

**DEVELOPMENT OF *TAJWID* LEARNING MEDIA BY GAME  
“*TAJWID* MATCHING” TO INCREASE THE LEARNING  
RESULT FOR 4<sup>TH</sup> GRADE IN ELEMENTARY SCHOOL OF  
MANGLIAWAN 3 MALANG**

***THESIS***

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**ISLAMIC EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHING TRAINING  
MAULANA MALIK IBRAHIM  
STATE ISLAMIC UNIVERSITY**

**August, 2016**

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*Presented to Faculty of Tarbiyah and Teaching Training Maulana Malik  
Ibrahim State Islamic University of Malang in partial fulfillment of the  
requirement for the Bachelor degree of Islamic Education (S.Pd.I)*

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 “*TAJWID MATCHING*” TO INCREASE THE LEARNING  
 RESULT FOR 4<sup>TH</sup> GRADE IN ELEMENTARY SCHOOL OF  
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Has been defended in front of the board of examiners on Sept. 8<sup>th</sup>, 2016  
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## DEDICATION SHEET

*Bismillahirrahmaanirrahiim...*

With the blessing of Allah SWT and His Mercies,

I am grateful and I want to thank to:

Rasulullah PBUH who inspired me to doing everything

My Beloved Parents, Mr. Soleh and Mrs. Ismawati, who always give big support in my life with love and care

My Beloved Elder Sister, Aftika Andra Sagita and all of my relatives thanks for the taking care of me

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Thanks for all aspect that facilitate me to doing this finish assignment and

to do everything

Hopefully, this thesis can be useful in the future.

Aamiin....

Ya Robbal'Alaamiin...



## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

“Verily, along with every hardship is relief (5), Verily, along with every hardship  
is relief (6)”

*“Karena sesungguhnya beserta kesulitan itu ada kemudahan (5), Sesungguhnya  
beserta kesulitan itu ada kemudahan”*

**Q.S Ash-Sharh (94) : 5-6**

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OFFICE MEMO OF ADVISOR

Malang, August 22<sup>th</sup>, 2016

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Attachment : 4 (four) Exemplares

To Whom It May Concern,

Dean of Tarbiyah and Teaching Training Faculty

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*Assalamu'alaikum wr.wb*

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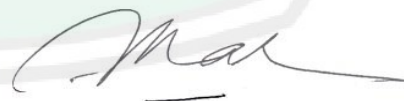
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Title of Skripsi : Development of Tajwid Learning Media By Game  
"Tajwid Matching" to Increase the Learning Result For 4<sup>th</sup>  
Grade in Elementary School of Mangliawan 3 Malang

in considered acceptable to be defended after being intensively read and regularly  
consulted in the area of research content, language, and writing composition.

*Wassalamu'alaikum wr.wb*

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### CERTIFICATE OF SKRIPSI AUTHORSHIP

I hereby declare that this thesis that entitled **“Development of *Tajwid* Learning Media By “Game *Tajwid* Matching” To Increase the Learning Result For 4<sup>th</sup> Grade in Elemntary School of Mangliawan 3 Malang”** is originally written by Astrifidha Rahma Amalia, student of Islamic Education Program (PAI) as the requirement for degree of *Sarjana Pendidikan Islam (S.Pd.I)*, Faculty of Tarbiyah and Teaching Training at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of the other Higher Tertiary Education, except those which are indicated in the notes, quotient, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, August 26<sup>th</sup>, 2016

The Author,



Astrifidha Rahma Amalia

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All praise to be Allah the all mighty, who has giving us mercies and blessings till I can finish this proposal till I can finish this thesis on the title “Development of *Tajwid* Learning Media By Game *Tajwid* Matching To Increase the Learning Result For 4<sup>th</sup> Grade in Elementary School of Mangliawan 3 Malang” on time. My expectation Shalawat and Salam always be presented to our prophet Muhammad SAW, the last messenger of Allah who has save the human’s life from destruction to safety namely Islam is the true religion.

This thesis is proposed to fulfill the last task of academic requirement as the last task for getting bachelor or under-graduated degree.

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جزاكم الله احسن الجزاء

Malang, 26<sup>th</sup> of August 2016

The Author

## GUIDANCE OF ARABIC transliteration

Penulisan transliterasi Arab-Latin dalam skripsi ini menggunakan pedoman transliterasi berdasarkan keputusan bersama Menteri Agama RI dan Menteri Pendidikan dan Kebudayaan RI no. 158 tahun 1987 dan no. 0543 b/U/1987 yang secara garis besar dapat diuraikan sebagai berikut:

### A. Huruf

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 =	<u>h</u>	ط =	th	و =	w
خ =	kh	ظ =	zh	ه =	h
د =	d	ع =	‘	ء =	,
ذ =	dz	غ =	gh	ي =	y
ر =	r	ف =	f		

### B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

### C. Vokal Diftong

أَوْ = aw

أَيَّ = ay

أُو = û

إِي = î

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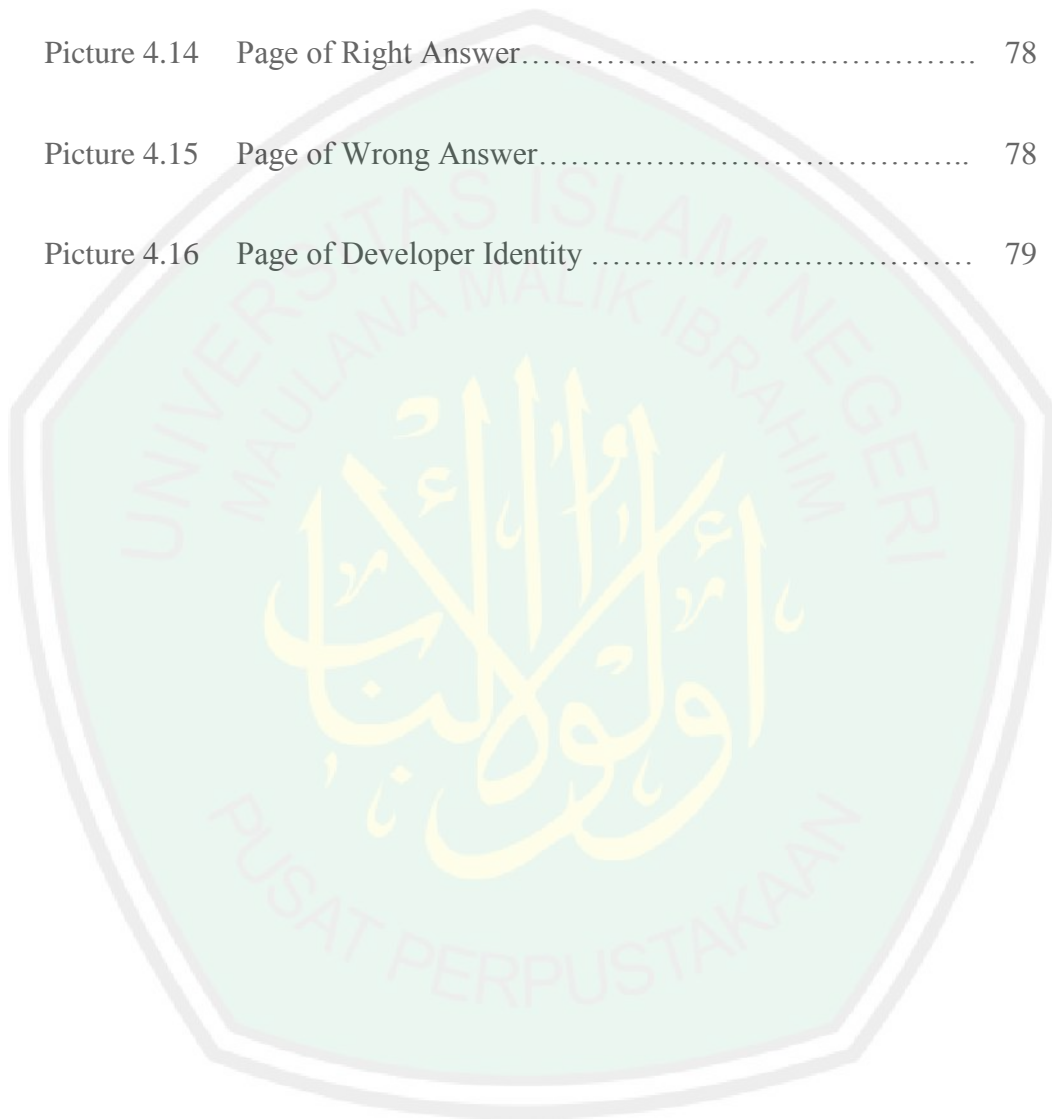
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## ABSTRAK

Amalia, Astrifidha Rahma. 2016. *Development of Tajwid Learning Media By Game "Tajwid Matching" To Increase The Learning Result For 4<sup>th</sup> Grade in Elementary School of Mangliawan 3 Malang*. Skripsi, Jurusan Pendidikan Agama Islam. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri (UIN) Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Dr. H. Abdul Malik Karim A, M.Pd.I., Ak.

Pengembangan media pembelajaran tajwid dengan game tajwid matching merupakan salah satu upaya guna membantu memahami siswa dalam pembelajaran Qur'an Hadits. Melalui media pembelajaran tajwid dengan game tajwid matching ini, diharapkan siswa dapat termotivasi untuk belajar dan meningkatkan hasil belajarnya.

Tujuan dari penelitian ini adalah (1) Menjabarkan desain produk pengembangan media pembelajaran tajwid dengan game tajwid matching untuk meningkatkan hasil belajar kelas 4 SDN Mangliawan 3 Malang. (2) Mendeskripsikan tingkat kevalidan dari media pembelajaran tajwid dengan game tajwid matching untuk meningkatkan hasil belajar kelas 4 SDN Mangliawan 3 Malang. (3) Mendeskripsikan pengaruh media pembelajaran tajwid dengan game tajwid matching untuk meningkatkan hasil belajar kelas 4 SDN Mangliawan 3 Malang.

Bentuk penelitian yang digunakan oleh peneliti adalah deskriptif dengan analisa data secara kualitatif dan kuantitatif. Jenis penelitian ini adalah *Research and Development*, yang mengacu pada model ADDIE. Dalam pengumpulan data, peneliti menggunakan angket dan tes. Analisis yang digunakan adalah analisis isi, deskriptif dan uji T.

Hasil dari penelitian pengembangan ini adalah (1) Media pembelajaran berbentuk CD. (2) Berdasarkan penilaian ahli materi pelajaran qur'an hadits menyatakan bahwa media pembelajaran sebesar 92% valid, ahli desain media pembelajaran sebesar 88% valid, dan ahli pembelajaran sebesar 88% valid. (3) Media pembelajaran tajwid dengan game tajwid matching yang diterapkan pada kelas 4 SDN Mangliawan 3 Malang terbukti secara signifikan dapat meningkatkan hasil belajar yang dapat dilihat dari rata-rata hasil post test > hasil pre test yaitu  $77,42 > 94,84$  Berdasarkan perhitungan uji t didapatkan hasil  $t_{hitung} > t_{tabel}$  yaitu  $7,2759494 > 2.036933334$  artinya  $H_a$  diterima dan  $H_o$  ditolak.

**Kata kunci :** *Pengembangan Media Pembelajaran, Game Tajwid Matching, Hasil Belajar, Kelas 4 SD*



## ABSTRACT

Amalia, Astrifidha Rahma. 2016. *Development of Tajwid Learning Media By Game "Tajwid Matching" To Increase The Learning Result For 4<sup>th</sup> Grade in Elementary School of Mangliawan 3 Malang*. Thesis, Islamic Education Program. Tarbiyah and Teaching Training Faculty. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. H. Abdul Malik Karim A, M.Pd.I., Ak.

The development of tajwid learning media by game tajwid matching is an effort to make students understand more in Qur'an Hadith learning. By this media, hopefully the students can be motivated and increase their learning result.

The purposes of this research were (1) Describe the product design of tajwid learning media by game tajwid to increase the learning result for 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang. (2) Describe the validity level of tajwid learning media by game tajwid to increase the learning result for 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang. (3) Describe the impact of tajwid learning media by game tajwid to increase the learning result for 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang.

The form of this research is descriptive with qualitative and quantitative data analysis. The type of research is *Research and Development*, based on the model of ADDIE. In collecting the data, researcher used questionnaire and tests. The analysis consists of content analysis, descriptive and t-test.

The result of the tajwid learning media by game tajwid to increase the learning result for 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang, were (1) Learning media in the form of CD. (2) Based on the assessment from learning material expert get the percentage of 92% valid, from media design expert get the percentage 88% valid, and from learning expert get the percentage 88% valid. (3) Tajwid learning media by game tajwid to increase the learning result for 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang proven significantly to improve the learning result is able to be seen in the average of post test score > pre test score (77,42 > 94,84). Based on the t-test calculation resulted  $t_{count} > t_{table}$  (7,2759494 > 2.036933334) means that  $H_a$  was accepted dan  $H_o$  was rejected.

**Keywords :** *Development of Learning Media, Game Tajwid Matching, Learning Result, 4<sup>th</sup> Grade*

## مستخلص البحث

أماليا، استريفيدا رحمة. 2016. تنمية وسائل الإعلام تعلم التجويد من خلال لعبة " مطابقة التجويد " لزيادة نتيجة التعلم في الصف الرابع في المدرسة الابتدائية الحكومية منغلياوان 3 مالانج. بحث جامعي، قسم التربية الإسلامية. كلية العلوم التربية والتعليم. جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المشرف: الدكتور عبد الملك كريم أ، الحج الماجستير

تطوير وسائل الإعلام التعليم التجويد بلعبة مطابقة التجويد هي واحدة للمساعدة في الحصول على تعليق من الطلاب في تعلم القرآن والحديث. من خلال وسيلة التعلم التجويد بلعبة مطابقة التجويد ، توقع أن الطلاب تمكن أن تكون الدافع للتعلم وتحسين نتائج التعلم.

واما الغرض من هذه الدراسة (1) وصف تطوير وتصميم المنتجات من التدريسية وسائل الإعلام التجويد بلعبة مطابقة التجويد لتحسين مخرجات التعلم في الصف الرابع في المدرسة الابتدائية الحكومية منغلياوان 3 مالانج. (2) وصف مستوى صحة تعليمية وسائل الإعلام بلعبة مطابقة التجويد لتحسين نتائج التعلم في الصف الرابع في المدرسة الابتدائية الحكومية منغلياوان 3 مالانج. (3) وصف تأثير وسائل الإعلام تعلم التجويد بلعبة مطابقة تجويد لتحسين نتائج التعلم في الصف الرابع في الصف الرابع في المدرسة الابتدائية الحكومية منغلياوان 3 مالانج

واما شكل البحث التي يستخدمها بالباحث التحليل الوصفي للبيانات النوعية والكمية. هذا النوع من البحث هو البحث والتطوير، والذي يشير إلى

نماذج في جمع البيانات، استخدم الباحث استبيانات واختبارات. التحليل المستخدمة هي تحليل المحتوى، وصفي واختبار-ت.

نتائج البحث هي تطوير (1) تعلم وسائل الإعلام على شكل الاقتراض المضغوطة (2) وبناء على تقييم الخبراء في الموضوع القران والحديث على أن وسائل الإعلام التعلم القرآن حديث يعني 92٪ صحيح خبراء تصميم الوسائل التعليمية، يعني 88٪ خبراء التعلم يعني 88٪ صالحة. (3) وسائل الإعلام تعلم التجويد بلعبة المطابقة التجويد التي يتم تطبيقها على الصف الرابع في المدرسة الابتدائية الحكومية منغلياوان 3 مالانج ثبت أن تحسن لتحديد كبير نتائج التعلم التي تمكن رؤيتها من متوسط نتائج الاختبار البعدي > نتائج الاختبار القبلي، وهي 77.42 < 94.84 بناء على الحسابات اختبار-ت ظهرت ت-حساب أكبر من ت-جدوال أي 7.2759494 < 2.036933334 يعني قبلت  $H_a$  ورفضت  $H_o$

كلمات الرئيسية: تطوير وسيلة التعليم، لعبة مطابقة التجويد، نتيجة التعليم و الصف الرابع في المدرسة الابتدائية الحكومية

## CHAPTER I

### INTRODUCTION

#### A. Background

Religious education is one of the three lesson subject that should be included in the curriculum in every formal institution of education especially in Indonesia. Religious life is one dimension of lives which is expected can be realized integratedly<sup>1</sup>.

Islamic education is conscious and deliberate effort to create learning atmosphere and learning process in order to learners become active in developing their potential to have spiritual power of religion, self-control, personality, intelligence, character, and skill through some Islamic coaching, teaching or training to achieve certain goal.

Education is always develops and dynamic depend on the culture changes of human life as well as religious education. It means that development of education is influences by global changes, progress of science, technology, art and also culture. This alteration will encourage individuals to equip themselves in every aspect. As mentioned in article 3 of Law No. 20 of 2003 about national education system which states:

National education serves to develop the human ability and create the good character. National education is also creates the nation's civilization which is prestigious in the context to educated the human's life. The aims of national education is developing the student potential in order to become human of

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<sup>1</sup> Chabib Thoah, dkk. *Metodologi Pengajaran Agama*. (Yogyakarta: Pustaka Pelajar, 1999) page 1

faith and devoted to God Almighty, noble, healthy, knowledgeable, capable, independent, be a democratic and responsible citizen<sup>2</sup>.

Islamic education subject materials comprehensively have scope that consists of Al Qur'an Hadith, faith, morals, jurisprudence (*fiqh*)/ worship and history. Scope of Islamic education describe the embodiment of harmony, compatible, balance the human relation with Allah, ourselves, human beings, other creatures and environment (*hablun minallah wa hablun minannas*)<sup>3</sup>.

We discussed about globalization little bit. As we know that definition of globalization is process of global society and no limitation of region. Naturally, globalization is process of ideas raised then offer to be followed by other nation and achieve the collective agreement and also become the guidance to nations around the world. On the other hand, every aspect of life will be considerate if they have global tendency and technology inside.

In Elementary School, there is a subject material that called Islamic Education. Islamic Education consists of studying, deepen, and enrich the knowledge about Qur'an and Hadith especially in regarding the fundamental knowledge as the preparation to continue the next education level, as well as understand and apply the themes of human being, their responsibility in the

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<sup>2</sup> Undang-Undang Sistem Pendidikan Nasional (No. 20 Tahun 2003), (Bandung: Fokusmedia, Cet. Ke-3), page 67

<sup>3</sup> Abdul Majid dan Dian Andayani. *Pendidikan Agama Islam Berbasis Kompetensi Konsep dan Implementasi Kurikulum 2004*, (Bandung: PT. Remaja Rosdakarya, 2004) page 130



world, development of science and technology in the perspective of the Qur'an and Hadith as the preparation for life in the society<sup>4</sup>.

Islamic Education subject material in elementary school have several components that need to be considered, among others: read the holy Qur'an, , writing the word and sentences of the Qur'an, memorizing the short *surah* in holy Qur'an and also *tajwid*<sup>5</sup>. One of the materials is discussed about *tajwid*. *Tajwid* is the study of how to read the Qur'an properly.

Some teachers are often gives the material of *tajwid* by method of lecture. In fact, according to Hartley and Dawies (1978) declared that learning process by lecture method make the student just pay attention only lasted for 10 minutes and will decrease after it. The teacher must use the game as the learning media to generate the interest and motivation of student in learning the the Holy Qur'an especially in material of *tajwid* because in essence, every child has the soul of playing game.

So that, we need to make the game that is educative. Based Rumbold report describes that game which is has clear direction is essential part of the learning process for children. Game is powerful motivator, encouraging the child to be creative and develop ideas, understandings, and languages. Through the game, children will explore, apply, and test what they know and they can do<sup>6</sup>.

Meanwhile, according to Reaminn O Donnchadha in his book that entitled The

<sup>4</sup><https://quranhadits20.wordpress.com/2011/04/10/pengenalan-mata-pelajaran-quran-hadits-tingkat-madrasah-aliyah/> access 22 of March 2016

<sup>5</sup> file:///F:/kelas4/AgamaIslam-SD.Zainuddin.htmhtml access 22 of March 2016

<sup>6</sup> Neville Bennett, Liz Wood, Sue Rogers. *Teaching through Play*. (Jakarta: PT Grasindo Anggota Ikapi, 2005), page. 23



Confident Child said “Game will provide an opportunity to learn how faced the situations of personal life as well learn to solve the problem”. We can conclude that the game is able to make children be motivate in learning process especially educative games which can improve the language, thinking, and associating skills of children.

Based on the above, it is very important to develop the *tajwid* learning media through the game. Therefore, the researcher raised the title: **Development of *Tajwid* Learning Media By Game “*Tajwid* Matching” To Increase The Learning Result for 4<sup>th</sup> Grade in Elementary School of Mangliawan 3 Malang**

## **B. Formulation of Problem**

Based on the problems that mention in background above, there is some problem formulation to limit the scope of research, as follow:

1. How to develop *tajwid* learning media by game “*tajwid* matching” to increase the learning result for 4th Grade in Elementary School of Mangliawan 3 Malang?
2. How the validity levels of *tajwid* learning media by game “*tajwid* matching” to increase the learning result for 4th Grade in Elementary School of Mangliawan 3 Malang?

3. How the impacts of *tajwid* learning media by game “*tajwid* matching” to increase the learning result for 4th Grade in Elementary School of Mangliawan 3 Malang?

### C. The Development Objective of Study

Development objective is something to be achieved after the research is conducted. Based on the formulations of problems, the objectives of this study are as follow:

1. To explain the process and produce the development the *tajwid* learning media by game “*tajwid* matching” to increase the learning result for 4th Grade in Elementary School of Mangliawan 3 Malang
2. To explain validity levels of the *tajwid* learning media by game “*tajwid* matching” to increase the learning result for 4th Grade in Elementary School of Mangliawan 3 Malang
3. To explain the impacts of *tajwid* learning media by game “*tajwid* matching” to increase the learning result for 4th Grade in Elementary School of Mangliawan 3 Malang

#### **D. The Benefit of Research**

In this study, researcher hopes that the result of research can provide the uses and benefits to various sides, including:

1. For the student

Allow the student to learn on their own according to their ability. It can foster the motivation to learn, attract the student and improve the learning result.

2. For teacher

As the instrument to motivate the teacher, so that teacher must be creative in creating their own learning media and as a tool or support the teaching and learning process especially in material of *tajwid*.

3. For school

Give the useful contribution in developing the learning process to be better through the interactive and fun media. Hopefully, it can give the information toward the education development that educators should be able to provide the guidance for the student in order to be grown and motivated.

4. For researcher

As a tool for self-development in enhancing the competence and sensitivity toward issue of learning and maybe it can develop the learning media that already exist.

