

The Influence of the Use of Audio Visual Media and the Ability to Read the Qur'an on Tahfidz Learning Outcomes at Integrated Islamic Private Junior High School

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ABSTRACT

The purpose of this study is to determine the use of audio-visual media that can provide examples in memorizing the Qur'an in terms of writing (visual) and pronunciation (audio) so that the learning process will be more meaningful and will affect student learning outcomes. This research was conducted at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan which is located at Jalan Suka Elok No. 10 Medan Johor District. This research is of the Quasi Experimental type with factorial design (factorial experimental design). The result of this study is that there is an influence on the use of audio-visual media on the learning outcomes of tahfidz at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan. This can be seen from the results of the first hypothesis test which obtained a calculated F score = 27.335 greater than F table = 1.156 and the sign value. 0.000 is smaller than the significance level of 0.05 so hypothesis testing rejects H₀ and accepts H_a. Then there is the influence of the ability to read the Qur'an on the results of learning tahfidz at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan. There is also an influence on the use of learning media and the ability to read the Qur'an on the learning outcomes of tahfidz at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan.

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1. INTRODUCTION

The ability to read the Qur'an is interpreted as the potential that individuals have to read the Qur'an properly and correctly according to the rules of tajwid science. Even this, is implied in the first revelation delivered to the Prophet Muhammad Saw, through the inauguration of Gabriel when he was in the cave

of Hira at that time. Then Gabriel said "Read it" so he replied "I cannot read" until then Gabriel repeated it and he said it the third time (Ahmad A.-U., 2011).

Reflecting on this revelation that first came down to the Messenger of Allah Saw. Thus, implicitly in the command to read means that by reading, humans will gain knowledge and encourage them to seek and explore science with the word "Iqra", in exploring science, especially the science of the Qur'an, must first explore the issue of reading. Therefore, students must pay attention to and understand the rules of how to read the Qur'an. In essence, the study of the Qur'an is not only related to memorization alone. But there is tajwid science which includes how students read the Qur'an according to the sound of makharijul letters, the nature of letters, ahkamul letters, and mad wal qashr, and what students need to understand next is the science of fashohah which includes: students' ability to read the Qur'an according to ibtida' tawakkuf, mastering muthola'ah patterns, tadwiir patterns, and hadhr patterns.

Based on the above, it becomes an obligation for all educational institutions, especially formal educational institutions including Islamic boarding schools, madrasahs, and universities. As stated by Syarifuddin (2004, p. 22) that if the readings and materials of the Qur'an are presented to a young generation correctly, then about twenty years later a generation will be born that is Qur'ani, which is elegant, unpretentious, and progressive, and vice versa. Therefore, the book the walking Qur'an written by Ware (2014, p. 39) explains that educational institutions play an important role in the journey of the Qur'an itself, this can be seen in the School of the Qur'an (Taalibé) in West Africa, precisely in Senegal. Based on a recent report from Human Rights Watch (HRW). "At least 50,000 children attended hundreds of Quranic schools (Rumah Tahfidz) or better known as Daaras.

Talking about the development of the Qur'an in Asian countries, especially Malaysia and Indonesia whose population is majority Muslim. Based on the results of the analysis from the article entitled Implementation and Development of Qur'an Learning Methodin Malaysia and Indonesia: An Analysis. In Indonesia and Malaysia in creating a generation of Qur'an, the learning of the Qur'an in this country is carried out by writing, reading, memorizing, studying, understanding, and practicing it. Emphasis on every individual Muslim to read correctly according to the reading of the Qur'an to keep him away from mistakes in honor of the holy book of the Qur'an. Thus, the learning process is carried out since childhood with various methods of teacher guidance (Jaafar, Ramli, & Mohd I, 2017, p. 74).

In Indonesia itself, Islamic educational institutions continue to make developments and improvements to create a generation of Qur'an who can read the Qur'an well. This can be seen from the proliferation of Islamic schools, even tahfidz huts that continue to emerge to create a generation of Muslims who love the Qur'an. Because, based on the results of research at the Pondok Pesantren Tebu Ireng, Jombang, East Java delivered by Kiai Haji Salahudin Wahid or Gus Solah, it is stated that Indonesians who can read the Qur'an are 23%. The Campus of the College of Qur'an Sciences (PTIQ) Jakarta revealed that the results of its survey in 2017 showed that more than half of Indonesia's Muslim community could not read the Qur'an, namely 60-70%, as conveyed by Ustadz Achmad Farid Hasan when met at the Coaching Clinic event 1 hour to be able to read the Qur'an at the 27th National Musabaqah Tilawatil Qur'an (MTQ) at the Embarkation Hajj Dormitory Medan, North Sumatra, Thursday, October 11, 2018.

