

Bibliometric Analysis: Reading The Qur'an Using The Tilawati Method For Fluency And Rhythm Aspects

Aziz Lutfi

*Universitas Islam Negeri Siber Syekh Nurjati Cirebon, Indonesia
h.azizlutfi@gmail.com*

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Abstract (English)

This study aims to map the development of research on Qur'an reading through the Tilawati method, with specific attention to fluency, recitation rhythm, tajweed, makhraj, and the use of the rost melody. The study addresses the need for a systematic understanding of how the Tilawati method has been positioned in academic literature on Qur'an learning. A bibliometric mapping approach was used by collecting publication metadata from relevant academic databases. The data were selected, cleaned, and analyzed through descriptive bibliometric indicators and VOSviewer visualization, including co-occurrence, overlay, density, and co-authorship analyses. The findings show that the Tilawati method is strongly connected with Qur'an learning, reading ability, tajweed, fluency, students, and reading quality. However, recitation rhythm and the rost melody have not yet become dominant themes, although both are important elements of the Tilawati method. The co-authorship analysis also indicates that author collaboration remains fragmented across small research groups. This study contributes by identifying thematic trends, research gaps, and future directions for Tilawati-based Qur'an learning, especially in relation to rhythm, digital literacy, and reading quality evaluation.

Keywords: Bibliometric Analysis; Tilawati Method; Qur'an Reading; Reading Fluency; Recitation Rhythm

Abstrak

Penelitian ini bertujuan memetakan perkembangan penelitian tentang membaca Al-Qur'an melalui Metode Tilawati, dengan perhatian khusus pada kefasihan, irama bacaan, tajwid, makhraj, dan penggunaan lagu rost. Kajian ini dilatarbelakangi oleh kebutuhan untuk memahami secara sistematis bagaimana Metode Tilawati diposisikan dalam literatur akademik tentang pembelajaran Al-Qur'an. Penelitian ini menggunakan pendekatan pemetaan bibliometrik dengan mengumpulkan metadata publikasi dari basis data akademik yang relevan. Data diseleksi, dibersihkan, dan dianalisis melalui indikator bibliometrik deskriptif serta visualisasi VOSviewer, meliputi analisis co-occurrence, overlay, density, dan co-authorship. Hasil penelitian menunjukkan bahwa Metode Tilawati memiliki keterkaitan kuat dengan pembelajaran Al-Qur'an, kemampuan membaca, tajwid, kefasihan, peserta didik, dan kualitas bacaan. Namun, irama bacaan dan lagu rost belum menjadi tema dominan, meskipun keduanya merupakan unsur penting dalam Metode Tilawati. Analisis co-authorship juga menunjukkan bahwa kolaborasi penulis masih terfragmentasi dalam kelompok-kelompok kecil. Penelitian ini berkontribusi dalam mengidentifikasi tren tema, celah riset, dan arah penelitian lanjutan tentang pembelajaran Al-Qur'an berbasis Tilawati, terutama pada aspek irama, literasi digital, dan evaluasi kualitas bacaan.

Kata Kunci: Analisis Bibliometrik; Metode Tilawati; Membaca Al-Qur'an; Kefasihan Membaca; Irama Bacaan

INTRODUCTION

The ability to read the Qur'an is an important part of Islamic education because it is directly related to the accuracy of pronunciation, understanding the rules of tajweed, and the formation of students' religious habits. Reading the Qur'an not only requires the ability to recognize hijaiyah letters, but also requires the accuracy of the makharijul of the letters, fluency, fluency, and the suitability of the rhythm of the recitation. In learning practice, many students still face difficulties in distinguishing the sounds of letters, applying the law of tajweed, and maintaining a stable reading rhythm. This condition shows that learning to read the Qur'an needs to be supported by a systematic, directed, and in accordance with the characteristics of students.

The study of learning to read the Qur'an has developed in various educational contexts. Yanti & Khotimah (2019) show that children's ability to read hijaiyah letters is still an important problem at the early childhood education level. The research places audio-visual media as a means to help children recognize hijaiyah letters and read hijaiyah letters in a row. Although the study did not directly discuss the Tilawati Method, its findings show that the basic ability to read the Qur'an needs to be built through learning strategies that are interesting, concrete, and appropriate to the child's developmental stage.

In addition to the introduction of hijaiyah letters, the quality of reading the Qur'an is also highly determined by the mastery of tajweed. Hakim et al. (2022) emphasized that tajweed learning is important because the law of reading the Qur'an with tajweed includes an individual obligation for every Muslim. In service activities at TPQ Darul Ulum Hidayatullah, tajweed learning is carried out through socialization, delivery of reading legal materials, reading practice, and evaluation of students' abilities. The main focus of the activity is to improve the quality of reading through the correct application of makharijul letters and the law of tajweed. This study provides the basis that learning to read the Qur'an does not stop at the ability to recite letters, but needs to be directed at the quality of reading according to the rules.

One of the methods that is widely used in learning to read the Qur'an is the Tilawati Method. Albarokah (2024) explained that the Tilawati Method is a method of learning to read the Qur'an that combines the tone of recitation, a classical approach, and an individual approach through the listening reading technique. This method emphasizes the habituation of reading together as well as individual correction of reading accuracy. From the perspective of Islamic education, the Tilawati Method is seen as able to help students read the Qur'an better because it connects the elements of tajweed, makhraj, fluency, and rost songs in the learning process.

The application of the Tilawati Method has also been studied in formal educational institutions. Rummyati (2020) researched the implementation of the Tilawati Method at Madrasah Ibtidaiyah Pembangunan Jakarta and found that the implementation of the method ran through opening activities, core activities, and closing activities. The research emphasizes aspects of fluency in reading, the application of tajweed law, and the suitability of letters. This study shows that the Tilawati Method can be applied in structured learning in madrasahs, especially to help students improve the quality of Qur'an reading.

