

Development of Wordwall Application-based Tajweed Teaching Materials for Baitul Haq TPA Students Makam Haji Sukoharjo's

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Abstract

This study is based on the results of observations and interviews conducted on several elementary school students who attended the afternoon al-Quran Education (TPA) park at the Baitul Haq Makam Haji mosque, Surakarta that during the process of delivering tajweed material teachers only use the lecture method, where the classical method only delivers material using oral and students listen to it. As a result, this method does not involve students so it is felt that this method is less effective for tajweed material which is the main support in learning the Quran. Based on these facts, researchers then conducted a study aimed at the effectiveness, practicality and validity of interactive multimedia-based "tajweed" teaching materials for elementary school students on learning the Quran. The model used in this development research is ADDIE. There are 5 stages carried out, namely analysis, design, development, implementation, and evaluation. The method was chosen to achieve the research objective, namely the effectiveness of this interactive multimedia-based learning method.

Introduction Section

Indonesia is ranked first country with the most Muslim population in the world. According to a report by *The Royal Islamic Strategic Studies Centre* (RISSC), the Muslim population in Indonesia in 2022 is estimated at 237.56 million people, equivalent to 12.30% of the world's Muslim population of 1.93 billion people. The data represents the condition of the Muslim population that has spread widely in Indonesia, so it can be understood that Islamic religious learning is widely taught to students from elementary school to tertiary level.

One of the most crucial Islamic learning materials is the science of tajweed. Muslims should have an understanding and knowledge of how to read the Quran with proper tajweed in their daily lives. Tajweed is a scientific discipline that contains rules and methods for reading the Quran properly and precisely. This is important because the knowledge is closely related to the holy book of the Qur'an, especially in the field of reading skills. People who have fluency in Arabic are not necessarily able to read the Qur'an according to the correct laws and rules of tajweed. (Suroño 2021) The law of studying the science of tajweed is *farḍlu kifayah*, while the law of reading the Quran is in accordance with its tajweed which is *farḍlu ain*. (Sidik and Setiawan, n.d.) According to Ibn Sina, the ability to read the Qur'an according to its laws and rules is a top priority in Islamic religious education. (Kholiq 2022)

Tajweed learning in students in Indonesia tends to use the lecture method, where teachers deliver learning material through oral narration directly to students in front of the class accompanied by the use of media in order to achieve competencies and learning indicators that have been determined so that students are able to understand and apply them. (Rofi'ah 2022) However, the author found that some students are not suitable for the lecture method, because the monotonous method makes students easily bored if it lasts too long, especially at the elementary school level. (Dewi 2020) It can be found in various places and from various circles, that some Muslims are still not precise in terms of tajweed when reading the Qur'an. (Kurniasih 2021) The Qur'an learning method should ideally have certain guidelines and be implemented consistently. This consistency is important to build a strong method system with the principle of making it easier for students / students. ("[No title found]," n.d.)

Teaching tajweed requires active involvement from both teachers and students in the learning process. (Asmawadi 2021) As a teacher of tajweed, a teacher needs teaching materials that are interesting and easy to understand. The learning must be practical, applicative, and involve students, because the science of tajweed needs to always be practiced in everyday life. The selection of teaching materials also needs to be adjusted to the characteristics of students and technological developments. (Hambali, Rozi, and Farida 2021) Education in the current era of globalization requires that teachers have the ability to use computers or laptops and develop innovations to create a fresh and new learning atmosphere. (Supardi, n.d.) Currently, the use of teaching materials that apply interactive multimedia is needed in learning to achieve

predetermined educational goals. Teaching media is a device used by educators to support the delivery of material so that students can more easily understand the lesson.(Yuliono, n.d.) The intended goal is the learning outcomes or changes in behavior in students that can be observed and measured in the form of knowledge.(Rispatiningsih and Lestari 2021)

