



Design and Build Learning Media to Read and Write Al-Qur'an Flash-Based

Tri Yusranto¹, Khoirul Mustofa², Sugeng Wahyudiono³, Uwe Barroso⁴ Gergely Maja⁵

¹ STMIK Bina Patria, Indonesia

² Universitas Duta Bangsa, Indonesia

³ STMIK Bina Patria, Indonesia

⁴ University of Helsinki, Finland

⁵ Universidad Central del Ecuador, Ecuador

Corresponding Author: Tri Yusranto, Email: yusranto@stmik binapatria.ac.id;

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ABSTRACT

The low motivation of students/santri in learning the Koran is still one of the causes of the low quality of education, especially in the ability to read the Koran. One of the efforts to increase the motivation of students/students in learning to read the Qur'an is by using the appropriate method. Along with the development of information technology, especially in the advancement of multimedia-based teaching media, the teaching of the Qur'an can use media more effectively. The design and development of this media uses a software development model with research stages including: data collection, analysis, design, implementation and report writing. The stages of data collection were carried out using the method of literature study and interviews, while in the analysis stage, the MDLC method was used. At the design stage a structured approach is used. Process design is carried out using flow chart tools. The results of the process design are used as a basis for developing user interface designs. The design of the resulting learning media was developed using Adobe Flash CS 4 and Adobe Flash CS 6 software. With this design, it is hoped that TPA Miftakhul Jannah Mosque can increase students' learning motivation in reading the Qur'an

Keywords: Adobe Flash, Learning Media, MDLC, TPA Miftakhul Jannah Mosque

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INTRODUCTION

The Miftakhul Jannah Mosque, located in Magelang Regency, is a place of worship where the Al-Qur'an Education Park (TPA) is held every day. The principle of teaching the Qur'an basically can be done with a variety of methods (A. Adeleke, 2019; Beatty, 2018; Ma'rufah, 2020). The function of the learning model is as a guide for planners teaching and teachers in implement learning (Bariyah, 2021). This method has the same goal, namely that children can read the Qur'an properly and correctly (A. O. Adeleke, 2018; Al-Ayyoub, 2018; Alhourani, 2022). The Al-Qur'an learning method is essentially teaching the Al-Qur'an to children which is a process of introducing the Al-Qur'an with the aim that students recognize letters as sound signs or sound signs.

The low learning motivation of children in learning the Koran is still one of the causes of the low quality of education, especially in the ability to read the Koran. One of the efforts to increase the motivation to learn to Read and Write Al-Qur'an (BTA) is to use appropriate methods that can be carried out by supervisors (Alhourani, 2022; Bafjaish, 2020; Husin, 2018). In the era of globalization which is supported by advances in information technology, especially in the advancement of multimedia-based teaching media, the teaching of the Al-Quran can use media more effectively. Many teachers have not used computer-based learning media on the grounds that teachers, teachers have not mastered computer-based learning media, so it is necessary an easy-to-understand and easy-to-understand multimedia-based software (application) search is carried out (Putra & Suyitno. 2017).

Multimedia enables the visual representation of Quranic teachings. Students can have access to visually appealing and well-designed presentations, infographics, and videos that illustrate the meaning and context of verses. Visual aids can aid comprehension, especially for students who are visual learners. (Aladé, 2021; Choir, 2019; Leonard dkk., 2019a) Because Multi media is as part of information systems or technology information that can answer information is interactive and display animated elements, elements sound, written elements, picture elements as well description of more information effective as well as efficient (Lutfi & usamah 2019).

It is important to note that while multimedia-based teaching media can be valuable tools for Quranic education, the guidance of qualified teachers and scholars remains crucial (Dzulkifli, 2020; Gunawan, 2018; Hussin, 2021). Teachers play a vital role in facilitating discussions, addressing students' questions, and providing guidance on the correct interpretation and application of Quranic teachings. The combination of multimedia resources with effective pedagogy ensures a comprehensive and holistic learning experience for students studying the Al-Quran. Starting from this, the author tries to conduct research whose results will be set forth in a thesis entitled: "Flash-Based Al-Quran Reading and Writing Learning Media at TPA Miftakhul Jannah Mosque".

