which is essentially a school that implements the concept of Islamic education and is based on the Qur'an, so in its application, SDI combines general education and religious education into a single unit in a learning curriculum. SDI wahid hasyim sekardangan, sidoarjo has been established since 1958. SDI wahid hasyim sekardangan Sidoarjo in learning the Qur'an using the *at-tartil* method since 2016 and has been accredited by a Currently, the number of teaching teachers at SDI Wahid Hasyim Sekardangan Sidoarjo is 26 teachers with a total of 427 students from grades 1-6 SDI, consisting of 209 male students and 218 female students. At the same time, the 5th-grade students studied were as many as 30 students.

The application of the proper method in learning the Qur'an at SDI wahid hasyim Sekardangan Sidoarjo is critical in improving the quality and ability of students to understand the Qur'an, so it is necessary to measure and assess the *at-tartil* method that has been applied in learning the Qur'an at SDI wahid hasyim, to see the Implementation of the way.

Based on the results of the author's observations, interviews, and literature studies, using the *at-tartil* method in learning the Qur'an for students is considered good enough. There is a lot of progress and development for new students unfamiliar with the *at-tartil* process. After learning this

at-tartil method, they become easier to understand the letters read. Besides, reading the Qur'an slowly can make it easier for participants to Educate them to remember the letters or verses he is memorizing.

Table 1. Research Indicators

No.	Indicators	result
1.	Implementation of Qur'an learning	It runs well and effectively.
2.	Advantages of learning the Quran	Easy, provide encouragement and enthusiasm for children's learning, making it easier for them to memorize. Some are even able to compete in memorization competitions.
3.	Barriers to Learning the Qur'an	Lack of teachers supervising children in the classroom.

The table above shows the beginning and end of research based on observation, interviews, and documentation.

Coaching teacher: (Grade 5 Qur'an learning teacher SDI Wahid Hasyim Sidoarjo) said that learning the Qur'an *tartil* method is very effective, making it easier for children to learn the science of reading the Quran by practicing the procedure of reading the Qur'an *tartil* method by the guidance teacher repeatedly three times and followed by students. In addition, the Qur'an guidance teacher also said: "The learning method at SDI Wahid Hasyim has long used the *at-tartil* method. This *at-tartil* method has *istiqomah* has been applied because the *at-tartil* learning method is considered quite relevant for students because the learning is done slowly, quickly and precisely, so that shiva/students more easily understand learning".

Students (grade 5 students) also said that learning the Quran *tartil* method makes it easier for them to get used to knowing reading and easy to memorize. Even some of them won memorization competitions, so from there emerged a sense of confidence that was able to give their encouragement and enthusiasm in learning the science of reading the Quran at sdi wahid hasyim sekardangan sidoarjo. Another opinion from learner A said, "Learners like learning the Qur'an *tartil* method because the learning is effortless to understand. The teacher gave an explanation that was very easy to understand and understand".

This shows that the *at-tartil* learning method in learning the Qur'an in grade 5 SDI wahid hasyim is reasonable enough and appropriate in its application because students can easily understand the learning of the Qur'an explained by the teacher.

The *at-tartil* method is a guidebook for learning to read the Qur'an. This *tartil* method is direct (without spelling) and inserts / practices the habituation of *tartil* reading by the rules of *ulumut tajweed* and *ulumul ghorib*. The *at-tartil* learning program aims to improve the quality or quality of students to compete with other educational institutions in terms of reading the Qur'an and also at the same time as a basis for provision for students to love, understand science and practice the Qur'an and read it well by the rules of *ulumut tajweed* and *ulumul ghorib* [9].

In applying Qur'anic learning, the *tartil* method is certainly a different level of Qur'anic reading method because the use of *at-tartil* books in learning the Qur'an uses a tiered system, namely the book level (volume) starting with volumes 1, 2, 3, and 4, 5 and 6. The different levels in the volume book, of course, have different difficulty levels. The higher the story, the higher the difficulty level in learning the Qur'an is also higher for students.

Furthermore, the guidance teacher: also said that he has applied the learning of

the Qur'an according to the method, namely: giving examples in reading the Qur'an and direct practice to each student, asking for difficulties in students, and repeating the examples I gave until students can understand it. *At-tartil* is done repeatedly, and multiply the exercise.

