

Implementation of the Tilawati Method with Nagham Bayyati in Improving the Ability to Read the Qur'an at the Babussalam Bosso Class B Al-Qur'an Education Park (TPA), Luwu Regency

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ABSTRACT

This study aims to improve the ability to read the Qur'an of students through the application of the Tilawati method with Nagham Bayyati at the Al-Qur'an Education Park (TPA) Babussalam Bosso, class B Luwu Regency. The type of research used is Classroom Action Research (CAR) which is carried out in two cycles, where each cycle consists of planning, implementation, observation, and reflection stages. The subjects of the study were class B students of TPA Babussalam Bosso. The results of the study showed that the application of the Tilawati method with Nagham Bayyati was able to improve the ability to read the Qur'an of students gradually and significantly. In cycle I, the ability to read the Qur'an of students was still in the sufficient category, marked by the presence of errors in the pronunciation of letters, the application of the rules of tajweed, reading fluency, and the lack of mastery of the rhythm of reading and the students' self-confidence. After improvements were made in cycle II, there was a significant improvement, where students began to be able to read more fluently, correctly in pronunciation and tajweed, and were more confident in reading the Qur'an in front of the class. These improvements are not only evident in cognitive aspects, but also in affective aspects, such as increased motivation, interest, and active participation of students in learning. The use of Nagham Bayyati creates a more engaging and enjoyable learning environment, encouraging students to be more active and enthusiastic in their learning. The Tilawati method, implemented gradually, systematically, and repeatedly, also helps students improve and enhance the quality of their reading.

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Introduction

Learning is something that is required in religion, and is done continuously until the end of life. By studying, a person will gain knowledge, and be able to differentiate between good and bad things, and be able to think about the reality around him that everything is created, has a beginning and an end as one of the greatness of the Creator so that he can

gain strong faith (Eryi et al., 2023). The Qur'an is a guide to life for Muslims which must be read, understood and practiced in daily life (Kellenberger, 2000).

Reading and writing the Quran is both an obligation and a necessity for every Muslim. Allah SWT says in QS al-'Alaq/96:1

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

"Read with (mentioning) the name of your Lord who created".

The above verse is the first revelation received by the Prophet Muhammad (peace be upon him) while he was in the Cave of Hira. Allah (swt) commanded the Prophet Muhammad (peace be upon him) to recite while mentioning His name, emphasizing that all forms of knowledge must be based on faith in the Creator. The command to "Iqra" also symbolizes the beginning of Islamic civilization, which places knowledge as the primary foundation for the advancement of humanity.

Learning the Quran from an early age is crucial because children are the next generation and must be equipped with a strong religious foundation. Allah SWT says in Surah al-Isra' (17:82).

وَنُنزِّلُ مِنَ الْقُرْآنِ مَا هُوَ شِفَاءٌ وَرَحْمَةٌ لِّلْمُؤْمِنِينَ وَلَا يَزِيدُ الظَّالِمِينَ إِلَّا خَسَارًا

"And We have sent down from the Qur'an something that is a remedy and a mercy for those who believe".

The verse above explains that the Quran is a source of healing and mercy, but only for those who believe and open their hearts to its truth. However, in practice, various common problems are still encountered in learning the Quran. Many children are unable to pronounce the hijā'iyah letters according to the makhārij, are inconsistent in applying the rules of tajwid, and have difficulty reciting the recitation. Furthermore, the teaching methods used by teachers are often monotonous, resulting in low motivation for children to learn to read the Quran.

This poses a unique challenge for Quranic educational institutions, including TPA (Teaching and Recitation Center). To address this situation, more effective, systematic, and engaging learning methods are needed. One solution offered is the Tilawati Method combined with Nagham Bayyati. The Tilawati Method emphasizes gradual Quranic reading skills, paying attention to pronunciation, fluency, and tajwid, making it easier for students to understand. Meanwhile, the use of Nagham Bayyati adds aesthetic value to the reading, thus making students more enthusiastic and interested in learning.

In the hadith narrated by Abdullah bin Amr bin al'Ash radhiyallāhu 'anhumā he said:

ي حدثنا أحمد بن صالح، حدثنا عبد الله بن وهب، أخبرني حيوة، عن شريح بن يزيد، عن أبي عبد الرحمن الحبلي، عن عبد الله بن عمرو بن العاص رضي الله عنهما، قال: قال رسول الله

يُقَالُ لِصَاحِبِ الْقُرْآنِ: اقْرَأْ وَارْتَقِ، وَرَتِّلْ كَمَا كُنْتَ تُرْتِّلُ فِي الدُّنْيَا، فَإِنَّ مَنَزِلَتَكَ عِنْدَ آخِرِ آيَةٍ تَقْرؤها
(رواه أبو داود من حديث عبد الله بن عمرو بن العاص، رقم 1464، وصححه الألباني)

"It will be said to those who read the Koran: Read it and ascend it, and read it withartil as you read it in the world, because your position in heaven is according to the last verse you read." (HR. Abu Dawud from Abdullah bin Amr bin al'Ash radhiyallāhu 'anhumā No. 1464; authenticated by Al-Albani).

By implementing the Tilawati method combined with Nagham Bayyati, it is hoped that the students of TPA Babussalam Bosso can improve their ability to read the Qur'an, both in terms of fluency, accuracy of tajwid, and beauty of reading. The Qur'an is so important in interpreting human behavior on the path of truth so that later one can obtain true happiness, therefore it is obligatory for all Muslims to study it, understand its meaning and practice it in their daily lives (Purba, 2021). One of the basic skills that every Muslim needs to have is the ability to read the Qur'an well and correctly, especially children who are studying at the Babussalam Bosso Qur'an Education Park (TPA), Luwu Regency.