Recent developments show that the Tilawati Method is not only applied in conventional learning, but also begins to be associated with digital literacy and strengthening reading rhythm. Kulsum (2025) examines the application of the Tilawati Method with digital literacy-based rostr songs in the Darussalam Mengaji program in Bojonegoro. The study explained that the implementation of Tilawati was carried out through the introduction of hijaiyah letters, tajweed exercises, ghorib musykilat learning, the use of rostr rhythms, and the use of digital media. This study is important because it shows that Tilawati has room for development in the context of learning the Qur'an that is more adaptive to technological changes.

Another study that is very close to the focus of this article was conducted by Rifaat et al. (2025). The study discusses the application of the Tilawati Method in improving the fluency and fluency of reading the Qur'an of students at SDIT Al-Qonita Palangka Raya. The results of the study show that the Tilawati Method helps to improve the ability to read the Qur'an, especially in the aspects of tajweed and makhraj letters. However, the rhythm aspect of reading still shows a variation in ability so that it requires further coaching. This finding is important because it shows that fluency and rhythm are two aspects that are interrelated, but do not always develop in a balanced way in Tilawati learning.

Based on previous studies, research on the Tilawati Method generally still focuses on the implementation, effectiveness, improvement of reading quality, and learning experience in certain institutions. The research of Albarokah (2024), Rummyati (2020), Kulsum (2025), and Rifaat et al. (2025) make important contributions in explaining how Tilawati is applied to improve the ability to read the Qur'an. However, the study has not specifically mapped the direction of Tilawati's research development through a bibliometric approach. As a result, the description of publication trends, dominant keywords, thematic connections, productive writers, and further research opportunities on Tilawati, fluency, and reading rhythm are still not systematically compiled.

This issue is important because research on learning to read the Qur'an continues to develop, but the direction of its development has not been widely read through scientific mapping.

Bibliometric studies can help researchers see the structure of knowledge in one field of study. Through bibliometric analysis, researchers can identify themes that appear frequently, themes that are beginning to develop, relationships between keywords, and the position of a topic in the broader research landscape. In this context, the topic of reading the Qur'an with the Tilawati Method for fluency and rhythm aspects needs to be analyzed so that its academic contribution can be seen more clearly.

This article aims to analyze the development of research on reading the Qur'an with the Tilawati Method, especially on the aspects of fluency and rhythm. The focus of the study is directed at mapping the tendency of the theme, the relevance of keywords, and the position of the Tilawati Method in the research of learning the Qur'an. With a bibliometric approach, this article not only examines the content of previous research narratively, but also seeks to read the patterns of literary development relevant to Tilawati, tajwid, makhraj, fluency, fluency, rost songs, and reading rhythms.

Previous research has shown that learning to read the Qur'an requires strategies that are able to connect cognitive aspects, pronunciation practices, and reading habits. Yanti and Khotimah (2019) place audio-visual media as a means to improve children's ability to read hijaiyah letters. The research shows that the initial process of reading the Qur'an needs to pay attention to the way children recognize shapes, sounds, and letter sequences. In the context of this article, the study can be positioned as a supporting reference to explain the importance of strengthening basic skills before students enter the stage of reading the Qur'an more fluently.

Hakim et al. (2022) pay attention to improving the quality of reading the Qur'an through tajweed learning. The study emphasizes reading practice, introduction to reading laws, and evaluation of students' abilities in applying makharijul letters and tajwid. This reference is relevant because the aspect of fluency in reading the Qur'an cannot be separated from the accuracy of tajweed. Fluency not only means reading fluently, but also showing the ability to read correctly, clearly, and according to the rules.

Albarokah (2024) strengthens the conceptual basis of the Tilawati Method. The study explained that Tilawati uses rost songs with a classical and individual approach. The classical approach helps students build a habit of rhythm and reading patterns, while the individualized approach helps teachers correct students' reading errors directly. In a bibliometric context, this concept is important because keywords such as Tilawati, rost songs, tajweed, classical, individual, and read can be the center of attention in mapping research themes.

Rumyati (2020) researched the implementation of the Tilawati Method in improving the quality of Qur'an reading at MI Pembangunan Jakarta. The research shows that the Tilawati learning process can be observed from the teacher's activities and the quality of students' reading. The aspects studied include fluency in reading, the accuracy of tajweed laws, and the suitability of letters. This study is relevant to show that Tilawati has been used in the context of madrasah as a structured and applicable method.

Kulsum (2025) develops the study of Tilawati through the integration of rosyid songs and digital literacy. The research shows that Tilawati learning can be applied to adult and elderly participants through beginner programs, tahsin, as well as proficient tartil and recitation. This study provides a new perspective that Tilawati is not only relevant for school children, but can also be applied to a wider age group. The use of digital literacy also shows that Tilawati learning is starting to enter a more flexible learning innovation space.

Rifaat et al. (2025) specifically discussed the application of the Tilawati Method in improving fluency and fluency in reading the Qur'an. The study found that the aspects of tajweed and makhraj showed strong results, while the rhythm aspect still needed further guidance. The position of this research is very important for bibliometric articles because it shows that there is a more specific study space on the relationship between fluency and rhythm. Thus, this bibliometric article can map whether the two aspects have been widely discussed simultaneously or are still scattered across different themes.

This article relies on the framework of learning to read the Qur'an through the Tilawati Method. The Tilawati method is understood as a method of learning to read the Qur'an that emphasizes a balance between classical habituation and individual correction. In classical learning, students read together with the teacher's guidance so that they get used to following certain reading patterns and rhythms. In individual learning, students read in turns and the teacher corrects errors in tajweed, makhraj, fluency, and rhythm. This pattern makes Tilawati a method that not only teaches technical reading skills, but also forms reading order.