Based on the explanation above, the ability to read the Qur'an is the most important factor that needs to be studied before continuing to memorize, namely tahfidz. Tahfidz Al-Quran is defined as the process of maintaining, maintaining, and memorizing verses of the Quran. So that the learning of tahfidz Qur'an has the aim of educating students to be able to recite and memorize verses of the Qur'an, as well as understand the content of the Qur'an as a guide for the life of Muslims. Mayasari (2019, p. 14) revealed that teaching children to read, study and memorize the Qur'an is a command in the teachings of Islam. Fauziyyah and Karyani (2017, p. 193) argue that Muslims must maintain the sanctity of the Qur'an by the sunnahtullah that has been taught and one of the efforts as a concern for the maintenance of the purity of the Qur'an is to memorize it. Thus, the subject of the Qur'an's tahfidz has an important role in the lives of Muslims, not just theoretical. In addition, Muslims also must study and memorize the Qur'an. From this description, the learning outcomes of tahfidz learning can be interpreted as the achievement of efforts or

changes in individual behavior in the cognitive, affective and psychomotor realms after carrying out the tahfidz learning process.

The learning outcomes of tahfidz are the same as the learning outcomes of subjects in general which have supporting factors. According to Ismanto (2011, p. 2) factors that support and improve the ability to memorize the Qur'an, namely: (1) motivation from memorization, (2) knowing and understanding the meaning or meaning contained in the Qur'an, (3) arrangements in memorization, (4) supporting facilities, (5) automatic memorization, and (6) memorization.

Improving the quality of education specifically lies with teachers as the spearhead in the learning process in schools (Akmalia, Siahaan, & Mesiono, 2020). Teachers as educators have a role to facilitate student learning. One of them is by providing facilities in the form of learning media that support the subject of tahfidz of the Qur'an. The Association for Education and Communication Technology (AECT) (Tafonao, 2018) defines media as any form used for a process of distributing information. Meanwhile, learning media is defined by everything that can convey and channel messages from sources in a planned manner to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively. Therefore, teachers are expected to be able to build interactive interactions.

According to Nugraheni (2017, p. 16) audio-visual media have several characteristics, namely: (a) they are usually linear, (b) they usually present dynamic visuals, and (c) they are used in a predetermined way by the designer /creator, (d) they are physical images of real or abstract ideas, (e) they are developed according to the psychological principles of behaviorism and cognitive, and (f) generally they are oriented towards the teacher with a level of interactive engagement a low disciple. The use of audio-visual media is expected to be used as a medium for delivering subject matter that is more interesting and by all learning styles, both visual, auditory, and kinesthetic. Audio-visual media has a great influence on the world of education, especially for students who are still in junior high school so that they can attract their attention to learning. Because students' minds are easily aroused by various images accompanied by sound, this audio-visual medium can have both positive and negative influences. Thus, students will find it easier to understand the content of the subject matter presented by the teacher to improve learning outcomes.

Some of the research above, regarding learning outcomes and audio-visual media, strongly supports the statement that audio-visual media can affect learning outcomes. Pitto (2018, p. 115) suggested that one of the recommended learning media in the perspective of the Qur'an is to use of audio-visual media. Therefore, teachers are seen as having to understand the importance of using media in the Islamic view because by using the right media the purpose of learning will be achieved properly.

