



DEVELOPMENT OF LEARNING MODULE READING AL-QUR'AN WRITING IN BASIC STATE SCHOOL ROGOMULYO 02 SEMARANG

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Abstract

This research is motivated by the unavailability of teaching materials module for students. This research is a research and development, which aims to produce a product of teaching materials such as Literacy Al-Qur'an Module effectively and efficiently. The subjects of this study were 23 fifth grade students of SD Rogomulyo 02 Kaliwungu District and accompanied by two validation experts. The data collection techniques used are observation, interviews, and test (Pretest and Posttest). The method for developing of literacy Al-Qur'an module uses Research and development steps developed by Borg and Gall. This steps are consist of 1) preliminary research, 2) product design, 3) validation, 4) product application, and 5) analysis. The results of this study indicate that, literacy al-Qur'an modules compiled by researchers, can improve learning achievement from the averages value of students above the KKM (Minimum completeness criteria). The conclusion is based on the processing of pre-test data of 64.52 and post-test of 77.86 using Paired Samples T-Test data resulting in an average correlation data of 0.806 and a significance value of 0,000. The results of the calculation of Paired Samples T-Test found the value of Sig. (2 tailed) is $0,000 < 0,05$, then H_0 is rejected and H_a is accepted. Thus it can be concluded that there is an influence on using of literacy al-Qur'an module for students, it's proven any differences in the average between pre-test and post-test results of students or have comply the KKM (Minimum completeness criteria) in schools.

Keyword: *Development, Module, Read and Write Al-Qur'an.*

Abstrak

Penelitian ini dilatarbelakangi oleh belum tersedianya bahan ajar berupa modul untuk siswa. Penelitian ini merupakan penelitian dan pengembangan (Research and Development). Tujuan penelitian ini untuk menghasilkan produk berupa bahan ajar modul pembelajaran baca tulis al-Qur'an yang efektif dan efisien. Subjek dari penelitian ini adalah 23 siswa kelas V SD Negeri Rogomulyo 02 Kecamatan Kaliwungu ditambah validasi dari dua ahli. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan tes (Pretest dan Posttest). Metode pengembangan modul pembelajaran baca tulis al-Qur'an menggunakan langkah-langkah Research and development yang dikembangkan oleh Borg and Gall. Langkah-langkah pengembangan tersebut terdiri atas 1) penelitian pendahuluan, 2) desain produk, 3) validasi, 4) penerapan produk, dan 5) analisis. Hasil penelitian ini menunjukkan bahwa, modul pembelajaran baca tulis al-Qur'an yang disusun oleh peneliti, dapat meningkatkan prestasi belajar berupa perolehan nilai rata-rata siswa berada diatas KKM (Kriteria Ketuntasan Minimum). Kesimpulan tersebut didasarkan pada pengolahan data pre-test sebesar 64,52 dan post-test sebesar 77,86 dengan menggunakan data Paired Samples T- Test dihasilkan data korelasi rata-rata 0,806 dan nilai signifikansi 0,000. Hasil penghitungan Paired Samples Tes diketahui nilai Sig. (2 tailed) adalah $0,000 < 0,05$, maka H_0 ditolak dan H_a diterima. Dengan demikian dapat disimpulkan bahwa ada pengaruh penggunaan modul pembelajaran baca tulis al-Qur'an siswa buktinya terdapat perbedaan rata-rata antara hasil pre-test dan post-test siswa atau sudah memenuhi nilai KKM (Kriteria Ketuntasan Minimal) di sekolah. Artinya pengembangan modul dapat meningkatkan hasil belajar baca tulis al-Qur'an siswa.

Kata kunci: Pengembangan, Modul, Baca Tulis Al-Qur'an.

A. Introduction

The science of religion is very, very important, according to Imam Al-Ghazali.¹ Studying knowledge is basically aimed at forming a person with noble character.² Likewise, studying the Qur'an by reading and understanding and practicing the contents of its contents, can make the reader get guidance.³ Al-quran is a great work. Al-quran is likened to the friend Abdullah bin Mas'ud as God's banquet. Like a banquet, it must be visited, eaten, and enjoyed. When the banquet is available, while he is being left in vain, it will be a loss and regret in the future. That's the al-Qur'an as God's meal. It must be studied, read, understood

¹ Safrudin Aziz, *Pemikiran Pendidikan Islam Kajian Tokoh Klasik Dan Kontemporer* (Yogyakarta: Kalimedia, 2015), 102.

² Kadar M. Yusuf, *Tafsir Tarbawi Pesan-Pesan Al-Qur'an Tentang Pendidikan* (Jakarta: Bumi Aksara, 2013), 53.

