

**THE IMPLEMENTATION OF EXTRACURRICULAR OF “*TILAWATI
METHOD*” FOR QUR’ANIC RECITATION AMONG STUDENTS
AT SMPN 5 MALANG**

THESIS

BY:

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**ISLAMIC EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHING SCIENCES
THE STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM
OF MALANG
JULY, 2014**

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Presented to Faculty of Tarbiyah and Teaching Sciences of State Islamic University Maulana Malik Ibrahim Malang in partial fulfillment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I)

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METHOD" FOR QUR'ANIC RECITATION AMONG STUDENTS
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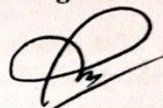
THESIS

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DEDICATION SHEET

Alhamdulillah all praises to God Almighty prayed by the researcher to Allah SWT who has been given His blessing and mercy. Also wish the blessings and greetings always remain devoted to our Prophet Muhammad peace be upon him who had brought us from the darkness to the lightness era. This thesis is one of my dedication for beloved people in my life. This is my final project after finishing my study at State Islamic University Maulana Malik Ibrahim of Malang.

First, My Beloved Mother “Siti Munfadlilah” and My Beloved Father “Drs. Sholihin” as the best parents in the world who had always cared, prayed, supported, been patient, given motivation, given countless sacrifice and became friend for sharing everything in my life, thank you so much for everything. From you, I know the meaning of True Love, Life, and Sacrifice. ♥

Second, My Beloved Elder Brother “Muhammad Ali Husein, S.T”, thank you for loving, accompanying, and teaching me about IT because of it, I can help our parents to earn a living for our life. From you, I know the meaning of Family. ☺

Third, All of My Teachers started from MI Darussalam, MTs. Almaarif 01 Singosari, SMAN 1 Lawang, all of lecturers in State Islamic University Maulana Malik Ibrahim of Malang. Thank you for your guidance in teaching to me about knowledge, sciences, and life. From you all, I know the meaning of Sincerity. ♥

Fourth, My Grandmother “Hj. Minajah”, who always prayed and given motivation to me. And for all of my big family of Bani Harun and Bani Markum, who always supported and prayed to me. From you all, I know the meaning of Care. ☺

Fifth, My moodbooster “Adetya Almaula Arfiansyah”, who always loved, accompanied, given support, motivation, attention, and prayer, thank you caa. From you, I know the meaning of Endless Love. Yes, Fall for you!

Sixth, All classmate in ICP PAI-English 2010, they are Uswah, Lety, Thata, Laila, Robi, Lucky, Etika, Farida, Ipin, Yahya, Gus H. Sahlan, Simon, Wawan, Atok, Dian, Hanif, and Hamim. Thanks for all motivation, spirit, cooperation, togetherness and attention. You are the best, my One Big Family.

The last, for everybody who has helped me in finishing this thesis. May Allah God Almighty give all goodness and happiness to you all. Thank you so much.

Jazakumullahukhair al Jaza’. Aamiin.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۚ

“Verily, along with every hardship is relief. Verily, along with every hardship is relief (i.e. there is one hardship with two reliefs, so one hardship cannot overcome two reliefs.”

(Surah Ash-Sharh verse 5-6)

H. Mokhammad Yahya, MA, Ph.D
The Lecturer of Tarbiyah and Teaching Sciences Faculty
The State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter : Thesis of Alaili Ayu Faradila
Appendixes : 4 (four) Exemplar

Malang, July 8, 2014

Dear,
Dean of Tarbiyah and Teaching Sciences Faculty
The State Islamic University of Maulana Malik Ibrahim Malang
At
Malang

Assalamu'alaikum Wr. Wb.

After carrying out at several times for guidance, both in terms of content, language and writing techniques, and after reading the following thesis:

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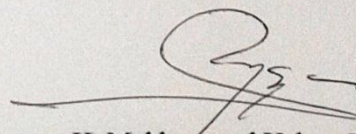
Program : Islamic Education

Title of Thesis : The Implementation of Extracurricular of "Tilawati Method"
for Qur'anic Recitation among Students at SMPN 5 Malang

As the advisor, we argue that this thesis has been proposed and tested decent.
So, please tolerate presence.

Wassalamu'alaikum Wr. Wb.

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CERTIFICATE OF THESIS AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan Islam (S.Pd.I) entitled *The Implementation of Extracurricular of "Tilawati Method" for Qur'anic Recitation among Students at SMPN 5 Malang* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, July 8, 2014



Alaili Ayu Faradila

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Alhamdulillah all praises to God Almighty who has been given His blessing and mercy to the researcher to complete this thesis with the title "The Implementation of Extracurricular of "Tilawati Method" for Qur'anic Recitation among Students at SMP N 5 Malang" have already done on time. Wish the blessings and greetings always remain devoted to our Prophet Muhammad peace be upon him who had brought us from the darkness to the lightness era.

The researcher realizes in arranging this thesis is from helping by some people. Therefore, the researcher gives thanks to:

1. My Mother "Siti Munfadilah" and My Father "Drs. Sholihin" as the best parents in the world who had always cared, prayed, supported, given motivation, countless sacrifices and became friend for sharing everything in life, thank you so much for everything.
2. My Elder Brother "Muhammad Ali Husein, S.T" and my sister in-law "Lilik Maulia" who always given support, prayer, and help. Thank you for it.
3. My Grand Mother "Hj. Minajah", all of big family of Bani Harun and Bani Markum, who always given motivation and prayer.
4. Adetya Almaula Arfiansyah as the best partner who has always accompanied, given support, motivation, attention, and prayer, thank you caa.

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7. Mr. Dr. Marno Nurullah, M.Ag as Head of Islamic Education Program.
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15. Everybody who has helped in finishing this thesis.

The researcher realizes that the thesis is still imperfect. Therefore, suggestions and criticisms are very expected by the researcher in order to make this thesis be better than before.

Finally, the researcher only can pray to Allah God Almighty and wish this thesis will be benefit for the readers.

Malang, July 8, 2014

Researcher,

A handwritten signature in black ink on a light-colored background. The signature is stylized and appears to read 'Alaili Ayu Faradila'. The first part of the signature is a large, sweeping stroke that forms a shape resembling the letter 'A' or 'Al', followed by 'fd' and 'MFA'.

Alaili Ayu Faradila

TRANSLITERATION OF ARABIC WORDS AND NAMES

The following table shows the system which I have followed in transliterating the letters of the Arabic alphabet by model library of congress:

<p>ا = Alif = a = \bar{a} (long vowel)</p> <p>ب = Bā' = b</p> <p>ت = Tā' = t</p> <p>ث = $\underline{T}h\bar{a}'$ = th</p> <p>ج = Jim = J</p> <p>ح = Ha' = h</p> <p>خ = Kha' = kh</p> <p>د = Dāl = d</p> <p>ذ = $\underline{D}h\bar{a}l$ = dh</p> <p>ر = Rā = r</p> <p>ز = Zāy = z</p> <p>س = Sīn = s</p> <p>ش = $\underline{S}h\bar{i}n$ = sh</p> <p>ص = Sād = s</p> <p>ض = Dād = d</p>	<p>ط = Tā' = t</p> <p>ظ = Zā' = z</p> <p>ع = 'Ayn = ' (inverted apostrophe)</p> <p>غ = $\underline{G}h\bar{a}yn$ = gh</p> <p>ف = Fā' = f</p> <p>ق = Qāf = q</p> <p>ك = Kāf = k</p> <p>ل = Lām = l</p> <p>م = Mīm = m</p> <p>ن = Nūn = n</p> <p>ه = Hā' = h</p> <p>و = Wāw = w (consonantal) \bar{u} (long vowel)</p> <p>ي = Yā' = y (consonantal) \bar{i} (long vowel)</p> <p>ء = Hamza = ' (apostrophe) h</p>
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Short vowels: َ (fathah) = a
 ِ (kasrah) = i
 ُ (dammah) = u

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ABSTRACT

Faradila, Alaili Ayu 2014. The Implementation of Extracurricular of “*Tilawati Method*” for Qur’anic Recitation among Junior High School Students at SMP N 5 Malang. Thesis, Islamic Education Program, Faculty of Tarbiyah and Teaching Sciences, State Islamic University Maulana Malik Ibrahim of Malang. Advisor: H. Mokhammad Yahya, MA, Ph.D.

Qur’an is the Holy Book of Moslem. It is the guidance for human life. Qur’an is derived by Prophet Muhammad peace be upon him through angel of Jibril. Qur’an is the word of God and a miracle (proof of the truth of the teachings of Islam), that whoever recite it will be worth of worship. Learning the Qur’an with *Tilawati Method* is one of kinds of learning the Qur’an in Indonesia. *Tilawati* is one of the methods of teaching of the Qur’an. *Tilawati* offers a learning system Qur’an easy, effective and efficient in order to achieve the quality of reading, understanding and implementation of the Qur’an. The emphasis is not only on the education of students through *munaqasah* but also on the teacher who guided. *Tilawati* method combines the classical teaching methods and private in a balanced manner so that more effective classroom management. Therefore, the researcher initiate to conduct the research about it. The aim of this research, are 1) To describe the learning process of implementing *Tilawati Method* for Qur’anic recitation among Junior High School students at SMPN 5 Malang, 2) To describe the teacher's efforts to improve the quality of Qur’anic recitation among Junior High School students at SMPN 5 Malang, 3) To describe the obstacles that faced in the learning process of implementing *Tilawati Method* for Qur’anic recitation among Junior High School students at SMPN 5 Malang.

The researcher formulates into some problem statements: 1) How is the learning process of implementing *Tilawati Method* for Qur’anic recitation among Junior High School students at SMPN 5 Malang, 2) How are the teachers' efforts to the students to improve the quality of qur’anic recitation among Junior High School students at SMPN 5 Malang, 3) What are the teacher’s obstacles that faced in the learning process of of implementing *Tilawati Method* for Qur’anic recitation among Junior High School students at SMPN 5 Malang.

Researcher used a qualitative approach with the type of descriptive research. To get the data and information more about *Tilawati Method* learning at SMP N 5 Malang, the researcher uses the research method with observation, interview, and documentation. Then, the data will be analyze based on the research finding.

The result of this study: 1) Learning process of *Tilawati Method* have several step, they are: a. introduction, In the introduction, the learning starts with praying in 5 minutes with classical technique that recite the opening praying together between teacher and students, b. core activity, In the core activity, there

are three kinds session. The first session is about 20 minutes for beginning. The teacher uses Tilawati Book to teach the students. The teacher uses classical technique that if the teacher recites the Qur'an, the students must listen what the teacher recites. In the second session, the teacher directs one student to recite one line, and the other student will be proceeded next line until a page totally have read by them. If there is errors in reciting, the teacher gives a sign for the students to correct their recitation. The teacher used individual approach of this technique. The allocation time for the second session is about 40 minutes. In the third session, the teacher reviews the material before and gives additional material for student's understanding. The teacher gives a material from a page and recite it to the students. The students listen what the teacher taught. The allocation time in the third session is about 20 minutes, c. closing, In the closing activity, the teacher uses classical technique. It means the teacher recites together with the students. It is about 5 minutes to recite the closing praying with recite *Kafaratul Majlis*. 2) The teacher's effort to the students to improve the quality of qur'anic recitation , they are: a. Really mastering about Tilawati Method material, Rost song, methodology and technique in managing the Tilawati Method learning, b. Having high motivation to make the students can recite properly with Tilawati Method, c. Giving the different treatment to the students, d. Combining the technique of Tilawati Method, the teacher does it because he makes the learning process be effective, easy, and fun, e. Keep communication well with the parents' student, 3) The Teacher's Obstacles that Faced in the Learning Process of Tilawati Method, they are about the student's interest, time, and understanding of material about tajweed sciences.

Key word : Extracurricular, Tilawati Method, and Qur'anic Recitation

الملخص

فراديلا، الليل أيو. ألفين أربعة عشر. تنفيذ الأنشطة المنهجية" طريقة تلاوتي "قراءة القرآن بين الطلاب في المدرسة المتوسطة الحكومية الخامسة مالانج. البحث العلمي، قسم التربية الإسلامية. كلية التربية التدريس الدولة الإسلامية جامعة مالانج الحكومية الإسلامية مولانا مالك إبراهيم. المشرف: الحاج محمد يحيى، الماجستير، الدكتوراه

القرآن هو الكتاب المقدس للمسلمين. هو دليل للحياة الإنسانية. نزل القرآن على النبي محمد عن طريق الملائكة جبرائيل. القرآن هو كلام الله والمعجزات (دليل على صحة الإسلام)، أن من يقرأ سيكون قيمة العبادة. تعلم القرآن مع طريقة تلاوتي هو نوع واحد من طرائق تعلم القرآن في إندونيسيا. هي واحدة من أساليب تدريس القرآن الكريم. تقدم طريقة تعلم القرآن الكريم التي هي سهلة وفعالة في تحسين نوعية القراءة والفهم وتنفيذ القرآن. التركيز ليس هذا فقط على تم تدريسها التعليم للطلاب من خلال تقييم المناقشة ولكن تكمن في كيفية المعلمين. طريقة تلاوتي الجمع بين طرق التدريس التقليدية والفردية بطريقة متوازنة بحيث الإدارة الصفية أكثر فعالية. لذلك، استغرق الباحثون المبادرة إلى القيام ببعض البحوث حول هذا الموضوع .

وبناء على هذه الخلفيات، فإننا نقترح في بعض المشاكل: (1) كيف يتم تنفيذ عملية التعلم المنهجية تلاوتي طريقة لقراءة القرآن بين طلاب المدرسة المتوسطة الحكومية الخامس مالانج؟ (2) كيف هو المعلم إلى جهود الطلاب لتحسين نوعية قراءة القرآن بين طلاب المدرسة المتوسطة الحكومية الخامس مالانج؟ (3) ما هي العقبات التي تواجه المعلمين في عملية التعلم المنهجية تلاوتي طريقة لقراءة القرآن بين طلاب المدرسة المتوسطة الحكومية الخامس مالانج؟ الغرض من هذه الدراسة، هي: (1) لوصف تنفيذ عملية التعلم المنهجية طريقة تلاوتي لقراءة القرآن بين طلاب المدرسة المتوسطة الحكومية الخامس مالانج، (2) لوصف جهود المعلمين لتحسين نوعية القرآن القراءة بين طلاب المدرسة المتوسطة الحكومية الخامس مالانج، (3) ليصف العقبات التي واجهتها

في عملية التعلم المنهجية تلاوتي طريقة لقراءة القرآن بين طلاب المدرسة المتوسطة الحكومية الخامس مالانج .

تستخدم هذه الدراسة النوعية أنواع المنهج الوصفي. للحصول على البيانات ومزيد من المعلومات حول دراسة طريقة تلاوتي في المدرسة المتوسطة الحكومية الخامس مالانج، استخدم الباحثون أسلوب الملاحظة والمقابلات والوثائق. بعد ذلك، تم تحليل البيانات على أساس النتائج .

نتائج هذه الدراسة: 1) عملية تعلم طريقة تلاوتي منهجية لديها العديد من الخطوات، وهي: أ. النشاط الأولي، يبدأ هذا النشاط مع التعلم لنصلي معا خلال خمس دقائق مع التقنيات التقليدية مع المعلمين والطلاب، ب. الأنشطة الأساسية والأنشطة الأساسية، هناك ثلاث جلسات. وكانت الدورة الأولى حوالي عشرين دقيقة للمراحل الأولية. يستخدم المعلمون كتاب لتعليم الطلاب . يستخدم المعلم أسلوب الكلاسيكية، وإذا كان المعلم آيات من القرآن يتلى، والطلاب لديهم للاستماع إلى ما يقرأ المعلم. في الدورة الثانية، وأشار المعلم إلى الطالب واحدة لقراءة سطر واحد، واستمر الطلاب الآخرين على السطر التالي حتى الصفحة قراءة في الواقع كل منهم. إذا كان هناك خطأ في اللفظ، المعلم يعطي تحذيرا للطلاب لتحسين قراءتهم. يستخدم المعلمون النهج الفردي في هذه التقنية. تخصيص وقت للدورة الثانية ما يقرب من أربعين دقيقة. في الدورة الثالثة والمعلمين مراجعة المواد السابقة وتوفير مواد إضافية لفهم الطلاب. المعلم يعطي المواد من كل صفحة وأوضحها للطلاب. الطلاب يستمعون إلى ما يدرس المعلم. تخصيص وقت في الدورة الثالثة هو عشرين دقيقة، ج. تغطي نشاطات في هذا النشاط، يستخدم المعلم أسلوب الكلاسيكية. وهي قراءة المعلم مع الطلاب. تخصيص خمس دقائق لقراءة غطاء بقراءة كفاءة المجلس (2) . جهود المعلمين للطلاب لتحسين نوعية قراءة سورة القرآن، وهي: أ. يفهم المعلم طريقة تلاوتي ، راس والمنهجيات والتقنيات في إدارة أسلوب التعلم تلاوتي، ب. لديهم الدافع عالية لجعل الطلاب قادرين على قراءة القرآن بشكل صحيح وفقا لطريقة تلاوتي، ج. منح معاملة مختلفة للطلاب، د. الجمع بين تقنيات طريقة تلاوتي، حتى أن عملية التعلم لتكون فعالة وسهلة وممتعة،

والبريد. الحفاظ على التواصل الجيد مع الآباء والأمهات، (3) الحواجز في عملية التعلم المعلم طريقة تلاوتي، وهي مصالح الطلاب، ووقت التنفيذ، وفهم علوم المواد التجويد .

