Development of E-Modules for Yassara Quran Memorization

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Abstract. There is a phenomenon of students' tendency to memorize the Qur'an which prioritizes the quantity of memorization rather than the quality of memorization, many students do not pay attention to the laws of tajweed and often do not focus on memorizing the Qur'an, in addition students are also not facilitated by practical supporting media to memorize the Qur'an. Therefore, this study aims to develop a valid and practical e-module for students in memorizing the Qur'an. The research method used is Research and Development with the ADDIE development model. The results of research at the analyze stage based on need assessment through observations and interviews obtained information and descriptions of problems in tahfizh activities which also affect the quality of students' memorization. At the design stage, the e-module product is designed using 3 different applications, namely; Canva application, Flip Pdf Corporate Edition, and Voice Changger With Effect. At the develop stage, the e-module product was validated by the validator with a result of 0.865 in the "very valid" category. At the implement stage, the practicality test was carried out on 10 students, the result was 0.857 with the category "very practical". Furthermore, at the evaluate stage, based on the assessment and positive comments given by the students, the e-module is ready to be used on a larger scale. Thus, it can be concluded that this Android-based Yassara Qur'an tahfizh e-module is suitable for use in tahfizh learning activities.

Keywords: E-Module, Yassara Qur'an, Tahfizh Learning Activities

1   Introduction

The learning activities including in the field of Qur'an memorization, need learning media to increase the attractiveness and enthusiasm of students in memorizing and enable students to memorize the Qur'an quickly. This is supported by the development of an android-based Qur'an memorization e-module, which is named Yassara.

Every tahfizh house wants its students to memorize both in quality and quantity, students should really have memorized not just have memorized the Qur'an and then forgotten it because they added new memorization.

Some of the problems that are being faced by students in memorizing the Qur'an, such as those that occur in the students of the Al-Hanif Tahfizh House Dear Mrs. Simpuruik, include the tendency of students who prioritize the quantity of memorization rather than the quality of mutqin memorization. The focus on pursuing the amount of memorization is also not entirely good for memorizing the Qur'an, because the life of memorization lies in muraja'ah which keeps the memorization smooth.

If students continue to compete to increase the amount of memorization, causing the previous memorization to be forgotten, this does not at all make students a memorizer of the Qur'an but only a person who has memorized the Qur'an, on the other hand, students also do not pay attention to the laws of tajweed in memorizing and often do not focus on memorizing the Qur'an. In addition, the teacher does not facilitate practical media for students to use in memorizing the Qur'an. This problem causes student memorization problems in terms of mutqin (quality), even though the memorization reaches the target in number (quantity). In addition, the quality of student memorization is also seen from the correctness of the recitation of the Qur'an in tajweed law. Therefore, the purpose of this study is to develop an e-module for memorizing the Qur'an as a medium that makes it easier for students to memorize the Qur'an.

Just like other learning, memorizing the Qur'an cannot only be carried out using certain methods, such as several studies that try to apply various methods in memorizing the Qur'an, such as the tamyiz method [1], the talaqqi musyafahah method [2] or with other murajaah strategies [3], or through online memorization strategies, but still requires media as a support in the learning process. Learning media that are relevant to the development of today's times are electronic media such as electronic modules. In line with Suryadi's research in proves that a learning process in order to improve the achievement of learning outcomes needs to be supported by the right learning guide [4]. One learning guide that makes it possible to improve student learning outcomes and prioritize student independence and activeness is an electronic module, which can be accessed via the internet on a computer or android.

The use of media in learning is very important to help students acquire new concepts, skills, and competencies [5]. Basically, learning media are divided into 3 groups, namely visual media, audio media, and audio-visual media. In line with the cone theory by Edgar Dale in which categorizes learning media based on direct learning experiences, learning through images, and something that has an abstract nature. Dale's theory states that 75% of student learning outcomes come from the sense of sight, 13% comes from the sense of hearing, 12% comes from other senses [6].

Therefore, the existence of e-modules in this modern condition is expected to be one of the new learning media for students in order to improve concept understanding and learning outcomes. Therefore, e-modules are very suitable for use as learning media in this modern era, including in learning to memorize the Qur'an.

