

Development of *Tahsin Al-Qur'an* E-module for high school students

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Abstract

The Qur'an as a guide for Muslims should be a reference and even daily reading, especially in Indonesia, which has a Muslim majority. However, there are still many students who are unable to read it properly. Therefore, one of the efforts needed is the development of a digital-based Tahsin E-Module as a solution to make learning easier and more effective. The purpose of this study is to analyze the need for e-module development, develop the e-module itself, and test the feasibility of the E-module Tahsin Qur'an for high school students. The research used the ADDIE R&D model method, which includes the stages of needs analysis through literature study, observation, and interviews, systematic and interesting material design, expert development and validation, implementation to teachers and students, and evaluation for product refinement. The result is a practical, systematic E-Module for Tahsin Al-Qur'an that can be accessed at any time, assists in the teaching, talaqqi, and murajaah processes, and serves as enrichment material for PAI with material on the rights and obligations of letters, waqf, and gharib. Based on the feasibility test, the module obtained an average validation score of 91.375% with a "highly feasible" category, making it effective and ready for use in learning.

Keywords: ADDIE model; E-Module; Senior High School; Tajwid; Tahsin.

Abstrak

Al-Qur'an sebagai pedoman hidup muslim seharusnya menjadi rujukan bahkan bacaan harian, terutama di Indonesia yang mayoritas muslim, namun nyatanya masih banyak siswa yang belum mampu membacanya dengan baik sehingga salah satu upaya diantaranya diperlukan pengembangan E-Modul *Tahsin* berbasis digital sebagai salah satu solusi agar pembelajaran lebih mudah dan efektif, adapun tujuan daripada penelitian ini ialah untuk menganalisis kebutuhan pengembangan e-modul beserta mengembangkan e-modul itu sendiri dan untuk menguji kelayakan E-modul *tahsin* Qur'an untuk siswa tingkat SMA. Penelitian menggunakan metode R&D model ADDIE yang meliputi tahap analisis kebutuhan melalui studi pustaka, observasi, dan wawancara, perancangan materi yang sistematis dan menarik, pengembangan serta validasi ahli, implementasi kepada guru dan siswa, hingga evaluasi untuk penyempurnaan produk. Hasilnya berupa E-Modul *Tahsin Al-Qur'an* yang praktis, sistematis, dapat diakses kapan saja, membantu proses mengajar, talaqqi, dan murajaah, serta berfungsi sebagai bahan pengayaan PAI dengan materi hak dan mustahak huruf, wakaf, dan gharib. Berdasarkan uji kelayakan, modul memperoleh rata-rata nilai validasi 91,375%

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dengan kategori “sangat layak”, sehingga dinilai efektif dan siap digunakan dalam pembelajaran.

Kata kunci: ADDIE model; E-Modul; Sekolah Menengah Atas; Tajwid; Tahsin.

Introduction

Islam highly values science as a basic obligation supported by the Qur'an and Hadith and encourages continuous learning. This has been confirmed since the first revelation of QS. Al-'Alaq: 1–5 which commands to read, as well as the hadith of the Prophet PBUH about the virtue of seeking knowledge. In this context, the Qur'an is the main source of Islamic teachings as well as a guideline for life that must be studied, read, and practiced. In fact, the Prophet (peace be upon him) is a living representation of the values of the Qur'an, as explained by Aisyah *ra.* that his morality is the Qur'an (Fahrurrosi et al., 2025).

As a holy book that maintains its authenticity, the Qur'an has an important role in shaping the civilization and morals of the people. Therefore, reading the Qur'an is the main gateway to understanding the teachings of Islam. The activity of reading the Qur'an is not only worth worship but also becomes the foundation in the formation of Muslim character, morals, and identity. Islamic education has a strategic role in building this aspect, so that individuals can face the challenges of modern times based on Islamic values (Annisatuzahro & Hairaini, 2025). So, in this case, one of the efforts to improve Islamic education for Muslims, which should be taught first and obligatory, one of which is to read the Qur'an. Because reading the Qur'an is also the main gate (Key) for the advancement of Islamic Education, by more understanding what its contents are to be applied in daily life, providing peace and the greatest investment for the hereafter.

However, reality shows that there is a gap between ideality and actual conditions. Even though Indonesia is the country with the largest number of Muslims in the world, the level of Qur'an literacy is still relatively low. Data shows that most Muslims cannot read the Qur'an fluently, and some are even illiterate. The results of the pre-research at one of the schools also showed that around 88% of students could not read the Qur'an according to the rules of tajwid properly. This is due to the limitations of *tahsin* learning in schools, the lack of learning time, and the lack of continuity of learning with Qur'an teachers in the home environment. The IIQ Jakarta Research Team stated that the index of the level of ability to read the Qur'an at the level of sufficient and deficient at 72.25% and the percentage of illiteracy of the Qur'an in Indonesia is around 58.57% - 65% (IIQ, 2023) Then data from the Directorate General of Islamic Guidance of the Ministry of Religion released a national survey that the Qur'an literacy index in 2023 reached 66.038% (Ministry of Religion, 2023). According to the DMI

(Indonesian Mosque Council) agency, Muslims in Indonesia are currently 65% illiterate, 25% are still brick-and-mortar and only 10% are fluent in reading the Qur'an. (Rakasiwi et al., 2024). This means that there are still a lot of Muslims who cannot read the Qur'an fluently, and do not even know the hijaiyah letters themselves.

