

Developing “Makruf (Mahir Makhoriul Huruf)” as Supplementary Learning Media for IX Grade of Junior High Students

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ABSTRACT

This research aims to develop the "MAKRUF" (Mahir Makhoriul Huruf) as learning media for Islamic Education (PAI) subjects with makhoriul huruf material. It also aims to make it easier in understanding makhoriul huruf to support the ability of IX grade students in reading the Holy Qur'an. This research uses the ADDIE (Analyze, Design, Development, Implementation and Evaluation) method. The R&D research method is containing a series of analyzing, designing, developing products, implementing development results and evaluating the results of implementation. This research showed that the media development of "MAKRUF" was declared valid by obtaining a validity percentage of 97% and a very valid category, both from the media validator and material validator perspective. So that the results of developing the "MAKRUF" media are suitable for use as learning media.

Keywords: Learning media; Makhoriul Huruf; Junior High; Students

INTRODUCTION

The Holy Qur'an is a holy book and an important part for Muslims. The Holy Qur'an is a miracle revealed by Allah SWT to Rasulullah SAW (Maulana, 2022). The Holy Qur'an was revealed as a guide for humans to achieve salvation in this world and the afterlife.

Thus, the position of the Al-Qur'an is an inseparable part of Muslim life (Nadawiyah, 2021). Thus, it is important for Muslims to be able to understand the contents of The Holy Qur'an. By understanding the contents of the Al-Qur'an, a Muslim can benefit from it, conversely if a Muslim does not understand the contents of the Al-Qur'an then he will benefit less from the Al-Qur'an or not at all.

Understanding the contents of The Holy Qur'an can be obtained by studying it. Studying the Al-Qur'an in terms of reading, tafsir, *sababun nuzul*, *nasikh mansukh* and so on, all of which are grouped in the discipline of *Uluum Al-Qur'an*. Of the many scientific disciplines for understanding the contents of The Holy Qur'an, the most basic and initial one to study is the science of qiro'ah / reading. Before understanding the Al-Qur'an in terms of its meaning and interpretation, a Muslim begins by learning how to read the Al-Qur'an. So it is mandatory for every Muslim to be able to read it properly and correctly.

A Muslim's effort to be able to read The Holy Qur'an correctly and correctly is to study the supporting knowledge. The main supporting science in studying The Holy Qur'an is the science of recitation. This is in accordance with the meaning of *tajwid*, namely the science that discusses the rules in the form of *makhraj* and the nature and procedures for reading the Al-Quran correctly (Rakha, 2019)

In fact, the science of recitation has become material in the world of education. This is in line with and is a manifestation of educational goals, so that the science of recitation becomes material studied both in formal educational institutions and outside formal educational institutions. In formal educational institutions such as schools, *tajwid* science is usually included in Al-Qur'an Hadith subjects from middle school, high school and even university levels. Then, outside of formal educational institutions, the

science of recitation can be found, one of which is at the Al-Quran Education Park (TPA) and Islamic boarding schools and modern Islamic boarding schools.

Unfortunately, the *tajwid* learning method is often still in the form of lectures and practice using learning media in the form of handbooks. The lack of variety in learning media makes learning *Tajwid* monotonous because it only focuses on books and this reduces the level of students' understanding. In fact, one component that has an important role in the learning process is learning media. By maximizing varied learning media, it will support students' level of understanding in the process of learning activities (Faridah, 2021)

Especially in the current digital era which has a huge impact on human life, especially in the world of education in Indonesia (Widiara, 2021). In the digital era, the role of technology should be utilized optimally to support the educational process, especially in the learning process, so that it can help an educator in packaging and presenting information to students. The use of media in the learning process can arouse new interest, increase motivation and stimulation of learning activities, and even have a psychological effect on children (Putra, 2015). However, the use of technology to support the learning process as a learning medium has not been implemented optimally. This causes the learning process to be less interesting, especially in the generation Z era which is close and close to the world of technology, resulting in a lack of student learning experience, so that learning goals cannot be achieved effectively, efficiently and maximally and can even lead to failure (Rusdewanti, 2014) . Especially in Islamic Religious Education material, in this case learning Al-Qur'an material, there is still very little use of technological media as a medium. It is still rare to find PAI material with interactive media based on information technology. This is borne out by the lack of teachers who are able to create interactive learning media. Educators in delivering PAI material, including Al-Qur'an material, tend to only use traditional and conventional methods and media in the form of books, blackboards and boring lecture methods.

