The Development of Students' Learning Autonomy Using Tilawati Method at a Madrasatul Quran in South Kalimantan

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Abstract

Mastering the ability to read the Qur'an is an obligation for every Muslim. However, many Quranic learning models are not able to make students proficient in reading the Qur'an and able to practice it in everyday life. This study aims to provide an overview of the impact of learning the Qur'an using the Tilawati method accompanied by a strategy of reward and punishment, evaluation, and collaboration between students on the independence of learning the Qur'an at a madrasatul Quran in South Kalimantan. This research is based on a qualitative method with a case study type. The data of this study were obtained from student observation and validation through interviews with teaching teachers. The results of the study stated that the use of the Tilawati method plus several combination strategies was able to increase students' independence. Students also become more confident and work well with other students during the learning process. Thus, the Tilawati method has great potential to be applied in every Madrasatul Quran.
Keywords: Quran Learning, Tilawati Method, Autonomous Learning, Collaborative Learning

Abstrak

Menguasai kemampuan membaca Al-Qur'an merupakan kewajiban bagi setiap muslim. Namun, banyak model pembelajaran Al-Qur'an yang tidak mampu membuat siswa mahir membaca Al-Qur'an disertai kemampuan untuk mengamalkannya dalam kehidupan sehari-hari. Penelitian ini bertujuan untuk memberikan gambaran tentang dampak pembelajaran Al-Qur'an dengan metode Tilawati disertai dengan strategi *reward and punishment*, evaluasi, dan kerja sama

antar siswa terhadap kemandirian belajar Al-Qur'an di madrasah al-Qur'an Selatan. Kalimantan. Penelitian ini didasarkan pada metode kualitatif dengan jenis studi kasus. Data penelitian ini diperoleh dari observasi dan validasi siswa melalui wawancara dengan guru pengajar. Hasil penelitian menyatakan bahwa penggunaan metode Tilawati ditambah beberapa strategi kombinasi mampu meningkatkan kemandirian siswa. Siswa juga menjadi lebih percaya diri dan bekerja sama dengan baik dengan siswa lain selama proses pembelajaran. Dengan demikian, metode Tilawati memiliki potensi besar untuk diterapkan di setiap Madrasatul Quran.
Kata kunci: Pembelajaran Al-Qur'an, Metode Tilawati, Belajar Mandiri, Pembelajaran Kolaborasi

Introduction

The Quran is a holy scripture in Islam that must be mastered by all Muslims. Since childhood, Muslims have been directed by their parents to study the Quran. Some learn at the *musholla*, some study in special institutions, and some study in their respective homes with their parents. All of this is done with the belief that a Muslim is expected to read the Quran when he grows up. This ability to recite is believed to be the key from the beginning of learning Islamic knowledge (Rahajeng, 2018).

Islam comes from Arabic, so it is not surprising that to deepen this knowledge, one must at least be able to read Arabic letters, more specifically the Quran. The Quran's language is believed to be a guide and pointer to what is good and right (Jaya, 2020). Therefore, studying the Quran correctly and adequately is the initial basis for forming a wise Muslim soul.

However, in the process of learning the Quran, there are several challenges. The first challenge is that the Quran cannot be mastered in just hours or days. In studying the Quran, it takes perseverance to learn the basic pronunciation of letters, how to connect the reading well, know *tajwid*, and recite the Quran with *tartil* without errors. So that many who study the Quran stop in the middle of the process, resulting in an inability to read correctly (Wardani & Ayriza, 2020). Especially with the feeling that learning the Quran is difficult, this adds to the burden for students in completing Quran learning to an advanced level.

The next challenge is the moral decline of students (Ningrum, 2015). Some indicators show that students currently lack respect for teachers, especially teachers of the Quran. In ancient times, the teacher of the Quran was very sacred, so students were very careful to behave in front of their teacher. However, unlike today, because of this moral decline, most students act as they please in class without respecting the teacher

(Sulistyowati, 2020). This results in less than the maximum transfer of knowledge from teachers to students.

Even though the teacher's role is crucial in preventing students from engaging in promiscuity (Handrianto et al., 2020), many dangers, such as drug abuse, occur, starting from the disrespect of students towards teachers. The teacher's advice does not become their consideration in determining what they want to do. This is fatal for future generations if they do not get support from their closest people at home and teachers.

