

Management of Bil Qolam Learning Method in Improving the Ability to Read the Qur'an

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Abstract

The implementation of Bil Qolam learning method in improving students ability to read the Qur'an cannot be separated from learning management because they are interrelated to achieve the success of learning objectives. The purpose of this study is to describe the Management of Bil Qolam Learning Method in Improving Students' Ability to Read the Qur'an at SMP Plus Sabilur Rosyad including the aspects of Planning, Organizing, Implementation, Supervision and Evaluation. The method applied in this study is descriptive qualitative. Data were collected through observation and interviews, analyzed through the stages of data condensation, data presentation, and drawing conclusions. The findings of the study revealed that the planning management of the Bil Qolam learning method at SMP Plus Sabilur Rosyad, teachers have prepared a Teaching Program Plan and assessment sheets. Organizing teachers carry out the process of grouping students based on their respective abilities to determine the level of volume. Implementation, the Bil Qolam learning method begins with an opener, activities, and closing. Supervision, the Bil Qolam coordinator is tasked with leading the success of the learning management process. Evaluation, teachers review the results of the assessment every week that have been summarized.

Keywords: Learning management, Bil Qolam method.

Abstrak:

Penerapan metode Bil Qolam dalam meningkatkan kemampuan membaca Al-Qur'an siswa tidak bisa terlepas dari manajemen pembelajaran karena saling berkaitan untuk mencapai keberhasilan tujuan pembelajaran. Tujuan dari penelitian ini adalah untuk mendeskripsikan tentang Manajemen Pembelajaran Metode Bil Qolam dalam Meningkatkan Kemampuan Membaca Al-Qur'an Siswa di SMP Plus Sabilur Rosyad meliputi aspek Aspek Perencanaan, Pengorganisasian, Pelaksanaan, Pengawasan dan Evaluasi. Metode yang diterapkan dalam studi ini adalah kualitatif deskriptif. Data dihimpun melalui pengamatan dan wawancara, dianalisis melalui tahapan kondensasi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian mengungkapkan bahwa manajemen perencanaan metode Bil Qolam di SMP Plus Sabilur Rosyad, guru telah menyusun Rencana Program Pengajaran serta lembar penilaian.

Pengorganisasian guru melakukan proses pengelompokkan siswa berdasarkan kemampuan masing-masing untuk menentukan tingkatan jilid. Pelaksanaan, metode Bil Qolam dimulai dengan pembuka, kegiatan, penutup. Pengawasan, koordinator Bil Qolam bertugas memimpin keberhasilan proses manajemen pembelajaran. Evaluasi, guru menelaah hasil penilaian setiap minggu yang telah direkap.

Kata kunci: *Manajemen pembelajaran, Metode Bil Qolam.*

A. Introduction

The Qur'an as the main miracle of the Prophet Muhammad SAW that contains of revelations from Allah which have been preserved until now. The Qur'an also functions as a guide for Muslims in carrying out their daily activities.¹ As Muslims, we should be able to practice the contents of the Qur'an, by studying and deepening the meaning contained in Learning to read Al-Qur'an is the first step that must be taken by Muslims.² Therefore, when reading Al-Qur'an, it should be done properly and correctly according to the rules that have been set.³ In an Islamic educational institution, a requirement for every student is the ability to read Al-Qur'an because it is as a part of the Islamic Religious Education subject. However, it is not as easy as in its fact, cause there are some students whose reading skill of Al-Qur'an is not correct yet. The teachers are as a factor that can influence the level of students' ability to read Al-Qur'an.⁴ Therefore, learning Al-Qur'an must be carried out by teachers who are fluently enough in reading Al-Qur'an and it is necessary to choose the right method.⁵

¹ Jimatul Arrobi, Sekolah Tinggi, and Agama Islam Sukabumi, "Manajemen Pembelajaran Tahfidz AL-Qur'an Di MTs YASPI Syamsul Ulum Kota Sukabumi," *Lombok Journal of Science (LJS)* 3, no. 2 (2021).

