The Design of the Problem Analysis-Based E-Teaching Materials for the Tahsin Al-Quran Course

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Abstract: This paper aims to produce a product designed based on problem analysis in learning The Tahsin Al-Quran course at the Madrasah Ibtidaiyah Teacher Education (PGMI) Study Program, Faculty of Tarbiyah and Teacher Training, UIN Imam Bonjol Padang. This research is development research using the ADDIE model at the analysis and design stage. Data on The Tahsin Al-Quran lecture problems have been obtained from questionnaires, interviews and observations carried out at the problem analysis stage. This research reveals the important steps taken in designing e-teaching material product. This research has found the ways to design the problem analysis based e-teaching materials to make it easier for the students to reach the goal of The Tahsin Al-Quran learning.

Abstrak: Tulisan ini bertujuan untuk menghasilkan suatu produk yang dirancang berdasarkan analisis masalah dalam pembelajaran mata kuliah Tahsin Al-Quran pada Program Studi Pendidikan Guru Madrasah Ibtidaiyah (PGMI) Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang. Penelitian ini merupakan penelitian pengembangan dengan menggunakan model ADDIE pada tahap analisis dan desain. Data tentang permasalahan perkuliahan Tahsin Al-Quran diperoleh dari angket, wawancara dan observasi yang dilakukan pada tahap analisis masalah. Penelitian ini mengungkap langkah-langkah penting yang dilakukan dalam merancang produk bahan ajar elektronik. Penelitian ini menemukan cara-cara merancang bahan ajar elektronik berbasis analisis masalah agar memudahkan mahasiswa dalam mencapai tujuan pembelajaran Tahsin Al-Quran.

Keywords: Design, E - Teaching Materials, Tahsin Al-Quran

INTRODUCTION

The curriculum contains courses needed to achieve the vision and mission of a study program. One of the courses in the Madrasah Ibtidaiyah Teacher Education (PGMI) study program is The Tahsin Al-Quran. The Tahsin Al-Quran course is a subject that is not only required to be learned in the study program, but also for every faculty at UIN Imam Bonjol Padang. The existence of the The Tahsin Al-Quran course is very urgent, considering that the

law of reading the The Al-Quran in accordance with the correct recitation for Muslims and Muslimats is fardhu 'ain. Meanwhile, PGMI as one of the study programs at the Tarbiyah and Teacher Training Faculty has the vision of "Producing basic education graduates with character, professionalism and competitiveness in ASEAN by 2037."

According to the data obtained, the PGMI A Even semester 2020/2021, The Tahsin Al-Quran score is grades C were higher than the other grades (37.7%,), grades A (28.8%), grades B (31%) and canceling taking subjects (4.4%). Likewise with PGMI B, the C score out performs the other scores by 53%, compared to the score A of 22% and the score B of 25%. Meanwhile, at that time what was deemed to be a pass for The Tahsin Al-Quran were grades A and B, while specifically for The Tahsin Al-Quran courses, apart from grades A and B, students had to retake it again in the next odd semester. In addition, even in 2021/2022, the PGMI study program made a policy to gather students who had not passed The Tahsin Al-Quran course into one class of 40 people to take part in improving the competence in tahsin Al-Quran. However, even after the class, there are still students who have not mastered reading the Al-Quran with correct recitation.

To provide a solution to this problem, the researcher offers a teaching material designed based on an analysis of the problems encountered by PGMI students and presents it in audio-visual form to make it easier for students to understand the correct reading of the Al-Quran and be able to practice it. In addition, as a study program at an educational institution, the vision, mission and goals of the educational institution should be directed towards achieving targets that provide the best service to students. The services provided are considered good if the interests of students are taken into account not only at the time but also predict the interests of students in the future. Suyanto and Abbas quoted by Prastowo (2018) tell that the vision and mission of educational institutions is to control the direction of implementation of institutional programs. Educational institutions themselves need to optimize better services to students, targeting extraordinary service results in student absorption capacity, student creativity and others, including character (Sofyan, 2021).