The application of the Tilawati method has been proven to improve the quality of students' reading, both in terms of fluency and accuracy. *Tajweed*, as well as enthusiasm for learning. Furthermore, this method can also develop students' independence and self-confidence in reading the Qur'an (Herlina, 2021). The ability to read the Qur'an does not only involve technical aspects such as *Tajweed* but also includes aesthetics in the recitation of holy verses. Therefore, one way to increase the beauty and appeal of reading the Qur'an is by using the Tilawati method based on nagham or certain rhythms, such as nagham bayati. The use of nagham in Qur'an learning, as implemented at LPTQ Medan, not only beautifies the reading but also helps students understand the correct rhythm and intonation so that their reading is more lively and interesting (Baihaki et.al, 2022).

Based on the results of initial observations on Monday, September 8, 2025 at the Babussalam Bosso Class B TPA, Luwu Regency, of the 11 students who actively participated in the learning, it was found that only 22.2% of students were able to read the hijā'iyah letters according to Makhārij alḥurūf well, while 44.4% still often made mistakes on certain letters such as ث, ص, ض, and ذ, and 33.4% were still hesitant and mixed with local accents. In the application of the law of tajwīd, only 26.7% of students were able to apply it correctly, while the rest were still inconsistent and did not even understand the rules of tajwīd. Furthermore, the aesthetic aspect of reading through Nagham Bayyati has not been optimally implemented, with 82.2% of students still reading flatly without rhythm.

This condition shows a gap between expectations and reality in learning to read the Qur'an at the Babussalam Bosso TPA. On the one hand, students are expected to be able to read the Qur'an fluently, according to tajwīd, and beautifully with rhythm, but on the other hand, the students' abilities are still limited. Therefore, innovative learning methods are needed that not only emphasize the aspect of reading accuracy but also the beauty of the

recitation. One approach that is believed to be effective is the application of the Tilawati Method combined with Nagham Bayyati. The Tilawati Method is known to be able to improve Qur'an reading skills gradually, while Nagham Bayyati provides a nuance of beauty of reading so that it is more interesting and memorable. By implementing this method, it is hoped that the quality of students' reading will improve, both in terms of tajwīd and the aesthetics of Qur'an reading.

Although many previous studies have examined the use of the tilawati method in learning the Qur'an, most of the studies are still limited to the introduction of basic tajwid conventionally and rarely touch on the aspect of sublimation of vocal art (nagham) at the early childhood education level such as the Al-Qur'an Education Park (TPA). Herein lies a fundamental academic vacuum (research gap), where nagham, especially Bayyati, which is known to have a solemn and stable rhythm, is often considered too complex for children, even though it has great potential in stimulating auditory memory and interest in reading the Qur'an in tartil. Therefore, this study is present to scientifically test the effectiveness of the application of the Nagham Bayyati-based tilawati method at the Babussalam Bosso TPA, Luwu Regency, which is positioned not merely as a recreational medium, but as a structured pedagogical strategy to improve the ability to read the Qur'an. Through this focus, the research provides a new contribution in the form of an integrative model of learning the Qur'an between the aspects of accuracy of makhraj and the beauty of recitation, while also being a novelty in breaking down the rigidity of teaching the Qur'an at the TPA level in the Luwu region. This finding prompted the researcher to raise the research title, namely "Application of the Tilawati Method with Nagham Bayyati to Improve the Ability to Read the Qur'an at the Babussalam Bosso Class B TPA, Luwu Regency."

Method

The type of research used in this study is Classroom Action Research using a simple qualitative and quantitative approach (mixed methods). The subjects of this study were 11 students at the Babussalam Bosso TPA, Luwu Regency, consisting of 11 girls with an age range of around 9–12 years. This study uses the Kemmis & McTaggart Classroom Action Research (PTK) model, which uses four stages and is implemented repeatedly. These four stages consist of planning, action implementation, observation, and reflection. This classroom action research is carried out repeatedly in each cycle. A qualitative approach is used because this study seeks to describe in depth the process of learning to read the Qur'an through the application of the Tilawati method with nagham bayyati. The data obtained are in the form of observations, field notes, and qualitative descriptive documentation. Meanwhile, a simple quantitative approach was used to determine the extent to which the students' ability to read the Qur'an at TPA Babussalam Bosso had improved by comparing the test scores before and after the action (pre-test and post-test) in each cycle. The data was analyzed descriptively qualitatively to describe the learning

process and student responses, as well as simply quantitatively with percentages to see the increase in the ability to read the Qur'an from cycle to cycle.

Results and Discussion

a. Pre-cycle

The pre-cycle phase was conducted to obtain an initial overview of the Qur'an reading abilities of students at the Babussalam Bosso TPA before implementing the Tilawati method with Nagham Bayyati. The pre-cycle phase was conducted on November 24, 2025.

