



The Effectiveness of Quran Recitation Audio Therapy on Improving Students' Concentration Power

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Abstract. This study was designed to examine the effectiveness of Quran recitation audio therapy on students' concentration power. This study aims to enhance the concentration capability among students by providing Quran recitation as an audio intervention in the form of spiritual relaxation training.

The experiment conducted with 20 students studying at Pondok Pesantren Darul Hikmah Tulungagung, which divided into an experimental group and a control group. The span digit forward and backward subtest from the Wechsler Intelligence Scale for Children (WISC) used to measure the concentration level of the participants. There were three therapy sessions days when the experimental group students listened to the Quran recitation after the pre-test. At the same time, students in the control group listened to the Arabic song. Then the post-test was given after the therapy process. A follow-up post-test session was also given to see the effectiveness of Quran recitation audio therapy on the student's concentration capacity.

The finding shows a significant effect of Quran recitation therapy on the participants' concentration power advancement indicated by the Wilcoxon Test result with a P value = 0,017 < 0,05.

Keywords: Quran Recitation · Concentration Power · Students

1 Introduction

Music is believed to be able to increase the capacity of human physiological and psychological functions [1]. Music listening activities can stimulate cognition [2] and enhance memory [3]. The impact of music on educational practice has been widely researched and discussed. Some of the researchers used music as a stimulus to develop students' academic performance and curricular achievement [4].

However, the research on the music effect as an audio intervention on improving students' concentration is only limited as a background music while students are doing some tasks. For example, Hallam & Price (1998) explore the influence of music as a background on students' achievements [5]. This study sample consisted of 10 children having an affective disorder. Children are evaluated on the number of problems they

can properly solve in the given time period. The results demonstrated the sessions that included background music significantly improved correct answer results.

Additionally, Western music has been a focusing major as the stimuli in the last few decades for most studies on music and its impact [6, 7]. Undeniably, this kind of stimulus cannot be equated with Quran recital melody [8]. The Western music has some philosophical rules that cannot be applied in the same way to regional and conventional music [9]. Moreover, the discussion and examinations of the impact of Quran recitations on the concentration power among students are still very deficient.

The recitation of the Quran uses melodic elements that are different from music in general, which can also be referred to as spiritual music with soothing rhythms [10]. Some studies show that Quranic melodies have a positive effect on evoking calmness and serenity [11, 12]. The recitation of the Quran is adhered to and bears unique properties and influences individual anatomy [13].

Goldfried and Davidson (1994) explains that concentration difficulties can be caused by tension in one's mind and muscles [14]. Tension and stress conditions can produce less than optimal thinking activities and cause a person to have difficulty in learning. Besides, relaxation can be a behavioral therapy technique that can reduce anxiety and tension. In the practice of Islamic religion, relaxation can also be combined with zikr, reading, and listening to the Quran recitations. This method is known as the spiritual relaxation method. This method can slowly reduce the anxiety and tension that people experience which is influential in increasing the concentration of learning.

This experiment was conducted to examine the effectiveness of Quran recitations as an audio therapy to improve students' concentration. Particularly, this study aims to find out whether listening to the Quran recitation melody as an audio intervention affects the pupils' concentration power advancement. This study hypothesizes that Quran recitation audio therapy is effective in increasing the concentration level of students.

2 Methods

2.1 Participants

The subject of this study were 20 students of Pondok Modern Darul Hikmah Tulungagung, Indonesia. These students are junior high school students in the same boarding school. The demographic data shows that there is 1 student aged 12 YO, 15 students aged 13 YO, and 4 students aged 14 YO. 100% of the participants are all girls. These participants were then divided into two groups; 10 students in an experimental group, which was given the Quran recitation treatment, and 10 students in a control group, which was given an Arabic pop song. Before the treatment, all the participants were asked to fill in the informed consent.

The subjects were chosen after 3 weeks of observation and some interviews with their teacher, which concluded that they have the same characteristics related to the less concentration problem during class and within the learning process at school.

