AR-RASYID : JURNAL PENDIDIKAN ISLAM
http://jurnal.umsu.ac.id/index.php/ARRASYID
E-ISSN : 2808-8328

The Effectiveness of Digital Media in Improving Qur'an-Reading Ability: A Structured Literature Review

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Abstract

Digital media are increasingly used to support Qur'an-reading instruction, including instructional videos, mobile applications, and interactive technologies. This study examines how these media are used and what the available research indicates about their contribution to Qur'an-reading skills. A structured literature review was conducted by mapping eight principal studies identified through targeted searches of journal publisher pages and indexed journal sources. The analysis considered media types, reading skills addressed, reported findings, and limitations of the evidence. Digital media were found to support tajwid learning, recognition of articulation points, and repeated reading practice. One study of MPQu-Berkah reported an average competency increase of 11%. Other studies reported statistical associations, media-development feasibility, or instructional benefits without consistently measuring changes in reading performance directly. Consequently, claims of effectiveness should be interpreted in light of each study's indicators and research design. Digital media are best used alongside teacher guidance, purposeful practice, and ongoing assessment of reading accuracy.

Keywords:
Digital Media; Qur'an Reading; Tajwid; Reading Skills; Qur'an Instruction.

Abstrak

Pemanfaatan media digital dalam pembelajaran membaca Al-Qur'an semakin beragam, mulai dari video pembelajaran, aplikasi seluler, hingga teknologi interaktif. Penelitian ini bertujuan menganalisis penggunaan media digital serta temuan penelitian mengenai kontribusinya terhadap kemampuan membaca Al-Qur'an. Penelitian dilakukan melalui tinjauan literatur terstruktur dengan menelaah delapan penelitian utama yang diperoleh melalui penelusuran terarah pada laman penerbit dan jurnal terindeks. Analisis difokuskan pada jenis media, aspek keterampilan membaca, hasil penelitian, serta keterbatasan masing-masing temuan. Hasil kajian menunjukkan bahwa media digital dapat mendukung

Kata Kunci:
Media Digital; Membaca Al-Qur'an; Tajwid; Kemampuan Membaca; Pembelajaran Al-Qur'an.

pembelajaran tajwid, pengenalan makhraj, dan latihan membaca secara berulang. Salah satu penelitian mengenai MPQu-Berkah melaporkan peningkatan rata-rata kompetensi sebesar 11%. Sementara itu, penelitian lainnya menunjukkan hubungan statistik, kelayakan pengembangan media, atau manfaat pembelajaran yang belum seluruhnya disertai pengukuran langsung terhadap peningkatan kemampuan membaca. Dengan demikian, efektivitas media digital perlu dipahami berdasarkan indikator dan metode pengukuran yang digunakan dalam setiap penelitian. Penggunaannya tetap memerlukan pendampingan pengajar, latihan yang terarah, serta evaluasi bacaan secara berkelanjutan.

Received : 29 August 2026; Revised: 28 September 2026; Accepted: 29 October 2026

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Program Studi Pendidikan Agama Islam
Universitas Muhammadiyah Sumatera Utara

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1. Introduction

The ability to read the Qur'an involves more than recognizing Arabic letters. Learners must also pronounce letters accurately, apply the rules of tajwid, observe appropriate vowel length, and read fluently. Developing these skills requires accurate reading models, repeated opportunities for practice, and feedback from competent instructors. These needs become particularly challenging when face-to-face instructional time is limited or learners require additional practice outside the classroom (Andini et al., 2026).

Digital media offer several options for supporting this process, including videos, audio recordings, digital Qur'an applications, video-conferencing platforms, and augmented reality (AR). Through video and audio, learners can replay reading examples according to their needs (Aniqoh et al., 2022). Applications can present tajwid materials progressively, while online meetings allow instruction to take place remotely. Nevertheless, the availability of technology does not by itself demonstrate that learning has become more effective (Mutiawani, 2018). Effectiveness must be assessed in relation to the skills being targeted, such as accurate articulation (makhraj), application of tajwid, fluency, and reading accuracy. General discussions of multimedia and digital literacy likewise position technology as support for the learning process, rather than as a replacement for clear instructional objectives and strategies (Abdulrahaman et al., 2020). Multimedia design principles further emphasize that text, sound, and images should be integrated in accordance with learning objectives, rather than added merely to increase the number of technological features.

