

**THE APPLICATION OF FLASH BASED SAHLAN QURANIC  
LITERACY TO IMPROVE QURANIC LITERACY FOR ELDERLY IN  
THE HEAD QUARTER OF AMAL BHAKTI SOSIAL SHOLAWAT  
NARIYAH FOUNDATION IN MALANG CITY**

**THESIS**

**BY:  
SAHLAN NUR SHODIQ  
10110168**



**ISLAMIC EDUCATION PROGRAM  
FACULTY OF TARBIYAH AND TEACHING SCIENCES  
THE STATE ISLAMIC UNIVERSITY MAULANA MALIK  
IBRAHIM OF MALANG**

**JUNE, 2014**

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*Presented to faculty of Tarbiyah os State Islamic University Maulana Malik  
Ibrahim Malang in partial fulfillment of the requirement for the degree of Sarjana  
Pendidikan Islam (S.Pd.I.)*

**BY:**

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**APPROVAL SHEET**


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**THESIS**

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## LEGITIMATION SHEET


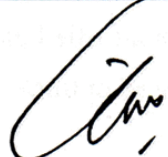
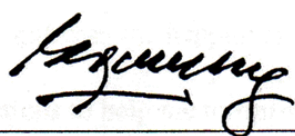
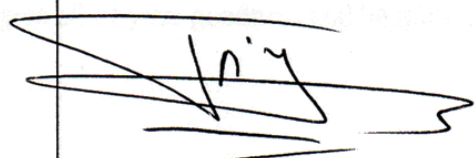
### THE APPLICATION OF FLASH BASED SAHLAN QURANIC LITERACY TO IMPROVE QURANIC LITERACY FOR ELDERLY IN THE HEAD QUARTER OF AMAL BHAKTI SOSIAL SHOLAWAT NARIYAH FOUNDATION MALANG

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Sahlan Nur Shodiq (10110168)

It has been defended in front of the board of examiners on May 19, 2014  
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## DEDICATION

Thanks to Allah SWT who give me mercy and blessing to finish my thesis without any obstacles. *Shalawat* and *Salam* also always given to prophet Muhammad SAW who deliver us from *Jahiliyyah* period to lightness *addinul Islam*.

I would like to dedicate this thesis for special people that I respect and obey, they are my beloved parent, KH. Abdurrahman Mesir and all of my family who give me praying, loving, supporting either financial and also motivation and inspiration for me.

Thanks a lot for my Lecturer Mr Sugeng Listyo Prabowo, M.Pd who give me guidance, chance and time to finish my thesis. Thanks to all of lecturer who give me great lesson and always support me to reach my dream on the future.

Thanks to all of my friends in the university specially my classmate in International Class Program (ICP) (Simon, Wawan, Hanif, Atok, Ipin, Hamim, Dian, Fahmi, Farida, Ning Roby, Etika, Lety, Uswah, Laila, Laili, Miftah, Lucky) on our togetherness for first time up to now, keep spirit to be success on the future.

Thanks to all of my friends in PKLI MAN 3 MALANG 2014 and all of the students in there, we will be friend forever either in the happiness or sadness.

Thanks a lot for all sides who give contributions to help me to finish this thesis.

May Allah SWT always give all of your goodness and happiness.

## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

عَنْ جَابِرٍ، رَضِيَ اللَّهُ عَنْهُمَا، قَالَ : قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ:  
خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

“Jabir *radhiyallau ‘anhuma* bercerita bahwa Rasulullah *shallallahu ‘alaihi wasallam* bersabda: “Sebaik-baik manusia adalah yang paling bermanfaat bagi manusia.”

“LUWIH BECIK MATI TINIMBANG URIP ORA MANFAAT.”

AJINING DIRI SOKO LATHI.

AJINING ROGO SOKO BUSONO.

(Inspirator: KH. Abdurrahman Mesir)

Dr. Sugeng Listyo Prabowo, M.Pd  
The Lecturer of Tarbiyah and Teaching Sciences Faculty  
The State Islamic University of Maulana Malik Ibrahim Malang

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ADVISOR OFFICAL NOTE

Matter : Thesis of Sahlan Nur Shodiq,  
Appendixes : 4 (four) Exemplar

Malang, June 30, 2014

Dear,  
Dean of Tarbiyah and Teaching Sciences Faculty  
The State Islamic University of Maulana Malik Ibrahim Malang  
At  
Malang.

Assalamu'alaikum Wr.Wb.

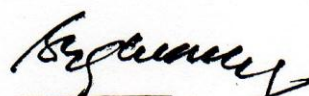
After carying out at several times for guidance, both in terms of content, language and writting techniques, and after reading the following thesis:

Name : Sahlan Nur Shodiq.  
NIM : 10110168.  
Program : Islamic Education.  
Title of Skripsi : The Application Of Flash Based Sahlan Quranic Literacy To Improve Quranic Literacy For Elderly In The Head Quarter Of Amal Bhakti Sosial Sholawat Nariyah Foundation In Malang City.

As the advisor, we agree that this thesis has been proposed and tasted decent.  
So, please tolerate presence.

Wassalamu'alaikum Wr. Wb.

Advisor,



Dr. Sugeng Listyo Prabowo, M.Pd

NIP. 196905262000031003

## CERTIFICATE OF SKRIPSI AUTHORISHIP

I certify the the skripsi I wrote to fulfill the requirement for Sarjana Pendidikan Agama Islam (S.Pd.I) entitled *The Application Of Flash Based Sahlan Quranic Literacy To Improve Literacy Quran For Elderly In The Head Quarter Of Amal Bhakti Sosial Sholawat Nariyah Foundation In Malang City* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due fact, I am only person who responsible for the thesis if there is any objection or claim for others.

Malang, June 30, 2014

  
METERAI  
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Sahlan Nur Shodiq

## ACKNOWLEDGEMENT

*Alhamdulillahirobbil'alamiin*, All praise to Allah SWT as a Lord of this universe who gave me mine and my life figure by His Mercies and Blessings, therefore I can finish this thesis entitled " *The Application Of Flash Based Sahlan Quranic Literacy To Improve Literacy Quran For Elderly In The Head Quarter Of Amal Bhakti Sosial Sholawat Nariyah Foundation In Malang City*" well. *Sholawat* and *Salam* always be given for Prophet Muhammad SAW, without his guidance we never found the straight ways. This advantage is partial fulfilment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) of State Islamic University of Maulana Malik Ibrahim Malang.

As for the purpose of this thesis is as material guidelines and knowledge for readers, specially for candidates of teacher there is utilization of technological tools, especially for learning media is absolutely necessary to facilitate education, especially in the education of the youth or old age. In addition teachers teachers should be good at using existing technology, to facilitate students in learning proses. in order that the students in the class did not feel bored and saturated so that it can enhance the learning interest of students and easily to achieve the learning goals.

This thesis will never be completed without some contribution and support from various sides. Therefore, in this chance the author wants to thanks a lot for:

1. My loveable parents KH. Abdurrahman Mesir and Umi Hj. Mutiah for their praying, sacrifices, loves, support and everything that are given to me.
2. My Grand Teacher and Murabbi Ruuhina Al Mukarrom KH. Abdurrahman Yahya and Kiai Badrus Salam *wa ahli baitihi*.
3. My Wife Nur Yuliana and My Daughter Nur Safinah An Najah for their praying, sacrifices, loves, support and everything that are given to me.

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5. Marno, M.Ag as a chairman on Islamic Education Program.
6. Dr. Sugeng Listyo Prabowo M.Pd as advisor who has guided me to finish this thesis.
7. Prof. Mudjia Raharjo, as rector of the State Islamic University of Maulana Malik Ibrahim Malang
8. All lecturer and staffs in Faculty of Tarbiyah and Teacher Science.
9. All of teachers and students at Yayasan Amal Bhakti Sosial Sholawat Nariyah Malang who help finish this thesis.
10. All of my friends in ICP Program specially in English Program.

The author knows that there are many weaknesses in the writing of this thesis. Therefore, the author hopes critics and suggestions from readers to make this thesis better in the future. Finally, author hopes this thesis can give beneficial for all of sides. Amiin.

Malang, June 30, 2014



Sahlan Nur Shodiq

## DIRECTION OF ARABIC-LATIN TRASLITERATION

The written of Arabic-Latin in this thesis use directive transliteration base on the collective decision between the Minister of Religion Republic of Indonesia and the Minister of Education and Culture Republic of Indonesia number 158/1987 and number 0543 b/U/1987 that in board outline can be describe as bellows:

### A. Letter

ا	a	ز	z	ق	Q
ب	b	س	s	ك	K
ت	t	ش	sy	ل	L
ث	ts	ص	sh	م	M
ج	j	ض	dl	ن	N
ح	h	ط	th	و	W
خ	kh	ظ	zh	هـ	H
د	d	ع	‘	ء	,
ذ	dz	غ	gh	ي	Y
ر	r	ف	f		

### B. Long Vowel

Vowel (a) Long = â

Vowel (i) Long = î

Vowel (u) Long = û

### C. Diphthong Vowel

أُو = Aw

أَي = Ay

أُو = û

إَي = î



## **LIST OF TABLES**

TABLE 2.1	:	ASPECT OF READING
TABLE 3.1	:	PERCENTAGE OF VALIDITY LEVEL
TABLE 3.2	:	QUESTIONER TO MATERIAL EXPERT AND MEDIA EXPERT
TABLE 3.3	:	QUESTIONER TO ELDERLY
TABLE 4.1	:	MEETINGS SESSIONS
TABLE 5.1	:	THE ANSWER OF QUESTIONER FROM MATERIAL EXPERT
TABLE 5.2	:	PERCENTAGE OF VALIDITY LEVEL
TABLE 5.3	:	THE ANSWER OF QUESTIONER FROM MEDIA EXPERT
TABLE 5.4	:	THE ANSWER OF QUESTIONER FROM TEACHER
TABLE 5.5	:	THE ANSWER OF QUESTIONER FROM STUDENTS

## **LIST OF SCHEMES**

SCHEME 2.1	ASPECTS OF READING
SCHEME 2.2	SCHEME OF READING
SCHEME 3.1	MULTIPLSTAGES OF DEVELOPMENT
SCHEME 3.2	TRIAL PRODUCT

## **LIST OF PICTURES**

PICTURE 4.1	BACKGROUND OF PRODUCT
PICTURE 4.2	INTRODUCTION OF PRODUCT
PICTURE 4.3	THE CHOICE OF MATERIAL IN THE PRODUCT
PICTURE 4.4	IDZHAR MATERIAL PAGE 1 IN THE PRODUCT
PICTURE 4.5	IDZHAR MATERIAL PAGE 2 IN THE PRODUCT
PICTURE 4.6	IKLAB MATERIAL PAGE 1 IN THE PRODUCT
PICTURE 4.7	IKLAB MATERIAL PAGE 2 IN THE PRODUCT
PICTURE 4.8	IDGHOM BIGHUNNAH MATERIAL PAGE 1 IN THE PRODUCT
PICTURE 4.9	IDGHOM BIGHUNNAH MATERIAL PAGE 2 IN THE PRODUCT
PICTURE 4.10	IDGHOM BILAGHUNNAH MATERIAL PAGE 1 IN THE PRODUCT
PICTURE 4.11	IDGHOM BILAGHUNNAH MATERIAL PAGE 2 IN THE PRODUCT
PICTURE 4.12	IKFA' MATERIAL PAGE 1 IN THE PRODUCT
PICTURE 4.13	IKFA' MATERIAL PAGE 2 IN THE PRODUCT
PICTURE 5.1	PURPOSE OF PRODUCT
PICTURE 5.2	INTRODUCTION OF PRODUCT AFTER REVISION
PICTURE 5.3	THE CHOICE OF MATERIAL IN THE PRODUCT AFTER REVISION
PICTURE 5.4	IKFA' MATERIAL PAGE 1 IN THE PRODUCT AFTER REVISION
PICTURE 5.5	IDZHAR MATERIAL PAGE 1 IN THE PRODUCT AFTER REVISION
PICTURE 5.6	IKLAB MATERIAL PAGE 1 IN THE PRODUCT AFTER REVISION
PICTURE 5.7	IDGHOM BIGHUNNAH MATERIAL PAGE 1 IN THE PRODUCT AFTER REVISION
PICTURE 5.8	IDGHOM BILAGHUNNAH MATERIAL PAGE 1 IN THE PRODUCT AFTER REVISION
PICTURE 5.9	IKFA MATERIAL PAGE 1 IN THE PRODUCT BEFORE REVISION
PICTURE 5.10	NEW BACKGROUND OF PRODUCT WITH AUDIO ICON

## TABLE OF CONTENTS

PAGE OF COVER.	i
APPROVAL SHEET.	ii
LEGISTIMATION SHEET.	iii
DEDICATION.	iv
MOTTO.	v
ADVISOR OFFICAL NOTE.	vi
CERTIFICATE OF THESIS AUTHORSIP.	vii
ACKNOWLEDMENT.	viii
DIRECTION OF ARABIC-LATIN TRASLITERATION.	x
LIST OF TABLES.	xi
LIST OF SCHEMES.	xii
LIST OF PICTURES.	xiii
TABLE OF CONTENTS.	xiv
ABSTRACT.	xix
CHAPTER I PREFACTORY.	1
A. The Background Of Study.	1
B. The Problem Identification.	4
C. Focus Of The Research.	4
D. Statement Of The Problem.	4
E. Research Objectives.	5
F. Specification Of Product.	6

G. Benefits Of Research.	_____	6
H. Assumption And Limitations Of Research.	_____	7
I. Definition Of Terms.	_____	7
<b>CHAPTER II STUDY OF LITERATURES.</b>	_____	9
A. Understanding of FBSQL.	_____	9
1. Media.	_____	9
a. Definition Of Instructional Media.	_____	9
b. Classification Of Media Base On Experts.	_____	9
c. Classification Of Media In Global Meaning.	_____	12
1) Visual Media.	_____	12
a) The Media That Is Not Projected.	_____	12
b) Media Projections.	_____	14
2) Media Audio.	_____	15
a) Radio.	_____	15
b) Audio Cassete.	_____	15
3) Audio Visual Media.	_____	16
a) Media Video.	_____	16
b) Media Computer.	_____	16
2. Multimedia.	_____	16
a. Definition Of Multi Media.	_____	16
b. Benefits Of Multimedia Learning.	_____	19
c. Characteristics Of Multimedia Learning.	_____	20
d. Format Multimedia Learning.	_____	21

B. Understanding Of Reading And Writing.	24
1. Writing.	24
a. Definition Of Writing.	24
b. The Function Of Writing.	25
c. Purpose Of Writing.	27
2. Reading.	30
a. Definition Of Reading.	30
b. The Purpose Of Reading.	34
c. Aspect Of Reading.	35
3. Relation Between Writing And Reading.	39
C. Understanding Of Old Time.	41
1. Definition Of Old Time.	41
2. The Characteristics Of Old Time.	42
3. Psychological Disorders On The Old.	44
4. Learning Difficulties In Elderly.	46
CHAPTER III RESEARCH METHODS.	49
A. Defelopment Method.	49
B. Defelopment Model.	49
C. Defelopment Procedure.	51
1. Phase Analysis Of The Initial Situation.	52
2. Design Development Flash Multimedia Presentation Stage.	52
3. Preparation Stage Flash Multimedia Presentations.	52
4. Assessment Stage Flash Multimedia Presentation With Trial	

Design. _____	54
D. Data Collections. _____	63
CHAPTER IV EXPOSURE DATA. _____	64
A. Profile Of The Research Objective. _____	64
B. Phase Analysis Of The Initial Situation. _____	64
1. Determination Of Basic Competence. _____	65
2. Allocations Of Time. _____	65
3. Development Of Learning Content. _____	66
a. Description Of Product FBSQL Development Results. ____	67
4. Development Of Learning Activities. _____	80
a. Test Item. _____	81
CHAPTER V ANALYSIS DATA AND DATA VALIDATION. _____	83
A. Result Of Assessment And Response From Expert, Teacher And Students. _____	83
1. Result Of Assessment And Response From Material Expert. _	83
2. Result Of Assessment And Response From Media Expert. ____	86
3. Result Of Assessment And Response From Teacher. _____	89
4. Result Of Assessment And Response From Students. _____	93
B. Revision Of The Product Development. _____	96
C. The Comparison Between Pretest And Posttest. _____	103
1. Implementation And Result Of Pretest. _____	103
2. Implementation And Result Of Posttest. _____	105



CHAPTER VI CONCLUSIONS AND SUGGESTIONS.	108
A. Conclusions.	108
B. Suggestions.	108
LIST OF REFERENCES	110
ATTACHMENTS	111
CURRICULUM VITAE	133

## ABSTRACT

Shodiq, Sahlan Nur. 2014. *The Application of Flash Based Sahlan Quranic Literacy to improve Quranic literacy for elderly in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation In Malang City*. Thesis, Islamic Education Program. Faculty of Tarbiyah and Teaching Sciences. The State Islamic University Maulana Malik Ibrahim of Malang. Thesis Mentor: Dr. H. Sugeng Listyo Prabowo M.Pd.

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Religious education is a necessity in many religious faiths, especially Islam very minimal knowledge about their religion like quranic literacy. Many institutions have a purpose to educate children to become Islamic seedlings. However, many of these institutions focus on children and adolescents only. In fact, such education should be carried on since birth until death or at least until elderly like the education process in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation In Malang City. The use of technology is needed in this study, as seen from the condition of the institution is still dominated by the use of simple tools such as whiteboards media and do not attract the interest of elderly.

From the statement of the research we can find the research objective that are:(1)To make the product development in the form of flash multimedia presentation that is Flash Based Sahlan Quranic Literacy (FBSQL) that have aims to improve literacy in the Quran for elderly in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation.(2) To determine the impact of product development on the ability to read the Quran to elderly in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation.(3) To determine the impact of product development on the ability to write the Quran to elderly in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation.

The method used to achieve its goal is a method of research and development. Research and development is a research method that is used to produce a particular product and test the effectiveness of these products. Phase analysis of the initial situation. Phase of development multimedia flash presentation design. Writing stage flash multimedia presentation with trial design and last is assessment stage flash multimedia presentation. Then, to measure the improvement of quranic literacy after the product applied, there are some test that must be done by students that is the pretest and posttest.

Product of research is, (1) Establishment FBSQL product as one of the tools of learning in the quranic literacy, which pass through several stages such as assessment tests that matter experts, media and subject teachers, and students. (2) The elderly in a sholawat nariyah foundation can develop the knowledge of literacy, especially in the writing of the quran using FBSQL seen from their increasing average values of the pre-test 69,18 Become the posttest 97,7.(3) The elderly in a sholawat nariyah foundation can develop the knowledge of literacy, especially in the reading of the quran using FBSQL seen from their increasing average values of the pre-test 70,94 Become the posttest 93,2.

**Keyword:** FBSQL, Quranic Literacy, elderly

## ABSTRAK

Shodiq, Sahlan Nur. 2014. Penggunaan Flash Based Sahlan Quranic Literacy Untuk Meningkatkan Kemampuan Literasi Alquran Untuk Manula Di Yayasan Amal Bhakti Sosial Sholawat Nariyah Pusat Di Kota Malang. Skripsi, Program Pendidikan Agama Islam. Fakultas Ilmu Tarbiyah Dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi Dr H. Sugeng Listyo Prabowo M.Pd.

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Pendidikan agama merupakan suatu keharusan di setiap agama, khususnya Islam sangat minim pengetahuan tentang agama mereka seperti literasi Quran. Banyak lembaga memiliki tujuan untuk mendidik anak menjadi bibit Islami. Namun, banyak dari lembaga-lembaga ini fokus pada anak-anak dan remaja saja. Sebenarnya pendidikan tersebut harus dilakukan sejak lahir sampai meninggal atau setidaknya sampai usia lanjut seperti proses pendidikan di Yayasan Amal Bhakti Sosial Sholawat Nariyah Pusat di Kota Malang. Penggunaan teknologi sangat dibutuhkan dalam penelitian ini, karena terlihat dari kondisi lembaga ini masih didominasi oleh penggunaan alat-alat sederhana seperti media papan tulis dan hal tersebut tidak menarik minat orang tua.