³ Muhammad Makhdlori, *Mukjizat-Mukjizat Membaca Al-Qur'an*, (Yogyakarta: Diva Press, 2008), 51.

and enjoyed especially by the Muslims. To get there the first ladder is to learn, learn to understand the characters, learn to read, and write al-Qur'an characters.⁴ Al-Qur'an explains this in Surah al-Naml (27) verse 92:

وَأَنْ أْتَلُوا الْقُرْآنَ فَمَنْ اهْتَدَىٰ فَأْتَمَّا يَهْتَدِي لِنَفْسِهِ وَمَنْ ضَلَّ فَقُلْ إِنَّمَا أَنَا مِنَ الْمُنذِرِينَ (92)

Meaning: "And so that I read al-Qur'an (to humans). So whoever gets guidance is actually only getting guidance, then in fact he is only getting guidance for (good) himself, and whoever is misguided then say: "Verily I (this) is nothing but one of the warners".⁵

In terms of reading, Indonesia is still lacking, this is reinforced based on the study "Most Littered Nation In the World" conducted by Central Connecticut State University in March 2016 Indonesia was declared to be ranked 60th out of 61 countries regarding reading interest, an article published by Kompas. com.⁶ Reading is the main asset for children to learn, read and write the Qur'an. The ability to read and write the Qur'an is an indicator of the quality of a Muslim's religious life. Therefore, the reading and writing movement of the Qur'an is a strategic step in order to improve the quality of Muslims and the success of development in the field of religion.⁷ This is where the challenges of Islamic Religious Education teachers in educating children to be able to read and write the Qur'an correctly according to recitation.⁸ Therefore, in the process of learning to read and write, steps must be used in accordance with the needs of students so that students can learn to read and write the Qur'an properly and correctly.

In this era of globalization, there have been many shifts in the values of people's lives because the current generation is still unable to read the Qur'an well, let alone understand it.⁹ Children are more engrossed in watching television shows or playing with their gadgets than reading the Qur'an.¹⁰ Weak attention of parents in guiding their children, especially in teaching reading and writing of the Qur'an, whereas in formal educational institutions now there are demands for students to master reading and writing al-Qur'an.¹¹ In this case, the participation of parents

⁴ Ahmad Syarifuddin, *Mendidik Anak Membaca, Menulis, Dan Mencintai Al-Qur'an* (Jakarta: Gema Insani, 2008), 40.

⁵ Fadh ibn 'Abd al 'Aziz Al Sa'ud, *Mujamma' Al Malik Fadh Li Thiba'at Al-Mush-Haf Ayy-Syarif, Medinah Munawwarah* (Medinah Munawwarah: Kerajaan Saudi Arabia, 1971), 605.

⁶ MikhaelGewati, <http://edukasi.kompas.com/read/2016/08/29/07175131/minat.baca.indonesia.ad.a.di.urutan.ke-60.dunia>, diakses pada Kamis, 17 Januari 2019, Pukul 10:32 Wib.

⁷ Khalid Ahmad Syantut, *Melejitkan Potensi Moral Dan Spiritual Anak*, (Bandung: Sygma Publishing, 2009), 103.

⁸ Mansur, *Pendidikan Anak Usia Dini Dalam Islam* (Yogyakarta: Pustaka Pelajar, 2005), 135.

⁹ Nurhayati, "Upaya Guru Pendidikan Agama Islam Dalam Mengatasi Kesulitan Belajar Membaca Al-Qur'an Pada Siswa Kelas IX Di SMPN 2 Donri-Donri Kabupaten Soppeng," *Jurnal Sulesana* 9, no. 2 (2014): 116-125.

¹⁰ Weni Lestari, Rendahnya Minat Baca Al-Qur'an, <http://www.rakyatpos.com/rendahnya-minat-baca-la-quran.html/>, Diakses pada Rabu, 16 Januari 2019, Pukul 20:54 Wib.

¹¹ *Pendidikan Anak Usia Dini Dalam Islam*, 144.

must take part in carrying out learning in their respective homes so that their sons and daughters can read and write the Qur'an well so that at school, it is just a matter of learning to repeat the moraja'ah so that the students' reading will be good.

Because actually reading is a multidimensional thinking process.¹² In an effort to learn, understand, and live the Qur'an.¹³ It is clear that the reading and writing of the al-Qur'an affects students. Because in the religious curriculum there is a lot of emphasis on the students' goals which are expected so that students can write and read the Qur'an.¹⁴ This is in accordance with article 24 paragraph 1 in the Republic of Indonesia Government Regulation number 55 of 2007, which states that al-Qur'an education aims to improve the ability of students to read, write, understand, and practice the contents of the al-Qur'an.¹⁵ Read and write al-Qur'an is a local content lesson that exists in Semarang Regency and even throughout Indonesia. This is in accordance with the Semarang Regency Regional Regulation No. 6 of 2009 concerning the Implementation of Education.¹⁶ In this case, reading and writing the Alquran is very important to learn, especially as a Muslim or a Muslim, you must be able to read and write the Al-Quran well, so reading and writing the Al-Quran is a very important factor to learn.

