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Development of Audio Visual-Based Quran Reading
Training Media at the Quran House in Padangsidempuan City

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ABSTRACT

This research was motivated by the still low ability of students to recite naghām independently and the use of learning media that are still simple and only audio-based without visualization of tone patterns and vocal techniques. This study aims to develop an audio-visual based training media for the art of Qur'anic recitation that is valid, practical, and effective in improving the tilawah abilities of students at Rumah Qur'an Kota Padangsidempuan. The research method used was Research and Development (R&D) with the ADDIE development model, which includes analysis, design, development, implementation, and evaluation. Data collection techniques were carried out through observation, interviews, questionnaires, documentation, and tilawah ability tests. The results of the study showed that the developed media achieved a very valid level of validity, with media expert validation scores of 90%, material expert scores of 92%, and learning expert scores of 96%. The practicality level obtained scores of 80% and 95.5%, categorized as practical and very practical, while the effectiveness level obtained a student response score of 89%. Therefore, the audio-visual based training media for the art of Qur'anic recitation was declared feasible, practical, and effective for use in learning Qur'anic tilawah.

ABSTRAK

Penelitian ini dilatarbelakangi oleh masih rendahnya kemampuan peserta didik dalam melafalkan naghām secara mandiri serta penggunaan media pembelajaran yang masih sederhana dan hanya berbasis audio tanpa visualisasi pola nada dan teknik vokal. Penelitian ini bertujuan untuk mengembangkan media pelatihan seni baca Al-Qur'an berbasis audio visual yang valid, praktis, dan efektif digunakan dalam meningkatkan kemampuan tilawah peserta didik di Rumah Qur'an Kota Padangsidempuan. Metode penelitian yang digunakan adalah Research and Development (R&D) dengan model pengembangan ADDIE yang meliputi analysis, design, development, implementation, dan evaluation. Teknik pengumpulan data dilakukan melalui observasi, wawancara, angket, dokumentasi, dan tes kemampuan tilawah. Hasil penelitian menunjukkan bahwa media yang dikembangkan memperoleh tingkat kevalidan sangat valid dengan skor ahli media 90%, ahli materi 92% dan ahli pembelajaran 96%, tingkat praktikalitas memperoleh skor 80% dan 95,5% dengan kategori praktis dan sangat praktis, serta tingkat efektivitas memperoleh skor respon peserta didik sebesar 89%. Dengan demikian, media pelatihan seni baca Al-Qur'an berbasis audio visual dinyatakan layak, praktis, dan efektif digunakan dalam pembelajaran tilawah Al-Qur'an.

PRELIMINARY

The art of reading the Qur'an (tilawah) is a branch of Qur'anic knowledge which has an important position in the Islamic scientific tradition (Indra 2019). Its existence has accompanied the process of revelation since the time of the Prophet Muhammad. and continues to develop today as part of the treasures of Islamic civilization. Rasulullah saw. even encouraged his people to read the Koran in a beautiful voice as he said:

حَدَّثَنَا إِسْحَاقُ، حَدَّثَنَا أَبُو عَاصِمٍ، أَخْبَرَنَا ابْنُ جُرَيْجٍ، أَخْبَرَنَا ابْنُ شِهَابٍ، عَنْ أَبِي سَلَمَةَ، عَنْ أَبِي هُرَيْرَةَ، قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ "لَيْسَ مِنَّا مَنْ لَمْ يَتَغَنَّ بِالْقُرْآنِ"

Meaning: It has told us Ishaq, it has told us Abu 'Ashim, it has told us Ibn Juraij, it has told us Ibn Shihab, from Abu Salamah, from Abu Hurairah said, Rasulullah Shallallahu 'Alaihi Wasallam said: "We are not among those who do not sing the Koran (HR. Ad-Darimi).

This hadith shows that the beauty of reading the Qur'an is not just an aesthetic aspect, but rather part of the etiquette of interacting with the Word of Allah as long as one pays attention to the rules of tajwid and makhārij al-ḥurūf (Fauzan et al. 2022). Therefore, learning the art of reading the Qur'an is an important part of developing good and correct recitation skills.