Dari pernyataan tersebut, kita dapat menemukan tujuan penelitian yaitu: (1) Untuk membuat pengembangan produk dalam bentuk presentasi multimedia Flash yang bernama Flash Based Sahlan Quranic Literacy (FBSQL) yang memiliki tujuan untuk meningkatkan kemampuan literasi huruf dalam Al-Quran untuk manula dalam Yayasan Amal Bhakti Sosial Sholawat Nariyah Pusat. (2) untuk menentukan dampak dari pengembangan produk pada kemampuan untuk membaca Al-Quran untuk lansia Yayasan Amal Bhakti Sosial Sholawat Nariyah Pusat.. (3) untuk menentukan dampak dari pengembangan produk pada kemampuan untuk menulis Quran untuk lansia di Yayasan Amal Bhakti Sosial Sholawat Nariyah Pusat.

Metode penelitian yang digunakan adalah metode penelitian dan pengembangan. Penelitian dan pengembangan merupakan metode penelitian yang digunakan untuk menghasilkan produk tertentu dan menguji efektivitas produk ini. Tahap analisis situasi awal. Tahap desain pengembangan flash multimedia presentasi. Tahap menulis flash multimedia presentasi dan tahap penilaian presentasi Flash multimedia dengan uji trial. Kemudian, untuk mengukur peningkatan kemampuan baca tulis Quran setelah produk diterapkan, ada beberapa tes yang harus dilakukan oleh siswa yaitu pretest dan posttest.

Hasil dari penelitian ini adalah, (1) tersusunnya produk pengembangan FBSQL sebagai salah satu alat pembelajaran dalam baca tulis Quran, yang melewati beberapa tahap seperti tes penilaian yang penting ahli, media dan guru mata pelajaran, dan siswa. (2) manula di yayasan sholawat nariyah dapat mengembangkan pengetahuan literasi, terutama dalam penulisan Alquran

menggunakan FBSQL dilihat dari mereka meningkatkan nilai rata-rata pre-test 69,18 Menjadi posttest 97,7. (3) orang tua di yayasan sholawat nariyah dapat mengembangkan pengetahuan literasi, khususnya dalam pembacaan alquran menggunakan FBSQL dilihat dari mereka meningkatkan nilai rata-rata pre-test 70,94 menjadi posttest 93,2.

Keyword: FBSQL, Quran Literasi, lansia

## مجردة

صديق سهلا، نور 2014. استخدام فلاش على أساس سهلا لى القراءة والكتابة القرآنية، لتحسين القراءة والكتابة القرآنية لكبار السن في رئيسة المؤسسة Amal Bhakti Sosial Sholawat Nariyah في مدينة مالانج. الرسالة. برنامج التربية الإسلامية. كلية تربيته وتدریس العلوم. جامعة الدولة الإسلامية مولانا مالك إبراهيم مالانج. الأطروحة المعلم. Dr.H. Sugeng Listyo Prabowo, M,Pd.

التعليم الدينية هوا يجب لكل الاقائدة الدينية، حصول لى الدين الأسلام، المسلم أقل علمهم في الدينهم كمثل القراءة والكتابة القرآن. كثير من المؤسسات لديها الغرض، لتعليم الأطفال، لتصبح الشتلات الإسلامية. ومع ذلك، كثير من المؤسسات يفكر في تعليم الأطفال، والمراهقين فقط. وفي الحقيقة، يجب إجراء هذا التعليم منذ الولادة وحتى الموت أو على الأقل، حتى كبار السن مثل عملية التعليم في رئيسة المؤسسة Amal Bhakti Sosial Sholawat Nariyah في مدينة مالانج. هناك حاجة في هذه الدراسة، كما يتضح من حالة المؤسسة لا تزال تهيمن من خلال استخدام أدوات بسيطة مثل وسائل الإعلام ألواح الكتابة ولا جذب اهتمام كبار السن .

من بيان البحوث، يمكن أن نجد أن أهداف البحث هي: (1) لجعل تطوير المنتجات في شكل عرض فلاش الوسائط المتعددة التي هي فلاش على أساس سهلا لى القراءة والكتابة القرآنية (FBSQL) التي تهدف إلى تحسين القراءة والكتابة في القرآن الكريم للمسنين في رئيسة المؤسسة Amal Bhakti Sosial Sholawat Nariyah في مدينة مالانج. (2) لتحديد تأثير التنمية المنتج على القدرة على قراءة القرآن لكبار السن في رئيسة المؤسسة Amal Bhakti Sosial Sholawat Nariyah في مدينة مالانج. (3) لتحديد تأثير التنمية المنتج على القدرة على كتابة القرآن لكبار السن في رئيسة المؤسسة Amal Bhakti Sosial Sholawat Nariyah في مدينة مالانج.

الطريقة المستخدمة لتحقيق هدفه هو طريقة البحث والتطوير. البحث والتطوير هو طريقة البحث التي تستخدم لإنتاج منتج معين، واختبار فعالية للمراجعات هذه المنتجات. تحليل المرحلة من الوضع الأولي. مرحلة فلاش عرض الوسائط المتعددة تطوير التصميم. كتابة المسرح، وعرض الوسائط المتعددة فلاش، مع تصميم المحاكمة، والأخير هو، مرحلة التقييم، وعرض فلاش الوسائط المتعددة. ثم، لقياس تحسين القراءة والكتابة القرآنية بعد تطبيق المنتج، وهناك بعض الاختبارات، التي يجب القيام به، وهناك بعض الاختبارات، التي يجب ان فعلها، من الطلاب وهذا هو الاختبار القبلي والبعدي.

المنتج من البحوث، (1)المنتج مؤسسة FBSQL، باعتبارها واحدة من أدوات التعلم في القراءة والكتابة القرآنية الذي، من خلال عدة مراحل مثل اختبارات التقييم الذي مسألة الخبراء، وخبراء وسائل الإعلام، ومدرسي المواد، والطلاب (2). كبار السن في رئيسة المؤسسة Amal Bhakti Sosial Sholawat Nariyah في مدينة مالانج. يمكن أن تتطور علم القراءة والكتابة، وخاصة في كتابة القرآن الكريم باستخدام FBSQL رؤيتها من هم زيادة، ومتوسط قيم القبلي 69.18، اصبح الاختبار البعدي 97.7. (2) كبار السن في رئيسة المؤسسة Amal Bhakti Sosial Sholawat Nariyah في مدينة مالانج. يمكن أن تتطور علم القراءة والكتابة، وخاصة في قراءة القرآن الكريم باستخدام FBSQL رؤيتها من هم زيادة، ومتوسط قيم القبلي 70,92، اصبح الاختبار البعدي 93.2.

الكلمة الرئيسية: FBSQL، القرآنية محو الأمية، كبار السن.

## CHAPTER I

### PREFATORY.

#### A. THE BACKGROUND OF STUDY

Religious education is a necessity in many religious faiths, especially Islam very minimal knowledge about their religion. To improve the knowledge of the Islamic religion in society, a lot of places or religious education places emerged in the community such as the TPQ (Park of Quranic Education), Diniyyah, boarding school, and so forth.

Many institutions have a purpose as well as the TPQ that is, to educate children to become Islamic seedlings that can play a role and be a good Muslim in the community. However, many of these institutions concentrate for the breeding generation, which focus on children and adolescents only. In fact, such education should be carried on since birth until death. Like the words that very famous in our life:

أَطْلُبُوا الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّحْدِ

Meaning: Seek knowledge from the cradle to the grave."

Based on that word, knowledge is a general and aren't specific for child, elderly and the researchers wanted to concentrate not only to the child or teenager and next generations, but researchers want to concentrate on the elderly where

a lot of elderly people are very low knowledge about the general nature such as reading and writing, including reading and writing about the Qur'an. We as Muslims are required to teach our knowledge to others, so that our knowledge will be useful not only for ourselves but also for others.

This will be done by the researchers is by using multimedia as a tool of teaching (multimedia learning) for elderly, in an effort to improve literacy Quran. Because the media itself is a tool that can assist in the teaching and learning process. According Syaiful Bahri Djamarah and Aswan Zain "The media is any tool that can be used as a message distributor to achieve the goal of teaching". While the multi-media is a combination of several tools that can be used as a message distributor to achieve the goal of teaching ". multimedia make the students can understand the educations materials with audio and visual media, that can help the understanding the material easily. That approved by Levis who review the result of research about study from audio visual conclude that visual stimulus make the result of study more good for the remembering, knowing, connecting the fact and concept task. In other side, verbal stimulus give the result of study more if the study engage consecutive memory.<sup>1</sup>

With the help of media, the elderly are expected could increase the knowledge of religion, especially in terms of literacy Qur'an, awaken new desires

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<sup>1</sup> Suprijanto, " pendidikan orang dewasa dari teori hingga aplikasi", Jakarta, ( Jakarta Bumi Aksara : 2007). Hal 8-9.



and interests, enhance understanding, and also the role of the media itself, which presents an interesting and reliable data, ease of interpretation, and condense information. As dictated by Syaiful Bahri Djamarah and Aswan Zain (2010:120) "complexity of the material, which will be presented to the students, can be simplified with the help of the media".

The use of technology is needed in this study. So, the researchers used a flash multimedia as a learning tool in this study. Because in this case, the flash has a goal to blend interactive learning or tutorial presentation.<sup>2</sup> Researchers also want to develop a product that the result is the use of current technology. The product contains a form of flash and literacy materials Quran. Researchers have plans naming the product with the name FBSQL that is Flash Based Sahlan Quranic Literacy.

THE HEAD QUARTER OF AMAL BHAKTI SOSIAL SHOLAWAT NARIYAH FOUNDATION IN MALANG CITY is the goal of researchers in conducting this study . As seen from the condition of the institution is not using its full potential instructional media, the media is still dominated by the use of simple tools such as whiteboards media and do not attract the interest of elderly. This will affect the study results, because in the process of learning, learning resources only to the teacher (teacher center).

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<sup>2</sup> Pembuatan animasi dengan macromedia flash 8 professional, salemba infotek, Jakarta, 2006 page. iii

From the background of the problem, the researchers took the research title is " The Application of Flash Based Sahlan Quranic Literacy to improve Quranic literacy for elderly in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation In Malang City. "

## **B. THE IDENTIFICATION OF PROBLEM.**

Base on the background of research, we can find the problem identification like:

1. Lack of instructional media, the system of learning, reading and writing the Quran, for Elderly in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation.
2. Lack of interest in learning, the Elderly in in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation.

## **C. FOCUS OF THE RESEARCH**

Focus of the research is concentrated to the Elderly in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation.

## **D. STATEMENT OF THE PROBLEM**

There are some statement of the problem base on background of research like:

1. How is the product development, which is resulted from the use of FBSQL to improve literacy in the Quran for elderly in the to improve the ability of reading the Quran for the elderly in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation?
2. What is the impact of FBSQL on the ability to read the Quran for elderly in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation?
3. What is the impact of FBSQL on the ability to write the Quran for elderly in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation?

#### **E. RESEARCH OBJECTIVES**

From the statement of the research we can find the research objective that are:

1. To make the product development in the form of flash multimedia presentation that is FBSQL that have aims to improve literacy in the Quran for elderly in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation.
2. To determine the impact of product development on the ability to read the Quran to elderly in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation.

3. To determine the impact of product development on the ability to write the Quran to elderly in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation.

#### **F. SPECIFICATION OF PRODUCT.**

1. Applications that use is presentation with flash media in swf format. This product can be implicated when the user installed the flash player in laptop, notebook, PC etc.
2. Materials used are the education way of literacy Quran, by way of a multimedia presentation is involves the presentation of a message that words and pictures. The goal is to use multimedia instructional message or presentation instructional is presentation aimed to improve learning.

#### **G. BENEFITS OF RESEARCH**

This research have several benefits that is to enhance the liveliness of thought to think scientifically in response to educational problems that exist and make it into a lesson in the future, especially in responding to the problem of Islamic religious education. And also to add insight into R & D (Research Development) and final project completion process. This research also have a benefits for teacher as a reference tool to improve the Koran literacy for elderly. This research also have a benefits for education institution, that is as one of the

input, in a way that it can be implemented in the field of education elderly to improve the Koran literacy.

## **H. ASSUMPTIONS AND LIMITATIONS OF RESEARCH**

In this study, researchers put forward the assumption: With the use of flash multimedia presentation will improve the results of the Quranic literacy for elderly.

In this study the research object, that elderly are able to spell the word in Arabic writing. Additionally this FBSQL product also has limitations, namely:

1. The use of flash multimedia presentation is limited to the improvement of the learning ability of students not directly in the form of a drastic change.
2. Research conducted only in The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation In Malang City.
3. This product just a one of media that help the learning process in the class with the guidance of teachers and this media also need teachers role, to measure the knowledge or ability of the student, after they study quranic literacy with this product.
4. In this FBSQL First Series, the content of material just law of nun sukun and tanwin with the explanations and examples of it.

## **I. DEFINITION OF TERMS.**

### 1. FBSQL ( Flash Based Sahlan Quranic Literacy)

FBSQL is a form of flash multimedia presentation that is a tool for sending messages in the form of a science that involves the words and the pictures are said to be audio-visual, with the help of Microsoft Office Power Point 2010 application to make it and then Change the format in to flash player format with I Spring X 64. This tool aims to facilitate students to remember by seeing and listening to the content of the presentation so that the lessons learned would be acceptable.

### 2. Literacy have a meaning that is an ability reading and writing

Ability reading is an ability to pick and understand the meaning or the meaning contained in the written language (finochiaro and Bonomo 1973: 119). Ability writing is an ability to express, lowering or emblem depicts a graph, which describes a language that is understood by a person.

### 3. Elderly

The World Health Organization (WHO) classifies the elderly into 4 that are: middle age (middle age) is 45-59 years, elderly (Elderly) is a 60-74 year old elderly (old) is 75-90 years old and very old age (very old) over 90 years (Nugroho, 2008).

## CHAPTER II

### A. UNDERSTANDING OF FBSQL (MULTIMEDIA LEARNING)

FBSQL (Flash Based Sahlan Quranic Literacy) is a flash multimedia presentation. That product is including Multimedia Learning form that explains about quranic literacy in law nun sukun and tanwin material. Because this product is multimedia, at first we must know about the definition of media and its classification and then we can know the definition of multimedia and its benefits, characteristic and format of Multimedia Learning itself.

#### 1. Media.

In this chapter, we will explain the definition of media and its classification based on some experts and the classification in global meaning.

##### a. Definition of instructional media.

Instructional media in general is the process of teaching and learning tools. According Syaiful Bahri Djamarah and Aswan Zain "The media is any tool that can be used as a message distributor to achieve the goal of teaching. Everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners in order to facilitate the process of learning.

##### b. Classification of media Base on Experts.



Many types of instructional media and stuff. From the most simple and inexpensive to sophisticated and expensive. There can be made by the teachers themselves, and there are manufactured by the factory. There are already available in the environment to be used directly and there are intentionally designed as a product main disc. Various viewpoints to classify the type of media:

1) Rudy Bretz (1971) of American origin multimedia experts classify based on three main elements of media (voice, visual, and motion):

- a) Media Audio
- b) Print Media
- c) Media Visual Silent
- d) Media Visual Motion
- e) Audio Media Semi Motion
- f) Visual Media Semi Motion
- g) Audio-Visual Media Silent
- h) Audio-Visual Media Motion

2) Anderson multimedia experts Sweden (1976) classified into 10 medium:

- a) Audio: audio tapes, audio broadcasts, CD, phone
  - b) Print: textbooks, modules, brochures, leaflets, pictures
  - c) Print Audio: audio cassette equipped written material
  - d) Visual projection silent: overhead transparency (OHT), the film frames (slides)
  - e) Audio visual projection silence: silent slide films frame
  - f) Visual motion: a silent movie
  - g) Audio visual motion: motion movie voice, video / VCD, television
  - h) Physical objects: real objects, models, specimens
  - i) Humans and the environment: teachers, librarians, laboratory
  - j) Computer: CAI
- 3) Schramm from Germany (1985) classify the media by the complexity of sounds, namely: complex media (movies, TV, Video / VCD,) and simple media (slides, audio, transparency, text). Additionally classify media based outreach, the mass media (coverage of a broad and simultaneous / radio, television), media group (the coverage area of the room / audio tapes, video, OHP, slides, etc., individual media (for individuals / textbooks, phone, CAI).

- 4) Henrick, and others from Germany classify:
  - a) The media is not projected
  - b) Projected media
  - c) Media audio
  - d) Media video
  - e) Computer-based media
  - f) Multimedia kits.

**c. Classification of media in global meaning.**

In this chapter, the media will be classified into visual media, audio media, and audio-visual media.<sup>1</sup>

**1) Visual Media**

There two part of visual media, that is the media that isn't projected and media projections.

**a) The media that is not projected**

- (1) Media realia is a real object. The item does not have to be presented in the classroom, but students can look directly

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<sup>1</sup> Ariani Niken and Hayanto Dany. 2010: Pembelajaran multimedia di sekolah. Jakarta:prestasi pustaka Pages 91

into the object. The advantages of these realia media, can give real experience to students. Example to study the diversity of living things, classification of living things, ecosystems, and plant organs.

- (2) The model is the artificial objects in the form of a three-dimensional representation or replacement of the real thing. The use of models to overcome certain obstacles as a substitute for realia. Example to study the motion system, digestive, respiratory, circulatory, excretory system, and nerves in animals.
- (3) Graphic media classified as a visual media distributing messages by visual symbols. The function of graphic media is attracting attention, clarify the lesson presentation, and illustrate a fact or concept that easily forgotten if only done through verbal explanation. The types of graphic media are
  - (a) Images / pictures: the most commonly use
  - (b) Sketch: a simple picture or a rough draft that describe constituent parts without detail. With the sketch can attract the attention of students, avoiding verbal, and clarify the message.

- (c) Diagram / schematic: simple drawings using lines and symbols to describe the structure of a particular object in outline. Example to study the organization of the life of the cell until the organism.
- (d) Chart / chart: presenting ideas or concepts that are difficult to be easily understood by students. Additionally capable of providing a summary chart of the key points of the presentation. Often found in the charts of other graphic forms, such as: pictures, diagrams, cartoons, or verbal emblem.
- (e) Graphs: that simple image using lines, dots, verbal symbols, or a particular form that describes the quantitative data. Example to study the growth.

**b. media projections**

- 1) OHP transparencies is a face-to-face teaching aids true, because the layout of the classroom remains as usual, the teacher can meet with students (without having back to the students). Transparency of media devices, including software (Overhead Transparency / OHT) and hardware (Overhead

projector / OHP). The technique of making media transparency, namely:

- a) Taking of printed materials with specific techniques
  - b) Make yourself manually
- 2) Film frame / slide is a transparent film that generally measure 35 mm and 2X2 inch frame. In a package that contains several movie frames apart from each other. Benefits of the film frame is almost the same as OHP transparencies, only the visual quality of the resulting better. The weakness of this is the cost of production and the equipment is more expensive and less practical. Required to present a slide projector.

## **2) Media Audio**

### a) Radio

Radio is an electronic equipment that can be used to listening good news and actual events and to find out some important events and emotion, the problems of life and so on. Radio can be used as a medium of learning is quite effective.

### b) Audio-cassette

Discussed here, a special audio tapes, that are often used in advantage is an economical medium for the procurement and maintenance costs low.

### **3) Audio-Visual Media**

#### **a) Media video**

Is one type of audio-visual media, besides the film. Who only complains developed for instructional purposes, usually packaged in the form of a VCD.

#### **b) Media computer**

This media has all the advantages possessed by other media. Besides being able to display text, movement, sound and image, the computer can also used interactively, not just unidirectional. Even computers that are connected to the Internet can provide flexibility to learn through time and space as well as providing learning resources that almost without limit.

