Educational Supervision: Analysis of Learning the Qur'an Tilawati Method at User Institutions in Surabaya

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Abstract: The Al-Qur'an tilawati learning method was developed to facilitate the study of the Al-Qur'an for Muslims. This research intends to examine the implementation of the tilawati technique in 5 Al-Quran learning institutions in Surabaya. This qualitative study employs descriptive approaches to elucidate and characterise supervision practices at five formal educational institutions in Surabaya that utilise the tilawati method. This study employed three data gathering methods: observation, interviews, and field documentation. This research includes data reduction, data display, and verification as part of the data analysis process. The research findings indicated that the Key Performance Area (KPA) was functioning efficiently in SD Khadijah 2 Surabaya, but was not meeting its intended purpose in the other four schools. The learning process does not correspond with the tilawati method. Teachers are inadequately trained to utilise this method. Attendance records, schedules, and achievements are not consistently shared with all teachers. Most classrooms have a layout of benches and tables with parallel shapes. The learning facilities are not fully developed in all elementary schools involved in the study. The tilawati method of learning has been implemented in 5 schools in Surabaya. The impact of implementing the tilawati method in schools is that students are more able to read the Al-Quran well and easily.
Keywords: educational supervision, method, tilawati.

Supervisi Pendidikan: Analisis Pembelajaran Al-Qur'an Metode Tilawati pada Lembaga Pengguna di Surabaya

Abstrak: *Metode pembelajaran Al-Qur'an tilawati dikembangkan untuk memudahkan pembelajaran Al-Qur'an bagi umat Islam. Penelitian ini bermaksud untuk mengkaji penerapan teknik tilawati di lima lembaga pembelajaran Al-Quran di Surabaya. Penelitian kualitatif ini menggunakan pendekatan deskriptif untuk menjelaskan dan mengkarakterisasi praktik supervisi di lima lembaga pendidikan formal di Surabaya yang menggunakan metode tilawati. Penelitian ini menggunakan tiga metode pengumpulan data: observasi, wawancara, dan dokumentasi lapangan. Penelitian ini meliputi reduksi data, penyajian data, dan verifikasi sebagai bagian dari proses analisis data. Temuan penelitian menunjukkan bahwa Key Performance Area (KPA) berfungsi secara efisien di SD Khadijah 2 Surabaya, namun tidak mencapai tujuan yang diharapkan di empat sekolah lainnya. Proses pembelajarannya tidak sesuai dengan metode tilawati. Guru tidak cukup terlatih untuk menggunakan metode ini. Catatan kehadiran, jadwal, dan prestasi tidak dibagikan secara konsisten kepada semua guru. Sebagian besar ruang kelas mempunyai tata letak bangku dan meja dengan bentuk yang sejajar. Fasilitas pembelajaran belum sepenuhnya dikembangkan di seluruh sekolah dasar yang terlibat dalam penelitian. Pembelajaran metode tilawati telah diterapkan di 5 sekolah di Surabaya. Penerapan metode tilawati di sekolah menjadikan siswa lebih mampu membaca Al-Quran dengan baik dan mudah.*
Kata Kunci: *supervisi pendidikan, metode, tilawati.*

1. Introduction

The Tilawati Qur'an learning method was created to make it easier for Muslims to learn the Qur'an. This method is used by more than 100 Qur'anic learning institutions from among children and adults. The successful use of the method in various regions in the archipelago shows significant results that the Tilawati Method accelerates students' reading ability. The increase in students' abilities is certainly caused by hardware and software factors, such as infrastructure, teachers, students, and curriculum. So, the factors that support the successful application of this method must always be supervised so that quality and quality are maintained according to central standards. This

supervision activity considers the needs that surround it. The existence of a central standard for institutions using the Tilawati Method makes the standard measure for the implementation of effective and efficient learning of the Qur'an tilawati method.

