Mobile Phones Technology for Memorising the Qur'an:
An Islamic Student Perspective

Nuruddin

Universitas Islam Negeri Mataram
email: nuruddinmsi@uinmataram.ac.id

Abstrak: Perkembangan informasi digital menjadi kebutuhan mendesak yang memerlukan kemampuan efektif bagi semua individu, termasuk mahasiswa. Akses yang mudah ke berbagai platform media sosial telah memungkinkan terbentuknya jaringan pertemanan yang melibatkan individu dari seluruh dunia, yang sering kali menyebabkan keterlibatan yang berlebihan dan pengabaian terhadap aktivitas lain. Penelitian ini merupakan penelitian deskriptif yang bertujuan untuk menggambarkan aktivitas mahasiswa penghafal Al-Qur'an. Metode pengumpulan data yang digunakan adalah kuesioner, sementara analisis data dilakukan dengan menggunakan pendekatan analisis data deskriptif. Hasil studi mengungkapkan bahwa mahasiswa penghafal Al-Qur'an lebih sering mengakses aplikasi media sosial, dengan YouTube menjadi platform yang paling banyak diakses. Beberapa hambatan yang dihadapi mahasiswa dalam proses menghafal Al-Qur'an melibatkan faktor-faktor seperti rasa malas dan bosan, daya ingat yang lemah, ketidakkonsistenan, gangguan asmara, kesulitan dalam manajemen waktu, pengaruh dari teman-teman, kesibukan dalam organisasi, dan pengaruh penggunaan ponsel. Selain itu, aplikasi media sosial seperti YouTube, Instagram, dan TikTok diidentifikasi sebagai faktor penghambat proses menghafal Al-Qur'an.

Kata kunci: Teknologi ponsel, menghafal Al-Qur'an, dampak media sosial, perspektif mahasiswa Islam

Abstract: The proliferation of digital information is a pressing need that requires effective skills for all individuals, including university students. Easy access to various social media platforms has enabled the formation of friendship networks involving individuals from all over the world, which often leads to over-involvement and neglect of other activities. This study is a descriptive study that aims to describe the activities of students who memorise the Qur'an. The data collection method used was a questionnaire, while data analysis was conducted using a descriptive data analysis approach. The study results revealed that students who memorise the Qur'an more frequently access social media applications, with YouTube being the most accessed platform. Some of the obstacles that students face in the process of memorising the Qur'an involve factors such as laziness and boredom, weak memory, inconsistency, romantic distractions, difficulties in time management, influence from friends, busyness in organisations, and the influence of mobile phone use. In addition, social media applications such as YouTube, Instagram, and TikTok were identified as factors inhibiting the Qur'anic memorisation process.

Keywords: Mobile phones technology, memorising the Qur'an, social media impact, and Islamic student perspective

Introduction

The Qur'an is the greatest miracle that was revealed to the Prophet Muhammad SAW as well as a way for humans (Saladin, 2018). The Qur'an was revealed to be a guide and guidance for mankind to achieve success and happiness in this world and in the hereafter. The Qur'an was revealed at the time of the Prophet Muhammad SAW to solve various problems that existed at that time, so that every problem that existed at the time of the Prophet could be solved in an easy way and in accordance with the Qur'an (Amroeni Drajat, 2019). At the time the Qur'an was revealed, the Prophet Muhammad always explained the meaning and content of the verses that were not understood to his friends and people. However, when the Prophet Muhammad had died, the companions inevitably had to do *ijtihad* interpreting the Qur'an if there was a verse that had not been understood or that had not been explained by the Prophet Muhammad while he was still alive.

At the beginning, the efforts of the Companions to interpret the Qur'an were only based on very limited *ijtihad* and were bound by the rules of language and the meanings contained in one vocabulary. However, as time and human thought progressed, the development of ijtihad became more diverse. Every man who believes must have hope to be close to the Qur'an, of course if you want to be close to the Qur'an then we must memorize it. A memorizer of the Qur'an will get intercession in the hereafter, and can even reach the degree of *ahlullah*, namely those who have very close proximity to Allah SWT (Yahya Abdul Fattah Az-Zawawi, 2010). To reach the level as a memorizer of the Qur'an, it is not as easy as turning the palm of the hand. There are many obstacles and challenges that must be faced in the process of completing memorization.

