

Developing an E-Book Based on the *Murshid* Model for Learning Al-Qur'an in UIN Imam Bonjol, Padang

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ABSTRACT

Islamic Religious Education (PAI) students in Islamic State University (UIN) of Imam Bonjol, Padang are prospective educators in Islamic religious education. To be qualified educators in that discipline, their ability in reading Al-Qur'an must be above average. However, based on the test conducted, only 25% of the students read Al-Qur'an correctly and adequately, according to tajwid's kaidah. This study aims to develop a learning E-Book of Al-Qur'an, considering as the initial stage in developing the *murshid* (peer tutor) learning model in Al-Qur'an learning. The model was developed using the ADDIE development model. In other words, the research development procedure was under the steps for learning development based on the ADDIE model. Students could later access the e-book designed via a computer device as a guide in carrying out learning with the *murshid* model (peer tutor).

Keywords: Development, E-book, Al-Qur'an Learning.

1. INTRODUCTION

At present, the Tarbiyah and Teaching Faculty LPTK accepts new students every year who have different abilities in the field of Islamic Religious Education, especially in the ability to read Al-Qur'an. The ability to read Al-Qur'an is regarded as the key point for a religious teacher in teaching Islamic religious education, because Al-Qur'an and hadiths are the strong foundation for achieving professional education and teaching.

In 2019, the Department of Islamic Education, Faculty of Tarbiyah and Teacher Training, UIN Imam Bonjol accepted 160 students. Based on the results of Al-Qur'an reading ability placement test conducted from October to November 2019, it was figured out that there were only 25% of the students who were able to read Al-Qur'an. The ability in this context is their capability in five kinds of tajwid knowledge including articulation points of letters, (*makharijul huruf*), the characteristics of the letters (*shifatul huruf*), ahkamul letter, *mad wal qashar* and *waqaf* and *ibtida'*. The ability to read Al-Qur'an of the PAI students could not be the same as other students, because they will teach Islamic Religious Education in which all the materials are based on Al-Qur'an and Hadith. For this reason, a solution is needed so that all students are able to master the recitation of

the Al-Qur'an according to the rules that have been established in the science of the recitation.

Students who are unable here are not those who do not know the letters of the Al-Qur'an or cannot read the Al-Qur'an, but their abilities such as to pronounce the letters do not meet the rules of *tajwid* science. To overcome the problem, steps that can produce professional teachers to be in Islamic Religious Education are required.

The correct reading of the Al-Qur'an and what has been implemented in Indonesia is the *Hafash Qira'ah*. Hence, this research is adjusted to the reading of the *Hafash Qira'ah* that is already applicable in Indonesia. In the development of Al-Qur'an learning, a religious teacher is needed as the control holder, which means the success or failure of a learning activity and the success of students are largely determined by the professional ability of the teacher in carrying out learning. In today's learning development, teachers are required to have more complex tasks and functions, so that teachers must have professional competence in the field of Al-Qur'an reading.

A professional PAI teacher must have characteristics based on Islam because religion has a very important role in human life. Religion becomes a guide in the effort to create a meaningful, peaceful and dignified life. Realizing the importance of the role of religion for

human life, internalization of religious values in the life of each individual becomes necessary. It can be taught through family, school and community education.

Learning Al-Qur'an is a learning and teaching process which has two components that occur simultaneously, but they have different meanings [1]. Learning Al-Qur'an is defined as a process of creating new knowledge about the Al-Qur'an such as how to read it and actualize attitudes that can be seen from changes in behavior. On the other side, teaching Al-Qur'an is an activity to create an atmosphere and conditions that stimulate and direct Al-Qur'an learning activities. This could help students acquire knowledge, skills, values and attitudes that can bring about changes in behavior and change in self-awareness as a person according to the guidance of Al-Qur'an.

Optimal learning activities can be made possible by creating an atmosphere and conditions through which students work together with their friends and lecturers in order to achieve maximum learning outcomes. Al-Qur'an illustrates that the learning process of Al-Qur'an is carried out without any coercion, conveyed with wisdom, adjusted to the level of the students' intelligence, conducted sustainably and flexibly to encourage and motivate students learn Al-Qur'an and to be generous and forgiving [2]. A teacher in learning Al-Qur'an must be able to identify the students' ability, development, proficiency level, and psychology because all of these would affect their achievement in the learning process of the Al-Qur'an [3].