This condition is a serious problem, considering that reading the Qur'an is the basis for understanding the teachings of Islam as a whole. The inability to read will have an impact on the low ability to understand, appreciate, and practice the values of the Qur'an in daily life. Therefore, efforts are needed to improve the education system, both in terms of curriculum, learning methods, and the availability of effective teaching materials. In the context of the development of digital technology, one of the solutions that can be offered is the development of the Qur'anic *tahsin* e-module. E-modules are electronic teaching materials that are designed systematically and interactively, equipped with text, audio, animation, and evaluative exercises that can be accessed independently. The use of e-modules is considered relevant to the characteristics of current students who are adaptive to technology, so that it can increase the effectiveness of *tahsin* learning. Thus, the development of the Qur'an *tahsin* e-module is important as a learning innovation that can help teachers and students, especially at the high school level. This research aims to analyze the needs, develop, and test the feasibility of the Qur'an *tahsin* e-module as a practical and effective teaching material in improving students' Qur'an reading skills.

Twenty-five previous studies show various innovations in the development of *tahsin* and tajwid teaching materials, including the work of Sahla Nur Anindya and Hudi Santoso entitled Improving Teachers' Digital Competence in the Making of Flipbook-Based *Tahsin* Modules at RA Al-Ashfia; Eka Prasetiawati with the Development of An-Nahdliyah-Based *Tahsinul* Qira'ah Teaching Materials to Improve Qur'an Reading Skills; Suwarno et al. through the Development of Teaching Materials for *Tahsin* Al-Qur'an to Improve Students' Al-Qur'an Reading Ability; Dina Zahiratun Nura with the Development of the Makhorijul Huruf Hyperbook Module; Muhammad Azhar, Salminawati, and Zaini Dahlan with the Development of Tajwid Mat Tuhfatul Athfal Science Teaching Materials Based on the Google Play Store Application; Fried Arianda et al. through Android-Based E-Tajwid Design; Muhammad Romadlon Habibullah and Hamidatun Nihayah with the Development of Digital Tajweed Teaching Materials Based on Audio, Visual, and Website; Suwarno with a dissertation on the Development of *Tahsin* Al-Qur'an Teaching Materials Based on Self Regulated Learning for Students; Nurul Maghfirah et al. through the Application of *Tahsin* Al-Qur'an Teaching Materials Based on Self Regulated Learning for

Students; Mahisarani, Ali Imran Sinaga, and Nirwana Anas with the Development of Web-Based Tajweed Learning Media; Noni Fajrianita with the Development of Image-Based Teaching Materials to Improve the Learning Achievement of Tajwid Students; Nadia Ismawati et al. through Improving the Ability to Read the Qur'an through the *Tahsin* Co-Curricular Program; Melani Safitri with the Utilization of the Qara'a Qur'an Learning Application Equipped with Artificial Intelligence (AI) Technology; Hilyatun Nadawiyah and Dewi Anggraeni through the Development of Tajweed Learning Media Based on Android Applications; Moh. Ridham Addimasyqi with the Development of Tajweed Teaching Materials with Flipbooks at Madrasah Tsanawiyah; Muh. Ilham Jaya with the Development of Interactive Teaching Materials on Web-Based Letter Makharijul Materials; Isnawati Amir, Nurhikmah, and Abdul Hakim through the Development of Digital Books to Improve Al-Qur'an Reading Fluency in High School Students; Angga Kuswara with the Development of Qur'an-Based Reading and Writing Teaching Materials for Grade 3 Elementary School Students; Elsi Aprilla through the Development of the Al-Kamal Method-Based *Tahsin* Al-Qur'an E-Module; Maman, Wawan Wahyudin, and Hidayatullah with Development of An-Nawa Method-Based Learning Module for Basic-Level Quranic Literacy; Muhammad Amin, Mardianto, and Mahriah through the Development of Tahfiz Teaching Materials in Improving Memory of the Qur'an; Noewadatun Mohamed Razali et al. with The Development of Red-Sign Tajwid Self Learning Module; Asda Amatullah et al. through the Development of Wordwall-Based E-Learning Materials to Enhance Students' Mastery of Tajweed Rules; Hilmi et al. with The Development of Al-Quran Education Module for Gifted and Talented Students: Permata Insan College Approach; and Khoirul Huda and Mahsun Jayadi through Teaching Material Development Practical Guidelines for Reading Al-Qur'an in Learning Al-Qur'an at Griya Al-Quran of Surabaya

Various previous studies have shown that the development of *tahsin* and tajwid teaching materials has been widely carried out through various forms of media, such as print modules, e-modules, flipbooks, digital books, websites, Android applications, audio-visual and artificial intelligence-based technology. In general, the results of the study prove that the use of digital media can improve teacher competence, facilitate the learning process, and be effective in improving students' ability to read the Qur'an, with a high level of product feasibility based on expert validation. Nonetheless, most developments are still limited to a specific level or focus on specific material. Therefore, this research presents novelty through the development of the *Tahsin* E-Module which can be accessed flexibly anytime and anywhere and can still be printed, compiled from various

sources with a fresher, systematic, and easy-to-understand appearance, specifically intended for high school level students, and comprehensively designed from the elementary to advanced tajwid levels. Thus, this product does not simply replicate previous research but offers innovation as a more practical and comprehensive *tahsin* learning solution.