Lack of knowledge of the religion of the students' parents and not considering the importance of reading and writing al-Qur'an is one of the factors in the students' lack of knowledge of reading and writing al-Qur'an and they do not care about children's achievement. So that there are still many students who have not been able to read and write the Qur'an well. This has become the concern of researchers to create modules and ways so that learning to read and write al-Quran can be read easily and pleasantly along with the recitation. The development of a reading and writing learning module for the Qur'an is very important because teachers generally only depend on the curriculum guide book for reading and writing the Qur'an published by the Ministry of Religion and the Semarang District Education Office, without paying attention to other teaching sources. So far, what happened was the students only recorded the writings of the teachers without having a student handbook. To make students interested and enthusiastic about learning, the teacher must be creative in developing learning modules.

The teacher must be creative because he does not only act as a provider of information, but also as a facilitator and learning partner for students. Teachers must provide services and ease of learning (facilitate learning) to all students so that they can learn in an atmosphere that is fun, joyful, full of enthusiasm, not

¹² Bruce Joyce, Marsha Weil, & Emily Calhoun, *Models of Teaching, (Terjemahan)* (Yogyakarta: Pustaka Pelajar, 2009), 16.

¹³ Muhammad Djarot Sensa, *Qur'anic Quotient Kecerdasan-Kecerdasan Bentuk Al-Qur'an* (Jakarta: Mizan Publika, 2004), 35.

¹⁴ *Pendidikan Anak Usia Dini Dalam Islam*, 139.

¹⁵ <http://kelembagaan.ristekdikti.go.id>, Diakses pada Sabtu, 19 Januari 2019, Pukul 17:22 wib.

¹⁶ www.jdih.setjen.kemendagri.go.id, Diakses pada Senin 1 Juli 2019, Pukul 06:02 wib.

anxious and daring to express opinions openly.¹⁷ In his research, Amrullah explained that teachers must be able to influence students so that they always increase their interest in learning both academically and non-academically.¹⁸ Teachers must be creator facilitators to educate students with good quality so that the next generation will become superior.

From previous research from the Hafidz Nur Fauzi journal article entitled "Character education through learning tahfidzul qur'an based on the ummi method for SDIT salsabila sleman students" in this study it was stated that research in Salsabila SDIT aims to examine the steps of character education through the tahfidzul qur program. Andan knows the evaluation of character education at the school.¹⁹ The journal article from Agus setiawan entitled "Conceptual of Blended Learning As Islamic Education study program learning reform action in digital era 4.0" provides an explanation that blended learning in principle synergizes a balanced combination of face to face and online in learning and blended learning has a positive impact on development. students and also learning outcomes.²⁰ The journal article from Zarkasi entitled "Implementation of Jurisprudence Learning Based on Interactive Multimedia, Macro Enabled To Increase Student Activeness" explains that in several public and private schools in Demak district there are problems in PAI learning, including the pursuit that is still predominantly classical (lectures) in this context the article above compiles learning with multimedia interactive power point learning on the subject matter of the zakat chapter of fiqh and it can be seen that all the class X science students look very excited.²¹ From the three articles above, the researcher intends to develop a learning tool in the form of a learning module for reading and writing al-Qur'an that can be used by students in their classroom learning. The development of the reading and writing module of the Qur'an is expected to be a module that can be applied in SDN Rogomulyo 02 as an effort to educate students to read and write according to tajwid and love the Qur'an more.

B. Method

This research is an R & D (Research & Development) research which is research and development to produce a learning module for learning to read and write al-Qur'an at Rogomulyo 02 Elementary School, Kaliwungu District. To

¹⁷ E Mulyasa, *Pengembangan Dan Implementasi Kurikulum 2013* (Bandung: Remaja Rosda Karya, 2013), 32.

