

Development of Audio-Visual Media-Based Qur'anic Tilawah Learning at Al-Manar Klumpang Private Islamic Senior High School

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<p>Abstract: This study aims to develop audio-visual media-based Qur'anic tilawah learning to improve students' Qur'an recitation quality at Al-Manar Klumpang Private Islamic Senior High School. The study was motivated by the low proficiency of some students in makharijul huruf, tajwid rules, and recitation fluency. This research employed a Research and Development (R&D) method using the ADDIE development model, which consists of analysis, design, development, implementation, and evaluation stages. The research subjects included Qur'an Hadith teachers and students of Al-Manar Klumpang Private Islamic Senior High School. Data were collected through observations, interviews, questionnaires, and performance tests of Qur'an recitation. The results indicated that the developed audio-visual learning media was feasible based on expert validation and positive responses from teachers and students. Furthermore, the implementation of the audio-visual media effectively improved students' understanding of tajwid rules, accuracy of makharijul huruf, and fluency in Qur'an recitation. Therefore, the development of audio-visual media-based Qur'anic tilawah learning is considered effective and suitable as an innovative learning alternative in Islamic senior high schools.</p>	<p>Keywords: School Culture; Discipline; Religious Habits; Character Education; Manners.</p>
<p>Abstrak: Penelitian ini bertujuan untuk mengembangkan pembelajaran tilawah Al-Qur'an berbasis media audio visual dalam meningkatkan kualitas bacaan Al-Qur'an siswa di Madrasah Aliyah Swasta Al-Manar Klumpang. Penelitian ini dilatarbelakangi oleh rendahnya kemampuan sebagian siswa dalam aspek makharijul huruf, tajwid, dan kelancaran bacaan Al-Qur'an. Metode penelitian yang digunakan adalah Research and Development (R&D) dengan model pengembangan ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian terdiri atas guru Al-Qur'an Hadis dan siswa Madrasah Aliyah Swasta Al-Manar Klumpang. Teknik pengumpulan data dilakukan melalui observasi, wawancara, angket, dan tes unjuk kerja bacaan Al-Qur'an. Hasil penelitian menunjukkan bahwa media audio visual yang dikembangkan dinyatakan layak digunakan berdasarkan hasil validasi ahli dan respons positif dari guru serta siswa. Implementasi media audio visual dalam pembelajaran tilawah Al-Qur'an terbukti mampu meningkatkan pemahaman siswa terhadap kaidah tajwid,</p>	<p>Kata Kunci: Pembelajaran Tilawah Al-Qur'an; Media Audio Visual; Kualitas Bacaan Al-Qur'an; Madrasah Aliyah.</p>

ketepatan makharijul huruf, serta kelancaran bacaan Al-Qur'an. Dengan demikian, pengembangan pembelajaran tilawah Al-Qur'an berbasis media audio visual efektif digunakan sebagai alternatif inovasi pembelajaran di Madrasah Aliyah.

A. Introduction

The Qur'an is the primary source of Islamic teachings and holds a central position in the lives of Muslims. Reciting the Qur'an correctly in accordance with tajwid rules and makharijul huruf is an obligation for every Muslim, especially for students in Islamic educational institutions. Qur'anic tilawah learning is not merely focused on fluency but also on accurate pronunciation, recitation beauty, and the internalization of Qur'anic values in daily life (Qardhawi, 2000). Therefore, tilawah learning must be implemented systematically and continuously to achieve these objectives optimally.

In Islamic education, Qur'anic learning serves as the foundation for developing students' religious character. Madrasahs, as formal Islamic educational institutions, bear significant responsibility for ensuring that students are able to recite the Qur'an properly while fostering love and attachment to it. However, this ideal condition has not been fully realized in practice, particularly in terms of students' Qur'anic recitation quality (Zuhairini et al., 2015).

At the senior high school level, students are expected to master proper and fluent Qur'anic recitation. In reality, many students still encounter difficulties in makharijul huruf, tajwid application, and recitation fluency. This condition indicates a gap between the expected learning outcomes and the actual abilities achieved by students (Sanjaya, 2016).

