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# The effectiveness of *tilawati*, *ummi*, and *talaqqi* methods on BTQ learning outcomes regarding the gender of elementary students in Bandung

Hafilda Anisa [1*], Rindang Rabi'ah Adawiyah [2], Ariibah Radita Ayu Candrika [3], Sal Shakhiba Albira Nanda Hanafi [4], Zulfa Uswatun Hasanah [5]

[1] Universitas Islam Negeri Sunan Gunung Djati Bandung, Bandung, Indonesia, 40292
[2] Universitas Sebelas Maret, Surakarta, Indonesia, 57126
[3] Universitas Islam Negeri Walisongo Semarang, Semarang, Indonesia, 50185
[4] Universitas Islam Negeri Maulana Malik Ibrahim Malang, Malang, Indonesia, 65323
[5] Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Yogyakarta, Indonesia, 55281

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**Abstract**

This study aims to compare students' learning outcomes in reading and writing the Qur'an (BTQ) based on three teaching methods: *Tilawati*, *Ummi*, and *Talaqqi*. While taking gender differences into account. This study employs a quantitative comparative approach involving 87 elementary school students from three Islamic schools in Bandung. Data were analyzed using SPSS 25, with assumptions tested, and two-way ANOVA, the Median Test, and the Mann-Whitney U Test used as post hoc analyses. The results indicate significant differences in BTQ learning outcomes among the three teaching methods. Post hoc analysis reveals significant differences between the *Tilawati* and *Ummi* methods ($p = 0.001$), the *Tilawati* and *Talaqqi* methods ($p = 0.010$), and the *Ummi* and *Talaqqi* methods ($p < 0.000$). Among the three methods, the *Ummi* method yielded the highest learning outcomes. Furthermore, no significant differences in BTQ learning outcomes were found by gender ($p > 0.05$). Interaction analysis also indicates that gender did not significantly moderate the relationship between learning methods and BTQ learning outcomes ($p = 0.367$), a finding further supported by profile plots showing relatively parallel patterns across all gender groups. The contribution of this study lies in the simultaneous comparison of three widely used BTQ learning methods within the same educational context while incorporating gender as an analytical variable. These findings suggest that the choice of learning method plays a more substantial role in determining BTQ learning outcomes than gender differences, with the *Ummi* method yielding the most favorable results in this study.

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* Corresponding Author.
E-mail address: anisahafildaanisa@gmail.com (Hafilda anisa)
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## 1. Introduction

The ability to read the Qur'an correctly and in accordance with the rules of *tajweed* is an essential competency in basic Islamic education. Mastery of reading and writing the Qur'an (BTQ) is the main indicator of the quality of Islamic Religious Education (PAI) learning at the SD/MI level, especially at the early grade level (Hayatun Nupus, Mulyadi Qosim, & Triwoelandari, 2023; Kusumawati, Ashari, & Amrulloh, 2024; Yazidul Busthomi & Syamsul A'dlom, 2023). The various BTQ learning methods that have been developed, such as *Tilawati*, *Ummi*, and *Talaqqi*, are responses to different pedagogical needs, including student learning styles, teacher readiness, and the conditions of educational institutions (Faiza, 2023; Lovinary & Rokhman, 2023; Rinah, 2023). This aligns with findings that the *Talaqqi* method improves reading accuracy and students' motivation to learn. However, the effectiveness of each of the BTQ *Tilawati*, *Ummi*, and *Talaqqi* methods in improving learning outcomes, particularly test score achievement and fluency in reading the Qur'an, still needs to be empirically studied in various learning contexts in the lower grades of primary school (Akbar, Muda, Kurniasih, Muhtadin, & Chadidjah, 2024; Latipah, Maspitah, & Yunita, 2024; Mustadamah, 2024a).

Globally, challenges in learning to read and write the Qur'an (BTQ) include the lack of standardized, effective, and scalable teaching methods. Numerous Muslim countries have difficulty ensuring students can read the Qur'an correctly according to the *tajweed* rules (Azmi, Suyanta, & Maysa, 2024; Fathurrahmah, Amin, & Shinwanudin, 2020; Saepudin, 2023). Recent studies have shown that inadequate teacher training and non-standardized learning methods are major factors in the low quality of students' BTQ. This confirms the need to develop curriculum standards and integrated teacher training programs to make BTQ learning more consistent and effective in various Islamic education contexts around the world (Ahmad Bukhori S, 2022; Fathurrahmah et al., 2020; Hall & Hite, 2022). This phenomenon also affects the context of Islamic basic education in Indonesia, where BTQ learning standards are not yet fully consistent or adaptive to the needs of early childhood students.

