

artikel\_DEVELOPMENT\_OF\_TEA  
CHING\_MATERIALS\_Tahsin.edit  
ed.pdf  
*by turnitin turnitin*

---

**Submission date:** 12-March-2023 04:26PM (UTC+0600)

**Submission ID:** 2487864599

**File name:** artikel\_DEVELOPMENT\_OF\_TEACHING\_MATERIALS\_Tahsin.edited.pdf (880.11K)

**Word count:** 5780

**Character count:** 32038

## DEVELOPMENT OF TEACHING MATERIALS FOR TAHSIN AL-QUR'AN TO IMPROVE STUDENTS' AL-QUR'AN READING ABILITY

**Suwarno**

IAIN Takengon, Aceh Tengah, Indonesia

[fauzansuwarno@gmail.com](mailto:fauzansuwarno@gmail.com)

**Abstract:** One important component in learning is teaching materials, because teaching materials contain material that will be taught in the learning process. Without teaching materials, the success of learning will be hampered. In learning Al-Qur'an tahsin at IAIN Takengon there are still no teaching materials available that are in accordance with learning objectives, thus encouraging writers to develop teaching materials. This development aims to produce teaching material products for tahsin of the Qur'an that are appropriate according to the assessment of experts. This type is research development of the Level 1 development model from Sugiono. The Level 1 development model includes the first potential and problems, second, literature study and gathering information, third, product design, fourth, design validation, and fifth tested design. Data collection techniques used observation and questionnaires. Observations were used at the potential and problem stages to determine the teaching materials to be developed. And at the stage of studying literature and gathering information to determine the material in teaching materials. while the questionnaire is used at the validation stage of teaching materials to determine the feasibility of teaching materials by experts. Data analysis in this study includes qualitative data analysis and quantitative data analysis. Qualitative data analysis is used to analyze data on potential and problem stages, as well as study literature and collect information. Meanwhile, quantitative data analysis is used in the expert validation stage. Steps in quantitative data analysis include tabulating data, making average scores, and determining criteria. The results of the study show that the teaching materials for tahsin al-Qur'an as a result of the development meet the eligibility criteria based on the assessment of experts. the feasibility of teaching materials from material experts gets an average score of 4.3 with very valid criteria, from teaching materials experts gets an average score of 4.08 with valid criteria, from linguists get an average score of 4.0 with valid criteria, and from design/media experts, they get an average score of 4.9 with very valid criteria. The theoretical implication of this research is to produce the development of appropriate teaching materials that need to be carried out with correct and systematic procedures, while the practical implication of this research is that the developed tahsin al-Qur'an teaching materials can assist lecturers and students in achieving the learning objectives of tahsin al-Qur'an. Koran.

**Keywords:** Development, Teaching Materials, Tahsin al-Qur'an,

**Abstrak:** Salah satu komponen penting dalam pembelajaran adalah bahan ajar, karena bahan ajar memuat materi yang akan diajarkan dalam proses pembelajaran. Tanpa adanya bahan ajar maka keberhasilan pembelajaran akan terhambat. Dalam pembelajaran tahsin al-Qur'an di IAIN Takengon masih belum tersedia bahan ajar yang sesuai dengan tujuan pembelajaran, sehingga mendorong penulis untuk melakukan pengembangan bahan ajar. Pengembangan ini bertujuan untuk menghasilkan produk bahan ajar tahsin al-Qur'an yang sesuai layak berdasarkan penilaian para pakar. Jenis ini adalah penelitian pengembangan model pengembangan Level 1 dari Sugiono. Model pengembangan Level 1 meliputi yang pertama potensi dan masalah, kedua, studi literature dan mengumpulkan informasi, ketiga, desain produk, keempat, validasi desain, dan kelima desain teruji. Teknik pengumpulan data menggunakan observasi dan angket, observasi digunakan pada tahap potensi dan masalah untuk menentukan bahan ajar yang akan

dikembangkan. Dan pada tahap studi literatur dan mengumpulkan informasi untuk menentukan materi dalam bahan ajar. sedangkan angket digunakan pada tahap validasi bahan ajar untuk menentukan kelayakan bahan ajar oleh para ahli. Analisis data dalam penelitian ini meliputi analisis data kualitatif dan analisis data kuantitatif. Analisis data kualitatif digunakan untuk menganalisis data pada tahap potensi dan masalah, serta studi literatur dan mengumpulkan informasi. Sedangkan analisis data kuantitatif digunakan pada tahap validasi ahli. Langkah dalam analisis data kuantitatif meliputi, tabulasi data, membuat rata-rata skor, dan menentukan kriteria. Hasil penelitian menunjukkan bahwa bahan ajar tahsin al-Qur'an hasil pengembang memenuhi kriteria kelayakan berdasarkan penilaian para ahli. kelayakan bahan ajar dari ahli materi mendapatkan skor rata-rata 4,3 dengan kriteria sangat valid, dari ahli bahan ajar mendapatkan skor rata-rata 4,08 dengan kriteria valid, dari ahli bahasa mendapatkan skor rata-rata 4,0 dengan kriteria valid, dan dari ahli desain/media mendapatkan skor rata-rata 4,9 dengan kriteria sangat valid. Implikasi teoritis penelitian ini adalah untuk menghasilkan pengembangan bahan ajar yang layak perlu dilakukan dengan prosedur yang benar dan sistematis, sedangkan implikasi praktis dari penelitian ini adalah bahan ajar tahsin al-Qur'an yang dikembangkan dapat membantu dosen dan mahasiswa dalam mencapai tujuan pembelajaran tahsin al-Qur'an.

