



## Al-Qur'an Literacy Book Design: A Medium for Understanding the Al-Qur'an Through Literacy of Surrounding Life for Children

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| Keywords:                                                         | Abstract                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Al-Qur'an; Literacy Book Design; Literacy of Life; Primary School | <p>Low Qur'anic literacy among elementary students often results in a superficial understanding of the Qur'an, limited to reading and recitation without meaningful connection to daily life. This study aims to design and develop an Al-Qur'an Literacy Book entitled "Al-Qur'an Literacy Around Me" as a contextual learning medium to enhance students' comprehension of Qur'anic values through literacy of their surrounding life. Employing a Research and Development (R&amp;D) approach with the ADDIE model—analysis, design, development, implementation, and evaluation—this research focused on fifth-grade students of SDN Ngrayudan 1, Ponorogo. The product was developed through characteristic student analysis, material analysis, prototype creation, and limited implementation in classroom learning. Literacy book integrates Qur'anic verses with multiple literacy domains—social, natural, linguistic, mathematical, spiritual, and historical—designed in a child-friendly visual format using bright colors and contextual illustrations. Each short surah (from An-Nas to Al-Fil) is accompanied by transliteration, simplified tafsir, and activities that encourage students to read, reflect, and relate Qur'anic messages to real-life contexts. The preliminary implementation indicated that the book increases students' motivation to read and helps them internalize Qur'anic values such as gratitude, empathy, and environmental awareness. This innovation contributes to strengthening literacy culture and character education in Islamic schools. Future research will include broader trials and effectiveness testing to measure its pedagogical impact.</p> |

### INTRODUCTION

#### Background of the Study

Literacy is the main component in the educational process (Mustadi & Atmojo, 2020) Literacy includes the ability to read, write, access, understand, and use information intelligently (Rusilowati et al., 2021) Ideally, the literacy competencies that every student must have in education are the ability to think critically



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(Rusmansyah et al., 2021) solve problems (Murtiyasa & Perwita, 2020), and communicate ideas effectively (Setiawan et al., 2017), so that they are able to adapt and contribute positively in a changing society. This comprehensive literacy is the key to mastering all fields of knowledge, including religious education. Literacy in the field of religious education can shape students' character (Nuryana et al., 2020).

The importance of literacy in education has not been realized by the dominance of Indonesian society. This can be seen from the development of literacy of elementary school students in Indonesia still faces significant challenges (Pratama, 2022). The results of international assessments such as PISA (Programme for International Student Assessment), consistently place the reading literacy ability of Indonesian students at the bottom (Listyoningrum et al., 2023). The average reading, mathematics, and science skills of Indonesian students are 42 points, 52 points, and 37 points below the average of ASEAN students with an average of 400 (Center for Research and Policy, 2021). This indicates that most students have not achieved an adequate level of literacy proficiency to understand complex texts and apply knowledge in real contexts.

### **The Problem of The Study**

In general, literacy problems of elementary school students include a lack of interest in reading (Hijjayati et al., 2022; Nurcholis & Istiningsih, 2021), limited access to quality reading materials (Hidayati et al., 2024; Yudiana et al., 2023), and learning methods that tend to be passive (Arianti et al., 2023; Fitriani, 2022; Yasin, 2022). Reading texts in schools are often dominated by formal language and themes that are far from the context of students' daily lives, making the reading process less meaningful (Kinanti et al., 2024). This low basic literacy skills then hinder the learning process in other subjects, including religious education (Maruti et al., 2023).

More specifically, elementary school students' literacy related to Islam and the Qur'an needs more attention (Sari & Mahariah, 2023). Various Qur'an literacy programs that have been carried out so far focus on reading skills, writing the Qur'an, and increasing motivation to read the Qur'an (Mentari, 2024; Sinaga & Setiawan, 2024). In fact, not only reading and writing skills are important in Qur'an literacy, but literacy about life in the Qur'an so that students can live side by side with Qur'anic values (Rafiq, 2021; Yunus, 2023). Their ability to understand and internalize the meaning of the verses of the Qur'an (Qur'anic literacy) is still minimal.

### **Research's State of the Art**

The need for this innovative solution has prompted a number of previous studies related to Qur'an literacy modules. Various studies have explored interactive learning models (Umrah, 2023), the use of digital media (Solihin, 2020), and contextual approaches to improve students' understanding of the Qur'an (Syach, 2022). However, most research has not explicitly and systematically designed modules that connect Qur'anic verses directly and deeply with literacy of surrounding life, which focuses on objects and events in the child's immediate environment as a bridge of understanding. The development of literacy modules/books for elementary schools has been carried out, but in other learning materials, namely natural sciences

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(Setiawan et al., 2017), information literacy big books (Yasin, 2022), and big books to improve reading skills (Maharani et al., 2023; Prawiyogi et al., 2021).

