

The Effect of the Tilawah Method on Nagham's Ability to Recite the Quran

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Abstract

This study aims to determine the effect of the *tilawah* method on students' ability to recite the Quran with proper intonation in the Quran and Hadith course at Islamic educational institutions in Indonesia. This study employs a quantitative approach using a pre-experimental design with a one-group pretest-posttest design. The research sample was selected using purposive sampling. Data were collected through an oral test of intonation ability and analyzed using a normality test and a paired-sample t-test with the aid of SPSS. The results indicate that the students' intonation ability improved after the implementation of the *tilawah* method, as evidenced by the increase in the mean post-test score compared to the pre-test score. The hypothesis test yielded a significance level (2-tailed) of < 0.05 , indicating that the *tilawah* method has a significant effect on the students' *nagham* skills in reciting the Quran. The implications of this study suggest that the *tilawah* method can be used as an alternative teaching method for the Quran and Hadith to improve students' *nagham* skills and the quality of their Quranic recitation.

INTRODUCTION

The ability to read the Quran is one of the essential competencies that students must possess in Islamic education. In addition to paying attention to the accuracy of tajwid and the articulation points of letters, reciting the Quran also requires attention to the beauty of the voice through the application of nagham. Nagham is the art of intoning the Quranic recitation with a specific rhythmic pattern that remains grounded in the rules of tajwid and the articulation points of letters (Munir, 2017). Good nagham skills can help readers maintain a steady recitation, deepen their understanding of the verses' meanings, and foster an interest in reciting the Quran (Fauzi, 2021). Therefore, nagham skills are an important aspect that needs to be developed in Quranic education.

The study of the Quran and Hadith aims to develop students' abilities to read, understand, and practice the teachings of the Quran. In this context, the ability to recite with proper intonation plays a significant role because it supports the creation of a good, beautiful, and heartfelt recitation of the Quran. Beautiful recitation can increase students' interest and motivation in studying the Quran and strengthen their love for the Quran (Saiful, 2021). However, the reality on the ground shows that

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Quranic recitation instruction is still more focused on reading fluency and mastery of tajwid, while the development of intonation skills has not received optimal attention. As a result, some students still recite the Quran in a monotone, struggle to maintain a steady rhythm, and have not yet mastered the basic patterns of nagham.

Based on preliminary observations at the Al-Kautsar Muhammadiyah Modern Islamic Boarding School in Sarilamak, it was found that most students are already able to read the Quran fluently and understand the basics of tajwid. However, the students' proficiency in nagham is still uneven. This situation arises because the teaching of nagham through the tilawah method is still limited to extracurricular activities, so not all students have had the same opportunity to learn it systematically as part of their regular curriculum. Consequently, students' mastery of basic nagham patterns remains uneven and requires a more systematic approach to learning.

One method that can be used to improve recitation skills is the *tilawah* method. The *tilawah* method is a method for learning to read the Quran that employs an approach of listening, imitating, correcting, and repeatedly practicing the recitation while paying attention to the aspects of tajwid, makhraj, and the rhythm of recitation (Izzan & Albarokah, 2024). Through this process, students gain learning experiences that enable them to follow the intonation and rhythm patterns demonstrated by the teacher, thereby allowing their intonation skills to develop gradually. Furthermore, the tilawah method is considered effective because it provides learning experiences that involve auditory, visual, and hands-on aspects of reading the Quran (Nisa & Maharani, 2022; Sapika et al., 2025).

Previous research on tilawah methods has been conducted. (Fauzi, 2021) found that tilawah instruction effectively improved madrasah students' mastery of tilawah melodies, as evidenced by improvements in pitch accuracy, rhythmic stability, and the ability to transition between melodies. However, that study focused on the effectiveness of tilawah instruction in the context of mastering tilawah melodies. Meanwhile, research on the effect of the tilawah method on nagham skills in Al-Quran and Hadith instruction in regular classrooms remains limited. Therefore, this study offers a novel contribution as it specifically examines the effect of the tilawah method on students' nagham skills in the Quran and Hadith subject using a quantitative approach through a one-group pretest-posttest design. The results of this study are expected to strengthen research on the use of the tilawah method in Quranic instruction and contribute to the development of Quranic learning strategies relevant to the needs of Islamic education today and in the future. This study aims to analyze the effect of the tilawah method on the nagham skills of MA students in reciting the Quran in the Quran and Hadith course at the Al-Kautsar Muhammadiyah Modern Islamic Boarding School in Sarilamak.