**Kata Kunci:** Pengembangan, Bahan Ajar, Tahsin al-Qur'an,

## INTRODUCTION

Teaching materials are materials or subject matter that are arranged in a complete and systematic manner based on the learning principles used by teachers and students in the teaching and learning process (Pinta Uli Br. Pasaribu, Asi Siburian, and Adisaputera 2017). It is systematic, meaning that the teaching materials are arranged sequentially to make it easier for students to learn. In addition, teaching materials are also unique and specific, unique in the sense that teaching materials are only used for certain goals and in certain learning processes as well (Dick, W., Carey, L., & Carey 2009). It is specific in the sense that the content of teaching materials is designed to achieve certain competencies and certain goals (Robert M. Gagne, Leslie J. Briggs 1974). Broadly speaking, teaching materials consist of knowledge, skills, and attitudes that students must understand in order to achieve predetermined competency standards (Sofyan et al. 2015).

Teaching materials are an important component in learning because teaching materials are needed as a guide for activities in the learning process as well as a component substance that is taught to students. Teaching materials are also one of the factors that influence the success of learning. As stated by Letna Arsita and Astawan that there is an influence of teaching materials on increasing student scores (Arsita & Astawan, 2022). Furthermore, Andriyani et al in their research also argued that the use of teaching materials had a significant effect on learning outcomes and student activities (Andriyani et al., 2014). The same thing was also expressed by Lestari et al that the use of teaching materials has a positive influence on increasing student achievement (Lestari et al., 2015). Likewise, the opinion of Ari Metalin Ika Pupita and Suciati Purwo is that the use of teaching materials has a significant effect on student learning outcomes (Puspita & Purwo, 2019).

Based on the facts above, it is impossible to learn without teaching materials, including learning tahsin of the Qur'an. The Tahsin al-Qur'an course at IAIN Takengon is conditional, namely courses taken successively by students with the condition that they have passed the initial course which is a requirement for taking the next course, and graduation from this course is a prerequisite for students to participate in Real Work Lectures (KKN), thesis proposal sessions and thesis sessions (Takengon, 2020).

Tahsin is an activity or method to perfect the pronunciation of the letters of the Qur'an as well as possible starting from the pronunciation of the letters and the correctness of the law of tajwid and its rules (Suwarno, 2016). The term tahsin appears as a synonym for the word tajwid which is often understood as a science that discusses how to read the Qur'an properly and correctly. In language, the term tajwid which is equated with tahsin has the same meaning, which is to improve (Ahmad Annuri, 2010). Making good in the sense is not in terms of rhythm or sound, but making it better to avoid mistakes.

However, from the results of the author's observations when he became a tester for both oral comprehensive exams, proposal exams, and thesis exams, he still found many students who had not been able to read the Koran properly. Based on the results of research by Suwarno regarding the potentials and problems in learning tahsin al-Qur'an, it was found that the main factor in students not being able to read the Qur'an was the lack of teaching materials in learning tahsin al-Qur'an. (Suwarno, Ramadan, 2022). From the results of this study, it was recommended that teaching materials for tahsin al-Qur'an be developed for teaching tahsin al-Qur'an to students. (Suwarno, Ramadan, 2022).

From the problems above, the writer is interested in developing teaching materials for tahsin of the Qur'an, because the writer is one of the lecturers supporting the tahsin of the Qur'an course at the Takengon State Islamic Institute (IAIN). As mandated by the Law of the Republic of Indonesia Number 12 of 2012 article 12 paragraph 3 it is stated that lecturers individually or in groups are required to write textbooks or textbooks, which are published by Universities and/or scientific publications as a source of learning and for the development of academic culture as well as cultivating reading and writing activities for academics. (Kementrian Hukum dan HAM, 2012). This research and development were carried out to find out what teaching material products are suitable for learning tahsin al-Qur'an in improving students' reading skills of the Qur'an, as well as knowing the validity of the developed tahsin al-Qur'an. teaching materials.

Research with a focus on developing teaching materials has been carried out by many previous researchers, including research entitled The Development of Teaching Materials Based on Context and Creativity to Increase Students Scientific Literacy by Rahmani et al., the results of his research showed that the developed teaching materials made it easier for teachers to learn science (Rahmani et al., 2021). There is a difference between Rahmani's research and the author's research, namely Rahmani develops science teaching materials while the writer develops teaching materials for tahsin of the Qur'an, from these differences there is still an opportunity for the author to conduct this development research.

