

The Influence of Using Muslim Pro Application as a Learning Medium on Students' Understanding of Tajweed Laws at MTs 10 Agam

Irfan Asyari^{1*}, Feby Hidayati²

¹MTs 10 Agam, West Sumatra, Indonesia

²Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia

e-mail: irfan@gmail.com, febhidayati@gmail.com

ABSTRACT

Using the Muslim Pro application in learning Tajweed science material will make it easier for students to learn, not get bored in memorizing the Qur'an and can prepare for life in the 5.0 era. The type of research used is a quantitative research method using a quasi-experimental approach, with a Nonequivalent Control Group Quasi design. Researchers provide treatment and examine changes or differences from the treatment that has been given. Quasi-experimental research has the aim of finding out variables that will involve between the control class and the experimental class. Decision making significant value <0.05 indicates a significant difference between the initial variable and the final variable. The sig value has a value of 0.000, this indicates that there is a significant influence on the difference in treatment given to each variable. So it can be concluded that "there is an influence in the use of the Muslim Pro application as a learning medium for Tajweed law for class VII MTsn 10 Agam in the 2022/2023 academic year".

Keywords: *Learning Media, Muslim Pro Application, Tajweed Laws*

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INTRODUCTION

Technological advancements in this era are something we cannot avoid. Because technological advancements go hand in hand with scientific advancements. In the field of education, technology has a significant influence on the life of science, where science for students is taught about natural phenomena and facts and with the existence of technology, humans can use this technology to apply the knowledge they have gained. (Ana Marista: 2021) In today's era, technological developments can have a very significant impact and change for humans which can help to fulfill all their life needs, and can simplify in managing all processes Starting from the process of communication, transactions, information, even the process of learning. In fact, there are three components that cannot be separated in today's life. Like technology, culture and religion, these three pillars are interconnected with each other, and cannot be separated. (Qoriah A Siregar: 2020)

The Industrial Revolution 4.0 phenomenon has led to an increasingly active dependence on digital technology. People increasingly use technology in their daily lives, including social, academic, and religious activities. This is certainly true among students, who are inseparable from several advanced technological media. Muslims now have easy

access to digital Qurans anytime, anywhere. This will greatly facilitate Muslims' ability to read the Quran regularly. (Ima Dwitawati: 2021)

In today's world, humans are highly dependent on technology, making it a basic need for everyone. From children to adults, experts to laypeople, technology is used in various aspects of life. Technology today has developed very rapidly. The increasingly rapid development of information technology in the current era of globalization cannot be avoided, its impact on the world of education. Global technological demands on efforts to improve the quality of education, especially adaptation to efforts to improve the quality of education, especially adaptation to the use of information and communication technology in the world of education, especially in the learning process. (Unik Hanifa Salsabila: 2021)

Every human being undergoes a lifelong learning process. This learning process is driven by the interaction between humans and their environment. Therefore, learning occurs anytime and anywhere. Learning is characterized by changes in a person's behavior caused by changes in their behavior, knowledge level, and skills. The teaching and learning process necessarily involves teachers, students, principals, learning materials, media, and learning resources.

Media, as one component of the system, functions as a means of non-verbal communication. As a system component, media is absolutely essential and must be utilized in every learning process. This is because the absence of any of these components will not yield optimal results. (Ina Magdalena: 2021)

Today, teachers, especially Islamic Religious Education (PAI) teachers, are faced with the challenge of how to teach effectively and effectively so that students will receive positive feedback. In the world of education, teachers are required to provide meaningful and enjoyable learning experiences using a variety of engaging methods and media. This is intended to ensure students are not overwhelmed by the sheer volume of material they must memorize and remain engaged with the material presented. One way to achieve this is by implementing learning tools based on applications that facilitate students' learning of the Quran, including tajwid. (Agus Taufik Rahman: 2017)

The Quran is a Muslim's guide to life in this world, providing provisions for both this world and the hereafter. Therefore, everyone who believes in the Quran has an obligation and responsibility to learn and teach it to fellow Muslims. Reading the Quran is certainly different from everyday speech, therefore, as Muslims, we are encouraged to study the science of tajweed to understand the text of the Quran's verses correctly and avoid misreading them. Misreading the verses will also lead to misinterpretation of their meaning. The law of studying tajweed is fardu 'ain.