Research Methods

The type of research used in this study is the research and development method (Research and Development) with the ADDIE version development model. ADDIE is an instructional design model that involves Analysis, Design, Development, Implementation, and Evaluation. (Hidayat & Nizar, 2021). ADDIE is an instructional system design model consisting of five phases: analysis, design, development, implementation, and evaluation, which are used to create effective education and training programs. This model provides a structured approach to meeting learning needs and enables feedback-driven improvements. (Almomen et al., 2016). The ADDIE model consists of five (5) main stages, namely (A) analysis, (D) desain, (D) development, (I) implementation, and (E) evaluation. The five stages in the ADDIE model need to be done systematically.

1. Analysis

The preliminary study in ADDIE is the Analysis stage. The analysis stage is the basis of all the other stages. This stage is the information gathering and pre-research stage. which can be used as material to make a product. The research is based on a study analysis that states that there are still many people in Indonesia who cannot read the Qur'an, even high school students who should have read the Qur'an fluently turn out to still not be able to read even bricks. The researcher corroborates the ideal situation for a Muslim and compares it with the reality in the field by examining literature studies and existing research. Furthermore, it was corroborated by data in the field from pre-research by interviewing Religion or *Tahsin* teachers in public schools or vocational schools, The schools that have been observed and interviewed are SMK Muhammadiyah Parung, FHQ Al-Madinah (Non-Formal Education Institution in which there are also adolescent to adult students) and SMA Negeri 1 Parung Bogor.

On the other hand, researchers have studied a lot of related *Tahsin* books to be developed to be much more interesting, neat, and easier to digest. Equipped with Alloy for teaching. The books studied are the Electronic Book of Practical Tajweed Science Alloy by Zulkarnaini Umar, the Dauroh Al-Qur'an Guidebook: Applied Tajweed Science Manual by Abdul Aziz Abdur Rauf, the *Tahsin* Recitation Manual by Muzammil, the Tajweed Mushawwar Book by Shaykh Aiman Rusydi Suwaid.

2. Design

At this stage, the second stage of the ADDIE model is the design stage. At this stage, the *Tahsin* E-Module for high school students was developed according to the results of the previous analysis. Furthermore, the design stage is carried out by compiling the material and organizing it, making it complete but easy to understand, and digitizing and improving the layout so that the reader can read and hopefully easily absorb the material presented. The researcher also compiled an instrument to be used to assess the feasibility of this E-Module, which was assessed from the aspects of Indonesian grammar, media and Religious Education Materials listed.

3. Development

Next, the third stage of the ADDIE model is the development stage, which is the stage of realization of the product developed. At this stage, the application of the qualification test is carried out by members, including Islamic religious materialists, linguists, and media members. The E-Module will be validated by experts to be evaluated so that the products produced can be assessed and in accordance with feasibility standards until they are developed even better. Next, data analysis will be carried out from the results of the E-Module assessment obtained from the Validators to obtain the validity or feasibility of the E-Module. Furthermore, a revision process is carried out to improve the initial product that has been evaluated, this continues to be done until the E-Module is considered valid and suitable for use.

4. Implementation

In the fourth stage of the ADDIE model, the implementation stage is carried out in the form of the implementation of a feasibility test by practitioners or users consisting of teachers to students of the Qur'an by providing products that have been validated by experts and have received revisions from researchers. The purpose of this stage is to explore the effectiveness and efficiency of the use of the developed E-Module to get suggestions and inputs so that the E-Module can be re-evaluated. It is hoped that users of this E-Module can feel helped and increase the effectiveness of learning the Qur'an in the future.

5. Evaluation

In the fifth stage of this ADDIE model, the activities carried out are the process of improving the final product based on the results of evaluation / validation by experts and practitioners. Evaluation by researchers focuses on expert and practitioner advice to continue to improve the final product.

Results and Discussion

A. Modulus of elasticity Tahsin Al-Qur'an

Modules include teaching materials or learning resources, which according to Pardede, et al. Learning Resources are everything that exists around the learning activity environment functionally can be used to help optimize learning outcomes (Lukman Pardede & Dewi Lestari, 2021). Then according to Supardi, teaching materials are subject matter that is compiled completely and systematically based on the learning principles used by educators and students (students) in the learning process to make it easier for students to learn (Supardi, 2020). Modules are one of the learning aids used by students in the learning process. Through modules, students can learn independently by being guided by the elements contained in the module. Modules make the learning process centered on student activity and assist teachers in guiding students (Najuah et al., 2020)

