



Tartil Method as an Effective Pedagogical Approach for Enhancing Students' Interest in Quranic Learning

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Abstract

Quranic learning is often perceived as difficult by students, leading to low interest and limited engagement. However, with appropriate teaching methods tailored to learners' diversity, motivation can be significantly improved. This study aims to analyze the impact of the Tartil method on enhancing students' interest in Quranic learning. An exploratory sequential mixed-methods design was employed. Qualitative data were collected through in-depth interviews with fifteen informants (teachers and students) selected via purposive sampling, while quantitative data were obtained from 115 respondents using simple random sampling. Qualitative data were analyzed thematically using NVivo 12, while quantitative data were processed descriptively with SPSS 22. Findings revealed nine themes related to increased learning interest after applying the Tartil method. Quantitative analysis showed high student interest with a mean score of 4.14. These findings demonstrate that the Tartil method is a viable alternative for teachers in Quranic pedagogy, as it effectively fosters students' motivation and engagement in Quranic learning.

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INTRODUCTION

The primary responsibility of a teacher is to facilitate students' understanding during the learning process. To fulfill this role, teachers must create a learning environment that stimulates students' interest, thereby ensuring meaningful and effective instruction. Teachers are also required to select approaches and teaching methods that can foster motivation and engagement in order to achieve the intended learning objectives. Hastuti (2024) emphasized

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that the selection of sound teaching methods can significantly enhance students' interest in a subject. Such interest sustains students' willingness to think critically within the field, ultimately enabling them to master the subject matter. This implies that learning interest serves as one of the driving forces for students to achieve academic success.

According to [Miller et al \(2021\)](#), the learning process becomes enjoyable when teachers adopt instructional approaches aligned with students' needs and interests. When this occurs, teachers can stimulate students' achievement, leading to excellent and rewarding learning outcomes. In other words, effective teaching requires teachers' ability to arouse students' interest in learning. Consistent with [Basir et al \(2024\)](#), the use of varied teaching methods has been shown to improve students' interest and achievement in Quranic learning. Similarly, [Rumaisa et al \(2025\)](#) found that creative methods in guiding Quran reading skills among university students positively influenced their interest in reading the Quran.

Studies on the impact of teaching methods on students' learning interest in related fields such as the use of learning aids, instructional techniques, and pedagogical approaches have also been conducted. For instance, [Abulhul \(2021\)](#); [Lampropoulos & Kinshuk \(2024\)](#); [Yusnadi & Azizah \(2025\)](#) reported that effective teaching methods employed by teachers in various subjects produced positive effects on students and enhanced their learning interest.

Based on these perspectives and findings, it can be concluded that the appropriate selection of teaching methods is essential to ensure instructional effectiveness. Teachers must be able to determine methods that suit students' developmental levels and abilities. The chosen methods play a crucial role in stimulating students' interest, thereby encouraging active participation in learning. Furthermore, teachers should adopt approaches that appeal to students, as this will motivate them to consistently engage in classroom activities and follow instructions during lessons. As noted by [Murphy et al \(2019\)](#), when students possess strong interest in a subject, they are more likely to develop a deep inclination toward matters related to that subject.

The urgency of this study arises from the persistent challenge of low student interest in Quranic learning, which often leads to disengagement and limited achievement. As [Hastuti \(2024\)](#) argue, the choice of sound teaching methods is essential to stimulate motivation and sustain learning engagement, while [Eltoukhi et al \(2025\)](#) emphasizes that enjoyable learning experiences are only possible when teachers adopt approaches aligned with students' needs and interests. In the context of Quranic pedagogy, previous studies such as [Engkizar et al \(2026\)](#) have demonstrated that creative and varied instructional approaches significantly enhance students' enthusiasm and performance. Thus, examining the Tartil method becomes urgent, as it offers a structured pedagogical approach that may address declining interest in Quranic studies and contribute to more effective religious education.

Despite these insights, there remains a notable research gap in the literature. While many studies have explored general teaching strategies, including the use of instructional aids and varied techniques [Engkizar et al \(2026\)](#); [Nasir et al \(2025\)](#), few have specifically investigated the unique contribution of the Tartil method to students' learning interest. Most existing works focus broadly on Quranic pedagogy without isolating Tartil as a systematic approach to Quranic reading and comprehension. This gap underscores the need for a focused investigation into how Tartil influences both affective and psychomotor dimensions of student engagement, thereby filling an important void in Quranic education research.