The Qur'an is not enough to be proud of as a holy book that is still original, but should be able to encourage its followers to practice it in everyday life. However, reading the Qur'an cannot be separated from the name of the science of tajwid, because the science of tajwid is the most important science that must be known by every Muslim. The science of tajwid is the science of how to read the Qur'an correctly. Namely by producing the

sound of the letter from its original place (makhraj), according to the character of the sound (sifat) and the consequences of the nature of the letter, knowing where to stop (waqaf) and where to start the reading again.

Smartphones are a development of mobile phones, with various features and applications added. One way to support tajweed learning is by using the Muslim Pro app. Nowadays, smartphones are not only used for communication but also as a learning tool, entertainment tool, and a means of finding positive information. They also offer numerous benefits in various aspects of life, including religious ones.

One application that can facilitate learning the Quran, including tajweed, is the Muslim Pro application. Developed in Singapore, the Muslim Pro application provides online information services with various features specifically designed for Muslims. Released in 2010, the application has undergone significant development. This application has various features that can help users, such as recitation knowledge, determining Qibla direction, prayer time reminders, reading the Koran, listening to Al-Qur'an readings, Hijriyah calendar, finding the nearest mosque, penis calculator, and so on. (Muhammad Irsya Setiawan Pribadi Lubis :2022)

With the availability of applications that facilitate learning Tajweed, parental and teacher supervision is also necessary when using this Muslim Pro application. Sometimes children simply pretend to learn using their phones. To create and prepare for the 5.0 era, students can also use gadgets effectively and efficiently according to their needs.

Tajweed is one of the subjects taught in the Tahfiz (Quran memorization) course. MTsS 10 Agam has a special subject called Tahfiz. It not only involves memorizing the Quran but also teaches the science of tajweed. Therefore, the use of the Muslim Pro application can help students learn Tajweed easily, because memorizing the Quran also requires Tajweed knowledge to avoid errors in reading the Quran. At MTsS 10 Agam, Tajweed learning still uses conventional learning.

Based on temporary observations, the researcher conducted an interview with Mr. Kamaluddin S.Pd, one of the teachers who teaches Tahfiz in class VII at MTsS 10 Agam. He said that: "For the subject of tahfiz, it is actually only for memorizing the Qur'an, but because many students have not yet delved into the science of tajwid, it was held for class VII at the initial stage to be taught to learn tajwid science first. But in reality, many of them have difficulty in understanding the science of tajwid. So far, they have only used media for learning tajwid science by using the Qur'an alone, or still with conventional learning.

The use of gadgets and their application features can support learning and reduce boredom. However, despite the ease of use and use of gadgets for learning, students tend to play with their gadgets more than read books. Therefore, a study entitled "The Effect of Using the Muslim Pro Application as a Learning Medium on Students' Understanding of Tajweed Laws at MTsS 10 Agam" is needed.

METHOD

The type of research used in this study uses a quantitative research method with a quasi-experimental approach. The quantitative approach emphasizes the existence of variables as research objects, and these variables must be defined in terms of their respective operationalizations.

The focus of quantitative research is on the relationships between variables and testing previously formulated hypotheses. Considering the research method, where the researcher intentionally creates an event or situation and then examines its consequences, this research is considered experimental. (Sugiono: 2010)

This study will use a quasi-experimental design with a nonequivalent control group. Researchers administer treatments and examine changes or differences in the treatments. The purpose of this quasi-experimental study is to identify variables that influence the interaction between the control and experimental classes. This study will be tested using the same instrument and analyzed to determine which treatment yields the most optimal results, whether the experimental class performs better, or whether the outcome is the opposite.

In this design, the research is divided into two groups, namely the first group is the experimental group which will be given treatment by learning using the Muslim Pro application, and the second group is the control group which will not be given treatment, and learn using conventional learning methods.

RESULTS AND DISCUSSION

The purpose of the data analysis research is to draw conclusions about the data obtained from the students' tajwid comprehension test. Therefore, it is necessary to statistically analyze the data from the tajwid comprehension test.

(1) Normality Test

The analysis was conducted on two sets of data: the posttest scores of the experimental class and the control class. The normality test aims to determine whether the sample is normally distributed. This normality test was conducted using the Liliefors test. The data analysis results had an α level of 0.05.

Tests of Normality

Class	Shapiro-Wilk		
	Statistics	Df	Sig
Understanding Student Tajweed			
Experimental pretest	.930	25	.088
Experimental posttest	.920	25	.050
Pretest control	.927	24	.082
Posttest control	.939	24	.158

Source: data has been processed using SPSS 22

Based on table 4.5, it can be seen that both sample classes have a calculated L value < L table, so it can be concluded that the data for both sample classes are normally distributed.

