

## **THE EFFECTIVENESS OF MUROTTAL AL-QUR'AN THERAPY ON INCREASING STUDENTS LEARNING CONCENTRATION**

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### **ABSTRACT**

Success in learning can be achieved if you have followed the stages in the learning process, one of which is learning concentration. The purpose of this study was to determine the effectiveness of the effect of murottal al-qur'an therapy in increasing the concentration of learning in students. The number of subjects in this study amounted to 30 students. The experimental research design used was a one group pretest-posttest design. The murottal Al-Qur'an that is played is Surah Al-Waqiah which has a duration of 15 minutes 52 seconds using audio speaker media for 5 days. Data were analyzed using the Wilcoxon test with the help of SPSS version 22.0. The results of data analysis in this study obtained  $p$  value = 0.000 or  $p < 0.05$  so it can be concluded that murottal al-qur'an therapy is effective in increasing student learning concentration.

### **Introduction**

Education is one of the most important factors that support the government in achieving the nation's goals. In education there is such a thing as a learning process, namely the interaction between a person and his environment (Mayasari, 2017). The learning process has stages of events that include, the attention phase, the retention phase, the reproduction phase, and the motivation phase. It can be said that the learning process is when the stages have been followed in order. Students whose attention is focused will speed up and simplify the learning process. If students are already focused on an information, it is less likely to be disturbed and the information is easier to maintain. The ability to maintain focus or attention can be called concentration (Kautsar et al., 2020).

Concentration is the process of focusing all attention in a learning situation so that individuals can understand the object or material being considered (Julianto et al., 2014). Concentration has a great influence on learning. There are two factors that can affect concentration, namely internal factors such as physical condition, not having serious problems, and learning motivation. While the second factor is external factors such as inadequate infrastructure and the teaching methods used by educators are less attractive (Noviati et al., 2019). A poor learning environment can also affect students in paying attention to lessons so that they cannot concentrate well (Mayasari, 2017). If the individual has difficulty in concentrating, then the individual will need a longer time to capture the information conveyed and even the learning process can be in vain (Aini, 2012).

The difficulty of concentrating is caused by stress and a lot of thoughts, resulting in muscle and mind tension (Julianto et al., 2014). Based on this, the researcher assumes that emotions are a factor that can affect concentration and can be well raised through listening to the murottal Al-Qur'an. In a study conducted by Faridah (2017) explained that when a person listens to the reading of the verses of the Qur'an, he will experience relaxation in the body and mind so that they are able to stabilize emotions. Emotional stability can make a person able to control self-awareness so that person can better manage concentration in completing the task at hand (Aziza et al., 2019).

Al-Qur'an murottal therapy is a religious therapy in which the individual is listened to the verses of the Qur'an for some time, causing positive impacts for the individual (Zahrofi, 2013). Reading the verses of the Qur'an is likened to sound waves that have certain beats and waves that spread into the body and then become vibrations that can affect the function of motion in brain cells and create balance in them. In addition, chanting the holy verses of the Qur'an is able to reduce stress-causing hormones and activate natural endorphins so that it can increase feelings of relaxation and make it easier to focus or focus the mind (Aprilini et al., 2019). Research on listening to the murottal Al-Qur'an has been carried out by previous researchers and one of them is the research conducted by Masita Aprilini, Ahmad Yasser Mansyur, & Ahmad Ridfah (2019). The results of the hypothesis analysis prove that there is a difference between before and after listening to the murottal Al-Qur'an where the post-test value is proven to be higher than the pre-test score.

The initial study conducted by researchers on November 2, 2022 with the interview method on 20 second year students, on average they revealed that they often had difficulty concentrating due to several factors such as sitting position, students' perceptions of lecturers, the hectic schedule of lectures, the influence of friends, stress due to piling tasks, and mood. Of the 20 students, there were only 6 (30%) people who said that they were able to maintain concentration in the learning process but not completely until the learning was completed.