The professional competence of religious teachers refers to the mastery of the learning materials in a broad and deep manner. It includes the mastery of the curriculum and the scientific substances covering the materials, as well as the mastery of the scientific structure and methodology.

Religious teachers as educators in schools, both elementary and secondary schools, are required to be able to fully master the content of religious education. Religious education content consists of Al-Qur'an and Hadith, Aqidah, Morals, Fiqh, and Islamic Culture. All of the content is inseparable from the main source, namely the Al-Qur'an and Sunnah. For this reason, mastery of reading the Al-Qur'an letters, which comes from Arabic must be in accordance with the rules of the recitation.

In this study, the professional competence of the prospective teachers (students majoring in Islamic Education) is developed using a digital-based Qur'an learning model through *murshid* (peer tutors). It is expected that the improvement of the teachers' professional competence will affect the quality of the learning, which in turn will lead to an increase in students' learning outcomes and student abilities in Islamic religious education and in reading the Qur'an.

This idea is also supported by [4] emphasizing that "The quality of learning is strongly influenced by the professional quality of the teacher performance". The point is that the increase in the professional competence of teachers could not be solely resulted from their own will and efforts, but also through coaching carried out by related parties, such as LPTK, one of which is the LPTK at the Tarbiyah Faculty and Teachers' Training UIN Imam Bonjol Padang. In addition, it is also important to provide learning media that can be used independently by students, such as the development of e-books with peer tutors who are able to provide enlightenment to students (prospective religious teachers).

The digital used here is the e-book which will help the students to improve their ability in reading Al-Qur'an. They may learn *tajwid* which includes makhrajul huruf, character traits and ahkamul letters. The e-book is also provided with examples of reading Al-Qur'an in accordance with good and correct reading rules in order to increase the effectiveness of the implementation of the peer tutor method.

2. METHOD

The development model refers to ADDIE model. There are five stages offered in this model, namely Analysis, Design, Development, Implementation, and Evaluation. This model provides dynamic and flexible guidance tools in developing effective learning, starting from analyzing the content to be developed, designing, developing products, conducting the learning process, and doing evaluation.

The ADDIE model is a model that is considered appropriate for developing learning because it has complex stages on its application and evaluation. [5] explain that ADDIE model visualizes the communication process and associates all procedures in a comprehensive learning design. In developing stage, this model emphasizes the five basic elements in the instructional system development process or Instructional Systems Design (ISD), namely analysis, design, development, implementation and evaluation as well as continuous revision. In this paper, it is only discussed until the third stage, namely development.

3. RESULTS AND DISCUSSION

The development phase that has been completed is only up to stage 3, namely e-book development, meanwhile the implementation and evaluation stages have not been carried out. The analysis, design and development stages are described as follows.

3.1. Analysis Step

In this stage, an analysis of the importance of learning needs, the problems faced in the field, the tasks

to be carried out, the expected competencies, and the context for the importance of learning the Qur'an were carried out. Furthermore, in this stage the researchers also chose solutions related to problems that were analyzed both in learning and in non-learning processes. After that, an analysis and formulation of the system, learning environment and identification of the learning resources were carried out for learning the Al-Qur'an. Furthermore, an analysis of the learning population was also carried out. In this case, Al-Qur'an learning is designed for PAI students. Finally, in this analysis stage, analyzing the general and specific objectives of learning Al-Qur'an and the expected skills from the digital-based Al-Qur'an learning design through peer tutors were conducted.

The analysis stage is a process of analyzing the importance of a developed learning model. In this process, a needs analysis was carried out to identify the problems that exist in learning Al-Qur'an for Islamic Education students of the Tarbiyah and Teacher Training Faculty of UIN Imam Bonjol Padang. The data were obtained through observation and interview. The observation was carried out to see the initial abilities of new PAI students registered in 2020 as well as the background (input) of the students. The observation was also done on Lesson Plan of *Tahsinul Qur'an*. The data obtained were related to students and lecturers who teach the *Tahsinul Qur'an* subject. Interviews were also conducted with the lecturers and the PAI students. In addition, a documentary study was carried out.