E-Module is a form of presentation of independent learning materials that are systematically arranged into certain learning units, which are presented in electronic format, where each learning activity in it is connected with a link as navigation that makes students more interactive with the program, complemented by the presentation of tutorials, animations and audio to enrich the learning experience so as to make students more interactive. (Ministry of Education and Culture, 2017) Electronic modules (e-modules) are the latest innovations of print modules, so that these electronic modules can be accessed with the help of compute that has been integrated with software that supports e-module access. The advantages of e-modules compared to print modules are that they are interactive, easy to navigate, can display or load images, audio, videos and animations and are equipped with formative tests that allow for immediate automatic feedback. (Muhammad Aarsal, 2019). E-Modules are non-print digital modules that are made with computers and multimedia elements to make them more attractive and inert. (Hamzah et al., 2024). Electronic modules or E-Modules are learning media with the existence of e.pub or html that contains learning materials. Electronic modules are conventional learning modules that have been enriched with hyperlink and hypermedia facilities. Electronic modules can contain images, text, equations, videos, animations, simulations and can even be linked with other web-based media. Electronic modules can also be enriched using QR codes, the addition of image animations in the form of cartoons or emojis that have been personified according to the author of the module, for example by using the *bitmoji* application. (Masta et al., 2023). The material contained in the eBook is easier for students to understand and can help improve

students' basic skills with the advantage of audiovisual related materials (Hamid & Alberida, 2021)

Among the purposes and benefits of this e-module include, electronic modules (e-modules) can be used to increase students' interest and motivation, and students can obtain high-quality educational materials to help students understand the material better (Latri, 2023). The main purpose of the e-module is to facilitate the learning process by making it accessible online via smartphone, so that the learning process becomes more effective from anywhere and anytime (Solikin, 2018). Electronic modules have good characteristics, including modules that can be used for independent, adaptive and durable learning with an interactive design and are easy to use anywhere and anytime (Novarensa, 2024) The function and advantage of this electronic module is that it is designed to help students learn independently by developing their own knowledge (Tambunan & Tambunan, 2023)

In short, E-Module is a digital book that can be accessed through certain devices that contain teaching materials, whether it can be used by students as teaching materials, or as a teacher's tool in teaching. E-Module *Tahsin Al-Qur'an* means a digital book that includes the learning of *tahsin Al-Qur'an* that can be accessed anywhere and anytime by students or teachers to help in learning *tahsin al-Qur'an*. The E-Module that will be used in this study will use a web flipbook software designed using a combined application in the form of Microsoft word, Canva and photoshop with a display made as attractive and simple as possible so that it is easy to use, read and attractive.

B. Results of analysis of the development needs of the *Tahsin Al-Qur'an* E-Module for high school level equivalent

This research and development aim to develop Electronic Modules / E-Modules of *Tahsin Al-Qur'an* for the Equivalent High School Level. This study uses the type of R&D (Research and Development) research model ADDIE (Analysis, Design, Development, Implementation, Evaluation). The following are the results of each stage of research on the development of the *Tahsin Al-Qur'an* E-Module for the High School Level.

1. Field needs analysis

The research begins with the analysis stage. The analysis stage was carried out to identify the need for the *Tahsin Al-Qur'an* E-Module for the High School Level. At this stage, the researcher conducted interviews and distributed questionnaires to analyze the needs of the *Tahsin Al-Qur'an* E-Module for the High School Level. The researcher chose school principals and teachers in the Java area as respondents to answer the interview guidelines and fill out the

Tahsin Al-Qur'an E-Module questionnaire for the high school level. Interviews were conducted with several teachers through online questionnaires regarding the needs of the *Tahsin Al-Qur'an E-Module* for the High School Level. The following will explain the results of the interview related to the E-Module of *Tahsin Al-Qur'an* for the High School Level. The results of the analysis of the need for the *Tahsin Al-Qur'an E-Module* are as follows:

Table 1. Analysis of Teacher Needs in the Field

Yes	Questions	Yes	Doubt	No	Remarks
1	I think we need digital teaching materials for <i>tahsin</i> learning	IIII IIII III			Yes: 13 (100%)
2	E-Modules will be able to help students learn independently outside the classroom	IIII IIII II		I	Yes: 12 (92%) No: 1 (8%)
3	E-Modules will be able to help me in explaining <i>Tahsin</i> material in class	IIII IIII III			Yes: 13 (100%)
4	I am interested in using the <i>Tahsin</i> E-Module in Learning	IIII IIII II	I		Yes: 12 (92%) May: 1 (8%)

Source: Teacher Needs Survey Results

Remarks: the number of respondents (I) describes the number of respondents.

$$\text{Percentage: } \frac{\text{Acquisition Score}}{\text{Maximum Score}} \times 100\%$$

The results of the percentage calculation are then analyzed. The results of the need analysis of the *Tahsin Al-Qur'an E-Module* based on the needs analysis questionnaire questions in the Table 1 above. As many as 100% of teachers are of the opinion that *tahsin* learning requires a more interesting variety of media to attract students' interest, this shows that teachers need media such as E-modules, videos, and interactive audio so that students are more interested in learning.