Social media is one of the activities carried out by many social people. So that its presence also colours many public events or events. Social media is like two sides of a coin. On the one hand, social media has a positive impact on the development of life and becomes a unifying tool for the nation. On the other hand, social media can degrade morale, and have the potential to cause national disintegration (Nurudin, 2018) When in college, students are often busy with tasks and busy playing mobile phones, especially social media, so they often forget to just read the Qur'an. The period of study is limited by time, which is three to seven years. If the time taken is so long, students should be able to spend a little time in a day. So, it is not impossible for students to complete the Qur'an, even more so being able to memorize it to achieve success in the world and in the hereafter (Nurudin, 2018; Rosiyanti & Muthmainnah, 2018). However, in reality many students use mobile phones most of the time.

The failure of students in maintaining memorization also occurs for various reasons, including gadgets. Anisa dan Wahyuningsih (2021) focused their research on the ability of children to read the Qur'an at the elementary school level, concluding that the intensity of gadget use makes students more creative, as well as the use of gadgets affects children's
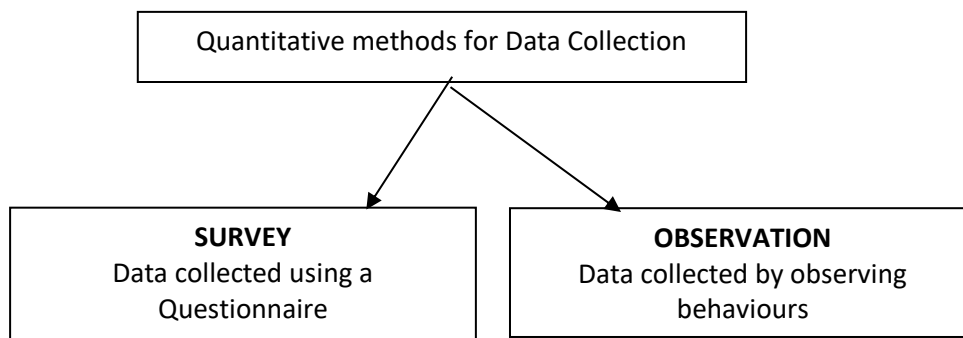
ability to read the Qur'an. Other research says that the use of technology in memorizing the Qur'an such as the use of mobile phones that can be accessed and repeated anywhere (Afrianto & Herdiansyah, 2015). Furthermore, the memorization of the Qur'an can experience a decline caused by *muraja'ah* habits and alumni behaviour in daily life. The use of various internet applications initially increases memorization, but after that it only becomes a pleasure on social media and causes a decrease in memorization (Babussalam, 2018). The use of gadgets as a memorizing medium also makes students lazy to memorize new ones, spend a lot of time, have difficulty memorizing and neglect memorization because they use gadgets for too long (Becker et al., 2015)

The results of a preliminary study in the Department of Qur'anic Science and Tafsir, Faculty of Ushuluddin and Religious Studies, it can be said that most of the students are graduates of Islamic boarding schools so that on average they have memorization. Besides that, the Al-Qur'an and Tafsir Study Programs also have different systems or regulations, namely students have the obligation to memorize the Qur'an at least 2 juz, namely juz 29 and 30 as a requirement for the thesis exam. However, after conducting observations and interviews, most of them felt they had lost their memorization and felt lazy to memorize. One of the reasons is that students use mobile phones too often (Fazlurrahman, 2021). One way they reduce their laziness is to use a digital al-Qur'an, but on the sidelines of listening to the Qur'an they are also interspersed with accessing various social media which can cause forgetting of time, not focusing and creating addiction. Another effort made to avoid feeling lazy is by not buying internet quota (*Observation, 12 Oktober 2021*, n.d.)

Referring to the results of the preliminary study above, the use of gadgets has positive and negative effects. The positive effect is marked by a significant increase in students' memorization, the time used is very flexible and can be done anywhere. The negative impact can also neglect students in memorizing, this is because access to various social media is unavoidable. This study aims to describe student habits in accessing post-*murajaah* social media, duration of reading the Qur'an, duration of mobile phone use, barriers to memorizing the Qur'an and social media applications that hinder memorizing the Qur'an. For this reason, researchers are interested in conducting a study entitled mobile phones technology for memorizing the Qur'an: Islamic student perspective.