The next challenge is teachers who do not master content knowledge and pedagogical knowledge at the same time (Sofwan et al., 2016). Content knowledge is teacher mastery in the field being taught (Ball et al., 2008). In this case, we are talking about how the teacher mastered the knowledge of the Quran. Many problems in the field show that those who teach the Quran still often mispronounce the letters and *tajwid* in the Quran.

Next is pedagogical knowledge. Pedagogical is teaching ability (Tamir, 1988). Well, maybe we have reliable teachers in reciting the Quran and even memorizing the interpretation of the Quran. However, unfortunately in the field, many of them do not know how to transfer their knowledge properly. This is very crucial; ignorance in teaching methods can lead to errors in students' capture of the knowledge conveyed. This also resulted in less than the maximum of students studying the science of the Quran. Therefore, the Quran teacher must own both content knowledge and pedagogical knowledge.

In learning the Quran, a truly competent teacher is needed. Where he or she mastered the method of teaching the Quran accompanied by mastery of the knowledge of the Quran in a competent manner, no matter how great a teacher is, without a method, the learning process will be slow or hampered. No matter how good teaching is, without proper knowledge of the Quran, it is feared that the student will receive the wrong knowledge.

The next challenge related to learning the Quran is students' independence in learning (Sumarmo, 2004). As we know, there are various methods of teaching the Quran, but in practice, the teacher is always the focus of learning. This is called teacher centered. Experts have long discussed Teacher-focused learning as an outdated method (Emaliana, 2017; Neumann, 2013). Quran learning should be able to create a student-centered system, where students are the ones who focus while the teacher is only a facilitator, supervisor, or advisor.

Student-focused learning provides many benefits (Emaliana, 2017). The first benefit is that students' independence is trained to activate critical

thinking skills, collaborate with friends, and practice being leaders (Betts et al., 2021). Another benefit that can be felt is a more vigorous knowledge construction process compared to students learning by being told directly which one is right or wrong. Besides that, student-focused learning will help students become independent learners who will continue to learn not only in learning institutions but also outside, such as at home with their families.

Facing the various challenges that we have discussed previously, it is necessary to apply a new strategy to make a renewal in the world of education, especially education in reading the Quran. A strategy is needed to build students' interest in learning with enthusiasm. There is also a need for a strategy that can train students' morals so that noble traits are embedded in students. Furthermore, a method is also needed that is able to prioritize student-centered in the classroom (Handrianto et al., 2021). Finally, a method with quality standards is needed to ensure that the teacher who teaches is a competent teacher both in terms of teaching ability and mastery of the material to be taught.

Based on the elimination of various teaching methods, the researchers decided to use the Tilawati method (Khausumah et al., 2020). This is based on several reasons. First, the Tilawati method has a special standard for teachers who teach, namely the *shahadah*. Teachers who already have a *shahadah* are allowed to teach Tilawati up to the level of the Quran. This is very important considering that this evidence of teaching ability provides assurance to parents regarding the quality of their child's teaching.

Furthermore, the Tilawati method also emphasizes classical or congregational forms of teaching. This method tries to cover up the shortcomings of the private method applied at IQRA. Using the IQRA method is very noisy in an institution because students do not have activities to vent to play. Therefore, learning with the classical system applied in Tilawati made students more controlled and monitored by the teacher so that the quality of learning was felt more effective (Saputra et al., 2021).

However, learning with the Tilawati method alone still emphasizes teacher centered. So, it is still fixated on the teacher, not on the student. Based on this, the researchers combined Tilawati learning with an additional system so that it could increase the level of student independence and create a focus on student-centered learning.

Several strategies were combined to answer the previous challenges. The first strategy is rewards and punishment (Mulyanti, 2021). Reward and

punishment is a strategy based on behaviorism theory (Rafi et al., 2020). In practice, students who succeed in doing a good deed will be rewarded, and students who do a bad deed will be punished. With the implementation of this strategy, students will be motivated to do good things and leave bad habits (Chen et al., 2018).

The following strategy is an evaluation at the end of the lesson. In this strategy, it is hoped that students will evaluate themselves. The evaluations that students do are beneficial to help them in the future be wiser and become better in the future (Amalia, 2019).

The next strategy is to train students to collaborate (Anwar et al., 2017). Students who have a faster understanding will be asked to teach their friends who are slower in understanding the lesson. Thus, the teacher only needs to provide an explanation at the beginning. For understanding, students who are fast in understanding the lesson will be asked to guide other students. This strategy is supported by the theory of social constructivism, where it is believed that students learn better by interacting with their friends than just listening to the teacher's explanation (Sudarsana, 2018). Students teach each other, share what they understand, and return to the teacher to assess whether what they get is correct or not (Suparlan, 2019).