From the results of preliminary observations at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan, it was found that as many as 35 out of 54 class VIII students had tahfidz learning scores below KKM (<70), and only 19 out of 54 class VIII students had tahfidz learning scores above KKM (≥ 70). For more details are presented in Table 1.1:

Table 1. The Value of Learning Tahfidz Class VIII at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan

Range of Values	Frequency	Percentage	MCC Description
0-69	35	64,81%	Not Passed
70-100	19	35,19%	Pass
Sum	54	100,00%	-

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The data in table 1 above prove that the learning outcomes of tahfidz class VIII are relatively low because more than 50% of students do not pass the KKM so they have to do remedial exams. From the explanation above, it is also concluded that print media is a medium that is often used by teachers. Audio-visual media can provide examples of memorizing the Qur'an in terms of writing (visual) and

pronunciation (audio) so that the learning process will be more meaningful and will affect student learning outcomes. Because print media is a book without the help of audio-visual media, learning will be more monotonous and only focused on visual or audio (hearing the teacher's explanation). Therefore, from the description above, a study was conducted with the title "The Influence of the Use of Audio Visual Media and the Ability to Read the Qur'an on Tahfidz Learning Outcomes at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan".

Furthermore, the results of research conducted by Safik (2020, p. 10) show that there is an influence of audio-visual learning media on students' memorization of Juz 'Amma, the use of Youtube-based audio-visual media in improving the ability to memorize the Qur'an (Aryanti, 2021), the use of audio-visual media is able to increase students' interest in learning (Winarto, A., & Saguni, 2020), and there is a significant influence on the use of audio-visual learning media on the learning outcomes (Khoiriyah, S., & Sutomo, 2020).

From some of the studies above, no research has been found that examines the use of audio-visual media and the ability to read the Qur'an on student tahfidz learning outcomes. This is a novelty in this study. The purpose of this study is to find the use of audio-visual media that can provide examples in memorizing the Qur'an in terms of writing (visual) and pronunciation (audio) so that the learning process will be more meaningful and will affect student learning outcomes.

