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Pre-School Qur'an Memorization Digital Application Requirements

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Abstract

Digital applications have a significant impact on advancing rote learning. This study aims to examine the need for digital applications in preschool Qur'an memorization learning. This qualitative study uses a phenomenological design. Data collection was conducted through in-depth interviews with teachers who teach the subject of Qur'an memorization in selected pre-schools through purposive sampling. Data were analyzed using thematic analysis. The study's findings show the need for digital applications in the memorization of the Qur'an for children in preschool because the students can more easily remember the memorized verses, conduct self-learning, and increase motivation, understanding, and achievement of students. In addition, students are more flexible in learning. Therefore, this era of technology has become an important necessity for students to learn the Qur'an, especially in preschool

Qur'an memorization. It is hoped that the memorization of the Qur'an can be competitive in line with the learning goals of the 21st century.
Keywords: Digital Applications, Memorization Learning, Qur'an, Pre-school

Introduction

In today's era of rapid technology, information, and communication technology or ICT has greatly changed various aspects of the lives of Muslims. Dependence on this technology is evidence that society is now moving along with the industrial revolution 4.0. Digital applications in preschool memorization of the Qur'an become a necessity for children. Therefore, in this study, the researcher discussed the background of the study, the methodology of the study, and the findings of the study for the needs of digital applications in preschool Qur'an memorization learning.

Research Background

In the era of technology, most developments and research implemented to improve the learning and teaching system. Multimedia presentations such as digital applications are used in kids learning because it has become a necessity for kids nowadays (Hilmi et al., 2021). A digital application used in a device is usually based on a website system that was applied to the mobile phone. Therefore, the application makes people easy to access a lesson (Hilmi et al., 2021). Most applications for pre-schools have been used in direct teaching such as a later activity called mix and match (Uludag, et al. 2019). In *tahfiz* learning, there are mobile *tahfiz* applications was developed to facilitate the student to memorize the Qur'an (Ismail *et al*, 2022).

However, Musa (2022) stated that the poor achievement of *tahfiz* students of memorizing the Qur'an in term of fluency, contemplation of its meanings, purposes, rulings, cause of revelation, and many more. It is also supported by Ahmad and Iksan (2021) in his research showed that the result of the Qur'an oral test shows that their achievement in the aspect of smooth memorization of the Qur'an, understanding, and retention with memorization is still weak. Likewise, Tukiman (2014) study found that 8% to 56% of students were in the C (moderate) and D (needs guidance) scales in the memorization aspect contained in the National Preschool Standard Curriculum syllabus.

While from a technology point of view, Muslim children nowadays refuse to study especially in Qur'an learning because of the effect of idols from cartoons such as Ultraman, Naruto, SpongeBob, and BoBoiBoy as their role models, thus leaving a negative impact on children's development such as laziness, lack of enthusiasm to learn and have an aggressive behavior (Zakhi 2012). Suhid & Fakhruddin (2012) stated that entertainment media is too numerous and influential year by year, while the use of media for memorizing the Qur'an is still limited (Basyirun 2012). Therefore, the objective of this study is to identify the usage necessity of digital applications in Qur'an memorizing. This is because digital applications become more significant in the 4.0 revolution to improve and mainstream *tahfiz* learning and minimize the existing problems.

Research Methodology

Research methodology is a general plan that is implemented to produce accurate or nearly accurate data to publish quality findings for mutual benefit (Piaw, 2014). The research design refers to a specific technique or method to obtain the information needed and the way to solve a problem. It can ensure that the information obtained is appropriate to the problem

to be solved. In addition, the information collected will be obtained with the most effective method (Konting, 1998). This form of research focuses on the structure of individual experience. This approach was chosen because it looked at various experiences that can be explored by using descriptive phenomenological methods (Zakaria, 2018). Non-probability sampling through (purposive sampling) is used in this study. The purpose of the sampling was to obtain data needed for digital applications in preschool Qur'an memorization learning. The study participants are among the teachers who teach the subject of memorizing the Qur'an. The characteristics of flexibility are suitable for exploring and studying the meaning behind the personal experiences of the study participants (Ronaldi, 2022). The selection of these individuals can show the diversity of their experience meaning. The data collection method in this study uses the in-depth interview method. In this study, the researcher has chosen a thematic method of analysis by placing appropriate themes on the transcribed data. Thematic analysis is a way to identify the themes that are formed in a situation or issue and examine the important themes that emerge from the findings (Noraini, 2019). Data analysis involves combining various data, classifying data according to accurate categories or themes, sample responses, and the researchers' observations (Othman, 2015).