In Indonesia, the application of learning methods for reading and writing the Qur'an (BTQ), such as *Tilawati*, *Ummi*, and *Talaqqi* at the SD/MI level, still faces fundamental challenges. Although these methods have been widely used in basic Islamic education institutions, student learning outcomes have not shown significant improvement. One of the factors influencing this condition is the lack of intensive training for teachers in applying the methods appropriately, as well as the lack of optimal supporting facilities in the school environment (Lovinary & Rokhman, 2023; Rinah, 2023; Widodo, 2024). Studies reveal that without careful lesson planning and regular supervision, the effectiveness of Qur'an learning methods will be difficult to achieve optimally (Hasanah, 2018; Sholihah, 2018; Supriyanto & Nisak, 2024). Therefore, there is a need for a more systematic approach to evaluating BTQ learning practices to improve student competency achievement in a sustainable manner.

Based on interviews with teachers from the three research schools, several challenges were found in the application of BTQ learning methods. In School A, which uses the *Tilawati* method, students still often forget to include punctuation marks and the letters to be read, indicating a

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weak basic ability to read *hijaiyah* letters. In School B, which uses the *Ummi* method, teachers reported that numerous students had difficulty focusing on the lesson because the method requires full concentration from start to finish, without any other activities, which made it monotonous for some. Meanwhile, in School C, which uses the *Talaqqi* method, teachers face obstacles from students who are nervous when reciting memorized material and have difficulty imitating the *makhraj* and the appropriate length and shortness of the reading. In addition, teachers must be patient when repeating students' incorrect readings. This finding underscores that each method has its own challenges that need to be adapted to students' characteristics and the dynamics of learning in elementary schools.

Theoretically, this study is grounded in behaviorist and cognitive learning perspectives. Based on a behaviorist perspective, Quranic reading skills can be developed through repetition, reinforcement, correction, and continuous practice (Masruroh, Chotimah, & Hidayah, 2025; Suryana, Supriadi, Fikri, Efriani, & Langputeh, 2024). The *Tilawati* and *Talaqqi* methods emphasize repetitive practice and immediate feedback from the teacher, which aligns closely with behaviorist principles (Zachroh & Haryono, 2025). Meanwhile, cognitive theory highlights students' active information processing, pattern recognition, and understanding of *tajwid* rules. The *Ummi* method, with its structured and systematic learning stages, reflects cognitive principles by facilitating students' gradual understanding of Quranic reading concepts (Hidayati, 2021). Therefore, behaviorist and cognitive learning theories provide a conceptual foundation for anticipating differences in BTQ learning outcomes among the *Tilawati*, *Ummi*, and *Talaqqi* methods. Furthermore, these theories support efforts to examine whether such differences persist across male and female students.

Previous research indicates that various BTQ methods positively impact students' ability to read and memorize the Qur'an, even when implemented in different contexts and with varying foci. According to (Rahman, Al Jauhari, & Taslim, 2024; Tsani, Sufirmansyah, Makmur, & In'am, 2024), the *Ummi* and *Qira'ah* methods are effective in enhancing Qur'anic reading skills through structured learning. Meanwhile, Mustadamah (2024a) found the *Talaqqi* method to be effective in improving surah memorization through direct interaction between teachers and students, while Anggraini & Amirudin (2023) demonstrated that the *Tilawati* method improves Quranic reading and memorization skills through the practice of *tartil* recitation. These findings indicate that every BTQ method has the potential to improve student learning outcomes.

Nevertheless, these studies still have several limitations. Most studies focus only on a specific method without directly comparing it to other BTQ methods (Anggraini & Amirudin, 2023; Mustadamah, 2024b; Rahman et al., 2024; Tsani et al., 2024). Furthermore, the limited scope of the studies, which are restricted to specific locations, participants, and research designs, implies that the relative effectiveness of the *Ummi*, *Tilawati*, and *Talaqqi* methods cannot yet be comprehensively explained. Consequently, there remains a need for comparative research that evaluates all three methods within a single analytical framework.

Beyond learning-method aspects, gender factors have also received limited attention in BTQ research. Yet, several educational studies indicate that male and female students may exhibit distinct learning characteristics, particularly regarding engagement, perseverance, and academic achievement (Astuti & Putri, 2024; Feng, Luo, Li, Chen, & Song, 2023). However, empirical evidence regarding the influence of gender on BTQ learning outcomes remains limited and has not yielded consistent conclusions. Therefore, it is essential to examine the effectiveness of BTQ methods not only in terms of the learning approaches used but also by considering potential gender differences in learning outcomes.

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Although previous studies have reported positive effects of the *Ummi*, *Tilawati*, and *Talaqqi* methods, these findings remain fragmented because each method is typically evaluated in isolation. Furthermore, evidence regarding the role of gender in BTQ learning outcomes remains limited and inconclusive. Therefore, a comparative quantitative study that examines both learning methods and gender simultaneously is still needed.

