DEVELOPMENT OF AN-NAWA METHOD-BASED LEARNING MODULE FOR BASIC-LEVEL QURANIC LITERACY

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Abstract

Learning to read and write the Qur'an is fundamental to Islamic religious education. However, existing teaching methods often need to be more effective in meeting diverse learners' needs. It encourages the development of adaptive modules that meet the needs of students, such as the An-Nawa module, which adapts the Iqra and Ummi methods. This study aims to create an adaptation of the An-Nawa Module of Iqra and Ummi and assess how well it works. The research methodology employs the ten-stage Borg and Gall research and development technique. The research and development study's findings indicate that the following principles developed the An-Nawa module: analysis of educational needs, gathering pertinent data, product design that takes students' needs into account, validation demonstrating the module's viability, design revision, testing, product revision, usage testing, product revision, as well as socialization and implementation. These phases are all essential to developing a module, which also involves implementation, assessment, and revision to guarantee the module's viability and efficacy in raising students' proficiency in reading and writing the Al-Qur'an. The suggestions are to do limited testing, involve experts in the development process, and revise the module continuously to raise its quality. To guarantee that the module positively influences students' abilities to read and write the Al-Qur'an, socialization, and module execution are equally crucial.

Keywords: *An-Nawa Module, Read the Al-Qur'an, Write the Al-Qur'an*

A. Introduction

Quran literacy plays a vital role in the education and life of Muslims (Chaer et al., 2022). As the holy book that is the source of religious teachings, the Quran is also the cultural, moral, and spiritual foundation for Muslims worldwide (Sardar, 2017). However, in the modern era, there has been a decline in the level of Quran literacy among Muslims (Wahyuni, 2018; Zamzami, 2022). Various factors, such as changes in lifestyle, technological advances, and social challenges, have affected the way of learning and understanding the Quran (Nurdiana et al., 2022). These challenges make innovations in learning methods for reading and writing the Quran increasingly important to maintain Quran literacy in the lives of Muslims.

Although the importance of learning the Quran in tartīl has been explained in various sources, many Muslims, including children and adolescents, experience difficulties in reading the Quran correctly (Fauji et al., 2020; Ismail et al., 2022; Gumiandari et al., 2023). This is due to the limited teaching of tajweed from an early age and ineffective teaching methods in schools (Rodhiyah & Rohmah, 2022). Meanwhile, the development of technology and interest in other activities, such as playing with gadgets, further reduce students' attention to learning the Quran. Therefore, this study focuses on the importance of using a practical an-Nawa module to improve the ability to read the Quran among students.

Various studies have discussed Quran learning methods, including the Ummi method (Herawati, 2022; A'yun & Romadlon, 2023; Tambak et al., 2023), tartila (Rahayu et al., 2020; Tanjung et al., 2022), iqra' (Hasnah & Muliati, 2022), and others. Hernawan and Muthoifin (2019) demonstrated the superiority of the ummi method in two primary schools in East Java, while Tanjung et al. (2022) found that the tartila method was able to improve the quality of santri reading. Sugiarto (2020) also revealed that using the ummi method significantly affects students' ability to read the Quran at the Depok Child-Friendly Islamic Junior High School. However, these studies still need to fill a gap regarding the further development of these methods.

This study explores how the learning method of reading and writing the Quran can be adapted and further developed, especially in learning to read and write the Quran using the An-Nawa method at the elementary level. In addition, this study also analyzes the improvement of students' ability to read the Quran. It analyzes the effectiveness of using the An-Nawa module, which has yet to be fully discussed in the previous literature.

This research is important as an answer to the weak literacy (reading and writing letters) of the Qur'an students. By developing the An-Nawa module and disseminating it, the results of this research can make a significant practical contribution to improving the ability to read and write Qur'anic letters properly and correctly among primary-level students. Based on these problems, this study aims to develop the An-Nawa module, analyze the improvement of the ability to read and write the letters of the Qur'an at primary level students, and analyze the effectiveness of its use..