2.2 Procedures

Firstly, an observation and some interviews were made related to the phenomena found, then the researcher conducted a literature review, made an intervention module, and determined the subjects as the participants. The module determines the number of subjects from the sample, the therapist, and the schedule of activities during the provision of the intervention. The activity module in this study is a spiritual relaxation training module. Furthermore, the researcher contacted a spiritual therapist who has been a professional hypnotherapist in the background of Islamic Psychology.

Secondly, all the participants were given a consent form as a written sign that participants were willing to participate in this study. The WISC digit span forward and backward test as the pre-test was given after the consent form to determine the students' concentration power before the therapy began. WISC test were used which aims to measure the intelligence of children aged 6–16 years 11 months. The sub-test has intellectual aspects such as attention, concentration, short-term memory (immediate auditory/memory), and anxiety [15].

Thirdly, the material of spiritual relaxation training was given in three meetings and in three days. Then on the next day, the experimental group listened to the Quran recitations for three days in a row on 1–3 August 2020, while the control group listened to an Arabic pop song on the same day as the experimental group. The researchers chose a random verse and chapter from the Quran as the stimulus; then decided to deliver surah Al-Waqi'ah with the *Nahawand* melody by the reciter Syaikh Mishary Rashid Alafasy for the experimental group.

Fourth, the researcher gave the post-test after the participants attended spiritual relaxation training and listened to the recitation melody. Additionally, a follow-up session test was carried out for both groups one week after the training took place to determine the effectiveness of the intervention that had been given. Lastly, the data from the pre-test and post-test then were analyzed by using SPSS.

3 Analysis and Result

The Mann-Whitney test was used to determine whether or not the experimental and control groups had identical scores before treatment. To see the influence of listening to recitation audio therapy on the students' concentration power, a Wilcoxon test was carried out as the alternative test from the paired T-Test as the subject is less than 30. This test aims to compare the mean score of the pre-test and the post-test after the treatment is given, and to compare the mean score of the post-test and the follow-up test to see the effectiveness of Quran recitations audio therapy on participants' concentration capability.

The Table 1 informs the result of the Mann Whitney test, which indicates the Asymp. Value Sig > 0.005 ($p = 0.338$). This result describes that there is no difference significantly in the concentration level between both groups before being given treatment. The test was carried out to avoid that there would be too far different from the pretest score from both groups.

After the experimental group listened to the Quran recitations and the control group listened to an Arabic pop song, then the both groups accomplished a post-test and a

Table 1. The Mann-Whitney U test result of the Pre-test Data from the Experimental and Control Group.

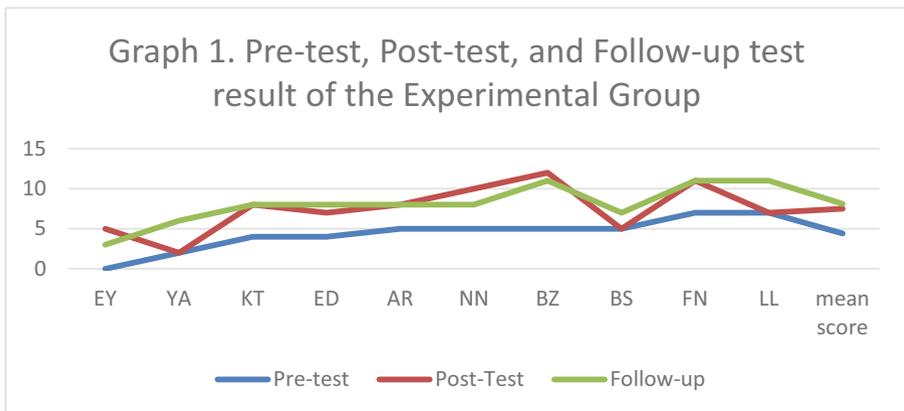
	Daya Konsentrasi Siswa
Mann-Whitney U	37,500
Wilcoxon W	92,500
Z	-,959
Asymp. Sig. (2-tailed)	,338
Exact Sig. [2*(1-tailed Sig.)]	,353 ^b

follow-up test a week later. The results comparison of each test between both groups are shown in the Table 2 and the Fig. 1.

