

QUR'ANIC RECITATION ART EXTRACURRICULAR ACTIVITY TO IMPROVE STUDENTS' TILAWAH SKILLS AT MTS NEGERI 1 KOTAWARINGIN TIMUR

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Abstract

The purpose of this study is to describe the implementation process, impacts, inhibiting and supporting factors of the extracurricular activity of the Art of Reading the Qur'an at MTsN 1 Kotawaringin Timur. The research approach method used in this study is qualitative research. Data collection techniques in this study used observation, interviews, and documentation. The data analysis process obtained in this study began by reviewing all data obtained from interviews, observations and documentation. Furthermore, the data was arranged systematically to make it easier to understand and can provide meaning. The data that has been obtained is then arranged or grouped based on certain categories by going through the stages as stated by Miles and Huberman which include four components, namely: data collection, data reduction, data presentation, and drawing conclusions. The results of this study indicate that the extracurricular activity of the Art of Reading the Qur'an at MTsN 1 Kotawaringin Timur is carried out every Thursday afternoon using the classical method. Students are taught the correct tajwid and naghom rhythm to improve tilawah skills. The school supports it with facilities and rewards, although there are obstacles such as inadequate facilities and low student interest. However, this activity remains effective in developing students' recitation skills.

Keywords: *Extracurricular, The Art of Reading the Qur'an, Students*

1. INTRODUCTION

Quoting from a verse of the Qur'an in Surah Al-Muzzammil (73:4) "...and recite the Qur'an with measured recitation." (Kemenag RI, 2019), Therefore, there is an encouragement for every Muslim, both young and old, to enhance the quality of their Qur'anic recitation so that it aligns with how the Prophet Muhammad (peace be upon him) recited it. To achieve this, many practitioners have developed various methods to beautify the recitation of the Qur'an, one of which is through the art of Qur'anic recitation, commonly known as "*the art of Qur'anic reading*." The art of Qur'anic reading refers to the beautified recitation of the Qur'an using melodic tones, often referred to as "*Tilawah*." This aligns with the research of S. Suryati et al [1], The art of Qur'anic reading involves the full melodic rendering of verses in a melismatic style, enriched with ornamental embellishments to enhance the beauty of the recitation. It is considered an oral discipline—one that is realized through voice and articulation. Therefore, those who study the Qur'an, including both male and female reciters (*qori'* and *qori'ah*), are expected to understand and master all aspects related to the art of Qur'anic recitation [2]. Reading the Qur'an must follow specific rules that cannot be ignored. For instance, each Arabic letter (*huruf hijaiyah*) must be pronounced accurately from its correct point of articulation (*makhraj*), along with its rights (*haq*) and dues (*mustahaq*). It is not permissible to recite the Qur'an carelessly or arbitrarily. Hence, it is crucial for Muslims to read the Qur'an properly and precisely, in accordance with the concept of "*tartil*"—a term mentioned in the Qur'an that signifies reciting in a slow, measured, and thoughtful manner [3]. The Qur'anic Recitation Art extracurricular program is designed to teach and develop proficiency in reciting the Qur'an correctly and beautifully. This program focuses on enhancing the vocal expression of Qur'anic recitation through the application of tajwid rules and other relevant techniques. It is commonly implemented in schools. The primary objectives of the Qur'anic Recitation Art extracurricular activities are to cultivate students' appreciation for Islamic cultural arts, to nurture their potential in this field, to build their confidence in reciting the Qur'an, and to improve their skills in the artistic reading of the Qur'an. Specifically in Islamic junior high schools (MTs), this program aims to optimally develop students' talents, interests, abilities, personality, cooperation, and independence, all in support of achieving the broader goals of Islamic religious education, particularly in the area of Qur'anic Recitation Art. This is in line

with the research conducted by Panji Sultansyah et al., [4] Their findings suggest that structured and engaging activities in this field significantly contribute to the cultivation of religious values, artistic expression, and personal discipline among students. They state that Tilawah extracurricular programs serve as a platform for improving students' artistic recitation skills and overall capabilities in school settings. Junaidi, et al., [5] They also explain that through Tilawah education and training, many students are often motivated to learn and improve. This motivation helps them develop higher-quality Qur'anic recitation abilities, ensuring that their delivery is both beautiful and technically sound.