² Riris Setyawati and Eni Fariyatul Fahyuni, "Penggunaan Metode Yanbu'a Sebagai Pendekatan Belajar Baca Tulis AL-Qur'an," *Jurnal PAI Raden Fatah* 5 (2023).

³ Mukhammad Mujib, "Implementasi Metode Bil Qolam Dalam Meningkatkan Kemampuan Membaca AL-Qur'an Di Madrasah AL-Qur'an BA Murtadla Singosari Malang," *Jurnal Islampedia* (2023).

⁴ Rina Aminatul Hasna et al., "Implementasi Pembelajaran Al-Qur'an Menggunakan Metode Bil-Qolam Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Di Asrama Nurul Ulum MAN Purworejo," *Jurnal Pengabdian Masyarakat dan Riset Pendidikan* 2, no. 1 (August 15, 2023): 208–212.

⁵ Fitrah Dwi Rahmawati and Noor Amirudin, "Implementasi Metode Bil Qalam Dalam Meningkatkan Pembelajaran AL-Qur'an" (n.d.).

As time goes by, there are various methods have emerged to make it easier in learning how to read Al-Qur'an.⁶ One option that can be used is the Bil Qolam method, because it has a practical way to read the Quran and can be used by all ages from children, teenagers and adults.⁷ K.H. Bashori Alwi Murtadho as the founder of the Pesantren Ilmu Al-Qur'an (PIQ) and also as the initiator of the Bil Qolam method, explained that in using this method, it consists of arranging Arabic vocabulary which contains of meaning by gradually introducing the sound of the hijaiyah letters starting from one letter, then two letters, three letters, until reaching one verse by using four rhythmic patterns typical of Islamic boarding schools.⁸ Each method has its own characteristics and advantages, the advantages of this method is only consisting of four volumes, different from other methods which generally consist of six volumes, then specifically for the forth volume which gets additional material to read juz 30, besides, during the learning process, students are not only driven by the contents of the material in the Bil Qolam book but the teachers must be creative in providing the examples of other verses than writing them on the board and asking the students to read the verse in order to see the extent of the students' understanding. However, the implementation of any method cannot be separated from learning management because they are interrelated.⁹

The relationship between learning management and the Bil Qolam method, can be understood from the way of learning management organizes and maximizes the use of a method. Learning management itself has the meaning of the process of managing activities, including aspects of planning, organizing, implementing, supervising, and evaluating related to the learning process of students by connecting various components to achieve educational goals.¹⁰

⁶ Siti Kalimatul Ulum, Bagus Cahyanto, and Arief Ardiansyah, *Implementasi Metode Bil Qolam Dalam Meningkatkan Kemampuan Membaca Al-Qur'an Di SMP Islam Sabilurrosyad Gasek Malang*, n.d., <http://riset.unisma.ac.id/index.php/fai/index>.

⁷ Mia Ananda Putri and Universitas Muhammadiyah Sumatera Utara, *Penerapan Metode Bil Qolam Dalam Upaya Meningkatkan Kemampuan Membaca Al-Qur'an Di Taska Al-Fikh Orchard Ayer Tawar Perak*, vol. 4 (Online, 2023), <https://creativecommons.org/licenses/by-sa/4.0/>.

⁸ "Tentang Bilqolam | Bil Qolam," accessed June 6, 2024, <https://bilqolam.piqsingosari.com/tentang>.

⁹ Suhendra Suhendra, "Manajemen Pembelajaran Menggunakan Metode Takmili Untuk Meningkatkan Kemampuan Membaca, Menulis Dan Menghafal Al-Qur'an," *Jurnal Educatio FKIP UNMA* 8, no. 3 (September 24, 2022): 1038–1045.

¹⁰ Amiruddin Siahaan et al., "Manajemen Pembelajaran Dalam Meningkatkan Mutu Pendidikan," *Journal on Education* 05, no. 04 (2023): 10923–10929.