As many as 77% of teachers feel that the available *tahsin* learning media is still limited, while 23% of teachers feel that the *tahsin* learning media is quite numerous and interesting. This concludes that the development of learning media such as E-Module in *tahsin al-Qur'an* lessons is still very necessary. As many as 100% of teachers need digital teaching materials for *tahsin* learning, this shows that the *Tahsin Al-Qur'an E-Module* can be a solution and answer to the needs of *tahsin* teachers

As many as 92% of teachers felt that the *Tahsin E-Module* could help students to learn independently under the guidance of the teacher when outside the

classroom, while 8% felt that it was not so, because students sometimes rarely read independently outside the classroom. This shows that the E-Module *tahsin* Al-Qur'an can be a learning aid for students in understanding *tahsin* learning and help teachers so that students become more understanding.

As many as 100% of teachers feel that the E-Module can help teachers in explaining *tahsin* material in class. This gives the conclusion that this *Tahsin* Al-Qur'an E-Module can be a tool for teachers in teaching in the classroom. A total of 92% of teachers were interested in using the *tahsin* E-module in learning, and 8% answered "maybe". It can be concluded that the E-Module of *Tahsin* Al-Qur'an is needed and teachers are interested and curious to use the E-Module.

2. Analysis of teaching modules

The researcher conducted a document analysis at several educational institutions, namely SMAN 1 Parung which uses the book Islamic Religious Education (PAI) National Curriculum, SMK Muhammadiyah Parung which refers to the PAI book of the Ministry of Education and Culture and the 2013 Curriculum, and FHQ Al-Madinah as a non-formal institution that uses special modules of *tahsin* and tajwid. The selection of institutions is based on considerations of quality and characteristics, such as superior accreditation, Islamic nuances, and a comprehensive focus on learning the Qur'an. In addition, the needs analysis also involved other schools such as SMA Muhammadiyah 3 Jakarta and SMA Al-Mukrom Tasikmalaya. The researcher also analyzed various *tahsin* books and e-modules as a reference for development, which were sourced from the Qur'an and Hadith, official translations of the Ministry of Religion, as well as tajwid and *tahsin* literature from various authors. These references include applicable tajwid books, *tahsin* guides, Qur'anic learning methods, to classic books that emphasize manners in seeking knowledge. In addition, the reference for the high school curriculum uses the PAI and Ethics books for grades X–XII from the Ministry of Education and Culture.

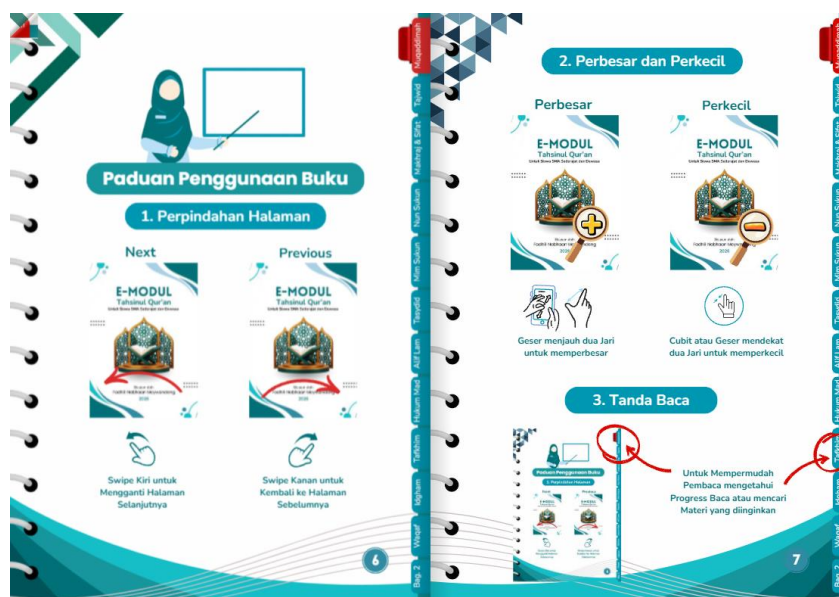
The results of the analysis of several modules show that good teaching materials must have clear learning objectives, systematic learning steps, and structured time allocation. The material needs to be presented comprehensively in concise and easy-to-understand language, supported by an attractive and not excessive visual display. In addition, the existence of examples, learning guides, and exercises are very important to help teachers, especially beginners. The researchers also found that the availability of comprehensive *tahsin* e-modules is still limited. Based on this analysis, the researcher formulated a practical, systematic, and interactive *tahsin* e-module component for high school students. The structure of the module includes the urgency of learning, instructions for use, learning objectives, study guides, and motivation. *Tahsin* materials are

presented visually and interactively, equipped with QR Code and audio media to support independent learning. The module also contains references, exercises in each chapter, and challenges to deepen students' understanding.

The main component in this e-module lies in the materials and exercise sheets as the core of learning. Therefore, the material is arranged gradually and systematically, starting from the introduction of hijaiyah letters, harakat, to a more complex series of readings. The discussion continued with tajwid material such as *makharijul* letters, the nature of letters, the law of nun and *mim mati*, *mad*, *tafkhim* and *tarqiq*, *idgham*, *waqaf*, *gharib* reading, and ended with the manners of reading the Qur'an. Thus, this e-module is designed to provide a complete and continuous learning experience in improving students' *tahsin* skills.