### E. Projection of Product Specification Expected

Product which is developed in form of learning media by matching game designed and developed in accordance with the material with the following specification:

1. Product of *tajwid* learning media by game of *tajwid* matching created by using application of Tobii Communicator 4.6.1 contained in computer device.
2. *Tajwid* learning media by game *tajwid* matching consists of the learning materials, music, quiz, and game itself that designed more interesting and fun. This media served more interactive and need the involvement of student in using the media.
3. While the specification of the physical form of resulting product is *tajwid* learning media by game of *tajwid* matching that packed in CD (compact disk)
4. The subject material is Qur'an Hadis about *tajwid* for 4th Grade in Elementary School

### F. Significance of Development and Benefit

This research and development about learning media is expected to improve the quality of process and result of the learning for student. One of the efforts is using the good, effective, and efficient learning media. In education, the learning media was considered be able to help the tasks and

responsibilities in achieving the purpose of learning. Learning process by using media will make student more understand about the learning material. Using of media as an alternative to replace or complement the conventional learning process and practice the teacher skill in presenting the material.

Game is fun activities that make children not get enough to do. Game activity is also builds the character in children, such as brave, creative and competitive. Game will foster the spirit to achieve better learning result. Therefore, the research and development about game as the learning media need to be done because it related to the student understanding and applying the subject material in daily life.

#### **G. Assumptions and Limitations of Development**

##### **1) Assumptions**

Some of the assumptions underlying the development of *tajwid* learning media by game *tajwid* matching on the subject material of Islamic Education for 4<sup>th</sup> grade in Elementary School include:

- a. By *tajwid* learning media through game “ *tajwid* matching” on the subject material of Islamic Education for 4<sup>th</sup> grade in elementary school be able to increase the student learning result and it will interest student in learning too so that they motivated to obtain the learning result more optimally
- b. Unavailability of *tajwid* learning media by game of *tajwid* matching on subject material of Islamic Education for 4<sup>th</sup> grade in elementary school



- c. If the media is already valid, it will be easier for teachers to create the game.

## 2) Limitation of Development

Development of the *tajwid* learning media through game of *tajwid* matching on the subject material of Islamic Education for 4<sup>th</sup> grade in elementary school have some limitation in its development, among others:

- a. *Tajwid* learning media through game of *tajwid* matching on the subject material of Islamic Education for 4<sup>th</sup> grade in elementary school can only created by one program (tobii communicator 4.6.1)
- b. *Tajwid* learning media through game of *tajwid* matching on the subject material of Islamic Education for 4<sup>th</sup> grade in elementary school will require a lot of pictures
- c. *Tajwid* learning media through game of *tajwid* matching on the subject material of Islamic Education for 4<sup>th</sup> grade in elementary school can only be applied if you've installed the program of Tobii Communicator 4.6.1

## H. Scope of Development

*Tajwid* learning media through game of *tajwid* matching in this research and development will conduct by focus on the Islamic Education subject material second semester especially focus on main material of "Let's Study about Q.S Al Mâ'un and Q.S Al Fîl"

Basic Competence:

- 3.6.1 Knowing Q.S Al Falaq, Al Mâ'un and Al Fîl well



- 4.6.1 Reading Q.S Al Mâ'un and Al Fîl well and by *tartil*
- 4.6.2 Writing the sentences in Q.S Al Mâ'un and Al Fîl properly
- 4.6.3 Showing the memorizing about Q.S Al Mâ'un and Al Fîl fluently

Indicator:

- a. To know about Q.S Al Mâ'un and Al Fîl well and correctly
- b. To read Q.S Al Mâ'un and Al Fîl by *tartil*
- c. Show the memorizing about Q.S Al Mâ'un and Al Fîl fluently
- d. To write the sentences in Q.S Al Mâ'un and Al Fîl correctly
- e. To know the *tajwid* law about nun sukun and tanwin in Q.S Al Mâ'un and Al Fîl
- f. To know the *tajwid* law about mim sukun Q.S Al Mâ'un and Al Fîl

## I. Definition of Terms

In this research and development, there are many terms in the title that aims to avoid the misunderstanding of meaning. On the other hand, the definition of the terms following, among others:

### 1. Game

Game is an activity by following certain rules that can be done individually or groups in order to achieve the certain goal.

### 2. *Tajwid*

*Tajwid* is a science which is used for knowing how to recite the Qur'an by pronounced the texts well. *Tajwid* is described about the law of the text in

Qur'an. Reciting the holy Qur'an should be done properly in order to anticipate the misunderstanding of meaning, so it is very important to learn *tajwid* science.

### 3. Matching game

Matching game is one of games by matching or pairing either pictures or written accordingly. The difference between common matching games with the result of development is located in design which refers to the texts in Qur'an and the law of the texts.

### 4. Learning result

Student learning results in this research as one of the parameter how successfulness the product of learning media development is. The researcher will conduct the pre-test and post-test to measure the ability of student and find out the impact of this game. Then, the both results will compare to determine the assessment criteria of the products that developed.

## CHAPTER II

### LITERATURE REVIEW

#### A. Earlier Studies

##### 1. Earlier Studies

This research can not regardless from the earlier study that use for relevant reference. The purpose of earlier study is describes about the differences and similarity of the research. So that, it can be keep the originality of the research. Table of the earlier study can be seen in picture below:

**2.1 Table of Earlier Study**

No	Identity of Researcher	Title of Research	Research & Development done	The Result of Research
1	Muhammad Fatchul Aziz Islamic Education Department Tarbiyah and Islamic Science Faculty UIN Maliki Malang 2015	Skripsi: <i>Pengembangan Media Pembelajaran Al Qur'an Hadis Berbasis Autoplay Media Studio Materi Hukum Bacaan Qalqalah Kelas VII Madrasah Tsanawiyah Negeri Jabung Blitar</i>	Use the media of autoplay as the tajwid learning media in 7 <sup>th</sup> grade of Madrasah Tsanawiyah Negeri Jabung Blitar. Use the method of research and development (R & D)  At this research use the method of research and development (R & D) too.  But the learning media which will be developed is tajwid learning	Calculation of the media properness did by validation of material validator, design validator and validator Qur'an Hadith expert and learning expert through questionnaire. From the data this media is valid and do not need revision with average about

			media by game tajwid matching for 4 <sup>th</sup> grade in elementary school.	4,7.
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## 2. Position of The Research

Development of *tajwid* learning media by game *tajwid* matching to increase the learning result for 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang include the research which is using the research and development type. The earlier studies that entitled: *Pengembangan Media Pembelajaran Al Qur'an Hadis Berbasis Autoplay Media Studio Materi Hukum Bacaan Qalqalah Kelas VII Madrasah Tsanawiyah Negeri Jabung Blitar* is also using the research and development type. But, the difference is located in the model of development design. In this research, the researcher was using model of ADDIE. But, in the earlier studies, the researcher was using the model of Dick and Carey.

The difference is also been found in the location of the research. In this research, the located of research was Elementary School of Mangliawan 3 Malang but in the earlier studies, the location of research is located in Islamic Senior High School of Jabung Blitar. Media that used in this research is learning media by application of Tobii Communicator 4.6.1, but in the earlier studies was using of autoplay media studio application. Both of researchs are conducted the calculation of the media properness did by validation of material

validator, design validator Qur'an Hadith expert and learning expert through questionnaire and also analyze the student learning result after using the learning media.

## B. Theory Literature

### 1. Learning Media

#### a. Definition of Media

The word media is comes from the Latin “*medius*” which literally means middle or introduction. In Arabic, the media is intermediary (وسائل) or introductory message from the sender to the receiver. Media is human, material, or events that build some condition which is enable the student to acquire knowledge, skills or attitude. In this definition, teacher and textbooks as well as the school environment are the media. The definition of media more specifically in teaching and learning process tends to be interpreted as graphic tools, photographic or electronic media that capture, process, and reconstruct the visual and verbal information<sup>13</sup>.

According to Ely & Gerlach, there are two definitions of media, in narrow and broad meaning. In narrow meaning, media is something in form of graphic, photo, mechanical device, and electronic that are uses to captures, process, and convey some information. Broadly, media is an activity which can create the

<sup>13</sup> Azhar Arsyad. *Media Pembelajaran*. (Jakarta: PT. Raja Grafindo Persada, 2011), page 3



condition that enable for learners to get knowledge, skills, and new attitude<sup>14</sup>.

Learning is defined as the process of creating an environment that enables for learning process be occurred. So, in learning process, the priority is how the students learn about. Learning in terms is mental activity of student in interacting with the environment which can produce behavioral change that relatively constants. Thus, important aspect of teaching and learning activities performance is environment.”How is the environment created by arranging every element in order to change the behavior of student”<sup>15</sup>.

While, the media used in learning process called learning media. According to Gagne and Briggs said implicitly that the media is includes tools that are physically uses to convey the learning material which consists of books, tape recorders, cassettes, video camera, video recorder, films, slides (picture frames), photograph, graphic images, televisions, and computers<sup>16</sup>. The other opinion said that learning media is combination of hardware

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<sup>14</sup>*Ibid*

<sup>15</sup> Yayang Mega Bulan Sabit, *Pengembangan Multimedia Interaktif Berbasis Autoplay pada Materi SKI dengan Pendekatan Saintifik Untuk Meningkatkan Hasil Belajar Kelas VII SMPN 4 Malang*, Skripsi Jurusan Pendidikan Agama Islam, Program Strata Satu Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang

<sup>16</sup> Bambang Sujipto dan Cecep Kustandi, *Media Pembelajaran Manual dan Digital*, (Bogor: Penerbit Ghali Indonesia, 2011) Cet. Ke 1, page 5



and software. In other words, the media is hardware that has been filled by software<sup>17</sup>.

From some opinion of experts above can be concluded that media is tools in form of manual, mechanical, and electronic or also method used in learning process in order to create the interaction between student and teacher that could be implemented optimally so it can stimulate the student to learn. The media serves as a tool in delivering the learning material in the form of visual, audio, even audio-visual toward student so that they stimulate to learn and improve the learning result as well as easier for student to understand the concept and learning material.

According to Sudjana, learning media have three benefits. First, learning process will be more attracted the student attention so they will motivate to learn. Second, the learning material can be more easily understood by student and the possibility of student in comprehend the learning purpose is better than before. Third, the method of teaching will be more varied, not just communication by teacher but student also. Teachers do not run out of their energy especially for the teachers who teach in every hours of lesson. The student will not be bored because they have their own activities,

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<sup>17</sup> Abdul Wahid Rosyidi. *Media Pembelajaran Bahasa Arab*. (Malang, UIN-MALANG PRESS, 2009) page 26

they did not just listens the description from the teacher but they did their activity such as observing, doing, and responding<sup>18</sup>.

Hamalik also argued that using of learning media in teaching and learning process be able to arouse the new passions and interest, raise the motivation & stimulation of learning even bring the psychological impact of student and also the student learning result<sup>19</sup>.

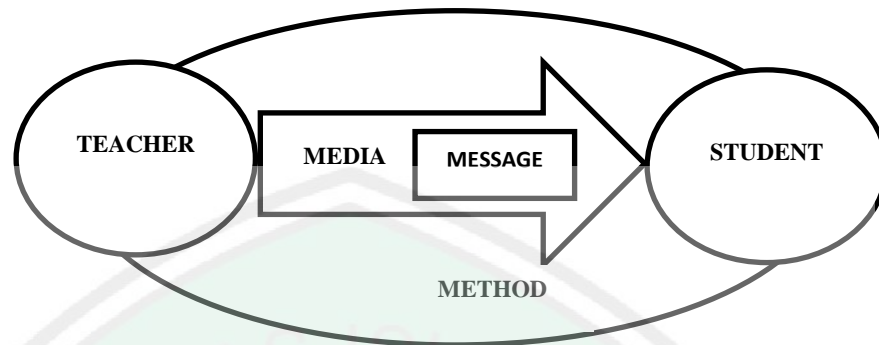
#### **b. Function of Learning Media**

In the learning process, media has a function to carry and distribute the source (which will be submitted by teacher) toward the recipient (student). The method is procedures for helping students to receive, understand, and process the information in order to achieve the learning purposes. Thus, the function of the media in the learning process is shown in the following picture<sup>20</sup>:

<sup>18</sup> Dearga Sukaria, Fitriwahyuningsih, dan Retno Sugiarti dalam Laporan Penelitian *Pengembangan Media Pembelajaran Monokida Untuk Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Akidah Akhlak Melalui Pendekatan Saintifik di Kelas VII Mts Nurul Huda Malang*.Laporan PKM Jurusan Pendidikan Agama Islam.Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang.

<sup>19</sup> Wardani, Tri Kurnia, *Penggunaan Komik dalam Pembelajaran Sosiologi Pada Pokok Bahasan Masyarakat multikultural dalam Jurnal Komunitas* Vol 4 No. 2 Tahun 2012: 230-243

<sup>20</sup>Daryanto.*Media Pembelajaran*. (Bandung : PT. Sarana Tutorial Nurani Sejahtera, 2012), page 12-16



**Picture 2.1 Function of Media in Learning Process**

In the process of teaching and learning, function of learning media according to Nana Sudjana, namely:

- 1) Utilizing of media in teaching process is not an additional function, but it has its own function as tools to achieve the effectiveness of teaching and learning situation.
- 2) Utilizing the medium of instruction is an integral part of the overall teaching situation. The meaning that the medium of instruction is one element that must be developed by teacher.
- 3) Utilizing of the learning media is integral with the purpose and the content of lesson.
- 4) Utilizing of media not just as an entertainment tool that will be completed the learning process in order to attract the student.
- 5) To accelerate the learning process and help the student in understanding the concept from teacher

- 6) Users of learning media preferred to enhance the quality of teaching and learning.

Function of utilizing media in learning process, including:

- 1) Media can attract the student attention
- 2) Media can help to accelerate the understanding of student in learning process
- 3) Media can clarify the presentation of teacher in order didn't be verbalistic (in form of words written or spoken)
- 4) Media can solve the problem about limitation of space
- 5) Learning process become communicative and productive
- 6) The time of learning can be conditioned
- 7) Media can eliminate the bored situation in learning process
- 8) Media can increase the student motivation to learn or stimulate the student
- 9) Media can serve the diversity of student's learning style
- 10) Media can increase the activity or level of student engagement in learning activity<sup>21</sup>.

Meanwhile, according to Asnawir and Basyiruddin said that at this time the learning media works as follow:

- 1) To facilitate the student for learning and helps the teacher to be easy in prepare the learning material

<sup>21</sup>Pupuh Fathurrohman & M. Sobry Sutikno. *Strategi Belajar Mengajar Melalui Penanaman Konsep Umum & Konsep Islami*, (Bandung: PT. Refika Aditama, 2011) page 66-67

- 2) Provide the real experience (abstract become concrete)
- 3) Media can attract the student attention more (student will not bored)
- 4) All the senses of student can be activated. The weakness of one sense can be balance by the strength of the other
- 5) Media can attract the interest of student in learning process
- 6) To generate the combination of theory and the reality<sup>22</sup>.

So, the function of media more dominant to attract the attention and interest of student in learning, even it can build the motivation too. Media is also makes easier the teacher in working. But in utilizing of learning media, we must consider the components that should be achieve by student. So, it is not just any media can be used for learning activities.

### **c. Benefits of Media**

Some education experts were argued about the benefit of media like: Sudjana and Rivai said that benefit of media in learning process such as the teaching will be interesting and the teaching material will be quite clear in understanding the concept so it can make student will be motivated in learning process<sup>23</sup>.

While, according to Kemp & Dayton, benefit of media is make the learning process to be more interested and more interactive, it

<sup>22</sup> Basyirudin Usman, *Media Pembelajaran*, ( Jakarta : Ciputan Press, 2002) page 24

<sup>23</sup> Azhar Arsyad. *Opcit.* page 24



can shorten the time, too. Then, it can be given anytime and anywhere<sup>24</sup>.

Hamalik added his opinion that the media has benefit of reducing verbalistic, increase the student attention, foster the continuous thought and it can provide an experience that did not obtained in any other way easily and also help the efficiency and diversity in learning<sup>25</sup>.

Based on the arguments above, we can conclude that media should be useful as follows:

- 1) Clarify the message so that it is not too verbalistic
- 2) Overcoming the limitation of space, limitation of time, limitation of energy and limitation of power senses
- 3) Increase the passion to learn and increase the interaction between student and learning resources directly
- 4) Allow the children to learn independently based on their talents and allow the children to learn independently based on their abilities, such: visual, auditory, and kinesthetic.
- 5) Give same stimulation, same experience to appear same perceptions
- 6) Learning process contain of five communication components, included: teacher (communicator),

<sup>24</sup>*Ibid*, page 22

<sup>25</sup>Hamalik. *Media Pendidikan*. (Bandung: Sinar Baru Algesindo, 2012), page 15



instructional materials, students (communicant), and learning objectives

- 7) Media can motivate and enhance the positive attitude after going through the learning process
- 8) Media can make lessons delivered easier, clearer, and more interactive
- 9) Media can transform the learning environment to be pleasant.

In addition, the contribution of learning media according to Kemp & Dayton (1985) as follows:

- 1) Submission of learning message can be standardized
- 2) Learning can be more attractive
- 3) Learning more interactive by applying the theory of learning
- 4) The timing of the learning can be shortened
- 5) Quality of learning can be improved
- 6) Learning process can be occurred in anytime and anywhere
- 7) A positive attitude of students toward the learning material and learning process can be improved
- 8) The role of teacher change in positive direction<sup>26</sup>.

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<sup>26</sup>Daryanto, *opcit.* page 5-6

## 2. Tajwid

### a. Definition of *Tajwid* Science

*Tajwid* in etymology from the word “*Jawwada-yujawwidu-tajwidan*” which has a meaning “*at-tahsin*” (improve) and in terminology, *tajwid* is science to studying about the way to express the text of holy Qur’an covered character, pronunciation (*makhroj*), and *ahkamul huruf*<sup>27</sup>. *Tajwid* is a science which is used for knowing how to recite the Qur’an by pronounced the texts well<sup>28</sup>. On the other hand, *tajwid* is very important to learn by children who want to recite the holy Qur’an well and correct because wrong pronunciation will able to make the misunderstanding of the meaning.

### b. Function of *Tajwid*

The function of studying about *tajwid*, are:

- 1) To keep the text of holy Qur’an from the mistake and alteration
- 2) To keep the pronounce and misunderstanding of the text<sup>29</sup>
- 3) To abolish the mistake in reciting the holy Qur’an
- 4) To recite the holy Quran correctly according to pronunciation, character of word based on the *Ulama Ahli Quro* decision.

<sup>27</sup> Ahmad Muthohhar bin Abdur Rahman Al-Murofi & H. Adnin, S.Q., S.Pd.I. *Thuhafatut Thulab*. (Surabaya: Tri Jayaguna Offset. 2012) page 10

<sup>28</sup> Abdullah Asy’ari., *Pelajaran Tajwid*. (Surabaya: Apollo, 1987) page 7

<sup>29</sup> *Ibid*

Studying about *tajwid* science is *fardhu kifayah* but practicing the *tajwid* science is *fardhu 'ain*. The law to studying about *tajwid* was mentioned in holy Qur'an itself. It is suitable with the statement in Q. S Al Baqarah (2): 121

الَّذِينَ ءَاتَيْنَهُمُ الْكِتَابَ يَتْلُونَهُ حَقَّ تِلَاوَتِهِ ...

The meaning:

Those (who embraced Islam from Bani Israel) to whom We gave the Book (the Taurat (Torah)) (or those (Muhammad companions) to whom We have given the Book (the Qur'an) recite it (i.e obey its order and follows its teachings) as it should be recited (i.e followed)...(Tafsir al-Qurtubi)<sup>30</sup>

### c. The Importance of *Tajwid* Science

*Tajwid* science is includes of importance science and studying about the *tajwid* science is primary good deed as well as the decency of reciting the holy Qur'an itself. In the principle of *ushul fiqh* mentioned that *al-wasâilu fî hukmi al –maqâshidi* (the law of medium is compatible with the law of purpose)<sup>31</sup>.

The purpose of studying and practicing the *tajwid* science is keep the spoken from *lahn* (mistake) when reciting the holy Qur'an

<sup>30</sup> The Holy Qur'an English .pdf

<sup>31</sup> Ahmad Toha Husein Al-Mujahid. *Ilmu Tajwid*. (Jakarta: Darus Sunnah, 2011) page 24

(decree of Allah SWT), hadith of Prophet Muhammad PBUH or texts of Islamic law such as prayer text in *sholat* and others. Persons who recite it without *tajwid* will be fall on the *lahn* (mistake) and give the negative effect in the value of worship, decrease the reward from Allah or even cancelled the worship activity if there is deliberate intention/ *taqshir* (at random, careless, not optimal)<sup>32</sup>.

The purpose of studying the *tajwid* science is mentioned by Syekh Muhammad Al Mahmud as follow:

غَايَتُهُ بُلُوغُ النَّهَايَةِ فِي إِتْقَانِ لَفْظِ الْقُرْآنِ عَلَى مَا تُلْقِي مِنَ الْحَضْرَةِ  
النَّبَوِيَّةِ لَا فَصَحِيَّةٍ وَقِيلَ غَايَتُهُ صَوْنُ اللِّسَانِ عَنِ الْخَطَاءِ فِي  
كِتَابِ اللَّهِ تَعَالَى

“The purpose of (studying the *tajwid* science) are reciting the holy Qur’an properly (*fasih*) based on the Rasulullah PBUH teaching, and also keep the spoken from mistake when reciting the Book of Allah SWT (Holy Qur’an)”<sup>33</sup>.

The mistakes that often happened when reciting the holy Qur’an:

<sup>32</sup> *Ibid*

<sup>33</sup> Moh. Wahyudi. *Ilmu Tajwid Plus*. (Surabaya: Halim Jaya, 2007) page 3

Imam Jalaludin as-Suyuthiy was explained that there are 2 *lahn* (mistake) which may happen in reciting the holy Qur'an without *tajwid* :

1) *Lahn Jaliy* (اللَّحْنُ الْجَلِيّ) i.e the real mistake in lafazh so that

the mistake can be recognize well by *ulama of Qiraat* and majority. For example :

a) Changing the *huruf* with other *huruf*

Such as:

وَلَعَلَّكُمْ تَشْكُرُونَ...

“...and that you may be thakful” (Q.S Al Jatheeyah 45:12)

If the lafazh “تَشْكُرُونَ” is recite become “تَسْكُرُونَ” (*huruf*

*syin* become *huruf sin*), so the meaning is also change into “

...and that you may be drunk”.

b) Changing of vowel (*harakat*) by other vowel (*harakat*)

c) Increasing or decreasing the *huruf*

2) *Lahn Khofiy* (اللَّحْنُ الْخَفِيّ) i.e hidden mistake in lafazh. This

mistake is only recognized by *Ulama Qiraat* and certain group who undertanding about *Qiraat*. Such as: deaden the buzz of *huruf* that should be recite by buzz, decreasing or increasing the the size of buzz, deaden the *ghunnah* that should be recite by



*ghunnah*, decreasing or increasing the size of *mad* in texts, and many others<sup>34</sup>.