## **2. Multimedia**

In this chapter, we will explain the definition of Multimedia and its benefits, characteristic and format

### **a. Definition of Multimedia**

Multimedia is media that combines two or more media elements consisting of text, images, photos, audio, video and animation in an integrated way. Multimedia is divided into two categories, namely: linear multimedia and interactive multimedia.

Linear Multimedia is a multimedia tool that is not equipped with any controller that can be operated by the user. Multimedia runs sequentially real example: TV and movies.

Interactive Multimedia is a multimedia tool that comes with a controller that can be operated by the user so that the user can choose what is desired for the next process. Interactive multimedia examples are: interactive learning multimedia, gaming applications, and others.<sup>2</sup>As an adverb, multi-media can be used in the following context:

- 1) Multimedia learning - learning from words and pictures images.
- 2) Multimedia message or a multimedia presentation - the presentation of the message that involve words and drawings.

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<sup>2</sup> *Ibid.*, pages 25



- 3) Multimedia instructional message or multimedia instructional presentation - presenting messages involve messages that words and images that addressed to improve learning.<sup>3</sup>

While learning is defined as the process of creating an environment that allows the learning process. So the main learning is how students learn. learning in terms of the mental activity of students in their interaction with the environment that produces behavioral changes which are relatively constant.

Thus, becomes an important aspect in learning activities is environmental. How is the environment created by arranging the elements in order to change the behavior of students. From the above discussion, if we combine these two concepts, it can be interpreted as a multimedia learning multimedia applications used in the learning process, in other words to deliver the message (knowledge, skills and attitudes) and can stimulate thoughts, feelings, concerns and willingness learning so that the learning process occurs intentionally, aiming and control. While learning is defined as the process of creating an environment that allows the learning process. So the main learning is how students learn. learning in terms of the mental activity of students in their interaction with the

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<sup>3</sup> E. Mayer, Richard. 2009: Multimedia learning Prinsip prinsip dan Aplikasi. Yogyakarta. Pustaka pelajar. pages 4

environment that produces behavioral changes which are relatively constant.<sup>4</sup>

#### **b. Benefits of Multimedia Learning**

In general, the benefits that can be obtained is a multimedia learning process, certainly more interesting, more interactive, the amount of time teaching (lectures) can be reduced, the quality of student learning can be more motivated and fueled, and learning can be done anywhere and at any time (very flexible) , as well as the attitude and attention to student learning can be improved and centralized.

Benefits above, there will easily be realized considering the advantages of multimedia teaching methods, namely:

- 1) Magnify very small objects and is not visible to the eye, such as germs, bacteria, electrons and so on.
- 2) Minimizing very large objects that may not be presented to the school, such as elephants, houses, mountains, and others.
- 3) Presenting objects or events are complex, complicated and takes place sooner or later, like the human body system, the workings of a

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<sup>4</sup> Ariani Niken, *op,cit.*, pages 26.

machine, the circulation of the planet Mars, the development of interest and much more.

- 4) Presenting distant objects or events, such as the moon, stars, snow, and others.
- 5) Presenting dangerous objects or events, such as volcanic eruptions, tigers, poison, and others.
- 6) Increase the attractiveness and attention of students.<sup>5</sup>

**c. Characteristics of Multimedia Learning.**

There are some characteristic off multimedia learning, that is:

- 1) Having more than one convergent media, such as combining audio and visual elements.
- 2) Is interactive, in the sense of having the ability to accommodate the user responses.
- 3) Is independent, in the sense of giving the ease and completeness of the contents so that users can use without the guidance of others.

If the selected multimedia learning, developed and used appropriately and well, will provide enormous benefits for teachers and

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<sup>5</sup> *Ibid.*, pages 26.

students. In general, the benefits that can be obtained is the learning process more interesting, more interactive, the amount of teaching time can be reduced, the quality of student learning can be enhanced and the practice of teaching and learning can be done anywhere and anytime, as well as the attitudes of student learning can be improved.<sup>6</sup>

#### **d. Format Multimedia Learning**

Learning multimedia presentation formats can be categorized into five groups as follows:

##### 1) Tutorial

The format of this dish is in the delivery of multimedia learning materials done in the tutorial, as befits tutorials conducted by a teacher or instructor. The information contains a concept presented to text, images, either still or moving, and graphics. At the right moment, when it is considered that the user has read, interpret and absorb that concept, put forward a series of questions or tasks. If the student correctly answers or responses, then continued to the next material. If the student answers or responses, incorrect, then the student must repeat understand the concept as a whole or on certain parts alone (remedial). Then at the end will usually given a series of

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<sup>6</sup> *Ibid.*, pages 26.

questions set is a test to measure the level of student understanding of the concept or the material presented.

## 2) Drill and Practice

This format is intended to train students to have proficiency in the mastery of a skill or reinforce a concept. The program provides a series of questions or questions that are usually displayed at random, so that each use problems or questions that appear are always different, or at least in different combinations.

The program comes with the the correct answer, complete with the explanations so that students will be expected to understand a particular concept. At the end, students can see that he accomplished the final score, as an indicator to measure the degree of success in solving problems posed.

## 3) simulation

Multimedia learning with this format to try to match the dynamic processes that occur in the real world, for example, to simulate the aircraft, in which users perform activities as if flying an airplane, run a small business, or control of nuclear power plants and others. This format basically try to give experience of real-world problems that are usually associated with a risk, as the plane would

fall or crashing, the company will go bankrupt, or nuclear was doomsday.

#### 4) experiment

This format is similar to the format of the simulation, but is aimed more at the activities that are experimental, such as in the science lab practicum, Biology or Chemistry. The program provides a series of tools and materials, then the user can perform experiments according to the instructions and then develop other experiments based on these instructions. expected in the end user can describe a particular concept or phenomenon based on experiments they do in the virtual.

#### 5) game

Of course the game form presented here still refers to the process of learning and by program is expected to occur format multimedia learning activity while playing. Thus users do not feel that they're actually learning. Even with the method of play, learners will be easier to enjoy the learning process more fun and not strained. It becomes a "value-added" to be more enhance the students' learning passion. Souls and minds of students in a state of happy, comfortable and excited is an invaluable motivation for students in learning.

If students only offered boredom, tension, confusion, laziness, they will not blend with the learning process; instead that feels just wanted to quickly completed learning, go home or play immediately. If hearts and minds happy, they would like to learn. Learning at home is what triggers adrenaline students to study hard and focus on teaching materials.<sup>7</sup>

## **B. UNDERSTANDING OF READING AND WRITING.**

### **1. Writing.**

#### **a. Definition of Writing**

Writing is lowered or depict symbols graphic, that describes a language which is understood by a person, so that others can read the symbols on the graph if they understand the language and description of graphic. Drawing or painting may convey meanings, but it does illustrate the unity of language. Writing is a representation of a part of the expression language units. This is the main difference between painting and writing. Painting a picture is not writing. A painter can only paint letters chinese letters, but he can not say write, if he does not know how to write the Chinese language, namely that he did not understand the Chinese language along with the letters. With such criteria, it can be said that the copy / copies of letters or compose a

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<sup>7</sup> *Ibid.*, pages 30.

text, in particular the letters, to be printed is not write that these people do not understand the language and its representation. (Lado, 1979: 143).<sup>8</sup>

### **b. The Function of Writing**

In principle, the main function of writing is as a communication tool, which is indirect. Writing is very important for education because it allows the students to think. It can also help us think critically, can also help us to feel and enjoy the relationships, responsiveness or deepen our perceptions, solve the problems that we are facing, sort the order for the experience. Writing can help us clarify our thoughts. Not infrequently, we see what we really think and feel about the people, ideas, issues, and events just in the actual writing process. Writing is a form of thinking, but rather think for certain reading and for a specific time. one of the most important tasks of the writer as a writer is to master the principles of writing and thinking, that will be able to help him achieve his aim. Most importantly, among the principles that meant it was an invention, arrangement, and style. Briefly: Learning to write is learning to think in a certain way, \_ (D'Angelo, 1980: 5).

Eminent writer, is the author of that can exploit the situation appropriately. Situation that must be considered and utilized were:

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<sup>8</sup> Tarigan, Henry Guntur. 1994: menulis sebagai suatu keterampilan Berbahasa. Bandung: Angkasa Bandung Pages 22



- 1) The intent and purpose of the author (the changes that he hoped would happen to the reader);
- 2) The reader or viewer (if the reader were parents, acquaintances, or friends of the author);
- 3) Time or opportunity (which involves situations, the course of a particular event, time, place, and situation that demands immediate attention, the problem that needs solving, a question that demands an answer, and so on). (D'Angelo, 1980: 20).

Author projecting something, regarding himself into a piece of writing. Even in writing or are not objective about a particular person, although the author seems certain as a person. The author holds the particular role and writings contain a tone in accordance with the intent and purpose.

Not only have to choose the subject, which is suitable and harmonious, but also must determine who the reader is and what his goals and objectives. With regard to the readers or audience of the works that he wrote it, it being understood he could answer the following questions:

- 1) What is the age of the reader / audience?
- 2) What is the Gender readers?
- 3) Where do they live?

- 4) What is their educational background?
- 5) What is the cultural interest, that they have?
- 6) What is their social interests?
- 7) How do their political beliefs?
- 8) What is their religion and philosophy?
- 9) What is the work / expertise?
- 10) What is their favorite?
- 11) Is there anything unclear about certain readers?

By giving good answers to these questions, the author will get a much more detailed picture of the readers and the corresponding / his audience.

### **c. Purpose Of Writing**

Any kind of writing contains multiple purposes; however, because it is very diverse purposes, for writers who have not experienced it is worth considering the following categories:

- 1) Inform or teaching;
- 2) Convincing or urgent;
- 3) Entertaining or fun;
- 4) Express feelings and emotions fiery.

Referred, with the intent or purpose of the writer (the writer's intention) is "the response or reply is expected by the authors, will be received from readers". Based on this limitation, it can be said that:

- 1) writing that aims to inform or teach so-called informative discourse.
- 2) A paper aims to convince or urge is called persuasive discourse.
- 3) A paper aims to entertain or delight or that contain aesthetic purposes, so-called literary writing (literary discourse).
- 4) A paper expressing feelings, and emotions are strong or fiery, called expressive discourse.

Presumably should be warned here that in practice it was obvious that the goals mentioned above often overlap, and each person may have added other purposes that have not been included in the list above. But in most writing objectives, there is a prominent or dominant purpose, and this dominant, that gives the name of the overall goal. (D'Angelo, 1980: 25).<sup>9</sup>

In connection with the purpose of writing something in writing, Hugo Hartig summarize as follows:

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<sup>9</sup> *Ibid.*, pages 25.

1) Assignment purpose

The purpose of this assignment actually have no goals at all. The author writes something as assigned, not on their own (for example, the students who were given the task summarizes the book, the secretary assigned to make a report or minutes of the meeting).

2) Altruistic purpose

The author aims to please the readers, avoid grief for the readers, want to help the readers understand, appreciate feeling: and reasoning, the reader wants to make life easier and more fun with his work. A person would not be able to write appropriately in order if he believed, either consciously or subconsciously that the readers or audience of his work is "opponent" or "adversary". Altruistic purposes is the key of legibility writing something.

3) Persuasive purpose

Writings that aims to convince the reader of the truth of ideas that expressed.

4) informational purposes.

Writings that aims to provide information or statement / information to the reader.

5) Self-expressive purpose (the purpose of self-declaration).

Writings that aims to introduce, or stating the author, to the readers.

6) Creative purpose

This objective is closely related to the purpose of self-expression, however, creative desire here, far beyond himself and involved himself with the desire for artistic norm, or ideal art, art craving. Writings that achieve artistic values, the values of art.

7) Problem-solving purpose

In this paper the author wants to solve such problems. The author would like to explain, clarify, explore and carefully examine the thoughts and ideas themselves to be understood and accepted by the reader. (Hippias, 1973: 309-311).

## **2. Reading**

### **a. Definition of Reading**

Reading is a process that is carried and used by a reader to get a message, that would be submitted by the author through the media words / written language. A process, which demanded that the word, which is a unity, would seemingly in a glance, and the meaning of individual words

would be known. If this is not fulfilled, a message is written and which are not, to be caught or understood, and the process of reading it is not performing well (Hodgson 1960: 43-44).

In terms of linguistic, reading is a process of re-encoding and code reader (a recording and decoding process), as opposed to speaking and writing that it involves the encoding (encoding). An aspect of cryptanalysis (decoding) is to connect the words written (written word) to the meaning of spoken language (oral language meaning) which includes the conversion of paper / printing, into meaningful sound. (Anderson 1972: 209 -210).<sup>10</sup> So at first glance, we have pointed out limitations, function, and purpose of writing in general.

The terms of the linguistic decoding and encoding will be easier to understand if we can understand that language (language) is password (code) which is planned to carry / meaning. If we listen, the speaker utterances, we basically decode the meaning of the utterance. When we speak, we basically encode the sounds of language to create / express meaning. As well as speaking in the form of graphs, writing is a process of encoding, and read as an interpretation or interpretation of the teachings

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<sup>10</sup> Tarigan, Henry Guntur. 1979: membaca sebagai suatu keterampilan Berbahasa. Bandung: Angkasa Bandung pages 7

which are in the form of writing is a process of cryptanalysis (decoding process).

Some experts are more likely to use the term recording (reading) because it was first written symbols (written symbols) is converted into sound, and then the password is read (are decoded). Listening and reading are closely related because both are tools to receive communications. Speaking and writing are closely related as both a tool to express meaning, express opinions, to express the message. (Anderson 1972: 3).

Besides understanding or restrictions that have been expressed above, read also can be interpreted as a method that we use to communicate with ourselves and sometimes with other people is to communicate meaning contained or implied in the written symbols. In fact, there are some authors that seems to have the notion that "reading" is an ability to see the written symbols, and change the written symbols through phonic (phonics method of teaching reading, pronunciation, spelling based on the phonetic interpretation of spelling ordinary) into / toward oral reading.

Reading can also be considered as a process for understanding implicit in the lines, see the ideas contained in the written word. Degrees of relationship, between the meaning to be put forward by the authors, and

the interpretation or the interpretation of the reader helped determine the accuracy of reading.

Meaning of reading, not located on the written page, but it is at the reader's mind. Thus, the meaning will change, because every reader has a different experience, which he used as a tool to interpret these words (Anderson 1972: 211).

In short it can be said that reading is bringing meaning to and getting meaning from the printed or written material, picking as well as understand the meaning or meanings contained in the written language (Finochiaro and Bonomo 1973: 119). It is clear to us that reading is a process that relevant with language. Therefore, students should be helped to respond to a visual symbol , which describes the signs of the same auditory which they respond before it. Listening and speaking should always precede the reading activity.

When reading, we made a sound in our throats. We read faster if we know how to say and classify the sounds and if we did not hesitate to do it. Therefore, it's important to remember that any difficulties with regard to sound, sound sequences, intonation, or pause which must be explained before the students were told to read silently or read orally. Finocchiaro and Bonomo 1973: 120). The conclusion that can be drawn



from the above discussion is that "reading is the language patterns, from the description written" (Lado 1976: 132).

#### **b. The purpose of Reading**

The ultimate goal in reading is to seek and obtain information, including the content, understand the meaning of the reading. Meaning, sense (meaning) closely related to the purpose, or our intensive in reading. Here, we point out some important ones:<sup>11</sup>

- 1) Reading to find or know the invention which has been made by the leaders; anything that has been created by prominent; what has happened on a special character, or to solve the problems created by the figures. Reading this kind, called reading to obtain details, or the facts (reading for details or facts).
- 2) Read to find out why it is a good and interesting topic, issues contained in the story, anything is learned or experienced leaders, summarize the things performed by the leaders to achieve their goals. Reading like this is called reading to get the main ideas (reading for main ideas).
- 3) Reading to discover or find out what is happening on any part of the story, what happened early the first, second, and third / forth - each

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<sup>11</sup> *Ibid.*, pages 9

stage is made to solve a problem, scenes and events, events for the dramatization. It's called reading to know the order or arrangement, organizational stories (reading for sequence or organization).

- 4) Reading to find and know why the characters feel like the way they were, what was to be shown by the author to the reader, why the characters change, the qualities of the characters, which makes them succeed or fail. It's called reading to conclude, reading inference (reading for inference).
- 5) Reading to find and to know anything unusual, unnatural about a person's character, what was funny in the story, or whether the story is true or not true. It's called reading to classify.
- 6) Reading to find out whether the characters succeed or live with certain sizes, whether we want to do as it is done by a character, or work, such as working the way characters in the story. It's called reading judge. (reading to Evaluate).
- 7) Reading to discover how characters change, how his life is different from life as we know, how do the two stories have similarities, and what character resembles readers. It's called reading to compare or to contrast. (Anderson 1972: 214).

### **c. Aspects of Reading**

It has been stated in advance that reading is a complex skill that involves a series of other smaller skills.<sup>12</sup> As an outline, there are two important aspects of reading, namely:

1) Mechanical skills that can be considered to be in the lower order.

These aspects include:

- a) Introduction of form letters;
- b) Introduction of linguistic elements (phoneme / grapheme, word, phrase, clause patterns, sentence, etc.);
- c) Introduction of relationship / sound correspondence and spelling patterns ("to bark at print");
- d) Speed reading, to the extent slow.

2) Comprehension skills can be considered to be in a higher order (higher order). These aspects include:

- a) Understand the simple sense (lexical, grammatical, rhetorical);
- b) Understand the significance or meaning (al intents and purposes the author, the relevance / cultural conditions, and the reaction of the reader);

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<sup>12</sup> *Ibid.*, pages 12.

- c) Evaluation or assessment (content, shape),
  - d) Read speed that flexible, easily adapted to the circumstances.
- (Broughton (et al) 1978: 211)

To achieve the objectives contained in the mechanical skills, the most appropriate activity is reading loud, read aloud (or oral reading). For comprehension skills, that most closely is to read in the liver, that can also be divided into:

- 1) Extensive reading.
- 2) Intensive reading.

Next the extensive reading also covers:

- 1) Reading survey (survey reading);
- 2) Skimming (skimming);
- 3) Read shallow (superficial reading).

While the, intensive reading can be divided into:

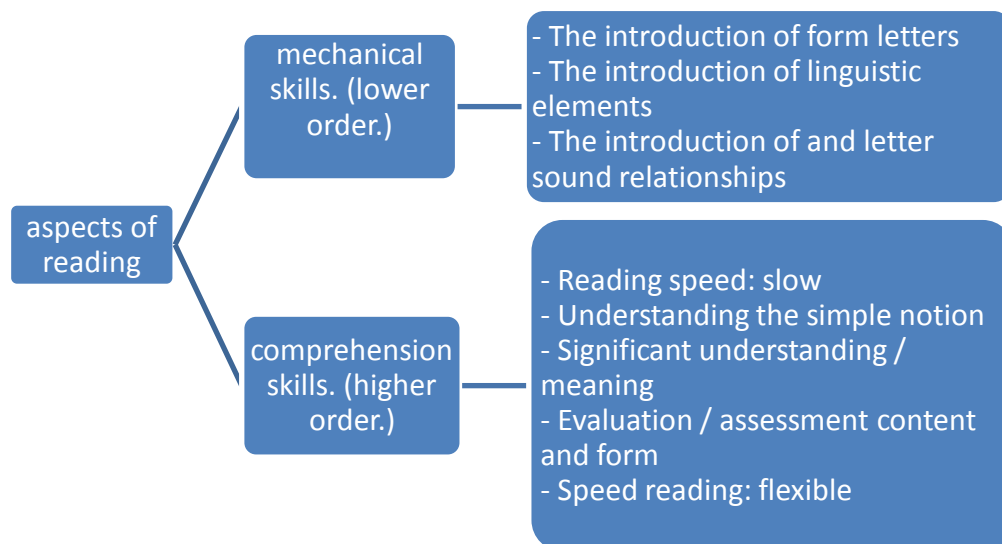
- 1) Read the review of the content (content study reading), which include:
  - a) Colossae reading
  - b) Comprehensive reading

- c) Critical reading
  - d) Reading for ideas
- 2) language study reading
- a) Foreign language reading
  - b) Literary reading

To get a clearer ideas of the aspects as well as the type of reading that has been mentioned above, consider the following schemes!