METHODS

This study employed a quantitative approach using a pre-experimental design with a one-group pretest-posttest design (Akem et al., 2025; Anidar et al., 2026; Efendi et al., 2026; Engkizar et al., 2023, 2025, 2026; Fatimah & Nur, 2025; Htay et al., 2025; Oktavia et al., 2020; Rizki, 2025; Salsabila et al., 2026; Ulum et al., 2023). This design was used to determine the effect of the *tilawah* method on the students' *nagham* skills by comparing the results before and after the treatment was administered. The study was conducted at the Al-Kautsar Muhammadiyah Modern Islamic Boarding School in Sarilamak in the Quran and Hadith course.

The study population consisted of all MA students at the Al-Kautsar Muhammadiyah Modern Islamic Boarding School in Sarilamak. The sample was selected using purposive sampling, taking into account characteristics relevant to the study's objectives. Research data were obtained through tests of recitation ability in reading the Quran, administered before (pretest) and after (posttest) the

implementation of the *tilawah* method. The research instrument consisted of a recitation ability assessment sheet covering the aspects of pitch accuracy, rhythmic stability, and the quality of Quranic recitation. In addition to the tests, documentation was used as supporting data throughout the research process.

The data obtained were analyzed quantitatively using the Statistical Package for the Social Sciences (SPSS). Data analysis began with a normality test to determine the data distribution. Next, a hypothesis test was conducted using a paired-sample t-test to determine differences in the students' *nagham* skills before and after the implementation of the *tilawah* method. Decisions were made at a significance level of 0.05. If the p-value was less than 0.05, the *tilawah* method was deemed to have a significant effect on the students' *nagham* skills in reading the Quran.

RESULT AND DISCUSSION

Nagham Proficiency Before and After the Implementation of the *Tilawah* Method

Before the *tilawah* method was implemented, the students first took a pretest to assess their initial *nagham* proficiency. After the learning process using the *tilawah* method was carried out, the students took a posttest to assess changes in their *nagham* proficiency. Data on the students' *nagham* proficiency before and after the implementation of the *tilawah* method are presented in table 1.

Table 1. Descriptive Statistics of Students' *Nagham* Skills

Descriptive Statistics					
	N	Range	Minimum	Maximum	Mean
Pretest	23	20	60	80	68.00
Posts	23	20	70	90	81.70

Table 1 shows that the average *nagham* proficiency of the students before the *tilawah* method was implemented (pre-test) was 68.00, while the average *nagham* proficiency after the *tilawah* method was implemented (post-test) was 81.70. This increase of 13.70 points indicates that the *tilawah* method is effective in improving the students' *nagham* proficiency in reciting the Quran.

This improvement in recitation skills indicates that the learning process which involves repeated listening, imitation, and recitation of the Quran has a positive impact on the mastery of the melody or rhythm of Quranic recitation. The *tilawah* method is a method of learning to read the Quran that emphasizes fluency in reading while paying attention to tajwid, the etiquette of recitation, and correct pronunciation so that students are able to read the Quran gradually and systematically (Acim, 2022).

Data Normality Test

Before conducting hypothesis testing, a normality test was first performed to determine whether the research data were normally distributed. The results of the normality test are shown in table 2.

Table 2. Results of the Pre-test and Post-test Normality Test

Tests of Normality				
Class		Shapiro-Wilk		
		Statistic	df	Sig.
Exam	Pre Test	.944	23	.218
Scores	Post Test	.940	23	.183

Table 2 shows that the Shapiro-Wilk significance value for the pre-test data was 0.218 and for the post-test data was 0.183. Both values are greater than 0.05; therefore, it can be concluded that the research data are normally distributed and meet the requirements for hypothesis testing using a paired-sample t-test.

The Effect of the *Tilawah* Method on Students' *Nagham* Skills

To determine the effect of the *tilawah* method on students' *nagham* skills, a paired-sample t-test was conducted. The results of the hypothesis testing are shown in

table 3.

Table 3. Results of Hypothesis Testing
Paired Samples Test

		Paired Differences							
		Mean	Std. Devi ation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
					Lower	Upper			
Pair 1	Posttest - Pretest	13.696	2.512	.524	12.609	14.782	26.143	22	.001

Based on table 3, a significance value (Sig., 2-tailed) of $0.001 < 0.05$ was obtained. Thus, H_0 is rejected and H_1 is accepted, leading to the conclusion that there is a significant effect of the *tilawah* method on the *nagham* ability in reciting the Quran among MA students in the Quran and Hadith course at the Al-Kautsar Muhammadiyah Modern Islamic Boarding School in Sarilamak.

