

The Effect of Murottal Al-Qur'an on Concentration and Reaction of UINSA Students

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Abstract : The purpose of this study was to measure the effect of listening to murottal Al-Qur'an using Surah Ar-Rahman on students' attention and response. This study used a quantitative descriptive method using SPSS version 26. This study was conducted with a pre-test-post-test preexperimental design set with murottal treatment of Surah Ar-Rahman Al-Qur'an. Subjects were selected using purposive sampling technique. Data were collected using experimental tests of total body response to visual and auditory treatments. This study used a two-way ANOVA test to analyze the collected data. Based on the Inter-Subject Effect test table, the F value is 5.325 and the significance is 0.023, because the significance >0.05, Ha is accepted and H0 is rejected. It can be concluded that there is a difference in the mean reaction time of students between audiovisual stimuli media and the data obtained shows that there is a significant difference in the mean reaction time of students between audiovisual stimuli media. The researchers did not give too long a pause before giving the treatment to avoid anything other than the X factor.

INTRODUCTION

Concentration is important for students in living everyday life and in academic life. For example, when driving a vehicle to get to a place, concentration is needed to maintain the safety of the driver or the safety of the surroundings (Verawati and Syahputra 2018). Concentration is important in every activity undertaken, supported by the explanation of (Ihsan and Suwirman 2018) that concentration is one of the factors supporting individual success. The better the concentration of an individual, the better the anticipation that can be done in all possible events that will be faced. In general, concentration has a relationship to the effort within the individual in focusing his attention on an activity or object until he is able to understand and understand the activity or object of his

attention (Julianto, Dzulqaidah, and Salsabila 2014).

Concentration in the academic field is a focus of attention related to the process of changing individual behavior in the form of mastery, use, and assessment of attitudes, values, skills, and knowledge in various studies (Aviana and Hidayah 2015).

Concentration is focused on a particular activity or object by not focusing on less important issues. Individuals who are unable to concentrate will not succeed in mastering or storing the knowledge gained. There is a great influence of concentration on academics, especially students in receiving knowledge (Arifin 2015). However, there are also many internal or external influences that can reduce or increase concentration, such as health, mind, activity, environment, motivation, or regular sound (Mareta and Pratiwi 2019). A

phenomenon that is often found in the academic field is the existence of low concentration indicators because they are easily distracted, fall asleep, and have low daily evaluation results (Setiyorini 2016). Internet utilization can be one way to improve concentration. As research has been conducted by Purba (2019) where the use of quizzes via the internet can increase learning concentration in students.

Apart from concentration, speed in reaction is needed in everyday life. Reaction speed is the ability of muscles to react in a short time after receiving an stimulus, so it can be measured through the reaction time of the five senses in receiving and responding to stimuli (Cahyaningrum 2021). Reaction time is the time elapsed between the presentation of a sensory stimulus and the subsequent behavioral response. Reaction time is a physical skill that is closely related to human performance. It represents the level of neuromuscular coordination by which the body through different physical, chemical and mechanical processes translates visual or auditory stimuli traveling through afferent pathways and reaching the brain as sensory stimuli (Shelton and Kumar 2010). Reaction time can be divided into three parts. First is the perception time which is the time for application and perception of the stimulus. Second is the provision of the necessary reaction to it. Third is the motor time that corresponds to the order received (Muflih, Rusdiana, and Ronald 2022).

Reaction speed and concentration are important to be able to increase productivity both academically and in everyday life (Wicaksono and Kusuma 2020). Increasing concentration or reaction can be done by using Qur'anic murottal. Murottal Al-Qur'an is defined as a recording of a qori's voice reading the Al-Qur'an in a longer form. The chanting of the holy verses of the Qur'an can affect the movement of brain cells and create a balanced condition in it through sound wave vibrations that spread throughout the body. Objects that are affected by the murottal Al-Qur'an, their neuron vibrations will return to stability (Aprilini, Mansyur, and Ridfah 2019). When the Qur'anic verses are heard, the

human brain will experience a wave of increase that serves to grow memory capacity in digesting information into the body (Ramdani, Jaenudin, Djamal, et al. 2021). The chanting of the holy verses of the Qur'an can have a relaxing effect, where the state of the heart and pulse blood vessels relaxes or decreases. This chant can also be referred to as Qur'an therapy, where in reality the recitation of the Qur'an will create sound waves that can instruct the brain to increase the production of neuropeptides, which further stimulate the receptors in the body to create a sense of comfort (Supriyanti 2021). One of the surahs of the Qur'an that can function as a therapeutic is surah Al-Rahman, which means

