The Readiness of *Santri* in Using Technology to Support Memorizing of the Qur'an in Millennial Era

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Abstract: In the millennial era, technology has become a necessity and been used in various fields. Technology is often used as a medium to support the process of teaching and learning. Pesantren as one of the educational institutions also facing to technology. This paper aims to describe the readiness of santri in using technology in pesantren tahfidh. The method is a mixing method between quantitative and qualitative approaches. This research was conducted in several pesantren in Jepara, Kudus, Pati. The results indicate there are three aspects of the readiness of santri tahfidh. First, the aspect of competence and experience in using technology are low. It is because 52% of santri claimed to have no understanding of how to use technology. Then, 11% of santri who can use technology, while those who have used technology in the process of the Quran memorizing are only 8%. Second, the aspect of santri' responses to the use of technology as learning support is higher. Moreover, 70% santri who agree to use technology in learning. Meanwhile, santri who agree that technology can help them in reciting their memorization are 60%. Then, santri who felt happy that technology helps them memorize are 58%. Santri who felt the need for technology in memorizing was 46%. Third, the aspect of supervisor' responses to the use of technology for tahfidh is only 5%. Inwardly, santri are ready to use technology. However, they are not ready based on competence, as it has not received a positive response or support from supervisor.

Keywords: readiness, santri, technology, memorizing Qur'an, millennial era

INTRODUCTION

Islamic boarding schools are one of the religious education institutions (Government, 2007), can manage formal and non-formal channel (Government, 2007). Some of the reasons parents choose children's educational institutions in pesantren are to shape the character of children to be independent, noble (Bakar, 2014), and discipline through habituation in boarding schools (Ta'rif, 2016).

Based on the effectiveness of the pesantren program, several educational institutions adopt and develop boarding schools. Each has different advantages, such as entrepreneurship-based boarding (Wekke, 2012),life skill (Abidin, 2014), *tahfidz,* and others.

Santri who memorize the Qur'an are based on certain motivations. Both intrinsic and extrinsic factors. Intrinsic factors such as wanting to get the Creator's Mercy, imitating the Prophet Muhammad, and achieving inner pleasure. As for extrinsic factors, namely the appeal of parents, teachers, inspired by others, have aspirations to teach the Qur'an (Yusuf, 2015), up to academic demands. Some institutions stipulate memorization of a number of juz as graduation requirements. Because of the many positive effects of memorizing the Qur'an; increased memory, learning achievement, and compliance with parents (Nawaz, Nazia and Jahangir, n.d.).

Based on the positive impact and increasing public interest in the tahfidh program, that has become a challenge for Islamic Boarding School as the Islamic institution. The challenge is to improve the quality of education, especially in preparing graduates of

Islamic Boarding School who can adapt to changes and developments in the times (Mastahu, 1994). One of them is by providing the ability to use technology, and providing the ingredients. The availability of technology in educational institutions has several benefits, such as increasing the effectiveness, efficiency, and motivation of santri in learning (Nugroho, 2014). Practically it is used as a learning media.

There are several Islamic boarding schools that have applied learning media using technology. Such as the website for memorizing the Qur'an which was once implemented at the Baitul Qur'an Boarding School in Sragen Regency. The ability to memorize students can experience improvement through the media. After students memorize using the help of the website, they can reach 12-13 pages every month. There are also students who are able to memorize the Koran reaching 4-5 pages with 12 hours of time with the help of the website (Sudir & Fadhilah, 2017).

This shows that technology includes supporting aspects in helping santri in the process of memorizing the Qur'an. The use of technology in Islamic boarding schools is in line with the development of the millennial era. But what about the readiness of some other Islamic boarding schools? how do tahfidh Islamic Boarding School as educational institutions respond to the use of technology? Both the readiness of the santri and the boarding school management are related to the facilities and policies. This paper aims to describe the readiness of santri in using technology in tahfidh Islamic Boarding School.

METHOD

The method of this study was a mixing method, which used quantitative and qualitative approaches. The study was conducted in three tahfidh Islamic Boarding Schools in Jepara, Kudus, Pati Regency, Central Java, Indonesia. The sample tahfidz Islamic Boarding School was selected by considering the tahfidz Islamic Boarding School system and the number of students. From the aspect of the tahfidz Islamic Boarding School system, there were three Islamic Boarding Schools have tahfidh programs, and formal schools. Besides, the Islamic Boarding School have many students which are more than a hundred. The three Islamic Boarding Schools as the sample were Darut Ta'lim Pesantren in Jepara, Yanbu'ul Qur'an Menawan in Kudus, Yanbu'ul Qur'an Boarding School in Pati. The population of this study was all students of three Islamic Boarding Schools above. And the sample was 30 percent of all students of three Islamic Boarding Schools above. Respondents were 39 students of Darut Ta'lim Islamic Boarding School, 71 students of Yanbu'ul Qur'an Menawan Islamic Boarding School, and 47 students of Yanbu'ul Qur'an Boarding School in Pati.

The data in this study were collected through questionnaire, interviews, and observation. Closed questionnaires were used to obtain data related to experience's students of using technology, the types of technology they had used, and their abilities to operate the technology. These closed questionnaires contained eight question. Structured interviews to the students were used to clarify the data obtained from the questionnaires. Observation was used to describe the technological facilities in tahfidh Islamic Boarding School, and some activities were used technology. And descriptive qualitative approach used to analyze the readiness of students in tahfidh Islamic Boarding School in using technology toward the millenial era or revolution era 4.0.