B. Method

Research Design

This study used a Research and Development (R&D) approach using the development model proposed by Borg and Gall. Procedurally, the steps of this research and development can be described in Figure 1 below.
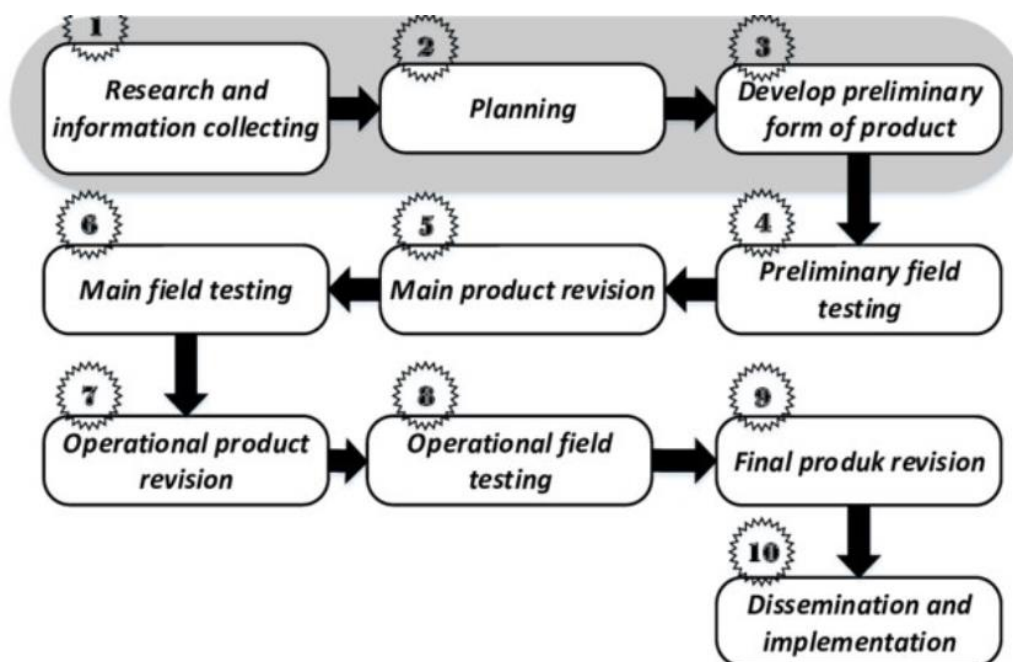
Figure 1: Steps of research and development developed by Gall et al. (1996)

Based on the figure above, the research began with information gathering and initial research, followed by product development planning. After that, researchers made an initial form of the product, which was then tested on a small scale through an initial field test, followed by product revision based on feedback. The revised product was then tested again in the main field test, followed by further revisions to ensure effectiveness. Next, the operational field test is conducted on a larger scale, followed by final revisions. Once the final product is ready, the last step is product dissemination and implementation to users.

Research Procedure

The procedure for this study followed a series of well-defined steps, ensuring the structured development and validation of the learning module: (1) *Identifying Potentials and Problems*. A needs analysis was conducted at SDN 11 Pegadungan Jakarta and MIN 11 DKI Jakarta, targeting 1st-grade students across six classes. Issues identified included difficulties in recognizing and pronouncing Arabic letters, incorrect application of tajweed rules, and low student engagement in self-study of the Qur'an. This analysis provided a basis for developing a learning module that addresses these gaps. (2) *Data Collection*. Data was gathered through direct observation, interviews with Qur'an teachers, and preliminary tests assessing students' reading ability using the Ummi and Iqra methods. This data provided critical insights into the shortcomings of existing teaching methods and informed the design of the Al-Nawa module. (3) *Product Design*. Based on the needs analysis, the research team designed a prototype of the Al-Nawa module. The module

incorporates the strengths of the Ummi and Iqra methods, emphasizing gradual learning and interactive components to improve students' Qur'an reading skills.

(4) *Design Validation*. The initial design underwent expert validation involving media, content, and language specialists. Media validation focused on aspects such as module layout, typography, and visual illustrations, while content validation assessed the module's instructional independence, adaptability, and user-friendliness. Language validation ensured that the content was communicative, developmentally appropriate, and aligned with linguistic norms. (5) *Design Revision*. Following the experts' feedback, the module design was revised to address noted deficiencies. Revisions included adding usage instructions, improving the layout design, and clearer formatting of the table of contents. (6) *Product Testing*. A limited trial was conducted with 12 first-grade students from SDN 11 Pegadungan Jakarta and MIN 11 DKI Jakarta. Pre- and post-tests were administered to assess the module's effectiveness in improving Qur'an reading proficiency. Students' performance was rated on fluency, accuracy, and tajweed application. (7) *Product Revision*. After the limited trial, further product revisions were made. These included the addition of instructional guides, the removal of unnecessary visual elements, the inclusion of specific Qur'anic surahs for post-tests, and enhancements to module usability.