By applying a combination of the strategies described above using the Tilawati method, it is hoped that the process of learning the Quran will be more maximal in its achievement. The Tilawati method and the combination strategies positively impact students' reading ability in the Quran and students' independence in learning something. In addition, learning the Quran with the proper method or strategy will be able to instill the value of religious nationalism (Latipah et al., 2020). This is what the Indonesian people need to get a better generation in the future.

Based on the description above, a measurable and valid scientific test is needed to measure whether the use of the Tilawati method coupled with the combination strategy above will be able to achieve what the theory believes. This is the background of this research which aims to prove the effectiveness of the theory. With the proper application of the theory and the process of scientific analysis, it is hoped that the Quran learning process will be able to apply methods or strategies that focus on students, increase students' independence, and increase their motivation to study.

The Ideal 21st Century Learning System

In the 21st century, it is said that there are four criteria that are expected to exist in a learning system (Bedir, 2019). These are known as 4Cs. The first C is Collaboration. Thus, learning must contain collaborative elements between students. Students learn a lot from their partners (Rahman & Ja'afar, 2017). When they interact in the process of learning, students construct new knowledge. This kind of learning is more effective than learning in a teacher-centered system.

Then there is the element of communication. In this section, students are expected to be able to convey their ideas or what they know well. He is also expected to be able to share with his friends. Students are also required to blend in and not see themselves as the smartest while others are not (Chiruguru, 2020).

The next element is creativity. Here, students are expected to bring out their creative power. This achieves the highest bloom taxonomy, namely creativity. Student creativity is not only limited to how he makes a work but also how he can process material that was initially difficult for his friends to learn into simple material that his friends understand (Imamyartha et al., 2019).

Finally, we have critical thinking. As a high skill that is able to think something complicated. So, this learning is expected to be able to give students the opportunity to solve problems or do something that requires reasoning (Rita & Handrianto, 2021). With critical thinking ability, students can present solutions to various problems.

Autonomous Learner

Autonomous learners or also known as independent learners, is a term given to students who have the ability to learn independently of the teacher (Betts et al., 2021). This student has the ability to process the knowledge resources he has well (Plummer, 2019). He is also able to select what he should use or not in solving problems.

This type of independent student is very much needed today because students have unlimited access to knowledge (Khotimah et al., 2019). They are able to move their fingers to find out what they do not know (Sadaghian et al., 2020). Therefore, the independence of students is essential because, with it, they are able to learn faster and maximally than the learning system in the past.

Unlike the case with students who are not independent, they are confused about finding the materials they need (Laxdal et al., 2020). They

dare not do anything without instructions. They lack confidence in their abilities. They also tend to be passive in class. Even though the more active students are in learning, the more knowledge they get. This is supported by constructivists where they state that knowledge is not food that can be fed by teachers to students but a treasure that students can only obtain through the adventurous process of seeking knowledge (Amineh & Asl, 2015).

Tilawati Method

In the tilawati method learning strategy book, Tilawati is a method of learning to read the Quran, which is conveyed in a balanced way between habituation through a classical approach and the truth of reading through an individual approach and reading techniques. This method is used as an alternative or renewal of the Quranic learning system that has existed so far in Indonesia (Imtihanudin, 2020). This reform in teaching methods is supported by Latipah and Awalliyatunnisa (2021), who say that further developments in the current Islamic education system are needed.

Learning with the Tilawati method consists of Six *Jilid* starting from the introduction of letters to the introduction of the science of tahsin and recitation of the Quran. Teachers who teach Tilawati are required to have a *shahadah* or graduation certificate. This certificate is proof that the teacher has understood how to teach and has qualified skills in reading and writing the Quran. So with this standardization, it is hoped that there is no inequality between students studying in the city and the village (Hamdani, 2018).

The Tilawati method is also claimed to be accessible in delivery and use. Students are given examples of effective letters or sentences that make it easier for them to learn the Quran. In addition, Tilawati learning uses a distinctive tone that makes students learn *tartil* tones in reading the Quran while they study the Quran. It is hoped that after completing *jilid* one to six, the students are able to read in a beautiful tone followed by the correct *makharijul huruf* and qualified *tajwid* knowledge (Nurhayah & Muhajir, 2020).