### **Novelty, Research Gap, & Objective**

Novelty is a new component of research findings. When new aspects of discovery are found during research, it is deemed to be successful if it advances both science and humankind. A research gap is a question or issue that has not been addressed by any of your field's existing studies or research. Occasionally, a research gap exists when a concept or new idea has never been studied. There may be a research gap if all existing research is obsolete and requires new/updated research (studies on Internet use in 2024, for example). Or perhaps a particular population has not been sufficiently studied (perhaps there are plenty of studies on teenagers and video games, but not enough studies on toddlers and video games, for example). These are merely a few examples, but any research gap you identify is an area where additional studies and research must be conducted. The lack of literacy in Qur'an values has an impact on the formation of students' character (Wibowo & Hidayat, 2022). Low understanding of the text of the Qur'an can lead to failure in internalizing the moral and ethical values contained in it (Mukti et al., 2023). As a result, there is a gap between cognitive-ritualistic religious knowledge and daily behavior, which is characterized by a lack of integrity, empathy, and social responsibility in students.

Based on the results of observations at SDN Ngrayudan 1, it appears that the PAI learning of Al-Qur'an Hadith material has not used the Qur'an literacy companion book to explore the material more deeply. The reference books on Al-Qur'an literacy at SDN Ngrayudan 1 are books that are far from literacy in students' lives. Thus, the motivation to read the book is low because of the contextualization of the material that is far from the student's life. Therefore, the importance of literacy about the surrounding life in the Qur'an for the formation of the character of elementary school students is the main focus in this study. This concept emphasizes that the Qur'an is full of verses that encourage observation of the universe, social phenomena, and oneself (kauniyah verses), all of which are part of the child's life. By connecting sacred texts with the reality they can see and touch, understanding becomes more concrete and relevant, triggers reflection, and ultimately facilitates the internalization of character values (e.g.: gratitude, cleanliness, or responsibility for the environment).

Based on the background of existing research problems and gaps, the purpose of this research is to design, develop, and test the feasibility of Qur'an Literacy Books that use the neighborhood life literacy approach as a medium to improve elementary school students' understanding of the Qur'an and strengthen their character formation. The resulting product is expected to be an innovative teaching media that is contextual and relevant for students. The urgency of this research lies in its contribution to bridging the gap between the ability to read the Qur'an literally and to understand its transformative meaning, as well as to overcome the problem of literacy crisis in Indonesia in the context of religious education.

## **METHOD**

### **Type and Design**

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This research falls under the category of Research and Development (R&D), which aims to design an educational product through a systematic process (Richey & Klein, 2014). The development process in this study refers to several previous research findings and relevant literature. In general, this study adopts the ADDIE model as its research framework, consisting of five main stages: analysis, design, development, implementation, and evaluation (Rayanto & Sugianti, 2020).

### **Data and Data Sources**

The data in this study consists of primary data and secondary. The primary data for this study were collected from the book *Tafsir Buya Hamka*, while the secondary data were obtained from relevant scholarly journal articles. Secondary data is supporting data obtained from various sources relevant to the research. This data includes; activity documents (reports, field notes, activity agendas); Photographs or visual documentation during the activity; Student work related to environmental activities; Literature, journals, and references related to ecologically-based civic education. Meanwhile, the data sources in this study include: The main informants of students involved in ecological-based civic education activities. Supporting informants from community leaders, activity facilitators, and other relevant parties. Then documents in the form of activity archives, photos, and notes related to the implementation of the program.

### **Data Collection Technique**

Data collection was conducted through a literature review utilizing sources such as books, scholarly journals, articles, and research reports relevant to ecological-based civic education, environmental awareness, and the concept of ecological citizenship. This literature review aimed to strengthen the theoretical foundation, provide a conceptual framework, and support a comprehensive data analysis that aligns with existing scholarly research. Data were gathered via library research employing source triangulation—specifically by comparing the primary source, *Tafsir Buya Hamka*, with relevant scholarly journal articles serving as secondary sources.