(8) *User Testing*. The revised module was tested on a larger sample of 36 students from the same schools. This phase aimed to verify the effectiveness of the modifications and to ensure that the module met the diverse needs of the target group. (9) *Final Product Revision*. Based on the user testing results, a final revision was made, focusing on the module's learning objectives, concept mapping, reflection activities, and competency assessments. (10) *Dissemination and Implementation*. The final version of the Al-Nawa module was implemented and disseminated among 32 students in class 1C at SDN 11 Pegadungan Jakarta and MIN 11 DKI Jakarta. This phase aimed to evaluate the module's broader applicability and to establish guidelines for its continued use in other educational settings.

Data Analysis

The effectiveness of the module was evaluated using both quantitative and qualitative data. Pre- and post-test scores were statistically analyzed to determine improvements in students' reading abilities. Additionally, student and teacher feedback was qualitatively assessed to identify areas for further refinement and implementation strategies.

C. Finding and Discussion

Based on research and development at SDN 11 Pegadungan Jakarta and MIN 11 DKI Jakarta, the An-Nawa module was found to be feasible, the An-Nawa method

improved students' ability to read the Quran, and the An-Nawa method was effective. The findings are described below in detail.

1. **Finding**

Table 1 presents a comprehensive summary of the assessment results for reading and writing Al-Qur'an skills before and after the implementation of the An-Nawa module. The table includes critical performance metrics, such as the total scores, average scores, minimum and maximum scores, the minimum passing grade, and the percentage of students who achieved the passing standard.

Table 1: Assessment results for reading and writing al-Qur'an skills

Deskripsi	Penilaian			
	Membaca		Menulis	
	Pre Test	Post Test	Pre Test	Post Test
Jumlah	3025	3050	3225	3250
Rata-Rata	54,02	78,13	57,59	82,59
Nilai Minimal	25	50	25	50
Nilai Maksimal	75	100	75	100
KKM	60	60	60	60
Persentase Ketuntasan	46%	70%	52%	79%

The data reveals that the total scores for both reading and writing increased after the intervention, reflecting the effectiveness of the instructional strategies employed. Specifically, the average reading score rose from 54.02 in the pre-test to 78.13 in the post-test, while the writing score improved from 57.59 to 82.59. Additionally, the percentage of students meeting the minimum passing grade for reading and writing showed a notable increase, rising from 46% to 70% in reading and from 52% to 79% in writing. These results underscore the positive impact of the An-Nawa module on students' literacy skills in Al-Qur'an, highlighting its potential as a valuable educational resource.

Analysis of the data from tests 1 and 2 regarding the Quranic reading abilities of students from 1A SDN 11 Pegadungan Jakarta and MIN 11 Jakarta reveals a notable improvement in students' reading skills. This enhancement is evident in the average scores obtained from both tests. In test 1, the average score was 54.02, while in test 2, it increased to 78.13, indicating a significant improvement in reading proficiency among the students. Additionally, the data demonstrates an increase in the percentage of students achieving the minimum passing criteria in Quranic reading. In test 1, the percentage of students who met the passing standard rose from 46% to 70%, reflecting a 23% increase. Similarly, in test 2, the percentage of students achieving a passing grade improved from 52% to 79%, representing a 27% increase.
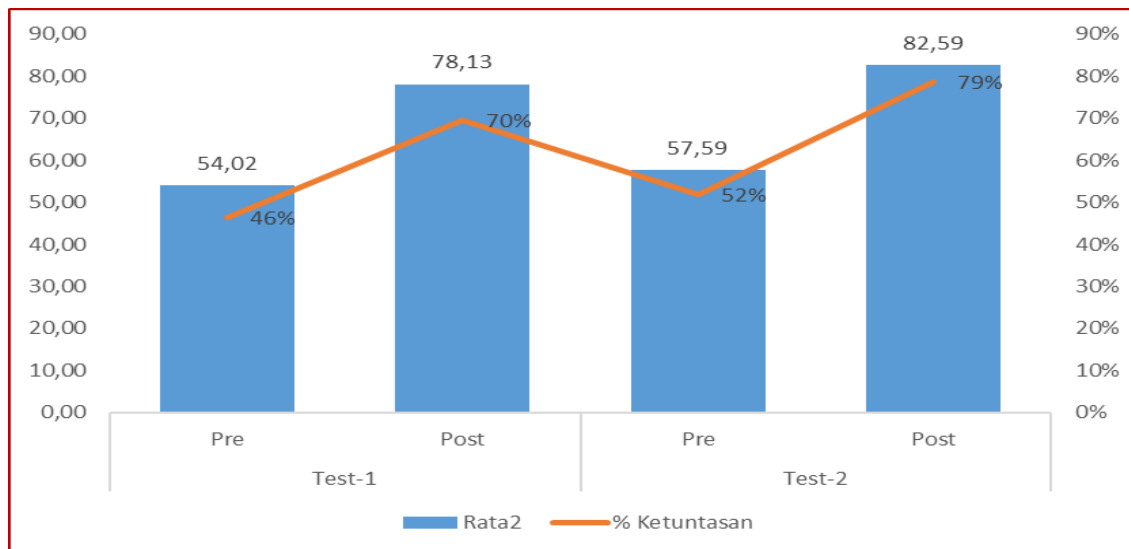
Figure 2: Comparison Chart of Average Acquisition of Test Results

