

BUKTI KORESPONDENSI ARTIKEL JURNAL NASIONAL SINTA 2

Judul artikel : Development of Teaching Materials for Tahsin Al-Qur'an to Improve Students' Al-Qur'an Reading Ability

Jurnal : Ta'dib, Vol 26, No 2 (2023)

Penulis : Suwarno, Andika Hariyanto Surbakti, Ahmad Yunus Mokoginta Harahap, Ramsah Ali

No	Perihal	Tanggal
1	Bukti Submit artikel	11 Pebruari 2023
2	Bukti Assesment Reviewer B Upload file	4 Juli 2023
3	Bukti Submit hasil Revisi 1	23 Juli 2023
4	Bukti Assenment Reviewer A Upload file	31 Oktober 2023
5	Bukti Submit hasil revisi 2	1 November 2023
6	Artikel diterima	1 Novemver 2023

1. Bukti Submit Artikel

Kami melakukan bukti submit Artikel ke Jurnal ta'dib pada tanggal 11 Pebruari 2023. Hal tersebut bisa kami perlihatkan berdasar OJS.



The screenshot shows the journal's header with the logo and ISSN numbers (E-ISSN 2580-2771, P-ISSN 1410-8208). The navigation menu includes HOME, ABOUT, USER HOME, SEARCH, CURRENT, ARCHIVES, and ANNOUNCEMENTS. The breadcrumb trail is Home > User > Author > Submissions > #8675 > Summary. The main content area displays the article title, authors, and submission details. The date submitted is circled in red. A sidebar on the right contains various journal-related links.

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#8675 SUMMARY

SUMMARY REVIEW EDITING

SUBMISSION

Authors	Suwarno Suwarno, Andika Hariyanto Surbakti, Ahmad Yunus Mokoginta Harahap, Ramsah Ali
Title	Development of Teaching Materials for Tahsin Al-Qur'an to Improve Students' Al-Qur'an Reading Ability
Original file	8675-23207-1-SM.DOCX 2023-02-11
Supp. files	None
Submitter	suwarno suwarno
Date submitted	February 11, 2023 - 06:55 PM
Section	
Editor	Ridwal Trisoni
Abstract Views	500

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2. Bukti Assesment Reviewer B Upload File

Pada tanggal 4 Juli 2023 Draft Artikel Jurnal kami disuruh untuk perbaikan, Dimana Reviewer B mengirimkan apa yang harus perbaiki oleh kami dan pada OJS ada file dengan ekstensi *.Doc yang tertera untuk kami unduh dan kami perbaiki. Hal tersebut bisa kami perlihatkan berdasar OJS.



The screenshot displays the OJS journal interface for article #8675. The header includes the journal logo 'Tadib' and ISSN information: E-ISSN 2580-2771 and P-ISSN 1410-8208. The navigation menu contains links for HOME, ABOUT, USER HOME, SEARCH, CURRENT, ARCHIVES, and ANNOUNCEMENTS. The breadcrumb trail is 'Home > User > Author > Submissions > #8675 > Review'. The main content area is titled '#8675 REVIEW' and features three tabs: SUMMARY, REVIEW (selected), and EDITING. Under the 'SUBMISSION' section, the authors are listed as Suwarno Suwarno, Andika Hariyanto Surbakti, Ahmad Yunus Mokoginta Harahap, and Ramsah Ali. The title is 'Development of Teaching Materials for Tahsin Al-Qur'an to Improve Students' Al-Qur'an Reading Ability', and the editor is Ridwal Trisoni. The 'PEER REVIEW' section shows 'ROUND 1' with a table of review versions. The table lists the review version, date, and reviewer information. The entry for Reviewer B is highlighted with a red box, showing the file name 'Reviewer B 8675-27006-1-RV.DOCX' and the date '2023-07-04'. A right-hand sidebar contains a vertical menu of site navigation options.

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HOME ABOUT USER HOME SEARCH CURRENT ARCHIVES ANNOUNCEMENTS

Home > User > Author > Submissions > #8675 > Review

#8675 REVIEW

SUMMARY REVIEW EDITING

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Authors Suwarno Suwarno, Andika Hariyanto Surbakti, Ahmad Yunus Mokoginta Harahap, Ramsah Ali

Title Development of Teaching Materials for Tahsin Al-Qur'an to Improve Students' Al-Qur'an Reading Ability

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PEER REVIEW

ROUND 1

Review Version	8675-23208-3-RV.DOCX 2023-07-25
Initiated	2023-03-31
Last modified	2023-10-31
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Focus & Scope

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Publication Ethic

Reviewers

Peer Review Process

Open Acces Policy

Online Submission

Statement of Originality

Jurnal History

Visitor Statistic

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Plagiarism Policy

3. Bukti Submit hasil revisi artikel Reveviewer B

Setelah melakukan perbaikan berdasarkan anjuran Reviewer B, maka kami mengunggah Kembali pada OJS Jurnal ta'dib pada tanggal 23 Juli 2023 dan tertera pada OJS berikut.