Conceptual Framework

Based on several psychological theories such as behaviorism and socio-constructivism, a concept or model of education is obtained as follows:
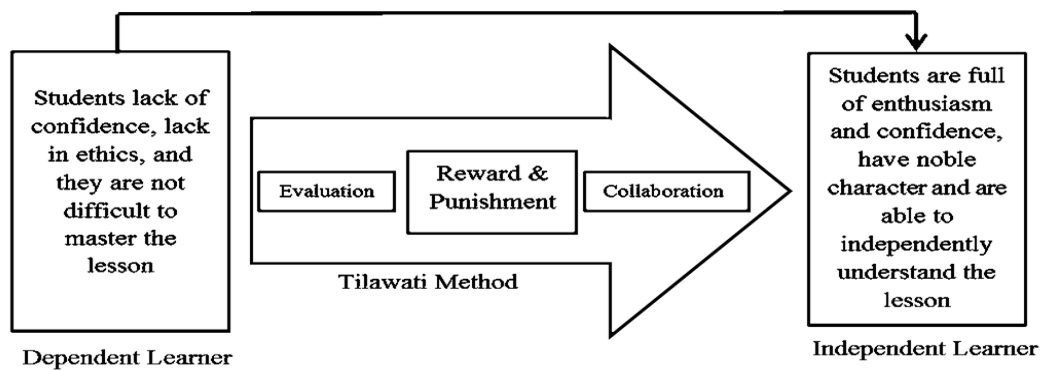
Figure 1. Conceptual Framework

Based on Figure 1 above, it is known that the Tilawati method is the basis for learning the Quran. This method shifts the old system, which individually becomes classical. Furthermore, the use of reward and punishment form students' habits or morals into commendable morals. Furthermore, the use of evaluation helps students practice their wisdom to judge whether what they are doing is good or not. Furthermore, the use of collaboration strategies between students allows students to learn faster, and no students get noisy because all students are active in learning.

Research Method

Type of Research

This study aims to scientifically evaluate the use of the Tilawati method and several additional strategies to increase students' independence in learning the Quran. This study used qualitative methods as the basis of the scientific framework in the formation of research procedures (Maxwell, 1993). Qualitative research is better able to explain the process of behavior change than just numbers, as is usually applied by quantitative methods. Therefore, the qualitative method is expected to be able to provide a more specific description of the remarkable phenomena that occur in the field ranging from student responses to how student behavior changes during the research process.

This qualitative research focused on the type of case study (Baškarada, 2014; Yin, 2009). So, this is a case study that analyzed qualitative data obtained in the field. This research focused on the process of observation and reflection from the teacher in the form of interviews. In the process of observation, it was observed how the differences in student behavior from the beginning of the study to the end of the study. There we found data related to their motivation, how their morals change, to changes in their

self-confidence. Interviews provided an overview of how teachers apply their research to other processes needed to shape students' final attitudes in research.

Research Subject

This research was carried out in a *Madrasatul* Quran in South Kalimantan. The respondents were selected using the convenience sampling method. Ease of access to these locations as well as communication with teachers is the main thing that makes this study choose this location as a place of research. In addition, the willingness of teachers to use the strategies that this research intends to use is also an added value why this research should be carried out in that location. In addition, the teacher at the location already has a creed and has more than five years of teaching experience in the field of learning the Quran.

In this study, the total student population was only 12 people. This is a positive thing for this research, so it allows researchers to obtain data that is expected to be more in-depth. Students consist of four male students and eight female students consisting of two classes. They all have age variations ranging from seven years to 14 years. The following data descriptions related to student demography are presented in the table below:

Table 1. The Demography of The Students

Students' Code Names	Genders	Ages
Fulan 1	Male	7
Fulan 2	Male	8
Fulan 3	Male	9
Fulan 4	Male	10
Fulanah 1	Female	7
Fulanah 2	Female	7
Fulanah 3	Female	8
Fulanah 4	Female	9
Fulanah 5	Female	10
Fulanah 6	Female	11
Fulanah 7	Female	11
Fulanah 8	Female	14

Procedures

The research process started in January. Previously, students' ability to read the Quran was basic. They have not been able to read appropriately even though some already know some *hijaiyah* letters. For eight months or

two quarterly, they were taught the Quran using the Tilawati method plus reward and punishment strategies, evaluation, and collaboration between students.

