



## The Optimalization of Online Based Qur'an Teacher Training: SWOT Analysis for Improving the Quality of Education

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### ABSTRACT

The increasing demand for qualified Qur'an teachers in the digital era requires innovative training models that combine pedagogical quality with technological accessibility. The *Tilawati* Method, a widely used system for Qur'anic recitation instruction in Indonesia, has been adapted into an online format to meet this need. This study aims to optimize the implementation of online-based Qur'an Teacher Training using the *Tilawati* Method with a SWOT analysis approach to improve the quality of education. This study uses a qualitative method with data collection through interviews, observations, and documentation studies that are analyzed using a SWOT matrix. The results of the analysis show strengths such as time flexibility, cost efficiency, and detailed program structure; weaknesses such as dependence on internet connections and limitations of practice sessions; opportunities in equitable access to Qur'anic education; as well as threats in the form of infrastructure constraints and miscommunication between institutions. The proposed strategy includes technology optimization, improving post-training assistance services, and strengthening cooperation between central institutions and branches. This research is expected to be the basis for the development of Qur'an-based education policies based on the *Tilawati* Method that is continuous improvement.

Keywords: SWOT Analysis, Online Training, *Tilawati* Method, Al-Quran Teachers, Education.

### ABSTRAK

Meningkatnya kebutuhan akan guru Al-Qur'an yang berkualitas di era digital menuntut adanya model pelatihan yang inovatif yang menggabungkan kualitas pedagogis dengan aksesibilitas teknologi. Metode *Tilawati*, sebuah sistem yang banyak digunakan untuk pembelajaran membaca Al-Qur'an di Indonesia, telah diadaptasi ke dalam format daring untuk memenuhi kebutuhan tersebut. Penelitian ini bertujuan untuk mengoptimalkan penyelenggaraan Diklat Guru Al-Qur'an berbasis online menggunakan Metode *Tilawati* dengan pendekatan analisis SWOT untuk meningkatkan mutu pendidikan. Penelitian ini menggunakan metode kualitatif dengan pengumpulan data melalui wawancara, observasi, dan studi dokumentasi yang dianalisis menggunakan matriks SWOT. Hasil analisis menunjukkan kekuatan seperti fleksibilitas waktu, efisiensi biaya, dan struktur program yang terperinci; kelemahan seperti ketergantungan pada koneksi internet dan keterbatasan sesi praktik; peluang dalam pemerataan akses pendidikan Al-Qur'an; serta ancaman berupa kendala infrastruktur dan miskomunikasi antar lembaga. Strategi yang diusulkan meliputi optimalisasi teknologi, peningkatan layanan pendampingan pasca-diklat, serta penguatan kerja sama antara lembaga pusat dan cabang. Penelitian ini diharapkan menjadi dasar bagi pengembangan kebijakan pendidikan Al-Qur'an berbasis Metode *Tilawati* yang berkelanjutan (*continuous improvement*).

Kata Kunci: Analisis SWOT, Training Online, Metode *Tilawati*, Guru Al-Qur'an, Pendidikan.

## INTRODUCTION

The formation of a strong Qur'anic generation from an early age starts from learning the Qur'an. This starts from the process of learning to read and then integrating a deep understanding of the content of the Qur'an and implementing it in daily life.<sup>1</sup> This effort is implemented through continuous and structured Qur'an learning activities with effective learning methods and a conducive learning environment. Learning the Qur'an is the main foundation to form Qur'anic values through the formation of good character, morals, and a deep understanding of Islam so that they become a generation that is expected to be able to answer the challenges of the dynamics of the development of the times by holding fast to the Qur'anic values learned from an early age.<sup>2</sup>

One of the factors for learning success is determined by the quality of teachers.<sup>3</sup> Teachers play a very important role as a determining factor for success, including in learning the Qur'an. Teachers not only deliver material, but also become role models in instilling good values.<sup>4</sup> A qualified Qur'an teacher is one who is competent and highly committed in teaching the Qur'an. Teachers are also required to be able to arouse the spirit of learning in students through learning methods that are interactive, fun, and in accordance with the child's ability level.<sup>5</sup> The example of morals shown by teachers in their daily lives is also an inspiration for students to not only learn to read, but also to practice the teachings of the Qur'an in their lives.<sup>6</sup>

Effective learning of the Qur'an will be achieved if the teachers who teach are qualified.<sup>7</sup> The quality of Qur'an teachers is a very crucial aspect in the success of Qur'an learning, and this can be achieved through the Standardization Training program. The Standardization Training Program aims to provide special training to Qur'an teachers so that they have adequate competencies in accordance with the set standards.<sup>8</sup> Through this Standardization Training program, teachers will get various in-depth materials related to the teaching of the Qur'an. This standardization ensures that each teacher has consistent teaching quality and in accordance with the guidelines that have been prepared, so that students can learn the Qur'an in a correct and systematic way. The output of this *Tilawati* Training is to produce Qur'anic teachers who are standard in teaching the Qur'an as

