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INNOVATION IN MOBILE TILAWATI-BASED QURAN LEARNING AT AL-AZHAR KELAPA GADING JAKARTA

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ABSTRAK

Metode Tilawati adalah suatu metode dalam pembelajaran membaca Al-Quran menggunakan lagu rost dengan menggunakan pendekatan klasikal dan kebenaran membaca melalui pendekatan individu melalui teknik baca simak dengan posisi tempat duduk melingkar seperti huruf "U" sedangkan guru berada di tengah depan agar lebih mudah dalam berinteraksi dengan siswa ketika proses pembelajaran sedang berlangsung. Agar pembelajaran tilawati terus berkembang maka perlu adanya inovasi pembelajaran tilawati. Hal ini perlu dilakukan agar pembelajaran tilawati dapat tercapai sesuai target yang di tentukan. Di Al-Azhar kelapa gading Jakarta di kembangkan metode Tilawati dengan menggunakan aplikasi Tilawati Mobile. Penelitian menggunakan metode penelitian kualitatif melalui pendekatan fenomenologi. Pendekatan ini digunakan untuk menggali makna pengalaman subjektif para pelaku pendidikan, khususnya guru Al-Qur'an. Hasil Penelitian berdasarkan pengaplikasian model pembelajaran Al-Quran berbasis Tilawati Mobile adalah peningkatan efektifitas pembelajaran, peningkatan motivasi belajar dan peningkatan minat belajar siswa, sehingga media pembelajaran Al-Quran dengan aplikasi Tilawati Mobile dapat digunakan.

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ABSTRACTS

The Tilawati method is a method in learning to read the Qur'an using rote songs using a classical approach and the truth of reading through an individual approach through a reading and listening technique with a circular seating position like the letter "U" while the teacher is in the middle of the front to make it easier to interact with students when the learning process is taking place. In order for tilawati learning to continue to develop, innovation in tilawati learning is needed. This needs to be done so that tilawati learning can be achieved according to the specified targets. At Al-Azhar Kelapa Gading Jakarta, the Tilawati method was developed using the Tilawati Mobile application. The study used a qualitative research method through a phenomenological approach. This approach is used to explore the meaning of the subjective experiences of educational actors, especially Al-Qur'an teachers. The results of the study based on the application of the Tilawati Mobile-based Al-Quran learning model are an increase in learning effectiveness, an increase in learning motivation and an increase in student learning interest, so that the Al-Quran learning media with the Tilawati Mobile application can be used.

A. INTRODUCTION

The development of information and communication technology has brought significant changes to various aspects of life, including education. The digital era is marked by the increasing use of mobile devices and digital applications, which influence students' learning patterns (Müller, Mildemberger, and Steingruber 2023). Today's students tend to be familiar with technology and prefer flexible, interactive learning, and learning that is not bound by the constraints of space and time. This situation demands that Islamic educational institutions innovate their learning to remain relevant to the needs and characteristics of the digital generation, without neglecting the Islamic values that are the primary foundation of Qur'anic education (Hidayati and Gufron 2024).

The Qur'an, as the primary source of Islamic teachings, holds a fundamental role in shaping students' faith, morals, and personality. Therefore, learning the Qur'an not only aims to enable students to recite it fluently and with *tartil* (producing a sense of rhythm), but also to foster a love for, habituation of, and understanding of the values contained therein (Maarof et al. 2023). In practice, Qur'an learning in Islamic educational institutions has been dominated by a conventional approach centered on face-to-face classroom meetings. This approach offers advantages in terms of exemplary behavior and fostering good manners, but often faces limitations in time, space, and learning intensity, especially amidst the dynamics of modern life (Mohammed 2024).

Qur'anic learning in formal educational institutions often faces various challenges, such as limited face-to-face time, differences in Qur'anic reading ability among students, and a lack of independent practice outside of class. These conditions result in suboptimal reading quality and a habit of Qur'anic reading for some students (El-Bassiouny et al. 2023). On the other hand, developments in information and communication technology have changed the learning patterns of students, who are increasingly familiar with digital devices and mobile-based applications. This reality demands that Islamic educational institutions innovate in their learning so that the Qur'anic learning process remains effective, engaging, and appropriate to the characteristics of today's students (Amin, Marhumah, and Karwadi 2025).