Fluency in reading the Qur'an is related to the ability to recite verses clearly, accurately, and according to the rules. Fluency includes the accuracy of the meaning of the letters, the application of the law of tajweed, fluency in reading, and the ability to maintain clarity of sound. Hakim et al. (2022) emphasized that tajweed learning plays an important role in shaping the quality of Qur'an reading. In the Tilawati Method, fluency is built through repeated practice, classical habituation, and teacher correction through the reading technique.

The rhythm of the reading is related to the regularity of the tone, intonation, and song pattern in reading the Qur'an. In the Tilawati Method, rhythm is often associated with rostr songs that help students read with a more directed pattern. Albarokah (2024) and Kulsum (2025) show that rostr songs are an important feature in Tilawati learning because they can help students maintain the rhythm of reading. However, Rifaat et al. (2025) show that the rhythm aspect can still vary between students, so this aspect deserves more attention in Qur'anic learning research.

A bibliometric approach was used to map the development of research on the Tilawati Method, fluency, and rhythm. In this article, bibliometrics is positioned as a way to read publication patterns and thematic relationships in the literature. Bibliometric studies can help identify key themes, new themes, and research gaps that have not been widely developed. With this framework, the article seeks to place the Tilawati Method not only as a learning practice, but also as an object of scientific study that has a direction of development, a network of themes, and opportunities for further research.

The novelty of this article lies in the use of bibliometric analysis to map research on reading the Qur'an with the Tilawati Method, especially in the aspects of fluency and rhythm. Previous research has mostly discussed the implementation of Tilawati, the effectiveness of learning, the improvement of tajweed, makhraj, fluency, and the quality of reading in the context of certain institutions. This article takes a different position by reading the development of the literature more broadly through the mapping of themes and the relevance of keywords. The focus on the relationship between the Tilawati Method, fluency, and rhythm is an important space for study because the rhythm aspect is often mentioned in Tilawati practice, but it has not been positioned as the main focus in academic mapping. Through this approach, the article is expected to show the direction of Tilawati research that has developed, the themes that are still dominant, and new research opportunities in learning to read the Qur'an.

METHODS

This study uses a bibliometric analysis design with a descriptive mapping approach. This design was chosen because the purpose of the research was not to test the influence between variables or measure the subject's response, but to map the development of publications, thematic relationships, author collaboration patterns, and the influence of citation in the study of reading the Qur'an with the Tilawati Method. In educational studies, bibliometric analysis can be used to read research trends, publication productivity, relationships between keywords, patterns of academic cooperation, and the direction of research development in the next period (Kushairi &

Ahmi, 2021). Therefore, this study does not use validity and reliability instruments like survey or experimental research, but emphasizes the traceability of search, selection, cleaning, and analysis procedures for bibliographic data.

Research data were obtained from scientific publications relevant to the topic of learning to read the Qur'an, the Tilawati Method, fluency, tajwid, makhraj, fluency, rhythm of reading, and roost songs. The search was conducted through several academic data sources, namely Google Scholar, Crossref, Dimensions, and Scopus. Metadata retrieval is assisted by Publish or Perish to obtain bibliographic information, such as title, author's name, year of publication, publication source, number of citations, and citation indicators.

The keywords used in the search included "Tilawati Method", "Tilawati", "reading the Qur'an", "ability to read the Qur'an", "fluency in reading the Qur'an", "tajweed", "makhraj letters", "fluency in reading the Qur'an", "rhythm of reading the Qur'an", and "roost song". To expand the search results, several English equivalents are also used, such as "Tilawati method", "Qur'an reading", "Qur'an reading fluency", "tajweed", "Qur'an recitation rhythm", and "roost melody". The publication range is limited to 2021 to 2026 so that the mapping can show the latest research developments.

The data selection process is carried out in stages by adapting the principles of systematic reporting of PRISMA 2020, especially in the aspects of identification, screening, feasibility, and determination of the analyzed documents (Page et al., 2021). At the identification stage, all documents that appear from search results based on keywords are recorded as initial data. At the screening stage, documents are examined for titles, keywords, and abstracts to ensure they fit the focus of the research.

At the eligibility stage, irrelevant documents are excluded from the data, such as publications that are not related to the learning of the Qur'an, do not discuss reading ability, or do not have a relationship with Tilawati, tajweed, fluency, fluency, rhythm of reading, or the study of Islamic education. Duplicate documents from multiple databases are also removed so as not to affect the results of the analysis. The final stage is the determination of documents that are analyzed bibliometrically. The final data is used to read publication trends, citation trends, keyword relationships, and author collaboration patterns.

The inclusion criteria in this study include publications that discuss learning to read the Qur'an, the Tilawati Method, tajweed, makhraj letters, fluency, fluency, reading rhythm, roost songs, or the quality of reading the Qur'an. The documents used can be in the form of journal articles,

proceedings, theses, theses, dissertations, or other academic publications that have adequate bibliographic metadata. The selected publications are in the range of 2021 to 2026.

Exclusion criteria include documents that are not relevant to the learning of the Qur'an, do not have sufficient metadata, are duplicated, do not display information about the year of publication, or only discuss Islamic education in general with no relation to the ability to read the Qur'an. Publications that discuss other learning methods can still be considered if they are still in the Qur'an learning group and have a relationship with fluency, tajweed, reading quality, or the rhythm of recitation.

Data that has passed the selection is cleaned before being analyzed. The cleanup stage is carried out by deleting duplicate documents, correcting errors in writing the author's name, equalizing keyword variations, and adjusting terms that have the same meaning. For example, the terms "Al-Qur'an", "Al Quran", "Qur'an", and "Quran" are standardized so that they do not read as different keywords. The terms "Tilawati Method", "Tilawati", and "Tilawati method" were also adjusted so that the network analysis was not divided by writing variations.