Supervision comes from super, meaning above, and vision, meaning seeing. Supervision means seeing from above, which is interpreted as an activity carried out by people in a higher or higher position to see and supervise a job or activity (Septiani, 2018). It is also found in the Big Dictionary of Indonesian, which defines supervision as the main supervision or ultimate control (Nasution et al., 2023). Carter Good's Dictionary of Education defines supervision as all the efforts of appointed school officials directed at providing leadership for teachers and other education personnel in teaching improvement, seeing the stimulation of professional growth and development of teachers, selection and revision of educational objectives, teaching materials, teaching methods, and evaluation of teaching (Barnabas et al., 2022). Supervision looks at which parts of the school are still lacking to strive to be good and sees which ones are good to improve even better through coaching (Setyawati et al., 2022). Supervision is a term in the supervision family but is more human or human. In supervision activities, the implementation is not looking for mistakes but rather doing coaching so that the condition of the work being supervised can be known for shortcomings (not just mistakes) to be notified of the parts that need to be improved (Rahmadini & Jamilus, 2022).

Supervising Tilawati performance is a series of integrated steps carried out by Tilawati managers by going directly to the field to review the Tilawati learning process. Supervision aims to improve the quality of learning and provide services and assistance to develop learning situations carried out by teachers in the classroom. Sometimes, teachers encounter obstacles in learning, so they need immediate handling to improve the process so that teaching skills are improved and learning more qualified. Students succeed in achieving the learning targets that have been set (Rusydi, 2018).

Educational supervision, better known as educational supervision, has basic concepts interconnected with education. The basic concepts of supervision are explained, as well as some basics about how the concept of supervision and the steps of supervision are explained. At the same time, the process of implementing supervision is a series of activities and efforts made by supervisors to see and foster the entire process of implementing education. Educational supervision influences education development, especially in Indonesia and Islamic education, to improve teacher professionalism in formal and non-formal institutions (Fauziyah, 2019).

Supervision always refers to improving the learning process, including improving the teacher's personality, profession, communication skills, da'wah's role in the community, and efforts to help their welfare (Tambingon et al., 2019). This effort is carried out with the ultimate goal of producing Quran khatam students well. Supervision also means the work of assisting, and the supervisor is a person who aids teachers, ustad / ustadzah, to be guided towards efforts to maintain a good learning and teaching atmosphere. Supervision of Tilawati is defined as an activity to help, nurture teachers, ustad / ustadzah in developing the learning process with all its variants (Helmy & Jamil, 2020).

Supervision of education as a series of educational administration activities and personal development programs. In ancient concepts, supervision was carried out through inspection or finding faults. In the modern view, supervision is an effort to improve the teaching and learning situation. In fact, in the community, many still think that educational supervision is synonymous with inspection supervision. This must be straightened out by correcting narrow understandings so that supervision is carried out with the objectives as conveyed (Supriadi, 2019).

A supervisor occupies a very strategic position. Therefore, prospective Tilawati supervisors are teachers, ustad / ustadzah who have understood and experienced in the learning process of the Tilawati Method and have attended a structured training program including Standardization Training, Tilawati Learning Practices, and Training of Trainers (ToT) as well as passing supervisor training. Supervisors are branch heads and Qur'an Development Coordinators (KPA), who are management-responsible institutions that are considered to know, understand, and implement the supervision program in addition to academic requirements, namely holding a bachelor's degree.

Quantitatively, the development of the Qur'an Tilawati learning method is very encouraging. The rapid development of Tilawati has been used in learning the Qur'an in several cities in Indonesia. Tilawati has spread to various cities and provinces in Indonesia in formal schools at kindergarten, elementary, junior high, high school, and even tertiary levels. Likewise, pesantren and taklim assemblies and non-formal

education such as TKA, TPA/TPQ, and BBAQ. The interesting thing about Tilawati is the use of rost songs in the recitation of the Qur'an.

The Tilawati method is considered effective in delivering khatam students to read the Qur'an well because the suitability of tone with letter fluency is very important. On the other hand, Tilawati found an obstacle, namely weak coaching to user institutions. The problem is a lack of supervisory resources and poorly scheduled activities. Some institutions have received less attention, resulting in a decrease in the quality of learning and a decrease in the quality of children's reading. User institutions receive less attention and are never visited, so there is an impression that there is no impact from joining tilawati (Asyari, 2020).