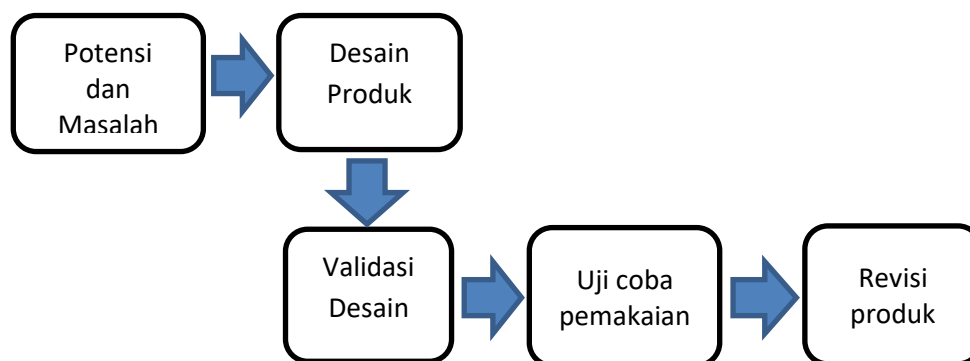
¹⁸ Amrullah, "Pengaruh Minat Belajar Terhadap Prestasi Akademik Dan Non Akademik Bagi Siswa Pada MADRASAH ALIYAH (MA) Kota Samarinda.," *Jurnal Pendidikan Agama Islam Syamil*. 06, no. 02 (2018): 247-267.

¹⁹ Hafidz Nur Fauzi, Waharjani, "Pendidikan Karakter Melalui Pembelajaran Tahfidz Al Qur'an Berbasis Metode Umami Bagi Siswa SDIT Salsabila Sleman," *Jurnal Pendidikan Agama Islam Syamil*. 7, no. 2 (2019): 132-146.

²⁰ Agus Setiawan, "Conceptual of Blended Learning As Islamic Education Study Program Learning Reform Action in Digital Era 4.0.," *Jurnal Pendidikan Agama Islam Syamil*. 7, no. 2 (2019): 119-129.

²¹ Zarkasyi, "Implementasi Pembelajaran Fikih Berbasis Multimedia Interaktif Macro Enabled Untuk Meningkatkan Keaktifan Siswa," *Jurnal Pendidikan Agama Islam Syamil*. 7, no. 2 (2019): 169-188.

make it easier for researchers to make appropriate steps to obtain relevant information, to plan, formulate, validate and revise products with the aim of obtaining empirical data to make products used for learning. Researchers used the steps used by Borg and Gall which were described by Sugiyono,²² namely as follows:



1. 1. Picture Borg and Gall Model Development Flow.

Some of the steps above, can be used as a reference in this research, regarding what will be achieved in developing a learning module for reading and writing the Qur'an, including: (1) Conducting research to obtain field information and study relevant literature that will be used as a materials for making designs. (2) Designing and developing modules based on theoretical studies and empirical data from preliminary studies. (3) Expert / expert validation, namely performing validation by involving competent experts in the fields of religion and education. This is done to determine whether the module developed is in accordance with the objectives to be implemented or not. (4) Application of the learning module to read and write al-Qur'an in the research area. (5) Analysis and evaluation of the implementation of the learning module for reading and writing al-Qur'an. In this study, the subjects used were teachers and grade 5 students totaling 23 children who were used as samples. The object of this research is learning to read and write al-Qur'an in grade 5 elementary school.

The technique used by researchers in collecting data is based on facts that occur in the field. The techniques include: Observation, which is carried out to determine the response of teachers and students at Rogomulyo 02 Public Elementary School when using the Al-Qur'an reading and writing learning module. Observations were made by researchers who also act as observers when the media is used. Interview, to get information on the responses, comments, and suggestions of the teacher after using the learning module to read and write al-Qur'an. For the researcher, the interview was chosen because the researcher was closer to the resource person so that the information obtained was more in-depth

²² Sugiyono, *Metode Penelitian Kebijakan, Pendekatan Kuantitatif, Kualitatif, Kombinasi, R&D Dan Penelitian Evaluasi* (Bandung: Alfabeta, 2017), 486.

from the students and teachers at Rogomulyo 02 Elementary School. The data collection instruments in this study used test questions (pre-test and post-test). After that, the Paired Sample Test T Test is a test used to compare the difference between the two means of two paired samples with the assumption that the data is normally distributed. Paired samples come from the same subject, each variable is taken during different situations and circumstances. This test is also called the paired T test.²³

In the research phase, the data analysis used was qualitative data analysis and quantitative data. First, observation and interviews to determine the response of teachers and students after the data was collected, then the data were analyzed using language that was easy to understand. Second, planning the design and compiling the learning module for reading and writing al-Qur'an. Third, after being validated by experts / experts then tested the feasibility of the Qur'an reading and writing learning module in the form of a validator sheet in the form of quantitative data with a percentage according to Likert scale calculation, namely 81.0% -100.0% (Very valid, can be used without revision), 61.0% -80.9% (Quite valid, can be used but needs revision, 41.0% -60.9% (Less valid, it is recommended not to use it because it needs major revision), 21.0% -40, 9% (Not valid can not be used). Test the validity of experts in this learning module can use the following formula:

$$P = \frac{\Sigma R}{N} \times 100\%$$

Information:

P = Percentage of score sought (results are rounded up to an integer)

ΣR = The number of answers given by the selected validator / choice

N = Total maximum or ideal score²⁴

Fourth, then the development product is tested and the fifth is the analysis of the calculation of the product developed with the appropriate format report according to the prospective product user.