(2) Test of Homogeneity of Variances

Students' Understanding of Tajweed

Levene Statistics	df1	df2	Sig.	
	.943	1	47	.336

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1852,531	1	1852,531	38,289	.000
Within Groups	2274,000	47	48,383		
Total	4126.531	48			

Source: SPSS version 22

From the table above, it can be concluded that, based on decision-making in the homogeneity test, if the significance value is more than 0.05, then the data distribution is homogeneous. It can also be concluded that students' understanding of tajwid using the Muslim Pro application is homogeneous.

(3) Hypothesis Testing,

Once it is known that both sample classes are normally distributed, the next step is to conduct a hypothesis test using a t-test. The paired sample t-test is used to compare the difference between two means from two paired samples, assuming the data is normally distributed. At a confidence level of $\alpha = 0.05$

	Paired Differences		T	Df	Sig. (2-tailed)
	95% Confidence Interval of the Differences				
	Upper				
Pair PRETEST-POSTTEST	-10.11104		-8,820	24	.000

The decision-making significance value <0.05 indicates a significant difference between the initial and final variables. A sig value of 0.000 indicates a significant effect on the treatment differences given to each variable. Therefore, it can be concluded that "there is an influence in the use of the Muslim Pro application as a learning medium for Tajweed law for class VII of MTsS 10 Agam in the 2022/2023 academic year."

DISCUSSION

1. Instructional Media

Literally, the word media means intermediary or messenger. Media can also be defined as anything that can be manipulated, seen, heard, read, or discussed, along with the instruments used for these activities. Briefly, it can be stated that learning media is a vehicle for conveying messages or learning information. The involvement of learning media in the learning process is expected to influence learning outcomes. The more concrete the learning that is taught and experienced by students, the more effective the learning will be. (Agus Nur Khomarudin: 2018)

Therefore, it can be concluded that learning media is a tool that can assist the teaching and learning process and serves to clarify the meaning of the message conveyed, so that learning objectives can be achieved better and more perfectly. Learning media is also a means to improve the teaching and learning process. Given the many forms of media, teachers must be able to choose them carefully, so that they can be used appropriately. In teaching and learning activities, the use of the term learning media is often replaced by terms such as learning materials (instructional material), audio-visual communication, visual aids, demonstration tools and explanatory media. (Cecep Kusnandi: 2013)

There are several functions of using learning media, namely as follows:

- (a) Communicative function. Learning media is used to facilitate communication between the sender and the recipient. This eliminates difficulties in conveying verbal language and the risk of misperceptions in conveying a message.
- (b) Motivational function. Learning media can motivate students in the learning process. By developing learning media, it can make it easier for students to learn the subject matter, thereby increasing their learning motivation.
- (c) The function of meaningfulness. The use of learning media can be more meaningful, meaning that learning not only adds information but also improves students' ability to analyze and create something new. (Teti Nurrita: 2018)

Meanwhile, the benefits of learning media have been put forward by several experts. One of them, according to Kemp & Dayton, states that several research results that show the positive impact of using media as an integral part of classroom learning during the learning process are as follows:

- (a) Learning delivery becomes more standardized. Every student who sees or hears a presentation through media receives the same message. Even though teachers

interpret the lesson content in different ways, even using different media, the message is still conveyed effectively to students.

- (b) Learning can be made more engaging. Learning media can be associated with attracting attention and keeping students engaged and attentive, creating a conducive classroom environment. The use of specific media can stimulate students' curiosity, and media also has a motivational aspect and increases interest in learning.
- (c) Learning becomes more interactive. By applying accepted learning theories and psychological principles regarding student participation, feedback, and reinforcement.

There are 3 types of learning media, namely:

(1) Visual media

Visual media is a tool or learning resource that contains messages and information, specifically lesson material, presented in an engaging and creative manner and implemented using the sense of sight. Therefore, this visual media cannot be used by the general public because it cannot be used by the visually impaired, as it can only be used through sight.

Visual media can display still images, such as film strips (film sequences), slides (film frames), photographs, drawings, or paintings, and prints. There are also visual media that display moving images or symbols, such as cartoons. Visual learning media is a set of tools for conveying messages in learning that can be perceived through the sense of sight without the use of sound.