كلمات البحث: المنهجية، طريقة تلاوتي، وقراءة القرآن

ABSTRAK

Faradila, Alaili Ayu. 2014. Implementasi Kegiatan Ekstrakurikuler "*Metode Tilawati*" terhadap Pembacaan Al-Qur'an Kalangan Siswa di SMP N 5 Malang. Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: H. Mokhammad Yahya, MA, Ph.D.

Al-Qur'an adalah Kitab Suci umat Islam. Al-Qur'an merupakan pedoman bagi kehidupan manusia. Al-Qur'an diturunkan kepada Nabi Muhammad SAW melalui malaikat Jibril. Al-Qur'an adalah firman Allah dan merupakan mukjizat (bukti kebenaran ajaran Islam), bahwa barang siapa yang membacanya itu akan bernilai ibadah. Belajar Al-Qur'an dengan Metode Tilawati adalah salah satu jenis pembelajaran Al-Qur'an di Indonesia. Tilawati adalah salah satu metode pengajaran Al-Qur'an. Tilawati menawarkan sistem pembelajaran Al-Qur'an yang mudah, efektif dan efisien dalam meningkatkan kualitas membaca, pemahaman dan implementasi Al-Qur'an. Penekanannya tidak hanya pada pendidikan yang telah diajarkan kepada siswa melalui evaluasi (*munaqasah*) tetapi juga terletak pada bagaimana guru membimbing. Metode Tilawati menggabungkan metode pengajaran klasik dan individual secara seimbang sehingga pengelolaan kelas lebih efektif. Oleh karena itu, peneliti berinisiatif untuk melakukan penelitian tentang hal itu.

Berdasarkan latar belakang tersebut, peneliti merumuskan ke dalam beberapa masalah: 1) Bagaimana implementasi proses pembelajaran ekstrakurikuler Metode Tilawati terhadap pembacaan Al-Quran di kalangan siswa SMP N 5 Malang? 2) Bagaimana upaya guru kepada siswa untuk meningkatkan kualitas bacaan Al-Quran di kalangan siswa SMP N 5 Malang? 3) Apa saja hambatan guru yang dihadapi dalam proses pembelajaran ekstrakurikuler Metode Tilawati terhadap pembacaan Al-Quran di kalangan siswa SMP N 5 Malang?. Tujuan dari penelitian ini, adalah: 1) Untuk mendeskripsikan implementasi proses pembelajaran ekstrakurikuler Metode Tilawati terhadap pembacaan Al-Quran di kalangan siswa SMP N 5 Malang, 2) Untuk mendeskripsikan upaya guru untuk meningkatkan kualitas bacaan Al-Quran di kalangan siswa SMP N 5 Malang, 3) Untuk mendeskripsikan kendala yang dihadapi dalam proses pembelajaran ekstrakurikuler Metode Tilawati terhadap Pembacaan Al-Quran di kalangan siswa SMP N 5 Malang.

Penelitian ini menggunakan metode kualitatif dengan jenis pendekatan deskriptif. Untuk mendapatkan data dan informasi lebih lanjut tentang Metode Tilawati belajar di SMP N 5 Malang, peneliti menggunakan metode observasi, wawancara, dan dokumentasi. Setelah itu, data dianalisis berdasarkan hasil temuan penelitian.

Hasil penelitian ini: 1) Proses pembelajaran ekstrakurikuler Metode Tilawati memiliki beberapa langkah, yaitu: a. Kegiatan Awal, kegiatan ini

pembelajaran dimulai dengan berdoa bersama selama 5 menit dengan teknik klasikal bersama guru dan siswa, b. kegiatan inti, dalam kegiatan inti, ada tiga sesi. Sesi pertama adalah sekitar 20 menit untuk kegiatan awal. Guru menggunakan Buku Tilawati untuk mengajar para siswa. Guru menggunakan teknik klasikal, jika guru membacakan ayat Al-Qur'an, para siswa harus mendengarkan apa yang guru bacakan. Pada sesi kedua, guru menunjuk satu siswa untuk membaca satu baris, dan siswa lainnya melanjutkan baris berikutnya sampai halaman benar-benar telah dibaca semua oleh mereka. Jika ada kesalahan dalam melafalkan, guru memberikan peringatan bagi para siswa untuk memperbaiki bacaan mereka. Guru menggunakan pendekatan individual dalam teknik ini. Alokasi waktu untuk sesi kedua adalah sekitar 40 menit. Pada sesi ketiga, guru mereview materi sebelumnya dan memberikan materi tambahan untuk pemahaman siswa. Guru memberikan materi dari tiap halaman dan menjelaskannya kepada siswa. Para siswa mendengarkan apa yang diajarkan guru. Alokasi waktu pada sesi ketiga adalah 20 menit, c. Kegiatan penutup, dalam kegiatan ini, guru menggunakan teknik klasikal. Yakni guru membaca bersama-sama dengan siswa. Alokasi waktu 5 menit untuk membaca do'a penutup dengan dilanjutkan membaca *Kafaratul Majlis*. 2) Upaya guru kepada siswa untuk meningkatkan kualitas bacaan Al-Quran, yaitu: a. Benar-benar menguasai tentang materi Metode Tilawati, lagu Rost, metodologi dan teknik dalam mengelola pembelajaran Metode Tilawati, b. Memiliki motivasi tinggi untuk membuat siswa dapat melafalkan Al-Qur'an dengan benar sesuai Metode Tilawati, c. Memberikan perlakuan yang berbeda kepada siswa, d. Menggabungkan teknik Metode Tilawati, agar proses belajar menjadi efektif, mudah, dan menyenangkan, e. Menjaga komunikasi dengan baik dengan orang tua siswa, 3) Hambatan Guru yang dihadapi dalam Proses Pembelajaran Metode Tilawati, yaitu mengenai minat siswa, waktu pelaksanaan, dan pemahaman materi tentang ilmu tajwiid.

Kata Kunci : Ekstrakurikuler, Metode Tilawati, dan Pembacaan Al-Qur'an

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

Qur'an is the Holy Book of Moslem. It is the guidance for human life. Qur'an is derived by Prophet Muhammad peace be upon him through angel of Jibril. Qur'an is the word of God and a miracle (proof of the truth of the teachings of Islam), that whoever recite it will be worth of worship.¹ Allah said in the Qur'an:

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ
تُرْحَمُونَ ﴿٢٠٤﴾

Meaning: So, when the Qur'an is recited, listen to it, and be silent that you may receive mercy.²

Learning the Quran in Indonesia has started with the arrival of Islam in Indonesia. Even education is the first non-formal education and it is older than the Islamic boarding school education system. Learning the Qur'an at the time an embryo that become an Islamic boarding school. It can be seen from the habit of Moslem in some parts of Indonesia who separates boys aged 7 years or so of his mother. They began to spend the night in the mosque or surau to learn the Qur'an

¹ Ajat Sudrajat, *Din Al Islam*, (Yogyakarta: UPP IKIP, 1998), page 30

² Al-Qur'an Al Kareem, surah Al-A'raaf verse 204

on teachers in the surau.³ The material is taught not only the Koran alone, but also of worship (such as exercise of prayer, wudlu, and so on), faith and morals.⁴

In further developments, many non formal education faces the obstacles as the emergence of formal educational institutions, so the situation is very worrying and many Muslims suffered Qur'an illiterate.

In the educational curriculum it is a certainty to include the local content that will perfect the process of education itself. The local content is aimed to develop the competencies that are suitable with the characteristics and potential of the region, and the material of local content can not be grouped into the existing subjects. The substance of local content subjects determined by the education unit, it is not limited to the subject of skills.

One example of local content curriculum that is implemented at SMPN 5 Malang is Tilawati Method. Tilawati Method is designed to prepare the students to know, understand, appreciate and practice the content of the Qur'an. Al-Quran for Muslims has a very important role in the Muslim's life.

Based on the Islamic education curriculum in 1994, the purpose of learning the Qur'an as one of the principal elements of Islamic education at the level of secondary school (junior and senior) is that students are required to have 4 (four) capabilities, namely: 1) be fluency in reciting any Surah of the Qur'an, 2) writing it down properly, 3) interpret the Qur'an correctly, and 4) describe the contents of the Qur'an. In regard to the ability to recite the verses of the Quran

³ Mahmud Yunus, *Sejarah Pendidikan Islam Di Indonesia*, (Jakarta: Mutiara, 1979), page 34.

⁴ *Ibid.* page 35

that explained further, it must be correct in reciting, good and fluent in terms of *makhraj* and *tajweed*. Beside that in terms of writing the verses of the Qur'an, it must also be correct in writing the letters, and signs or marks of pronunciation.⁵

Nowadays there are many people who question about the success of education of religion in schools. One indication is the fact that the students after studying for 9 years (elementary and junior high school), are generally not able to recite and write the Qur'an properly. Therefore, it is needed to add the additional specific subject to learn reciting the Qur'an in a small group that is performed under the guidance of religion teachers and those who have the competency of it.

With this background, the researcher looks at it as a very important it would be beneficial to conduct the research at SMPN 5 Malang that has additional spesific subject in studying the Qur'an, entitled **“THE IMPLEMENTATION OF EXTRACURRICULAR OF “TILAWATI METHOD” FOR QUR’ANIC RECITATION AMONG STUDENTS AT SMPN 5 MALANG”**.

B. PROBLEM STATEMENTS

Based on the context of study above, the researcher formulates into some problems, they are:

1. How is the learning process of implementing of extracurricular of *Tilawati Method* for Qur’anic recitation among students at SMPN 5 Malang?

⁵Ditjen Pembinaan Kelembagaan Agama Islam, 1999/2000, p. 73

2. How are the teachers' efforts to the students to improve the quality of Qur'anic recitation among students at SMPN 5 Malang?
3. What are the teacher's obstacles that faced in the learning process of implementing the extracurricular of *Tilawati Method* for Qur'anic recitation among students at SMPN 5 Malang?

C. OBJECTIVES OF THE STUDY

From the focus of study above, the researcher can explain that the objectives of this study, are :

1. To describe the learning process of implementing of extracurricular of *Tilawati Method* for Qur'anic recitation among students at SMPN 5 Malang.
2. To describe the teacher's efforts to improve the quality of Qur'anic recitation among students at SMPN 5 Malang.
3. To describe the obstacles that faced in the learning process of implementing of extracurricular of *Tilawati Method* for Qur'anic recitation among students at SMPN 5 Malang.

D. SIGNIFICANCE OF THE STUDY

This research is expected can be useful and beneficial, include: i.e. *for institutions, the teachers, the students, and the researcher.*

For institutions, for Faculty of Education and Teaching Sciences in Islamic Education Program of the State Islamic University of Maulana Malik Ibrahim Malang, this research will become an additional literature to increase the scientific treasures of the library, especially in the scope of Islamic Education. And also for SMPN 5 Malang, the research will become a conceptual contribution and evaluation materials of Tilawati Method learning which is expected to improve the quality of the students in practicing the Islamic values, especially in reciting the Holy Qur'an.

For the teachers, this research will become an information and input from the researcher of the learning the Qur'an through extracurricular of *Tilawati Method* that expected to be an improvement in guiding the students to recite the Holy Qur'an.

For Students, this research will become as scientific treasury that can increase the Islamic knowledge, in order to be more motivated and be better in love building to study and practice the Qur'an.

For Researchers, this research will become as guideline and overview of the current reality in the site in order to be able to make the candidate of educators are ready to face all obstacles and optimize in guiding the students to achieve well and be effective in learning of Qur'an science that applied in schools.

E. LIMITATION OF THE STUDY

To avoid the expansion of understanding, the researcher focuses on the problems that exist with making the limitation of study in order to make this study are clear and directed, on: 1) Learning process of extracurricular of “*Tilawati Method*” at SMPN 5 Malang, 2) the teacher's efforts in the extracurricular of *Tilawati Method* learning to improve the quality of Qur’anic recitation for the high school students at SMPN 5 Malang, 3) The teacher’s obstacles that faced in the learning process of *Tilawati Method* at SMPN 5 Malang.

F. TERMS OF THE STUDY

To provide a same perception between researcher and readers, the researcher makes some required terms of the study as follows:

Implementation is how the policy or planning that made before can conduct through activities to achieve the goal.

Extracurricular is an activity where it is in out of the program that written in curriculum.

Tilawati Method is one of learning Qur’an method that developed in Indonesia. Learning the Qur’an with *Tilawati Method* is an additional program of the school to improve the ability to recite the Holy Qur'an for the students at SMPN 5 Malang. It is an extracurricular activity that can be joined by the students who are Moslem at SMPN 5 Malang. This is caused that the school have the goal to support the achievement of the Islamic Education goal.

Qur'anic Recitation is about what people recite, how the way they recite, and how far their ability in reciting the Qur'an.

G. SYSTEMATIZATION OF DISCUSSION

The systematization of discussion in this thesis is divided into some chapters, they are:

Introduction, describes about the background of the study in the real condition of education in our country. Besides that, in the introduction explains about what are the problem statements that can do in this research, and then about the objectives of the study, significance of the study, limitation of the study, and terms of the study.

Review of Literatures, describes about the theory that used of this research.

Research Method, explains the methods to get the data of this research. The researcher uses method of observation, interview, and documentation.

Finding of Research, describes many finding that the researcher got by observation, interview, and documentation.

Discussion, explains the data that found and make it analysis of this research.

Conclusion, explains the results of the research and some suggestions.

CHAPTER II

REVIEW OF LITERATURES

A. Implementation Of Extracurricular of Tilawati Method

1. Definition of Implementation

The Implementation is boils down to activity, action, action, or mechanism of a system. Implementation is not only activity, but also an activity that is planned to achieve the objectives and activities.¹

According to Guntur Setiawan, the implementation is an extension of mutual activity that customize the interaction process between goals and actions to achieve the main require the network executive, effective bureaucracy.²

Meanwhile, according to Hanifah Harsono, the implementation is a process to implement the policy into a policy of political action into administration. Development of policy is in order to improve a program.³

Thus, implementation is how the policy or planning that made before can conduct through activities to achieve the goal.

2. Definition of Extracurricular

¹ Nurdin Usman, *Konteks Implementasi Berbasis Kurikulum*, (Semarang: CV. Obor Pustaka, 2002), page 70

² Guntur Setiawan, *Implementasi Dalam Birokrasi Pembangunan*, (Bandung: Remaja Rosdakarya offset, 2004), page 39

³ Hanifah Harsono, *Implementasi Kebijakan dan Politik*, (Bandung: PT. Mutiara Sumber Widya 2002), page 67

The meaning of extra generally implies that everything has a different meaning and has more value than usual. In line with this definition, extra-curricular activities in school are given extra valuable as a companion lesson given intra-curricular.

“Extracurricular activities are organized learning activities outside of school hours adapted to the needs of the knowledge, development, guidance and habituation students to have a basic knowledge support.”⁴

Extracurricular activities are activities performed outside of school hours as prescribed in the applicable curriculum. This activity is carried out in schools in addition, can also be implemented outside of school in order to enrich and broaden the knowledge or ability to increase the value / attitude in order to apply the knowledge and skills that have been learned from various subjects and school curriculum. And this event is also intended to better link the knowledge gained in the curricular program with state and environmental needs.

Extracurricular activities are activities conducted outside of school hours (face to face) performed well in school and outside of school made with the intent to further enrich and broaden the knowledge and ability which has been owned from various fields.⁵ Extracurricular activities are more emphasis on science in the field of science that gained students in the

⁴ Shaleh, *Abdul Rachmad. Pendidikan Agama dan Pembangunan Watak Bangsa*. (Jakarta: PT. Grafinda Persada, 2005), page 170

⁵ Moh. Uzer Usman, Lilis Setiawati, *Upaya Optimalisasi Kegiatan Belajar Mengajar* (Bandung: Remaja Rosdakarya, 1993), page 22

school, so that students better understand and explore the science given during school hours lasted, so it is not far behind with the others.

According to Suharsimi Arikunto, extracurricular activities are additional activities outside the program structure, which is generally a choice of activities.⁶

Based on the description above it can be concluded that the extracurricular activities is an additional activity outside the structure of the program is executed outside of normal school hours in order to enrich and broaden students' knowledge and abilities, and also to channel the talent and interests owned through extracurricular activities in accordance with talent and interest.

a. The Objectives and The Scope of Extracurricular Activity

Extracurricular activities aimed at providing a plus for students in addition to such subject matter contained in the curriculum that they got on the intra-curricular teaching and learning activities. As a companion, extracurricular activities consisted of various types of core subjects such as contained in the curriculum. For example, physical education lessons and extracurricular health it may be self-defense, swimming or Red Cross Youth (PMR). Extracurricular art can include dance, theater. Islamic education, extracurricular is a tambourine, qiro'ah, Tilawati.