Scheme 1<sup>13</sup>

Scheme 2.1 Aspects of Reading

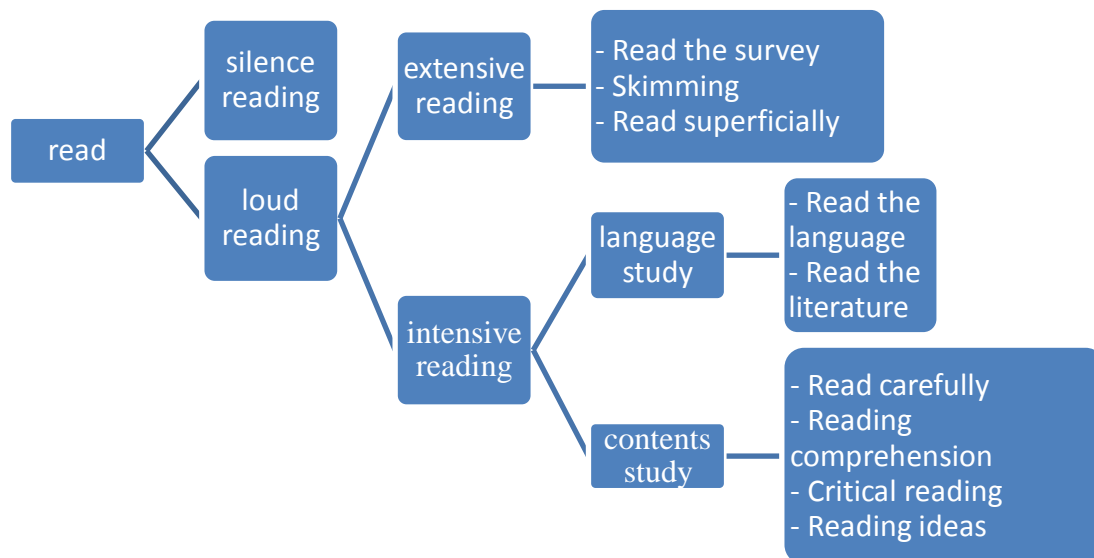



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<sup>13</sup> *Ibid.*, pages 14.

## Scheme 2

Scheme 2.2 Scheme of Reading



### 3. Relationship Between Writing and Reading

Between writing and reading there is a very close relationship. When we write something, we basically want the paper was read by someone else; least we can read for yourself at other times. Thus, the relationship between writing and reading is essentially a relationship between writer and reader.<sup>14</sup>

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<sup>14</sup> Tarigan, Henry Guntur, *op.cit.*, pages 4.

The task of the writer is to regulate / enforce a process that results in a certain change, in the shadow / impression reader. The changes meant it might just be one of the following four types:

- a. A change that resulted in the reconstruction of the image / impression it or (at least) some part from it;
- b. An amendment to expand and develop the image / impression of it, which gives extra to it, or
- c. An amendment to change the clarity or certainty / provisions that have retained some part of the shadows.
- d. No change at all. (Young [et al]) 1970: 217).

From the description above, it is clear that as a writer, we have to know the purpose and goals to be achieved before writing. If we can formulate aims and objectives in terms of responsiveness of view of the reader, we would have been more appropriate writing and in harmony with the reader expected. The following scheme (Figure 4) will show clearly how the author's intent can be attributed to the response that you want from the reader.

It should be clearly understood that although for example we have determined the purpose and goals both before and during the writing, but we

often face difficulties in following the main objectives that have been set in the heart. A good way to avoid it is by formulate a sentence purpose.

Table 2.1 Relationship Between Writing and Reading

<b>AUTHOR'S INTENT</b>	<b>THE RESPONSE READERS</b>
Inform or teaching	Understand / acknowledge.
Assure or urgent	Believe or against
Entertaining or fun	Aesthetical fun
Give / express your feelings and emotions that excited.	Conduct, or controlled by emotional mind.

## **C. UNDERSTANDING OF OLD TIME**

### **1. Definition of old time.**

World Health Organization (WHO) establishes 65 years as the age that shows the aging process takes place in a real and someone has called the elderly. Many elderly people face a variety of health problems that need immediate treatment and integrated. The World Health Organization (WHO) classifies elderly into four, namely: middle age 45 -59 years, Seniors elderly 60 -74 year old, old age 75-90 years old and very old age over 90 years.



## 2. The characteristics of old time

According to Hurlock (Hurlock, 1980, h.380) there are some characteristics of the elderly, namely:

Old age is a period of setback. Setback in the elderly comes in part from physical factors and psychological factors. Can have an impact on the psychological setback elderly. Motivation plays an important role in the setback in the elderly. Setback in elderly sooner if it has low motivation, otherwise if you have a strong motivation then it will be a long setback occurred.

Elderly people have minority status. Elderly have minority status because as a result of unpleasant social attitudes toward the elderly and be strengthened by the opinions of the elderly a bad cliches. Opinions is such cliches: the elderly prefer to maintain their opinions rather than listen to the opinions of others.

Aging requires a role. The role changes, because the elderly began to decline in all respects. The changing role of the elderly should be made on the basis of their own desires rather than on the basis of environmental pressures. The bad adjustment in the elderly. Bad treatment of the elderly people make the elderly tend to develop poor self-concept. Elderly more exhibit the form of

bad behavior. Because of the poor treatment of elderly make adjustment being bad.

According to Butler and Lewis (1983) and Aiken (1989) there are many elderly people who are positive characteristics. Some of them are:

- a. The desire to leave a legacy;
- b. Functions as an elder person;
- c. Attachment to objects known;
- d. Feelings about the life cycle;
- e. Creativity,
- f. Curiosity and surprise (surprise);
- g. Feelings about the improvement or fulfillment of life;
- h. Self-concept and self-acceptance;
- i. Control of destiny and
- j. Orientation to the self;
- k. Stiffness and flexibility.

### **3. Psychological disorders on the old**

#### **a. Disorders of Perception**

Hallucinations and illusions in the elderly is a phenomenon caused by a decrease in sensory acuity. Examiner should note whether the patient experienced confusion with time or place during episodes of hallucinations can be caused by brain tumors and other focal pathology.

#### **b. The Process of Thinking**

Disturbances in the progression of the mind is a neologism, a kind of words, circumstantiality, lax associations, associations of sounds, flight of ideas, and retardation. The loss of the ability to understand abstract thought.

#### **c. Sensory and Cognitive Disorders**

Questioned sensory function of certain senses, while cognitive a person's ability to receive, process, store and reuse all sensory input as well. Cognitive function is composed of elements, pay attention (attention), recall (memory), understand the speech / communication (language), moving (motoric), and planning / implementing decisions (executives) is also intellectual.

#### **d. Disorders Awareness**

Sensitive indicators of brain dysfunction is a change in consciousness, the fluctuation level of consciousness

**e. Orientation disturbance**

Disruption of orientation to time, place and people associated with impaired cognition. Orientation disorder often found in cognitive disorders, anxiety disorders, artificial disturbance, conversion disorder and personality disorders, especially during periods of physical stress or environment that does not support. Examining done in two ways: Are people recognize their own name and also find out whether the date, year, month and day.

**f. Memory Disorders**

Memory was assessed in terms of long-term memory, short-and soon. Tests are given to patients by providing a six-digit number and the patient was asked to repeat forward and backward. Patients with impaired memory are not usually able to recall six digits forward and five digits backward. Long-term memory was tested by asking the place and date of birth, name and birthday of children with. Short-term memory can be examined in several ways, for example by mentioning three things at the start of the interview and ask the patient to recall the end of the interview

object or by giving a brief story on the patient and the patient was asked to repeat the story accurately / precision.

**g. Impaired intellectual function**

Concentration, information and intelligence. A number of intellectual functioning may be asked to assess the general knowledge and intellectual function. Counting can be tested by asking the patient to reduce the number 7 from 100 and reduced again from 7 onwards until the final result is reached number 2.

**4. Learning Difficulties in elderly**

In general, the activity of adult learners' learning can be affected by the above factors. However, it helps if we know the difficulties experienced by older people in the study. It is important to note, especially for educators who teach adult learners old or elderly, that educating parents is actually not as easy as imagined than educating children. The following learning difficulties in the elderly proposed by Ivor K. Davies in the book Learning Management, namely:

**a. Motivational Problems**

There is a myth that says that parents are more difficult to teach, less able to adapt to change, and too old to learn. This assumption has

been made predictions on the old aged people who met their own. This means that old people inclined to behave as expected of people on them. These symptoms, which is one cause of the motivational problems experienced by the elderly, and causes waste (disposal to useless) talents and experience.

**b. Eliminate Problems What It Learned At first**

Many elderly people have great difficulty in getting rid of old habits . They tend to make the same mistakes over and over again ( Kay , 1951) . Similarly, the more they know , and the more experienced they are , the greater the difficulty for them to eliminate the habit or knowledge , although knowledge of the situation that is outdated or new job

**c. Forgotten Problems**

The tendency of people assume that older people more quickly forget is a weak assumption. evidence suggests that, a change memory, is not, something certainly going on, as part of the aging process, but rather to cultural stereotypes.<sup>15</sup> Research Bromley (1958) found that of the three comparison groups consisting of age group 17 to 76 years, age does not make a difference in the test scores of a test of short-term memory. But Beblin (1968) in an examination of research on how to teach elderly,

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<sup>15</sup> Desmita. Psikologi Perkembangan. Bandung: Remaja Rosdakarya, Pt. 2006. Pages 239

suggests that there is strong evidence to support the statement. Under ideal conditions there is no difference in recall between the young and the elderly. But if there is disruption and interference from things that have nothing to do with what should be kept in mind, then there is a noticeable difference, especially in the short-term memory.

**d. Resistance Change and Innovation**

The elderly turned out to be difficult to accept the opinions, methods, concepts, and new principles. As though they were hindered by their knowledge and belief. Therefore they looked stiff and do not want to receive. Much of this attitude comes from insecurity and difficulties in connection with younger people. Thus they take the autocratic attitude as a defense mechanism.

**e. Adjustment Problems**

According to Newsham (1969), if an older trained and retrained, and successfully, then there is still a period of adjustment to the situation and the new working environment. The period is a critical period and occurred immediately after learning occurs, or a week or so later. At this time, there are serious problems of adjustment, so that more who leaving situations and new environments from the younger colleagues.

## CHAPTER III

### RESEARCH METHODS

This chapter will discuss (a) Development Method, (b) Development Model, (c) Development Procedures. and (d) Testing the product.

#### **A. Development Method.**

The method used in this development is a method of research and development. Research and development is a research method that is used to produce a particular product and test the effectiveness of these products.<sup>1</sup>

To be able to produce certain products that are used research and analysis needs to examine the effectiveness of these products in order to serve in society at large, it is necessary to study, to test the effectiveness of these products. So research and development are longitudinal / stages.<sup>2</sup>

#### **B. Development Model.**

The steps in the development of Multimedia Flash Presentation product that will give it name by FBSQL (Flash Based Sahlan Quranic Literacy) are four stages, among others:

1. Phase analysis of the initial situation.
2. Phase of development multimedia flash presentation design.

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<sup>1</sup> Sugiyono. Metode penelitian kuantitatif, kualitatif, dan R&D. Bandung: Alfabeta, cv. 2011. Pages 297

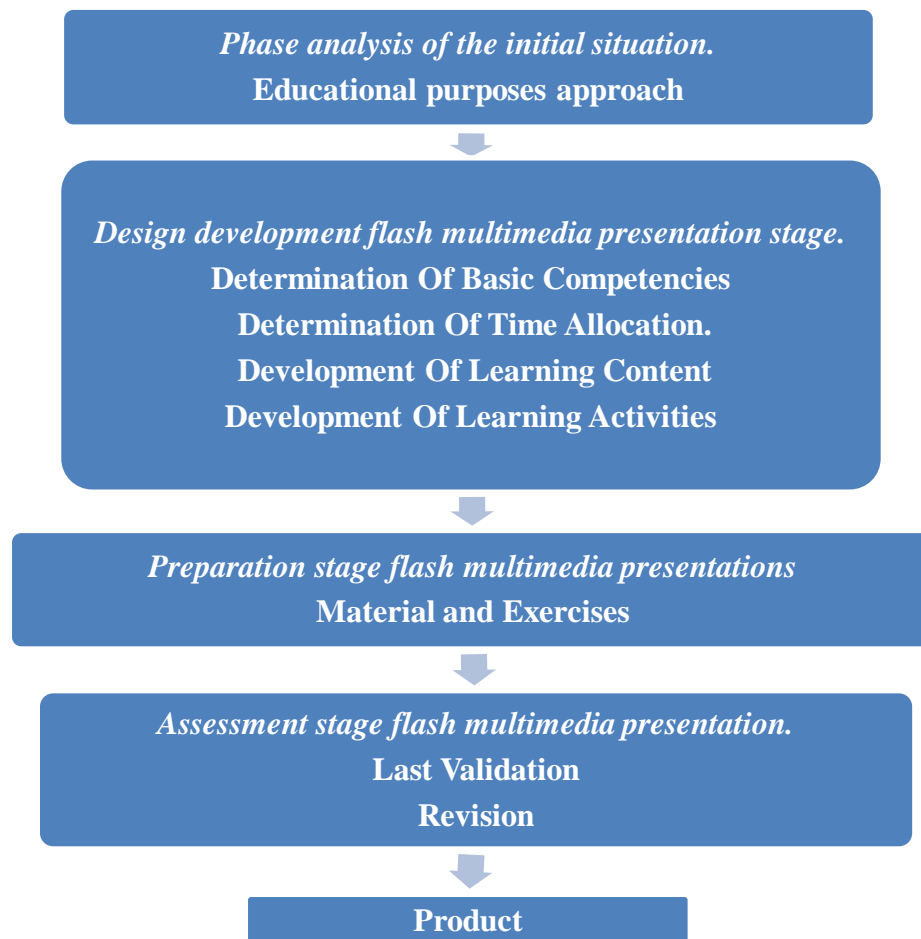
<sup>2</sup> Ibid, Pages 297



3. Writing stage flash multimedia presentation.
4. Assessment stage flash multimedia presentation.

Based on the key steps in the development, flash multimedia presentation developer develop reading and writing the Qur'an. For more details, step-by-step development of a multimedia flash presentation is described as shown in Figure 3.1.

**Figure 3.1 Multiple Stages Of Development**



### C. Development Procedure.

Flash multimedia presentation was developed by using multiple stages of development that include the early stages of analysis, design development stage flash multimedia presentation. Preparation stage flash multimedia presentation, and multimedia flash presentations assessment phase. The stages of the development of the above will be explained as follows.

## 1. Phase analysis of the initial situation

The steps taken, at this early stage of analysis of the situation, that is study approach educational purposes. The study was done in an effort to determine the learning content according to the basic competencies that must be achieved so that the developer can construct learning activities that include the design of the material and practice questions.

## 2. Design development flash multimedia presentation stage.

Activities performed this stage is as follows:

- a. **Determination of basic competencies** that must be achieved by students. This activity is done as a guide in formulating learning goals and determine the multimedia flash presentation content, and developing learning activities with attention to the allocation of a predetermined time.
- b) **Determination of time allocation** is intended to provide time limits in teaching each topic. Determination of time allocation is made by considering the learning activities performed, so that learning can be run effectively and efficiently.
- c) **Development of learning content.** Learning content is structured in accordance with the basic competencies to be achieved by students.

Learning begins by presenting contextual issues in students, which involving concrete objects and imitation objects (models) that exist in the surrounding environment of students. Based on contextual issues presented, the students were given the questions who led to the discovery of a concept so that students construct their own understanding of the material presented.

**d) Development of learning activities** meant that, the target activity or basic competencies that have been developed previously can be achieved. Learning activities to be performed include the design of materials and exercises.

### **3. Preparation stage flash multimedia presentations**

There are several steps of preparation stage flash multimedia presentations:

#### **a. writing materials**

Researchers start create flash multimedia presentation product, which contains material presented to students in the form of the type of procedures to read and write with easily understood explanations related to image and audio sound so that students can easily see, analyzing, imitating and receiving messages delivered in the product.

**b. writing exercises**

Writing exercises are intended as an application of the concept, which has been constructed and studied by students. The questions are presented with emphasis on how to read properly and also how to write properly about the Qur'an.

**4. Assessment stage flash multimedia presentation with trial design.**

Flash multimedia presentation that has been written next assessed by several experts in media and reading and writing the Quran. Stage assessment is intended to determine whether the multimedia flash presentation that has been developed, feasible or not, to be used in learning activities in an organization. The results of the assessment carried out by the experts will be used as guidelines for revising the flash multimedia presentation.

**a. Product Trial**

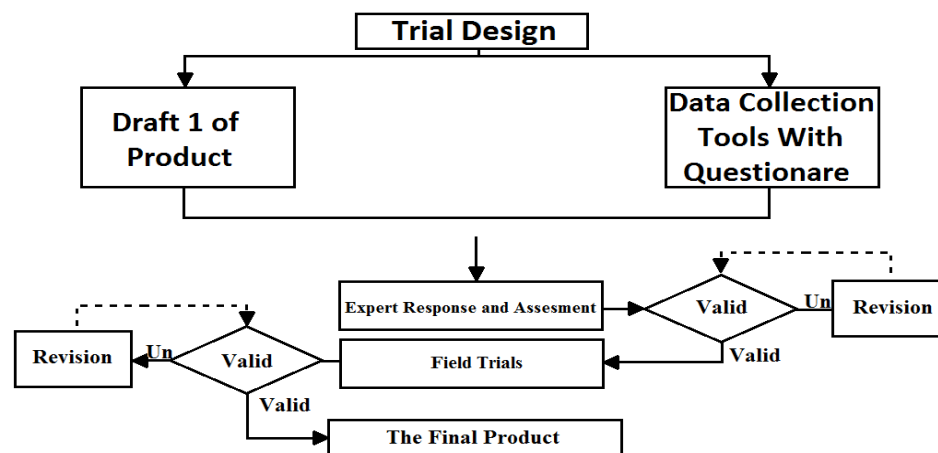
Product trials are intended to gather data as the basis for establishing a level of ease of products. Before tested, the product first consulted with several experts covering material expert and media expert. After a consultation phase, the product addressed and assessed by teachers of reading and writing the Quran.

In trials of this product will be described on the trial design, trial subjects, types of data, data collection instruments, and data analysis techniques.

### 1) Trial Design

Design of experiments performed using descriptive trial design. Descriptive design allows developers to obtain quantitative data and qualitative data are very useful in the improvement of product developing. Furthermore, the trial design can generally be described in Figure 3.2.

**Figure 3.2. Trial Design**



Test phase, which is implemented in this development, is the consultation phase, phase response and assessment, and individual test phase. Each stage can be described as follows:

### a. Consultation Phase

Consultation phase consists from the following activities.

- 1) Material expert and instructional media expert provide comments and suggestions to the flash multimedia presentation of material to read and write the Quran. This stage has two types of data results, that is quantitative and qualitative data.

#### a) Quantitative Data.

This data is taken from the results of the questionnaire comments and suggestions from expert material, and media expert and teachers. In this questionnaire the researchers used the formula:

$$P = \frac{\sum x}{\sum xi}$$

Explanations:

- (1)  $\sum x$  is a number given by the experts to comment on the product
- (2)  $\sum xi$  is the maximum number is 4

Among the variables are:

- (a) Number 1 is a very Conform.
- (b) Number 2 is a Conform.
- (c) Number 3 is a quite Conform.

(d) Number 4 is a not Conform.