RESULTS AND DISCUSSION

Technology In Educational Institution

Technology is often interpreted as an electronic device, but some scientists interpret technology as an attempt to solve practical problems. Technology is a tool for separate, send, save information, and also to communicate a massage (Feenberg, 2012). Information technology is a technology for processing data to produce accurate and precise information. Communication technology is all matters relating to the use of tools to process or transfer data from one device to another (Suyanto, 2003).

Technology has a role as a source of teaching materials, including the source of knowledge, supporting the limited senses, helping to inspire teaching and learning. Technology is also used as Da'wah media that it is more effective and efficient. Like preaching using digital facilities, including television, smartphones, and others (Ahmad, 2014). Technology in education aspect used as media, and well known a term multimedia.

Multimedia is a combination of text, images, and sound. These three things become the main elements of multimedia. In another definition, multimedia means a tool that displays text, animation, graphics, audio, and video dynamically and interactively (Suyanto, 2003).

Technology as media also used in Islamic Boarding School, either boarding school or tahfidh Islamic Boarding School. In order to help santri in memorizing verses of Qur'an. Memorizing the holy Qur'an is a kind of an effort to save the existence of the Qur'an. In Islamic value, it's a honor effort.

Response of Santri About Technology in Tahfidz Islamic Boarding School

Memorizing the Qur'an is the process of recording the verses of the Qur'an in one's memory. The results respondent's responses about technology in Tahfidz Islamic Boarding School as Figure 1.
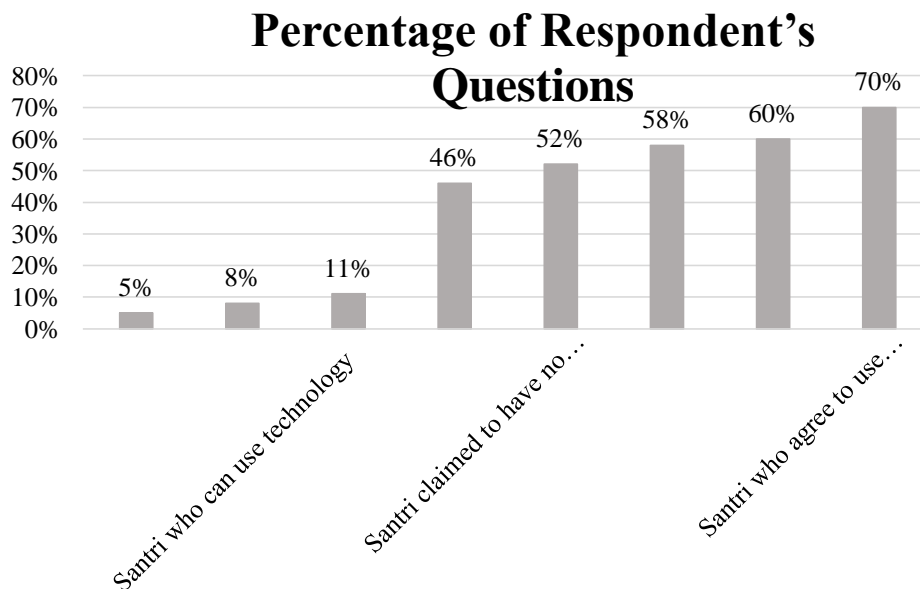
Figure 1. Data on students' responses to the use of technology in memorizing

The Figure 1 shows that 5% supervisor allow using technology in Islamic boarding schools. Students who ever used the technology are 8 %. Students who can use technology are 11%. Santri who felt the need for using techology in memorizing the Qur'an are 46 %. Students who do not understand about how to use the technology are 52 %. And 58 % santri felt happy if there is technology can helping in memorizing the Qur'an. Students also agree if there is technology can help them for reciting the memorize are 60 %. And 70 % students agree to use technology in learning in Islamic boarding school.

Experience's Santri of Using The Technology in Tahfidz Islamic Boarding School

Many Islamic Boarding Schools have the rules that forbidden for santri to bring and use the technology. It is allowed for the important technology for studying and administration in Islamic Boarding School, such as computer, the printer, and others. Besides, there were Islamic Boarding School supported the utilization of technology. Such as Rakyat Sumber Pucung Islamic Boarding School in Malang, East Java. The use of technology in the Islamic Boarding School is relatively simple and rely on free *wifi* (Anwas, 2015). The use for studying, information's tool, and communication. Some types of technology which used in pesantren are *mobile, gadget, smartphone,* computer, laptop, and printer.

The aspect of experience's student, the highest percentage is the Yanbu'ul Qur'an Islamic Boarding School Menawan Kudus. The students or Santri already know and understand technology and applications. Then, the middle is pesantren Yanbu'ul Qur'an Boarding School Pati. These pesantren are a special institution for male students. The lowest is Darut Ta'lim Islamic Boarding School in Bangsri, Jepara. Many students or Santri were not already yet to using technology. Most students in the Islamic Boarding School are female students. It shows that the experience's male students are better than female students.

CONCLUSION

The results indicate there are three aspects of the readiness of santri tahfidh. First, the aspect of competence and experience in using technology are low. It is because 52% of santri claimed to have no understanding of how to use technology. Then, 11% of santri who can use technology, while those who have used technology in the process of the Quran memorizing are only 8%. Second, the aspect of santri' responses to the use of technology as learning support is higher. Moreover, 70% santri who agree to use technology in learning. Meanwhile, santri who agree that technology can help them in reciting their memorization are 60%. Then, santri who felt happy that technology helps them memorize are 58%. Santri who felt the need for technology in memorizing was 46%. Third, the aspect of supervisor' responses to the use of technology for tahfidh is only 5%. Inwardly, santri are ready to use technology. However, they are not ready based on competence, as it has not received a positive response or support from supervisor.

ACKNOWLEDGMENTS

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