

The Evaluation of the Effectiveness of the Tajwid Mushawwar Application in Improving the Pronunciation of Makharijul Huruf in Students of the Idad Lughawi Program

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Abstract

This study aims to evaluate the effectiveness of the Tajwid Mushawwar application in improving the pronunciation ability of makharijul huruf in Idad Lughawi Program students. The research method used is pre-experimental designs with a one-group pretest-posttest model. A total of 30 Idad Lughawi Program students became the subjects of the study. The study was conducted for a certain period, and data were collected through pre-tests and post-tests that measured the pronunciation ability of makharijul huruf. In addition, student response questionnaires were also used to explore students' perceptions, comfort, and motivation in using the Tajwid Mushawwar application. The results of the data analysis showed a significant increase in the pronunciation ability of makharijul huruf after students used the Tajwid Mushawwar application. In addition, positive responses from the student response questionnaire indicated that this application was considered to help understand concepts, increase motivation, and provide comfort in learning. This study contributes positively to the literature on the development of Arabic language learning methods, especially in the pronunciation of makharijul huruf. The practical implications of this research can be used as a basis for further development related to the use of technology in Arabic language learning and enriching the insights of teachers and developers of learning applications.

Keywords: Effectiveness, Tajweed Mushawwar, Makharijul huruf

Introduction

Arabic language education is integral to developing language skills for students of the Idad Lughawi Program. Mastering key aspects, including the pronunciation of *makharijul huruf*, significantly impacts overall Arabic language proficiency. Tarigan and Djago in (Darwis, 2021, p. 123) think:

"Phonological errors are one of the language errors that must be avoided because they impact meaning errors. The existence of errors in language learning is not strange because errors are part of the learning process. However, linguistic experts and language teachers agree that language errors can interfere with the achievement of language teaching goals, there is even an extreme statement regarding these errors, which states that language errors made by students indicate that language teaching is unsuccessful or has failed."

In the context of Arabic language learning, the pronunciation of *makharijul huruf* is a critical aspect that influences understanding and effective communication. A study conducted by (Darwis, 2021, p. 122) highlights that a good understanding of where the letters come from helps students to pronounce words correctly and improves their speaking skills in Arabic.

The Tajwid approach is not only limited to reading rules but also includes correct pronunciation. Research conducted by (Darwis, 2021, p. 122) shows that integrating Tajweed aspects in Arabic language learning can help students achieve a higher level of fluency in speaking and reading Arabic texts.

Arabic, as the language of the Qur'an, has its own specificity in terms of proper and correct pronunciation. *Makharijul huruf*, or the place where the letters come out in Arabic, plays a key role in ensuring clarity and accuracy when pronouncing the words and verses of the Qur'an (Aini & Mawadah, 2023). Idad Lughawi Program students must understand and master *makharijul* letters to obtain good Arabic language skills.

Although the importance of pronouncing the letters is recognized, there are often obstacles in learning that involve direct practice and deep understanding. Therefore, an innovative and effective learning approach, as well as the use of information technology, is needed to improve efficiency and learning outcomes.

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The importance of the pronunciation of *makharijul huruf* in the context of learning Arabic, especially for students of the Idad Lughawi Program, makes this study relevant and meaningful. The main focus of this study is to evaluate the effectiveness of the Tajwid Mushawwar application as a learning aid in improving the pronunciation ability of *makharijul huruf* of students of the Idad Lughawi Program.

In this context, this study aims to answer the main question: "To what extent is the Tajwid Mushawwar application effective in improving the pronunciation ability of *makharijul huruf* in Idad Lughawi Program students?" Detailing this research into measurable steps is hoped to provide real contributions to developing the Arabic curriculum and learning.

The main objective of this study is to evaluate the effectiveness of the Tajwid Mushawwar application as a learning tool in improving the pronunciation ability of *makharijul huruf* in Idad Lughawi Program students. Thus, this study provides insight into the application of learning technology and concrete contributions to the understanding and development of Arabic language skills of Idad Lughawi Program students.

In this context, the application of learning technology can be a potential means to improve the quality of teaching and learning (Salsabila et al., 2021, p. 106). The use of technology in the context of language learning has become a significant trend. Technology-based learning applications and software have successfully increased student engagement and learning efficiency (Suyuti et al., 2023, p. 8). This research draws inspiration from previous positive results in applying technology in the context of Arabic language learning.

The Tajwid Mushawwar application is considered a promising innovation in helping Idad Lughawi Program students understand and master the pronunciation of *makharijul huruf*. This application offers conventional teaching and an interactive and responsive experience, facilitating more effective learning.