C. Result and Discussion

1. Description of Learning to Read and Write the Alquran at SDN Rogomulyo 02

This research was conducted at the Rogomulyo 02 Elementary School, in Suruhan Village, Kaliwungu District, Semarang Regency. There is a reason why researchers chose this school, because there are still many students who do not understand and understand hijaiyyah letters, students only memorize the hijaiyyah

²³ Widiyanto, Agus Mikha, *Statistika Terapan. Konsep Dan Aplikasi Dalam Penelitian Bidang Pendidikan, Psikologi Dan Ilmu Sosial Lainnya*. (Jakarta: PT Elex Media Komputindo, 2013), 28.

²⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. (Bandung: Alfabeta, 2012), 99.

letters but in reality students cannot write the letters of the Koran which they memorize based on the results of grade 5 observations. July 16, 2019. From 2009 until now it only consists of handbook modules for teachers, students only copy and write what the teacher wrote on the blackboard. Often students' notes are missing, which creates obstacles in learning.

Teaching materials are very helpful for educators in the implementation of teaching and learning and to direct all student activities in learning. Modules or teaching materials as an effective medium that has been used by teachers. The module as a student guide book in learning has an important value when the module is very impressive by students which in turn makes learning more enthusiastic and less boring.

In order to introduce hijaiyyah letters to students when teaching reading the Qur'an, it is not simple just imitating or giving writing assignments, if this is the case students will quickly feel bored and even not interested. This is a portrait of the conditions that are happening in the Rogomulyo 02 Public Elementary School at this time, which the researchers conducted during the observation on Wednesday, July 17, 2019.

Achievement is a measure of the success of teachers in learning. The level of learning achievement of students is one indicator of success in the learning process carried out by the teacher. Furthermore, the Principal of SD Negeri Rogomulyo 02 answered in an interview on July 19, 2019, the students paid less attention to lessons and got bored quickly when learning to read and write al-Qur'an so that their achievement was still low. The average is still below the school's KKM, which is 70. A teacher can be said to be successful if he is able to bring his students to achieve learning goals.

The discussion regarding learning to read and write al-Qur'an begins with a conceptual understanding to be used as a basis in analyzing the implementation of learning activities in schools. Read and write al-Qur'an is a local content lesson that learns about how to read and write al-Qur'an letters according to good and correct reading and writing rules. Learning to read and write al-Qur'an is a development of the main elements of the Qur'an which are contained in the Outlines of the Islamic Religious Education Teaching Program for Elementary Schools and included in the curriculum.

There are so many kinds of learning modules that aim to improve the quality of learning. The implementation of learning activities recognizes many terms for teaching carried out by teachers. As a learning medium, the module is needed by students as learning material. After the issuance of the Semarang Regency Regional Regulation Number 6 of 2009 concerning the Implementation of Education, the Ministry of Religious Affairs team drafted the Outlines of the Primary School Teaching Program (GBPP) to Read and Write the Al-Quran. As the curriculum changes in 2019, the team from the Ministry of Religion and the Semarang Regency Education Office has rearranged the book curriculum module

for reading and writing the Qur'an. From 2009 until now it only consists of handbook modules for teachers.

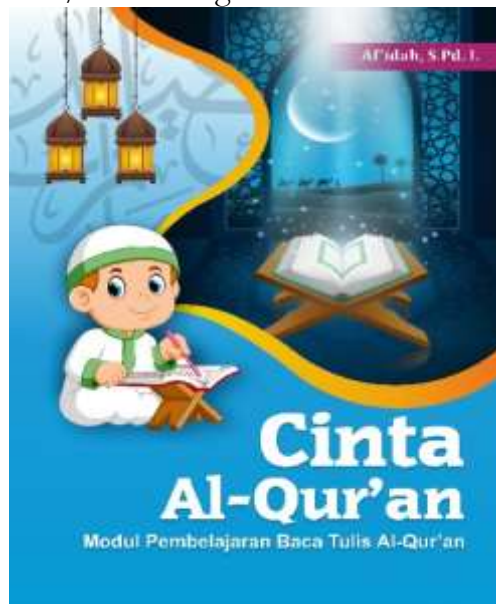
2. Development Process and Feasibility of Learning and Writing Al-Quran Learning Modules