Technology-based innovations in Quranic learning offer a strategic solution to address these challenges. Utilizing digital media as a learning tool allows for more effective and efficient delivery, independent practice, and evaluation (Eddy Saputra et al. 2023). Through Quranic learning apps, students can access reading materials, tajweed, and recitation exercises anytime and anywhere. This flexibility allows students to review the material independently, correct reading errors, and enhance their interaction with the Quran outside of formal classroom hours (Wei et al. 2024).

However, implementing technology-based Quranic learning innovations also presents various challenges. These include educators' readiness to integrate technology into learning, students' readiness to optimally utilize digital media, and efforts to maintain the substance and spiritual values of Quranic learning (Kwangmuang et al. 2021). Therefore, an in-depth study is needed on how technology-based Quranic learning innovations are implemented in Islamic educational institutions and the experiences of educators in interpreting the use of this technology in the learning process (Junedi et al. 2024).

In addition to providing easy access, technology-based innovations in Quranic learning also play a crucial role in increasing students' motivation and independence in learning. Interactive digital media can attract interest in learning and encourage active student involvement in the learning process (Silva-Jean and Kneippb 2024). Students no longer act merely as recipients of material but also as subjects actively managing their own learning process. In this context, Quranic learning becomes more contextual, adaptive, and oriented to the individual needs of students, which is expected to continuously improve the quality of Quranic reading and understanding (Reddy, Chaudhary, and Hussein 2023).

Learning the Quran is one of the main pillars of Islamic education, aiming to shape students' ability to read the Quran well and correctly, understand its contents, and practice its values in their daily lives (Raharjo, Wardoyo, and Putra 2020). The process of learning the Quran not only emphasizes cognitive aspects and reading skills, but also demands the development of manners, discipline, and spirituality in students. Therefore, Quran learning needs to be designed systematically and sustainably to optimally achieve these goals (Badry et al. 2021).

Along with the development of digital technology and changes in student characteristics in the modern era, learning the Quran faces various challenges. Limited time for face-to-face classroom learning, differences in Quran reading ability among students, and low levels of independent practice outside of school hours are common problems (Engelbrecht and Borba 2024). Furthermore, students today live in a digital environment familiar with mobile devices and technology-based applications. This situation demands that Islamic educational institutions innovate in their learning so that the Quran learning process remains effective, engaging, and relevant to the needs of today's students (Voronkova et al. 2023).

In the learning practice at Al-Azhar Kelapa Gading Jakarta, an innovative effort is being made through the use of Tilawati Mobile as a supporting tool for Quran learning. Tilawati Mobile is used to strengthen the learning process both inside and outside the classroom by providing recitation materials, independent practice, and features to monitor students' reading progress (Padriyanti et al. 2024). The presence of this application allows students to continue interacting with the Quran outside of formal class hours, so that the learning process is no longer limited to a specific space

and time. This integration between face-to-face learning and digital-based independent learning is expected to improve the quality and continuity of Quran learning (Metwally and Bin-Hady 2025).

Pedagogically, the use of Tilawati Mobile supports more flexible, interactive, and student-centered learning. Students are given the opportunity to learn at their own pace and needs, review the recitation material independently, and regularly monitor their reading progress. Meanwhile, educators can utilize this application as a tool to monitor and evaluate students' Quran reading skills. Thus, Tilawati Mobile functions not only as a learning medium but also as a means of continuously strengthening the habit of Quran reading (Susandi et al. 2025).

Although Tilawati Mobile offers various conveniences and positive potential, its application in Quranic learning also requires in-depth study (Hyun et al. 2020). It is important to understand the experiences of students and educators using this application, how the integration between face-to-face and digital learning occurs, and how the spiritual values, etiquette, and traditions of Quranic learning are maintained amidst the use of technology. Without a comprehensive understanding, technology-based learning innovations have the potential to become merely technical aids without significantly impacting the quality of Quranic learning (Abolohom et al. 2021).

Tilawati Mobile is a development of the Tilawati method, integrating the principles of classical learning, reading accuracy, and habituation to recitation with the use of digital technology (Salhab and Daher 2023). This application is used to support Quran learning both inside and outside the classroom by providing recitation materials, independent practice, and features to monitor students' reading progress. Through Tilawati Mobile, the Quran learning process is no longer limited to the classroom but can be continued independently by students according to their time and needs (Hameed, Qayyum, and Khan 2024).

