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Optimizing Literacy Skills in Reading and Writing Al-Qur'an through the Development of Islamic Religious Education Learning Modules

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Abstract. Study This title development of the Internal Islamic Religious Education Learning Module Increase Ability Literacy Reading and Writing the Koran at SMA Negeri 3 Palopo. Study This aims to know the Design, Validity, Practicality, and Effectiveness of digital-based modules on the eye Islamic Religious Education lessons at SMAN 3 Palopo. Study This uses type R&D (*Research and Development*) research with the ADDIE (*Analysis et al., Evaluation*) development model. Research results show that the Islamic Religious Education module from facet validity has fulfilled valid criteria with an acquisition score of 84.3% by expert design, 95% by media experts, 94.2% by specialist material, and 88.5% by expert Language. Fulfill criteria practical with acquisition scores of 84% by educators and 92% by participants. The digital-based Reading and Writing Al-Qur'an module is also effective in learning Because it has obtained completeness classical 86% test choice double. Therefore, the Islamic Religious Education module in the Reading and Writing Al-Qur'an sub-material is appropriate for the learning process.

Keywords: Module, Read and Write Al-Qur'an, Digital

1. Introduction

The literacy level of students is Still low, as seen in the results of the 2019 PISA (Program for International Student Assessment) survey released by the OECD (Organization For Economic and Development). Indonesia was ranked 62nd out of 70 countries investigated, making it one of the ten countries with low literacy in the survey (Chyalutfa et al., 2022; D et al., 2021; Umar & Batubara, 2023). UNESCO noted that the desire to read Indonesian society is only 0.001 percent. In other words, out of 1000 Indonesians, only one person has one interest in reading (Adiwiguna et al., 2019). To overcome literacy in Indonesia government through the coordinator field Development People and Culture Coordinating Ministry (PMK) at the time This middle designing a "Culturation Roadmap National Literacy" map road This covers three work units that are civilisation literacy family, culture literacy schools and colleges height, and culture literacy public. (Ilham, 2022).

In general, study literacy in Indonesia is also in the middle of other Islamic religious literacy, where it becomes the foundation of the Islamic religion, the Koran. The Qur'an is an instruction in very important life for practice Because faith and devotion can form a character somebody. The task of a teacher is to teach, guide, direct, and be an example for a student because it is to him that the goal of education is pinned. (Torphy et al., 2020) Moreover, as an educator, I spearhead education to solve existing problems. (Hasriadi, 2020) There is an Islamic Religious

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Education (PAI) teacher on duty to educate norms of Islam to endeavor To increase students' character with form character participant educate through strengthening capacity faith and devotion. (Sopian, 2016). Through letter circular from the Government Education Service South Sulawesi Province Number 0045/40646 in point 1 reads, " as effort enhancement literacy of the holy Koran, then requested to all over unit SMA/ SMK/ SLB education carries out an Al-Qur'an reading program for participants every Muslim student day before learning starts, for 10 minutes or at least 1 page of the Koran. (South Sulawesi Provincial Education Office, 2021).

Meanwhile, the Indonesian Mosque Youth Youth Communication Agency (BKPMRI) is in charge. Welcome Chairman General DPW BKPRMI South Sulawesi KH. Hasan Palogai's results said, "still There is about 65% of the population Indonesian Muslims who do not know reading the Koran and kalu down to schools precisely Can So more Good reading the Qur'an elementary and junior high school students compared to senior high school/vocational school students" (Center, 2023). That happens Because children still at elementary and middle school levels diligently follow. Studying in kindergarten/TPA differs from the level above SMA/SMK. The data show that still a must thing fixed interest in Al-Qur'an literacy peseta increase, especially at level School Intermediate To on Because Al-Qur'an literacy is important for life.

Tradition literacy in Islam is rooted in history, which has given opportunities for open door riches Islamic intellectuals and birth knowledge. The time for studying the Koran is extensive in Islam and can happen in various environments, including at home, cottage Islamic boarding schools, mosques, madrasas, and assemblies ta'lim. However, problems with the education system are common in parts of big schools. The teaching of the Koran and understanding of Islam is very limited, often only served in little PAI lesson hours the time. This matter causes a lack of awareness of the importance of reading and understanding the Koran among students.

