



Development of Tahsin Tahfidz Media Innovation “Memo Qur'an” in Improving Reading Literacy and Digital Literacy of Students

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Abstract

The digital era, which facilitates internet access, creates challenges and opportunities for the world of education, demanding innovation to shift conventional practices towards more advanced ones. Literacy, as a fundamental competency that includes the ability to access, interpret, evaluate, and utilize information, has become crucial among students. This study aims to develop a digital-based Tahsin Tahfidz learning media innovation called “Memo Qur'an” to improve students' reading and digital literacy. This study uses the Research and Development method with the Analysis, Design, Development, Implementation, Evaluation model at level 4, which aims to create new products and test their effectiveness. Data was collected through in-depth interviews and questionnaires involving lecturers and students. The validation results from subject matter experts and media experts showed that this application was highly feasible with feasibility percentages of 96.88% and 88.4%, respectively. Practicality tests by lecturers and students also produced very feasible scores, with an average of 91.2% from students and 100% from lecturers. The implications of the study show that “Memo Qur'an” is a very feasible and practical media innovation to improve students' reading literacy and digital literacy, and can be widely downloaded through the Play Store to support adaptive learning in the digital era.

INTRODUCTION

In the digital age, accessing the internet has become increasingly easy, posing a unique challenge (Aya Mamlu'ah, 2019; Engkizar et al., 2024; Oktavia, Febriani, Hasnah, et al., 2024; Sabrina et al., 2024; Ummah et al., 2025). for the world of education. Digital innovation in education, particularly in the teaching and learning process, has shifted conventional systems towards more advanced practices by utilizing information and communication technology devices.

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Digital innovation in education, particularly in the teaching and learning process, has shifted conventional systems towards more advanced practices by utilizing information and communication technology devices. Literacy skills are one of the most important competencies for every individual, especially among students. The level of progress of a nation can be reflected in the high level of literacy of its population. In this context, Indonesia needs to consistently foster and promote a tradition of basic literacy among students. This strategic step is a necessity in order to equip them with the relevant competencies needed in the 21st century (Cahyani et al., 2024; Engkizar, Jaafar, Hamzah, et al., 2023; Febriani et al., 2020; Oktavia, Febriani, Asril, et al., 2024). Literacy is a fundamental competency in life that encompasses the ability to access, interpret, critically evaluate, and utilize information in various formats. Mastery of this competency occupies a crucial and inseparable position in the context of higher education (Engkizar, Jaafar, Taufan, et al., 2023; Mutathahirin et al., 2022; Rahman et al., 2025). Literacy includes not only the ability to read and write but also the ability to understand, analyze, and use information from various sources, including digital media.

Recently, there has been a significant increase in the trend of memorizing the Qur'an among the community. This socio-religious phenomenon can be seen from the proliferation of tahfidz programs offered as facilities, both in formal educational institutions and in non-formal settings. Tahfidz scholarships are now highly prioritized by various universities. In East Java province, Al-Qur'an memorizers receive certain incentives every month. Tahsin here includes improving reading, makhoriul huruf, huruf properties, and tajwid, while tahfidz is at the next level, which is the stage of memorizing the Qur'an (Rhain et al., 2023; Sutiono et al., 2023).

One way to support Tahsin and tahfidz skills is to implement a mentoring model that significantly impacts students' ability to read the Qur'an (Nimim Ali et al., 2024; Shohib & Aziz, 2024). This program not only focuses on reading but also incorporates memorization, with the aim of having students memorize between three and ten juz of the Qur'an. With the rapid development of technology, it is necessary to collaborate between reading literacy and digital literacy in Tahsin tahfidz learning, with the emergence of various applications that make it easier for people to learn the Qur'an, which are related to regulations and provisions in the supervision of the development of digital Qur'an applications. Digital literacy among Islamic students can also help develop their critical and analytical thinking skills. With easier access to information, students can learn to filter relevant and valid information and develop the ability to critically evaluate information. The use of digital technology and innovative methods in improving students' reading skills plays an important role in shaping the professional abilities of future language teachers so that they can apply them in their future activities (Budnik & Khyzhniak, 2023; Hanik Hidayati & Wibowo Harry Sugiharto, 2024; Puspitasari et al., 2022; Quraishi et al., 2024).