Data cleaning is necessary so that bibliometric results can be read more accurately. If the data is not cleaned up, one common theme can appear as multiple different nodes in the VOSviewer visualization. This can interfere with cluster readability, theme density, and relationships between keywords. Therefore, standardization of terms is an important part of maintaining the consistency of bibliometric analysis.

The bibliometric indicators used in this study include total publications, total citations, number of cited papers, h-index, and g-index. Total publications are used to see publication productivity in the range of 2021 to 2026. Total citations are used to see the number of citations received by publications in the field of study being analyzed. Number of cited papers is used to determine the number of documents that have obtained citations. H-index and g-index are used to read the academic influence of publications based on the distribution of citations.

These indicators are used in the discussion of publication trends and citations. In this article, the 2026 data is read carefully because that year does not yet represent the complete annual data. Publications published in the most recent year also take time to obtain citations. Therefore, the low citation in the latest year is not directly interpreted as low academic influence, but is understood in the context of the citation time gap.

Data analysis was carried out through two stages. The first stage is bibliometric descriptive analysis. This analysis was used to read the distribution of publications by year, trends in the number of citations, number of cited documents, h-index, g-index, and influential publications. The results

of the descriptive analysis are presented in the form of tables and narrative descriptions so that readers can understand the development of the publication from year to year.

The second stage is the visualization of the bibliometric network using VOSviewer. This software is used because it is able to construct and display bibliometric maps visually, especially to see the relationships between items in a publication data network (van Eck & Waltman, 2010). In this study, VOSviewer was used to analyze keyword co-occurrence and author co-authorship.

Co-occurrence analysis is used to look at the relationships between keywords in a publication. Through this analysis, the research can identify dominant themes, the proximity between themes, and the developing research clusters. Keywords such as the Tilawati Method, learning to read the Qur'an, tajwid, fluency, makhraj, fluency, rhythm, and rost songs are the main concerns in the interpretation process.

The co-authorship analysis was used to look at the patterns of collaboration between authors. The results of this analysis show whether research in the field of Tilawati and learning to read the Qur'an has formed a strong cooperation network or is still spread in small groups. This mapping is important to read the development of the academic community and opportunities for research collaboration in the future.

The results of the VOSviewer analysis are presented through three forms of visualization, namely network visualization, overlay visualization, and density visualization. Network visualization is used to see connections between keywords or between writers. Overlay visualization is used to read the progression of the theme based on the time of appearance. Density visualization is used to see the level of density of a theme or the intensity of keyword occurrence.

Interpretation is done by paying attention to the size of the nodes, the distance between the nodes, the thickness of the connecting line, the color of the cluster, and the position of the keywords in the network. Larger nodes indicate a higher frequency of occurrences. Closer distances indicate a stronger thematic relationship. Thicker lines indicate greater relationship intensity. The cluster color indicates an interrelated group of themes. In this way, the analysis not only explains the image, but also interprets the academic significance of the thematic relationships in Tilawati's research.

Procedural consistency

Procedural consistency is maintained through the use of clear keywords, targeted inclusion and exclusion criteria, data cleaning, and the use of analytical tools in accordance with bibliometric objectives. This study did not use the validity and reliability test of the instrument because the unit of analysis was not respondents, but publication documents and bibliographic metadata. The

strength of this method lies in the transparency of the search process, selection, standardization of terms, and interpretation of mapping results.

With this procedure, the results of the research can be read systematically and can be traced back. This approach also helps to ensure that the results of the discussion are in line with the analyzed data, namely publication trends, citation trends, keyword co-occurrence, author co-authorship, and research development opportunities on reading the Qur'an with the Tilawati Method.

RESULT AND DISCUSSION

Publication and citation trends

Bibliometric analysis in this study is used to read the development of studies on learning to read the Qur'an, especially those related to the Tilawati Method, fluency, tajweed, makhraj, fluency, rhythm of reading, and rost songs. The data analyzed includes total publications, total citations, number of cited papers, h-index, and g-index in the period 2021 to 2026. The indicator is used to see the productivity of publications as well as the academic influence of articles in the field of learning the Qur'an.

Table 1. Publication trends and citations of reading the Qur'an and the Tilawati Method 2021–2026

Year	TP	TC	NCP	H	G
2026	6	18	2	1	4
2025	42	143	20	7	11
2024	67	326	19	9	15
2023	105	326	5	14	18
2022	135	1351	6	19	30
2021	164	1881	23	21	35

Description: TP = total publication; TC = total citation; NCP = number of cited papers; H = h-index; G = g-index.

Table 1 shows that the highest number of publications was in 2021 with 164 documents. This number decreased to 135 documents in 2022, 105 documents in 2023, 67 documents in 2024, 42 documents in 2025, and 6 documents in 2026. The decline in 2026 needs to be read carefully because the current year's data does not yet fully describe the number of publications. The latest year's publication is also still going through the process of publishing, indexing, and accumulating citations.

In terms of citations, the publication in 2021 received the highest total citations, namely 1,881 citations. The year 2022 also showed great academic influence with 1,351 citations. After that, the number of citations decreased to 326 in 2023 and 2024, 143 in 2025, and 18 in 2026. This pattern indicates a time lag in citation. Older articles have a greater chance of being read, used, and cited by other researchers. Therefore, the low citation in the latest year's publication cannot be directly interpreted as low article quality.

The values of the h-index and g-index reinforce the pattern. In 2021, it has an h-index of 21 and a g-index of 35, while in 2022 it has an h-index of 19 and a g-index of 30. These values show that publications in the early period had a stronger academic impact in the citation network. However, the 2025 data remains interesting as 20 out of 42 publications have obtained citations. This means that even though the number of publications is smaller, some documents still have fairly good academic readability.