The research novelty of the present study lies in the comparative approach to three BTQ learning methods, namely *Tilawati*, *Ummi*, and *Talaqqi*, in the context of student learning outcomes in terms of gender differences. Unlike previous studies that highlighted only one or two methods in isolation, without comparative analysis (Anggraini & Amirudin, 2023; Mustadamah, 2024a; Rahman et al., 2024; Tsani et al., 2024), this study offers empirical contributions through a broader, measurable quantitative analysis. This approach is expected to provide a practical contribution to the development of BTQ learning strategies, as well as a theoretical contribution in expanding the study of the effectiveness of gender-based learning methods.

This study aims to evaluate and compare the effectiveness of the *Tilawati*, *Ummi*, and *Talaqqi* methods in improving BTQ learning outcomes among elementary students in Bandung, identify differences by gender, and investigate the interaction between learning methods and gender.

## 2. Method

This research is a comparative quantitative research with a non-experimental approach. This study aims to compare the effectiveness of three learning methods for reading and writing the Qur'an (BTQ), namely *Tilawati*, *Ummi*, and *Talaqqi*, on student learning outcomes by considering gender differences. This design is used to determine differences in learning outcomes based on two independent variables without providing direct treatment to research subjects (Creswell & David, 2018; Sugiyono, 2020).

The research population comprised all grade II students from three Islamic elementary schools in Bandung that used different BTQ learning methods. The sample was selected using purposive sampling, taking into account each school's methods. The total sample size was 87 students, comprising 30 in School A (*Tilawati* method), 30 in School B (*Ummi* method), and 27 in School C (*Talaqqi* method). The sample comprised 45 male and 42 female students. School identities were masked to maintain objectivity and ethical reporting of research data.

Data were collected through documentation techniques, namely by accessing the BTQ exam scores for the odd semester of the 2024/2025 academic year from each school. Additional information on student gender was obtained from administrative documents already available at the school. All data used have been adjusted in accordance with research ethics principles, including the confidentiality of subject identity.

The research instruments consist of BTQ learning outcome documents derived from teacher assessments at each school. These scores are the results of BTQ learning evaluations conducted routinely at the end of each semester. The use of documented BTQ scores as indicators of learning outcomes aligns with assessment practices in Islamic education, where formative and summative evaluations are generally used to monitor students' academic progress (Islahiah, Arrofi, Anisa, Hayati, & Nugraha, 2025). Gender data is used as a moderator variable in the analysis process to examine potential differences in learning outcomes among student groups.

The data were analyzed using inferential statistical techniques. Prior to hypothesis testing, assumption tests were conducted, including the Shapiro–Wilk normality test and Levene's test of homogeneity. The main analysis used a two-way ANOVA to test the effects of learning method, gender, and their interaction on students' BTQ learning outcomes. Although the normality test

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indicated a deviation from a perfectly normal distribution, ANOVA was still used because it is generally considered robust against moderate violations of normality, especially when group sizes are relatively balanced. To strengthen the interpretation of differences between groups, additional non-parametric analysis was performed using the Median Test. When significant differences were identified, paired comparisons were conducted using the Mann–Whitney U test as a post hoc procedure. All analyses were performed using SPSS, and the selection of analytical techniques was tailored to the research objectives (Field, 2021; Ghozali, 2016).

## 3. Results

The following are the BTQ learning outcomes of students along with gender factors: The relevant data are presented in Table 1.

**Table 1.** Data on students' reading and writing qur'an learning outcomes

| Tilawati | | | | Ummi | | | | Talaqqi | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Students | BTQ Value | Method Code | Gender Code | Students | BTQ Value | Method Code | Gender Code | Students | BTQ Value | Method Code | Gender Code |
| S1 | 87 | 1 | 1 | S1 | 94 | 2 | 1 | S1 | 65 | 3 | 1 |
| S2 | 91 | 1 | 1 | S2 | 89 | 2 | 1 | S2 | 85 | 3 | 1 |
| S3 | 88 | 1 | 1 | S3 | 92 | 2 | 1 | S3 | 85 | 3 | 1 |
| S4 | 87 | 1 | 1 | S4 | 89 | 2 | 1 | S4 | 75 | 3 | 1 |
| S5 | 88 | 1 | 1 | S5 | 92 | 2 | 1 | S5 | 90 | 3 | 1 |
| S6 | 86 | 1 | 1 | S6 | 91 | 2 | 1 | S6 | 85 | 3 | 1 |
| S7 | 80 | 1 | 1 | S7 | 92 | 2 | 1 | S7 | 88 | 3 | 1 |
| S8 | 85 | 1 | 1 | S8 | 93 | 2 | 1 | S8 | 96 | 3 | 1 |
| S9 | 86 | 1 | 1 | S9 | 95 | 2 | 1 | S9 | 75 | 3 | 1 |
| S10 | 85 | 1 | 1 | S10 | 90 | 2 | 1 | S10 | 70 | 3 | 1 |
| S11 | 87 | 1 | 1 | S11 | 89 | 2 | 1 | S11 | 73 | 3 | 1 |
| S12 | 85 | 1 | 1 | S12 | 93 | 2 | 1 | S12 | 80 | 3 | 1 |
| S13 | 93 | 1 | 1 | S13 | 91 | 2 | 1 | S13 | 80 | 3 | 1 |
| S14 | 85 | 1 | 1 | S14 | 89 | 2 | 1 | S14 | 90 | 3 | 1 |
| S15 | 86 | 1 | 1 | S15 | 96 | 2 | 1 | S15 | 85 | 3 | 2 |