The novelty of this study lies in its methodological and thematic contributions. By employing an exploratory sequential mixed-methods design (Almeida (2018); Salajegheh et al (2024)), the research integrates qualitative insights from experienced teachers with quantitative validation across a larger sample, ensuring both depth and generalizability. Unlike prior studies that examined general instructional practices, this research uniquely identifies nine thematic dimensions of learning interest directly linked to the Tartil method. Such findings provide new empirical evidence that positions Tartil not merely as a traditional recitation technique but also as a modern pedagogical tool capable of enhancing student motivation and engagement (Engkizar et al., 2025). This dual perspective strengthens the argument for Tartil as a bridge between classical Quranic pedagogy and contemporary educational demands.

Building on this urgency, gap, and novelty, the study is guided by a central research question: *How does the application of the Tartil method influence students' learning interest in Quranic education across affective and psychomotor domains?* More specifically, the investigation seeks to determine whether Tartil fosters enthusiasm, readiness, concentration, and active participation, while also improving task compliance, punctuality, and classroom attendance. These questions are grounded in motivational and pedagogical theories and aim to provide a comprehensive understanding of Tartil's role in cultivating high-achieving students in Quranic learning (Alriteemi et al., 2025; Chisanu et al., 2012; Göncz, 2017). By addressing these dimensions, the study contributes to both theoretical discourse and practical application in the field of Islamic education.

METHODS

This study employed an exploratory sequential mixed-methods design, consisting of two phases: qualitative exploration followed by quantitative validation (Garip, 2025; Kumar et al., 2019; Shiyanbola et al., 2021). In the first phase, qualitative data were collected through in-depth interviews to gain detailed insights into teachers' perceptions of the Tartil method in Quranic teaching. The findings from this phase were then used to construct survey instruments for the second phase, which quantitatively measured the impact of Tartil on students' learning interest. This design was chosen because the Tartil method has not been extensively studied, and qualitative exploration was necessary to generate grounded themes that could later be tested quantitatively (DeJonckheere et al., 2024; Munsch, 2021).

The rationale for adopting this sequential approach was threefold: first, the novelty of Tartil required exploratory investigation through interviews with experienced Quran teachers; second, the qualitative findings provided a foundation for developing reliable survey instruments; and third, the quantitative phase strengthened and validated the qualitative insights. As Rosenberg & Krist (2021); Taguchi (2018) note, combining qualitative and quantitative approaches offers a more comprehensive understanding of complex educational phenomena. Moreover, mixed-methods research enhances the robustness and credibility of findings (Barnow et al., 2024; Dawadi et al., 2021).

The first phase utilized an exploratory case study design Magolda (2007), enabling in-depth investigation of teachers' experiences with the Tartil method. This approach was appropriate given that Tartil is a relatively new pedagogical technique in Quranic education. Case study research allows for rich contextual understanding of complex phenomena (Paparini et al., 2021). Participants were selected purposively, including teachers who had: attended

Tartil training at least three times, over ten years of Quran teaching experience, received recognition or awards in Quran education, and demonstrated excellence in Quran recitation competitions. Data were collected through semi-structured interviews guided by a protocol developed from prior research and pedagogical theories. Thematic analysis was conducted using NVivo 12 to identify recurring themes related to students' learning interest.

The second phase employed a survey design to validate the qualitative findings across a larger sample. A questionnaire was distributed to 115 respondents selected through simple random sampling. This method was chosen for its practicality in collecting data from a broad population (Cohen, 2018). The survey items were derived directly from the qualitative themes, ensuring strong construct validity. Data were analyzed using SPSS 22, with descriptive statistics used to interpret students' learning interest. Reliability testing confirmed the internal consistency of the instrument, with Cronbach's Alpha exceeding the minimum threshold of 0.60 recommended for exploratory studies (Govindasamy et al., 2024; Saeed et al., 2021).