In an educational institution, if the learning management does not have the right management, it will have less impact than optimal learning outcomes of students.¹¹ The existence of learning management has a very crucial role in providing a framework and orderly management to implement the Al-Qur'an learning method. Because students' reading is said to be good if they have mastered the indicators of the ability to read the Al-Qur'an such as the place of letters came out, tajwid, intonation and fluency (fashohah).

There are several previous studies related to the Bil Qolam method in learning Al-Qur'an. First, by Ushuludin Baharsyah, the results of this study indicate that the application of the Bil Qolam method in SD Islam Terpadu there is a slight change, namely the duration of the learning implementation which should be 60 minutes is changed to 30 minutes for each meeting but it is not a big problem because the application of the method in the school has been carried out well.¹² The second study by Nur Cholish Siddiq Harahap et al., the results of the study stated that there are several stages of implementing the Qur'an learning using the Bil Qolam method and the results obtained are that the average student's ability reaches a fairly good value.¹³

The third study, by Abdul Hamid Mahmud et al., found that the process of learning the Qur'an online due to the pandemic carried out by SMA Khadijah Surabaya using the Bil Qolam method needs to include various aspects to support success, for example determining learning objectives, syllabus, lesson plan, diary and assessment.¹⁴ The fourth is the study by Khoirunnisa'il Fitriyah obtained research findings of tahsin Al-Qur'an with the application of the Bil Qolam method carried out by the asatidz(teacher) council that can improve the

¹¹ Nila Erdiani, "Manajemen Pembelajaran Tahfidz Al-Qur'an Di Pondok Al-Alim Sleman Yogyakarta," *EDUKATIF : JURNAL ILMU PENDIDIKAN* 4, no. 5 (August 30, 2022): 6690–6697.

¹² Ushuludin Baharsyah Baharsyah and Akhmad Said, "Penerapan Metode Bilqolam Untuk Peningkatan Bacaan Al-Qur'an Siswa-Siswi Sd Islam Terpadu Iqro Karangploso-Malang," *Journal Islamic Studies* 3, no. 1 (2022): 19–27.

¹³ Nur Cholish Siddiq Harahap and Sultoni Trikusuma, *Penerapan Metodel Bil Qolam Dalam Meningkatkan Kemampuan Membaca Al Qur'an Siswa Kelas VII MTs. Ummul Qura Tembung, Tajribiyah : Jurnal Pendidikan Agama Islam*, vol. 1, n.d.

¹⁴ Abdul Hamid Mahmud et al., "Strategi Jitu Mengajar Al Qur'an Dengan Metode Bil Qolam Di Masa Pandemi Covid-19," *Lintang Songo: Jurnal Pendidikan* 5, no. 1 (2022).

competence to be better.¹⁵ Looking at previous studies, there are differences with this study. Previous studies only focused on describing the steps for implementing the Bil Qolam method, while this study describes the management of learning the Qur'an using the Bil Qolam method in detail starting from the planning, organizing, implementing, supervising, to evaluating stages carried out at SMP Plus Sabilur Rosyad.

SMP Plus Sabilur Rosyad located in the center of Sidoarjo city is an Islamic educational institution that applies the Bil Qolam method in learning Al Qur'an. This school has repeatedly changed the method of learning Al-Qur'an, but during the use of the previous method did not get satisfactory results, as evidenced by the long process and no improvement in students. Until finally the school chose the Bil Qolam method because it was considered to have advantages over other methods and was more effective in using it in learning the Qur'an.

This research is important to study because learning Al-Qur'an often faces challenges such as less than optimal learning management so that no matter how good the method used will be difficult to achieve the expected goals. Based on the background that has been described previously, in this study there are two formulations of the problem, namely how is the management of learning the Bil Qolam method?, what are the obstacles experienced in implementing the management of learning the Bil Qolam method at SMP Plus Sabilur Rosyad?