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| Tilawati | | | | Ummi | | | | Talaqqi | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| S16 | 89 | 1 | 2 | S16 | 93 | 2 | 1 | S16 | 90 | 3 | 2 |
| S17 | 86 | 1 | 2 | S17 | 96 | 2 | 1 | S17 | 75 | 3 | 2 |
| S18 | 85 | 1 | 2 | S18 | 90 | 2 | 2 | S18 | 70 | 3 | 2 |
| S19 | 93 | 1 | 2 | S19 | 87 | 2 | 2 | S19 | 95 | 3 | 2 |
| S20 | 89 | 1 | 2 | S20 | 80 | 2 | 2 | S20 | 93 | 3 | 2 |
| S21 | 89 | 1 | 2 | S21 | 90 | 2 | 2 | S21 | 90 | 3 | 2 |
| S22 | 95 | 1 | 2 | S22 | 96 | 2 | 2 | S22 | 75 | 3 | 2 |
| S23 | 93 | 1 | 2 | S23 | 93 | 2 | 2 | S23 | 93 | 3 | 2 |
| S24 | 95 | 1 | 2 | S24 | 93 | 2 | 2 | S24 | 74 | 3 | 2 |
| S25 | 85 | 1 | 2 | S25 | 96 | 2 | 2 | S25 | 72 | 3 | 2 |
| S26 | 92 | 1 | 2 | S26 | 90 | 2 | 2 | | | | |
| S27 | 85 | 1 | 2 | S27 | 92 | 2 | 2 | | | | |
| S28 | 92 | 1 | 2 | S28 | 92 | 2 | 2 | | | | |
| S29 | 95 | 1 | 2 | S29 | 97 | 2 | 2 | | | | |
| S30 | 92 | 1 | 2 | S30 | 91 | 2 | 2 | | | | |
| S31 | 83 | 1 | 2 | | | | | | | | |
| S32 | 93 | 1 | 2 | | | | | | | | |

Code description: Learning Methods: 1 = *Tilawati*, 2 = *Ummi*, 3 = *Talaqqi;* Genders: 1 = Male, 2 = Female

In addition, first determine the research hypothesis. The hypothesis in this study is as follows:

1. Learning Outcomes and Learning Methods

H0: There is no difference in students' BTQ learning outcomes based on *Tilawati*, *Ummi*, and *Talaqqi* methods.

H1: There are differences in students' BTQ learning outcomes based on the *Tilawati*, *Ummi*, and *Talaqqi* methods.

2. Learning Outcomes and Gender

H0: There is no difference in students' BTQ learning outcomes based on gender.

H1: There is a difference in students' BTQ learning outcomes based on gender.

3. Learning Method, Gender, and Learning Outcomes

H0: There is no interaction between learning methods and gender on students' BTQ learning outcomes.

H1: There is an interaction between learning methods and gender on students' BTQ learning outcomes.

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In the data analysis process, a number of testing procedures are carried out systematically, which are described in detail in the following sections:

### 3.1 Normality test

Normality test table below is presented to see the Residual Standard value in the Kolmogorov-Smirnov and Shapiro-Wilk. It can be seen as follows: The relevant data are presented in Table 2.

**Table 2.** Normality test

| Tests of Normality | | | | | | |
|---|---|---|---|---|---|---|
| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Standardized Residual for BTQ Score | .122 | 87 | .003 | .983 | 87 | .308 |

a. Lilliefors Significance Correction

As seen on the Test of Normality table above, the Residual Standard value in the Kolmogorov-Smirnov value is 0.003, which is less than 0.05, while the Shapiro-Wilk value is 0.308, which is greater than 0.05. Because one of the significant values is less than 0.05, the residuals are not normally distributed.

