

## **The Use of the Quran Belajar Indonesia Application in Quran Learning at Madrasah Diniyah Takmiliyah Awaliyah (MDTA) Hidayatut Tholabah, Tegalreja Village, Banjarharjo District, Brebes Regency**

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### **Abstract**

This study aims to explore the effectiveness of using the Quran Belajar Indonesia application in teaching Qur'anic reading to 4th-grade students at MDTA Hidayatut Tholabah, located in Tegalreja Village, Banjarharjo District, Brebes Regency. The background of the research is based on the need for more engaging, interactive, and digitally aligned learning methods in Qur'anic education, tailored to the characteristics of the digital-native generation. The main issue addressed is the students' low proficiency in reading the Qur'an, particularly in the areas of tajwid and makharijul huruf, as well as the limitations of conventional teaching methods that have been traditionally applied. This research adopts a descriptive qualitative approach, employing observation, interviews, and documentation as data collection techniques. The research subjects consist of the Qur'an teacher, 4th-grade students, the head of the madrasah, and several students' parents. Data analysis was conducted through systematic processes of data reduction, presentation, and conclusion drawing. The findings reveal that the integration of the Quran Belajar Indonesia application contributes positively to the learning of Qur'anic reading. The application facilitates students in recognizing Arabic letters interactively, practicing tajwid through color-coded features, and engaging in independent practice. The teacher plays an active role in guiding the use of the application to ensure alignment with learning objectives. Most

students demonstrated improved reading skills after using the application, although some still required assistance. Supporting factors for the implementation include the readiness of the teacher, the availability of devices, and the enthusiasm of students. However, challenges remain, such as limited digital infrastructure and low technological literacy. The conclusion of this study indicates that the use of Quran Belajar Indonesia can serve as an innovative and effective alternative in Qur'anic reading instruction at the elementary education level. The study recommends collaboration among teachers, parents, and educational institutions to optimize the integration of technology in religious learning.

**Keywords:** Quran Learning Indonesia, Qur'anic Learning, Educational Technology

## **A. Introduction**

The ability to read the Quran correctly is a crucial foundation in Islamic education, especially at the elementary level. This relates not only to cognitive aspects but also to spiritual and moral ones. In this context, learning to read the Quran should encourage students to master the hijaiyah letters, tartil, and the rules of tajwid. However, the challenges facing Islamic education today are quite complex, particularly in dealing with the digital generation (Generation Z), which has different learning characteristics and is more closely connected to technology.<sup>1</sup>

As the digital era advances, the use of technology in religious education has become an unavoidable necessity. One emerging innovation is the use of Android-based Quran learning apps, such as Quran Belajar Indonesia. This interactive app is designed to help students learn the hijaiyah letters, understand tajweed through a color system, and provides audio-visual features to support independent practice.<sup>2</sup> This approach is highly relevant to the characteristics of the younger generation, who are more responsive to digital media-based learning than to traditional methods alone.

Although traditional learning methods like Iqra' and Al-Baghdadiyah have proven effective, the need for more engaging and interactive media remains.

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<sup>1</sup>Hawalia Hastani, "Digital Learning-Based Al-Quran Learning Method," *Al Ghazali* 6, no. 1 (September 20, 2023): 115–31, [https://doi.org/10.52484/al\\_ghazali.v6i1.403](https://doi.org/10.52484/al_ghazali.v6i1.403).

<sup>2</sup>Indah Wahyu Ningsih, Unang Wahidin, and Muhamad Sarbini, "Digital Transformation of Android-Based Al-Quran Reading Learning Media in the Tilawati Mobile Application," n.d.

Challenges include teachers' lack of digital literacy, limited technological devices in madrasahs, and inadequate internet connectivity. In this regard, the integration of the Quran Belajar Indonesia application presents both an opportunity and a test for innovation in more effective and sustainable Quran reading learning.