Techniques for data analysis

The analysis was carried out based on the data obtained from the results of observations from the beginning of the study to the end of the study. Data analysis was also carried out on the results of teacher interviews with the process that Yin (2009) described, namely starting with data collection, then data sorting, data grouping, to data interpretation. The data validation process was matched with the results of the final development of students how their attitude of independence changes in learning the Quran.

This independence was measured based on their courage to appear before them and their ability to communicate and collaborate in class. Each student was seen whether, when asked by the teacher to stand before leading the lesson whether he dared or not. If he refused, it was be considered brave, but if he accepted enthusiastically, it was considered brave. Then if they were asked to collaborate with them, they were judged by two things: whether they look busy studying or are busy playing. Then it was confirmed with an assessment from the teacher whether the students were able to recite well or not.

Results and Discussion

This study was conducted to prove that the use of the Tilawati method along with several additional strategies was able to increase students' independence in learning the Quran. In this study, additional strategies used are reward and punishment, evaluation, and collaboration between students.

Figure 2. Stars for Reward and Punishment

Based on observations and interviews with teachers who teach at the research location, it was found that the teacher used stars in the application of reward and punishment (an example of a star can be seen in Figure 2). The teacher explained that he would get a star for the student who came on time. If students behave well or do challenges from their teachers, such as teaching their friends well and successfully, they will get stars. Furthermore, if they recite well, they will also get a star. In addition, if they write well, they will also get stars. At the end of the quarter or each increase in volume, they would get prizes depending on who gets the most stars.

In implementing the evaluation strategy, at the end of the lesson, the teacher asked whether the learning was noisy or not. If anyone says noisy, then they do not get a star. Likewise, the implementation of collaboration strategies where if students were able to collaborate well, they would get stars, but if they failed in collaborating, they would not get stars. This was based on the results of interviews with teachers who said that:

> "I think the combination of star giving and student evaluation can give students an inner awareness of what they are doing is wrong or not…" (Herlina, Interview. 2021. 15 Agustus).

Furthermore, based on the results of observations, at first, the students were still shy when asked to recite the Quran, read the surah or lead learning activities. They looked reluctant and did not dare to do it. Nevertheless, there were two very confident students who were always willing to do just that. By asking him to start the activity and then teach his friends, his friends began to dare to come forward to lead the learning.

This active student can encourage the motivation of his friends with the typical seduction of a child. His friend dares to come forward. In the development of the first two months, there is a change in students' motivation and independence. Nevertheless, they still did not dare to appear when faced with more complex challenges. After four months, there are no more awkward students to lead the class. They are also no longer awkward teaching each other to improve the pronunciation and writing of other friends.

In the fifth and sixth months, the role of the teacher is very minimal, and the teacher only plays a role in giving assignments, giving stars, and supervising the learning process. For the delivery of material and corrections, the teacher continues to do it. However, for the process of strengthening the material, the students collaborate in twos or threes by

repeating each other until they are sure that they are just going to the teacher to listen to their readings or memorization.

In the last two months, the learning process has become more student-centered. Students can learn independently. The teacher outlines the material to be studied at the beginning, gives the correct example. Then the students collaborate in teaching each other what they understand. For students who are quick to understand, he would guide his friend, who was slow to memorize well.

With the independence of students getting better, the teacher also said that he used a fairly high standard of reading and was even very thorough. The teacher said that:

> "...after they learn to teach each other, they will go to the place where I deposit my memorization or reading. I will really check the length and short, the pronunciation of the letters to the tajwid until there is no mistake and then I graduate. If they don't pass, they will return to their friends asking to be taught again, if I pass, they will cheer with their friends." (Herlina, Interview. 2021. 15 Agustus).

In Figure 3 below, a 7-year-old child dares to lead the class. There are other students who are older than him, some are smarter than him, but he is still confident and able to do his job well. Good collaboration is carried out by other students where they respect the leader and follow closely even though the leader is younger than them.

Figure 3. Observation Result of How Students Lead Learning

Finally, there was an interesting finding in the interview with the teacher. The teacher said that there were some students whose progress was slower than their peers. However, in the seventh and eighth months, he was able to balance even confidently teaching his friends who did not agree with

him regarding the material being taught. After being confirmed the child turned out to be studying or practicing first at night at his house. This is very good considering the teacher never asked them to study alone at home. Nevertheless, they want to do this, and it indicates that they are autonomous learners.