Compiling the Design of Learning and Writing Al-Qur'an Learning Modules At the stage of compiling the design of the Al-Qur'an reading and writing learning module, the aim of fulfilling the needs is based on the problems in the field as follows:

- a. The al-Qur'an reading and writing module must have an attractive appearance so that it is expected to increase student motivation to learn the material
- b. This Al-Quran reading and writing module contains 5th grade materials that have been adapted to the material from the Department of Religion and the Department of Religion. This module is designed for students who cover all tajwid lessons, which include all the material in reading and writing al-Qur'an.
- c. The al-Qur'an reading and writing module contains material for reading short letters, daily prayers and Asmaul husna along with their prayers.
- d. This module has an ISBN meaning this module has been listed in the National Library, which means that this module can be read by anyone.
- e. The al-Qur'an reading and writing module is expected to improve student learning outcomes above the minimum completeness criteria (KKM).

Development of Learning and Writing Al-Qur'an Learning Modules as a result of the realization / construction of the development of the Al-Quran reading and writing learning modules as shown below:

- a. Realization of Front / Cover Pages



1.2 Picture Realization of Front / Cover Pages

b. Actual Table of Contents

The image shows the actual Table of Contents of the module. It is divided into several sections:

- DAFTAR ISI** (Table of Contents)
- KATA PENGANTAR** (Foreword)
- MENGenal HURUF HIASYVAH** (Recognizing Stylized Letters)
- PELAKSIAN 1** (Practical 1)
- PELAKSIAN 2** (Practical 2)
- PELAKSIAN 3** (Practical 3)
- PELAKSIAN 4** (Practical 4)
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1.3 Picture Modul Actual Table of Contents

c. Realization of Material Pages



1.4 Picture Materi Realization of Material Pages

Module Feasibility and Module Validation Results Module feasibility testing is validated by two experts, namely material experts and learning media experts. Material expert validation by Drs. Ahmad Al Badawi, M. Pd., He is the

supervisor of the Islamic Education in Kaliwungu sub-district as well as a module team from the Department of Religion, Semarang district.

As an expert in learning media, Mr. DR. Wiji Suwarno, S.Pd. I., S. IPI., M. Hum. He serves as the Head of the IAIN Salatiga Library. The data and suggestions on the instrument are used as consideration for improvements and revisions. The lattice for the instruments of material experts and media experts and the results of the validation are as follows:

a) Material Expert Validation Instrument

The content of the material expert validation instrument includes: a) Relevance, including: Material suitability with KI-KD, material according to learning objectives, completeness of material according to the level of student development, material sufficient to meet the demands of the curriculum. The material is easy to understand, media illustrations are in accordance with the level of student development b) Accuracy, including: the truth of the content of the material presented, the suitability of the sample with the material, the suitability of the material with the reference, the packaging of the material according to the intellectuals of the students c) the completeness of the presentation, including: must be mastered by students d) Application, including: The material contains descriptions that can be understood by students e) The suitability of the presentation with the demands of student-centered learning includes: Encouraging students to build their own knowledge, Encouraging students to be active in learning, Encouraging students to love the Koran. the value scale ranges from 1 to 5.

b) Media Expert Validation Instrument

The content of the media expert validation instrument includes: 1) Relevance, including the suitability of the material with the KI-KD, the material according to the learning objectives, the completeness of the material according to the level of student development, the material sufficient to meet the demands of the curriculum, the material is easy to understand, the media illustration is in accordance with the level of development students 2) Accuracy, Truthfulness of the content of the material presented, Suitability of the sample to the material Suitability of the material with references, Packaging of material according to the intellectuals of the students 3) Completeness of the presentation, Presenting competencies that must be mastered by students 4) Media display, Media design is attractive and easy to carry) The suitability of the presentation with the demands of student-centered learning Encouraging students to build their own knowledge, Encouraging students to be active in learning, Encouraging students to love the Koran. The grading scale ranges from 1 to 5.

The validation results from material experts and learning media experts refer to the following formula:²⁵

²⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2012), 99.

$$P = \frac{\Sigma R}{N} \times 100\%$$

From the material expert validation the results are as follows:

Maximum Value: $15 \times 5 = 75$

Value = $69 / 75 \times 100\% = 92\%$

The learning module that is being developed gets a very good response with a score of 92%. While the results for instructional media experts who refer to the formula above are as follows:

Maximum Value $15 \times 5 = 75$

Value = $72 / 75 \times 100\% = 96\%$

The results of the validation of the instructional media experts who got a very good response with an achievement score of 96%. Thus, the results of the validation by material experts and media experts show that the product is feasible to use.