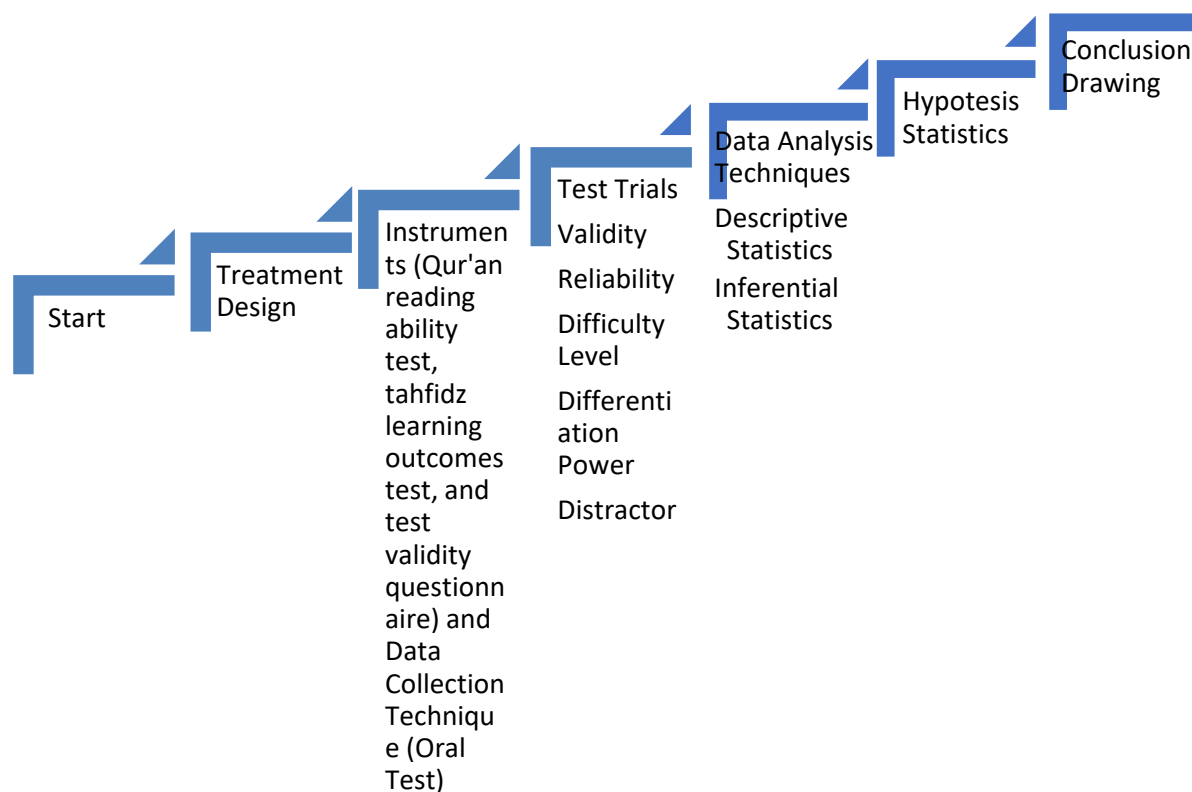
2. METHODS

This research is of the Quasi-Experimental type with a factorial design (factorial experimental design). According to Sugiyono (2017), a Factorial experimental design is earnest research and pays attention to moderator variables that may affect the course of the research. In this study, free variables (i.e. audio-visual media) were applied or experimented with to influence bound variables (i.e. tahfidz learning outcomes). In this study, moderator variables were also observed which were considered to be able to change the influence of free variables on bound variables, namely the ability to read the Qur'an. The ability to read the Qur'an is an initial ability or prerequisite that students must have before they memorize verses of the Qur'an or tahfidz. Thus, in this study, there are three types of variables: (1) free variables, namely the use of audio-visual media, (2) moderator variables, namely the ability to read the Qur'an, and (3) bound variables, namely Tahfidz learning outcomes.

The free variable that was experimented with was only one, namely audio-visual media, so in this study, other media were also studied that are commonly used at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan as a comparison or control, namely: print media. So that there are two media studied in this study, namely audio-visual media applied to the experimental class, and print media used in the control class. The moderator variables in this study also consist of two levels, namely: the ability to read the Qur'an at a high level, and the ability to read the Qur'an at a low level. Thus, this study used a 2 x 2 variance analysis because there were two groups each on two paths.

The data collection techniques used in this study were: oral tests. The instruments used in this study were: a test of the ability to read the Qur'an, a test of tahfidz learning outcomes, and a test validity questionnaire. The Qur'an reading ability test is only used before treatment. This is because the classification of moderator variables must be known in advance in the 2 x 2 design factorial research. The tahfidz learning outcomes test is used before and after the treatment is applied. Meanwhile, the test validity questionnaire is used to validate the tahfidz learning outcomes test in terms of the validity of the content and constructs. The data analysis technique uses two types of statistics, namely descriptive statistics and inferential statistics.

As for the design in this study, it can be seen in the following flowchart::



3. FINDINGS AND DISCUSSION

The Influence of the Use of Audio-Visual Media on Tahfidz's Learning Outcomes at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan

Based on the results of the study, it was obtained that there was an influence of the use of audio-visual media on the learning outcomes of tahfidz at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan. Students in the experimental class and students in the control class have different final abilities (average post tes of tahfidz learning outcomes). This can be seen from the results of the first hypothesis test which obtained a calculated F score = 27.335 greater than Ftable = 1.156 and a signed value. 0.000 is smaller than the significance level of 0.05 so hypothesis testing rejects H₀ and accepts H_a. From the linear regression test, it was obtained that audio-visual media had an influence of 28.62% on the learning outcomes of tahfidz at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan. From the average score of post tes in the experimental class of 86.22 and in the control class of 72.74, as well as the difference between the two of them of 13.48, the average score of post tes of the experimental class students was higher than the control class.

Audio-visual media was used by class VIII-A students at the Nurul 'Azizi Medan Integrated Islamic Private Junior High School who acted as an experimental class in this study. The audio-visual media used provides concrete examples of the recitation of the Qur'an Surah Ar-Rahman through text and sound, as well as according to the law of reading the Qur'an. Anderson & Britton (2000, p. 104) said that audio-visual media in the form of video is the most appropriate medium to show examples of skills or concepts related to motion because the rotation of video can be slowed down or accelerated according to student needs. Daniels (2019, p. 117) added the advantage of audio-visual, namely using real display elements of the material studied.

Several studies have also clearly proven the influence of audio-visual media on learning outcomes, including: Maulidah and Syakur research (2018, p. 408) which proves that audio-visual media has a positive influence on learning outcomes Indonesian so it is advisable to use these media in the learning process. Abdullah and Maryati (2019, p. 196) proved that there is an audio-visual medium for student learning outcomes in elementary schools. Winarto, et al (2020) proved that audio-visual media is very effective in improving students' interest and achievement in learning Islamic education. The use of audio-visual media in science lessons is proven to improve student learning outcomes (Ahmad, Tawil, & Rusli, 2020, p. 81; Windasari & Syofyan, 2019). However, the learning outcomes proven from some of these studies are not related to PAI or tahfidz students, so this research has a novelty that specifically discusses the results of learning tahfidz about the Qur'an Surah Ar-Rahman in grade VIII students at the Junior High School level.