Based on these issues, research on the innovation of Tilawati Mobile-based Qur'an learning at Al-Azhar Kelapa Gading Jakarta is crucial. This research is expected to provide a comprehensive overview of the background, implementation process, and significance of using Tilawati Mobile in Qur'an learning. Therefore, the research results can serve as a reference for Islamic educational institutions in developing Qur'an learning models that are adaptive to technological developments while remaining grounded in spiritual values and Islamic scholarly traditions.

B. METHOD

This study uses a qualitative research method through a phenomenological approach to examine in-depth the innovation of Tilawati Mobile-based Al-Quran learning at Al-Azhar Kelapa Gading Jakarta. The choice of qualitative method is based on the research objective, which is not only to determine the technical effectiveness of Tilawati Mobile, but also to further understand the experiences, perceptions, and meanings constructed by educational practitioners in implementing this learning innovation (Matta 2022).

Learning the Quran is an educational activity imbued with spiritual, pedagogical, and cultural values. This learning process is not only oriented toward mastering the technical aspects of recitation, such as accurate pronunciation and tajweed rules, but also encompasses the dimensions of moral development, etiquette, and strengthening the spiritual connection between students and the Quran.

In this context, learning the Quran becomes a holistic learning experience, as it involves cognitive, affective, and psychomotor aspects in an integrated manner. Therefore, the reality of Quranic learning cannot be understood partially or solely through measuring learning outcomes. Instead, it needs to be examined through a deep understanding of the processes and experiences of the learners (Zhao 2025).

The use of a research approach oriented toward the subjects' direct experiences is highly relevant in the study of Quranic learning. This approach allows researchers to fully and deeply capture the complexities of the learning reality, allowing the results to provide a more comprehensive understanding of Quranic learning practices, particularly in the context of technology-based learning innovations in Islamic educational institutions (Grenier 2023).

The phenomenological approach was chosen because it focuses on revealing the essential meaning of an experience. In the context of this research, phenomenology is used to understand how educators, students, and educational institution administrators interpret the use of Tilawati Mobile as part of the Qur'an learning process. The main focus of the research is not on quantitative measurement of learning outcomes, but rather on the subjective experiences of informants related to the learning process, changes in learning patterns, interactions with digital media, and efforts to maintain ethical and spiritual values in technology-based Qur'an learning (Liquori et al. 2024).

The research subjects were purposively selected, namely Al-Qur'an educators, students, and administrators directly involved in the implementation of Tilawati Mobile at Al-Azhar Kelapa Gading Jakarta. Data collection was conducted through in-depth interviews to explore the experiences and views of informants, observations of the Al-Qur'an learning process both in the classroom and in the use of Tilawati Mobile, and documentation studies related to learning tools and institutional policies. These techniques were used triangulation to obtain rich and in-depth data and increase the validity of the research findings..

Data analysis was conducted thematically, following the stages of data reduction, data presentation, and conclusion drawing. Within a phenomenological framework, the analysis was directed at identifying key themes that reflect the experiences and meanings of using Tilawati Mobile in Quranic learning. The researcher attempted to bracket or suspend bias so that the interpretation of the data was truly based on the experiences of the informants, not the researcher's assumptions. In this way, the research is expected to uncover the essence of the Tilawati Mobile-based Quranic learning innovation phenomenon objectively and in-depth (Abelairas-Etxebarria and Astorkiza 2020).

Through a phenomenological approach, this study reveals that the innovation of Tilawati Mobile-based Qur'an learning is not merely understood as the use of digital technology, but as a pedagogical transformation that influences how students learn, how educators guide, and how educational institutions manage Qur'an learning. The use of Tilawati Mobile is interpreted as a means to strengthen face-to-face learning, increase student learning independence, and expand the space for habituating Qur'an reading outside the classroom. At the same time, this innovation also faces the challenge of maintaining a balance between the use of technology and the preservation of spiritual values and traditions of Qur'an learning.

