

The Perspective of the Santri Tahfidz Qur'an on the Interface Display of the Android-based Al-Quran Memorization Application

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Abstract

This study aims to determine the views of the santri tahfid Qur'an on the appearance of the same version detection android application that has been tested in three tahfidzul Qur'an Islamic boarding schools in Jepara, Kudus and Pati Jawa Tengah. The method used in this research is Research & Development. The data presented in this article is data obtained from one of the stages of the R & D research itself, namely the limited scale trial stage. Data collection techniques using interviews. Data analysis through reduction, display, and providing conclusions. The results showed (1) on average 19% of the students were interested in applications that were dominated by images. (2) 16% of the students of tahfidz al-Qur'an liked applications that were packaged with a game / game approach. (3) 19% more tahfidz students prefer a quiet and quiet way of learning. (4) 16% of the students liked the appearance of writing in the al-Qur'an memorization application.

Keyword: Perspective; tahfidz students; Al-Qur'an application user interface, multimedia, android

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INTRODUCTION

The rapid development of information technology is not followed by technology-based teaching in the world of education. Utilization of this technological sophistication is still lacking. This is evidenced by a number of 90% of students / students prefer face-to-face learning when online learning is carried out because of the Covid-19 pandemic (Kusnayat et al. 2020; Tarman 2015). With the growth of the digital generation which has different characteristics from the previous generation, of course a different learning approach must be used for this group, including in instilling religious teachings/doctrines. Enthusiasm for a religious lesson must be increased by following various developments in the circumstances and characteristics of the students themselves, including this digital generation who lives in the era of information technology (Fauzan and Nadia 2019).

Islamic education currently studies many things related to the results and discourses produced by Islamic thinkers in the past (Mukaffan 2013), in this case new Islamic education is at the level of studying products, not learning methods or epistemology. This is where the decline of science

in Islam began. This also results in Islamic education learning strategies that tend to be static and monotonous, resulting in students becoming bored in the learning process (Haryanto and Mubarak 2018). Methodical thinking in Islamic education must receive more attention from practitioners of Islamic education, so that education will be able to answer problems faced by society. Not only memorizing the results of the thoughts of past figures, but how to cultivate critical and innovative ways of thinking.

The development of information technology, which has increased so rapidly in nearly two decades, has had a profound impact on the generation born between the 2000s known as the millennial / digital generation. This generation has a tendency to active, sequential, sensing, and visual learning as learning objects that require learning that combines theoretical learning with effective digital / virtual world exploration through information technology tools, both social media and various learning animations (Purnomo, Ratnawati, and Aristin 2018).

The digital generation who is familiar with various sophisticated communication technology tools has a tendency to learn different patterns. Education that still uses old methods in the

learning process will be abandoned by students. Learning methods such as lectures, giving assignments without increasing analytical power, creativity, and innovation will lead to boredom. Learning by following the concept of their learning will be more engaging because they live not only in the real world, but they spend more time in the virtual world in terms of adding various kinds of information. With the support of various facilities for fast-paced communication and the development of various kinds of social media (Facebook, Twitter, Instagram, WhatsApp, and others), it is easy for them to get various information, both positive and negative.

Easy access to information and the speed with which children adapt to information technology equipment, on the one hand is a good impact in supporting children's learning activities, but on the other hand this is a challenge for institutions that have been unfamiliar and even tend to minimize. use of media / technology to support learning. Things like this often happen in Islamic boarding schools in general and in particular in the Tahfidz Islamic boarding school.

Pesantren are educational institutions that have taken root and grown since hundreds of years ago in the archipelago. To be an institution that is able to exist today, of course there are many dynamics and challenges faced by this one institution. Pesantren have provided various educational services in tafaquh fi ad-din. Strengthening religion through the education services of fiqh, nahwu, shorof, tasawuf, balagah, mantiq, hadith to al-quran and so on has been the specialty of this institution since its first presence (Khairurrijal 2020). One of the pesantren institutions that has been increasingly developing and in demand by the public is the tahfidz al-Qur'an pesantren.

The tahfidz Islamic boarding school is an educational institution that organizes al-Quran memorization programs. Either through the non-formal system, or in combination with the formal system. Historically, the tahfidz pesantren began to develop around the 18th century. When some scholars who learned tahfidz from Mecca returned to Indonesia (Attabik 2014). At that time the tahfidz pesantren focused more on the non-formal system. Furthermore, in 1950, several tahfidz Islamic boarding schools began to make many innovations. There is a combination of the formal and salaf systems available for all levels. Children's tahfidz Islamic boarding schools (Falah 2015), intermediate and general levels which are usually developed by special Thafidz pesantren.