Electronic modules or commonly known as e-modules are present as an adaptive form of ordinary modules that can be utilized in learning activities. Rokhmania and Kustinono in explain that an e-module is a resource or learning guide in electronic form that can control the content that students learn, because the teacher compiles it himself, so that it can be adjusted to the curriculum and planned learning objectives

[7]. In addition to e-modules in electronic form, printed modules (smart modules) can also help students in memorizing [8], as well as the LIQA module, but it is less practical in use because it is a printed module not an electronic module [9].

Based on the above phenomenon, an appropriate and practical memorization media is needed as an effort to improve the quality of student memorization, namely e-modules that can provide convenience and improve quality memorization (*mutqin*). This research intends to develop an e- module for memorizing the Qur'an as one of the media options that will support the realization of quality memorization.

The e-module developed is an android-based Qur'an memorization e-module named *Yassara*. The e-module developed is the Yassara e-module which is valid and practical for students in memorizing the Qur'an by using applications using 3 different applications namely; Canva application, Flip Pdf Corporate Edition, and android-based Voice Changger With Effect.

The development of the Yassara Qur'an memorization e-module was inspired by the obstacles experienced by students when memorizing the Qur'an. The absence of the use of memorization media also underlies the development of this e-module. Then, the use of the word *Yassara* as the name of this e-module is a manifestation of the researcher's hope that this e-module can facilitate students in memorizing. In addition, the rampant use of android today is also the reason for the development of android-based Al-Qur'an memorization media. The goal is that students can use android for positive and useful activities even though in this modern era there are many negative things that come from android.

Based on this, all elements of the *Yassara* tahfizh e-module are designed as well as possible in order to facilitate students in memorizing the Qur'an, these elements are: First; The element of specific instructional objectives, the *Yassara* tahfizh e-module has four learning objectives that are specifically and explicitly designed. Second; The element of basic instructions, the *Yassara* Qur'an tahfizh e-module contains instructions for using the e-module itself, prayers for memorizing the Qur'an, and motivational videos for memorizing the Qur'an. Third; The element of the activity sheet, the material is arranged systematically and tailored to the needs and characteristics of students. The material includes tahsin Al-Qur'an and no less important is 1 juz of Al-Qur'an verses equipped with audio on each verse. Fourth; The element of the evaluation sheet, the Yassara Qur'an tahfizh e-module presents questions connecting verses where the questions are in audio form.

2 Methods

The research method used is the research and development method or R&D (Research and Development). This research was conducted to determine the validity and practicality of the e-module made. The development model used is the ADDIE development model which is carried out in five stages, namely: 1) Analyze, 2) Design, 3) Develop, 4) Implement, and 5) Evaluate. The reason for using the ADDIE model is because it is in accordance with instructional design development or learning devel-

opment. This development research was conducted at Rumah Tahfizh Al-hanif Sayang Ibu Simpuruik, Nagari Simpuruik, Sungai Tarab District, Tanah Datar Regency, West Sumatra Province.