#### d. *Makhorijul Huruf*

Everyone who want recite the holy Qur'an must be pay attention the certainty and the way to sound/ voice of *hijaiyah* words from mouth or it is called as *makhroj*. The source of voice is come from 5 palces, are:

- 1) From mouth/ cavity
- 2) From throat
- 3) From tongue
- 4) From lips and
- 5) From nasal cavity/ nose<sup>35</sup>

**Table 2.2 *Makhroj* and Each *Huruf***

No.	<i>Huruf</i>	Information
1.	هـ - ء	Comes from base of tongue
2.	ح - ع	Comes from middle of throat
3.	خ - غ	Comes from the end of throat
4.	ق	Comes from the base of tongue
5.	ك	Comes from the tongue, but under makhroj ق

<sup>34</sup> *Ibid.* page 7-8

<sup>35</sup> Ahmad Muthohhar bin Abdur Rahman Al-Murofi & H. Adnin, S.Q., S.Pd.I. *op.cit.* page 14-15

6.	ج - ش - ي	Comes from middle of tongue and the middle of ceiling
7.	ض	Comes from the side of tongue and molar (left and right)
8.	ل	Comes from between the tongue and gums (in the top)
9.	ن	Comes from the end of tongue
10.	ر	Comes from the tip of tongue a little bit forward and get into the back of tongue
11.	ت - د - ط	Comes from the end of tongue and base of upper front teeth
12.	س - ز - ص	Comes from the end of tongue and the front teeth (upper and bottom)
13.	ث - ذ - ظ	Comes from the end of tongue and the end of front teeth that opened
14.	ف	Comes from the door in the lower lip and the end of the front teeth
15.	م - ب - و	Comes from the both lips. If ,و the position of lip is opened and If م and ب , the position of lip is closed.

**e. Identify the *Ahkamul Huruf* (Nun Sukun /Tanwin and Mim Sukun) in Q.S Al Mâ'un and Al Fîl .**

One of the components of *tajwid* is text law (*ahkamul huruf*).

The words of *hijaiyah* which is discussed in *tajwid* are<sup>36</sup>:

<sup>36</sup>Abdullah Asy'ari, *opcit.* page 7

### 2.3 Table of *Hijaiyah* Words

ا	ب	ت	ث	ج	ح	خ
ALIF	BA'	TA'	TSA'	JIEM	CHA'	KHO'
د	ذ	ر	ز	س	ش	ص
DAL	DZAL	RO'	ZAI	SIEN	SYIEN	SHOD
ض	ط	ظ	ع	غ	ف	ق
DLOD	THO'	DHO'	'AIN	GHOIN	FA'	QOF
ك	ل	م	ن	و	ه	ي
KAF	LAM	MIEM	NUN	WA	HA'	YA'
		ء	لا			
		HAMZAH	LAM ALIF			

From Q.S Al Mâ'un, we can identify the *ahkamul huruf* in below:

أَرَأَيْتَ الَّذِي يُكَذِّبُ بِالْإِيمَانِ (١) فَذَلِكَ الَّذِي يَدْعُ الْيَتِيمَ (٢) وَلَا  
يَحْضُ عَلَى طَعَامِ الْمُسْكِينِ (٣) فَوَيْلٌ لِلْمُصَلِّينَ (٤) الَّذِينَ هُمْ عَنْ  
صَلَاتِهِمْ سَاهُونَ (٥) الَّذِينَ هُمْ يُرَءُونَ (٦) وَيَمْنَعُونَ الْمَاعُونَ (٧)

We can identify the law of text in Q. S Al Mâ'un in the table below:

## 2.4 Table of *Ahkamul Huruf* in Q.S Al Mâ'un

No.	<i>Ahkamul Huruf</i>	Example
1.	<b>IDGHAM BILÂGHUNNAH</b>	قَوِيلٌ لِّلْمُصَلِّينَ
2.	<b>IDHAR SYAFAWI</b>	الَّذِينَ هُمْ عَنْ
3.	<b>IKHFA'</b>	عَن صَلَاتِهِمْ
4.	<b>IDHAR SYAFAWI</b>	صَلَاتِهِمْ سَاهُونَ
5.	<b>IDHAR SYAFAWI</b>	الَّذِينَ هُمْ يُرْءَاوْنَ
6.	<b>IDHAR SYAFAWI</b>	وَيَمْنَعُونَ

We found the 3 laws of text (Nun sukun/ tanwin and mim sukun) in Q.S Al Mâ'un, there are: Idghom Bilâghunnah, Idhar Syafawi and Ikhfa'.

### 1. Idghom Bilâghunnah

If there is nun sukun or tanwin (ْ,َ,ُ) match by lam (ل) or ro' (ر). Idghom means put into and Bilâghunnah means without buzz. So, nun sukun or tanwin (ْ,َ,ُ) didn't need to be read. For example: فَوَيْلٌ لِلْمُصَلِّينَ

### 2. Idhar Syafawi

If there is mim sukun match by one of all *hijaiyah* words except mim (م) and ba' (ب). Idhar means clear and syafawi means mouth. So, mim sukun should be read clearly. For example: وَيَمْنَعُونَ الْمَاعُونَ

### 3. Ikhfa'

If there is nun sukun or tanwin (ْ,َ,ُ) match by one of this *hijaiyah* words: ت, ث, ج, د, ذ, ز, س, ش, ص, ض, ط. Ikhfa' means vague/ indistinct. So, nun sukun or tanwin (ْ,َ,ُ) will read indistinctly<sup>37</sup>. For example: عَنْ صَلَاتِهِمْ

<sup>37</sup> Ahmad Muthohhar bin Abdur Rahman Al-Murofi & H. Adnin., *opcit.* page 22-25



From Q.S Al Fîl, we can identify the *ahkamul huruf* in below:


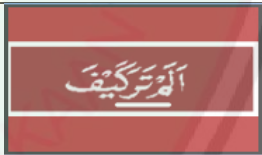

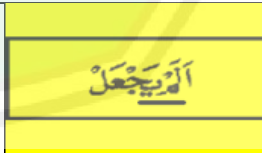



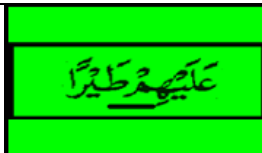
أَلَمْ تَرَ كَيْفَ فَعَلَ رَبُّكَ بِأَصْحَابِ الْفِيلِ (١) أَلَمْ يَجْعَلْ كَيْدَهُمْ فِي

تَضْلِيلٍ (٢) وَأَرْسَلَ عَلَيْهِمْ طَيْرًا أَبَابِيلَ (٣) تَرْمِيهِمْ بِحِجَارَةٍ مِّنْ

سِجِّيلٍ (٤) فَجَعَلَهُمْ كَعَصْفٍ مَّأْكُولٍ (٥)

We can identify the law of text in Q. S Al Fîl in the table below :

2.5 Table of *Ahkamul Huruf* in Q.S Al Fîl

No.	<i>Ahkamul Huruf</i>	Example
1.		
2.		
3		
4.		

5.	<b>IDHAR HALQI</b>	طَيْرًا أَبَايَلْ
6.	<b>IKHFA' SYAFAWI</b>	تَرْفِيهِمْ بِحِجَارَةٍ
7.	<b>IDGHAM BIGHUNNAH</b>	بِحِجَارَةٍ تَنْ
8.	<b>IKHFA'</b>	تَنْ سَيِّئِي
9.	<b>IDHAR SYAFAWI</b>	فَجَعَلَهُمْ كَعَصْفٍ
10.	<b>IDGHAM BIGHUNNAH</b>	كَعَصْفٍ مَّا كُولٍ

We found the 3 other laws of text (nun sukun/ tanwin and mim sukun) in Q.S Al Fîl beside on the Q.S Al Mâ'un, there are :  
Idhar Halqi, Ikhfa' Syafawi, and Idghom Bighunnah.

#### 1. Idhar Halqi

If there is nun sukun or tanwin (ْ, َ, ُ) match by one of this *hijaiyah* words : ه , غ , ع , خ , ح , ل. Idhar means

clear and Halqi means throat. So, nun sukun or tanwin

(ّ, ّ, ّ) should be read clearly. For example: طَيْرٌ أَبَابِيلٌ

## 2. Ikhfa' Syafawi

If there is mim sukun match by ba' (ب). Ikhfa' means vague/ indistinct. So, mim sukun will be read indistinctly. For example: تَزْمِيْمٌ بِحِجَارَةٍ

## 3. Idghom Bighunnah

If there is nun sukun or tanwin (ّ, ّ, ّ) match by one of this *hijaiyah* words (ي, ن, م, و). Idghom means put into and Bighunnah means with buzz. So, nun sukun or tanwin (ّ, ّ, ّ) will read by buzz<sup>38</sup>.

## 3. Tobii Communicator

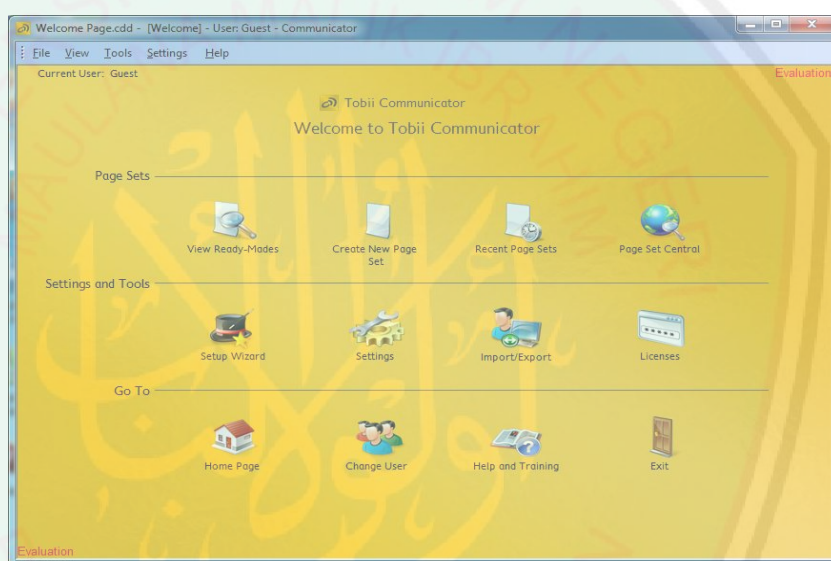
Tobii Communicator is an alternative and augmentative communication (AAC) software platform designed with you in mind. Communicator converts text and symbols into clear speech, gives you a computer access and even allows you to control devices and appliances in your surroundings (ECU). Communicate the way you

<sup>38</sup> *Ibid*

want, when you want, giving you new levels of control and independence<sup>39</sup>.

This software consists of some menu which is describes in picture bellow:

**Picture 2.2 Appearance of Tobii Communicator**



Tobii Communicator in above has a version number namely Tobii Communicator version 4.6.1. As a user, we can use this application after we were installed it. Hopefully, teacher will be creative by using this program to make a game for the learning process.

<sup>39</sup><file:///D:/proposal/thereal0pro/tobii/TobiiCommunicatorDownloadFreeCommunicator.exe.htm>  
access on 20 Dec 2015

#### 4. Educative Game

##### a. Definition of Playing

Some experts was defined the meaning of play. According to Piaget (1951), playing or game is an activity that is done repeatedly for pleasure. The other experts argued that playing is not just for fun, but there are some goals that must be achieved, certain achievement<sup>40</sup>.

According to Hughes 1999 (a child development expert in his book “Children, Play, and Development”) said that playing is different thing with learn and work. An activity called playing ther should be five elements in it, among<sup>41</sup>:

- 1) Have a goal
- 2) Choose freely based on their desire, no one force
- 3) Fun and enjoyable
- 4) Delusional to develop imaginative power and creativity
- 5) Actively and consciously

In general, games are fun and give the satisfaction to players. Sometimes, games able to train the soul of children completion and train collaboration between players to achieve their goals.

<sup>40</sup> Kak Andang Ismail. *Education Games*, (Yogyakarta: Pro-U Media, 2009) page 24

<sup>41</sup> *Ibid*, page 25



Educative game is an activity which is fun, it can be helpful to educate and improve language skills, thinking, and associating of children with their environment<sup>42</sup>. Tool educative games is toy designed specifically for educational purposes and had several characteristic, are: 1) can be used various way, 2) intended for children, 3) safety are concerned, 4) make children involved actively, and 5) constructive<sup>43</sup>.

The importance of educative games for children's, are:

- 1) Increase the children concentration
- 2) Teaching more faster
- 3) Overcome the limitation of time
- 4) Overcome the limitation of place
- 5) Overcome the limitation of language
- 6) Generating the human emotion
- 7) Increase the understanding of children
- 8) Increase the student's memories
- 9) Increase the freshness in teaching

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<sup>42</sup>*Ibid*, page 112

<sup>43</sup> Mayke S. Tedjasaputra, *Bermain, Mainan, dan Permainan*, (Jakarta: PT. Grasindo, 2011) page 81

## **b. Purposes of Educative Games**

If the educative game is seen as a method or way to educate by fun, so generally the purpose of educative games can be formulated as follows<sup>44</sup>:

- 1) To develop the self-concept
- 2) To develop creativity
- 3) To develop communication
- 4) Develop cognitive aspect
- 5) Develop the function of senses
- 6) Develop sport skills, and others

## **c. Function of Educative Games**

Teacher can use the game as a tool for observation and assessment or evaluation of children<sup>45</sup> because the educative game surely has multiple function and benefit included<sup>46</sup>:

- 1) Provide the knowledge to children through the learning process of play with learn
- 2) Stimulate the development of intellect power, creativity power, and language

<sup>44</sup> Kak Andang Ismail, *op.cit.* page 117

<sup>45</sup> Mayke.S Tedjasaputra, *op.cit.* page 46

<sup>46</sup> Kak Andang Ismail, *op.cit.* page 138-140

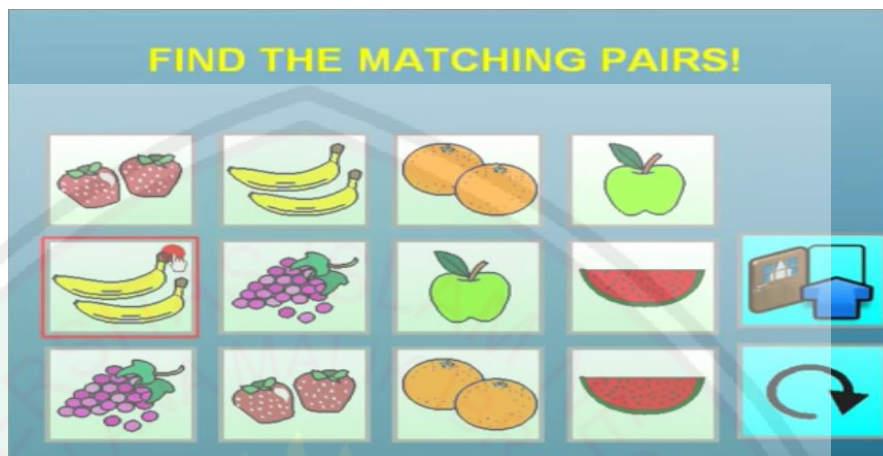
- 3) Create a playing environment which is attractive and give feeling of safety and fun
- 4) Improve the quality of children's learning
- 5) Improving the children understanding and develop their personality
- 6) Improving the ability to communicate
- 7) Develop the children's feeling
- 8) Strengthen the confidence of student
- 9) Stimulate the imagination of children
- 10) Establish the children morality
- 11) Develop the children socialization
- 12) Establish the children spirituality and etc.

Here, we can illustrate that educative games are very helpful in the learning process for student and also teacher. Student will able to enjoy the learning process by game and teacher can increase their creativity in making the learning media through the game.

#### **d. Matching Games**

Matching game is one kind of game which is matching or pairing either pictures or written accordingly. Actually, there are many kinds of games who have system of matching, among others: ONET, Pikachu, Purple Place and many others. We can see the kind of matching games in the following picture:

**Picture 2.3 Appearance of Matching Games**



## **5. Learning Result**

### **a. Definition of Learning Result**

The learning result of student is something earned by student after the learning process that can be measured in evaluation process. Meanwhile, evaluation is a process to determine the score of student learning through the assessment, measurement, and comparison between student learning result and the learning purpose. The main goal of evaluation is not just to know the student learning result but it also to know the degree of success that achieved by student after participate in learning activity, whereas the success rate was marked by scale of value in the form of letter, number or word and symbol. If the purposes of learning result

evaluation have been realized, so it will able to used and intended for various purposes<sup>47</sup>.

The learning result functioned and intended for the following purposes, among:

- 1) For diagnosis and development. Utilizing the learning result serve as tool to diagnose the weakness and excellence students and their causes. Based on this diagnosis, teacher will develop the learning activity to improve the student learning result.
- 2) For selection. Learning result obtained by student serve as the basic for students determination in achieve the next level of education
- 3) For next grade. From the learning result obtained by student will able to know the student who capable in next grade or their score is fulfilling the Criterion of Completeness Minimal.
- 4) For the placement. The learning result are used for determine the grade of student based on their ability and potential. So that, student will able to develop their capabilities optimally<sup>48</sup>.

<sup>47</sup> Dimiyati dan Mudjiono, *Belajar dan Pembelajaran*, (Jakarta: Rineka Cipta, 2006) page 200

<sup>48</sup> *Ibid.* page 201



## **b. The Kinds of Learning Result**

Based on the theory of Bloom, he said that the learning result addressed by a change in three aspects, including: cognitive, affective and psychomotor.

### **1) Cognitive Domain**

Cognitive domain ability that related to intellectual learning result consists of 6 aspects, are: knowledge, comprehension, application, analysis, synthesis, and research.

### **2) Affective domain**

It is related to attitudes and values. Affective domain includes 5 levels of capability, are: accept, answer or reaction, judge, organize and characterized by value or complex value.

### **3) Psychomotor domain**

It is covered motoric skills (movement)<sup>49</sup>. Actually, the teacher give less attention in this domain because it is depending on the motion of each student.

## **c. Factors that Affecting the Learning Result**

In general, factors that affect the learning can be divided into 3 kinds, are:

- 1) Internal factor. Factor from the inside of student performance, such as: physical situation/ condition (physiological factors)

<sup>49</sup>Wayan Nurkencana dan P.P.N Sumartana. *Evaluasi Pendidikan*. (Surabaya: Usaha Nasional, 1990), page 34

and spiritual factor (psychological aspect) of student. First, physical condition (physiological factors) will affect the person ability to learn. User and Lilian were said that physiological factor included of physical senses that are not working properly, such as an illness, disability or imperfect development, and behavioral abnormalities<sup>50</sup>. Second, the spiritual situation (psychological) which consists of 5 aspects, among others:

a) Intelligence

Intelligence in general can be interpreted as psycho-physical ability to reacts the stimulation or adapts with the environment correctly. Intelligence level of student will determine the success rate of them. That means, the higher student intelligence ability can create the greater chance for success. Conversely, the lower student intelligence ability can create smaller chance to obtain the high learning result<sup>51</sup>.

b) Attitude

Attitude is internal symptom which has affective dimension such as tendency to react (response tendency) by fixed

<sup>50</sup> User Usman dan Lilis Setiawati, *Upaya Optimalisasi Kegiatan Belajar Mengajar*, (Bandung: PT. Remaja Rosda Karya, 1993) page 10

<sup>51</sup> Muhibbin Syah, *Psikologi Belajar*. (Jakarta: Raja Grafindo Persada, 2004) page 147

relative way toward the object of people, things and so on, either positively or negatively<sup>52</sup>.

c) Talent

Talent (aptitude) is potential ability of person to achieve successfulness in future. Talent is also defined as individual ability to perform certain tasks not just depends on the education and training effort. The talent will affect the achievement or the learning result in certain study<sup>53</sup>.

d) Interest

Interest means the inclination and excitement or great desire toward something. Interest can affect the quality of student achievement in certain fields of study. For example: a student was interest in Mathematic subject, he/she will more focus than the other student. After that, due to intensive focusing in this material that allowed the student to study hard and finally achieve the great result<sup>54</sup>.

e) Motivation

Motivation comes from the Latin “*movere*” which means moving or “*tomove*” which means inner power of organism to force doing something. Motivation is driving the willingness and desire to achieve something. Motivation may also be regarded as a stimulus to doing something.

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<sup>52</sup>*Ibid.* page 149

<sup>53</sup>*Ibid.* page 151

<sup>54</sup>*Ibid*

People who have motivation, they will give a power to achieve particular goal<sup>55</sup>.

According to Terry, motivation is desire within the individual that encourage them to act. Motivation is also training or the other activities that cause the alteration of individual cognitively, affectively, and psychomotor<sup>56</sup>. In the simple term, motivation is mental condition that encourages the actions and provides the power to achieve the necessity, give satisfaction and reducing the balance<sup>57</sup>.

Meanwhile, according to Mc Donald, motivation is the change of energy inside who is marked by the effective encouragement and reactions in order to achieve the goal<sup>58</sup>.

In the learning activity, motivation is necessary because someone who does not have the motivation to learn will not able to do learning activity properly. In learning process, motivation is driving force inside of student who rises, ensure the continuity, and provide the direction to learn so that the purpose of earning will be achieved<sup>59</sup>. Improving the motivation of student to learn was needed some efforts

<sup>55</sup> Umar Hamalik, *Psikologi Belajar dan Mengajar*. (Bandung: Sinar Baru Algesindo: 2012) page 173

<sup>56</sup> Purwa Atmaja Prawira, *Psikologi Pendidikan Dalam Perspektif Baru*, (Jogjakarta: Arruz Media, 2012) page 325

<sup>57</sup> Susilo Martoyo, *Manajemen Sumber Daya Manusia*. (Yogyakarta: BPPE, 1990) page 139

<sup>58</sup> Wasty Soemanto, *Psikologi Pendidikan*, (Jakarta: Rineka Cipta, 2006), page 203

<sup>59</sup> Yasir Yusuf dan Umi Auliya, *Sirkuit Pintar Melejitkan Kemampuan Matematika & Bahasa Inggris dengan Metode Ular Tangga*, (Jakarta: Visi Media, 2011) page 8

and factors which affect them, among: ideals or aspiration, learning ability, condition of student, condition of environment (home, school, and community) and also the effort of teacher in teaching.

- 2) External factor. Factor that come from outside such as: situation of the environment around the student. External factor consists of two kinds, are: social environment and non-social environment. First, social environment of school, such as: the teachers, the administrative staff, and classmates that able to affect the other student enthusiasm for learning. The teachers can give some example by good and diligent attitude (behavior), like: diligent to read and discuss that can be a positive impetus for student learning activities<sup>60</sup>. Second, non-social environment. Factors that including of non-social environment is the school building and its location, student house and its location, learning instrument/ tool, weather condition and also the time of learning<sup>61</sup>.