B. Method

This study was conducted by applying a qualitative descriptive method, the aim of which is to gain an understanding of the phenomenon in a natural way in a social context through interaction activities between researchers and the phenomena being studied.¹⁶ This study aims to explore information about how the management of Bil Qolam learning methods at SMP Plus Sabilur Rosyad

¹⁵ Khoirunnisa'il Fitriyah, "Implementasi Tahsin Al Qur'an Menggunakan Metode Bil Qolam Dalam Meningkatkan Kemampuan Membaca Al Qur'an Dewan Asatidz Pondok Pesantren an Nur Pungging Mojokerto," *EDUSIANA Jurnal Manajemen dan Pendidikan Islam* 9, no. 1 (2022): 15–21.

¹⁶ Endah Marendah Ratnaningtyas; Ramli; Syafruddin; Edi Saputra; Desi Suliwati; Bekty Taufiq Ari Nugroho; Karimuddin; Muhammad Habibullah Aminy; Nanda Saputra; Khaidir; Adi Susilo Jahja., *Metodologi Penelitian Kualitatif*, Yayasan Penerbit Muhammad Zaini, 2023, <https://scholar.google.com/citations?user=O-B3eJYAAAAJ&hl=en>.

attempts to improve the ability to read Al-Qur'an of its students. There are two types of data sources used, namely primary data sources through observation and interview activities involving the principal and Qur'an teachers at SMP Plus Sabilur Rosyad. Secondary data sources are obtained from various references obtained through books, journal articles according to the title of the study.

This study was conducted using data collection methods that include observation, interviews, and documentation. The researcher's observation technique is to conduct direct observation of the Bil Qolam learning management method that has been implemented at SMP Plus Sabilur Rosyad. The interview technique to obtain clearer data information involves the principal and Al-Qur'an teachers. The documentation technique collects data related to learning management in the form of curriculum, photos, images and other supporting documents. Meanwhile, the data analysis technique goes through several stages, namely data condensation, data presentation, and drawing conclusions. Data condensation is the activity of selecting, summarizing data according to the focus of the research and eliminating unnecessary data from the results of data collection.¹⁷ Data presentation aims to make it easier to understand the events that occur. The last step is to draw conclusions that are useful for comprehensively explaining the results of data analysis based on phenomena that occur in the field and are expected to show the novelty of the research.¹⁸

¹⁷ RB Ginting, "Metode Penelitian," *NASPA Journal* 42, no. 4 (2016): 1.

¹⁸ Eko Murdiyanto, *Metode Penelitian Kualitatif (Sistematika Penelitian Kualitatif)*, Yogyakarta Press, 2020, http://www.academia.edu/download/35360663/METODE_PENELITIAN_KUALITAIF.docx.

C. Result and Discussion

1. Management Planning of Bil Qolam Learning Method

The planning stage is the initial step in determining everything that needs to be done to achieve the predetermined goals.¹⁹ Therefore, before carrying out the learning process, teachers must prepare a thorough plan. As in the Bil Qolam method, there is a Teaching Program Plan (RPP) which functions as a guide in carrying out teaching and learning activities and determining assessment planning by preparing an assessment table according to the criteria. In accordance with what was expressed by Ustadz Syafiuddin Nasir as the coordinator of the Bil Qolam method at SMP Plus Sabilur Rosyad:

“The Qur’an teachers here have a teaching program plan (RPP) obtained from the Bil Qolam method, Sidoarjo branch, which is working together. The RPP contains of provisions for the material taught to students at each meeting at each level of volume, the teacher has also prepared an assessment sheet to record student development so that it facilitates the learning process.”

In the observation process, the researcher witnessed that the Bil Qolam book used by students was quite thick, containing 45 pages, the book was equipped with an opening prayer and a closing prayer. The learning media used included teaching aids, a whiteboard, and a material enrichment book that became a guide for teachers.

2. Management of Bil Qolam Organizing Method

After the planning stage, the next step in learning management is grouping or organizing. At this stage, the teacher has the responsibility to select and ensure that the material to be presented is appropriate and in accordance with the abilities of the students. This organization is very important because it carries out activities to divide learning components to achieve goals in an organization or institution.²⁰ In the Bil Qolam method, the method that can be used by teachers to group students is by conducting a Quran reading test. The grouping is based on Bil Qolam competencies which are divided into 4 volumes, namely: in volume

¹⁹ Istikomah and Budi Haryanto, *Management Dan Kepemimpinan Pendidikan Islam*, 2021.