### **Data Analysis**

Analysis at this stage, the researcher conducted a needs analysis of fifth-grade elementary school students in SDN Ngrayudan 1. The analysis focused on identifying the difficulties, interests, and learning styles on Al-Qur'an Hadist subject commonly observed among children aged 9–11 years. It also involved reviewing the curriculum, determining suitable learning materials, and outlining the competencies to be achieved. Design: after the needs were identified, the next stage was the design process. This stage involved planning the content structure, selecting appropriate learning materials, and determining the visual and linguistic elements of the book. All components were adjusted to align with the developmental characteristics and cognitive abilities of children aged 9–11 years, ensuring that the design effectively supports engagement, comprehension, and learning motivation. Development: during this phase, the product design was developed over a period of approximately three months. The development process included creating prototypes, refining layouts, and ensuring that all components corresponded with the objectives defined

in the earlier stages. For implementation this book in Class 5 SDN Ngrayudan 1. The last evaluation. These stages have not yet been conducted, as the present study focuses solely on the analyze, design, development, and implementation process. Future research will be needed to test the product's effectiveness and collect feedback from students and teachers in real classroom settings.

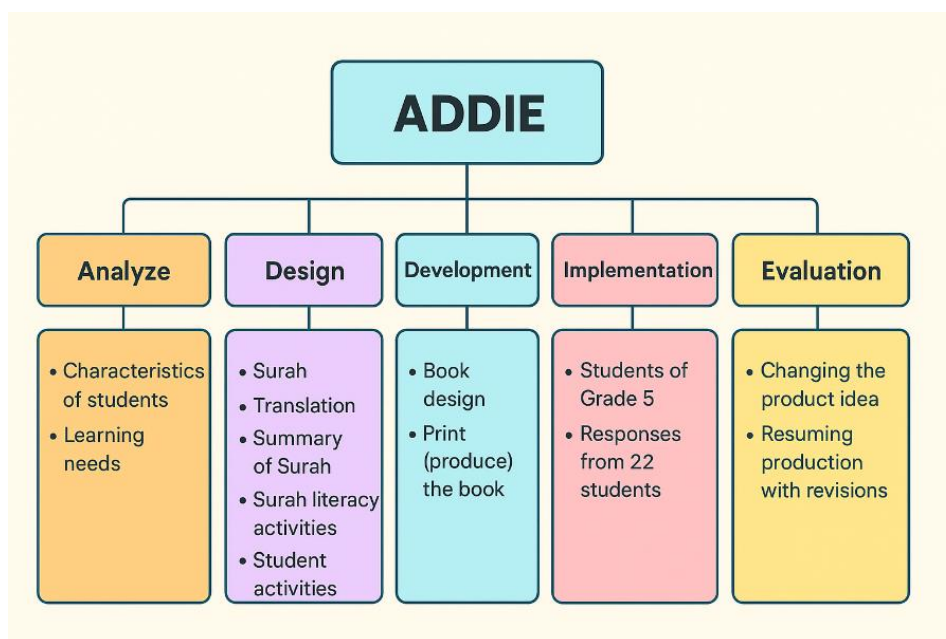


Figure 1. The Model of The Research Stages

## RESULTS AND DISCUSSIONS

### Components/Features of Qur'an Literacy Books Around Me

The Qur'an literacy books around me have some interesting components in them. The main component in this book is the variety of Qur'an literacy presented in easy-to-understand language and close to the world of students (children) with an age range of 9-11 years. The other components in the book Literacy of the Qur'an Around Me are as follows:

Table 1. Components/Features of Qur'an Literacy Books Around Me

| No | Components of Al-Qur'an Literacy Books | Design                                                                                                                                                                                                                                   | Function                                                                                                       |
|----|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 1. | Short Surah                            | The short surahs in the book are presented in boxes. The presentation of surah in the book are ordered from Surah An-Nas to Sural Al-Fiil. The writing style of the chosen letter style is adjusted to the characteristics of the child. | The short surahs presented in this book are the main components that will be explored in the surrounding life. |

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|----|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. | Transliteration                     | In addition to the short surah writing component, there are Indonesian and English transliterations designed at the bottom of the surah component.                                                                                                                                                 | The function of Indonesian and English transliteration is to understand students related to the meaning of the surah in full. More specifically, English transliteration is used to introduce English literacy from object sentences in the Qur'an, especially short surahs. |
| 3. | Essence Surah                       | The next component that is designed on the sheet after the Surah component and Indonesian-English transliteration, is the essence of the surah. The essence of the surah is taken from the Tafsir of Al-Azhar Buya Hamka and presented in simple language.                                         | The function of the essence of the surah is to understand the context of the interpretation of short surahs in the Qur'an with a simple explanation that can be understood by children.                                                                                      |
| 4. | Various Qur'an Literacy in the Book |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                              |
|    | Social Knowledge Literacy           | Social literacy in books, for example in Surah An-Nas, is presented in the form of pictures of people with various ethnic groups by providing explanations in paragraphs. The function of using pictures and writing is to attract the motivation of students to open books and read them.         | Social knowledge literacy or social knowledge serves to introduce students to cultural diversity in Indonesia whose indicators can be observed in the communities around them.                                                                                               |
|    | Natural Knowledge Literacy          | An example of literacy of natural knowledge in Surah An-Nas is the depiction of the human heart as the main component in human life. The design in the book is given explanations in language that is easy for elementary school students to understand. In this literacy, readings are also given | This literacy has the function of introducing natural knowledge to students in accordance with the context of Surah An-Nas. This literacy is very close to the lives of students. The mechanism of how the                                                                   |