Literature Review

a. History of the Qur'an

Al-Qur'an comes from the word "Qura'an" which according to the language means "reading". In the Al-Qur'an there is the use of the word "Qur'an" in this sense in verse 17, 18 of Surat Al-Qiyyamah which means "Indeed collect the Al-Qur'an (in your chest) and (set) its reading (on your tongue) that is our responsibility. (Therefore), if We have recited it, you should follow the recitation". Then the word "Qura'an" was used for the Al-Qur'an that is known today. The definition of the Qur'an is: "The Word of Allah

s.w.t. which is a miracle revealed (revealed) to Prophet Muhammad s.a.w. and reading it is worship.

b. Multimedia Theory

In the electronics industry, multimedia is a combination of computer and video (Rosch, 1996) or multimedia in general is a combination of three elements, namely sound, image and text (McCormick, 1996) or Multimedia is a combination of at least two input or output media from data, this media can be audio (voice, music), animation, video, text, graphics and images (Turban et al., 2002) or multimedia is a tool that can create a dynamic and interactive presentation that combines text, graphics, animation, audio and video images (Robin & Linda, 2001).

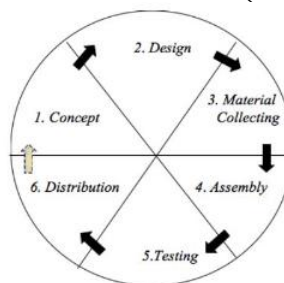
c. Multimedia Theory of Learning

Media comes from the Latin language and is the plural form of "Medium" which literally means "Intermediary" or "Conductor" that is an intermediary or an intermediary between the source of the message and the recipient of the message. Some experts give a definition of learning media as a messenger technology that can be used for learning needs (Hamed, 2018; Hariandi, 2019; Humaini, 2019). Learning media is media used in learning (Hamed, 2018; Leonard dkk., 2019b), which includes teaching aids for teachers as well as means of conveying messages from learning sources to recipients of learning messages (Mustikasari, 2009)).

d. MDLC theory

Multimedia Development Life Cycle (MDLC) is a multimedia product development cycle that begins with product analysis, product development, and launch stages (Rickman Roedavan, Bambang Pudjoatmodjo, & Aprianti Putri Sujana 2022)., Blueprint Design, Assets Preparation, Product Development, and Testing & Validation.

Figure 1. MDLC Luther (Binanto,2010)



With combination of pictures, videos and sounds in multimedia that is interesting and arouses the interest of students in learning. Multimedia is also able to facilitate the delivery of certain materials to students compared to other methods of delivery. However, in order to make the right use of multimedia materials in learning, special development is necessary, considering that multimedia production requires knowledge and skills in organizing and developing good multimedia-based materials (Abdollahi dkk., 2020; Hofur, 2020), and the development of multimedia in order to be included in learning must go through well-planned and sequential stages. so that the multimedia products produced have good quality and are properly used in learning (Sutopo, 2012).

e. Storyboards

The storyboard or description of the scene, the visual form of the design, audio, duration, description, and narration for the sound will be made in the storyboard design. The results of the design will be a reference in making displays at the implementation stage (Binanto, 2010). Storyboard is a series of manual images that are made as a

whole, so that it illustrates a story. The use of storyboards is beneficial for multimedia makers, multimedia owners and sponsors.

f. Adobe Flash theory

Software for creating animations that are usually used for various purposes on the internet, for example, to create websites, ad banners, animated logos, and other complementary animations. Flash was developed from an application called SmartSketch. SmartSketch itself is a drawing application launched in 1994 by FutureWave, not by Macromedia. This application is quite successful in the midst of the drawing application market dominated by Illustrator and Freehand. Macromedia Flash, which is now Adobe Flash, is computer software which is the flagship product of Adobe Systems. Adobe flash is used to create vector and animated images.

RESEARCH METHODOLOGY

Analysis

1) Media

The media used in the current system are whiteboards for explanations and iqro' books.

2) Kinds of Multimedia

The system used at this time has not used any multimedia technology.

Identification of Causes of Problems

1) Lack of supervisory supervision due to the limited number of supervisors.