3. Findings of the E-Tahsin Al-Qur'an E-Module for High School Level Equivalent

In the design stage, the researcher designed the *Tahsin Al-Qur'an E-Module* product for high school students equivalent to the 1st prototype



Source: Personal Documents

Figure 1. Overview of the first e-module prototype

In the Development stage, the researcher submits the product in the form of the 1st prototype to experts for validation.

Table 2. Table of Validation Results from Experts

Member Name	Category	Suggestions
AFQ	Islamic Religious Education Material Expert	Advice for Nadzam written both from the book of Syifaul Jinan, Hidayatus Shibyan and others. Also, the practice of "reading" is equipped with audiovisuals in the form of additional links or QR Codes (Quick Response Codes) that can be scanned through smartphone and then readers can hear or see live videos. This is very useful so that readers or students can repractice at home. Nb. tajwid practice must still be <i>talaqqi/meet</i> directly with the teacher
USI	Islamic Religious Education Material Expert	<i>Alhamdulillah</i> , good innovation in the field of Islamic Religious Education, <i>Barakallahufiik</i> .
UAI	Expert in Qur'an Curriculum Development	It is better to adjust some of the tajwid terms to the existing language
FMA	Media Member	Make the most of all the space on each page. Arrange the placement of the page number to match. You can add borders for elaboration materials. Attractive colors, the tune is comfortable to read. You can play every single page on the flip side (left).
UDP	Linguist	In the inner volume, it is suggested to add an invitation to distribute the module as a form of blessing in helping others learn the Qur'an, still include the phrase "not for sale" so that the prohibition is stricter, and clarify the wording "for personal gain" so as not to give rise to the assumption of permissibility for the benefit of groups; in the E-Module of <i>Tahsinul Qur'an</i> section, the writing of academic degrees needs to follow the latest Indonesian rules with periods (e.g. S.Pd.I) and the e-mail address can be written in the form of an e-mail; In the preface, the sentence structure of the first paragraph needs to be improved and tidied up according to the revised redaction; In addition, the numbering of

		pages in the content needs to be made consistent, the choice of diction "if" is changed to "if", the phrase "many rewards" is changed to "great rewards", learning outcomes are formulated with operational verbs so that readers are able to understand and implement the science of tajwid in the reading of the Qur'an, and each chapter is equipped with a short reflection, glossary, and bibliography.
MAI	Linguist	Please pay more attention to the correct spelling of EYD, such as the word "Above" the letters are separated, not spent, as it is "in" that serves as a preposition indicating a place or location

Source: Expert Validation Results

Expert validation at the Development stage is in the form of assessment and suggestions on the initial product of the *Tahsin Al-Qur'an E-Module* for High School Level Students Equivalent. This E-Module is assessed by Islamic Religious Education material experts in terms of content, material sources and suitability with related branches of knowledge. In terms of Bahasa Indonesia, assess and provide advice related to linguistic aspects, whether the language is effective and easy for readers to digest. In terms of experts in the development of the Qur'an Curriculum, it is assessed whether it is in accordance with the principles and rules of studying the Qur'an that is good and correct, as well as the preparation of the Qur'an material that has been compiled. As for media experts to assess and give advice regarding the E-Module that has been made, whether it has been made easy enough to be accessed and used by readers from various electronic devices or there are still bugs and errors that hinder readers from accessing and using this E-Module. In table 2, there are suggestions and progress for improvements that have been implemented by researchers. The Implementation Stage is the stage where the researcher submits the *Tahsin Al-Qur'an E-Module* to the High School Level Qur'an Teacher as a practitioner to be tested and the results of the comments will be evaluated material.

Table 3. Implementation Stage and become a reference for improvement

Component Name	Prototype I	Prototype II
Material	The material still focuses on elaboration only and some are random	The material is equipped with examples and is neater

Layout	Some designs and layouts are still not neat	The layout is tidied up and decorated to be more attractive
Cover	Still simple	Fixed
Language	Some languages are still wrong	Language sentences are revised to become effective languages
Page	No page yet	There is already a page

Source: Improvements based on expert advice

Table 4. Implementation Stage and become a reference for improvement

Practitioner Name	Practitioner Field	Suggestions
UAR	(S1) Master of Islamic Religious Education, Professor of Al-Qur'an FHQ Al Madinah	I think it's good mas. Short writing is not long-winded. and easy to understand. A little suggestion: for example, for some chapters related to the law of reading, you can add related to <i>Nadzom</i> , for example, take it from the book of <i>Tuhafatul Athfal</i> or others.
UNN	S1 Communication and Coordinator and Teacher of FHQ Al Madinah Al Madinah Mosque	<i>Maasya</i> Allah The content is good. easy to see too and God willing, easy to understand for beginners, advice: add reference references
RSA	S1 Islamic Religious Education PTIQ Institute Jakarta	Masya Allah, good
RFR	S1 Islamic Religious Education PTIQ Institute Jakarta, <i>Tahsin</i> Teacher at SMA Muhammadiyah 3 Jakarta	Wow cool <i>masya</i> Allah, can you share it?
ULI	S1 Bachelor of Islamic Religious Sciences, Qur'an Expert and one of the practitioners at FHQ Al Madinah Dompot Dhuafa	In terms of appearance, the material is interesting because it is supported by image visualization that helps understanding. However, in the chapter <i>Sifatul Huruf</i> , it is better to add a basic explanation of the meaning of <i>sifatul huruf</i> , the division of properties in general into the properties of <i>lazimah</i> and <i>'aridhah</i> , as well as a description of the meaning of both along with details of the nature of <i>lazimah</i> so that the discussion is more concise and does not seem like a book summary.
UVA	Practitioner of Al-Qur'an Teaching at FHQ Al Madinah Dompot Dhuafa	<i>Barakallah</i> for the e-modules that have been compiled; In general, it is good, but it needs to be improved in writing according to EYD (not starting sentences with "while" or "or"), redaction