To realize the interests of students, educational institutions are expected to provide adequate services and facilities for students. Services to students boil down to achieving cognitive, affective and psychomotor learning goals. One way is by providing teaching materials. Teaching materials are also anything that can be used to increase knowledge and experience related to the material and facilitate the achievement of learning goals by both educators and students. (Kosasih, 2020). Teaching materials contain knowledge, attitudes and skills, written and unwritten, to help teaching and learning activities to achieve maximum goals (Sugiarni, 2021). Teaching materials have various forms seen from various points of view. There are audio teaching materials, audio visual teaching materials and interactive teaching materials (Putra, 2022). Next, teaching materials will include knowledge, attitudes or skills. In essence, teaching materials aim to make it easier for educators and students to realize learning objectives.

The purpose of teaching materials that help make it easier to achieve learning goals is even more visible when understanding the function of teaching materials. Kosasih explained that teaching materials have several functions. For students, teaching materials can: 1) Provide knowledge to students in a planned and systematic manner; 2) Developing competencies; 3) Can study in the chosen order; 4) Helps learn at each individual's pace so that they can learn anywhere and anytime; 5) Students can learn without a teacher or independently, provide motivation, provide reinforcement and

evaluation through questions and exercises provided through teaching materials. For teachers, teaching materials help teachers to 1) Deliver material coherently and according to curriculum demands; 2) Save learning time; 3) Teachers are also helped to determine media, methods and assessment tools according to the plan, teachers can become facilitators in implementing teaching materials with strategies that suit the circumstances and needs of students (Kosasih, 2020). According to the Association for Educational Communication Technology (AECT) quoted by Prastowo (2017), all data, people and objects can be used to make learning easier for students, including teaching materials. So without teaching materials, learning activities cannot be carried out. This shows the importance of the presence of teaching materials in learning.

Based on this, the researcher views that research on the design of teaching materials is very much needed. Meanwhile, to fulfill the relevance aspect of one of the principles of teaching materials, this research will present a design for electronic teaching materials or what is called e-teaching materials. The teaching materials designed are based on ADDIE model problem analysis The Tahsin Al-Quran course in the PGMI Study Program as a solution to the problems faced in learning Tahsin The Al-Quran so that there is an increase in learning outcomes in this course.

METHOD

Sugiyono (2015) explains that research and development methods are scientific methods in researching, designing, producing and testing the validity of products that have been produced. In this research, researchers used the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model. ADDIE was developed by Reiser and Mollenda in the 1990s. Rohaeni, 2020 in Panggabean & Danis (2020), explains that the ADDIE model is more

rational and more complete than other models and is suitable for various product developments such as models, strategies, media and teaching materials. Maribe (2009) states that the philosophy of implementing ADDIE is that learning is directed at student-centered, innovative, authentic and inspiring learning.

Creating products using ADDIE is the most effective tool currently, because ADDIE provides a guiding framework for complex situations and is suitable for developing educational products and other learning resources including teaching materials.

ADDIE adopts the Input-Process-Output (IPO) paradigm to complete its phases. The input phase reacts to variables identified in the learning context by obtaining data, information and knowledge. The process phase is looking for ways to stimulate creative and divergent thinking, using procedures, to interpret, explain, configure and display diverse approaches to events that may occur in the learning phase. The output phase directs the results of the process by presenting ways of knowing translated into ways of doing. Each phase of ADDIE produces something that represents the collective ideas of all stakeholders. Each product produced is tested first before being input into the next process phase (Maribe, 2009).

In this research, analysis and design stages will be carried out in the ADDIE model. The analysis referred to in ADDIE is identifying the source of the problem which includes needs analysis, goal analysis and task analysis. Meanwhile, the design is made based on the problems found (Panggabean & Danis, 2020).

RESULTS AND DISCUSSION

Research findings should be clear and concise. The results should conclude scientific findings rather than simply conveying detailed data. State the differences

between the results of the study and previous publications by the researcher.