This research will discuss the development of tajweed teaching materials to elementary level students at the Baitul Haq Makam Haji mosque landfill through *wordwall media*. *Wordwall* is a network-based digital gamification application that provides various game and quiz features that can be utilized by teachers in delivering material evaluations.(Ahsani 2020) *Wordwall* can be utilized as a fun learning resource, medium, and assessment tool for learners. This game can be used through a laptop or *smartphone*. In *the wordwall* application there are images, audio, animations and interactive games that can make students interested. The advantage of *wordwall* is that this application is not paid for *basic options* and there are many educational *game* features provided.(Akbar and Hadi 2023) Students don't need to download the app, but only need to access the link the teacher shared. In addition, *wordwall* can be printed in PDF form making it easier for students who are constrained by networks.(Pamungkas, Dkk, n.d.)

Overall, while *Wordwall* offers an innovative learning platform and has many advantages, there are also some drawbacks to note. First, the free version of *Wordwall* has limitations in terms of functionality and access to resources, so a paid subscription may be required to obtain more complete features. Second, there are limitations to the variety of language content, which may be an obstacle, especially for those looking for resources in a particular language. Finally, although *Wordwall* can be used in online or distance learning contexts, some teachers may face certain challenges in fully integrating it into a distance learning environment. Therefore, in choosing *Wordwall* as a learning aid, it is necessary to make careful consideration related to the specific needs of the user and the learning context at hand (Qurniawan 2023).

Wordwall media is formed like a subject divider magazine (mading) that's fastened to the divider within the classroom in a area that can be accessed by all understudies. *Wordwall media* within the frame of composing the center concepts of learning with the expansion of pictures, graphs, or genuine objects with sizes that can be examined by understudies clearly from all separations and positions within the classroom.(Maghfiroh 2018) By utilizing *Wordwall* online games, efforts can be made to stimulate students' interest in learning. This online game uses a computer network over the internet or a similar connection such as a modem and cable connection, so it is included in the category of computer games.(Shofiya Launin, Wahyu Nugroho, and Angga Setiawan 2022) This kind of methodology when coupled with social interaction between the media, understudies, and learning materials in it, the control of learning within the classroom will be more grounded. Be that as it may, utilizing techniques and social intelligent partitioned from each other, may not create the anticipated impact.(Putri, Fanny Mestyana 2020)

In general, research related to the use of *wordwall* serves as a support for learning foreign language subjects, especially to help improve vocabulary mastery.(Dalle, n.d.) But along with the paradigm shift about the function of *wordwall* that is not just to support the realm of language learning alone, researchers began to try to apply the use of *wordwall* to other subjects at all levels of education, such as mathematics, physics, and so on. As a result, the use of *wordwall* in other learning is also effective in improving learning outcomes.(Riska and Syam 2020) Therefore, the author is interested in applying it to tajweed subjects for elementary school level students at the Baitul Haq Makam Haji mosque landfill because tajweed learning in that class still uses the lecture method and some students are not fluent in reading the Qur'an according to the laws and rules of tajweed.

Method

The type of research in the development of interactive multimedia teaching materials "WORDWALL" is R&D (research and development). The development model of interactive multimedia teaching materials "WORDWALL" is "ADDIE MODEL". This research model consists of five stages: (A) analysis, (D) design, (D) development, (I) implementation, and (E) evaluation (Cahyadi, 2019).

Research and development methods are methods to produce a particular product and can be tested for the effectiveness of the product developed (Winarso, et al, 2017). The model used by this researcher aims to develop interactive multimedia educational material "WORDWALL" and test its validity, practicality, and effectiveness.

ADDIE Model Flow Diagram Description :

1. The analysis stage is to analyze the problems and needs of students of the Baitul Haq Al Quran Education Park (TPA) located at the Surakarta Hajj Cemetery. Observations and interviews with TPA teachers were conducted to find out problems related to the development of teaching materials and analyze student needs.
- 2.The design stage is the stage where the design of interactive multimedia teaching materials "WORDWALL" will be made to match the selected teaching materials.
3. Development stage. In other words, it is the stage where teaching materials are developed in accordance with the initial design plan made and prepared according to the design stage.
4. Implementation Stage.