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#8675 REVIEW

SUMMARY REVIEW EDITING

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Authors Suwarno Suwarno, Andika Hariyanto Surbakti, Ahmad Yunus Mokoginta Harahap, Ramsah Ali
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Uploaded file	Reviewer A 8675-28702-1-RV.DOCX 2023-10-31 Reviewer B 8675-27006-1-RV.DOCX 2023-07-04

EDITOR DECISION

Decision	Accept Submission 2023-11-01
Notify Editor	Editor/Author Email Record 2023-11-01
Editor Version	8675-24016-1-ED.DOCX 2023-03-31 8675-24016-2-ED.DOCX 2023-07-25
Author Version	8675-27370-1-ED.DOCX 2023-07-23 DELETE 8675-27370-2-ED.DOC 2023-11-01 DELETE

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Focus & Scope
Author Guideline
Publication Ethic
Reviewers
Peer Review Process
Open Acces Policy
Online Submission
Statement of Originality
Jurnal History
Visitor Statistic
Author Fees
Plagiarism Policy
Contact

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4. Bukti Assesment Reviewer A Upload File

Pada tanggal 31 Oktober 2023 Draft Artikel Jurnal kami yang kembali disuruh untuk perbaikan, Dimana Reviewer A mengirimkan apa yang harus perbaiki oleh kami dan pada OJS ada file dengan ekstensi *.Doc yang tertera untuk kami unduh dan kami perbaiki. Hal tersebut bisa kami perlihatkan berdasar OJS.



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P-ISSN 1410-8208

HOME ABOUT USER HOME SEARCH CURRENT ARCHIVES ANNOUNCEMENTS

Home > User > Author > Submissions > #8675 > Review

#8675 REVIEW

SUMMARY REVIEW EDITING

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Editorial Team
Focus & Scope
Author Guideline
Publication Ethic
Reviewers
Peer Review Process
Open Acces Policy
Online Submission
Statement of Originality
Jurnal History
Visitor Statistic
Author Fees
Plagiarism Policy

5. Bukti Submit hasil revisi artikel Reveeuer A

Setelah melakukan perbaikan berdasarkan anjuran Reviewer A, maka kami mengunggah Kembali pada OJS Jurnal ta'dib pada tanggal 1 November 2023 dan tertera pada OJS berikut.



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HOME ABOUT USER HOME SEARCH CURRENT ARCHIVES ANNOUNCEMENTS

Home > User > Author > Submissions > #8675 > Review

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SUMMARY REVIEW EDITING

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Section	
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ROUND 1

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Last modified	2023-10-31
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EDITOR DECISION

Decision	Accept Submission 2023-11-01
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- Editorial Team
- Focus & Scope
- Author Guideline
- Publication Ethic
- Reviewers
- Peer Review Process
- Open Acces Policy
- Online Submission
- Statement of Originality
- Jurnal History
- Visitor Statistic
- Author Fees
- Plagiarism Policy
- Contact

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6. Bukti artikel telah disetujui (Accepted)

Dan akhirnya pada tanggal 1 November 2023 naskah kami diterima dan layak untuk diterbitkan, hal ini dapat dilihat pada OJS.



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HOME ABOUT USER HOME SEARCH CURRENT ARCHIVES ANNOUNCEMENTS

Home > User > Author > Submissions > #8675 > Review

#8675 REVIEW

SUMMARY REVIEW EDITING

SUBMISSION

Authors Suwarno Suwarno, Andika Hariyanto Surbakti, Ahmad Yunus Mokoginta Harahap, Ramsah Ali
Title Development of Teaching Materials for Tahsin Al-Qur'an to Improve Students' Al-Qur'an Reading Ability
Section
Editor Ridwal Trisoni

PEER REVIEW

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Uploaded file Reviewer A 8675-28702-1-RV.DOCX 2023-10-31
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Decision Accept Submission 2023-11-01
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Editorial Team
Focus & Scope
Author Guideline
Publication Ethic
Reviewers
Peer Review Process
Open Acces Policy
Online Submission
Statement of Originality
Jurnal History
Visitor Statistic
Author Fees
Plagiarism Policy
Contact

ACCREDITATION

7. Bukti artikel telah terbit (Published)

Pada akhirnya artikel kami terbit secara online pada 12 Desember 2023.