²⁰ Isma Wahyu Khulaidah, Istikomah Istikomah, and Ainun Nadlif, “Manajemen Pembelajaran BTQ Metode Iqro’ Di Madrasah Ibtidaiyah Muhammadiyah 03 Takerharjo,” *Jurnal Ilmiah Universitas Batanghari Jambi* 24, no. 2 (2024): 1208.

1, students can read hijaiyyah letters with fathah, kasrah, and dhommah harakat and mention their names. Volume 2, students begin to recite the rules of reading nun mati and tanwin, mim mati, mad and qoshr, qolqolah, tafkhim, tarqiq, lam syamsiyah, and lam qomariah. Volume 3, students can read hijaiyyah letters that are connected with sukun and tanwin harakat. Volume 4, students can understand waqof ibtida', read ghorib and awa'ilus suwar. When all students have completed the test, the teacher collects the results and begins to analyze the data. This analysis process is very important to determine which volume is most appropriate for each student. Based on the results of the analysis, the teacher then groups students into several classes or study groups according to their ability level. According to the statement made by Ustadz Syafiuddin Nasir:

“At the beginning of each year, teachers hold a meeting to discuss several things, including determining the schedule and hours for implementing learning, class divisions that will be held by each teacher and providing direction in the grouping process based on students' reading ability so that they can enter the appropriate volume level.”

3. Planning Management of Bil Qolam Method

The implementation includes a series of activities aimed at realizing all that has been planned, including policies that have been prepared and determined. This involves the preparation and provision of everything needed, as well as determining who is involved, where, and when the activities will be carried out.²¹ Based on the observation results, the researcher found that in the implementation of Al-Qur'an learning at SMP Plus Sabilur Rosyad which was carried out from Tuesday to Thursday with a time allocation of 45 minutes for each meeting, it began with the teacher starting the lesson by greeting and praying together. The core activities carried out were individual classical, the teacher first gave an example of how to read correctly assisted by teaching aids, students paid attention and listened, then one by one students were appointed to read each line in turn. While occasionally the teacher gave examples of other verses from

²¹ Dian Ahmad Jufrih, Abdul Wahab Rosyidi, and Usfiyatur Rusul, “Manajemen Program Bahasa Arab Di Pondok Pesantren Daarul Ukhuwwah Putri 2 Malang,” *Jurnal Mu'allim* 5, no. 1 (2023): 172–188.

the Bil Qolam teacher's material enrichment book by writing them on the board and then students took turns reading the verses. This was intended so that students not only understood the material in their respective books but outside of that, the teacher could also find out the extent of the students' understanding. After all students had the opportunity to read, it was continued with individual *urdhoh* activities, each student came to the front of the teacher's desk to repeat the reading material that had been studied previously. After the students had finished coming forward, the teacher gave an assessment of their performance and understanding. The teacher recorded the grades given as proof of the students' attendance that day, the end of the learning activity was closed with prayer and greetings.

4. Supervision Management of Bil Qolam Method

Supervision which carried out by the person in charge of learning the Al-Qur'an using the Bil Qolam method is a form of control over teachers and students. The coordinator and principal play a very important role. They are tasked with ensuring that learning activities run well, effectively, and in accordance with the established planning. The coordinator as the leader of the teaching team has the responsibility to supervise and support teachers in implementing the learning plan. Meanwhile, the principal acts as the leader of the institution who has an obligation to improve the quality of education. The principal supervises the implementation of learning directly and obtains report information from the coordinator. In accordance with the statement conveyed by H.Moh.Mahsun, S.Ag as the principal of SMP Plus Sabilur Rosyad:

*"In this school, in the Bil Qolam method of learning, there are each *ustadz-ustadzah* and the coordinator here is *ustadz Syafiudin Nasir* who is responsible for the success of the implementation of learning, he is in charge of leading, directing, reprimanding, for example if an *asatidz* is found who is often absent, then *ustadz Syafiuddin* is the one who gives the first warning which can later be reported to me (the principal) as the person in charge."*