⁶ Suryosubroto, *Proses Belajar Mengajar di Sekolah* (Jakarta: PT. Rineka Cipta), page 271

Extracurricular activities which is a set of learning experiences have the benefit values for the formation of the personality of students. The purpose of the implementation of extracurricular activities at school according to Moh. Uzer Usman and Francine Setiawati are:

- a. Extracurricular activities should be able to improve the ability of students in terms of cognitive, affective, and psychomotor.
- b. Develop talent and interests of students in private coaching efforts towards positive whole person coaching.
- c. Can know, recognize and distinguish between the relationship of the subject with other subjects.⁷

Based on Directorate of Education and Vocational confirmed that the scope of extracurricular activities must stem from activities that can support and can support intra-curricular programs and programs co-curricular.⁸

So, the scope of extracurricular activities is a form of activities that can support and can support intra-curricular programs that develop students' knowledge and reasoning ability, skills through hobbies and interests as well as the development of attitudes that exist in intra-curricular programs and co-curricular programs.

⁷ Moh. Uzer Usman, Lilis Setiawati, Op, Cit., page 22

⁸ Oteng Sutisna, *Administrasi Pendidikan Dasar Teoritis Untuk Praktek Profesional* (Bandung: Angkasa, 1989), page 272

3. Tilawati Method

Tilawati is one of the methods of teaching of the Qur'an. *Tilawati* offers a learning system Qur'an easy, effective and efficient in order to achieve the quality of reading, understanding and implementation of the Qur'an. The emphasis is not only on the education of students through *munaqasah* but also on the teacher who guided. *Tilawati* method combines the classical teaching methods and private in a balanced manner so that more effective classroom management. Chaplain or cleric can teach 15-20 students without compromising the quality. Children's education time becomes shorter with the expected quality or standard.

TPA or *TPQ* (*Taman Pendidikan Al-Qur'an*) has proven effectiveness and ease of learning Quran reading method *Tilawati* towards Tartil. There are several things that cause them to use *Tilawati*:

- b. *Tilawati* book compiled by activists of *TPA/TPQ* (*Taman Pendidikan Al-Qur'an*) and formal schooling in Indonesia
- c. *Tilawati* book taught using standard song rostr of volumes 1 to volumes 6 and using the song nahawan for development.
- d. *Tilawati* book is equipped with other instructional media that display, rostr song, and video learning techniques.
- e. Books implement classical and individualized learning strategies in a balanced and proportional so:
 1. The learning process to be effective and efficient

2. Learning becomes easy and fun
3. Management students become more orderly.
4. Learning becomes easier target fulfilled

One of the privileges *Tilawati* method is the standardization of teachers, standardization of teaching strategies and standardization of *munaqasah*.

Media of learning *Tilawati* is equipped with a variety of learning media to support the successful of the learning process. Media studied include:

- a. Tilawati Book Volume 1 until volume 6
- b. Tilawati book edition Adult or Parent
- c. Display Tilawati volume 1 until volume 5
- d. Tilawati Cassette of Rost Songs Volume1 until Volume 5
- e. Rost Tilawati MP3 Songs Volume 1 until vol 5
- f. Learning *Tilawati* by VCD.⁹

Tilawati method arises because the concerns of activists who have long been in *TPA/TPQ (Taman Pendidikan Al-Qur'an)* because there are many among the Muslims who could not read and write the Qur'an (Qur'an illiterate). Therefore Drs. H. Hasan Sadzili, Drs. H.M. Thohir Al

⁹ Heri Siswanto, *Metode Pengajaran Al Qur'an Tilawati*, (<http://agamaislam.blogspot.com/2012/05/metode-pengajaran-al-quran-tilawati.html>) accessed on July 6th, 2014 at 11.59 am.

Aly, M.Ag., KH. Masrur Masyhud and Drs. H. Ali Muaffa were determined to make a practical method, fast, and fluent.

In this method, *tilawati* are arranged into several volumes, starting with volume 1 until 5, plus 6 volumes containing about reading *gharib* and *musykilat* (difficult passages in the Qur'an). And on each volume work consists of 44 pages with a cover design that lux. In addition, at each of its volumes listed common requirements to become a teacher teaching Qur'an using *tilawati*, and the subject matter or material that will be taught in its volumes.

Tilawati method provide quality assurance for students-his students, among others:

- a. Students can recite the Qur'an with Tartil.
- b. Students can justify to recite the Qur'an that wrong.
- c. Mastery of learning by individual students and groups are 70% up to 80%.

The learning technique of this method are:

1. Direct Spell

The letters that exist directly read or directly spell without having to spell it out one by one, for the examples; a, ba, ta, and so on.

2. Recite and Listen

After the teacher gave an example of the students' recitation then follow or recite together with seeing display that available.

3. Variated

It meant by compiled into several volumes of books are volumes 1 through 6 volumes to cover the lux design, and in every discussion or letters recitation that explained always characterized or distinguished by using red ink.

4. Modules or text book

Students who have graduated their volume, they can proceed into the next volumes.

Quality targets that to be achieved in the learning of *Tilawati* method is students can master to recite Qur'an properly, which includes:

1. Fashohah (practice), includes rules: *Al waqfu wal Ibtida'*; *Muroatul huruf wal harokat*; *Muroatul huruf wal kalimat*
2. Tajweed (Theory and Practice), includes: *Makharij al-Huruf*; *Ahkamul huruf*; *Shifatul huruf*; *Ahkamul Mad wal Qosr*
3. Ghorib and Musykilat (Theory and Practice)
4. Sound and Rhythm (Practice), includes vocal quality and mastering of ROST song

B. Qur'anic Recitation

Qur'an is the Holy Book of Moslem. It is the guidance for human life. Qur'an is derived by Prophet Muhammad peace be upon him through angel of Jibril. Qur'an is the word of God and a miracle (proof of the truth of the teachings of Islam), that whoever recite it will be worth of worship.¹⁰ The first verses that derived are Surah 'Alaq verse 1 to 5 as below:



Meaning: Recite! In the Name of your Lord Who has created (all that exists). He has created man from a clot (A piece of thick coagulated blood). Recite! And your Lord is the Most Generous. Who has taught (the writing) by the pen. He has taught man that which he knew not.¹¹

A recitation in a general sense is the act of reciting from memory, or a formal reading of verse or other writing before an audience. Recitations of holy texts are part of the cultural presentations of some religions. As Denny notes there is a vast bibliography of Qur'an recitation in Arabic and other languages by Muslim scholars. These religion recitations take the form of prayer, liturgy, and public performance.¹²

Learning the Quran in Indonesia has started with the arrival of Islam in Indonesia. Even education is the first non-formal education and it is older than the Islamic boarding school education system. Learning the Qur'an at the time an

¹⁰ Ajat Sudrajat, *Din Al Islam*, (Yogyakarta: UPP IKIP, 1998), page 30

¹¹ *Al-Qur'an Al-Kareem*, surah Al-'Alaq verse 1 to 5

¹² <http://en.wikipedia.org/wiki/Recitation> accessed on July 16th, 2014 at 9.30 pm.

embryo that becomes an Islamic boarding school. It can be seen from the habit of Moslem in some parts of Indonesia who separates boys aged 7 years or so of his mother. They began to spend the night in the mosque or surau to learn the Qur'an on teachers in the surau.¹³ The material is taught not only the Koran alone, but also of worship (such as exercise of prayer, wudlu, and so on), faith and morals.¹⁴

In further developments, many informal education face the obstacles as the emergence of formal educational institutions, so the situation is very worrying and many Muslims suffered Qur'an illiterate.

In Islamic education not only prepares students play a role as individuals and members of society, but also maintains its attitude toward religion, diligently worship, obey the rules and live the religious practice noble values of religion in everyday life.

As the researcher explains before that someone who recite the Qur'an will be worth of worship. Thus, some aspects that must be pay attention for it, they are:

1. The Excellence of Reciting the Qur'an

Among the virtues of Reciting the Qur'an are¹⁵:

- a. Will be raised in rank by Allah SWT
- b. Being intercession on the Day of Judgement

¹³ Mahmud Yunus, *Sejarah Pendidikan Islam Di Indonesia*, (Jakarta: Mutiara, 1979), page 34.

¹⁴ *Ibid.* page 35

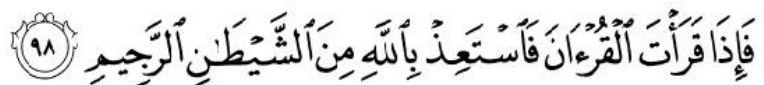
¹⁵ Abu Nizhan, *Buku Pintar Al-Qur'an*, (Jakarta Selatan: Qultum Media, 2008), page 6-7

- c. Living with the angels and got two rewards to those who have proficient reading
- d. Reading the letters will get ten merits
- e. Find rest and mercy of Allah SWT
- f. Khatam of Al-Quran is deed that the most loved to Allah
- g. Will receive blessings and prayers of angels

2. The Attitude to Recite Al – Quran

It is recommended for people who read the Qur'an attention to the following matters¹⁶ :

- a. Reciting the Qur'an after her ablutions because it includes the most important remembrance, although allowed to read for people who have small hadats.
- b. Recite it in a clean and pure, to keep the majesty recite the Qur'an.
- c. Recite it with a solemn, quiet, and respectful.
- d. Cleansing his teeth before you start reciting.
- e. Starting with recite ta'awudz in the beginning, Allah said:



Meaning : So when you recite the Qur'an, [first] seek refuge in Allah from Satan, the expelled [from His mercy]¹⁷.

¹⁶ Syaikh Manna' Al-Qaththan, *Pengantar Studi Ilmu Al-Qur'an*. (Jakarta Timur: Pustaka Al-Kautsar, 2010), page 233

¹⁷ _____ *Al-Qur'an Al-Kareem*, surah An-Nahl verses 98

- f. Recite basmalah at the beginning of each letter, unless the letter Bara'ah (At-Tawbah), because basmalah including one verse of the Qur'an strong opinion.
- g. Reciting with Tartil, by reciting slowly and clearly to the right of each letter, such as reciting idgham and mad.
- h. Pondering the verses he recite. Readings such as this is a very desirable and recommended, by concentrating the heart to think of the meaning contained in the verses they recite and interact to each verse with all the feeling and good conscience clause that contains a prayer, forgiveness, grace, and torment.
- i. Permeates the meaning and purpose of the verses of the Qur'an, which relates to the promise or threat, so feel sad and cry when reciting the passages pertaining to the threat of fear and horror, Allah said:

وَيَخْرُونَ لِلْأَذْقَانِ يَبْكُونَ وَيَزِيدُهُمْ خُشُوعًا ﴿١٠٩﴾

Meaning :And they fall upon their faces weeping, and the Qur'an increases them in humble submission.¹⁸

- j. Smarten voice by Reciting the Qur'an, because the Qur'an is the ornament for the voice, and melodious sound good again to be more influential and pervasive in the soul. In a hadith stated,

زينوا القرآن بأصواتكم

¹⁸ _____ *Al-Qur'an Al-Kareem*, surah Al-Isra' verses 109.

Meaning: decorate the Quran with a melodious voice.¹⁹

- k. Harden Reciting the Qur'an, as read with the sound Jahar (obviously) more mainstream. In addition, it can also evoke the spirit of life, a new activity, the hearing turned to recite the Qur'an, and bring benefits to the listener and to concentrate all feeling for further thinking, attention and ponder the verses that read it. But when the fear arises that *Jahr* voice of *riya'*, or will interfere with another person, such as disturbing the people who were praying. Reciting the Qur'an quietly more mainstream.
- l. The scholars differed about reading the Quran with a direct view to the Manuscripts and read by rote, which is more important? In this respect between them there are three opinions.²⁰

First, recite directly from the codex is more mainstream, because look at the codex was a worship. Therefore it includes a reciting by looking at two worship, namely reading and seeing.

Second, read by rote is more main stream, as this will further encourage the contemplation and thinking well meaning.

Third, depending on the circumstances of each individual. When recite by rote more can lead to a feeling of solemn, thought, reflection, and concentration to verses read rather than reading through the codex, then read by rote more mainstream. But if they are the same then the reading of the codex is more mainstream.

¹⁹ HR. Ibnu Hibban and the others.

²⁰ See at *Al-Burhan /Az-Zarkasyi*, 1/461

m. Sunnah facing the Qiblah when reciting the verses of the Qur'an outside of prayer. Reciter of the Qur'an is also expected to sit quietly, full of charisma, as he bowed his head. His seat like a pupil before his teacher. This is the attitude that most noble and perfect. However, if there is to read the Qur'an while standing, lying down, or lying down, and even then are allowed and rewarding, although not as perfect sit.²¹

3. Errors in Reciting the Qur'an

Error in reciting the Qur'an (or in terms of tajweed called Lahn) is divided into two kinds²²:

1. *Lahnu Jali* or errors appear, i.e. error lafadh in reciting lafadh of Al-Quran that in fringe the rules of the Arabic language, resulting in a change in meaning. This error occurs because changing the font, for example changing the letters د (dal) with ذ (dza). Or, change the vowel. Suppose that should be kasrah but changed be fathah. The scholars agree that the laws regarding this error is unlawful.
2. *Lahnu Khafi*, ie the error in reciting Qur'anic recitation that in fringe the rules of science. The law regarding this error, the scholars have different opinions, some say makruh and some are saying forbidden.

²¹ Imam Nawawi, *Adab Mengajarkan Al-Qur'an*, (Jakarta: Hikmah, 2001), page 77

²² Abu Nizhan, *Buku Pintar Al-Qur'an*. (Jakarta Selatan: Qultum Media, 2008), page 14

CHAPTER III

RESEARCH METHOD

A. Approach and Type of the Research

This study used a descriptive-qualitative paradigm approach. Bogdan and Taylor define "Qualitative Methodology" as a research procedure that produces descriptive data in the form of words written or spoken from the people and behaviors that can be observed.¹

The type of research in this thesis proposal is a case study, according to Arikunto Suharsimi case study is a study conducted intensive, detail, and depth to an organization, institution, or certain symptoms.²

Researchers want to study intensively in the learning process, from lesson plan, learning activities, learning outcomes, and the effectivity of learning Tilawati Method in an institution that became the object of research.

The main activities in this study is to describe and analyze intensively on all the social phenomena studied, ie the Tilawati Method learning process, the obstacles encountered in the learning process Tilawati Method, and the effectivity of learning Tartil Quran obtained qualitatively.

¹ Lexy, J. Moleong, *Metodologi Penelitian Kualitatif: Edisi Revisi*, (Bandung: PT Remaja Rosdakarya, 2006), page 4

² Suharsimi Arikunto, (*Prosedur Penelitian Suatu Pendekatan Praktek: Edisi Revisi V*. Jakarta: RinekaCipta, 2002), page 120

B. Presence of the Researcher

In this study the researcher acts as the main instrument, namely the executive, the observer, as well as data collectors. As implementers, researchers conducting this study at State Junior High School 5 Malang. Researcher acts to observe the learning process, the teachers' efforts in the Tilawati Method learning to improve the quality of Qur'anic recitation, and the obstacles encountered in the learning process.

Sugiyono said qualitative researcher as human instrument, set the focus of the research function, selecting informants as a source of data, data collection, assessing the quality of data and analysis of the data, interpret the data and make conclusions on the findings.³

C. Research Site

This thesis research proposal will be held in State Junior High School 5 Malang is addressed at Jl. WR. Supratman 12 Malang. This is one of the favourite Junior High School in Malang.

D. Sources of Data

Purpose of data sources in the study, according to Suharsimi Arikunto is the subject where the data was obtained.⁴ Meanwhile, according to Lofland, cited

³ Sugiyono, (*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan RND*. Bandung: Alfabeta, 2009), page 306

⁴ Suharsimi Arikunto, *op.cit*, page 107

by Moleong, the main data sources in qualitative research are the words or actions, the rest is additional data such as documents and others.⁵

E. Data Collection and Instrument

In this study the researcher used three kinds of data collection techniques, namely:

1. Observation

In this observation cultivated reasonable observation and actual circumstances without any deliberate attempt to influence, regulate or manipulate it. Observations by the fact, describe with words carefully and precisely what is observed, record it and then process it in order to be scientifically studied problem is not an easy job.⁶ In this case the researchers observed.

- a. Learning process of extracurricular of *Tilawati* Method
- b. Activities that done by the students during the learning process
- c. Teacher's effort to improve the quality of Qur'anic recitation
- d. Teacher's obstacles in the learning process

It aims to determine the passage of teaching and learning activities of extracurricular of *Tilawati* method of learning at State Junior High School 5 Malang. Researchers followed *Tilawati* method learning process for two months at State Junior High School 5 Malang.

⁵Lexy, *op.cit*, page 157

⁶Suharsimi Arikunto, *op.cit*, page 189

2. Interview

An interview is a conversation with a purpose. The conversation was conducted by the two parties, namely the interviewer (interviewer) who asked questions and interviewed the answer to that question.⁷

One of the most popular qualitative research tools is interviewing. Beginning researchers typically recognize the need to learn the skills of experimental design or content analysis, but many erroneously presume that interviewing is like chatting. After all, if you can talk, you can interview, right? In reality, interviewing requires a great deal of knowledge, experience, skill, and finesse.⁸

The researchers use the interview method in order to obtain the data, relating to :

- a. Learning process of extracurricular of “*Tilawati Method*” at SMP N 5 Malang.
- b. The teacher's efforts in the “*Tilawati Method*” to improve the quality of Qur’anic recitation for the high school students at SMP N 5 Malang.
- c. The teacher’s obstacles that faced in the learning process of extracurricular of “*Tilawati Method*” at SMP N 5 Malang.