Based on the problems that have been described, the researcher developed the learning media "MAKRUF" (Mahir Makhoriul Huruf) for learning the science of recitation, especially on *makhoriul huruf* material for middle school students in class IX. In this research, the researcher attempted to develop interactive presentation-based learning media by considering the efficiency of the learning media, such as the efficiency of using the media without additional applications, the media can be accessed offline, and the form of media is interactive by adding images to audio.

METHOD

The research carried out uses a type of development research, where the researcher develops a product. This is in line with Sugiyono's statement that development research or R&D (Research and Development) has the aim of producing a certain product, followed by testing the effectiveness of the product that has been developed (Inayah, 2017). Sukmadinata added, research and development is an improvement on new and existing products (Wahyuni, 2020).

Researchers compiled development research using the ADDIE development model approach which is an acronym for Analysis, Design, Development, Implementation, Evaluation. The ADDIE development model consists of 5 components that are interrelated and have a systematic structure, which means that from the first to the last or fifth stages, the application must be carried out systematically and cannot be ordered randomly. These five stages are very simple when compared to other design models, because of its simple nature and systematic structure, this design model is easy to understand and also easy to apply (Aprilia, 2018).

Branch created the ADDIE model scheme as a learning system design as follows:

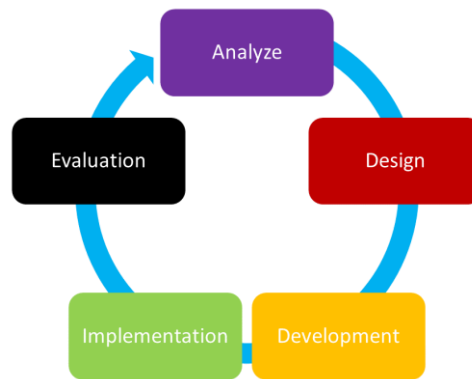


Figure 1. ADDIE Model

RESULT AND DISCUSSION

Result

A. Results of the Needs Analysis stage

1) Analysis of student needs.

Researchers conducted an analysis of students' needs by providing questionnaires and obtained the results that learning so far often takes place using the lecture method and is one direction oriented towards the teacher. So students want a new atmosphere that is not monotonous in learning which prioritizes a participatory model for students so that they can be more active in the learning process.

2) Analysis of teacher needs

Researchers conducted interviews to analyze teachers' needs regarding the availability of learning media. As a result of the interview, the teacher concerned conveyed the limited learning media so that the learning process became monotonous and students were not enthusiastic about participating in the learning. He hopes that there will be interactive learning media so that it will attract students' interest in participating in active and fun learning.

B. Design Phase Results

a. Data collection

The results of related data collection are as follows:







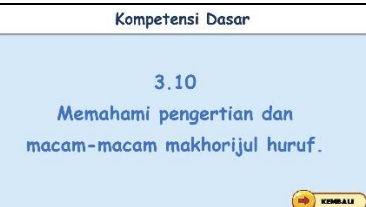

- 1) Title of material in the media: Makhoriijul huruf
- 2) Identify basic competencies: 3.10 Understand the meaning of letters
- 3) Indicators of competency achievement: Students are able to understand various types of letters
- 4) Sources and references: Book of Hidayatul Mustafid

b. Media Design

The flowchart that has been designed is then detailed in the Storyboard as follows:

Table 1. MAKRUF Storybard

No	Appearances	Slide	Information
1		Cover	Showing cover of Media "MAKRUF"