The one-group pretest-posttest model was used in this study to measure changes before and after the application was implemented. This approach allows researchers to assess the effectiveness of the intervention by comparing the test results before and after the treatment (Sugiono, 2012, p. 107).

Research conducted by (Fitrianingsih, 2015, p. 6) using the one-group pretest-posttest model shows that the post-test results provide a good picture of the extent to which students' abilities have improved after a particular intervention or treatment. Therefore, the post-test results in this study are expected to provide strong information about the effectiveness of the Tajwid Mushawwar application.

Through the synthesis of this literature review, this study finds its starting point. It acknowledges the important role of *makharijul huruf* pronunciation, especially in the context of the Idad Lughawi Program. By basing itself on previous knowledge, this study is expected to significantly contribute to developing more effective and innovative Arabic language learning.

Method

This research method uses a pre-experimental design approach. Arikunto (2010:123) stated that pre-experimental designs (nondesign) are often viewed as experiments that are not real. Therefore, it is often referred to as a quasi-experiment. It is called so because this type of experiment does not yet meet the requirements, such as an experimental method that can be said to be scientific and follow certain regulations. The model used in this study is one group pretest-posttest. In this case, the research population, which is the students of the Idad Lughawi program, is tested first to determine the initial ability, then given treatment, and then retested to determine the increase in ability after treatment.

Research Design

This study used a pre-experimental design with a one-group pretest-posttest model. This approach allows for measuring changes before and after implementing the Tajwid Mushawwar application in one group (Sugiono, 2012, p. 107). This design can be described as follows:

Table 1. One-Group Pretest-Posttest Design

Pre-test	Treatment	Post-test
O1	X	O2

Source: Sugiyono, 2012: 108

Information:

O1 = Pretest value before being given treatment (treatment)

O2 = Post-test scores before receiving treatment

X = Treatment by implementing the learning process using the Tajwid Mushawwar Application

The population of this study was 30 students of the Idad Lughawi Program who were actively taking Arabic courses at STDI IMAM SYAFI'I Jember. Participants were selected by purposive sampling, with inclusion criteria in the form of basic Arabic language skills and openness to learning through technology.

Research Variables

This study is based on two variables: the Independent Variable, the implementation of the Tajwid Mushawwar application as a learning method, and the Dependent Variable, Students' ability to pronounce *makharijul huruf*.

Research Instruments

Pretest and Posttest

The initial test (Pre-test) was used to measure the initial level of students' *makharijul huruf* pronunciation ability before the intervention. The final test (post-test) was used to measure changes in pronunciation ability after implementing the Tajwid Mushawwar application.

Questionnaire

A questionnaire collected students' responses regarding their experiences and perceptions towards using the Tajwid Mushawwar application. This study used a questionnaire with answers on a Likert scale. According to Sugiyono (2012, p. 134), the Likert scale assesses individuals' or groups' attitudes, opinions, and perceptions toward social phenomena. By using the Likert scale, the variables to be measured are broken down into variable indicators. Then, these indicators are used as a basis for compiling instrument items, which can be in the form of statements or questions. The test used in this study was a formative test with multiple choice.

Research Procedures

Before the actual implementation, a small trial (pilot study) was conducted on several students to assess the instrument's effectiveness and obtain input regarding improvements.

Students were given a pre-test to measure their pronunciation ability of *makharijul huruf* before the application was implemented. After the intervention period, students were given a post-test to measure changes in *makharijul huruf*'s pronunciation ability.

After the post-test, students were asked to complete a questionnaire to assess their experiences and perceptions of using the Tajwid Mushawwar application. Pre-test and post-test data will be analyzed statistically, using comparison techniques and significance tests to assess whether there is a significant difference in the ability to pronounce *makharijul huruf* before and after the intervention.

By implementing these steps, it is hoped that this study can provide clear and measurable information regarding the effectiveness of the Tajwid Mushawwar application in improving the pronunciation ability of *makharijul huruf* in Idad Lughawi Program students.

Results and Discussion

Of the 30 Idad Lughawi Program students who participated, most had basic Arabic language skills. Pre-test and post-test data were analyzed using statistical methods, such as sample t-tests, to see if there was a significant difference between pretest and post-test scores. Likewise, data from questionnaires filled out by students were also analyzed to gain insight into how students responded to and experienced learning using the Tajwid Mushawwar application. Positive aspects and aspects that need to be improved were identified, as well.

This analysis provides an overview of how the Tajwid Mushawwar application intervention improves the ability to pronounce *makharijul huruf*. This can be seen from comparing the pre-test and post-test results of the research sample described in the table below.