⁷ Lexy J. Moleong, *op.cit*, page 186

⁸ Scott W. Vanderstoep and Deirdre D. Johnston, (*RESEARCH METHODS FOR EVERYDAY LIFE Blending Qualitative and Quantitative Approaches*, San Fransisco: Jossey-Bass A Wiley Imprint), page 224.

3. Documentation

To assist researchers in collecting data for more relevant research, the researchers added a documentation method in this study, which is looking for data about things or variables in the form of notes, transcript of grades student outcomes, photographs, and so on.

F. Data Analysis

After sorting the data collected is done selectively adjusted to the issues raised in the study. After that, the data processing is done with the editing process, which is to re-examine the data obtained, whether the data is quite good and can be prepared for the next process. Systematically and consistently that the data obtained, poured in a design concept which is then used as the primary basis to provide analysis.

In this study which is used in analyzing the data that has been obtained is a descriptive way (non-statistical), the research done by describing the data obtained with the words or phrases that are separated for the category to reach a conclusion. Referred to know something about what circumstances and how, how much, to what extent, and so on.

In general, non-descriptive study is a research hypothesis. Descriptive research studies are divided into two types according to the properties of the data

analysis, descriptive research is explorative and descriptive research that are developmental.⁹

In this case the researcher uses descriptive explorative,ie to describe the state or status of the phenomenon. Researchers just want to know the things that relate to the state of something. By attempting to solve the problems that exist in the formulation of the problem and analyze the data obtained by using sociological approach.

G. Checking the Validity of Data

Examination of the validity of the data based on certain criteria. The criteria consist of the degree of confidence (credibility), dependence, and certainty. Each of these criteria using its own examination techniques. Moleong argues that: "In a study obtained by a technique of checking the validity of the data".

While the validity needs to be examined to obtain credibility by using the following techniques:

1. **Presisten Observation (Observation Perseverance)**

Which is held constant observation of the research object to understand more symptoms in the various activities that take place at the sites.

⁹ Suharsimi Arikunto, (*Proseur Penelitian: Suatu Pendekatan Praktis*. Jakarta: PT Bima Karya, 1987), page 195

2. Triangulation

Which is a technique that utilizes data validity checking something else out that data for checking purposes or as a comparison to the data.

3. Peer Dering (Examination Peers through Discussion)

That is the counterpart examination through discussion is a technique that is done in a way to export the results of interim and final results were obtained in the form of discussion with the analysis of colleagues.

H. Stages of Research

There are stages of research that conducted by the researcher, they are:

1. In this study there are several stages of research , among others :

- a. Selecting the field
- b. Administering licensing
- c. Conduct field assessment

2. Phase of Field Work

- a. Conducting observations directly into the classroom
- b. Entering the field, by observing various phenomena of learning processes and interviews with some of the informants concerned
- c. Participating while collecting the data
- d. Preparation of research reports based on the data obtained

CHAPTER IV

FINDING OF RESEARCH

A. Data Description

Based on the research method that were got by the researcher. In this chapter, there are data description of the school based on documentation that got by researcher, some results of interview that conducted by researcher with some informants, presentation of the data, and data analysis.

1. Strategic Condition of the School

Malang is the second largest city of Surabaya in East Java province. Geographic location of Malang is located at an altitude between 429-667 meters above sea level and 112.06° - 112.07° East longitude and 7.06°-8.02° South latitude.

SMP N 5 Malang is located in the Rampal Celaket Village, District of Klojen. The location of the school is close by public agencies, residential areas and it is in the downtown that very strategic because it passed by all transportation lines, so it is easily accessible by the students and the society.

Interest of the society to study at SMP N 5 Malang is high, it can also give an illustration that the development of the residents awareness to

the importance of education is higher. The society who studied at SMP N 5 Malang have the opinion that SMP N 5 Malang has adequate services from the various fields that based on IT that supported with facilities and adequate infrastructure and it's a healthy school environment (Winner of National Healthy Schools in 2006) and school who cares and cultured environment (Getting predicate of Adiwiyata Independent Schools in 2010) which is very conducive for learning activity.

2. History of the Establishment of SMP N 5 Malang

SMP N 5 Malang was founded on August 8, 1960. In the beginning, it was named by SGB II Malang and then it was changed to be SMP N 5 Malang. In the first year of the school that was found, who led by the head master:

Table 4.1

Name of Headmaster

No.	Name of Headmaster
1	Mr. Suyoto
2	Mr. Herman
3	Mr. RT Sutamso
4	Mr. Drs. R. Soepadi
5	Mr. Djari Slamet
6	Mr. Drs. H. Solihien Saleh BBA
7	Mr. Drs. Sidik Wantjana

8	Mrs. Dra. Roesminingsih
9	Mr. Drs. Supandi S, Pd.
10	Mr. Drs. Hadi Haryanto, M.Pd
11	Mrs. Dra .Lilik Ermawati.
12	Mr. RV Sudharmanto S, Pd, MK.Pd. (since 2010-now)

3. School Profile

a. School Data

School Name	: SMP N 5 Malang
Address	: on Jl. WR. Supratman 12 Malang, Village of Rampal Celaket, District Of Klojen
City	: Malang
Phone/Fax/HP	:0341-482713 / 0341-482236/ 08883862005
NSS/NPSN	: 20.1.05.61.01.004 / 20533767
Level of Accreditation	: A
Year of Founded	: 1960
Year of Operation	: 1960
Land Ownership	:
1) Land Status	: Building Rights
2) Land Area	: 10.240m ²
Building Status	: State Owned of Malang City

3) Building License : No 2527/1986

4) Total Area : 5.640 m²

b. Vision

Realize the superior international schools by developing science and technology and have an environmental conception with based on faith and piety.

c. Indicator of Vision Achievement

To realize a superior school, there are indicators of vision achievement of the vision as follows:

- 1) Produce quality graduates
- 2) Having a global perspective curriculum/national/ environment
- 3) Implement active learning, innovative, creative, effective, and fun
- 4) Having educators and teachers who have high competence
- 5) Having facilities that support the learning that adequate
- 6) Implement school management that based on system quality management ISO 9001:2008
- 7) School financing that based on standards
- 8) Use the authentic assessment system

- 9) Happened the culture of faith, piety and environmental conception.

d. Mission

To realize the school's vision, SMPN5 Malang establishes the mission of the school as follows:

- 1) Fulfillment Standards of Competence with formulate to reach the lowest NUN and reach of graduation that received SMA/SMK in Malang City
- 2) Fulfillment Standards of Content with formulate standards of competence, basic competence, subject matter, and learning indicator that materialized in the syllabus
- 3) Applying active learning, innovative, creative, effective and fun (PAIKEM) to develop the potential of students optimally
- 4) Increasing the competence of teachers and other education personnel through increased education and training
- 5) Fulfillment adequate infrastructure to support the learning process and educational services that optimal
- 6) Implementing school-based management that reliable
- 7) Fulfillment standards financing by empowering all the potential to support learning that excellent

- 8) Developing the assessment system that can measure all students' abilities
- 9) Creating the conducive environment and culture, so the school society will be safe and comfortable at school
- 10) Implementing bilingual learning for mathematics and exact science (MIPA), information technology (IT)

4. Student Data and Study Group

The student data in for four years until at the present:

Table 4.2

Table of Student Data and Study Group

School Year	Registrant (candidat new student)	Class 7		Class 8		Class 9		Total (Class.7 + 8 + 9)	
		Total of Student	Total of Group of Study	Total of Student	Total of Group of Study	Total of Student	Total of Group of Study	Total of Student	Total of Group of Study
Year. 2008/2009	669	289	9	323	9*	350	9*	959	27
Year. 2009/2010	854	330	11	274	9*	298	8*	937	28
Year. 2010/2011	879	290	10	323	10*	325	10*	938	30
Year. 2011/2012	917	249	9	282	9*	339	11*	870	29
Year. 2012/2013	2026	284	9	240	10*	302	11*	823	29
Year.2013/2014	1929	291	9	252	10*	312	11*	855	29

*each class with 1 group of study of acceleration

5. Staffing Development

a. Teacher Data and Employee

Total of the teacher and employee at SMP N 5 Malang, there are:

Table 4.3

Table of Teacher Data and Employee

Kind	Total	Explanation
PNS Teacher / GT	52 People	
Temporary Teachers / GTT	17 People	
PNS Teacher that worked	-	
Staff of Employee/Administration /Security/ Janitory (Cleanliness)	18 People	Increased by 4 peopleas contract labor for garden and bathroom.

1) Teacher Education Data

The teachers that teach at SMP N 5 Malang consist of various background of their study as follow:

Table 4.4

Table of Teacher Education Data

No	Education Level	Teacher Status		Sex		Total
		GT	GTT	L	P	
1	S 2	13		3	10	13
2	S 1	36	16	14	38	52
3	D 3	1			1	1
4	D 2	1	1	1	1	2
5	D 1	1		1		1
	Total	52	17	19	50	69

2) Employee Education Data

The employee who worked at SMP N 5 Malang were consist of various background of their study as follow:

Table 4.5

Table of Employee Education Data

No	Education Level	Officialdom Status		Sex		Total
		PT	PTT	L	P	
1	S2	-	-	-	-	-
2	S1	-	6	2	4	6
3	D3	-	-	-	-	-
4	D2	-	-	-	-	-
5	D1	-	-	-	-	-
6	SMA	2	7	8	1	9
7	SMP		1	1	-	1
8	SD	-	2	2	-	2
Total		2	16	13	5	18

b. Assessment and Human Resources Development

Performance assessment of the educational staff and the other labor were done throughout the year with beginning assessment in the school year and the summary in the end of the semester and in the end of the school year.

Development of human resources is done by having the training that organized by other institutions and held his own training when training needs that urgent to be realized. Beside training, it also conducted of workshops to work for producing specific products, they are, learning software and hardware with the

guidance of resource persons from universities and experts from other institutions.

6. Infrastructure Data and Its Needs

Many kinds of infrastructure that support the learning activity at SMP N 5 Malang, they can describe in the table as follow:

Table 4.6

Table of Infrastructure Data and Its Needs

No.	Kinds of Infrastructure	Total	Needs	Good Condition/Broken*)
1	Classroom	31	31	Good
2	Head Master Room	1	1	Good
3	Committee Room	1	1	Good
4	Treasurer Room	1	1	Good
5	Administration Room	1	1	Good
6	Head of Staff Room	1	1	Good
7	Warehouse Room	2	2	Good
8	Sport Warehouse Room	1	1	Good
9	Evaluation Room	1	1	Good
10	Library Building	1	1	Good
11	Physics Laboratory	1	1	Good
12	Biology Laboratory	1	1	Good
13	Computer Laboratory	1	1	Good
14	Language Laboratory	1	1	Good
15	Skill Room	1	1	Good
16	Art Room	1	1	Good
17	Law and Order Room	1	1	Good
18	OSIS Room	1	1	Good

No.	Kinds of Infrastructure	Total	Needs	Good Condition/Broken*)
19	Mushalla	1	1	Good
20	Scout Room	1	1	Good
21	Cooperation Room	2	2	Good
22	Medical Room/ Mini Studio of TV/Radio	1	1	Good
23	Parking Area	1	1	Good
24	Guidance and Counseling Room	1	1	Good
25	Teacher Room	1	1	Good
26	Hall Room	1	1	Good
27	Kitchen Room	1	1	Good
28	Canteen	11	11	Good
29	Security Room	1	1	Good
30	Discussion Room / Gazebo	1	1	Good
31	Bathroom / Toilet	66	66	Good
32	Washbasin	15	15	Good
33	Art Stage	1	1	Good
34	Volly Yard	1	1	Good
35	Basketball Yard	1	1	Good
36	Long Jump Yard	1	1	Good
37	Herbal Garden	1	1	Good
38	School Garden	1	1	Good
39	Park School	5	5	Good
40	Park Class	28	28	Good
41	Green House	2	2	Good
42	Pot	25	50	Good
43	Fish Pool	3	3	Good
44	Organic trash can	75	75	Good

No.	Kinds of Infrastructure	Total	Needs	Good Condition/Broken*)
45	Inorganic	75	75	Good
46	Garbage Carts	4	4	Good
47	TPS	1	1	Good
48	Composting tabulation	6	6	Good
49	Computer	57	67	Good
50	Laptop	55	65	Good
51	LCD	38	41	Good
52	OHP	6	6	Good
53	TV and Player	35	35	Good
54	Waste water purification	1	1	Good
55	Aibord	3	35	Good
56	One O One Learning Room	1	1	Good
57	Mathematics Laboratory	1	1	Good
58	Genius Digitizer	4	35	Good

B. Presentation of the Data and Data Analysis

Presentation of the data in this research is based on the research method that explained in the chapter before. There are three methods in this research, they are observation, interview, and documentation. The researcher has already done them. The data that got by the researcher can be presented that mentioned below.

Some of the aspects that observed by the researcher in this thesis, they are:

- 1) Learning process of extracurricular of “*Tilawati Method*” at SMPN 5 Malang,
- 2) The teacher's efforts in the *Tilawati Method* learning to improve the quality of Qur’anic recitation among students at SMPN 5 Malang,
- 3) The teacher’s obstacles

that faced in the learning process of extracurricular of *Tilawati Method* at SMP N 5 Malang.

Headmaster of SMP N 5 Malang has several programs to apply the religious values of the students in the daily life. According to Mr. RV. Sudharmanto, S.Pd, MK.Pd, as Headmaster of SMP N 5 Malang, the essence of religion subject is the practice of religious values that can be applied in daily life. Based on interviewed with Mr. Sudharmanto said that,

“The religion here is not only Islam, but also there are Christianity, Catholicism, and Hinduism. We put it all into the erudition that I wrote a few months ago, we must do, it’s not only subject, the subject matter is so easy, for the example, what are five times of praying on a day? No, it is not about that, it’s about the practice of the five times praying on a day. We try in IMTAQ activity in every Wednesday in the morning at the first subject that held together that guide by class of guardian, every the last Friday in the end of the month there is also Khotmil Qur’an, it’s as student practice in reciting the Qur’an, there is also Tartil Qur’an, that focused on learning how to recite Al-Qur’an properly. We form those programs together and make the evaluation every year. Such as the third grade in this morning in 14 days before UN there is no IMTAQ, but IMTAQ must be held because I think it’s more important.”¹*(Di sini tidak hanya agama Islam saja, tetapi juga agama Kristen, Katolik, dan juga Hindu. Itu semua kita masukkan seperti yang kemarin saya punya tulisan, Kita harus berupaya, tidak hanya sekedar pelajaran, kalau pelajaran kan gampang, misalkan shalat lima waktu itu apa saja? Bukan itu, yakni pengamalan dari shalat lima waktu itu. Antara lain mencoba dengan bentuk IMTAQ setiap hari Rabu jam pertama yang dilakukan serentak dijaga wali kelas, setiap akhir bulan di hari Jum’at juga ada Khotmil Qur’an sebagai bentuk pengamalan siswa dalam membaca Al-Qur’an, Tilawati Method juga ada yakni untuk mempelajari dalam membaca Al-Qur’an. Kegiatan-kegiatan ini kita program bersama setiap tahun kita evaluasi. Seperti kelas 9 hari ini dalam 14 Hari menjelang UN tidak ada IMTAQ, namun IMTAQ harus tetap berjalan karena menurut saya ini lebih penting).*

Unsuspected that Mr. RV. Sudharmanto, S.Pd, MK.Pd, ever got award became the Second Champion with the category of The Best Head Master through

¹Interview with Mr. RV. Sudharmanto, S.Pd, MK.Pd, as headmaster of SMPN 5 Malang on April 16th, 2014 in SMPN 5 Malang at 07.15 am.

all Province in Jawa Timur by Erudition Achievement with titled “The Efforts in Creating the Conducive Environment through Habituation Religious Character in SMP Negeri 5 Malang”. It’s about the application of religious values in the daily life through habituation of religious activities.

There are some religious activities in SMP N 5 Malang, they are:

- 1) Reciting Asmaul Husna and Praying in the Morning, which held on every morning before learning was started by reciting Asmaul Husna and continued by praying together that led by a teacher.
- 2) Developmental of IMTAQ, namely lectures by Islamic teachers that held in every Wednesday at the first time with through cable TV and accompanied by class guardian.
- 3) Khotmil Qur’an, is about reciting the verses of Al-Qur’an together that held in every Friday in the end of the month.
- 4) Memorizing of Juz ‘Amma, this activity is integrated in the learning of Islam education, which is held once in every 1 month at the time of Islamic education subject for an hour lesson (40 minutes).
- 5) Islamic Celebration, which is held if there is celebration, for the example Isra’ Mi’raj, Islamic New Year, Eid Adha, and Maulid of Prophet Muhammad peace be upon him.
- 6) Istighotsa, is praying together that held in every before passing the final examination or national examination.
- 7) Pondok Ramadhan activity, Nuzulul Qur’an celebration, and paying Zakat Fitrah.