Several studies have examined the use of digital media in Qur'an learning, although their focuses differ. Nurliadin et al. (2024) evaluated MPQu-Berkah learning media for tajwid skills, particularly the articulation points (makhārij al-ḥurūf) and characteristics of letters (ṣifāt al-ḥurūf). Afiatna et al. (2025) discussed the use of the NU Online digital Qur'an application in relation to junior high school students' tilawah skills. Aeni et al. (2026), meanwhile, reported the development of the Bestin Android application for practicing the reading of Surah At-Tin.

In Islamic education, digital literacy also requires the ability to select accountable religious information, teacher competence, and ethical media use.

the study by Yudelnilastia and Agustin (2025) of Generation Z Qur'an communities on social media illustrates the social dimension of technology use in murojaah and memorization activities. These studies provide context for understanding the use of digital media, but they are not treated here as direct evidence of improved Qur'an-reading accuracy.

Although these studies address related themes, they produce different types of evidence. Changes in reading-skill scores, statistical associations, media-feasibility assessments, and descriptions of technological benefits cannot be used interchangeably to establish effectiveness. It also remains unclear to what extent findings about one medium can be applied to other media with different instructional objectives (La Torre & Désiron, 2024). Therefore, this review examines eight principal studies by distinguishing the media used, the reading skills assessed, the reported findings, and the limitations of their interpretation. This mapping is intended to help readers distinguish evidence of improved reading ability from the potential or contextual support offered by digital media (Saputra, 2026).

This review addresses four questions: (1) What types of digital media are used to support Qur'an-reading instruction? (2) Which aspects of reading skills are addressed in the studies? (3) To what extent do the available findings support conclusions about media effectiveness? and (4) What supporting factors and limitations should be considered when these media are used in instruction?

2. Method

2.1. Review design and scope

This study uses a structured literature review approach based on targeted searches of publications whose bibliographic information and publisher pages could be examined. The term is used because the available search process did not include comprehensive searches across multiple databases, the recording of all retrieved records, duplicate removal, and full-text screening. Accordingly, this article does not claim to have completed all PRISMA 2020 stages and does not report numbers at stages that were not actually counted. Distinguishing review types is important so that the methodological scope is not represented as exceeding the process that was conducted (Fahmi & Layyinnati, 2025).

2.2. Sources and search strategy

The searches were conducted through publisher websites and journal pages indexed in SINTA. Search-term combinations included "Qur'an reading ability" AND "digital media"; "Qur'an reading" AND "digital media"; "tajwīd" AND "Android application"; "Quran reading" AND "YouTube"; "Qur'an reading" AND "Google Meet"; "MPQu-Berkah"; "digital Qur'an application"; and "augmented reality" AND "tajwīd". Publisher pages were used to examine article titles, authors, publication years, abstracts, DOIs or article links, and the methodological and findings information available.

The search was targeted and was not intended to establish that every relevant publication had been identified. In addition, full texts were not available

or had not been examined for every identified article. Therefore, the findings described in this article are limited to information that could be checked through publisher pages or abstracts. The findings should not be treated as a pooled estimate of the effectiveness of digital media.

2.3. Selection criteria and data extraction

Publications were considered when: (a) the article identity and publisher page could be traced; (b) the publication discussed digital media, applications, videos, online learning, or interactive technology in Qur'an or tajwid instruction; and (c) it provided methodological or findings information that could be mapped (Azizah et al., 2026). Articles focusing only on memorization, general Islamic literacy, or technology without a clear relationship to reading skills were not used as direct evidence of reading effectiveness, although they could provide context for developments in digital media (Navarrete et al., 2025).

Eight principal studies are mapped in Table 1. The extracted information included authors and publication year, type of media, research design or focus, targeted reading skills, reported findings, and limitations in interpretation. The findings were then synthesized narratively by distinguishing studies that directly measured learning outcomes from media-development studies, user-acceptance studies, and conceptual reviews. No meta-analysis was conducted because the available research designs and outcome measures were not comparable.

2.4. Methodological limitations

The main limitations of this review are that the search was not comprehensive and was not conducted by two independent reviewers. A PRISMA flow diagram and the number of articles at each stage are also unavailable because identification and screening were not recorded through a complete database-search process. If this manuscript is developed into a full systematic review, the authors should specify databases, record search dates and terms, export results, remove duplicates, screen titles and abstracts as well as full texts, record reasons for exclusion, and complete extraction and quality-appraisal tables based on full articles. PRISMA 2020 provides reporting guidance for systematic reviews, including transparent identification and selection processes (Page et al., 2021).