(2) Audio Media

Audio media, or listening media, is a type of learning media or learning resource that contains messages or subject matter presented in an engaging and creative manner and is implemented using only the sense of hearing. This is because this media is solely in the form of sound. Audio media is media whose message can only be received by the sense of hearing. The message or information conveyed is expressed in auditory symbols in the form of words, music, and sound effects. In other words, this type of media only involves the sense of hearing and manipulates sound elements.

Based on these definitions, it can be defined that audio media is media that contains messages in auditory form (can only be heard) that can stimulate students' thoughts, feelings, attention, and willingness to learn the contents of the theme presented. Some types of audio media used in learning include: audio cassettes, broadcast audio, compact discs, MP3 (MPEG Audio Layer 3), WAV (Waveform Audio Format), internet radio, and language laboratories.

(3) Audio visual media

Motion audiovisual media is a media whose message delivery can be received by the sense of hearing and sight and the resulting image is an image that can move. The use of motion audiovisual media can make the delivery of teaching more meaningful and memorable. The combination of solid multimedia elements between audio, visual,

movement, color, and three-dimensional impressions makes motion audiovisual media have its own appeal so that it is expected to improve students' thinking skills, impressions, learning appeal, arouse students' motivation in learning and clarify the material presented so that it is hoped that learning objectives can be achieved. (Riyana: 2012)

2. Muslim Pro App

The Muslim Pro app was first released in August 2010. At that time, it was only available on the Apple App Store, meaning it could only be used on iOS phones. The Muslim Pro app is an Islamic app developed by Singapore-based developer Bitsmedia Pte Ltd. As a predominantly Muslim country, the Muslim Pro app was optimistic about its potential to reach the significant Indonesian market. However, this was hampered by the low adoption of iOS mobile phones in Indonesia.

On the one hand, the Muslim Pro application is growing rapidly in countries with Muslim minorities such as France, Germany, the United Kingdom, and the United States. The features contained in the Muslim Pro application include the following: prayer times, adhan, Qibla direction, community, prayer beads, nearest mosque, nearest halal place, Islamic calendar, Asmaul Husana, Shahada recitation, zakat calculator, daily inspiration, Islamic news and media, prayers, messages, live Mecca, popular verses, the Quran and translations, personal tracker, Hajj and Umrah guide, Hajj travel, holidays with halal booking, flights, and tajweed.

Muslim Pro is the most popular Muslim app, recognized by over 70 million Muslims worldwide as a comprehensive prayer support app. Launched by renowned app developer Erwan Mace in 2010, the app coincided with the month of Ramadan. Developed by Bitsmedia from Singapore, this app boasts a number of advantages, including accurate prayer time reminders and the call to prayer, a complete Quran with Arabic script, phonetics, translations, and audio recitations, a Qibla locator, an Islamic Hijri calendar, a map of halal restaurants, mosque routes, and several other optional features. Currently, the Muslim Pro app has been downloaded over 40 million times, with 2 million daily active users and 10 million monthly active users. (Mediabuzz: 2014)

Muslim Pro is the most popular Muslim app, recognized by over 70 million Muslims worldwide as a comprehensive prayer support app. Launched by renowned app developer Erwan Mace in 2010, the app, developed by Bitsmedia from Singapore, boasts several advantages, including accurate prayer time reminders and the call to prayer (adhan), a complete Quran with Arabic script, phonetics, translations, and audio recitations, a Qibla direction tracker, an Islamic Hijri calendar, and more.

3. Tajweed Law

Etymologically, the word tajwid is a masdar form of the word jawwada which means to improve/beautify, while according to terminology, tajwid is pronouncing each letter from its place of origin and giving haq and mustahaq from its properties.

Haq letters are the properties that are common to letters such as hams, jahr, syiddah, etc. While mustahaq letters are the properties of letters that are not thabit which sometimes exist and sometimes do not exist.

Tajwid is a reading decoration, namely giving each letter its rights and sequence and returning the letters to their makhraj and origin. Soften your pronunciation to the perfect state, without exaggerating or forcing yourself. Therefore, the science of tajwid is the study of fulfilling the haq and mustahaq of letters, which includes the place where the letters come out and their properties.