Next is research entitled Development of Teaching Materials Based Interactive Scientific Approach towards the Concept of Social Arithmetic For Junior High School Student, by Abadi et al., the results of his research show that scientific-based interactive teaching materials through Android smartphones can facilitate students' learning (M K Abadi 2016) . There are differences in the research by Abadi et al. with the author's research. Abadi et al developed teaching materials for social Arithmetic while the authors developed teaching materials for tahsin of the Qur'an. From these differences there is still an opportunity for the author to conduct this research. The purpose of this research and development is to produce teaching material products for tahsin al-Qur'an that are tested for feasibility based on the assessment of experts.

## METHODS

This research uses the type of development research. According to Borg and Gall research development or Research and Development (R & D) is a systematic process for developing, improving, and assessing educational programs and materials (referred to hereafter as products). (Borg, W.R, Gall, J.P & Gall, 2010). Further stated By "product" we mean not only such things as textbooks, instructional films, and computer software, but also methods, such as a method of teaching, and programs. (Gall et al., 2003). The research and development procedures follow the Level 1 development research model by Sugiono with the following stages:

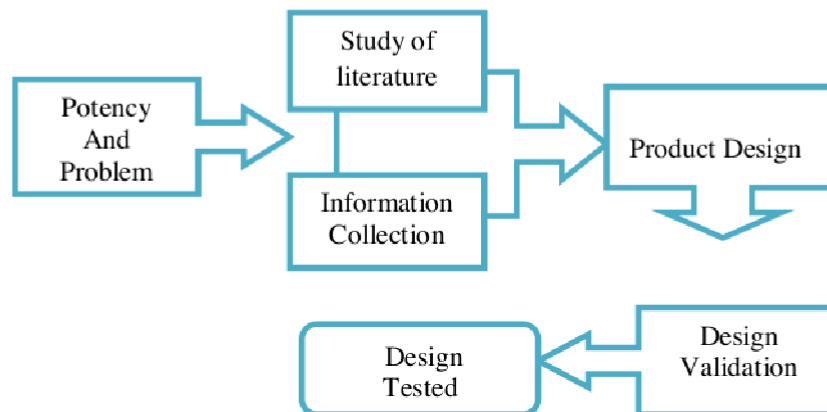


Figure 1. Level 1 Development Research Procedures. (Sugiono, 2016)

From the picture above there are five steps in level 1 development research from Sugiono. The first step, Potential and Problems, at this stage the researcher explores potential through observation, while in exploring problems the researcher does it by interviewing the course lecturers. The second step, Literature Study and Information Gathering, at this stage the researcher collects books related to tahsin of the Qur'an for the development of teaching materials. The third step is Product Design, at this stage the researcher begins to develop the initial product in the form of a cell-regulated learning-based tahsin Al-Qur'an book. The fourth step is Design Validation, at this stage the author asks experts to evaluate the product being developed. There were four experts who were asked to carry out the assessment, namely, first, tahsin experts to assess the depth of the content of teaching materials, second, learning media experts to assess the feasibility of graphics and design of teaching materials. The three language experts, to test the feasibility of teaching materials in terms of language use. And the four teaching materials experts, to test the feasibility of teaching materials from the aspect of suitability for user goals. And the last step is Tested Design, at this stage the researcher recapitulates the results of the assessment of teaching materials for teaching tahsin al-Qur'an by



experts, so **that** they can show that the teaching materials for tahsin al-Qur'an as a result of development have met the feasibility.

Data collection was carried out by observation and questionnaires. Observations were made when looking for potential and problems as well as when studying literature and gathering information, while the questionnaire was carried out at the stage of testing the validity of teaching materials in the form of a Likert scale questionnaire with a scale of 5.

Data analysis techniques using qualitative descriptive analysis and quantitative analysis. Qualitative descriptive analysis was carried out to analyze the data obtained at the stage of searching for potentials and problems, as well as data at the stage of studying the literature and gathering information. Meanwhile, quantitative analysis is used to analyze data from a questionnaire resulting from expert validation to determine the validity of the teaching materials developed. (Sugiono, 2016). Analysis of **the validity of teaching materials** for teaching **tahsin al-Qur'an** was carried out through three stages. First, perform data tabulation. Data in the form of an expert validation questionnaire will be tabulated based on the value of the validator's choice. Second, calculate the average score with the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

Information:

$\bar{x}$  = average of each aspect of product validity assessment

$\sum x$  = total score for each aspect of product validity assessment

$n$  = the number of assessment items for each aspect of the product validity assessment

Third, determine the criteria. The total score obtained is then converted into qualitative data in the form of product quality levels with a classification rating using rules based on the number of respondents' scores, namely looking for the highest score, lowest score, number of classes, and interval distances.

Highest Score = 5

Lowest Score = 1

Number of Classes = 5

Interval distance (i) =  $\frac{\text{Highest Score} - \text{Lowest Score}}{5} = \frac{5-1}{5} = 0,8$

From these data, the assessment categories can be determined as follows:

Table 1  
Rating scale category 5.

Classification	Average Score
Very good	$skor_{min} + 4i \leq x < skor_{maks}$
Good	$skor_{min} + 3i \leq x < skor_{min} + 4i$
Enough	$skor_{min} + 2i \leq x < skor_{min} + 3i$
Not enough	$skor_{min} + 1i \leq x < skor_{min} + 2i$

Very less	$skor\ min \leq x < 1i$
-----------	-------------------------

(Noor, 2015)

From the calculations in the table of validity criteria for teaching materials above, the interval criteria for the validity of teaching materials are obtained in the following table.