Method

This study uses a descriptive approach with a survey method. This method uses a questionnaire to obtain information from the subject, which is useful when interested in perceptions, beliefs, views, attitudes or opinions (Siedlecki, 2020) The following is an overview of descriptive data collection methods.

This research is used to describe, explain, or summarize various conditions of situations, phenomena, or variables as they are (Bungin, 2005). The data sources in this study were students of the Qur'an and Tafsir Study Program at the Mataram State Islamic University. Data collection techniques using observation and questionnaires. Questionnaires are given by first making estimates of validates using the Gregorian formula through checking the suitability of the questions with the data and theory used. The number of respondents was 240 students and college students spread over semesters one, three, five, seven and nine. Data analysis used descriptive data, namely finding the social media applications that were most accessed by students, the duration of reading the Qur'an, the duration of using mobile phones, the percentage of application usage that hampered student memorization the most.

Result and Discussion

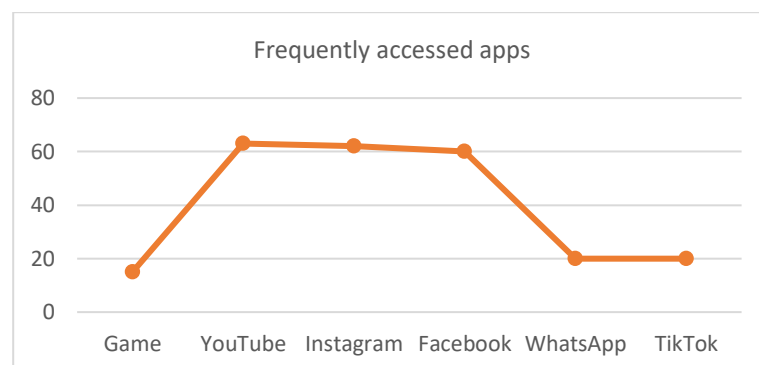### Applications are often accessed by Post-*Murojaah* Students

Figure 1:
The most frequently accessed social media applications by students

Social media applications have various types and their respective uses. Some social media applications that are often accessed after *muraja'ah* include games, YouTube, Instagram, Facebook, WhatsApp, and TikTok. Referring to the figure above, it can be explained that the intensity of social media that is most often accessed by students is

YouTube media which is as many as 63 students, 15 student games, 62 students Instagram, 60 students Facebook, what's up 20 students and TikTok as many as 20 students. The data are not differentiated by gender.
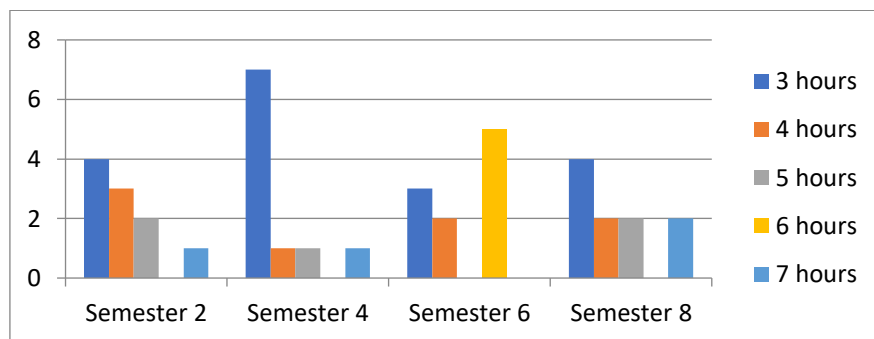
The intensity of reading the Qur'an every day

