

TRENDS IN AL-QUR'AN LEARNING METHODS IN INDONESIA: A SYSTEMATIC REVIEW

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Abstract

Since 1968, Al-Qur'an learning in Indonesia has used methods in the learning process. The method for learning the Al-Qur'an is one way to make it easier for students to learn, improve the quality of their reading, as well as providing motivation or encouragement in learning the Al-Qur'an. This research method is *a systematic review*, namely research by looking for related articles published in the 2019-2023 period with a discussion of trends in Al-Qur'an learning methods and their application in several educational institutions. Search for articles via *Publish or Perish* and *Vosviewer analysis*, which is *software* that makes it easier for researchers to search for articles and analyze them based on relationships between articles and research that has been carried out. *The systematic review* in this research is a systematic review by analyzing 200 articles published between 2019-2023 where this method is believed to have many bibliographic and informational advantages. So this method is considered appropriate in conducting preliminary studies on trends in the development of Al-Qur'an learning methods. Based on the results of a systematic review, the following factors are the keys to the success of a method, namely teacher consistency in applying the method, competence of Al-Qur'an teachers, learning targets (time and quality), as well as the provision of books or infrastructure to support learning.

Key words: bibliography, information, method, motivation, systematic review

Abstract

Since 1968, Al-Qur'an learning in Indonesia has used methods in the learning process. The Al-Qur'an learning method is one way to make it easier for students to learn, improve the quality of their reading, as well as providing motivation or encouragement in learning the Al-Qur'an. This research method is a systematic review, namely research by looking for related articles published in the 2019-2023 period with a discussion of trends in Al-Qur'an learning methods and their application in several educational institutions. Search for articles via *Publish or Perish* and *Vosviewer analysis*, which is software that makes it easier for researchers to search for articles and analyze them based on the relationship between articles and research that has been carried out. The systematic review in this research is a systematic review by analyzing 200 articles published between 2019-2023 where this method is believed to have many bibliographic and informational advantages, so this method is appropriate for conducting a preliminary study on trends in the development of Al-Qur'an learning methods. Based on the results of a systematic review, the following factors are the keys to the success of a method, namely

consistency in applying the method, competence of Al-Qur'an teachers, learning targets (time and quality), as well as the provision of books or infrastructure to support learning.

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Introduction

Learning the Koran is important material in educating children from an early age. A child is a unique figure who is the dream and hope of parents to grow and develop into a pious and pious human being with an understanding of the Qur'an (Nuha,n.d.). In supporting these hopes and desires, it is important to instill the character of the Qur'an from an early age. The cultivation of the character of the Qur'an is carried out through habituation and example, namely making the Qur'an a mandatory curriculum for study and an individual need, as well as a curriculum in formal and non-formal educational institutions (Eli & Fahmi, 2023). As stated in the joint decision of the Minister of Home Affairs and the Ministry of Religion of the Republic of Indonesia number 128 of 1982/44 A 82 of 1990, it is stated that there is a need for efforts to improve the ability to read and write the Al-Qur'an for Muslims in order to increase appreciation and practice of the Al-Qur'an in everyday life(Nur Latifah, 2021) (Anggraeni, 2023). This ministerial regulation then became the legitimacy for the provincial government and the entire community, especially in Banten, to carry out these efforts. Moreover, based on the results of LPTQ Banten research, it shows that more than 76 percent of Banten people's ability to read the Koran is still very poor and even reaches 65% of the population of the Indonesian Muslim Ummah (Hakim, 2021; Itang, n.d.). The establishment of Qur'an houses and institutions for the development of Al-Qur'an learning is indeed growing rapidly from the elementary education level to old age. But physical growth alone is not enough. Improving quality must be a priority so that Banten as a religious area is free from illiteracy of the Koran (Rosi, 2021).

The importance of learning the Qur'an from an early age aims to ensure that Muslims are able to read the Qur'an well and correctly in accordance with applicable rules, so as to avoid errors in the meaning of the Qur'an. Reading the Qur'an is not just reading, because in the Qur'an there are rules that must be observed and understood (Zuhri, n.d.). If you read with the wrong rules, it will result in a wrong interpretation of the Qur'an. Therefore, it is necessary to study the Al-Qur'an, so that Muslims are able to read the Al-Qur'an with good and correct rules (Galih, 2022). The rules or rules that must be observed when reading the Qur'an include *al-waqfu wal ibtida* (procedures for stopping and starting reading), *muroatul letters wal harokat wal ayat* (perfection of pronouncing letters, harokat and verses), *makhorijul letters* (place of exit letters), *alamul letters* (characteristics of letters), *ahkamul letters* (laws of letters), *ahkamul mad wal qoshor* (laws of long and short) and *ghorib musykilat* (unfamiliar and heavy reading)(Kudus & Kudus, n.d.) (Qotrunnada, 2021).