Table 2  
the validity criteria of teaching materials

Criteria	Score average
Very Valid	$4,2 \leq x < 5,0$
Valid	$3,2 \leq x < 4,2$
Valid Enough	$2,6 \leq x < 3,2$
Invalid	$1,8 \leq x < 2,6$
Invalid	$1,0 \leq x < 1,8$

(Noor, 2015)

## RESULTS AND DISCUSSION

### 1. Potential and Problems

Based on the results of observations it was found that the potential in developing teaching materials for tahsin of the Qur'an is for students as adults who can manage their learning independently. According to Siswoyo, students are individuals who are studying at the tertiary level, both public and private, or other institutions at the same level as higher education institutions (Wulan & Abdullah, 2014). From the point of view of educational institutions, it is clear that students are individuals who already have an intellectual and emotional level that is almost mature and already have a stand. (Ekima A. Frank-Oputu, Ph.D & Teresa E. Dorgu, 2016). Students are categorized at a developmental stage aged 18 to 25 years. This stage can be classified from late adolescence to early adulthood, and from a developmental point of view, the task of development at this student age is to stabilize life stances (Ratu et al., 2021).

Judging from these developmental tasks, students are individuals who can manage their own lives, in terms of learning they can manage their learning, the mindset of students is not the same as the mindset of high school, junior high, or elementary school students or students. So that it is easier for students to be directed in learning, both emotionally and cognitively, students have more abilities than high school (SMA), junior high school (SMP), and elementary school (SD) students. As mandated by the Law of the Republic of Indonesia number 12 of 2012 in article 13 paragraph 1 it states that "Students as members of the Academic Community are positioned as adults who have their awareness in developing their potential in Higher Education to become Intellectuals, Scientists, Practitioners, and/or Professionals.(Kementrian Hukum dan HAM, 2012).

While the main problem found as a result of the observations is that there is no main teaching material used in learning the tahsin al-Qur'an course at IAIN Takengon. While other

teaching materials available are still not following learning objectives, the material is also not sequential according to the syllabus at IAIN Takengon. Other teaching materials also have not been able to motivate students to study independently to achieve mastery learning. From these potentials and problems, teaching materials for tahsin al-Qur'an will then be developed as an effort to provide an alternative for students and lecturers supporting the tahsin al-Qur'an course by providing teaching materials according to the curriculum and needs. This is following the purpose of making teaching materials that, the purpose of making teaching materials is first, to provide teaching materials that are following the demands of the curriculum, second, to assist students in obtaining alternative teaching materials besides textbooks which are sometimes difficult to obtain, third to make it easier for teachers to implement learning.(Porter, 2015).

Based on these potentials and problems, the authors chose to develop teaching materials for tahsin al-Qur'an in the form of printed books based on self-regulated learning. Books as teaching materials are books that have been filled with material resulting from science and the results of curriculum analysis in written form.(Rodríguez et al., 2022). The book was chosen as the teaching material being developed because it has several advantages, namely the explanation is more complete and detailed, in one teaching material there is a lot of material and it can be taken anywhere.(Allehyani et al., 2017). The purpose of developing textbooks based on self-regulated learning is so that students can learn independently because in self-regulated learning students' abilities are developed which include first, the ability to clarify their learning objectives. Second, the ability to adapt learning materials to their talents and interests. Third, the ability to create education that is challenging, stimulating, and fun. And the fourth is the ability to avoid erratic pressures, such as frightening, disappointing, and confusing situations.(Schunk, 2018). So that students can study independently by motivating themselves to achieve success in their studies (Mustofa et al., 2019).

## 2. Study literature and collect information

At this stage, the researcher collects some literature to serve as a reference. The references that the author collects consist of several groups, the first being literature related to tahsin al-Qur'an, including, the book *Al-Burhān fī Tajwīd al-Qur'ān*, written by Muhammad ash-Sadiq Qamhauni, the book *Al-mudzakirah fī al-Tajwīd* by Muhammad Nabhan bin Husain, the book *Science of Tajwid al-Qur'ān*, by Muhsin Salim, the book *Hilyatu al-Tilawah fī al-Tajwīd al-Qur'ān*, by Rihab Muhammad Mufid Syaqqi. the book *Tahsīn Tilawah al-Qur'ān*, written by Ahmad Annuri, the complete *tajwīd Asy-Syafi'i* book by Abu Ya'la Kurnaedi, and several other related tajwīd books. This literature is important so that the contents of the developed teaching materials do not deviate. (Rahmani et al., 2021). so that the contents of the teaching materials developed are in accordance with the competency objectives.(Ulum et al., 2020).