### 3.2 Hypothesis testing

Although the normality assumption was not fully satisfied based on the Kolmogorov–Smirnov test, the two-way ANOVA was retained because ANOVA is considered relatively robust to moderate violations of normality, particularly when group sizes are approximately balanced. Non-parametric median tests were additionally conducted to confirm the consistency of the findings.

### 3.3 Learning outcomes and learning methods

Frequencies and test statistics are presented to examine students' scores and the significance of the difference between them. The relevant data are presented in Table 3.

**Table 3.** Frequencies

| Frequencies | | | | |
|---|---|---|---|---|
| | | Learning Method | | |
| | | *Tilawati* | *Ummi* | *Talaqqi* |
| BTQ Scores | > Median | 11 | 24 | 8 |
| | <= Median | 21 | 6 | 17 |

The Frequencies table above informs us that:

a. In the class with the *Tilawati* learning model, the learning outcome scores that are above the median value are 11 students, and the scores that are below or equal to the median are 21 students.
b. In the class with the *Ummi* learning model, the number of students with learning outcomes above the median value is 24, and the number of students with scores below or equal to the median is 6.

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c. In the class with the *Talaqqi* learning model, the learning outcome scores that are above the median value are 8 students, and the scores that are below or equal to the median are 17 students.

**Table 4.** Test statistics

| Test Statistics | |
|---|---|
| | BTQ Scores |
| N | 87 |
| Median | 89.0000 |
| Chi-Square | 17.156[b] |
| Df | 2 |
| Asymp. Sig. | .000 |
| a. Grouping Variable: Learning Method | |
| b. 0 cells (0%) have expected frequencies less than 5. The minimum expected cell frequency is 12,4. | |

Based on Table 4 (Test Statistics), the sample size in this study is 87. The median, the middle value that divides the BTQ learning outcomes data into equal halves, is 89.000. The degrees of freedom (df) for this test are 2, obtained by subtracting 1 from the number of categories (3 - 1 = 2). The test results reveal a p-value of 0.000 (< 0.05); hence, the null hypothesis ($H_0$) is rejected, and the alternative hypothesis ($H_1$) is accepted.

Thus, there is a significant difference in students' BTQ learning outcomes based on *Tilawati*, *Ummi*, and *Talaqqi* learning methods. To determine which groups showed significant differences, Mann-Whitney tests are used as post hoc tests.

### First, Tilawati and Ummi

Test statistics are applied to see the significant difference in scores in Table 5, as follows:

**Table 5.** Test statistics

| Test Statistics | |
|---|---|
| | BTQ Scores |
| Mann-Whitney U | 246.500 |
| Wilcoxon W | 774.500 |
| Z | -3.305 |
| Asymp. Sig. (2-tailed) | .001 |
| a. Grouping Variable: Learning_Method | |

**Table 6.** Test Statistics

| Test Statistics | |
|---|---|
| | BTQ Scores |
| Mann-Whitney U | 240.500 |
| Wilcoxon W | 565.500 |
| Z | -2.578 |
| Asymp. Sig. (2-tailed) | .010 |
| a. Grouping Variable: Learning Method | |

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Based on Table 5 Test Statistics, the significance value is 0.001. Since the p-value is less than 0.05, $H_0$ is rejected, and $H_1$ is accepted. Thus, there is a significant difference in BTQ learning outcomes between students who use the *Tilawati* method and those who use the *Ummi* method.

**Second, Tilawati and Talaqqi**

As shown in Table 6 (Test Statistics), the resulting p-value is 0.010. Since this value is less than 0.05, $H_0$ is rejected, and $H_1$ is accepted. Therefore, there is a significant difference in BTQ learning outcomes between students who use the *Tilawati* method and those who use the *Talaqqi* method.

**Third, Ummi and Talaqq**

Test statistics are used to see the significant difference in scores in Table 7, as follows:

**Table 7.** Test Statistics

| Test Statistics | |
|---|---|
| | BTQ Scores |
| Mann-Whitney U | 131.500 |
| Wilcoxon W | 456.500 |
| Z | -4.132 |
| Asymp. Sig. (2-tailed) | .000 |
| a. Grouping Variable: Learning Method | |

Based on Table 7 Test Statistics, the significance value obtained is 0.000. This value is smaller than 0.05; hence, $H_0$ is rejected, and $H_1$ is accepted. Therefore, there is a significant difference in BTQ learning outcomes between students taught using the *Ummi* method and those taught using the *Talaqqi* method.

**3.4 Learning outcomes and gender**

Test statistics are used to see the significant difference in learning outcomes and gender scores in Table 8. As shown in Table 8 Test Statistics, N (the total number of research samples) is 87 students. The median is the middle value that divides the data into two equal parts after sorting, and in this case, the median of BTQ learning outcomes is 89.000. The degrees of freedom (df) are 1, obtained by subtracting 1 from the number of gender categories (2 - 1 = 1). Of the table, the significance value (Sig.) is 0.069. Because the p-value is greater than 0.05, $H_0$ is accepted, and $H_1$ is rejected. Thus, there is no difference in students' BTQ learning outcomes based on gender.