3. Results and Discussion

The targeted search identified publications using different media and examining varied outcomes. YouTube and video-conferencing platforms are used to deliver material or support remote practice. Android applications and AR-based media help present tajwid content, introduce letters, or provide exercises (Sesmiarni et al., 2023). MPQu-Berkah is specifically associated with articulation points and letter characteristics. Digital Qur'an applications, meanwhile, may combine text, audio, tajwid, translation, and other supporting features. This diversity indicates that the term "digital media" encompasses different formats and instructional purposes (Anita et al., 2026).

3.1. Summary of the principal studies

Table 1 summarizes eight principal studies related to digital media in Qur'an-reading and tajwid instruction. Theoretical, methodological, and contextual references are still used in the discussion and reference list, but they are not counted as effectiveness studies. Any SINTA ranking shown refers to the journal in which an article was published; it does not represent the quality or findings of the individual article.

Table 1. Summary of the eight reviewed principal studies

Authors/year	Media/design and targeted aspect	Reported findings	Limits of interpretation	Journal index
Nashihuddin, N., & Astutik, A. P. (2022)	Google Meet; quantitative experimental study of online Qur'an learning at junior high school level	Reports a decrease in students' reading scores during Google Meet-based learning and concludes that the approach was not effective in the study setting.	Findings come from one school during pandemic-era online learning; platform use cannot be separated from the wider instructional context.	National journal (rank not stated)
Salsabila, A., & Marlina, Y. (2024)	YouTube; quantitative study; understanding Qur'an reading	Reports an influence figure of 0.808 (described as 81% by the authors).	Not interpreted as a causal increase in reading ability.	SINTA 3
Sesmiarni, Z., Darmawati, G., Yuspita, Y. E., Yeri, S., & Ikhsan, I. (2023)	Android augmented reality; tajwid learning	Develops an alternative interactive medium for tajwid mastery.	Media development alone does not demonstrate improved recitation.	International journal (non-SINTA)
Nurliadin, N., Chirzin, M., Arif, M., & Khairudin, M. (2024)	MPQu-Berkah; quasi-experiment; articulation points and letter characteristics	Reports an 11% average competency increase in the experimental group.	Bound by the sample, design, and instruments of that study.	National journal (rank not stated)
Fahmi, R., & Layyinnati, I. (2025)	Digital Qur'an; descriptive study of Islamic literacy	Describes audio, tajwid, translation, and tafsir as learning features.	Literacy context; does not directly measure improvement in reading ability.	National journal (rank not stated)
Afiatna, F., Fauziyah, N. L., & Hidayatulloh, M. A. (2025)	NU Online digital Qur'an application; pretest–posttest study of grade VII students' tilawah ability	Reports an average score increase from 74.88 (pretest) to 79.10 (posttest), with a statistically significant difference ($p < .001$).	The study involved 50 purposively selected students at one school; findings require replication in other settings.	National journal (rank not stated)

Authors/year	Media/design and targeted aspect	Reported findings	Limits of interpretation	Journal index
Aeni, A. N., Salmah, H. S., Agistie, D. S., Nurainun, S. R., & Muhammad, N. (2026)	Bestin Android application; development study involving 24 fourth-grade students; reading Surah At-Tin	Material-expert validation 91.25%, media-expert validation 100%, and average student evaluation 92.5.	Validation and evaluation scores are not equivalent to pretest–posttest improvement.	SINTA 2
Fadli, I. N., & Ishaq, U. M. (2019)	Android augmented reality; recognition of hijaiyah letters and articulation points	Develops an application with visuals, pronunciation animation, exercises, and score history.	Feature development alone is not evidence of improved ability.	National journal (rank not stated)

3.2. Digital media and types of evidence

Overall, the available evidence can be divided into three groups. First, some studies report changes in learning outcomes or statistical relationships between media use and reading outcomes. Second, development studies assess product feasibility or user responses. Third, contextual studies discuss the features and potential of digital Qur'an resources. These groups can complement one another, but they cannot be regarded as equally strong evidence for conclusions about effectiveness. References on multimedia theory, review methodology, and digital literacy provide an analytical framework; they do not increase the number of empirical studies measuring Qur'an-reading outcomes (Grant & Booth, 2009).

The MPQu-Berkah study provides relatively direct information about tajwid skills because its abstract identifies a quasi-experimental design and the indicators of articulation points and letter characteristics. The authors report an average competency increase of 11%. By contrast, the Bestin application validation results primarily indicate media feasibility and user responses. Expert-validation percentages and student-evaluation scores cannot automatically be described as improvements in reading ability unless they are supported by measurements taken before and after use. Afiatna et al. (2025) report an increase in the average tilawah score from 74.88 before the intervention to 79.10 afterward, with a statistically significant paired-sample result. This provides evidence of a measured change in the participating students' scores, although the sample of 50 students from one school limits generalization. In contrast, Nashihuddin and Astutik (2022) report a decrease in students' reading scores during Google Meet-based learning, illustrating that the use of a digital platform does not automatically improve reading outcomes. The figure of 0.808, or 81%, reported by Salsabila and Marlina must also be interpreted according to the statistical definition used in the original study, rather than being treated directly as an 81% improvement in reading ability.