### 3) Factors of Learning Approaches

Learning approach can be understood as a way or strategy used by student in improving the effectiveness and efficiency of the certain learning process. Factors of learning approaches will able to affect level of success the student learning process. For

<sup>60</sup> Muhibbin Syah, *op.cit*, page. 153

<sup>61</sup> *Ibid.* page 154



example, a student who used to apply the learning approach of *deep* (maximize the understanding by thinking, reading and discussing more) may be have the chance to achieve some great quality of learning result than a student who used to apply the learning approach of *surface* (avoid failure but didn't study hard) or a student who used to apply the learning approach of *reproductive* (memorizing, imitating)<sup>62</sup>.

Carroll was argued that the student learning result are influenced by five factors, are:

- a) Talent of learning
- b) Time available for learning
- c) The time required for student to answer a lesson
- d) The quality of teaching
- e) The ability of individual

## 6. Characteristic of Elementary School Student

Before the researcher decided to develop the learning media, researcher must know about the characteristic of elementary school student. The characteristic of elementary school student is very useful for the determining the need assessment in research and development.

Elementary school student categorized in 6-12 years old. The teacher must implement the teaching method which is suitable with the

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<sup>62</sup>*Ibid.* page 155

student condition. So, teacher should be known the characteristic of student before mastering the learning material.

#### **a. Cognitive Development of Elementary School Students**

Cognitive development includes the alteration of way of thinking. The stage of individual cognitive development according to Piaget through four stadiums<sup>63</sup>:

1. Sensory-motoric (0-2 years old), babies are born with some innate reflex to encourages of exploring their world.
2. Pre-operational (2-7 years old), children learn to use and represent object by images and words. Their thinking more symbolic and egocentric
3. Concrete operational (7-11 years old), children use the logic. The stage has understands the logical operation by concrete objects.
4. Formal Operation (12-15 years old), the ability to think abstractly, reason logically, and make conclusion from the information.

#### **b. Needs of Elementary School Student**

Elementary school student have characteristic which is very important to be identified by teacher in order to make the suitable

<sup>63</sup> Sugiyanto. *Karakteristik Siswa SD. Pdf.* (www.google.com), page 2-3 access on 25<sup>th</sup> May 2016

learning media for them. There are many characteristic of elementary school students among others<sup>64</sup>: (1) they enjoy to plays, (2) they enjoy to moves, (3) they enjoy to works in group, and (4) they enjoy to experiments directly. According to Havighurst, the task of elementary school student development, are<sup>65</sup>:

1. Mastering the physical ability in physical activity, like games
2. Build the good life for itself and environment
3. Learn how to communicate and work with other friends
4. Learn about social role according to gender
5. Develop basic skill in reading, writing, and arithmetic
6. Develop the life concepts
7. Develop morality and value as the guidance
8. Achieve the personal independence

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<sup>64</sup> *Ibid*

<sup>65</sup> *Ibid*

## CHAPTER III

### DEVELOPMENT METHOD

#### A. Development Approach

Development approach in this study is using research and development (R&D) approach. This research aims to produce a product of *tajwid* learning by game “*tajwid* matching” which is used the research of need assessment to test the effectiveness of product in order to useful in society. Therefore, this research will be oriented in educational product especially in Islamic education products.

Method of Research and Development by Sugiono “is a research method to produce a particular product and to test the effectiveness of these products<sup>114</sup>. Nana Syaodih was defined R&D as the method of research used for produce a specific product and test the effectiveness of these product or steps to develop a new product or improve existing product, which can be accounted for<sup>115</sup>.

According to Seels & Richey, “Research and development is defined as the systematic study to design, develop, and evaluate programs, processes, and learning results that should be fulfill the criteria of consistency and effectiveness internally<sup>116</sup>. Arifin was giving explanation more detail about research and development, according to him

<sup>114</sup>Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2013) page 297

<sup>115</sup>*Ibid*

<sup>116</sup>Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*, (Jakarta: Kencana, 2010), page 195

Research and development is a method that can be used for bridge the gap between basic research and applied research. This gap can be overcome by research and development. A good product will be generated both of hardware and software which have certain characteristics. The characteristics are combination of concepts, principles, assumptions, hyphotesis, and procedures that has been found in basic research<sup>117</sup>.

In the simple term, R&D is defined as research method that deliberately, systematically, oriented/ directed to seek findings, to formulate, to refine, to develop, to produce, to test the effectiveness of products, models, methods/ strategies/ ways, services, certain procedures that more superior, new, effective, efficient, productive and meaningful<sup>118</sup>. This research is designed to obtain a product and intended to assess the alteration that occur within a certain time. Hopefully, this research will able to improve the quality of product and able to assess any alterations that occur in the education field, both process, product, or learning result itself.

Researcher is using this type of research in order to produce an educational product in the form of game “*tajwid matching*” on the Islamic Education material subject in 4<sup>th</sup> Grade of Elementary School. This is conducted in order to improve the student learning result through fun learning media so student will be easier in understanding deeply about the material of *tajwid*.

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<sup>117</sup> Zainal Arifin, *Penelitian Pendidikan Metode dan Paradigma Baru*, (Bandung: Remaja Rosdakarya, 2011) page 126

<sup>118</sup> Nusa Putra, *RESEARCH & DEVELOPMENT Penelitian dan Pengembangan: Suatu Pengantar*, (Jakarta: PT. RajaGrafindo Persada, 2012) page 67



## B. Model of Development Design

The model is defined as conceptual framework that is used for guidance in performing activities. According to Briggs, model is set of procedures in sequence to realize some process. According to Punaji, there are two models of development: conceptual and procedural models. Conceptual model is analytical model which is give and explain the components of product that will be developed<sup>119</sup>.

Meanwhile, procedural model is descriptive model that illustrate a plot or procedural steps that must be followed to produce a particular product. Procedural model usually encounter in model of learning system design. Among them are the models of Kemp, Dick & Carey, 4 D, and so on<sup>120</sup>.

In this research is using the development model of ADDIE. Model of ADDIE is one model of the instructional design system that shows about the basic stages of learning system design which is very simple and easy to learn. This model consists of five main phases or stages which is suitable with the name included (A)nalisis, (D)esign, (D)evlopment, (I)mplementation, and (E)valuation<sup>121</sup>.

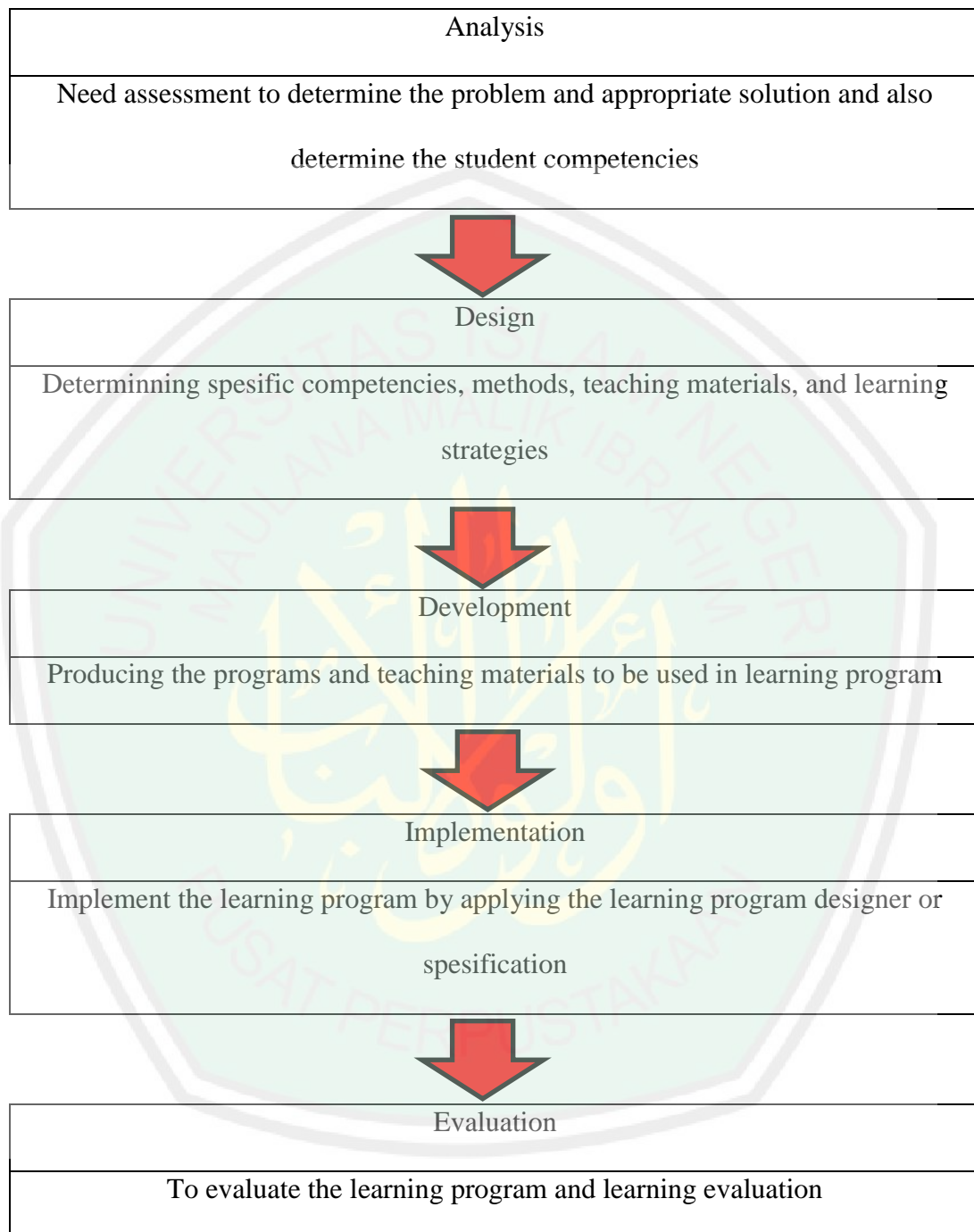
The phases or stages of developments model in this research is described as follows<sup>122</sup>:

<sup>119</sup> Trianto, *Metode Pembelajaran Terpadu*, (Jakarta: Prestasi Pustaka, 2007) page 53

<sup>120</sup> Punaji Setyosari. *op.cit.* page 200

<sup>121</sup> Benny A. Pribadi, *Model Desain System Pembelajaran*, (Jakarta: Dian Rakyat, 2010) page 125

<sup>122</sup> *Ibid*, page 127



**Picture 3.1 Steps of ADDIE**

### C. Procedures of Development

Based on development model of ADDIE for learning media by game *tajwid* matching, so the development procedure in this research and development should be followed the steps of model design. One of the learning model designs that more generic is model of ADDIE (Analysis-Design-Development-Implementation-Evaluation). ADDIE was emerged in the 1990s and developed by Reiser and Mollenda. One of the functions is become a guide to build the training infrastructure and equipment program that are effective, dynamic, and supportive. This model uses five stages of development, namely<sup>123</sup>:

#### 1. Analysis

Analysis is doing needs assessment, identify problems/ needs, and task analysis. Analysis step is a process to define what will be learned by the student that conduct needs assessment, identify problem/ needs, and task analysis. Therefore, output will be generated is in the form of characteristic or profile of student, gap identification, need identification, and task analysis based on the needs.

#### 2. Design

The first step in design stages is formulating the learning purpose that have characteristic of SMART (specific, measurable, applicable, realistic, and time frame). Then, arrange the test, whereas the test should be accordance with the learning purpose. Afterwards, determine the appropriate media learning

<sup>123</sup> <http://belajarpendidikan.blogspot.com/2013/02/model-model-pengembangan-bahan-ajar.html>, access on 1<sup>st</sup> April 2016

strategies to achieve the purpose of learning. In addition, consider the other support sources, such as: relevance learning source, learning environment and others. All of it was contained in a document called blue-print that is clear and detailed.

Design is the second step of ADDIE, This steps are:

- 1) Design step is the core of the analysis step for studying the problem then find the alternative solutions that have been identified through the needs assessment.
- 2) Design step is an important step that needs to determine the learning experience of student during the learning activities.
- 3) Design step is step should be able to answer the question, whether the learning program can address the gap capability of student.
- 4) Here, gap is the difference between ability of student with the ability that should be owned by the student

### **3. Development**

Development is process of realizing a blue-print or it could be said that design had become a reality. It means, if the design required software of educative game, then educative game should be developed. One important step in the development stages is a trial before it is implemented. Trial is also one of the steps of ADDIE in evaluation stage

Development is the third step in implementing instructional system design model of ADDIE. Development activities include of creating, buying, and modifying the teaching materials. In other words, it covered selecting activity,

determine the appropriate method, media and learning strategy in presenting the material or program substance. In development stages, there are two important goals that need to be achieved, among others:

- 1) Producing, buying, or revise the teaching materials that will be used to achieve learning purpose have been formulated previously.
- 2) Selecting the media and the combination of the best media to achieve the learning purpose.

#### **4. Implementation**

Implementation is real step to apply the learning system that we are creating. It means, at this stage all of which have been developed will be installed based on role and function in order to be implemented. Implementation or presenting of learning material is the fourth step of ADDIE. The main goal of this step, are:

- 1) Guide the student to achieve the learning purpose or competencies
- 2) Guarantee a problem-solving/ solution to overcome the learning result gap that faced by student
- 3) Ensure that at the end of learning program, student need to have knowledge, skill, and attitude competencies

#### **5. Evaluation**

Evaluation is process to look how the system being developed, “is the system success based on expectation or unsuccessful?”. Actually, the evaluation stage can occur at any four stages above. Evaluation in each stage above called as formative evaluation because the purpose is just for revision.



And here, evaluation is the last step of ADDIE. Evaluation is process undertaken to give the score or value toward the learning program. Evaluation toward the learning program aims to determine several things, among others:

- 1) Student attitude toward the learning activities comprehensively
- 2) Increasing of student competence (impact of participation in learning process)
- 3) The perceived benefit for school due to the increasing student competencies after the student are participate the learning program.

#### **D. Product Validation**

##### **1. Design of Validation**

Design of validation in this research using material validation, learning media design expert, and teacher. This validation includes the validation of media content and design. Validation have aims to obtain data in the form of rating and validator suggestion, so that it will known the great procedures are developed and then it will use for basic to do revision.

##### **2. Subject of Validation**

Subject of validation or validator of game “*tajwid* matching” consists of two, they are: content validator and design validator which are expert in this field.

### 3. Type of Data

The type of data will be collected based on information about the product that are developed and the learning purposes that will be achieved. Data used as a basis for determining the effectiveness, efficiency, and attractiveness of the product:

- a. Quantitative data will be collected through expert assessment sheets, questionnaires, and learning result test for student
- b. Qualitative data, information that obtained through suggestion from content expert and media design expert and also teacher.

### 4. Instrument of Data Collection

Data collection in this research will be obtained by some instrument of data collection among others: questionnaire and learning result test. The purpose of each instrument will be described below:

- a. Questionnaire

Questionnaire is a technique or way of collecting data indirectly. Questionnaire contains of some questions that must be answered/ responded by respondent.<sup>124</sup> The purpose of questionnaire is collecting data about the accuracy of the media content and accuracy of media design. The questionnaire will be used for gather the data about feedback and suggestion from the validator, then it will be analyzed and used as a revision.

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<sup>124</sup> Benny A. Pribadi. *op.cit.* page 219

b. Learning result test

Learning result test or achievement test will be used to measure the results of learning that achieved by student during certain time. Researcher will use test of evaluative that conducted to measure the student mastery level and position between classmates in mastery of target material<sup>125</sup>.

**5. Technique of Data Analyze**

Technique of data analyze will be used to analyze quantitative data that obtained through questionnaire using a Linkert scale in the form of multiple choice selection and the following categories:

- a) Score 5 means excellent/very proper/ very interesting/ very easy/ very clear/ very appropriate
- b) Score 4 means good/ proper/ interesting/ easy/ clear/ appropriate
- c) Score 3 means good enough/ pretty proper / pretty attractive/ pretty easy/fairly clear/ appropriate enough
- d) Score 2 means poor/ less proper/ unattractive/ less easy/ less clear/ inaccurate
- e) Score 1 means very poor/ very less proper/ very unattractive/ very less easy/ very less clear/ highly inaccurate

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<sup>125</sup>*Ibid.* page 223

Then, it will be processed by percentage through the analysis formula as the following<sup>126</sup>:

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

Information:

P = Eligibility percentage

$\sum x$  = Total score of validator (real value)

$\sum xi$  = Total score of highest rank (expected value)

Decision to revise the learning media will be used qualifications that have the following criteria:

**Tabel 3.1 Table of Eligibility Criteria Based on Percentage**

Percentage (%)	Qualification	Eligibility Criteria
90-100	Excellent	Very proper, no revision
75-89	Good	Proper, no revision
65-74	Enough	Proper enough, revision
55-64	Less	Less worthy, revision
0-54	Very less	Not worth, total revision

<sup>126</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2003) page 313

For the learning result test, researcher using a formula: 5 x 10 (answer of multiple choice) and 10 x 5 (answer of essay). Analysis of learning result test will be used pre-test and post-test in order to determine the comparison between before and after using the product of learning media through game “*tajwid matching*”

## **E. Trial of Product**

Trial of product is intended to collect the data that can be used as a basis for revision (repair) and also to determine the purpose of effectiveness and attractiveness of product. Some activities that conducted in this research and development at the part of trial, include:

### **1. Design of Trial**

Trial of product will be implemented after the design of product is finished. Trial of product aims to determine the properness of product and to determine the accuracy of product in achieve the target. The good product must fullfil two criterias, are: instructional criteria and presentation criteria.

Trial will be implemented twice, there are:

- a. Expert judgement, to reinforce and review the early product and also to provide suggestion of improvements. Expert judgement intended to the content validator and media design validator



- b. Field testing. It will make the quality of product that developed thoroughly tested empirically and accountable<sup>127</sup>.

In this development research, the developing may simply pass and stop in limited trial stage or it will be continued and stopped in field testing stage. It is depend on the urgency and the data needed for researcher.

In this activity, researcher will use only one class. Respondent are taken from the 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang with the total 33 students. Determination subject randomized to represent the following criteria:

- a. Including the students who are still active in Elementary School of Mangliawan 3 Malang
- b. Determine based on the similar ability
- c. The willingness of students as source of data in developing the learning media by game “*tajwid matching*”

The test will be done by model of experiment design. Model of experiment design is comparing the situation before and after using the new system (before-after)<sup>128</sup>. This experimental model is described as follows:

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<sup>127</sup> Zainal Arifin, *op.cit*, page 132

<sup>128</sup> Sugiyono. *op.cit*. page 103



**Picture 3.2 Experimental Design (Before-After)**

Information:

$O_1$  : Score before the treatment

$O_2$  : Score after the treatment

X : Learning media by game “*tajwid matching*”

## **2. Subject of Trial**

Subject of trial in this research will be implemented in 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang student. Researcher will comparing the learning result that done before and after using the learning media.

## **3. Type of Data**

Data will be obtained in this research is quantitative data that collected using the learning result test both of pre-test or post-test.

#### 4. Instrument of Data Collection

Researcher will be used test in the form of pre-test and post test to collecting the data. Test will indicate the understanding of student before and after using this media.

#### 5. Technique of Data Analyze

For the field testing will be collected by achievement test through the pre-test and post-test to determine the learning result of 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang student before and after using the learning media by game "tajwid matching". Technique of data analyze using the experimental of one group prettest posttest design, whether the sample will provide the initial test and final test beside the treatment. Technique of data analyze is using t-test analysis technique to know about the diverification of impact some treatment toward the objects of research. The formula using significance level of 0,05<sup>129</sup> as follow:

$$t = \frac{D}{\sqrt{\frac{d^2}{N(N-1)}}}$$

Information :

t = T test

D = Different ( $x_2 - x_1$ )

$d^2$  = Variance

N = Total of sample

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<sup>129</sup> Turmudi, *Metode Statistika*, (Malang: UIN Press, 2008) page 214

## CHAPTER IV

### EXPOSURE DATA AND THE FINDING OF RESEARCH

#### A. Development Process of Tajwid Learning Media By Game Tajwid Matching For 4<sup>th</sup> Grade in Elementary School

The development process in this research is following the procedures of ADDIE, that consists of many steps which are instructed in the design model as follow:

##### 1. Analysis

The activity at this stage conducted to determine and define the terms of development. In another model, this stage is often called as need assessment. Each product would require the different analyze. In general, need assessment consist of need assessment activity for development, terms of product development according to the need of user as well as the research and development (R&D) model that is suitable to develop product. Analyze can be done through the study of literature or previous research.

##### a. Analyze the Curriculum of 2013

The study was conducted in an effort to determine the learning material that must be provided to student. The material is sub subject of Islamic Education about Q.S Al Mâ'un and Al Fîl. Based on the curriculum of 2013, learning material about Q.S Al Mâ'un and Al Fîl for 4<sup>th</sup> grade includes:

### Core Competencies

KI 3 : Understanding the factual knowledge by observing and asking based on curiosity about itself, the other creature and its activities, and also the other objects in surrounding.

KI 4 : Presenting the factual knowledge by good language, systematically and logically in aesthetic works, movement that reflects a healthy child and the children action that reflects the behavior of faithful and noble.

### Basic Competencies

- 3.6 Knowing Q.S Al Falaq, Al Mâ'un and Al Fîl well
- 4.6.1 Reading Q.S Al Mâ'un and Al Fîl well and by *tartil*
- 4.6.2 Writing the sentences in Q.S Al Mâ'un and Al Fîl properly
- 4.6.3 Show the memorizing about Q.S Al Mâ'un and Al Fîl fluently

### Indicator

- a. To know about Q.S Al Mâ'un and Al Fîl well and correctly
- b. To read Q.S Al Mâ'un and Al Fîl by *tartil*
- c. Show the memorizing about Q.S Al Mâ'un and Al Fîl fluently
- d. To write the sentences in Q.S Al Mâ'un and Al Fîl correctly
- e. To know the *tajwid* law about nun sukun and tanwin in Q.S Al Mâ'un and Al Fîl
- f. To know the *tajwid* law about mim sukun Q.S Al Mâ'un and Al Fîl



From 6 indicators of learning, the researcher choose 4 indicators to make students achieve the learning material by this media

**b. Analyze the Material of *tajwid* in Q.S Al Mâ'un and Al Fîl**

The material of *tajwid* in Elementary School is only describe about the the law of nun sukun or tanwin and law of mim sukun. From Q.S Al Mâ'un and Al Fîl, the developer devided the material in table below:

**Table 4.1 Classification of *tajwid* Law in Q.S Al Mâ'un and Al Fîl**

Q.S Al Mâ'un		Q.S Al Fîl	
Law of <i>tajwid</i>	Text	Law of <i>tajwid</i>	Text
Idghom Bilâghunnah	فَوَيْلٌ لِلْمُصَلِّينَ	Idhar Syafawi	أَلَمْ تَرَ كَيْفَ
Idhar Syafawi	الَّذِينَ هُمْ عَنْ	Idhar Syafawi	أَلَمْ يَجْعَلْ
Ikhfa'	عَنْ صَلَاتِهِمْ	Idhar Syafawi	كَيْدَهُمْ فِي
Idhar Syafawi	صَلَاتِهِمْ سَاهُونَ	Idhar Syafawi	عَلَمِهِمْ طَيْرٌ
Idhar Syafawi	الَّذِينَ هُمْ يُرَءُونَ	Idhar Halqi	طَيْرٌ أَبَابِيلَ
Idhar Syafawi	وَيَمْنَعُونَ الْمَاعُونَ	Ikhfa' Syafawi	تَرْمِيهِمْ بِحِجَارَةٍ

		Idghom Bighunnah	يَحْجَارَقَ مَنْ
		Ikhfa'	مِنْ سَجِيلٍ
		Idhar Syafawi	فَجَعَلَهُمْ كَعَصْفٍ
		Idghom Bighunnah	كَعَصْفٍ مَّاكُولٍ

The materials of *tajwid* law are classified in 6 kinds of laws, there are: Idghom Bilâghunnah, Idhar Syafawi, Ikhfa', Idhar Halqi, Ikhfa' Syafawi and Idghom Bighunnah. It can be easier for student to study about this material by classifying the *tajwid* law and mention the example from the text of Qur'an.