**Table 8.** Test Statistics

| Test Statistics | | |
|---|---|---|
| | | BTQ Scores |
| N | | 87 |
| Median | | 89.0000 |
| Chi-Square | | 4.139 |
| df | | 1 |
| Asymp. Sig. | | .042 |
| Yates' Continuity Correction | Chi-Square | 3.311 |

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| Test Statistics | | |
|---|---|---|
| | df | 1 |
| | Asymp. Sig. | .069 |
| a. Grouping Variable: Gender | | |

### 3.5 Learning outcomes, learning methods, and gender

Tests between learning outcomes, learning methods, and gender are used to see the significant values, as shown in Table 9, as follows:

**Table 9.** Tests Between-Subjects Effects for Learning Method and Gender

| Tests Between-Subjects Effects | | | | | |
|---|---|---|---|---|---|
| Dependent Variable: BTQ Score | | | | | |
| Sources | Type III Sum of Squares | df | Mean Square | F | Sig. |
| Corrected Model | 1437.653[a] | 5 | 287.531 | 8.807 | .000 |
| Intercept | 648457.918 | 1 | 648457.918 | 19861.437 | .000 |
| Learning Method | 1256.532 | 2 | 628.266 | 19.243 | .000 |
| Gender | 46.989 | 1 | 46.989 | 1.439 | .234 |
| Learning Method * Gender | 66.195 | 2 | 33.098 | 1.014 | .367 |
| Error | 2644.577 | 81 | 32.649 | | |
| Total | 673242.000 | 87 | | | |
| Corrected Total | 4082.230 | 86 | | | |

a. R Squared = ,352 (Adjusted R Squared = ,312)

As seen in Table 9, Tests Between-Subject Effects, the significance value for the interaction between Learning Method and Gender is 0.367. Because this value exceeds 0.05, $H_0$ is accepted, and $H_1$ is rejected. Thus, there is no interaction between learning methods and gender on students' BTQ learning outcomes.

### 3.6 Profile Plot of Estimated Marginal Means

Figure 1 presents the estimated marginal means for BTQ learning outcomes by the interaction between teaching methods and student gender. Overall, students taught using the Ummi method achieve the highest average BTQ scores compared to those taught using the Tilawati and Talaqqi methods. This pattern is consistently observed among both male and female students.

Specifically, the Ummi method demonstrates relatively similar average scores across all gender groups, as indicated by the nearly horizontal line. This finding underscores that the effectiveness of the Ummi method is relatively stable regardless of student gender. Conversely, both the Tilawati and Talaqqi methods indicate slightly higher average scores among female students than among male students, as reflected in the upward trend in their respective lines. However, the magnitude of this difference remains relatively small.

More importantly, the three profile lines do not intersect, emphasizing a relatively parallel pattern across all gender categories. According to the interpretation of interaction diagrams in factorial analysis, parallel lines (i.e., lines that do not cross) indicate the absence of a significant interaction effect between the factors under study. Therefore, the visual pattern shown in Figure 1 supports the statistical results presented in Table 9, which indicate that the interaction between learning method and gender is not statistically significant (F = 1.014; p = 0.367). This finding

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underscores that differences in BTQ learning outcomes are primarily related to the learning methods used, rather than gender differences. In other words, the relative effectiveness of the Tilawati, Ummi, and Talaqqi methods generally remains consistent for both male and female students.