Furthermore, school extracurricular activities are crucial in enhancing students' skills in their respective fields. This is supported by the research findings of Agustina et al., [6] They also state that extracurricular activities serve as a medium for instilling character values such as hard work, discipline, cooperation, leadership, and responsibility. Moreover, extracurricular programs can help develop students' interests and talents. Given the vital importance of the Qur'an in human life, it is essential to instill its teachings from an early age. Early childhood education represents a critical and foundational stage in a person's life. Childhood is a formative period for preparing individuals to fulfill the roles expected of them in the future, and since the Qur'an serves as the ultimate guide for human life, it must be introduced and internalized from a young age.

Education is one of the government's efforts to improve the quality of human resources in order to achieve development across various sectors, both in religious and general domains. One of the educational institutions that continues to hold significance is the madrasah. A madrasah is a formal educational institution that has contributed to promoting education in various arts, especially those related to religion. In addition, madrasahs also play a vital role as educational institutions, centers of Islamic propagation (*dakwah*), and community institutions capable of producing high-quality human resources with noble character. They are also instrumental in driving positive social transformation. At MTsN 1 Kotawaringin Timur, many students still demonstrate low proficiency in reading the Qur'an, although a number of students do exhibit good recitation skills. One approach to enhance students' Qur'anic reading abilities is through the implementation of the Qur'anic Recitation Art extracurricular program, organized by the teachers at MTsN 1 Kotawaringin Timur.

This Qur'anic Recitation Art extracurricular activity is an excellent initiative for developing students' potential in the field of tilawah at MTsN 1 Kotawaringin Timur. The findings of Tumanggor et al, [7] Their study also shows that the presence of the tilawah extracurricular program positively impacts the quality of students' Qur'anic recitation. Prior to this program, MTsN 1 Kotawaringin Timur often invited external qori to perform during major Islamic celebrations or graduation ceremonies. However, since the initiation of the Qur'anic Recitation Art extracurricular, many students have demonstrated natural talent in breath and voice control. As a result, the school has cultivated its own pool of *qori/qori'ah*, reducing the need to seek performers from outside. Additionally, students involved in this program frequently participate in Islamic community events such as *Mawlid al-Nabi*, *Isra' Mi'raj*, and even regional Qur'anic recitation competitions like *Musabaqah Tilawatil Qur'an* (MTQ).

Based on the observation conducted by the researcher in July 2024, MTsN 1 Kotawaringin Timur is one of the madrasahs that pays special attention to student self-development, particularly in nurturing their talents. This is evident in the school's efforts to implement various talent development programs. One such effort is the establishment of the Qur'anic Recitation Art extracurricular activity. This program is one of the selected extracurricular options conducted outside regular class hours and plays a crucial role in enhancing students' tilawah skills. Given the significance of this initiative, the author intends to conduct a study entitled: "*The Qur'anic Recitation Art Extracurricular Activity to Improve Tilawah Skills of Students at MTsN 1 Kotawaringin Timur.*"

2. RESEARCH METHOD

The research approach used in this study is qualitative. The research will be conducted over a period of two months following the issuance of the official research permit. The research site is MTsN 1 Kotawaringin Timur, located at Jl. Pelita Barat, Tel. (0531) 21833, Fax. 23087, Sampit, Ketapang District, East Kotawaringin Regency, Central Kalimantan Province. The data collection techniques employed in this study include observation, interviews, and documentation. The data analysis process begins with reviewing all the data obtained through interviews, observations, and documentation. Subsequently, the data are organized systematically to facilitate better understanding and interpretation. The collected data are then categorized based on specific themes or categories, following the stages outlined by Miles and Huberman, which include four key components: data collection, data reduction, data display, and conclusion drawing/verification.

The data analysis can be presented in the following table:

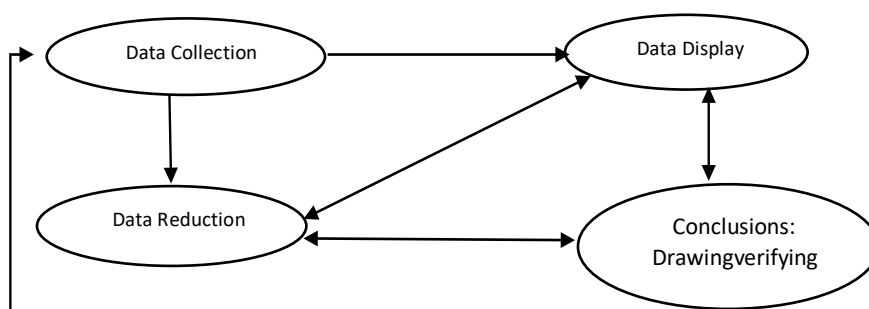


Figure 1: Data Analysis Process by Miles and Huberman

3. RESULT AND DISCUSSION

A. Result Research

The findings of this study are presented as a detailed description of the results obtained through observation, interviews, and documentation. The researcher conducted interviews with the supervisor of the Qur'anic Recitation Art extracurricular activity. Based on interviews and field documentation, the researcher collected data from one extracurricular supervisor and several students who participated in the program.