The results of the N-Gain calculations for Test 1 are presented in Table 4.8. The average N-Gain percentage achieved was 60.42%, with a minimum of 33.33% and a maximum of 100%. According to Sugiyono's criteria, an N-Gain percentage between 55% and 65% is categorized as effective. Therefore, the N-Gain percentage of 60.42% indicates that the An-Nawa module is marginally effective.

Table 2: N-Gain Calculation Results Test 1

Deskripsi	Pre-Test	Post-Test	NGain_Persen
Jumlah	1900	4050	3383,33
Rata-rata	33,93	72,32	60,42
Minimal	25	50	33,33
Maksimal	75	100	100

Following revisions to the module, a second test was administered to assess its effectiveness further. The N-Gain results for Test 2, as detailed in Table 4.9, revealed an average N-Gain percentage of 66.96%, with a minimum of 33.33% and a maximum of 100%. Based on Sugiyono's guidelines, a percentage greater than 65% signifies an effective intervention. Consequently, the N-Gain of 66.96% suggests that the An-Nawa module was effective in enhancing the students' Quranic reading abilities.

Table 3: N-Gain Calculation Results Test 2

Deskripsi	Pre-Test	Post-Test	NGain_Persen
Jumlah	2925	4375	3750
Rata-rata	52,23	78,13	66,96
Minimal	25	50	33,33
Maksimal	75	100	100

2. Discussion

The results indicate a marked improvement in students' abilities to read and write Al-Qur'an after utilizing the An-Nawa module. The average score for reading increased significantly from 54.02 in the pre-test to 78.13 in the post-test, while writing scores rose from 57.59 to 82.59. These improvements suggest that the An-Nawa module effectively addresses the educational needs of students, providing structured and engaging methods for learning. The enhanced performance can be attributed to the interactive elements and comprehensive instructional design embedded in the module, which encourages active participation and fosters a deeper understanding of the material. As noted by Clark and Mayer (2023), effective instructional design incorporates features that enhance learner engagement and motivation, which aligns with the findings of this study. Moreover, the increase in the percentage of students meeting the minimum passing grade from 46% to 70% in reading and from 52% to 79% in writing underscores the module's capacity to elevate overall student proficiency.

Furthermore, the data reflect a broader trend in educational methodologies that prioritize adaptive and student-centered learning environments. The substantial gain in both reading and writing skills, particularly the maximum scores reaching 100, indicates that students not only grasped the fundamental concepts but also achieved mastery of the material. This finding is aligned with contemporary educational theories that advocate for the use of innovative teaching strategies to enhance learning outcomes. As highlighted by Hattie (2008), the most powerful influence on student achievement is feedback and the positive results from the An-Nawa module provide compelling evidence of its effectiveness in promoting such feedback mechanisms. As educators seek to improve literacy in religious education, the positive results from the An-Nawa module provide compelling evidence for its implementation across similar contexts, paving the way for further research into its long-term efficacy and potential scalability in diverse educational settings.