It can be seen from Table 1 that the experimental group has an improvement of the value in the concentration level before and after being given treatment with an average score of 4,4 to 7,5. Figure 1 shows the differences between each test result of the experimental group. BZ gained the highest score in the post-test, which increased by 7 points, while 3 other subjects named YA, BS, and LL had the same value as the

Table 2. The Comparison of Mean Score of the Pre-test, Post-test and Follow-up test between the Experimental and Control Group.

The Mean Score			
	Pre-test	Post-test	Follow-Up
Experimental Group	4,4	7,5	8,1
Control Group	8,7	9,3	8,6

**Fig. 1.** The Pre-test, Post-test, and Follow-up test Result of the Experimental Group

pre-test to the post-test score. This result means that Quran recitation audio therapy has a positive effect on the participants' concentration power.

The follow-up session was given to see the effectiveness of the treatment for both groups. Table 1 shows that the follow-up test scores experienced an increase compared to the score of the post-test which was only 7,5 points. Additionally, the follow-up result increased by 8,1 points. Thus, it seems that listening to Quran recitation audio therapy is effective to increase the concentration power among students.

Figure 2 indicates the highest scores on the post-test were achieved by S with 18 points and BU with 11 points, while three other students experienced a decrease in the post-test score compared to the pre-test, namely NNS, YN, and NA.

From Fig. 2 and Table 2 it can also be seen that, whereas the control group also experienced an increase in mean score from the pre-test session to the post-test session, which is from 8,7 points to 9,3 points. However, the control group experienced a decrease in the follow-up session mean score compared to the post-test session, which is from 9,3 points to 8,6 points. Compared to the experimental group, this result means that the Arabic pop song has no significant effect in improving students' concentration skills.

Furthermore, to find out the results of the significant changes in concentration power of the students from both groups, the Wilcoxon test was carried out and the result is shown in Tables 3 and 4.

Table 3 indicates the result of Wilcoxon test value as Asymp.Sig. (2-tailed) is worth 0.017, which is $p < 0.05$. Thus, it can be concluded that the hypothesis is accepted. This proves that there is a difference in students' concentration power before and after being given the treatment. Hence it can be concluded that there is an impact of the Quran recitation audio therapy on the students' concentration capability. In addition, the Asymp.Sig. value between the post-test and the follow-up test is worth 0.442 which is $p > 0.05$. This means that there is no significant difference after the students being given the treatment, which also means that Quran recitation audio therapy stimulation can effectively maintain students' concentration power.