The development of digital technology in the modern era has transformed the way people learn the Quran, including the art of Quran recitation. Various audiovisual learning media, digital applications, and social media platforms provide wider access to examples of recitations from international reciters (Ningsih et al, 2023). This condition opens up a great opportunity to improve the quality of learning because digital media is able to present sound, images, and visualizations simultaneously so that it is more interesting, interactive, and easier to understand than conventional learning methods (Ali 2016). Thus, the use of technology is a strategic alternative in increasing the effectiveness of training in the art of reading the Qur'an.

On the other hand, the rapid development of technology has not been fully accompanied by an increase in the public's ability to read the Quran. Various survey results indicate that the Indonesian public's ability to read the Quran remains relatively low. A survey conducted by the Tebuireng Islamic Boarding School showed that only around 23% of Indonesians can read the Quran well, while a survey by the College of Quranic Studies revealed that around 60–70% of Muslims in Indonesia still experience difficulty reading the Quran (Ansyari and Syaefullah 2018). These data show that efforts to foster reading of the Qur'an still require innovation, especially in the aspects of learning methods and media to be more appropriate to the characteristics of the current generation.

This problem is also evident in Padangsidempuan City. Previous research has shown that the low public interest in studying the Quran is influenced by various factors, including the decline in the Maghrib prayer culture, the limited number of Quran teachers, and the lack of student motivation to learn Quran recitation (Samsidar et al. 2021). This situation is reinforced by an interview with the Head of the Padangsidempuan City LPTQ, who stated that the performance of local qari and qariah (reciters) has declined in recent years. Furthermore, support for programs to foster and develop the art of Quranic recitation remains suboptimal, resulting in a decline in the quality of Quranic recitation learning in the community.

Initial observations by researchers at the Baitul Qur'an Al-Akhyar Quranic Center indicate that most students first learned about the art of Quranic recitation online rather than through Quranic educational institutions. This finding indicates that digital technology has become a primary learning resource for students (Mubarok et al. 2023). However, the use of digital media has not been able to overcome the various learning difficulties they experience. Most students still struggle with understanding the rhythm or rhythm of the recitation, while others struggle with tajwid (recitation of the Quran), vocal processing, and breathing control.

Based on further observations, the implementation of the Qur'an recitation training at Rumah Qur'an is still dominated by lectures, demonstrations, and direct practice methods without the support of learning media capable of systematically visualizing the rhythmic patterns of the recitation. As a result, students tend to only imitate the teacher's recitation without fully understanding the pattern of the rising and falling notes. This condition causes students' abilities to develop unevenly; some have been able to achieve success in the Musabaqah Tilawatil Qur'an (MTQ), while others still have difficulty distinguishing variations of recitation songs.

Based on a review of previous research, most research on the art of reading the Al-Qur'an still focuses on learning methods, training strategies, and improving recitation skills through conventional approaches. Research that specifically develops audio-visual-based Al-Qur'an reading art training media that can combine visualization of song curves, reading examples, and demonstrations of pronunciation techniques is still very limited, especially in non-formal Al-Qur'an educational institutions such as Rumah Qur'an. Thus, there is a research gap that needs to be filled through the development of learning media that is more innovative and adaptive to technological developments.

Based on the above description, the development of audio-visual-based Quran recitation training media is important as a solution to improve the quality of Quran recitation learning at the Quran House. This media is expected to help students understand rhythmic patterns more easily, increase learning motivation, and support the effectiveness of the Quran recitation training process. Therefore, this study is

entitled "Development of Audio-Visual-Based Quran Recitation Training Media at the Quran House in Padangsidempuan City."

METHOD

This type of research is development research or Research and Development (R&D). Research and development is a technique or step-by-step process for developing a new product or refining an existing one that can be accounted for. This type of development research uses the Analysis, Design, Develop, Implement, and Evaluation (ADDIE) model (Sugiyono, 2013).

This research was conducted at the Qur'an House in Padangsidempuan City by selecting the research location, namely the Baitul Qur'an Al-Akhyar Qur'an House. This research was conducted from June to November 2025. The object of this research is the development of audio-visual-based Qur'an reading art media with the ADDIE model applied to students at the Baitul Qur'an Al-Akhyar Qur'an House. The research data sources are primary data obtained from the owner of the Qur'an House, educators, and students through observation, interview, and questionnaire techniques.