The analysis of data from Tests 1 and 2 concerning the Quranic reading abilities of students from 1A SDN 11 Pegadungan Jakarta and MIN 11 Jakarta indicates a substantial enhancement in students' reading proficiency. In Test 1, the average score was 54.02, while in Test 2, it increased to 78.13. This remarkable improvement reflects the effectiveness of the An-Nawa module, which appears to facilitate better understanding and skills in Quranic reading. Previous research supports the notion that structured instructional modules can significantly impact students' reading capabilities, reinforcing the idea that educational interventions can lead to meaningful academic progress (Cramer et al., 2018).

Moreover, the percentage of students meeting the minimum passing criteria in Quranic reading demonstrates a positive trend over the course of the tests. Specifically, the percentage of students who achieved the passing standard in Test 1 rose from 46% to 70%, indicating a 23% increase. Similarly, in Test 2, this figure improved from 52% to 79%, reflecting a 27% increase. Such increases not only signify improved individual

performance but also highlight the effectiveness of the An-Nawa module in catering to diverse learning needs within the classroom. The findings align with studies suggesting that targeted educational strategies can elevate student achievement levels and engagement (Ahmed et al., 2012; Docherty et al., 2018).

The results of this study underscore the importance of continuous assessment and iterative feedback in educational practices. The significant improvements observed in students' scores and passing rates across the two tests suggest that iterative instructional designs, such as the An-Nawa module, effectively respond to students' learning gaps. Furthermore, this aligns with the theories of formative assessment, which emphasize the value of ongoing evaluations to inform teaching strategies and enhance student learning outcomes (Black & Wiliam, 2018). Consequently, the successful implementation of the An-Nawa module serves as a valuable reference for educators aiming to improve Quranic literacy in similar educational contexts.

The analysis of the N-Gain calculations for Test 1 indicates a noteworthy outcome regarding the effectiveness of the An-Nawa module in improving students' Quranic reading abilities. With an average N-Gain percentage of 60.42%, the results are classified as marginally effective according to Sugiyono's criteria, which categorize N-Gain percentages between 55% and 65% as effective. This suggests that while the initial implementation of the module showed promise, there is still room for improvement in its design and instructional strategies to optimize student outcomes. Such findings align with existing literature, emphasizing the importance of iterative improvements in educational interventions to ensure their efficacy in diverse learning contexts (Hattie & Timperley, 2007; Hattie, 2008).

Following the revisions made to the An-Nawa module, the results of Test 2 demonstrated a significant enhancement in effectiveness, with an average N-Gain percentage of 66.96%. This percentage surpasses Sugiyono's threshold of 65%, indicating that the revised module has had a substantial positive impact on students' Quranic reading skills. The increase in effectiveness highlights the critical role of responsive curriculum design, which can adapt to the needs of learners based on preliminary assessment data (Guskey, 2003). The iterative process of refining instructional materials based on student performance is supported by evidence that targeted interventions yield greater educational benefits (Yoon, 2007).

Moreover, the range of N-Gain scores, from a minimum of 33.33% to a maximum of 100%, illustrates the variability in student performance and the differential impact of the module. While some students exhibited exceptional gains, others experienced more modest improvements, indicating that the effectiveness of the An-Nawa module may depend on individual student characteristics, such as prior knowledge, learning styles, and motivation. This variation emphasizes the necessity for differentiated instruction within the module to cater to diverse learning needs and maximize engagement among all students.

Overall, the progression from a marginally effective to an effective intervention signifies the potential for the An-Nawa module to be a valuable resource in enhancing Quranic reading abilities. Continuous evaluation and modification of educational resources are paramount to sustaining and amplifying student achievement. Future research should focus on long-term effects of the module and explore strategies for further tailoring the content to meet varied learner profiles, thereby contributing to a more comprehensive understanding of effective instructional practices in Islamic education.

D. Conclusion

This study concludes that the An-Nawa module is efficacious in improving students' Qur'an reading skills at SDN 11 Pegadungan Jakarta and MIN 11 Jakarta, as shown by the increase in N-Gain from 60.42% in the first test to 66.96% in the second test. These findings suggest that with appropriate revisions, this module can significantly support learning to read the Qur'an. The main contribution of this study is to provide empirical evidence on the effectiveness of module-based interventions in Qur'ānic education, which can serve as a reference for educators in designing more effective teaching programs. It is hoped that future research can explore other aspects that may influence the success of this module in a broader context.

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