<sup>1</sup> Nur Fadillah and Salmiati, "Efektivitas Taman Pendidikan Al-Qur'an (TPA) Dalam Meningkatkan Kemampuan Membaca Dan Menulis Al-Qur'an Pada Anak," *AL-ATHFAL: Jurnal Pembelajaran Dan Pendidikan Anak Usia Dini* 2, no. 2 (July 28, 2020), <https://jurnal.umpar.ac.id/index.php/athfal/article/view/555>.

<sup>2</sup> Muhammad Aman Ma'mun, "Kajian Pembelajaran Baca Tulis Al-Qur'an," *Jurnal Pendidikan Islam* 4, no. 1 (2019), <https://doi.org/10.37286/ojs.v4i1.31>; Nadri Taja, Dinar Nur Inten, and Arif Hakim, "Upaya Meningkatkan Keterampilan Mengajar Baca Tulis Al-Qur'an Bagi Guru," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 3, no. 1 (2019), <https://doi.org/10.31004/obsesi.v3i1.135>.

<sup>3</sup> Amiruddin Siahaan, "Profesionalitas Guru Menurut M. Quraish Shihab Dalam Tafsir Al-Mishbah," *MIQOT: Jurnal Ilmu-Ilmu Keislaman* 40, no. 2 (October 28, 2016), <https://doi.org/10.30821/miqot.v40i2.292>.

<sup>4</sup> Siahaan.

<sup>5</sup> Muhammad Komarudin, "Developing Professional Teacher to Improve Madrasah Student Character," *Jurnal Pendidikan Islam* 7, no. 2 (December 31, 2021): 229–42, <https://doi.org/10.15575/jpi.v7i2.15821>.

<sup>6</sup> Siahaan, "Profesionalitas Guru Menurut M. Quraish Shihab Dalam Tafsir Al-Mishbah."

<sup>7</sup> Dewi Ratnawati, "Manajemen Strategis Dalam Meningkatkan Kualitas Pendidikan Al-Qur'an (Studi Multikasus Di SMP Tahfidz Ar-Rasyid Tulungagung Dan SMP Darussalam Tulungagung)" (UIN Sayyid Ali Rahmatullah, 2022).

<sup>8</sup> Indah Wahyu Ningsih, "Manajemen Diklat Tilawati Dalam Upaya Meningkatkan Kualitas Guru Al-Qur'an Di Jawa Barat (Studi Penelitian Tilawati Center Jabar 1)," *JIIP: Jurnal Ilmiah Ilmu Pendidikan*, 2022.

evidenced by the Shahadah, this shows that the teacher is worthy and qualified to teach the Qur'an.

In today's modern era, Information Technology (IT) has become one of the most important means of learning, including in the world of religious education such as learning the Qur'an. Rapid advances in technology are changing the direction of learning.<sup>9</sup> Learning that was previously conventional can now be accessed more easily, quickly, and effectively through the use of information technology. With this technology, it is possible to be able to learn anytime and anywhere, according to each individual's needs and abilities.<sup>10</sup> IT also allows learning to be done remotely. By using platforms such as Zoom, Google Meet, or specialized learning apps.<sup>11</sup> This class is also known as an online class. This online class allows education to continue even in any situation without being limited by space and time and does not reduce the quality of learning.<sup>12</sup> The use of information technology in *Tilawati* Training which is held online.

Previous studies have shown that optimizing online training in Islamic education requires a holistic approach that considers teachers' digital competence, infrastructure availability, and data-driven strategies. A study by Sobri et al. emphasized that the integration of digital technology into Islamic Religious Education (PAI) can enhance student accessibility and interactivity.<sup>13</sup> However, it remains hindered by teachers' low digital competence and unequal access to technology. Proposed solutions include digital literacy training, the use of e-learning platforms, and cross-sector collaboration. This highlights the importance of mapping online competencies and conducting self-assessments as the foundation for designing Continuous Professional Development (CPD) programs for Islamic teachers, making online training more relevant and aligned with actual needs. In addition, research by Eni Susilawati found that online ICT training for teachers, organized by Pustekkom, aimed to improve teachers' technological skills. The study used a SWOT analysis to evaluate the implementation of the 2015 training program. The results showed that the success of the training was influenced by external opportunities and threats, and the findings could serve as a basis for improving future training quality. Based on these combined findings, optimizing online PAI training including Qur'an teacher training, should incorporate enhanced digital literacy through training and platform resources, online assessments for content personalization, and inter-institutional collaboration to strengthen program sustainability.