By studying the science of recitation, you will reduce the number of errors in reading the Koran. Apart from that, recitation of tajwid will also lead a person to reading the Al-Qur'an in a tartil manner as has been commanded by Allah SWT in QS Al-Muzammil verse 4:

وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

Meaning: "And read the Qur'an slowly"

From the definitions above, it can be concluded that Tajweed is a science that functions to improve or enhance recitation without neglecting the right and mustahaq of the letters. Tajweed is also something that brings virtue, and a science related to the Quran, which has its own characteristics. With the knowledge of Tajweed, recitation will be improved and errors can be reduced. (Sei H Dt: 2008)

The benefits of learning media are felt not only by students, who can enjoy the material using various media, but also by teachers, who can reduce the burden of explaining and convey material in more detail to students. (Andre Fernando Pakpahan: 2020)

The purpose of studying Tajweed is to perfect the recitation of the Quran as taught by the Prophet Muhammad (peace be upon him). Furthermore, it aims to protect the recitation of the Quran from errors and changes, and to protect the tongue from reading errors. The benefit of studying Tajweed is to improve Quranic recitation, avoid pronunciation errors, and earn rewards from Allah SWT. Therefore, Tajweed is an important and highly respected science because it is closely related to the words of Allah.

According to the Shafi'i Imam school, reading the Book of Allah with recitation is an obligatory command and cannot be doubted. While reading without recitation is sinful. Reading the Qur'an with recitation is obligatory and it is a sin to read it without reciting recitation, because the Qur'an was revealed with recitation. The angel Gabriel who conveyed it to the Prophet Muhammad SAW also performed tajwid, therefore it became the Nabawiyyah Sunnah.

After conducting research at MTsS 10 Agam, researchers observed students' learning interests using the application. According to the analysis, students were more interested in learning Tajweed and memorizing the Qur'an using the Muslim Pro

application compared to conventional learning methods. Therefore, researchers concluded that the use of the Muslim Pro application had an impact on improving students' understanding of Tajweed laws in the tahfiz subject in the experimental class at MTsS 10 Agam.

Based on the results of the analysis of the data on understanding the law of tajweed, the average final practical test score in the experimental class was 79.8 and the average final test score in the control class was 67.5. This shows that the average experimental class is higher than the control class. Viewed in terms of completeness using the Muslim Pro application individually, based on the table, it can be seen that in the experimental class, 21 students' scores were above the Minimum Completeness Criteria (KKM) set by the school, namely 75, while in the control class there were 5 students. So it can be concluded that in the experimental class, more students obtained scores above the KKM than the control class. In the experimental class, the number of students who completed was 21 people with a percentage of 84% and those who did not complete were 4 people with a percentage of 16% of the total number of students in the experimental class of 25 people.

Based on the t-test, a significant value of <0.05 indicates a significant difference between the initial and final variables. This indicates a significant effect of the treatment differences given to each variable. It can be concluded that the use of the Muslim Pro application as a learning medium for Tajweed laws for seventh grade students at MTsS 10 Agam in the 2022/2023 academic year has an impact.

Based on the researchers' observations during the study, it appeared that students in the experimental class were more engaged and interested in learning than those in the control class. This was due to the different learning methods used. The experimental class used the Muslim Pro application, while the control class used conventional learning methods.

In this learning process, the control class used conventional learning. Students took turns memorizing the text, and then received instruction on tajwid (Islamic recitation). Meanwhile, in the experimental class, students used the Muslim Pro application, which already includes a tajwid feature. Using this application made students more enthusiastic in learning. Based on the researcher's observations during the study, it appeared that students in the experimental class were more engaged and eager to learn than those in the control class. This was due to the different learning methods used. The experimental class used the Muslim Pro application, while the control class still used conventional learning methods.

In this lesson, the control class used conventional learning. Students took turns memorizing their texts, and then received instruction on tajwid (Islamic recitation). Meanwhile, in the experimental class, students used the Muslim Pro app, which already includes a tajwid feature. Using this app made students more engaged in their learning.

CONCLUSION

The Muslim Pro app is an app that can facilitate learning the Quran, including tajweed. Developed in Singapore, the Muslim Pro app provides online information services with various features specifically designed for Muslims. It offers various features to help users learn tajweed, determine the direction of the Qibla, provide prayer reminders, read the Quran, listen to Quran recitations, and provide a Hijri calendar, find the nearest mosque, and provide a penis calculator.

Today, teachers, especially Islamic Religious Education (PAI) teachers, are faced with the challenge of how to teach effectively and effectively to ensure students receive positive feedback. In the world of education, teachers are required to provide meaningful and enjoyable learning experiences using a variety of engaging methods and media. This is intended to ensure students don't feel overwhelmed by the sheer volume of material they must memorize and remain engaged with the material presented. One way to achieve this is by implementing application-based learning media that facilitates students' learning of the Quran, including tajwid.

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