Figure 2:
The intensity of reading the Qur'an

Each student has their own *muraja'ah* target. The duration of the *muraja'ah* also varies. Refer to the chart above. The fastest duration during *muraja'ah* is three hours a day and the longest is 7 hours. The duration of three hours a day is dominated by fourth semester students, then eight and second semesters.
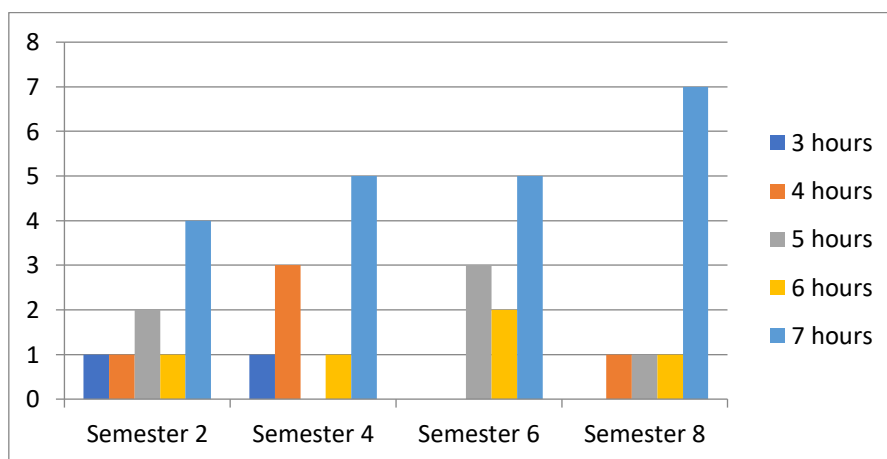
Mobile phone intensity use every day

Figure 3:
Duration of Using Mobile

Based on the figure above, the estimated daily use of mobile phones is an average of 7 hours. The use of mobile phones is classified as low by the fourth semester, namely 4 hours a day. The duration of mobile phone use depends on the level of student activity.
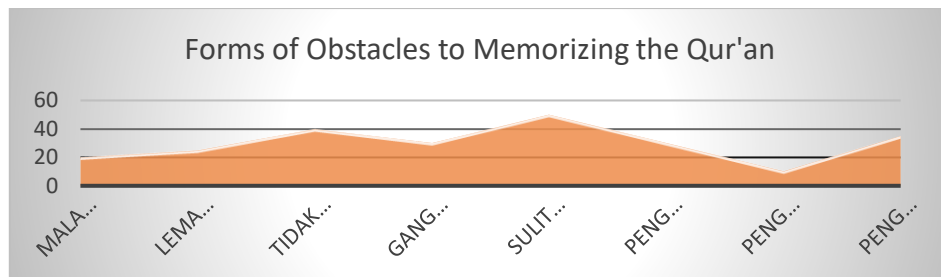
Forms of Obstacles to Memorizing the Qur'an

Figure 4:
Forms of Obstacles to Memorizing the Qur'an

Based on the data above, as many as 20 students felt lazy and bored being an obstacle to memorizing the Qur'an, 25 students felt weak in memory, 40 students were inconsistent, 30 students experienced romance disorders, 50 students had difficulty managing time, 30 students were influenced by friends, 10 students are influenced by the organization, and 35 students are influenced by mobile phones. The data are not differentiated by the gender of the students, either college students or university students.
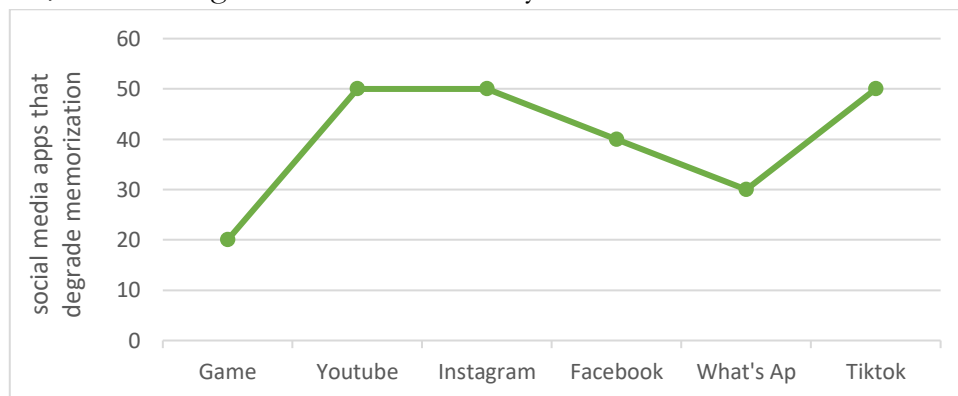

Figure 5:
Social media apps that degrade memorization

Based on the data above, 20 students consider games to hinder their memorization, 50 students because of YouTube, 50 students because of Instagram, 40 students because of Facebook, 30 students because of what's up, and 50 students think TikTok hinders their memorization. From this data, there are three social media applications that significantly affect student memorization, namely YouTube, Instagram, and Tik Tok.

