

Development of Genially-Based Interactive Learning Media for Al-Qur'an Reading Ability in Islamic Education Learning: Validity, Practicality, and Student-Perceived Effectiveness

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ABSTRACT

This study addresses a practical problem in Indonesian vocational schools, where grade X students enter Islamic Education classes with highly uneven Al-Qur'an reading competence, receive only two to three meeting hours per week, and are taught through lectures and printed textbooks, which leaves many of them reluctant to practise reading aloud in front of peers. The study aimed (1) to analyse the characteristics and learning needs of grade X students, (2) to develop Genially-based interactive learning media structured by the ADDIE model, (3) to describe its implementation in Islamic Education classes, and (4) to examine its practicality and its effectiveness as perceived by students at SMK Negeri 3 Padangsidempuan. The study followed research and development with quantitative and qualitative evidence. Needs data were collected through interviews with the principal, the Islamic Education teacher and students, together with observation and document study; the product was assessed by a material expert and a media expert; and 15 respondents completed practicality and response questionnaires after classroom use. The media are opened through a single web link and combine recitation audio, visual explanation of letter articulation, graded content from letter recognition to advanced recitation rules, and gamified quizzes with immediate feedback. The material expert rated the content at 72.0% and the media expert the design at 70.0%, both within the valid category, while respondents rated practicality at 85.9% and their overall response at 87.9%, classified as very practical and very positive. Because effectiveness was measured by questionnaire rather than by pre-test and post-test reading scores, these results indicate perceived usefulness and classroom feasibility rather than measured improvement in recitation accuracy.

1. INTRODUCTION

Islamic Education (Pendidikan Agama Islam, PAI) occupies a central place in Indonesia's national education system because it is expected to shape the character, morals and religious practice of students. Among the competencies prescribed for PAI, the ability to read the Al-Qur'an correctly is the most fundamental, since accurate recitation is the gateway to understanding the scripture itself. Qur'an reading is not a merely technical skill: it requires the correct articulation of letters (makhrāj), the application of recitation rules (tajwid) and a rhythm that reflects comprehension of the meaning. Textbooks of Qur'anic sciences treat this competence as a prerequisite for further religious study (Alhaj, 2015; Al-Qaththan, 2018), and Indonesian-language scholarship on the subject has repeatedly argued for its importance in the lives of Muslim students (Dairabi Kamil, Abdul Hamid Busthami Nur, & Yoki Irawan, 2025; Safi'i, Fitriani, & Wahdini, 2026). Instruction that builds this competence has historically combined demonstration, repetition and direct correction, a pattern still reflected in contemporary guidance for teachers and parents (Al-Majidi, 2019; Hanafi, Hanafi, Adu, & Tayyibe, 2023). National curriculum standards require PAI instruction to develop students' ability to read and

write the Al-Qur'an, and classroom practice in Indonesia has been supported both by practice-based programmes and by new media. School and community evidence documents both the persistence of weak Qur'an literacy and the potential of guided reading programmes to address it (Hayi, Alwi, & Bilqis, 2025; Muhammad Ridha et al., 2026). At the same time, learning media have changed rapidly. Interactive media combine text, image, sound and animation and allow learners to control the sequence and pace of content, to receive immediate feedback and to repeat material without public exposure (Asrifah, Khosiyono, & Henucahyani, 2025; Sungke, Utina, & Talango, 2026). Research on such media in Indonesian classrooms has covered game-based and presentation-based formats (Destia, Vera, Firdaningsih, Wuriyani, & Rudyanto, 2023), quiz platforms used to raise learning motivation (Anggraini & Erviana, 2023) and interactive media evaluated for their effect on students' concept understanding (Yunita & Irawan, 2025). Among the platforms now available to teachers, Genially allows interactive presentations, infographics and quizzes to be produced and published on the web without programming skills, and it has already been used to build learning media for school subjects (Putra & Afrina, 2023).