<sup>9</sup> Indah Wahyu Ningsih et al., "Penggunaan Teknologi Informasi Sebagai Jembatan Reformasi Pendidikan Islam Di Indonesia," *Islamic Management: Jurnal Manajemen Pendidikan Islam* 5, no. 2 (2022): 179–94, <https://doi.org/10.30868/im.v4i02.2608>.

<sup>10</sup> Abdul Majit and Miski, "Pembelajaran Al-Qur'an Secara Digital: Pergeseran Sistem Isnad Dan Peneguhan Otoritas Baru," *Jurnal SMart* 09, No.01 (2023): 133–45, <https://doi.org/10.18784/smart.v9i1.1795>.

<sup>11</sup> Mahsusi Mahsusi et al., "Integrated Application-Based Digital Learning Technology in Successful Learning Activities During the Pandemic," *Journal of Applied Engineering and Technological Science (JAETS)* 4, no. 2 (June 5, 2023): 633–43, <https://doi.org/10.37385/jaets.v4i2.1449>; Evans E.W. Tulungen, David P.E. Saerang, and Joubert B. Maramis, "Transformasi Digital : Peran Kepemimpinan Digital," *Jurnal EMBA : Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi* 10, no. 2 (2022): 1116–23, <https://doi.org/10.35794/emba.v10i2.41399>.

<sup>12</sup> Mulyadi, Mahfida Inayati, and Nor Hasan, "Revitalisasi Pendidikan Islam Tradisional Dalam Era Transformasi Digital," *Al-Qodiri Jurnal Pendidikan, Sosial Dan Keagamaan* 20, no. 3 (2023): 486–500.

<sup>13</sup> Tati Rahmayani and Jalan Laksda Adisucipto, "Pergeseran Otoritas Agama Dalam Pembelajaran Al-Qur'an" 3, no. 2 (2018): 189–201, <https://doi.org/10.24090/maghza.v3i2.2133>.

The use of information technology in *Tilawati* Training which is held online is a strategic step to improve the quality of Qur'an education, especially in improving the quality of Qur'an reading. This training can be attended by more participants without being hindered by distance, time, or certain conditions. With the development of information technology that is progressing very fast today, *Tilawati* Training which was previously held face-to-face can now be carried out online, this has been done since the Covid-19 pandemic which began in 2020. The existence of this training that is carried out online makes it easier for participants to continue to participate in training in an efficient and flexible way. The use of technology in *Tilawati* Training covers various aspects ranging from the delivery of material, interaction between participants and instructors, to evaluation carried out through the munaqosyah and microteaching processes.

The implementation of *Tilawati* Training Online needs to be analyzed in depth using SWOT analysis to find out: strengths (*Strength*) debilitation (*weikness*) chance (*oppurtunity*) and threats (*threats*).<sup>14</sup> The purpose of this study is to analyze the implementation of *Tilawati* online training based on the terms of advantages, disadvantages, opportunities and threats both internally and externally. By knowing the results of the analysis of the implementation of online training, it is hoped that policy makers (*Stackholder*) will consider the results of the research as a consideration in determining the direction of the Qur'an teacher education and training policy held online and improving the quality continuously.

## METHOD

This study seeks to analyze the Qur'an teacher training program held online, a program that aims to improve the quality of Qur'an teachers through training that utilizes information and communication technology. This research is a field research (*Field Research*) research conducted systematically to collect data in the field to obtain in-depth information.<sup>15</sup>

In accordance with the characteristics of the problem studied in this study, the type of research used in this study is qualitative research. The type of qualitative research is a scientific research that has the goal of understanding a phenomenon naturally by prioritizing the process of in-depth communication interaction between the researcher and the phenomenon being studied, qualitative method research aims to find information in detail because the more detailed the data or information obtained, the stronger the data produced.<sup>16</sup>

The approach used in this study is qualitative research using the SWOT matrix analysis method. This SWOT matrix is an easy and simple approach and is subjective-qualitative. The SWOT matrix is able to describe in detail the opportunities and threats faced by a company or institution from the external side, then used as a basis for formulating a strategy. The SWOT analysis matrix approach is able to produce four strategic alternatives that are used to formulate an institution/company policy effort.<sup>17</sup> The SWOT analysis

<sup>14</sup> Sodikin Sodikin and Septi Gumiandari, "Analisis SWOT Mutu Evaluasi Pembelajaran," *JDMP (Jurnal Dinamika Manajemen Pendidikan)* 6, no. 1 (October 23, 2022), <https://doi.org/10.26740/jdmp.v6n1.p59-69>.