Discussion

This study aimed to explore the use of the Tilawati learning method coupled with a combination of several strategies whether it was able to positively impact student independence in a Madrasatul Quran in South Kalimantan. The additional strategies provided are reward and punishment, evaluation, and collaboration between students.

In this study, it was found that students' independence continued to increase over time. This is in line with the socio-constructive theory, which emphasizes that students formed their knowledge through their interactions with other students. This is proven by none of the students who are afraid to take the role of a leader when starting or ending learning.

This courage is formed because students have good basic knowledge. This can be known because when students were first asked to come forward, they were afraid. However, with the learning process, taking turns and collaborating with other students. Make students memorize and be more confident of appearing in front. Thus, students' self-confidence was formed when they did have sufficient basic knowledge. If they do not master it, of course, they are reluctant to do it. Logically, they were afraid of being laughed at by their friends. Because psychologically, a child always wants to look his best in front of others. This is supported by Palunga and Marzuki (2017), who state that the psychology of children aged 5-10 years tends to make them do only what they are good at.

This contrasts with a small child who dares to appear as he is. Small children aged five years and under continued to try to get up when they failed, while children aged five to ten thoughts again about doing something. This is called early maturation. They learn to maintain their image. Of course, this is supported by the psychological theory of children, which makes children tend to want to be seen in their best version by their friends.

In addition, this study uses an evaluation process to make children can assess whether their actions are good or not. In implementing the evaluation strategy, the teacher does not immediately point out which student is at fault. This the teacher does so that the student dares to admit that he is

wrong. In addition, with this evaluation strategy, students consciously know what they are doing wrong. For example, he was noisy in class and finally did not get a star. Eventually, he would be calmer and tidier at the next meeting and would get a star.

This is clearly in line with the theory of behaviorism. The evaluation process is very suitable when combined with reward and punishment. With the application of reward and punishment, students form new habits. Of course, this habit is not something that can be realized instantly but is the result of a months-long process. However, by consistently stating that what students do is wrong and what they are doing is right, the teacher makes students have good habits. In the end, good morals are formed (Harahap et al., 2021). Therefore, at the end of the lesson, it is hoped that in the future, the commendable attitude or character will stick into their daily lives so that they will do good without being given another star.

Besides, the last strategy is collaboration; this strategy is very good and would be able to give students independence in learning. They are no longer dependent on the teacher, and they will have fun learning together. Their teacher is enough to become an advisor or jury who states that they have passed or not (Utomo, 2019).

Learning systems like this are great for several reasons. First, they will be motivated to be like their other friends. Students also do not need to be shy about correcting each other because they are friends of the same age. Plus, by collaborating with each other, they can convey their ideas in their language. Of course, their language with their friends will be different from the language they use with their teacher (Banseng et al., 2021).

At the end of the study, it can be concluded that the students experienced increased independence (Harahap et al., 2021). This is indicated by their courage to lead in front of the class. Able to study together without too much intervention by the teacher. They also have high motivation when studying outside of school, especially in their home. Moreover, their independence can be seen in how they are able to construct difficult material into easy and explain it with their friends so that all understand the material easily and without difficulty (Maimunah, 2021).

Conclusion

Every Muslim must study the Quran as a foundation for understanding Arabic and other Islamic information. Teaching the Quran requires a more competent learning strategy. A learning method focuses on

children reading the Quran and implementing its lessons. So, this study aims to combine instructional strategies to have the most significant influence on studying the Quran. Thus, students at a Madrasatul Quran in South Kalimantan, Indonesia, studied the Quran utilizing the Tilawati method with rewards and punishments and collaborative learning.

This study indicated that combining the Tilawati approach with additional strategies improved students' independence and collaboration. Initially, while using this strategy, students were unwilling to collaborate or lead learning. Gradually, students gain confidence and courage while giving classes or studying with peers. This shows that using the Tilawati method with reward and punishment systems, assessment, and student cooperation may promote student independence. So, students can read the Quran well and are ready to learn other things independently and confidently interact with others. However, as a case study, this research has several limitations, such as the findings cannot be generalized. The class size remains at only 12. Furthermore, there are numerous vacations since this study was interspersed with fasting months and Eid al-Fitr, which have an influence on students' progress. The researchers advise a more extended sample for future investigation. In addition, other approaches such as the UMMY or Quantum Kauny have considerable potential to be evaluated for their efficacy in elevating students' reading the Quran and their independence skills. It is hoped that this study would help Quranic teachers everywhere to educate children not only on how to read the Quran but also how to build good values and study independently.

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