By using qualitative research methods through a phenomenological approach, this article is expected to provide a comprehensive understanding of the innovation of Tilawati Mobile-based Al-Qur'an learning at Al-Azhar Kelapa Gading Jakarta. The research results not only contribute to the development of academic studies on technology-based Al-Qur'an learning, but also provide practical implications for Islamic educational institutions in designing and implementing learning innovations that are adaptive to technological developments, oriented towards the learning experience of students, and remain grounded in Islamic spiritual values (Bhangu, Provost, and Caduff 2023).

C. RESULT AND DISCUSSION

Inovasi Tilawati Mobile Efektivitas Pembelajaran Al-Qur'an

Before the implementation of the Tilawati Mobile-based Quran learning innovation, the Quran learning process was still dominated by conventional learning patterns centered on face-to-face classroom activities. The Tilawati method was used as the primary approach in teaching Quran reading, but its implementation still relied on printed media such as Tilawati books and intensive direct guidance from teachers. This heavy reliance on teacher attendance meant that the learning process was heavily constrained by the limitations of time, space, and the number of meetings available at school.

The limited time allocated for Quran learning in schools was not fully able to accommodate the varying Quran reading abilities of students. While some students were able to follow the lessons well, many others struggled with pronouncing the letters, distinguishing between long and short recitations, and correctly applying the rules of Tajweed. Time constraints forced teachers to divide their attention among many students in a single class, resulting in an in-depth and optimal guidance and correction process for each individual.

Before Tilawati Mobile, Quran learning tended to be one-way and repetitive. Students waited for teacher instructions to read, listen, and correct their recitation, while opportunities for structured independent practice were very limited. After class, not all students continued their Quran recitation practice at home, either due to limited parental guidance or the lack of supporting media appropriate to the methods used at school. This situation resulted in a lack of continuity in learning and a low level of recitation practice outside of school hours.

In terms of learning motivation, conventional Quran learning also faced its own challenges. Some students felt bored because the learning methods lacked variety and were not fully adapted to the characteristics of the digital generation. The process of learning to recite the Quran was perceived as monotonous and time-consuming to achieve significant results. As a result, students' enthusiasm for learning and confidence in reading the Quran remained relatively low, especially for those who experienced difficulties early on (Liu, Ma, and Chen 2024).

Previous learning conditions also demonstrated a gap between school learning and the habit of Quran reading at home. Teachers were limited in monitoring students' reading progress outside of class, while parents were not fully involved in supporting their children's learning. The lack of digital learning media integrated with the Tilawati method meant that reading evaluation and reinforcement only occurred during face-to-

face meetings at school. This resulted in slow and inconsistent reading improvement (Damaševičius and Sidekerskienė 2024).

The development of digital technology has brought significant changes to education, including Quran learning. Amidst the challenges of limited time, varying student abilities, and the need for adaptive and contextual learning methods, technology-based learning innovations have become inevitable. One such innovation is Tilawati Mobile, an extension of the Tilawati method into a digital application platform designed to support Quran reading learning systematically, gradually, and sustainably.

Tilawati Mobile is an innovation that combines the pedagogically proven effectiveness of the Tilawati method with advances in information technology. This application presents structured Quranic learning materials, starting with the introduction of the hijaiyah letters, the makharijul huruf (the letters), the Sifatul huruf (the letters), and the application of Tajweed rules in Quranic recitation. Tilawati Mobile's main advantages lie in its standardized tartil audio features, engaging visual displays, and a level system that allows students to learn at their own pace and ability. This makes the learning process more personalized, flexible, and accessible anytime and anywhere.

Students are no longer entirely dependent on face-to-face class time, as they can repeat their recitations independently through the application. The higher intensity of practice directly impacts fluency, accuracy of pronunciation, and adherence to the rules of Tajweed. Furthermore, students become more confident when submitting their recitations to their teachers, due to their repeated and focused practice.

The Tilawati Mobile innovation also contributes to increased student motivation and independence in learning. The app-based learning approach creates a more engaging and less monotonous learning environment, thereby reducing boredom in the Quranic recitation process. Students are encouraged to learn actively, conduct self-evaluations of their recitations, and develop a sense of urgency to continuously improve the quality of their recitations.