Findings

A study using digital applications is relevant in today's learning and effective for students. Therefore, the use of digital applications can help the implementation of Quran memorization learning more easily, self-learning can be carried out, increase motivation, and be more flexible.

Engage the Students

Mobile phones play an important role in student's lives as a tool to communicate and managed to attract young people's interest in it (Hamdan, Din & Abdul Manaf, 2012). Meanwhile, kids also have the same interest in mobile phones. Therefore, the digital application will attract kids or students to learn and memorize Qur'an by application.

Table 1
Respond by the teacher toward student engagement

Informant	Interview Excerpts
(PSA-C1)	"Okay. with visual images and colors, so Insha'Allah it will be more interesting for boys to remember more, learn more with these things (apps) to memorize. …. "
-C1)	"It's true that we actually have a lot of apps, if there are apps that are more interesting for those of this religion, the boys like them."
D-C7)	"There is a possibility that because it (the application) is different from the others, maybe they will be more interested."

Based on Table 1, PSA-C1 explains with a memory application that has games, makes children more interested because children today are interested in the games that are in the gadget because there provide pictures and sounds. The existence of this application can change the children's direction to a better one which is the al-Qur'an memorization game. This is also acknowledged by PSB-C4.

Table 2
Respond by the teacher about the Games application

Informa	**Interview Excerpts**
(PSA-C1)	"Yes, because the boys now like to play gadgets, games like kindergarten, it's better to do something like this (application), he can play once by heart." (PSA-C1)
1)	"Yes, because the boys now like to play gadgets, games like kindergarten, it's better to do something like this (application), he can play once by heart." (PSA-C1)
5)	"The best reason is (play the application)."

Based on Table 2, most of the teachers agreed to apply games in the application. The findings also show that technology in teaching can encourage students to analyse the content and subsequently can train students to think and generate ideas in solving a problem in learning. In addition, encourage teachers to practice student-cantered pedagogical methods. This can reduce the boredom of students studying (Len et al., 2021). Therefore, learning through this digital application can improve the quality of learning and teaching materials and make PnP more interesting and interactive (Anam, et al., 2022; Hussin, et al., 2018; Shokri, et al., 2021). Thus, this finding is in line with the study of Sultana and Ripa (2019) who explained that technology plays an important role in learning because it promotes active learning. Learning systems based on internet technology are important because they can attract children to draw and write. Pre-school age is critical for children's development.

Easier to Memorize the Qur'an

Learning with the digital revolution has become easier with the existence of various software and mobile applications in smartphones. Likewise in the learning and teaching process (PnP) in the field of memorizing the Qur'an (Hilmi et al., 2021; Al-Mudara, 2017). This point is explained by PSA-C1 and PSA-C2 that children easily remember memorization when using digital applications as shown in Table 3.

Table 3
Response about being easy to memorize the Qur'an

Informant	Interview Excerpts
(PSA-C1)	"Okay. with visual images and colors, so Insha'Allah it will be more interesting for boys to remember more, learn more with these things (apps) to memorize. …. "
(PSA-C2)	"If in the apps, there is something like that automatically, he can remember... (PSA-C2)

This coincides with the study of Misnan et al, (2022) stating that students who use Qur'an applications such as i-*Tasmi'*, whereby more easily remember subjects, forms charismatic characters, and achieves outstanding academic achievements. The results of this finding also show that more effective learning is obtained, and students can complete their studies in the prescribed period. Therefore, with the ease of internet access and the development of hardware and software in the form of digitization, it is easier and easier for every user to obtain information sources, not to mention memorize and review the memorization of the Qur'an. Among the software that can be downloaded and widely used on android and IOS related to the Qur'an manuscripts is Qur'an for Android (Hilmi et al., 2021; Rahman, et al., 2020). Many applications are suitable for children's memorization of the Qur'an such as *Hafiz* Series, *Cerdik & Faham al-Qur'an*, *Juz Amma*, *Mengaji*, and Qur'an for Kids. *Hifz*, and so on. With this application, children can memorize, read, play, and understand the Qur'an in a relaxed and fun way.