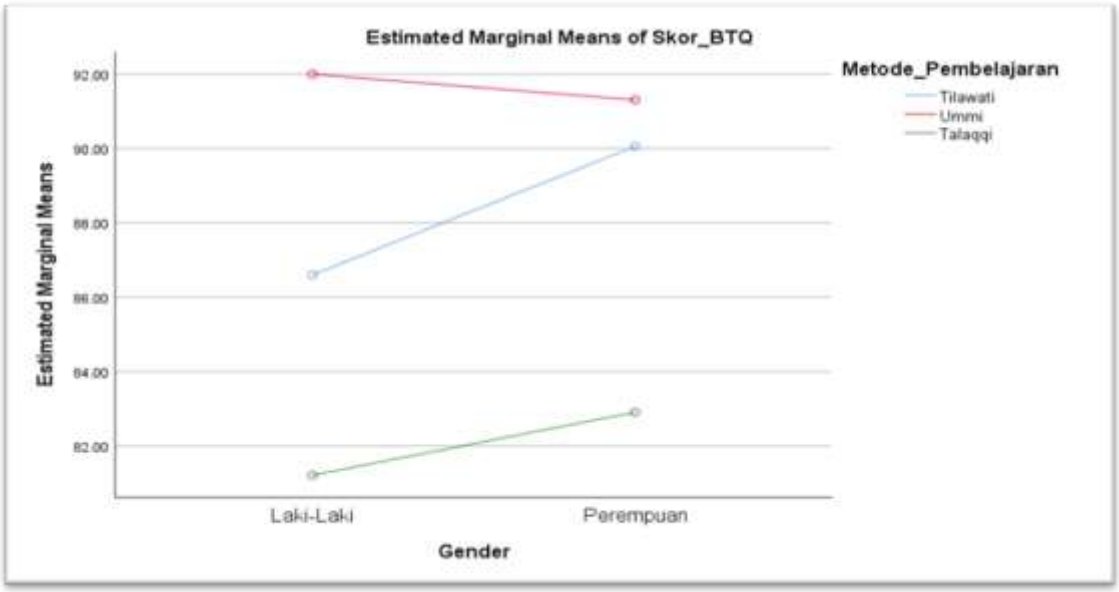


**Figure 1.** Profile Plot of estimated marginal means

## 4. Discussion

Learning to read and write the Qur'an (BTQ) is a crucial part of Islamic religious education at the primary level because the ability to read the Qur'an *tartil* and correctly is the main foundation in instilling spiritual and Islamic values from an early age. In this context, various learning methods have been developed and implemented in elementary schools, such as the *Tilawati*, *Ummi*, and *Talaqqi* methods. Each method uses a different pedagogical approach to shape students' reading skills. The *Tilawati* method emphasizes the principle of *tartil*, focusing on *tajweed* practice and reading rhythm. *Ummi* uses a patterned reading system with a visual-auditory-kinesthetic approach, while *Talaqqi* is based on *musyafahah*, which is the process of listening to readings from the teacher, which are subsequently imitated directly by students (Huzaery et al., 2024; Rinah, 2023; Sastradiharj & Dahliah, 2023).

In behaviorist learning theory, basic skills, such as reading the Qur'an, can be improved through repeated stimuli and reinforcement. Students learn through repetition and direct teacher correction; thus, learning methods should provide ample opportunities for interaction and practice. In addition, in the framework of cognitivism, students' involvement in understanding reading patterns, *hijaiyah* letters, and *tajweed* rules will be more effective if it is adjusted to the stages of their age development, especially in the lower grades of elementary school, which are in the concrete operational stage (Dinil Khusnah Islamia & Ali Rif'an, 2025; Lovinary & Rokhman, 2023).

The findings indicate significant differences in students' BTQ learning outcomes across the different learning methods. The findings underscore that the students who learned using the *Ummi* method achieved better BTQ learning outcomes than those who learned using the *Tilawati*

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and *Talaqqi* methods. This underlines that structured learning stages and the systematic application of the *Ummi* method may provide more effective support in developing Quran reading skills among elementary students. This indicates that the *Ummi* method, in these schools, contributes significantly to students' BTQ learning outcomes.

However, this success cannot be separated from the context of each school. Based on interviews with teachers, it is known that in School A, students still often forget to mention punctuation marks and the letters to be read, indicating that students' basic ability with *hijaiyah* letters has not yet fully formed. In School B, although the results were good, the teacher said the *Ummi* method required full student focus; as a result, numerous students quickly grew bored because the learning activities lacked variety. Meanwhile, in School C, which uses the *Talaqqi* method, teachers face challenges with students who are nervous when reciting memorization aloud and have difficulty appropriately imitating the *makhraj* and the length and shortness of the reading. Teachers must also patiently repeat the recitation so that students can achieve correct pronunciation.

The success of BTQ learning is determined not only by the methodological approach but also by the consistency of its application and classroom management. Methods carried out in a structured, routine manner tend to produce better learning outcomes. In this case, the effectiveness of the *Ummi* method is supported by its consistent application and teachers' active involvement. Nevertheless, the results still reveal a tendency for the *Ummi* method to yield the highest proportion of scores above the median.

This study also examined differences in BTQ learning outcomes by gender. Based on the statistical test, a p-value of 0.069 (> 0.05) was obtained, indicating that there is no difference in BTQ learning outcomes between male and female students. This underlines that students' ability to read the Qur'an in primary schools is relatively evenly distributed by gender, and that the method's effectiveness is not influenced by students' gender. Thus, the right learning method tends to have an equal impact on all students, provided it is applied consistently and in accordance with classroom conditions.

In addition, the results of the interaction test between learning methods and gender indicate no significant interaction. This implies that the effectiveness of learning methods does not depend on students' gender, and, conversely, gender differences do not strengthen or weaken a method's effectiveness. This reinforces the view that a good pedagogical approach can reach all student groups equally.