From a teacher perspective, Tilawati Mobile does not replace the teacher's role in Quranic learning, but rather strengthens their pedagogical and spiritual roles. Teachers act as facilitators who guide the use of the app, guides who provide corrections and feedback on readings, and role models in instilling Quranic reading etiquette. With the support of Tilawati Mobile, teachers can focus more on fostering reading quality and developing students' religious attitudes, while the app serves as a companion for independent practice.

The effectiveness of Quran learning through Tilawati Mobile is also evident in the continuity created between learning at school and at home. Parents can monitor their children's learning process, fostering collaboration between educational institutions, teachers, and families in fostering Quran reading skills. Quran learning is no longer confined to the classroom but becomes an ongoing part of daily worship activities.

Table 1 results of interviews with teachers

No	Question Types	Question Form	Answer
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1.	Frequently Asked Questions	<ol style="list-style-type: none"> 1. How was your experience using the Tilawati Mobile app to teach the Quran? 2. What are the main benefits of using this app in the teaching and learning process? 3. How has this app helped you improve the quality of your Quran teaching? 	<ol style="list-style-type: none"> 1. It's very helpful for learning. 2. Children become more motivated and enthusiastic about learning at home. 3. With Tilawati Mobile, children can review their lessons.
2.	Specific questions	<ol style="list-style-type: none"> 1. How do you utilize the features in the Tilawati Mobile app? (e.g., teaching Tajweed) 2. What strategies do you use to integrate this app with the Quran learning curriculum? 3. How do you assess the effectiveness of this app in improving students' Quran reading skills? 	<ol style="list-style-type: none"> 1. By looking for tutorials or user guides. 2. Collaborating with parents at home.
3	Evaluation questions	<ol style="list-style-type: none"> 1. How effective is the Tilawati Mobile application in improving students' Quran reading skills? 2. What are the advantages and disadvantages of this application in teaching the Quran? 3. How can this application be improved to enhance the quality of teaching? 	<ol style="list-style-type: none"> 1. Very effective. 2. Advantages: Facilitates learning. Disadvantages: Requires a teacher to model. 3. Fun interactive features.

Based on interviews with Quranic teachers, it was found that using the Tilawati Mobile application provides a very positive experience in the Quranic learning process. Teachers stated that this application significantly facilitates learning, especially in supporting Quranic reading activities, which previously relied solely on face-to-face classroom sessions. The presence of Tilawati Mobile provides an effective alternative solution to expand students' learning space, both at school and at home.

In terms of primary benefits, teachers revealed that using Tilawati Mobile increases students' motivation and enthusiasm for learning, especially when studying at home. Students become more enthusiastic about repeating Quranic recitations because the material is presented in an engaging manner and is easily accessible through digital devices. The application also helps students review lessons independently, so that learning does not stop after school hours. This demonstrates that Tilawati Mobile plays a crucial role in creating sustainable Quranic learning that is not limited by space and time.

In the context of improving teaching quality, teachers reported that Tilawati Mobile facilitates student learning support. With the systematically structured material within the app, teachers eliminate the need to constantly repeat basic explanations manually. Students can review the material through the app, while teachers focus more on guidance, correcting readings, and reinforcing aspects of tajweed and makharijul huruf (letter pronunciation). This indirectly increases the effectiveness of Quranic teaching in the classroom.

Regarding the use of the app's features, teachers stated that using Tilawati Mobile begins with searching for tutorials or user guides to maximize its use. They explore the available features, such as audio recitations, tajweed guides, and material structure, then adapt them to their students' learning needs. This step demonstrates the teachers' readiness and commitment to responsibly integrating technology into Quranic learning.

In integrating Tilawati Mobile with the Quranic learning curriculum, teachers implement a collaborative strategy with parents at home. Parents are involved to accompany and supervise their children while using the app, ensuring a more controlled and focused learning process. This collaboration between teachers and parents strengthens the continuity of learning between school and home and helps foster positive habits of regular Quranic reading.

Regarding the app's effectiveness in improving students' Quranic reading skills, teachers assess Tilawati Mobile as highly effective. The app helps students improve their reading fluency, understand Tajweed, and gradually correct errors. Repeated practice through the app prepares students for Quranic reading in front of teachers. Consequently, the quality of students' reading has shown improvement compared to before using the app.