Previous research has shown that Android-based learning can improve students' motivation and ability to read the Quran. Research by Indah Wahyu Ningsih et al. (2019) concluded that integrating digital media into tajweed and tilawah learning significantly improved student learning outcomes.<sup>3</sup> Similar findings were also presented by Althaf Husein Muzakky (2021), who demonstrated the effectiveness of the Ministry of Religion's Quran application in supporting technology-based Quran literacy in Islamic schools.<sup>4</sup>

Theoretically, this study uses the Technology Acceptance Model (TAM) approach which assesses the extent to which a technology is accepted based on its usefulness and ease of use.<sup>5</sup> This model is highly suitable for the context of madrasahs that are beginning to adapt to digitalization but still face infrastructure and human resource constraints. Furthermore, the Qur'anic learning theory, which emphasizes gradual, systematic methods that are appropriate to student development (Al-Nahlawi, 1995), also serves as the basis for analyzing the implementation of this application.<sup>6</sup>

This article aims to examine in depth the implementation of the Quran Belajar Indonesia application in learning to read the Quran at MDTA Hidayatut Tholabah, Brebes, with a focus on its effectiveness in improving reading skills, student learning motivation, and factors that support and hinder the learning process. The results of

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<sup>3</sup>Ningsih, Wahidin, and Sarbini.

<sup>4</sup>Althaf Husein, "The Qur'an in the Gadget Era: A Descriptive Study of the Ministry of Religion's Qur'an Application," *Online Journal of Qur'anic Studies* 16, no. 1 (January 31, 2020): 55–68, <https://doi.org/10.21009/JSQ.016.1.04>.

<sup>5</sup>Hasna Afifah, Tatang Ibrahim, and Opan Arifudin, "IMPLEMENTATION OF TECHNOLOGY ACCEPTANCE MODEL (TAM) ON THE ACCEPTANCE OF EDUCATIONAL MANAGEMENT SYSTEM APPLICATIONS IN MADRASAH ENVIRONMENT," n.d.

<sup>6</sup>Agus Nur Qowim, "Islamic Education Methods from the Perspective of the Qur'an," *IQ (Quranic Science): Journal of Islamic Education* 3, no. 01 (July 31, 2020): 35–58, <https://doi.org/10.37542/iq.v3i01.53>.

this study are expected to contribute to the development of digital media for learning the Quran that is adaptive to the challenges of the times, as well as serve as a reference for teachers, educational institutions, and policymakers in the field of Islamic religious education.

## **B. Literature Review**

Theoretical studies are an important foundation in research, as they provide a strong conceptual foundation for analyzing the phenomena being studied. In the context of this research, the theoretical framework is structured based on three main pillars, namely (1) the Technology Acceptance Model (TAM) Theory, (2) the Concept of Using the Indonesian Quran Learning Application, and (3) the Concept of Learning to Read the Quran. These three frameworks serve as the basis for evaluating how digital technology contributes to learning to read the Quran in the madrasah diniyah environment.

### **I. Teori Technology Acceptance Model (TAM)**

The Technology Acceptance Model (TAM) theory developed by Davis (1989) is used to explain the extent to which a person is willing to accept and use technology. The two main variables that determine technology acceptance according to TAM are Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). PU refers to the extent to which a person believes that using a system will improve their performance, while PEOU refers to the extent to which a person believes the system is easy to use without requiring significant effort.<sup>7</sup>In the context of Quran learning at MDTA Hidayatut Tholabah, PU is defined as the extent to which the Quran Belajar Indonesia application is deemed capable of improving students' Quran reading skills, including aspects of tajwid and makharijul huruf (letter pronunciation). Meanwhile, PEOU is measured by

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<sup>7</sup>Afifah, Ibrahim, and Arifudin, "IMPLEMENTATION OF TECHNOLOGY ACCEPTANCE MODEL (TAM) ON THE ACCEPTANCE OF EDUCATIONAL MANAGEMENT SYSTEM APPLICATIONS IN MADRASAH ENVIRONMENT."

students' and teachers' perceptions of the application's ease of operation. These two factors are indicators of the success of technology integration in religion-based learning activities.

## 2. Concept of Using the Indonesian Learning Quran Application

The Quran Belajar Indonesia app is a digital medium designed to support Quran recitation using an audio-visual approach. Key features include interactive hijaiyah letter recognition, Tajweed pronunciation guides, and short instructional videos. With its multimedia approach, the app aims to increase student engagement and accelerate their understanding of the material.