That is, it is the stage of application of teaching materials developed in real classroom situations in the learning process of TPA Baitul Haq students and determines the effectiveness and practicality of interactive multimedia teaching materials "WORDWALL".

5. At the evaluation stage, we will conduct an evaluation to evaluate the interactive multimedia teaching materials "WORDWALL" that are being developed.

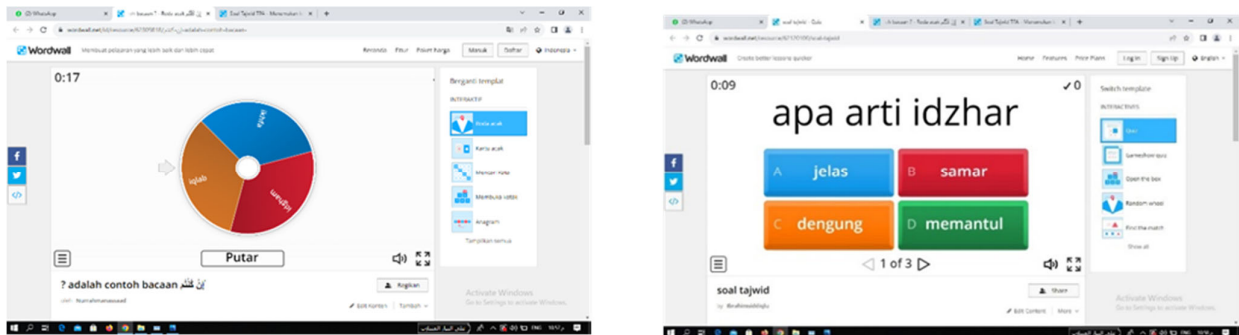
Furthermore, it is also to determine the suitability and feasibility of methods to achieve the desired learning outcomes and evaluate the shortcomings of interactive multimedia educational material "WORDWALL". The data analysis technique used in this study is qualitative descriptive analysis. Data analysis includes data processing in the form of answers (opinions / suggestions / criticisms). Descriptive qualitative data is derived from data on effectiveness, usefulness, and effectiveness. Learning aids are said to be of high quality if they have verifiable, practical, and effective properties.

Results And Discussion

1. Result

The result of this research is the development of tajweed teaching materials with "WORDWALL" media based on interactive media. Interactive learning media such as multimedia have been widely used, indicating that educational technology has reached that level. Interactive multimedia is considered an effective alternative to keep students actively involved in the learning process. (Kumalasani 2018) These learning materials can be accessed via smartphones, laptops, and computers. The interactive multimedia-based learning development media "WORDWALL" presents material that is easily understood by students, equipped with pictures to help understand the law of nun suku or tanwin when meeting hijaiyah letters. In addition, there is a quiz in the form of a mini game as a cognitive assessment of students after learning the teaching material "WORDWALL". These learning materials can be shared through WhatsApp groups or other online platforms.

The interactive multimedia-based learning development media "WORDWALL" in this study has involved validation from media experts and material experts. The material was tested on several subject groups, including Baitul Haq Makam Haji landfill teachers with limited tests and TPA students in extensive or field tests. The interactivity of these teaching materials arises from their ability to enable student interaction. Specifications of the teaching materials "WORDWALL" quiz in the form of games (figures 1 and 2).



Figures 1 and 2. Quizzes in game form

2. Discussion

In this research and development, researchers succeeded in designing a tajweed learning (legal material nun breadfruit and tanwin) using "WORDWALL" media which uses interactive multimedia for Baitul Haq Makamhaji landfill students. This product is designed with a variety of interesting quizzes for children related to learning material, aiming to attract students' attention and help them understand the material taught. In addition, this "WORDWALL" teaching material makes it easy to review the material taught with quizzes in the form of games.