The design of e-teaching materials will be adjusted to research findings based on observations, interviews and questionnaires distributed. You can find out what teaching materials have been studied so far and the weaknesses of the teaching materials used in learning so far.

The teaching materials designed are multimedia e-teaching materials, arranged briefly referring to the problem, equipped with examples, exercises and evaluations. As befits a teaching material, this e-teaching material is designed in an interesting way to increase the love of studying the Al-Quran and aims to be able to read the Al-Quran correctly according to the science of recitation. This e-teaching material places more emphasis on psychomotor competence or skills in reading the Al-Quran, so it is inserted with a video connected directly to the explanation in the teaching material to make it easier for students to learn the Al-Quran. According to Nana (2019) teaching materials have consistency, meaning that the teaching materials chosen are consistent with what abilities students must master. This e-teaching material is also designed as multimedia teaching material which not only presents the main material in the form of material explanations, but also evaluation material so that students can better understand the material presented. The method used in designing this teaching material is as follows:

1. **Experience in teaching The Tahsin Al-Quran and finding ways to make it easier for students to learn it**

   Based on participant observation in the form of experience that has been passed as a lecturer in the Tahsin Al-Quran course and with the researcher's assumption that what the researcher has done makes it easier for students to understand the Tahsin Al-Quran learning material, seen from the learning results, there has been a significant change in students' mastery of The Tahsin Al-Quran

material, especially the ability to read The Al-Quran with the correct *makharijul hurf*, *mad* and *qashar*.

Students need to become familiar with the hijaiyyah letters and how to pronounce them. Even though this learning is for university level, it is still necessary to reintroduce the hijaiyyah letters, because based on observations made by researchers, there are still students who are even unsure about the names of the hijaiyyah letters. There are those who are confused between the letters *kha* and *ghain*. There are those who are unsure between the letters *ha* and *kha* and so on. The introduction of hijaiyyah letters is assisted by video media so that the material is easier for students to listen to and understand.

Recognize each initial letter of the Hijaiyyah letter that has been written in Indonesian writing. For example, ب (ba)= b, ج (jim) = j and so on. This method is to make it easier to understand the application of letters with honors and other punctuation marks in the following material. The presence of the initial letter in each hijaiyyah letter also helps students form an understanding that each letter has a different *makhraj*.

Understand punctuation marks, namely the fathah mark (a horizontal line above the arabic letter), kasrah mark (a horizontal line below the letter), dhammah diacritic, tanwin mark, tasydid signs and dead signs. The application of these punctuation marks to hijaiyyah letters is presented practically through readings such *as ba, bi, bu, ban, bin, bun, abba, ab*. Then users of teaching materials are asked to develop them independently on other letters.

Learn long signs and how to read them. The long marks in this e-teaching material are explained concisely, simply and practically so that they are easier to understand and practice. In this section, we explain the signs of length and how to read them as well as how to easily understand the length of time when reading The Al-Quran

verses that contain length signs. This section also explains the causes of problems in long and short reading along with tricks and solutions to overcome them.

Applying Indonesian language writing in writing The Al-Quran readings in accordance with the letter code provisions and reading length codes that have been studied, aims to ensure that students or students look more carefully at the letters they read. For example:

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ	
False	True
a'uuzubillaahiminasy syaithaanirrajiim	a'uudzubilla ahiminasysy aithaanirra jiim

By comparing the correct and incorrect columns, the error in the incorrect column was found to be that the letter ذ in ذُ should be coded with "*dzu*" not "*zu*". This will train students to be more careful in distinguishing and reading letters.

Furthermore, another issue is the reading of *'ain* (□) and *hamzah* (ء) which was also discussed in the previous point. However, material regarding the differences between 'ain and hamzah is discussed again in a separate section, because according to observations made by researchers, the problem of distinguishing and reading these two letters is a problem that is often encountered in learning. The pronunciation of words is also somewhat different from other letters, especially when the letter 'ain is marked sukun/mati and begins with letters in the bottom and front row. For example, if there are letters in the bottom row before it such as نِعْمَةً, then it is read, *nia'mah*, not *ni'mah*. If there is a dhammah diacritic before it such as يُعْطِيْكَ, then it is read *yua'thiika*, not *yu'thiika*.