The research results indicate that the *tilawah* method has a significant effect on students' ability to recite the Quran with proper intonation. The improvement in this ability is evident from the increase in the students' average score from 68.00 on the pre-test to 81.70 on the post-test. This improvement was evident in the students' ability to apply rhythmic patterns, maintain vocal stability, transition between melodies, and regulate their breathing while reciting the Quran. This indicates that learning through activities such as listening, imitating, repeated recitation, and receiving direct guidance from teachers helps students master the rhythmic patterns of *nagham* more effectively.

Theoretically, the *tilawah* method is a method for learning to read the Quran that emphasizes the development of reading habits through a classical approach and read-and-listen exercises, so that students can read the Quran correctly, fluently, and rhythmically. Through repeated practice, students have the opportunity to correct reading errors, regulate the pitch of their voices, maintain tonal stability, and transition between melodies accurately (Farid & Purwaka, 2022). These conditions support the improvement of *nagham* skills because the key aspect of *nagham* lies not only in the beauty of the voice but also in the precise application of melodic patterns when reciting the Quran.

The improvement in *nagham* skills demonstrated by the students also indicates that the *tilawah* method can create a more active learning experience. Students do not merely receive explanations from the teacher but are also directly involved in the practice of recitation and correcting reading errors (Syaikhon, 2017). This approach helps students develop their Quran recitation skills gradually until they reach a higher level of proficiency.

From the perspective of *nagham*, the research findings indicate that consistent recitation practice has a positive impact on students' ability to apply the rhythmic patterns of Quranic recitation. Nagham is the art of reciting the Quran that emphasizes the beauty of the voice and the precise use of melody in reciting Quranic verses (Malihah, 2023). Therefore, mastering *nagham* requires continuous practice so that students can properly control pitch, transition between melodies, and regulate their breathing.

The results of this study are also consistent with the theory proposed by Manna' Al-Qathan, who states that reciting the Quran with a beautiful voice can enhance spiritual focus, deepen the understanding of the verses' meanings, and foster a love for the Quran (Shalih, 2015). Therefore, the ability to recite with proper intonation is one of the competencies that needs to be developed in Quran instruction.

The findings of this study reinforce the results of Muhammad Arifin's research, which showed that *tilawah* instruction is effective in improving mastery of *tilawah*

melodies. This study found an improvement in students' abilities in the areas of pitch accuracy, rhythmic stability, and transition between melodies after participating in *tilawah* instruction. The consistency of these results indicates that the *tilawah* method makes a positive contribution to improving *nagham* skills across various educational levels.

Based on the results of the paired-sample t-test, a significance value of 0.001 was obtained, which is less than 0.05. These results indicate that the improvement in *nagham* skills was not due to chance but rather resulted from the application of the *tilawah* method in the learning process. Thus, the *tilawah* method has been proven effective in the Quran and Hadith course for improving students' *nagham* skills in reciting the Quran.

In practical terms, the results of this study suggest that the *tilawah* method can serve as an alternative teaching method for the Quran and Hadith course, particularly in improving students' ability to recite the Quran artistically. The application of this method not only helps students read the Quran correctly according to the rules of tajwid but also helps them read more beautifully, rhythmically, and with deeper understanding, thereby enabling the learning objectives of the Quran and Hadith course to be achieved more effectively.

CONCLUSION

This study shows that the *tilawah* method has a significant effect on students' ability to recite the Quran with proper intonation in the Quran and Hadith course at the Al-Kautsar Muhammadiyah Modern Islamic Boarding School in Sarilamak. The application of the *tilawah* method was able to improve the students' ability to recite the Quran with proper intonation, as evidenced by the increase in the average score for intonation after the treatment and the results of the paired-sample t-test, which showed a p-value less than 0.05. These findings indicate that the *tilawah* method is effective in helping students master the rhythm of Quranic recitation, maintain tonal stability, and improve the quality and beauty of their recitation. Thus, the *tilawah* method can serve as an alternative teaching approach in the Quran and Hadith course to enhance students' recitation quality. Based on the research results, Quran and Hadith teachers are advised to implement the *tilawah* method more intensively and systematically to improve students' recitation skills. Furthermore, this study is expected to serve as a reference for future researchers to examine the *tilawah* method in broader aspects of Quranic education, such as eloquence (*fashahah*), Tajwid, articulation points (*makharijul huruf*), and the spiritual appreciation of Quranic recitation, across different research subjects and locations.

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