Table 2. One-Group Pretest-Posttest Design

PRE-TEST AND POST-TEST RESULTS			
Pre-Test		Post-Test	
Caption	Mark	Caption	Mark
MEAN	59.27	MEAN	78.77
Max Value	68.00	Max Value	90.00
Min Value	45.00	Min Value	60.00
Mode	60.00	Mode	75.00

Median	60.00	Median	79.00
Total Score	1778.00	Total Score	2363.00

Source: Research Result Data 2023

The post-test score after being given treatment using the Tajwid Mushawwar Application was higher than the pre-test score. Applying learning media with the Tajwid Mushawwar Application during the learning process makes students more interested and easier to understand the material, especially in practical learning. This is because learning *makharijul huruf* with the Tajwid Mushawwar Application presents audio and visuals. Lecturers not only provide knowledge to students but also facilitate students in understanding how to pronounce letters correctly.

The combination of images, sound, and writing in the Tajwid Mushawwar Application can increase the appeal and facilitate the understanding of information for students. Students can also replay the Tajwid Mushawwar Application at any time if they feel they have not understood the parts that are considered difficult in the learning process.

The improvement of learning outcomes by using the Tajwid Mushawwar Application learning media occurred because students gained new experiences in receiving the material. The average increase in the pretest and post-test results showed that the students in the research sample experienced an increase. This can be seen in the graph below.

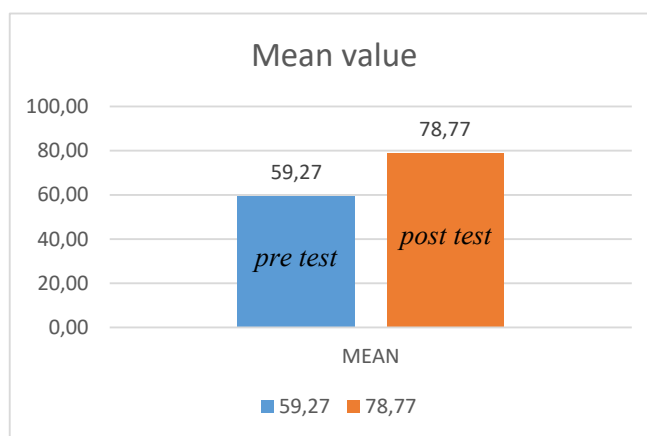


Figure 1. Learning Outcome Graph

Source: Research Result Data 2023

Meanwhile, based on the gain test, a value of 0.66 was obtained, this can be seen in the graph below:

Table 3. Gain Value Graph

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Gain Score	30	,25	1.00	,6601	,20062
Gain Percent	30	25.00	100.00	66,0073	20.06226
Valid N (listwise)	30				

Source: Research Result Data 2023

Based on the gain value graph above shows that the average increase in the research sample is included in the moderate criteria. This can be seen in the table below:

Table 4. Classification of Gain Normality Values

Gain normality value	Criteria
$0.70 \leq n \leq 1.00$	Tall
$0.30 \leq n < 0.70$	Currently
$0.00 \leq n < 0.30$	Low

Source: Karinaningsih (2010: 43)

This medium criteria category is because students have different abilities to grasp learning materials, so during the learning process using the Tajwid Mushawwar Application, some students do not understand the material delivered using the Mushawwar Application media. This is by the theory of Individualized Instruction, where children are individually

different in their basic abilities, interests, speed, and slowness of learning (Suryosubroto, 2009, p. 70). In this case, students' basic abilities in understanding the material in the Tajwid Mushawwar Application have different abilities.

Data from the questionnaires filled out by students were also analyzed to gain insight into how students responded to and experienced learning using the Tajwid Mushawwar application. Positive aspects and aspects that need improvement were identified.

Data analysis showed a significant increase in students' makharijul huruf pronunciation ability after implementing the Tajwid Mushawwar application. Comparison of the post-test results with the pretest showed a statistically significant difference, indicating a positive impact of the intervention. Students responded positively to using the Tajwid Mushawwar application, with most stating that it helped improve their understanding of makharijul huruf pronunciation.

The results of this study are consistent with previous research findings that highlight the effectiveness of technology applications in enhancing Arabic language learning. Further investigation into the factors that contribute to the effectiveness of the application and possible improvements that need to be made could be the focus of future research.

Further research could deepen the analysis of specific factors that contribute to the effectiveness of the Tajwid Mushawwar application. Further research is also needed to observe the long-term effects of using this application on students' Arabic language comprehension and proficiency.

Conclusion

Based on the findings of this study, it can be concluded that the Tajwid Mushawwar application effectively improves the pronunciation ability of makharijul huruf in Idad Lughawi Program students. These results positively contribute to the literature on Arabic language learning and demonstrate the potential of technology applications in improving pronunciation skills.

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