This is certainly in line with some of the characteristics and characteristics of the *at-tartil* method, namely a) Immediately scanning tajweed readings according to the teacher's example, b) Directly practice quickly tajweed reading according to the teacher's example, c) Learning is given gradually from the easiest; d) Implement a complete learning system; e) The learning provided is constantly repeated by increasing the drills; f) Evaluation is always held every meeting [16].

In its application at SDI Wahid Hasyim Sekardangan Sidoarjo, students have been given examples of readings in learning the Qur'an; Then, students immediately carry out the reading practice according to the teacher's model; Learning is carried out by the teaching teacher gradually and repeatedly until students can understand it thoroughly so that no student is missed; Then the teacher/educator conducts regular evaluations every meeting, to recall lessons that have been learned before.

In learning *at-tartil* at SDI Wahid Hasyim Sekardangan, Sidoarjo also taught prayer reading materials, short letters, daily prayers, and materials determined by their respective institutions, such as Arabic, tawhid, and selected hadiths. With the hope that students, in addition to being able to read the Qur'an with *tartil*, can also carry out practical worship, have charisma, and develop religious potential in students.

Students said that the teacher's method of teaching Qur'an recitation makes it quickly understood because it is prepared with direct practice and is done repeatedly. If someone has difficulty raising their hands and asking, the teacher repeats the learning and gives

examples again, so it's delicious and easy, in my opinion.

Educators' participation in overcoming students' difficulties is essential so that educators can understand each student's abilities and know each student's weaknesses so that they can provide slightly different treatment in teaching. Applying *at-tartil* in learning the Qur'an requires the support of educators, students, schools, and parents, so this good program can be maximally implemented and can provide changes for schools.

Thus, it can be concluded that the implementation process of learning the Qur'an with the *at-tartil* method at SDI wahid hasyim sekardangan sidoarjo is quite good and has been carried out according to the guidelines and practices in the application of the *at-tartil* process.

The success of a plan/program is a measure of Implementation. In this case, the Implementation we analyze is a Qur'an learning activity using the *at-tartil* method at SDI wahid hasyim, sekardangan sidoarjo. To measure the Implementation of Qur'an learning with the *At-Tartil* method is not considered simple because Implementation can be tested and seen by those who assess. The level of Implementation can be seen from the comparison between the plan and the results that have been achieved. However, suppose the results implemented do not meet expectations, so the target is not achieved. In that case, it is said that the results of the program implementation have not been maximized.

Based on observations, literature studies, and interviews conducted by the author, the use of the *At-tartil* method in learning the Qur'an at SDI Wahid Hasyim Sekardangan Sidoarjo, the Qur'an learning program using the *At-tartil* method is considered entirely appropriate to be applied to Qur'an learning for students. Aswarni Sujud argues that the effectiveness of a program can be seen from four aspects, one of which is

the aspect of the plan or program [21]. The element of the project or program referred to here is a teaching plan that has been programmed. If all these plans can be implemented correctly, the plan or program can be quite successfully implemented. From the description above, we can conclude that the success of implementing a program/activity in the learning method can be seen and understood if the target or target has been achieved by what is expected in the target in the research. This study's target is students' ability to read the Qur'an well, correctly, and fluently.

To find out whether the implementation objectives of learning can be achieved optimally can be seen based on the results that have been completed. The success rate, according to Djamarah, is divided into several levels or levels, namely particular (maximum), very good (optimal), and less memorable/maximum if students can master all (100%) learning materials, the following explanation: a) Very good/optimal if most (76-99%) of the learning material can be mastered by students; b) Good/at least if a small part (65-75%) of the learning material can be mastered by students; c) It is not good if the learning material that has been taught is less than (60%) can be mastered by students [22].

From the presentation of the results of interviews, observations, and documentation conducted by the author at SDI Wahid Hasyim, it can be concluded that with the At-Tartil method in Qur'an Learning, students experience a lot of improvement in the ability to read the Qur'an well, correctly and fluently according to the rules of Ulumut Tajweed and Ulumul Gharib. So it can be said that learning the Qur'an with the At-Tartil method is very appropriate to be implemented and used in improving the ability to read the Qur'an of students in Learning the Qur'an at SDI Wahid Hasyim Sekardangan Sidoarjo.