3. The Effectiveness of Using the Al-quran Reading and Writing Learning Modules IN Rogomulyo 02 Public Elementary Schools

The effectiveness of using the learning module to read and write al-Qur'an through product trials was measured by pre-test and post-test for grade 5 students, totaling 23 children.

a. Pre-Test Results of Learning to Read and Write Al-Qur'an

The pre-test results in this study were the results of reading and writing a short letter and the tajwid before the module was tested. From the pre-test, the KKM value (Minimum Completeness Criteria) will be used for learning to read and write the Qur'an, a minimum value of 70 is complete (T) and if it is less than the value of 70 then it is said to be incomplete (TT). Rogomulyo 02 in taking the pre-test is as follows:

Tabel 1.1 Results Pree-test of Reading and Writing Student's Short Letters SDN Rogomulyo 02

NO	NAME	KKM	VALUE OF READING & WRITING	INFORMATION
1	Wulan Alifa Syafaatin	70	60	TT
2	Rivano Aldy Saputra	70	70	T
3	Ling Quinnara Mega W	70	70	T
4	Farra Rossa Yuniar	70	58	TT
5	Dika Niramaya Islami	70	50	TT
6	Febriyani	70	72	T
7	Dimas Purnomo	70	56	TT
8	Krismawati	70	70	T
9	Arum Fatmawati	70	68	TT
10	Guntur Aji Rahayu	70	56	TT
11	Hanarko	70	56	TT
12	Tri Hansa Puji Safero	70	70	T
13	Devina Mutiara S	70	70	T
14	Deca Rahmawati	70	70	T
15	Rifa Nur Maulidiya	70	78	T
16	Yulia Hasna K.	70	72	T
17	Sandy Febian	70	70	T
18	Dwi Wuan Sumekar	70	74	T
19	Nova Eliza	70	50	TT
20	Alyfa Daffa	70	56	TT
21	Erfin Prayoga	70	54	TT
22	Anjar Tri Utomo	70	68	TT
23	Arizki Adi Nugroho	70	66	TT

Based on the pre-test results of reading and writing short letters, there were 12 students who did not complete (TT), this means that these students have not met the minimum completeness criteria (KKM) of the school.

b. Implementation of Modules and Post-Test Results of Learning to Read and Write Al-Qur'an

After validation from experts and pre-test, the learning module was tested on students for approximately 3 months starting from September to November 2019. Then the students were given questions in the form of post-test. From the post test, the KKM value (Minimum Completeness Criteria) will be used for learning to read and write the Qur'an, a minimum value of 70 is complete (T) and if it is less than a value of 70 then it is declared incomplete (TT.) The post-test result data is like in the following table:

Tabel 1.2. Results Post-test of Reading and Writing Student's Short Letters SDN Rogomulyo 02

NO	NAME	KKM	VALUE OF READING AND WRITING	INFORMATION
1	Wulan Alifa Syafaatin	70	78	T
2	Rivano Aldy Saputra	70	80	T
3	Ling Quinnara Mega W	70	80	T
4	Farra Rossa Yuniar	70	74	T
5	Dika Niramaya Islami	70	69	TT
6	Febriyani	70	82	T
7	Dimas Purnomo	70	76	T
8	Krismawati	70	80	T
9	Arum Fatmawati	70	78	T
10	Guntur Aji Rahayu	70	68	TT
11	Hanarko	70	68	TT
12	Tri Hansa Puji Safero	70	84	T
13	Devina Mutiara S	70	84	T
14	Deca Rahmawati	70	80	T
15	Rifa Nur Maulidiya	70	88	T
16	YuliaHasna Khairunnisa	70	84	T
17	Sandy Febian	70	80	T
18	Dwi Wuan Sumekar	70	88	T
19	Nova Eliza	70	76	T
20	Alyfa Daffa	70	74	T
21	Erfin Prayoga	70	74	T
22	Anjar Tri Utomo	70	76	T
23	Arizki Adi Nugroho	70	70	T

The results listed above indicate that there were only 3 students whose results were incomplete (TT) after a product trial.

c. The effectiveness of the learning module to read and write the Qur'an

The effectiveness of the learning module to read and write al-Qur'an is calculated by means of the normality test then uses the paired samples test with the research hypothesis formulation as follows:

H0 = There is no average difference between the pre-test and post-test results, which means that there is no effect on the use of the Al-Qur'an reading and writing learning module.

Ha = There is an average difference between the pre-test and post-test learning outcomes, which means that there is an influence in the use of the Al-Qur'an reading and writing learning module.

Guidelines for decision making in the paired sample test based on the significance value (Sig.) Of the output results using SPSS are as follows:

- 1) If the value is Sig. (2-tailed) < 0.05, then H₀ is rejected and H_a is accepted.²⁶
- 2) Conversely, if the value is Sig. (2-tailed) > 0.05, then H₀ is accepted and H_a is rejected.