<sup>15</sup> Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2018).

<sup>16</sup> Djaman Satori, *Metodologi Penelitian Kualitatif* (Bandung: Alfabeta, 2017).

<sup>17</sup> Sodikin and Gumiandari, "Analisis SWOT Mutu Evaluasi Pembelajaran."

consists of four factors which include: strength (*Strenght*)debilitation (*weikness*)chance (*oppurtunity*) and threats (*threats*).<sup>18</sup>

SWOT analysis is used to identify internal strengths and weaknesses that come from the resources that an organization or company has, SWOT analysis is also needed to identify opportunities and challenges that originate from the externalities of an organization or company. Identify weaknesses, strengths, opportunities and threats based on the results of the analysis so as to find points of weakness and threats so that they become strengths and opportunities.

The data mining in this study was obtained through observation, interviews with representatives of Online Training participants, which were carried out online via telephone and filling in the answers to questions that had been prepared through google forms, and documentation studies obtained from teaching materials and learning media used in educational and training activities of the *Tilawati* method of Al-Qur'an Teacher Standardization program. The data obtained is then reduced to select and sort data related to the research, then the data is analyzed, verified and then presented in the findings and will be concluded.

The research objects chosen were representatives from each region who had participated in the Online *Tilawati* Standardization Training organized by the Al-Qur'an Nurul Falah Islamic Boarding School Surabaya (Central *Tilawati*) in the period from 2023 to 2024. Data mining through interviews will be carried out from November to December 2024.

The data of *Tilawati* Online Training Research Informants are as follows:

**Table 1. Research Informant Data**

No	Name	Domicile
1.	Eka Saniah	Bandung City, West Java Province
2.	Annisa Khairir Rizki	Banjarbaru Regency, South Kalimantan Province
3.	Anis Nursyifa Maimunah	Martapura Regency, South Kalimantan Province
4.	Fadli Wahyudi	Pekanbaru City, Riau Province
5.	Yusfika Fatimatur Rohmah	Denpasar City, Bali Province
6.	Muslimah Al-Widya	South Barito Regency, Central Kalimantan Province

## RESULTS AND DISCUSSION

SWOT analysis is a strategic planning method that helps organizations identify internal strengths and weaknesses, as well as external opportunities and threats. It is used to match internal capabilities with external possibilities, aiming to maximize strengths and opportunities while minimizing weaknesses and threats. According to Rangkuti, SWOT analysis is a systematic process to formulate strategies based on the internal and external factors affecting an organization.<sup>19</sup> The components of SWOT include: Strengths (such as strong resources or a competent team), Weaknesses (like poor infrastructure or ineffective

<sup>18</sup> Sunarni, "Analisis SWOT Dalam Menentukan Strategi Kursus Dan Pelatihan Studi Pada LKP Sunakis Institute Di Bekasi Sunarni STIE Dharma Negara," *Jurnal Ilmu Manajemen, Ekonomi Dan Kewirausahaan* 1, no. 4 (2023): 223–36.

<sup>19</sup> Ibnu Rochman, "Analisis SWOT Dalam Lembaga Pendidikan (Studi Kasus Di SMP Islam Yogyakarta)," *Al Iman: Jurnal Keislaman Dan Kemasyarakatan* 3, no. 1 (2019): 36–52.

management), Opportunities (such as favorable market trends or emerging technologies), and Threats (including economic downturns or regulatory changes). This method is widely used in business, decision-making, and project evaluation to assess strategic positions and improve organizational performance.<sup>20</sup>

SWOT analysis can be conducted using either a quantitative or qualitative approach. The quantitative approach involves collecting measurable data, such as through questionnaires, assigning weights and ratings to each factor, and formulating strategies using the SWOT 4-quadrant matrix.<sup>21</sup> Meanwhile, the qualitative approach relies on in-depth research methods like interviews, observation, and documentation to analyze internal and external conditions. This analysis produces four types of strategies: SO (Strengths-Opportunities), WO (Weaknesses-Opportunities), ST (Strengths-Threats), and WT (Weaknesses-Threats). In the educational context, SWOT analysis helps institutions assess their current conditions and plan strategic actions for continuous improvement and better quality outcomes.<sup>22</sup>

The implementation of online training (online education and training) utilizes technology in learning. This information and communication technology has a central role to support an effective, efficient, and interactive teaching and learning process. Technology allows for the implementation of training without time and location restrictions, providing more flexibility for participants and organizers.<sup>23</sup> Learning technology plays an important role in the implementation of online training by providing a variety of solutions that support the flexibility, effectiveness, and efficiency of the training process. Technologies such as *Learning Management System* (LMS), video conferencing, interactive multimedia, *Mobile Learning*, gamification, artificial intelligence (AI), VR/AR, and digital collaboration tools.<sup>24</sup>

There is a fundamental difference between the internet-based distance education system and the conventional education system that is carried out face-to-face. In conventional education, participants learn in a room with direct guidance from educators, while in online-based distance education, participants are provided with media that is specifically designed and does not depend on educators.<sup>25</sup> The participants learn independently according to their wishes and abilities and depend on the available internet network. Success in online-based distance learning depends on the discipline, willingness and effort made by the participants.