**c. Formulating the purpose**

Before the developer creates the media, learning indicator and the competencies should be formulated. It is useful for restrict the developer in order did not deviate from the learning indicator. The developer has formulated the spesific purposes of learning are as follow:

- 1) Through this learning media, student will able to practice reading and writing Q.S Al Mâ'un and Al Fîl properly

- 2) Through learning media by game tajwid matching, student in group will able to identify the law of text (nun sukun or tanwin and mim sukun) in Q.S Al Mâ'un and Al Fîl.

## 2. Design

Design is the second step in process of ADDIE, after conducting the need assessment then obtained material need to be developed. At this step, the product design includes two processes, are:

### a. Data Collection

Data collection was began by analyzing the basic competencies and the learning indicator

**Table 4.2 Analyze Result for Basic Competencies and Learning Indicator**

Basic Competencies	Learning Material	Indicator
3.6 Knowing Q.S Al Falaq, Al Mâ'un and Al Fîl well	1. Text of Q.S Al Mâ'un	a. To know about Q.S Al Mâ'un and Al Fîl
4.6.1 Reading Q.S Al Mâ'un and Al Fîl well and by <i>tartil</i>	2. Explanation of Q.S Al Mâ'un	b. To read Q.S Al Mâ'un and Al Fîl by <i>tartil</i>
	3. Text of Q.S Al Fîl	c. To know the <i>tajwid</i> law about nun sukun
	4. Explanation of Q.S Al Fîl	
	5. The <i>tajwid</i> law about nun sukun	

	and tanwin in Q.S Al Mâ'un and Al Fîl	sukun and tanwin in Q.S Al Mâ'un and Al Fîl
	6. The <i>tajwid</i> law about mim sukun in Q.S Al Mâ'un and Al Fîl	d. To know the <i>tajwid</i> law about mim sukun in Q.S Al Mâ'un and Al Fîl

#### b. Make a draft

When the materials was collected, the developer will create a design that include media format, display and others which is related and then analyze the completeness of the material content in the media as well as the other component which have relation. The next step is determining the instructional material that will be made. Process of creating the media design and the materials is always consulted to the material/content expert and design media expert to determine the directions of development in order to provide the good media which is suitable with the criteria of good learning media by game.

### 3. Development

Main step of ADDIE model is development step and selection of the media and learning materials. The result of this research is the Tobii

Communicator application program in the form of *tajwid* learning media by game *tajwid* matching that is packaged in a compact disk (CD).

The description of the development result are analyzed and presented in the characteristic of development product. Assessment of learning media product evaluated from two aspects (material/ content aspect and design media aspect).

In this learning media consist of several components that can be seen in below. The description as follow:

#### a. Introduction

*Tajwid* learning media by game *tajwid* matching begins with the front page (introduction). The purpose is introduced the identity of media that cover first appearance (initial display). Introduction page consist of media title (Media Pembelajaran Tajwid dengan Game Tajwid Matching untuk Kelas 4 SD)



Picture 4.1 Introduction Page



## b. Home

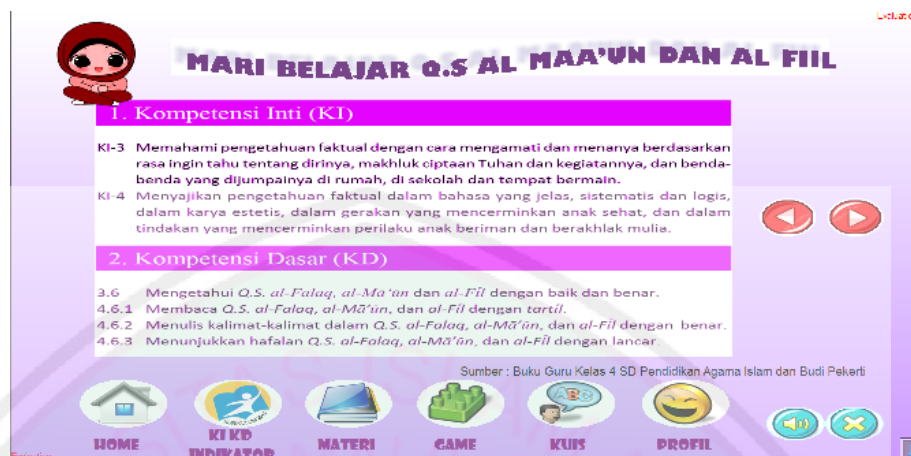
This page contains a hadith that appropriate to discussion of the materials. Home consists of several menu buttons (Home, KI/ KD/ Indikator, Materi, Game, Kuis and Profil)



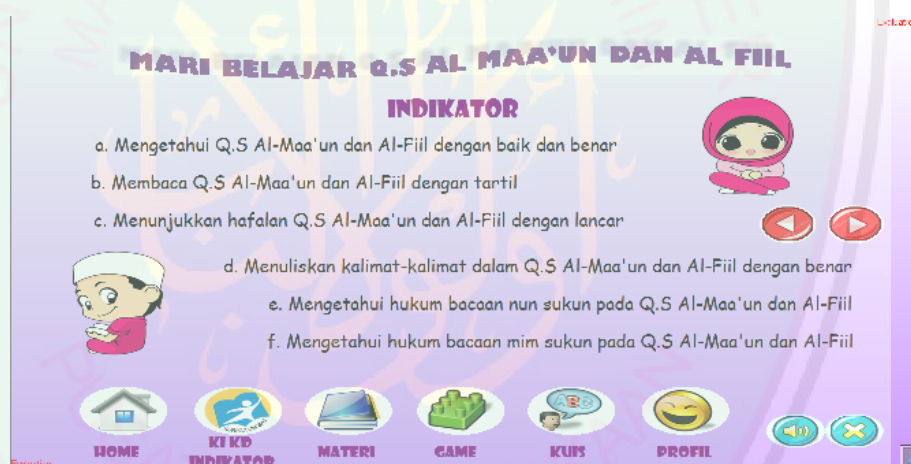
Picture 4. 2 Home Page

## c. Core Competencies (KI), Basic Competencies (KD), and Learning Indicator

This page contains of the description of core competencies (KI), basic competencies (KD) and learning indicator that will be achieved in utilizing the *tajwid* learning media by game *tajwid* matching for 4<sup>th</sup> grade in elementary school. Here, the systematics display of core competencies (KI), basic competencies (KD) and learning indicator that displayed in this media:



Picture 4.3 Page of KI and KD



Picture 4.4 Page of Learning Indicator

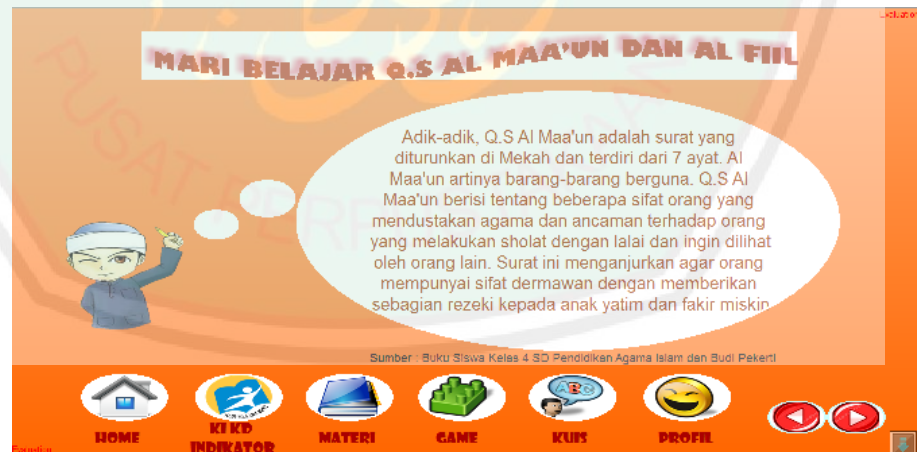
#### d. Learning Material Page

In this page, there are views of Q.S Al Mâ'un and Al Fîl with an explanation. Then, proceed with several sub material that contains about the *tajwid* law of nun sukun or tanwin and mim sukun in Q.S Al Mâ'un and Al Fîl, among others: Idghom Bilâghunnah, Idhar Syafawi, Ikhfa', Idhar Halqi, Ikhfa' Syafawi, dan Idghom Bighunnah. Learning

material presented in the form of image visualization, text, audio, games, and quiz.



Picture 4.5 Page of Q.S Al Mâ'un



Picture 4.6 Page of Q.S Al Mâ'un Explanation



Picture 4.7 Page of sub material about *tajwid* law  
in Q.S Al Mâ'un and Al Fîl



Picture 4.8 One of the Sub Material Page

e. Page of Game “*Tajwid Matching*”

In this page contains of game where the student should be paired or matched the picture between text and the *tajwid* law of text. After passed the first level then continue in the next level (the game consists of two levels only).





Picture 4.9 Page of Game Menu



Picture 4.10 Page of Game Instruction



Picture 4.11 Page of Game (First Level)



#### f. Page of Quiz

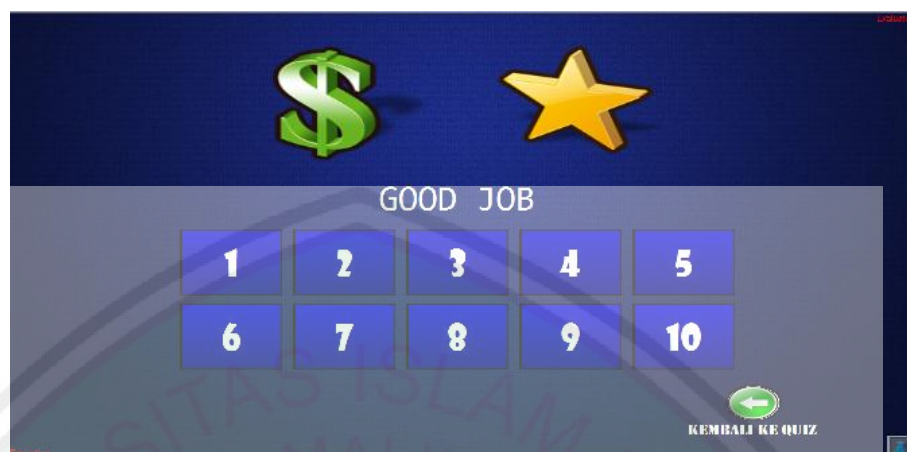
In the Quiz, there are many exercises (questions) that will be answered by student. This menu should be related to the learning indicator. Only by “click” in answer on the screen, the student will know the answer is right or wrong. The quiz consists of 10 multiple choice items.



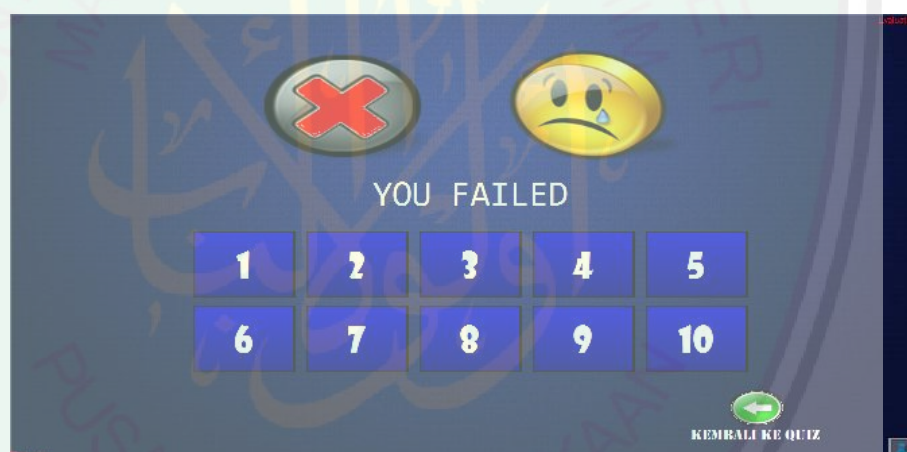
Picture 4.12 Page of Quiz Menu



Picture 4.13 One of the Question Page



Picture 4.14 Page of Right Answer



Picture 4.15 Page of Wrong Answer

**g. Page of Profile**

In this page contains the developer identity of *tajwid* learning media by game “*tajwid* matching” for 4<sup>th</sup> grade in Elementary School.



Picture 4.16 Page of Developer Identity

#### 4. Implementation

In this step, the product has been completed with the approval from the validator. The result of development can be used in the research classroom to determine the effect of media toward the increasing student learning result in Islamic Education material for 4<sup>th</sup> grade.

##### - Trial

Trial of media was conducted at 4<sup>th</sup> grade student in Elementary School of Mangliawan 3 Malang with total 33 students. Time allocation of Islamic Education in this Elementary School is about 2 hours (120 minutes). The main component learning strategies planning include:

- 1) Pre-learning activities, i.e strategies that seek to conditioning and readiness of student in following the learning process. In this activity teacher will give the student pre-test about learning material this day (  $\pm$  20 minutes)

2) Presentation of information, i.e strategies to develop the presentation of media that should be provided to the student to achieve the learning purpose, which are consists of five learning steps, among other:

- a) Observing: The students are required to observe text of Q.S Al Mâ'un and Al Fîl. Then, the students should listen the teacher's explanation about Q.S Al Mâ'un and Al Fîl. (  $\pm$  20 minutes)
- b) Asking: After that, teacher gives the opportunity for students to ask some questions that related to the materials of Q.S Al Mâ'un and Al Fîl. If there is no student who ask to teacher, so teacher will gives the questions for student which is related to the learning material about Q.S Al Mâ'un and Al Fîl. (  $\pm$  10 minutes)
- c) Explore: The class was divided into 2 big groups for playing the game "*tajwid matching*". Teacher was prepare 2 laptops in order to the students can solve the challenge. The teacher gave reward for the group who finish the game faster than the other group. (  $\pm$  15 minutes)
- d) Associate: Student tried to answer the quiz in the learning media with the guidance of teacher. (  $\pm$  15 minutes)
- e) Communicate: Student give the conclusion about the learning material of Q.S Al Mâ'un and Al Fîl and they ordered to read Q.S Al Mâ'un and Al Fîl togetherness. (  $\pm$  10 minutes)

- 3) The participation of student. Teacher seeks the student mental involvement. Learning activity must involve the participation of student so that the classroom atmospheres become effective and efficient. In this learning activity, the teacher use learning strategy of Cooperative Learning which need group of student to solve the problem (learning material). Basically, the technology based on computer in teaching commonly known as computer-assisted intruction (teaching by computer).
- 4) Closing activity can use strategies of provided the evaluation or post test to determine the student mastery level and the student learning result after being treatment (  $\pm$  30 minutes)

## 5. Evaluation

In this step, the developer be able to know the product “is the product appropriate with expectation or unsuccessful?”. Actually, the evaluation step can be occurred at any four steps before. Evaluation in each step above called as formative evaluation because the purpose is just for revision. Formative eveluation was conducted by 2 groups are expert judgement and field testing. The result of the product of *tajwid* learning media by game “*tajwid* matching” for 4<sup>th</sup> grade in elementary school as a tool to facilitate the student in understanding the learning material and also it can used by teacher and student.

The evaluation covers test of the learning expert in 4<sup>th</sup> grade Islamic education material. Material/ content expert validator have aims to know



the truthness of material in the media, desain expert validator have aims to obtain the suitability of the media appearance and the learning expert validator to know the suitability of utilizing the media toward the material given to student.

Meanwhile, the evaluation for student divided into 2 steps, are post-test (test before treatment of media) and post-test (test after treatment of media). The test consists of 10 multiple choice items and 5 short answers. The test was suitable with the learning material of Q.S Al Mâ'un and Al Fil that use for identify how impact of this media in improving the student learning result.

## **B. Presentation of Validation Data**

Validation data of learning media product development was conducted in three steps. The first step was obtained from the result of the assessment toward the development product of learning media by lecturer of Islamic education as an expert of learning material in elementary school especially 4<sup>th</sup> grade.

The second step was obtained from the assessment toward the development product of learning media by lecturer as an expert of media design. The third step was obtained from the assessment toward the development product by the teacher of Islamic Education in Elementary School of Mangliawan 3 Malang at 4<sup>th</sup> grade as the learning expert.

The data obtained is quantitative data and qualitative data. Quantitative data obtained from questionnaire with Linkert scale vote, meanwhile the qualitative data in the form of additional assessment or criticism and suggestions from the validator. The result data of validator will analyze by average score rating in each item. Identities of each validator are mentioned in appendix.

### 1. The Result from Validation of Material Expert

Product of media development is given to the material expert validator of Islamic Education in 4<sup>th</sup> grade in the form of *tajwid* learning media by game “*tajwid* matching”. The descriptive exposure of the result from validator of material expert toward the development product of *tajwid* learning media by game “*tajwid* matching” for 4<sup>th</sup> grade was submitted through the questionnaire method that can be seen in table of 4.3, 4.4, and 4.5.

#### a. Quantitative Data

The result of quantitative data from the material expert validator can be seen in the table 4.3 below:

**Table 4.3 Result from Material Expert Validator**

No.	Component	$\sum x$	$\sum xi$	P (%)	Validity Criterion	Conclusion
1.	Compatibility of learning material with	4	5	80 %	Valid	No revision

	basic of competencies					
2.	Compatibility learning material with learning indicator	5	5	100%	Valid	No revision
3.	Learning material be easier to understand	5	5	100%	Valid	No revision
4.	Learning material suitable with need assessment	5	5	100%	Valid	No revision
5.	Compatibility toward the Islamic value	4	5	80%	Valid	No revision
6.	Compatibility of the image/ picture toward the learning material	5	5	100%	Valid	No revision
7.	Compatibility of backsound	5	5	100%	Valid	No revision
8.	Clarity of text	5	5	100%	Valid	No revision
9.	Clarity of information	4	5	80%	Valid	No revision
10.	Utility of language	4	5	80%	Valid	No revision
		46	50	92%		

**Information:**

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

$$P = \frac{46}{50} \times 100\%$$

$$P = \underline{92\%}$$

P = Presentage of Eligibility

$\sum x$  = Total score of validator answer (real score)

$\sum xi$  = Total amount of highest answer score (expected score)

Based on the calculation above, the observation that conducted by the material expert validator reach 92%. If matched with the table of eligibility criteria, so the score is include in valid criteria.

**b. Qualitative Data**

The qualitative data gathered from the feedback, suggestion and comments of material expert validator in statement which is presented in the table of 4.4 below:

**Table of 4.4 Criticisms and Suggestion of Material Expert toward the Learning Media**

Name of Expert	Criticism and Suggestion
Nury Firdausia, M.Pd.I	The media is good. The media will

	better if the backsound in the learning material and the basic competencies is different. Please, the sound of <i>tartil / qori</i> ’ replaced by the original <i>tartil / qori</i> ’ of children (do not using the own voice)
--	--

According to the table above, it appears that there are some data from the learning media should repair primarily on the backsound and the sound of *tartil / qori*’. In general, the learning media is good based on the learning material expert.

#### c. Revision of product



Based on the analysis performed, the revision of learning media can be seen as follow:

**Table 4.5 Revision of Learning Media based on Material Expert**

**Validator**

Point of Revision	Before Revision	After Revision
Backsound of Learning Material and Basic Competencies	Backsound of Learning Material : Name of sound (Depapepe 01) Backsound of Basic Comptencies : Depapepe 01	Backsound of Learning Material : Name of sound (Button 09-1) Backsound of Basic Comptencies : 20 <sup>th</sup> Century Fox



<p>Backsound of Tartil/ Qori'</p>	 <p>The backsound/ audio using the researcher voice</p>	 <p>The backsound/ audio using the children original <i>tartil / qori</i>'</p>
---------------------------------------	---	---

All data from reviews, assessments and consultations by the Islamic education material expert validator serve as the basis for revising the media component before tested to the 4<sup>th</sup> grade student in Elementary School of Mangliawan 3 Malang.

## 2. The Result from Validation of Media Design Expert

Product of media development is given to the media design expert validator of Islamic Education for 4<sup>th</sup> grade in the form of *tajwid* learning media by game “*tajwid* matching”. The descriptive exposure of the result from validator of media design expert toward the development product of *tajwid* learning media by game “*tajwid* matching” for 4<sup>th</sup> grade was submitted through the questionnaire method that can be seen in table of 4.6, 4.7, and 4.8.

### a. Quantitative Data

The result of quantitative data from the media design expert validator can be seen in the table 4.6 below:

**Table 4.6 Result from Media Design Expert Validator**

No.	Component	$\sum x$	$\sum xi$	P (%)	Validity Criterion	Conclusion
1.	<b>Presentation:</b>  Compatibility of message with learning material	4	5	80 %	Valid	No revision
2.	Clarity of message	4	5	80%	Valid	No revision
3.	Arrangement of presentation	5	5	100%	Valid	No revision
4.	Appearance of game	5	5	100%	Valid	No revision
5.	Completeness of information	4	5	80%	Valid	No revision
6.	<b>Graphic:</b>  Utilizing of font (size and kind)	4	5	80%	Valid	No revision
7.	Layout, position	4	5	80%	Valid	No revision
8.	Colour	5	5	100%	Valid	No revision
9.	Illustration, picture, photo	5	5	100%	Valid	No revision
10.	Design of appearance	4	5	80%	Valid	No revision
		44	50	88%		

**Information:**

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

$$P = \frac{44}{50} \times 100\%$$

$$P = \underline{88\%}$$

P = Percentage of Eligibility

$\sum x$  = Total score of validator answer (real score)

$\sum xi$  = Total amount of highest answer score (expected score)

Based on the calculation above, the observation that conducted by the media design expert validator reach 88%. If matched with the table of eligibility criteria, so the score is include in valid criteria.

**b. Qualitative Data**

The qualitative data gathered from the feedback, suggestion and comments of media design expert validator in statement which is presented in the table of 4.7 below:

**Table of 4.7 Criticisms and Suggestion of Media Design Expert toward the Learning Media**

Name of Expert	Criticism and Suggestion
Shalih Husni, M.Pd.	All components can be implemented (in



	trial). But the example of <i>tartil</i> must be clear (using the original <i>tartil/ qori'</i> )
--	---

According to the table above, it appears that there are some data from the learning media should repair primarily on the sound of *tartil / qori'*. It is almost same with the suggestion from the material expert validator. Generally, the learning media can be implemented in the classroom according to the media design expert.