The data collection technique in this study used observation of students, namely the process of the Qur'an reading training and observing the use of learning media totaling 30 students. Then using the interview technique, in this study the researcher conducted interviews with educators/teachers at the Baitul Qur'an Al-Akhyar Qur'an House. Interview activities with educators/teachers to obtain information about the process of the Qur'an reading training activities. Then continued with the questionnaire technique. The questionnaire will be used to determine the responses of students before and after participating in learning with audio-visual learning media.

The researchers then conducted product trials. Several product trials were conducted in this study, including: trial design, trial subjects, including: practitioner trials, expert trials, limited-scale trials, and large-scale trials. Data analysis included validity analysis and practicality analysis. Practicality analysis was conducted through a limited trial in one class. Practicality was conducted to assess the use of the previously designed audio-visual learning media.

The data was analyzed using the following techniques:

$$\text{Percentage} = \frac{\text{Raw Score}}{\text{Skor Maksimum ideal}} \times 100$$

The results obtained from students regarding each aspect of the assessment of the art of reading the Qur'an are presented in the form of a table as follows:

Table 1. Percentage Criteria for Assessing Quranic Recitation Skills

No	Assessment Presentation	Criteria
1	80-100	Very Capable
2	70-79	Capable
3	60-69	Quite Capable
4	50-59	Unable

FINDINGS AND DISCUSSION

Initial Skills in the Art of Reading the Qur'an of Students at the Qur'an House in Padangsidempuan City

The initial ability of the art of reading the Qur'an of students at the Baitul Qur'an Al-Akhyar Qur'an House is still in the beginner category. Although most students have been able to read the Qur'an in tartil according to the rules of tajwid, they have not been able to recite the verses of the Qur'an using naghham independently. Students still rely on examples of teacher reading or audio recordings to imitate the song patterns taught. This finding indicates that the ability to read the Qur'an in tartil has not automatically followed by mastery of the art of reading the Qur'an, because tilawah requires additional competencies in the form of mastery of naghham variations, vocal techniques, breath regulation, and intonation control.

These findings show that the art of reading the Koran is a complex skill because it integrates cognitive, psychomotor and affective abilities simultaneously. According to Elitawati (2022) In the Qira'at Sab'ah Principle, the art of reciting the Qur'an (tilawah) is the ability to recite the verses of the Qur'an by

paying attention to the rules of tajwid, makhārij al-ḥurūf, and the use of appropriate naghām so as to produce a beautiful reading without changing the meaning of the verse. Mastery of tilawah is not enough just through the ability to read, but requires continuous practice, good listening, and getting used to the patterns of the Qur'an's songs (Fauzan et al. 2022). Therefore, the low initial abilities of students are a normal condition considering that they are still in the early stages of learning to recite the Koran.

The research also shows that students have considerable potential to become qāri' or qāri'ah. This potential is evident in their vocal quality and their ability to imitate the teacher's recitation, even though they haven't yet done it independently. According to Benjamin S. Bloom, entry behavior is the basic capital that students possess before participating in the learning process (Hasanuddin 2020). These initial abilities are crucial to successful learning because they form the basis for designing strategies, methods, and learning media tailored to students' needs. Therefore, the findings of this study indicate that developing recitation skills should be directed more toward optimizing students' existing potential through the provision of appropriate learning media.

The findings of this study can also be explained through Albert Bandura's social learning theory. Bandura explains that the learning process occurs through observational learning, imitation, and practicing behaviors exemplified by models (Pramudiantoro, et al 2025). In learning the art of reading the Qur'an, the teacher acts as the main model who demonstrates how to read with a certain pronunciation, then the students observe and imitate it (Ritonga and Setiawan 2026). The research results show that students still rely heavily on teacher-generated reading examples. This indicates that the learning process is still at the imitation stage, requiring media that allows students to repeatedly observe reading examples, both inside and outside the classroom.

From a cognitive development perspective, this finding is also in line with Jean Piaget's theory which states that elementary school-aged students are at the concrete operational stage (Marinda, 2020). At this stage, students understand material presented through direct experience, demonstrations, and visual aids more easily than through abstract explanations. In the context of learning the art of Quranic recitation, the rising and falling patterns of the naghām notes are an abstract concept when explained only verbally. Therefore, the use of learning media that can visualize song patterns, pitch changes, and pronunciation techniques is essential for students to develop a more concrete understanding.