Allah is merciful to His servants and describes His favor (Firdaus, Putri, and Hardiningrum 2021).

The studies that have been conducted have not touched on the effect of Qur'anic murottal on the concentration and reaction of students. The ability of concentration and reaction in students is quite important to support in receiving knowledge or placing themselves according to the existing situation. Therefore, researchers are interested in raising the topic of the effect of Qur'anic murottal on concentration and reaction because basically murottal is able to calm the mind and psychology of individuals in every need so as to increase concentration and reaction when the individual feels calm and relaxed after listening to Qur'anic murottal. Research subjects who close their eyes in listening to the Qur'anic murottal and look calm indicate that the subject is in a state of calm or relaxation (Suhita et al. 2019).

Giving murottal is able to increase individual concentration, such as research by (Ningsih and Rusydi 2020) that Al-Qur'an murottal is able to increase the level of concentration and psychological individuals become calmer. Another study conducted by (Nugraha 2020) explained that the Qur'anic murottal has an influence on increasing the concentration of learning for level II S1 Nursing students of Stikes YPIB Majalengka. Research conducted by (Julianto et al. 2014) found that increasing concentration ability was considered

more effective and significant by listening to the murottal al-Qur'an than not listening to the Qur'an. In another study related to murottal conducted by Twistiandayani and Prabowo (2021), it was found that in CKD V patients undergoing Hemodialysis, there was a decrease in anxiety, stress and depression levels when listening to Al Quran murottal therapy surat Al Fatihah and surat Ar Rahman was applied.

Concentration and reaction measurements are carried out using the whole body reaction experimental tool. The tool is able to measure the concentration ability and reaction time of the individual who uses it (Miyatake et al. 2012). Experimental research methods can overcome and provide solutions regarding the influence of the Qur'an on stress reduction. Experimental research is closely related to the hypothesis that the researcher wants to answer through the question of cause-and-effect or causality of the relationship between variables that have been determined. Then, researchers need to design an experimental design after determining the unbound variable and the dependent variable (Nugraha 2020). Experimental research is considered as research that provides the most stable information in terms of internal and external validity. Therefore, the weight of research is often determined by both (Ramdani, Jaenudin, and Nuranisah Djamal 2021). However, the reality in the field proves that the conditions of experimentation are often not fulfilled properly, therefore the research cannot be called a true experimental research or often referred to as pre-experimental research (Wicaksono and Kusuma 2020).

Student attention can accelerate the learning process if the student is in a focused state (selective attention). Conversely, if students are in a state of being divided (divided attention) then the information that has been conveyed can be distorted and allows the information to disappear or not be captured (Kautsar

et al. 2020). Technically, the above conditions occur in the body process where what appears is neurons that weaken each other and cause the information captured to be incomplete

and the potential for misconceptions in this context tends to be high. The ability to maintain attention or focus is called concentration (Julianto, Dzulqaidah, and Salsabila 2014). This study aims to determine the effect of listening to murattal al- Qur'an on improving concentration skills in college students. Researchers set a hypothesis, namely that there is a difference in concentration ability between individuals before listening to murattal al-Qur'an and after listening to murattal al-Qur'an.

