Improving Al-Qur'an Recitation Through Multimedia Content Production at SMPN 5 Palangga Gowa

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Abstract

This study examines how creating multimedia content production can help ninth-grade students read the Qur'an more effectively. Students of SMPN 5 Pallangga, Gowa Regency. Analyzing the efficacy of learning strategies that combine text, audio, visual, and video media is the main objective of this study. The Classroom Action Research (CAR) approach, used in this study, was carried out in two cycles: planning, implementation, observation, and reflection. All research participants were ninth-grade students. A. After the implementation of multimedia-based learning, the research findings showed a significant increase in the quality of students' Qur'an reading. Before the intervention, 28.94% of students met the completion criteria; in the first cycle, the figure increased to 60.52%, and in the second cycle, it increased to 89.47%. Students showed improvements in self-confidence, tenacity, and willingness to learn in addition to improving their proficiency in reading the Qur'an. These results indicate that creating multimedia content can be a useful tactic in teaching Islamic Religious Education, especially in terms of improving the standard of Qur'an reading. It is recommended that educators use this approach consistently to optimize learning outcomes, foster an engaging learning environment, and help students develop their attitudes and personalities. In addition to making learning materials easier to understand and more engaging, this method fosters a learning environment that helps students' attitudes and character development in religious education.

Keywords: Multimedia Learning; Content Production; Qur'an Recitation

INTRODUCTION

Education is a planned and systematic effort to improve children's intellectual, moral, physical, and mental abilities, to encourage positive emotional growth and progress so that they are able to carry out life responsibilities independently and competently (Pristiwanti et al., 2020).

Education in Indonesia has always included the teachings of Islam, which is very important to form people who believe and obey God. This is following Law No. 20/2003 on National Education. This law explains that education aims for students to develop spiritually, be able to control themselves, have a good personality, be virtuous, and have abilities that are beneficial to themselves, society, state, and nation (Indonesia, 2018).

Islamic religious education aims primarily to equip students with the ability to apply Islamic teachings in real life (Aryati, 2023). The ability to read the Qur'an properly and correctly, understand its content in-depth, and implement its values in everyday life, is an important prerequisite for achieving this goal (Azhar et al., 2021). Parents' aspiration for good Qur'anic recitation skills in their children reflects its importance. Qur'anic reading skills have a positive correlation with motivation to learn Islamic religious education; conversely, limitations in this regard have the potential to reduce motivation to learn (Fauziyyah, 2021).

The process of learning the Qur'an begins with the mastery of the hijaiyah letters as a fundamental prerequisite that determines the success of the next stages (Nasution, 2024). Assessment of students' Qur'an reading competence, especially at the junior high school level, refers to the standards contained in PERMENDIKNAS No. 23/2006. The standard sets the criteria for mastering the procedure for reading the Qur'an based on tajweed rules, including the application of the laws of shamsiyah and qamariyah reading, as well as the laws of mad and waqaf reading (Herman et al., 2020). Thus, the evaluation of the ability to read the Qur'an is focused on the practical implementation of the rules of tajweed in reading practice.

The effectiveness of Qur'anic education in early childhood is greatly influenced by the commitment and stimulation provided by parents (Prasetiyo & Layli, 2021). Given that childhood is an unstable and dynamic phase of development, as well as a critical period of character building, the initiation of introducing and familiarizing children with the Qur'an from an early age is significant to optimize positive potential and prevent the development of negative potential.

A preliminary assessment of a public junior high school in the Gowa district indicated a deficiency in the Qur'ānic reading ability of most learners. Preliminary analysis showed that this was due to a lack of adequate Qur'an reading foundation, although some learners had attended Qur'an Education Park (TPA). The lack of continuous Qur'an reading practice post-education at TPA contributes significantly to the difficulty in reading the Qur'ān fluently. Students are less motivated to learn because the teacher is less creative. Teachers need to use technology and interesting learning media more often.

Learning media plays a significant role in the psychological development of learners during the learning process. Learning media facilitates the cognitive process by developing abstract concepts into more concrete and comprehensive representations (Hasan, 2021).