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Home > User > Author > Submissions > #8675 > **Editing**

#8675 EDITING

[SUMMARY](#) [REVIEW](#) [EDITING](#)

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Authors: Suwarno Suwarno, Andika Hariyanto Surbakti, Ahmad Yunus Mokoginta Harahap, Ramsah Ali
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COPYEDIT INSTRUCTIONS

Copyeditor: Ridwal Trisoni

REVIEW METADATA	REQUEST	UNDERWAY	COMPLETE
1. Initial Copyedit File: 8675-28754-3-CE.DOC 2023-12-09	2023-12-09	2023-12-09	2023-12-09
2. Author Copyedit File: 8675-29984-2-CE.DOC 2023-12-09 <input type="button" value="Browse..."/> No file selected. <input type="button" value="Upload"/>	2023-12-09	2023-12-09	<input checked="" type="checkbox"/> 2023-12-12
3. Final Copyedit File: 8675-28754-4-CE.DOC 2023-12-12	2023-12-12	2023-12-12	2023-12-12

Copyedit Comments:

LAYOUT

Galley Format	FILE	
1. PDF VIEW PROOF	8675-30061-2-PB.PDF	2023-12-12 270

Supplementary Files: FILE
None

Editorial Team

Focus & Scope

Author Guideline

Publication Ethic

Reviewers

Peer Review Process

Open Acces Policy

Online Submission

Statement of Originality

Jurnal History

Visitor Statistic

Author Fees

Plagiarism Policy

Contact

ACCREDITATION



Article Template

VOL 26, NO 2 (2023)

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Tadib covers research-based articles in the field of education. This issue has been available online since December 12th, 2023 for the regular issue of December 2023.

TABLE OF CONTENTS

Development of Teaching Materials for Tahsin Al-Qur'an to Improve Students' Al-Qur'an Reading Ability	PDF 213-226
 <i>Suwarno Suwarno, Andika Hariyanto Surbakti, Ahmad Yunus Mokoginta Harahap, Ramsah Ali</i>	
Development of Teaching Materials in the Form of Daras Books Student Management Courses	PDF 227-236
 <i>Herma Yulis Syam, Vicky Rizki Febrian, Wilma Rahmah Hidayati</i>	
Application of the Lok-R Learning Strategy to Science Literacy	PDF 237-244
 <i>Ikhwan Kurniawan, Sarwi Sarwi, Sri Sukasih</i>	
How Does the Kingdom of Kutaringin Develop Educational Activities	PDF 245-256
 <i>Muslimah Muslimah, Khairil Anwar, Sabarudin Ahmad, Orisa Febriana</i>	
The Effectiveness of the Biblio Counseling Model to Increase the Adversity Quotient of Adolescents	PDF 257-266
 <i>Irman Irman, Silvianetri Silvianetri, Fadhilah Syafwar, Putri Yeni, M Habibullah Silviri, Zubaidah Zubaidah</i>	
Study Analysis of Character Values in the Thematic Book for Grade III Elementary School Students	PDF 267-280
 <i>Asrial Asrial, Syahrial Syahrial, Dwi Agus Kurniawan, Putri Fadillah</i>	
The Phenomenon of Fear of Missing Out (FoMO) in West Sumatra PTKIN Students	PDF 281-290
 <i>Desmita Desmita, Eliwatis Eliwatis, Romi Maimori, Suci Shawmy Febrita</i>	
Contribution of PAI Teacher Personality Competence to Student Motivation in School Exams	PDF 291-302
 <i>M. Ali Sibram Malisi, Sardimi Sardimi, Surawan Surawan, Ahmad Aldianoor</i>	
The Use of Oral Presentation Techniques to Improve Communication Skills in Social Studies Learning	PDF 303-316
 <i>I Ketut Suardika, La Ode Safiun Arihi, Ali Hadara, Hasniah Hasniah, Tri Zahra Ningsih</i>	
The Implementation of Extracurricular Activities of Adolescents Scientific Paper Based on Character Education	PDF 317-328
 <i>Fetrimen Fetrimen, Yuni Yulianti</i>	
The Effectiveness of Group Counseling Services with Reality Approach in Improving Broken-Home Students' Resilience	PDF 329-336
 <i>Welmi Yulisa, Masril Masril, David David</i>	
Learning Management of Female Students with Dual Roles at State Islamic University	PDF 337-354
 <i>Alwis Alwis, Rahmi Diana, Doli Witro, Rifqi Nurdiansyah, Raid Alghani</i>	
Effectiveness of Virtual Laboratory Utilization in Improving Students' Science Process Skills	PDF 355-366
 <i>Abdul Kadir</i>	
Analysis of Social Media Literacy in Adolescents in Educational Theme Video Content	PDF 367-378
 <i>Muhammad Abrar Parinduri, Larasati Nur Karomah</i>	
Developing Local Wisdom-Based Instructional Materials in Minangkabau Context for English for Tourism Course	PDF 379-390
 <i>Zulhermindra Zulhermindra, Sirajul Munir, Nina Suzanne, Hadiarni Hadiarni</i>	
Developing Academic Writing Learning Module to Improve Writing Skills of Graduate Program Students	PDF 391-404
 <i>Jumira Warlizasusi, Ifnaldi Ifnaldi, Nuzuar Nuzuar, Ahmad Qodri, Henny Septia Utami</i>	