### c. Revision of Product

Based on the analysis performed, the revision of learning media can be seen as follow:

**Table 4.8 Revision of Learning Media based on Media Design Expert Validator**

Point of Revision	Before Revision	After Revision
Backsound of Tartil / Qori'		

	    <p>The backsound/ audio using the researcher voice</p>	    <p>The backsound/ audio using the children original <i>tartil/ qori'</i></p>

All data from reviews, assessments and consultations by the Islamic education media design expert validator serve as the basis for revising the media component before tested to the 4<sup>th</sup> grade student in Elementary School of Mangliawan 3 Malang.



### 3. The Result from Validation of Learning Expert

Product of media development is given to the Islamic Education teacher of 4<sup>th</sup> grade in the form of *tajwid* learning media by game “*tajwid* matching”.

The descriptive exposure of the result from validator of learning expert toward the development product of *tajwid* learning media by game “*tajwid* matching” for 4<sup>th</sup> grade was submitted through the questionnaire method that can be seen in table of 4.9 , 4.10 and 4.11

#### a. Quantitative Data

The result of quantitative data from the learning expert validator can be seen in the table 4.9 below:

**Table 4.9 Result from Learning Expert Validator**

No.	Component	$\sum x$	$\sum xi$	P (%)	Validity Criterion	Conclusion
1.	Learning Media facilitate the teaching process	5	5	100 %	Valid	No revision
2.	Accuracy of learning media utilizing	4	5	80%	Valid	No revision
3.	Font (size and kind)	4	5	80%	Valid	No revision
4.	Clarity of learning material explanation	4	5	80%	Valid	No revision

5.	Compatibility between picture and material	5	5	100%	Valid	No revision
6.	Learning media facilitate the student to understand the material	5	5	100%	Valid	No revision
7.	Clarity of quiz	4	5	80%	Valid	No revision
8.	Clarity of learning material arrangement	4	5	80%	Valid	No revision
9.	Game can attract the student attention	5	5	100%	Valid	No revision
10.	Utilizing of language	4	5	80%	Valid	No revision
		44	50	88%		

**Information:**

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

$$P = \frac{44}{50} \times 100\%$$

$$P = \underline{88\%}$$

P = Presentage of Eligibility

$\sum x$  = Total score of validator answer (real score)

$\sum x_i$  = Total amount of highest answer score (expected score)

Based on the calculation above, the observation that conducted by the learning expert validator reach 88%. If matched with the table of eligibility criteria, so the score is include in valid criteria.

#### **b. Qualitative Data**

The qualitative data gathered from the feedback, suggestion and comments of learning expert validator in statement which is presented in the table of 4.10 below:

**Table of 4.10 Criticisms and Suggestion of Learning Expert toward the Learning Media**

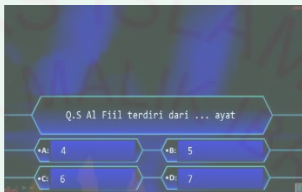
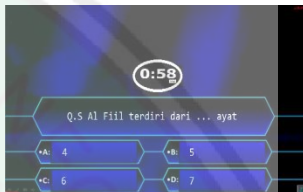
<b>Name of Expert</b>	<b>Criticism and Suggestion</b>
Suyatmi, S.Pd.I	The media is good. Quiz must have time allocation.

According to the table above, it appears that there are some data from the learning media should repair primarily on time allocation in quiz. Generally, this learning media is good based on the learning expert (Islamic Education teacher in Elementary School of Mangliawan 3 Malang)

#### **c. Revision of product**

Based on the analysis performed, the revision of learning media can be seen as follow:

**Table 4.11 Revision of Learning Media based on Learning Expert****Validator**

Point of Revision	Before Revision	After Revision
Time allocation of Quiz	 <p>All of question in quiz without time allocation</p>	 <p>All of question in quiz with time allocation</p>

All data from reviews, assessments and consultations by the Islamic education learning expert validator serve as the basis for revising the media component before tested to the 4<sup>th</sup> grade student in Elementary School of Mangliawan 3 Malang.

**C. Field Test Result**

In the field test result using “before-after” model that means the development product can be use for the remedial. The presentations of pre-test and post-test data were obtained from the result of field trials at 4<sup>th</sup> grade studen in elementary school of Mangliawan 3 Malang are presented in the table 4.12 below:

**Table 4.12 Pre Test and Post Test Score of 4<sup>th</sup> Grade Student**

No.	Student's Name	Pre-Test Score	Post-Test Score
1	Ayu Laila Sari	40	85
2	Eko	80	95
3	Hakim	70	80
4	Rangga	80	95
5	Heri	75	85
6	Agra	80	90
7	Dwi	95	100
8	Choirul	75	85
9	Riyan	70	90
10	Yoga	95	100
11	Junaidi	95	95
12	Thoriq	95	100
13	Adelia	60	100
14	Aldila Ajeng	60	85
15	Bella Ayu S	60	100
16	Adisty Anggita	75	95
17	Fara Eka Desi	65	95
18	Fatimah Haliya	80	95
19	Nadya N.S	70	95
20	Zillian	65	90



21	M. Yusuf Efendi	95	95
22	Meime	60	100
23	M. Aruman Rifki	95	95
24	Muyassaroh M. Azzahro	100	100
25	Nuriel Fatimah	100	100
26	Nuril Izzah	70	100
27	Raditya	95	95
28	Reno Megantara	95	100
29	Revana	70	100
30	Risma Della S	70	95
31	Rivaldo Al Fariel	70	95
32	Safira	85	100
33	Sintia	65	100
	Total	2555	3130
	Average	77, 42	94, 84

Based on the table 4.12 above shows that the average value of the pre-test score is 77,42 and the average value of post-test score is 94,84. This is show that post-test score is better than the pre-test score. So, there is significant difference in utilizing learning media that has been developed and tested.

### Step of *t*-test

#### First Step. Create $H_0$ and $H_a$ in the sentence

$H_0$  : there is no difference in the student score before and after tested the *tajwid* learning media by game “*tajwid* matching” for 4<sup>th</sup> grade

$H_a$  : there is difference in the student score before and after tested the *tajwid* learning media by game “*tajwid* matching” for 4<sup>th</sup> grade

#### Second Step. Create the calculation table

**Table 4.13 Student Score (determine d)**

No.	Name of Student	Pre- Test Score	Post- Test Score	$X_1 - X_2 = d$		$d^2$
1	Ayu Laila Sari	40	85	-45	45	2025
2	Eko	80	95	-15	15	225
3	Hakim	70	80	-10	10	100
4	Rangga	80	95	-15	15	225
5	Heri	75	85	-10	10	100
6	Agra	80	90	-10	10	100
7	Dwi	95	100	-5	5	25
8	Choirul	75	85	-10	10	100
9	Riyan	70	90	-20	20	400
10	Yoga	95	100	-5	5	25
11	Junaidi	95	95	0	0	0

12	Thoriq	95	100	-5	5	25
13	Adelia	60	100	-40	40	1600
14	Aldila Ajeng	60	85	-25	25	625
15	Bella Ayu S	60	100	-40	40	1600
16	Adisty Anggita	75	95	-20	20	400
17	Fara Eka Desi	65	95	-30	30	900
18	Fatimah Haliya	80	95	-15	15	225
19	Nadya N.S	70	95	-25	25	625
20	Zillian	65	90	-25	25	625
21	M. Yusuf Efendi	95	95	0	0	0
22	Meime	60	100	-40	40	1600
23	M. Aruman R	95	95	0	0	0
24	Muyassaroh M.	100	100	0	0	0
25	Nuriel Fatimah	100	100	0	0	0
26	Nuril Izzah	70	100	-30	30	900
27	Raditya	95	95	0	0	0
28	Reno Megantara	95	100	-5	5	25
29	Revana	70	100	-30	30	900
30	Risma Della S	70	95	-25	25	625
31	Rivaldo Al Fariel	70	95	-25	25	625
32	Safira	85	100	-15	15	225

33	Sintia	65	100	-35	35	1225
$\sum n=33$		Mean =77, 42	Mean =94, 84	$\sum d=$ 575		$\sum d^2=$ 16075

$$\bar{d} = \frac{\sum d}{\sum n}$$

$$\bar{d} = \frac{575}{33}$$

$$\bar{d} = 17,4242$$

Information:

$\bar{d}$  = Average of difference

$\sum d$  = total of difference between pre test and post test

$\sum n$  = total of sample

$\sum d^2$  = total of quadrat difference between pre test and post test

**Third Step. Finding  $t_{\text{count}}$  by formula**

$$t = \frac{\bar{d}}{\frac{s}{\sqrt{n}}}$$

$$S = \sqrt{\frac{n \sum d^2 - (\sum d)^2}{n(n-1)}} = \sqrt{\frac{33 \cdot 16075 - (575)^2}{33(33-1)}}$$

$$= \sqrt{\frac{530475 - 330625}{1056}} = \sqrt{189,2519} = 13,756885$$

$$t_{\text{count}} = \frac{\bar{d}}{\frac{s}{\sqrt{n}}}$$

$$= \frac{17,4242}{\frac{13,756885}{\sqrt{33}}}$$

$$= \frac{17,4242}{\frac{13,756885}{\sqrt{33}}} = \frac{17,4242}{5,7445626}$$

$$= 7,2759494$$

So,  $t_{\text{count}} = 7,2759494$

#### Fourth Step Determine the Principle of Tested

- For the degree of freedom (db) =  $N-1 = 33-1 = 32$
- Significance Level ( $\bar{\alpha}$ ) = 0,050
- $t_{\text{table}} = 2.036933334$
- If the  $t_{\text{count}} > t_{\text{table}}$  so there is significance difference, that means  $H_a$  was accepted and  $H_o$  was rejected

#### Fifth Step Compare $t_{\text{count}}$ and $t_{\text{table}}$

- $t_{\text{count}} > t_{\text{table}}$
- $7,2759494 > 2.036933334.$
- So,  $H_a$  was accepted and  $H_o$  was rejected

#### Sixth Step. Conclusion

$H_o$  : there is no difference in the student score before and after tested the *tajwid* learning media by game “*tajwid matching*” for 4<sup>th</sup> grade

$H_a$  : there is difference in the student score before and after tested the *tajwid* learning media by game “*tajwid matching*” for 4<sup>th</sup> grade

The result of calculation above show that  $t_{\text{count}}$  bigger than  $t_{\text{table}}$  so  $H_o$  was rejected and  $H_a$  was accepted, so there is significance difference in the student score before and after using the *tajwid* learning media by game “*tajwid matching*”



for 4<sup>th</sup> grade. From the result of student score average  $X_2$  more than  $X_1$  ( $77,42 > 94,84$ ) is also describe that post test score bigger than pre test score

So, the *Tajwid* learning media by game “*tajwid matching*” that have implemented in 4<sup>th</sup> grade (Elementary School of Mangliawan 3 Malang) influenced the increasing of student learning result.



## CHAPTER V

### DATA ANALYZE

#### D. Development Process of *Tajwid* Learning Media By Game “*Tajwid Matching*” for 4<sup>th</sup> Grade

From the fact, we know that development of *tajwid* learning media by game “*tajwid matching*” is unavailable in that school hence the *tajwid* learning media by game must be created by all the academic civities in the school which has learning specification accordance with the curriculum of 2013. Thus, these results are intended to fulfill the availability of learning media that can improve the motivation and concept comprehension of learning the Islamic Education (PAI) for student at 4<sup>th</sup> grade in achieving educational result based on curriculum.

Procedure of learning media product development is conducted through the some steps which include 5 steps of development, namely:

##### 1. Analysis

Analysis is an activity that includes some actions such as explains, distinguish, classify something into some groups according to the certain criteria then look for the relation and interpret the meaning<sup>146</sup>. In ADDIE, analysis is doing needs assessment, identify problems/ needs, and task analysis. Analysis step is a process to define what will be learned by the student that conduct needs assessment, identify problem/ needs, and task analysis. Therefore, output will

<sup>146</sup>file:///C:/Users/user/Documents/addie/PengertianAnalisisApaituAnalisisPengertian.htm access on 20 August 2016

be generated is in the form of characteristic or profile of student, gap identification, need identification, and task analysis based on the needs<sup>147</sup>. In this research, researcher analyzed about the need of student in elementary school which have the characteristic, among others<sup>148</sup>: (1) they enjoy to plays, (2) they enjoy to moves, (3) they would enjoy to works in group, and (4) they enjoy to experiments directly. Therefore, development of learning media by game deemed suitable to fulfill the needs of student toward learning media especially in Islamic Education. The researcher also analyzed about the curriculum of 2013 and the learning material that will be implemented and developed in this learning media.

## 2. Design

Design comes from English that means plan, design is also define as formulation of thinking process, consideration, and calculation from designer that realize in picture form<sup>149</sup>. In ADDIE, the first step in design is formulating the learning purpose that has characteristic of SMART (specific, measurable, applicable, realistic, and time frame). Then, arrange the test, whereas the test should be accordance with the learning purpose. Afterwards, determine the appropriate media learning strategies to achieve the purpose of learning. In addition, consider the other support sources, such as: relevance learning source, learning environment and others. All of it was contained in a document called

<sup>147</sup> <http://belajarpendidikan.blogspot.com/2013/02/model-model-pengembangan-bahan-ajar.html>, akses tgl 1 April 2016

<sup>148</sup> Sugiyanto. *Karakteristik Siswa SD. Pdf*. (www.google.com), page 2-3 access on 25<sup>th</sup> May 2016

<sup>149</sup> file:///C:/Users/user/Documents/addie/PengertianDesainSecaraUmum&Khusus.htm access on 20 August 2016

blue-print that is clear and detailed<sup>150</sup>. In this step, developer will begin to design the initial activity until the end of the lesson which is able to answer the question whether the learning program can overcome the problem of gaps in the capability student.

### 3. Development

Development is an effort to increase the technical, theoretical, conceptual ability according to job need through the education and practice<sup>151</sup>. In ADDIE, development is process of realizing a blue-print (design become the reality). Development is the third step in implementing instructional system design model of ADDIE. Development activities include of creating, buying, and modifying the teaching materials. In other words, it covered selecting activity; determine the appropriate method, media and learning strategy in presenting the material or program substance<sup>152</sup>. Here, the developer will create the best learning media product to achieve the specified learning goals. This learning media was created through the application of tobii communicator 4.6.1 that should be installed in the computer (PC) in order to be implemented. This application is designed to give the alternative for users to create the matching games.

<sup>150</sup> <http://belajarpendidikan.blogspot.com/2013/02/model-model-pengembangan-bahan-ajar.html>, akses tgl 1 April 2016

<sup>151</sup> <file:///C:/Users/user/Documents/addie/BHARACENTRUMDEFINISIPENGEMBANGAN.htm> access on 20 August 2016

<sup>152</sup> <http://belajarpendidikan.blogspot.com/2013/02/model-model-pengembangan-bahan-ajar.html>, akses tgl 1 April 2016

#### 4. Implementation

Implementation is step or realization of the planning that has been arranged (fixed planning)<sup>153</sup>. In ADDIE, implementation is real step to apply the learning system that we are creating. It means, all of things which have been developed will be installed based on role and function in order to be implemented<sup>154</sup>. The fourth step is includes conveying the learning material. The developer chooses Elementary School of Mangliawan 3 Malang as the research site because the elementary school has adequate facilities for this media. Implementation of media was conducted in 4<sup>th</sup> grade student who have total 33 students.

#### 5. Evaluation

Evaluation is process to appreciate something based on the criteria and purpose and then take the decision of the object that has been evaluated<sup>155</sup>. In ADDIE, evaluation is process to look how the system being developed, “is the system success based on expectation or unsuccessful?”. Actually, the evaluation stage can occur at any four stages above. Evaluation in each stage above called as formative evaluation because the purpose is just for revision<sup>156</sup>. Evaluation was conducted through the validation of some experts and also the result of students score at 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang. The experts

<sup>153</sup>file:///C:/Users/user/Documents/addie/PengertianImplementasiMenurutParaAhli\_ArtikelSebagu na.htm access on 20 August 2016

<sup>154</sup> <http://belajarpendidikan.blogspot.com/2013/02/model-model-pengembangan-bahan-ajar.html>, akses tgl 1 April 2016

<sup>155</sup>file:///C:/Users/user/Documents/addie/PengertianEvaluasiApaituEvaluasi\_PengertianAhli.htm access on 20 August 2016

<sup>156</sup> <http://belajarpendidikan.blogspot.com/2013/02/model-model-pengembangan-bahan-ajar.html>, akses tgl 1 April 2016



include: material expert, design media expert, and the learning expert. After the trial was implemented, developer will analyze the result of student pre-test and post-test score (before-after) which will be known how significant the effect/ how effective the learning media is.

#### **E. The Result of Product Development Validation**

Analysis of quality the product development can be seen from validation result of some experts and field trials, then converted in percentage scale based on determinate of validity level. In giving the meaning and make decisions to revise the learning media used qualifications that have the following criteria:

**Table 3.1 Table of Eligibility Criteria Based on Percentage**

<b>Percentage (%)</b>	<b>Qualification</b>	<b>Eligibility Criteria</b>
90-100	Excellent	Very proper, no revision
75-89	Good	Proper, no revision
65-74	Enough	Proper enough, revision
55-64	Less	Less worthy, revision
0-54	Very less	Not worth, total revision

#### **1. Data Analysis of Islamic Education Material Expert Validation**

Learning is a process of communication, namely the process of delivering message from the source of message to the recipient via specific channel or

media<sup>157</sup>. The components that should be available in communication process, among others: message, source of message, channel or media and recipient<sup>158</sup>. If likened the communication as a learning, the components that must present: (1) learning material as message to delivered, (2) educators, teachers, authors of book or the other sources as the source of message, (3) appropriate the learning media as channel or tool in learning process, and (4) the message recipients are students. Clearly the four components mentioned among others: the learning material, educators, the media and students will collaborate to create the effective learning. So, the validation toward the material expert useful for how to confirm whether the message was delivered or material uses in the media is appropriate to be able to create the effective learning situation.

Based on the defined scale conversion for product assessment questionnaire, are as follows:

- a) Score 5 means excellent/very proper/ very interesting/ very easy/ very clear/ very appropriate
- b) Score 4 means good/ proper/ interesting/ easy/ clear/ appropriate
- c) Score 3 means good enough/ pretty proper / pretty attractive/ pretty easy/fairly clear/ appropriate enough
- d) Score 2 means poor/ less proper/ unattractive/ less easy/ less clear/ inaccurate
- e) Score 1 means very poor/ very less proper/ very unattractive/ very less easy/ very less clear/ highly inaccurate

<sup>157</sup> Arief S. Sadiman, dkk. *Media Pendidikan*. (Jakarta: CV Rajawali, 1990), page 11

<sup>158</sup> Hujair AH. Sanaky. *Media Pembelajaran*. ( Yogyakarta: Safiria Insania Press, 2009), page 9

Exposure data from the result of material expert validation toward the *tajwid* learning media by game “*tajwid* matching for 4<sup>th</sup> grade are as follows:

Based on exposure data in table 4.3 are as follows:

No.	Component	$\sum x$	$\sum xi$	P (%)	Validity Criterion	Conclusion
1.	Compatibility of learning material with basic of competencies	4	5	80 %	Valid	No revision
2.	Compatibility learning material with learning indicator	5	5	100%	Valid	No revision
3.	Learning material be easier to understand	5	5	100%	Valid	No revision
4.	Learning material suitable with need assessment	5	5	100%	Valid	No revision
5.	Compatibility toward the Islamic value	4	5	80%	Valid	No revision
6.	Compatibility of the image/ picture toward the learning material	5	5	100%	Valid	No revision
7.	Compatibility of	5	5	100%	Valid	No revision

	backsound					
8.	Clarity of text	5	5	100%	Valid	No revision
9.	Clarity of information	4	5	80%	Valid	No revision
10.	Utility of language	4	5	80%	Valid	No revision
		46	50	92%		

**Table 4.3 Result from Material Expert Validator**

- a. Compatibility of learning material with the basic of competencies get vote with percentage of 80%. This indicates that according to material expert validator, the material in learning media is compatible with the basic of competencies.
- b. Compatibility learning material with the learning indicator gain vote with percentage of 100%. This shows that according to material expert validator, material in learning media is very compatible with the learning indicator.
- c. Material in this learning media is very easy to understand evidence by the percentage acquisition of 100%.
- d. Learning material suitable with need assessment get the vote with percentage of 100%. This indicates that the learning material in learning media is very accordance with the need assessment.
- e. Compatibility toward the Islamic value gain vote with percentage of 80%. This shows that suitability of learning media to the Islamic value is good.
- f. Compatibility of the image/ picture toward the learning material gain vote with percentage of 100%. This indicates that suitability of the image/ picture is very good.

- g. Compatibility of back sound gain vote with percentage of 100%. This shows that the back sound very appropriate with the learning media.
- h. Clarity of text get vote with percentage of 100%. This indicates that according to material expert validator, the learning media is already using the text very clearly.
- i. Clarity of information gain vote with percentage of 80%. This shows that the information contained in this learning media is clear.
- j. Utility of language get the vote with percentage of 80%. This indicates that the message in this learning media do not cause the double interpretation and is already good.

From the questionnaire responses were filled by Islamic education lecturer as the learning material expert, can be calculated the percentage of validity level of the *tajwid* learning media by game “*tajwid matching*” as follows:

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

$$P = \frac{46}{50} \times 100 = 92\%$$

Based on the above results, the obtained results reach the percentage of 92%. In accordance with conversion table scale, the percentage rate of 92 % is in the excellent qualification so the *tajwid* learning media by game “*tajwid matching*” does not need to be revised. This indicates that *tajwid* learning media by game “*tajwid matching*” for 4<sup>th</sup> grade has been very good and very proper to tested and used according to material expert.



## 2. Data Analysis of Learning Media Design Expert Validation

Nowadays, computers have different function in education field and training. Computer plays a role as manager in the learning process. The other role of computer is extra helper in learning process; the utilization includes presentation of information the content of learning material, training, and both of them<sup>159</sup>. Generally, the utility of computer as the learning media includes the learning process of the following<sup>160</sup>:

1. Design, arrange, organize, and schedule the learning.
2. Evaluate the student (test)
3. Gather the data about student
4. Perform the statistical analysis on the learning data
5. Make a note of the learning development

Things that need to be considered in the development of media with base in computer game, among others<sup>161</sup>: using the design centered on the problem where the student can be involved in this presentation mentally, short learning presentation, provide the opportunity toward student to interact, attention in design of product and do not force the interaction. Development of media must pay attention to the design of product to know the level of properness, so it is necessary to validate toward the media design expert.