Presence Al-Qur'an literacy among student aim to reach several very important goal in context education and spirituality: Building a sense of love towards the Koran, having good morals through the teachings of the Qur'an, Improving awareness about the importance of studying the Koran, getting used to it culture read, and improve faith and devotion. Overall, Al-Qur'an literacy plays an important role in forming character, morality, and spiritual awareness of students. With This form, they become more personally good with a stronger commitment to religious and moral values (Setyowati, 2022).

About Al-Qur'an literacy from the results of an interview given by a PAI teacher at SMA Negeri 3 (SMAN 3), Palopo said that in the implementation PAI learning method is used by the teacher good and effective liveliness participants educated in class and grade participant educate reach KKM value. KKM values at SMAN 3 Palopo, namely 75; meanwhile, participant students in class X IPS 4 who get the value above the KKM, namely 21, while the value does not reach KKM score 14 out of 35 participants educate. Unlike deep PAI learning, Reading and Writing Al-Qur'an (BTQ) material in class X IPS 4 is still available. Not yet effective Because until implementation, capable reading the Koran properly and correctly by Tajwid law because of lack of time during class hours and teaching materials used Because only from the book media that contains it For BTQ lessons are very short; however, participant educate those who do not fluently read the Koran inward class X IPS 4 there are 20 while there are lunar there are 15 people from a total of 35 participants educate.

From problems is required the development of learning media that suit needs a participant to educate, deep context. It is deep BTQ learning eye PAI lessons. Researcher: This choice is for developing learning media from an electronic module. It includes a how-to video to read the Koran according to Tajweed law to learn independently at home. This module is one of the

designed tools structured and comprehensive to educate participants to Study in a way independent and appropriate to the approach recommended by the Ministry of Education and Culture (Kemendikbud).

2. Method Study

Study This uses type R&D (*Research and Development*) research using the ADDIE model with stages of *analysis, design, development, implementation, and evaluation*. Study development is a method of research used For producing a product and testing the effectiveness of the product (Sugiyono, 2019). Study This was carried out at SMAN 3 Palopo. Subject from Study: This consists of 3 Educators Islamic Religious Educators, and 35 Participants who have taught class X IPS 4 years 2023.

Study This collects data via activity analysis, validation, practicality, and effectiveness tests. The analysis is done through a spreadsheet questionnaire to determine if a module is needed in learning. Some experts, among others, do validation tests: (1) Design Expert, (2) Media Expert, (3) Material Expert, and (4) Linguist. The objective was validation. It is for knowing trial feasibility products in the field. The practicality test is done for know level practicality developed module. The practicality data results module obtained from charging questionnaire by participants educate and educators as reject measuring that the media developed can utilize in the learning process and become a benchmark for the success of educators (Firman et al., 2022; Ismail et al., 2023; Rahmah et al., 2021). As for the effectiveness test module done for knowing results, Study participants were educated from the developed module. Effectiveness data results module obtained from charging sheet available tests in *Google form* format by participants educate as reject measuring that the media developed can give enhancement achievements ability from results Study participant educate from the developed module.

Instruments used in research: Cover sheet analysis, sheet validation, and questionnaire practicality. Analysis sheet containing several aspects as material For obtaining information, including : (1) The method used in the learning process, (2) the Use of learning media; and (3) Islamic Religious Education teaching materials. Furthermore, aspects contained in the sheet validation design include (1) Design, (2) Module Shape, and (3) Use. Aspect sheet media validation includes (1) Display, (2) Shape module, and (3) Use. Aspect sheet validation material includes (1) Eligibility of Content, (2) Eligibility Presentation, (3) Language Eligibility, and (4) Aspects evaluation teaching materials. Aspect sheet validation Language includes (1) Straightforward, (2) Communicative, (3) Suitability with rule Language, and (4) use of term symbol or icon. As for aspects of questionnaire practicality containing several aspect evaluations between others: (1) Feasibility fill module; (2) Eligibility Presentation ; (3) Convenience Use; and (4) Graphics module. As for procedures, research used refers to the stages of the ADDIE development model between others: (1) analysis needs Educators and Participants educated to use the module; (2) designing or designing module with the Use of application Canva and MS. Word; (3) validation test products by experts design, media expert, expert material, expert Language, and expert question ; (4) Trial practicality use module ; (5) evaluation, carried out at each stage ADDIE development. The data analysis techniques used are descriptive qualitative and descriptive quantitative. Analysis descriptive qualitative is done when the researcher wants to explore or understand a topic or a phenomenon that is not known or understood in deep data collection such as observation and interviews. Whereas