In evaluating the application's strengths and weaknesses, the teacher stated that the main advantage of Tilawati Mobile is that it facilitates the Quranic learning process for both teachers and students. The application provides a practical and flexible support medium. However, the teacher also emphasized that the application still requires the teacher to model correct recitation. The teacher's presence remains crucial to ensure accurate pronunciation, rhythm, and Quranic etiquette, which cannot be completely replaced by technology.

As a form of reflection and development, the teacher suggested that Tilawati Mobile be equipped with more engaging interactive features. These features are expected to increase student interest, strengthen learning motivation, and make the Quranic learning process more effective and in line with the characteristics of the digital generation.

The results of this interview demonstrate that Tilawati Mobile is an effective, adaptive, and relevant innovation in Quranic learning that meets today's learning needs. This application not only improves students' Quranic reading skills but also strengthens collaboration between teachers, students, and parents, and maintains a balance between the use of technology and the teacher's pedagogical role in Quranic learning.

Analysis/Discussion

Tilawati Mobile Promotes Independent Learning and Improves the Quality of Students' Quran Recitation

The use of Tilawati Mobile in Quranic learning has brought about significant changes in student learning patterns, particularly in terms of independent learning and improving the quality of Quranic recitation. This application has shifted the learning process from solely relying on face-to-face classroom interactions to becoming more flexible, sustainable, and student-centered. Students have greater opportunities to learn independently, adjust their learning pace to their individual abilities, and review Quranic recitations on an ongoing basis.

Tilawati Mobile provides systematic and step-by-step learning materials, from introducing the hijaiyah letters and practicing the pronunciation of letters and the characteristics of letters to applying tajwid rules in Quranic recitation. The audio tartil recitation feature within the application serves as a model for students to imitate. This feature allows students to listen, imitate, and compare their own recitations repeatedly without having to always wait for direct guidance from the teacher. This process encourages students to be more active and responsible for the quality of their Quranic recitations.

From a learning perspective, Tilawati Mobile provides students with the freedom to manage their own learning process. Students can determine the time and frequency of Quran recitation practice according to their individual needs and circumstances. This fosters self-regulated learning, where students learn not only from teacher instruction but also from an internal drive to improve and enhance their Quran recitation skills. This learning independence is reflected in the increasing intensity of students' independent practice outside of school hours.

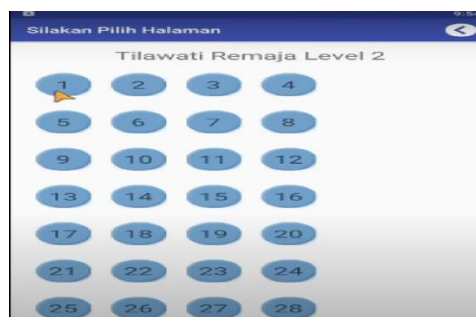


Figure 1 displays the Tilawati mobile application

Improvements in the quality of students' Quran recitation are also a tangible impact of using Tilawati Mobile. Through repeated and structured practice, students demonstrate improvements in pronunciation accuracy, application of Tajweed rules, and fluency and rhythm. Students who previously struggled with Quran recitation gradually show significant progress, as they can review basic material at their own pace. This application helps reduce students' fear and lack of confidence when reciting the Quran in front of teachers, as they have prepared and practiced independently.

Beyond the technical aspects of reading, Tilawati Mobile also contributes to fostering positive attitudes in students toward Quranic learning. The interactive, technology-based learning process makes students feel more comfortable and engaged in Quranic learning. Learning is no longer perceived as a monotonous and burdensome activity, but rather as a fun and meaningful one. This has the effect of increasing motivation to learn and fostering a love for the Quran.

In the context of learning, Tilawati Mobile serves as a companion medium that reinforces classical learning. The teacher retains a primary role in guiding, correcting, and evaluating students' reading, while the application serves as a means of independent practice that enriches the students' learning experience. The synergy between the teacher's role and the use of this digital application creates more effective, efficient Quranic learning, oriented toward improving the quality of reading.

The Tilawati Mobile method has been proven to encourage students' independent learning while significantly improving the quality of their Quran

recitation. This innovation not only addresses the need for Quran learning in the digital era but also strengthens students' values of discipline, responsibility, and love for the Quran. The integration of technology through Tilawati Mobile demonstrates that Quran learning can maintain its sacredness and etiquette while adapting to current developments and the characteristics of the digital generation.