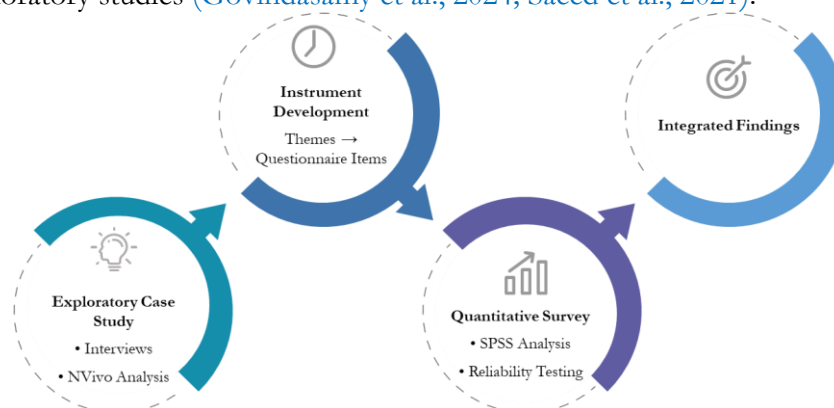


Fig 1. Research process integration

Table 1. Reliability coefficient of the questionnaire instrument.

Variable	Number of Items	Cronbach's Alpha
Students' learning interest	9	0.82

The Cronbach's Alpha value of 0.82 indicates high reliability, confirming that the instrument was consistent and trustworthy for measuring students' learning interest in Quranic learning. Reliability testing is a crucial step in ensuring that the research instrument consistently measures the intended construct. In this study, the Cronbach's Alpha coefficient was calculated to assess internal consistency, yielding a value of 0.82 for the nine items measuring students' learning interest. According to Palma & Maggio (2022), values between 0.60 and 0.70 are considered acceptable for exploratory research, while Edelsbrunner et al (2025); Izah et al (2023) argue that a minimum threshold of 0.60 is sufficient. Thus, the obtained alpha value far exceeds the recommended minimum, confirming that the instrument demonstrates strong reliability and can be confidently used in subsequent analysis.

Furthermore, the high reliability score indicates that the items within the questionnaire are well-correlated and measure the same underlying construct students' interest in Quranic learning. As Hussey et al (2025) notes, instruments with alpha values above 0.60 can be regarded as consistent and trustworthy. The result of 0.82 suggests that the instrument not only meets but surpasses the standard for exploratory studies, thereby strengthening the credibility of the findings. This level of reliability ensures that any observed variations in responses are more likely attributable to genuine differences in students' perceptions rather than inconsistencies in measurement.

In addition, the reliability outcome supports the methodological rigor of the study, particularly given its mixed-methods design. By first deriving questionnaire items from qualitative themes and then validating them quantitatively, the research ensured strong construct validity and internal consistency. As Creswell (2023) emphasize, the integration of qualitative and quantitative phases enhances the robustness of mixed-methods research. The reliability coefficient of 0.82 therefore not only validates the instrument but also reinforces the methodological soundness of the study, providing a solid foundation for interpreting the impact of the Tartil method on students' learning interest.

RESULT AND DISCUSSION

Qualitative Results

The Impact of the Tartil Method on Students' Learning Interest

As discussed in Chapter III regarding the development of interview protocols, the questions were constructed based on previous research findings, educational theories, and expert perspectives. To report the interview results on teachers' evaluation of the impact of the Tartil method on students' learning interest, the discussion is divided into two dimensions: (i) the effect on the affective aspect and (ii) the effect on the psychomotor aspect.

Effect on Students' Learning Interest (Affective Aspect)

From the interviews, the findings revealed five major themes related to the affective impact of the Tartil method in Quranic teaching. These themes are: (i) students' seriousness in learning, (ii) students' enjoyment, (iii) readiness to receive instruction, (iv) active participation in teaching and learning activities, and (v) concentration during lessons. Each of these themes is discussed below.

The first theme, students' seriousness in learning, also appeared in the dimension of learning attitude. Several participants had distinct perspectives on how students' interest increased through their classroom behavior. For instance, some teachers evaluated students' growing interest by observing their attendance. As one participant (TB2 & TB5) stated:

"I can see the improvement in their interest... judging from their attendance, I can confirm that about 90% of students attend class daily. It seems they are now more serious about learning."