2) Other students don't concentrate on the material because they joke more when the teacher is giving material to a student.

3) There is no interesting media that can increase students' interest in learning independently so that students are not fixated on a tutor.

Problem Solving Decision Points

With the problems that arise above (Noordende, 2020; Oliver dkk., 2021), a decision was made to build a system that can solve learning problems at the Mifthakul Jannah Mosque in the form of Al-Qur'an Reading learning media. The research method that the author uses several methods, namely as follows:

Observations The author made direct observations of the children about what they often heard and saw about the activities and conditions that existed, regarding their daily lives in learning the Koran.

Literature Study The author looks for reading literature and reference sources that support and are related to the topic that the author makes in order to get an accurate theoretical basis. Software development for implementation in this study uses the Luther Sutopo version of the Multimedia Development Life Cycle method in Binanto (2010) which consists of six stages as shown in

1. MDLC Stage 1. Concept The concept stage is the stage that begins with formulating the basics of the visualization making analysis that will be created and developed.
2. Design At this stage, you must know how the specifications of the final result of the visualization are done. Visualization is done by outlining detailed specifications for the media architecture design, style, appearance and material requirements for learning media, creating a flow and display design.
3. Material Collecting At the material collection stage, material is collected and adapted to the needs of interactive learning media.

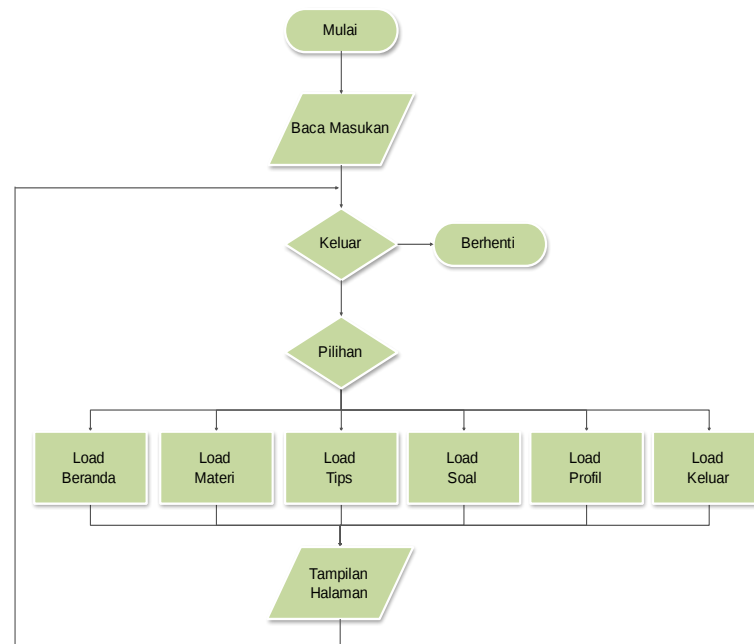
4. Assembly This process is the creation of a visualization of materials and multimedia training that has been obtained and then assembled and arranged according to the design.
5. Testing The testing phase is carried out to ensure that the results of making the application are in accordance with the plan before being utilized to students.
6. Distribution Distribution can be done after the application is declared fit for use. The evaluation stage is also very much needed for the development of products that have been made before so that they become better. At this stage, the application is finished which can be run on various devices such as laptops and smartphones

To start making interactive learning media using the application it begins with making an animated sketch section by section, followed by create an animated icon design and then compile a script that will be included in the creation icon. After that arrange the animation section by section, starting from the opening, menu, chart, content material, profile and format out by using the macromedia flash cs.5.5 application. And the final stage of making this media is to re-check each of its parts.

RESULT AND DISCUSSION

Implementing Multimedia Flow System flow chart design. System flow diagrams are needed to clarify the design of the learning applications that are built. The application flow design will be explained as shown in the image below.

Figure 2. System flow chart design



1. Home page

The design and layout of a home page can vary depending on the specific application. The goal is to provide a visually appealing and user-friendly interface that helps users navigate and engage with the multimedia content or interactive features of the application.