Editorial Team

Focus & Scope

Author Guideline

Publication Ethic

Reviewers

Peer Review Process

Open Acces Policy

Online Submission

Statement of Originality

Jurnal History

Visitor Statistic

Author Fees

Plagiarism Policy

Contact

ACCREDITATION



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

Suwarno Suwarno, Andika Hariyanto Surbakti, Ahmad Yunus Mokoginta Harahap, Ramsah Ali

ABSTRACT

Teaching materials are an important component of learning. Without teaching materials, successful learning will be hampered. In teaching tahsin al-Qur'an at IAIN Takengon there are still no teaching materials available that are appropriate to the learning objectives, thus encouraging the author to develop teaching materials for tahsin al-Qur'an. This research and development aim to produce Al-Qur'an tahsin teaching material products that meet feasibility based on expert assessments. This type of research is Sugiono's Level 1 development model development research. The research was conducted for 6 months at IAIN Takengon. The research subjects consisted of needs analysis subjects, namely first-semester students of the Madrasah Ibtidaiyah Teacher Education study program and lecturers in the Al-Qur'an tahsin course. Data collection techniques use observation, interviews, and questionnaires. Data analysis in this research includes qualitative data analysis and quantitative data analysis. Qualitative data analysis is used to analyze data at the potential and problem stages, as well as literature studies and gathering information. Meanwhile, quantitative data analysis is used at the expert validation stage. The results of the research show that the developed Al-Qur'an tahsin teaching materials meet the feasibility criteria based on expert assessments. the feasibility of teaching materials from material experts got an average score of 4.3 with very valid criteria, from teaching materials experts got an average score of 4.08 with valid criteria, from language, experts got an average score of 4.0 with valid criteria, and design/media experts got an average score of 4.9 with very valid criteria.

KEYWORDS

Development, Teaching Materials, Tahsin al-Qur'an,

FULL TEXT:

[PDF](#)

REFERENCES

Agustina, R., Sudrajat, A., Setiawan, J., & Sudarwati, N. (2022). Development of Mind Mapping Based Prezi Multimedia to Improve

[Editorial Team](#)

[Focus & Scope](#)

[Author Guideline](#)

[Publication Ethic](#)

[Reviewers](#)

[Peer Review Process](#)

[Open Acces Policy](#)

[Online Submission](#)

[Statement of Originality](#)

[Jurnal History](#)

[Visitor Statistic](#)

[Author Fees](#)

[Plagiarism Policy](#)

[Contact](#)

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Development of Teaching Materials for Tahsin Al-Qur'an to Improve Students' Al-Qur'an Reading Ability