Another participant (TB6) assessed students' interest through their reactions when the teacher was absent:

"Sometimes, if I miss a class, the students ask, 'Ustaz, why didn't you come yesterday?' I feel they are now genuinely committed to learning the Quran. Previously, they were happy when I didn't come."

The second theme, students' enjoyment, was also evident in the findings related to learning attitudes. Some participants evaluated the increase in interest through behavioral changes during lessons. As expressed by participants (TB5, TB6):

"When I assign tasks and leave the class for ten or fifteen minutes, I find the students still sitting quietly, not chatting or disturbing others. They remain focused on their tasks I believe they truly enjoy learning."

The third theme, readiness to receive instruction, refers to students' behavioral changes before and during lessons. Teachers observed that students now arrive earlier than scheduled and are already seated before the class begins. As one participant (TB7) shared:

"I noticed that students are already in the classroom before the lesson starts. Previously, they would still be outside even when I arrived. Now, they are prepared before the session begins."

The fourth theme, active participation in teaching and learning activities, reflects how students' interest manifests when they are involved in classroom processes. Several teachers explained that they often assign more capable students to guide their peers with weaker reading skills or to correct mispronunciations. As one participant (TB5) noted:

"In my class, students who are more proficient act as mentors for their peers who struggle with reading."

The fifth theme, concentration during lessons, describes how students' focus improved as their interest grew. Teachers observed that students remained calm and attentive while following instructions. As one participant (TB1) explained:

"I can assess their increased interest through their classroom behavior. When I deliver the lesson, they pay full attention."

When examining the frequency and percentage of participants mentioning these themes, students' seriousness in learning recorded the highest percentage (87.5%), followed by students' enjoyment (75%), readiness to receive instruction (50%), active participation (50%), and concentration during lessons (50%). These findings are illustrated in Figure 2. the effect of the Tartil method on students' learning interest (affective aspect).

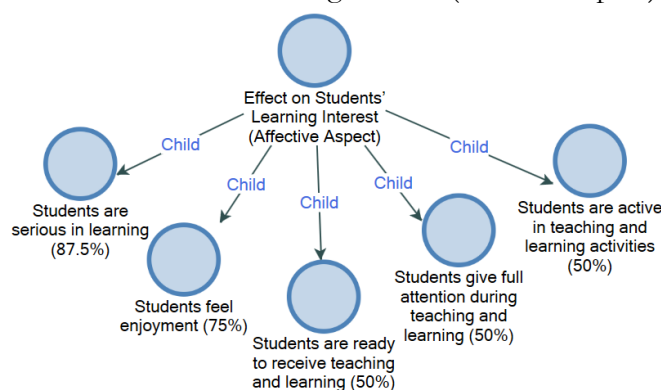


Fig 2. The effect of students' interest in learning on the affective aspect

The findings above suggest that among the five themes identified by participants, the first two students' seriousness in learning and students' enjoyment were also evident in the results of the first research objective concerning students' learning attitudes. However, participants emphasized that these aspects extended beyond attitudes, reflecting a deeper manifestation of learning interest. In addition, the remaining three themes readiness to learn, active participation, and concentration during teaching and learning activities were likewise highlighted by several participants. This indicates that the Tartil method not only strengthens students' attitudes but also nurtures their sustained interest in Quranic learning. Overall, the overlap between attitude-related findings and interest-related themes demonstrates that the Tartil method has a dual impact: it enhances students' behavioral dispositions while simultaneously fostering their intrinsic motivation to engage with Quranic studies. This reinforces the conclusion that Tartil is a pedagogical approach capable of cultivating both affective and cognitive engagement in learning.

Effect on Students' Learning Interest (Psychomotor Aspect)

From the interviews, the findings revealed four major themes related to the psychomotor impact of the Tartil method in Quranic teaching. These

themes are: (i) completing tasks according to instructions, (ii) finishing assignments on schedule, (iii) attending classes according to the timetable, and (iv) consistent classroom attendance. Each of these themes is elaborated below.