Multimedia is a combination of various media such as writing, sound, images, and video to convey information. Multimedia is great for making students more enthusiastic about learning (Harefa et al., 2020).

Based on proprietary research (Muharrani & Murhayati, 2025) shows that the integration of multimedia in Islamic Religious Education (PAI) learning is proven to be able to increase students' active participation and facilitate a more effective learning process through simultaneous and integrated visual and auditory presentation of information, especially in students' memorization and reading. The research (Suryani, 2019) shows that of the two multimedia lessons applied content production is effective in improving students' reading of the Qur'an. Likewise, research (Syipa & Sutisna, 2021) shows that the application of multimedia content production is capable and effective in improving students' reading of the Qur'an.

Observations and interviews at SMP Negeri 5 Pallangga, Gowa Regency on July 20, 2024, showed the dominance of the lecture method with learning media limited to textbooks and blackboards. This methodology resulted in low active participation of learners, with a significant impact on learning outcomes, especially the ability to read the Qur'an. Out of 38 learners, 27 (71%) showed difficulty in reading the Qur'an and 27 (71%) learners scored below the Minimum Completion Criteria (KKM) of 75 in Islamic Religious Education subjects. Only 11 (29%) learners reached the KKM.

Research on the implementation of multimedia content production to improve Qur'an recitation is urgent given the need to improve the quality of Islamic Religious Education (PAI) learning in the digital era. Conventional learning methods may be less effective for some students, while interactive and engaging multimedia approaches are more in line with the learning preferences of today's students. Therefore, this study is important to examine the potential of multimedia in improving motivation, understanding, and ability to read the Qur'an inclusively. The results are expected to provide empirical evidence of the effectiveness of this method and produce practical recommendations for teachers in developing and implementing effective and efficient multimedia-based learning to improve the overall quality of religious education. Therefore, the researcher is interested in raising the title "Improving Al-Qur'an Recitation Through Multimedia Content Production at SMPN 5 Palangga Gowa" in this study.

RESEARCH METHODS

This study applied the Classroom Action Research (PTK) method to improve the quality of Al-Qur'an recitation of students in class IX.A of SMPN 5 Pallangga, Gowa Regency, using multimedia content production. Following a cyclical model (pre-cycle, cycle I, and cycle II), this research involved planning, implementation, observation, and reflection to address the low learning achievement of students who were below the Minimum Completion Criteria (KKM). Data were collected through observation, interviews, tests (pre-test and post-test), and documentation, then analyzed descriptively quantitatively and qualitatively. The success of the research was measured by the improvement of student's ability to read the Qur'an; individually, students were declared complete if they reached KKM 75, and classically if at least 80% of students reached KKM. This research is expected to contribute to improving the effectiveness of Islamic Religious Education learning.

RESULTS AND DISCUSSION

Research Results

1. Pre-Cycle

Before the research began, researchers first observed the teaching and learning process of Islamic Religious Education at SMP Negeri 5 Pallangga. Observations include how the teacher teaches, student activeness, student understanding of the lesson, and their grades.

Table 1. Calculation of Mean Finding.

Mx	N	Fx
40	1	40
45	3	135
50	2	100
55	3	165
60	7	420
65	6	390
70	5	350
75	5	375
80	3	240
85	3	255
AMOUNT	N=38	$\sum$Fx=2.470

Table 2. Pre-cycle Student Learning Statistics

No.	Statistics	Statistical Values
1.	Research Subject	38
2.	Ideal Score	85
3.	Minimum Score	40
4.	Average	65,00

Table 3. Ditribution of Pre-Cycle Learning Outcomes

Student Absorption Capacity	Category	Frequency	Presence
0-74	Not Finished	27	71,05%
75-100	Finished	11	28,94%
Amoun	=	38	100%

The achievement of students' learning outcomes in Islamic Religious Education subjects at SMP Negeri 5 Pallangga shows significant disparities. Based on the data obtained, only 29% of students reached the standard of completeness, while the other 71% were in the "very poor" category. Low learning motivation is the main factor that contributes to suboptimal learning outcomes in cognitive, affective, and psychomotor aspects, as shown in the following chart:

Figure 1. Percentage of Pre-Cycle Student
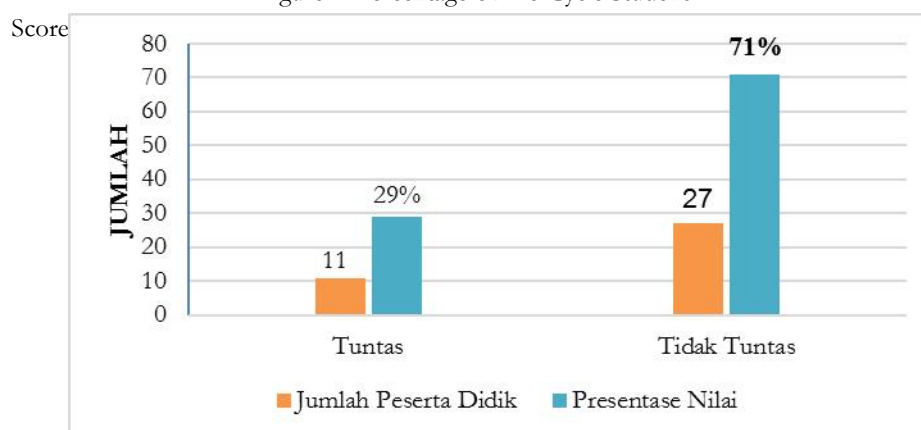
2. Cycle I

Islamic Religious Education learning in the first cycle was conducted for three meetings: Monday, March 10, 2025; Tuesday, March 11, 2025; and Thursday, March 13, 2025. Each meeting lasted 45 minutes. The teaching method used video and audio, with a method called Content Production, where students learn by watching and listening to the video.

a. Planning

The activities carried out in the planning phase of class action research in cycle I are:

1) The preparation stage includes topic selection
2) Preparation of Learning Implementation Plan (RPP)
3) Preparation of tools and materials
4) Making multimedia learning media (Content Production)
5) Preparation of assessment instruments.

b. Implementation

Three meetings make up Cycle I. The first meeting included an introduction to the basic competencies and learning objectives, delivery of the material "The Correct and Proper Method of Reading Surah Al-Fatihah" with multimedia, teacher demonstration, student practice, and reinforcement. The second meeting continued student practice with wider opportunities. The third meeting added evaluation through the Tasmi' method and assessment sheet.

c. Observation

Based on the results of observations of educators' activities in Cycle I, it can be concluded that of the ten aspects observed, seven aspects have been carried out well, such as lesson planning, use of audio/video media, material delivery, content presentation, reading evaluation, professional attitude, and documentation and reflection. However, there were still three aspects that had not been implemented, namely encouraging students to be active, the ability to answer questions and give directions communicatively, and managing learning time. The non-implementation of these three aspects has an impact on the lack of effectiveness of the learning process and has not yet achieved the expected targets.

Evaluation of student learning outcomes was carried out at the end of cycle I (Thursday, March 13, 2025). The results of the evaluation are as follows:

Table 4. Calculation to Find the Mean

Mx	N	Fx
60	4	240

65	5	325
70	6	420
75	10	750
80	6	480
85	4	340
90	3	270
AMOUNT	N=38	∑Fx=2.825

Table 5. Statistics of Student Learning Outcomes Cycle I

No.	Statistics	Statistical Values
1.	Research Subject	38
2.	Ideal Score	90
3.	Minimum Score	60
4.	Average	74,34

Table 6. Distribution of Learning Outcomes of Cycle I

Student Absorption Capacity	Category	Frequency	Presence
0-74	Not Finished	15	39,47%
75-100	Finished	23	60,52%
Amount	=	38	100%

Learners' learning outcomes showed significant variation. Of the 38 learners, 23 (61%) achieved learning completeness ("Completed"), while 15 (39%) were not complete. Because there were still many learners who had not reached the KKM, the research continued to cycle II.