The use of this application is highly relevant to active learning models, as students are not merely passive subjects but are directly involved in the exploration of the material. However, its effectiveness depends heavily on the teacher's role in guiding the learning process and the availability of supporting infrastructure, such as digital devices and an adequate internet connection.

## 3. The Concept of Learning to Read the Qur'an

Learning to recite the Quran at the elementary level emphasizes three aspects: recognition of the hijaiyah letters, mastery of the makharijul huruf, and understanding tajwid. Commonly used methods include the Iqro' and Talaqqi methods. The Iqro' method focuses on student independence in gradually recognizing letters and syllables, while the Talaqqi method emphasizes direct interaction between teacher and student through imitation and correction.<sup>8</sup>

Combining these conventional methods with digital media, such as the Quran Belajar Indonesia app, can create a blended learning approach that enriches students' learning experiences. The app serves as a tool, while the teacher remains the primary guide, ensuring successful understanding of the material.

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<sup>8</sup>Putri Oktavia and Miftahul Hidayah, "Implementation of the Iqro' Method in Learning to Read the Qur'an for Early Childhood Children at Kasih Bunda Kindergarten, South Lampung," n.d.

### **C. Method**

This research uses a descriptive qualitative approach with a case study type, which aims to explore in depth the use of the Quran Belajar Indonesia application in learning to read the Quran at MDTA Hidayatut Tholabah, Tegalreja Village, Banjarharjo District, Brebes Regency. This design was chosen to comprehensively describe how the digital application is used, accepted, and responded to by teachers and students in the context of Islamic religious learning at the elementary level.

The research location was purposively selected at MDTA Hidayatut Tholabah because the institution had begun implementing digital media in Quranic learning. The study was conducted over two months, from April 1 to June 30, 2025. During this period, the researchers followed the stages of preparation, initial observation, data collection, analysis, and report preparation.

The subjects in this study included the madrasah principal, the Quran teacher, the fourth-grade students who were the focus of the study, and several parents. They were selected because of their direct involvement in the learning process using the application and were considered capable of providing relevant information to the research focus. The researcher served as the primary instrument, interacting directly with the respondents and observing the phenomena in the field.

Data collection was conducted using three main techniques: observation, interviews, and documentation. Observations were conducted in a passive participatory manner, where the researcher was present during the learning process but not directly involved in the teaching and learning activities. Observations focused on interactions between teachers and students, how students used the application features, and any technical obstacles that may have arisen during the process. Semi-structured interviews were conducted with the madrasah principal, teachers, students, and parents. Open-ended questions allowed informants to describe their experiences in detail and depth, thus providing researchers with a broader understanding of the implementation of application-based learning. Furthermore, documentation such as

activity photos, madrasah profiles, student evaluation results, and attendance records were also used to supplement and verify the data collected through observations and interviews.

The data obtained were analyzed using an interactive model developed by Miles and Huberman, which includes three stages: data reduction, data presentation, and conclusion drawing and verification. Data reduction was carried out by sorting relevant data and focusing on the research topic. Data presentation was done in the form of descriptive narratives and interview quotations to demonstrate patterns and relationships among data. Conclusions were drawn inductively based on the analyzed findings and verified through data triangulation between the data collection techniques used.

To ensure the validity of the research results, the researcher used source and technical triangulation techniques, and conducted member checking on the collected data with informants. The researcher's direct presence in the field for two months provided a strong contextual understanding of the social, cultural, and technological situations that influence the learning process at MDTA Hidayatut Tholabah.

Through this approach, the research is expected to be able to produce a comprehensive picture of the effectiveness, challenges, and opportunities of using the Quran Belajar Indonesia application as a learning medium for reading the Quran that is appropriate to the needs of the times and the characteristics of today's students.

#### **D. Research Results and Discussion**

This research was conducted at Madrasah Diniyah Takmiliyah Awaliyah (MDTA) Hidayatut Tholabah located in Tegalreja Village, Banjarharjo District, Brebes Regency. The main focus of this research is on the implementation process of the Quran Belajar Indonesia application as an aid in learning to read the Quran, as well as its impact on the reading ability and learning motivation of fourth-grade students. This research uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation.