Received: 11-02-2023; Revised: 31-10-2023; Accepted: 01-11- 2023

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Abstract: Teaching materials are an important component of learning. Without teaching materials, successful learning will be hampered. In teaching tahsin al-Qur'an at IAIN Takengon there are still no teaching materials available that are appropriate to the learning objectives, thus encouraging the author to develop teaching materials for tahsin al-Qur'an. This research and development aim to produce Al-Qur'an tahsin teaching material products that meet feasibility based on expert assessments. This type of research is Sugiono's Level 1 development model development research. The research was conducted for 6 months at IAIN Takengon. The research subjects consisted of needs analysis subjects, namely first-semester students of the Madrasah Ibtidaiyah Teacher Education study program and lecturers in the Al-Qur'an tahsin course. Data collection techniques use observation, interviews, and questionnaires. Data analysis in this research includes qualitative data analysis and quantitative data analysis. Qualitative data analysis is used to analyze data at the potential and problem stages, as well as literature studies and gathering information. Meanwhile, quantitative data analysis is used at the expert validation stage. The results of the research show that the developed Al-Qur'an tahsin teaching materials meet the feasibility criteria based on expert assessments. the feasibility of teaching materials from material experts got an average score of 4.3 with very valid criteria, from teaching materials experts got an average score of 4.08 with valid criteria, from language, experts got an average score of 4.0 with valid criteria, and design/media experts got an average score of 4.9 with very valid criteria.

Abstrak: Bahan ajar merupakan komponen penting dalam 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 tahsin al-Qur'an. Penelitian dan pengembangan ini bertujuan untuk

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Author Guideline

Publication Ethic

Reviewers

Peer Review Process

Open Acces Policy

Online Submission

Statement of Originality

Jurnal History

Visitor Statistic

Author Fees

Plagiarism Policy

Contact

ACCREDITATION



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- There are currently no refbacks



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Abstract: Teaching materials are an important component of learning. Without teaching materials, successful learning will be hampered. In teaching tahsin al-Qur'an at IAIN Takengon there are still no teaching materials available that are appropriate to the learning objectives, thus encouraging the author to develop teaching materials for tahsin al-Qur'an. This research and development aim to produce Al-Qur'an tahsin teaching material products that meet feasibility based on expert assessments. This type of research is Sugiono's Level 1 development model development research. The research was conducted for 6 months at IAIN Takengon. The research subjects consisted of needs analysis subjects, namely first-semester students of the Madrasah Ibtidaiyah Teacher Education study program and lecturers in the Al-Qur'an tahsin course. Data collection techniques use observation, interviews, and questionnaires. Data analysis in this research includes qualitative data analysis and quantitative data analysis. Qualitative data analysis is used to analyze data at the potential and problem stages, as well as literature studies and gathering information. Meanwhile, quantitative data analysis is used at the expert validation stage. The results of the research show that the developed Al-Qur'an tahsin teaching materials meet the feasibility criteria based on expert assessments. The feasibility of teaching materials from material experts got an average score of 4.3 with very valid criteria, from teaching materials experts got an average score of 4.08 with valid criteria, from language, experts got an average score of 4.0 with valid criteria, and design/media experts got an average score of 4.9 with very valid criteria.

Abstrak: Bahan ajar merupakan komponen penting dalam 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 tahsin al-Qur'an. Penelitian dan pengembangan ini bertujuan untuk menghasilkan produk bahan ajar tahsin al-Qur'an yang memenuhi kelayakan berdasarkan penilaian para ahli. Jenis penelitian ini adalah penelitian pengembangan model pengembangan Level 1 dari Sugiono. Penelitian dilakukan selama 6 bulan dengan lokasi di IAIN Takengon. Subyek penelitian terdiri dari subyek analisis kebutuhan yaitu mahasiswa semester 1 program studi Pendidikan Guru Madrasah Ibtidaiyah dan dosen mata kuliah tahsin al-Qur'an. Teknik pengumpulan data menggunakan observasi, wawancara dan angket. 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 literature dan mengumpulkan informasi. Sedangkan analisis data kuantitatif digunakan pada tahap validasi ahli. Hasil penelitian menunjukkan bahwa bahan ajar tahsin al-Qur'an hasil pengembangan 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.

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

INTRODUCTION

Teaching materials are materials or subject matter that are arranged completely and systematically based on the learning principles used by teachers and students in the teaching and learning process (Pinta Uli Br. Pasaribu, Asi Siburian, & 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 to achieve predetermined competency standards (Sofyan, Nurhendrayani, Mustopa, & Hardiyanto, 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 there is an influence of teaching materials on increasing student scores (Arsita & Astawan, 2022). Furthermore, Surjono et al in their research also argued that the use of teaching materials had a significant effect on

learning outcomes and student activities (Surjono, Muhtadi, & Trilisiana, 2019). The same thing was also expressed by Kurniaman and Zufriady that the use of teaching materials has a positive influence on increasing student achievement (Kurniaman & Zufriady, 2019). Likewise, the opinion of I Gede Nurjaya et al is that the use of teaching materials has a significant effect on student learning outcomes (I Gede Nurjaya & I Gusti Ayu Agung Manik Wulandari, 2023).