Analysis Descriptive quantitative used for processing the quantitative data obtained through sheet analysis, sheet validation, questionnaire practicality, and sheet questions

with a scale of four with a range of 4 marks for category strongly agree, 3 for category agree, 2 for category No agree, and one strongly disagree Like. Filling results sheet validation and practicality can determined with the formula:

$$Persentase = \frac{\sum Skor\ yang\ diberikan\ validator}{\text{Skor Maksimum}} \times 100\%$$ (H. Azkiya, M. Tamrin, A. Yusa, and AS Madona, 2022)

To explain mark validity and practicality, determined interval width (i) criteria validator test assessment with formula $i = \frac{\text{Jumlah Pengukuran (R)}}{\text{Jumlah Kriteria}}$ then, the validator classification is obtained as in the following table:

Intervals	Criteria
82% - 100 %	Very Practical
63% - 81%	Practical
44% - 62%	Less Practical
25% - 43%	No Practical

3. Results

Module Validity Test

The module is validated by four validators, either from facet design, media, materials, or Language. The validation test results from expert design can seen in the following table:

Table 1. Validation Test Results by Design Experts

No.	Indicator	Validation	Max score	Percentage
1.	Design	12	16	75%
2.	Module Form	8	8	100%
3.	Use	7	8	87%
	Amount	27	32	
	Percentage (%)			84.3%
	Category			Very Practical

Based on results validation by experts designing The PAI module in the digital-based BTQ sub-material, table 1 shows acquisition score results validation, namely 84.3%. That matter shows that the PAI module in digital-based BTQ sub-material from facet design fulfills Very practical criteria. The researcher has done data processing qualitatively with revised products based on suggestions and criticism of expert design. The suggestions are: (1) Add material written from the Koran; (2) Use a digital module. Revision results can seen in the picture following.



Figure 1. Evaluation page Before Revision



Figure 2. Evaluation page after Revision



Figure 3. Previous Module Revision



Figure 4. Module after Revision

The validity test module in terms of media can seen in the following table:

Table 2. Validation Test Results by Media Experts

No.	Indicator	Validation	Max score	Percentage
1.	Appearance	12	12	100%
2.	Module Form	19	20	95%
3.	Use	7	8	87.5%
	Amount	38	40	
	Percentage average score			95%
	Category			Very practical

Based on results validation by experts towards PAI module media in digital-based BTQ sub-material, table 4.8 shows acquisition score results validation, namely 95%. That shows that the PAI module in digital-based BTQ sub-material from the media aspect fulfills Very practical criteria. The researcher has done data processing qualitatively with revised products based on suggestions and criticism from media experts. The suggestions are: (1) Cover image replaced; (2) Add instruction use module. Revision results can seen in the following picture:



Figure 5. Cover Before Revision



Figure 6. Cover after Revision



Figure 7. Instructions Previous Module Use Revision



Figure 8. Instructions Use of Modules After Revision

As for the validity test results modules by experts material can seen in the following table:

Table 3. Material Expert Validation Test Results

No.	Indicator	Validation	Max score	Percentage
1.	Content Eligibility	16	16	100%
2.	Appropriateness Presentation	11	12	91.5%
3.	Language Eligibility	10	12	83%
4.	Aspect Evaluation Teaching materials	12	12	100%
	Amount	49	52	
	Percentage (%)			94.2%
	Category			Very Practical