The existence of information and communication technology allows training to be carried out anywhere and anytime, while maintaining quality, interaction and paying attention

<sup>20</sup> Zuhud Suriono, "Analisis SWOT Dalam Identifikasi Mutu Pendidikan," *ALACRITY: Journal of Education* 1, no. 20 (2022): 94–103, <https://doi.org/10.52121/alacrity.v1i3.50>.

<sup>21</sup> Isamuddin Isamuddin et al., "Implementasi Analisis Swot Pada Manajemen Strategik Dalam Perencanaan Peningkatan Mutu Pendidikan Di Madrasah Tsanawiyah Nurul Islam Muara Bungo," *Jurnal Manajemen Pendidikan Dan Ilmu Sosial* 2, no. 2 (2021): 1034–50, <https://doi.org/10.38035/jmpis.v2i2.770>.

<sup>22</sup> Freddy Rangkuti, *Analisis SWOT: Teknik Membedah Kasus Bisnis* (Jakarta: Gramedia Pustaka Utama, 2016).

<sup>23</sup> Eni Susilawati, "Analisis Swot Penyelenggaraan Diklat Online TIK Guru," *Jurnal Pendidikan dan Kebudayaan* 1, no. 3 (2016): 349–64, <https://doi.org/10.24832/jpnk.v1i3.395>.

<sup>24</sup> Atabik et al., "Digitalization of Educational Quality Management in Higher Education," *Revista de Gestão Social e Ambiental* 18, no. 7 (June 12, 2024): e06776, <https://doi.org/10.24857/rgsa.v18n7-133>.

<sup>25</sup> Mahsusi et al., "Integrated Application-Based Digital Learning Technology in Successful Learning Activities During the Pandemic."

to learning outcomes. However, challenges such as technology access, interaction quality, boredom, and data security need to be considered so that the application of technology in online training can run optimally. With the right strategy, learning technology can increase engagement, personalization, and efficiency, thereby helping to create a better and more relevant learning experience for participants.

### **Standardization Training for Al-Qur'an Teachers *Tilawati* Method**

*Tilawati* is one of the methods of teaching the Qur'an that emerged and developed in Indonesia. *Tilawati* in teaching to read the Qur'an is a method or way of learning to read the Qur'an with the characteristic use of songs *Rost* and using a balanced approach between habitual through classical and the truth of reading through the individual with the reading technique see.<sup>26</sup>

The *Tilawati* learning model includes approaches, strategies, methods and techniques of learning the Qur'an with the aim of delivering students ranging from not being able to read the Qur'an to being able to read the Qur'an with Tartil using songs *Rost*. This method is a learning application with songs *Rost*.<sup>27</sup> *Rost* be *Allegro* i.e. light and fast motion.<sup>28</sup> To support in creating a conducive learning atmosphere, the classroom arrangement is arranged with the sitting position of students in a circle forming a letter U while the teacher is in front of the middle so that the interaction between teacher and student is easy. The U format in the learning process of the *Tilawati* method aims to ensure that students can be controlled by educators, both classical and individual.<sup>29</sup>

The *Tilawati* method was developed in 2000-2004 by a team consisting of Drs.H. Hasan Sadzili, Drs. H. Ali Muaffa, Drs. H. M Thohir Al-Aly, M.Ag, and KH. Masrur Masyhud. Then it was developed by the Nurul Falah Islamic Boarding School Foundation Surabaya.<sup>30</sup> The *Tilawati* method has received a Creation Registration Letter from the Ministry of Law and Human Rights (KEMENKUMHAM) with a registration number 061864. There are various types of *Tilawati* method learning media, there are 58 *Tilawati* method learning media which include: books, props, *Flash Card*, VCD, and also applications *Android*.<sup>31</sup>

In order to answer the challenge of learning the Qur'an that is responsive to the times, the *Tilawati* method developed by the Nurul Falah Islamic Boarding School of Al-Qur'an Surabaya held an Online-based Al-Qur'an Teacher Standardization Training to make it easier to reach teachers and prospective teachers of the Qur'an in various regions to be able to take part in education and training to improve the quality of Qur'an reading and the

<sup>26</sup> Dkk Chakim, Luqman, *Sistem Penjaminan Mutu Pembelajaran Al-Qur'an Metode Tilawati* (Surabaya: Pesantren Al-Qur'an Nurul Falah, 2020).