These findings show that the study of learning to read the Qur'an still has an important position in Islamic educational literature. However, studies that specifically link the Tilawati Method with reading fluency and rhythm have not been completely dominant. Many publications still discuss the learning of the Qur'an in general, while the aspects of rhythm, rost songs, and evaluation of reading quality still need to be strengthened in more specific studies.

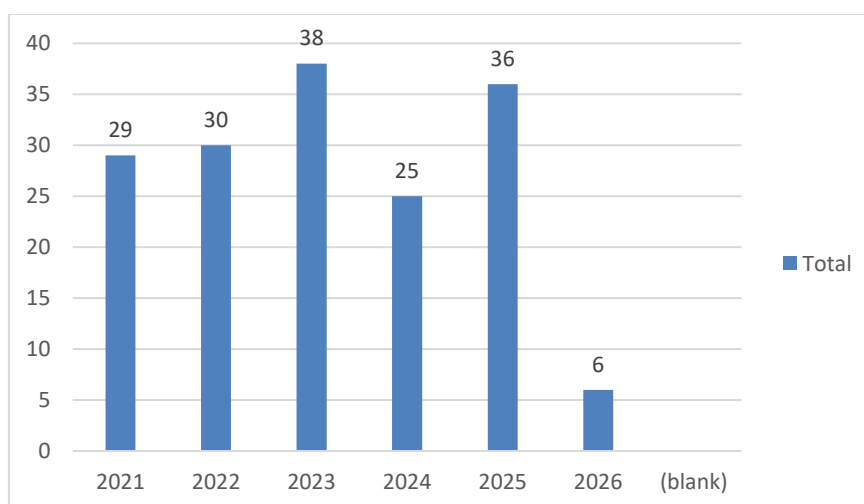


Figure 1. Publication trends and citations of reading the Qur'an and the Tilawati Method 2021–2026

Keyword mapping through co-occurrence

Co-occurrence analysis is used to look at the relationships between keywords in the published under analysis. The results of the visualization show that the keyword "Tilawati Method" is one of the network centers. This position shows that the term often appears along with other

keywords, such as the sharing of Qur'an reading, reading ability, tajweed, makhraj, fluency, students, and reading quality. The closer the distance between keywords, the stronger the thematic relationship formed in the publication.

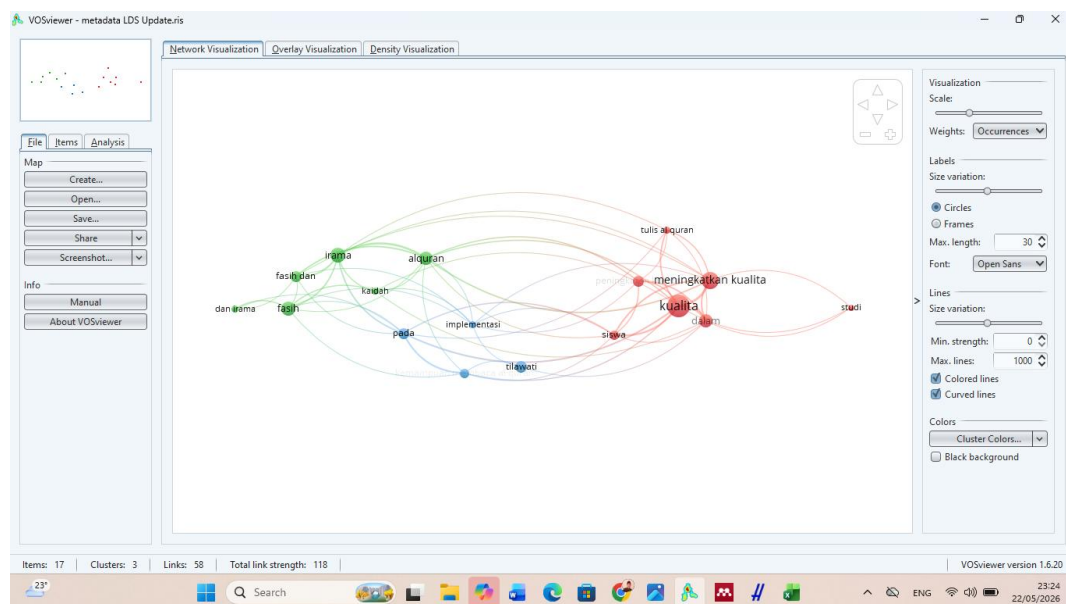


Figure 2. Co-occurrence network visualization

The connection between the Tilawati Method and the ability to read the Qur'an shows that previous research has placed Tilawati as a practical learning method. This is in line with Albarokah (2024), who explains that the Tilawati Method combines classical and individual approaches through reading techniques. The classical approach functions to build reading habits together, while the individual approach provides room for correction of students' reading errors.

The keyword cluster also shows that tajweed, makhraj, fluency, and fluency are themes that are close to the Tilawati Method. This relationship shows that Tilawati is more often studied as a method to improve the technical quality of reading. Rummyati (2020) also shows that the implementation of Tilawati in madrasahs is directed at improving reading fluency, the accuracy of tajweed laws, and the suitability of makhraj letters. Thus, the results of keyword mapping strengthen Tilawati's position as an approach oriented to the quality of Qur'an reading.

However, keywords related to reading rhythm, rostr songs, and digital literacy have not yet appeared as the dominant network center. This condition shows a difference between the basic character of the Tilawati Method which uses the tone of recitation and the tendency of research which still highlights the application of the method in general. In fact, rhythm has an important role in shaping the order, tempo, and stability of reading. Rifaat et al. (2025) show that the aspects of tajweed and makhraj can develop both through Tilawati, but the rhythm aspect still shows variations in abilities between students.