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<sup>159</sup> Bambang Sutjipto dan Cecep Kustandi. *op.cit.* page 96

<sup>160</sup> *Ibid*

<sup>161</sup> *Ibid*

Based on the defined scale conversion for product assessment questionnaire, are as follows:

- a) Score 5 means excellent/very proper/ very interesting/ very easy/ very clear/ very appropriate
- b) Score 4 means good/ proper/ interesting/ easy/ clear/ appropriate
- c) Score 3 means good enough/ pretty proper / pretty attractive/ pretty easy/fairly clear/ appropriate enough
- d) Score 2 means poor/ less proper/ unattractive/ less easy/ less clear/ inaccurate
- e) Score 1 means very poor/ very less proper/ very unattractive/ very less easy/ very less clear/ highly inaccurate

Exposure data from the result of media design expert validation toward the *tajwid* learning media by game “*tajwid* matching for 4<sup>th</sup> grade are as follows:

Based on exposure data in table 4.6 are as follows:

No.	Component	$\sum x$	$\sum xi$	P (%)	Validity Criterion	Conclusion
1.	<b>Presentation:</b>  Compatibility of message with learning material	4	5	80 %	Valid	No revision
2.	Clarity of message	4	5	80%	Valid	No revision
3.	Arrangement of	5	5	100%	Valid	No revision

	presentation					
4.	Appearance of game	5	5	100%	Valid	No revision
5.	Completeness of information	4	5	80%	Valid	No revision
6.	<b>Graphic:</b> Utilizing of font (size and kind)	4	5	80%	Valid	No revision
7.	Layout, position	4	5	80%	Valid	No revision
8.	Colour	5	5	100%	Valid	No revision
9.	Illustration, picture, photo	5	5	100%	Valid	No revision
10.	Design of appearance	4	5	80%	Valid	No revision
		44	50	88%		

**Table 4.6 Result from Media Design Expert Validator**

- a. Compatibility of message with learning material get vote with percentage of 80%. This indicates that according to media design expert, message is appropriate with the learning material.
- b. Clarity of message gain vote with percentage of 80%. This shows that according to media design expert, message in the learning media it was clear to be understood by student.
- c. Arrangement of presentation gain vote with percentage acquisition of 100%. This shows that the arrangement of presentation is very good.

- d. Appearance of game gets the vote with percentage of 100%. This indicates that the game has been very good to see.
- e. Completeness of information gain vote with percentage of 80%. This shows that the presented information in this learning media is complete.
- f. Utilizing font (size and type) get vote with the percentage of 80%. This means that utilizing of font based on size and type is good.
- g. Layout, position gain vote with percentage of 80%. This indicates that the layout and position is appropriate in this learning media.
- h. Color gets vote with the percentage of 100%. This means that the color composition made is very good.
- i. Illustration/ picture/ photo get vote with percentage of 100%. This shows that illustration/ picture/ photo in this learning media are very good.
- j. Design of appearance get vote with percentage acquisition of 80%. This means that the design presented in this learning media is already good.

From the questionnaire responses were filled by media design expert, can be calculated the percentage of validity level of the *tajwid* learning media by game “*tajwid matching*” as follows:

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

$$P = \frac{44}{50} \times 100 = 88\%$$

Based on the above results, the obtained results reach the percentage of 88%. In accordance with conversion table scale, the percentage rate of 88 % is in the good

qualification so the *tajwid* learning media by game “*tajwid matching*” does not need to be revised. This indicates that *tajwid* learning media by game “*tajwid matching*” for 4<sup>th</sup> grade has been good and proper to tested and used according to media design expert.

### 3. Data Analysis of Learning Expert Validation

There are several reasons why the learning media can enhance the teaching and learning process<sup>162</sup>. *First reason*, it is related to the benefit of media in learning process, among others<sup>163</sup>: (1) learning process will be more attractive for learners so it can increase the learning motivation, (2) learning material will be quite vague so it is more easily understood by student, (3) learning method will be more varied, and (4) learner doing the learning activity more, such as notes, observe, experiment and etc. *Second reason*, it is related to the level of student thinking. By using the learning media, so the abstract thing can be the concrete thing and the complex thing can be the simple thing. Media is very useful for student and the educators to improve the quality of learning to be better. In the learning process, the media used requires the validation from learning expert, if the media was fulfill the criteria of proper, so the media can use to the learning process.

Based on the defined scale conversion for product assessment questionnaire, are as follows:

- a) Score 5 means excellent/very proper/ very interesting/ very easy/ very clear/ very appropriate

<sup>162</sup> Hujair AH. Sanaky. *op.cit.* page 34

<sup>163</sup> *Ibid*



- b) Score 4 means good/ proper/ interesting/ easy/ clear/ appropriate
- c) Score 3 means good enough/ pretty proper / pretty attractive/ pretty easy/fairly clear/ appropriate enough
- d) Score 2 means poor/ less proper/ unattractive/ less easy/ less clear/ inaccurate
- e) Score 1 means very poor/ very less proper/ very unattractive/ very less easy/ very less clear/ highly inaccurate

Exposure data from the result of learning expert validation by teacher of Islamic Education toward the *tajwid* learning media by game “*tajwid* matching for 4<sup>th</sup> grade are as follows:

Based on exposure data in table 4.9 are as follows:

No.	Component	$\sum x$	$\sum xi$	P (%)	Validity Criterion	Conclusion
1.	Learning Media facilitate the teaching process	5	5	100 %	Valid	No revision
2.	Accuracy of learning media utilizing	4	5	80%	Valid	No revision
3.	Font (size and kind)	4	5	80%	Valid	No revision
4.	Clarity of learning material explanation	4	5	80%	Valid	No revision
5.	Compatibility between picture and material	5	5	100%	Valid	No revision

6.	Learning media facilitate the student to understand the material	5	5	100%	Valid	No revision
7.	Clarity of quiz	4	5	80%	Valid	No revision
8.	Clarity of learning material arrangement	4	5	80%	Valid	No revision
9.	Game can attract the student attention	5	5	100%	Valid	No revision
10.	Utilizing of language	4	5	80%	Valid	No revision
		44	50	88%		

**Table 4.9 Result from Learning Expert Validator**

- a. Learning media facilitate the teaching process gets vote with percentage of 100%. This indicates that according to learning expert, this learning media was very helpful in teaching and learning process.
- b. Accuracy of learning media utilizing gain vote with percentage of 80%. This shows that according to learning expert, this learning media is appropriate for use in teaching and learning.
- c. Size and type of font gain the votes with percentage acquisition of 80%. This means that the utilizing of font's size and type is good in this learning media.
- d. Clarity of learning material explanation get vote with percentage of 80%. This indicates that learning material in this learning media is explained well.

- e. Compatibility between picture and material gain vote with percentage of 100%.

This shows that according to the learning expert, suitability of picture and material was very good.

- f. Learning media facilitate the student to understand the material gain the votes with percentage acquisition of 100%. This means that the learning media is very helpful for student to understand the material.
- g. Clarity of quiz get vote with percentage of 80%. This indicates that quizzes are made in this media is obvious/ clear.
- h. Clarity of learning material arrangement gain vote with percentage of 80%. This shows that materials in this media are arranged clearly.
- i. Game can attract the student attention get the votes 100%. This proves that the game very attract the student attention.
- j. Utility of language gain the votes with percentage of 80%. This means that the message in this learning media do not cause the double interpretation and good.

From the questionnaire responses were filled by Islamic Education teacher as learning expert, can be calculated the percentage of validity level of the *tajwid* learning media by game “*tajwid* matching” as follows:

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

$$P = \frac{44}{50} \times 100 = 88\%$$

Based on the above results, the obtained results reach the percentage of 88%. In accordance with conversion table scale, the percentage rate of 88 % is in the good

qualification so the *tajwid* learning media by game “*tajwid* matching” does not need to be revised. This indicates that *tajwid* learning media by game “*tajwid* matching” for 4<sup>th</sup> grade has been good and proper to tested and used according to learning expert.

#### **F. Effect of *Tajwid* Learning Media By Game “*Tajwid* Matching” for 4<sup>th</sup> Grade in Increasing the Learning Result**

In the research and development of *tajwid* learning media by game “*tajwid* matching for 4<sup>th</sup> grade also had impact in increasing the learning result of student. this is evidence by the calculation using t test with significance level of 0,05 was obtained  $t_{\text{count}} \geq t_{\text{table}}$  ( $7.2759494 > 2.036933334$ ) that means  $H_0$  rejected and  $H_a$  accepted. Furthermore, from the result of student score average  $X_2$  more than  $X_1$  ( $77,42 > 94,84$ ) is also describe that post test score bigger than pre test. In conclusion there are significant effects in the learning result of Islamic education especially in *tajwid* material for 4<sup>th</sup> grade before and after using this learning media.

Selection of learning media that will be used is needed in the current era of globalizaion. If the learning media in this research was selected, developed, and used appropriately and well, so it will provide the great benefit for teachers and students. According to Drs.Daryanto, in general benefits that will be able to reach from the utilizing of learning media are learning process more interesting, more interactive, the amount of teaching time can be reduced, the quality of student

learning can be improved, and the process of student learning can be happened in anywhere and anytime as well as student's attitude in learning can be improved<sup>164</sup>. In the utilizing of media, the most important thing is quality of student learning can be improved because remembering about the concept of learning that the definition of learning is transform into the better.

In this development of *tajwid* learning media by game "*tajwid* matching" to increase the learning result for 4<sup>th</sup> grade beside there are many advantages there also some disadvantages. The weakness of this learning media is media could not load the entire indicators of the theme. Besides that, this media requires the skill/competence in computer field and this media can be operated if the user has installed the application of Tobii Communicator 4.6.1.

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<sup>164</sup> Drs. Daryanto. *op.cit.* page 52



## CHAPTER VI

### CLOSING

#### G. Conclusion

Based on the results of development process and validation toward *tajwid* learning media by game “*tajwid* matching” to increase the learning result for 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang described as follows:

1. Design of this media development product in the form of *tajwid* learning media using the application of tobii communicator 4.6.1 for 4<sup>th</sup> grade that is packaged in a CD (Compact Disk). The learning media composed of six parts are: Home, KI/ KD/ Indicators, Learning Material, Game, Quiz, and Profile of Developer. Developed product has fullfil the components as the good learning media that can be used in the learning process.
2. The validity level of *tajwid* learning media by game “*tajwid* matching” to increase the learning result for 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang that has been developed get the good qualifying, because based on validity result that obtained from material expert validator get vote with percentage of 92% that means the learning media in excellent qualification, valid and does not need revision. Validity result that obtained from media design expert validator get vote with percentage of 88% that means the learning media in good qualification, valid and does not need revision. Meanwhile, validity result that obtained from learning expert validator get vote with percentage of 88% that means the learning media in good qualification, valid and does not need revision. But, the

learning media will remain fixed based on suggestion and comments from each validator.

3. *Tajwid* learning media by game “*tajwid* matching” to increase the learning result for 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang proved that have the effect in improving the student learning result. The research’s finding indicates that there are significant differences in student learning result at 4<sup>th</sup> grade before and after using the *tajwid* learning media by game “*tajwid* matching” to increase the learning result for 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang

#### H. Suggestion

Suggestions include the advice for the purpose of product utilization and the advice for the purpose of further development. In detail, these suggestions can be explained as follows:

1. Suggestions for the purpose of product utilization

To optimize the utilizing of *tajwid* learning media by game “*tajwid* matching” to increase the learning result for 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang, the users should be have the skill/ competence in computer field. For teachers and students, the utilizing of learning media should always be supported by the other learning resource that are relevant because in developing of this learning is still be found some weaknesses, such as: media could not load the entire indicators of the theme and media

can be operated if the user has installed the application of Tobii Communicator 4.6.1.

2. Suggestions for the purpose of further development

The media need to be developed again in the other learning materials because this media is only limited to the material of Q.S Al Mâ'un and Al Fîl. In addition, the *tajwid* learning media by game “*tajwid* matching” to increase the learning result for 4<sup>th</sup> grade in Elementary School of Mangliawan 3 Malang also can be a reffernce for educators to develop the other learning media that suitable with the characteristic of student.

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**MAULANA MALIK IBRAHIM**  
**STATE ISLAMIC UNIVERSITY MALANG**  
**FACULTY OF TARBIYAH AND TEACHING TRAINING**  
 Jalan Gajayana No. 50 Telepon (0341) 552398  
 Website : www.tarbiyah.uin-malang.co.id Faksimile (0341) 552398

#### EVIDENCE OF CONSULTATION

Name : Astrifidha Rahma Amalia  
 Number of Student : 12110008  
 Department : Islamic Education  
 Advisor : Dr. H. Abdul Malik Karim A, M.Pd.I  
 Judul Skripsi : Development Of Tajwid Learning Media By Game  
 "Tajwid Matching" To Increase The Learning Result For 4<sup>th</sup>  
 Grade In Elementary School Of Mangliawan 3 Malang

No	Date of Consultation	Consultation Material	Signature
1.	2 November 2015	Title of <i>Skripsi</i>	
2.	7 April 2016	Chapter I	
3.	13 April 2016	Chapter II, III	
4.	12 May 2016	Revision Chapter I,II,III	
5.	27 July 2016	Chapter IV	
6.	8 August 2016	Chapter V	
7.	22 August 2016	Chapter VI	
8.	22 August 2016	Fixed <i>Skripsi</i>	

Aknowledged by,  
 Head of Department of Islamic Education

**Dr. Marno. M, Ag**

**NIP.197208222002121001**



## Appendix II



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id>, email : [fitk\\_uinmalang@yahoo.com](mailto:fitk_uinmalang@yahoo.com)

Nomor : Un.3.1/TL.00.1/593/2016  
Sifat : Penting  
Lampiran : -  
Hal : Izin Penelitian

12 Mei 2016

Kepada  
Yth. Kepala SDN Mangliawan 03 Malang  
di  
Malang

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Astrifidha Rahma Amalia  
NIM : 12110008  
Jurusan : Pendidikan Agama Islam (PAI)  
Semester -- Tahun Akademik : Genap - 2015/2016  
Judul Skripsi : *Development of Tajwid Media Learning By Game Tajwid Matching to Increase the Learning Result For 4th Grade in Elementary School of Mangliawan 03 Malang*

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Dekan  
Wakil Dekan Bid. Akademik,

Dr. H. Sulalah, M.Ag  
NIP. 19651112 199403 2 002

Tembusan :

1. Yth. Ketua Jurusan PAI
2. Arsip



**PEMERINTAH KABUPATEN MALANG**  
**DINAS PENDIDIKAN**  
**UPTD TK, SD dan PLS KECAMATAN PAKIS**  
**SEKOLAH DASAR NEGERI MANGLIAWAN 03**  
Alamat : Jl. Raya Kapi Woro No. 25, Telp. (0341) 7045945  
NSS : 101051810013 NPSN : 20517165  
Email : sdnmangliawantigapakis@yahoo.com

**SURAT KETERANGAN**

Nomor : 420/86/421.101.429.19/16

Yang bertanda tangan di bawah ini :

Nama : **SUWARNO, S.Pd**  
NIP : 19591003 198303 1 014  
Jabatan : Kepala Sekolah  
Alamat Dinas : SDN Mangliawan 03, Kec. Pakis, Kab. Malang

Menerangkan bahwa :

Nama Lengkap : **ASTRIFIDHA RAHMA AMALIA**  
NIM : 12110008  
Program Studi/Jurusan : Pendidikan Agama Islam  
Kampus : Universitas Islam Negeri Maulana Malik Ibrahim Malang  
(UNISMA)

Telah melakukan penelitian di SDN Mangliawan 03 pada Bulan Mei 2016 dengan judul Penelitian : **"Development of Tajwid Media Learning By Game Tajwid Matching to Increase the Learning Result For 4<sup>th</sup> Grade in Elementary School of Mangliawan 03 Malang"**.

Demikian surat keterangan ini saya buat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Malang, 31 Mei 2016

Kepala Sekolah,



**SUWARNO, S.Pd**

NIP. 19591003 198303 1 014

## Appendix IV

**CURRICULUM VITAE OF LEARNING MATERIAL EXPERT VALIDATOR**

Nama : Nury Firdausia, M.Pd.I  
 TTL : Jember, 3 September 1988  
 Alamat : Desa Alaspandan Kecamatan Pakuniran  
 Kabupaten Probolinggo  
 Email : [firdausianury@gmail.com](mailto:firdausianury@gmail.com)  
 Telp/HP : 0852-333-402-97

**Jenjang Pendidikan:****a. Pendidikan Formal**

1. TK. Dwi Khodijah, Alaspandan-Pakuniran Tahun 1993 s/d 1994.
2. SDN Pakuniran 1, Pakuniran-Probolinggo Tahun 1994 s/d 2000.
3. Mts. Darullughah Wal Karomah, Kraksaan-probolinggo Tahun 2000 s/d 2003.
4. MAK Nurul Jadid Paiton Probolinggo Tahun 2004 s/d 2006.
5. S-1 Fakultas Tarbiyah Jurusan PAI UIN Maulana Malik Ibrahim Malang Tahun 2006 s/d 2010.
6. S-2 Prodi PAI UIN Maulana Malik Ibrahim Malang 2010 s/d 2012

**b. Pendidikan Non Formal**

1. Madrasah Diniyah Miftahul Ulum, Sumber Kembar-Pakuniran.
2. Pondok Pesantren Darullughah Wal Karomah, Kraksaan-Probolinggo
3. Pondok Pesantren Nurul Jadid, Paiton-Probolinggo.
4. Ma'had Sunan Ampel Al-Aly (MSAA) UIN Maulana Malik Ibrahim Malang.
5. PPTQ Nurul Furqon Pasar Besar Malang

**PRESTASI YANG PERNAH DIRAIH**

1. Juara I Khitobah Bahasa Arab di Mabna Ibnu Rusydi MSAA Tahun 2006.
2. Juara I Istima' Bahasa Arab di Mabna Ibnu Rusydi MSAA Tahun 2006.
3. Juara I Baca Kitab Kuning pada PHBI di Ma'had Sunan Ampel Al-Aly UIN Maliki Malang Tahun 2006.
4. Juara I Debat Ilmiah Ma'had Sunan Ampel Al-Aly UIN Maliki Malang Tahun 2007.
5. Juara I Pidato Bahasa Arab antar Fak. Tarbiyah se-Jawa Timur di IAIN Surabaya Tahun 2008.
6. Delegasi Debat Bahasa Arab Antar PTAIN Se-ASEAN di Malaysia Tahun 2008.

7. Juara I Pidato Qur'ani FSQH se-Malang Raya Tahun 2008
8. Juara III Musabaqoh Syarhil Qur'an (MSQ) pada MTQ JATIM Ke-23 di Jember Tahun 2009.
9. Juara I Duta Bilingual UIN Maliki Malang 2010.
10. Terpilih Sebagai Peneliti Muda Pusat Penelitian dan Pengembangan (Puslitbang) KEMENAG JAKARTA 2011.
11. Juara I Musabaqoh Syarhil Qur'an (MSQ) pada MTQ JATIM ke-24 di Madiun Tahun 2011.
12. Terpilih sebagai Kafilah MSQ-MTQ JATIM pada MTQ NASIONAL di Ambon-Maluku 2012.
13. Juara I Pidato Qurani (Da'iyah) RRI Malang 2012.
14. Juara II Pidato Qurani (Da'iyah) RRI JATIM 2012.
15. Juara I Musabaqah Menulis Ilmu al Qur'an (MMIQ) pada MTQ Kabupaten Malang 2013.
16. Juara II Musabaqah Makalah Ilmiah al Qur'an (MMIQ) pada MTQ JATIM 2013
17. Juara I Tausiyah (Da'i Muda) PTQ-RRI Malang (26 Juni 2014)
18. Juara III Tausiyah (Da'i Muda) PTQ-RRI se-Jawa Timur di Surabaya (2 Juli 2014)

#### **AMANAHA YANG PERNAH DIEMBAN 2006-2016**

1. Musyrifah (Pengurus) Ma'had Putri UIN Maliki Malang 2007-2010
2. Sekretaris Jam'iyah Qurra' Wal Huffadz (JQH) UIN Maliki Malang 2006-2007
3. Pengurus Divisi Munaqosyah Jam'iyah Qurra' Wal Huffadz (JQH) UIN Maliki Malang 2007-2008
4. Koordinator Divisi Khitobah Jam'iyah al-Dakwah Wa al-Fann al-Islamy (JDFI) UIN Maliki Malang 2007-2008
5. Pengurus Ikatan Mahasiwa Alumni Nurul Jadid (IMAN) Komisariat UIN Maliki Malang 2007-2008
6. Pengurus Himpunan Mahasiswa Jurusan Pendidikan Agama Islam (HMJ-PAI) UIN Maliki Malang 2007-2008
7. Pengurus Divisi Da'wah IPPNU PKPT UIN Maliki Malang 2008-2009
8. Instruktur/Tutor mata pelajaran Aqidah Akhlaq di SMAN 10 Malang 2008.
9. Pengurus Badan Eksekutif Mahasiswa Fakultas Tarbiyah (BEM-FT) Divisi Menteri Pendidikan UIN Maliki Malang 2008-2009



10. Sekretaris 1 Jam'iyah al-Dakwah Wa al-Fann al-Islamy (JDFI) UIN Maliki Malang 2009-2010.
11. Murobbiyah Ma'had Sunan Ampel Al Ali UIN Maliki Malang 2010-2011.
12. Pegawai Kontrak Rektorat UIN Maliki Malang 2012-2015.
13. Pembina MTQ cabang Musabaqoh Syarhil Qur'an dan Musabaqoh Makalah Ilmiah al-Qur'an (MMIQ).
14. Editor Jurnal el Harakah dan Jurnal Ulul Albab UIN Maliki Malang 2012-2015.
15. Mu'allimah (pengajar) Ma'had Al Jami'ah Sunan Ampel Al-Aly UIN Maliki Malang 2013-2016.
16. Dosen LB Fakultas Ilmu Tarbiyah dan Keguruan (FITK), Program International Class Program (ICP) 2013-2016.