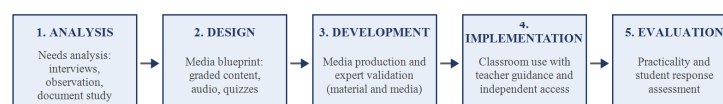
The present problem is situated in vocational schools (Sekolah Menengah Kejuruan, SMK), where PAI is a non-vocational subject that receives a small share of instructional time and where students' religious literacy is frequently weaker than in general or religious schools (Arif, Darmawan, Sitorus, Mizlan, & Setiawati, 2026). An initial observation at SMK Negeri 3 Padangsidempuan indicated that about 65% of grade X students could not yet read the Al-Qur'an well: some could not distinguish letter articulations, some had not grasped the rules of recitation, and some were still unable to read Arabic letters in sequence. Teachers attributed this to lecture-based instruction, the absence of audio-visual models and the heterogeneity of students' prior preparation, while students reported shyness, limited practice time and difficulty hearing corrections in a large class. Religious socialisation outside school is also uneven, so the school carries a substantial share of responsibility for this competence (Al-Marooif et al., 2022; Hattie, 2010; UNESCO, 2020). Several recent development studies have addressed closely related problems, and together they show both the momentum behind this field and the questions it has left unresolved. Interactive media based on Articulate Storyline have been developed for Arabic language learning in Islamic senior high schools (Nafisah, Indrianto, & Maulana, 2025), an Android-based application has been developed to teach tajwid (Nadawiyyah & Anggraeni, 2021), and Genially has been used to develop interactive learning media based on game-based learning (Kuncoro, Wijianto, & Winarno, 2025). Moodle-based e-learning for Arabic learning has likewise been produced for Islamic school students (Andarwati, Erlina, Koderi, & Syahril, 2023). What these studies share is a narrow design focus, namely a single subject, a single platform or a single component of recitation, together with an evaluation resting mainly on expert judgement and user response. Three limitations follow, and they define the contribution of the present study. First, Genially has been applied in Indonesian schools mainly outside Qur'an reading, so its suitability for recitation practice in a vocational school, where immediate access from one link and replayable audio matter, remains under-examined. Second, most studies isolate one component of reading, such as tajwid or letter recognition, whereas classroom instruction has to carry heterogeneous learners through a graded sequence from letter articulation to advanced recitation rules within the same material. Third, the operating conditions of vocational schools, namely two to three meeting hours of Islamic Education per week, smartphone-dominated access and widely differing entry competence, have rarely been treated as design constraints that shape the product itself. The novelty of this study therefore lies not in the use of an interactive platform as such, but in a Genially-based design whose architecture is determined by those three conditions: a single low-bandwidth link, replayable recitation audio for private rehearsal, and a graded content map with embedded feedback that allows one class to progress at different speeds without public exposure. The study also states its evidential boundary explicitly, reporting validity,

practicality and student-perceived effectiveness rather than measured gains in recitation accuracy. Accordingly, the study asked four questions. First, what are the characteristics and learning needs of grade X students at SMK Negeri 3 Padangsidimpuan in learning to read the Al-Qur'an? Second, how should Genially-based interactive learning media be developed for this purpose? Third, how is the media implemented in PAI classes? Fourth, how practical and how effective are the media in supporting students' Qur'an reading? The study used research and development to produce an interactive learning product and to test its feasibility for classroom use. The objectives were to analyse learning needs, develop the media, implement them in class, and determine their practicality and effectiveness. A practical contribution is expected in the form of a reusable, low-bandwidth media product that PAI teachers can adapt for other materials, and an empirical contribution in the form of evidence about how a web-based interactive format behaves in a vocational school with limited PAI instructional time.