improvements in the legal explanation of learning and practicing tajwid, adding information about the nature of *isti'la* related to the position of the concave tongue and the upward direction of the voice so that it is not confused with the letter kaf, and correcting the mistake of the nature of the letter *ra* which should be *inhiraf*, Not *istitholah*.

Source: Practitioner Validation Results

In the table above, you can see the results of revisions in the material and teaching methods section based on the input of experts. The 3rd prototype or final product in the form of E-Module *Tahsin Al-Qur'an* for high school students is produced after the researcher revises it on the advice of practitioners. The researcher hopes that this E-Module can be useful for teachers, especially high school teachers or adolescent-adult *Tahsin* teachers spread throughout Indonesia. Based on the data of comments and suggestions in the table above, practitioners have read and provided a lot of input for the perfection of this E-Module, then some are satisfied with the *Tahsin Al-Qur'an* E-Module for high school students at the equivalent level. Practitioners have assessed overall that the E-Module is good enough to be used in teaching, enrich *tahsin / tajwid* material, a companion in PAI lessons, and become a teaching material that can be learned independently by students and students of the Qur'an. The following is the 3rd prototype or final product of the research on the development of the *Tahsin Al-Qur'an* E-Module for high school students at the equivalent level.

Table 5. Comparison of Prototype E 2nd and 3rd Modules

Component Name	Prototype II	Prototype III
Material	The material is equipped with examples and is neat	The material is completed and revised into several chapters and given more and more tidy examples
Layout	The layout is already attractive	Some pages have been fixed; page numbers have been fixed
Cover	It already exists and needs to be revised	Updated and redesigned more appropriately
Language	The language is good, but there is still room for revision	Grammar is more summarized and eliminates words that confuse the reader
Page	There is already a page	Page fixed
Foreword	It's good	Some words revised
Exercise Sheet	Not yet	Held
How to Learn	Not yet	Held

Insight / Summary	Some are not yet	Held and more in the multiplication
Learning Outcomes	Already there	Fixed

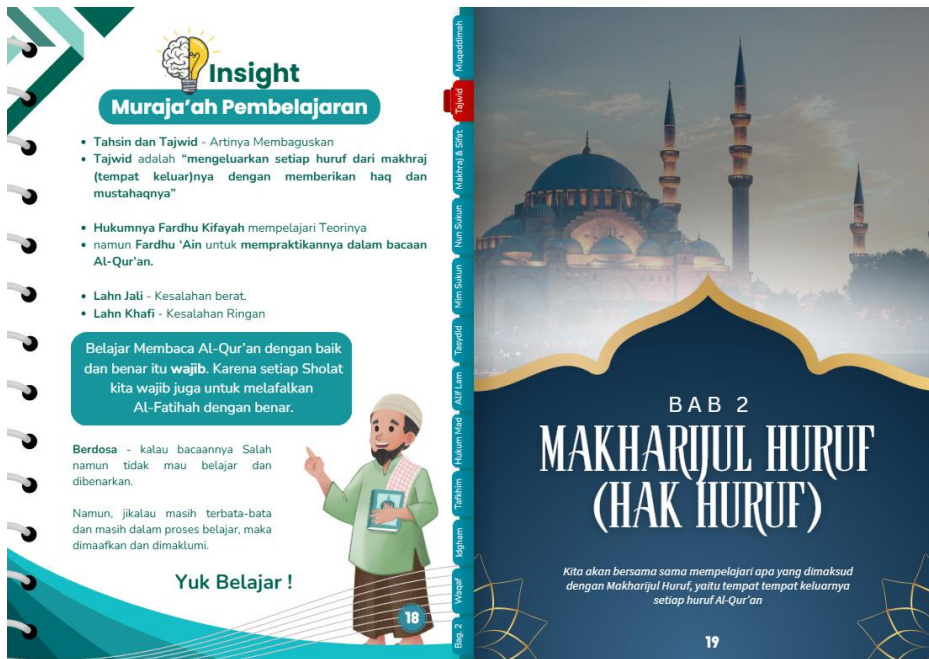
Source: Improvement and Evaluation cover the whole



Source: Personal Documents

Figure 2. Overview of the third e-module prototype with the latest cover and Learning steps