Figure 2. Percentage of Students' Grades Cycle
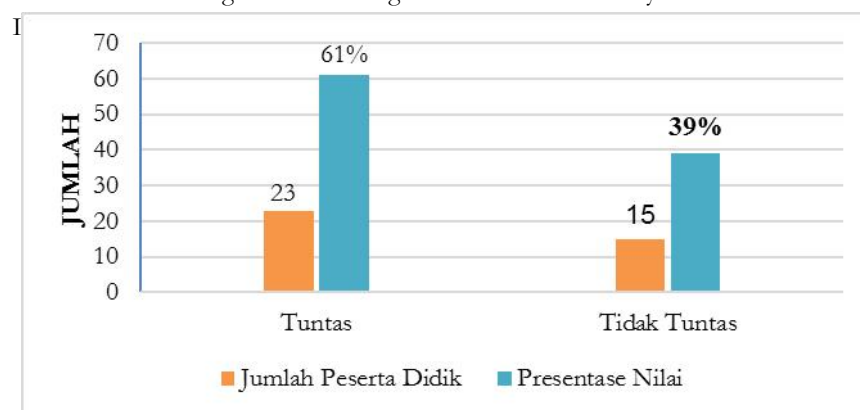
d. Reflection

To improve learning in the next cycle, researchers need to pay attention to the shortcomings in cycle I. The following is the improvement plan for cycle II:

1) Improve the habit of reading the Qur'an outside of school
2) Motivating students to continue to be enthusiastic about reading the Qur'an
3) Provide additional opportunities to practice reading the Qur'an
4) Managing learning time more effectively.

3. Cycle II

Cycle II consisted of three meetings: Monday, March 17, 2025; Tuesday, March 18, 2025; and Thursday, March 19, 2025. Each meeting lasted for 3 x 45 minutes (09.00-11.00 WITA) for the subject of Islamic Education.

a. Planning

Some planning for the use of Multimedia Content Production in cycle II is as follows:
1) Selection of topics and preparation of lesson plans
2) Preparation of tools
3) Learning media (including the use of cell phones or Whatsapp)
4) Preparation of evaluation assessment sheets.

b. Implementation

Cycle II consisted of three meetings. Each meeting began with an explanation of basic competencies, learning objectives, and student motivation, followed by the delivery of the material "How to Read Surah Al-Fatihah Well and Correctly" using Multimedia Content Production, teacher demonstration, student practice, and reinforcement. The second meeting provided more motivation and practice opportunities. The third meeting added an oral evaluation (Tasmi') with an assessment sheet.

c. Observation

The observation results in Cycle II showed a significant improvement in all aspects of educator performance, which included lesson planning, use of audio/video-based media, material delivery, learner engagement, communication, content presentation, individual evaluation, time management, professional attitude, and documentation and reflection. All aspects were well implemented, reflecting improvements from the previous cycle. This improvement had a positive impact on the effectiveness of learning and succeeded in encouraging the achievement of student learning outcomes following the predetermined targets.

Table 7. Calculation to Find the Mean

Mx	N	Fx
70	4	280
75	6	450
80	5	400
85	9	765
90	11	990
95	3	285
AMOUNT	N=38	$\sum$Fx=3.165

Table 8. Description of the Completeness of Learning Outcomes Cycle II

No.	Statistics	Statistical Values
1.	Research Subject	38
2.	Ideal Score	95
3.	Minimum Score	70
4.	Average	83,28

Table 9: Distribution of Learning Outcomes of Cycle II

Student Absorption Capacity	Category	Frequency	Presence
0-74	Not Finished	4	10,52%
75-100	Finished	34	89,47%
Amount	=	38	100%

The data shows that the learning outcomes of students in class IX.A SMP Negeri 5 Pallangga in Islamic Religious Education subjects still vary, but with significant improvement. There were 89% (34 students) who achieved learning completeness (the "Very Good" category), while 11% (4 students) were not yet complete.