3.1. The Implementation Process of the Qur'anic Recitation Art Extracurricular Activity at MTsN 1 Kotawaringin Timur

Based on the results of observations, the implementation of the Qur'anic Recitation Art extracurricular activity at MTsN 1 Kotawaringin Timur is held every Thursday afternoon. The activity takes place at the *Al-Ajwa Prayer Room* of MTsN 1 Kotawaringin Timur with one extracurricular supervisor and students who participate in the program. This is supported by data obtained from an interview with the supervisor, identified as S, who stated, *"This extracurricular activity is held every Thursday from 3:00 to 5:00 PM. It is conducted simply, with one supervisor and students who join the activity. Students are taught to read the Qur'an using the correct rules and tajwid, through the Tilawah method using the listen-and-repeat technique, where the supervisor reads first, followed by the students mimicking the recitation. The students then take turns reading after the supervisor gives explanations and demonstrations of the correct pronunciation and melody."*

This information is aligned with the interview findings from the school principal, identified as MR: *"Once a week, every Thursday afternoon after Asr prayer, they conduct this activity in the Al-Ajwa Prayer Room of MTsN 1 Kotawaringin Timur, always with the supervisor, and it runs in an orderly manner."* Additionally, a statement from a student participant, identified as MRS from Grade 8, Room 7, confirmed, *"Every Thursday afternoon until Maghrib, wearing modest Muslim attire."*

The Qur'anic Recitation Art extracurricular activity at MTsN 1 Kotawaringin Timur is conducted weekly on Thursdays from 3:00 to 5:00 PM at the *Al-Ajwa Prayer Room*. The method used in this activity is the classical method. In this method, students are asked to read the Qur'an together using Tilawah first, so they feel comfortable and confident projecting their voices. Once students are considered capable of reading with Tilawah, they are then asked to read individually. This information was gathered from an interview with the extracurricular supervisor: *"We use the classical method in Tilawah. I first demonstrate, then the students read together, and once they feel fluent, we try individual recitations."*

The school supports this extracurricular activity by providing facilities and giving rewards to students who excel in Qur'anic recitation. According to the school principal, MR, *"We fully support this activity because it is a platform for students to develop their vocal talents. We have provided sufficient facilities for the activity, and we sometimes give rewards to students who excel in this field to encourage them to continue developing and to motivate their peers to practice more diligently."* This is supported by the statement of another student from Grade 8, Room 1, identified as MAA: *"Those of us who achieve in Qur'anic recitation usually receive gifts from the school or teachers."*

From the interviews above, it can be concluded that the implementation process of the Qur'anic Recitation Art extracurricular activity at MTsN 1 Kotawaringin Timur is conducted weekly on Thursdays

from 3:00 to 5:00 PM in the *Al-Ajwa Prayer Room*, involving one supervisor and participating students. The method involves students listening and taking turns reading after the supervisor provides the correct examples.

According to the research conducted by Sultansyah et al. [4], The classical method of learning Qur'anic recitation is considered an appropriate approach in the implementation of the Qur'anic Recitation Art extracurricular program. This method involves repetitive reading practices, which foster consistency and steadfastness (*istiqamah*) among students in their recitation. Based on the findings of the study by U. Kultsum et al., [8] the classical method proves increasingly effective when there is strong collaboration between teachers and students. When students attentively follow the teacher's explanation and actively engage during the learning sessions, the quality of Qur'anic recitation significantly improves. This highlights the crucial role of teachers in ensuring the success of this instructional method. This is in line with the work of Z. Hartati et al., [9] It is stated that with intensive guidance from teachers or mentors, students can develop the habit of reading the Qur'an. As a result, Qur'an-based religious education, particularly the art of Qur'anic recitation, becomes more effective in shaping students' character.