Figure 3. Home page



2. Mahroj letter material menu page

The mahroj letter material menu page will direct the user to recognize the various hijaiyah letters, vowels and waqaf or (punctuation marks). In this material, users are asked to select the menu listed on the menu page screen (Shaban-Nejad dkk., 2022; Wen, 2019), so that on the menu page screen material (Aziz, 2019), the about recitation will appear.

Figure 4. Material Menu Page



3. Tajwid page

The tajwid page displays six main materials such as the laws of nun mati and tanwin, the law of mim mati, qolqolah, the law of alif lam, the law of ra, and the law of mad. The six material buttons will lead to the details of each learning material. In the material, an example of how to read accompanied by sound will be presented so that it will make it easier for users to learn it.

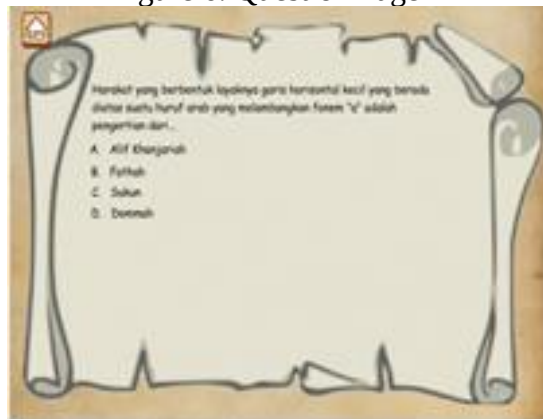
Figure 5. Tajwid page



4. Question Page

The questions are made to refresh students' memories after learning about tajwid. The user will be directed to choose the right answer from the questions asked, then the user will click the check answer button. The user will be directed to the next question page until it is finished. When finished, the final grade score will appear.

Figure 6. Question Page



Furthermore, all data from the student assessment questionnaire was recapitulated and each item statement was calculated using the formula. Each statement in the questionnaire is grouped according to aspects of media (Alban Conto dkk., 2021; Albursan dkk., 2022), learning and interests and is given a percentage value based on the Likert scale frequency analysis calculation as shown in Table.

Table 1. Likert scale frequency analysis

No	Category	Indicator	Aspects	Score
1	Interactive Media	Learning the Koran using interactive learning media is more interesting to follow	Very good	92
		Learning the Koran with learning media is easier	Very good	90
		The appearance of learning media looks more attractive	Very good	95
		This Qur'an learning media is effectively used in learning	Very good	93
		The instructions for using the media are very easy to understand	Very good	94
2	Learning	The learning process of the Koran becomes not saturated	Very good	96
3	Interest	The contents of the Al-Quran learning media are very interesting	Very good	92
		Students are interested in using this learning media	Very good	93
		Increase students' interest in learning about Al-Quran material	Very good	95
		Students become more active when	Very good	96

		using this media Students become more focused when learning the Koran with this media	Very good	91
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the aspects assessed obtained very good average criteria with a percentage of 92.80%. The aspect that gets the largest average percentage is the learning aspect of 96.0%. Then aspect of interest it gets an average percentage of 93.40%.

CONCLUSION

From the description of the overall discussion of the design of flash-based Al-Qur'an reading learning media at TPA Mifthakul Jannah Mosque, the main conclusions can be drawn as follows:

1. Learning media for tajwid have been made at TPA Mifthakul Jannah Mosque with Adobe Flash Player Professional. The learning media application built can be used by the TPA for further development to help with daily recitation learning activities. with the aspects assessed obtained very good average criteria with a percentage of 93.60%.
2. Learning media that is built can assist teachers in conveying each tajwid material to students when TPA learning activities are carried out (Alhassan dkk., 2021; Leonard dkk., 2019a). On the other hand, the learning media application also helps students so that they can study at home independently.

Suggestion after evaluating the thesis report, the writer realizes that there are still many shortcomings in making this tajwid learning application, for this reason, the writer hopes that this learning media can be further developed with some development suggestions as follows:

1. This interactive Al-Qur'an reading learning media application can be developed more dynamically towards Android programming so that it can be easily taken anywhere to learn and use.
2. Learning tajwid can also be added with interesting animations so that it is more motivating for the students to learn because every time they learn they will not feel bored.

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