Further explanation of the development procedures used can be seen in the following series of explanations: 1. At the analysis stage, interviews were conducted with teachers and students to find out the needs or need assessment of e-module development products by analyzing the needs of the target (students who memorize the Koran). Researchers analyzed the things that caused the low quality of student memorization. In addition, at this stage an in-depth study (literature review) was also carried out related to the design of the product to be developed. The steps taken in this stage are: a. Carry out observations to get an overview of the activities of the students during the learning process at Rumah Tahfizh Al-Hanif Sayang Ibu Simpuruik. b. Conducting interviews with teachers or ustadz/zah including students at Al-Hanif Simpuruik Tahfizh House which aims to obtain information about obstacles or problems that cause the low quality of students' memorization. c. Conduct an analysis to determine the things needed or used in the product to be developed. This includes the material to be developed to explain the material both by video and audio. d. The last step in the analyze stage is evaluation, which is carried out by re- examining the results of observations, interviews, and data analysis on student memorization recap at Rumah Tahfizh Al-Hanif Sayang Ibu Simpuruik. 2. Design stage The Design stage is a stage that aims to prepare a prototype of the Yassara e-module. The results of the definition stage are used as a reference and consideration in designing the Yassara e-module to be developed. The steps of activities that will be carried out at this stage are: Yassara e-module design, selection of devices including software needed in making Yassara e-modules, designing what sheets will be presented in the e-module, from the cover to the student memorization evaluation sheet, designing e-module development, and so on 3. At the Develop stage, researchers develop instructional materials according to learning objectives, compile materials and develop them, compile evaluations, and develop them, and develop e-modules. After that, a validation test or product feasibility test will be conducted to see the validity, usefulness, and reliability of the product that has been produced. After conducting the validation test, a revision will be conducted before the product trial. After product validation with experts can be used as evaluation material for researchers for product optimization. 4. At the Implement stage, researchers conduct implementation activities, namely product trials. The implementation of the implementation stage was conducted by assessing the product to 10 students of Rumah Tahfizh Al-Hanif Sayang Ibu Simpuruik. In addition to the validity test, researchers also conducted a practicality test using a questionnaire sheet to students as test subjects and conducted interviews with students regarding the effectiveness of using this e-module in improving the quality of their memorization of the Qur'an. This implementation stage was conducted to determine the level of response of students and teachers to the practicality of the product. 5.   The   Evaluate stage is the final stage in the ADDIE model, where evaluation has been conducted at all stages, namely making improvements to the e-module product in accordance with the validator's suggestions so that the product can be used widely.

The source of data for this research is from the results of the feasibility assessment of e- module products by educational and media experts, and from the results of field trials on students at Rumah Tahfizh Al-Hanif Sayang Ibu Simpuruik. For this reason, the instruments used to collect data in this study are qualitative and quantitative instruments. Data analysis techniques for validation instruments and student response questionnaires were conducted using the Aiken validity index:

$v = \sum s / \lfloor n(c - 1) \rfloor$ [10].

The validation analysis is carried out on all aspects of the product based on the validator's assessment contained in the validation sheet instrument using a Likert scale with a range of 1- 4. SS = Strongly Agree (weight 4) S = Agree (weight 3) TS = Disagree (weight 2) STS = Strongly Disagree (weight 1). While the practicality analysis is carried out on the questionnaire results of student responses and teacher responses about the use of e-modules, using a Likert scale with a range of 1 to 4 (SS = Strongly Agree (weight 4), S = Agree (weight 3), TS = Disagree (weight 2), STS = Strongly Disagree (weight 1).

3   Results and Discussion

Based on the analysis conducted, it was found that students have problems focusing on learning to memorize the Quran. Some students sometimes feel sleepy and bored when the teaching and learning process takes place making it difficult to concentrate, even though the quality of student memorization also determines the academic achievement of students [11]. explains that the causes of students' difficulties in concentrating in learning are due to weak interest and motivation in learning, fear and pressure, unconducive environmental situations, and also because students are not actively involved in learning [12].

Based on this phenomenon, it is very necessary to have tahfizh material that is packaged in such a way that not only makes it easier for students to memorize but is also attractive to students so as to increase their motivation and enthusiasm in memorizing the Koran. At the analysis stage, the material was also arranged in order starting from the prayer of memorizing the Al-Qur'an, Al-Qur'an tahsin material, Al-Qur'an memorization motivation video, Al-Qur'an juz 1 verse with audio.

The next stage is to design or design e-module products according to the needs of the previous stage. The Yassara Qur'an memorization e-module includes tahsin material, Qur'an memorization methods, Qur'an juz 1 verse, and what makes it superior is the addition of audio to each verse as well as motivational videos to memorize the Qur'an. The addition of videos to Yassara's Qur'an memorization e-module also makes it superior to the digital Qur'an applications that are widely developed today. The digital Al-Qur'an application is helpful for someone to keep reading the Al-Qur'an when they cannot use the Al-Qur'an mushaf.