The Outcome Based Education curriculum approach offers a unique and relevant solution that emphasizes measurable learning outcomes and can be adapted to improve students' digital competence. Thus, the Outcome-Based Education approach enables the development of a curriculum that is not only religion-based but also in line with the needs of the digital era. Therefore, it is necessary to integrate Islamic values into digital literacy related to the ethics of technology use (Della & Huda, 2020; Jasri et al., 2024; Molina-Torres, 2024). Meanwhile, Tahsin and Tahfidz learning implemented at Nahdlatul Ulama Sunan Giri University is still carried out in a classical and traditional manner, which does not maximize existing technology. This was stated by the lecturer in charge of the Tahsin Tahfidz course, who said that students are still limited in utilizing technology on the Al-Qur applications on their gadgets. In this case, the research subjects or research partners are students of Nahdlatul Ulama University Sunan Giri in the odd semester who are taking the

Tahsin Tahfidz course. Therefore, an innovation in Tahsin Tahfidz media is needed that combines reading literacy and digital literacy. This is the basis for research related to the development of the Tahsin Tahfidz media innovation "Memo Qur'an" in improving the reading literacy and digital literacy of students at Nahdlatul Ulama Sunan Giri University.

The development of tahsin tahfidz media innovation is called "Memo Qur'an," which is designed to provide an interactive and enjoyable learning experience by utilizing technology. Memo Qur'an provides a variety of learning materials, reading exercises, and voice recordings that can help students improve their tajwid and recite the Qur'an correctly, while also being equipped with features that support digital literacy, such as access to information sources and training on how to use technology to support learning (Muhammad Panjaitan et al., 2025; Rifai & Sofyan, 2018).

In this case, it is reinforced by technical aspects before the lecture process takes place each semester, the Islamic Education study program reviews the curriculum by inviting a professor as a resource person with the aim of ensuring that the learning process is in line with the times. This is the basis for research related to the development of the Tahsin tahfidz media innovation "Memo Qur'an" in improving students' digital literacy reading literacy.

The development of the Tahsin Tahfidz media innovation is named "Memo Qur'an," designed to provide an interactive and enjoyable learning experience by leveraging technology. Memo Qur'an provides various learning materials, reading exercises, and voice recordings that can help students improve their tajwid and recite the Qur'an correctly, while also being equipped with features that support digital literacy, such as access to information sources and training on how to use technology to support learning..

METHODS

This study uses a qualitative method with an analytical approach. Next, an in-depth study of the causes and relevant theoretical studies was conducted, which was then used as a basis for developing a product, validating it, and testing its effectiveness (Akem et al., 2025; Engkizar et al., 2025; Guspita et al., 2025; Ikhlas et al., 2025; Wulandari et al., 2024). This data was obtained from students and lecturers in the Tahsin Tahfidz course in the Islamic Education Study Program. Quantitative data is data obtained from questionnaire scores filled out by students and lecturers in the Tahsin Tahfidz course in the Islamic Education Study Program. Data collection techniques were carried out through interviews, expert questionnaires, and field trials. For interviews, points to be asked were provided in the interview guidelines using the deep interview technique. Interviews were conducted with students, lecturers of the Tahsin Tahfidz course, and the Head of the Islamic Education Study Program. This was done using questionnaires given to students, lecturers of the Tahsin Tahfidz course, and the Head of the Islamic Education Study Program. The expert test questionnaire contained statements regarding the content, language, and visuals of the Quran memo itself (Akmal et al., 2024; Htay et al., 2025; Okenova et al., 2025). The practitioner test questionnaire contained questions about the suitability of the Quran memo in improving students' reading and digital literacy. Data analysis techniques: Qualitative data obtained from interviews were analyzed through three stages, namely data reduction, presentation, and conclusion. After the qualitative data was collected, data reduction was carried out by selecting data that was relevant to the product specifications. After that, the data was presented in tabular form for clearer analysis, and finally, data conclusions were drawn (Al Ayyubi et al., 2024; Hilmi et al., 2024; Istiqamah et al., 2024; Mustafa et al., 2025; Wati et al., 2025).

RESULT AND DISCUSSION

The development of the Tahsin Tahfidz Media Innovation “Memo Qur'an” is the process of managing printed documents into electronic documents. Media innovation in increasing the availability of digital data is made possible by advances in creating, transferring, storing, and analyzing digital data, and has the potential to organize, shape, and influence the contemporary world.

Table 1 Interpretation of Feasibility

Percentage	Interpretation
81- 100 %	Very Worthy
61- 80 %	Worthy
41- 60 %	Enough Worthy
21- 40 %	Very Inaque
1 – 20 %	Less than adequate

The results of this study are the development of the Tahsin Tahfidz Media Innovation “Memo Qur'an” in improving students' reading literacy and digital literacy, which can be downloaded from the Play Store to meet the needs of Islamic boarding schools in improving reading literacy and digital literacy through the Memo Qur'an application. This study aims to determine the validity and practicality of the development of the digitalization of the Qur'an (Awaliah et al., 2024; Ibrahim & Samsuar, 2022; Muhammad Samin et al., 2025).