These findings provide an important direction for the development of the Tilawati study. Research on Tilawati does not stop at the implementation of methods, but needs to move to a more specific discussion of the relationship between fluency, rhythm, and rost songs. Kulsum (2025) has shown that rost songs can be combined with digital literacy in Tilawati learning. This opens up space for newer studies on the digitization of Qur'an learning, media-based rhythm exercises, and technology-based reading evaluation.

Theme development through overlay visualization

Overlay visualization shows the development of the research theme based on the time of the keyword's appearance. Darker colors indicate themes that appear earlier, while lighter colors indicate a relatively new or evolving theme. Based on visualization, the initial theme in the study of learning to read the Qur'an is more related to reading ability, tajweed, and the application of methods. Meanwhile, newer themes are starting to move on fluency, reading quality, rhythm, learning effectiveness, and media innovation.

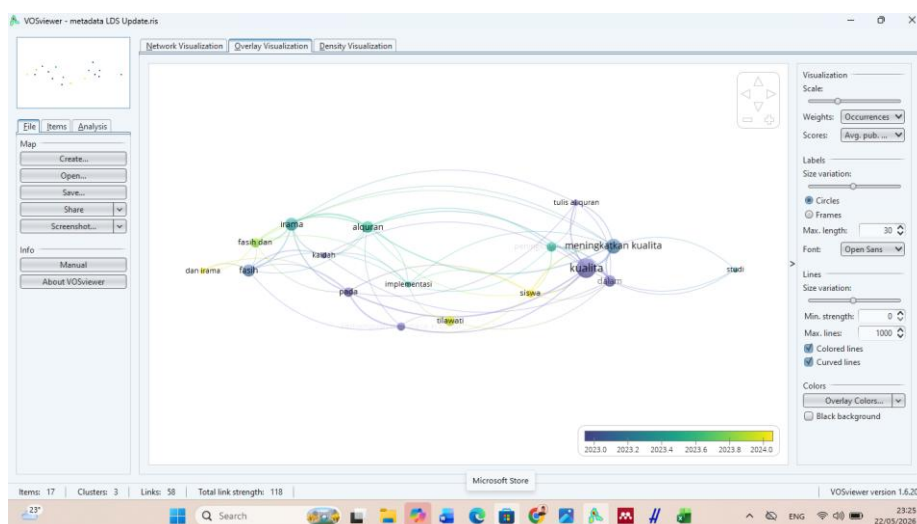


Figure 3. Co-occurrence overlay visualization

This shift in theme shows that Tilawati's study develops from a discussion of methods to a discussion of the quality of reading results. In the early stages, Tilawati is widely positioned as a method to help students recognize and read the Qur'an correctly. In the next stage, the researcher's attention began to lead to more specific results, such as fluency, fluency, tajweed, makhraj, and rhythm of reading.

This pattern is relevant to the findings of Rifaat et al. (2025), which place Tilawati as a method that can improve fluency and fluency in reading the Qur'an. However, the study also shows that rhythm still requires special coaching. Thus, the results of the visualization overlay not only

show the development of the theme, but also show the gaps in the research. The rhythm aspect has not received balanced attention compared to tajweed, makhraj, and smoothness.

In the context of contemporary learning developments, the theme of digital literacy and learning media is also starting to be relevant. Kulsum (2025) explained that the application of Tilawati with rost songs based on digital literacy can help students understand tajwid, ghorib musykilat, and the rhythm of reading. This finding expands the direction of Tilawati's study because the method can not only be applied classically, but can also be developed through the help of digital media.

Theme density through density visualization

Density visualization is used to see the densest or most frequently occurring themes in publications. Areas with lighter colors indicate themes that have a high intensity of emergence, while dimmer areas indicate themes that have not been studied much. The visualization results show that the Tilawati Method, learning to read the Qur'an, reading ability, tajwid, fluency, and students are in a relatively dense area.

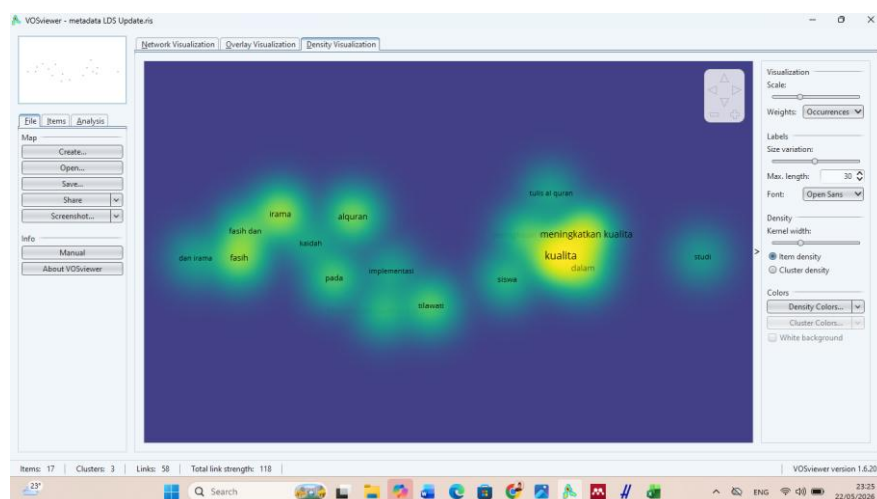


Figure 4. Co-occurrence density visualization

The density of the theme shows that Tilawati's research is still centered on the function of methods in improving the ability to read the Qur'an. This focus is in line with Albarokah (2024), which places Tilawati as a learning method based on classical habituation and individual correction. The same focus is seen in Romyati (2020), who sees Tilawati as a method to improve the quality of students' reading through structured learning in madrasahs.

On the other hand, the less dense areas indicate that there are themes that are still open to research. The themes include reading rhythms, rost songs, recital musicality, digital media, and technology-based learning evaluation. This condition is important because rhythm is a typical element in Tilawati, but it has not been the main focus of research. In other words, the elements

that distinguish Tilawati from some other methods of reading the Qur'an have not received adequate academic attention.