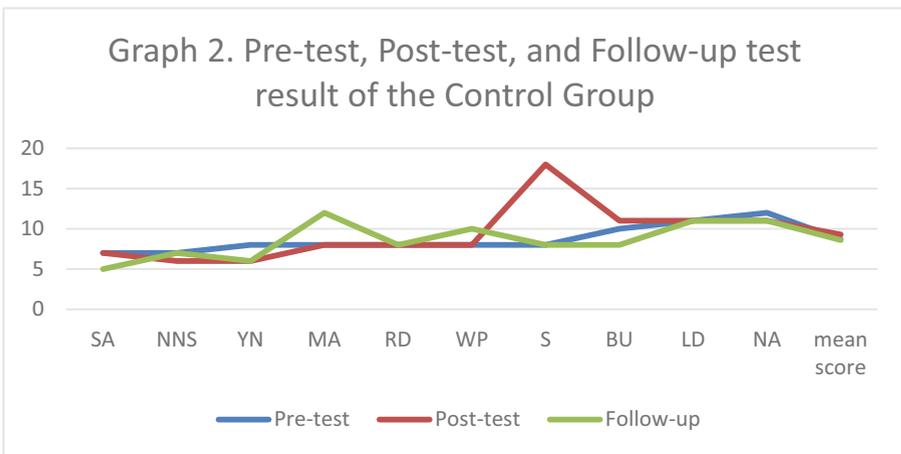


Fig. 2. The Pre-test, Post-test, and Follow-up test Result of the Control Group

Table 3. The Wilcoxon Test Result of the Experimental Group

	Postest Kelompok Eksperimen - Pretest Kelompok Eksperimen	Follow Up Kelompok Eksperimen - Postest Kelompok Eksperimen
Z	-2,379 ^b	-,769 ^b
Asym. Sig. (2-tailed)	,017	,442

Table 4. The Wilcoxon Test Result of the Control Group

	Postest Kelompok Kontrol - Pretest Kelompok Eksperimen	Follow Up Kelompok Kontrol - Postest Kelompok Eksperimen
Z	-,272 ^b	-,318 ^b
Asym. Sig. (2-tailed)	,785	,750

Based on the output of statistic test above, it is shown that Asymp.Sig. (2-tailed) is worth 0.785, which is $p > 0.05$. It concludes that the hypothesis is rejected. This means that there is no difference between the concentration power of students for the pre-test and the post-test, which also indicates that the Arabic pop song doesn't have any effect on students' concentration power improvement in the control group.

4 Discussion

This experiment was conducted mainly to understand the effect of Quran recitations audio therapy on students' concentration power advancement. A significant outcome was found that compared to the control group, Quran recital therapy has a copelling effect and seems to be the more effective way to improve the concentration power among pupils. This result supports Ali, Kurniawan, & Andriani's conclusion (2021) in their research on fifth grade students with learning concentration disorders that Quran recitation has a positive effect on their concentration level [16]. Julianto, Dzulqaidah, & Salsabila (2014) also conducted a similar experiment about the effect of Quran recital on concentration skills improvement and concluded that listening to the Quran recital is effective in increasing the capability of concentration [17]. However, both of the researches have the same procedure which uses the Quran recitation as the music background while the students doing task performances. This makes the experiment in this study a little bit different from the previous study.

O’Riordan (2022) stated that music therapy works on the brain and that when there is an urge stimulation from outside (music therapy), the brain will produce chemical called neuropeptides. This molecule will attach to the receptors in the body and will provide feedback in the form of pleasure or comfort [18]. In this case, Quran recitations play an important role to create pleasure or comfort feeling that possibly reduce tension to stimulate brain performance. Relaxation by using the Quran recitations can calm the soul, reduce stress and improve the concentration of a person.

The outcome of this study can be used as a reference for alternative music therapy applications in the educational field to increase the number of discussions on related topics. Correspondingly, music therapy is not only used to improve brain capacity and cognitive function [19] but also becomes an effective way to advance verbal memories and meta-cognitive abilities [20]. In addition, Quran recitation can be used as well as music as interference to recover human health, and decrease stress level [21].

This research will be applicable as additional knowledge and practice for parents and educators with reference to the importance of Quran recitation audio therapy in increasing the concentration power of students as an alternative approach. Educators are also expected to be able to apply this method more and are required to always have innovations on improving pupils’ concentration capability.

5 Conclusion

To conclude, compared to the control group result, which used the Arabic pop song as the stimulus, Quran recitation audio therapy has a significant impact in improving the concentration capability among students. Thus, listening to the Quran recitation melody can be an alternative way as a music therapy which consists of relaxation psycho-acoustic for the same purposes in the discipline area.

This study only recruited 20 participants who were divided into two groups as an experimental group and control group. It is recommended that further studies be carried out to test the effects of listening to the Quran recitations on the students’ concentration by recruiting more participants to see the effectivity of the treatment. Additionally, further research with various comparisons is needed to validate these results.

The researcher is aware that there are many shortcomings in this study. However, it is hoped that the findings of this research may contribute to some future research of similar interest.

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