METHOD

This study uses concentration as the independent variable and murottal Al-Qur'an as the dependent variable. This study uses a descriptive quantitative research method with a design that uses pre-experiment research design (Kusuma and Yuliani 2022). The research design is a design where the researcher does not take and determine subjects randomly for research, but has quite good results in internal and external validity (Rahman, Waskita, and Hamansah 2021). Researchers chose the One Group Pretest Posttest method for data collection in this study, where there is one group without treatment at the beginning of the test and then given treatment or treatment at the end of the test (Saputra 2017). All subjects will get two treatments. The first treatment is without listening to murottal and the second treatment is done after listening to murottal (Putra et al. 2018).

Subjects were obtained using purposive sampling technique. Researchers use this technique to determine subjects with certain considerations that have been determined by researchers in order to obtain maximum data results (Nasriani and Mardela 2019). The subjects of this study amounted to 60 people with the characteristics of UINSA students aged 18 to 24 years. The subjects were divided into two groups, namely 30 subjects conducting tests using auditory and 30 other subjects using visual. The data analysis technique uses the help of spss which includes statistical data of variance

analysis hypothesis testing with the Two-Way ANOVA Test (Martiani 2019).

This research uses an experimental test tool in the form of a whole body reaction. In the procedure, there are differences between auditory and visual. The auditory procedure is initially the subject stands on the rubber mat that has been provided. When the researcher presses the button on the auditory box connected to the mat, a sound will come out of the box and the subject is asked to jump as soon as possible after hearing the sound coming out of the box (Syaquro and Badruzaman 2016). The visual procedure at first the subject sits in a chair that has been provided by holding a box with three buttons connected to the visual box with red, yellow, and blue colors. When the researcher presses the button on the visual box, the color will come out and the subject is asked to press the button according to the color that comes out. This data collection has been approved by the subject to be processed using informed consent as a form of consent from the subject.

RESULTS

Assumption Test Results of Research Data

Data for hypotheses one and two in this study were analyzed using the two ways ANOVA test. Before conducting the two ways ANOVA test, the assumption test is the normality test.

Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-----------|---------------------------------|-----|------|--------------|-----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Kemampuan | .131 | 120 | .000 | .913 | 120 | .000 |

a. Lilliefors Significance Correction

Based on the Kolmogorov-Smirnov and Saphiro-Wilk formulas to test the normality of the data, see the normality test table, the Kolmogorov-Smirnov formula obtained a statistical value of 0.131, the degree of freedom df of 30, and the significance value is 0.000 <0.05, it can be concluded that the resulting data distribution is normally distributed. The same

thing happens with the Saphiro-Wilk formula, a statistical value of 0.913 is obtained, the degree of freedom df is 30, and the significance value obtained is 0.000 <0.05, it can be concluded that the data distribution is normally distributed.

Research hypothesis test. Hypothesis testing was carried out using the two-way ANOVA test.

Between-Subject Factors

| | | Value Label | N |
|-----------|------|--------------------------------|----|
| Indra | 1.00 | Audio | 60 |
| | 2.00 | Visual | 60 |
| Treatment | 1.00 | Before Listening to the Qur'an | 60 |
| | 2.00 | After Listening Qur'an | 60 |

Information about the independent variables and their labeling is contained in the BetweenSubject Factors table.

Descriptive Statistics

| Dependent Variable: Kemampuan | | | | |
|-------------------------------|--------------------------------|-------|----------------|-----|
| Indra | Treatment | Mean | Std. Deviation | N |
| Audio | Sebelum Mendengarkan Al-Qur'an | .5667 | .25199 | 30 |
| | Sesudah Mendengarkan Al-Qur'an | .4261 | .17068 | 30 |
| | Total | .4964 | .22484 | 60 |
| Visual | Sebelum Mendengarkan Al-Qur'an | .6698 | .25215 | 30 |
| | Sesudah Mendengarkan Al-Qur'an | .5073 | .18716 | 30 |
| | Total | .5885 | .23492 | 60 |
| Total | Sebelum Mendengarkan Al-Qur'an | .6182 | .25527 | 60 |
| | Sesudah Mendengarkan Al-Qur'an | .4667 | .18224 | 60 |
| | Total | .5425 | .23359 | 120 |

A description of the data for each variable, including the amount of data, mean, standard deviation is in the Descriptive Statistics table.