Table 1. Results of Observations on Pre-Cycle Al-Quran Reading Ability

No	Student Name	INDICATOR						Score %	Category
		A	B	C	D	E	F		
1	AQA	2	1	1	1	1	2	44.4%	Not good
2	US	2	2	1	2	2	2	61.1%	Not good
3	ANHS	2	2	1	1	2	2	55.6%	Not good
4	AK	2	1	1	1	2	2	50.0%	Not good
5	D	2	2	1	2	2	2	61.1%	Not good
6	ISR	2	1	1	1	2	2	50.0%	Not good
7	NR	2	2	1	2	2	2	61.1%	Not good
8	NA	2	2	1	1	2	2	55.6%	Not good
9	NAA	2	2	1	1	2	2	55.6%	Not good
10	SY	2	2	1	2	2	2	61.1%	Not good
11	ER	2	2	1	2	2	2	61.1%	Not good
Average								56.1%	Not good

Based on the assessment of 11 students on six indicators of Quranic reading ability, data showed that most students were still in the poor category. The overall average score was 56.1%, indicating that their Quranic reading ability still needs improvement. Overall, the research results show that the students' ability to read the Qur'an is still in the poor category, especially in the aspects of accuracy of letter pronunciation and application of the law. *Tajweed* Reading fluency. However, some aspects are quite good, such as readiness to learn (bringing the Quran) and active participation in learning. This indicates that the main problem is not student motivation or participation, but rather the technical ability to read the Quran.

Based on the observation results, learning to read the Qur'an is still dominated by the Iqro' method with a conventional approach. Teachers place more emphasis on recognizing the hijaiyah letters and basic pronunciation without emphasizing rhythm (nagham). This results in some students being able to read the Qur'an in tartil, but not yet fluent in terms of fluency, accuracy of makhraj, and beauty of recitation. The results of the initial test showed that students' ability to read the Qur'an is still in the poor to good category. Some students still have difficulty distinguishing letters that have almost the

same makhraj, and are less precise in applying the rules of *Tajweed* simple, and reading at an unstable tempo. The findings from this pre-cycle stage served as the basis for the researcher to implement corrective actions through the application of the Tilawati method with Bayyati naghham.

b. Cycle I

In cycle I, there are 4 stages, namely: (1) planning, (2) implementation of actions (3) observation and evaluation (4) reflection. The explanation of each cycle is as follows.

1. Planning

At the action implementation stage, learning to read the Koran was carried out by applying the Tilawati method combined with Nagham Bayyati. The teacher gives examples of classical reading using the Bayyati rhythm, then the students follow together and take turns. This approach aims to familiarize students with reading the Koran with the correct rhythm, as well as improving the makhraj and length of reading. The results of observations in cycle I showed an increase in students' interest and enthusiasm in participating in learning. Students look more focused and motivated when reading the Koran with the Bayyati rhythm. However, there are still some students who are not able to follow the rhythm consistently and still need intensive guidance from the teacher. Based on the test results in cycle I, students' ability to read the Koran has increased compared to pre-cycle, although this increase has not yet reached the specified indicators of success. Therefore, the researcher decided to continue the action to cycle II with several improvements to learning strategies.

In the planning stage of cycle I, the researcher developed learning materials to be used in the Quranic reading learning process, applying the Tilawati method combined with Nagham Bayyati. Planning activities included:

- a) Prepare learning media in the form of Al-Qur'an manuscripts, Tilawati books, and Nagham Bayyati audio examples.
- b) Compiling research instruments in the form of student activity observation sheets, teacher observation sheets, and Qur'an reading ability tests.
- c) Determine the success indicators to be achieved in cycle I.
- d) Arrange the schedule for implementing actions and dividing learning time.

2. Implementation of Cycle I

The implementation of the actions in cycle I was carried out in 4 meetings. The first meeting was held on January 6, 2025 and the second meeting was held on January 9, 2025, the third meeting was held on January 12, 2025, and the fourth meeting was held on January 15, 2025. Each meeting had a time allocation of 2 hours.

The implementation of actions at each meeting is explained as follows:

- a) First Meeting (January 6, 2025)
 - (1) Initial activity

At the beginning of the lesson, the teacher opens the class by greeting and inviting all students to pray together before beginning the lesson. Next, the teacher takes attendance to check students' attendance. The teacher then provides an apperception by asking about students' experiences reading the Quran and reminding them of the importance of reading the Quran correctly and properly according to the rules of tajwid. The teacher also motivates the students to be more enthusiastic in studying the Quran.

(2) Core activities

In the core activity, the teacher begins by introducing the Tilawati method with Bayyati naghham, a Quranic recitation technique that has a beautiful rhythm and is easy for students to follow. The teacher first demonstrates how to recite Quranic verses using Bayyati naghham. Afterward, the students are asked to listen carefully and imitate the teacher's example.

The teacher then conducts a group reading activity using the Tilawati method in a classical manner. The teacher also provides individual guidance to students who are still having difficulty pronouncing the hijaiyah letters, particularly those related to makhraj and the rules of tajwid. Learning activities also involve talaqqi, where students take turns reading in front of the teacher, and the teacher then corrects any inaccuracies.

(3) Closing Activities

At the end of the lesson, the teacher provides a brief evaluation of the activities carried out. They provide feedback to students on common errors in reading the Quran and reinforce correct readings. They then summarize the lesson and invite students to pray together before closing the lesson.

b) Second Meeting (January 9, 2025)

(1) Initial activity

The second meeting began with greetings and a prayer. The teacher then checked student attendance. Next, the teacher reviewed the previous meeting's material on how to read the Quran using Nagham Bayyati. The teacher motivated the students to gain confidence in reading the Quran and to continue practicing and improving their reading.

(2) Core activities

During the main activity, the teacher again provides examples of Quranic recitation using Bayyati naghham to reinforce the material. The students then follow along with the teacher's recitation. Afterward, the teacher asks several students to take turns reciting verses in front of the class.