3.1.1. Need Assessment

Needs analysis is intended to analyze instructional aspects and student characteristics. In this stage, the problems faced by students and lecturers are identified in the learning activities and the structure of the materials contained in the *Tahsinul Qur'an* subject is analysed.

Instructional Analysis

Learning Al-Qur'an, called the *Tahsinul Qur'an*, is a new subject offered in 2016 to replace the Recitation Practice course that had been running for decades at IAIN / UIN Imam Bonjol Padang. This course is a Faculty subject that must be taken by all students studying at the Tarbiyah and Teacher Training Faculty from 8 (eight) Study Program. It is expected that in this course, Tarbiyah and Teacher Training students will be able to read and understand Al-Qur'an well and in accordance with the *tajwid* rules. Collecting the data related to instructional analysis was first carried out by collecting administrative information about lecturers and students enrolled in the *Tahsinul Qur'an* class. This information was gained from the Head of the Academic Subdivision of the Tarbiyah and Teacher Training Faculty. Interviews then were conducted with lecturers

and students teaching the class, and students studying *Tahsinul Qur'an*. Furthermore, documentation study was carried out to the Lesson Plan that had been designed by the relevant lecturer. The data of the documentation study were as follows:

Table 1. Data of Lecturers and Students

No.	Name	Class	Total
1.	Dr. Fauza Masyhudi,	I PAI A	36
2.	M.Pd	I PAI B	34
3.	Dra. Khadijah, M.Pd	I PAI C	37
4.	Alisa Roza, S.Pd.I, M.Pd	I PAI D	35
	Alisa Roza, S.Pd.I, M.Pd		

The Lesson Plan designed by lecturers had been in accordance with KKKNI principles, and the course learning outcomes had been developed based on the learning outcomes of the study program. Learning objective of *Tahsinul Qur'an* class is to enable students to master theoretical concepts in depth so that they are able to read the Al- Qur'an properly and correctly in accordance with the principles of science. Then it is also to enable the students to read Al-Qur'an fluently in the learning process so that it will improve the quality of their Qur'an reading. In the end, students as prospective educators understand and are able to apply interesting and fun Al-Qur'an learning strategies so that the learning objectives can be achieved properly. Briefly, the description of the *Tahsinul Qur'an* class discusses the concepts, applications and the implementation of reading methods. They are meant to improve the quality of reading the Al- Qur'an and internalize the values contained in the Qur'an in order to achieve effective and efficient learning with orientation to reading the Qur'an and student activities in developing the ability to read the Qur'an in accordance with the rules of *tajwid* science.

Based on the Lesson Plan that had been designed by the lecturer, it was found that the learning activities that had been implemented were by using the lecturing, and question and answer methods. This is in line with the answer from D1, which is:

"The method we use in the *Tahsin* subject is of course more prioritized on the children's reading ability. So children in learning activities follow what the lecturer said, then repeat it correctly. " (Interview, 9 October 2020)

In line with D1, according to D3, that is:

"In learning *tahsin*, what is prioritized is how students can pronounce each word properly and correctly, so usually students are asked to repeat or say certain letters or words in turn. So later it will be corrected immediately whether the reading is correct or not. " (Interview, 16 October 2020)

Based on the results of the interview, we know that the practical method is the priority method used in the learning activities of the *Tahsinul Qur'an*.

Analysis of Student Characteristics

New PAI students come from various educational backgrounds. Most of them come from Madrasahs and Pesantren, but some graduated from Senior High School (Documentation Study, 1 September 2020). Having different secondary education backgrounds, of course, each student's reading ability of the Al-Qur'an is different. One of the learning achievements of the PAI study program at UIN Imam Bonjol Padang is that PAI students as prospective educators in Islamic education subjects at schools / madrasah, of course, must have the ability to read the Al-Qur'an above average.