<sup>27</sup> Ningsih, "Manajemen Diklat Tilawati Dalam Upaya Meningkatkan Kualitas Guru Al-Qur'an Di Jawa Barat (Studi Penelitian Tilawati Center Jabar 1)."

<sup>28</sup> Suryati Suryati, "Teknik Vokalisasi Seni Baca Al-Qur'an Dalam Musabaqoh Tilawatil Qur'an," *PROMUSIKA* 5, no. 1 (2017), <https://doi.org/10.24821/promusika.v5i1.2286>; Misbahul Munir, *Pedoman Lagu-Lagu Tilawatil Qur'an* (Surabaya: Apollo, 1997).

<sup>29</sup> Ummi Hani' Fariyah, "Upaya Peningkatan Kemampuan Membaca Al Qur'an Indah Dengan Metode Tilawati," *Atthiflah: Journal of Early Childhood Islamic Education* 8, no. 1 (September 1, 2021): 69–85, <https://doi.org/10.54069/atthiflah.v8i1.192>.

<sup>30</sup> Seftiyan Pujiana, "Implementasi Metode Tilawati Dalam Pembelajaran Al-Qur'an Untuk Menumbuhkan Karakter Disiplin Di Smp Al-Azhar Syifa Budi Cibinong Bogor," *Inspiratif Pendidikan* 9, no. 1 (June 14, 2020): 186–204, <https://doi.org/10.24252/ip.v9i1.15204>.

<sup>31</sup> Chakim, Luqman, *Sistem Penjaminan Mutu Pembelajaran Al-Qur'an Metode Tilawati*.

quality of teaching the Qur'an standardly. Online training to improve the quality of Qur'an teachers of the *Tilawati* method has been carried out since the Covid-19 pandemic in 2020 until now.

Online Training for Al-Qur'an Teachers *Tilawati* Method consists of various types and levels of training, including: Al-Qur'an Teacher Standardization Training *Tilawati* level 1, Al-Qur'an Teacher Standardization Training *Tilawati* level 1, Islamic Education Center Learning Management Training, Trainer Training Training, Institutional Munasqisy Training, Tahsin Excellent Training and so on. The material for each level of training is different according to the level of training that is followed.<sup>32</sup>

The target of the *Tilawati* Level 1 Online Training is to prepare teachers or prospective teachers of the Qur'an to be able to read the Qur'an tartil using Laghm Rost, master both theory and practice of *Ghorib Musykilat*, understand and be able to implement the learning strategy of the *Tilawati* method, understand and be able to implement the evaluation of student learning and produce standard Qur'an teachers through the *munaqosyah process* and microteaching.<sup>33</sup> Based on the results of interviews with six Key Informants, there were answers that were recapped and then identified and grouped into four groups of SWOT aspects which include: strengths, weaknesses, opportunities and threats.<sup>34</sup>

Based on internal strengths and weaknesses as well as external opportunities and threats that have been analyzed and identified, there are four alternative strategies that are described as follows:

1. Strategies (*Strenght - Opportunities*) Maximize Strength to Take Advantage of Opportunities.

The strategy (S-O) is designed to maximize the internal strength of the institution in utilizing external opportunities, so as to increase the competitiveness and impact of the *Tilawati* method training program. This strategy focuses on four main pillars: flexibility of learning time and location, budget efficiency, trainer competence, and increasing the number of user institutions. The steps of the S-O strategy are as follows:<sup>35</sup>

*First*, the flexibility of time and location of learning is one of the main strengths that need to be utilized. By arranging a flexible study schedule, participants from different time zones can easily take part in the training without time limits. In addition, *Learning Management System* (LMS) technology is used as the primary platform for storing and distributing training materials, such as videos, modules, and exercises. This allows participants to access and repeat the material at any time as per their needs, supporting more independent and effective learning.

*Second*, budget efficiency is the main attraction for participants. Online-based training offers a more affordable cost than face-to-face training, as it does not require the cost of accommodation or transportation. To increase equal access, scholarship

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<sup>32</sup> Chakim, Luqman.

<sup>33</sup> Ningsih, "Manajemen Diklat Tilawati Dalam Upaya Meningkatkan Kualitas Guru Al-Qur'an Di Jawa Barat (Studi Penelitian Tilawati Center Jabar 1)."

<sup>34</sup> Freddy Rangkuti, *Analisis SWOT: Teknik Membedah Kasus Bisnis*.