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 Qur'an properly. 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, Mustadi, Maulidar, & Senen, 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, 2016a). 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 materials for Tahsin al-Qur'an that are tested for feasibility based on expert judgment.

METHOD

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, Gall, & Borg, 2003). The research and development procedures follow the Level 1 development research model by Sugiono with the following stages:

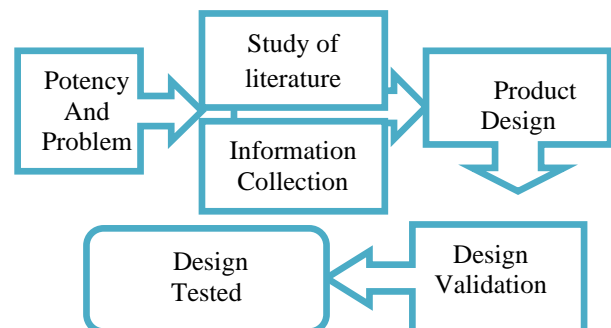


Figure 1. Level 1 Development Research Procedure (Sugiono, 2016)

From the picture above there are five steps in level 1 development research from Sugiono. The first step is 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, is Literature Study and Information Gathering, at this stage, the researcher collects books related to the 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 self-regulated learning-based Tahsin Al-Qur'an book. The fourth step is Design Validation, at this stage, the author asks experts to conduct an assessment of the product in the form of a developed Tahsin al-Qur'an book. 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.

This research was conducted for 6 months, starting from January 19 to July 25, 2022. The research was conducted at IAIN Takengon Central Aceh. The subjects of this study consisted of needs analysis subjects and expert validation subjects. The subject of needs analysis includes the subject of student needs analysis and the subject of lecturer needs analysis. To analyze student needs, researchers took a sample of semester 2 students of the IAIN Takengon Madrasah Ibtidaiyah Teacher study program. Based on the homogeneity of the students on the campus, the researchers used a purposive sampling technique. Namely, the researcher deliberately determines the sample taken himself (R. Burke Johnson, 2014). Then the expert validation subjects consisted of Tahsin experts of the Qur'an, media experts, linguists, and teaching materials experts. Tahsin experts to assess the depth of the content of the material, media experts to assess the feasibility of graphics and design

materials, linguists, to assess the feasibility of teaching materials from the use of language, and teaching materials experts, to test the feasibility of evaluations used in developing Tahsin al-Qur'an teaching materials.

Data collection was carried out by observation, interviews, and questionnaires. Observations were made when looking for potential problems as well as when studying literature and gathering information, interview techniques were used to analyze lecturer needs, 6 Tahsin al-Qur'an lecturers were interviewed, while the questionnaire was carried out at the teaching material validation stage 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. Both 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	$skormin + 4i \leq x < skormaks$
Good	$skor\ min + 3i \leq x < skormin + 4i$
Enough	$skor\ min + 2i \leq x < skor\ min + 3i$
Not enough	$skor\ min + 1i \leq x < skor\ min + 2i$
Very less	$skor\ min \leq x < 1i$

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	$1,0 \leq x < 1,8$

RESULTS AND DISCUSSION

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 Mayasari, 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 (Setyowati, 2019). 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 (Ansas, Azizah, & Oktavianto, 2023). 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's age is to stabilize life stances (Fitriyawany, Lailatussaadah, & Meutiawati, 2022).

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).

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 still do not follow learning objectives, the material is also not sequential according to the syllabus at IAIN Takengon (Suwarno, Ismet Nur, Rahmanita Zakaria, 2022). 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 (Rahmah, Faridi, & Nur Afifah Khurin Maknin, 2021). 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, to make it easier for teachers to implement learning (Porter, 2013).

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, Álvarez-Seoane, Arufe-Giráldez, Navarro-Patón, & Sanmiguel-Rodríguez, 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, Burnapp, & Wilson., 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, Nabiila, & Suharsono, 2019).

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-Tilāwah 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 by the competency objectives (Nelvawita, 2021).

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 (Pattaufi, Aswan, & Hakim, 2023).

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.