2. METHODS

This study used research and development (R&D) to produce an interactive learning product and to test its feasibility for classroom use. The ADDIE model, comprising analysis, design, development, implementation and evaluation, provided the procedural framework because it is systematic, permits revision at each stage and is widely applied in the development of educational products (Creswell & Creswell, 2017). The study combined quantitative and qualitative data (Chand, 2025). The study was conducted at SMK Negeri 3 Padangsidimpuan, Jl. BM Muda No. 33, Silandit, Padangsidimpuan Selatan, North Sumatra, over three months in early 2026. Needs analysis and design were carried out in January, and development, implementation and evaluation were carried out in March. The research subjects were the 30 grade X students of the Computer and Network Engineering programme. The practicality and effectiveness questionnaires analysed in this study were completed by 15 respondents. In addition, a material expert (Ali Mukmin Koto, S.Pd.) and a media expert (Dr. Hamdan Hasibuan, M.Pd.) assessed the product, and interviews were conducted with the school principal, the PAI teacher and a group of students. Two procedural points require explicit statement. First, effectiveness was operationalised as the aggregate rating of a ten-item student response questionnaire completed by 15 respondents after classroom use, so the figure reported in the results denotes perceived usefulness, clarity and motivation rather than recitation proficiency. A pre-test and post-test of Qur'an reading ability were not administered: within the three-month schedule of a product-development trial no validated reading instrument was available at the site, and the study therefore limits its effectiveness claim to the perceptions of respondents. Any stronger claim would require a pre-test and post-test design using a validated reading test and, ideally, a comparison group. Second, the research steps are summarised in Figure 1, which traces the sequence from needs analysis to evaluation as defined by the ADDIE framework.

ADDIE-Based Research and Development Procedure



Steps follow the ADDIE framework; evidence was collected at each stage.

Figure 1. Research and development procedure based on the ADDIE model

The product is a set of interactive learning media hosted on the Genially platform and opened through a single web link (<https://view.genially.com/69d25bca2f7352ce9a9ce33c>). Content is organised in a graded sequence: recognition of Arabic letters together with their articulation points,

vowel marks, basic recitation rules such as natural elongation, and advanced rules including the treatment of final nun with tanwin, final mim and the solar and lunar articles. Each item can be accompanied by recitation audio that learners replay at will, pop-up explanations, and an end-of-section quiz that returns immediate feedback. Because the media run in an ordinary browser, no application has to be installed and no device storage is consumed. Data were collected through interviews with the principal, the PAI teacher and students; observation of PAI lessons; and document study of lesson plans, the syllabus and student records. Product assessment used three instruments. The first was a material validation questionnaire and the second a media validation questionnaire, each comprising ten statements scored on a five-point scale and completed by one expert. The third was a student response questionnaire administered after implementation, also comprising ten statements on a five-point scale, covering ease of use, clarity of instructions, functionality, visual quality and device compatibility. Qualitative data from interviews, observation and expert comments were analysed by data reduction, data presentation and conclusion drawing (Natow, 2020). Quantitative data were analysed descriptively. Validation scores were expressed as the ratio of the obtained score to the maximum possible score of 50. The practicality and effectiveness questionnaires, each completed by 15 respondents on ten items with a maximum rating of five, have a maximum score of 750; the obtained totals were converted to percentages and interpreted with the categories applied throughout this study.

3. RESULTS AND DISCUSSION

RESULTS

Product description

The product developed is a link-based package of interactive learning media for Qur'an reading in PAI classes. Because it runs in a browser, it can be opened on the school's smartphones or laptops, and the teacher distributes the link through the class WhatsApp group. The design follows a graded structure so that students who cannot yet read Arabic letters and students who can already read but make tajwid errors can work through the same material at different depths. Visual elements use a standard Arabic script with clearly marked vowel signs, and colour coding highlights the recitation rule being discussed.

Needs analysis

Observation showed that PAI lessons at the site were dominated by lecture and textbook reading, and that the class contained a wide disparity between fluent readers and students who did not yet recognise Arabic letters. The principal confirmed school support for digital innovation and noted that the computer laboratory and the internet connection were available but barely used for PAI. The PAI teacher reported difficulty in modelling pronunciation for a large class and stated that no medium existed for students to practise with outside lesson time. Students asked for a private practice medium with clear audio, replayable examples, colour-coded tajwid markers, quizzes with instant scores, and access through a link rather than a downloaded application.