These differences matter because the term “effective” can have several meanings. A medium may be considered feasible by experts, preferred by learners, helpful for understanding material, or demonstrably effective in improving reading skills based on direct measurement (Çeken & Taşkın, 2022). To conclude that reading ability has improved, a study needs to explain its assessment instrument, criteria, participant characteristics, and method of comparing results. Without such information, conclusions should be stated cautiously.

3.3. Potential and limitations of digital media

Digital media can give learners opportunities to listen to reading examples repeatedly, connect written text with sound, study tajwid progressively, and practice outside the classroom. Videos may also help demonstrate articulation positions, while applications can present exercises in sequence. Video-conferencing platforms allow teachers to listen to learners’ recitation when in-person meetings are not possible (Fyfield et al., 2022). These benefits still depend on the accuracy of the material, its suitability for learners’ proficiency levels, and the way teachers integrate the media into learning activities. In instructional videos, relevant visual elements and explanations should also be selected carefully so that the material does not overload learners’ information processing.

Despite these conveniences, recordings may not recognize learners’ reading errors or provide appropriate corrections. Not all learners have adequate devices or internet access. Without feedback, learners may replay audio repeatedly without realizing that their recitation is inaccurate. Digital media should therefore support practice, while articulation, letter characteristics, and tajwid application should still be checked by a teacher or through a validated feedback system (Hadi et al., 2026). General findings about learning techniques highlight the importance of planned practice and comprehension checks, but they cannot be treated as direct evidence of the effectiveness of a particular Qur’an-reading application.

3.4. Implications for Islamic Religious Education

Islamic Religious Education (PAI) teachers and Qur’an instructors should select media according to clearly defined learning objectives. Applications that provide recitation examples and exercises can reinforce learners’ recognition of tajwid rules. However, when the objective is to improve articulation and fluency, media use needs to be accompanied by reading practice and direct correction. Assessment should also distinguish several dimensions, including letter recognition, articulation accuracy, tajwid application, vowel length, and fluency. In this way, progress in one dimension is not automatically treated as improvement in the entire ability to read the Qur’an.

The use of digital media should also take into account learners’ age, ease of use, accessibility, application security, and parental supervision when practice takes place at home. Equal access to educational technology is also important so that media use does not widen differences in learning opportunities. Future

research could be strengthened through more transparent sample descriptions, reliable assessment instruments, comparison groups where appropriate, and follow-up measurements to determine whether learning outcomes are maintained after the intervention ends.

Recent publications indicate that digital media are used as part of broader instructional approaches rather than always as the sole intervention (Wang et al., 2026). For example, Maghfiroh et al. (2026) discuss the Ummi Program supported by instructional videos, YouTube, WhatsApp, Google Drive, and digital audio, with attention to learning engagement and support from teachers and parents. Nasution et al. (2026) examine the use of a digital Qur'an application in relation to tajwid understanding, while Mamlu and Rahmawati (2025) develop Memo Qur'an media for tahsin and tahfiz literacy. These publications broaden the picture of media use, but conclusions about improved reading ability must still be based on the indicators and outcome data reported in the full articles.

A practical distinction should be made between media that deliver examples and media that provide assessment. Recorded recitations, videos, and digital Qur'an applications can make accurate models available for repeated listening. They are particularly useful when learners need to review a lesson at their own pace or revisit a pronunciation example after class. However, repeated exposure is not identical to successful practice. Learners need to compare their own recitation with an accurate model and receive guidance when the two do not match. For this reason, digital materials are most useful when they are connected to a planned sequence of listening, imitation, individual practice, and feedback.

The role of the teacher remains important because Qur'an reading involves oral performance and details that may be difficult for beginners to identify independently. A learner may recognize a tajwid rule in written form but still apply it inaccurately while reciting. Similarly, a learner may know the name of an articulation point without consistently producing the corresponding sound. Teachers can listen to the learner, identify the source of an error, demonstrate the correct pronunciation, and ask the learner to repeat the relevant phrase. Digital media can support this cycle by providing examples and practice materials, but it should not remove the opportunity for direct observation and correction.