The teacher provides direct guidance to students who are still experiencing difficulties in pronouncing letters or applying them. *Tajweed*. This activity is also accompanied by group reading practice so that students can listen to each other and

improve each other's reading. The teacher also emphasized the importance of accuracy in makhraj letters and length of reading in reading the Koran.

(3) Closing Activities

In the closing stage, the teacher provides a brief evaluation of the students' reading progress. The teacher also commends students who have shown improvement in their Quran reading. The teacher then delivers a summary of the lesson and closes the activity with a prayer.

c) Third Meeting (January 12, 2025)

(1) Initial activity

The third meeting began with greetings and a prayer. The teacher then took attendance and provided an apperception by reviewing the previously covered material. The teacher also motivated the students to be more active in participating in the Quran reading lesson.

(2) Core activities

In the core activity, the teacher continues the lesson by deepening the application of the Tilawati method using Bayyati naghām. The teacher provides more varied reading examples and asks the students to imitate them together. The students are then asked to read in turns, while the teacher corrects any errors that arise.

Teachers also pay special attention to students who still experience difficulties in reading, especially in the pronunciation of letters that have similar sounds. Through talaqqi activities and repeated practice, students begin to show improvement in following the rhythm of reading and correcting mistakes in makhārij and *Tajweed*.

(3) Closing Activities

At the end of the lesson, the teacher provided feedback on the students' reading progress. The teacher also encouraged the students to continue practicing reading the Quran at home. The lesson then concluded with a brief summary and a group prayer.

d) Fourth Meeting (January 15, 2025)

(1) Initial activity

In the fourth meeting, the teacher opened the lesson with a greeting and a prayer. Then, the teacher checked student attendance and briefly reviewed the material covered in the previous meeting. She also motivated the students to gain confidence in reading the Quran.

(2) Core activities

In the core activity, the teacher again applies the Tilawati method with Nagham Bayyati through reading together and taking turns reading. Students are asked to read verses from the Koran by paying attention to the rhythm of the Nagham Bayyati that they have learned. The teacher provides guidance and correction of reading errors that still appear.

Through repeated practice activities, most students began to show improvement in their fluency in reading the Quran and their ability to follow the rhythm of the recitation. Furthermore, they began to correct errors in pronunciation and tajweed.

(3) Closing Activities

In the closing stage, the teacher evaluates the learning activities carried out during Cycle I. The teacher expresses appreciation to students who have shown improvement in reading the Qur'an. The teacher then concludes the learning material and closes the activity with a prayer.

3. Observation Stage of Cycle I

During the observation phase, researchers observed the students' activities during the learning process using a prepared observation sheet. Aspects observed included accuracy of letter pronunciation, application of Tajweed rules, reading fluency, ability to imitate Nagham Bayyati, and students' activeness and participation in learning.

Based on observations in cycle I, data showed that most students still had difficulty consistently applying the pronunciation of letters and the rules of tajweed. Furthermore, students were not yet accustomed to reading with the Nagham Bayyati rhythm, so their reading still sounded flat and lacked rhythm.

Students still appear shy when asked to read individually and lack confidence. Their participation in learning activities has begun to increase, but there's still room for improvement, especially in their ability to read in public.

Table 2 Results of Observations on Quran Reading Ability in Cycle I

No	Student Name	INDICATOR						Score %	Category
		A	B	C	D	E	F		
1	AQA	3	2	1	1	2	2	61.1%	Not good
2	US	3	2	2	2	2	2	72.2%	Good
3	ANHS	3	2	2	1	2	3	72.2%	Good
4	AK	2	2	2	1	2	2	61.1%	Not good
5	D	2	2	1	2	2	2	61.1%	Not good
6	ISR	2	2	2	1	2	2	61.1%	Not good
7	NR	3	2	1	2	2	3	72.2%	Good
8	NA	3	2	2	1	2	3	72.2%	Good
9	NAA	2	2	2	1	2	2	61.1%	Not good
10	SY	3	2	2	2	2	3	77.8%	Good
11	ER	3	2	2	2	3	3	83.3%	Good
Average								68.7%	Not good

Based on Table 2, the results of observations of students' Quran reading abilities in Cycle I showed an improvement compared to the initial condition, although overall it was still in the poor category. This is indicated by an average score of 68.7%. Of the 11 students observed, there were 6 students (54.5%) in the good category and 5 students

(45.5%) in the poor category. This indicates that more than half of the students experienced an improvement in Quran reading abilities after the actions carried out in Cycle I.

Critical theoretical interpretation and novelty of findings The success of the improvement in Cycle I lies in the structure of the Tilawati method which emphasizes the classical-repetitive method (talaqqi and musyafahah). Theoretically, rhythmic repetition stimulates the child's auditory memory, thus facilitating the positioning of the vocal apparatus (articulators) when pronouncing difficult hijaiyah letters. *Novelty*The main finding in this study is that the use of Nagham Bayyati does not merely function as an aesthetic complement to the sound, but also acts as a psychological (affective) stimulator for children in rural areas. Qualitative field notes show that when teachers provide examples of Bayyati's lilting yet firm rhythm, the classroom atmosphere becomes more lively, enjoyable, and drastically reduces the students' anxiety when asked to come forward to read to the front of the class. This strengthens the learning theory that positive affective aspects (joy of learning) are linearly correlated with the acceleration of children's absorption of cognitive-technical abilities in reading religious texts.