The development of the Tahsin Tahfidz Media Innovation “Memo Qur'an” was carried out in accordance with the stages of the development procedure, namely the analysis stage, the design stage, the development stage, the implementation stage, and the evaluation stage. The analysis stage was carried out by analyzing the needs, topics, and target users. After that, the assessment instrument was designed and then developed in the development stage. After that, validation, reliability, and applicability were carried out with the results of the development of the Quran memo from each stage as follows:

Analysis Results

In the initial stage, a descriptive analysis consisting of several activities was conducted. First, a needs analysis, which was used as the object of development, was obtained by conducting interviews with the Head of the Islamic Education Study Program, lecturers teaching the Tahsin Tahfidz Al-Qur'an course, and students of the Islamic Education Study Program. According to information from students, Tahsin Tahfidz learning at Nahdlatul Ulama Sunan Giri University only applies classical and bandongan methods. This analysis aims to adjust the learning outcomes of the Tahsin Tahfidz course and the learning objectives applied in the Islamic Education Study Program.

Second, an analysis of participant characteristics is intended to analyze the abilities and uniqueness of participants when learning personally (Aurezia & Mukminin, 2025; Peningkatan et al., 2020; Ritonga et al., 2024; Susanto & Yohana, 2025). Based on interviews with the Head of the Islamic Education Study Program, Lecturers teaching the Tahsin Tahfidz Al-Qur'an course, and students of the Islamic Education Study Program regarding the need to improve reading and digital literacy by utilizing digital developments and developments of the times, among others, (i). Low student motivation to learn due to the lack of use of technology-based learning media. (ii). Lack of active interaction between lecturers and students during the learning process. (iii). Feeling more bored during the learning process between lecturers and students. (iv). Both lecturers and students need attractive learning media so that they can increase motivation to learn, make it easier to understand the material, reduce boredom while learning, and facilitate the learning process. (v) The Islamic Education Study Program serves as a bridge between lecturers and students in improving reading literacy and digital literacy itself.

The characteristics of students that need to be considered are their readiness to face the developments of the times and the application of digital developments, as well as their access to technology and information. The third characteristic is the analysis of the learning environment. The learning environment observed includes the place of learning, learning styles, and facilities available in the Islamic Education study program. From the interviews and observations conducted, the researchers found that the conditions of the Islamic Education study program were quite good. However, there is a lack of interaction between study programs in implementing policies that take into account the needs of lecturers and students in the field. There is also a lack of student involvement in the learning process and a lack of learning media facilities. Analyzing the environment of the Islamic Education study program aims to determine how the Tahsin tahfidz media innovation environment can improve reading and digital literacy.

Results of the Design Stage

Based on the results of the analysis stage, the design stage for the development of the Tahsin tahfidz media innovation "Memo Qur'an" to improve students' reading and digital literacy involved designing the appearance of the Tahsin tahfidz media innovation through "Memo Qur'an." The first step in designing Tahsin tahfidz through "Memo Qur'an" to be developed is to collect information related to Tahsin tahfidz learning in improving reading literacy and digital literacy to be developed. The second step is to design the Qur'an memo and its components. The design results can be seen (Agustiningsih & Adibah, 2024; Rohmah et al., 2022; Wahyuni et al., 2024).

The Qur'an memo presented in the development of Tahsin tahfidz media innovation to improve students' reading and digital literacy includes menus to improve reading literacy in the form of the Qur'an menu and Bookmark, from which students will later receive certificates for their reading and memorization achievements. Meanwhile, to improve digital literacy, almost every menu serves as a means of improving students' digital literacy.

Development Stage Results

The application of the Tahsin tahfidz media innovation through the Qur'an memo was field tested on lecturers and students of the Islamic Education study program. The Qur'an memo trial was conducted only on a small group of participants. The Qur'an memo was tested on 30 students and 2 lecturers. The participants were selected based on the semester they were enrolled in, in accordance with the implementation of the Tahsin tahfidz course in the odd semester. Based on the results of the development table of data analysis validation and field testing, the analysis of the feasibility level of developing the Tahsin tahfidz media innovation with aspects of material feasibility, design, language, practicality, and readability. The following are details of the assessment aspects and many questions and assessment sheets for the Qur'an memo application.