The specifications of the teaching materials "WORDWALL" include: 1) The development of interactive multimedia-based teaching materials uses canva design media, with designs that are in accordance with materials about the laws of breadfruit and tanwin and equipped with interesting pictures. 2) "WORDWALL" teaching materials based on interactive multimedia can be accessed via students' mobile phones or smartphones, providing convenience for students in the learning process. 3) This material includes quizzes or evaluations in the form of games to allow students to measure their abilities after studying the teaching material "WORDWALL". In line with Choiyum's view, teaching materials are defined as a set of materials and resources that help teachers and students in the learning process. Teaching materials include materials, methods, limitations, and ways of evaluation, which are designed with appeal so that learning objectives can be achieved. (Choiyum 2016)

The philosophical foundation behind the development of "WORDWALL" is to underscore the importance of the use of interactive media in learning. In this context, interactive media is considered an effective means to increase student engagement in the learning process. The results of this study are supported by previous research which states that interactive

learning can increase student achievement (Fauziah and Hadi 2023). By utilizing multimedia technology, "WORDWALL" provides flexibility of access through a variety of devices, allowing students to learn independently without being bound by a specific space or time.

Validation of these teaching materials involves the participation of media experts and material experts to demonstrate their quality and reliability ("Pengembangan Media Pembelajaran Menggunakan AR Assemblr Edu Pada Mata Pelajaran Penerapan Rangkaian Elektronika | Oktaviona | Voteteknika (Vocational Teknik Elektronika Dan Informatika)," n.d.). The results of experiments involving teachers and students of the Baitul Haq Makam Haji landfill, both in limited trials and involving large numbers of participants, were instrumental in assessing the extent to which "WORDWALL" was acceptable and effective. The feedback received can be used as a foundation for further improvement and development.

Alignment with the Education Curriculum ensures that "WORDWALL" conforms to applicable curriculum standards, thus remaining relevant and supporting the achievement of learning objectives. Meanwhile, the presentation of Constraints and Challenges during the development process opens up opportunities for reflection and continuous improvement, demonstrating a commitment to quality and readiness to meet user needs. The talk of Future Expansion and Development Opportunities reflects the foresight of "WORDWALL." Plans to engage additional modules, adapt content, or expand the scope of material reflect a determination to continually improve and adapt to curriculum developments on an ongoing basis. The impact on Student Achievement is a crucial aspect that can be assessed through a positive assessment of the effect of "WORDWALL." Learning media "WORDWALL" can affect student learning motivation. (Permana and Kasriman 2022). Findings and data regarding student performance after using this material can be used as a guide to their success in supporting the understanding and application of breadfruit and tanwin rules.

Cooperation with Related Parties, whether involving schools, parents, or other educational institutions, provides a broader context regarding the acceptance and support of these teaching materials within the scope of the educational community. Overall, "WORDWALL" is not just a learning product, but rather an educational solution that accommodates modern needs while striving to create an immersive and enjoyable learning experience for students. Akbar (2023) stated that "WORDWALL" gives students an impression by playing while learning in accordance with the learning model used (Akbar and Hadi 2023). Since students have characteristics as members of generation Z who are more inclined to audio-visual, interactive, and entertainment preferences, it is certainly more appropriate to choose the use of this application rather than relying on conventional media which is generally monotonous, rigid, and less interesting (Shiddiq 2021).

Conclusion

Tajweed teaching material products with interactive-based "WORDWALL" media have been widely used, showing that educational technology has reached that level. The development of interactive multimedia-based "WORDWALL" learning materials in this study has involved validation from media experts and material experts. This product is designed with interesting pictures for children and is related to learning material, aiming to attract students' attention and help them understand the material being taught. Based on these facts, researchers then conducted a study aimed at increasing the effectiveness, practicality and validity of interactive multimedia-based "tajweed" teaching materials for TPA students in learning the Quran. By using the "WORDWALL" application to review students' understanding of the material that has been delivered which is balanced with the presentation of quizzes in the application, it can make the class more conducive and high enthusiasm and increased student understanding.

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