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After the independence period, pesantren experienced challenges amid the development of modernization in various fields. The impact of modernity requires pesantren educational institutions to survive, so that various efforts are made from changing the form, format, orientation, to implementing creative, current and efficient educational methods (Khairurrijal 2020). However, efforts to make these changes do not affect the vision and mission and orientation of the pesantren itself.

One of the efforts made in introducing the method of learning to memorize al-Qur'an is by introducing learning al-quran with the android application. Efforts to take advantage of this technology, namely in order to support learning to memorize the Qur'an which has been done conventionally. Among them are the tahfidz Islamic boarding schools which introduce new media in memorizing the Koran using this application, namely the Jepara Darut Ta'lim Islamic Boarding School, the Menawan Kudus Yanbu'ul Qur'an Islamic Boarding School, and the Yanbu'ul Qur'an Boarding School 1 Pati (SMPQT).

The introduction of the Al Qur'an memorization application is certainly not without obstacles. One of the factors that make Android application users comfortable and happy with an application itself is the interface display of the application. The display interface or user interface is an important factor in how the application is accepted by the user or not. The interface is simple and attractive, not confusing, will make it easy for users to operate the application (Ghiffary, Susanto, and Prabowo 2018).

The impact of the non-natural disaster in the form of the Covid-19 pandemic which started in Wuhan China which later became a global disaster, is the cessation of the learning process that has been happening in educational institutions. Teaching and learning activities at various levels and types of education including pesantren education stopped, and were replaced by distance learning models. This incident is a good opportunity to introduce and practice learning using online media.

Research Methods

This study aims to determine the user-friendly interface design components. The indicator used as a measurement of perceived ease of use is the user's perception that will be measured using a questionnaire. Data collection was carried out using random sampling technique,

namely by taking respondents randomly. The main respondents of this study were the tahfidz Al Qur'an students in three Islamic boarding schools. The number of students who became respondents was 100 people. This data was obtained using technical interviews and questionnaires distributed at the limited scale trial stage.

Results and Analysis

The development of Islamic boarding schools in Indonesia is very rapid, this institution is allegedly able to keep up with the times, although at a very slow pace. Fundamentally, this era of technological globalization will and has changed the way of life of humans both in style and / or lifestyle. The development and progress of the world, especially information technology, has also brought radical changes in all areas of human life. The era of the development of the Industrial Revolution 4.0 brings human life to a new life, especially in interaction, manufacturing and industrial technology. The development of the Industrial Revolution 4.0 was marked by the use of

internet-based information technology. The development of information technology is developing very massively, where humans can use information media freely.

No exception to educational institutions that have been considered conventional and closed to developments in science and technology. Through this article, the researcher will explain how the views and interests of the students who memorize the al-Qur'an on the display / user interface of the android application technology which is intended for the tahfidz santri. User interface (UI) itself is a term used to describe the appearance of a machine or computer that interacts directly with the user. The design and arrangement of the interface must be considered to produce a good appearance and make it easy for users to operate / user friendly (Ghiffary et al., 2018).

The results of the needs analysis on the characteristics of the students' interest in the appearance of the media and the learning atmosphere of the students at the Darut Ta'lim Jepara Islamic boarding school are as shown in the following figure:

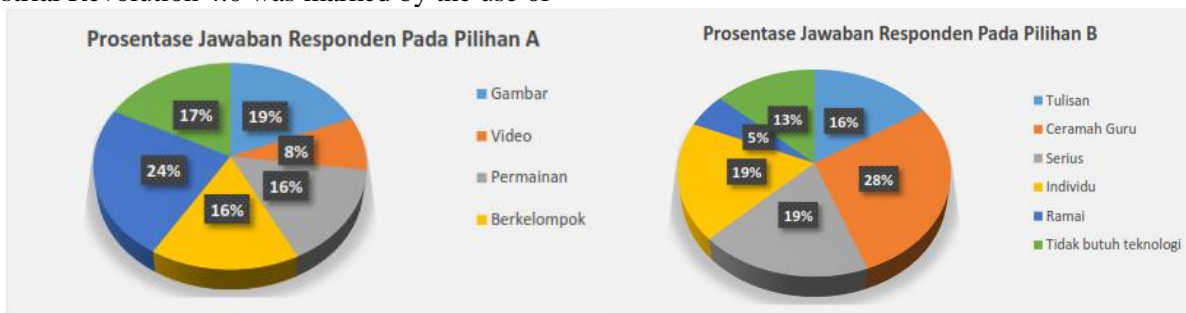


Figure 1. Results of the analysis of the students' interest in PP Darut Ta'lim towards the look and atmosphere of learning choice A and choice B

Figure 1 shows that 19% of students like media that contain images. as much as 8% of students like the application there is a video display. There are 16% of students who like learning with the game system. It is the same as the percentage that likes groups. Meanwhile, in option B, we can see that as many as 16% of students like applications that include writings in them.