Mobile is a communication tool both long distance and near. This tool is an oral or written communication tool that can store messages and is very practical to use to communicate and can be carried everywhere (Usep Kustiawan, 2016). With a variety of

complete features, mobile phones can be a means of business, music, entertainment, data saving, social media and other documentation tools (Rosiyanti & Muthmainnah, 2018). In general, mobile phones function as communication, social and educational tools (Rahmawati, 2020). In general, mobile phones function as communication, social and educational tools (Zhai & Shi, 2020). Mobile use can also have an impact on achievement motivation internally and externally (Jeno et al., 2019).

The use of mobile phones as learning media is in great demand by various levels of society with various applications. Students prefer social media applications that are connected to smartphones. The most widely accessed social media application by students (Tezer & Aksoy, 2017). Social media applications among students are used for various purposes such as chatting, socializing, and watching movies (Almasi et al., 2017) even students don't use smartphones well for educational purposes (Bicen & Kocakoyun, 2013), also for gaming purposes (Nikmah, 2020). So many students' motives in accessing mobile phones in learning or outside of learning (Nikmah, 2020).

Some social media applications that are often accessed by students are very diverse. Several previous studies that examined this matter had different findings. Applications that are often used among students are Facebook and Instagram (Rahmansyah, 2021), there is also an application that is most favoured by the millennial generation, namely LINE ("Studi Observasi Terhadap Penggunaan Aplikasi LINE Oleh Generasi Millenial," 2018). Facebook social media users are not limited by age (Wulantari & Rahmayanti, 2019), while Instagram users are in the 25-34 year age range (Rizaty, 2021). The social media most used by IQT students is YouTube.

The use of youtube among students memorizing the Qur'an is motivated by a variety of complete choice features. YouTube has many murottal options that can be imitated and modified. Basically, YouTube can improve student competence, motivational media, learning resources, and learning media (Aini & Utomo, 2021; J. Yudha, 2021; Kustini, 2019; Rediansyah, 2020). YouTube can be accessed all over the world and its content varies. This can make users engrossed in accessing social media for longer.

The average use of mobile phones among IQT students is seven hours a day. The duration of reading the Qur'an is three hours a day. This causes that the intensity of the use of mobile phones is more widely used to access social media than *murajaah* and memorizing new verses of the Qur'an. This is in line with research findings which say that the duration of mobile phone use causes fatigue in students (Saputra & Inayah, 2021). Likewise, time wastage, late submission of schoolwork, poor academic results and avoiding school were reported among the effects associated with internet use among high school students. This is because students do not access the internet properly (Almasi et al., 2017).

Other complaints arising from access to mobile phones are subjective computer vision syndrome (Simanungkalit & Siagan, 2021); eye fatigue (Khurya & Prayoga, 2021); physical and mental health disorders (Anisa & Wahyuningsih, 2021). For students memorizing the

Qur'an, the duration of using mobile phones and social media can cause a decrease in the quality of memorization. Memories that already exist at any time can be forgotten when too much access to social media. what else can interfere with the concentration of students themselves. Even though memorizing the Qur'an itself is spiritual worship.

According to Fiqh, language, and ushul scholars are the words of Allah SWT that were revealed to the Prophet Muhammad in a *mutawatir* manner, the word contain miracles, if you read them you will get a reward and have the value of worship, written in manuscripts, and starting with *al-Fatihah*. ends with *an-Nas* (Rosihon Anwar, 2018). In the opinion of the majority of scholars, the law of memorizing the Qur'an is the same as the law of the funeral prayer, namely *fardhu kifayah*. If in a society no one memorizes the Qur'an, then the whole society is sinful. But if there is, then the obligation in a society is null and void.