Second, the literature related to the development of teaching materials includes general guidelines for the selection and use of teaching materials compiled by the Ministry of National Education, development of teaching materials written by Ika Lestari, Learning Planning written by Abdul Majid, Creative Guide to Making Innovative Teaching Materials written by Andi Prastowo, development of teaching materials written by Tian Belawati, Instructional Media and Technologies for Learning written by Heinrich, R., Molenda, M., Russell, J.D., and Smaldino, S.E. Learning Development Design written by Trianto. Guidelines for the development of Teaching Materials prepared by the Ministry of National Education, New Guidelines for the Preparation of Teaching Materials, written by Zainudin



Arif and W.P. Napitupulu. This literature is useful for finding guidelines for developing teaching materials. (Munaymani 2016). with guidelines for the development of teaching materials will facilitate researchers in developing teaching materials.(Akhiruddin & Sujarwo, 2020).

Third, literature related to Self-Regulated Learning includes, Education Psychology written by Eggen, P. & Khauchack, D, Learning Psychology written by Muhammad Asrori, Educational Psychology written by Seto Mulyadi et al, Educational Psychology written by Robert E. Slavin. At this stage, the writer also collects information that can be used as material for the development of self-regulated learning-based tahsin al-Qur'an teaching materials, the information the writer gets at this stage is in the form of the syllabus for tahsin al-Qur'an courses which will be used as the subject matter in teaching materials.

### 3. Product Design

At this stage, the author does the initial product design in the form of tahsin al-Qur'an teaching materials in the form of textbooks based on self-regulated learning with the appearance:

#### a. Cover View

The cover is the outermost sheet that is designed in such a way as to reflect the contents, in other words, the cover is a general snapshot of what is contained in the book. The design is expected to give students an idea of what they will learn. The cover used in the book tahsin al-Qur'an is as shown below:

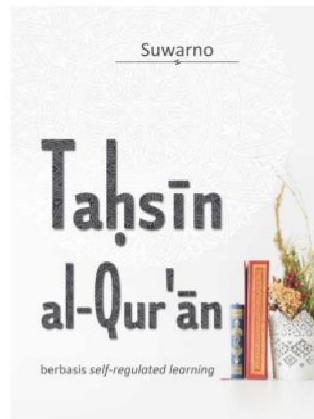


Figure 1:  
Teaching Material Cover

#### b. List of contents

The Table of Contents is part of the book that contains the chapters and sub-chapters of the book complete with their pages in the book for easy searching. The following shows the table of contents in the tahsin al-Qur'an book

**Daftar Isi**

Kata Pengantar .....	1
DaftarBerkas! .....	ii
Daftar Isi .....	vi
<b>BAB 1 Tahsin Alqur'an .....</b>	<b>1</b>
<b>A. Perbaiklan Pola Konsep Berikut .....</b>	<b>3</b>
<b>B. Ungkapkan Rasa Ingin Tahamu .....</b>	<b>3</b>
<b>C. Bukalah Wawasannya .....</b>	<b>2</b>
<b>D. Kembangkan Pikirmnya .....</b>	<b>1</b>
<b>E. Ayo Prakkikan .....</b>	<b>12</b>
<b>F. Akhirnya Aku Tahu .....</b>	<b>13</b>
<b>G. Ayo Belajar Mandiri .....</b>	<b>13</b>
<b>H. Evaluasi .....</b>	<b>14</b>
<b>I. Pembian .....</b>	<b>15</b>
<b>BAB 1 .....</b>	<b>18</b>
<b>A. Perbaiklan Pola Konsep Berikut .....</b>	<b>20</b>
<b>B. Ungkapkan Rasa Ingin Tahamu .....</b>	<b>21</b>
<b>C. Bukalah Wawasannya .....</b>	<b>21</b>
<b>D. Kembangkan Pikirmnya .....</b>	<b>34</b>
<b>E. Ayo Prakkikan .....</b>	<b>37</b>
<b>F. Akhirnya Aku Tahu .....</b>	<b>38</b>

Figure 2:  
Table of Contents Teaching Materials

*c. Chapter Title Display*

A chapter is one of the main divisions of a long piece of writing, such as a book. Chapters can be numbered if the writing is similar to a legal code or they can be given a title. The following shows the title of one of the chapter titles in the developed tahsin al-Qur'an book.

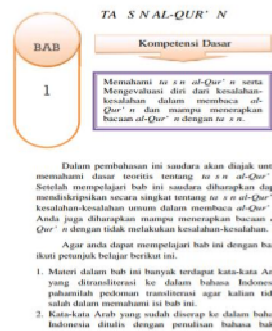


Figure 3:  
Title of Teaching Materials Chapter

*d. Concept Map view*

The concept map in the tahsin al-Qur'an book contains any material that will be studied by students, this aims to avoid misconceptions that students have after studying the material of tahsin al-Qur'an. Besides that, after learning students are also expected to have learning experiences. For more details, a visual form of the concept map and learning experiences used in the tahsin al-Qur'an book is displayed as shown in the following figure.

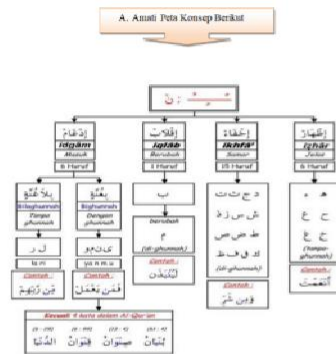


Figure 4:  
Concept maps

e. *Material Content Display*

The contents of the book material are learning materials that are adapted to the competencies that students must master. The Tahsin al-Qur'an book contains eleven competencies. For more details, a visual form of the material used in the tahsin al-Qur'an book is displayed as shown below.