Before entering the paired samples test section, first find out whether the pre-test and post-test value data are normally distributed or not. The results of the normality test are in the image below:

Tabel 1. 3. Uji Normalitas

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.228	23	.003	.888	23	.014
Posttest	.121	23	.200*	.956	23	.395

Based on the output table above, it is known that the sig value. the pre-test is 0,014 and the post-test is 0,395. So it can be concluded that the pre-test and post-test value data are normally distributed.

The data from the students' *pre-test* and *post-test* results calculated using the *Paired Samples Test* are as follows:

Tabel 1.4. Data Hasil *Pre-Test* dan *Post-Test*

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	64.5217	23	8.27301	1.72504
	Posttest	77.8696	23	5.83332	1.21633

In the output of *paired samples test* table above shows that before testing the product of the learning module for reading and writing the Koran at SD Negeri Rogomulyo 02 had an average of 64.52 and after the product was tested it had an average of 77.86. Because the pre-test score is 64.52 < post-test 77.86, it means that there is a significant difference in the pre-test and post-test learning outcomes. That way the average school has met the minimum completeness standard (KKM).

Tabel 1.5. Hasil Uji Korelasi

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	PRE & POST	23	.806	.000

²⁶ Siregar, Syofian., *Statistika Deskriptif Untuk Penelitian: Dilengkapi Perhitungan Manual Dan Aplikasi SPSS Versi 17*. (Jakarta: Rajawali Pers, 2014), 38.

The output above shows the results of the correlation test or the relationship between the two data, the correlation value is 0.806 with a significance value of 0.000. This means that the Sig. (2 tailed) value is $0.000 < 0.05$, which means that there is a significant correlation between the pre-test and post-test results.

Tabel 1.6. Hasil Uji Perbedaan *Pre-Test* dan *Pos-test*

Paired Samples Test							
	Paired Differences					t	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
PRE – POST	-13.34783	.969074	.036121	15.49661	-11.19904	12.882	.000

The output above contains information on "Mean Paired Differences" which is -13.34783, this value shows the difference between the pre-test and post-test results or 64.5217-77.8696 and the difference between the difference is -15.49661 to -11.19904 (95% *Confidence Interval of the Difference Lower and Upper*).

Based on the *Paired Samples Test* output table above, the Sig. (2 tailed) is $0.000 < 0.05$, then H_0 is rejected and H_a is *accepted*. Thus it can be concluded that there is a difference in the average between the results of the pre-test and post-test, which means that there is an influence on the use of the students' use of learning and writing al-Qur'an modules. Based on the results of the research analysis of the researchers, that the development of learning and writing al-Qur'an modules can be effective in improving student learning achievement at SD Negeri Rogomulyo 02, Kaliwungu District, Semarang Regency. This is evidenced by the results of the pre-test and post-test to students using *Paired Samples Test* statistical data.

4. Discussion

The discussion regarding the development of the Al-Qur'an reading and writing learning module is as follows: Learning to read and write al-Qur'an at Rogomulyo 02 Public Elementary School still shows low results. Due to the absence of an effective and efficient module for students. Students' interest in reading and writing al-Qur'an becomes reduced and they are not enthusiastic in learning. This research developed the product of the learning module for reading and writing al-Qur'an. The process of writing the module was done by researchers and tested for about 3 months after going through module validation by two experts. The module has gone through a validation test by material experts and

media experts. The total percentage was 92% due diligence according to material experts and 96% due diligence according to media experts.

The results showed that the development of the learning module for reading and writing of the Koran was tested on students through an average pre-test of 64.52 and an average post-test of 77.86, with significant results through the calculation of Paired Samples Tests with the acquisition. The average correlation is 0.806, it is known that the Sig. (2 tailed) is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. Thus it can be concluded that there is an average difference between the results of the pre-test and post-test, which means that there is an effect of the use of the students' use of the Al-Qur'an reading and writing learning module or it has met the KKM score (Minimum Completeness Criteria) in school. This means that the development of the module product can improve student learning outcomes.

D. Conclusion

The conclusions that can be drawn based on the research data and discussion of the development of the learning module for reading and writing al-Qur'an are as follows: Learning to read and write al-Qur'an at Rogomulyo 02 Public Elementary School still shows low results. Due to the absence of an effective and efficient module for students. Students' interest in reading and writing al-Qur'an becomes reduced and they are not enthusiastic in learning. This research developed the product of the learning module for reading and writing al-Qur'an. The process of writing the module was done by researchers and tested for about 3 months after going through module validation by two experts. The module has gone through a validation test by material experts and media experts. The total percentage was 92% due diligence according to material experts and 96% due diligence according to media experts.

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