Before the application was used, Quranic reading instruction in madrasas was conducted using the conventional Iqra' method. This method is quite effective in teaching basic reading, but several obstacles were encountered in the field, including poor mastery of the hijaiyah letters, students' lack of understanding of basic tajweed, and low student motivation. This aligns with Qomaruddin's findings, which state that one of the challenges in Quranic learning is the lack of varied methods capable of addressing students' diverse learning needs.

Through the Quran Belajar Indonesia app, teachers are introducing a new approach to learning. The app includes interactive features such as audio and image-based hijaiyah letter recognition, reading exercises with tajweed colors, and short instructional videos. The content is presented in an engaging and easy-to-understand manner for students. The learning process is conducted in a classroom setting, using the teacher's mobile phone connected to an active speaker. This activity takes place under the full guidance of the teacher, who acts as the primary facilitator.

Observations showed an improvement in students' ability to recognize the hijaiyah letters, understand basic reading rules, and read short surahs more fluently. Students became more interested and active, indicating that the application of digital media can increase learning motivation. This phenomenon supports the Technology Acceptance Model (TAM) theory, which states that the successful adoption of technology in learning is influenced by perceptions of ease of use and its benefits.<sup>9</sup> Students found the app easy to use and helped them learn more effectively, thus speeding up the learning process.

The teacher's role remains dominant in this process. Although the media used is digital, the teacher acts as the primary controller, determining the learning flow, explaining the material, evaluating readings, and strengthening understanding through

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<sup>9</sup>Afifah, Ibrahim, and Arifudin, "IMPLEMENTATION OF TECHNOLOGY ACCEPTANCE MODEL (TAM) ON THE ACCEPTANCE OF EDUCATIONAL MANAGEMENT SYSTEM APPLICATIONS IN MADRASAH ENVIRONMENT."

talaqqi and muroja'ah methods. This aligns with Al-Nahlawi's view, which emphasizes that Islamic education relies not only on media but also on role models, supervision, and interaction between teachers and students.<sup>10</sup>

However, the implementation of this program is not without challenges. Some of the obstacles encountered include limited internet access, not all students have personal devices at home, and low digital literacy among some teachers and parents. This is in line with the research findings of Ningsih et al., which showed that technical and social factors are the main obstacles to integrating digital media into Quranic learning at the elementary level.<sup>11</sup>

To overcome these obstacles, teachers developed a number of adaptive strategies, such as downloading app materials offline, taking turns practicing reading, and providing students with light training on how to use the app. Parental support was also a crucial factor in sustaining app use at home.

Thus, the results of this study indicate that the implementation of the Quran Belajar Indonesia application can significantly contribute to improving the quality of Quran reading learning. This application not only improves students' technical reading skills but also fosters a passion for learning and active participation. This reinforces the idea that technology integration in Islamic religious education can be a middle ground between tradition and progress, as long as it remains guided by pedagogical principles and Islamic values.<sup>12</sup>

## **E. Discussion**

### **I. Challenges of Learning the Qur'an in the Digital Era**

Learning to recite the Quran at the elementary level still faces various challenges, especially in rural Islamic schools. At MDTA Hidayatut Tholabah,

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<sup>10</sup>Qowim, "Islamic Education Methods from the Perspective of the Qur'an."

<sup>11</sup>Ningsih, Wahidin, and Sarbini, "Digital Transformation of Android-Based Al-Quran Reading Learning Media in the Tilawati Mobile Application."

<sup>12</sup>Muhammad Munadi, "Application of Digital Technology in Islamic Education and Arabic Language Learning," n.d.

the limitations of conventional methods hinder the ability and learning styles of digital generation students. Students often have difficulty recognizing the hijaiyah letters and tajweed due to the monotonous and less visual learning process. This indicates that the learning model implemented does not fully meet the needs of the times. As stated by Ahmad Zainal Abidin in his research, traditional approaches to Quranic education require renewal to remain relevant to the current context and the characteristics of today's students.<sup>13</sup>.

## **2. Learning Innovation through the Indonesian Quran Learning Application**

The implementation of the Quran Belajar Indonesia application is one form of innovation in addressing this issue. This application provides audio-visual features that allow students to learn independently, hear the pronunciation of letters, see the color display of the Tajweed, and repeat the instructions at home. The application of digital media in learning is in line with the Technology Acceptance Model (TAM), which states that technology acceptance is influenced by perceived usefulness and perceived ease of use. Teachers and students at MDTA Hidayatut Tholabah feel that this application helps them understand the lessons and is easy to use, even though it is only through a mobile phone and a loudspeaker.<sup>14</sup>.