**CURRICULUM VITAE OF MEDIA DESIGN EXPERT VALIDATOR****IDENTITAS DIRI**

Nama : Shalih Husni, S.Pd

NIPT : 2012 07 01 1234

Tempat dan Tanggal Lahir : Probolinggo, 18 Januari 1987

Golongan / Pangkat : III/a

Alamat Kantor : Jl. Gajayana No. 50 Malang

Telp./Faks. : 0341-552938

Alamat Rumah : Perum Bumi Mondoroko Raya GH VI/73 Singosari

Telp./Faks. : 082331528938

E-mail : husniaulia64@gmail.com

**RIWAYAT PENDIDIKAN PERGURUAN TINGGI**

**S-1 UIN Maulana Malik Ibrahim Malang (Jurusan Pendidikan IPS)**

**S-2 UIN Maulana Malik Ibrahim Malang (Prodi PGMI)**

**PENGALAMAN KERJA**

- 1. Peneliti di Rgional Economic Develompment Institute (REDI) Surabaya**
- 2. Tim pengembang media pembelajaran di eldzikry@mediaEdu.**
- 3. Guru di Madrasah Tsanawiyah Darun Najah Ngijo-Karangploso Malang.**
- 4. Staf administrasi akademik FITK UIN Maulana Malik Ibrahim Malang.**
- 5. Tim pengembangan media pembelajaran interaktif berbasis ICT di FITK UIN Maulana Malik Ibrahim Malang.**

## CURRICULUM VITAE OF DEVELOPER



Name : Astrifidha Rahma Amalia  
 Place and Date Birth : Malang, 21th May 1994  
 Address : Jl. Sawojajar 5/49 Malang  
 Email : [astrifidha@gmail.com](mailto:astrifidha@gmail.com)  
 Phone/HP : 0856-555-789-93

### Education:

#### a. Formal Education

1. TK. Kartika V/80 1999-2000
2. SDN Bunul Rejo I 2001-2006
3. SMPN 3 Malang 2007-2009
4. SMAN 4 Malang 2010-2012
5. Maulana Malik Ibrahim State University of Malang (S1 PAI) 2012-2016

#### b. Non Formal Education

1. TPQ Salamatul Barokah
2. Ma'had Sunan Ampel Al'Aly
3. PP Darul Falah Batu

Revisi

## INSTRUMEN VALIDASI MEDIA UNTUK AHLI DESAIN MEDIA

## A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media pembelajaran tajwid dengan game tajwid matching materi PAI kelas 4 SD, maka peneliti bermaksud mengadakan validasi media pembelajaran yang telah diproduksi sebagai salah satu alat pembelajaran. Untuk maksud di atas, peneliti mohon kesediaan Bapak/ Ibu agar mengisi angket di bawah ini sebagai ahli desain media. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media pembelajaran ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu Pendidikan Agama Islam. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media pembelajaran agar dapat dimanfaatkan dalam proses pembelajaran. Sebeiumnya saya sampaikan terima kasih atas kesediaan Bapak/ Ibu sebagai ahli desain media.

Nama

Shalih Husni

NIP

-

Instansi

Fitk UIN Malang

Pendidikan

S-2 Pami

Alamat

Jl. Gajayana 50 Malang

## B. Petunjuk Pengisian Angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak/ Ibu membaca atau mempelajari media pembelajaran yang dikembangkan
2. Berilah tanda silang (X) pada salah satu huruf 1,2,3,4,atau 5 pada jawaban sesuai dengan penilaian yang Bapak/ Ibu anggap paling tepat
3. Kecermatan dalam penilaian ini sangat diharapkan

## C. Pertanyaan-pertanyaan angket

No	Komponen	Penilaian				
		1	2	3	4	5
	Sajian					
1.	Kesesuaian pesan dengan materi pelajaran				✓	✓
2.	Pesan jelas tidak menimbulkan penafsiran ganda				✓	✓
3.	Urutan penyajian					✓
4.	Tampilan game					✓
5.	Kelengkapan informasi			✓		
	Kegrafisan				✓	✓
6.	Penggunaan font (jenis dan ukuran)				✓	✓
7.	Layout, tata letak				✓	✓
8.	Tata warna hannonis					✓
9.	Ilustrasi, gambar, foto					✓
10.	Desain tampilan				✓	✓

## Keterangan

- 1 : Tidak baik  
 2 : Kurang baik  
 3 : Cukup baik  
 4 : Baik  
 5 : Sangat baik

**D. Kritik dan Saran**

Al Kisa Uzi Coba -  
Contoh Cara Baca Surah Furang  
Fegat -

Maifang, 17/5 .....2016

*[Signature]*  
Shahin Hossain

NIP.



## INSTRUMEN VALIDASI MEDIA UNTUK AHLI MATERI

## A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media pembelajaran tajwid dengan game tajwid matching materi PAI kelas 4 SD, maka peneliti bermaksud mengadakan validasi media pembelajaran yang telah diproduksi sebagai salah satu alat pembelajaran. Untuk maksud di atas, peneliti mohon kesediaan Bapak/ Ibu agar mengisi angket di bawah ini sebagai ahli materi. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media pembelajaran ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu pendidikan agama Islam. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media pembelajaran agar dapat dimanfaatkan dalam proses pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak/ Ibu sebagai ahli materi.

Nama : Nury Firdausia, M.Pd.1  
 NIP : -  
 Instansi : FITK UIN Maulana Malik Ibrahim  
 Pendidikan : S-2 PAI UIN Maulana Malik Ibrahim  
 Alamat : Perum Villa Bukit Tidar Blok C-1 No.2

## B. Petunjuk Pengisian Angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak/ Ibu membaca atau mempelajari media pembelajaran yang dikembangkan
2. Berilah tanda silang (X) pada salah satu huruf 1,2,3,4, atau 5 pada jawaban sesuai dengan penilaian yang Bapak/ Ibu anggap paling tepat
3. Kecermatan dalam penilaian ini sangat diharapkan

### C. Pertanyaan-pertanyaan angket

No.	Komponen	Penilaian				
		1	2	3	4	5
1.	Kesesuaian materi dengan KD			/	X	
2.	Kesesuaian materi dengan Indikator					X
3.	Materi mudah dipahami					X
4.	Materi sesuai dengan kebutuhan siswa					X
5.	Kesesuaian dengan nilai-nilai Islam				X	
6.	Gambar sesuai dengan materi					X
7.	Audio sesuai dengan materi dan game					X
8.	Keterbacaan tulisan					X
9.	Kejelasan informasi				X	
10.	Penggunaan bahasa secara efektif dan efisien				X	

#### Keterangan

- 1 : Tidak baik
- 2 : Kurang baik
- 3 : Cukup baik
- 4 : Baik
- 5 : Sangat baik

#### D. Kritik dan Saran

Sudah bagus, akan lebih bagus lagi jika musik yang digunakan sebagai audio di point materi 3 KD dibedakan. Audio suri ayat yang digunakan seperti suara tartil asli suri Doni / tilawah anak.

Malang, 17 Mei.....2016



Nung Firdausia, M. Pd. I

NIP.

### INSTRUMEN VALIDASI AHLI PEMBELAJARAN UNTUK GURU BIDANG STUDI PAI KELAS 4 SD

#### A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media pembelajaran tajwid dengan game tajwid matching materi PAI kelas 4 SD, maka peneliti bermaksud mengadakan validasi media pembelajaran yang telah diproduksi sebagai salah satu alat pembelajaran. Untuk maksud di atas, peneliti mohon kesediaan Bapak/ Ibu agar mengisi angket di bawah ini sebagai ahli pembelajaran. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media pembelajaran ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu pendidikan agama Islam. Hasil dari pengukuran melalui angket akan digunakan untuk penyempurnaan media pembelajaran agar dapat dimanfaatkan dalam proses pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak/ Ibu sebagai ahli pembelajaran.

Nama : SUYATMI S-Pd1  
 NIP : 196204251987032008  
 Instansi : SDN MANGLAWAN 03  
 Alamat : Ln. Raya KAPIWORO NO 25

#### B. Petunjuk Pengisian Angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak/ Ibu membaca atau mempelajari media pembelajaran yang dikembangkan
2. Berilah tanda silang (X) pada salah satu huruf 1,2,3,4 atau 5 pada jawaban sesuai dengan penilaian yang Bapak/ Ibu anggap paling tepat
3. Kecermatan dalam penilaian ini sangat diharapkan



## C. Pertanyaan-pertanyaan angket

No	Komponen	Penilaian				
		1	2	3	4	5
1.	Media ajar memudahkan dalam mengajar					✓
2.	Ketepatan penggunaan media ajar				✓	
3.	Ukuran dan jenis huruf yang digunakan				✓	
4.	Kejelasan paparan materi				✓	
5.	Kesesuaian antara gambar dan materi					✓
6.	Media ajar membantu siswa memahami materi					✓
7.	Kejelasan kuis				✓	
8.	Kejelasan urutan penyajian materi				✓	
9.	Media game menarik siswa					✓
10.	Penggunaan bahasa secara efektif dan efisien				✓	

## Keterangan

- 1 : Tidak baik  
 2 : Kurang baik  
 3 : Cukup baik  
 4 : Baik  
 5 : Sangat baik



**D. Kritik dan Saran**

SUDAH BAIK, KUIS DIBERI ALOKASI WAKTU

Malang, 14 MEI .....2016



.....  
Buyatmi S. pdi

NIP. 19620425198703 2 008

## Appendix VIII

NAMA : Adelio

KELAS/ NO : IV (4) / 13

SEKOLAH : SDN NTangliawan 03.

(Pre Test)

Pelajaran 6 (Mari Belajar Q.S Al Maa'un dan Al Fiil)

A. Pilihlah jawaban yang benar !

1. Q.S Al Maa'un terdiri dari ... ayat

- A. 8 C. 9  
B. 7 D. 6

2. Lanjutkan ayat di bawah ini!

..... وَيَمْنَعُونَ

- A. الْمَاعُونَ C. الْيَتِيم  
B. الْمُسْكِين D. سَاهُونَ

3. قَوْلِ الْمُصَلِّينَ

Yang bergaris bawah mengandung hukum bacaan ...

- A. Idhar Halqi  
B. Idgham Bighunnah  
C. Idgham Bilaaghunnah  
D. Iqlab

4. الَّذِينَ هُمْ يُرْءَاوْنَ ( ٦ )

Yang bergaris bawah mengandung hukum bacaan ...

- A. Ikhfa  
B. Idhar Halqi  
C. Idgham Mimi  
D. Idhar Syafawi

5. Dibawah ini yang termasuk bacaan Idhar Halqi adalah ...

- A. كُنْتُمْ بِهِ C. مِنْ بَعْدِ  
B. مَنْ يَعْمَلُ D. مِنْ عِلْق

6. Al Fiil artinya ...

- A. Semut  
B. Lebah  
C. Laba-Laba  
D. Gajah

7. مِنْ سَجِيلٍ

Mengandung hukum bacaan ...

- A. Ikhfa Syafawi  
B. Ikhfa  
C. Iqlab  
D. Idhar

8. Lanjutkan ayat dibawah ini !

وَأَرْسَلَ عَلَيْهِمْ طَيْرًا .....

- A. أَبَائِلَ C. سَجِيلَ  
B. تَضْلِيلَ D. مَّا كُولَ

9. Al Maa'un artinya adalah ...

- A. Barang-barang bekas  
B. Barang-barang yang hilang  
C. Barang-barang yang berguna  
D. Barang-barang yang dibuang

10. Di bawah ini yang merupakan Q.S Al Fiil ayat 5 adalah ...

- A. فَجَعَلَهُمْ كَعَصْفٍ مَّأْكُولٍ  
B. الَّذِينَ هُمْ يُرْءَاوْنَ  
C. أَلَمْ يَجْعَلْ كَيْدَهُمْ فِي تَضْلِيلٍ

D. **فَوَيْلٌ لِلْمُصَلِّينَ**

B. Isilah titik-titik di bawah ini dengan benar !

1. Q.S Al Maa'un terdiri dari 7.. ayat
2. **طَيْرًا أَبَائِيلَ** mengandung hukum bacaan ....
3. Q.S Al Fiil terdiri dari 5.. ayat
4. **فَوَيْلٌ لِلْمُصَلِّينَ**

Ayat di atas merupakan Q.S Al Maa'un ayat ke berapa? 4 ( IV )

5. **وَأَرْسَلَ عَلَيْهِمْ طَيْرًا أَبَائِيلَ**

Ayat di atas merupakan Q.S Al Fiil ayat ke berapa?

NAMA : Adelio

KELAS/ NO : 4 (13)

SEKOLAH : SDN Mangliawan 03

(Post Test)

Pelajaran 6 (Mari Belajar Q.S Al Maa'un dan Al Fiil)

A. Pilihlah jawaban yang benar !

1. Q.S Al Fiil terdiri dari ... ayat

A. 4 C. 6

~~B. 5~~ D. 7

2. Lanjutkan ayat di bawah ini!

..... وَيَمْنَعُونَ

~~A. الْمَاعُونَ~~

C. الْيَتِيمَ

B. الْمُسْكِينَ

D. سَاهُونَ

3. قَوْلٌ لِلْمُصَلِّينَ

Yang bergaris bawah mengandung hukum bacaan ...

A. Idhar Halqi

B. Idgham Bighunnah

~~C. Idgham Bilaaghunnah~~

D. Iqlab

4. الَّذِينَ هُمْ يُرْءَوْنَ ( ٦ )

Yang bergaris bawah mengandung hukum bacaan ...

A. Ikhfa

B. Idhar Halqi

C. Idgham Mimi

~~D. Idhar Syafawi~~

5. Surat Al Maa'un dan Al Fiil disebut surat Makkiyah karena diturunkan di kota ....

A. Madinah C. Jeddah

~~B. Mekah~~ D. Riyadh

6. Al Maa'un artinya adalah ...

A. Barang-barang bekas

B. Barang-barang yang hilang

~~C. Barang-barang yang berguna~~

D. Barang-barang yang dibuang

7. مِنْ سَجِيلٍ

Mengandung hukum bacaan ...

A. Ikhfa Syafawi

~~B. Ikhfa~~

C. Iqlab

D. Idhar

8. Lanjutkan ayat dibawah ini !

وَأَرْسَلَ عَلَيْهِمْ طَيْرًا .....

~~A. أَبَابِيلَ~~

C. سَجِيلٍ

B. تَضْلِيلٍ

D. مَّا كُولٍ

9. Al Fiil artinya ...

A. Semut

B. Lebah

C. Laba-Laba

~~D. Gajah~~

10. Di bawah ini yang merupakan Q.S Al Fiil ayat 5 adalah ...

~~A. فَجَعَلَهُمْ كَعَصْفٍ مَّا كُولٍ~~

B. الَّذِينَ هُمْ يُرَاءُونَ

C. أَلَمْ يَجْعَلْ كَيْدَهُمْ فِي تَضْلِيلٍ

D. قَوْلٍ لِلْمُصَلِّينَ

B. Isilah titik-titik di bawah ini dengan benar !

1. Q.S Al Maa'un terdiri dari 7. ayat

2. طَيْرًا أَبَابِيلَ mengandung hukum bacaan *Idhar*

3. Q.S Al Fiil terdiri dari 5. ayat

4. قَوْلٍ لِلْمُصَلِّينَ

Ayat di atas merupakan Q.S Al Maa'un ayat ke berapa? 4 (١٧)

5. وَأَرْسَلَ عَلَيْهِمْ طَيْرًا أَبَابِيلَ

Ayat di atas merupakan Q.S Al Fiil ayat ke berapa? 3 (٣)



NAMA : *Sintia*

KELAS/ NO : *IV / 33*

SEKOLAH : *SDN Mangliawan 03*

(Pre Test)

Pelajaran 6 (Mari Belajar Q.S Al Maa'un dan Al Fiil)

A. Pilihlah jawaban yang benar !

1. Q.S Al Maa'un terdiri dari ... ayat

- A. 8 C. 9  
B. 7 D. 6

2. Lanjutkan ayat di bawah ini!

..... وَيَمْنَعُونَ

- A. الْمَاعُونِ C. الْيَتِيمِ  
B. الْمُسْكِينِ D. سَاهُونَ

3. قَوْلٌ لِلْمُصَلِّينَ

Yang bergaris bawah mengandung hukum bacaan ...

- A. Idhar Halqi  
B. Idgham Bighunnah  
C. Idgham Bilaaghunnah  
D. Iqlab

4. الَّذِينَ هُمْ يُرْءَاوْنَ (٦)

Yang bergaris bawah mengandung hukum bacaan ...

- A. Ikhfa  
B. Idhar Halqi  
C. Idgham Mimi  
D. Idhar Syafawi

5. Dibawah ini yang termasuk bacaan Idhar Halqi adalah ...

A. كُنْتُمْ بِهِ C. مِنْ بَعْدِ

B. مِنْ عَلَقٍ D. مَنْ يَعْمَلْ

6. Al Fiil artinya ...

- A. Semut  
B. Lebah  
C. Laba-Laba  
D. Gajah

7. مِنْ سَجِيلٍ

Mengandung hukum bacaan ...

- A. Ikhfa Syafawi  
B. Ikhfa  
C. Iqlab  
D. Idhar

8. Lanjutkan ayat dibawah ini !

وَأَرْسَلَ عَلَيْهِمْ طَيْرًا .....

A. أَبَابِيلَ C. سَجِيلٍ

B. تَضَلَّلِيلَ D. مَّا كُولٍ

9. Al Maa'un artinya adalah ...

- A. Barang-barang bekas  
B. Barang-barang yang hilang  
C. Barang-barang yang berguna  
D. Barang-barang yang dibuang

10. Di bawah ini yang merupakan Q.S

Al Fiil ayat 5 adalah ...

A. فَجَعَلَهُمْ كَعَصْفٍ مَّا كُولٍ

B. الَّذِينَ هُمْ يُرْءَاوْنَ

C. أَلَمْ يَجْعَلْ كَيْدَهُمْ فِي تَضَلُّيلٍ

$$S=1 \quad B=9 \times 5 = 45$$

D. **قَوْلٌ لِلْمُصَلِّينَ**

B. Isilah titik-titik di bawah ini dengan benar !

1. Q.S Al Maa'un terdiri dari 7.. ayat

2. **طَيْرًا أَبَايِلَ** mengandung hukum

bacaan .... *idgham*

3. Q.S Al Fiil terdiri dari 5.. ayat

$$S=3 \quad B=2 \times 10 = 20$$

4. **قَوْلٌ لِلْمُصَلِّينَ**

$$45$$

Ayat di atas merupakan Q.S Al

$$65$$

Maa'un ayat ke berapa? 3

5. **وَأَرْسَلْ عَلَيْهِمْ طَيْرًا أَبَايِلَ**

Ayat di atas merupakan Q.S Al Fiil

ayat ke berapa? 4

NAMA : Sintia

KELAS/ NO : IV / 33

SEKOLAH : SDN Mangliawan 03

(Post Test)

Pelajaran 6 (Mari Belajar Q.S Al Maa'un dan Al Fiil)

Pilihlah jawaban yang benar !

1. Q.S Al Fiil terdiri dari ... ayat

A. 4 C. 6

~~B. 5~~ D. 7

2. Lanjutkan ayat di bawah ini!

..... وَيَمْنَعُونَ

~~A. الْمَاعُونَ~~ C. الْيَتِيمَ

B. الْمُسْكِينِ D. سَاهُونَ

3. فَوَيْلٌ لِلْمُصَلِّينَ

Yang bergaris bawah mengandung hukum bacaan ...

A. Idhar Halqi

B. Idgham Bighunnah

~~C. Idgham Bilaaghunnah~~

D. Iqlab

4. الَّذِينَ هُمْ يُرْءَاوْنَ (٦)

Yang bergaris bawah mengandung hukum bacaan ...

A. Ikhfa

B. Idhar Halqi

C. Idgham Mimi

~~D. Idhar Syafawi~~

5. Surat Al Maa'un dan Al Fiil disebut surat Makkiyah karena diturunkan di kota ....

A. Madinah C. Jeddah

~~B. Mekah~~ D. Riyadh

6. Al Maa'un artinya adalah ...

A. Barang-barang bekas

B. Barang-barang yang hilang

~~C. Barang-barang yang berguna~~

D. Barang-barang yang dibuang

7. مِنْ سَجِيلٍ

Mengandung hukum bacaan ...

A. Ikhfa Syafawi

~~B. Ikhfa~~

C. Iqlab

D. Idhar

8. Lanjutkan ayat dibawah ini !

..... وَأَرْسَلَ عَلَيْهِمْ طَيْرًا

~~A. أَبَابِيلَ~~ C. سَجِيلٍ

B. تَضْلِيلٍ D. مَأْكُولٍ

9. Al Fiil artinya ...

A. Semut

B. Lebah

C. Laba-Laba

~~D. Gajah~~

10. Di bawah ini yang merupakan Q.S Al Fiil ayat 5 adalah ...

~~A. فَجَعَلَهُمْ كَعَصْفٍ مَأْكُولٍ~~

B. الَّذِينَ هُمْ يُرَءَوْنَ

C. أَلَمْ يَجْعَلْ كَيْدَهُمْ فِي تَضْلِيلٍ

D. فَوَيْلٌ لِلْمُصَلِّينَ

B. Isilah titik-titik di bawah ini dengan benar !

1. Q.S Al Maa'un terdiri dari .7.. ayat

2. طَبْرًا أَبَابِيلَ mengandung hukum bacaan *Idhar*

3. Q.S Al Fiil terdiri dari .5.. ayat

4. فَوَيْلٌ لِلْمُصَلِّينَ

Ayat di atas merupakan Q.S Al Maa'un ayat ke berapa? 4.

5. وَأَرْسَلَ عَلَيْهِمْ طَبْرًا أَبَابِيلَ

Ayat di atas merupakan Q.S Al Fiil ayat ke berapa? 3

## Appendix IX

### T test

No.	Name of Student	Pre- Test Score	Post- Test Score	$X_1 - X_2 = d$		d
1	Ayu Laila Sari	40	85	-45	45	2025
2	Eko	80	95	-15	15	225
3	Hakim	70	80	-10	10	100
4	Rangga	80	95	-15	15	225
5	Heri	75	85	-10	10	100
6	Agra	80	90	-10	10	100
7	Dwi	95	100	-5	5	25
8	Choirul	75	85	-10	10	100
9	Riyan	70	90	-20	20	400



10	Yoga	95	100	-5	5	25
11	Junaidi	95	95	0	0	0
12	Thoriq	95	100	-5	5	25
13	Adelia	60	100	-40	40	1600
14	Aldila Ajeng	60	85	-25	25	625
15	Bella Ayu S	60	100	-40	40	1600
16	Adisty Anggita	75	95	-20	20	400
17	Fara Eka Desi	65	95	-30	30	900
18	Fatimah Haliya	80	95	-15	15	225
19	Nadya N.S	70	95	-25	25	625
20	Zillian	65	90	-25	25	625
21	M. Yusuf Efendi	95	95	0	0	0
22	Meime	60	100	-40	40	1600
23	M. Aruman R	95	95	0	0	0
24	Muyassaroh M.	100	100	0	0	0
25	Nuriel Fatimah	100	100	0	0	0

26	Nuril Izzah	70	100	-30	30	900
27	Raditya	95	95	0	0	0
28	Reno Megantara	95	100	-5	5	25
29	Revana	70	100	-30	30	900
30	Risma Della S	70	95	-25	25	625
31	Rivaldo Al Fariel	70	95	-25	25	625
32	Safira	85	100	-15	15	225
33	Sintia	65	100	-35	35	1225
$\sum n=33$		Mean =77,42	Mean =94,84	$\sum d= 575$		$\sum d^2= 16075$

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	77.4242	33	14.84931	2.58493
	Posttest	94.8485	33	5.65752	.98485

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	33	.376	.031

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-1.74242E1	13.75689	2.39477	-22.30222	-12.54626	-7.276	32	.000

## Appendix X

## Documentation