However, the activities above were not only those activities that support the implementation of Islamic values in daily life, but also but also there are some extracurricular activities that support students in reciting the Quran that suitable with the title that researched by researcher. There are learning Tartil Qur'an, Hadrah, and Qiro'ah at SMP N 5 Malang. This thesis is only focused on Tilawati Method learning that aimed for the students can recite and understand about Al-Qur'an properly and correct.

Tilawati method is one of the extracurricular activities that developed at SMP N 5 Malang. It called by Tilawati Method because this learning aimed that the students can recite Al-Qur'an properly, recite with *tartil* (slowly), pay attention in *makharij al-huruf*, and its *tajweed*. Tilawati Method learning at SMP N 5 Malang is extracurricular activities that are recommended specially for Muslim students who still can not recite the Qur'an properly. Beside that, the students who already can recite properly are also can join in Tilawati Method learning in improving the quality in reciting the Qur'an.

Based on interview result which conducted by researcher that focused on the quality or ability of the students in reciting the Qur'an, according to Mr. Bisri as teacher said,

“The students’ ability to recite Al-Quran at SMPN5 Malang were average able to recite the Qur'an. However, there is still a few students who still can not and could not even recite Al-Qur'an.”²(*Kemampuan siswa membaca Al-Qur'an di SMP N 5 Malang ini rata-rata sudah bisa*

²Interview with Mr. Mohammad Bisri, S.Ag, as advisor of Tartil Qur'an on March 29th, 2014 in SMPN 5 Malang at 11.15 am.

membaca Al-Qur'an. Akan tetapi, masih ada sedikit siswa yang masih belum bisa dan bahkan sama sekali tidak bisa membaca Al-Qur'an).

Because of it, the researcher took the initiative to conduct a research at SMP N 5 Malang about school effort in improving the quality of reciting the Qur'an through Tilawati Method learning.

Students' ability in reciting the Qur'an can be seen when the process of Islamic Education learning in the classroom, for the example the student gives dalil naql, then he recite one of the verses, and teacher can pay attention on the Qur'anic recitation. From there, it can be seen which one of the students were able to recite the verses of the Qur'an and students who still have not been able to recite the Qur'an. Therefore, to solve the problem of students' ability in reciting the Qur'an that based on interview result with Mrs. Ermi said,

“To carry on the problems with students who have not able to recite the Qur'an, I was required to join the extracurricular activity of Tilawati Method that trained by Mr. Bisri on every Thursday for grade 7 and on every Saturday for grade 8. If the students do not want to join it, then I will contact the parents of the students to guide their children to recite the Qur'an at home or with a private teacher who guide them. I also have been asked from one of their parents to provide the private learning to recite the Qur'an to students who can not recite the Qur'an properly.”³(Untuk menanganis siswa yang sama sekali belum bisa membaca Al-Qur'an, saya haruskan untuk mengikuti ekstrakurikuler Tilawati Method yang dibimbing oleh pak Bisri setiap hari Kamis untuk kelas 7 dan hari Sabtu untuk kelas 8. Jika anak tersebut tidak mau mengikuti, maka saya menghubungi orangtua dari anak tersebut agar belajar membaca Al-Qur'an atau mengaji dengan dibimbing orangtua di rumah atau privat dengan mendatangkan guru mengaji. Saya juga pernah diminta orangtua untuk memberikan privat belajar membaca Al-Qur'an kepada siswa yang belum bisa membaca Al-Qur'an dengan baik dan benar.

³Interview with Mrs. Dra. Hj. Ermianingsih, M.Ag, as teacher of Islamic Education on March 29th, 2014 in SMPN 5 Malang at 12.50 WIB.

The researchers have been conducted the research of the Tilawati Method learning at SMPN5 Malang on March 29th-May 12th, 2014. From there, it can be analyzed on how the learning process, the obstacles faced by teachers, and teachers' efforts to the students to improve the quality in reciting the Quran.

1. Qur'anic Recitation of Students

Based on observation, the students at SMP N 5 Malang were average able to recite the Qur'an. However, there is still a few students who can not and could not even recite the Qur'an. The students who ability and interested in reciting Qur'an, they join routinely in extracurricular activity of Tilawati Method. There are five students who joined it. They are Azzam, Yulia, Afifah, Ekkel, and Alma.

a. Azzam

Azzam is one of the students in grade 8.4. She graduated from SDI Bani Hasyim Malang. Her father was a private employment. Her mother is a doctor.

Azzam has already could recite the Qur'an properly. The researcher observed how she recited the Qur'an. She always practiced to recite the Qur'an at home. By guiding from her parents who also support her ability.

After joining this activity, she can practice it better, and how the way she recited the Qur'an also can be seen from her recitation in the extracurricular activity. The researcher realizes that who are seriously in learning the Qur'an, they will get it.

b. Yulia

Yulia is one of the students in grade 8.4. She graduated from SDN Kotalama 2 Malang. Her father was a private employment. Her mother is too. Although she graduated from elementary school, but she is be able to recite the Qur'an properly.

Yulia has already could recite the Qur'an properly. The researcher observed how she recited the Qur'an. She always practiced to recite the Qur'an at home. She practiced by herself.

How the way she recited the Qur'an also can be seen from her recitation in the extracurricular activity. The researcher realizes that who are seriously in learning the Qur'an, they will get it.

c. Afifah

Afifah is one of the students in grade 8.4. She graduated from SDN Polehan 3 Malang. Her father was an entrepreneur. Her mother is a house wife.

Afifah has already could recite the Qur'an properly. The researcher observed how she recited the Qur'an. She always practiced to recite the Qur'an at home and also joining in the mosque where there were also Tilawati Method.

How the way she recited the Qur'an also can be seen from her recitation in the extracurricular activity. The researcher realizes that who are seriously in learning the Qur'an, they will get it.

d. Ekkel

Ekkel is one of the students in grade 8.4. She graduated from SDN Jodipan Malang. Her father was an entrepreneur. Her mother is a shopkeeper.

Ekkel has already could recite the Qur'an properly. The researcher observed how she recited the Qur'an. She always practiced to recite the Qur'an at home. By guiding from her parents who also support her ability.

How the way she recited the Qur'an also can be seen from her recitation in the extracurricular activity. The researcher realizes that who are seriously in learning the Qur'an, they will get it.

e. Alma

Alma is one of the student in grade 8.8. She joined extracurricular activity of Tilawati Method since in the grade 7. She has already *khatam* of Al-Qur'an once. She practiced at home, but she has ever learned with a teacher. She recited Al-Qur'an at home after praying 'Ashr.

Alma has already could recite the Qur'an properly. The researcher observed how she recited the Qur'an. She always practiced to recite the Qur'an at home. By guiding from her parents who also support her ability.

How the way she recited the Qur'an also can be seen from her recitation in the extracurricular activity. The researcher realizes that who are seriously in learning the Qur'an, they will get it.

From the extracurricular activity of Tilawati Method, she got many positive impacts. She knew *tajweed*, points of articulation, and recited with Rost song well.

2. Learning Process of Extracurricular of “*Tilawati Method*” at SMPN 5 Malang

Based on observations, Tilawati Method learning held on every Thursday and Saturday after learning activity has been finished. The process of Tilawati Method learning was conducted in the mosque SMP N 5 Malang. For students in grade 7, it conducted on Thursday specifically at 1.30-3.00 p.m, and for grade 8, it conducted on Saturday specifically at 10.30-12.00 a.m.

The method that used in the learning is *tilawati* method. *Tilawati* method was found by Drs. H. Hasan Sadzili, Drs. H.M. Thohir Al Aly, M.Ag., KH. Masrur Masyhud and Drs. H. Ali Muaffa. They bent on making a method that practical, fast, and fluent.

The material that taught by Mr. Bisri as teacher of Tilawati Method learning were about tajweed and points of articulation (*Makharij Al-Huruf*). This material was taught not only theory but also practice that more important. In accordance with the results of the interview with Mr Bisri said,

“... Building about understanding the tajweed here, meant by from the start do not introduce theoretically, only practically. This word

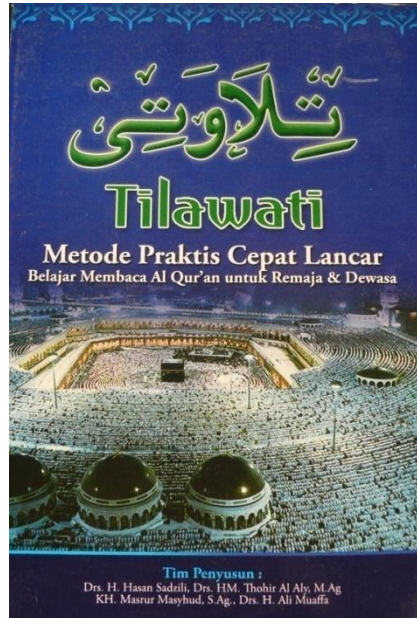
was recited with this, and that word was recited with that. Until the learning was ended, truly, the students still do not understand yet about the tajweed theoretically. But, in the implementation when they recited the qur'anic recitation of them were already correct. The theory of the material were explained in the end of learning. Because of I used this method equivalent to adult, so I also explain the material theoretically. But, it do not with the example, Idhar Halqi is At the point, the students were correct in determining the recitation. That's all after finishing the material do not become confused.”⁴ (*Penanaman tajweed kalau belajar di sini, artinya mulai awal tidak dikenalkan tajweed secara teori, hanya tajweed secara praktik, kalau ini bacaannya begini, kalau ini begini, sampai anak ini nanti selesai sebetulnya belum mengerti tajweed secara teori, tetapi bacaannya sudah benar. Baru ketika selesai disampaikan teori. Karena ini saya pakai untuk dewasa, tajweed secara teorinya juga saya sampaikan, tetapi tidak perlu misalkan idhar halqi adalah, jadi pokoknya anak benar dalam menentukan bacaan, biar tidak bingung setelah tuntas semua materi tadi*).

The text book that used by Mr. Bisri was “Tilawati Practical, Fast and Fluent Method, Learning the Qur’anic Recitation for adolescent and Adult.” (*Tilawati Metode Praktis Cepat Lancar Belajar Membaca Al-Qur’an untuk Remaja dan Dewasa*) by Drs. H. Hasan Sadzili, Drs. HM. Thohir Al Aly, M.Ag, KH.Masrur Masyhud, S.Ag, and Drs. H. Ali Muaffa.

⁴Interview with Mr. Mohammad Bisri, S.Ag, as advisor of Tartil Qur’an on April 26th, 2014 in SMPN 5 Malang at 12.10pm.

Picture 4.1

Picture of Text Book of Tilawati Method Activity



The process of extracurricular of Tilawati Method learning at SMP N 5 Malang are:

a. Introduction

Teacher of Tilawati Method started the learning by reciting surah Al-Fatihah with the Rost song that already learnt by Mr. Bisri. This activity was conducted together.

b. Core Activitiy

There are 3 kinds of technique that implemented in extracurricular of Tilawati Method learning, they are:

1. Classical

It meant by, in the first time the teacher recite the entirety of each page. The students listen and pay attention to the teacher's recitation.

2. Recite and Listen (*Baca Simak*)

It also called by the classical technique, that meant by the teacher recite each line, then students imitate what the teacher recited together. Teacher pay attention to the students' recitation, if there were errors, he corrected the students' recitation, then the students repeat to recite the correct recitation together. In this technique, the material of tajweed was taught by the teacher practically.

3. Classical

It meant by, the students recite the entirety of recitation that already learnt through the first technique and the second. This activity was conducted alternately, or one by one. A student recites one line, then the others continue in the second line. If there were errors in reciting the verse of the Qur'an, so the teacher give some code for the example, knock the table by his fingers, it indicated that the student must repeat his recitation. After that, the students recite the verses correctly, so this activity can be continued into the next line.

c. Closing

The teacher close the learning with reflected about what the material that already learnt in that day, then they were praying together and closed by reciting *Kafaratul Majlis*.

It can be concluded from the observations of the researcher, that the students who routinely have joined extracurricular of Tilawati Method and seriously learnt, they can be concluded that they have been able to recite the Qur'an properly, and recite it with the Rost song that taught by Mr. Bisri.

3. The Teacher's Effort to the Students to Improve the Quality of Qur'anic Recitation

Teachers' efforts to students in improving the quality of reciting the Qur'an can be conducted by using suitable learning strategies that implemented in Islamic Education lessons, so that the students are motivated to learn to recite the Qur'an properly.

Every teacher has different characteristics in dealing with students who have not been able to recite the Qur'an properly. In the process of Islamic education learning, religious teachers at SMP N 5 Malang have different treatment to conclude whether the student was able to recite Al Quran or still can not.

According to Mr. Bisri, as Islamic Education teacher and trainer of Tilawati Method learning, he said,

“In order to make the students can understand the Qur'an, first, applied to the study of learning with checking from the beginning whether the students have the ability to recite the Qur'an, by checking the existing material before we test them, then the second, for the students to develop their less ability, we help the students to join in extracurricular activities of Tilawati Method learning.”⁵ (*Supaya anak bisa memahami Al-Qur'an itu pertama menerapkan studi pembelajaran dengan mengecek mulai dari awal apakah anak tersebut sudah mempunyai kemampuan membaca Al-Qur'an, dengan mengecek materi sebelumnya yang sudah ada kita testkan, kemudian yang kedua, bagi anak-anak untuk mengembangkan yang kurang-kurang kita membantu anak-anak itu untuk mengikuti ekskul Tartil Qur'an*).

Meanwhile, according to Mrs. Ermi that also as Islamic Education teacher for grade 7, she said,

“Every teacher has a different strategy in teaching and learning activities in the classroom. The effort that I did to solve the students' difficulties in reciting the Quran, for the example, when I pointed a student to recite the verses about the material of empathy, then he was wrong when he recited it, then I gave he the opportunity to repeat the wrong recitation until he recite correctly, if it was already correct then he continued to recite the next verses. For the students who can recite the Quran properly also must focused on understanding what tajweed that were contained in that verses that he recited.”⁶ (*Setiap guru mempunyai strategi yang berbeda-beda dalam kegiatan belajar mengajar di kelas. Adapun usaha yang saya lakukan untuk menyikapi kesulitan siswa dalam membaca Al-Qur'an, yakni misalkan ketika saya tunjuk salah satu siswa untuk membaca ayat tentang materi perilaku empati kemudian dia salah, maka saya berikan kesempatan agar mengulangi bacaan yang salah tersebut sampai benar, jika sudah benar maka dilanjutkan membaca ayat selanjutnya. Untuk siswa yang sudah bisa membaca Al-Qur'an dengan baik dan benar tetap memperhatikan dengan lebih fokus memahami*

⁵Interview with Mr. Drs. Edi Sunyoto, M.Pd, as teacher of Islamic Education on April 14th, 2014 in SMPN 5 Malang at 10.00 am.

⁶Interview with Mrs. Dra. Hj. Ermianingsih, M.Ag, as teacher of Islamic Education on March 29th, 2014 in SMPN 5 Malang at 13.00 WIB.

apasaja tajweed yang terdapat dalam bacaan salah satu ayat yang dibaca tersebut).

According to Mr. Edi, as the Islamic Education teacher, he implemented based on IT method, and the result of interviews with him, he said,

“The strategy of learning in the classroom, I use a technique by using the media CD interactive, we played there from juz Amma, there are verses there, recitation, voice, tajweed, and there were images or background that suitable with surah of the Qur'an. We try to train the students to recite the verse, if necessary, so the students were required to copy the learning video of the Qur'an in order to learn many times his laptop, it expected in order to equate their recitation with practice from the media. Recently, there were application program to learn the Quran, we can do at home, and then implemented in schools in generally. More time that can learn at home, we can drill materials of tajweed that already learnt in schools, so that the students can continue and practice at home. For that, we can examine how far the difficulty, whereas the others who have understand the material can continue to the next material, and for the less understand also still trained, so they can take the benefit from each other and it was not take the disadvantages for one side.”⁷*(Strategi pembelajaran dalam kelas, saya mempunyai teknik dengan menggunakan media CD, kita putarkan ada mulai dari juz Amma, di situ sudah terdapat ayat, bacaan, suara, panjang pendeknya, serta gambar atau latar belakang sesuai dengan surat dalam Al-Qur'an. Kita coba anak itu untuk melatih membaca ayat tersebut, kalau perlu anak kita bekali supaya untuk mengcopy video pembelajaran Al-Qur'an tersebut agar belajar berkali-kali melalui laptopnya supaya bisa menyamakan bacaannya dengan berlatih media tersebut. Bahkan perkembangan terakhir ini terdapat program aplikasi belajar Al-Qur'an, bisa kita laksanakan di rumah, kemudian diterapkan di sekolah secara umum, supaya lebih banyak lagi waktunya dipelajari di rumah, kita drill materi-materi tajweed di sekolah supaya anak bisa menindaklanjuti dan ujian di rumah. Untuk itu tetap kita*

⁷Interview with Mr. Drs. Edi Sunyoto, M.Pd, as teacher of Islamic Education on April 14th, 2014 in SMPN 5 Malang at 10.15 am.

lanjuti sejauh mana kesulitannya, sedangkan yang lain yang sudah memahami biar melanjutkan materi, sedangkan yang kurang tetap terlayani dan dilatih juga sehingga bisa menguntungkan satu sama lain tidak merugikan satu pihak).