The findings of this study are in line with the results of research Isfihani, and Mukhlisah (2026) which concluded that students' abilities in learning the Quran will develop more optimally if supported by learning media that combine audio and visual elements. This research shows that audio-visual media can increase learning motivation, clarify practical material, and help students understand the learning process more systematically. Thus, the limitations of the students' initial abilities in this study were influenced not only by their limited learning experience but also by the lack of learning media that can facilitate the learning process more effectively.

Based on these findings, the initial Qur'an recitation skills of students at the Qur'an House in Padangsidempuan City still require strengthening through innovative learning media tailored to the characteristics of the material and the students. Although students already possess tartil Qur'an reading skills and good vocal potential, they still require assistance in understanding the naghām variations, pitch shifts, and recitation techniques comprehensively. Therefore, developing audiovisual-based Quranic recitation media with curve audio tracking features is a relevant step to bridge this gap. This media is expected to transform the learning process from solely relying on imitation to a more visual, interactive, and independent one, allowing students to develop their mastery of Quranic recitation optimally.

Objective Conditions of the Media for the Art of Reading the Qur'an for Students at the Qur'an House of Students at the Qur'an House of Padangsidempuan City

The learning media for the art of reading the Qur'an used in the Baitul Qur'an Al-Akhyar recitation class is still limited to audio media in the form of Bluetooth speakers connected to mobile phones. The teacher uses this media to play examples of naghām readings, then students listen, imitate, and repeat the readings together or individually. This learning process shows that audio media has functioned as a means of delivering examples of readings, but has not been able to provide a comprehensive learning experience because students only receive information through the sense of hearing. As a result, students still have difficulty understanding changes in tone patterns, vocal techniques,

and breath control in the art of reading the Qur'an.

These findings indicate that the main problem in learning the art of reading the Al-Qur'an does not lie in the learning methods applied by teachers, but in the limitations of the media used. Based on the results of observations, the teacher has implemented the Jibril method, *sima'i*, and the Synthetic Analytical Structure (SAS) approach in stages, starting from providing complete reading examples, followed by gradual practice, then ending with repetition of the entire reading. These three methods are basically in accordance with the characteristics of learning recitations because they emphasize the process of listening, imitating, repeating and getting used to reading. However, the effectiveness of this method is not optimal because it is not supported by media that is able to clearly visualize song patterns (*nagham*).

This condition can be explained through the Cognitive Theory of Multimedia Learning proposed by Richard E. Mayer. According to Mayer, students will learn more effectively if information is delivered through a combination of visual and auditory channels rather than using just one information channel (Mayer 2017). Humans process information through two primary systems: the visual and auditory channels. When both channels are activated simultaneously, learners more easily construct mental representations of the material being studied, resulting in deeper understanding. In the context of learning the art of Quranic recitation, this theory suggests that using audio media alone is insufficient to help learners understand the rising and falling pitch patterns, vocal techniques, and breath control that are key characteristics of recitation.

The findings of this study are also relevant to the developmental characteristics of the students who were the subjects of the study. Most of the students in the recitation class were still of elementary school age, which, according to Jean Piaget's cognitive development theory, is in the concrete operational stage (Bustomi, et al 2024). At this stage, it is easier for students to understand the material if it is presented through objects that can be observed directly, either through pictures, demonstrations or concrete visual media. Therefore, the use of audio-visual media is considered more appropriate to the characteristics of students' development than audio media alone. Visualization of song curves, animation of pitch changes, and demonstrations of reading techniques will help students connect the information they hear with the visual forms they observe so that the learning process becomes more meaningful.

The results of this research are in line with research which found that the implementation of audio-visual based learning media in Al-Qur'an Hadith subjects was able to increase learning motivation, student participation and understanding of the material (Iqbal et al. 2026). The study explains that audiovisual media provides a more engaging learning experience because it integrates sound, images, and video elements simultaneously, allowing students not only to hear the material but also to see the learning process in action. These similar findings suggest that the limitations of the audio media used at Baitul Qur'an Al-Akhyar are one of the factors that prevent the process of learning the art of reciting the Quran from proceeding optimally.

This finding is also supported by research Rohmah (2026) which concluded that the use of audiovisual media can improve the quality of *tajwid* and *makharijul huruf* learning because students receive reading examples accompanied by visualization of pronunciation movements. The study confirmed that audiovisual media provides advantages over audio media because it can demonstrate technical aspects that cannot be explained only through sound. In this study, the same condition was also found, namely that students had trouble distinguishing changes in tone (*nagham*) when only listening to audio through Bluetooth speakers without visualization of song patterns that can be observed directly.