The description above supports the results of proving the hypothesis in this study which states that audio-visual media has an influence on the learning outcomes of tahfidz students at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan. So that the results of the study have important implications for educators, schools, and education observers to provide learning support facilities such as audio-visual media that are proven to influence learning outcomes or certain learning achievements. Even with the existence of audio-visual media, not only cognitive and psychomotor learning outcomes are achieved but also educational interactions between teachers and students and students with students, and motivate students to be more enthusiastic about learning, especially in terms of memorizing the Qur'an (tahfidz) because of its pleasant learning and accompanied by concrete examples of surah pronunciation. From this research, it is suggested that teachers use audio-visual media in the learning process, even if it is necessary for the teacher to develop the media so that it can be designed in such a way as possible to achieve more optimal learning objectives.

The Effect of The Ability to Read the Qur'an on Tahfidz Learning Outcomes at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan

Based on the results of the study, it was obtained that there was an influence of the ability to read the Qur'an on the learning outcomes of tahfidz at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan. Students who have a high and low ability to read the Qur'an obtain different average post-test scores. This can be seen from the results of the second hypothesis test which obtained a score of $F_{hitung} = 11.779$ greater than $F_{tabel} = 1.156$ and the sign value. 0.001 is smaller than the significance level of 0.05 so hypothesis testing rejects H_0 and accepts H_a . From the linear regression test, it was obtained that the ability to read the Qur'an had an influence of 13.98% on the learning outcomes of tahfidz at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan. From the average score post-test, students who have a high ability to read the Qur'an obtained an average post-test score of 83.86, and students who had a low ability to read the Qur'an of 74.40. The two scores had a difference of 9.46 higher post-test scores in students who had a high level of Qur'an reading ability compared to a low level. The considerable difference in the value of post-test is also considered to be an influence on the level of ability to read the Qur'an that students have.

The ability to read the Qur'an is very important, especially if it is associated with tahfidz learning. In reading the Qur'an, it is required to have the ability or skill in reading it, namely by understanding the science of tajwid and fashohah. Rusyd (2019, p. 40) suggests that reading the correct Qur'an is by the rules of tajwid as follows: makharijul letter, sifatul letter, ahkamul letter, ahkamul maddi walqashar, and ahkamul waqaf wal ibtida'. All tajwid rules as a condition of the ability to read the Qur'an are concepts or materials learned in tahfidz learning, so it can be attributed that students' ability to read the Qur'an affects their learning outcomes in tahfidz learning as the results of this study.

Several journals also state the relationship between the ability to read the Qur'an and learning outcomes in tahfidz learning, including Ramadhani research (2018, p. 9) proving that students' Qur'anic Hadith learning outcomes are 59.50% influenced by factors such as the ability to read the Quran, while Suherman's research (2017, p. 6) proves that the ability to read the Qur'an affects learning outcomes by

70.80%. Safria and Irfan (2020, p. 83) concluded that a linear correlation between understanding the tajwid and the ability to read the Qur'an. The better the mastery of tajwid, the better the ability of Sriwijaya university's new students to read (tartil) the Qur'an.

The description above supports the results of proving the hypothesis in this study which states that the ability to read the Qur'an influences the learning outcomes of tahfidz at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan.

The Influence of the Use of Learning Media and the Ability to Read the Qur'an on Tahfidz Learning Outcomes at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan

Based on the results of the study, it was obtained that there was an influence on the use of learning media and the ability to read the Qur'an on the learning outcomes of tahfidz at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan. This can be seen from the results of the third hypothesis test which obtained f count = 5.565 greater than F table = 1.156 and the sign value. 0.022 is smaller than the significance level of 0.05 so hypothesis testing rejects H_0 and accepts H_a . From the linear regression test, it was obtained that the learning media and the ability to read the Qur'an together had an influence of 41.21% on the learning outcomes of tahfidz at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan. Students who used audio-visual media with a high ability to read the Qur'an obtained an average tahfidz learning outcome of 87.47. Students who use print media with a high ability to read the Qur'an obtained an average tahfidz learning outcome of 80.00. Students who used audio-visual media with low Qur'an reading ability obtained an average tahfidz learning outcome of 84.67. Students who used print media with low Qur'an reading ability obtained an average tahfidz learning outcome of 64.92.