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|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | to ignite students' knowledge related to Surah An-Nas (humans), namely: how does the heart work? How do the respiratory organs work?                                                                                                                                         | heart and breathing work needs to be known by students from the side of surah An-Nas.                                                                                                                                       |
| Spiritual Literacy            | An example of spiritual literacy in this book is in Surah Al-Falaq. The design is made with a cartoon depiction of a funny witch adapted to the characteristics of the child. The picture is explained by literacy readings about the evil of magic and the disease of 'ain. | The function of spiritual literacy is to bring children closer to the truth of revelation. Proving that the disease of 'ain is around them.                                                                                 |
| Numeracy/Mathematics Literacy | Numeracy literacy is found in Surah Al-Ikhlâs which explains the oneness of Allah. There is an explanation that Allah is One and that the One is not many. This explanation is accompanied by an illustration of numbers.                                                    | Numeracy/mathematics literacy has the function of introducing mathematical concepts that are close to students' lives in terms of the Qur'an.                                                                               |
| Language Literacy             | Language literacy, for example, is found in Surah Al-Lahab. Language literacy tells the story of Abu Lahab and Qarun and then its relevance to the lives of students.                                                                                                        | The function of this language literacy is to encourage students to read and learn the wisdom of the stories contained in the Qur'an. The wisdom gained is correlated with the context of life that is close to the student. |
| Islamic History Literacy      | One of these literacy is found in surah Al-Kautsar. This design tells the story about the Prophet Muhammad SAW. Who was dubbed by the Quraysh Kafir as Al-Abtar (who was cut off from his descendants).                                                                      | The function of this literacy is to emulate the story of the Prophet Muhammad SAW, who remains patience even though ridiculed by the infidels of Quraish.                                                                   |

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|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5. Student Activities</p> | <p>The design of the student activity component is found in Surah An-Nas. There are two activities, namely counting and breathing games and game reflection.</p> | <p>The function of this student activity is to facilitate the characteristics of students who like to learn while playing. The games in the student activities are adjusted to the context of the surah discussed and the student's life.</p> |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Design Qur'an Literacy Books Around Me

The design of the Qur'an Literacy book around me uses bright colors with cartoon nuanced image components that are tailored to the character of elementary school students. Each surah has a different color of the baground pallet adjusted to the nuances of the content of the surah to be explained. The book is a type of full color book with A5 size. The design of the book and its components can be seen in the following image:



Figure 2. Design of Front of Cover



Figure 3. Design of Back of Cover



Figure 4. Design of Component and Essence



Figure 5. Design of Mathematic



Figure 6. Design of Natural Science Literacy



Figure 7. Student Activity



Figure 8. Design Surah Al-Falaq

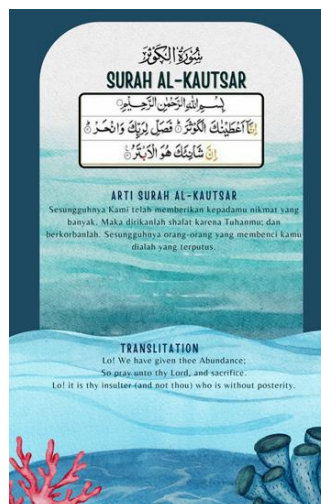


Figure 9. Design Surah Al-Kautsar

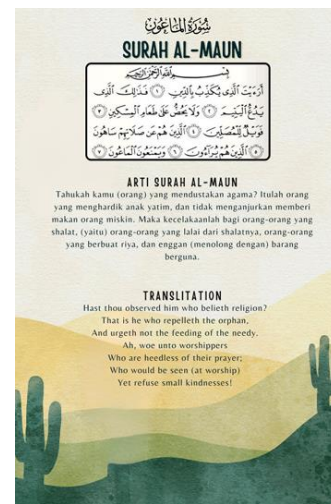


Figure 10. Design Surah Al-Ma'un

## Implementation of Qur'an Literacy Book Design Around Me

The *Qur'an Literacy Book Around Me* is a companion book for learning PAI Al-Qur'an Hadith material in elementary school. This book is designed as a companion book to meet the literacy needs of students at SDN Ngrayudan 1. Its function is as a complement and as a reading source for students regarding the interpretation of short surahs equipped with literacy that is close to students' lives (Umrah, 2023). The goal is to be able to revive the Qur'an in students' daily lives (Rafiq, 2021). The existence of this Qur'an literacy book is to help students express the Qur'an in social, cultural, and customary life in society (Murtadlo et al., 2023). It is very important to revive the awareness of the Qur'an in students (Rafiq, 2021). Not only reading and writing the Qur'an, learning the Qur'an must reach the stage of understanding and

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being able to apply its values in life (Susanti, Purwati, et al., 2023). The Qur'an not only tells about the worship of the mahdah but also the morals of the Qur'an such as honesty, generosity, humility, earnestness, love of knowledge, and others that need to be instilled in students (Susanti, Maulaya, et al., 2023; Wahyudi, 2023).

This way of instilling Qur'an values can be done with various efforts (Al-Khowarizmi, 2021; Azizah et al., 2025; Ghozali, 2022; Hidayat et al., 2022). Both with formal learning in Islamic Religious Education materials in the classroom, and in the form of more flexible delivery with the use of light media for students to understand. Several studies that use Qur'anic literacy media improve students' understanding and morals (Al-Khowarizmi, 2021; Azizah et al., 2025; Bastian, 2019; Ghozali, 2022). Based on these researches that have succeeded in improving understanding and shaping morals, this study tries to synthesize by making literacy book media as a complement to learning the Qur'an.

The implementation carried out at SDN Ngrayudan 1 is by distributing the book to 5th grade students. The dhuha prayer program before entering class in the morning supports literacy activities afterwards. With the book *Al-Qur'an Literacy Around Me*, students are invited to go on an adventure to dive into Qur'an literacy in accordance with the context of students' lives after carrying out duha prayers together. This program continues to be carried out on the days of the sholah duha schedule at school before the morning learning hours begin. The sustainability of this program needs to be evaluated to measure students' literacy and their level of motivation for life literacy about the Qur'an. So, the next research is research to assess this.

Reading a book on *Qur'an Literacy Around Me* provides the benefits of literacy knowledge, including: Natural knowledge literacy in the Qur'an teaches students to think critically based on the science of the Qur'an. Social literacy in the Qur'an; It teaches students to be able to interact and coexist as social beings in society based on the moral values in the Qur'an. Spiritual literacy provides the benefit of a more comprehensive knowledge of Islam that is reviewed from various problems in society. This literacy is useful for students to be close to Islam as a religion and the Qur'an as a guide to solve problems in society. Numeracy literacy provides the concept of numerical logic from the side of the Qur'an. Knowledge that is rare and trivial but needs to be instilled to show the concept of *Tawheed*. Language literacy benefits students to expand the horizons of linguistic vocabulary through stories. Students can take lessons in language literacy. Islamic historical literacy has almost the same benefits as language literacy to broaden students' horizons regarding the story of Islamic history in the Qur'an that must be believed and learned. In the end, the various literacy contained in the *Qur'an Literacy Book Around Me* aims to fill the gap in literacy materials for elementary school students with various components in it.

## CONCLUSION

This study concludes that the development of the *Al-Qur'an Literacy Book Around Me* serves as an innovative learning medium that bridges Qur'anic understanding with students' daily experiences. The book is designed to make Qur'an learning more contextual, engaging, and relevant for elementary school students, especially those in the fifth grade. By integrating literacy related to social, natural,

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spiritual, linguistic, mathematical, and historical aspects found in short surahs, the book helps students internalize Qur'anic values in a meaningful way.

Through the Research and Development (R&D) process using the ADDIE model, the book has been successfully designed and developed based on students' learning characteristics and curriculum needs. The results demonstrate that this product can serve as an effective companion material in Al-Qur'an Hadith learning, encouraging active reading habits and improving students' comprehension of Qur'anic content. Although the current research focuses on the stages of analysis, design, development, and initial implementation, the outcomes indicate a strong potential for broader application in elementary schools. Future studies are expected to conduct evaluation and effectiveness testing to measure the book's impact on students' literacy and character formation. Overall, this innovation contributes to enhancing literacy culture and promoting the integration of Qur'anic values in the daily lives of students.

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