Supervisors occupy a very important and noble position in the success of the birth of Qur'an learners in Indonesia. They deal directly with teachers, ustad / ustadah, who need guidance when facing various learning problems and want to improve their competence and capacity. In organizing education in general, several people need to be directed to realize cooperation. In this context, educational supervision becomes indispensable, especially to show a clear direction in an integrated, collaborative program (Bahri, 2022).

In reality, many teachers have greater potential or ability than they do. In this context, supervision efforts are needed to conduct coaching so that teachers can accomplish their duties optimally, following their potential. Then, in carrying out their duties, teachers often experience difficulties or obstacles that can reduce the quality of their performance. These obstacles may involve difficulties in formulating learning objectives or competencies, establishing and using learning methods, techniques, and strategies, or other causes closely related to relatively young teaching experiences. In such circumstances, nothing can be done to help these teachers except supervision efforts (Effendi, 2021).

In this case, Al-Musyarafah is intended to be a supervisor who comes from among people who have an honorable position (Jaeni et al., 2020). An honorable position in Islam does not necessarily connote rank and position or is based on the strata of social life but rather on the degree of faith and scholarship. The Qur'an states that Allah exalts believers and scholars among the rest of humanity. So, according to this concept, a supervisor (musyrif) must have more value and is ready to transmit and internalize the surplus value to the supervised party.

The task of the teacher is to educate, teach, and train. Educating is passing on and developing life values, teaching is continuing and developing knowledge, and training is developing skills for student life. The three education concepts in Islam are tarbiyah, namely increasing, growing, improving, maintaining, caring, beautifying, nurturing, giving meaning, regulating, and preserving. Ta'lim is teaching (transfer of knowladge), and adab is education about manners or ethics (Effendi, 2021). The benefit of this research is to make it easier for muslims to learn the Al-Qur'an tilawati method for muslims to study the Al-Qur'an. This study aims to see how the application of the tilawati method in 5 Qur'an learning institutions in Surabaya.

2. Research Method

This qualitative research uses a descriptive method to explain and describe supervision in several formal educational institutions using the tilawati method in Surabaya (Rusdiyanto et al., 2023). The results of this supervision illustrate the success and unsuccess of using the tilawati method at the place where this method was born. The research was carried out in several stages, including data collection, data analysis, and writing research reports (Nufus et al., 2023). The main data sources of this study are principals, vice principals, and teachers.

This research procedure begins with initial observation, then exposure to problems through theoretical studies, compiling instruments, data collection, and data analysis. The data that has been collected is then processed through several data analysis techniques, and conclusions are then made. This study used three data collection techniques: observation, interviews, and field documentation. Then, triangulation techniques are carried out to check the validity of the data (Sumarno & Setiadi, 2023). The data analysis in this research involves data reduction, data display, and verification. The study was conducted at five schools in Surabaya: Darut Taqwa Islamic Elementary School Surabaya, Khadijah 2 Elementary School Surabaya, Yamassa Elementary School Surabaya, Muhamadiyah 22 Elementary School Surabaya, and Muhamadiyah 16 Elementary School Surabaya. The investigation was carried out between October and December 2023.

3. Result and Discussions

The data collected via observation, interviews, and field documentation was analysed utilising technical triangulation to provide study findings. The tilawati method has

been applied in five schools: Darut Taqwa Islamic Elementary School Surabaya, Khadijah 2 Elementary School Surabaya, Yamassa Elementary School Surabaya, Muhamadiyah 22 Elementary School Surabaya, and Muhamadiyah 16 Elementary School Surabaya. However, further enhancements are required.

Table 1 displays the outcomes of supervision conducted at five formal schools in Surabaya on October 23, 2023. Table 1 displays the results of supervision carried out at five formal schools in Surabaya on October 23 2023. The following are the results of supervision carried out by researchers, starting from the school serial number, name of institution, results of supervision and handling.