Levene's Test of Equality of Error Variances^{a,b}

| | | Levene Statistic | df1 | df2 | Sig. |
|-----------|--------------------------------------|------------------|-----|---------|------|
| Kemampuan | Based on Mean | 2.158 | 3 | 116 | .097 |
| | Based on Median | 2.093 | 3 | 116 | .105 |
| | Based on Median and with adjusted df | 2.093 | 3 | 107.531 | .105 |
| | Based on trimmed mean | 2.185 | 3 | 116 | .094 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: Kemampuan

b. Design: Intercept + Indra + Treatment + Indra * Treatment

The data from the analysis of the test of homogeneity of population variances and the level of significance are in the Levene's Test of Equality of Error Variances (a) table.

Tests of Between-Subjects Effects

Dependent Variable: Kemampuan

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------|-------------------------|-----|-------------|---------|------|
| Corrected Model | .947 ^a | 3 | .316 | 6.604 | .000 |
| Intercept | 35.313 | 1 | 35.313 | 738.624 | .000 |
| Indra | .255 | 1 | .255 | 5.325 | .023 |
| Treatment | .689 | 1 | .689 | 14.412 | .000 |
| Indra * Treatment | .004 | 1 | .004 | .076 | .784 |
| Error | 5.546 | 116 | .048 | | |
| Total | 41.807 | 120 | | | |
| Corrected Total | 6.493 | 119 | | | |

a. R Squared = .146 (Adjusted R Squared = .124)

From the results shown in the Levene's Test of Equality of Error Variances (a) table, testing the homogeneity of population variances can be done by comparing the significance level (p-value) with the error.

Hypothesis:

Ho :The variance of reaction time data for examination before treatment and after treatment in the student group is the same / identical.

Ha :The variance of reaction time data for examination before treatment and after treatment in the student group is different.

Decision:

If the significance obtained > 0.05, then Ho is accepted If the significance obtained < 0.05, then Ho is rejected

Based on the data obtained from the Levene's Test of Equality of Error Variances table (a) which shows a significance of 0.097. Because the significance > 0.05 it can be concluded that Ho is accepted, and Ha is rejected. From these results it can be concluded that the variance of reaction time data for examination before the subject gets treatment with after the subject gets treatment in the student group is the same / identical.

After the variance of reaction time for examination before the subject gets treatment with after the subject gets treatment in the student group is the same / identical, the

researcher then continues with the ANOVA test to determine whether there is a difference in the mean reaction time.

Students using the audio and visual stimulus media senses, between groups of model packages (treatments I, and II), and the interaction between senses and model packages (treatments).

Hypothesis (Indra)

$$Ho : \mu a = \mu b = \mu c$$

The average reaction time of students between audio and visual stimulus media is the same/identical.

$$Ha: \mu a \neq \mu b \neq \mu c$$

The average reaction time of students between audio and visual stimulus media is different.

Hypothesis (Model/Treatment Package)

$$Ho : \mu 1 = \mu 2 = \mu 3$$

The average reaction time of students between model (treatment) packages I, and II is the same/identical. Ha: $\mu 1 \neq \mu 2 \neq \mu 3$ the mean reaction time of students between model packages (treatments) I, and II is different.

Hypothesis (Interaction of Senses & Model/Treatment Package)

Ho :There is no reciprocity between audio and visual stimulus media with model package (treatment) I, and II on students' reaction time.

Ha: There is a reciprocity between audio and visual stimulus media with model packages (treatments) I, and II on student reaction time.

From the Tests of Between-Subjects Effects table above, testing of the three hypotheses can be done by comparing the significance level (p-value) with the error.

Decision:

If the significance shows > 0.05 , then H_0 is accepted. If the significance shows < 0.05 , then H_0 is rejected.