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. In product design, the author pays attention to several things, including ease of use. As stated by Sukristiningsih and Suardi Sahid, when preparing teaching materials it should be able to facilitate learning (Sukristiningsih & Sahid, 2022). Apart from that, it also adapts to the user, with a display that is as attractive as possible to clarify students' understanding as users (Ilmi & Rofiah, 2017). Next, the researcher analyzed the needs for teaching materials, created a map of teaching materials, chose the format of teaching materials, and then made an initial product design as well as the principles for developing teaching materials (Muhammad Yusuf, 2023). The appearance of the Self-Regulated Learning-based tahsin al-Qur'an teaching material product is as follows:

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:

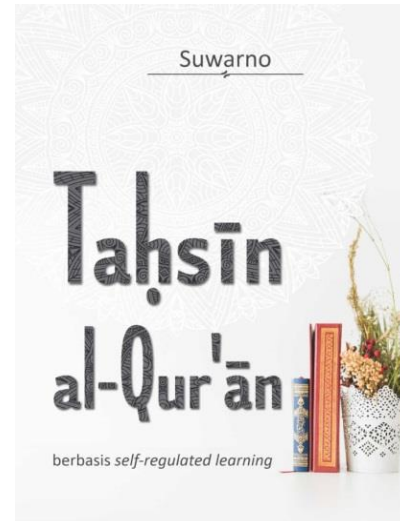


Figure 1:
Teaching Material Cover

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.....	i
Transliterasi	iii
Daftar Isi	vi
BAB I Tahsin Al-qur'an.....	1
A. Perhatikan Peta Konsep Berikut.....	3
B. Ungkapkan Rasa Ingin Tahumu	3
C. Bukalah Wawasammu	4
D. Kembangkan Pikiranmu	9
E. Ayo Praktikkan.....	12
F. Akhirnya Aku Tahu	13
G. Ayo Belajar Mandiri	13
H. Evaluasi	14
I. Pembelian	15
BAB II Tempat Keluar dan Sifat Huruf.....	18
A. Perhatikan Peta Konsep Berikut.....	20
B. Ungkapkan Rasa Ingin Tahumu	21
C. Bukalah Wawasammu	21
D. Kembangkan Pikiranmu	34
E. Ayo Praktikkan.....	37
F. Akhirnya Aku Tahu	38

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.

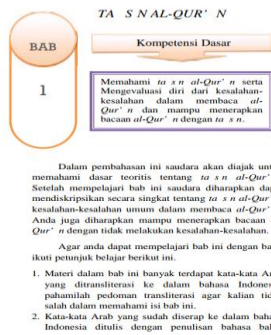


Figure 3:
Title of Teaching Materials Chapter

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.

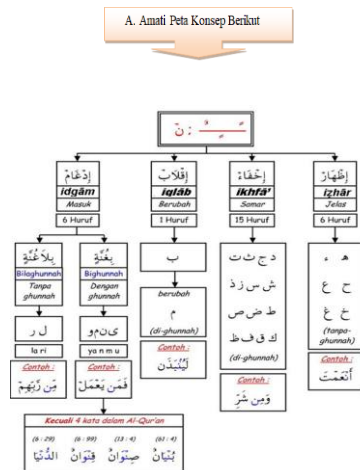


Figure 4:
Concept maps

e. Material Content Display

The contents of the book material are learning materials that are adapted to

the competencies that students must master. The Tahsīn al-Qur'ān book contains eleven competencies. For more details, a visual form of the material used in the tahsīn al-Qur'ān book is displayed as shown below.

1. **Nun Mati (nun sukun) dan Tanwin**
Nun Mati adalah huruf nun yang berharakat sukun (نْ).² Sedangkan tanwin adalah nun bersukun yang bertemu dengan akhir isim yang tampak dalam bentuk suara ketika waqaf dan tidak ada secara rasm (penulisan) ketika waqaf.³
2. **Cara Membaca Nun Mati dan Tanwin**
Cara membaca nun mati dan tanwin ada empat, yaitu: *izhār*, *idghām* (*bigunnah* dan *bilagunnah*), *iqlāb* dan *ikhfā'*.
- a. **Izhar**: yaitu pembacaan nun mati atau tanwin yang sesuai tempat keluarnya huruf apabila bertemu dengan salah satu huruf izhar.⁴
Huruf-huruf izhar adalah : ع - ح - ج - ه - هـ - ء
Contoh-contoh bacaan izhar:

Huruf izhar	Nun Mati	Tanwin
ا	شَأْنٌ	عَاقِبَةُ إِذَا وَقَفْتَ
ح	تَحِيَّاتُونَ	عَلَّمَ سَكْرَتَهُ
ج	مِنْ حَوَائِبَ	يُؤْتِيهِمْ حَافِظَةً
هـ	أَنْعَمْتَ	سَيِّئٌ عَظِيمٌ
ع	مِنْ عِلْمٍ	عَزِيزٌ غَفُورٌ
هـ	مِنْ هَادٍ	جَزْءٍ هَازِلٍ

Figure 5:
Contents of Teaching Materials

Design Validation

Validation is carried out to test the suitability of the teaching materials developed (Nur Ihsan HL1, Nasruddin, Andri Estining Sejati, 2023). Validation is carried out by experts in the field (Agustina, Sudrajat, Setiawan, & Sudarwati, 2022). 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 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.