Table 1. Supervision Results

No.	Institution Name	Supervision findings	Handling
1	SD Islam Darut Taqwa Surabaya	a) KPA has not carried out its duties and roles properly; that is, it has been unable to make decisions related to the time duration policy because the institution's bureaucracy has not allowed it. b) KBM is not compatible with the Tilawati system c) Munaqosyah does not fit the Tilawati system. d) They have not implemented the construction of scientific enhancement/upgrading asatidz. e) Teachers have not conditioned students optimally, so some are still not ready to pray.	a) The institution's coordinator is expected to coordinate with the Principal to increase the duration of time so that learning is more effective and on target. b) Apply techniques that are following the Tilawati system. c) Strive for the existence of Munaqisy institutions that are following Munaqisy standards, d) Teachers must have creativity when starting learning so that students are ready to start learning; teachers have creativity during learning activities and get used to motivating students and *rewards* that are balanced with *punishment*.
2	SD Khadijah 2 Surabaya	a) KPA has done its job and role well. Innovate in the form of collaborating tahsin and tahfidz in one meeting. b) Administratively, it is good because it has a Learning Implementation Plan (RPP) in each class. However, some classesrealization/ assessment sheets have not been implemented optimally (not assessed as a percentage of class fluency). c) The teacher does not participate in reading when applying technique two and does not explain the subject. d) It was found that students did not listen to their friends' readings, so the class was not conducive. e) The teacher's communication pattern with children has not been good.	a) KPA controls the filling of learning realization in each class. b) Teachers optimize learning strategies, make learning contracts before learning between teachers and students, and improve teacher communication with children.
3	SD Yamassa Surabaya	a) KPA has not yet made a teaching program plan; the division of groups reads too much in the range of 26-30. b) The sitting position does not form the letter U, lined back. c) Ability of teachers in the field of Fashohah (1 Group). d) Learning infrastructure, including tadrus groups of 26 students, only two students who use tadarus mushaf, pointing tools for one group using pensa.	a) The Qur'an Teacher Coordinator (KPA) added teachers so that the ratio of students and teachers is balanced or divided into two sessions (morning and afternoon) to complement teacher administration with teaching plans and SOPs. b) The sitting position of students to form the letter U continues to be improved again for teachers who are capable of fashohah and tajweed c) Facilities, providing Qur'anic mushaf Waqaf ibtida, providing pointing instruments
4	SD Muhamadiyah 22 Surabaya	a) KPA has not dared to reprimand teachers when they are incomplete in bringing teaching equipment, such as student attendance, lesson plans etc.	a) Need to communicate often with teaching team members to be tidier again.

No.	Institution Name	Supervision findings	Handling
		b) All teachers are planned to participate in the Tahsin Training of the Tilawati Method. Grades 5 and 6, there are Tahfidz Juz 30,29, and 28 programs. c) Some students sometimes lose concentration when reading is done. d) Teachers do not bring teaching equipment including lesson plans, student attendance and realization of daily learning. e) When appointing the display, the teacher is not precise with what should be read. f) Almost all classes apply a pattern of benches and tables with parallel shapes. Some classes still do not have prop support poles.	b) It is necessary to conduct evaluations or meetings according to the needs of teaching team members. c) The need for brefing at the beginning before KBM as a reminder related to the completeness of the equipment that the teacher and his teaching team must bring. d) It is necessary to provide activities to relieve boredom and restore students' concentration, such as rewards and others. e) Need to double-check the device to be brought before entering the classroom, paying attention to the direction of the coordinator. f) The bench/table needs to be rearranged into a U shape to be more conducive to class control. In order to be able to complete the support poles to be more conducive and ideal when classical demonstrations are carried out.
5	SD Muhamadiyah 16 Surabaya	a) Some teachers still have not carried out the instructions of the coordinator. b) Attendance sheets, programs, and realizations have not been comprehensive to all teachers. c) All teachers have led prayers in their respective classes well, but some students lack order and concentration. Some teachers come in late. d) There are almost no tables for students and teachers. All teachers have props and poles available, but pointing devices are not yet available. All students have brought their tilawati books. Overall, ustad/ah's performance is good, but some are less flexible, tense, and lack enthusiasm.	a) Teachers must have attendance sheets, programs, and realizations with correctness in filling, b) The teacher carried out the lesson according to the rules, but some students were not orderly and still held and opened books and the subject matter that had not been explained. c) All teachers have carried out the learning system according to the flow, but almost all teachers do not explain the subject, nor have they implemented technique 2 in the book. d) Some students have not been able to be conducive because of the participation of special students in the same class. e) KPA checks the readiness of administrative and other teachers who cooperate with the institution. f) The cultivation of concepts or explanations of the subject matter is further improved; increase the ustadz/ah guidance on students in general so that it does not only focus on one child. g) Strategies for learning techniques are not yet following teaching. There needs to be reward and motivation. The voice of ustadz/ah when teaching needs to be improved again. h) It is necessary to have a study table so that learning becomes more effective and also to train character education adab in reading the Qur'an so that Qur'an verses are not placed on the floor. It is necessary to have instructions used when reading the min. 50 cm according to tilawati standard.