The ability to read the Koran properly and correctly is the most basic thing for every individual, both for himself and for conveying it to others (Mudzakir, n.d.). Therefore, efforts to increase the ability to learn the rules of reading the Al-Qur'an are very important in order to increase appreciation and practice of the Al-Qur'an in everyday life. As a material, conveying the Al-Qur'an in the process of learning to read the Al-Qur'an requires a method in its delivery, because methods have an important role in achieving learning objectives (Wardani & Samsu, 2022). Learning using this method will be able to develop students' attitudes, mentality and personality. So that students can receive lessons easily, effectively and can be put into practice well (Amin & Ramli, 2019; Anisah, 2020).

Various Methods for Learning the Qur'an

The development of Al-Qur'an learning methods in Indonesia has been around since 1968. This method was born as an effort to make it easier for students or students to learn the Al-Qur'an. The method also helps improve the quality of reading, as motivation or enthusiasm for learning, making it easier to understand Al-Qur'an reading in accordance with tajwid rules is also an important component in bridging the achievement of goals during the learning process. There are several methods for learning the Qur'an including the Iqro Method, Jibril Method, Al-barqy Method, Baghdadiyah Method, Qiraati Method, An-nahdiah Method, and Tilawati Method (Septantiningtyas, 2021). In other references added the Yanbu'a Method, Tartila Method, Umami Method, Lafdziyah Method, Nurul Hikmah Method, Jibril Method (Afina, 2019; Irlina, 2019; Salma Nadiyah Asy-Syahida, 2020).

Gabriel's Method

The concept of the Jibril Method is *talqin* (reading) and *taklid* (imitating). Thus, the Jibril Method is *teacher-centered*, where the teacher in the learning process is the learning source and information center (Taufiqurrachman, 2020). The implementation technique of the Jibril Method is that first the teacher reads one verse and then imitates it by all the students. After that the teacher reads one or two more times which is then imitated by each student who is reciting the Koran. Then, the teacher reads the follow-up verse or the next verse and is imitated by everyone present. And so on until the students can imitate the teacher's reading accurately and correctly. KH. M. Basori Alwi, the originator of the Jibril Method, intends to emulate the practice of learning the Qur'an applied by the Prophet Muhammad SAW to his friends.

Iqro' method

The Iqro' method is a method of reading the Al-Qur'an that emphasizes direct reading practice. The iqro' guidebook consists of six volumes starting from the simple level, step by step up to the perfect level. The Iqro' method was compiled by Ustadz As'ad Human in Yogyakarta. The Book of Iqro' from the six volumes has been added to one more volume which contains prayers. In each volume there are learning instructions with the aim of making it easier for everyone who studies or teaches the Al-Quran. In learning the Iqro' Method, it does not require various tools, because the

emphasis is on reading (reading the letters of the Qur'an fluently), and direct reading without spelling, meaning that the names of the hijaiyah letters are not introduced using the CBSA system and are more in nature. individual.

Al-Baghdady Method

The Al-Baghdady method is a structured method (*tarkibiyah*), namely a method that is arranged sequentially and is a repeated process or better known as the *alif, ba', ta' method*. This method is the method that has emerged the longest and was the first method developed in Indonesia. The learning method for this method is memorization, spelling, modules, no variation, and absolute examples.

An-Nahdhiyah Method

The An-Nahdhiyah method is a method of reading the Al-Qur'an compiled by the Ma'arif educational institution, Tulungagung, East Java branch. Because this method is a development method of the Al-Baghdady method, the Al-Qur'an learning material is not much different from the Qira'ati and Iqro' methods. It should be noted that learning with this method places greater emphasis on the suitability and regularity of reading with beats or more precisely, learning the Qur'an using this method places more emphasis on the "beat" code.