Compared to pre-cycle conditions (an average of 56.1%), there was an increase in cycle I to 68.7%, representing a 12.6% increase. This increase indicates that the actions taken in cycle I are beginning to have a positive impact on students' Quran reading abilities. However, this increase has not yet reached the expected success indicators, so improvements are needed in the next cycle.

Table 3 Results of Teacher Observations Using the Nagham Bhayati Method in Cycle I

No	Indicator	I	II	III	IV
1	Delivering materials, methods and media	2	2	3	3
2	Explaining the Tilawati method clearly	2	2	3	3
3	Give the example of Nagham Bayyati correctly	2	3	3	3
4	Guiding students during practice	2	2	2	3
5	Conducting tests and feedback	2	2	3	3
6	Managing time and students	2	2	3	3
Average		2	2.17	2.83	3

Based on the results of observations of teacher activities in the table above, there is an increase in the quality of learning from meeting I to meeting IV. This is indicated by the average value which experienced a gradual increase, namely from 2.00 in meeting I, to 2.17 in meeting II, increasing to 2.83 in meeting III, and reaching 3.00 in meeting IV with the very good category.

Analysis per indicator, namely the teacher in delivering material, methods, and media, initially the teacher obtained a score of 2 (good), then increased to 3 (very good) in meetings III and IV. This shows that the teacher is increasingly able to deliver material with more effective methods and media. The teacher in explaining the Tilawati method clearly There was an increase from a score of 2 to 3. The teacher is increasingly clear in explaining the steps of the Tilawati method so that it is easier for students to understand. The teacher gave an example of Nagham Bayyati correctly, In meeting II, it had increased to a score of 3 and was consistent until meeting IV. This shows that the teacher has been able to provide examples of reading with good and correct rhythm. The teacher guided students during practice, this indicator experienced a slower increase, which remained at a score of 2 until meeting III, then increased to 3 at meeting IV. This shows that at first the teacher's guidance was not optimal, but improved at the end of the cycle. The teacher conducted tests and feedback There was an increase from a score of 2 to 3, which shows that the teacher is starting to be optimal in providing evaluation and feedback to students. The teacher's time and student management skills were initially good (score 2), then improved to very good (score 3). This indicates that the teacher's management skills are increasingly effective.

Overall, teacher activity experienced a significant improvement, moving from good to excellent. This improvement demonstrates teachers' ability to reflect on and improve their teaching at each meeting. The greatest improvements were seen in material delivery and methods, the provision of Nagham Bayyati examples, and time management.

Table 4 Results of the Al-Qur'an Reading Ability Test Using the Nagham Bayyati Method in Cycle I

No	Name Student	INDICATOR										Score %
		1	2	3	4	5	6	7	8	9	10	
1	AQA	2	1	1	1	1	2	2	1	2	1	46.7%
2	US	2	2	2	2	2	2	2	2	1	2	63.3%
3	ANHS	2	2	1	1	2	2	2	2	2	1	56.7%
4	AK	2	1	2	1	2	2	2	1	1	1	50.0%
5	D	2	2	1	2	2	2	2	2	2	2	63.3%
6	ISR	2	1	2	1	2	2	2	1	1	1	50.0%
7	NR	2	2	1	2	2	2	2	2	2	2	63.3%
8	NA	2	2	2	1	2	2	2	2	1	1	56.7%
9	NAA	2	2	1	1	2	2	2	2	2	1	56.7%
10	SY	2	2	2	2	2	2	2	2	1	2	63.3%
11	ER	2	2	1	2	2	2	2	2	2	2	63.3%
Average											57.6%	

Based on the table of test results of the ability to read the Qur'an in cycle I, the average value obtained was 57.6%, which is included in the poor category. This result indicates that the students' ability to read the Qur'an is still not optimal even though

learning actions have been given. Of the 11 students who took the test, the following value variations were obtained: The highest value was 63.3% obtained by several students (AS, D, NR, SY, and ER) and the lowest value was 46.7% obtained by AQA. Most students were in the range of 50%–63.3%. This shows that the students' abilities were still relatively homogeneous in the medium to low category.

4. Cycle I Reflection Stage

Based on observations and tests in Cycle I, it was found that the students' Quran reading ability had improved compared to the initial level. However, this improvement had not yet reached the established success indicators.

Some of the obstacles found in cycle I were:

- a) Some students still have difficulty pronouncing the hijaiyah letters according to their makhraj.
- b) The application of Tajweed laws is not yet consistent.
- c) Students still lack confidence in reading in front of their friends.
- d) Some students are not yet able to follow the rhythm of Nagham Bayyati well.

Based on these constraints, improvements were made in cycle II, namely:

1. The teacher provides clearer and more repeated reading examples.
2. Provide individual guidance to students who are experiencing difficulties.
3. Train students to read in turns to increase self-confidence.
4. Using Nagham Bayyati audio to make it easier for students to imitate the rhythm.

This improvement is expected to improve the students' ability to read the Qur'an in cycle II.

c. Cycle II

1) Planning

The implementation of cycle II was carried out by paying attention to the results of reflection on cycle I. Improvements made included providing gradual Bayyati naghham exercises, dividing students into small groups, and providing special assistance for students who were still experiencing difficulties. In the implementation stage of cycle II, the teacher emphasized the accuracy of makhraj, the application of simple tajweed laws, and the stability of Bayyati rhythm. Students were given more opportunities to read individually with direct guidance from the teacher. In addition, the teacher also provided motivation and positive reinforcement to increase students' self-confidence.