They are based on results validation by experts to material PAI module in digital-based BTQ sub-material, as seen in table 3. Shows acquisition score results validation, namely 94.2%. That matter shows that the PAI module in digital-based BTQ sub-material from facet material fulfills very valid criteria. The researcher has done data processing qualitatively with a revised product based on suggestions and criticism from expert material. As for the suggestions given, namely: (1) Maintaining Consistency of words used by participants educate Do not use the word student Again ; (2) Add know tanwin (double row) on the map draft ; (3) Use the Latin Koran in writing Arabic on the page evaluation. Revision results can seen in the following picture:



Figure 9. Foreword Before Revision



Figure 10. Foreword after Revision



Figure 11. Concept Map Before Revision

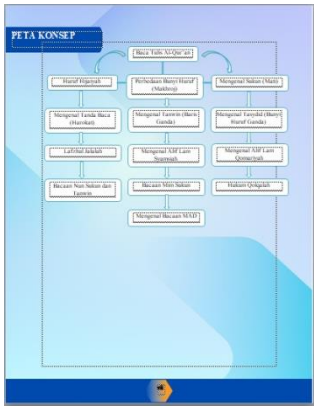


Figure 12. Concept Map After Revision



Figure 13. Evaluation page Before Revision



Figure 14. Evaluation page after Revision

As for the validity test results modules by experts, Language can seen in the following table:

Table 4. Linguist Expert Validation Test Results

No.	Indicator	Validation	Max score	Percentage
1.	Straightforward	11	12	91%
2.	Communicative	15	16	94%
3.	Suitability with rule Language	6	8	75%
4.	Use term, symbol, or icon	7	8	87%
	Amount	39	44	
	Percentage (%)			88.5%
	Category			Very Practical

Based on results validation by experts Language to PAI module with digital-based BTQ sub-material, as seen in Table 4, shows acquisition score results validation, namely 88.5%. That matter shows that the PAI module in digital-based BTQ sub-material from facet Language fulfills practical criteria. The researcher has done data processing qualitatively with a revised product based on suggestions and criticism from expert Language. As for the suggestions given, namely : (1) sign read or the harakat is corrected ; (2) spacing and word cuts are corrected. Revision results can seen in the following picture:



Figure 15. Writing sign read /harakat before Revision



Figure 16. Writing sign read /harakat after Revision



Figure 17. Writing spaces and word cuts before Revision



Figure 18. Writing spaces and word cuts after Revision

Practicality Test

Practicality PAI module with trials limited to 3 educators and 35 participants students at SMAN 3 Palopo class X IPS 4. The level of practicality module can be known through spread questionnaire filled practicality based on the evaluation participants educated to PAI module in digital-based BTQ sub-material. Following practicality of test results by educators and participants can be seen in Table 5 and Table 6.

Table 5. Practicality Test Results by Educators

No.	Rated aspect	Score obtained	Max score	Percentage
1	Feasibility of Module Content	88	96	92%
2	Presentation	44	48	92%
3	Convenience Use	33	48	69%
4	Graphics	40	48	83%
Average				84 %
Category				Very Practical

Table 5 shows the results of practicality tests by three teachers. There are four aspects to the PAI module in the digital-based BTQ sub-material teacher's assessment of products developed, among others, aspect appropriateness fill module with acquisition score of 92% with very practical category, aspect presentation with acquisition score of 92% very practical category, aspect

convenience use with acquisition score 69% category practical, and aspects graphics with acquisition score 83% very practical category. From the results evaluation fourth aspect, the average value is 84%, so it can be concluded that the PAI module is a practical digital-based BTQ sub- material used in the learning process. Furthermore, practicality test results by participants educated in PAI modules in digital-based BTQ sub-material can be seen in Table 6.