Beside in improving the quality of students in reciting the Qur'an through the Tilawati Method extracurricular activities and learning Islamic education, the headmaster have program, it called by Khotmil Qur'an that conducted on every Friday in the end of the month. This statement was suitable with interview result with Mrs. Sri as vice of headmaster who focused on curriculum, she said,

“... Then the students were also taught on every month, especially in the last week which was held on Friday, it called by Khotmil Qur'an, so the students knew more about reciting and writing the verses of the Quran.”⁸(kemudian anak-anak juga diajari setiap satu bulan sekali khususnya di minggu terakhir hari Jum'at yaitu diadakan Khotmil Qur'an, supaya anak-anak mengenal lebih jauh tentang baca tulis Ayat Al-Qur'an.)

This activity was conducted together with led by Islamic Education teacher, then the students recited together with suitable juz that determined for each class.

Through the learning strategies of Islamic Education, the extracurricular activities of Tilawati Method learning, and Khotmil Qur'an were expected to help the students to improve the quality of Qur'anic recitation.

⁸Interview with Mrs. Sri Mahmura, M.Pd, as vice of Head Master that focused on curriculum in the school on April 15th, 2014 in SMPN 5 Malang at 9.30 am.

4. The Teacher's Obstacles that Faced in the Learning Process of Tilawati Method

Tilawati Method has the goal that after the students joined it they were expected to know more deeply and mastered in the science of how to recite the Qur'an with *tartil* (*slowly*), good and properly.

But, to achieve those goals, there are several obstacles that became obstacles in the process of extracurricular of Tilawati Method learning itself.

Mr. Bisri stated about some of the obstacles that he experienced in extracurricular activities of Tilawati Method learning, he said,

“If talking about obstacles, of course, they are 1) the student's interest, because many extracurricular that make them more interesting in physical nature, the children of course chose the others extracurricular, 2) time, because the time of Tilawati Method learning was in the afternoon, the average of students' spirit to learn the Qur'an has been reduced, 3) internal factors, they are about the understanding of religion, because many students who participated in Tilawati Method which sometimes have an educational background in terms of his religious faith was less in understanding and learning the Qur'an, may be it caused by lacking the parental attention of students to convince the importance of learning the Qur'an, so the ability to teach the Qur'an to their children at home become less.”⁹ (*Kalo hambatan tentunya, 1) minat anak, karena banyak ekskul-ekskul lain yang lebih menarik yang sifatnya fisik, anak-anak mesti lebih memilih ekskul yang lain, 2) waktu, karena waktu ekskulnya siang, rata-rata semangat anak-anak untuk belajar Al-Qur'an sudah berkurang, 3)*

⁹Interview with Mr. Mohammad Bisri, S.Ag, as advisor of Tartil Qur'an on April 3th, 2014 in SMPN 5 Malang at 10.30 am.

faktor internal, yaitu pemahaman agama, karena banyak siswa yang ikut Tilawati Method ini yang kadang-kadang memiliki latar belakang pendidikan agama dari segi religiusnya kurang dalam memahami dan mempelajari Al-Qur'an, mungkin dikarenakan kurangnya perhatian orang tua siswa terhadap pentingnya belajar Al-Qur'an, sehingga untuk mengajarkan Al-Qur'an kepada anaknya di rumah menjadi kurang).

Thus, it can be concluded that based on the interview result above, that the obstacles that faced by the teachers were influenced by several factors. The obstacles that most related to the students' ability in reciting the Qur'an, so the students' interest in joining the extracurricular activities of Tilawati Method learning is the most important aspect to achieve the goal of the learning activities.

From the student's interest arises the self-motivation of students to learn about how the way to recite the Qur'an. If the students were more motivated to learn, so it can be more said, that the students have the intention to learn seriously, so finally, they can be able to recite the Qur'an properly.

The assessment that used by Mr. Bisri in the extracurricular activities of Tilawati Method learning, he said,

“The result that I gave was from the seriousness of the students to join it. I gave based on attendance, because this learning was not called by qiro'ah but Tartil that joined from the students that can not recite, so I recommended the students who can not recite to join it. Then the value was not based on her ability, but if they ‘*Sregep*’ (*diligent*) to join it, InsyaAllah they will be able. The first goal was make the students can recite. So, they who diligent to join it, I gave mark A. For the students that seldom join it, I gave

mark B. I think it was more to the motivation to learn the Qur'an, was not to the skill. It meant by, in other extracurricular usually the students have already the talent in themselves, they have been essentially able with their ability, then developed until achieving of their expected it. But this is basically inversely from they can not in order to be able. To motivate it, the achievement from results were relatively similar, but more important was presence of joining it. If they 75% upward from the presence of students attending extracurricular then I gave mark A, while 70% down I gave it mark B, if it is less than it was I consider it, they drop out of the extracurricular."¹⁰ (*Hasilnya itu saya beri nilai berdasarkan kehadiran, karena ini sifatnya kan saya bukan qiro'ah tetapi tartil dari yang tidak bisa, jadi anak-anak yang tidak bisa saya suruh ikut, kemudian nilainya bukan berdasarkan kemampuan dia, kalau kemampuannya pokoknya sregap nanti insyaallah bisa, tujuan awalnya yang penting anak bisa, maka sregap itu saya beri nilai A, yang jarang masuk saya beri B, kan ini lebih kepada motivasi untuk bisa kepada Al-Qur'an, bukan kepada keahlian lagi, maksudnya kalau ekskul yang lain biasanya anak tersebut sudah mempunyai bakat, punya dasarnya sudah bisa, dikembangkan sampai menghasilkan yang diharapkan itu. Tapi ini dasarnya terbalik dari yang tidak bisa agar bisa. Untuk memotivasi itu, penghargaannya yaitu dari hasil relatif sama, tetapi kehadiran yang lebih penting. Kalau sudah 75% ke atas dari kehadiran siswa mengikuti ekskul maka saya beri nilai A, sedangkan 70% ke bawah itu saya beri nilai B, kalau kurang dari itu sudah saya anggap keluar dari ekskul itu).*

Assessment that conducted by Mr. Bisri, was only by making a list of tables attendance in extracurricular activities, such as:

¹⁰Interview with Mr. Mohammad Bisri, S.Ag, as advisor of Tartil Qur'an on April 26th, 2014 in SMPN 5 Malang at 12.20pm.

Picture 4.2

Picture of Attendance of Tilawati Method Activity

PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN
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**DAFTAR HADIR EKSTRA KURIKULER
TARTIL AL'QURAN KELAS 7
TAHUN PELAJARAN 2013 / 2014**

BULAN : *September 2013*

NO	NAMA SISWA	PIA	KLS	TANGGAL					KET
				1	2	20	26	30	
1	ZHOLIVINIZAR PANATAGAMA	L	7.1	✓	✓	✓	✓	✓	
2	WAHYU VINKA SARI	P	7.2	✓	✓	✓	✓	✓	
3	LUTFIZAH NABILAH	P	7.2	✓	✓	✓	✓	✓	
4	DILLA ARIANTI	P	7.3	✓	✓	✓	✓	✓	
5	LAILI DZAKIYAH EFENDI	P	7.3	✓	✓	✓	✓	✓	
6	SHERLY INDAH PRATIWI	P	7.3	✓	✓	✓	✓	✓	
7	SYARIF HIDAYATULLOH	L	7.3	✓	✓	✓	✓	✓	
8	AISYAH FAJRIATI	P	7.5	✓	✓	✓	✓	✓	
9	AMALIA NUR KHANFAH	P	7.5	✓	✓	✓	✓	✓	
10	NOVENTIA RAMADHANI PUTRI	P	7.5	✓	✓	✓	✓	✓	
11	TUFAILAH	P	7.6	✓	✓	✓	✓	✓	
12	BIMAS LAIL CAHYA PUTRA	L	7.8	✓	✓	✓	✓	✓	
13	ZIDAN ABDI SEPTIYAN	L	7.8	✓	✓	✓	✓	✓	

Malang,
Pelatih

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19/09/13

CHAPTER V

DISCUSSION

Based on the research finding that consists of data description, data presentation, and data analysis in the chapter before, so the researcher proceeded to make the discussion and data interpretation in this chapter. This discussion actually only focused on the problem statements which have already observed by researcher.

1. Learning Process of Extracurricular of Tilawati Method at SMP N 5 Malang

Learning is an effort to develop human resources who conducted continuously for human life. The content and process of learning need to be updated with the development of science.

The role of the teacher in the learning process instead of merely providing information (transfer of knowledge) but also teach and learn in order to facilitate the learning process is more adequate. Learning means any activity that is designed to help a person learn a new ability or value. Everything mentioned that in learning, teachers must understand the nature of the subject matter that is taught as a subject that can describe the student's ability to think and understand the various models of learning that

encourages students' ability to learn by careful planning by teachers teaching. So that, there is a process of learning and teaching that directed to build thinking skills and ability to master the material, in which the knowledge and resources from outside the self, but constructed within the individual student. Knowledge-is not obtained by transfer from other people but is shaped and constructed by the individuals themselves, so that students are able to develop their intellectual professions.

The researcher thinks that being success is not easy, because a process to reach the goal will not success if there is no intention in the heart. With the intention, it can be more motivated to be better.

As a Moslem, actually must be able to recite the Qur'an, because it's a guidance of human life. In the learning process of extracurricular of Tartil Qur'an, the students must be intensive in reciting the Qur'an if they want to be able to recite the Qur'an with *tartil* (*slowly*) and properly. From that, the quality of Qur'anic recitation of the students will increase be better to recite the Qur'an.

The goal of extracurricular activities of Tilawati Method learning is creating the students can recite the Qur'an with *tartil* and properly that suitable with point of articulation (*makharij al-huruf*) and its tajweed. Making the students have be better quality than before they join it.

The teacher who required the students to join extracurricular of Tilawati Method learning on Wednesday afternoon and Saturday afternoon

are expected will be able to recite the Qur'an after joining it. He divided the students into two groups. They are group for grade 7 on Wednesday at 1.30-3.00 p.m and group for grade 8 on Saturday at 10.30-12.00 p.m in the mosque.

For two semesters the students must learn to recite the Qur'an with *Tilawati* method that trained by the teacher. *Tilawati* method is one of the several methods of learning the Qur'an that have developed in Indonesia.

The material that taught by the teacher of Tilawati Method learning were about tajweed and points of articulation (*Makharij Al-Huruf*). This material was taught not only theory but also practice that more important. The teacher teaches not only theoretically but also practically in this learning process.

Learning process of extracurricular of Tilawati Method for Qur'anic recitation at SMP N 5 Malang have some aspects, they are:

a. Allocation Time

Based on the research, the researcher explained how the teacher of Tilawati Method makes allocation time of the learning process.

Table 5.1

Table of Allocation Time of Tilawati Method Learning
at SMP N 5 Malang

Time	Material	Technique	Explanation
5 minutes	Introduction: (Opening Praying)	Technique 3 (Classical) Reciting together	Rost Song
20 minutes	Core Activity: Tilawati Book	Technique 1 (Classical) Teacher Recites – Students Listen	Rost Song
40 minutes	Core Activity: Tilawati Book	Technique 2 (Individual) Recite and Listen	Rost Song
20 minutes	Core Activity: Review and Additional Material	Technique 1 (Classical) Teacher Recites – Students Listen	Rost Song
5 minutes	Closing: (Closing Praying)	Technique 3 (Classical) Reciting together	Rost Song

It can be explained from the table above, there are allocation time in the learning process. It can be mentioned in the first step is introduction, the second is core activity, and the third is closing.

In the introduction, the learning starts with praying in 5 minutes with classical technique that recite with opening by praying together between teacher and students.

In the core activity, there are three kinds session. The first session is about 20 minutes for beginning. The teacher uses Tilawati Book to teach the students. The teacher uses classical technique that if the teacher recites the Qur'an, the students must listen what the teacher recites. In the second session, the teacher directs one student to recite one line, and the other student will be proceeded next line until a page totally have read by them. If there are errors in reciting, the teacher gives a sign for the students to correct their recitation. The teacher used individual approach of this technique. The allocation time for the second session is about 40 minutes. In the third session, the teacher reviews the material before and gives additional material for student's understanding. The teacher gives material from a page and recite it to the students. The students listen what the teacher taught. The allocation time in the third session is about 20 minutes.

In the closing activity, the teacher uses classical technique. It means the teacher recites together with the students. It is about 5 minutes to recite the closing praying with recite *Kafaratul Majlis*.

b. Time Target

The target of time in learning Tilawati Method for Qur'anic recitation at SMP N 5 Malang, the teacher made into 2 periods. It conducted in two semester in a year. Two semesters with the distribution time:

Table 5.2

Table of Time Target of Tilawati Method Learning

Material	Max. Time	Meeting	Total of Student
Tilawati Book for Adolescence and Adult	Two Semester 2 x 6 months	4 meetings/month @90 minutes	10 Students/Group

c. Technique

The technical of teaching and learning process of Tilawati Method at SMP N 5 Malang, the teacher used several techniques that combined adapted the time and student's skill.

1. Teaching with Technique of Recite and Listen with Book

Tilawati Book is a method of learning to recite the Qur'an that taught with balancing between classical approach and individual approach with technique recite and listen (*baca simak*) with book.

This method is teaching and learning process that conducted with reciting by turns that one student recite and the other listen. With this method, the teacher hopes:

- a. Learning activity will be effective, easy, and fun
- b. Students learning completely together
- c. Learning condition will be conducive
- d. Target of Qur'anic recitation quality will be reached.

One of the implementation of technique that used in Tilawati Method at SMP N 5 Malang is Implementation of Technique of Recite and Listen with Book, it conducted:

- a. Teacher explain the main material in the page that will be recited.
- b. It started by reciting classically in the page that will be taught at the meeting.
- c. Students recite each line by turns until all of students have already read totally one page in the book.

2. Teaching with Classical Technique

There are three techniques in tilawati method, they are:

Table 5.3

Technique of Tilawati Method Learning

Technique	Teacher	Student
1	Recite	Listen
2	Recite	Imitate
3	Recite together	

The three techniques above do not use in classical practice, but it adapted with the schedule or development of student's skill.

It can be explained in the technique 1 is when the teacher recites, the students must listen. In the technique 2 is when the teacher recites, the students imitates. In the technique 3 is reciting together between teacher and students.

d. Evaluation of extracurricular of Tilawati Method

Actually, based on the review of literatures, there are three kinds of evaluation, they are:

1. Pre Test

Activity that conducted to understand how far the student's skill before the join extracurricular of Tilawati method as material for dividing the group.

2. Daily Evaluation

Evaluation that conducted every meeting by the teacher to determine the progress of page in the book together in each group. It can conduct:

- a. Page will be replayed if there was student who recite less influent from 70%
- b. Page will be proceeded if the students already recite fluently minimum 70%

3. Evaluation of Progression of Volume

Evaluation that conducted periodicly by institution to determine the progression of volume of tilawati book

But, based on the research, the teacher only used daily evaluation. Because the students who joined in Tilawati Method learning were be able to recite the Qur'an. Thus, pre test was based on how they recite the Qur'an in classroom. Beside that, Tilawati Method an SMP 5 Malang did not use the Tilawati Book in volume version, but it used the *Tilawati Book for Adoloscence and Adult* that only one Volume. Daily evaluation has conducted by the teacher in every meeting. It conducted in the learning process. If the students have already read fluently 80%, it will be proceeded in to the next page, this is one of progression in evaluation of the learning process. If the students still read less fluent in 50%, so it can be gave the progression page.

The steps of learning process of Tilawati Method at SMP N 5 Malang, are:

1. Introduction

In the introduction step, teacher of Tilawati Method started the learning by reciting surah Al-Fatihah with the Rost song that already learnt by the teacher. This activity was conducted together.

2. Core Activity

This is the main activity of this learning. There are 3 kinds of technique that implemented in extracurricular of Tilawati Method learning, they are:

a. Classical

It meant by, in the first time the teacher recite the entirety of each page. The students listen and pay attention to the teacher's recitation.

b. Recite and Listen (*Baca Simak*)

It also called by the classical technique, that meant by the teacher direct spell to recite each line, then students imitate what the teacher recited together. Teacher pay attention to the students' recitation, if there were errors, he corrected the students' recitation, then the students repeat to recite the correct recitation together. In this technique, the material of tajweed was taught by the teacher practically.

c. Classical

It meant by, the students recite the entirety of recitation that already learnt through the first technique and the second. This activity was conducted alternately, or one by one. A student recites one line, then the others continue in the second line. If there were errors in reciting the verse of the Qur'an, so the teacher give some code for the example, knock the table by his fingers, it indicated that the student must repeat his recitation. After that, the students recite the verses correctly, so this activity can be continued into the next line.

3. Closing

The teacher close the learning with reflected about what the material that already learnt in that day, then they were praying together and closed by reciting *Kafaratul Majlis*.