Expert validation and product trial

Table 1 presents the results of the expert validation, practicality assessment, and student response evaluation of the developed learning media. The assessment was conducted to examine the appropriateness of the instructional content, the quality of the media design, its practical use in classroom learning, and students' responses after using the media. The findings indicate that the learning media received positive assessments across all four evaluation components, although each component represents a different aspect of product evaluation and should therefore be interpreted according to its respective assessment criteria. Figure 2 plots the four percentages so that the relative

standing of each component is visible: the two expert ratings fall in the valid range, whereas the two respondent-based ratings lie above 85%.

Table 1. Summary of Expert Validation, Practicality, and Student Response Results

Assessment stage	Score	Maximum score	Percentage	Category
Material expert validation (10 items)	36	50	72.0%	Valid
Media expert validation (10 items)	35	50	70.0%	Valid
Practicality trial (15 respondents × 10 items)	644	750	85.9%	Very practical
Student response questionnaire (15 respondents × 10 items)	659	750	87.9%	Very positive student response*

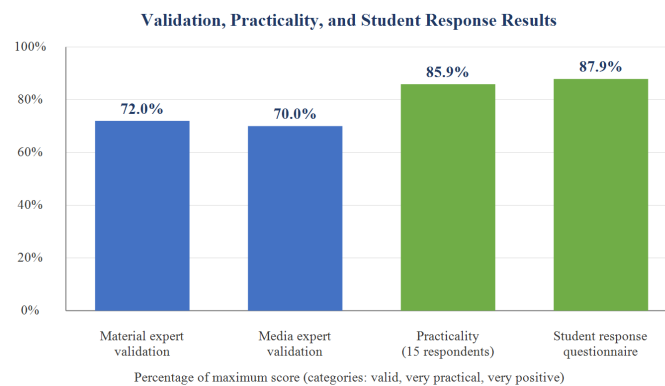


Figure 2. Expert validation, practicality, and student response results

The material expert validation produced a score of 36 out of a maximum of 50, equivalent to 72.0%, which was classified as valid according to the assessment criteria applied in this study. This result indicates that the instructional materials met the study's validity threshold, while also suggesting that some aspects could be improved before classroom implementation. The evaluation focused on ten content-related aspects, including the suitability of the learning materials, the presentation of the instructional content, and the representation of tajwid rules. In the context of Qur'anic reading instruction, content accuracy and the clear presentation of tajwid markings are particularly important because students need to identify the relevant reading rules and apply them appropriately during practice. The material validation therefore provided a basis for reviewing the content and making adjustments to improve the clarity and usability of the learning resources. The media expert awarded a score of 35 out of 50, corresponding to 70.0%, which was also classified as valid. The assessment covered ten technical and visual aspects of the learning media, including interface presentation, navigation, typography, and the overall arrangement of instructional elements. Although the result met the validity criterion, the assessment identified several areas requiring refinement. Revisions were made to the placement of tajwid markings, the clarity of navigation buttons, and the readability of typography. These adjustments were intended to improve the consistency of the visual presentation and help students navigate the learning materials more easily. The two expert assessments, therefore, served complementary purposes: material validation addressed the instructional content, whereas media validation examined the technical and visual presentation. Together, they provided an initial basis for proceeding to classroom trials, without implying that the product had already demonstrated learning effectiveness. The practicality trial involved 15 respondents who completed a questionnaire comprising ten items after using the learning media in class. The total score was 644 out of a possible 750, resulting in a percentage of 85.9%, which was classified as very practical. At the item level, the reported percentages ranged from 82.7% to 89.3% of the respective item maxima, with average ratings between 4.1 and 4.5 on a five-point scale. These results indicate that respondents generally perceived the media as accessible and the instructions as sufficiently clear for classroom use. Nevertheless, the findings should be interpreted

as evidence of perceived practicality among the participating respondents rather than as proof of usability under all learning conditions. Classroom implementation followed a blended pattern that combined independent exploration with teacher guidance. The teacher initially distributed the learning link, after which students accessed the materials using their own devices. During this stage, students explored the content independently while the teacher circulated around the classroom to provide technical assistance and support with Qur'anic reading. The lesson concluded with oral verification, during which students read aloud and the teacher corrected articulation and elongation by referring to the audio model. This sequence enabled the learning media to function as a supplementary resource within teacher-guided instruction. The availability of digital materials allowed students to revisit the content independently, while direct interaction with the teacher provided opportunities to clarify reading difficulties and receive immediate feedback. The practical value of the media consequently lay in its integration into classroom activities rather than in replacing the teacher's instructional role.