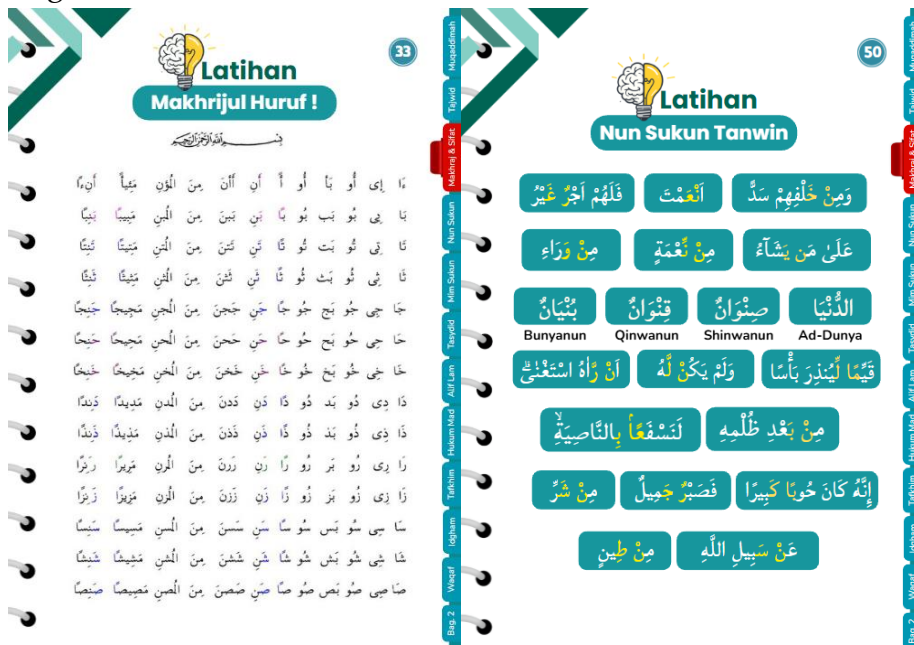
The figure 2, is a picture of the Cover of the latest 3rd prototype E-Module with a neater and more elegant look, as well as a change in the title to make it more accessible to many people, from the *Tahsin* Qur'an E-Module for Adolescents and adults to the *Tahsin* Al-Qur'an Learning Electronic Book for Adolescents and Adults, then added to the learning steps added to the third prototype [3] from the advice of experts to make it easier for teachers, especially to carry out learning effectively as a reference, especially for those who are just starting to teach *Tahsin*.



Source: Personal Documents

Figure 3. Insight / Conclusion of learning reflection and the beginning of each chapter cover

In figure 3, there is an insight in the form of a conclusion to each learning chapter so that the reader understands much more about the material that has been learned, then at the beginning of each chapter an interesting cover image is given as a sign and motivates the reader to read.



Source: Personal Documents

Figure 4. Reading or talaqqi practice sheet

The picture above is an illustration in the form of a reader training sheet so that it can be used to train the reader's oral language to feel the material that has been learned and to be trained in accordance with the rules of tajwid, this is one of the *Tahsin* activities which is expected to be a medium between teachers and readers in *talaqqi* (facing students and teachers and students reading in front of the teacher what is written)

After entering the third prototype after various evaluations, then the E-Module *tahsin* al-Qur'an for high school students was tested by validation experts from various fields, namely the field of Islamic religious education material experts, the field of Qur'an curriculum development experts, the field of media experts and the field of linguists. The results are as follows:

Table 6. Table of Validation Results from Experts

Member Name	Category	Validation Results
AFQ	Islamic Religious Education Material Expert	94 %
USI	Islamic Religious Education Material Expert	97 %
UAI	Expert in Qur'an Curriculum Development	94,5 %
FMA	Media Member	94 %
UDP	Linguist	86 %
MAI	Linguist	77 %

Source: Expert Validation Results

From the various explanations above, this E-Module has gone through the feasibility test stage. The results of the validation test assessment of 95.5% Islamic religious education material experts are "very feasible", Qur'anic curriculum development experts are 94.5%, media experts are 94% "very feasible", and Indonesian language experts are 81.5% "very feasible". The average score of the expert validation test was 91.375% which was in the "very feasible" category. From the assessment of these experts, it can be concluded that this module can be assessed as "very Feasible" in several aspects by expert validators with a score of 91.375%

Conclusion

Based on the needs analysis questionnaire, it was found that teachers, particularly at the high school level, require the Tahsin Al-Qur'an E-Module, with a need percentage reaching 100%. An analysis of existing modules revealed several weaknesses, including less optimal design aesthetics, the absence of teaching guidance, and the lack of a specific focus on Tahsin learning as support for PAI subjects. The developed product is an E-Module of Tahsin Al-Qur'an for high school students that is practical, systematic, and accessible anytime, making

it useful as a teaching reference, aiding material explanation and *talaqqi* sessions, and facilitating students in learning and reviewing (*muraja'ah*). The module also serves as enrichment material for PAI subjects and covers topics such as the urgency of learning Tajweed, Hijaiyah letters, *Makharijul Huruf*, *Sifatul Huruf*, rules of *Nun Mati* and *Tanwin*, *Mim Mati*, *Mad*, *Waqaf*, and others. The feasibility test results indicate very high validity, with scores of 95.5% from Islamic education experts, 94.5% from curriculum experts, 94% from media experts, and 81.5% from language experts, resulting in an average score of 91.375%, categorized as "very feasible."

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