Based on the results of the supervision above, things that generally occur in the institution can be analyzed and become the following research findings, namely: the KPA was operating effectively in one school, SD Khadijah 2 Surabaya, whereas in the other four schools, the KPA was not fulfilling its intended role. The learning process does not align with the tilawati method, teachers are not adequately prepared to use this method, attendance records, schedules, and achievements are not fully provided to all teachers, most classes have a layout of benches and tables with parallel shapes, and the learning facilities are not fully developed in all elementary schools where the study took place.

The demands of schools today show that there are efforts to reform in various aspects globally. The aspects of school renewal are institutional management, human resources, school culture, financing (welfare), learning resources, infrastructure, and quality assurance. Supervision activities are carried out to provide various enlightenment, support, development, innovation, and empowerment towards school renewal, both internally and externally. Create, aid, and support teachers to be involved in the main reform for themselves as part of the school, and provide effective assistance and support to the principal and all elements of the school towards innovation/improvement. Today's educational demands show an effort to make changes in schools globally from various aspects, including quality, planning, and management. In the management aspect, for example, changes are sought for teachers that lead to professionalism. This change will not be achieved if it is not accompanied by climate change and school culture. To carry out reforms or reforms in education, the prerequisites that must first be formed are climate change and a culture that supports change efforts. Supervisors working with the failed party must initiate and carry out this change effort. Thus, climate change and school culture as a whole are non-negotiable musts. This is like the principle of supervision of Islamic education, namely Al-Taghyir (change), which is in sharia, the business done by a person.

The fundamental thing of every activity is a change in the better and right direction. Such is the case with educational supervision activities, oriented to make changes and improvements, both academic and administrative. The performance of educational supervision is the total improvement and development of the teaching and learning process. Supervision focuses on the setting for learning, not on a person or group of people. Everyone, such as teachers, principals, and other school employees, is a colleague who shares the goal of developing a situation that allows for good teaching and learning. School renewal is the adjustment of the school to the basic needs and expectations of the community following change, development, quality, and performance. Educational reform is a new change deliberately sought to improve teachers' ability to achieve certain educational goals.

There are two kinds of changes, namely tractive changes and dynamic changes. Tractive change is carried out on a small scale, maintaining continuity. Dynamic change is a more intensive change concerning certain practices of a discounted nature, a disruption in the use of current methods, which other methods must replace. This change program in dynamic supervision is a new program that affects the behavior of students, teachers, and all school personnel in the learning process. This research aligns with other studies (Jaeni et al., 2020; Willy & Utami, 2021; Yumawan & Sanusi, 2023) indicating that elements affecting learning the Al-Qur'an through the tilawati method are influenced by technical and field settings, as well as teacher and student conditions.

4. Conclusions

The research results and discussion revealed that the KPA was operating effectively in one school, SD Khadijah 2 Surabaya, whereas in the other four schools, the KPA was not fulfilling its intended role. The learning process does not align with the tilawati method, teachers are not adequately prepared to use this method, attendance records, schedules, and achievements are not fully provided to all teachers, most classes have a layout of benches and tables with parallel shapes, and the learning facilities are not fully developed in all elementary schools where the study took place.

Therefore, for Islamic educational institutions, continuous supervision should be carried out for the development and progress of Islamic education. It is hoped that future research can further develop Al-Quran learning methods to make it easier for Muslims to study the Al-Quran. Because the more methods for developing Al-Quran reading that are researched, the more Muslims will be interested in studying the Al-Quran.

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