2		Home page	Showing home page of Media “MAKRUF”
3		Syllabus page	Showing syllabus of Media “MAKRUF”
4		Material page	Showing materials of Media “MAKRUF”
5		Exercises page	Showing exercises of Media “MAKRUF”
6		Syllabus menu page	Showing syllabus of Media “MAKRUF”
7		Core Competencies page	Showing Core Competencies
8		Base Competencies page	Showing Base Competencies
9		Learning Objectives page	Showing learning objectives









10		Material menu page	Showing materials menu
11		Makhroj definition page	Showing the definition of makhori jul huruf
12		Makhroj Group page	Showing the groups of makhori jul huruf
13		Kinds of Makhroj page	Showing the kinds of makhori jul huruf
14		Makhroj Huruf page	Showing the materials of makhroj-makhroj huruf
15		Exercise page	Showing the exercises
16		Questions page	Showing the numbers of questions
17		Instruction of use page	Showing Instruction of use "MAKRUF"

Table 2. Instrument of Material Validation

No	Aspect	Indicators	Item numbers	Total numbers
1	Leraning objectives	a. clarity of learning objectives	1	2
		b. accuracy of objectives and material	2	
2	Material	a. clarity of material	3, 4, 5, 6, 9, 10, 11	9
		b. learning steps	7, 8	
3	Method	a. Accuracy of method selection	12, 13	2
4	References	a. benefits	14, 15	2
5	Activities	a. opening	16	6
		b. content	17, 18, 19	
		c. closing	20, 21	

Table 3. Instrument of Media Validation

No	Aspect	Indicator	Item numbers	Total numbers
1	Software engineering	a. Effective and efficient use of media	1, 2	7
		b. <i>Reliable dan reusable</i>	3, 4	
		c. <i>Maintainable</i> and compatibility	6	
		d. <i>Usable</i>	5	
		e. Accuracy of the type of software for development	7	
2	Learning design	a. Presentation of learning objectives	8	6
		b. Presentation of the relationship between learning objectives and the curriculum	9	
		c. Presentation of media content with learning objectives	10	
		d. Accuracy of using learning strategies in the media	11	
		e. Motivation to learn	12	
		f. Contextual and actual	13	
3	Visual Communication	a. Communicative	14	8
		b. Creative	15, 16	
		c. Simple and attractive animation	17	
		d. Audio quality	18	
		e. Visual quality	19, 20, 21	

Table 4. Small Scale Implementation

No	Statement	Score	Highest score	Percentage
1	Is learning makhorijul huruf fun	4	5	80%
2	Are you having difficulty learning makhorijul huruf?	3	5	60%
3	Do you feel bored and fed up with learning makhorijul huruf in class?	3	5	60%
4	Do you feel sleepy when learning makhorijul huruf using technological media?	5	5	100%
5	When learning using technological media, do you always pay attention?	5	5	100%
6	By using technological media, will you be helped in understanding the makhorijul huruf material	5	5	100%
7	Learning using technological media makes you	5	5	100%

	more active in learning			
8	By using technological media your value will increase	5	5	100%
9	Learning makhorijul huruf using the lecture method will make you bored and fed up	5	5	100%
10	With the technology media learning model, you will feel enthusiastic about learning makhorijul huruf	5	5	100%
Total				90%

Table 5. Large Scale Implementation (26 respondents)

No	Statement	Score	Highest score	Percentage
1	Is learning makhorijul huruf fun	4	5	80%
2	Are you having difficulty learning makhorijul huruf?	3	5	60%
3	Do you feel bored and fed up with learning makhorijul huruf in class?	3	5	60%
4	Do you feel sleepy when learning makhorijul huruf using technological media?	5	5	100%
5	When learning using technological media, do you always pay attention?	5	5	100%
6	By using technological media, will you be helped in understanding the makhorijul huruf material	5	5	100%
7	Learning using technological media makes you more active in learning	5	5	100%
8	By using technological media your value will increase	5	5	100%
9	Learning makhorijul huruf using the lecture method will make you bored and fed up	5	5	100%
10	With the technology media learning model, you will feel enthusiastic about learning makhorijul huruf	5	5	100%
Total				90%