This statement is in line with the study of Farooq et al (2020) which explains that digital applications can be learning aids (ABM) when at home. Even many parents teach their children through home school. Moreover, the mobile application is beneficial for both Arabic and non-Arabic speakers. In addition, the games available in the application can help preschool self-learning today and children can learn happily (Sultana & Ripa, 2019).

Self-Learning

Self-learning can be applied with the help of mobile applications. Users can learn, and read the Qur'an without a teacher, and at the same time, they can memorize. This statement is acknowledged by PSA-C2 as shown in Table 4.

Table 4
Respond to Self-Learning

informant	Interview Excerpts	Description
(PSA-C2)	"Um, I think it really helps, but if it's near our school, it's not very useful. If it's at home, I think it's very helpful for him to be able to read by himself"	Even PSC-C5 fully supports those digital applications that are easy to use by children and become beneficial games for them.
(PSC-C5)	"To me, if you create this application, I agree 100 percent that it can go a long way because this application is accessible as long as there is the internet, so if this application succeeds in attracting children to play, make this a routine."	

This statement is in line with the study of (Buzdar and Farooq, 2020). (2020) which explains that digital applications can be learning aids (ABM) when at home. Even many parents teach their children through home school. Moreover, the mobile application is beneficial for both Arabic and non-Arabic speakers. In addition, the games available in the application can help preschool self-learning today and children can learn happily (Sultana & Ripa, 2019).

Improve Student Motivation

Digital applications can increase the motivation of students, whether children or adults. Based on Table 5, PSB-C3, PSC-C5, and PSA C1 acknowledge that children are enthusiastic about learning not to mention that there are games on the application giving stars and praise.

Table 5
Respond to Student Motivation

Informant	Interview Excerpts
(PSB-C3)	"Yes, I think there is (motivation), God willing."
(PSC - C5)	"When you get words of great encouragement, be happy when you get praise and stars."
(PSA-C1)	"Um, can you give me motivation because Yasmin likes memorization like this, if there is something like that (application) it will be even more fun.

This finding is in line with the study of Len et al (2021) which states that the integration of technology and ICT elements in the *PdPc* process increases student motivation to learn. Moreover, the technology may enhance students' motivation through an attractive application interface and be easily accessible offline (Mustafa *et al*., 2021). This is because teaching activities are more enjoyable. After all, they create an authentic learning environment that increases the value of collaboration, interaction, and student autonomy in the *PdPc* process. This statement is also supported by Kiuru et al (2020) who argue that the

ICT and technology learning environment increases students' autonomy and active interaction which in turn increases motivation to learn.

Meanwhile, Al Mudara (2017), explained that students can memorize more easily and better with the help of digital applications. In addition, the agreement reached over 80% agreed that memorizing is easier when together with the existing Qari reading in apps.

Therefore, the integration of computers in ABM has had a positive impact on improving the quality and performance of student learning. This integration involves multimedia elements such as text, audio, video, and animation to produce an interactive product (Mayer & Moreno, 1998; Hussain et al., 2018). The use of multimedia technology has been found to solve memorizing problems (Ismail *et al.*, 2022). by generating self-learning according to the student's learning level, motivating students, creating meaningful learning, and increasing students' understanding and achievement as well as creativity (Mazyrah et al., 2008; Adri, 2007; Rafiza, 2013; Mustafa *et al.*, 2019). Product presentations need to be more interactive to encourage the delivery of creative learning content. and innovative through a combination of multimedia technology and traditional storytelling (Siti et. al., 2021). The study of Theodoropoulos et al (2017) has proven that digital games in learning computer programming can be used as an effective learning environment and increase student motivation because they provide a high-quality learning experience. At the same time, Hosseini, Maxwell, and Mehrnaz (2019) also stated that digital or technology-based learning has received significant attention in educational pedagogy as an effective way to increase student motivation and engagement in the classroom.

Improve Students' Understanding and Achievement as well as Creativity

When students use digital applications, they can improve their understanding, achievement, and creativity. This is as presented by PSA-C2, who stated that digital applications are suitable for use because children are IT literate and can understand what is in the apps as shown in Table 6.