The student response questionnaire yielded a total score of 659 out of 750, equivalent to 87.9%. The reported item-level percentages ranged from 85.3% to 92.0%, indicating generally favourable perceptions among the 15 respondents. The questionnaire addressed students' motivation, ease of understanding, audio clarity, and willingness to practise. According to the reported responses, the replayable audio and colour-coded tajwid markings helped reduce hesitation during reading practice, while the quizzes encouraged students to revisit the material voluntarily. The link-based format also enabled students to access the learning resources in different settings, including the classroom, their homes, and the school mosque. These responses suggest that the combination of audio, visual cues, and interactive exercises was perceived as supportive of students' engagement with Qur'anic reading instruction. The teacher's observations provided additional contextual information about the implementation of the media. The teacher reported that the audio model reduced the need to repeat pronunciation demonstrations and made it easier to supervise students who had previously participated less actively. This observation suggests that the media may have helped distribute opportunities for independent practice more effectively during classroom activities. However, because the evidence presented consists primarily of expert ratings, questionnaire responses, and reported classroom observations, the findings should be understood as preliminary evidence of content validity, technical acceptability, perceived practicality, and student engagement. Establishing whether the media improves Qur'anic reading proficiency would require additional evidence, such as pre-test and post-test scores, an appropriate comparison group, or a structured assessment of reading accuracy and tajwid application. Overall, the results show a consistent pattern of favourable evaluation across the four assessment components. The expert validation scores of 72.0% and 70.0% placed the product within the study's valid category, while the practicality score of 85.9% indicated that the media was perceived as suitable for classroom use. The student response score of 87.9% further reflected positive perceptions of the learning experience. Taken together, these findings support the continued development and classroom use of the media as a supplementary resource for Qur'anic reading instruction. Nevertheless, the distinction between product validity, practicality, student perceptions, and measured learning outcomes must be maintained to ensure that the conclusions remain proportionate to the evidence obtained.

4. DISCUSSION

The results can be read against the student characteristics identified during the analysis phase. Grade X vocational students are intensive users of smartphones and visual interfaces, yet their Qur'an reading competence is uneven and their willingness to practise publicly is low. Two features of the design correspond directly to those conditions. Replayable audio moves the first attempt at a correct pronunciation into a private space, which addresses the embarrassment that students reported as their

main obstacle, and the graded content map allows a single class to progress at different speeds without exposing differences in front of peers. This interpretation is consistent with the broader argument that media designed for the millennial generation must combine attractiveness, self-pacing and immediate feedback if it is to sustain attention (Yuniastuti & Khoiron, 2021; Prasetyo, 2020), and with evidence that interactive quiz formats raise motivation in school settings (Pamungkas et al., 2021). The findings extend earlier development studies rather than contradicting them. Syarifuddin (2022) reached comparable conclusions with Articulate Storyline-based media, Nurhalimah (2021) with an Android application, and Az-Zahra (2021) with Moodle-based e-learning, and Ansari (2022) likewise found positive responses to interactive media in tahsin instruction. Harahap (2023) used the same platform as the present study, Genially, but for fiqh instruction in a madrasah. Two differences matter for practice. First, the platform choice has practical consequences: a Genially link requires no installation, no licence fee and little device storage, which suits vocational students who share devices and limited data plans, and it allows distribution through channels that teachers already use (Asmawadi, 2021). Second, the content structure is graded from letter articulation to advanced recitation rules, which responds to the heterogeneity that community guidance programmes have reported among children learning to read the Qur'an (Harahap et al., 2024; Suhartono et al., 2024). The support of the school principal recorded in this study also illustrates the practical importance of educational leadership when digital media are introduced into religious instruction (Sulisniati & Hasibuan, 2025).