The low quality of students' Qur'anic recitation is influenced by several factors, including limited learning methods, inadequate instructional media, and the lack of repeated exposure to correct recitation models. Conventional, teacher-centered tilawah instruction often results in passive learning and low student motivation (Arsyad, 2020).

Instructional media play a strategic role in enhancing the effectiveness of the learning process. Appropriate media can help students understand learning materials more concretely and engagingly. In Qur'anic tilawah learning, media that integrate both audio and visual elements are essential to enable students to simultaneously hear and observe correct recitation models (Sadiman et al., 2018).

Audio-visual media combine sound and moving images, making them effective learning tools as they engage multiple senses and enhance students' attention, comprehension, and memory (Daryanto, 2016). In tilawah learning, audio-visual media allow students to observe mouth movements, articulation of letters, and accurate pronunciation directly.

Along with the advancement of educational technology, teachers are required to develop and utilize innovative learning media that align with students' needs. However, preliminary observations at Al-Manar Klumpang Private Islamic Senior High School indicate that tilawah learning still relies heavily on traditional methods with limited use of instructional media. This situation contributes to the suboptimal improvement of students' Qur'anic recitation quality.

The limited use of audio-visual media is also caused by the absence of systematically developed learning media tailored to students' characteristics and instructional needs. Many available media have not undergone structured development processes, resulting in low effectiveness in improving students' Qur'anic recitation quality (Rusman, 2017).

Therefore, an innovative and needs-based approach to developing Qur'anic tilawah learning is required. The Research and Development (R&D) approach is considered appropriate as it focuses on designing, testing, and refining instructional products to produce valid and effective learning media (Borg & Gall, 2003; Sugiyono, 2019).

The development of audio-visual media-based Qur'anic tilawah learning is expected to improve students' recitation quality in terms of makharijul huruf accuracy, tajwid application, and fluency. Moreover, it is anticipated to enhance students' learning motivation and assist teachers in delivering learning materials more effectively (Arsyad, 2020).

Based on the above explanation, research on the development of audio-visual media-based Qur'anic tilawah learning at Al-Manar Klumpang Private Islamic Senior High School is essential. This study is expected to contribute theoretically to the development of Islamic education learning media and practically to improving students' Qur'anic recitation quality.

B. Method

This study employed a Research and Development (R&D) approach aimed at developing audio-visual media-based Qur'anic tilawah learning to improve students' Qur'an recitation quality at Al-Manar Klumpang Private Islamic Senior High School. The R&D approach was selected because it focuses on producing and validating educational products through a systematic development process.

The development model used in this study was the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. In the analysis stage, a needs assessment was conducted to identify students' learning difficulties in Qur'anic tilawah, existing instructional practices, and the availability of learning media. Data were collected through classroom observations, interviews with Qur'an Hadith teachers, and analysis of relevant documents.

During the design stage, the learning objectives, instructional content, and assessment instruments were formulated. The structure of the audio-visual media, including recitation materials, tajwid explanations, and visual demonstrations of makharijul huruf, was carefully designed in accordance with the curriculum and students' learning characteristics.

At the development stage, the audio-visual learning media were produced based on the design specifications. The product was then validated by content experts and media experts to assess its appropriateness, accuracy, and instructional quality. Revisions were made based on expert feedback to improve the quality of the developed media.

The implementation stage involved a limited field trial with students at Al-Manar Klumpang Private Islamic Senior High School. The audio-visual media were applied in Qur'anic tilawah learning activities, guided by the teacher. Students' responses and learning activities were observed to evaluate the practicality of the media.

In the evaluation stage, both formative and summative evaluations were conducted. Data were collected through observation sheets, questionnaires, and Qur'an recitation performance tests. The data were analyzed using descriptive qualitative and quantitative techniques to determine the feasibility and effectiveness of the developed audio-visual media in improving students' Qur'anic recitation quality.