Implementation action In cycle II, four meetings were held. The first meeting was held on January 22, 2025, the second meeting was held on January 27, 2025, the third meeting was held on January 1, 2025, and the fourth meeting was held on January 6, 2025. Each meeting had a time allocation of 2 hours.

2) Implementation of Cycle II

The implementation of actions in Cycle II was carried out as a follow-up to the results of reflection in Cycle I. Based on the results of observations in the previous cycle,

several weaknesses were still found in the learning process, including students still having difficulty following Nagham Bayyati, there were still errors in pronouncing the letters and applying tajwid, and students' self-confidence was still low when reading the Qur'an in front of teachers and friends. Therefore, in Cycle II several improvements were made in the learning process, namely by providing clearer and more frequent reading examples, increasing classical reading practice, and providing individual guidance to students who were still experiencing difficulties.

The implementation of the actions in Cycle II was carried out in four meetings, with an allocation of 2 hours of learning time for each meeting. The first meeting was held on January 22, 2025, the second meeting on January 27, 2025, the third meeting on January 1, 2025, and the fourth meeting on January 6, 2025. Each learning activity was carried out through three stages of activities, namely initial activities, core activities, and closing activities.

a) First Meeting (January 22, 2025)

(1) Initial activity

At the beginning of the lesson, the teacher opens the activity by greeting the students and inviting them to pray together before starting the lesson. The teacher then takes attendance to check the students' attendance. Next, the teacher provides an apperception by reviewing the material covered in the previous cycle. The teacher also motivates the students to be more confident in reading the Quran and reminds them of the importance of reading the Quran with attention to pronunciation and tajwid.

(2) Core activities

In the core activity, the teacher provides examples of reading the Koran with Nagham Bayyati more clearly and repeatedly so that the students can understand the rhythm of the reading better. The teacher then invites the students to read together classically following the exemplary rhythm.

Next, the teacher gives the students the opportunity to read in turns. At this stage, the teacher provides individual guidance to students who still have difficulty following the rhythm of Nagham Bayyati or in pronouncing the hijaiyah letters. The teacher also places emphasis on the accuracy of makhraj letters and the application of tajwid laws.

(3) Closing Activities

At the end of the lesson, the teacher gave a brief evaluation of the students' reading skills. They also provided feedback on any recurring errors and encouraged the students to continue practicing their Quran reading. The session concluded with a group prayer.

b) Second Meeting (January 27, 2025)

(1) Initial activity

The lesson begins with greetings and a group prayer. The teacher then takes attendance and provides an apperception by reviewing the previous session's lesson.

The teacher provides motivation so the students will be more confident in reciting the Quran in front of their peers.

(2) Core activities

In the main activity, the teacher again provides examples of reading using Bayyati naghah with a clear and structured tempo. Afterward, the students are asked to follow along with the teacher's reading. This activity aims to help the students become more accustomed to following the rhythm of the reading.

Next, the teacher provides reading practice in groups and individually. The teacher pays special attention to students who are still having difficulty reading, particularly in pronouncing letters that have similar sounds. Through repeated practice, the students begin to show improvement in following the rhythm of the reading.

(3) Closing Activities

In the closing stage, the teacher evaluates the learning process. The teacher also commends students who demonstrate improvement in their Quran reading. The learning activity then concludes with a group prayer.

c) Third Meeting (January 1, 2025)

(1) Initial activity

In this meeting, the teacher opens the lesson with a greeting and a prayer. Then, the teacher takes attendance and provides an apperception by reviewing the material covered. The teacher also motivates the students to be more active in participating in the learning activities.

(2) Core activities

The teacher provides a more intensive example of reading the Quran using Bayyati naghah and asks the students to imitate the reading together. The students are then asked to take turns reading in front of the teacher.

Teachers provide direct correction for errors in letter pronunciation and tajwid application. Furthermore, they provide individual guidance to students who are still experiencing difficulties so they can gradually improve their reading. Repeated reading practice helps students become more accustomed to the rhythm of Bayyati naghah.

(3) Closing Activities

At the end of the lesson, the teacher provided feedback on the students' reading progress. The teacher also encouraged the students to continue practicing reading the Quran, both at the TPA and at home. The lesson concluded with a communal prayer.

(4) Fourth Meeting (January 6, 2025)

(1) Initial activity

The fourth meeting began with greetings and a prayer. The teacher then checked student attendance and provided an apperception on the material covered in the previous meeting. The teacher also provided motivation to help the students grow in confidence in reading the Quran.

(2) Core activities

In the core activity, the teacher again applies the Tilawati method with Nagham Bayyati through reading together and taking turns reading. Students are asked to read verses from the Koran paying attention to the correct rhythm, makhraj and tajwid. The teacher provides correction and guidance to students who still experience errors in reading.

Through intensive training, most of the students began to show improvements in their ability to read the Qur'an, both in terms of fluency in reading, accuracy of pronunciation, and the ability to follow the rhythm of Bayyati's nagham.

(3) Closing Activities

In the closing stage, the teacher evaluates all learning activities in Cycle II. The teacher commends students who have shown good progress in reading the Quran. The teacher then concludes the lesson and closes the activity with a prayer.

In general, the implementation of actions in Cycle II showed an increase in the students' ability to read the Quran compared to the previous cycle. Students appeared to be more able to follow the rhythm of Bayyati's nagham, errors in makhraj and tajwid began to decrease, and students' confidence in reading the Quran also increased.