Figure 3. Percentage of Students' Grades Cycle
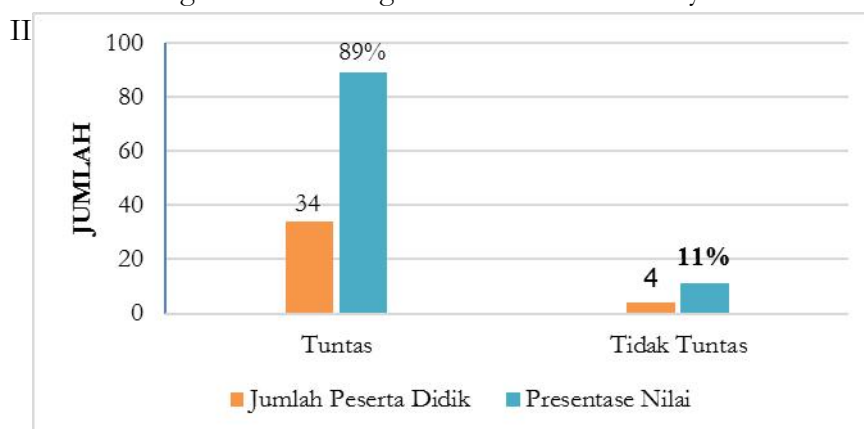
d. Reflection

Cycle II reflection showed significant improvement compared to Cycle I. Improvements in the three main aspects of student motivation, more practice opportunities, and time management had a positive impact on students' understanding and ability to recite Al-Fatihah. Nonetheless, there is still room for improvement, particularly in providing more individualized direction and feedback to students. The Tasmi' method proved effective in evaluating students' abilities, but it is necessary to consider variations in evaluation methods to accommodate various learning styles. Overall, Cycle II demonstrated the effectiveness of using Multimedia Content Production in improving the quality of students' Qur'anic recitation, but more targeted strategies are needed to ensure all students reach the KKM.

DISCUSSION

Information and communication technology (ICT) is now an important pillar of modern learning. Multimedia content production, with interactive audio-visual content, is one effective utilization of ICT (Fitriana et al., 2022). In the field of Islamic Education, especially the improvement of the ability to read the Qur'an, the implementation of multimedia offers a relevant and promising learning strategy (Masykur et al., 2025).

Mastery of fluent and precise recitation of the Qur'an is an important indicator of Islamic Religious Education competence. The obstacles that students often face include difficulties in pronouncing hijaiyah letters, understanding tajweed rules, and reading tartil (Nurhidin, 2022). Therefore, an innovative, easy-to-understand, and effective learning strategy is needed; multimedia technology is one alternative that is worth considering.

Multimedia content production is the process of developing learning materials that combine elements of text, audio, visual (images and animations), and video (Kurniasih et al., 2023). In the context of learning the Qur'an, this content can be in the form of video tutorials for reciting verses, animations explaining tajweed rules, and audio recordings of recitations that function as independent training media for students.

The application of Multimedia Content Production was successful in improving the quality of learners' Qur'anic recitation, which is evident from the clear progress in their learning evaluation scores. The results of the improvement in the students' Qur'anic recitation in each cycle can be seen in the figure below.