Table 6. Practicality Test Results by Participants educate

No.	Rated aspect	Score obtained	Max score	Percentage
1	Feasibility of Module Content	599	600	100%
2	Appropriateness Presentation	480	480	100%
3	Convenience Use	359	360	100%
4	Module Graphics	242	360	67%
	Average			92%
	Category			Very Practical

Table 6 shows the practicality test results of 35 participants who were educated on to module in digital-based BTQ sub-material. 4 aspects were evaluation participants educated to Products developed: aspect appropriateness fill module with 100% achievement in very practical category, aspect appropriateness presentation with 100% achievement in very practical category, aspect convenience use with 100% achievement in very practical categories, and aspects graphics module with acquisition of 67% category practical. From the results evaluation fourth aspect, the average value is 92%, so it can be concluded that the PAI module is a practical digital-based BTQ sub-material used in the learning process.

Practical test results by educators and participants educated in the PAI module in digital-based BTQ sub-material, respectively, obtained scores of 84% and 92%, with an average value of 88%. Suppose converted to Table 1 and then included in a very practical category used in learning.

Effectiveness Test

The effectiveness of PAI modules in digital-based BTQ sub-material can be seen from average value based on evaluation learning participant educate with accommodate with completeness classic 75% of whole participant learner who gets it more score big or The same with Criteria Classical Maximum (KKM). Test effectiveness carried out by 35 participants educate class X IPS 4 SMAN 3 Palopo with fill-in sheet available tests in Google form format.

As for the results test participant, You can educate yourself on the BTQ material in Table 7.

Table 7. Test Results Study Participant Educate

No.	Value Range	Predicate	Score obtained	
			Multiple choice	Amount Student
1	86-100	A	27	90%
2	81-85	A-	2	7%
3	76-80	B+	1	3%
4	71-75	B	-	-
5	66-70	B-	-	-
6	61-65	C+	2	7%
7	56-60	C	-	-
8	51-55	C-	1	3%
9	46-50	D+	-	-
10	0-45	D	2	7%

Total	35	100%
≥ KKM	30	86%

Based on Table 7, Completeness Classical (KK) obtained participant educate from results Study use module digital- based is 86% of question choice double. From earnings, completeness classics obtained show that using The PAI module in the digital-based BTQ sub-material is effective in learning Because, based on evaluation, learning participant education has exceeded completeness classic ≥75% of the number of participant students who have reached a score ≥75%.

4. Discussion

Study This produces product form module PAI learning in digital-based BTQ sub-material. Researchers assume that the product produced later will make it easier for participants to educate during the Islamic Religious Education learning process. With thereby, learning will take place effectively and efficiently. The Study refers to the ADDIE development process with five stages: analysis, *design*, development, implementation, and evaluation. Based on stage analysis from the learning process, Islamic Religious Education uses teaching materials as modules special in the Reading and Writing Al-Qur'an sub-material. However, learning to read and write the Koran only contains one meeting, so There are teaching materials that participants can use to educate the Study in a way. Therefore, it will be more interesting if done development of a learning media form module, specifically the digital-based BTQ sub-material for learning, can be practical and efficient.

After doing the analysis, participants were educated and educator to module. Researchers plan For future products that will be developed in the design process. Product researchers collect several source references as references. For BTQ material aside, researchers also design design, validation instrument, sheet practicality, and future questions used For measure level development design, validity, practicality, and effectiveness of PAI module in digital-based BTQ sub- material.

PAI Learning Module is based on BTQ sub-material testing that was carried out to design the module so you can know the appropriate product. At stage development, the design module combines design products to become a proper module. Design results module validated by experts design namely Dr. Hj . Salmilah, S.Kom. Based on results spread questionnaire validation design by validator, obtained score 84.3% of results design. If converted to Table 1, The PAI module in the digital-based BTQ sub-material is considered valid and worthy of testing. Testing was conducted after the test design, and the developed products were declared valid by the validator. For testing, try it in the field or No. The PAI learning module is- based on material done To test the appropriateness of developed products. Is it worthy of testing?

Trying it in the field or No. At stage development, create module drafts to gather all results and design products made to become proper modules. Module draft results were validated by several media experts by Muh. Yamin, S.Pd., M.Pd., expert material by Mawardi, S.Ag., M.Pd.I., expert language by Mustafa, S.Pd.I., M.Pd.I., and validation question by Andi Arif Pamesangi, S.Pd.I ., M.Pd. Based on the results, validation by several validators obtained a score of 95% for media experts, 94.2% for expert material, and 88.5% for expert Language. If converted to Table 1, The Islamic Religious Education module in the digital-based Reading and Writing Al-Qur'an sub-material is categorized as very valid and worthy of testing in the field.

