



Increasing interest in learning tajweed for children through digital learning media

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ABSTRACT

Religious education is a vital component of a child's education because it promotes moral and intellectual development. Tajweed is the study of how to properly and accurately comprehend the Quran in accordance with predetermined rules. Some children may struggle to comprehend the tajweed material presented by the teacher. This study therefore proposes a solution for tajweed science based on the use of digital learning media to increase children's interest in studying tajweed through a more engaging and enjoyable approach. Study purpose's to determine whether the use of digital learning media to construct learning media can increase children's interest in learning tajweed in order to produce research contributions in this area. The implications of research with digital learning materials for tajweed science can provide a more engaging visual representation of the material, enhance student comprehension, and offer more contemporary and effective learning options. The test results indicate that the tajweed digital learning media has an attractive visual appearance, which can attract students' attention to learn tajweed and improve students' comprehension, particularly in terms of the distinction between nun mati and tannins, pronunciation in the law of izhar, pronunciation in the law of idgham, and pronunciation in the law of iklab.

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1. INTRODUCTION

Education is a vital aspect of a child's life, particularly for the development of character and future knowledge. Religion is a subject that must be emphasized in the education of youth. Religious education, including tajweed, can be taught at a young age (Idris &

Mokodenseho, 2021; Muhammadong, 2022). Tajweed is the study of how to properly and accurately comprehend the Quran according to predetermined rules (Naim & Mokodenseho, 2022; Ruhuputty et al., 2021).

Tajwid is a science that studies the rules and procedures for reading the Qur'an correctly. Tajweed is important to learn in order to avoid mistakes in reading the Qur'an, because if you read it wrong it can change the meaning and meaning of the reading (Muhammadong et al., 2022). The argument for the obligation to read the Qur'an with recitation is mentioned in QS Al-Muzzammil verse 4 which means: "And read the Qur'an with tartil". Thus, it becomes obligatory for every Muslim to read the Qur'an in accordance with the rules of tajwid science (Pratiwi, 2016).

In reality, some children may find it difficult to understand the material presented by the teacher. This is reinforced by research by (Hambali et al., 2021; Mohamed Noor et al., 2018; Nasirudin et al., 2021) which explains that there is a need for a more interesting and effective way to increase children's interest in learning tajwid. Other research (Gafur et al., 2021; Hambali et al., 2021; Nurmila & Muhammadong, 2022) information was obtained regarding the lack of student interest in tajwid science which was still presented with conventional methods, namely teachers still taught in the form of ordinary textbooks which made students pay less attention. This required learning media that was interesting and fun (S. Hadi et al., 2021; Purhanudin et al., 2023).

Digital learning media can be a solution to increase children's interest in learning tajwid. In today's technological era, children are more familiar with gadgets and digital media. By using digital learning media, children can learn tajwid in a more fun and interactive way. This is shown in research (Azizah, 2019; A. P. Hadi et al., 2017; Zulaini, 2021) who apply multimedia learning tajwid science, other research (Maulana & Nasir, 2022; Mutiawani, 2018) create android-based learning applications for tajwid science.

So this study aims to determine whether the use of digital learning media can increase interest in learning recitation in children, based on previous research, namely by (Aditama et al., 2022; Andriyandi et al., 2020; Daheri et al., 2023) which has shown success in using digital learning media in improving children's understanding. Based on a review of previous research, it is obtained that the difference in research on learning materials to be made in digital media is learning Tajweed science. Digital media development uses the ADDIE model (Analyze, Design, Development, Implementation, Evaluation) because the ADDIE model can provide a systematic stage approach in the development of digital learning media and there is an evaluation process of the media that helps identify the strengths and weaknesses of the learning materials developed (Ghani & Daud, 2018; Spatioti et al., 2022). This allows for continuous improvement and development to improve the quality of learning.

With the application of the ADDIE model, it is hoped that the research results can make a positive contribution to the development of a more effective and interesting tajweed learning method. The benefits of this research are aimed at increasing children's interest in learning tajweed, improving children's learning outcomes, providing learning alternatives: Digital learning media provides a new alternative in learning tajweed that is more modern and effective. It allows children who prefer technology and gadgets to be more involved in learning and achieve better results as well as improve technology skills in children.