The effectiveness result requires precise interpretation. It derives from a student response questionnaire and not from a comparison of pre-test and post-test reading scores, so it indicates perceived usefulness, motivation and self-reported ease of learning rather than measured improvement in recitation accuracy. The qualitative accounts of students and the teacher are consistent with the questionnaire, and the two expert ratings confirm that the content and the design met the standards applied in this study. Nevertheless, an achievement measure would be needed before the media could be claimed to raise Qur'an reading scores, and the single-site design with 15 respondents does not permit generalisation beyond this school. Beyond this interpretive boundary, the study exposes concrete constraints of the product itself. Because the media run entirely in a browser and depend on one external link, their use is conditional on connection quality and on the continued availability of the platform; no offline package was prepared, so a lesson planned around the link is vulnerable to network failure. The media also deliver content without recording individual performance: the quizzes return immediate feedback to the learner, but neither the platform as used here nor the questionnaire captures which recitation rules a given student misapplies, and the teacher therefore still had to verify reading orally. Finally, the audio model presents a single reciter, which students may reproduce fluently without learning to judge variant pronunciations. Implementation raised a related set of challenges. Independent exploration had to be contained within two to three meeting hours per week, the teacher had to alternate between technical support and the correction of recitation, and the material had to be scheduled so that students reached the sections matching their own weaknesses. The evidence from this site therefore suggests that the media support instruction only when a teacher mediates them; they do not remove the need for direct correction of makhraj and tajwid.

Whether such media succeed thus depends on conditions surrounding the product rather than on design alone. Four factors are visible in this study's data. Institutional support came first, since the principal's endorsement and the availability of the computer laboratory and connection determined when the link could be used at all. Teacher competence came next, because the teacher had to model pronunciation, monitor individual progress and integrate the link into the lesson plan rather than treat it as an extra activity. A third factor is the fit between content and available time, because a graded sequence helps only when the shortened Islamic Education periods allow students

to reach the rules they most need. The fourth is feedback quality: the quizzes provide immediate knowledge of results at item level, whereas accurate feedback on recitation still depends on oral correction. These conditions align with earlier work arguing that media for young learners sustain attention only when they combine attractiveness, self-pacing and immediate feedback (Yuniastuti & Khoiron, 2021; Prasetyo, 2020), and with the practical advantage of platforms that require no installation and can be distributed through channels teachers already use (Asmawadi, 2021). They also indicate that the favourable ratings reported above measure partly the support surrounding implementation and not the design in isolation. For theory, the study suggests that media for Qur'an reading should be designed around three elements at the same time: graded content, a replayable and accurate audio model, and immediate feedback on practice. Omitting any one of them reduces the medium to a digital version of a textbook. For practice, the results indicate that PAI teachers can produce and share interactive media with no software budget and no installation step, which is relevant to vocational schools whose PAI periods are short. The study has four limitations that should be addressed in further work: it was conducted in one school; the practicality and effectiveness evidence rests on 15 respondents; the material validator was a colleague at the same school rather than an independent expert; and no validated reading test was reported, so learning gains could not be measured.

5. CONCLUSION

This study developed Genially-based interactive learning media for Al-Qur'an reading in Islamic Education classes at SMK Negeri 3 Padangsidempuan and followed them through the ADDIE stages, from needs analysis to evaluation. The needs analysis showed heterogeneous entry competence, limited Islamic Education time and reluctance to read aloud in public, and the resulting link-based media answered those conditions with graded content from letter articulation to advanced recitation rules, replayable recitation audio, visual explanation of letter articulation and gamified quizzes with immediate feedback. On the evidence obtained, the media are suitable for classroom use: the material expert rated the content at 72.0% and the media expert the design at 70.0%, both within the valid category, and 15 respondents rated practicality at 85.9%, classified as very practical. The 87.9% figure belongs to a different category of evidence: it is a questionnaire rating of student response and therefore indicates perceived usefulness rather than measured improvement in recitation accuracy, which this study did not test. The defensible conclusion is consequently that the media are valid, practical and well received as a supplementary resource, while effectiveness in the strict sense remains open. Further research should pair the media with a validated reading test in a pre-test and post-test design, extend the trial beyond one school and involve external validators.

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