The first theme, completing tasks according to instructions, refers to teachers' evaluations of students after receiving directions during teaching and learning. According to participants, every lesson taught through Tartil is accompanied by exercises included in students' workbooks. These tasks are completed during lessons, while some are assigned as homework for additional practice. All participants agreed that when tasks were given, students consistently followed instructions. As expressed by participants (TB1 & TB5):

Alhamdulillah, students follow instructions every time I assign tasks. If I give them exercises during lessons, they complete them as directed.

The second theme, finishing assignments on schedule, also reflects teachers' evaluations of students' discipline in completing tasks both in class and at home. As one participant (TB3) explained:

Insyallah, students complete their homework according to the schedule I set.

The third theme, attending classes according to the timetable, highlights changes in students' punctuality after the Tartil method was introduced. Several teachers reported that before using Tartil, student attendance was irregular and often below expectations. However, after applying Tartil, attendance improved significantly, with many students arriving before lessons began. As participants (TB1, TB5, TB8) shared:

Before I used the Tartil method, students often skipped classes, and I didn't understand why. But now, Alhamdulillah, they arrive before lessons start and attend regularly every day.

The fourth theme, consistent classroom attendance, refers to the number of students present daily. Teachers noted that after implementing Tartil, classes were consistently full, with no unexplained absences. As one participant (TB7) stated:

Now the class is always full every day. It's not like before, there are no longer students absent without reason.

When examining the frequency and percentage of participants mentioning these themes, three themes recorded very high percentages: completing tasks according to instructions (100%), finishing assignments on schedule (100%), and attending classes according to the timetable (100%). The fourth theme, consistent classroom attendance, was reported by fewer participants, with a percentage of 62.5%. These findings are illustrated in Figure 3. the effect of the Tartil method on students' learning interest (psychomotor aspect).

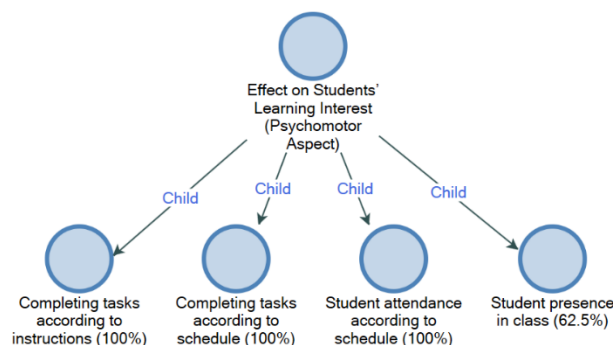


Fig 3. The effect of students' interest in learning on the psychomotor aspect

The findings above indicate that among the four themes reported by participants, the first three completing tasks according to instructions, finishing assignments on schedule, and attending classes according to the timetable were consistently highlighted with high percentages. Overall, participants agreed that these three themes were strongly evident among students after the implementation of the Tartil method. In contrast, the fourth theme, consistent classroom attendance, was mentioned by only a few participants, suggesting that while attendance improved, it was not as universally emphasized as the other psychomotor aspects. This distinction underscores that the Tartil method had a particularly strong influence on students' discipline and task management, while its effect on daily classroom presence was somewhat less pronounced.

Quantitative Results

Based on the analysis conducted, the overall mean score obtained for students' learning interest was $M=4.14$, $SD=0.57$. According to the interpretation scale used in this study, this score falls within the high-level category. Furthermore, when examining the mean scores for each individual item, the results can be grouped into two categories: very high and high. Out of the nine items measuring students' learning interest, five items were rated at a very high level (C1, C2, C5, C6, C8), while four items were rated at a high level (C3, C4, C7, C9). The detailed results are presented in Table 2 below.