Andini & Faclasup (2024) show that Tilawati can improve the ability to read the Qur'an and have a positive impact on learning motivation. However, the study also highlighted implementation challenges, such as limited learning time, variations in students' abilities, and adequate media needs. These findings are in line with the results of density visualization which shows that the theme of media and learning innovation has not been the main area in the Tilawati study.

Pattern of author collaboration through co-authorship

The co-authorship analysis was used to see the pattern of cooperation between authors in the study of learning to read the Qur'an and the Tilawati Method. Network visualization shows that author collaboration is still forming in small groups. The relationship between groups does not appear to be strong, so the academic network in this field can still be said to be fragmented.

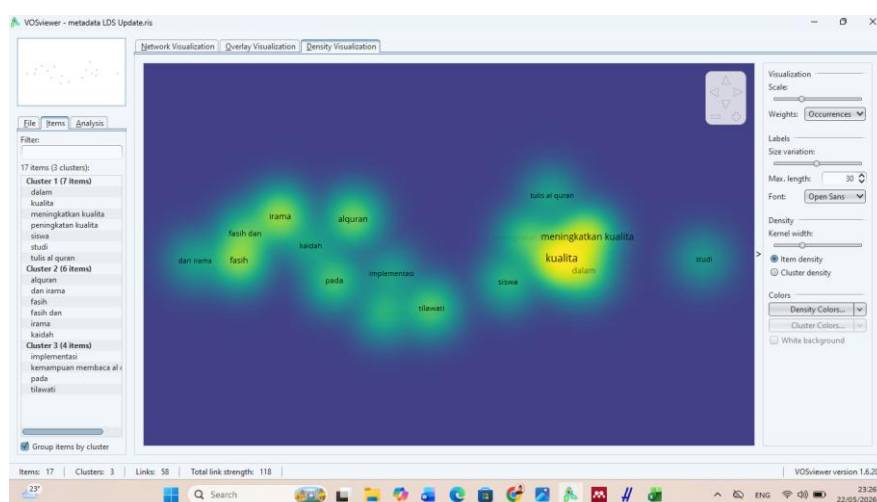


Figure 5. Co-authorship network visualization

The fragmented pattern of collaboration shows that much research on Tilawati is still being carried out in a limited scope. Some of the authors work in their respective groups, but have not formed many cross-institutional or cross-disciplinary networks. This condition is not necessarily a weakness, but it shows that the field of Tilawati studies still has opportunities to develop through broader academic cooperation.

Stronger collaboration is needed because Tilawati's studies are multidimensional. This topic is not only related to Islamic education, but also to pedagogy, phonetics of Qur'an reading, learning technology, evaluation of reading ability, and the development of digital media. If the collaboration is expanded, Tilawati's research can move from a local implementation study to a more comparative and systematic study.

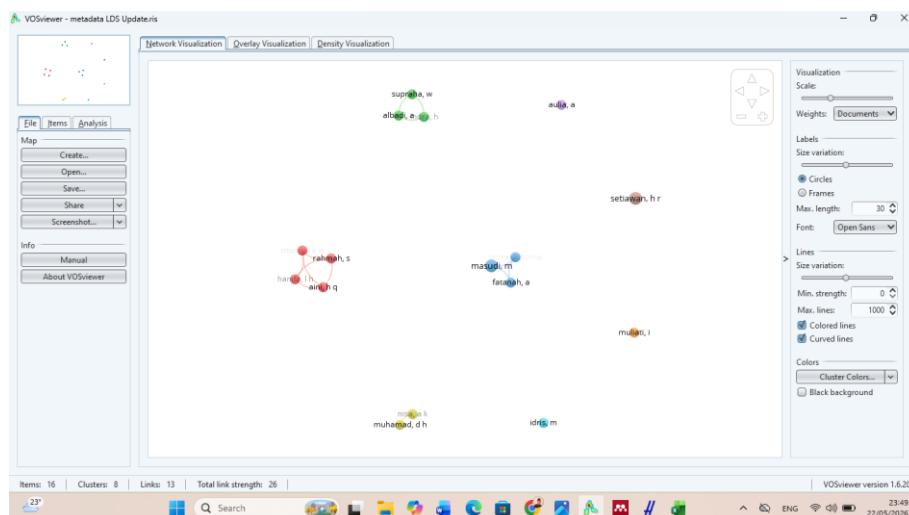


Figure 6. Co-authorship overlay visualization

Overlay visualization in co-authorship shows the dynamics of authors over time. Authors who appear earlier can be understood as a group that builds the basis of the study, while authors who appear in more recent periods show a regeneration of themes and an expansion of academic attention. However, because the intergroup network is not yet strong, this development has not yet formed a truly integrated research community.