(3) p = percentage

After counted, the percentage results can be concluded as follows in table 3.1

**Table 3.1 Percentage Of Validity level**

Percentage	Validity level	Result
80 – 100	Valid	Not Require Revision
60 – 79	Quite valid	Not Require Revision
40 – 59	Less valid	Partial Revision
0 - 39	Invalid	Need Revision

Attachment questioner comments and suggestions from material expert and media expert are as follows in table 3.2



**Table 3.2 Questioner to material expert and media expert.**

Kind	variables	Value
Media	- The language used in the product.	...
	- Ease of language, to be understood.	...
	- Is a component adequate as of educational learning materials.	...
	- Attractiveness in the making a background of the product.	...
	- Audio Clarity in explaining the material.	...
	- Clarity of writing material.	...
	- Feasibility in the use of writing illustrations effect.	...
	- Feasibility in the use of audio illustration effect.	...
Material	- Alignment between the content material with the learning objectives.	...
	- Alignment between learning description with the character of the material.	...
	- The learning assessment objectivity	...
	- Clarity of explanation in learning materials.	...
	- The validity of the scientific content.	...
	- Suitability of reference, which is used with the realm of science.	...
	- Accuracy in giving explanations and examples in form of writing.	...
	- Accuracy in giving explanations and examples in the form of audio.	...

b) Qualitative data.

From the qualitative data, a developer analyze the consultation data results, in the form of comments and suggestions for improvement.

- 2) developers perform data analysis from the results of the consultation in the form of comments and suggestions for improvement.
- 3) developers make improvements first draft of flash multimedia presentation of material reading and writing the Quran into second draft of flash multimedia presentation of material reading and writing the Quran, based on data analysis consultation.

#### **b. Phase response and assessment**

Response and assessment phase consists of the following activities.

- 1) Teachers of reading and writing Qur'an provide feedback and assessment in form of qualitative and quantitative of second Draft multimedia flash presentation. Form of questioner are same with media and material experts.
- 2) Developing analysis and response assessment.
- 3) Developers make improvements second Draft to third Draft of flash multimedia presentation based on data analysis and assessment responses.

**c. Small Group Trial.**

- 1) This trial, conducted on ten elderly. provide comments and suggestions to the flash multimedia presentation of material to read and write the Quran. This stage has two types of data results, that is quantitative and qualitative data. Forms of questioner are as follows in table 3.3

**Table 3.3 Questioner to elderly**

variables	Value
This product can facilitate my learning. This product can give my enthusiasm in learning. I easily understand the lessons in this product. The font and its size, easy I read. The display in this product is interesting. Language in this product, I easily understood. Questions in this product is easy to understand. This product, allows me to socialize.	

- 2) Developing analysis and response assessment.

- 3) Developers make improvements third Draft to fourth Draft of flash multimedia presentation based on data analysis and assessment responses.

**d. Individual test phase**

Individual test phase conducted on twenty elderly individuals. This test, aims to determine students' progress before

and after use of these products through the provision of pretest and posttest. Implementation of this based on the following considerations:

### **1) Matter Experts**

Acting as matter experts in the development of flash multimedia presentation is Dr. H.M. Aunul Hakim M.H., he is a head teacher in the Quran in UIN Maulana Malik Ibrahim Malang. Selection of materials experts are based on the consideration that the person concerned has competence in reading and writing the Quran. Matter experts give general comments and suggestions on learning material that exists in multimedia flash presentation.

### **2) Instructional Media Expert**

Acting as an expert in multimedia learning media flash presentation is Dr.Sugeng Listyo Prabowo M.Pd. he is a expert of instructional media and he is an assistant 3 of tektor in the state Islamic university Maulana Malik Ibrahim. Selection of materials expert is based on the consideration that possesses competence in the field of instructional media. Media experts

give general comments and suggestions to the attractiveness of the flash multimedia presentation.

### **3) Studies Teachers**

Subject teachers provide feedback and assessment of flash multimedia presentation is Mr. Firman S. Hum. He is a scholar of English education, who studying, reading and writing the Quran, in boarding Anwarul Huda, and teacher at the Head Quarter Of Amal Bhakti Sosial Sholawat Nariyah Foundation. Malang. Selection of teachers in this study was based on the consideration that the concerned has had a lot of teaching experience.

### **4) Students Elderly**

Individual test subjects taken Twenty students and represent a group that has the capability of low, medium, and high views from the daily and the ability of the test scores of students in the subject areas of reading and writing the Quran.

**D. DATA COLLECTION.**

1. Students mastery learning data obtained from the exercises.
2. All the results of observations recording the development and mastery learning students on the pretest compared to posttest.

## **CHAPTER IV**

### **EXPOSURE DATA**

In this chapter, we describe Profiles of the research object, and then the stages of the initial situation analysis such as a basic competency determination, the determination of the allocation of time, the development of learning content and product specifications that created and the last one is a matter that created to measure comprehension before and after the product applied.

#### **A. Profiles of The Research Object**

The Head Quarter of Amal Bhakti Sosial Sholawat Nariyah Foundation was founded by Kiai Abdurrahman Mesir, which is located at Kali Jogo Street No. 107 , Pandan Landung village Wagir Malang, this address matches with certificate No. 27 dated 17 November 2008 made by Diah Ayu Wisnuwardhani, SH, M. Hum domiciled in the Malang city.

Now, the foundation is chaired by Gus Badrus Salam and secretary are Gus Kholid Mawardi and the treasurer is Gus Abdurrakhim.

Beginning of this foundation is established, based on awareness of heart to see lot of orphans, the poor, and also, widows in their context in the low economic level. The foundation was established to ease the burden of them all, in order to create a safe and prosperous life.

#### **B. Phase Analysis Of The Initial Situation**

FBSQL (Flash Based Sahlan Quranic literacy) is a product made that has a goal to improve or develop the ability to read and write the Quran. This product is a product that discusses the Nun Sukun law or tanwin met with hijaiyyah letters.

From these explanations it can be deduced that the competency standards are students able to develop the ability to read and write the Quran based nun died or tanwin law.

### **1. Determination of basic competence.**

After determining the competency standards. Then it can be structured competency standards as follows:

- a. Write a sentence with the correct letters.
- b. Write a sentence with the reading rules of correct length.
- c. Write a sentence based nun sukun or tanwin law correctly
- d. Read the sentence with the correct intonation.
- e. Read the rules of reading the sentence with the correct length.
- f. Read the sentence by law nun sukun or tanwin correctly.

### **2. Allocations of time.**

After we determine competency standards and basic competence, we can arrange allocation of time required in the learning process that will



take place later, because based on competency standards and basic competence and also the material that will be presented to the student later, that is dead nun or tanwin law which has 5 types, namely, ikfa ', idghom bighunnah and bilaghunnah, idzhar, and iklab and also need of holding the pretest and posttest. the researchers divided into 6 of meetings sessions including the following in table 4.1

**Table 4.1 Meetings Sessions**

Meetings	Material that presented	Time allocation
1	Pretest	2 hours
2	law nun sukun or tanwin in the idzhar dan iklab types.	2 hours
3	law nun sukun or tanwin in the idghom bighunnah types.	2 hours
4	law nun sukun or tanwin in the idghom bilaghunnah types.	2 hours
5	law nun sukun or tanwin in the ikhfa' types.	2 hours
6	Posttest	2 hours

### **3. Development of learning content.**

Learning content is structured in accordance with the basic competencies to be achieved by students. The contents of this study also leads to the material that will be taught. Presentation of learning materials will be presented with audio-visual form of data products in the flash type

that invites students to engage directly in the learning. The learning content includes;

- The definition of reading idzhar law, and the way to read idzhar
- Examples idzhar readings along with sound examples.
- The definition of reading iklab law, and the way to read iklab
- Examples iklab readings along with sound examples.
- The definition of reading idghom bighunnah law, and the way to read idghom bighunnah.
- Examples idghom bighunnah readings along with sound examples.
- The definition of reading idghom bilaghunnah law, and the way to read idghom bilaghunnah
- Examples idghom bighunnah readings along with sound examples.
- The definition of reading ikfa law, and the way to read ikfa
- Examples ikfa readings along with sound examples.

**a. Description of Product FBSQL (Flash Based Sahlan Quranic Literacy) Development Results.**

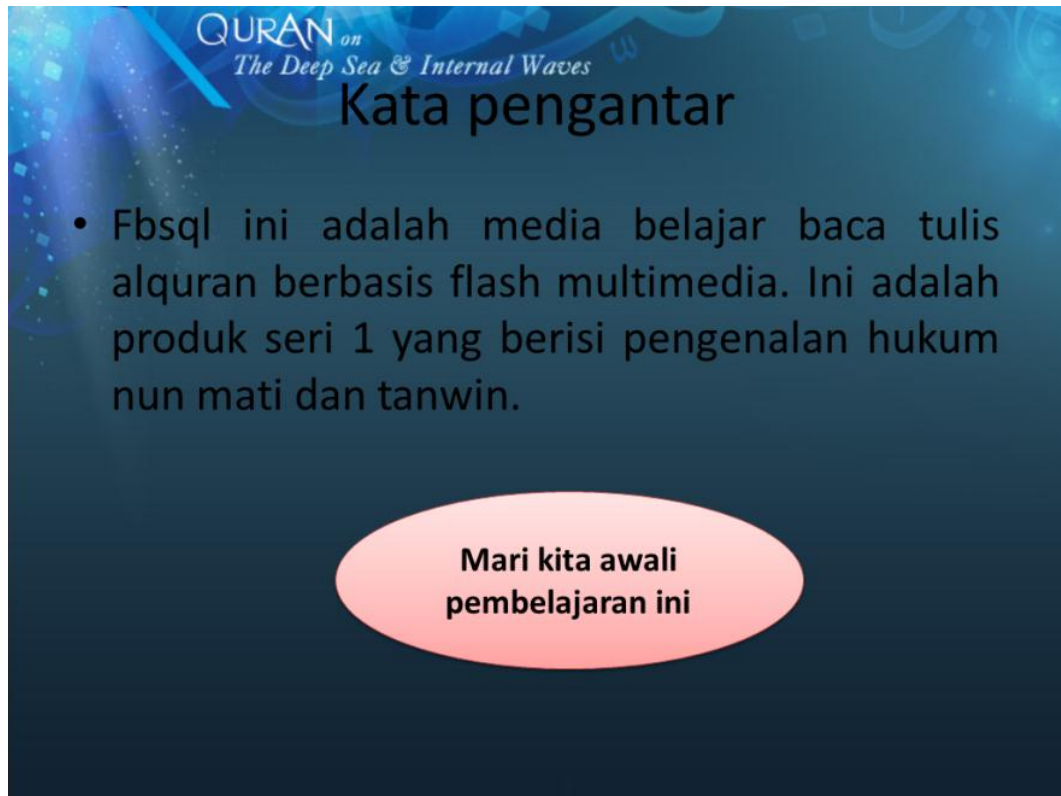
FBSQL (Flash Based Sahlan Quranic Literacy) is a multimedia based product, which combines audio and visual as a reference in the study. In first view, FBSQL show the cover of the product.

**Picture 4.1 Background Of Product**



Then after clicked once, it will go to the second view, namely the introduction of that product which discusses the law of nun sukun and tanwin.

**Picture 4.2 Introduction Of Product**



After clicked once, then to the third view with the audio transition effects in the form of wind and towards the choice of material to be studied.

Picture 4.3 The Choice Of Material In The Product



After this display, teachers are free to choose the material that will be taught by clicking on the button labeled click here. And will directly to the materials that will be delivered. because the material there are 5 parts idzhar, iklab, idghom bighunnah, idghom bilaghunnah, and ikfa ', and based on the allocation time that already formed, the researchers divided each material into one meeting and for ikhfa and iklab in the one meeting in the second meeting because the first meeting is pretest.

**1) The second meeting.**

At this meeting, the researcher explained first idzhar material and second iklab material. So when researchers choose column view option (*klik disini*) idzhar section.

**Picture 4.4 Idzhar Material Page 1 In The Product**



The interface consists about letters of idzhar and its example. There are icon (*klik untuk pengertian*) and icon (*klik*) to listen an audio example of the law of reading idzhar and icon (*kembali keawal*) to go back to menu option 5 readings of existing the law on third view. If we choose to click the icon (*klik untuk pengertian*) it will view understanding of idzhar.

Picture 4.5 Idzhar Material Page 2 In The Product



There are two icons that are (*klik untuk baca*) and (*klik untuk keluar*). If we choose (*klik untuk baca*), there will be an audio that reading of the idzhar definition . If we choose (*klik untuk keluar*), then we will go back to the previous view that are the idzhar material. Next the researcher explained iklab material. So when researchers choose column view option (*klik disini*) iklab section.

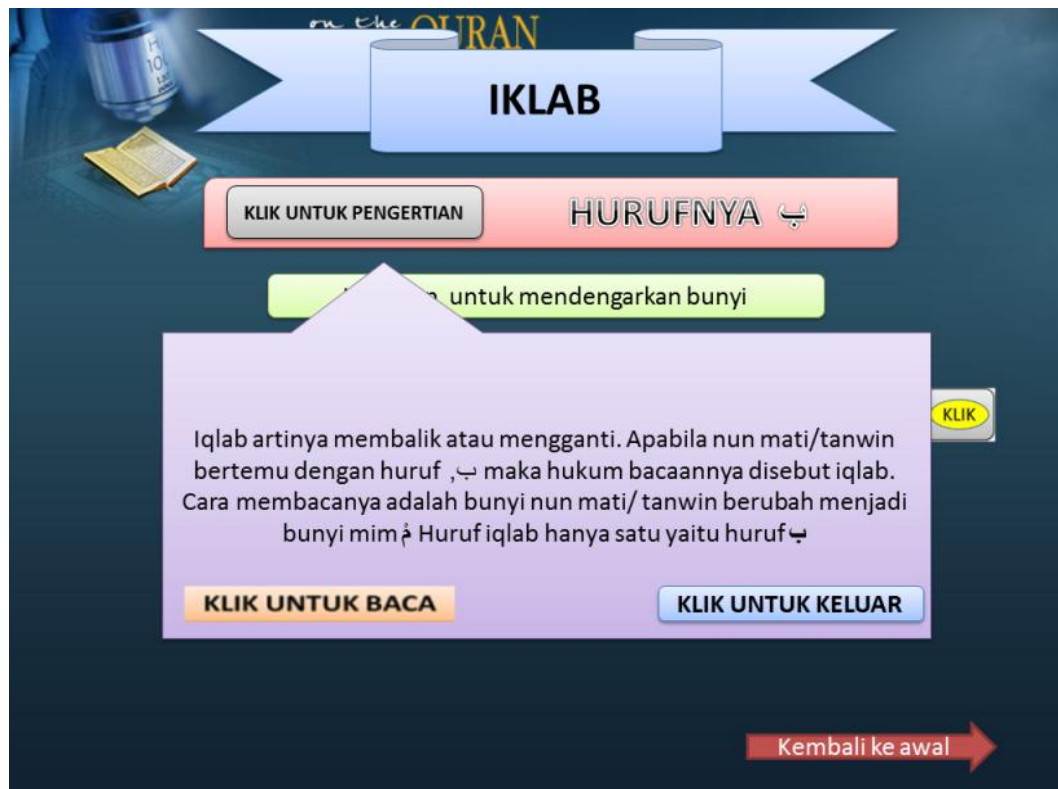
Picture 4.6 Iklab Material Page 1 In The Product



The interface consists about letters of iklab and its example. There are icon (*klik untuk pengertian*), and icon (*klik*) to listen an audio example of the law of reading iklab and icon (*kembali keawal*) to go back to menu option 5 readings of existing the law in third view. If we choose to click the icon *klik untuk pengertian* it will view understanding of iklab.



**Picture 4.7 Iqlab Material Page 2 In The Product**



There are two icons that are (*klik untuk baca*) and (*klik untuk keluar*). If we choose (*klik untuk baca*), there will be an audio that reading of the iqlab definition . If we choose (*klik untuk keluar*), then we will go back to the previous view that are the iqlab material.

## 2) Third Meeting.

At this meeting, the researcher explained idghom bighunnah. So when researchers choose column view option (*klik disini*) idghom bighunnah. section. The interface consists about letters of idghom bighunnah and its example. There are icon (*klik untuk*

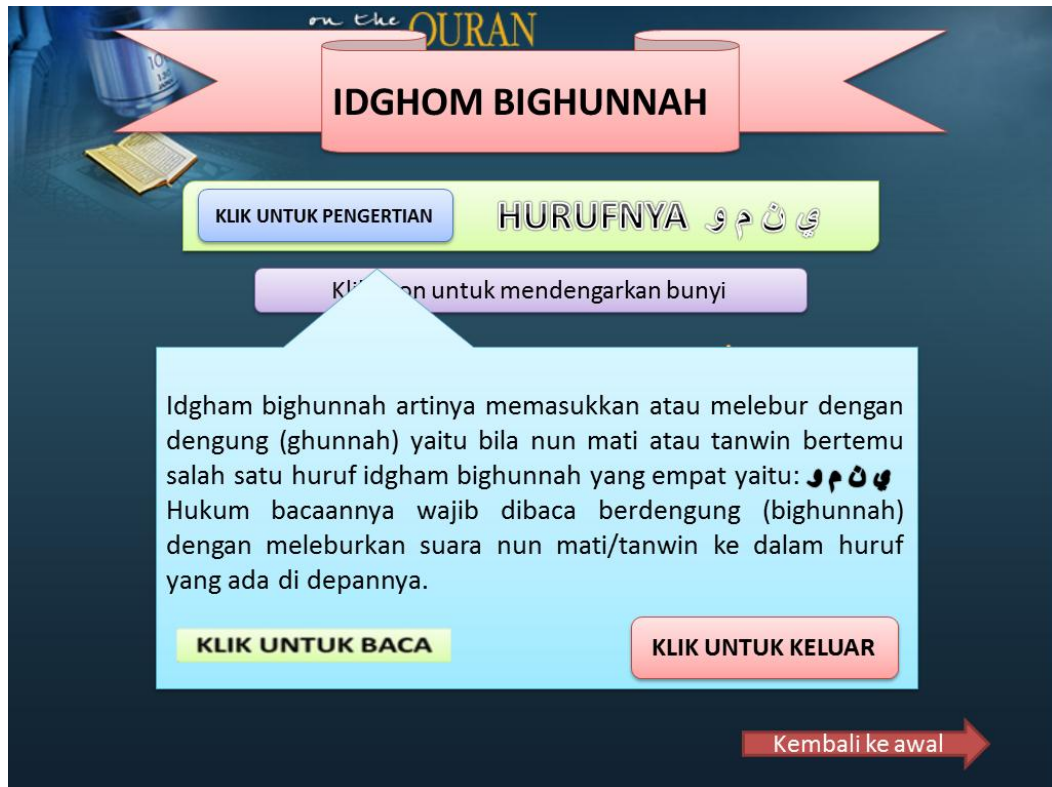
*pengertian*), and icon (*klik*) to listen an audio example of the law of reading idghom bighunnah and icon (*kembali keawal*) to go back to menu option 5 readings of existing the law in third view.

**Picture 4.8 Idghom Bighunnah Material Page 1 In The Product**



If we choose to click the icon (*klik untuk pengertian*) it will view understanding of idghom bighunnah

**Picture 4.9 Idghom Bighunnah Material Page 2 In The Product**



There are two icons that are (*klik untuk baca*) and (*klik untuk keluar*). If we choose (*klik untuk baca*), there will be an audio that reading of the idghom bighunnah definition . If we choose to (*klik untuk keluar*), then we will go back to the previous view that are the idghom bighunnah material.