Table 2 Mean Scores of Students' Learning Interest

Affective Aspect				
No.	Item	Mean	SD	Interpretation
C1	Students are serious in teaching and learning	4.20	0.68	Very High
C2	Students enjoy the teaching and learning process	4.24	0.69	Very High
C3	Students are ready to receive teaching and learning	4.02	0.69	High
C4	Students are active in teaching and learning activities	4.07	0.73	High
C5	Students concentrate during teaching and learning	4.24	0.67	Very High
Psychomotor Aspect				
C6	Students complete tasks according to instructions	4.39	0.68	Very High
C7	Students finish assignments on schedule	4.14	0.77	High
C8	Students attend classes according to the timetable	4.26	0.70	Very High
C9	Students' classroom attendance is consistently full	3.70	0.86	High
Overall Mean		4.14	0.57	High

Table 2 illustrates the nine items used to evaluate the impact of the Tartil method on students' learning interest across affective and psychomotor dimensions. In the affective aspect, three items achieved very high mean scores: students' seriousness in learning (C1), students' enjoyment (C2), and students' concentration (C5). Meanwhile, two items readiness to learn (C3) and active participation (C4) were rated at a high level. For the psychomotor aspect, two items completing tasks according to instructions (C6) and attending classes according to the timetable (C8) achieved very high mean scores. The remaining two items finishing assignments on schedule (C7) and consistent classroom attendance (C9) were rated at a high level.

Overall, the findings confirm that the Tartil method has a positive and significant impact on students' learning interest in Quranic education, both affectively and behaviorally. In other words, teachers involved in the second phase of the survey strongly agreed that the Tartil method enhances students' attitudes and engagement in Quranic teaching and learning.

The interview findings from the first phase of this study revealed nine themes identified by teachers regarding the impact of the Tartil method on students' learning interest in Quranic education. These nine themes were then developed into more general questionnaire items to serve as instruments for the second phase of the study. Based on the feedback from participating teachers, the analysis confirmed that all nine themes were indeed present in students' learning interest during Quranic learning. This is further supported by the overall mean score of students' interests, which was found to be high ($M = 4.14$).

Learning interest is closely related to motivation, emotion, and drive. When students demonstrate high interest in a subject, teachers can observe it through classroom behaviors such as strong inclination toward the subject, sustained concentration, and active participation in learning activities (Li et al., 2024; Wong & Liem, 2022). Moreover, to enhance students' interest in a subject, teachers must also motivate them by emphasizing the benefits of the lessons being studied. As a result, students will show greater commitment and seriousness in their learning (Baik et al., 2019; Engkizar et al., 2025).

When these perspectives are linked to the present study, which examines the impact of Quranic teaching methods on students' learning interest, the researcher argues that the effectiveness of a method can be assessed during the learning process itself. In Quranic instruction, teachers typically interact directly with students in every session. Thus, the effectiveness of a method can be evaluated through students' oral recitation performance, while their learning interest can be assessed through observable responses such as enjoyment, attentiveness, seriousness, and active participation during lessons. If both evaluations yield positive outcomes, teachers can further enhance their teaching; however, if results are less satisfactory, proactive measures are required to achieve meaningful learning.

Previous studies, as discussed in Chapter II on the effects of teaching methods on students' learning interest, have demonstrated that appropriate and engaging methods can significantly increase students' interest in a subject. Effective methods are those that align with students' diversity, encourage active participation, and challenge their thinking (Numan et al., 2025; Sari et al., 2025).

The use of engaging teaching methods is therefore essential as a driving force for students to actively participate in learning activities. Such methods not only enhance classroom engagement but also encourage students to explore knowledge more deeply (Kolhekar et al., 2021). Kamridah et al (2025) further emphasized that appropriate methods help students analyze concepts and ideas, thereby producing meaningful learning experiences. The nine themes identified in the interviews will subsequently be discussed in detail under two categories: the effects on students' affective aspects and psychomotor aspects

Effect on Students' Affective Aspect

In the affective dimension, interview findings revealed five major themes indicating that students demonstrated high interest in learning through the application of the Tartil method in Quranic teaching. These themes are: (i) studying earnestly, (ii) enjoying the learning process, (iii) readiness to receive

instruction, (iv) active participation in teaching activities, and (v) concentration during lessons.

These five indicators clearly show that the Tartil method successfully stimulated students' interest in Quranic learning. This was evident from their strong responses such as seriousness, enjoyment, and attentiveness. The findings are supported by studies conducted by [Anwar \(2019\)](#); [Wangi et al \(2022\)](#), who emphasized that appropriate teaching approaches can stimulate students' interest, leading them to study earnestly, concentrate, and actively engage in learning activities.