Based on the above phenomena, it can be concluded that in general, students, especially second year students have difficulty concentrating in learning. Therefore, it is necessary to conduct research on the effectiveness of Al-Qur'an murottal therapy to increase learning concentration in students.. In this study, Al-Qur'an murottal therapy was carried out once a day for five days. consecutive days using audio speaker media. The verse of the Qur'an that is heard is Surah Al-Waqiah which has a duration of 15 minutes 52 seconds.

## Method

This type of research is pre-experimental with One Group Pretest-Posttest Design. One Group Pretest-Posttest Design is used to see the effectiveness or influence of the independent variables on the dependent variable by comparing the pre-test scores with the post-test scores. The pre-test score is a value that indicates the subject's initial ability before being given treatment. While the post test is a value that shows an increase or decrease in

the dependent variable after being given treatment (Seniati, 2011). Therefore, it can be concluded that if there is a difference in the pre-test and post-test scores, where the post-test score is significantly higher, it can be said that murottal Al-Qur'an therapy is effective in increasing learning concentration.

In this study, the independent variable was Murottal Al-Qur'an Therapy. Meanwhile, the dependent variable is Concentration Ability. Murottal Al-Qur'an therapy is a religious therapy in which the individual is heard the verses of the Qur'an for some time so that it has positive impacts for the individual (Zahrofi, 2013). Meanwhile, learning concentration according to Julianto et al (2014) is the process of focusing all attention in a learning situation so that individuals can understand the object or material being considered.

The population in this study were students with a sample of 30 students using simple random sampling technique. The data collection method in this study uses a measuring instrument in the form of a learning concentration scale created by Sri Hartaty (2017), using a four-point Likert scale model and has been tested for validity and reliability. This scale is used to measure the level of concentration in student learning. The data analysis method used is the Wilcoxon Test through the SPSS version 22.0 application.

### Results and Discussion

Based on the results of hypothesis testing and statistical analysis, it was found that the significance value was  $\rho = 0.000$  or  $0.000 < 0.05$ . This shows that  $H_0$  is rejected and  $H_a$  is accepted, so that the hypothesis analysis proves that there is a difference in the level of concentration in learning before listening to and after listening to the murottal Al-qur'an. The post test value was proven to be higher than the pre test value. So, it can be concluded that the Al-qur'an merottal therapy is effective in increasing the concentration of learning in students.

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Table 3.1

### *Pre Test and Post Test Score Results Learning Concentration Level*

| <b>Learning Concentration</b> | <b>N</b> | <b>Mean</b> | <b>Min</b> | <b>Max</b> | <b>SD</b> |
|-------------------------------|----------|-------------|------------|------------|-----------|
| <i>Pre Test</i>               | 30       | 2.72        | 2.23       | 3.90       | 0.345     |
| <i>Post Test</i>              | 30       | 3.23        | 2.77       | 3.97       | 0.353     |

Table 3.1 contains the comparison of score data from the pre test and post test. It was found that the average score of the learning concentration level before the application of the

Al-Qur'an murottal therapy (Pre-Test) was 2.72 and the average score of the learning concentration level after the application of the Al-Qur'an murottal therapy (Post-Test) was 3.23. From the score data, we can see that the average post-test score is relatively larger than the pre-test score. From the table above, it is shown that the lowest score in the pre-test is 2.23 and the highest score is 3.90. While the lowest score in the post test is 2.77 and the highest score is 3.97.

Based on the results of the study showed that there were no students who had a very low level of concentration. This can be seen through the responses to the pre-test of learning concentration, there are 25 students (83.3%) who have moderate learning concentration, 4 students (13.3%) with high learning concentration category, and 1 student (3.3%) low concentration of learning. However, after the application of murottal Al-qur'an therapy for five days, there was an increase in student learning concentration. This is evidenced in the response to the post test of learning concentration as many as 21 students (70%) in the high learning concentration category and 9 (30%) students in the medium category.