The highest average tahfidz learning outcomes were obtained by students who used audio-visual media with high Qur'an reading ability (87.47), while the lowest average tahfidz learning outcomes were obtained by students who used print media with low Qur'an reading ability (64.92). From the data, it can be seen that audio-visual media and the level of ability to read the Qur'an affect the learning outcomes of tahfidz in grade VIII students at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan. The higher the ability to read the Qur'an, the higher the tahfidz learning outcomes and the tahfidz learning outcomes will increase if accompanied by the use of audio-visual media during tahfidz learning.

Several journals also state the relationship between audio-visual media and the ability to read the Qur'an to influence learning outcomes, including Yasyakur and Pramoko's research (2020, p. 105) suggesting that Tahfidz's learning outcomes are influenced by learning materials, teacher enthusiasm when teaching, a conducive learning atmosphere, facilities and infrastructure that support learning, akhlakul karimah owned by students, and initial abilities possessed by students. One of the initial abilities that students have in learning tahfidz is the ability to read the Qur'an, and the infrastructure that supports one of them is media, including audio-visual media. As Muttaqien (2017, p. 25) opinion, audio-visual media attracts students' attention, eliminates students' boredom in learning, increases student motivation, and increases student activity or involvement in learning activities. Research by Downs, Erickson, and Borett (2017, p. 276) proves that each learning media influences student learning outcomes, but the influence obtained on learning outcomes will be different if the type of media used is also different. Therefore, the use of learning media has a positive influence or contribution to student learning outcomes, as well as on tahfidz subjects.

Masruri's research (2019, p. 441) concluded that there was a significant influence on the use of media to improve the ability to memorize Verses of the Qur'an on the accuracy of reciting verses, fluency in memorizing verses, and timeliness of memorizing verses. The research of Isaac, Suherman, and Maskur (2020, p. 13) also suggests that learning media have proven effective in improving the tahfidz of the Qur'an in the aspects of fluency, tajwid, and efficacy. This aspect is an indicator of the ability to read the Qur'an. Rusyd (2019, p. 40) suggests that reading the correct Qur'an is by the rules of

tajwid as follows: makharijul letter, sifatul letter, ahkamul letter, ahkamul maddi walqashar, and ahkamul waqaf wal ibtida'.

Thus, learning media and the ability to read the Qur'an affect tahfidz learning outcomes, so if both are optimized, the tahfidz learning outcomes obtained by students will also increase.

4. CONCLUSION

From the description of the results of the research and discussion, it is concluded that several things are by the formulation of the problem in this study, namely the influence of the use of audio-visual media on the results of tahfidz learning at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan. This can be seen from the results of the first hypothesis test which obtained a score of $F_{hitung} = 27.335$ greater than $F_{tabel} = 1.156$ and the sign value. 0.000 is smaller than the significance level of 0.05 so hypothesis testing rejects H_0 and accepts H_a . From the linear regression test, it was obtained that audio-visual media had an influence of 28.62% on the learning outcomes of tahfidz at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan.

There is an influence of the ability to read the Qur'an on the learning outcomes of tahfidz at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan. This can be seen from the results of the second hypothesis test which obtained a score of $F_{count} = 11.779$ greater than $F_{table} = 1.156$ and the sign value. 0.001 is smaller than the significance level of 0.05 so hypothesis testing rejects H_0 and accepts H_a . From the linear regression test, it was obtained that the ability to read the Qur'an had an influence of 13.98% on the learning outcomes of tahfidz at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan.

There is an influence on the use of learning media and the ability to read the Qur'an on the results of learning tahfidz at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan. This can be seen from the results of the third hypothesis test which obtained $f_{count} = 5.565$ greater than $F_{tabel} = 1.156$ and the sign value. 0.022 is smaller than the significance level of 0.05 so hypothesis testing rejects H_0 and accepts H_a . From the linear regression test, it was obtained that the learning media and the ability to read the Qur'an together had an influence of 41.21% on the learning outcomes of tahfidz at the Integrated Islamic Private Junior High School Nurul 'Azizi Medan.

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