Qiro'ati Method

The Qiro'ati method was compiled by Ustadz H. Dahlan Salim Zarkasy on July 1, 1986. This method applies reading the Al-Qur'an which directly includes and practices tartil reading in accordance with the qa'idah of tajwid science. The education and teaching system of the Qira'ati Method is through a student-centered education system and promotion to class or level, not determined by month or year and not classically but individually. Santri or students can be promoted to the next class or volume provided they have mastered the material or lesson package given in class and passed the test that has been tested by the school or TPA.

Al-Barqy Method

This method was discovered by Drs. Muhadjir Sulthan and was put into practice in 1983 and then socialized for the first time before 1991. This method was not compiled in several volumes but was only bound in one book. This method places more emphasis on a global approach that is synthetic analytical structure, namely the use of word structures that do not follow dead sounds (*sukun*). This method is not teaching in nature, but the teacher encourages Tut Wuri Handayani and the students are considered to have had preparation with the available knowledge. In its development, Al-Barqy used a method called the institutional method. There are keywords that must be memorized with a global and synthetic analytical approach, namely Da-Ra-Ja, Ma-Ha-Ka-Ya, Ka-Ta-Wa-Na, Sa-Ma-La-Ba.

Tilawati Method

Tilawati's Al-Qur'an learning method adheres to the principle that Al-Qur'an learning is delivered practically, using rost tones, and using a classical and individual approach in a balanced manner. The use of the tilawati method is carried out in stages according to the level of education. At the PAUD level, the tilawati method is

given to young students, with the aim of preparing them to be able to take part in the tilawati stage (Volumes 1-6). The Tilawati book (volumes 1-6) is a book that contains tajwid legal reading material. The teenage tilawati book is a book aimed at university level students, the contents of which are a summary of tilawati (volumes 1-6), as well as a level of the Qur'an for those who use the Qur'an. Rhythm with rost tones is one of the factors that this method likes because it makes learning more fun. Learning the tilawati method does not only emphasize the tone or rhythm, but also on the quality of the pronunciation of the letters in the Al-Qur'an so that they match the letter makhraj and tajwid. Apart from that, tilawati learning also emphasizes individual learning, not just classical.

Development of Islamic Education Institutions in Indonesia

Education is one of the factors that really determines and influences social change. Through education, it is hoped that we can produce the next generation who have strong character to accept the baton of national leadership. Educational institutions are institutions, media, forums, or certain situations and conditions that enable the learning process to be carried out, both structured and according to traditions that have been created previously (Roqib, 2009: 121). The dynamics of educational institutions continue to develop to find their ideal form through a long history, especially the development of Islamic educational institutions in Indonesia.

It can be briefly explained based on some literature about the history of the emergence of Islamic educational institutions. Starting from the time of Rasulullah SAW, education took place in *the suffah*, namely the mosque veranda which was used for learning. The *suffah* residents who were then called *ahlussuffah* or *ashabussuffah* were the muhajirin who were also known as *Shuffatul Muhâjirîn*. This place was also a stopover place for envoys who wanted to meet the Prophet sallallaahu 'alaihi wa sallam to express their Islam and readiness to obey the Prophet sallallaahu 'alaihi wa sallam. Abu Hurairah Radhiyallahu 'anhu is a person who is believed to be responsible for the people who live in Shuffah, whether they stay for a long period of time or are just passing through. The residents of this shuffah did not only consist of Muhâjirîn or envoys. Some Companions from the Ansar also inhabited it. Even though they already had a house in Medina and had sufficient assets. Their desire to live in asceticism is the reason why they choose to live in Shuffah. Among them, Ka'ab bin Mâlik al Anshâri Radhiyallahu anhu, Hanzhalah bin Abi 'Amir Radhiyallahu 'anhu, and Hârîtsah bin Nu'mân Radhiyallahu anhu.

Then from this suffah became the forerunner to the emergence of Islamic boarding schools. Islamic boarding schools themselves have gone through a long history, from initially just spreading knowledge, transforming into institutions that instill moral values. Forming character and accepting the government's curriculum in order to answer the needs of society and the times. Then models of Islamic boarding schools emerged, namely modern Islamic boarding schools, namely Islamic boarding schools that are open to change, progress and develop and accept the state curriculum. There are also those who are committed to continuing to maintain Salafi

and conservative traditions regarding the dynamics of educational needs. This Islamic boarding school is called a Salaf Islamic boarding school.