The difference in student reaction time between audio and visual stimulus media. The F value of 5.325 and a significance of 0.023 obtained from the test table of the effect between subjects, because the significance > 0.05 accepts H_a , meaning rejecting H_0 . With this fact, it can be concluded that the average reaction time of students is different between audio and visual stimulus media, in other words, there is a significant difference in the average reaction time of students between audio and visual stimulus media.

The difference in student reaction time between model (treatment) packages I and II. Based on the data obtained from the table "Testing Effects Between Subjects" above, the price of F is 14.412 and

significance of 0.000, because the significance obtained < 0.05 then reject H_0 and accept H_a . From these data, it can be concluded that the average reaction time of students shows a difference from the package model (treatment) given, or it can be concluded that there is a

significant difference in the average reaction time between students for different package models (treatment).

The difference in student reaction time is based on the interaction between the senses and the model package given (treatment). From the results of the Between-Subjects Effects table above, the F price is 0.076 and the significance is 0.784 because the significance > 0.05 , H_0 is accepted and H_a is rejected. From these results it can be concluded that the mean reaction time of students based on the interaction between the sensory package and the model (treatment) is the same, and it can be concluded that the mean reaction time of students based on the sensory package and the model (treatment) is not significant. The interaction between the sensory model and differential therapy.

DISCUSSION

From the results of observations during the implementation of data collection on audio stimulus media, there were 15 women and 15 men who participated as experimental subjects. Data collection on visual stimulus media there were 21 women and 9 men who participated as experimental subjects. The age of the subjects ranged from 18-24 years old and a UINSA student. Santrock (2011) says that the transition period from adolescence to adulthood is early adulthood which is marked when aged 18-25 years.

The subject's psychological condition can be said to be normal because he is able and willing to give informed consent that has been made by the researcher. The subject's age ranges from 18-24 years, psychologically entering the transition period. Santrock (2011) says early adulthood is characterized by the age of 18-25 years which leads to the transition from adolescence to adulthood. The early adult period is a period of consolidation, discovery, search and reproduction period, which is a period full of problems and emotions, a period of social isolation, a period of commitment and dependence, creativity, a period of changing values and adaptation to a new lifestyle.

The results of previous data processing can be seen from the frequency of data categorization after and before treatment there are differences. In table 1 the number of subjects in the fast category is 17, the medium category is 11 and the slow category is 2. In table 2 the number of subjects in the fast category is 24, the medium category is 6 and there is no slow category.

So that from the comparison of frequency from tables 1 and 2 it can be said that there is an increase in speed. So it can be concluded from the hypothesis that has been made that H_0 is rejected and H_a is accepted, or it can be said that there is a difference in reaction time on examination after being given treatment between before being given treatment to individuals.

From the data processing above, it is found that there is a difference in student

reaction time on auditory and visual stimulus media. Based on the previous inter-subject effect test table, the F price is 5.325 and the significance is 0.023, because the significance > 0.05 , H_a is accepted and H_0 is rejected. From this it can be concluded that the average reaction time of students to auditory and visual stimuli is different, that is, there is a significant difference in the average reaction time of schoolchildren to auditory and visual stimuli. The difference in students' response time between sample package (treatment) I and II.

Based on the table "Test of effects between subjects" above, the cost of F is 14412, and the significance is 0.000, because the significance is < 0.05 , discard H_0 , that is, accept H_a . It can thus be concluded that the mean reaction time of students when viewing this package model (treatment) is different, or there is a significant difference in the mean reaction time between students receiving the package model (treatment). The difference in students' reaction time is based on the interaction between the sensation and the set of modalities (treatments) provided. Based on the table "Test of influence between subjects" above, the cost of the F result is 0.076 and the significance is 0.784, because the significance > 0.05 accepts H_0 and rejects H_a . From this, it can be concluded that the mean reaction time of students based on sense organ-sample (treatment) interaction is the same, or in other words, the mean reaction time of students based on sense organ is not significantly different. Perceived interaction. Pattern of sensation and therapy. From these data manipulations, it can be concluded that Qur'anic notes can affect a person's concentration and reaction time when performing certain tasks.