1. **Nun Mati (nun sukun) dan Tanwin**  
Nun Mati adalah huruf nun yang berharakat sukun ( نْ ).<sup>2</sup> Sedangkan tanwin adalah nun bersukun yang bertemu dengan akhir isim yang tampak dalam bentuk mura ketika washal dan tidak ada secara rasm (penulisan) ketika wasal.<sup>3</sup>
2. **Cara Membaca Nun Mati dan Tanwin**  
Cara membaca nun mati dan tanwin ada empat, yaitu: *izhar*, *idgham* (*bilqamrah* dan *bilqamrah*), *idgham* dan *idgham*.<sup>4</sup>
  - a. **Izhar**: yaitu pembacaan nun mati atau tanwin yang sesuai tempat keluarnya huruf apabila bertemu dengan salah satu huruf izhar.<sup>4</sup> Huruf-huruf izhar adalah : ح - ج - ع - ه - ه - ه . Contoh-contoh bacaan *izhar*:

Huruf izhar	Nun Mati	Tanwin
أ	من أين	طريق إذا وقت
ب	بناهيون	طريق عكس
ج	من طوبى	طوبى خالصة
ح	الحد	سورة طه
ع	من قال	عزير طه
هـ	من عاد	عزير طه

Figure 5:  
Contents of Teaching Materials

4. **Design Validation**

Design validation in the form of self-regulated learning-based tahsin al-Qur'an teaching material products was carried out by 4 experts. It consists of material experts, teaching material experts, linguists, and media experts. Validation by material experts aims to obtain information, criticism, and suggestions so that teaching materials for tahsin of the Qur'an are developed into quality products based on aspects of content and presentation of the material. There are 16 question items for material experts. From all the question items obtained a score of 70, with an average of 4.3. These averages are **1** in the interval range of  $4.2 \leq x < 5.0$  with very valid criteria. Thus it can be stated that the validity of the teaching

materials for tahsin al-Qur'an Based on Self-Regulated Learning as a result of the development is a very valid teaching material in terms of the quality of the material content.

Then validation is carried out by teaching material experts. Validation by teaching materials experts included physical/appearance aspects, preliminary aspects, utilization aspects, assignment/evaluation aspects, and summary aspects with a total of 34 statement items. From all of these question items, a score of 106 was obtained, with an average of 3.1. The average is in the interval range of  $2.6 \leq x < 3.2$  with a fairly valid category. These criteria are below the criteria that should be, that is, at least the teaching materials developed must have valid criteria. So it needs to be revised based on suggestions and notes from teaching material experts. Suggestions from teaching material experts to add an assessment rubric. The following shows the results of the revision.

II. Penilaian

1. Penilaian Mengidentifikasi/mengidentifikasi

No	Aspek yang dinilai	Nilai Maksimum	Nilai yang Diperoleh
1	Kejelasan materi/identifikasi	4	
2	Kerapian	2	
3	Jumlah materi (materi/materi)	2	
4	Tipe warna yang digunakan	2	
Jumlah Nilai		10	

Nilai Akhir = Jumlah nilai penilaian Maksimum x 100 dibagi Jumlah Skor Maksimum.

2. Penilaian Revisi of Qur'an

No	Nama Mahasiswa	Nilai awal	Revisi		Nilai
			Uraian	Nilai	

Figure 6. Results of Revision of Teaching Materials

After the revision was carried out, it was validated again by the teaching material expert. The score obtained from the second stage of teaching materials experts was 139, with an average of 4.08. The average is in the interval range of  $3.2 \leq x < 4.2$  with valid criteria. Thus it can be stated that the teaching materials for tahsin al-Qur'an Based on Self-Regulated Learning as a result of the development are valid teaching materials in terms of quality of teaching materials.

The next validation is carried out by linguists. There are twelve statement items for the linguist validation sheet. The score obtained was 36 with an average of 3.0. The average is in the interval range of  $2.6 \leq x < 3.2$  with sufficiently valid criteria. These criteria are below the criteria that should be, namely, at least the teaching materials developed obtain valid criteria. So it is necessary to revise teaching materials according to suggestions and notes from linguists. Suggestions or notes from linguists include the need to pay attention to the consistency of writing between you and you, preferably using the word brother. there is an ambiguous word like law, you should use the word reading. From the suggestions and notes, revisions were made with the following appearance:



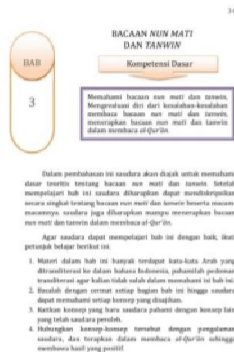


Figure 7:  
Results of Revision of Teaching Materials

Then validation was carried out by the second stage of linguists. In this second stage, the score obtained was 48 with an average of 4.0. The average **1** is in the interval range of  $3.2 \leq x < 4.2$  with valid criteria. Thus it can be stated that the validity of the teaching material **tahsin al-Qur'an Based on Self-Regulated Learning** as a result of the development is valid in terms of language quality

The next validation stage is carried out by design experts/media experts. The aspects assessed are graphic aspects including book size, cover design, and book content design. There are 24 question items for the design/media expert validation sheet. Of the 24 question items the score obtained was 118 with an average of 4.9. These averages **1** are in the interval range of  $4.2 \leq x < 5.0$  with very valid criteria. Thus it can be stated that the validity of the teaching materials for **tahsin al-Qur'an Based on Self-Regulated Learning** as a result of the development is a very valid teaching material in terms of design/media quality.