A blended learning arrangement may therefore be more appropriate than treating digital and face-to-face instruction as competing alternatives. In a classroom session, the teacher can introduce a reading target, model the recitation, and identify common difficulties. Outside the classroom, learners can use selected recordings or applications to review the material and practice at a manageable pace. At the next meeting, the teacher can assess the practice and decide whether the learner is ready to proceed or needs additional guidance. This arrangement gives digital media a defined role within instruction rather than assuming that access to an application will automatically produce learning gains.

Assessment design is another important consideration. A single overall score may conceal differences between letter recognition, makhraj accuracy, tajwid application, vowel duration, and fluency. A learner may improve in recognizing tajwid symbols while continuing to experience difficulty with

articulation. A useful assessment rubric should therefore identify each skill separately and describe observable performance criteria. Where feasible, the same rubric can be used before and after an instructional activity, while the teacher records examples of errors and progress. Such an approach makes claims about improvement more transparent and helps teachers choose appropriate follow-up activities.

The interpretation of research findings also depends on the design and quality of the evidence. A development study can establish that an application has been designed and has received positive expert or user evaluations. This is valuable information about usability and content feasibility, but it does not by itself establish that learners read more accurately after using the application. A correlational study can identify an association between media use and an outcome, but the association may also be influenced by prior ability, learning time, teacher support, or access to resources. Stronger claims about learning effects require clear outcome measures and a design that can address plausible alternative explanations.

The reported 11% average competency increase in the MPQu-Berkah study is therefore relevant because it concerns a learning outcome and is linked to a quasi-experimental design. Nevertheless, the result should remain bounded by the information available in the reviewed report. The sample, duration of the intervention, assessment instrument, comparison conditions, and statistical uncertainty all affect how far the result can be generalized. The finding should not be converted into a universal estimate of the effect of digital media, nor should it be assumed that other applications will produce the same result. Each medium needs to be evaluated in the context in which it is used.

Accessibility and learner characteristics should also inform media selection. Younger learners may need short activities, simple navigation, and adult assistance when using a device. Learners with limited internet access may benefit more from downloadable audio or offline materials than from platforms requiring a stable connection. Teachers should check whether the application contains advertisements, distracting features, or religious information whose source is unclear. In Islamic education, the accuracy and accountability of Qur’anic text, recitation, translation, and explanatory content are essential considerations. Convenience should not take priority over the reliability of the material.

These considerations suggest several directions for future research. Studies should describe participants, learning settings, instructional duration, and the role of teachers in sufficient detail. Researchers should report the specific dimensions of Qur’an-reading ability that are assessed and explain how the assessment instrument was developed or validated. When appropriate, a comparison group and pretest–posttest measures can help distinguish changes associated with the intervention from changes that might occur through ordinary instruction or repeated practice. Follow-up assessment can indicate whether learners retain the skills after the intervention. Researchers should also report unsuccessful outcomes and implementation difficulties, not only positive evaluations.

Future reviews can strengthen the evidence base by conducting reproducible searches across clearly identified databases and publisher platforms. Search dates, complete search strings, inclusion and exclusion criteria, duplicate-removal procedures, and screening decisions should be documented. Full texts should be examined where available, and the quality and limitations of each study should be appraised using criteria appropriate to its design. If the included studies use comparable outcomes, a quantitative synthesis may be considered; otherwise, a transparent narrative synthesis remains appropriate. These steps would allow subsequent reviews to make more comprehensive claims while preserving the distinction between feasibility, engagement, association, and measured improvement in reading performance.

4. Conclusion

This structured literature review shows that digital media are used in various forms to support Qur'an-reading instruction, including YouTube, Google Meet, digital Qur'an applications, Android applications, and augmented reality. Several studies report promising outcomes for tajwid instruction or reading practice, but the available evidence is not uniform. Media-development and validation results, user responses, statistical associations, and directly measured changes in skills must be distinguished when evaluating effectiveness.

Given the limitations of the search process, there is insufficient basis to conclude that digital media are always effective or superior to face-to-face instruction. At present, digital media are more appropriately used as a supplement to practice with clear objectives and assessment rubrics, accompanied by instructor feedback. This article is not yet a full systematic review because it does not include comprehensive database searches, repeated screening, examination of all full texts, or formal quality appraisal. These stages should be completed before presenting a PRISMA diagram and drawing stronger systematic conclusions.

5. Acknowledgements

The authors would like to thank the academic supervisor for the guidance, support, and feedback provided during the preparation of this article. Appreciation is also extended to all group members for their cooperation, contributions, and shared responsibility in completing this study. We hope that this review will be useful for the development of digital media in Qur'an-reading instruction.

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