Madrasah is a formal Islamic educational institution. The madrasa learning system is organized systematically. Madrasas are institutions that organize teaching and learning activities in an integrated and systematic manner. The educational procedures are arranged in such a way, there are teachers, there are students, there is a lesson schedule that is guided by the curriculum, syllabus, and GBPP (Teaching Program Outlines), there are certain hours of study time and is equipped with educational facilities and equipment, including equipment. hardware and software. Madrasah or school is a formal educational institution, also an institution that is responsible for forming the Islamic personality of students. In fact, madrasas can be called the second educational institution that plays a role in educating students. This is quite reasonable, considering that madrasas or schools are special places for studying various knowledge.

In the Dutch colonial era, dichotomy emerged as a form of Dutch discrimination against Indonesian citizens. This can be seen from the unequal education between Dutch and Indonesian citizens. Dutch citizens received education in special classes, while Indonesian citizens received education only to maintain social differences. One of the policies of the Dutch East Indies government in supervising Islamic education was the issuance of the Teacher Ordinance. This policy requires religious teachers to have a permit from the government. Not everyone, even if they are experts in religious studies, can teach in educational institutions. In its development, the teacher ordinance itself underwent a change from requiring religious teachers to obtain a permit to requiring religious teachers to simply report and notify (Maksum, 1999: 115). This regulation may be caused by the existence of Islamic Education organization movements that appear to be growing, such as Muhammadiyah, Islamic Syarikat Party, Al-Irsyad, Nahdatul Wathan and others.

Research methods

This research is a *systematic review* by searching for 200 articles published between 2019-2023. This article was used to analyze trends in Al-Qur'an learning methods in the 2019-2023 period through *Publish or Perish* and *Vosviewer searches*. Wilson (2013) stated that systematic reviews have many bibliographic and informational advantages, so this method is appropriate for conducting preliminary studies on trends in the development of Al-Qur'an learning methods (Wilson, 2013). This research was used according to the steps taken by Dixon-Woods (2010) in a *systematical review* and can be used in social science research (Dixon-Woods, 2010). The first step is to search for articles related to the use of the iqro method, jibril method, al-barqy method, baghdadiyah method, qiraati method, an-nahdiyah method, and tilawati method at several TPQ institutions through *Publish or Perish* searches and then *analyzed* in *Vosviewer* to see its novelty so that *novelty can be obtained* from this research. Then the researchers carried out an analysis regarding the learning outcomes from using this method in several user institutions. These two

issues need to be explored in order to then carry out a systematic review by investigating and answering research questions, namely what are the trends in the development of methods used in learning the Qur'an based on article analysis from 2019-2023?

In answering the question above, several steps were taken by researchers, including 1. Covering the review, where the researchers began by developing explicit criteria to determine which studies would be included in the review. 2. Searching for literature, namely researchers identifying relevant research in various literature. The databases used in this systematic literature review are *Google Scholar*, *Emerald*, and *Taylor & Francis Online*. The steps taken by researchers are to create keywords that are relevant to this research and carry out searches using these keywords. 3. Screening the literature. Each literature is filtered based on inclusion criteria. This helps avoid hidden biases by having clear and consistent rules about which studies to use to answer research questions. By assessing each study based on the same criteria and recording the results, the basis for the study and the review's conclusions are made transparent. The inclusion and exclusion criteria used in this study are as follows: a. Literature must be relevant to at least one of the research questions b. Literature published in 2019-2023. c. The literature is based on empirical research, both qualitative and quantitative. d. The literature has an explicitly described methodology. e. This literature is geographically related to education in Indonesia. 4. Describe and map, namely the researcher describes the methodology and findings of each included study, including variables such as population focus, research design, and main characteristics related to the research question. This is used to build descriptive maps that provide a systematic overview of each research activity question. 5. Quality and relevance assessment, namely the researcher evaluates each study in a descriptive map. 6. Synthesis of literature findings. 7. Conclusions/recommendations, namely the researcher prepares a series of recommendations that are closely related to the synthesis findings to create a transparent basis for each recommendation. Includes identification of potential limitations in generalizing or transferring findings.