### 3) Fourth Meeting

At this meeting, the researcher explained idghom bilaghunnah. So when researchers choose column view option (*klik disini*) idghom bilaghunnah. section. The interface consists about

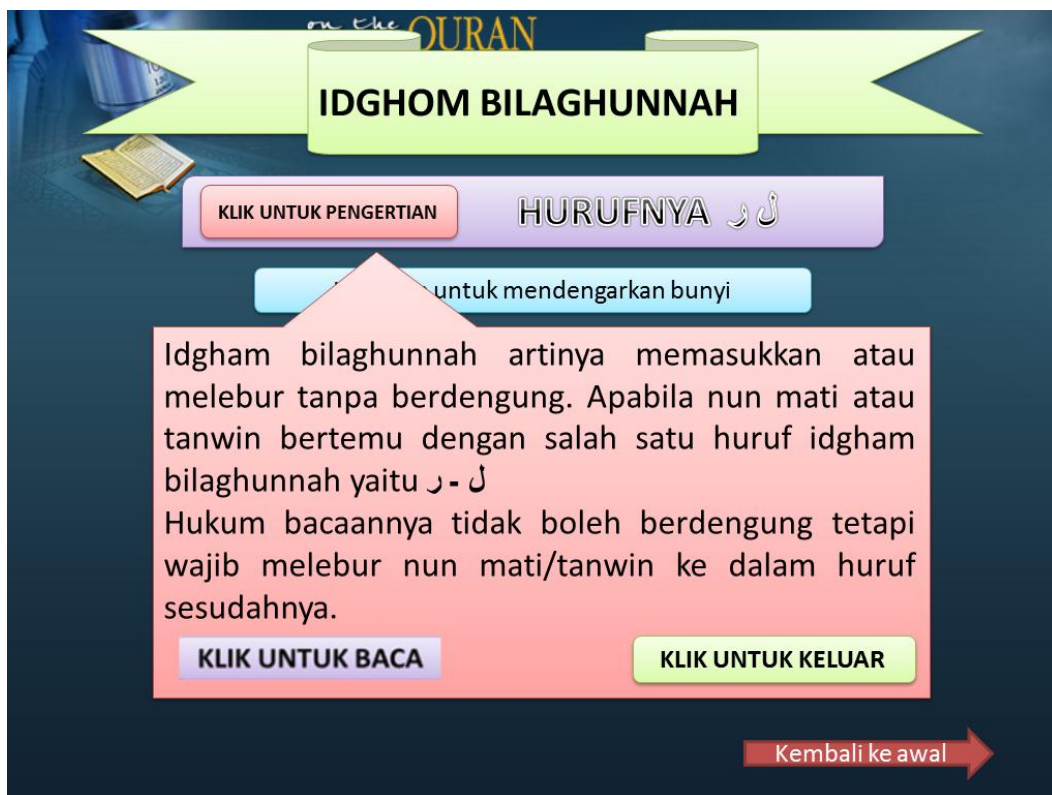
letters of idghom bilaghunnah and its example. There are icon (*klik untuk pengertian*,) and icon (*klik*) to listen an audio example of the law of reading idghom bilaghunnah and icon (*kembali keawal*) to go back to menu option 5 readings of existing the law in third view.

**Picture 4.10 Idghom Bilaghunnah Material Page 1 In The Product**



If we choose to click the icon (*klik untuk pengertian*) it will view understanding of idghom bilaghunnah

Picture 4.11 Idghom Bilaghunnah Material Page 2 In The Product



There are two icons that are (*klik untuk baca*) and (*klik untuk keluar*). If we choose (*klik untuk baca*), there will be an audio that reading of the idghom bilaghunnah definition . If we choose (*klik untuk keluar*), then we will go back to the previous view that are the idghom bilaghunnah material.

#### 4) Fifth Meeting

At this meeting, the researcher explained ikfa'. So when researchers choose column view option (*klik disini*) ikfa'. section. The interface consists about letters of ikfa' and its example. There

are icon (*klik untuk pengertian*), and icon (*klik*) to listen an audio example of the law of reading ikfa' and icon (*kembali keawal*) to go back to menu option 5 readings of existing the law in third view.

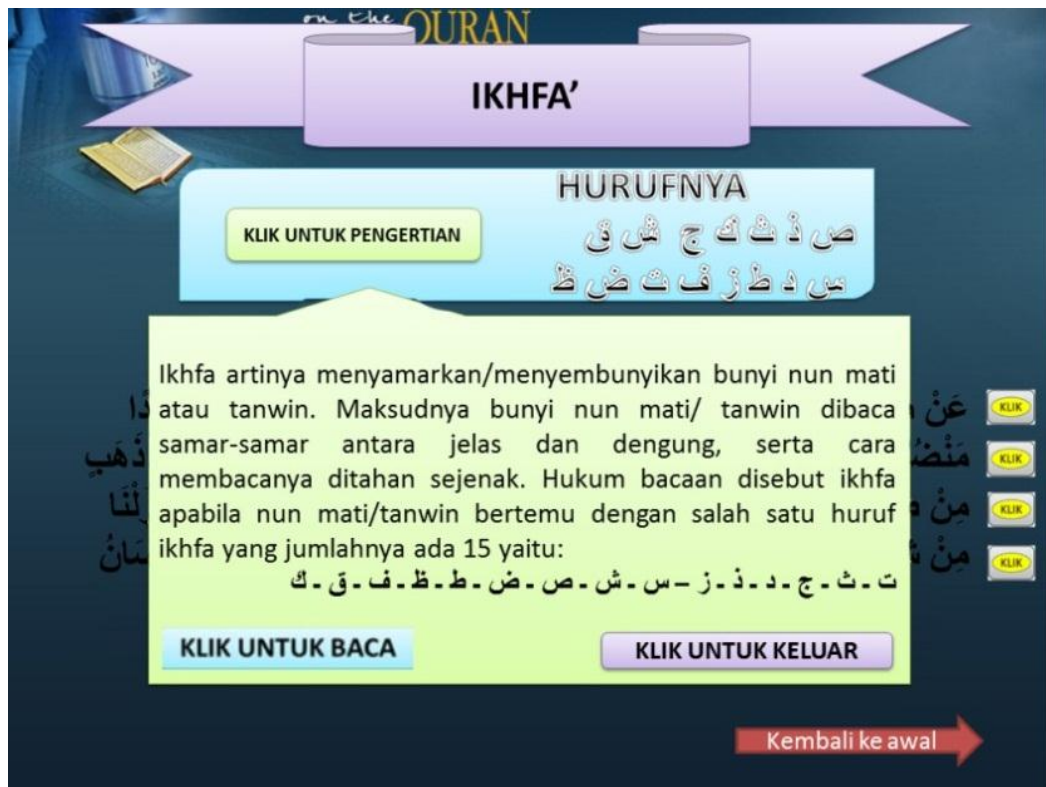
**Picture 4.12 Ikfa' Material Page 1 In The Product**



If we choose to click the icon (*klik untuk pengertian*) it will view understanding of ikfa'.



Picture 4.13 Ikfa' Material Page 2 In The Product



There are two icons that are (*klik untuk baca*) and (*klik untuk keluar*). If we choose *klik untuk baca*, there will be an audio that reading of the ikfa' definition . If we choose to (*klik untuk keluar*), then we will go back to the previous view that are ikfa' material.

#### 4. Development of learning activities.

Learning activities meant that target activity or basic competence which had been developed previously can be achieved. Learning activities will performed include the design of materials and test questions.

**a. Test Item.**

Here will be explained question tests that will be used to measure student understanding before the FBSQL products in use and the question will also be used to measure students' understanding after the product FBSQL taught. in the form of the question, there are two types of question.

The first type that students will listen question will be read by the teacher and will write their answers in the answer sheet. The second question is question form of reading, students will read some examples of sentences and required in accordance with the rules correctly. between the first type of question that is a question will be read as follows:

1. قَوْمٍ هَادٍ (20)
2. مِنْ مَالٍ (20)
3. مِنْ لَدُنْهُ (20)
4. أَنْزَلْنَا (20)
5. مِنْ بَعْدِ (20)

Systematics Assessment of this test is:

- Errors in the writing of the letter or form. value - 6
- Errors in the writing Tajweed. value - 6
- Errors in the writing mad. value - 6



The second series of question, that is questions that will be read by students to measure their understanding in writing of the Quran. The question following is :

1. (25) كَمْ أَهْلَكْنَا مِنْ قَبْلِهِمْ مِّنْ قَرْنٍ
2. (25) نُمَكِّن لَّكُمْ وَأَرْسَلْنَا السَّمَاءَ
3. (25) وَأَنْشَأْنَا مِنْ بَعْدِهِمْ قَرْنًا آخَرِينَ
4. (25) إِنَّ هَذَا إِلَّا سِحْرٌ مُّبِينٌ

Systematics Assessment of this test is:

- Errors in pronunciation of the letter or form. value - 8
- Errors in pronunciation in Tajweed. value - 8
- Errors in pronunciation in mad. value - 8

## CHAPTER V

### DATA ANALYSIS AND DATA VALIDATION.

Data Analysis and Data Validation, containing assessment and response, from the matter experts, media experts, teachers in the study, and 10 students, and in this chapter also explain about the comparison between pretest and posttest to measure or to know the improvement of Quranic literacy in the application of FBSQL to the elderly. in the assessment and response, from the matter experts, media experts, teachers in the study, and 10 students, the presentation of the data derived from quantitative and qualitative data. Quantitative data obtained by researchers from the questionnaire given to the matter experts, media specialists and teachers in the study, then given to assessment. While the qualitative data obtained from the responses, objections and comments from the experts.

#### **A. Results Of Assessment and Response From Experts, Teacher and Students.**

Here will present data obtained from the matter experts, media experts, teachers in the study, and 10 students.

##### **1. Results of assessment and response from material expert**

Here researchers will present data obtained from material expert represented by Dr. H.M. Aunul Hakim M.H. on 26 May 2014. The data is in the form of quantitative and qualitative data.

###### **a. Quantitative data**

Quantitative data obtained from the questionnaire as follows in

table 5.1

**table 5.1 The Answers of Questioner from Material Expert**

variables	$x$	$xi$
- Alignment between the content material with the learning objectives.	4	4
- Alignment between learning description with the character of the material.	3	4
- The learning assessment objectivity	3	4
- Clarity of explanation in learning materials.	4	4
- The validity of the scientific content.	4	4
- Suitability of reference, which is used with the realm of science.	4	4
- Accuracy in giving explanations and examples in form of writing.	4	4
- Accuracy in giving explanations and examples in the form of audio.	4	4
Total number	30	32

Data obtained from the questionnaire can be described as follows:

- Alignment between the content material to the learning objectives said very appropriate.
- Alignment between the description of learning the character of the material is said appropriate.
- Form of objectivity assessment of learning, said appropriate.
- Clarity of explanation in learning the material said very appropriate.

- Content validity of science said very appropriate.
- Suitability references used by the scientific realm said very appropriate.
- Accuracy in giving explanations and examples of writing said very appropriate.
- Accuracy in giving explanations and examples of sounding said very appropriate.

From the results of the questionnaire the researchers used a formula to calculate that:

$$P = \frac{\sum x}{\sum xi} x 100\%$$

$$P = \frac{30}{32} x 100\%$$

$$P = 0,9375 x 100\%$$

$$P = 93,75\%$$

Based on Percentage level of validity of results in table 5.2

**Table 5.2 Percentage Level of Validity Level**

Percentage	Validity level	Result
80 – 100	Valid	Not Require Revision

60 – 79	Quite valid	Not Require Revision
40 – 59	Less valid	Partial Revision
0 - 39	Invalid	Need Revision

It seen from the results of the percentage of the categories included in the table and validity levels. Base on it, 93,75% include in valid factor in validity level. It can be said that this product Not Require Revision.

b. Qualitative Data

The qualitative data obtained from the responses, objections and comments from expert material, namely Dr. H.M. Aunul Hakim M.H. And the response of the material expert, stated that, FBSQL products (Flash Based Sahlan Quranic Literacy) is already good and do not require revisions to the scope of the material presented because the reference is clear and the material in accordance with the realm of science.

**2. Results of assessment and response from media experts**

Here researchers will present data obtained from media expert represented by Dr. Sugeng Listyo Prabowo, MPd. On 26 May 2014. The data is in the form of quantitative and qualitative data.

a. Quantitative data.

Quantitative data obtained from the questionnaire as follows in table 5.3

**Table 5.3 The Answers of Questioner From Media Expert.**

variables	$x$	$xi$
- The language used in the product.	4	4
- Ease of language, to be understood.	4	4
- Is a component adequate as of educational learning materials.	3	4
- Attractiveness in the making a background of the product.	3	4
- Audio Clarity in explaining the material.	4	4
- Clarity of writing material.	2	4
- Feasibility in the use of writing illustrations effect.	4	4
- Feasibility in the use of audio illustration effect.	4	4
Total number	28	32

Data obtained from the questionnaire can be described as follows:

- The language used in the product said to be very good. Ease of language to understand said very good.
- Components of the educational learning materials said good or appropriate.

- The attractiveness in making the background of the product, said good.
- Audio clarity in explaining the material said very good.
- Clarity in the writing of the material said quite good.
- Feasibility of the use of writings effect illustrations said very good.
- Feasibility of the use of audios effect illustrations said very good.

From the results of the questionnaire the researchers used a formula to calculate that:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

$$P = \frac{28}{32} \times 100\%$$

$$P = 0,875 \times 100\%$$

$$P = 87,5\%$$

Based on Percentage level of validity of results in table 5.2 it seen from the results of the percentage of the categories included in the table and validity levels. Base on it, 87,5% include in valid factor in validity level. It can be said that this product Not Require Revision.

b. Qualitative Data

The qualitative data obtained from the responses, objections and comments from expert material that Dr. Sugeng Listyo Prabowo, MPd.. And the response of the material expert, stated that, FBSQL (Flash Based Sahlan Quranic Literacy) products still has a bit of a shortage. Among them are:

1. Need Explanations about the purpose of product.
2. At the second is the introduction. Posts from FBSQL typed in lower case which should be typed in capital letters and also needs to be explained stands for.
3. At the options of choosing subject matter, writing material choices, such as Idzhar, Iklab, Idghom, and Ikfa 'written in small letters and capital letters replaced with a more bold.
4. At ikfa material ', an explanation letter from ikfa' is not very clear and should be replaced with a more vivid color. Then display examples of legal writing is less interesting reading so it needs to be replaced with a clear and attractive colors.

### **3. Results of assessment and response from Teacher.**

Here researchers will present data obtained from Teacher of the material represented by Ustadz Firman S. Hum. on 27 May 2014 . The data is in the form of quantitative and qualitative data.

- a. Quantitative data



Quantitative data obtained from the questionnaire as follows in

table 5.4

**Table 5.4 The Answers of Questioner From Teacher.**

variables	$x$	$xi$
- The language used in the product.	4	4
- Ease of language, to be understood.	4	4
- Is a component adequate as of educational learning materials.	3	4
- Attractiveness in the making a background of the product.	3	4
- Audio Clarity in explaining the material.	4	4
- Clarity of writing material.	4	4
- Feasibility in the use of writing illustrations effect.	4	4
- Feasibility in the use of audio illustration effect.	4	4
- Alignment between the content material with the learning objectives.	3	4
- Alignment between learning description with the character of the material.	3	4
- The learning assessment objectivity	3	4
- Clarity of explanation in learning materials.	4	4
- The validity of the scientific content.	4	4
- Suitability of reference, which is used with the realm of science.	4	4
- Accuracy in giving explanations and examples in form of writing.	4	4
- Accuracy in giving explanations and examples in the form of audio.	4	4
Total number	59	64

Data obtained from the questionnaire can be described as follows:

- The language used in the product said to be very good. Ease of language to understand said very good or well.
- Components of the educational learning materials said to be good or appropriate.
- The attractiveness in making the background of the product, said good.
- Audio clarity in explaining the material said very good or well.
- Clarity in the writing of the material said very good or well.
- Feasibility of the use of writings effect illustrations said very good or well.
- Feasibility of the use of audios effect illustrations said very good or well.
- Alignment between the content material to the learning objectives said appropriate.
- Alignment between the descriptions of learning the character of the material is said appropriate.
- Form of objectivity assessment of learning, said appropriate.
- Clarity of explanation in learning the material said very appropriate.
- Content validity of science said very appropriate.
- Suitability references used by the scientific realm said very appropriate.

- Accuracy in giving explanations and examples of writing said very appropriate.
- Accuracy in giving explanations and examples of sounding said very appropriate.

From the results of the questionnaire the researchers used a formula to calculate that:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

$$P = \frac{59}{64} \times 100\%$$

$$P = 0,921 \times 100\%$$

$$P = 92,1\%$$

Based on Percentage level of validity of results in table 5.2 It seen from the results of the percentage of the categories included in the table and validity levels. Base on it, 92,1% include in valid factor in validity level. It can be said that this product Not Require Revision.

#### b. Qualitative Data

The qualitative data obtained from the responses, objections and comments from teachers that Ustadz Firman S. Hum .. And the response of the material expert, stated that, the product FBSQL (Flash Based Sahlan Quranic Literacy) still has a bit of a shortage. Among them are:

1. The view and understanding of 5 kinds of law feels less compacted contents, media experts writing in asking for larger and trimmed.
2. Products are already attractive, just adding back sound at the beginning of the display to accompany a speaker who will explain the product.

**d. Results of assessment and response from Students.**

Here researchers will present data obtained from Students of the material represented by ten students on 28 May 2014. The data is in the form of quantitative and qualitative data.

**c. Quantitative data**

Quantitative data obtained from the questionnaire as follows in table 5.5

TABLE 5.5 : THE ANSWER OF QUESTIONER FROM STUDENTS

variables	Value										$x$	$x_i$	
	$x_1$	$x_2$	$x_3$	$x_4$	$x_5$	$x_6$	$x_7$	$x_8$	$x_9$	$x_{10}$			
This product can facilitate my learning.	4	4	4	4	4	4	4	4	4	4	4	4	4
This product can give my enthusiasn in learning.	4	4	3	4	4	3	4	3	3	4	4	3,6	4
I easily understand the lessons in this product.	4	3	4	3	3	3	3	3	4	4	4	3,4	4
The font and its size, easy I read.	3	3	3	3	3	3	3	3	3	3	3	3	4
The display in this product is interesting.	4	4	4	4	4	4	4	4	4	4	4	4	4
Language in this product, I easily understood.	3	3	3	3	3	3	4	3	3	4	4	3,2	4
Questions in this product is easy to understand.	4	4	4	4	4	4	4	3	4	4	4	3,9	4
This product, allows me to socialize.	4	4	4	4	4	4	4	3	3	4	4	3,8	4
Total number											28,9	36	

Data obtained from the questionnaire can be described as follows:

- This product can facilitate my learning. Said Very appropriate
- This product can give my enthusiasm in learning. Said appropriate
- I easily understand the lessons in this product. Said appropriate
- The font and its size, easy I read. Said appropriate
- The display in this product is interesting. Said Very appropriate
- Language in this product, I easily understood. Said appropriate
- Questions in this product is easy to understand. Said appropriate
- This product, allows me to socialize. Said appropriate

From the results of the questionnaire the researchers used a formula to calculate that:

$$P = \frac{\sum x}{\sum xi} x 100\%$$

$$P = \frac{28,9}{36} x 100\%$$

$$P = 0,802 x 100\%$$

$$P = 80,2\%$$

Based on Percentage level of validity of results, It seen from the results of the percentage of the categories included in the table and

validity levels. Base on it, 80,2% include in valid factor in validity level. It can be said that this product Not Require Revision.

d. Qualitative Data

The qualitative data obtained from the responses, objections and comments from students stated that, FBSQL (Flash Based Sahlan Quranic Literacy) products is already good and do not require revisions

**B. Revision of the development.**

Revised result of this development is the follow up of the results of quantitative and qualitative data received by the researchers of the material experts, media expert and subject teachers.