<sup>35</sup> Suriono, "Analisis SWOT Dalam Identifikasi Mutu Pendidikan."



programs are offered to participants from disadvantaged areas. This initiative allows participants with financial limitations to continue to receive quality training, thereby supporting equitable education.

*Third*, the competence of trainers is an important factor in maintaining the quality of training. Continuous evaluation is carried out on trainers through participant surveys, material reviews, and competency tests. This step ensures that the material taught is always relevant and meets the standards of the *Tilawati* method. In addition, the live consultation feature with trainers, either through live chat or special schedules, provides participants with the opportunity to discuss material that is difficult to understand, strengthening their understanding.

*Fourth*, to increase the number of institutions using the *Tilawati* method, active promotion is carried out in the communities of Qur'an teachers, social media, and religious organizations. The campaign involves engaging content such as participant testimonials, free webinars, and information on the benefits of the *Tilawati* method. In addition, affiliate programs and incentives are given to alumni or institutions that successfully recommend new participants. They will receive rewards in the form of discounts, vouchers, or other incentives.

With these strategies, institutions can expand the reach of their training programs, increase accessibility, and provide wider benefits to the community, especially in learning the Qur'an based on the *Tilawati* method.

2. Strategies (*Weakness - Opportunity*) are designed to overcome the internal weaknesses of the institution in order to take advantage of existing opportunities.

In this context, strategic efforts focus on four main areas: overcoming internet access constraints, reducing dependence on gadgets during learning, overcoming difficulties in understanding the material, and getting around the need for less practice sessions. The steps of the W-O strategy are as follows:

*First*, to overcome internet access obstacles that are still a challenge in some areas, the institution provides learning modules in the form of videos and downloadable documents. Thus, participants can access the material offline at any time without relying on a stable internet connection. In addition, all training sessions are recorded so that participants can rewatch the session to delve into the material that is not fully understood.

*Second*, to reduce dependence on gadgets during learning, the training sessions are designed into several short stages with a duration of 30-45 minutes. This approach not only helps participants stay focused, but also reduces visual fatigue due to prolonged screen use. In addition, the institution provides physical learning materials such as books or printed modules that are sent to participants before the training begins. In this way, participants have a more convenient learning alternative without having to always rely on electronic devices.

*Third*, in the face of participants' difficulties in understanding certain materials, the institution provides special online discussion rooms designed to discuss materials that are considered difficult. Participants can discuss with trainers or fellow participants to share mutual understanding. In addition, interactive Q&A sessions are added periodically

at the end of each material. This provides an opportunity for participants to directly ask for explanations related to concepts or topics that are not well understood.

*Fourth*, to get around the need for limited practice sessions in online learning, the institution provides detailed practice demonstration videos. This video is designed with easy-to-follow steps so that participants can practice independently at home. For participants who want to gain hands-on experience, the institution also holds optional offline practice sessions at the nearest *Tilawati* branches. This approach gives participants the flexibility to choose the method of practice that best suits their needs.

Through these strategies, existing weaknesses can be effectively overcome, so that opportunities to expand the reach and improve the quality of learning of the *Tilawati* method can be utilized to the fullest.

### 3. Strategy (*Streanght - Threats*)

This strategy is designed to maximize the strength of the institution to face and overcome threats that can hinder the success of the *Tilawati* method training. This approach focuses on four main aspects: improving participant discipline through flexibility, developing post-training services, getting around internet connection constraints, and protecting the legality of learning media. The steps of the S-T strategy are as follows:

*First*, the flexibility of time and location, which is the main strength of the institution, is used to improve the discipline of participants. In this case, the institution compiles a daily agenda that comes with automatic reminders through the app or email. This feature helps participants to stay organized and not miss a training session. In addition, to encourage higher engagement, the institution offers incentives in the form of additional certificates for participants who successfully complete all training sessions on time. This strategy not only encourages participants to be more disciplined, but also increases their motivation to complete the program.

*Second*, post-training services are developed as a sustainable added value for participants. The institution formed an online alumni forum that became a forum for discussion and consultation for Education and Training graduates. This forum allows participants to share experiences, ask questions, or get further guidance from trainers. In addition, participants who actively participate in post-Training activities are given exclusive access to additional or enrichment materials, designed to deepen their understanding of the *Tilawati* method.

*Third*, to get around uneven internet connection constraints, institutions provide physical media-based learning options, such as USB drives or DVDs containing training materials. This media allows participants in areas with limited internet access to still be able to take part in the training. The institution also collaborates with *Tilawati* branches to provide internet access for certain participants. With this step, the limitations of internet infrastructure are no longer the main obstacles in the learning process.