5. Evaluation Management of Bil Qolam Method

Evaluation is the final step that supports management to assess the

success of the learning plan that has been made. The evaluation process is carried out by the teacher during the teaching and learning activities by providing an assessment.²² The goal is to measure the extent of student understanding during learning activities, in order to meet the desired learning objectives. In using this method, the teacher has a target for each student to be able to take the next volume of promotion tests within a period of about 2-3 months. However, if there are students who have not met the predetermined target, the teacher provides a special class to provide more in-depth learning so that these students can catch up with other students and achieve the targets that have been set. The learning assessment of SMP Plus Sabilur Rosyad begins with the preparation of a learning outcome evaluation plan. The aspects evaluated are determined based on the Bil Qolam competency standards that have been agreed upon at the beginning of the learning program.²³ After the evaluation plan is prepared, the next step is to summarize the assessment data that has been carried out every day, then processed in the mid-semester and end-of-semester assessments, student learning achievements will be analyzed and discussed together in teacher meetings to determine the next steps that should be taken in the future so that the results are better. The learning outcome progress report basically contains student achievements in mastering the competency indicators that have been studied, so that teachers can use this data to measure the level of student success or failure.

Student learning outcome reports at SMP Plus Sabilur Rosyad are compiled in the form of daily assessment reports in the form of sheets, the reports are summarized into student learning outcome report cards, which include tashih grades. The student's end-of-semester assessment report is a combination of daily, mid-semester, and end-of-semester assessments which are combined and summed up based on the achievement of student learning outcomes within a period of one semester or one year, which is then submitted to students and

²² Nurul Badriyah, Universitas Muhammadiyah Sidoarjo, and Universitas Muhammadiyah Sidoarjo, "Manajemen Pembelajaran Pendidikan Al-Islam Dalam Kurikulum Merdeka Belajar" 6, no. 1 (2024): 492–503.

²³ Heri Khoiruddin and Adjeng Widya Kustiani, "Manajemen Pembelajaran Tahsin Al-Quran Berbasis Metode Tilawati," *Jurnal Isema : Islamic Educational Management* 5, no. 1 (2020): 55–68.

parents.

Obstacles Experienced in Implementing Bil Qolam Method Learning Management

The implementation of the Bil Qolam method learning management, based on interviews with the coordinator, it was stated that there were no major obstacles. The Bil Qolam method learning management has been implemented well to improve students' ability to read the Qur'an. It's just that there are parts that need to be considered in order to obtain more optimal results, namely teachers can improve their teaching skills again. Although the Bil Qolam method is good, the teacher's ability to apply this method effectively still needs to be improved. Because the success of the learning method is based on the teacher's ability to deliver the material. Skilled teachers can more easily identify the difficulties experienced by students and provide appropriate solutions. The time for implementing the learning is also an obstacle. The limited time for implementing the learning results in the learning process taking place less than optimally. Students need enough time to understand each material and practice reading the Qur'an well. Time constraints have an impact on students not being able to do enough practice, especially if the number of students in one class is very large.

D. Conclusion

The management of learning using Bil Qolam method in improving students' ability to read Al-Qur'an at SMP Plus Sabilur Rosyad is determined by the teacher's ability to manage the management of this method. The management of the Bil Qolam method planning has prepared a guide in implementing activities in the form of a teaching program plan and determining assessment planning. Organizational management is carried out by grouping students based on reading ability which is very important to achieve learning objectives. Management of the implementation of the process starts from the opening with greetings, core activities, and closing prayers. The management of supervision of the Bil Qolam coordinator and the principal work together to

achieve the success of learning objectives. Evaluation management makes an assessment report according to the results of the recapitulation of values at weekly meetings. So that the management of learning using the Bil Qolam method of the Qur'an has been implemented quite well and has an effect on improving students' ability to read the Qur'an, although there are still obstacles such as the need to improve teacher teaching competence and limited implementation time. Therefore, more attention is needed to overcome these obstacles so that learning outcomes are optimal.

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