Material expert validation

The expert validation of the material covers the material and readability as follows: the material in Memo Qur'an is easy to understand, the sequence of the material in the entire Memo Qur'an application, the completeness of the material in the Memo Qur'an application, and the overall sequence of the material is easy to understand and follows a clear flow. The readability elements are that the language used in the Memo Qur'an application is easy to understand, the clarity of the material delivery in the Memo Qur'an application, the sentence structure and use of language are clear and easy to understand, and all information in the Memo Qur'an application is clearly legible. The details of the assessment and the number of questions are as follows: there are four pieces of material, making a total of eight. Assessment sheet

for the development of the Tahsin Tahfidz Media Innovation ‘Memo Qur'an’ by the Caretaker of the Al-Qur'an At-Tauhid Tahfidz Islamic Boarding School The results of validation by subject matter experts cover aspects of material and readability. The results of the validation by subject matter experts for the development of the Tahsin Tahfidz Media Innovation ‘Memo Qur'an’ are shown in the following table.

Table 2. Results of validation by material experts

No	Apect to	Percentage	Eligibility Criteria
1	Material	93,75 %	Very Worthy
2	Readability	100 %	Very Worthy
	Average	96,88 %	Very Worthy

Assessment of the development of the Tahsin Tahfidz Media Innovation ‘Memo Qur'an’ by subject matter experts in improving reading literacy and digital literacy developed from every aspect obtained a score of 96.88%, which means it meets the criteria of being highly feasible.

Media expert validation

The following are details of the assessment aspects and many questions in the assessment sheet to test the validity of the development of the Tahsin Tahfidz ‘Memo Qur'an’ Media Innovation: The use of the book cover supports understanding of the material, the use of colors and visual designs attracts the attention of students, the clarity of the menu and content of the Memo Qur'an application, the sequence of the material as a whole is easy to understand and follows a clear flow, the placement of media elements (images, audio) facilitates navigation, the consistency of the layout of each Memo Qur'an menu, the Al-Qur'an and other writings are not blurry). And the readability elements include: Font size and style are easy to read and not too large/small, the amount of text is not too much/too little, sentence structure and language use are clear and easy to understand, all information in the Memo Qur'an application is legible and clear. Therefore, the details of the assessment and the many questions posed to the media expert are as follows: Assessment sheet for the validity of the pesantren digitization application. Percentage calculation results by the Media Expert.

Table 3. Media Expert calculation percentage.

No	Apect of	Percentage	Eligibility Criteria
1	Design	89,3 %	Very Worthy
2	readability	87,5 %	Very Worthy
	Average	88,4 %	Very Worthy

Assessment of the development of the Tahsin tahfidz memo Qur'an media innovation by Media Experts in improving reading literacy and digital literacy developed from every aspect obtained a score of 88.4%, which means it is very feasible.

Implementation Stage Results (Implementation)

In this implementation stage, the development of the Tahsin tahfidz memo Qur'an media innovation was field-tested by participants (students). The trial of the Tahsin tahfidz memo Qur'an media innovation development on students was only a limited trial on a small group. The Tahsin tahfidz memo Qur'an media innovation development was trialed on lecturers and students in the odd semester in accordance with the placement of the Tahsin tahfidz course. The trial began with preliminary activities, namely giving an opening greeting and conveying the objectives of the activity to be carried out. Then, the link to the application that can be accessed on

the Play Store was shared with the participants. Once all participants had downloaded the Quran memo application, they were taught how to operate the Quran memo, as well as the content and purpose of each component and activity presented in the development of the Tahsin tahfidz Quran memo media innovation.

All participants successfully operated the Qur'an memo well and felt happy when opening each page in it. After carrying out the activities contained in the Qur'an memo, a trial was conducted and in the end the participants were asked to fill out a participant response questionnaire. The participant response questionnaire served as an assessment by the participants of the quality of the Qur'an memo that had been used. The participant response questionnaire was assessed and the results were analyzed to determine the practicality of developing the Tahsin tahfidz Quran memo media innovation. This analysis included calculating the combined average percentage of the assessments given by 40 participants. Thus, the practicality criteria for the Quran memo could be identified. The following is the practicality evaluation data presented in the table below: Details of the assessment aspects and the number of questions in the practicality test instrument for the development of the Tahsin tahfidz Quran memo media innovation by participants.