The results of the analysis of the needs of the Yanbu'ul Qur'an Menawan Kudus pesantren

are more or less the same. There are 19% of students like learning media / applications that display images. Students who like learning media that have video elements are 13%, and 15% are happy about the learning technology in the tahfidz program. As many as 10% of the students liked the application with the writing in it. These results are in line with the students' answers to options A and B as shown in Figure 2 below.

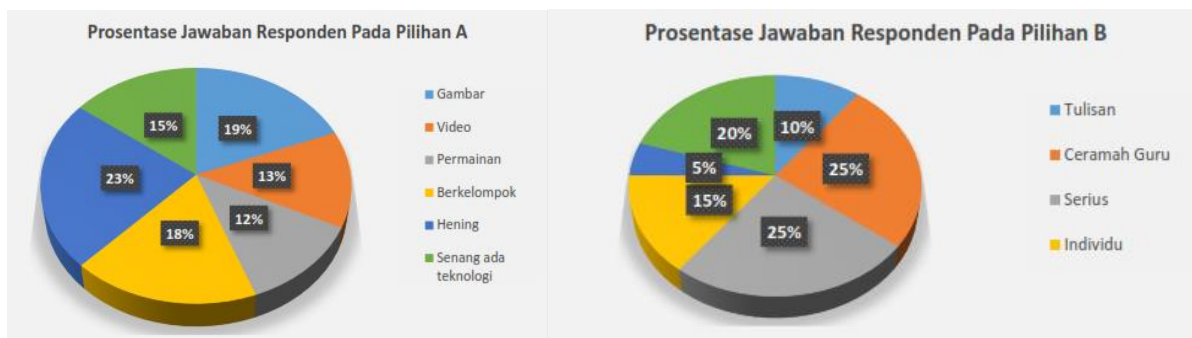


Figure 2. Results of the analysis of the students' interest in PP. Yanbu'ul Qur'an Menawan Kudus to the appearance and atmosphere of learning

The results of the analysis of the needs for question 2 of choice A in the Yanbu'ul Qur'an Boarding School 1 Pati pesantren are as in Figure 3.

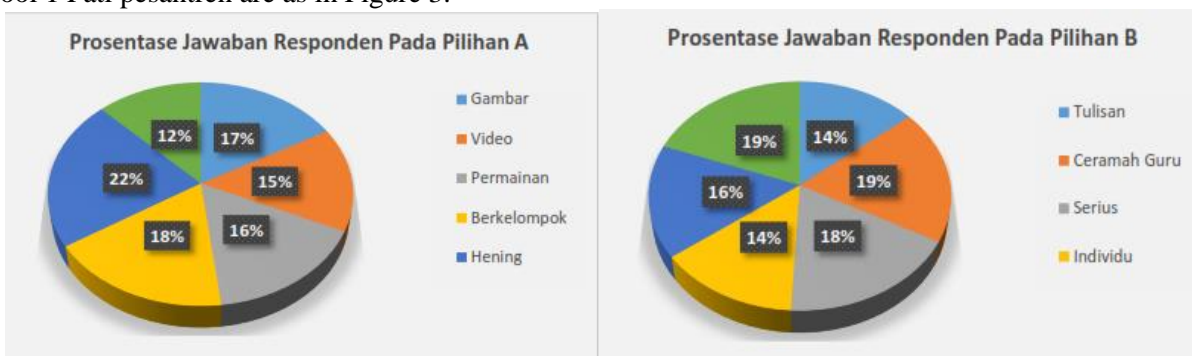


Figure 3. Results of the analysis of the students' interest in PP. Yanbu'ul Qur'an Boarding School 1 Pati to the appearance and learning atmosphere of choice A and choice B.

Figure 3 shows that there are 17% students who are interested in displaying image media. Students who are interested in media in the form of video are 15%, and 12% are happy about learning technology. There are 16% of students who like to learn using the game method. Figure 3 shows that 14% of the students are more interested in writing media.

Conclusion

From the results of the analysis and discussion of the data above, we can see that 18.3% of the students who memorized the Qur'an from the three Islamic boarding schools liked the pictorial Quran memorization application. As much as 12% of students like applications that include video elements. 14.6% of the tahfidz students who were tested wanted game elements in an android application for memorizing the Qur'an. Meanwhile, 13.3% of students like applications that use Arabic writings.

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