2. The Teacher's Effort to the Students to Improve the Quality of Qur'anic Recitation

In the learning process, the teacher holds the important thing to get the best result. Based on the research result, the researcher explained into some aspects, they are:

1. Really mastering about Tilawati Method material, Rost song, methodology and technique in managing the Tilawati Method learning.
2. Having high motivation to make the students can recite properly with Tilawati Method. With the high motivation, the teacher will be serious in guiding the students to learn in reciting the Qur'an with Tilawati Method.
3. Giving the different treatment to the students. If a student in minimum ability in reciting still make errors in her recitation, the teacher guides her with always pay attention, the teacher says why she was wrong in reciting, the teacher corrected her recitation, and she imitates the teacher's correction. For the student who already smart in reciting, when she makes error in reciting, the teacher just gives her opportunity to correct her recitation by herself. This is how the way the teacher gives the treatment to the students.
4. Combining the technique of Tilawati Method, the teacher does it because he makes the learning process be effective, easy, and fun. If the students are crowded, the teacher can direct a student who crowded to recite what the teacher asks.
5. Keep communication well with the parents' student. From the communication of the two side, the teacher hopes the parents' teacher will always guide their children in their home to review the material about Tilawati Method.

That's all above about the effort's teacher to the students to improve the quality of Qur'anic recitation.

3. The Teacher's Obstacles that Faced in the Learning Process of Tilawati Method

Tilawati Method has the goal that after the students joined it they were expected to know more deeply and mastered to recite the Qur'an with *tartil* and properly that suitable with point of articulation (*makharij al-huruf*) and its tajweed.

Every effort to be better is needed a process. Every process absolutely have obstacles that faced in itself. There are several obstacles in the learning process of Tilawati Method itself.

Students' ability to recite the Qur'an can be seen in the learning process of extracurricular activity Tilawati Method. The several obstacles that faced are about internal factor and external factor. They are:

a. Student's Interest

Every student has different talent. The students will be interested in developing their talent, if they have motivation in supporting their talent be developed. Their talent must be supported with the extracurricular activity that suitable with the talent. For the example, a student likes sport, so he chooses to join football club in

his school. There are students like Islamic Education subject, automatically they interested in joining Tilawati Method learning to deepen their Islamic knowledge and science.

Student's interest to join Tilawati Method learning at SMP N 5 Malang is low. It is caused by many students are more interested in the physical nature of extracurricular activity at SMP N 5 Malang. Beside that, the student's interest by the external factor also can be happened. By invitation from other students also can influence their motivation to what they want to join.

b. Time

The Schedule of Tilawati Method learning is in the afternoon. This make the students feel bored to join it, because in the afternoon their spirit to learn has been decreased from morning until afternoon.

c. Understanding of Material about Tajweed Sciences

There were some people viewed that Islamic Education by an eye. It means that they guess Islamic knowledge and science are not important. But actually the case is about how far the understanding of Islamic knowledge and science to make it as guidance that based on Qur'an and Hadith for the daily life. Students' parent do not require their children to learn deeply about Islamic Education that included learning about material about Tajweed Sciences, they do not intensively guiding their children to recite the Qur'an at home. From

that, there is no support from their parents to the student to join the extracurricular activity of Tilawati Method to learn about Qur'an.

Understanding of Material about Tajweed Science is important in the learning process of Tilawati Method, because if the students do not know about the Tajweed, they will be wrong in reciting.

Facing the obstacles above, the researcher have some efforts to solve the problems, by:

1. Giving more understanding about the importance of learning the Qur'an. Telling to the students that if a Moslem recites the Qur'an, he or she will be get reward. Because reciting the Qur'an is same with we pray (*ibadah*) to God Almighty.
2. Including the Tilawati Method into the obligatory extracurricular program that must be joined by Moslem students at SMP N 5 Malang. It will be more effective and the students are more serious in the learning process, because if the students are escaping from the obligatory extracurricular, they will get the punishment.
3. Giving specific summary book of Material Tajweed Science for each students. It can make them more understand about the material, if they have it. They can review about the material at home. By guiding from their parents or they can learn it by themselves.

Those are above about what are the obstacles that faced in the learning process and the problem solving about it.

CHAPTER VI

CONCLUSION

A. Conclusion

Based on the discussion in the chapter before, the researcher concludes the results of this research, they are:

1. Learning Process of Extracurricular of Tilawati Method in Improving the Quality of Qur'anic Recitation

In the introduction, the learning starts with praying in 5 minutes with classical technique that recite the opening praying together between teacher and students.

In the core activity, there are three kinds session. The first session is about 20 minutes for beginning. The teacher uses Tilawati Book to teach the students. The teacher uses classical technique that if the teacher recites the Qur'an, the students must listen what the teacher recites. In the second session, the teacher directs one student to recite one line, and the other student will be proceeded next line until a page totally have read by them. If there is errors in reciting, the teacher gives a sign for the students to correct their recitation. The teacher used individual approach of this technique. The allocation time for the second session is about 40 minutes. In the third session, the teacher reviews the material before and gives additional material for student's understanding. The teacher gives a material from a page and recite it to the students. The students listen what

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- b. Having high motivation to make the students can recite properly with Tilawati Method. With the high motivation, the teacher will be serious in guiding the students to learn in reciting the Qur'an with Tilawati Method.
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she imitates the teacher's correction. For the student who already smart in reciting, when she makes error in reciting, the teacher just gives her opportunity to correct her recitation by herself. This is how the way the teacher gives the treatment to the students.

- d. Combining the technique of Tilawati Method, the teacher does it because he makes the learning process be effective, easy, and fun. If the students are crowded, the teacher can direct a student who crowded to recite what the teacher asks.
- e. Using IT media, for the example by video of implementing Tilawati Method, how the way to recite the Qur'an, what are the tutorial included from it.
- f. Keep communication well with the parents' student. From the communication of the two side, the teacher hopes the parents' teacher will always guide their children in their home to review the material about Tilawati Method.

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- a. Giving more understanding about the importance of learning the Qur'an. Telling to the students that if a Moslem recites the Qur'an, he or she will be get reward. Because reciting the Qur'an is same with we pray (*ibadah*) to God Almighty.
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- c. Giving specific summary book of Material Tajweed Science for each students. It can make them more understand about the material, if they have it. They can review about the material at home. By guiding from their parents or they can learn it by theirselves.

Those are above about what are the obstacles that faced in the learning process and the problem solving about it.

B. Suggestion

1. For Headmaster

For improving the quality of Qur'anic Recitation at SMP N 5 Malang, The headmaster must include the Tilawati Method into the obligatory extracurricular program that must be joined by Moslem students at SMP N 5 Malang. It will be more effective and the students are more serious in the learning process, because if the students are escaping from the obligatory extracurricular, they will get the punishment.

2. For Teacher

The teacher should be gave a specific summary book of Material Tajweed Science for each students. It can make them more understand about the material, if they have it. They can review about the material at home. By guiding from their parents or they can learn it by themselves.

Beside that, the teacher also should be used the display media to implement the technique of display. Students are not only learn to recite by their text book, but also learn together with display media.

3. For Student

The student should be aware, and have high motivation to learn in reciting the Qur'an. Because it is important as Moslem have ability to recite the Qur'an.

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APPENDIX

THE STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM OF
MALANG

TARBIYAH AND TEACHING SCIENCES FACULTY





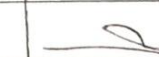


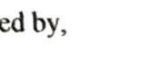
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Title of Thesis : The Implementation of Extracurricular of "Tilawati
Method" for Qur'anic Recitation among Students at SMPN
5 Malang

No	Date of Consultation	Consultation Material	Signature
1	November 29, 2013	Research Objectives	
2	December 20, 2013	Intro of Thesis Proposal	
3	December 27, 2013	Methodology of Thesis Proposal	
4	December 31, 2013	Rough Draft of Thesis Proposal	
5	January 2, 2014	Final Draft of Thesis Proposal	
6	June 30, 2014	Chapter I-V of Thesis	
7	July 4, 2014	Chapter VI of Thesis	
8	July 6, 2014	Final Draft of Thesis	

Acknowledged by,



Dr. H. Nur Ali, M.Pd

NIP. 19650403 199803 1 002



KEMENTERIAN AGAMA
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http://tarbiyah.uin-malang.ac.id. email : psg_uinmalang@ymail.com

Nomor : Un.3.1/TL.00.1/482/2014
Sifat : Penting
Lampiran :
Hal : **Izin Penelitian**

26 Maret 2014

Kepada :
Yth. Kepala Dinas Pendidikan Kota Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir atau penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, untuk itu kami mohon dengan hormat mahasiswa berikut diberi izin untuk melakukan penelitian di SMPN 5 Malang yang menjadi wewenang Bapak/Ibu :

Nama : Alaili Ayu Faradila
NIM : 10110090
Jurusan : Pendidikan Agama Islam (PAI)
Semester - Tahun Akademik : Genap 2013/2014
Judul Skripsi : **The Implementation of Extracurricular of
"Tilawati Method" for Qur'anic Recitation
among Students at SMP N 5 Malang**

Demikian atas perkenan dan kerjasama Bapak/Ibu disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Dr. H. Nur Ali, M.Pd
NIP. 19650403 199803 1 002^h

Tembusan :

1. Yth. Ketua Jurusan PAI
2. Yth. Kepala SMPN 5 Malang
3. Arsip



Certificate No. ID08/1219



PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN

Jl. Veteran No. 19 Telp. (0341) 560946, Fax. (0341) 551333
Website : <http://diknas.malangkota.go.id> | Email : disdik_mlg@yahoo.co.id
Kode POS : Malang 65145

REKOMENDASI

Nomor : 074 / 0896 / 35.73.307 / 2014

Menunjuk surat dari Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Maulana Malik Ibrahim Malang tanggal 26 Maret 2014 Nomor Un.3.1/TL.00.1/482/2014 Perihal : Permohonan Ijin Penelitian, maka dengan ini kami berikan ijin untuk melaksanakan kegiatan dimaksud kepada :

1. Nama : Alaili Ayu Faradila
2. NIM : 10110090
3. Jenjang : S1
4. Prodi. / Jurusan : Pendidikan Agama Islam
5. Tempat Pelaksanaan : SMP Negeri 5 Malang
6. Waktu Pelaksanaan : April s.d Mei 2014
7. Judul : The Implementation of Extracurricular of "Tilawati Method" for Qur'anic Recitation among Students at SMP N 5 Malang

Dengan Ketentuan :

1. Dikoordinasikan sebaik – baiknya dengan Kepala SKPD / Sekolah ybs:
2. Tidak Mengganggu proses belajar – mengajar:
3. Berlaku selama tidak menyimpang dari peraturan:
4. Selesai melaksanakan penelitian / Observasi / KKL / KKN, wajib menyampaikan laporan kepada Kepala Dinas Pendidikan Kota Malang.

Demikian untuk dilaksanakan sebagaimana mestinya.

Malang, 28 Maret 2014

A.n KEPALA DINAS PENDIDIKAN,
Umum



Tembusan :

1. Ka. SMP Negeri 5 Malang
2. Ka. Jur. PAI FITK UIN MALIKI Malang
3. Yang bersangkutan



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://tarbiyah.uin-malang.ac.id. email : psg_uinmalang@ymail.com

Nomor : Un.3.1/TL.00.1/Ag2/2014
Sifat : Penting
Lampiran :
Hal : **Izin Penelitian**

26 Maret 2014

Kepada
Yth. Kepala SMP Negeri 5 Malang
di
Malang

Dengan hormat, dalam rangka penyelesaian tugas akhir atau penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, untuk itu kami mohon dengan hormat mahasiswa berikut diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu :

Nama : Alaili Ayu Faradila
NIM : 10110090
Jurusan : Pendidikan Agama Islam
Semester – Tahun Akademik : Genap 2013/2014
Judul Skripsi : **The Implementation of Extracurricular of
“Tilawati Method” for Qur’anic Recitation
among Students at SMP N 5 Malang**

Demikian atas perkenan dan kerjasama Bapak/Ibu disampaikan terima kasih.



Dr. H. Nur Ali, M.Pd
NIP. 19650403 199803 1 002

Tembusan :

1. Yth. Ketua Jurusan PAI
2. Arsip



Certificate No. ID08/1219



PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN
SMP NEGERI 5 MALANG
(PUBLIC JUNIOR HIGH SCHOOL 5)

Jl. WR. Supratman 12 Telp. (0341) 482713, Fax (0341) 482236 Malang 65111
Website : www.smpn5-mlg.sch.id Email:surat@smpn5.mlg.sch.id



SURAT KETERANGAN

Nomor: 070/237/35.73.307.smpn5/2014

Kepala SMP Negeri 5 Malang menerangkan bahwa :

Nama : Alaili Ayu Faradila
NIM : 10110090
Jenjang : S1
Program Studi : Pendidikan Agama Islam

yang bersangkutan telah mengadakan penelitian di SMP Negeri 5 Malang untuk keperluan skripsi dengan judul **THE IMPLEMENTATION OF EXTRACURRICULAR OF "TILAWATI METHOD" FOR QUR'ANIC RECITATION AMONG STUDENTS AT SMP N 5 MALANG.**

Surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Malang, 16 Mei 2014

Kepala

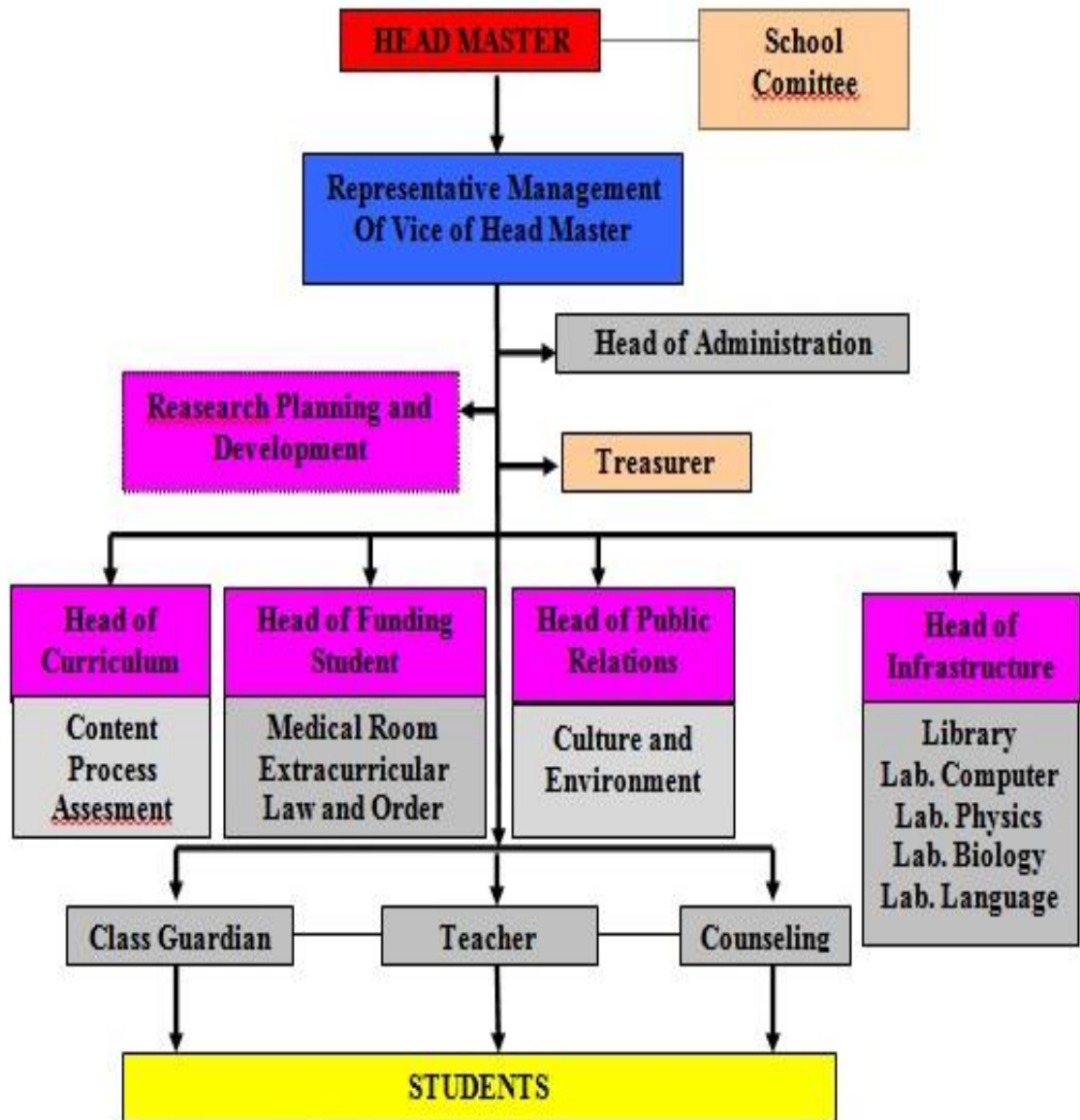


R.V. Sudharmanto, S.Pd, M.KPd.
NIP. 19590518 1979031 002

APPENDIX

Structure Of Organization Of SMP N 5 Malang

STRUCTURE OF ORGANIZATION
SMPN 5 MALANG



- Teamwork Relation
- Structural Relation
- It's not included in the quality management system

APPENDIX

Interview Guidance

THE IMPLEMENTATION OF EXTRACURRICULAR OF “*TILAWATI METHOD*” FOR QUR’ANIC RECITATION AMONG STUDENTS AT SMPN 5 MALANG

Respondent: Headmaster

1. Bagaimana sejarah singkat berdirinya SMPN 5 Malang?
2. Bagaimana peran bapak sebagai Kepala Sekolah dalam mengimplementasikan nilai-nilai keagamaan dalam pembelajaran di sekolah?
3. Sampai sejauh manakah implelementasi pembelajaran PAI yang ada di SMPN 5 Malang?
4. Bagaimana upaya bapak dalam meningkatkan kemampuan siswa dalam membaca Al-Qur’an? Seperti apakah kebijakan itu?
5. Apakah kebijakan/upaya dari program tersebut telah efektif guna meningkatkan kualitas siswa dalam membaca Al-Qur’an?