In addition, the results of this study are in accordance with the research on the development of video-based Qur'anic Tilawah Learning Media which shows that video-based tilawah learning media has a very high level of validity, practicality, and effectiveness in improving students' tilawah skills (Azhari, et al 2026). The study demonstrated that audiovisual media could provide a more interactive learning experience, increase motivation, and facilitate students' understanding of Quranic recitation techniques. These findings reinforce the argument that the development of audiovisual-based Quranic recitation training media in this study is an appropriate step to address the limitations of the learning media currently used at Baitul Qur'an Al-Akhyar.

Based on the overall analysis results, it can be understood that the use of audio media in the form of Bluetooth speakers still has limitations in supporting learning the art of reading the Al-Qur'an because it only relies on the auditory channel. Meanwhile, the art of reading the Al-Qur'an is a skill that requires

mastery of aspects of sound, visualization of song patterns, vocal techniques and breath control in an integrated manner. Therefore, the development of audiovisual-based Quran recitation training media with curve audio tracking features is a relevant innovation to address these issues. This media not only provides audible examples of recitation but also presents a systematic visualization of the naghm pattern, making it easier for students to understand, imitate, and master the art of Quran recitation. These findings also emphasize that innovative learning media is a crucial factor in improving the quality of Quran recitation learning in Quranic educational institutions.

The Effectiveness Level of Developing Audio Visual-Based Quran Reading Art Training Media at the Quran House in Padangsidempuan City

The development of the Quranic reading art media was carried out through systematic stages by adopting the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model. This model was chosen because it provides a structured framework for producing learning products that meet user needs. According to Branch, the ADDIE model is a systematic learning design approach, where each stage is interconnected and serves as the foundation for the next stage, resulting in more effective, efficient, and tailored products that meet student needs (Adeoye et al. 2024). In this study, the application of the ADDIE model allows the media development process to be carried out based on the results of an analysis of real needs in the field, not just based on the researcher's assumptions.

The analysis phase yielded findings that learning the art of reciting the Qur'an at Baitul Qur'an Al-Akhyar still faces various obstacles, including limited learning media, students' low ability to understand naghm patterns, and the use of teacher-centered learning methods. Furthermore, the available teaching materials are limited to tahsin and tajwid books, thus not being able to provide a comprehensive learning experience in learning the art of reciting the Qur'an. According to Alroumi and Belcher (2024) Needs analysis is the most crucial stage in learning development because it aims to identify gaps between actual and desired conditions. Therefore, the results of the needs analysis in this study serve as the primary basis for designing media that aligns with student characteristics and learning objectives.

The results of the analysis of student characteristics show that most students are still in the moderate category and are not yet proficient in the art of reading the Qur'an, especially in mastering naghm variations, changing tones, and voice stability when reading the Qur'an. This finding indicates that students' initial abilities still need to be strengthened through more innovative learning media. According to Piaget, elementary school-aged students are at the concrete operational stage, so they understand material more easily when presented through visual, concrete, and demonstrative learning experiences (Afrom 2019). Therefore, the development of audio-visual media is very relevant because it is able to accommodate the characteristics of students' cognitive development.

In addition to student characteristics, this study also found that the learning process is still dominated by drill and talaqqi methods. Although these methods have long been used in Quranic learning and have proven effective in improving recitation accuracy, their continued use without the support of engaging media tends to quickly lead to student boredom. This finding aligns with the opinion of Basri (2023) which states that learning media serves to increase student attention, motivation, and engagement, thereby making the learning process more effective. Thus, media serves not only as a teaching aid but also as a means of creating more meaningful learning experiences.

Based on the analysis, the design phase involved designing audiovisual-based Quranic recitation media equipped with curve audio tracking. This media was designed not only to display audio recitations but also to visualize the rising and falling patterns of notes through curves, colors, and animated pointers. This design represents an innovation that has not been widely implemented in Quranic recitation learning. According to Jiang et al (2017) In the Cognitive Theory of Multimedia Learning, students will more easily understand information when the material is presented through a combination of text, images, sound, and animation because the information is processed through visual and auditory channels simultaneously (dual channel). Therefore, the media design developed in this study has a strong theoretical foundation.