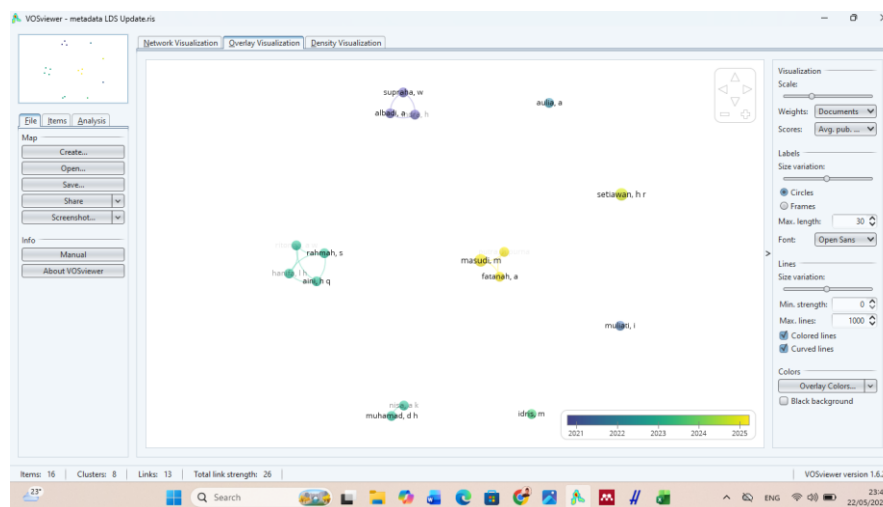


Figure 7. Co-authorship density visualization

Density visualization of co-authorship shows that there are multiple centers of author activity, but there is no single dominance that connects the entire network. This condition strengthens the reading that the study of the Qur'an and Tilawati is still developing through small groups. In the future, collaboration between Islamic education researchers, Tilawati practitioners, Qur'an teachers, and digital media developers needs to be strengthened so that this study has a wider academic and practical impact.

Influential publications in the study of the Qur'an

An analysis of influential publications shows that articles with high citations do not entirely discuss the Tilawati Method directly. Some publications are in the broader study of the Qur'an, such as reading and writing the Qur'an, tahfidz, the tasmi' method, and reading skills in Islamic education. Therefore, influential publications need to be read as a marker of strong academic attention to the learning of the Qur'an, not solely as evidence of the dominance of Tilawati research.

This reading is important so that bibliometric results do not result in excessive claims. The Tilawati method does emerge as an important theme in the keyword network, but the field that encompasses it is much wider. The study of Qur'an learning consists of many approaches, including Tilawati, tasmi', tahsin, tahfidz, learning media, and tajweed reinforcement. Thus, the position of Tilawati needs to be placed as one of the methods that is developing in the research ecosystem of Qur'an learning.

If it is associated with previous literature, Tilawati has a clear contribution to the quality of reading. Albarokah (2024) emphasized that Tilawati combines rost songs, classical approaches, individual approaches, and listening reading techniques. Rummyati (2020) shows that the implementation of Tilawati can improve smoothness, tajweed, and makhraj. Rifaat et al. (2025) show that there is a strengthening of fluency and fluency in reading through Tilawati, although the rhythm aspect still needs to be coached. Kulsum (2025) shows that Tilawati can be developed through digital literacy. Andini and Faelasup (2024) added that the effectiveness of Tilawati is influenced by learning time, variations in students' abilities, and the availability of media.

Thus, influential publications in the Qur'anic study cluster provide a broader context for this article. The bibliometric results show that Tilawati is in an active study network, but still has specific development space, especially in the aspects of rhythm, rost songs, digitization of learning, and reading quality evaluation instruments.

Research development direction

The mapping results show that research on the Tilawati Method still tends to focus on the application of the method and improving the ability to read the Qur'an. The themes of tajweed, makhraj, eloquence, and fluency have emerged as an important part of the research network. However, the theme of reading rhythm and rost song has not yet appeared as the dominant center of study. In fact, both are important elements in Tilawati learning.

The first direction of development is to strengthen research on the relationship between rhythm and fluency in reading the Qur'an. Future research needs to explain whether the use of certain rhythms can help learners maintain tempo, reduce reading errors, improve fluency, or

strengthen confidence when reading the Qur'an. Studies like this can provide a stronger basis for the development of rhythm evaluation in Tilawati learning.

The second development direction is the digitization of Tilawati learning. Audio-visual media, reading practice applications, voice recordings, and digital evaluation platforms can be used to help students practice tajweed, makhraj, fluency, and rhythm more independently. This direction is relevant to the development of digital literacy in learning the Qur'an as shown by (Kulsum, 2025).

The third development direction is to strengthen research collaboration. The results of co-authorship show that the network of writers is still fragmented. The next research needs to involve cooperation across Islamic educational institutions, madrasas, Islamic elementary schools, Qur'anic education parks, Islamic boarding schools, and educational technology developers. Collaborations like this can expand the scope of data and produce stronger learning recommendations academically as well as practically.

Overall, these results and discussions show that the Tilawati Method has become an important part of the study of learning to read the Qur'an. However, the main contribution of this article lies in mapping research gaps that have not been touched much, namely the rhythm of reading, rost songs, digital literacy, and academic collaboration. With this mapping, Tilawati's research can be directed not only to proving the effectiveness of the method, but also to the development of theories, instruments, and innovations in Qur'an learning that are more relevant to the needs of contemporary Islamic education.

CONCLUSION

This study shows that the study of reading the Qur'an with the Tilawati Method has developed in the Islamic educational literature, but the development has not been completely evenly distributed in all the main aspects of the method. The results of bibliometric mapping show that the Tilawati Method is widely associated with learning to read the Qur'an, reading ability, tajwid, makhraj, fluency, fluency, students, and reading quality. This connection confirms that Tilawati has been understood as a relevant method to improve the technical quality of Qur'an recitation through classical habituation, individual correction, and listening reading techniques.

An important finding of this study lies in the position of the rhythm and song aspects of rost which have not yet become the dominant study center. In fact, rhythm is an important feature in the Tilawati Method because it helps students maintain the tempo, regularity of reading, and stability of recitation. This shows that research on Tilawati still emphasizes the application of methods and the improvement of reading skills, while the musical dimensions of reading, rhythm, and rost songs have not been studied in depth.

The authors' collaborative analysis also shows that research networks are still fragmented in small groups. This condition opens up opportunities to strengthen collaboration across

institutions, across educational levels, and across scientific fields. The next research needs to develop a study that focuses more on the relationship between fluency, rhythm, rost songs, digital literacy, and evaluation of the quality of Qur'an reading. Thus, Tilawati studies can move from implementive research to more analytical, collaborative, and relevant research to the needs of contemporary Islamic education.

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