Buzzing and non-buzzing readings are studied in a concise and easier to understand way, namely by reading the word min plus the hijaiyyah letters and by giving red color to the non-buzzing readings. Then for *mim sukun* (مْ) meet mim (م) and ba (ب)

Hence, the writing نِسَاءٌ is read نِسَاءٌ by students, even though the reading is نِسَاءْ. Generally, if we make waqaf in reading with the dead sign then in this section, the researcher designs teaching materials by providing examples of overall word patterns which are given by reading them when waqaf/stopping, so that these examples can be used as a reference by the participants students if they find the same word patterns in reading the The Al-Quran.

Study Alif Lam Qamariah and Alif Lam Syamsiah by directly giving examples and distinguishing them by giving colors. How to read it will be helped by a learning video.

2. Ideas about how to learn to read the Al-Quran are strengthened by learning and learning theories

The teaching materials used in learning are directed at achieving the goals that have been set (Nasruddin, 2022). Teaching materials also consider the characteristics of the material and the expected competencies. Like ability

Reading the Al-Quran is a psychomoric competency. Psychomotor competence in reading the Al-Quran needs to be assisted by demonstration methods. For electronic teaching materials, demonstrations can be assisted with learning videos.

Kevin Mixon presents learning that covers the three learning styles through four stages, namely to hear, to see. To show and to do and can be used for all subjects. To hear can be done by giving instructions, lecturing, telling stories, asking questions. To see can be done with pictures, graphs and so on. To show involves the senses of hearing and seeing which can be done by doing demonstrations accompanied by narrating and asking critical questions. To do

provides a kinesthetic/tactile learning experience and there are practical skills that involve body movements, which can be done by writing, role playing and so on (Giesler, 2018)

The entry point for all information received by humans is through the five senses. The eyes and ears are the five senses that have a big role in learning activities. Children's absorption capacity is also different, but in general the five senses that absorb more information are the sense of sight. Vision 82%, hearing 11%, touch 3.5%, taste 2.5% and smell 1% (Pardomuan in Wahab & Rosnawati, 2021). Utilizing more of the sense of sight will have an impact on higher achievement of learning outcomes, as well as paying attention to the characteristics of students in determining teaching materials (Wahab & Rosnawati, 2021). Glaser explained that learning that involves various senses will allow for more optimal results. Multisensory learning can also increase interest, motivation, understanding and retention of knowledge.

Some of the material presented in e-teaching materials is supported by learning videos so that students/students can more easily imitate reading the Al-Quran according to recitation. Audio-visual teaching materials make it easier for students to understand the material because they involve many five senses.

Besides, multisensory learning will also build students' experience in studying Al-Quran. Suryadi et al., (2022) Stated that constructivism theory explains that the senses of sight, hearing, smell, touch and taste are the only tools for a person to construct and interpret the results of their interaction with an object. So through the e-teaching materials presented, students can read, watch and listen to the videos presented, imitate, do exercises. Students will form their knowledge regarding how to read the Al-Quran according to the correct recitation through the construction of knowledge which is built in stages.

Furthermore, this e-teaching material is also structured with repetition and practice. Repetition is one of the principles in developing teaching materials so that the concepts in the material are better understood. (Hadi, 2021). Thorndike in connectionist theory explains that repetition occurs because of a response to a stimulus that has been conditioned. Repetition of experiences opens up gaps in the success of the response given. According to power psychology theory, learning is exercising the power that exists in humans. The power to think, remember, observe, memorize, respond is increasingly developed through practice (Hapudin, 2021).