The virtues of memorizing the Qur'an. Memorizing the Qur'an is actually a process of preserving, preserving, maintaining the authenticity or purity of the Qur'an and being able to keep from forgetting either only part or all of it so that there are no falsifications and changes in the Qur'an. Among the benefits of memorizing the Qur'an are first, if accompanied by sincere intentions, it will get happiness and victory in this world and in the hereafter. Second, the more memorizing the Qur'an, the more knowing words of wisdom to be used as lessons and experiences in everyday life because the Qur'an contains a lot of wisdom. Third, in the Qur'an there are a lot of vocabularies and sentences, therefore if we memorize them, we will automatically memorize those vocabularies. Fourth, in the Qur'an there are many verses that discuss faith, charity, stories, trade, society, and so on which can later be used as solutions in solving life's problems (Afrianto & Herdiansyah, 2015).

Memorizing the Qur'an is not easy. But Allah makes it easy for those who want to memorize the Qur'an, including by instilling longing, love, and a high desire to memorize the Qur'an, cultivating a heart with sincerity, *tawakkal*, and prayer, not many reasons in memorizing. Strengthening self-confidence and positive words, Creating a sense of relaxation and an ideal learning atmosphere, Determining the target time schedule for memorizing, Optimizing the five senses, *muraja'ah* (repetition), and Setting goals and making plans (Majdi Ubaid, 2014).

In the *muraja'ah* process, there are always many obstacles and challenges, for that we need good *muraja'ah* methods and strategies. The *muraja'ah* method is best carried out in the morning after the dawn prayer because the mind is still very fresh after resting all night (Ilyas, 2020). In addition, to repeat memorization, students can use the Muri-Q method, which is a memorization method that is easy to understand according to the rules of recitation, rhythmic and beautiful to listen to and can attract the attention of students (Anwar et al., 2021). Another method is the *talaqqi* method, which uses a simple recording method of student memorization deposits on *mutaba'ah* sheets (Mashud, 2019). Other methods that can be used to strengthen the memorization of the Qur'an are the *fami bisyauqin,* ILHAM, and acceleration methods (Ahyar Rosidi, 2022; Jiyanto & Jiyanto, 2019;

Khaeruman, 2021). Furthermore, the Mimicry method, the *Tikrar* method and the finger Qur'an method (Iswatuna, 2021; Zayyadi et al., 2021). Each of these various methods has advantages and disadvantages. However, the problem among students in memorizing the Qur'an is not the method but the challenge in memorizing the Qur'an.

One of the causes of inhibiting the memorization of the Qur'an is the use of digital media, including social media (Hamzi et al., 2021). However, in learning foreign languages, social media is actually very effective as a medium of learning, for example is vocabulary learning (Nesrallah Khalaf & Zangana, 2020). Social media basically puts a correlation between their memories and choosing what to remember (Bartoletti, 2011). In other findings, the cognitive structure of the brain has an active relationship with the internet media used (Firth et al., 2020). From the description of the impact of social media, in general it can be ascertained that social media is very effective in accessing various references, but in terms of memorization it can be an obstacle. This is because social media is one of the platforms that provides a variety of fun entertainment facilities.

The results of research conducted at the IQT Study Program illustrate that social media greatly hinders students from memorizing the Qur'an. 100% of the respondents answered disturbing. From the results of the questionnaire analysis, it was found that the percentage of each social media platform that most affected the decline in student memorization was YouTube, Instagram and TikTok, which amounted to 62%, the rest were games, Facebook and what's ap. The internal and internal barriers include 8% of students feeling lazy and bored being an obstacle to memorizing the Qur'an, 10% of students feel weak memory, 17 students are inconsistent, 13% of students have romance disorders, 21% of students have difficulty managing time, 13 % of students are influenced by friends, 4% of students are influenced by organizations, and 15% of students are influenced by mobile phones.

Conclusion

The use of mobile for students memorizing the Qur'an in college is a necessity. On average, students operate mobile phones for approximately seven hours every day and access various media platforms including social media for task needs and so on. For him, the use of social media is very effective to improve and reduce memorization. This is because after *muraja'ah* or adding new memorization, it is often delayed due to accessing various social media such as YouTube, Instagram, Facebook, TikTok, WhatsApp and other applications. Of the many social media accessed, the most intensely accessed platforms are YouTube, TikTok and Instagram, which are 62% of students and the rest are Facebook and what's ap. The internal and external factors that hinder students from memorizing or *muraja'ah* include lazy and bored, weak memory, inconsistent, romantic disorders, difficulty managing time, the influence of friends, organizations, and the influence of mobile phones.

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