Table 6
Respond to Student Understanding

informant	Interview Excerpts	Description
(PSA-C2)	"Yes, Very suitable (learning application). suitable for those who have always been, it's like what Teacher Ain said now in the IT era, all the boys are already good at playing IT. So, if you want to use this learning model, it's good because he has good things for him to explore."	Even PSA-C1 and PSC-C5 explain that this application can help children understand religion and even strengthen the understanding of something learned.
(PSA – C1)	"With these apps, we can help more children from as young as 4 years old to understand religion"	
(PSC – C5)	"When there are these apps, he feels like repeating what he understands, so these apps help to strengthen his understanding, there are boys who use the apps for the first time and can catch up" (PSC-C5)	

This statement is in line with the study of Ummu et al (2022) that the use of ICT is important to help improve the understanding and performance of students. The application also allows for the self-exploration of learning without the help of a teacher. This model may be suitable to be implemented in other domains that have a similar practice to this study; however, further studies are needed to be done to confirm this claim. Wang and Nida (2020) also stated that the use of digital learning methods can have a positive influence on learning outcomes. This shows that digital applications can help give understanding to students related to the subjects studied so that they can implement them in life (Al Qolbi, 2021). Ahmad and Iksan (2021) stated that digital learning can be achieved effectively when it is prepared perfectly and students have the motivation in forming an awareness of digital learning because it can increase student academic achievement, increase student motivation and involve students more actively in learning. The use of technology that is integrated with learning in the classroom makes the learning atmosphere more conducive and students can understand more clearly what to convey. The study of Baharudin et al (2021) concluded; m-learning can help improve the achievement of *Tahfiz Model Ulul Albab* (TMUA) students when learning Hifz Qur'an. The advantages of m-learning are that is more flexible and makes it easier for students to access the Al-Qur'an application. The features of the application used such as bookmarks, recitation of existing Al-Qur'an verses, and translation of an attractive and easy-to-use interface are contributing factors to its effectiveness for students.

Flexibility

The need for students to use digital applications because they are flexible. It is mentioned by PSB-C3 and PSC-C5 that this application can be used anywhere either at school or at home, abroad, or within the country, as shown in Table 7.

Table 7
Respond to Application Flexibility

informant	Interview Excerpts
(PSB-C3)	"God willing, it's possible, people don't just use it at school, they can use it at home, right, even parents can play with their children."
C3)	"It's good to have apps like that, it means everyone can use them."
- C5)	"it can go far, even Indonesians can use it, Singapore, and Brunei is nearby, we can also use it because we read the same thing, only our language is different, the important difference is that the
- C5)	letters are the same even if you live in the UK if you press inna author na it's still the same so near here the use of him can indeed go global in shaa Allah."
	"For me, if you make this application, I agree 100 percent that you can go far because this application is accessible..."

The results of the findings prove that students who use this technology medium for the study of the Qur'an become more flexible, can be used anywhere, have recording memorization, can communicate online, and do not need to face to face even at a long distance, making it easier for students to practice *tasmik* memorization with lecturers, it is easier to focus because the screen is wide, can be implemented even if the teacher and

students are far away, and can be implemented whenever desired, teaching and learning can be carried out regardless of where we are at the same time as not wasting time during the pandemic and easy to connect with teachers *tasmik* (Hussin et al., 2021). Misnan et al (2022) found that the built-in Al-Qur'an application can help *tahfiz* students listen to their reading according to the comfort and suitability of the student's time with minimal guidance. Hussin (2022) also admits that the Qur'an memorization course with a variety of technology mediums makes the course easier to implement and can be used anywhere.

Conclusion

The digital application used in the memorization of the Qur'an is expected to be able to innovate the teaching and learning of memorization as well as upgrade the country's *Tahfiz* education. Digital applications are a necessity today because they can attract students' interest, help them to learn easier, be flexible, and increase student motivation, understanding, achievement, and creativity. *Tahfiz* learning based on digital applications can meet the 21st-century education standards that place digital learning as a feature in addition to the Ministry of Education's wishes towards digital learning. Therefore, it is a necessity for students, including preschool children, to make it easier to learn and memorize using digital applications. Digital applications can have a great impact on the level of mastery in high-level thinking skills and can solve student performance problems, which can increase students' motivation and interest in studying the Qur'an.

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