In conclusion, the classical learning method used in the extracurricular Qur'anic recitation program is appropriate and effective for developing students' tilawah skills. This aligns with previous research findings that identify the classical method as suitable for enhancing the quality of tilawah skills among students at MTsN 1 Kotim. This method is supported by several key criteria: (a) repetition of recitation, (b) fostering student independence through a turn-taking reading mechanism, and (c) group evaluation reinforced by collaborative activities between teachers and students.

3.2. The Extracurricular Activity of Qur'anic Recitation Art in Improving Students' *Tilawah* Skills at MTsN 1 Kotawaringin Timur

To improve students' *Tilawah* (Qur'anic Recitation) skills, this activity is carried out in accordance with the taught method, which involves reciting the Qur'an using *Tilawah* melodies or rhythms, such as the *Bayyati* and *Nahawand* styles. In order to enhance students' *Tilawah* skills, the Qur'anic Recitation extracurricular program teaches students to read the Qur'an with proper pronunciation rules (*tajwid*) and techniques, while also learning rhythmic patterns like *Bayyati* and *Nahawand*. During the interview, the coach also added information about how students' skills are further refined: "*To sharpen the students' recitation skills, Tilawah competitions are often held at school during Islamic events or class meetings, so that students can assess their own abilities.*" Based on the interview results above, it can be concluded that to improve students' *Tilawah* skills, this extracurricular activity emphasizes proper Qur'anic recitation using melodious *Tilawah* rhythms and correct *tajwid* application.

Reciting the Qur'an with *nagham* or melody will beautify the recitation, enhance vocal artistry skills, and improve the quality of worship by fostering greater focus and mindfulness, especially in paying attention to the quality of the recitation. This is in line with the research conducted by N. Ulum et al [10], In reading the Qur'an, it is obligatory for Muslims to pay close attention to their recitation. A proper and mindful recitation can significantly influence the quality of one's worship, as the Qur'anic verses are also recited during prayer, which is the pillar of the religion. Reciting the Qur'an with *nagham* can stimulate the heart to reflect, allowing the heart to inspire the mind of the reciter toward deeper contemplation. Furthermore, based on the findings of M. Mubarak et al [11], It reveals that the Qur'anic recitation (*tilawah*) program has proven effective in improving students' Qur'an reading skills, as it is supported by a structured teaching method, regular training, continuous evaluation, and a supportive learning environment.

In conclusion, the Qur'anic recitation (*tilawah*) activity, as a form of Qur'anic art, enhances students' skills in terms of the quality of their recitation and the melodic rhythm of the Qur'an, which is part of vocal art. This improvement is achieved through appropriate methods and the proper implementation of extracurricular activities.

3.3. Inhibiting and Supporting Factors of the Qur'anic Recitation (*Tilawah*) Extracurricular Activity

In improving the *Tilawah* skills of students at MTsN 1 Kotawaringin Timur, there are only a few inhibiting factors in the implementation of this extracurricular activity. Based on the author's interview findings, the instructor revealed several obstacles: "*One of the main inhibiting factors is the inadequate facilities. Facilities play a crucial role in influencing the enthusiasm and effectiveness of the extracurricular activity.*" The lack of proper equipment and a conducive learning space can diminish students' motivation and limit the overall success of the program. Therefore, addressing facility-related issues is essential to maximize the benefits of the *Tilawah* extracurricular activity.

This is in line with the findings of M. Syahrizal Yusuf et al., [12] It is stated that the availability of facilities and infrastructure is directly proportional to the performance outcomes achieved, meaning the effectiveness of extracurricular activities is also influenced by the facilities and infrastructure provided by the school. With adequate facilities, students are more motivated to practice and achieve success. However, for students, the duration of extracurricular activities is considered short and limited, with sessions held only once a week. This aligns with the results of an interview conducted by the author with a 7th-grade student from Room 2, identified by the initials MSR, who said, *"The challenge for me is probably the limited time, so sometimes I practice on my own or join training sessions with a teacher outside of school."* Based on the interview results above, it can be concluded that the obstacles in implementing this extracurricular activity include limited facilities and restricted time allocation for students.