C. Results and Discussion

Results

The results of this Research and Development study indicate that the audio-visual media-based Qur'anic tilawah learning developed through the ADDIE model was feasible and effective in improving students' Qur'an recitation quality at Al-Manar Klumpang Private Islamic Senior High School. The feasibility of the developed product was assessed through expert validation, teacher responses, and student responses.

The validation results from content experts showed that the learning materials were appropriate and aligned with the objectives of Qur'anic tilawah learning, particularly in aspects of makharijul huruf, tajwid rules, and recitation fluency. Media experts also rated the audio-visual product as valid in terms of visual clarity, audio quality, instructional design, and ease of use. These findings indicate that the developed media met the criteria of a valid instructional product (Borg & Gall, 2003).

During the implementation stage, the use of audio-visual media in tilawah learning activities resulted in positive student engagement. Students demonstrated higher attention levels and active participation compared to conventional learning sessions. The performance test results showed noticeable improvements in students' Qur'an recitation accuracy, especially in pronunciation, application of tajwid rules, and fluency. This improvement suggests that audio-visual media provided effective modeling for correct Qur'anic recitation.

Questionnaire data also revealed positive responses from both teachers and students. Teachers reported that the media helped them explain abstract concepts of tajwid more clearly, while students stated that learning through audio-visual media was more interesting and easier to understand. These results confirm the practicality of the developed media in real classroom settings.

Discussion

The findings of this study support the effectiveness of audio-visual media in Qur'anic tilawah learning. The improvement in students' recitation quality can be attributed to the ability of audio-visual media to present accurate recitation models accompanied by visual demonstrations of articulation and mouth movements. This is

consistent with the theory that learning media engaging multiple senses enhance comprehension and retention (Daryanto, 2016; Sadiman et al., 2018).

The results also align with Arsyad's (2020) assertion that instructional media play a crucial role in increasing students' motivation and learning outcomes. In this study, students became more motivated to practice Qur'anic recitation because they could repeatedly observe and imitate correct examples presented through the media. This repetitive exposure is essential in skill-based learning such as tilawah Al-Qur'an.

Furthermore, the application of the ADDIE development model ensured that the media were systematically designed according to learners' needs. The analysis stage helped identify specific learning difficulties faced by students, while the design and development stages ensured that the media addressed those difficulties effectively. This finding supports Sugiyono's (2019) view that R&D-based learning products tend to be more relevant and effective when developed through structured procedures.

The positive responses from teachers indicate that the developed audio-visual media also functioned as an instructional aid that facilitated teaching. Teachers found it easier to demonstrate correct recitation and provide feedback, which is consistent with previous studies emphasizing the role of multimedia in supporting teacher performance in religious education (Rahman, 2019).

Overall, the results of this study confirm that audio-visual media-based Qur'anic tilawah learning is not only feasible but also effective in improving students' recitation quality. These findings reinforce previous research that highlights the significant impact of audio-visual learning media on students' religious learning outcomes and skills development (Arsyad, 2020; Rusman, 2017).

D. Conclusion

This study concludes that the development of audio-visual media-based Qur'anic tilawah learning using the Research and Development (R&D) approach is feasible and effective for improving students' Qur'an recitation quality at Al-Manar Klumpang Private Islamic Senior High School. The developed media met validity criteria based on expert evaluations and received positive responses from both teachers and students, indicating that it is appropriate for use in Qur'anic tilawah learning.

Furthermore, the implementation of audio-visual media contributed significantly to improving students' recitation skills, particularly in terms of makharijul huruf accuracy, proper application of tajwid rules, and recitation fluency. The integration of audio and visual elements enabled students to observe and imitate correct recitation models more effectively, resulting in increased motivation, engagement, and active participation during the learning process.

Finally, this research demonstrates that systematically developed instructional media based on learners' needs can enhance the quality of Islamic education learning outcomes. The audio-visual media-based Qur'anic tilawah learning developed in this study can serve as an alternative instructional innovation for madrasahs and similar Islamic educational institutions, and it is recommended for wider implementation and further research to test its effectiveness in different educational contexts.

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