*Fourth*, in the face of threats to the legality of learning media, institutions take proactive steps to protect the authenticity of the material. A unique verification system is applied to every official book or learning module sold, so attendees can ensure they are using legitimate materials. In addition, the institution offers exclusive access to official

materials through an online subscription platform. With this approach, participants get quality assurance, while helping institutions maintain their intellectual property rights.

With these strategies, the institution is not only able to overcome external threats, but also strengthen its competitive advantage. This integrated approach ensures that *Tilawati* method training remains relevant, reliable, and accessible to participants from various backgrounds, even in the midst of existing challenges.

4. The strategy (*Weakness - Threats*) aims to overcome the internal weaknesses of the institution while avoiding external threats that can hinder the successful implementation of the *Tilawati* method of training.

This approach focuses on four main aspects: improving communication with branches, overcoming obstacles in the distribution of learning media, improving post-training mentoring services, and maintaining participants' focus during learning. The steps of the W-T strategy are as follows:

*First*, to reduce the potential for miscommunication with *Tilawati* branches, a special coordination team was formed to bridge between Central *Tilawati* and the branches. This team is tasked with ensuring the smooth flow of information, both related to the training schedule, participant needs, and implementation standards. In addition, the branch's official contact list is provided as a reference for participants who need additional information. This step ensures that each participant has access to clear and accurate information.

*Second*, the obstacles in obtaining official learning media are overcome by providing an online-based distribution center that can only be accessed by participants after going through the verification process. The platform ensures participants get legitimate and quality materials. In addition, the purchasing mechanism through branches is also regulated, so that participants can get learning media directly from trusted sources. This approach not only ensures legality, but also strengthens participants' trust in the integrity of the institution.

*Third*, post-training assistance services are improved to ensure that participants can implement the material properly. Periodic offline meetings are held to strengthen learning outcomes and provide opportunities for participants to practice the material that has been learned. In addition, local mentors are provided in each branch to provide more intensive guidance for online training participants. This assistance aims to overcome the gap between theory and practice, so that participants are more confident in applying the *Tilawati* method.

*Fourth*, to overcome the risk of low focus of participants during learning, the training material is designed into several short segments accompanied by quizzes or interactive activities. This approach is designed to keep participants interested while improving their understanding of the material. In addition, rest time between learning sessions is provided to help participants recover concentration. In this way, learning becomes more dynamic and effective.

Through these strategies, internal weaknesses that could potentially become obstacles can be minimized, while external threats that can affect the quality of training can be avoided. This approach ensures that the *Tilawati* method training program

continues to run smoothly, efficiently, and has a sustainable positive impact on the participants.

## CONCLUSION

The Based on the analysis that has been carried out in the implementation of the online-based *Tilawati* Method Al-Qur'an Teacher Training formulated through the SWOT approach, there are four strategies that can be implemented in the management of online-based Al-Qur'an teacher training. This strategy includes four main categories: maximizing strengths to capitalize on opportunities, addressing weaknesses to capitalize on opportunities, leveraging strengths to address threats, and addressing weaknesses to avoid threats. 1. S-O (*Strenght - Opportunities*) Strategy Maximizes Strength to Take Advantage of Opportunities. This strategy emphasizes time and location flexibility, budget efficiency, and the development of trainer competencies to reach more participants. Through the use of technology such as LMS, economical cost offerings, and active promotions, training can increase its appeal among Qur'anic teachers. 2. Strategy (*Weakness - Opportunity*) Overcoming Weakness to Take Advantage of Opportunities. By providing offline learning materials, printed materials, and interactive discussion sessions, drawbacks such as reliance on gadgets and difficulty understanding the material can be overcome. This strategy allows the training to remain effective despite the limitations of participants. 3. Strategy (*Streanght - Threats*). Harnessing Power to Overcome Threats. The flexibility of the Training is used to improve the discipline of participants, while post-Training services such as alumni forums and access to exclusive materials reinforce ongoing engagement. Physical media solutions and cooperation with *Tilawati* branches overcome the challenges of uneven internet connections. 4. Weakness - *Threats*: Overcoming Weaknesses to Avoid Threats. These efforts include improving communication between Central *Tilawati* and branches, post-training mentoring through local mentors (collaboration with branches), and interactive learning designs to maintain participants' focus. These measures ensure the smooth implementation and quality of training.

This strategy shows that with the use of technology, strengthening communication, and improving services, *Tilawati* Training is able to overcome internal and external challenges, as well as have a significant positive impact on improving the quality of Qur'an teachers in various regions. The strategy designed provides a clear policy direction for the sustainable development of Qur'an-based education based on the *Tilawati* method.

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