Because based on the results of interviews and observations of the author,

around 85% of students have been able to understand and master learning materials in learning the al-Qur'an *tartil* method in grade 5 SDI Wahid Hasyim Sekardangan Sidoarjo. The results of an interview with a Qur'an guidance teacher: "Every Qur'an learning children are very enthusiastic, no one leaves the classroom, this is certainly influenced by our methods and systems in teaching, with this *at-tartil* child have about 85-90% understood the learning of the Qur'an so that almost all of them already understand and can practice reading directly after I give examples of reading."



Figure 3. Quran Learning Atmosphere Tartil Method Class 5

Thus, the researcher concludes that the success rate/implementation in learning the Qur'an using the *at-tartil* method is perfect (optimal). Following Djamarah's explanation, the success rate (is very good/optimal) if most (76-99%) of the learning material can be mastered by students [22].

The results of research from Alamsyah can also strengthen this, entitled The influence of al-quran literacy activities Tartil method on the ability to read the Qur'an in the subject of al-Qur'an Hadith Students of Class VIII B MTS Badrussalam Surabaya, the result is that there is a significant influence between extracurricular activities of the *at-tartil* method on the ability to read the Quran in students of grade VIII B MTS badrussalam Surabaya [23]. And another research conducted by Mia on the application of the *tartil* method in the ability to read the Quran in the Quran Education Park (TPQ) An-Nur Bengkulu City, in the process of its

application, it can be seen that students can practice how to read the Quran well. In reading, it is fluent and correct by the science of tajweed [24].

Thus, it can be concluded that the at-tartil method in learning the Qur'an is very appropriate to be applied because it can improve the ability to read the Qur'an and significantly affect the ability of students to learn the Qur'an carried out; So that the Implementation of learning the Qur'an with the at-tartil method is an appropriate program to be applied, and in its application at SDI Wahid Hasyim Sekardangan Sidoarjo, it has been quite successful and optimal. However, the success of a program requires the participation of parties in the Implementation of the program, so the support of schools, educators, and parents is also needed so that the success of the Implementation of Qur'an learning using the at-tartil method remains consistent for students at SDI Wahid Hasyim Sekardangan Sidoarjo.

2. Advantages and Constraints of the Implementation of Quran Learning Using the At-Tartil Method

a. Excellence in Learning Implementation

1) Learning Methods used

Pembina (Grade 5 Qur'an Learning Teacher SDI Wahid Hasyim Sidoarjo): "said that the learning method at SDI Wahid Hasyim has long used the At-tartil method, the at-tartil method has istiqomah been applied because the at-tartil learning method is considered quite relevant for students because the learning is done slowly, quickly and precisely, so that it is easier for Shiva/students to understand knowledge.

Learners (5th graders) also said, "I like learning the Qur'an because the learning is effortless to understand. Mr. Master gave an explanation that was very easy to understand and understand. This shows that the *At-tartil* learning method has advantages and is reasonable and appropriate in its application

because students can easily understand the learning of the Qur'an explained by the teacher.

2) Qur'an Learning Educators (Teachers)

Coaching teacher (Grade 5 Qur'an Learning Teacher SDI Wahid Hasyim Sidoarjo): "said that, for the educators are still minimal, yes, there is only 1. It should be at least two people. But in terms of ability, I constantly upgrade myself in delivering this Qur'an learning to students so that students are happy with their education. Yes, we modify the delivery ourselves, such as we hold quizzes, there are rewards given, and so on".

This shows that educators are also very supportive of applying this method because the active role of an educator who makes this at-tartil method is also successfully applied to students. Students will feel more comfortable and happy if the teaching provided by these educators is fun for them.

3) Grade 5 Student of SDI Wahid Hasyim

Student B said, "The teacher's method in teaching Qur'an recitation makes us understand quickly because it is taught directly through practice and done repeatedly. If someone has difficulty raising their hands and asking, the teacher repeats his learning and gives examples again, so it's delicious and easy, in my opinion.

Guidance teacher: (Teacher of Qur'an learning grade 5 SDI Wahid Hasyim Sidoarjo): "Every learning of the Qur'an, the children are very enthusiastic, no one leaves the classroom, this is certainly influenced by our method of teaching, with this at-tartil the children have around 85-90% understood the learning of the Qur'an so that almost all of them already understand and can practice reading directly after I give examples of reading."