From the assessment of these experts, it can be seen the overall table of the average validation score by materials experts, teaching materials experts, language experts, and design/media experts as follows:

Table: 3  
Assessment Results By Material Experts, Teaching Materials Experts,  
Linguists, and Design/Media Experts

No	Evaluator	Score		Score average		Criteria	
		Stage 1	Stage 2	Stage 1	Stage 2	Stage 1	Stage 2
1	Material Expert	70	-	4,3	-	Very Valid	-
2	Teaching Materials Expert	106	139	3,1	4,08	Valid Enough	Valid
3	Linguist	36	48	3,0	4,0	Valid Enough	Valid
4	Design/Media Expert	118	-	4,9	-	Very Valid	-

Based on the table above, the diagram can be described as follows:

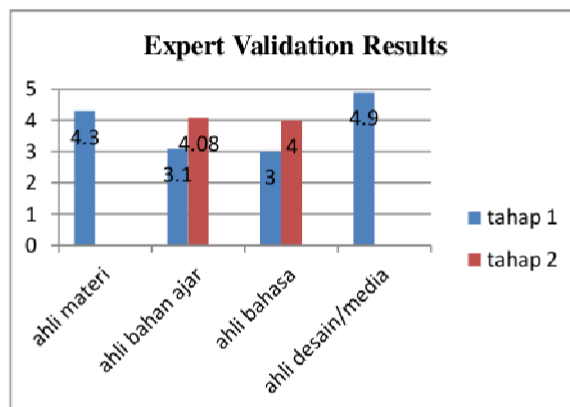


Figure: 8  
Expert validation result diagram

## 5. Tested Design

This stage is the final stage in level 1 development research according to Sugiono. Based on the expert validation above, it can be seen that the developed tahsin al-Qur'an teaching materials are teaching material products that have been tested in terms of validity but have not been tested in terms of their use.

## CONCLUSION AND RECOMMENDATIONS

From the research findings above, it can be concluded that the type of teaching materials for tahsin of the Koran to improve students' reading skills of the Koran developed is in the form of a textbook with the title of teaching materials for tahsin of the Koran based on self-regulated learning. The validity of teaching materials for tahsin al-Qur'an based on self-regulated learning meets the criteria as a very valid teaching material based on the assessment of material experts with an average score of 4.3. valid criteria based on expert assessment of teaching materials with an average score of 4.08. valid criteria based on the assessment of linguists with an average score of 4.0. and very valid criteria based on the assessment of design/media experts with an average score of 4.9.

Tahsin al-Qur'a teaching materials are based on self-regulated learning as teaching materials that have been tested are still limited in terms of validity testing, and have not been tested in terms of usage. therefore the author recommends to lecturers supporting the course, study program coordinators, faculties, and internal quality assurance institutions, that this teaching material be used as the main teaching material in learning al-Qur'an tahsin. and in later use, further research can be carried out to test the effectiveness of this teaching material.

## BIBLIOGRAPHY

Ahmad Annuri. (2010). *PANDUAN TAHSIN TILAWAH AL-QUR'AN*. Pustaka Al Kautsar.  
Akhiruddin, A., & Sujarwo, S. (2020). The Implementation Of Instructional Materials