This finding is reinforced by several previous studies. Mustadamah (2024a) found that the *Talaqqsi* method was effective in improving student memorization, but it was not directly compared with other methods. Meanwhile, research by (Rahman et al., 2024; Tsani et al., 2024) states that the *Ummi* method has advantages in aspects of learning structure and increasing motivation. Research from (Anggraini & Amirudin, 2023) reveals that *Tilawati* is also effective, but it has not specifically examined comparisons with other methods. Thus, the present study fills the gap by empirically comparing the three methods in the context of BTQ learning at the elementary school level.

Based on the overall analysis, the implementation of an effective BTQ learning method depends not only on the method itself but also on the school context, student readiness, teacher skills, and curriculum support. The *Ummi* method yielded optimal results, but this does not rule out the advantages of the *Tilawati* and *Talaqqi* methods when applied under the right conditions. This research is expected to serve as a reference for schools and teachers in determining the BTQ learning approach that best suits students' characteristics and their respective school environments.

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The contribution of the present study goes beyond simply comparing BTQ teaching methods. Unlike previous studies that examined the *Tilawati*, *Ummi*, or *Talaqqi* methods separately, this study evaluates all three methods simultaneously within a single analytical framework and at the same educational level. Furthermore, gender is included as a moderating variable to test whether the effectiveness of each method differs between male and female students. By employing a comparative quantitative design and factorial analysis, this study provides more comprehensive empirical evidence regarding the relative effectiveness of BTQ learning methods in Islamic elementary education.

## 5. Conclusion and implications

Based on research on the effectiveness of the *Tilawati*, *Ummi*, and *Talaqqi* methods on BTQ learning outcomes among elementary students by gender, there are significant differences in BTQ learning outcomes across the learning methods. The *Ummi* method yielded better results than *Tilawati* and *Talaqqi* in the schools. However, there is no significant difference in learning outcomes by gender, nor is there an interaction between method and gender.

These results indicate that the right BTQ learning method can be applied to all students, regardless of gender, as long as it is consistently implemented and tailored to students' characteristics. Therefore, teachers and educational institutions at the primary level are advised to evaluate and adjust the BTQ methods used to the needs of students and their respective school environments. Strengthening teacher training and curriculum is also crucial to support the overall effectiveness of BTQ learning.

## 6. Limitation

This study has several limitations that should be considered when interpreting its findings. First, this analysis relies on documented BTQ test scores obtained from schools, which may reflect differences in assessment practices among teachers and educational institutions. Second, purposive sampling limits the generalizability of these findings beyond the participating schools. Third, variations in school environments, teacher competencies, and learning resources may have influenced student achievement, yet these factors were not directly controlled for in the analysis. Lastly, the unequal sample sizes across the learning method groups may have affected the statistical estimates. Future research is recommended to involve a larger and more diverse sample, standardized assessment instruments, and additional contextual variables to gain a more comprehensive understanding of the effectiveness of BTQ learning.

**Declaration and Statement**

**CRediT Authorship Contribution Statement**

Hafilda Anisa: Conceptualization, Methodology, Formal analysis, Data curation, Writing - original draft. Rindang Rabi'ah Adawiyah: Methodology, Resources, Project administration, Writing - review and editing. Ariibah Radita Ayu Candrika: Investigation, Validation, Visualization, Writing - review and editing. Sal Shakhiba Albira Nanda Hanafi: Investigation, Data curation, Writing - original draft. Zulfa Uswatun Hasanah: Supervision, Writing - review and editing. All authors reviewed and approved the final manuscript.

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**Declaration of Competing Interest**
The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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**Data Availability Statement**
The data that support the findings of this study are available from the corresponding author upon reasonable request. Because the data contain information relating to human participants, they are not publicly available in order to protect participant privacy and confidentiality.

**Ethical Declaration**
This study used secondary data obtained from school records with official permission from the authors' affiliated institution and the participating schools. The data consisted of students' BTQ learning outcome records and gender information obtained from existing school administrative documents. The identities of the participating schools and students were kept confidential, and no information that could identify individuals is reported in this article. The use and reporting of the data were conducted in accordance with applicable research ethics principles and institutional requirements.

**Informed Consent Statement**
This study did not involve direct interaction or intervention with the students. Data were obtained from existing school records with permission from the participating schools and were used in accordance with applicable institutional requirements. Student identities were kept confidential, and only data relevant to the research objectives were used.

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**Declaration of Generative AI and AI-Assisted Technologies**
During the preparation of this manuscript, the authors used ChatGPT (OpenAI) to support language refinement, improve language clarity, and assist with editorial organization. Following the use of this tool, the authors reviewed, edited, and validated the relevant content and take full responsibility for the accuracy, integrity, originality, and final content of the manuscript.

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