After conducting validity tests, and the product is developed and declared valid by the validator, testing was carried out for the measure level practicality module. The practicality PAI module in digital-based BTQ sub-material is carried out with trials limited to 3 educators and 35

participants students at SMAN 3 Palopo Class X. The Level of practicality module can be known through spread questionnaire filled practicality based on evaluation participant educate to module with four aspect assessment, i.e., aspect appropriateness module, aspect presentation, aspect convenience usage, and aspects graphics. Based on the results of practicality tests carried out obtained score 84% of educators and 92% of participants were educated. If converted to Table 1, The PAI module in the digital-based BTQ sub-material is categorized as very practical and easily used in the classroom or independently.

After doing the test practicality, then will testing was carried out effectiveness For measure level effectiveness module. Effectiveness The PAI module in the digital-based BTQ sub-material is viewed from test results. Study participants educate class X IPS 4 at SMAN 3 Palopo through a module. If you look at the table, the results Study participant educate reached completeness classic ≥ 75% of amount participant students who have reached score ≥75%, i.e. 86% of question choice double. The acquisition score shows that Use The PAI module in the digital-based BTQ sub-material is effectively used in activity PAI learning.

Research result This is supported study relevant previous ones, including research conducted by (Dwiqi et al., 2020; Rahman an & Nyoman, 2020) with the title development of learning media module eye interactive lesson Civics class VIII. As for the results from the Study, This produce module can be used at level School Intermediate as teaching materials or handled for participant students who have fulfilled very good criteria. Furthermore, research was conducted by (Widiastuti et al., 2022) with the development of interactive recitation media-based android application on the eye BTQ lessons at the school base. As for the results study, developing recitation- based media Android applications is needed. Besides That, research conducted by (Setiyadi, 2017) titled Use of Macromedia flash8 media in Learning to Read and Write the Koran in class X MM at Al-Hidayah Vocational School Wonorejo Pasuruan. As for the results study, This increases the results of the learning process participants educate.

Overall, the results study from media expert, expert material, expert Language, and expert design has given evaluation with very valid category, practicality test results from educators and participants educate give response with very practical category, from effectiveness test results obtained with category effective. So PAI module in digital-based BTQ sub-material at SMAN 3 Palopo is worthy using in the learning process. However, in results development, This PAI module has several advantages and disadvantages, including :

1. excess developed module
   a. The developed module is easily applied Because it can accessed using a *PC/Computer and Mobile.*
   b. The developed module uses *MS Word* to open the file, so it is not wasteful to use the internet.
   c. The developed module will be equipped with teaching videos that can be accessible on YouTube with instructions already in the module so that participants can study more easily.
   d. The developed module contains a link and a *QR* code, making it easier for users to deliver desired material.
2. lack developed module
   a. Developed Islamic Religious Education Module only loads BTQ material.
   b. Developed module for the teaching video accessed through the application YouTube, so that needs current internet quota used.
   c. Using the module in a way independent with help tool needs supervision from parents so that learning can be monitored.

5. Conclusion

Based on the research process development PAI module in digital-based BTQ sub-material at SMAN 3 Palopo has been done so that you can become a supporter in the learning process. Several conclusions obtained are as follows:

1. Based on Design trial results against The PAI module in the digital-based BTQ material has obtained results from expert validators design 84.3% with Valid category.
2. Based on validity test results, gasped The PAI module in the digital-based BTQ sub-material has obtained results from several validators viz media expert 95%, expert material 94.2%, and expert language 88.5% with valid category.
3. Based on test results _ and practicality by educators and participants, The PAI module in the digital-based BTQ sub-material obtained a score of 84% by educators and 92% by participant education with category dang practical. Based on effectiveness test results PAI module in digital-based BTQ sub-material in class obtained completeness classical 86% test choice double that shows that the PAI module in BTQ sub-material is effectively used in learning.

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