1. Revision from Material Experts on 30 May 2014

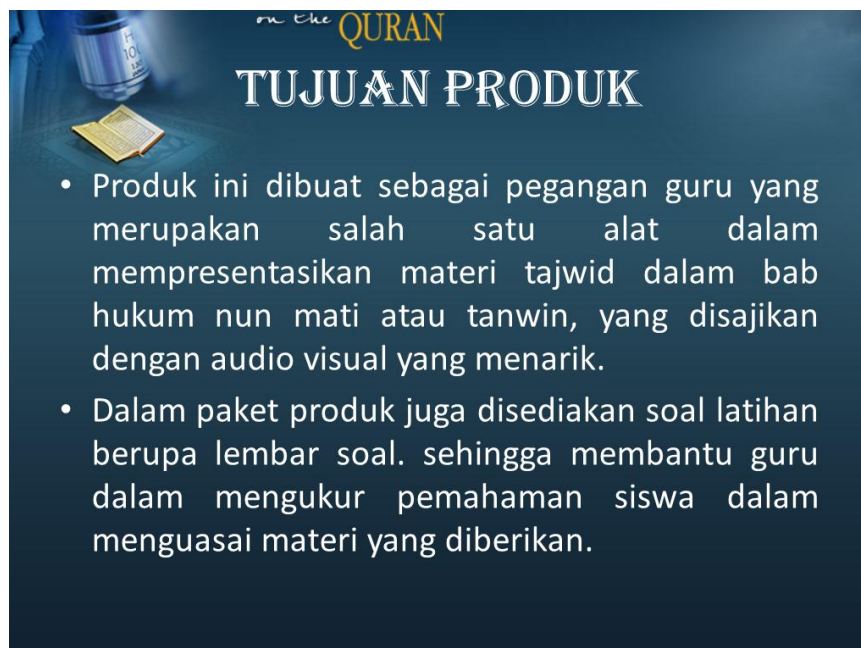
As experts in this matter is Dr. H.M. Aunul Hakim M.H. He argues that the material content of the product is good and appropriate to the learning objectives, content validity of science, objectivity and conformity assessment references and so forth. It can be concluded that it is appropriate FBSQL product and no longer needs to be repaired in the field of material.

2. Revision from Media Experts on 30 May 2014.

As a media expert in this case is Dr. Sugeng Listyo prabowo. MPd. He commented that the language in this product is easy to understand and in accordance with EYD, a component of the product is good, the audio clarity is good, just a few that should be improved are:

- a. Clarity in the writing material.
  1. Need Explanations about the purpose of product.

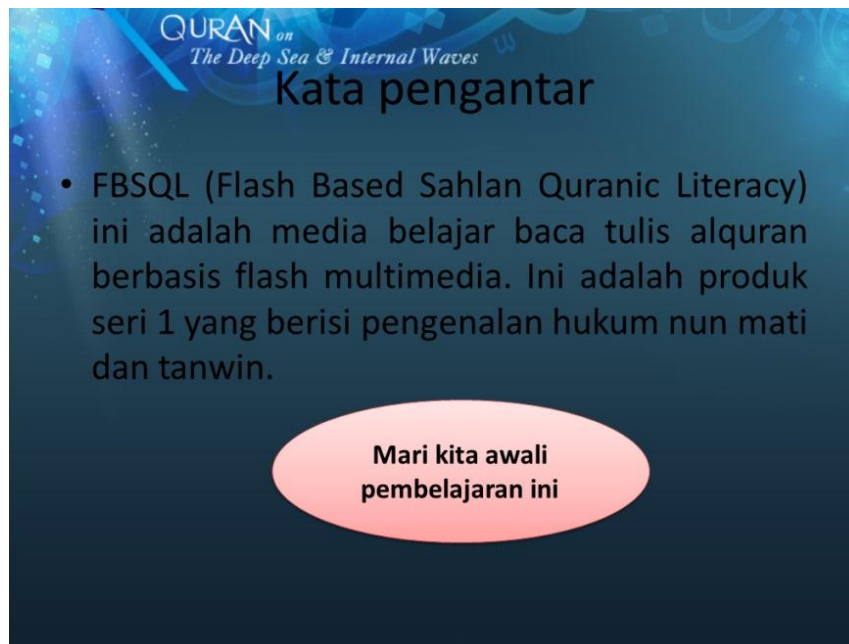
### Picture 5.1 Purpose Of Product



2. The second view is the preface. Posts from FBSQL typed in lower case which should be typed in capital letters and also needs to be explained stands for. Thus, researchers change the look Fbsql into FBSQL (Flash Based Sahlan Quranic Literacy). As follows:

### Picture 5.2 Introduction Of Product After revision





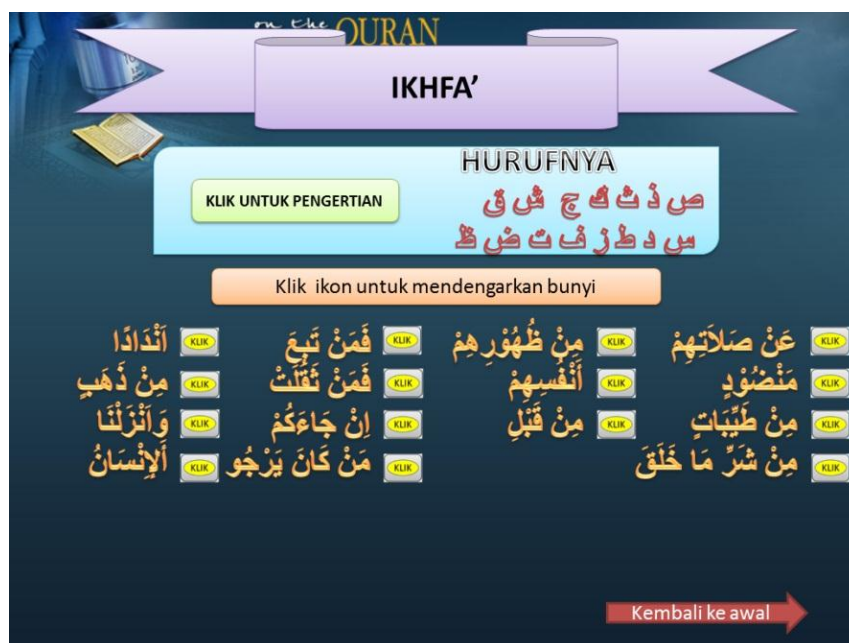
2. The display options to choose subject matter. Writing choice of materials such as Idzhar, Iklab, Idghom, and Ikfa 'written in small letters and capital letters replaced with a more bold.

**Picture 5.3 The Choice Of Material In The Product After Revision**



3. On, the display material ikfa', an explanation letter from ikfa' is not very clear and should be replaced with a more vivid color. Then display examples of legal writing is less interesting reading that needs to be replaced with a clear and attractive colors.

**Picture 5.4 Ikfa' Material Page 1 In The Product After Revision**



3. Revision from Teacher on 1<sup>st</sup> June 2014.

As Teacher is Ustdz. Firman. S. Hum. He argues that the material content of the product is good and appropriate to the learning objectives, content validity scholarly, and reference and objectivity conformity assessment of problems and so forth. Also when viewed from the point of learning media,

- a. In view of idzhar and iklab understanding, it feels less compacted, the teacher asked for writing enlarged and tidied up.

Before Revision:

**Picture 5.5 Idzhar Material Page 1 In The Product After Revision**

on the QURAN

**IDZHAR (JELAS)**

Idhar artinya jelas atau terang. Apabila ada nun mati/tanwin / نْ نَ نٍ bertemu dengan salah satu huruf halqi hukum bacaannya disebut idhar.

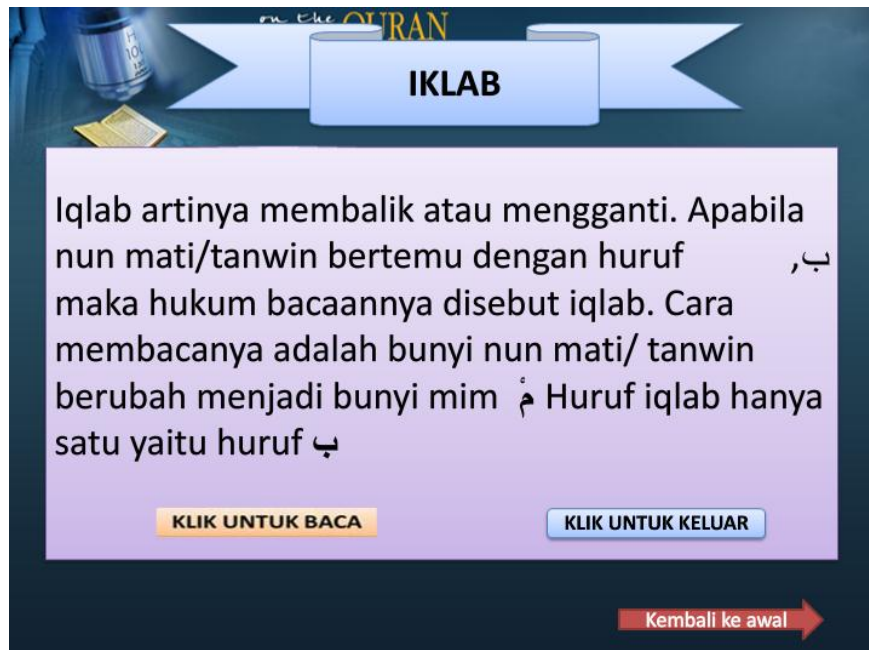
Huruf-huruf halqi itu ada enam yaitu:

ا ح خ ع غ هـ

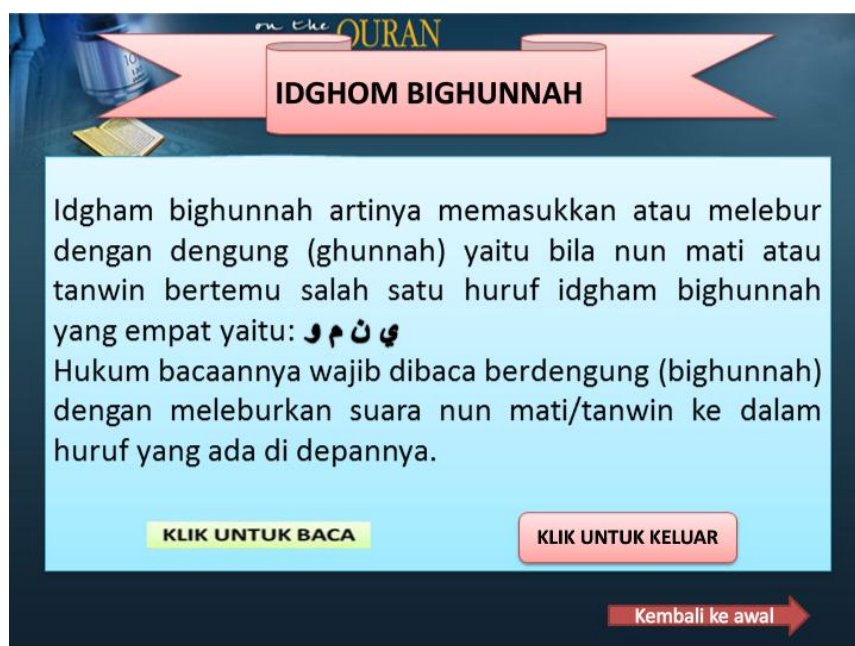
KLIK UNTUK BACA

KLIK UNTUK KELUAR

Picture 5.6 Iqlab Material Page 1 In The Product After Revision



Picture 5.7 Idghom Bighunnah Material Page 1 In The Product After Revision



**Picture 5.8 Idghom Bilaghunnah Material Page 1 In The Product After Revision**

on the QURAN

## IDGHOM BILAGHUNNAH

KLIK UNTUK PENGERTIAN HURUFNYA ل - ر

Idgham bilaghunnah artinya memasukkan atau melebur tanpa berdentung. Apabila nun mati atau tanwin bertemu dengan salah satu huruf idgham bilaghunnah yaitu ل - ر Hukum bacaannya tidak boleh berdentung tetapi wajib melebur nun mati/tanwin ke dalam huruf sesudahnya.

KLIK UNTUK BACA KLIK UNTUK KELUAR

Kembali ke awal

**Picture 5.9 Ikfa Material Page 1 In The Product After Revision**

on the QURAN

## IKHFA'

KLIK UNTUK BACA

Ikhfa artinya menyamarkan/menyembunyikan bunyi nun mati atau tanwin. Maksudnya bunyi nun mati/ tanwin dibaca samar-samar antara jelas dan dengung, serta cara membacanya ditahan sejenak. Hukum bacaan disebut ikhfa apabila nun mati/tanwin bertemu dengan salah satu huruf ikhfa yang jumlahnya ada 15 yaitu:

ت - ث - ج - د - ذ - ز - س - ش - ص - ض - ط - ظ - ف - ق - ك

KLIK UNTUK BACA KLIK UNTUK KELUAR

Kembali ke awal



- b. This product has been interesting just adding back sound to accompany the display at the beginning of the presenters, who will explain the product. Then the researchers added back sound the first appearance is to be a rebound back sound motivational music played by a music group that kitaro dance of Sarasvati when clicked once.

**Picture 5.10 New Background Of Product With Audio Icon**



### **C. The comparison between pretest and posttest.**

#### **1. Implementation and result of pretest.**

- a. The Implementation of Pretest.

Here, the pretest was conducted on .2<sup>nd</sup> June 2014. At this stage the students elderly, were ordered to work on the form of matter that is a matter of listening and reading. Handing the a matter, in the form of listening, is intended to allow researchers to measure their

understanding in writing the Quran, while for about reading, is intended to allow researchers to measure their understanding in reading the Quran. The process of pre-test was carried out for 2 hour lesson or about 60 minutes.

b. The results of the pretest.

The results of the pretest are presented in table 5.6

**Table 5.6 The Results of The Pretest**

<b>Number</b>	<b>Names</b>	<b>Listening Test Value</b>	<b>Reading Test Value</b>
<b>1</b>	<b>Kuntia</b>	<b>48</b>	<b>68</b>
<b>2</b>	<b>Ramini</b>	<b>94</b>	<b>60</b>
<b>3</b>	<b>Sarina</b>	<b>64</b>	<b>68</b>
<b>4</b>	<b>Meseni</b>	<b>88</b>	<b>84</b>
<b>5</b>	<b>Satuna</b>	<b>64</b>	<b>60</b>
<b>6</b>	<b>Satupa</b>	<b>82</b>	<b>66</b>
<b>7</b>	<b>Kasti</b>	<b>70</b>	<b>66</b>
<b>8</b>	<b>Rupiati</b>	<b>46</b>	<b>60</b>
<b>9</b>	<b>Satuna 2</b>	<b>46</b>	<b>60</b>
<b>10</b>	<b>Riyati</b>	<b>44</b>	<b>68</b>
<b>11</b>	<b>Mutmainnah</b>	<b>88</b>	<b>82</b>
<b>12</b>	<b>Supinah</b>	<b>68</b>	<b>60</b>
<b>13</b>	<b>Ramini</b>	<b>82</b>	<b>92</b>
<b>14</b>	<b>Karsumi</b>	<b>76</b>	<b>76</b>
<b>15</b>	<b>Jaenab</b>	<b>64</b>	<b>68</b>
<b>16</b>	<b>Riama</b>	<b>64</b>	<b>60</b>
<b>17</b>	<b>Yatemi</b>	<b>82</b>	<b>84</b>
<b>18</b>	<b>Lusiana</b>	<b>48</b>	<b>60</b>
<b>19</b>	<b>Suminah</b>	<b>70</b>	<b>68</b>
<b>20</b>	<b>Tatik</b>	<b>94</b>	<b>92</b>
<b>Total Average Value</b>		<b>69,18</b>	<b>70,94</b>
<b>The Highest Value</b>		<b>94</b>	<b>92</b>
<b>The Lowest Value</b>		<b>44</b>	<b>60</b>

From the results of the pretest, showed that the average number of values, from the matter listening is 69,18 and the average of reading matter is 70,94 while the highest value obtained from the students in listening is 94 and reading is 92 and the lowest value obtained in listening is 44 and reading is 60.

## **2. Implementation and result of posttest.**

### **a. The Implementation of Posttest.**

Here, the posttest was conducted on 7<sup>th</sup> June 2014. At this stage the students elderly, were ordered to work on the form of matter that is a matter of listening and reading. Handing the a matter, in the form of listening, is intended to allow researchers to measure their understanding in writing the Quran after the FBSQL product has been implemented, while for about reading, is intended to allow researchers to measure their understanding in reading the Quran after the FBSQL product has been implemented too. The process of pre-test was carried out for 2 hour lesson or about 60 minutes.

### **b. The results of the posttest.**

The results of the pretest are presented in table 5.7

**Table 5.7 The Results of The Posttest**

<b>Number</b>	<b>Names</b>	<b>Listening Test Value</b>	<b>Reading Test Value</b>
<b>1</b>	<b>Kuntia</b>	<b>100</b>	<b>92</b>



2	<b>Ramini</b>	<b>100</b>	<b>92</b>
3	<b>Sarina</b>	<b>100</b>	<b>84</b>
4	<b>Meseni</b>	<b>100</b>	<b>100</b>
5	<b>Satuna</b>	<b>100</b>	<b>92</b>
6	<b>Satupa</b>	<b>100</b>	<b>100</b>
7	<b>Kasti</b>	<b>100</b>	<b>92</b>
8	<b>Rupiati</b>	<b>94</b>	<b>84</b>
9	<b>Satuna 2</b>	<b>100</b>	<b>92</b>
10	<b>Riyati</b>	<b>100</b>	<b>84</b>
11	<b>Mutmainnah</b>	<b>100</b>	<b>100</b>
12	<b>Supinah</b>	<b>94</b>	<b>92</b>
13	<b>Ramini</b>	<b>94</b>	<b>100</b>
14	<b>Karsumi</b>	<b>100</b>	<b>92</b>
15	<b>Jaenab</b>	<b>100</b>	<b>92</b>
16	<b>Riama</b>	<b>100</b>	<b>92</b>
17	<b>Yatemi</b>	<b>100</b>	<b>100</b>
18	<b>Lusiana</b>	<b>88</b>	<b>92</b>
19	<b>Suminah</b>	<b>88</b>	<b>92</b>
20	<b>Tatik</b>	<b>100</b>	<b>100</b>
<b>Total Average Value</b>		<b>97,9</b>	<b>93,2</b>
<b>The Highest Value</b>		<b>100</b>	<b>100</b>
<b>The Lowest Value</b>		<b>88</b>	<b>84</b>

From the results of these test, shows that the average number of values from the matter listening is 97,7 and the average from the reading matter is 93,2 while the highest value obtained from the students in listening is 100 and reading is 100 and the lowest value obtained in reading is 88 and listening is 84.

From the results of these posttest known that the students who were 20 had an average test listening 97,7 and when compared with the results of pre-test, the results from the posttest increased rapidly from the pretest value 69,18 to be 97,7 this shows FBSQL effective products to improve the understanding the Quran written for seniors.

From the results of posttest is also known that the students who were 20 had an average test Reading 93,2 and when compared with the results of pre-test. The results from the posttest increased rapidly from the pretest value 70,94 to be 93,2 this shows FBSQL effective products to improve reading understanding in the Quran for seniors.

## CHAPTER VI

### CONCLUSION AND SUGGESTIONS.

#### A. Conclusion

Conclusions of this study is, after allowing for this study,

1. Establishment fbsql product as one of the tools of learning, in the quranic literacy, which pass through several stages such as assessment tests that matter experts, media and subject teachers, and students.
2. The elderly in a sholawat nariyah foundation can develop the knowledge of literacy, especially in the writing of the quran using FBSQL seen from their increasing average values of the pre-test 69,18 Become the posttest 97,7.
3. The elderly in a sholawat nariyah foundation can develop the knowledge of literacy, especially in the reading of the quran using FBSQL seen from their increasing average values of the pre-test 70,94 Become the posttest 93,2.

#### B. Suggestions.

There are some suggestions for the purposes of product utilization and for product dissemination.

1. Suggestions for the purposes of product utilization.
  - a. As an alternative in learning,of quranic literacy.

- b. This product can be applied properly if there is guidance from the teacher.
2. Suggestions for product dissemination.
- a. This product can be used for individual learning and can also be used for group learning.
  - b. This product can be used to wider subjects.

Criticisms and suggestions from readers very necessary for the progress and perfection of further research and the next product development.









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#### EVIDENCE OF CONSULTATION

Name : Sahlan Nur Shodiq  
Number of Students : 10110168  
Faculty/ Program : FITK/ Islamic Education  
Advisor : Dr. H. Sugeng Listyo Prabowo, M.Pd.  
Title of Thesis : The Application of Sahlan Quranic Literacy to Improve Quranic Literacy For Elderly In AMAL Bhakti Social Sholawat Nariyah Foundation In Malang City.