## **3. Relevance to the Concept of Progressive Islamic Education**

The use of this application is not merely technical, but also reflects the application of the concept of progressive Islamic education. Progressive Islamic education does not reject technology, but rather utilizes it as a means to

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<sup>13</sup>Dewi Ratnawati, Ahmad Zainal Abidin, and Eko Zulfikar, "PROBLEMATICS OF LEARNING THE QUR'AN IN THE INDUSTRIAL ERA IN THE CONTEXT OF INDONESIA," *POTENSIA: Journal of Islamic Education* 6, no. 1 (November 24, 2020): 72, <https://doi.org/10.24014/potensia.v6i1.8624>.

<sup>14</sup>Afifah, Ibrahim, and Arifudin, "IMPLEMENTATION OF TECHNOLOGY ACCEPTANCE MODEL (TAM) ON THE ACCEPTANCE OF EDUCATIONAL MANAGEMENT SYSTEM APPLICATIONS IN MADRASAH ENVIRONMENT."

strengthen Islamic values. According to Al-Nahlawi, modern technology can be used in Islamic education as long as it remains within the framework of Islamic law and is accompanied by the active role of teachers as moral and spiritual educators.<sup>15</sup>In this study, the teacher remains the primary figure in the teaching and learning process: guiding students, evaluating readings, and providing direct guidance. The application serves only as a tool, not a substitute..

#### 4. Strengthening Student Character and Independence

This application has also been shown to increase student motivation and independence. Students become more active, confident, and enthusiastic in participating in lessons. This aligns with the research findings of Ningsih et al. (2019), which found that digital learning media can increase student effectiveness and participation in learning the Quran in a fun way.<sup>16</sup>

With media more familiar to children's daily lives, such as mobile phones, learning the Quran is no longer seen as a burden, but rather as a pleasurable learning experience. This is a crucial foundation for developing Islamic character from an early age.

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<sup>15</sup>Qowim, "Islamic Education Methods from the Perspective of the Qur'an."

<sup>16</sup>Ningsih, Wahidin, and Sarbini, "Digital Transformation of Android-Based Al-Quran Reading Learning Media in the Tilawati Mobile Application."

## **Conclusion**

Based on the results of research conducted at MDTA Hidayatut Tholabah, it can be concluded that the use of the Quran Learning Indonesia application has a significant impact on fourth-grade students' learning to read the Quran. This innovation not only enriches learning methods but also increases motivation and effectiveness of Quran learning in a simple Islamic school environment. First, in terms of implementation, this application is used in an integrated manner in the classroom learning process, utilizing features such as hijaiyah letter recognition, colored tajweed exercises, and pronunciation audio. The application is used in a classical manner using simple tools such as mobile phones and loudspeakers. The teacher remains the main controller of the learning process, while the application functions as an assistive media. Second, in terms of impact, the use of the application has been proven to improve students' technical abilities in reading the Quran, especially in recognizing hijaiyah letters, understanding the basic rules of tajweed reading, and increasing the fluency of reading short surahs. In addition, this application has also succeeded in increasing student motivation and participation, because it provides a more enjoyable and interactive learning experience. Third, in terms of support and obstacles, the successful implementation of the application was driven by student enthusiasm, teachers' willingness to innovate, and parental support. However, there were also obstacles such as limited internet access, a lack of personal devices for students, and low digital literacy among teachers and parents. Nevertheless, these obstacles can be overcome with adaptive strategies from teachers, such as the use of offline content, rotating learning, and simple training.

Overall, this research demonstrates that the use of technology in Quranic learning can be an effective and relevant solution to meet the needs of the times, particularly in the context of madrasas in rural areas. The Quran Belajar Indonesia application serves as a concrete example that digital transformation in Islamic education can be implemented gradually and contextually, without eliminating the role

of teachers as primary guides. With proper management, innovations such as this can support the realization of progressive, adaptive Islamic education, oriented toward developing the Quranic character of the younger generation.

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