From the data processing above, it was found that the difference in student reaction time between audio and visual stimulus media. Based on the previous Tests of Between- Subjects Effects table, the F price is 5.325 and the significance is 0.023 because the significance > 0.05 , then H_a is accepted so that H_0 is rejected. From this it can be concluded that the mean reaction time of students to audible and visual stimuli is different, that is, there is a significant

difference in the mean reaction time of schoolchildren to audible and visual stimuli. Differences in student response time between sample (treatment) packages I and II. Based on the "Tests of

Between-Subjects Effects" table above, the cost of F is 14412 and the significance is 0.000, since the significance < 0.05 , H_0 is discarded i.e. H_a is accepted. Therefore, it can be concluded that the mean reaction time of students when seeing the model package (treatment) is different, or in other words, there is a significant difference in the mean reaction time between students who receive the model package (treatment). The difference in students' reaction time is based on the interaction between the sensation and the set of patterns (treatment) given. Based on the table "Test of Influence Between Subjects" above, the F result has a cost of 0.076 and a significance of 0.784, because the significance > 0.05 , H_0 is accepted and H_a is rejected. Thus, it can be concluded that the mean reaction time of students based on the interaction of sense organs with the sample (treatment) is the same, or it can be concluded that the reaction time of students based on sense organs is not significantly different. Sense interaction. Feeling and healing patterns. From this data processing, it can be concluded that Qur'anic notes can affect a person's concentration and reaction time when completing certain tasks.

The results of the above research are relevant to previous research, in research (Kautsar et al. 2020) stated that the sig. (2-tailed) value of 0.018 < 0.05 was obtained between the two groups based on the results of the t-test which indicated that there was a considerable difference in the ability to concentrate on learning students who heard the Qur'an. AL-Quran A more effective way to improve concentration in learning is to read the Quran aloud. In research (Nugraha 2020) The value of the results obtained from processing the experimental group data p value = 0.000 or $p < 0.05$. So it can be concluded that Al-Qur'an murottal therapy is effective in increasing the concentration of learning for undergraduate nursing students at STIKE YPIB Majalengka.

In research (Julianto, Dzulkaidah, and Salsabila 2014) the average concentration of subjects in the experimental group was 10.4 points before treatment, and 11.2 points after treatment. The average score of subjects in the control group was 11 points before treatment and 11.4 points after treatment. The mean value represents the difference between the mean values of the experimental group and the control group in the pre- and post-treatment conditions. This shows that listening to Qur'anic murattal is effective in increasing concentration. The relevance of the research results and the results of previous studies strengthen the hypothesis that there is an effect of giving audio murattal Al-Qur'an on concentration and a person's reaction time in dealing with a particular task.

The weakness of pre-experimental research using the one group pre-test post-test is that there is no guarantee that X is the only factor or core factor that causes changes in Y1, towards Y2. During the treatment given (the time between Y1 - Y2), the research subject can be threatened by history factors. There could be something happening to the subject, especially if the time span between Y1 and Y2 is relatively long (e.g. 2 days). The threat of history factor can be minimized because the time span between Y1 and Y2 is done in a short time. The advantage of this design is that it allows comparison between Y1 and Y2 from the same subject, thus allowing control of selection and mortality. Researchers also did not give too long a pause before conducting a pre-test using whole body reaction. Researchers do this to avoid factors other than factor X.

CONCLUSION

The results of this study can lead to the conclusion that the average reaction time of students is different between audio and visual stimuli media, or in other words, the average reaction time of students between audio and visual stimuli media has a significant difference. Thus it can be concluded that the mean reaction time of students is different from the package

model given (treatment), or in other words the mean reaction time of students between students given the package model there is a significant difference. (treatment). So it can be concluded that the average reaction time of students based on the interaction of sensory packages with the model (treatment) is the same, or it can be said that the average reaction time of students based on sensory interaction. package with the same model (treatment). Model. (treatment) there is no significant difference. In this study, in giving treatment, researchers did not give too long a pause before conducting a pre-test using the whole body reaction. Researchers do this to avoid factors other than the X factor.

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