Results and Discussion

Results

In the academic world, the publication of scientific articles has an important role in expanding knowledge and gaining recognition in the field of study. Publish or Perish is a software application developed by Professor Anne-Wil Harzing. This application allows users to perform academic analysis quickly and efficiently. Publish or Perish uses Google Scholar as a data source and provides various important metrics related to academic publications. The function of this software is as Research Performance Analysis, where Publish or Perish helps researchers to analyze their own and other people's research performance. This application provides information about the number of publications, citations, research impact factor (h-index), and citation index. By understanding research performance, researchers can evaluate the

impact of their work and increase academic visibility. The second function is identifying research topics and research leaders. Through data-driven analysis, Publish or Perish allows researchers to identify trending research topics and research leaders in specific fields of study. This information can help in determining relevant research areas and finding potential collaborations with leading researchers. The next function is Finding Relevant Journals and Conferences. In the world of research, choosing the right journal or conference to publish research results is very important. Publish or Perish can help find related journals that most frequently cite work in their field of study. This allows researchers to target their publications more effectively.

The following is the use of Publish or Perish to help researchers search for and browse articles related to the theme of trends in Al-Qur'an learning methods in Indonesia.

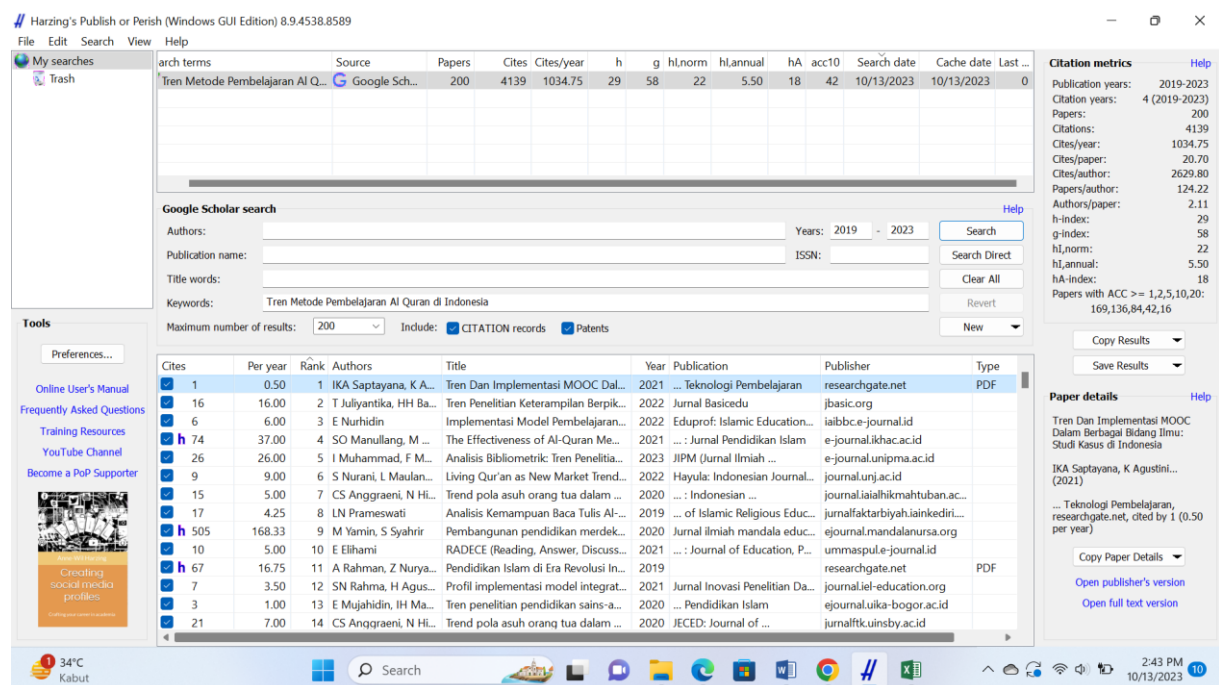


Figure 1. Publish or Perish search

Based on the search, it can be said that the 200 related articles searched can be categorized and classified into several categories. The first category is classified according to type. Based on the type, all the literature collected consisted of 108 journal articles, 76 proceeding articles, 11 Bachelor's theses, and 5 Master's theses. Second, it is seen based on the topic discussed. There are 96 articles discussing instrument development; 48 articles examine learning models, methods and strategies; and 56 articles fall into the miscellaneous category. Third, classified based on the form of research design, 45 articles are included in the development research design category, 53 articles use quantitative research designs, 54 articles are included in the classroom action research category, 16 articles use qualitative designs, and 32 articles use mixed designs. Those included in the categories and based on the research objectives were found as follows:

Table 1. Summary of Analyzed Literature

No	Author	Year	Context
1	Bachelor	2021	Memorization method in learning the Koran
2	Taifah	2021	Technology as a solution in learning the Koran
3	Sita	2022	Living Al-Qur'an has become a trend in Islamic education methods in Indonesia
4	Fadhilah	2019	Learning strategies for memorizing the Qur'an
5	Erliyani	2021	Increase children's interest in learning the Koran
6	Sabri	2020	Tahfidz house and character formation
7	Nugraha	2020	Tahfidz Al-Qur'an using the HOTS method

Based on a search for articles related to trends in learning the Al-Qur'an using the tilawati method, several can be stated as follows:

In Thoifah's research, Ianatut (2021) *Trends in Al-Qur'an Learning Applications for Indonesian Students: Solutions for Learning Qur'an during the Covid-19 Pandemic concluded that* there are 10 application trends based on the largest number of users, including the Al-Qur'an Indonesia, Muslim pro, Al-Qur'an, umma, my Qur'an and translation, digital Al-Qur'an, YouTube, translated Al-Qur'an, Indonesian Al-Quran, learn to read the Koran. The overall application rate is 81% based on the TAM (Technology Acceptance Model) theory, which is determined by the benefits of use, interest and completeness of features. Apart from that, the trend of 10 applications in the field of knowledge or cognition can be a companion solution for learning the Koran in during the Covid-19 pandemic.

Shinta Nurani in *Living Qur'an as New Market Trends of Islamic Education in Indonesia*, states that living Qur'an is a phenomenon and trend in Islamic religious education learning in Indonesia. The causal factors include parents' moral panic about modern life. Many parents encourage their children to practice the Koran, in the hope that their children will be more careful and protect themselves from a free life. The moral panic attitude of these parents is used by Islamic educational institutions as a market to obtain capital gains, such as setting up houses/education centers based on live Al-Qur'an learning. Several educational institutions also offer the concept of Islamic Boarding Schools, Tahfidz Centers, and are competing to use the Al-Qur'an as their product brand. This literature research uses a social phenomenology approach with the theory of the living Quran. This research found

that 1) the trend of providing Al-Qur'an education in Islamic learning in Indonesian Islamic educational institutions is a social impact of the spread of moral panic, 2) moral panic among students' parents has become a new business field for institutional managers. Islamic education, 3) the Al-Qur'an is a product that has its own market share, and 4) the phenomenon of the living al-Qur'an has become a trend in Islamic education methods in Indonesia.

After carrying out the first stage in searching for related articles, the next step is to map them in Vosviewer. As stated, literature study requires a lot of time and energy. So, to assist research related to literature studies, an application is needed that can carry out bibliometric analysis to look for topics that still have the opportunity to be researched or that have novelty, as well as look for references that are most widely used in certain research fields. Vosviewer is software that can be used to build and visualize bibliometric networks such as journals, titles, authors, authors, publications and so on. In addition, VOSviewer is also capable of mapping various types of bibliometric analysis, generating primary bibliographic databases, advanced visualization with visual labeling.

The following is a display based on searches with Vosviewer on the research theme Trends in Al-Qur'an Learning Methods in Indonesia:

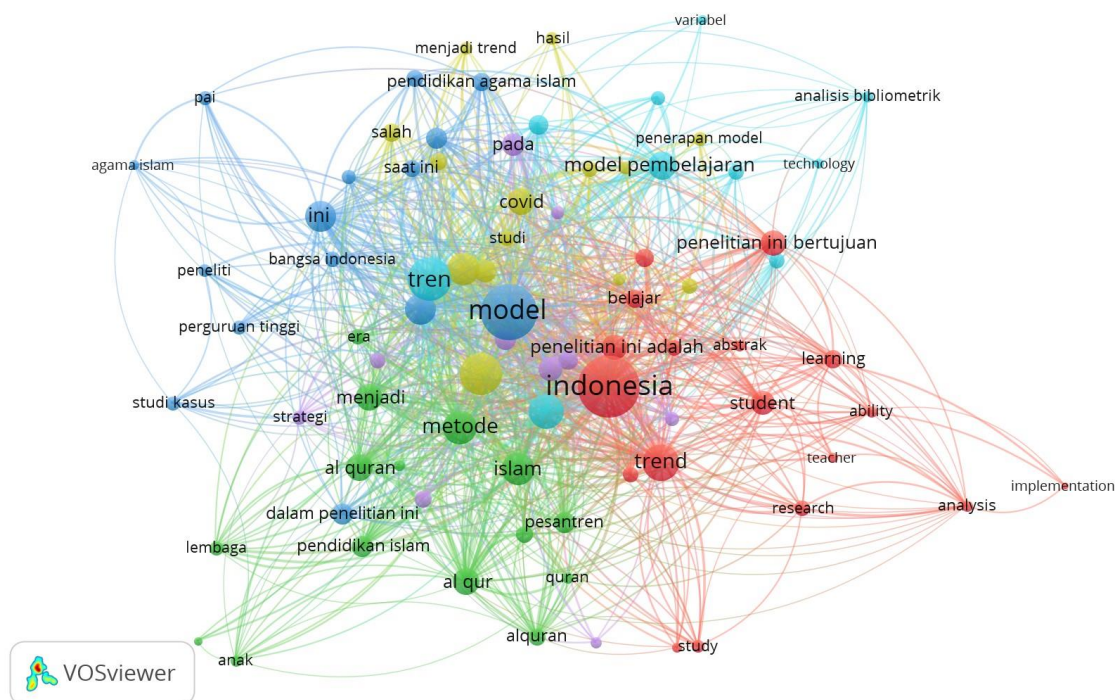


Figure 2. Image of Vosviewer search results

Based on the picture above, it can be analyzed that research opportunities related to Trends in Al-Qur'an Learning Methods show significant progress, and have been carried out by many researchers. That related research still needs to be carried out with the increasingly complex cases in the learning process and the possibilities

for their resolution. Especially in the picture, it can be seen that the Al-Qur'an learning method is in the far line and has a small circle shape, which shows that research is still possible to do.

Discussion

Teacher consistency in applying the method

Learning methods are a field of study that is constantly developing and is developed empirically based on experiments. Learning methods are a way of implementing plans that have been prepared in the learning process so that they take the form of real and practical activities to achieve learning objectives. Through this understanding, a teacher will find the most appropriate method for delivering material so that it can be absorbed easily by students. The effectiveness of the teaching process really depends on the selection and use of methods in learning. In choosing the right learning method, a teacher must first recognize the characteristics of students. Apart from that, a teacher must be able to use different methods for each class according to the characteristics and abilities of the students in the class.

Competence of Al-Qur'an teachers

Like the competence of teachers in other fields, so does the competence of Al-Qur'an teachers. Al-Qur'an teachers must have the qualities of compassion, gentleness and sincere love so that they do not get emotional or angry easily and are always patient in dealing with students' behavior. This competency is related to personality competency. Related to this, as explained in QS Ar Rahman verse 1 which reads *Ar Rahmaan*. In verse 2, namely '*allamal Qur'an*', it means that in the world of education teachers must master the learning material. Paragraph 2 explains professional competence. In paragraph 3, *khalaqal insan* means that in the world of education teachers can guide and direct students to become better individuals by developing their potential. This is related to pedagogical competence. And paragraph 4, namely '*allamahul bayan*', means in the world of teacher education that they have the ability to communicate and interact which explains social competence. It can be concluded that there is a connection between Surah Ar-Rahman paragraphs 1-4 and Minister of National Education Regulation No. 16 of 2007 concerning Teacher Competency Standards which includes four competencies, namely pedagogical competency in accordance with paragraph 3 (*khalaqal insan*), personality competency in accordance with paragraph 1 (*ar-Rahman*), social competence in accordance with paragraph 4 ('*allamahul bayan*'), and professional competence in accordance with paragraph 2 ('*allamal Qur'an*').

The following are several efforts to increase the competency of Al-Qur'an teachers as follows:

No	Types of Training	Duration	Training Targets	Material Load

1	Socialization Training	2 hours	Get to know and understand the Tilawati Method	1) Introduction to rostrhythm 2) Introduction to teaching strategies 3) Introduction to the principles and targets of tilawati learning
2	Standardization Training	20 hours	Basic level education and training to master the tilawati method	1) Pre-test 2) Tilawati methodology volumes 1-5 3) Teaching strategies 4) Preschool Tilawati 5) Tilawati volume 6 (Gharib Musykilat) 6) Micro teaching 7) Munaqosyah technique 8) Munaqosyah
3	Plus standardization training	40 hours	Basic level education and training to master the tilawati method as well as mastery of pedagogy	1) Pre-test 2) Tilawati methodology volumes 1-5 3) Teaching strategies 4) Preschool Tilawati 5) Tilawati volume 6 (Gharib musykilat) 6) Micro teaching 7) Fasahah and strengthening 8) Al-Qur'an teaching curriculum 9) Telnik Munaqosyah 10) Munaqosyah
4	Advanced standardization training	20 hours	Advanced level education and training to master the application of Al-Qur'an learning methods after tilawati volume	1) Al-Qur'an teacher vision and mission II 2) Waqf and ibtida 3) Strategies for teaching tadarus Al-Qur'an 4) The theory of tajwid Gharib and musykilat 5) Munaqosyah 6) Microteaching 7) Teaching strategies 8) Teenagers 9) Tahsinul Kitabah