Digitalization of the Tilawati Method Increases Accessibility and Consistency of Quran Learning

Before digitalization, Quran learning using the Tilawati method relied heavily on face-to-face classroom meetings and the use of printed textbooks as the primary medium. This limited students' ability to review the material independently outside of school hours. With the introduction of Tilawati Mobile, Quran learning materials can be accessed anytime and anywhere through their digital devices. This high level of accessibility provides students with greater opportunities to continuously interact with the Quran without being tied to a specific time and place.

The digitalization of the Tilawati method through the use of the Tilawati Mobile application is an innovative form of Quran learning that addresses the needs of Islamic education in the digital era. The transformation of the Tilawati method from conventional media to a digital platform has expanded the reach and flexibility of Quran learning, making it more accessible and sustainable for students. This digitalization not only brings changes to the learning media but also influences the pattern, rhythm, and consistency of students' Quran reading.

Tilawati Mobile presents learning materials systematically and structured in accordance with the principles of the Tilawati method. Each learning stage is accompanied by examples of correct recitation through tartil audio features, clear visual displays, and step-by-step guidance that facilitates students' understanding of the pronunciation of letters and the rules of tajweed. This digitalization ensures that reading standards are maintained and uniform, so students obtain a consistent reading model even when studying independently. This consistency of reading model is a crucial factor in maintaining the quality of Quranic learning.

From a learning consistency perspective, the digitalization of the Tilawati method through a mobile application encourages students to develop a habit of reading the Quran regularly. Easy access to materials encourages students to practice repeatedly and continuously. Quran learning is no longer limited to the school schedule but becomes part of students' daily activities at home. This consistent practice has a direct impact on improving reading fluency, tajweed accuracy, and student confidence in reading the Quran.

The digitalization of the Tilawati method also contributes to strengthening the relationship between schools and families in Quran learning. Parents can easily monitor their children's learning activities through the application and also assist them in practicing Quran reading at home. This collaboration strengthens the continuity of learning and creates a more conducive learning environment for the development of students' Quran reading skills. Thus, Quran learning becomes a shared responsibility between teachers, students, and parents.

In the context of the teacher's role, the digitalization of the Tilawati method does not diminish the teacher's strategic role in Quranic learning. Teachers remain the primary guides, providing guidance, correction, and evaluation of students' reading.

The Tilawati Mobile application serves as a supporting medium that enhances the effectiveness of learning, particularly in terms of independent practice and material reinforcement. With the support of digitalization, teachers can focus more on fostering reading quality and instilling Quranic reading etiquette.

The digitalization of the Tilawati method through Tilawati Mobile has proven to increase the accessibility and consistency of Quranic learning. This innovation allows Quranic learning to take place in a more flexible, structured, and sustainable manner without losing the sacred and pedagogical values that are the main characteristics of the Tilawati method. This digitalization proves that Quranic learning can adapt to technological developments while maintaining quality, accuracy, and blessings in the learning process.

CONCLUSION

The digitalization of the Tilawati method through Tilawati Mobile has increased the accessibility and consistency of Quranic learning. Students can access learning materials anytime and anywhere, so the learning process is no longer limited to time and classroom space. The consistency of Quranic reading practice has also increased because students have the opportunity to review the material independently and continuously, both at school and at home. Tilawati Mobile has been proven to encourage students' independent learning and improve the quality of Quranic reading. The audio reading feature, Tajweed guide, and systematic presentation of the material help students improve the accuracy of makharijul huruf, the application of Tajweed rules, and the fluency of reading. Students become more confident and motivated in learning to read the Quran because they have practice media that is easily accessible and suited to their respective abilities. The innovation of Quranic learning based on Tilawati Mobile at Al-Azhar Kelapa Gading Jakarta can be concluded as successful in increasing the effectiveness of Quranic learning as a whole. This innovation not only improves technical Quran reading skills but also strengthens students' habits, motivation, and love for the Quran. Therefore, Tilawati Mobile is worthy of development and replication as a digital-based Quran learning model in other Islamic educational institutions.

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