The affective aspect of students' interest highlights the importance of teaching methods in shaping motivation and engagement. In Quranic education, students' interest is a key factor contributing to successful learning outcomes. This is consistent with [Ramadhani et al \(2024\)](#), who found that appropriate teaching methods positively influence students' interest, encouraging them to follow lessons attentively. According to [Muhyidin et al \(2020\)](#), teaching methods must align with students' diversity to effectively stimulate interest.

High levels of interest were also evident in students' readiness and involvement in lessons. This finding aligns with [Miller et al \(2021\)](#), who reported that appropriate Quranic teaching methods increased students' interest in literacy and Quran reading, making them more active and focused. [Rohman & Ainuri \(2026\)](#) emphasized that individual differences among students affect their preferred learning styles, requiring teachers to be sensitive to these variations. Teaching approaches should therefore incorporate creativity to prevent boredom and disengagement. Skinner (1990) further noted that students with high interest consistently strive to improve themselves in learning.

Survey results from the second phase confirmed these findings, with mean scores for the five affective themes rated at high levels: studying earnestly ($M = 4.20$), enjoying learning ($M = 4.24$), readiness to receive instruction ($M = 4.02$), active participation ($M = 4.07$), and concentration during lessons ($M = 4.24$). These scores indicate that teachers agreed students demonstrated strong interest in Quranic learning. In conclusion, the Tartil method significantly influenced students' affective engagement, as reflected in their seriousness, enjoyment, attentiveness, and active involvement. [Tanjung et al \(2022\)](#) argued that appropriate teaching methods enhance students' interest, sustaining their motivation to think critically and master the subject matter.

Effect on Students' Psychomotor Aspect

[Rohman & Ainuri \(2026\)](#) stated that students' learning interest in the psychomotor domain can be observed through their behaviors and responses during teaching and learning. For instance, if students perceive a subject as less important, they will not focus on it. [Abnisa \(2017\)](#); [Fitri & Idris \(2019\)](#) added that psychomotor interest can be identified through students' persistence and effort in facing learning tasks.

Interview findings revealed four major themes reflecting students' high interest in Quranic learning through the Tartil method: (i) completing tasks according to instructions, (ii) finishing assignments on schedule, (iii) attending classes according to the timetable, and (iv) increased classroom attendance. In teaching and learning, students are generally influenced by the stimuli provided by teachers, and these stimuli are often reflected in observable behaviors. [Rohman & Ainuri \(2026\)](#) emphasized that the stronger the teaching stimulus, the greater the positive behavioral responses shown by students.

The four psychomotor themes clearly demonstrate students' positive interest in Quranic learning. The first two themes highlight students' compliance with instructions and their discipline in completing tasks. The third and fourth themes further illustrate their persistence, as students attended classes according to the timetable and classroom attendance increased significantly. These behaviors indicate students' growing awareness of the importance of Quranic study. The findings are supported by Tanjung et al (2022), who found that students with high interest typically complete assignments on time, attend classes regularly, show enthusiasm, and actively seek clarification when needed.

Survey results from the second phase reinforced these findings, with mean scores for the four psychomotor themes rated at high levels: completing tasks according to instructions ($M = 4.39$), finishing assignments on schedule ($M = 4.14$), attending classes according to the timetable ($M = 4.26$), and increased classroom attendance ($M = 3.70$). These scores confirm that students demonstrated strong psychomotor interest in Quranic learning through the Tartil method. The findings are consistent with studies by Hanafi & Pohan (2024); Nafisah (2024); Wijaya (2024), which highlighted the positive impact of appropriate teaching methods on students' discipline and engagement.

CONCLUSION

The success of Quranic teaching and learning is determined by multiple factors, one of which, based on the findings of this study, is the use of appropriate teaching methods that can stimulate students' interest in learning. In conclusion, the Tartil method has been proven to positively influence students' learning interest in Quranic education. This impact is evident from students' responses to teachers' instructions during lessons, as well as their punctuality and persistence in attending Quranic classes. The findings highlight that the Tartil method not only enhances students' engagement but also strengthens their discipline and commitment to learning. By fostering both affective and psychomotor dimensions of interest, Tartil emerges as a pedagogical approach capable of ensuring more effective and meaningful Quranic education.

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