The development phase produces interactive video learning media products compiled through a systematic production process, starting from storyboarding, graphic design, audio processing, pitch curve creation using software, and video editing. The resulting product not only displays the recitation of the Koran but also provides a visualization of pitch changes in real time through curve audio tracking

techniques. This innovation provides added value compared to traditional Koran learning media, which generally only take the form of regular audio or video recordings without pitch pattern visualization.

The findings of this study are in line with the results of research Ritonga and Setiawan (2026) which concluded that the use of audio-visual media in learning the Qur'an and Hadith was able to increase learning motivation, student activity, and understanding of the material because students gained a more interesting learning experience through a combination of sound and visual elements. Therefore, it shows that audio-visual media is more effective than audio media in improving tajwid and makharrijul huruf skills because students can see and hear examples of readings simultaneously. This similarity strengthens that the use of audio-visual media is the right solution to overcome the limitations of conventional learning media.

However, this study has novelty compared to previous studies. Most previous studies developed Qur'an learning media in the form of videos, animations, or interactive multimedia, whereas this study presents a visualization of audio tracking curves that depict the dynamic movement of the recitation notes. This feature allows students to understand the relationship between high and low notes and Qur'anic recitation more concretely. Thus, the developed media functions not only as a demonstration tool but also as a visualization of musical concepts in the art of Qur'anic recitation.

From a learning theory perspective, the development of this media also aligns with Vygotsky's constructivism theory, which explains that the learning process will be more optimal if students receive assistance (scaffolding) that is appropriate to their learning needs. In this study, audio-visual-based media functions as scaffolding that helps students gradually understand naghham patterns through a combination of sound, visuals, and independent practice. Thus, students are no longer solely dependent on teacher demonstrations, but can learn more independently through the developed media.

Overall, the research results show that the application of the ADDIE model successfully produced audio-visual-based Quran reading media that meets the learning needs at Baitul Qur'an Al-Akhyar. The media development was based on a comprehensive needs analysis, taking into account student characteristics, learning conditions, and the limitations of previously used media. The integration of instructional design theory, multimedia theory, and previous research findings confirms that curve-based audio tracking media is an innovation with significant potential to improve the quality of Quranic recitation learning. Therefore, this media is not only worthy of development as a local learning product but also has the potential to be adapted by various Quranic educational institutions as an alternative learning medium for Quranic recitation that is more effective, interactive, and in line with developments in digital technology.

CONCLUSION

Based on the research results, it was found that the initial ability of the art of reading the Qur'an of students at the Qur'an House in Padangsidempuan City is still in the beginner category. Most students are not yet able to recite the art of reading the Qur'an independently and still rely on the talaqqi method or directly imitating the teacher's reading. On the other hand, students already have basic skills in reading the Qur'an with tartil and good vocal potential as capital in developing tilawah skills. The results of observations also showed that the learning media used so far is still simple, namely only utilizing audio media via Bluetooth speakers without the support of visualization of tone patterns, vocal techniques, or breath control. This condition causes students to experience difficulty in understanding variations of tilawah songs and tend to be less enthusiastic during the learning process.

The results of the development of audiovisual-based Qur'an reading training media indicate that the developed media has a very high level of feasibility. This is evidenced by the validation results of media experts at 90%, material experts at 92%, and learning experts at 96%, all of which are in the very valid category. In addition, the results of the practicality test also show that the media is easy to use, interesting, and appropriate to learning needs. This is reflected in the results of the questionnaire for students at Al-Amin Qur'an House who obtained a score of 80% (practical category) and students in the tilawah class at Baitul Qur'an Al-Akhyar Qur'an House who obtained a score of 91% (very practical category). These findings indicate that audiovisual-based media is able to provide a more interactive learning experience and increase student involvement in the learning process.

Furthermore, the results of the effectiveness test showed that audio-visual-based Quran recitation training media were effective in improving students' recitation skills. The use of curve-based audio tracking media was proven to help students understand song patterns, vocal techniques, and the application of Quran recitation more systematically, resulting in improved abilities after participating in the learning. This was also reinforced by the results of the student response questionnaire which obtained a score of 89% in the very effective category. Thus, the developed media not only met the validity and practicality aspects, but also proved effective in improving understanding, Quran recitation skills, and student learning motivation at the Rumah Qur'an Kota Padangsidempuan.

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