Table 3.2  
***Wilcoxon Signed Rank Test Result***

| <i>Pre-Test - Post-Test</i> | <b>Jumlah (n)</b> | <b>Signifikansi</b> |
|-----------------------------|-------------------|---------------------|
|                             | 30                | 0.000               |

Table 3.2 contains the results of the Wilcoxon Signed Rank Test. Based on the results of statistical test analysis with Wilcoxon on the pre-test and post-test scores, it was found that value  $p = 0.000$  or  $< 0.05$ . This means that the level of concentration in learning before and after the application of murottal Al-qur'an therapy there is a significant difference. To determine the effectiveness of Al-Quran murottal therapy on increasing student concentration, it is known that the data distribution is not normal so that paired T-test cannot be used. So that the test used in this study is an alternative test of the paired T-test, namely the Wilcoxon test, and the results obtained  $p = 0.000$  or  $p < 0.05$  which means  $H_a$  is accepted, meaning that there is an effect of Al-Qur'an murottal therapy on increasing learning concentration in students.

A similar study was conducted by Yopi Nugraha in 2020. In a study conducted by Nugraha regarding the effect of murottal Al-Qur'an therapy on learning concentration, it was found that there was an effect of Al-Qur'an murottal therapy in increasing learning concentration. In addition, this study is also in line with research conducted by Julianto et al (2014) who found that listening to murottal Al-Quran has an effect on increasing concentration ability. Some of the things that distinguish this research from the research above are the surah used, measuring instruments, and procedures.

One of the things that can hinder concentration in learning is anxiety. According to Julianto et al (2014) anxiety is a subjective feeling about tension that causes anxiety as a

reaction to the inability to overcome problems or not having a sense of security. This restless feeling will later cause psychological changes, one of which is not being able to focus. According to Oken (2004) music or sound has a therapeutic effect on the human mind and body. Sound therapists believe that the vagus nerve and limbic system are the link between the ear, brain, and nervous system that explains how sound works in reducing and even curing physical and emotional disorders. In sound therapy, sound travels at a speed of 340 m/s consisting of vibrations originating from the source to the ear and then spreading throughout the body.

In addition, religious therapy is also able to accelerate healing, this is evidenced by research conducted by Dr. Ahmad Al Qadhi, president director of the Islamic Medicine Institute for Education and Research in Florida, United States. The results of this study indicate that listening to the holy verses of the Qur'an has a significant effect in reducing reflective nervous tension. This religious therapy can be called as auditory murottal stimulation, namely stimulation by listening to the verses of the Qur'an which are packaged in audio form (Oken, 2004). Music therapy and Al-Qur'an murottal therapy work on the brain, where when driven by external stimuli, the brain will produce chemicals called neuropeptides which will attach to receptors in the body so as to provide feedback in the form of pleasure or comfort. (O'riordan, 2002). From the explanation above, it can be concluded that anxiety can be minimized and eliminated by listening to the murottal Al-qur'an. That way, one of the concentrations inhibiting factors will decrease so that the concentration can be increased more easily.

## Conclusion

The results of the research and discussion regarding "the effectiveness of Murottal Al-Quran therapy on increasing student learning concentration" can be concluded that the results of the research on the initial measurement (Pre-Test) or before the Murottal Al-Qur'an therapy was given were 2.72 with a standard deviation of 0.345, the concentration score the highest learning is 3.90 and the lowest is 2.23. As for the results of the study at the final measurement (Post-Test) or after the administration of murottal Al-Qur'an therapy was 3.23 with a standard deviation of 0.353 and the highest concentration score was 3.97 and the lowest was 2.77. Based on the results of statistical test analysis with Wilcoxon on the pre-test and post-test scores, it was found that value  $p = 0.000$  or  $< 0.05$ , it can be concluded that there is an effect of murottal Al-Qur'an therapy on increasing learning concentration in students. This happens because there is a significant difference in the level of concentration before and after being given Murottal Al-Qur'an therapy. So, it can be said that murottal Al-Qur'an therapy is effective in increasing student learning concentration.

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