2. RESEARCH METHOD

The development model used in making this learning interactive game media is ADDIE. This model is one of the systematic learning design models, the ADDIE model is one of the models that can be a guide in the development of learning media that is efficient, dynamic, and supports education. Learning media developed using the ADDIE model have proven to be useful and can improve student learning outcomes (Febiharsa &

Djuniadi, 2018). The ADDIE model consists of 5 stages (Ibrahim et al., 2023; Spatioti et al., 2022; Sudipa et al., 2022) namely Analyze, Design, Development, Implementation and Evaluation. The research data was collected by disseminating online questionnaires to respondents about the use of media and the evaluation process of digital media learning tajweed; respondents used random sampling techniques to collect data.

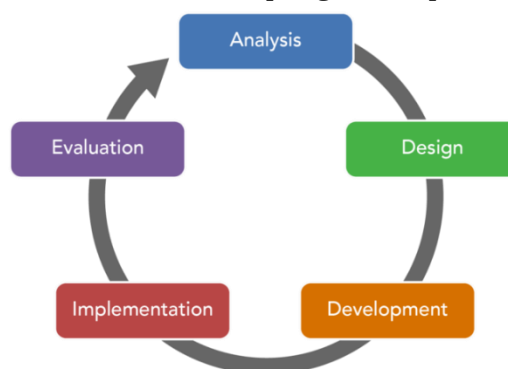


Figure 1. ADDIE Model (Spatioti et al., 2022)

3. RESULTS AND DISCUSSION

3.1 Analysis Phase

On the analysis stage is to do a descriptive analysis related to needs analysis related to objects and analysis based on several review literature and material about Tajwid science in the development of learning media. Based on the results of a questionnaire that was distributed to 31 students in the Makassar area regarding the knowledge and insights about learning recitation that had been taught so far, it was stated that 83% or 26 out of 31 students felt less interested and had difficulty understanding learning recitation using conventional methods, 74% or 23 out of 31 students have been taught recitation by their parents, 80% or 25 out of 31 agree if learning recitation using 2D animation media, 80% or 25 out of 31 students like watching animation, 46% or 14 out of 31 students disagree using the web,

3.2 Design Stage

At this stage there are 2 stages, namely the process of designing the media concept and character design. The design of the media concept uses the basic design concept used as the basis for designing digital learning media for Tajwid science so that it looks attractive and does not cause boredom in students. The concept of designing animated media to be made is simple. This concept is used in order to create a relaxed and not excessive impression. In this case the designer is trying to be able to present digital learning media for Tajweed science with 2D animations so that it seems innovative, creative and meets the criteria of learning media. So that learning media will be realized that are acceptable and able to provide benefits for teachers and students. The concept of digital learning media for Tajwid science is that the teacher teaches as usual. In the opening video, an image of the teacher will appear with a school background, then the teacher opens by explaining what is the law of nunmati or tanwin. After explaining the law of nunmati or tanwin, the teacher explains one by one the divisions of the nunmati and tanwin laws. First, the teacher explains the meaning of Izhar, what is izhar, how many letters of izhar, an example of one of the letters of izhar, the sair of izhar, and the teacher explains how to make out the letters or how to read the letters izhar. The second, the teacher explains the distribution of Idgham, how many are the distribution of Idgham. Third, the teacher explains the meaning of Idgham bigunnah, how many letters of idgham bigunnah are examples of one of the letters of idgham

bigunnah, rhymes from idgham bigunnah, and the teacher explains how to make letters out or how to read idgham bigunnah letters. The fourth teacher explained the meaning of Idgham Bilagunnah, how many letters of Idgham Bilagunnah, an example of one of the letters Idgham Bilagunnah, the sair of Idgham Bilagunnah, and the teacher explained how to pronounce the letters or how to read the letters Idgham Bilagunnah. Fifth, the teacher explained the meaning of Iqlab, how many letters of Iqlab, an example of one of the letters of Iqlab, the verse from Iqlab, and the teacher explained how to make out the letters or how to read the letters of Iqlab. And the sixth teacher explains the meaning of Ikhfa, how many letters of ikhfa are examples of one of the letters of ikhfa, sair from iqlab, and the teacher explains how to make out the letters or how to read the letters of ikhfa.