Figure 4. Comparison of Student Learning Outcomes
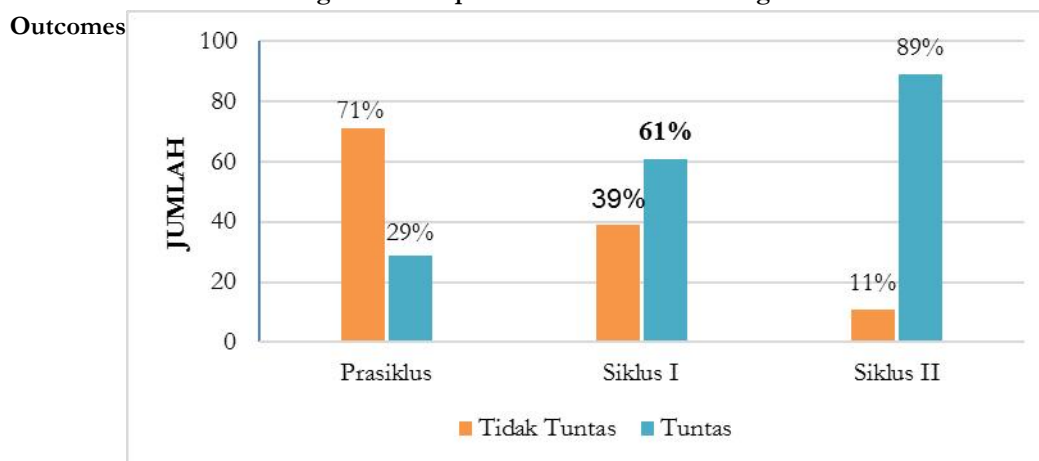
Based on observations made of the implementation of actions in cycles I and II, it can be explained that there were changes in the learning process in the classroom during learning activities. A sense of excitement can be seen from the enthusiasm of students in participating in learning; they are able to understand the material and can immediately practice what they have learned.

However, there were still problems found, namely some learners lacked confidence when practicing what they learned. Some learners also did not seem serious when paying attention to the learning video that had been shown. Several reasons might cause learners to not achieve good results in the learning evaluation, including their lack of understanding of the material, lack of focus, and lack of preparation, lack of activeness, and lack of motivation to learn.

After improving the shortcomings that occurred in cycle I, the researcher decided to end the research in cycle II, because the learning objectives had been achieved, the results were optimal, and there were no problems that needed to be addressed further.

The implementation of this approach provides a number of pedagogical advantages. First, conceptual understanding of the material is enriched through interactive and interesting audio-visual presentations. Second, there is an increase in students' learning motivation. Third, learning flexibility is enhanced due to the accessibility of learning content available outside formal learning hours. More specifically, audio media allows repetition of correct readings, while video media facilitates more careful observation of letter makhraj and tajweed rules.

Evaluative data analysis shows a significant increase in learning outcomes after the application of multimedia content production. Observation and test data show an increase in the percentage of students who are able to read the Qur'an with tartil and apply tajweed rules

accurately. This finding indicates an increase in learning effectiveness and the achievement of predetermined competencies.

The researcher concluded that to improve the teaching and learning process at SMP Negeri 5 Pallangga, more varied media is needed in the implementation of learning in the classroom, so that students do not feel bored, bored, lazy to take lessons, and can be motivated to learn. The use of effective and consistent methods in one class can improve learning outcomes and students' curiosity in learning will increase thanks to the application of Multimedia Content Production.

The implementation of multimedia content production is identified as an effective learning innovation in improving students' Qur'an reading competence. This approach is proven to be able to present learning that is more engaging and interactive, with positive implications for improving learning outcomes. In the future, continuous development of the utilization of this technology is needed to ensure the relevance and adaptability of Islamic Religious Education to the dynamics of the context of the times.

CONCLUSION

This study evaluates the effectiveness of the application of Multimedia Content Production in improving the quality of reading the Qur'an of students in class IX.A SMPN 5 Pallangga, Gowa Regency. The study used a Classroom Action Research (PTK) design consisting of two cycles, each of which included planning, implementation, observation, and reflection stages. The second cycle was implemented in response to the proportion of students who had not reached the Minimum Completion Criteria (KKM) in the first cycle. The learning approach that integrates audio, visual, video and text media through multimedia content production was proven to increase students' engagement, motivation and learning activities. The results showed a significant improvement in the quality of Qur'an reading, indicated by an increase in the percentage of learning completeness of 30.56% from pre-cycle to cycle I, and 31.58% from cycle I to cycle II. The students' average score also increased significantly, by 9.34 points from pre-cycle to cycle I, and 8.94 points in cycle II. These findings indicate that Multimedia Content Production not only improves the technical ability to read the Qur'an, but also fosters self-confidence, discipline, and motivation to learn. Therefore, it can be concluded that the objectives of the study were achieved, and the method is recommended for continuous implementation in Islamic Education learning.

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