No.	Date of Consultation	Consultation Material	Signature
1.	November 13, 2014	Proposal Consultation	
2.	December 18, 2014	Proposal Consultation	
3.	March 27, 2014	Chapter I	
4.	April 16, 2014	Chapter II	
5.	April 25, 2014	Chapter III	
6.	April 29, 2014	Chapter III, IV	
7.	May 25, 2014	Chapter IV	
8.	June 08, 2014	Chapter V, VI	

Acknowledge by,  
Dean

  
Dr. H. Nur Ah. M.Pd  
NIP. 196504031998031002



**YAYASAN AMAL BHAKTI SOSIAL SHOLAWAT  
NARIYAH**

Jln. Kalijogo No. 107 RT. 14 RW 03 Desa pandan landung Kecamatan Wagir Kab.  
Malang Telp.(0341) 7333367 – 083834458751- 08563595155

**SURAT KETERANGAN  
TELAH MELAKUKAN PENELITIAN**

045/U/YYSSN/RET/VI/2014

Sehubungan dengan tugas penelitian untuk penyusunan skripsi yang dilaksanakan oleh mahasiswa Universitas Islam Negeri Malang. Mahasiswa yang beridentitas berikut:


Nama : Sahlan Nur Shodiq  
NIM :10110168  
Fakultas : Tarbiyah dan Keguruan  
Jurusan : Pendidikan Agama Islam  
Angkatan Tahun : 2010/2011  
Judul skripsi : The Application Of Flash Based Sahlan Quranic  
Literacy To Improve Quranic Literacy For Elderly In  
The Head Quarter Of Amal Bhakti Sosial Sholawat  
Nariyah Foundation In Malang City.

Telah melaksanakan penelitian di Yayasan ini yang berakhir pada tanggal 7 juni 2014. Demikian surat keterangan ini dibuat agar dapat digunakan seperlunya.

Malang, 8 Juni 2014

Mengetahui,

Ketua Yayasan Amal Bhakti  
Sosial Sholawat Nariyah Pusat Malang,

  
Gus Badrus Salam

**DAFTAR SANTRIWATI DI YAYASAN AMAL BHAKTI SOSIAL  
SHOLAWAT NARIYAH PUSAT.**

Nomer	Nama	Alamat
1	Kuntia	Pandan Landung RT 10
2	Ramini	Pandan Landung RT 10
3	Sarina	Pandan Landung RT 10
4	Meseni	Pandan Landung RT 10
5	Satuna	Pandan Landung RT 10
6	Satupa	Pandan Landung RT 10
7	Kasti	Pandan Landung RT 10
8	Rupiati	Pandan Landung RT 10
9	Satuna 2	Pandan Landung RT 10
10	Riyati	Pandan Landung RT 10
11	Imut/ mutmainah	Pandan Landung RT 10
12	Supinah	Pandan Landung RT 14
13	Ramini	Pandan Landung RT 14
14	Karsumi	Pandan Landung RT 14
15	Jaenab	Pandan Landung RT 14
16	Riama	Pandan Landung RT 14
17	Yatemi	Pandan Landung RT 14
18	Lusiana	Pandan Landung RT 14
19	Suminah	Pandan Landung RT 14
20	Tatik	Pandan Landung RT 14
21	Suminah pecel	Pandan Landung RT 14
22	Buati	Pandan Landung RT 14
23	Bujoko	Pandan Landung RT 14
24	Astutik	Pandan Landung RT 14
25	Kuni	Pandan Landung RT 08
26	Jamiyati	Pandan Landung RT 08
27	Puni	Pandan Landung RT 08
28	Salamah	Pandan Landung RT 08
29	Nawiyah	Pandan Landung RT 09
30	Muka	Pandan Landung RT 09



**FORM KONSULTASI PRODUK FBSQL ( FLASH BASED SAHLAN  
QURANIC LITERACY)**

1. spesifikasi produk:

a. produk multi media ini dibuat dari software Microsoft office power point 2010 dibantu dengan software I spring x64 terbaru, yang berisikan hukum bacaan nun mati atau tanwin berupa audio dan visual yang akan di ujikan kepada para manula diyayanan amal bhakti sosial sholawat nariyah pusat bertempat dimalang.

Selaku ahli materi :

Dr. H.M. Aunul Hakim M.H.

Selaku ahli Materi, Bapak diharuskan mengisi kolom questioner dan kolom tanggapan atau komentar terhadap produk SBFQL (Flash Based Sahlan Quranic Literacy).

Untuk kolom questioner, dapat diisi dengan cara mengisi kolom angka dengan 4 jenis pilihan sebagai berikut:

<b>ANGKA</b>	<b>KETERANGAN</b>
1	Sangat sesuai, sangat memadai, sangat baik
2	Sesuai, memadai, baik
3	Cukup sesuai, Cukup memadai, Cukup baik
4	Tidak sesuai, Tidak memadai, Tidak baik

**Kolom Questioner**

Jenis	Pertanyaan	Angka
Materi	- Keselarasan antara isi materi dengan tujuan pembelajaran.	4
	- Keselarasan antara deskripsi pembelajaran dengan karakter dari materi.	3
	- Bentuk objektivitas penilaian dari pembelajaran	3
	- Kejelasan penjelasan dalam materi pembelajaran.	4
	- Validitas isi keilmuan.	4
	- Kesesuaian referensi yang digunakan dengan ranah keilmuan.	4
	- Ketepatan dalam memberikan penjelasan dan contoh berupa tulisan.	4
	- Ketepatan dalam memberikan penjelasan dan contoh berupa tulisan.	4

Kolom tanggapan atau komentar terhadap produk/SFQL (Flash Sahlan Quranic Literacy).

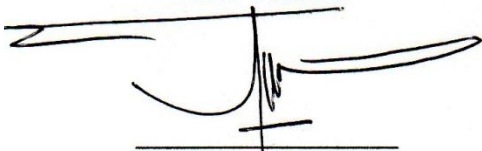
Produk SFQL memiliki sisi kreatifitas yang bagus yang berbasis referensi kitab yang mutabar .

Saran saya supaya dilanjutkan bab-bab yang lain dlm Ilmu Tajwid .

Tanggal : 26, may, 2014

Mengetahui,

Ahli Materi



Dr. H.M. Aunul Hakim M.H.

Mahasiswa



Sahlan Nur Shodiq

## QURANIC LITERACY)

### 1. spesifikasi produk:

a. produk multi media ini dibuat dari software Microsoft office power point 2010 dibantu dengan software I spring x64 terbaru, yang berisikan hukum bacaan nun mati atau tanwin berupa audio dan visual yang akan di ujikan kepada para manula diyayasan amal bhakti sosial sholawat nariyah pusat bertempat dimalang.

Selaku ahli media :

Dr. Sugeng Listyo Prabowo, M.Pd

Selaku ahli media, Bapak diharuskan mengisi kolom questioner dan kolom tanggapan atau komentar terhadap produk SBFQL (Flash Based Sahlan Quranic Literacy).

Untuk kolom questioner, dapat diisi dengan cara mengisi kolom angka dengan 4 jenis pilihan sebagai berikut:

<b>ANGKA</b>	<b>KETERANGAN</b>
1	Sangat sesuai, sangat memadai, sangat baik
2	Sesuai, memadai, baik
3	Cukup sesuai, Cukup memadai, Cukup baik
4	Tidak sesuai, Tidak memadai, Tidak baik

**Kolom Questioner**

Jenis	Pertanyaan	Angka
Media	- Bahasa yang digunakan dalam produk.	4
	- Kemudahan bahasa untuk dimengerti.	4
	- Apakah komponen dianggap memadai sebagai materi pembelajaran pendidikan.	3
	- Kemenarikan dalam membuat background dari produk.	3
	- Kejelasan audio dalam menjelaskan materi.	4
	- Kejelasan dalam penulisan materi.	2
	- Kelayakan dalam penggunaan ilustrasi efect tulisan.	4
	- Kelayakan dalam penggunaan ilustrasi efect tulisan.	4

**Kolom tanggapan atau komentar terhadap produk FBSQL (Flash Sahlan Quranic Literacy).**

1. ~~Dicantumkan~~ tujuan dari produk FBSQL
2. Pada tampilan kedua yaitu kata pengantar tulisan dari FBSQL diketik dengan huruf kecil, seharusnya diketik dengan huruf besar dan dijelaskan kepanjangannya.
3. Pada tampilan pilihan untuk memilih materi bahasan, tulisan pilihan materi seperti Idzhar, Iklab, Idghom dan Ikfa yang ditulis dengan huruf kecil, diganti dengan huruf kapital dan lebih ditebalkan.
4. Pada tampilan materi / pengertian / penjelasan ~~Ikfa~~ jenis hukum nun mati atau tanwin tidak jelas dan diganti dengan warna yang lebih jelas. kemudian tampilan tulisan contoh dari hukum bacaan Ikfa' ini kurang menarik sehingga perlu diganti dengan warna yang lebih jelas dan menarik.

Tanggal : 16, May 2014

Mengetahui,

Ahli Media



Dr. Sugeng Listyo Prabowo, M.Pd

Mahasiswa



Sahlan Nur Shodiq

**FORM KONSULTASI PRODUK FBSQL ( FLASH BASED SAHLAN  
QURANIC LITERACY)**

1. spesifikasi produk:

a. produk multi media ini dibuat dari software Microsoft office power point 2010 dibantu dengan software I spring x64 terbaru, yang berisikan hukum bacaan nun mati atau tanwin berupa audio dan visual yang akan di ujikan kepada para manula diyayanan amal bhakti sosial sholawat nariyah pusat bertempat dimalang.

Selaku Guru mata pelajaran :

Bpk. Firman S.Hum

Selaku guru mata pelajaran, Bapak diharuskan mengisi kolom questioner dan kolom tanggapan atau komentar terhadap produk SBFQL (Flash Based Sahlan Quranic Literacy).

Untuk kolom questioner, dapat diisi dengan cara mengisi kolom angka dengan 4 jenis pilihan sebagai berikut:

<b>ANGKA</b>	<b>KETERANGAN</b>
1	Sangat sesuai, sangat memadai, sangat baik
2	Sesuai, memadai, baik
3	Cukup sesuai, Cukup memadai, Cukup baik
4	Tidak sesuai, Tidak memadai, Tidak baik



### Kolom Questioner

Jenis	Pertanyaan	Angka
Media dan materi	- Bahasa yang digunakan dalam produk.	4.
	- Kemudahan bahasa untuk dimengerti.	4.
	- Apakah komponen dianggap memadai sebagai materi pembelajaran pendidikan.	3.
	- Kemenarikan dalam membuat background dari produk.	3.
	- Kejelasan audio dalam menjelaskan materi.	4.
	- Kejelasan dalam penulisan materi.	4.
	- Kelayakan dalam penggunaan ilustrasi efect tulisan.	4.
	- Kelayakan dalam penggunaan ilustrasi efect tulisan.	4.
	- Keselarasan antara isi materi dengan tujuan pembelajaran.	3.
	- Keselarasan antara deskripsi pembelajaran dengan karakter dari materi.	3.
	- Bentuk objektifitas penilaian dari pembelajaran	3.
	- Kejelasan penjelasan dalam materi pembelajaran.	4.
	- Validitas isi keilmuan.	4.
	- Kesesuaian referensi yang digunakan dengan ranah keilmuan.	4.
	- Ketepatan dalam memberikan penjelasan dan contoh berupa tulisan.	4.
	- Ketepatan dalam memberikan penjelasan dan contoh berupa tulisan.	4.



**Kolom tanggapan atau komentar terhadap produk \$BSQL (Flash Based Sahlan Quranic Literacy).**

pada tampilan pengertian idhar dan @lab, terasa kurang dipadatkan isinya. ahli media tolong diperbesar dan dirapikan tulisannya.

- produk ini sudah menarik, tinggal penambahan background saat awal tampilan untuk mengringi pemateri yang akan menampilkan produk tersebut.

Tanggal : ...<sup>28</sup> Mei, 2014

Mengetahui,



Usma Firman S. Hum.

Mahasiswa

Sahlan Nur Shodiq

**FORM KONSULTASI PRODUK FBSQL (FLASH BASED SAHLAN  
QURANIC LITERACY )**

Para Ibu yang terhormat, demi kesempurnaan produk yang saya aplikasikan, dimohon untuk para ibu mengisi angka tingkat keberhasilan dari beberapa pertanyaan yang berkenaan dengan aplikasi dari produk tersebut.

Cara mengisi angka tersebut adalah sebagai berikut:

1	Sangat baik, sangat benar, sangat sesuai
2	Baik, benar, sesuai
3	Cukup baik, Cukup benar, Cukup sesuai
4	Tidak baik, tidak benar, tidak sesuai

Berikut pertanyaan yang diajukan kepada anda.

No.	Pertanyaan	Nilai
1	Produk ini dapat memudahkan saya dalam belajar.	4
2	Produk ini dapat memberikan saya semangat dalam belajar.	4
3	Saya mudah memahami pelajaran dalam produk ini.	3
4	Jenis huruf dan ukurannya mudah saya baca.	3
5	Tampilan dalam produk ini menarik.	4
6	Bahasa dalam produk ini, mudah saya dipahami.	3
7	Soal dalam produk ini mudah dipahami.	4
8	Produk ini, memudahkan saya dalam bersosial.	4

**Kolom tanggapan atau komentar terhadap produk SBTQL (Flash Based Sahlan Quranic Literacy).**

kesemuanya mengatakan sudah bagus.

✓

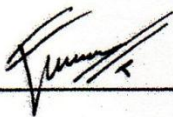
Nama Pengisi Questioner: ...Ib. Nawayah.

Mengetahui,

Tanggal : 23, mey, 2014

Guru pengawas

Mahasiswa



Ustdz. Firman S. Hum.



Sahlan Nur Shodiq



HASIL REKAB JAWABAN QUESTIONET DARI SISWA

Pertanyaan	Nilai										x	xi	
	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10			
Produk ini dapat memudahkan saya dalam belajar.	4	4	4	4	4	4	4	4	4	4	4	4	4
Produk ini dapat memberikan saya semangat dalam belajar.	4	4	3	4	4	3	4	3	3	4	3,6	4	4
Saya mudah memahami pelajaran dalam produk ini.	4	3	4	3	3	3	3	3	4	4	3,4	4	4
Jenis huruf dan ukurannya mudah saya baca.	3	3	3	3	3	3	3	3	3	3	3	4	4
Tampilan dalam produk ini menarik.	4	4	4	4	4	4	4	4	4	4	4	4	4
Bahasa dalam produk ini mudah saya pahami.	3	3	3	3	3	3	4	3	3	4	3,2	4	4
Soal dalam produk ini mudah dipahami.	4	4	4	4	4	4	4	3	4	4	3,9	4	4
Produk ini memudahkan saya dalam bersosial.	4	4	4	4	4	4	4	3	3	4	3,8	4	4
<b>Total</b>											<b>28,9</b>	<b>36</b>	

$$P = \frac{28,9}{36} \times 100 = 80,2\%$$

## Pedoman Sistematika Pengerjaan Soal Pretest Dan Posttest

### Listening test.

Guru membacakan 5 potongan ayat dan diulang sampai 3 kali. Kemudian siswa menulis potongan ayat tersebut berdasarkan apa yang mereka dengar. Diantara potongan ayat tersebut adalah:

1. قَوْمٍ هَادٍ (20)
2. مِنْ مَّالٍ (20)
3. مِنْ لَدُنْهُ (20)
4. أَنْزَلْنَا (20)
5. مِنْ بَعْدٍ (20)

Sistematika penilaian listening test persoal.

- kesalahan dalam penulisan huruf atau bentuknya. nilai - 6
- kesalahan dalam penulisan tajwid nilai - 6
- kesalahan dalam penulisan mad nilai - 6

### Reading test.

Guru memerintahkan siswa untuk membaca 4 potongan ayat dibawah ini dengan baik dan benar.

1. كَمْ أَهْلَكْنَا مِنْ قَبْلِهِمْ مِّنْ قَرْنٍ (25)
2. نُمْكِنَ لَكُمْ وَأَرْسَلْنَا السَّمَاءَ (25)
3. وَأَنْشَأْنَا مِنْ بَعْدِهِمْ قَرْنًا آخَرِينَ (25)
4. إِنَّ هَذَا إِلَّا سِحْرٌ مُّبِينٌ (25)

Sistematika penilaian reading test persoal.

- kesalahan dalam pengucapan huruf atau bentuknya. nilai - 8
- kesalahan dalam pengucapan tajwid nilai - 8
- kesalahan dalam pengucapan mad nilai - 8

## Test Tulis

Bacakan Ayat berikut sebanyak 3x kepada siswa. Siswa diharuskan menulis ayat tersebut sesuai dengan apa yang mereka dengar dalam lembar jawaban yang telah diberikan.

1. قَوْمٍ هَادٍ
2. مِنْ مَّالٍ
3. مِنْ لَدُنْهُ
4. أَنْزَلْنَا
5. مِنْ بَعْدِ

Test Baca.

Bacalah potongan ayat berikut dengan baik dan benar

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

1. كَمْ أَهْلَكْنَا مِنْ قَبْلِهِمْ مِّنْ قَرْنٍ

2. نُمَكِّن لَّكُمْ وَأَرْسَلْنَا السَّمَاءَ

3. وَأَنْشَأْنَا مِنْ بَعْدِهِمْ قَرْنًا آخَرِينَ

4. إِنَّ هَذَا إِلَّا سِحْرٌ مُّبِينٌ

### The Results of The Pretest

Number	Names	Listening Test Value	Reading Test Value
1	Kuntia	48	68
2	Ramini	94	60
3	Sarina	64	68
4	Meseni	88	84
5	Satuna	64	60
6	Satupa	82	66
7	Kasti	70	66
8	Rupiati	46	60
9	Satuna 2	46	60
10	Riyati	44	68
11	Mutmainnah	88	82
12	Supinah	68	60
13	Ramini	82	92
14	Karsumi	76	76
15	Jaenab	64	68
16	Riama	64	60
17	Yatemi	82	84
18	Lusiana	48	60
19	Suminah	70	68
20	Tatik	94	92
<b>Total Average Value</b>		69,18	70,94
<b>The Highest Value</b>		94	92
<b>The Lowest Value</b>		44	60



### The Results of The Posttest

Number	Names	Listening Test Value	Reading Test Value
1	Kuntia	100	92
2	Ramini	100	92
3	Sarina	100	84
4	Meseni	100	100
5	Satuna	100	92
6	Satupa	100	100
7	Kasti	100	92
8	Rupiati	94	84
9	Satuna 2	100	92
10	Riyati	100	84
11	Mutmainnah	100	100
12	Supinah	94	92
13	Ramini	94	100
14	Karsumi	100	92
15	Jaenab	100	92
16	Riama	100	92
17	Yatemi	100	100
18	Lusiana	88	92
19	Suminah	88	92
20	Tatik	100	100
<b>Total Average Value</b>		97,9	93,2
<b>The Highest Value</b>		100	100
<b>The Lowest Value</b>		88	84

## PICTURES DOCUMENTATION

Consultations. To Dr. Aunul Hakim M.H. and Mr. Firman S. Hum.



Teacher implementing FBSQL in class



**Student ask to the Teacher**



**Part Of Students**





## **CURRICULUM VITAE**

1. Name : Sahlan Nur Shodiq
2. Date Of Birth : Malang, 09-11-1991
3. Address : Pandan Landung Village, Kalijogo Street, Wagir  
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4. Address In Malang : Pandan Landung Village, Kalijogo Street, Wagir  
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5. Parents Name :
- Fathers Name : KH. Abdurrahman (Alm)
  - Mothers Name : Hj. Mutiah
6. History of Education :
- Kindergartens : RA. Muslimat NU 09 (1998)
  - Primary School : MI. Nurul Huda (1999-2004)
  - Junior High School : Mts. Muallimin NU (2005-2007)
  - Secondary School : MA. Muallimin NU (2008-2010)
7. Research Title : "The Application of Flash Based Sahlan Quranic  
Literacy To Improve Quranic literacy for elderly in  
The Head Quarter of Amal Bhakti Sosial Sholawat  
Nariyah Foundation in Malang City."