Some digital Al-Qur'an applications also provide murattal audio, so that users can also listen to the murattal of the verse they want to read. However, to use the digital Al-Qur'an application, users must download the application in Playstore first, then to be able to play the audio the user must also download the audio per letter again. This

certainly requires good internet quality and consumes a lot of internet quota. Meanwhile, the Yassara Qur'an tahfizh e-module includes a complete package for reading and memorizing the Qur'an, which can be accessed via the internet. In addition, the audio and video contained therein do not need to be downloaded again. This reinforces the importance of developing e-modules as a medium in memorizing the Qur'an. The use of the word Yassara as the name and branding of this product is intended so that this e-module can facilitate students in memorizing the Qur'an.

This e-module has its own characteristics compared to other products. These characteristics include: 1) There is an automatic button on the table of contents page and memorization menu that can make it easier for users to open the desired page automatically with one click. 2) There is an explanatory video on tahsin material taken from YouTube on the Rahmi Puspita Rini and Al-Mustari channels. 3) The tajweed contained in each verse is marked with assorted color blocks and is equipped with an audio explanation of the tajweed law that students can listen to by pressing the color block in the desired verse. 4) There is one audio reading in each verse which can be a guide for students in reading and memorizing the Qur'an. 5) On the evaluation sheet, users can answer the questions provided by pressing one of the correct answers, users can find out for themselves the ability and level of understanding of the material with automatic answer correction.

In the design stage, the first step is to write the Qur'an juz 1 verse and translation in Microsoft Word using add-ins. The verse of Al-Qur'an juz 1 is the main component of the Yassara Al- Qur'an tahfizh e-module. Then, the Al-Qur'an verse is given a color according to the tajweed law. The addition of translation to each verse is also intended to increase students' insight and understanding of the memorized verse. The next design stage, the Microsoft Word file is converted into a pdf file. Then, the cover, tahsin material, evaluation, and cover were designed using the "canva" application. The canva application was chosen because it is amazingly easy to use, the features provided are many and attractive. This application is very appropriate to beautify the appearance while avoiding boredom for students when memorizing, so some illustrations and appropriate images are inserted. Kosasih explains that the aspects of illustrations, images, size, and color of letters are important to make the material attractive to readers. The edits from the canva application are then downloaded in pdf format [13].

The audio that will be added to each is the researcher's own voice recorded using a cell phone with the help of the "voice changger with effect" application. In order to make it easier for students to memorize, one audio is only one verse, so that students do not have difficulty in memorizing per verse. Then, the voice recording is edited with the effects available on the "voice changger with effect" application so that it sounds clearer. All these materials were then put together using the "flip pdf corporate edition" application. The pre-recorded audio was also inserted into each verse one by one. Furthermore, researchers also added motivational videos of tahfizh by ustadz Adi Hidayat uploaded through his YouTube channel, videos explaining tahsin material from the YouTube channel "Al-mustari and Rahmi puspita rini", and audio explanations of tajweed in color-blocked verses. To make it more practical, researchers also added several automatic buttons to make it easier for users.

In the final stage, the Yassara Qur'an memorization e-module prototype can be published so that the link and barcode can be obtained. The link or barcode of the e-module can be shared with students so that it can be used. However, to minimize the link format that is easily lost, especially for children, researchers also provide e-modules that are built into applications so that they are not easily lost. At the develop stage, validation of the e-module is carried out to assess/validate whether the product is suitable for use. The implementation of the validity test is carried out by experts regarding the components of the product developed to see if it meets the standards to be used as teaching material. In line with the explanation of the implementation of the validation process is to see the usefulness, and reliability of the product that has been developed [14]. Validation is carried out directly with four validators who are qualified in the field of Tahfizh and IT. While one validator is the coordinator and senior teacher at Rumah Tahfizh Al-Hanif Sayang Ibu Simpuruik.