3) Observation

In cycle II, the implementation of the Tilawati method with Nagham Bayyati was carried out with improvements based on reflections from cycle I. The teacher provided clearer reading examples, increased classical exercises, and provided motivation to the students. Observation results showed significant improvements. Students began to be able to pronounce the hijaiyah letters according to makhraj, apply tajwid better, and imitate the rhythm of Nagham Bayyati quite consistently. Student activeness in learning increased and the classroom atmosphere became more conducive and enjoyable.

Table 5. Results of Observations on Quran Reading Ability in Cycle II

No	Student Name	INDICATOR						Score %	Category
		A	B	C	D	E	F		
1	AQA	3	2	2	2	3	3	83.3%	Good
2	US	3	3	2	2	3	3	88.9%	Very good
3	ANHS	3	3	2	2	3	3	88.9%	Very good
4	AK	3	2	2	2	2	3	77.8%	Good
5	D	3	2	2	2	3	3	83.3%	Good
6	ISR	3	2	2	2	3	3	83.3%	Good
7	NR	3	2	2	2	2	3	77.8%	Good
8	NA	3	3	3	2	3	3	94.4%	Very good
9	NAA	3	2	2	2	2	3	77.8%	Good
10	SY	3	3	2	2	2	3	83.3%	Good
11	ER	3	2	2	2	3	3	83.3%	Good

Based on Table 5, the results of observations of the students' ability to read the Qur'an in cycle II showed a very significant increase compared to cycle I. The average value obtained reached 83.8%, which is included in the good category. Of the 11 students observed, 3 students (27.3%) were in the very good category, namely AS, ANHS, and NA, 8 students (72.7%) were in the good category, and no students were in the poor category. This shows that all students have reached the expected level of ability after improvements were made to learning in cycle II.

Analysis Per Indikator, Indikator A (Bringing Mushaf/Tilawati); All students obtained a score of 3, which indicates that all students have very good learning readiness. Indikator B (Reading according to the rules of tajweed); Most students obtained scores of 2 and 3, which indicates an increase in the understanding and application of the rules of tajweed. Indikator C (Accuracy of pronunciation of letters/makhrāj); The value has increased to a score of 2 and 3, which means that errors in pronunciation of letters have begun to decrease. Indikator D (Reading fluency); All students showed an increase with a score of 2, which indicates that the ability to read without stuttering is quite good. Indikator E (Ability to imitate rhythm/Nagham); Most students obtained a score of 3, which indicates that the ability to imitate rhythm has developed well. Indikator F (Activity in learning); All students obtained a score of 3, which means that the level of student activity in learning is very good.

Compared to cycle I, which had an average of 68.7%, cycle II saw an increase to 83.8%, or an increase of 15.1%. Compared to the pre-cycle (56.1%), the total increase reached 27.7%. This indicates that the learning actions implemented were very effective in improving students' ability to read the Qur'an. The success of the improvement actions that occurred in cycle II showed that the tilawati method implemented was effective, the use of nagham bayyati was able to improve the quality of reading, and more intensive teacher guidance had a positive impact on students' abilities.

With an average score of 83.8% (good category), it can be concluded that the students' Quran reading ability has significantly improved and has achieved the research success indicator. Therefore, this classroom action research can be stopped in Cycle II, as the research objectives have been achieved.

Table 6 Results of Teacher Observations Using the Nagham Bhayati Method in Cycle II

No	Indicator	I	II	III	IV
1	Delivering materials, methods and media	3	3	3	3
2	Explaining the Tilawati method clearly	2	3	3	3
3	Give the example of Nagham Bayyati correctly	3	3	3	3

4	Guiding students during practice	2	2	3	3
5	Conducting tests and feedback	2	3	3	3
6	Managing time and students	2	3	3	3
Average		2.33	2.83	3	3

Based on Table 6, the results of observations of teacher activity in learning using the Nagham Bayyati method in Cycle II showed very good improvement. The average teacher activity score increased from 2.33 in the first meeting to 2.83 in the second meeting, and reached 3.00 in the third and fourth meetings, which is included in the very good category. This indicates that teachers are increasingly optimal in implementing learning and are able to make improvements from the previous cycle.

Analysis Per Indikator, Teachers deliver materials, methods, and media In all meetings the teacher obtained a score of 3 (very good). This shows that the teacher has been able to deliver the material systematically and effectively since the beginning of cycle II. The teacher explained the Tilawati method clearly, there was an increase from a score of 2 in the first meeting to a score of 3 in the next meeting. This shows that the teacher is increasingly clear in explaining the steps of the Tilawati method to students. The teacher gave an example of Nagham Bayyati correctly, the teacher consistently obtained a score of 3 in all meetings. This shows that the teacher has mastered and is able to provide examples of rhythm (nagham) well and correctly. The teacher guided students during practice, In meetings I and II still obtained a score of 2, then increased to 3 in meetings III and IV. This shows an increase in the intensity and quality of teacher guidance to students. The teacher conducted tests and feedback, there was an increase from a score of 2 to 3, which shows that the teacher is increasingly optimal in providing evaluation and feedback to students. The teacher manages time and students, there was an increase from a score of 2 to 3 indicating that the teacher is increasingly able to manage time and class effectively.

Overall, teacher activity in Cycle II experienced significant improvement, reaching the "very good" category at the end of the cycle. This improvement indicates that teachers were able to reflect and improve upon Cycle I, that they were increasingly mastering the Tilawati and Nagham Bayyati methods, and that the learning process became more structured, effective, and conducive.