Respondent: Vice of Headmaster

1. Sampai sejauh manakah implelementasi kurikulum pembelajaran PAI yang ada di SMPN 5 Malang?
2. Bagaimana upaya Bapak/Ibu sebagai Waka Kurikulum dalam meningkatkan kualitas membaca Al-Qur’an di SMPN 5 Malang?
3. Bagaimana pendapat Bapak/Ibu tentang implementasi pembelajaran ekstra kurikuler Metode Tilawati yang ada di SMPN 5 Malang?
4. Apakah kebijakan/upaya dari program tersebut telah efektif guna meningkatkan kualitas siswa dalam membaca Al-Qur’an?
5. Apakah dalam kegiatan pembelajaran ekstrakurikuler, guru PAI juga dituntut untuk membuat rencana pembelajaran? Jika ya, seperti apakah?
6. Apakah siswa SMPN 5 Malang pernah meraih prestasi yang membanggakan dalam bidang PAI?

APPENDIX

Respondent: Teacher of Islamic Education and Tilawati Method

1. Bagaimana proses pembelajaran Metode Tilawati di SMP N 5 Malang?
2. Bagaimana upaya Bapak/Ibu dalam meningkatkan kualitas membaca Al-Qur'an siswa di SMPN 5 Malang?
3. Apa sajakah kendala/hambatan yang dihadapi dalam pembelajaran Metode Tilawati?

APPENDIX

Documentation Data of Interview

Date	Respondents	Substance
April 24, 2014	Mr.RV. Sudharmanto, S.Pd, MK.Pd, as Headmaster of SMP N 5 Malang	<p>According to him, the essence of religion subject is the practice of religious values that can be applied in daily life.</p> <p>Informant statement:</p> <p><i>“Di sini tidak hanya agama Islam saja, tetapi juga agama Kristen, Katolik, dan juga Hindu. Itu semua kita masukkan seperti yang kemarin saya punya tulisan, Kita harus berupaya, tidak hanya sekedar pelajaran, kalau pelajaran kan gampang, misalkan shalat lima waktu itu apa saja? Bukan itu, yakni pengamalan dari shalat lima waktu itu. Antara lain mencoba dengan bentuk IMTAQ setiap hari Rabu jam pertama yang dilakukan serentak dijaga wali kelas, setiap akhir bulan di hari Jum’at juga ada Khotmil Qur’an sebagai bentuk pengamalan siswa dalam membaca Al-Qur’an, Metode Tilawati juga ada yakni untuk mempelajari dalam membaca Al-Qur’an. Kegiatan-kegiatan ini kita program bersama setiap tahun kita evaluasi. Seperti kelas 9 hari ini dalam 14 Hari menjelang UN tidak ada IMTAQ, namun IMTAQ harus tetap berjalan karena</i></p>

		<i>menurut saya ini lebih penting”</i>
March 29, 2014	Mr. Mohammad Bisri, S.Ag as Islamic Education Teacher and also as advisor of Tartil Qur’an “Tilawati Method”	<p>The quality or ability of the students in reciting the Qur’an at SMP N 5 Malang is average the students can.</p> <p>Informant statement: <i>“Kemampuan siswa dalam membaca Al-Qur’an di SMP N 5 Malang ini rata-rata sudah bisa membaca Al-Qur’an. Akan tetapi, masih ada sedikit siswa yang masih belum bisa dan bahkan sama sekali tidak bisa membaca Al-Qur’an”</i></p>
March 29, 2014	Mrs. Dra. Hj. Ermianingsih, M.Ag, as teacher of Islamic Education	<p>According to Mrs. Ermi, to solve the problem of students’ ability in reciting the Qur’an, she was required to join the extracurricular activity of Tilawati Method that trained by Mr. Bisri on every Thursday for grade 7 and on every Saturday for grade 8. If the students do not want to join it, then she will contact the parents of the students to guide their children to recite the Qur'an at home or with a private teacher who guide them. She also have been asked from one of their parents to provide the private learning to recite the Qur’an to students who can not recite the Qur'an properly</p> <p>Informant statement: <i>“Untuk menangani siswa yang sama sekali belum bisa membaca Al-Qur’an, saya haruskan untuk mengikuti ekskul Tartil Qur’an Metode Tilawati yang</i></p>

		<p><i>dibimbing oleh pak Bisri setiap hari Kamis untuk kelas 7 dan hari Sabtu untuk kelas 8. Jika anak tersebut tidak mau mengikuti, maka saya menghubungi orangtua dari anak tersebut agar belajar membaca Al-Qur'an atau mengaji dengan dibimbing orangtua di rumah atau privat dengan mendatangkan guru mengaji. Saya juga pernah diminta orangtua untuk memberikan privat belajar membaca Al-Qur'an kepada siswa yang belum bisa membaca Al-Qur'an dengan baik dan benar"</i></p>
<p>April 26, 2014</p>	<p>Mr. Mohammad Bisri, S.Ag as Islamic Education Teacher and also as advisor of Tartil Qur'an "Tilawati Method"</p>	<p>The material that taught by Mr. Bisri as teacher of Tilawati Method learning were about tajweed and points of articulation (<i>Makharij Al-Huruf</i>). This material was taught not only theory but also practice that more important.</p> <p>Informant statement: <i>"Penanaman tajwid kalau belajar di sini, artinya mulai awal tidak dikenalkan tajwid secara teori, hanya tajwid secara praktik, kalau ini bacaannya begini, kalau ini begini, sampai anak ini nanti selesai sebetulnya belum mengerti tajweed secara teori, tetapi bacaannya sudah benar. Baru ketika selesai disampaikan teori. Karena ini saya pakai untuk dewasa, tajweed secara teorinya juga saya sampaikan, tetapi tidak perlu</i></p>

		<p><i>misalkan idhar halqi adalah, jadi pokoknya anak benar dalam menentukan bacaan, biar tidak bingung setelah tuntas semua materi tadi.”</i></p>
<p>April 14, 2014</p>	<p>Mr. Drs. Edi Sunyoto, M.Pd, as teacher of Islamic Education</p>	<p>Every teacher has different characteristics in dealing with students who have not been able to recite the Qur'an properly. In the process of Islamic education learning, religious teachers at SMP N 5 Malang have different treatment to conclude whether the student was able to recite Al Quran or still can not.</p> <p>Informant statement:</p> <p><i>“Supaya anak bisa memahami Al-Qur’an itu pertama menerapkan studi pembelajaran dengan mengecek mulai dari awal apakah anak tersebut sudah mempunyai kemampuan membaca Al-Qur’an, dengan mengecek materi sebelumnya yang sudah ada kita testkan, kemudian yang kedua, bagi anak-anak untuk mengembangkan yang kurang-kurang kita membantu anak-anak itu untuk mengikuti ekskul Tartil Qur’an”.</i></p>
<p>March 29, 2014</p>	<p>Mrs. Dra. Hj. Ermianingsih, M.Ag, as teacher of Islamic Education</p>	<p>Meanwhile, according to Mrs. Ermi, when she pointed a student to recite the verses about the material of empathy, then he was wrong when he recited it, then she gave he the opportunity to repeat the wrong recitation until he recite</p>

		<p>correctly, if it was already correct then he continued to recite the next verses. For the students who can recite the Quran properly also must focused on understanding what tajweed that were contained in that verses thata he recited.</p> <p>Informant statement:</p> <p><i>“Setiap guru mempunyai strategi yang berbeda-beda dalam kegiatan belajar mengajar di kelas. Adapun usaha yang saya lakukan untuk menyikapi kesulitan siswa dalam membaca Al-Qur’an, yakni misalkan ketika saya tunjuk salah satu siswa untuk membaca ayat tentang materi perilaku empati kemudian dia salah, maka saya berikan kesempatan agar mengulangi bacaan yang salah tersebut sampai benar, jika sudah benar maka dilanjutkan membaca ayat selanjutnya. Untuk siswa yang sudah bisa membaca Al-Qur’an dengan baik dan benar tetap memperhatikan dengan lebih fokus memahami apasaja tajweed yang terdapat dalam bacaan salah satu ayat yang dibaca tersebut”</i></p>
<p>April 14, 2014</p>	<p>Mr. Drs. Edi Sunyoto, M.Pd, as teacher of Islamic Education</p>	<p>According to Mr. Edi, as the Islamic Education teacher, he implemented based on IT method.</p> <p>Informant statement:</p> <p><i>“Strategi pembelajaran dalam kelas, saya mempunyai teknik dengan</i></p>

		<p><i>menggunakan media CD, kita putarkan ada mulai dari juz Amma, di situ sudah terdapat ayat, bacaan, suara, panjang pendeknya, serta gambar atau latar belakang sesuai dengan surat dalam Al-Qur'an. Kita coba anak itu untuk melatih membaca ayat tersebut, kalau perlu anak kita bekali supaya untuk mengcopy video pembelajaran Al-Qur'an tersebut agar belajar berkali-kali melalui laptopnya supaya bisa menyamakan bacaannya dengan berlatih media tersebut. Bahkan perkembangan terakhir ini terdapat program aplikasi belajar Al-Qur'an, bisa kita laksanakan di rumah, kemudian diterapkan di sekolah secara umum, supaya lebih banyak lagi waktunya dipelajari di rumah, kita drill materi-materi tajweed di sekolah supaya anak bisa menindaklanjuti dan ujian di rumah. Untuk itu tetap kita lanjutkan sejauh mana kesulitannya, sedangkan yang lain yang sudah memahami biar melanjutkan materi, sedangkan yang kurang tetap terlayani dan dilatih juga sehingga bisa menguntungkan satu sama lain tidak merugikan satu pihak”.</i></p>
April 3, 2014	Mr. Mohammad Bisri, S.Ag as Islamic Education Teacher and also as advisor of Tartil	Mr. Bisri stated about some of the obstacles that he experienced in extracurricular activities of Tilawati Method learning.

	<p>Qur'an "Tilawati Method"</p>	<p>Informant statement:</p> <p><i>"Kalo hambatan tentunya, 1) minat anak, karena banyak ekskul-ekskul lain yang lebih menarik yang sifatnya fisik, anak-anak mesti lebih memilih ekskul yang lain, 2) waktu, karena waktu ekskulnya siang, rata-rata semangat anak-anak untuk belajar Al-Qur'an sudah berkurang, 3) faktor internal, yaitu pemahaman agama, karena banyak siswa yang ikut Tilawati Method ini yang kadang-kadang memiliki latar belakang pendidikan agama dari segi religiusnya kurang dalam memahami dan mempelajari Al-Qur'an, mungkin dikarenakan kurangnya perhatian orang tua siswa terhadap pentingnya belajar Al-Qur'an, sehingga untuk mengajarkan Al-Qur'an kepada anaknya di rumah menjadi kurang".</i></p>
<p>April 26, 2014</p>	<p>Mr. Mohammad Bisri, S.Ag as Islamic Education Teacher and also as advisor of Tartil Qur'an "Tilawati Method"</p>	<p>The assessment that used by Mr. Bisri in the extracurricular activities of Tilawati Method learning.</p> <p>Informant statement:</p> <p><i>"Hasilnya itu saya beri nilai berdasarkan kehadiran, karena ini sifatnya kan saya bukan qiro'ah tetapi tartil dari yang tidak bisa, jadi anak-anak yang tidak bisa saya suruh ikut, kemudian nilainya bukan berdasarkan kemampuan dia, kalau kemampuannya</i></p>

		<p><i>pokoknya sregap nanti insyaallah bisa, tujuan awalnya yang penting anak bisa, maka sregap itu saya beri nilai A, yang jarang masuk saya beri B, kan ini lebih kepada motivasi untuk bisa kepada Al-Qur'an, bukan kepada keahlian lagi, maksudnya kalau ekskul yang lain biasanya anak tersebut sudah mempunyai bakat, punya dasarnya sudah bisa, dikembangkan sampai menghasilkan yang diharapkan itu. Tapi ini dasarnya terbalik dari yang tidak bisa agar bisa. Untuk memotivasi itu, penghargaanya yaitu dari hasil relatif sama, tetapi kehadiran yang lebih penting. Kalau sudah 75% ke atas dari kehadiran siswa mengikuti ekskul maka saya beri nilai A, sedangkan 70% ke bawah itu saya beri nilai B, kalau kurang dari itu sudah saya anggap keluar dari ekskul itu”.</i></p>
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APPENDIX

Daftar Nilai Ekstra kurikuler "Tartil Al-qur'an" Metode Tilawati

SMP Negeri 5 Malang Semester Genap TP. 2013/2014

NO	Nama Peserta	KLAS	Nilai	DISKRIPSI
1	DEBY DESYANANDA W	8.2	B	<i>Dapat membaca Al-quran dengan tartil</i>
2	DHANIA NUGRAHANING P	8.2	B	<i>Dapat membaca Al-quran dengan tartil</i>
3	ANNISA BERLIANA DEWI	8.5	A	<i>Dapat membaca Al-quran dengan tartil</i>
4	M.DIMAS NURRULLY A	8.4	B	<i>Dapat membaca Al-quran dengan tartil</i>
5	ALMA NAMIRA S	8.8	A	<i>Dapat membaca Al-quran dengan tartil</i>
6	YULIA PUTRI FARISKA	8.4	A	<i>Dapat membaca Al-quran dengan tartil</i>
7	INDAH NURIL FI'LIA	8.5	B	<i>Dapat membaca Al-quran dengan tartil</i>
8	RAISYA	8.9	B	<i>Dapat membaca Al-quran dengan tartil</i>
9	AZZAM	8.4	A	<i>Dapat membaca Al-quran dengan tartil</i>
10	EKKEL	8.5	A	<i>Dapat membaca Al-quran dengan tartil</i>
11	DEA TAMARA	8.5	B	<i>Dapat membaca Al-quran dengan tartil</i>
12	RISKA	8.5	B	<i>Dapat membaca Al-quran dengan tartil</i>
13	AFIFAH	8.5	A	<i>Dapat membaca Al-quran dengan tartil</i>
14	ZAHWA	8.5	B	<i>Dapat membaca Al-quran dengan tartil</i>
15	AISYAH NUR	8.5	A	<i>Dapat membaca Al-quran dengan tartil</i>
16	ILHAM SYAH	8.4	A	<i>Dapat membaca Al-quran dengan tartil</i>

Pembina

Mohamad Bisri

APPENDIX
DOCUMENTATION



Interview with Mr. RV. Sudharmanto, S.Pd, MK.Pd.



Interview with Mrs. Dra. Hj. Ermianingsih, M.Ag



Interview with Mr. Mohammad Bisri, S.Ag
(Teacher of Tilawati Method)



Interview with Alma Namira
(One of Tilawati Method Member)



Implementation of Technique 1 (Classical)
Teacher recite – Students Listen



Implementation of Technique 2 (Individual)
Recite and Listen



Implementation of Technique 2 (Individual)
Recite and Listen



Implementation of Technique 3 (Classical)
Reciting together

THE RESEARCHER'S BIOGRAPHY



The researcher's name is Alaili Ayu Faradila. She was born in Malang, on April 26, 1992. She lives on Kepuharjo Street no. 10, Karangploso Malang.

She is the second child from Drs. Sholihin and Siti Munfadiyah. She has elder brother, his name is Muhammad Ali Husein, S.T.

In 1998, She studied in MI Darussalam Kepuharjo. After graduating from that school, she continued her study in MTs. Almaarif 01 Singosari, in 2004. Then, she studied in SMAN 1 Lawang, in 2007. And she entered in State Islamic University Maulana Malik Ibrahim of Malang, in 2010.

During her study, it started from April 2007, she helped her parents to work in a shop. Her father built a business that managed by family only. Idea of what business that they will plan was came from her elder brother. By having experience in their business, she feels that life is grace from Allah God Almighty. Thus, she tries to look for new experience, keep spirit to enjoy her life, does her best to her family, and always be grateful in every condition.

By her principle of life, *Ridhallaahi fii ridhalwalidaini, wa sukhtullahi fii sukhtilwalidaini*, she thinks that everything happens nowadays, actually were came

from parents' prayer and blessing. What will child do, parents must bless first. So,

Don't forget to make your parents proud of you! 😊