Based on the results of a placement test conducted by the lecturers who teach the subject, only 25% of students are able to read Al-Qur'an properly and correctly. This indicates that the reading skills of the PAI students still need to be improved. Although more than 50% of PAI students still do not have the ability to read the Al-Qur'an well, some are able to read the Al-Qur'an proficiently and some have routinely participated in the MTQ (Musabaqah Tilawatil Qur'an) competition both at the level District, Province and National.

3.1.2. Identification of Al-Qur'an Learning Problems

Based on the results of interviews conducted with lecturers and several students, several problems in learning Al-Qur'an were revealed. They are: (1) Ability to read Al- Qur'an, (2) Student learning activities, (3) Learning models of Al-Qur'an, and (4) Personal Al-Qur'an learning guidance. This problem arises from both students and lecturers.

3.2. Design and Development Stage

In the design stage of Al-Qur'an E-book through *Murshid*, activities were carried out to design a learning model based on the data obtained from analysis activities. In this stage, 4 (four) product development models are designed including: (1) *Tajweed* science e-book, (2) Lesson Plan (RPS), (3) Student Learning Guidelines, and (4) Lecturer Guidelines. The following will explain each of these development products.

3.2.1. E-Book of Tajweed for Learning Al-Qur'an

E-Book of *Tajweed* is a theoretical guideline for lecturers and students before it is implemented in learning. The design of the E-Book of the *Tajweed* consists of 4 (four) CHAPTERS.

This e-book is designed using the Kvisoft Flipbook maker application which has a visual appealing appearance accompanied by audio and video displays. After the digital-based Qur'an learning model through *Murshid* have been developed, then the validity test of the development product is carried out. It consists of 1) Lesson Plan (RPS), 2) E-Book of *Tajweed*, 3) Lecturer Guidelines in Learning Al- Qur'an in Tahsinul Qur'an subject, and 4) Student Guidelines in using the E-Book Learning Al-Qur'an. The validity test was carried out to determine whether the product being developed is valid or not for the proper benchmark.

The product validity test was carried out by 6 (six) experts, namely 1) Prof. Dr. Harris Effendi Thahar, M.Pd as Indonesian Language validator, UNP lecturer who has language expertise, 2) Dr. Rahmawati, M.Ag, an Arabic language lecturer at the Tarbiyah and Teacher Training Faculty 3) Dr. H. Yufni Faisol, M, Ag, Dean and lecturer at the Faculty of Adab and Humanities, UIN Imam Bonjol Padang and also Qori 4) Dr.Hj. Rosniati Hakim, M.Ag, lecturer of PAI at the Faculty of Tarbiyah and Teacher Training, UIN Imam Bonjol Padang and also Qori'ah, 5) Dr. Abna Hayati, M.Pd, Lecturer and Chair of the Department of Curriculum and Educational Technology, UNP and 6) Dr. Arwendria, M.Pd, a lecturer at the Faculty of Adab and Humanities, UIN Imam Bonjol Padang.

The front page of the E-Book is designed to be simple but attractive. The front page contains the title of the E-Book and the author's name. On this front page no other attributes are added so that the contents of this E-Book can be immediately seen and understood.



Figure 1 Display of the E-Book front page

In the material section, a clear typeface is used and does not have various attributes. Besides that, the font size used is large enough to make it easier to read. On each page there are navigation buttons that can be used to support the use of the E-Book.



Figure 2 Display of material page

In addition to loading text, the E-book also contains video views so that this E-Book is also able to protect users who have an audio-visual learning style.



Figure 3 Display of the E-Book that contains videos

In addition to the development of the E-book, a manual or work guideline for students and lecturers was also developed. The use of this E-book follows the path that has been designed in the lesson plan.

This e-book is also tested on the accuracy of the material, language as well as the effectiveness of the media in delivering learning materials.

4. CONCLUSION

This E-book development stage still needs to continue to the implementation and evaluation stages. However, as of this writing, the process that has been completed is up to the E-Book development stage along with the E-Book guideline. This E-book development stage can only be accessed via a computer device, so that it can be used by users as part of learning activities in class or as material for independent learning.

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