Looking for ways that make it easier for students to understand reading the Al-Quran and read carefully. then the researcher presents it in the form of e-teaching materials. Such as discriminating between letters that sound almost the same. The theory of discrimination pioneered by Robert Gagne is a reference in studying the differences in letters, especially in letters that have similar sounds. Discrimination occurs when someone can distinguish one thing from another. For example, someone can distinguish one human from another even though they have similar figures, someone can distinguish one motorbike from another even though their shape is similar, a teacher is able to recognize the names of all students because the teacher is able to discriminate between his students. A child is able to differentiate one animal from another. Verbal association can occur when a child is shown an object, he can name it correctly. When a child is faced with a square, he can say the name of the object, which is a square (Parnawi, 2019). In this teaching material, when students are faced with letters, they can pronounce them according to the letters, they can also read according to the letters and so on.

The way to discriminate letters in e-teaching materials is by placing letters that sound almost similar close together and in a

row. Then they are given an explanation of the differences in pronunciation of these letters through the video presented, followed by reading them. To make it easier to understand the difference in reading, apart from the pronunciation according to the name of the letter, this letter is also read with the line above,

E-teaching materials are also designed taking into account the function of the teaching materials. Kosasi explained that one of the functions of teaching materials is that they can provide high motivation for learning, even with teaching materials students are motivated to learn independently by providing reinforcement and evaluation through the questions provided. Meanwhile, Hadi, 2021 explained that motivation is one of the principles of developing teaching materials. Nasruddin (2022) also conveyed the same thing that existing teaching materials in all their types should be able to increase students' learning motivation. The presentation of E teaching materials is also accompanied by motivation at the beginning, middle and end of the presentation. In the introductory video of this teaching material, student users are given motivation so that they believe that they can be successful in learning to read the Al-Quran. Students who use teaching materials are asked to avoid negative suggestions to themselves. As explained in the opening video of the teaching material:

"It is so important to read the Al-Quran well and correctly because the law of reading the Al-Quran with correct recitation is fardhu 'ain or obligatory for every Muslim and Muslim. Now, what is important in this learning is the suggestions that you build in your mind. If we think that reading the Al-Quran is not difficult, then God willing, learning to read the Al-Quran will not be easy. Therefore, make sure in your mind that learning to read the Al-Quran and reading the Al-Quran is not difficult. "

In the step-by-step instructions, researchers often use words of invitation "let's get to know, let's understand or let's learn" to motivate students to want to learn to read the Al-Quran in a practical way. Therefore, teaching materials should be able to motivate learning.

Teaching materials are also presented without giving the burden of memorizing terms in the science of tajwid to students, users of teaching materials, although at the end the theory related to the discussion will also be explained, but only as confirmation and enrichment. How to learn to read the Al-Quran also uses methods and tricks that make it easier to learn the Al-Quran. For example, this teaching material explains practical and simple ways to pronounce the hijaiyyah letters with explanations and demonstrations that are easy to imitate. Nasruddin (2022) explains that teaching materials should be able to make it easier for students to understand difficult material. Hadi, 2022 explained that the development of teaching materials starts from the easy to the difficult, from the concrete to the abstract

Teaching materials have relevance, consistency and adequacy. Nana (2019) A teaching material has relevance to the domain aimed at in learning. Meanwhile, the consistency is that this teaching material is consistent with the ability to read the Al-Quran with correct recitation. Apart from that, the e-teaching materials are also considered sufficient, not too little and not too much.

Another principle in developing e-teaching materials is that there is a gradual and continuous process in learning (Hadi, 2022) so that in the e-teaching materials that are prepared, coherent learning is presented through the material gradually and systematically seemed in every items in learning reading al-Quran in the e-teaching material. Through teaching materials, you will get positive feedback based on the understanding of students from the Ministry of National Education 2008 in Nasruddin (2022). Through this e-teaching material, the

positive feedback that students get is diligent practice, imitating the examples.