Discussion

A. Development Data Analysis

1. Results of the Analysis Phase

The analysis was carried out by covering three aspects, namely the material aspect, the needs aspect and the student aspect. From the analysis of these three aspects, the results showed that one of the early education materials for class IX was makhorijul huruf. This material is delivered using the conventional method in the form of lectures so that teachers and students feel the need for media development so that teachers get refreshment in delivering the material and students feel happy and easy to receive the material. Of course, the media must also meet the student aspects where the existing media can accommodate a diverse range of students. So researchers feel it is necessary to develop "MAKRUF" learning media with makhorijul huruf material as a teaching tool for teachers and learning for students.

2. Results of the Design Stage

The design stage is carried out after the learning media analysis stage. After the analysis is carried out, the design continues with data collection and media design. Data collection is carried out in the form of determining the title and material in the media. Meanwhile, media design takes the form of preparing flowcharts and storyboards. After the preparation of the media series is complete, proceed with

inputting the material into the media design according to the flowchart and storyboard. Arrange the media starting from the title, initial media menu, instructions for use and practice questions. After the media has been designed, the media is tested for validation by material expert validators and media experts by providing a media validation questionnaire.

3. Development Stage Results

The data resulting from validation by media expert validators and material experts will be described as follows:

a. Material Expert Validation Data

Based on the table in the previous point, the validity percentage of the material expert validator is 97%. Next, to find out the validity category of the "MAKRUF" learning media, it is adjusted to the validity table that has been determined as follows.

Table 6. Material Expert Result

Average Percentage of Total Validity	Validity Percentage Standard	Validity Category
97%	81%-100%	Sangat Valid

b. Media Expert Validation Data

Based on the table in the previous point, the validity percentage of media expert validators is 97%. Next, to find out the validity category of the "MAKRUF" learning media, it is adjusted to the validity table that has been determined as follows.

Table 7. Media Expert Result

Average Percentage of Total Validity	Validity Percentage Standard	Validity Category
97%	81%-100%	Sangat Valid

4. Results of the Implementation Phase

a. Small Scale

Based on the small scale implementation table, it was found that the questions in the questionnaire given to students had a very good category in questions number 4, 5, 6, 7, 8, 10. Then questions number 1 and 9 had a good category, while questions number 2 and 3 had pretty good category. Overall, from the questionnaire results, student responses had an average percentage of 90% in the very good category. This shows that the Learning Media "MAKRUF" (Mahir Makhoriul Huruf) is suitable for implementation on a large scale.

b. Large Scale

Based on the large-scale implementation table, it was found that the questions in the questionnaire given to students were in the very good category in questions number 1, 2, 3, 4, 5, 6, 7, 8 and 10. Meanwhile, question number 9 was in the quite good category. Overall, from the questionnaire results, student responses had an average percentage of 88% in the very good category. This shows that the "MAKRUF" (Mahir Makhoriul Huruf) learning media for class IX students at Budi Utomo Perak Middle School can be used as a learning medium for Makhoriul Huruf material.

5. Results of the Evaluation Phase

Evaluation is carried out by revising the results of product trials based on responses from material experts in the form of additional examples of makhoriul quoted from the Al-Qur'an. Meanwhile, from Media Experts, media revisions took the form of adding makhroj images which could increase understanding of the material. Not least from students, suggestions and input were obtained on the

"MAKRUF" learning media to improve it so that students could more easily understand and enjoy learning with "MAKRUF" media. ”.

Furthermore, researchers can conclude that the learning media "MAKRUF" is good enough to be used in the learning process based on the validation results of material experts, media experts and student responses.

CONCLUSIONS

Based on validation results from media experts, the media development "MAKRUF" was declared valid by getting a validity percentage of 97% and a very valid category. Meanwhile, based on the validation results from material experts, the development of the "MAKRUF" media was declared valid by getting a validity percentage of 97% and a very valid category. With these results, the "MAKRUF" media is suitable for use as a learning medium.

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