H. Penilaian

1. Penilaian Mengeksplorasi/mengidentifikasi

No	Aspek yang dinilai	Nilai Maksimum	Nilai yang diperoleh
1	Ketepatan mengidentifikasi	4	
2	Kerapian	2	
3	Jumlah contoh (memenuhi minimal)	2	
4	Tepat waktu mengemukakan	2	
Jumlah Nilai		10	

Nilai Akhir = jumlah nilai perolehan Mahasiswa x 100 dibagi jumlah Skor Maksimum.

2. Penilaian Membaca *al-Qur'an*

No	Nama Mahasiswa	Kesalahan		Nilai
		Nun mati	Tanwin	

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:

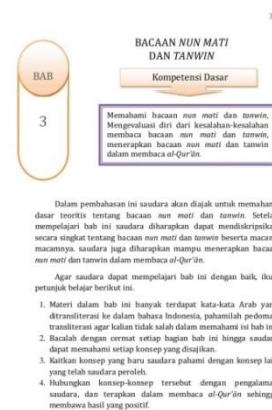


Figure 7: Results of Revision of Teaching Materials

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 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 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 experts' assessments, it can be depicted in the following diagram:

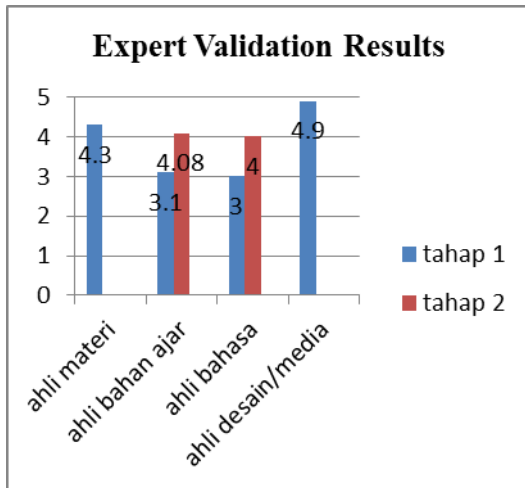


Figure: 8
Expert validation result diagram

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. There has not been a trial run because the even semester lectures for the 2021/2022 academic year ended when the development of the Al-Qur'an teaching materials was completed on July 25, 2022, so it is no longer possible to conduct lectures. The new Al-Qur'an Tahsin course will be programmed by the next semester's students in the even semester of 2022/2023. Based on this, this development research is limited to the tested design stage. This is as it should be by Sugiono that development research can be limited to the product validation stage if it is not yet possible to try it out.

Development research that reaches the validation stage is level 1 development research (Sugiyono, 2019). And it can be continued for level 2 development research

without going through the procedures that have been passed in level 1 research and development (Sugiyono, 2019). This is also confirmed by the results of research by Yuliana Anggraini Imran et al, who conducted development research entitled Developing Of Science Teaching Materials Based Guided Discovery For Training Science Process Skills limited to the product development stage (Imran, Agustini, & Taufikurohmah, 2020). Likewise, research by M K Abadi1, H Pujiastuti, and L D Assaat entitled Development of Teaching Materials Based on Interactive Scientific Approach towards the Concept of Social Arithmetic For Junior High School Students, limits its development research to product development (M K Abadi, 2016b). The same thing was also done by Muhammad Nasir in his research entitled Development of Integrated Science, Technology and Religion Teaching Materials to Increase Students' Integrative Knowledge, his research was limited to the product validation stage (Nasir, Yuliani, & Nastiti, 2019), as the author did. Research by Nur Fadilasari et al, entitled Developing Instructional Materials Based on Inquiry Learning Model, was also limited to the validation stage (Sari, 2020).

CONCLUSIONS

From the research findings above, it can be concluded that the type of teaching materials for Tahsin of the Koran to improve student's reading skills in the Qur'an is in the form of a textbook with the title 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'an 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.

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