Nasruddin (2022) explains that teaching materials can strengthen understanding of the material. The designed e-teaching materials are expected to strengthen understanding of the material by presenting problems with reading the Al-Quran, easy ways to overcome them, providing examples of correct reading of the Al-Quran assisted by the videos presented. Apart from that, exercises are also given. At the end, the theory of tajwid science is also presented which relates to the things that have been discussed

3. Pay attention to references or theories related to the appearance of teaching materials

Fauzi & Anindiati (2020) explain that teaching materials contain material, attitudes and competencies of participants, instructions for use, additional information, exercises and evaluation (Fauzi & Anindiati, 2020). Based on this, this teaching material is prepared with material components related to the material to achieve the learning objectives of Tahsin Al-Quran. Furthermore, the competencies that students are expected to have in learning Tahsin The Al-Quran. Instructions for use are also provided in this e-teaching material, in accordance with the order of the material. The material prepared is based on simple to complex problems in learning Tahsin The Al-Quran so far. Additional information is provided regarding the tricks used to make it easier to read the letters according to the letter makhraj. e-teaching materials are also prepared by providing exercises as evaluation, as well as strengthening understanding of the material.

Even though e-teaching materials are intended for students in higher education, however, as teaching materials, they are still presented in an attractive appearance, with colors and a neat and systematic arrangement. Apart from that, the colors used are also intended to make the material

easier for students to master. For example, to distinguish parts that have a buzz from those that don't have a buzz, the researcher uses red on the part of the text that doesn't have a buzz. Syafril et al., (2021) explained that material that is prepared concisely and well organized is one of the factors that can help the material for reading the Al-Quran to be mastered effectively and efficiently. In addition, the color display in teaching materials also helps students to more easily remember the information presented.

Teaching materials are developed by meeting the following criteria: a. relevant to the psychological needs of the target object and the sociological needs of society. b. complex teaching materials and presenting information holistically, c. rational and in accordance with scientific procedures, d. teaching materials function well, e. teaching materials fulfill the principle of balance, f. teaching materials take into account updates or follow current developments. Arsanti (2018) in (Astuti & Ismail, 2021).

In achieving learning objectives, teaching materials have components in their preparation. According to Sugiarni (2021), the components in teaching materials are: 1) Subject title, KI, KD and indicators and place, 2) Learning instructions (educator/student instructions), 3) Flow/steps to make learning easier , 4) Basic values/concepts mastered by students in each lesson material, 5) Material content, 6) Practice, 7) Work Instructions, 8) Evaluation and 9) Response. Meanwhile Fauzi & Anindiati (2020) explain that teaching materials contain material, attitudes and competencies of participants, instructions for use, additional information, exercises and evaluation. Based on the explanation above, the designed e-teaching materials refer to the components that exist in a teaching material. The presentation of information layout also needs to be considered in teaching materials (Nana, 2019). Therefore, the layout of information in e-teaching materials is arranged in such a way that it is interesting,

systematic and easier to understand. In certain sections, information is also presented in video form. Meanwhile, the final part is the closing part and is reinforced with a summary in accordance with the theory of Tajwid.

CONCLUSION

E-teaching materials are prepared by taking into account: 1) Experience in teaching Tahsin and finding ways to make it easier for students to learn it; 2) Ideas about how to learn to read the Al-Quran are strengthened by learning and learning theories; 3) Pay attention to references or theories related to the appearance of teaching materials

This teaching material was prepared by taking into account the theory related to good teaching materials and also related to the content of Tahsin The Al-Quran material. The design is also based on learning theories that are appropriate to the characteristics of the material. Therefore, the problem of student learning difficulties in learning Tahsin The Al-Quran has been needed to design this e-teaching material. For example, difficulty distinguishing letters according to the letter makhraj, not looking carefully at the letters being read, problems with long and short reading. The learning theory used is the theory of discrimination learning to differentiate hijaiyyah letters. Verbal association theory, to strengthen mastery of reading letters according to the science of recitation. Connectivism theory is related to repetition with exercises in studying the tahsin of the Al-Quran. It is hoped that this e-teaching material can make it easier for students to learn The Tahsin Al-Quran

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