This shows that students are happy with the learning provided, they are pretty enthusiastic, and the participation of these students seems quite active and supports the teaching and methods provided by their teachers in providing Qur'an learning.

1. Learning System used

As previously stated by the guidance teacher as a grade 5 Qur'an learning teacher SDI Wahid Hasyim Sidoarjo, that: "In delivering this Qur'an learning to students, so that students are happy in learning, yes we modify the delivery ourselves, such as we hold quizzes, there are rewards given and so on." This shows that educators use specific systems in delivering Qur'an learning with this at-tartil method to make it more attractive and liked by students.

Students (grade 5 students) also said, "I like it when there is a quiz and there is a gift from the teacher, so just have fun with the lesson."

A sound learning system certainly affects the application, so in terms of excellence, the learning system at SDI wahid hasyim is relatively superior because the Qur'an learning system with the at-tartil method is applied with designs that are also very innovative.



Figure 4. Children's Order while Learning

4) Learning Achievement (Student Learning Ability)

Guidance teacher (Teacher of Qur'an learning grade 5 SDI wahid hasyim sidoarjo): "Every learning of the Qur'an children are very enthusiastic, no one leaves the classroom, this is certainly influenced by our methods and systems in teaching, with this *at-tartil* child have about 85-90% understood the learning of the Qur'an so that almost all of

them already understand and can practice reading directly after I give examples of reading."

The student's learning ability is quite good in accepting the learning of the Quran given by the teacher, and it can be shown that most (85-90%) students already understand the teaching of the Quran with the At-tartil method.

b. Constraints in Implementation

1) Qur'an Learning Educators (Teachers)

Coaching teacher (Teacher of Qur'an learning grade 5 SDI wahid hasyim sidoarjo): "said that, for the educators are still minimal, yes, there is only 1. It should be at least two people" It is true. The school should support this so that if the teacher permits/is sick, there is another educator teacher who can replace, so there must be a substitute/substitute educator teacher who has the same ability to apply Qur'an learning with this at-Tartil method.

2) Learning System used

Related the learning system, it needs support from the school because it is impossible to provide innovative learning by continuously using educators' money, for example, in providing student learning rewards and making quizzes requiring media.

3) Learning Achievement

The achievement of success standards in the Implementation of Qur'an learning with the at-tartil method, so that 85-90% of students have understood the Qur'an learning provided, certainly requires school support and parents because the consistency of this achievement needs the help of various parties.

No.	Nama Siswa	PENCAPAIAN HARIAN		Present	Tanda Tangan
		Jumlah/Diras	Hal/Aras		
	Samin				Orang
	Selama				Orang
	Shah				Orang
	Konita	15	10	100%	Orang
	Juan'at	15	10	100%	Orang
	Shah	15	10	100%	Orang

KETERANGAN:

Figure 5. Student Achievement Card

Conclusion

The at-tartil method is a method of learning the Qur'an by reading directly (without spelling) and practicing the discussion of tartil readings according to the rules of ulumul tajweed and ulumul ghorib. It is one of the most practical methods and practices to learn the Qur'an faster to help students read the Qur'an.

Learning the Qur'an with the at-tartil method at SDI wahid hasyim Sekardangan Sidoarjo is very appropriate to be applied to improve the ability to read the Qur'an of students in learning the Qur'an at SDI wahid hasyim Sekardangan Sidoarjo. Because based on the results of interviews and observations of the author, around 85% of students have been able to understand and master learning materials in learning the Qur'an in class. Thus, a conclusion can be drawn that the success rate/implementation in learning the Qur'an using the at-tartil method is perfect (optimal).

Some supporting factors in the implementation of Qur'an learning with the at-tartil method at SDI Wahid Hasyim in grade 5 students in its application are: (1) The learning method used; (2) Competent educators; (3) Enthusiastic students; (4) Innovative learning system and (5) Learning achievement supported by the environment. While some obstacles are also found, they are not too fatal, so they can be identified with existing supporting factors/advantages.

The following are some of the obstacles that are also found: (1) Reserve/replacement educators who need to exist; (2) Innovative learning systems require school support and (3) Learning achievement that requires environmental support (school teachers and guardians), so it is essential to involve parents, schools, and teachers to achieve consistent learning achievement success.

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