Based on the observation results, it can be concluded that teacher activity in learning using the Nagham Bayyati method in Cycle II has reached the very good category, with an average score of 3.00 at the end of the meeting. This indicates that the teachers have implemented learning optimally and successfully improved the quality of the learning process.

Table 7 Results of the Nagham Bhayati Method of Al-Qur'an Reading Ability Test in Cycle II

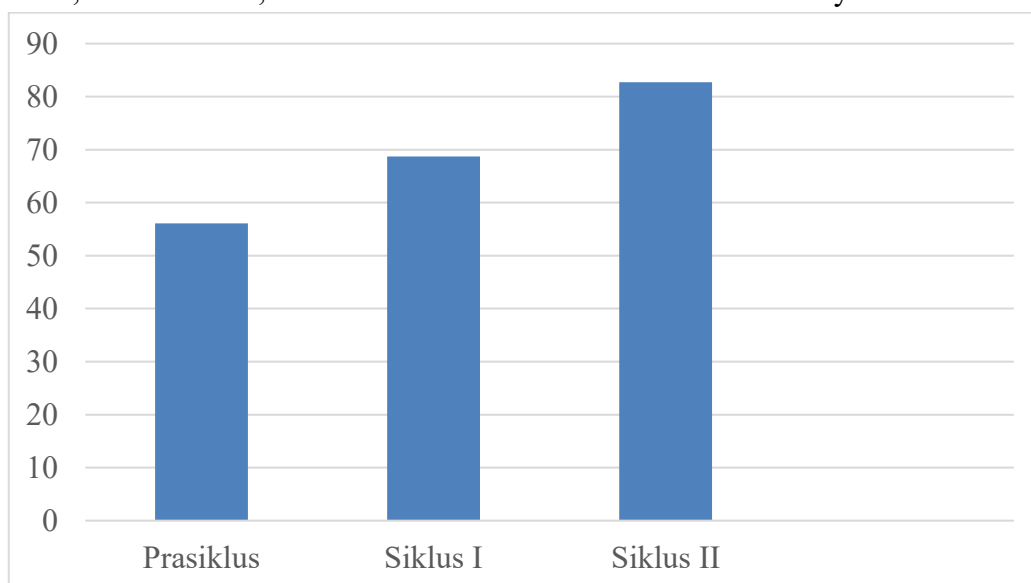
No	Student Name	INDICATOR										Score %
		1	2	3	4	5	6	7	8	9	10	
1	AQA	2	3	3	2	3	2	2	2	3	3	83.3%

2	US	2	2	3	2	2	3	3	3	3	3	86.7%
3	ANHS	2	2	3	2	3	2	2	2	2	3	76.7%
4	AK	3	2	3	2	3	3	2	3	3	3	90.0%
5	D	3	2	2	2	2	3	3	2	3	2	80.0%
6	ISR	3	2	2	2	2	3	2	2	2	2	73.3%
7	NR	2	3	2	3	3	2	2	3	3	2	83.3%
8	NA	3	2	3	3	3	2	3	2	2	2	83.3%
9	NAA	2	3	2	2	3	3	3	2	3	2	83.3%
10	SY	2	3	3	2	3	3	2	3	2	2	83.3%
11	ER	3	2	2	3	2	3	3	2	3	3	86.7%
Average											82.7%	

Based on Table 7, the results of the students' Quran reading ability test in Cycle II showed a very significant increase. The average score obtained reached 82.7%, which is included in the good category. Of the 11 students who took the test, the following results were obtained: The highest score was 90.0% (AK), the lowest score was 73.3% (ISR) and most of the students were in the 80%–86.7% range. This indicates that the students' Quran reading ability has increased evenly and is in the good category.

4) Cycle II Reflection Stage

Based on the results of the second cycle, the students' Quran reading skills improved significantly and reached the established success indicators. Students were able to read more fluently, accurately in terms of pronunciation and tajwid, and were beginning to apply *Naghmah Bayyati* effectively. Furthermore, students' self-confidence and active participation in learning also increased. The actions taken in the second cycle were deemed successful, and therefore, the research was not continued to the next cycle.



Graph 1 Comparison of Quran Reading Ability in Pre-Cycle, Cycle I, and Cycle II

The graph above shows an improvement in the students' Quran reading ability at each stage of the study. In the pre-cycle stage, the students' ability was still relatively low at only 56.1%, and most were unable to read well according to the pronunciation and tajwid.

In cycle I, there was a significant increase from 56.1% → 68.7% (up 12.6%) after the implementation of the Tilawati method with Nagham Bayyati, although there were still several errors in pronunciation and reading fluency.

Furthermore, in cycle II, the students' ability to read the Qur'an increased to 82.7%, where most of the students were able to read fluently, correctly in Tajweed, and began to apply Nagham Bayyati well. The total increase from start to finish = +26.6%. This means that the Tilawati method with Nagham Bayyati is effective in improving the ability to read the Qur'an.

Conclusion

The Tilawati method combined with Nagham Bayyati can be applied well in the process of learning to read the Qur'an and has been proven to improve students' Qur'an reading skills. This is seen from the increase in students' abilities in reading the Qur'an, which includes aspects of fluency, accuracy of tajwid, and beauty of reading (rhythm). In addition, this method also makes students more active, motivated, and enthusiastic in participating in learning. Thus, the Tilawati method combined with Nagham Bayyati is one of the effective methods for improving the Qur'an reading skills of children at the Babussalam Bosso TPA, Luwu Regency.

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