The Yassara Quran memorization e-module product was validated from the aspect of content, media aspect, presentation feasibility aspect and from the aspect of language used. The validity results of the product can be seen in the table below:

Table 1. Validation Result of E-Module Tahfiz

That Aspect Validated	Score	Score Max	%	Note
Content Quality	71	80	0,849%	Very Valid
Quality Media	221	240	0,894%	Very Valid
Quality Technical	97	112	0,821%	Very Valid
Technique Language	42	48	0,833%	Very Valid
Sum	**431**	**480**	**0,865%**	**Very Valid**

The validity data above shows that the product is rated "very valid" with a value of 0.865. More details can be explained about the validated aspects in each aspect. Indicators validated in the content aspect are: 1) In the e-module there are explicit learning objectives, 2) the suitability of the material presented with the learning objectives, 3) the material presented is complete and intact, 4) the material can be studied thoroughly, 5) the suitability of the material presented with existing needs or student needs. In this content aspect, the validation result is 0.849 with a very valid category.

In the media aspect, there are 15 product indicators that are validated, namely: 1) Clarity of instructions and instructions for using the product, 2) product effectiveness of using the product without the help of other products, 3) product suitability for the development of science and technology, 4) ease of use of the product inside and outside the class /tahfizh house, 5) product ability to increase learning independence, 6) product suitability for learning objectives, 7) Suitability of reading with tajweed rules, 8) Fluency of voice on audio in each verse, 9) Suitability of song patterns and rhythms, 10) Suitability of writing with reading on audio, 11) The ability of the media to increase students' desire to memorize the Qur'an, 12) The ability of the media to accommodate three student learning styles (audio, visual, audio visual), 13) The ability of the media to increase the strength of memorization with the display of Qur'anic verses with tajweed, 14) The ability of the media to increase the strength of memorization with audio in each verse, and 15) the ability of the media to increase

knowledge and insight into the memorized verses. In the media aspect as a whole obtained a value of 0.894 with the category "very valid".

While in the aspect of presentation feasibility there are several indicators that are validated, namely: 1) Suitability of size with content, 2) The attractiveness of the items displayed, 3) Readability of text, video, and audio, 4) The ability of the product to respond appropriately and quickly, 5) The suitability of the evaluation with the material presented, 6) The suitability of the number of evaluation questions with the material presented, 7) The accuracy of the answer key on the evaluation sheet, obtained a validation value of 0.821 also with the category "very valid" and in the Language aspect, the validated indicators are: 1) The language used in the E-module is simple and easy to understand, 2) The language used is communicative and 3) The terms used in the e-module are general terms, obtained a value of 0.833 also in the "very valid" category.

After being validated, revisions were made to the product in accordance with the suggestions of the validator. Revisions were carried out before the product trial was carried out. At the implementation stage, the developed Yassara Quran memorization e-module was tested on 10 students of Al-Hanif Tahfizh House Sayang Ibu Simpuruik by conducting a practicality test. Before the practicality test began, the researcher first explained about the e-module product, how to use it, and the purpose of its development.

Table 2. Results of Student Practicality Response Questionnaire in E-Modules For Yassara Quran Memorization

Question	Score	Score Max	%	Note
Text and verses on the e-module can be read well	38	40	0,933%	Very Practice
Audio on the e-module can be heard clearly	39	40	0,967%	Very Practice
The material contained in the e-module can be received well	37	40	0,900%	Very Practice
Interesting e-module display	35	40	0,833%	Very Practice
The systematic presentation of the material is good	33	40	0,767%	Practice
Illustrations, audio, and video used add to the understanding of the material	34	40	0,800%	Very Practice
e-modules make it easier for me to memorize the Qur'an	34	40	0,900%	Very Practice
e-modules increase my motivation and enhusiasm to memorizethe Qur'an	33	40	0,767%	Practice
I am interested in using this e-module to memorize andmemorize the Qur'an.	36	40	0,867%	Very Practice
Sum			**0,857%**	**Very Practice**

From the practicality test data above, it can be seen that the practicality of the tahfiz e-module product in the aspects of appearance, material and usefulness aspects is contained in the table below:

Table 3. Practicality Result of E-Module Tahfiz

Practicality Aspect	Score	Score Max	%	Note
Display	149	160	0,908%	Very Valid
Material	105	120	0,833%	Very Valid
Usability	103	120	0,845%	Very Valid
Sum	**357**	**400**	**0,857%**	**Very Valid**

Judging from the table above, each criterion gets a value that is categorized as very practical. On the display criteria, the e-module received a score of 0.908, then on the material presentation criteria with a value of 0.833 and on the criteria for the usefulness of the e- module getting a value of 0.845. In general, the overall result of the e-module trial was 0.857 with the category "very practical". This is in accordance with the categorization of practicality results where the value with the interval 0.00 - 0.20 is categorized as impractical, the interval 0.21 - 0.40 is categorized as less practical, the interval 0.41 - 0.60 is categorized as quite practical, the interval 0.61 - 0.80 is categorized as practical, and the interval 0.81 - 1.00 is categorized as very practical. In other words, the e-module of tahfizh A-Qur'an Yassara is very pleasant and easy to use.

As an evaluation, the researcher also asked students to add suggestions and feedback on the product in the comment's column, in addition to conducting interviews with students who became test subjects, to get their responses after using the product. Based on the comments on the questionnaire sheet, all students gave positive comments,

Here are some responses from students: Learning tahsin becomes more fun with this e- module, memorizing and murajaah are also easier. (Trial subject 1). I enjoy learning tahfizh using this e-module because it is sophisticated and interesting (Trial subject 2). I think this e- module really helps me improve my tajweed because each tajweed verse has an explanation. (Trial subject 3). I am more enthusiastic about memorizing the Qur'an because of the e- module which is interesting and can be used with a cellphone. (Trial subject 4). I think with this e-module, memorizing is not boring because there are pictures, sounds, and videos. (Trial subject 5). I really like memorizing with this e-module because there are many impressions and the sound also makes me interested, the e-module is also sophisticated. (Trial subject 6).

I hope this e-module is also available for other juz, so that it can be continued after memorizing juz 1. (Trial subject 7). With this e-module, I am more excited and increase my motivation in memorizing the Qur'an and the illustrations in the e-module are very interesting. . (Trial subject 8). With this e-module, I can repeat the learning at home tahfizh as much as I want so that I understand more about tahsin material. (This e-module really helps me in memorizing, because each verse has an audio. . (Trial subject 10) Based on the results of the analysis of the questionnaire of the practicality of the Yassara Qur'an tahfizh e-module, the responses from students were obtained as

follows: 1) Students of Rumah Tahfizh Al-Hanif Sayang Ibu Simpuruik agreed that the appearance of the Yassara Qur'an memorization e-module is clear and interesting so that it can be used properly when memorizing the Qur'an; 2) Students of Al-Hanif Tahfizh House Sayang Ibu Simpuruik agree that the material contained in the Yassara Qur'an tahfizh e-module is complete and can increase the understanding and insight of students; 3) Students of Al-Hanif Tahfizh House Sayang Ibu Simpuruik agree that by using e-module tahfizh Al-Qur'an Yassara memorizing Al-Qur'an becomes more fun.

After the trial at the implementation stage, the researcher did not get any improvement comments from the learners/respondents. However, after being traced deeper with an interview, one of the students complained about not being able to use the product because there was no money to buy an internet quota. For this reason, in the future this product can be used without the internet (offline). This will allow the Yassara Qur'an memorization e-module to be used on a larger scale. Nevertheless, the Yassara Qur'an memorization e-module is still feasible to use for memorization based on the results of validation and practicality that have been carried out.

4   Conclusion

The common issue at hand is the tendency of students to prioritize quantity over quality in their efforts to memorize the Qur'an, often neglecting the rules of tajweed and lacking practical support. Through the development of a valid and practical e-module using the ADDIE model, the research successfully created a valuable resource for Qur'an memorization. The e-module received high validation and practicality ratings, making it a promising tool for enhancing the quality of memorization and aiding students in their Tahfizh activities. Based on positive feedback and assessments, it is clear that this Android-based Yassara Qur'an Tahfizh e-module is well-suited for use in broader Tahfizh learning activities.

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