5	Al-Qur'an teacher professional training (PGBQ)	2x24 hours 20 hours	Preparing Al-Qur'an teachers who have competence in the Al-Qur'an in a professional manner	PGBQ Tahsin and recitations: 1) Tartil basic rost song 2) Breath and voice training techniques 3) Makhraj letters 4) Tartil song nahawand 5) Tartil hijaz songs 6) Characteristics of letters 7) Munasabah PGBQ Tahfidz 1) Principles of tahfidz learning 2) Target quality and quantity of memorizing the Qur'an using the tilawati method 3) Strategy for memorizing verses along with page numbers, surah names, verse positions, and verse connections PGBQ tarjamah lafdziyah
6	Training of Trainers	45 hours	Producing trainers to develop prospective Al-Qur'an teachers using the tilawati method	1) Consolidation of songs and subject matter 2) Song arranging techniques 3) Strengthening teaching strategies 4) Techniques for developing teaching strategies 5) Guiding microteaching 6) Make a training practice plan 7) Munasabah 8) Pedagogy (adult education) 9) Practice organizing songs

				10) Practice improving teaching strategies 11) Strengthening the munaqosyah technique vol
7	Munaqishy training	45 hours	Munaqishy training if held by Central Tilawati aims to prepare munaqis at branch level, if held at branches aims to prepare munaqis at institutional level	1) Munaqosyah technique 2) Examples of mistakes in munaqosyah 3) Munaqosyah 4) Practice scoring 1,2,3,4 and 5 5) Written exam and practice assessment
8	Supervisor training	45 hours		1) Supervision material orientation 2) Strengthening the tilawati methodology 3) Strengthening learning strategies 4) Types and scope of supervision 5) Supervision techniques 6) Supervision funding 7) Practice and field studies 8) Making reports and presenting field study results

Learning targets (time and quality)

The learning process is a process that has achievement targets as output and time targets as efficiency. Educators are bound by time stages and achievement targets that must be implemented, in order to measure their performance. The success of the learning process is looking at the teacher's success in achieving learning goals with the existing methods and facilities and time. The following is the aim of the method in the learning process:

- 1) Helping students develop individual abilities so that they can overcome their problems using breakthrough alternative solutions.

- 2) Helping teaching and learning activities so that they can be implemented using the best method.
- 3) Makes it easier to find, test and compile the data needed as an effort to develop a scientific discipline.
- 4) Facilitate the learning process with the best results so that teaching objectives can be achieved.
- 5) Delivering learning in the ideal direction quickly, precisely and according to expectations.
- 6) The learning process can run in a more enjoyable and motivational atmosphere so that students can easily understand the material.

Provision of books or infrastructure to support learning.

Educational facilities generally include all facilities that are directly used and support the educational process, such as: Buildings, rooms or classes, educational equipment, tables, chairs, and so on. Meanwhile, what is meant by facilities/infrastructure are those which indirectly support the course of the educational process, such as courtyards, gardens or school gardens, as well as roads leading to school. In learning the Al-Qur'an, not only the Al-Qur'an is a mandatory guide, but materials related to learning the Al-Qur'an such as the Tajwid science manual and others are very important supporting books for teachers and students to use in the learning process. .

Conclusion

Based on the research above, it shows that the trend in Al-Qur'an learning methods continues to develop and innovate. The many methods of studying the Al-Qur'an are an effort to make the Al-Qur'an a learning material that should be the main learning source. So, with many methods, teachers help convey the message of the Al-Qur'an in its entirety to students and to implement it in their lives as an output of the learning process. It is hoped that the results of this research will motivate method activists to continue to innovate in developing learning methods to be effective and efficient. The variety of methods for studying the Qur'an is proof of the miracle of the Qur'an that Allah makes it easy for Muslims to learn, understand and practice the Qur'an.

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