- Development Based On Inside Outside Circle (IOC) For Students' Sociology Education Of Megarezky University. *JED (Jurnal Etika Demokrasi)*, 5(1), 86–94.  
<https://doi.org/10.26618/jed.v5i1.3041>
- Allehyani, B., Burnapp, D., & Wilson., J. (2017). A COMPARISON OF TEACHING MATERIALS (SCHOOL TEXTBOOKS VS AUTHENTIC MATERIALS) FROM THE PERSPECTIVE OF ENGLISH TEACHERS AND EDUCATIONAL SUPERVISORS IN SAUDI ARABIA. *International Journal of English Language and Linguistic Reseach.*, 5(2), 1–14.
- Andriyani, F., Jalmo, T., & Yolida, B. (2014). Pengaruh penggunaan bahan ajar terhadap hasil belajar siswa. *Jurnal Pendidikan Biologi*, 1(1), 1–11. <https://www.e-jurnal.com/2015/09/pengaruh-penggunaan-bahan-ajar-leaflet.html>
- Arsita, G. A. M. L., & Astawan, I. G. (2022). Improving Student Learning Outcomes in Online Learning by Using Electronic Teaching Materials. *Journal for Lesson and Learning Studies*, 5(2), 199–209. <https://doi.org/10.23887/jlls.v5i2.48067>
- Borg, W.R, Gall, J.P & Gall, M. . (2010). *Applying Educational Research*. Pearson Education. Inc.
- Ekima A. Frank-Oputu, Ph.D & Teresa E. Dorgu, P. . (2016). LEARNING FOR INTELLECTUAL AND EMOTIONAL DEVELOPMENT AMONG UNDERGRADUATE STUDENTS IN NIGER DELTA UNIVERSITY, WILBERFORCE ISLAND, BAYELSA STATE, NIGERIA. *International Journal of Education, Learning and Development*, 4(9), 12–26.
- Gall, M. D., Gall, J. P., & Borg, W. r. (2003). *Educational Research: an Introduction*. Long Man.
- Kemntrian Hukum dan HAM. (2012). UU RI No. 12/2012 tentang Pendidikan Tinggi. *Undang Undang*, 18.
- Lestari, E. P., Nupikso, G., & Riyani, E. I. (2015). The effect of using online learning materials on student's achievement of "University X." *Ptjj*, 16(1), 1–9.
- Mustofa, R. F., Nabiila, A., & Suharsono, S. (2019). Correlation of Learning Motivation with Self Regulated Learning at SMA Negeri 1 Tasikmalaya City. *International Journal for Educational and Vocational Studies*, 1(6), 647–650.  
<https://doi.org/10.29103/ijevs.v1i6.1750>
- Noor, Z. Z. (2015). *Metodologi Penelitian Kualitatif dan Kuantitatif2015.pdf*. Deepublish.
- Porter, B. M. (2015). Teaching material. *Pastoral Psychology*, 6(2), 41–49.  
<https://doi.org/10.1007/BF01743563>
- Puspita, A. M. I., & Purwo, S. (2019). Pengaruh Bahan Ajar Berbasis Literasi Dengan Pendekatan Kontekstual Terhadap Hasil Belajar Siswa Sekolah Dasar. *Al-Aulad: Journal of Islamic Primary Education*, 2(1), 1–7. <https://doi.org/10.15575/al-aulad.v2i1.4426>
- Rahmani, R., Mustadi, A., Maulidar, M., & Senen, A. (2021). The Development of Teaching Materials Based on Context and Creativity to Increase Students Scientific Literacy. *Jurnal Ilmiah Peuradeun*, 9(2), 345. <https://doi.org/10.26811/peuradeun.v9i2.506>
- Ratu, A., Rai, N. G. M., & Savitri, E. D. (2021). Excellent academic achievement: Do intellectual humility and emotional intelligence matter? *Cakrawala Pendidikan*, 40(2), 265–278. <https://doi.org/10.21831/cp.v40i2.35588>
- Rodríguez, J. R., Álvarez-Seoane, D., Arufe-Giráldez, V., Navarro-Patón, R., & Sanmiguel-Rodríguez, A. (2022). Textbooks and Learning Materials in Physical Education in the International Context: Literature Review. *International Journal of Environmental Research*

- and Public Health*, 19(12). <https://doi.org/10.3390/ijerph19127206>
- Schunk, D. H. (2018). Handbook of Self-Regulation of Learning and Performance. In *Handbook of Self-Regulation of Learning and Performance*. <https://doi.org/10.4324/9780203839010>
- Sugiono. (2016). *METODE PENELITIAN DAN PENGEMBANGAN* (Kedua). Alfabeta.
- Suwarno, Ramadan, S. A. F. (2022). Potential and Problem in Learning Tahsin Al-Qur'an to Improve Students' Ability to Read Al-Qur'an. *LITERATUS*, Vol. 4(Nomor 1), 82–86.
- Suwarno. (2016). *Tuntunan Tahsin Al-Qur'an*. Deepublish.
- Takengon, I. (2020). *Buku Panduan Akademik 2020*. IAIN Takengon.  
<https://www.google.com/search?q=agenda+pendidikan+2020&oq=agenda+&aqs=chrome.69i59j69i57j0l6.2382j0j7&sourceid=chrome&ie=UTF-8>
- Ulum, F., Syamsuddin, M. B., & Bachtiar, F. (2020). The Development of Teaching Material of Competency-Based Ilmu Ma'ani in the Study Program of Arabic Language Education, Faculty of Language and Literature, State University of Makassar (FBS UNM). *International Conference on Science and Advance Technology*, 51–60.  
<https://ojs.unm.ac.id/icsat/article/view/17570>
- Wulan, D. A. N., & Abdullah, S. M. (2014). Prokrastinasi akademik dalam penyelesaian skripsi. *Jurnal Sosio - Humaniora*, 5(1), 1–25. file:///C:/Users/anggrahmas/Downloads/136-379-1-PB.pdf



ORIGINALITY REPORT

---

8%

SIMILARITY INDEX

8%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

---

PRIMARY SOURCES

---

1

[digilib.uinsby.ac.id](http://digilib.uinsby.ac.id)

Internet Source

8%

---

Exclude quotes On

Exclude matches < 6%

Exclude bibliography On