3.3 Development Stage

At the learning media development stage, there is an explanation regarding the process of creating scenes using bitmap processing software. In this process, the thing that needs to be prepared is the storyboard, the supporting assets that have been made based on the storyboard that has been designed. The entire scene is put together using bitmap processing software. Apart from that, the sound input process is also carried out such as dubbing, compositing. Sound is one of the most important assets in interactive multimedia. Apart from using dubbing techniques as well as background and sound effects which function to make interactive multimedia or animations more lively and interesting. There is a quiz menu in addition to conducting evaluations for users. After that the next step is to do a test rendering which aims to see the overall results of the media results,

3.4 Implementation Stage

On the implementation phase is aimed at implementing the digital learning media of Tajweed Science by testing the developed application. This implementation stage is intended to find out the responses and responses of users (users) of the Tajweed Science learning media. The application of learning media is done by displaying the results of learning media, each student can operate interactive media well, and can see the visualization of each material and listen to audio narration related to the pronunciation of verses from learning Tajweed. The display of Tajwid learning media can be seen in Figure 2 below.



Figure 2. Media Display Showing Izhar's Law and Izhar's Poetry



Figure 3. Media Display Showing Advertising Law and Advertising Poetry

3.5 Evaluation Stage

Evaluation of interactive game media is carried out in testing by users, namely students as respondents, in testing learning media it is carried out using questionnaires or questionnaires regarding student responses to digital learning media of Tajwid science. The number of respondents is 31 students. The questionnaire consists of questions related to graphic and interface displays as well as visual and text displays and focuses on students' understanding of the material in using learning media.

Based on the results of the questionnaire regarding graphical displays and interfaces as well as visual and text displays, Based on data obtained from 31 respondents, the results obtained = $30/31 \times 100\% = 97\%$ so it can be concluded that this digital learning media can attract students' attention to learning knowledge of Tajweed, while $1/31 \times 100\% = 3\%$ of students' learning media is less interesting.

Based on the results of the questionnaire regarding the understanding of Tajwid learning material, the results obtained = $28/31 \times 100\% = 90.3\%$ stated that understanding of the material presented was understandable. While $3/31 \times 100\% = 9.7\%$ of students do not understand the material.

Based on the results of the questionnaire related to the understanding regarding the differences in the letters num mati or tanwin, the pronunciation of izhar law is understood, the pronunciation of idgham law is understood, the pronunciation of iklab law is understood, the pronunciation of ikhfa law is understood, Based on data obtained from 31 respondents, then the results obtained = $29/31 \times 100\% = 94\%$ so it can be concluded that the difference in the letters num dies or tanwin, the pronunciation of izhar law is understood, the pronunciation of idgham law is understood, the pronunciation of iklab law is understood Meanwhile $2/31 \times 100\% = 6\%$ of students do not understand the differences in the letters num mati or tanwin, the pronunciation of izhar law is understood, the pronunciation of idgham law is understood, the pronunciation of iklab law is understood.

It can be explained that from the results of the questionnaire that digital learning media for Tajwid science has an attractive visual appearance, both in terms of character depiction, coloring, and animation. Digital learning media for Tajwid science can increase students' understanding, especially regarding the differences in the letters num mati or tanwin, pronunciation of izhar law, pronunciation of idgham law and pronunciation of iklab law.

4. CONCLUSION

Based on the significance of learning Tajweed science in education for children, this study concludes that the use of digital learning media such as learning multimedia can contribute to research in improving children's interest in tajweed and their learning outcomes. The questionnaire results show that this digital learning media can attract

students' interest in learning tajweed. Regarding the improvement of students' understanding of tajweed learning, the questionnaire results show that 90.3% of students understand the material presented. While 9.7% of students did not understand the subject matter. Overall, the evaluation results show that the tajweed digital learning materials have a visually appealing design, both in terms of character depiction, coloring, and animation. The implication of the research shows that the digital learning materials of tajweed can provide a more interesting visualization of the material and improve students' understanding, especially with regard to the difference between the letters nun mati and tanwin, pronunciation in the law of izhar, pronunciation in the law of idgham, and pronunciation in the law of iklab. The lack of quiz questions or assignments as an evaluation of children's understanding is a weakness of the current research; therefore, it is suggested that future research include an evaluation in the form of quiz questions with random questions to enhance children's ability to learn tajweed.

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