Table 4. Results of practicality evaluation

No	Apect of	Percentage	Eligibility Criteria
1	Practicality Aspect	93,5 %	Very Worthy
2	Readability Aspect	88,9 %	Very Worthy
	Average	91,2 %	Very Worthy

The assessment of the development of the Tahsin tahfidz memo Qur'an media innovation, which was developed from every aspect, obtained a score of 91.2%, which means that it is very feasible. Next, a field test was conducted by lecturers to determine the feasibility of developing the Tahsin tahfidz memo Qur'an media innovation when used in the learning process. The test began with an explanation of how to operate the memo Qur'an, as well as an explanation of the content and objectives of each component and activity presented in the memo Qur'an. After explaining several activities in the Quran memo, at the end of the trial, the lecturer provided an assessment of the Quran memo. The results of the field test assessment of the development of the Tahsin tahfidz Quran memo media innovation can be seen in the following table.

Table 5. Field test assessment

No	Apect of	Percentage	Eligibility Criteria
1	Practicality	100 %	Very Worthy
2	Readability	100 %	Very Worthy
	Average	100 %	Very Worthy

Based on the assessment results, it can be concluded that the development of the Tahsin tahfidz memo Qur'an media innovation is very feasible and practical, so that it can be used as one of the applications in improving the reading literacy and digital literacy of students at Nahdlatul Ulama Sunan Giri University.

Evaluation Results

In this study, the evaluation only covered the formative evaluation stage, which was carried out to make improvements to the developed Qur'an memo, based on the results of the validity test in the development stage and the practicality test in the implementation stage. Based on the validation results, the Tahsin tahfidz memo Qur'an media innovation development application was revised based on suggestions

obtained from validators on the validation sheet. Material experts, media experts, and language experts suggested ensuring the presence of navigation buttons to make it easy to return or move to other chapters. At the implementation stage, from the results of student assessments of the development of the Tahsin tahfidz memo Qur'an media innovation among 30-50 students, several gave feedback in the form of their impressions when using the application. Lecturers also gave feedback so that the memo Qur'an application could be used by students during holidays in the learning process in or outside the classroom.

Data Presentation

Based on the final product results produced in the research and development of the Tahsin tahfidz memo Qur'an media innovation. The results of this research and development have been categorized as “highly feasible” and “highly practical” for implementation in student learning activities in the Islamic Education study program. Based on the results of expert validation data analysis and field trial results, the following data was obtained:

Table 6. Expert validation data analysis and test results

Aspect	Saurse	Result	Average	Qualification	Follow-Up
Material Suitability	Material Expert	93,75 %	93,75 %	Very Worthy	Implementasion
Design	Material Expert	89,3 %	89,3 %	Very Worthy	Implementasion
Readability	Material Expert	100 %	94,1 %	Very Worthy	Implementasion
	Media Expert	87,5 %			
	Teacher	100 %			
	Student	88.9 %			
Practicality	Teacher	100 %	96,75 %	Very Worthy	Implementasion
	Student	93,5 %			

Based on the results of the development of the data validation analysis table and field tests, the analysis of the feasibility of digitizing Islamic boarding schools through virtual keyboards and book houses in preserving the heritage of the archipelago and Islam in terms of material feasibility, design, practicality, and readability can be presented in the following data graph:

Material Feasibility Aspect The results of the material aspect were obtained from material experts. Based on the results of the material feasibility aspect obtained from the material expert questionnaire, the average score was 93.75% with a category of very feasible for use in learning. **Design Feasibility Aspect** The results of the design feasibility aspect were obtained from a media expert questionnaire, with an average score of 89.3%, categorized as highly feasible for use in learning. **Practicality Aspect** The results of the practicality aspect were obtained from lecturers and students, with an average score of 96.75%, categorized as highly feasible for use in learning. **Readability Aspect** The results of the readability aspect

were obtained from media experts, subject matter experts, educators, and students. Based on the readability aspect graph obtained from the responses of the subject matter expert questionnaire, media expert questionnaire, lecturer questionnaire, and student questionnaire, the average score was 94.1%, categorized as highly suitable for use.

CONCLUSION

Based on the research conducted, it can be concluded that the development of the “Memo Qur'an” digital learning media is an innovative response to the challenges and opportunities in the digital age. This application has been successfully designed as a solution to improve reading and digital literacy in the context of Tahsin and Tahfidz Al-Qur'an learning, creating an application that provides comprehensive features including learning materials, reading exercises, voice recordings for tajwid, and digital literacy support features such as quizzes and e-learning. The results of validation by subject matter experts (96.88%) and media experts (88.4%) as well as practicality tests by lecturers (100%) and students (91.2%) prove that “Memo Qur'an” is feasible and effective for use. Thus, “Memo Qur'an” is not only a practical and adaptive learning medium for the digital era, but also significantly contributes to improving students' literacy competencies while preserving Islamic values through a modern technological approach.

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