Based on the writer's observations, the supporting factors for this activity include the students' strong interest and motivation in participating in the extracurricular program. The students' own enthusiasm and determination play a significant role in the success of the extracurricular activities. Their participation is driven by their personal desire and willingness to be involved. This is in line with the findings of a study by W. Putri et al. [13] It was stated that the internal factors influencing students to participate in extracurricular activities include the desire to achieve good performance in various areas. In addition, there is also a sense of joy and enthusiasm for the activities they join. This is further supported by the results of interviews with the extracurricular supervisor. *"Students who participate in this activity are mostly driven by their own strong interest in being able to perform Tilawah, as this skill also helps them become high-achieving students in the field of religion."* Based on the above interview, it can be concluded that the students' own interest and intention are supporting factors for the extracurricular activity of Qur'an Recitation Art at MTsN 1 Kotawaringin Timur.

The implementation of the Qur'anic Recitation Art extracurricular activity at MTsN 1 Kotawaringin Timur is held every Thursday from 3:00 PM to 5:00 PM WIB. The activity takes place in the prayer room of MTsN 1 Kotawaringin Timur and is led by one extracurricular supervisor along with the participating students. Students are taught to read the Qur'an according to proper rules of recitation and tajweed using the Tilawah method, specifically the "listen-and-repeat" technique. This approach helps students improve their recitation skills by understanding the correct way to read the Qur'an as well as the melodic patterns used in recitation. The students take turns reading after the supervisor provides explanations and demonstrations of the correct pronunciation and rhythm.

To enhance students' *tilawah* (Qur'anic recitation) skills, the extracurricular Qur'an reading activity teaches students how to read the Qur'an using proper rules of recitation (*tajwid*) and pronunciation. Students also learn recitation melodies, such as *Bayyati* and *Nahawand*. This extracurricular activity emphasizes reading the Qur'an by modulating the voice using *nagham* (melodic) *tilawah* techniques in accordance with correct *tajwid* and pronunciation.

To further sharpen the students' skills, *tilawah* competitions are often held at school during Islamic events or class meetings, allowing students to assess their recitation abilities. The supporting and inhibiting factors of the Qur'anic Recitation Art extracurricular activity in improving *tilawah* skills at MTsN 1 Kotawaringin Timur include the students' high interest and genuine motivation to participate. However, one of the inhibiting factors in the implementation of this activity is the lack of adequate facilities and the varying levels of student interest in joining the program.

The solution offered by the school to address these obstacles can be explained based on the interview with the principal: *"To deal with challenges such as limited facilities, we have made efforts to communicate with the extracurricular program coordinators and instructors, asking them to promptly submit a list of the necessary funds to improve the existing facilities. As for the limited time available, we are also working on designing a more efficient schedule or even extending the allocated time. For the time being, our solution is to encourage students to continue practicing or learning tilawah with qualified teachers outside of school."*

This aligns with the results of the writer's interview with the extracurricular instructor: *"We have already discussed this with the principal. We will strive to optimize the available facilities, and we are also reviewing the extracurricular schedule to ensure better implementation of the program."*

From the interviews above, it can be concluded that the school has taken steps to address the identified issues, including improving the available facilities and evaluating the extracurricular schedule. In the meantime, the temporary solutions provided include maximizing the use of existing facilities and advising students to seek additional practice outside of school to further develop their *tilawah* skills.

4. CONCLUSION

Overall, it can be affirmed that the implementation of the Qur'anic Recitation Art extracurricular program at MTsN 1 Kotawaringin Timur has proven effective in enhancing students' *tilawah* skills. This extracurricular activity serves as a concrete effort to improve students' recitation abilities through the teaching of tajweed rules and melodic patterns (*nagham*), such as *Bayyati* and *Nahawand*. The program is conducted every thursday afternoon from 3:00 to 5:00 PM at the *Al-Ajwa Prayer Room*, using a classical teaching method. This method has proven effective as it facilitates collaborative learning, voice training, and habitual turn-based recitation, thereby increasing students' confidence and proficiency.

Support from the school plays a significant role in the success of this program, including the provision of facilities and the awarding of achievements to outstanding students. This support encourages active student participation and boosts their motivation. On the other hand, the program faces some challenges, such as limited facilities and the constraint of being held only once a week. Nevertheless, the school has taken steps to address these issues by improving facilities and planning a more efficient schedule, as well as encouraging students to practice *tilawah* outside of school hours.

This extracurricular activity not only enhances the technical ability to read the Qur'an but also fosters religious character, self-confidence, and strengthens students' Islamic identity. It contributes positively to achieving the goals of Islamic religious education within the madrasah environment. Therefore, this extracurricular program deserves to be maintained and further developed as a strategic effort to improve the quality of religious and character education for students at the madrasah.

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