



## THE EFFECT OF QUR'AN MUROTAL THERAPY ON INCREASING LEARNING CONCENTRATION IN SCHOOL AGE CHILDREN IN SINDANG PANON RESIDENCE HOUSING, TANGERANG REGENCY

Research Report

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### ABSTRACT

**Introduction:** Concentration is a way of focusing the mind on something by putting aside other things that are not related. Students who concentrate on learning can be seen from some of their behavior during the teaching and learning process. **Methods:** This study uses a quantitative descriptive method using a quasi-experimental research design. Sampling in this study used a time series design, by comparing the post-test and pre-test scores with the number of respondents 30 school-age children who were in the Sindang Panon residence. **Results:** The results in the pre-test and post-test control groups obtained an average value of 102.07 with a standard deviation (pre-test) of 10.215 and (post-test) of 9.903. In the experimental group, the pre-test got an average value of 67.47 with a standard deviation of 9.862, the post-test got a value of 97.73 with a standard deviation of 13,541. In this study, a p value of 0.000 was obtained which can be concluded that there is an influence between learning concentration before and after being given murotal Qur'an therapy. **Conclusions:** In this study, it was explained that the administration of murotal Al-Qur'an therapy had an effect which was found in the experimental group of students who did not have a low level of concentration, as well as in the control group most of the students had a high level of concentration currently.

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### INTRODUCTION

In a learning process, concentration is a very important factor. So that the teaching and learning method can be realized. Concentration is a way so that the person can pay attention to an object, so that it can be understood, understood and to reduce a divided focus.

Asmani himself explained that there are two indicators that can make a benchmark for success in the teaching and learning process, namely the ability to capture a subject and also changes in student attitudes. There are also other factors that can affect a student's low memory loss, namely concentration. Concentration has a very important meaning, concentration in teaching and learning is a major factor in achieving the success of a student in obtaining a knowledge that has been explained by the teacher in the teaching and learning process in a class.

Concentration in teaching and learning can be influenced by two factors, namely factors from within (internal) and factors from

outside (external). Internal factors or internal factors are those that arise from within ourselves as a determinant of one's concentration, where it consists of several things, namely a physically healthy physical condition, eating healthy food and having adequate nutrition, not having serious problems and also having passion for the pursuit of knowledge. The external factor itself is the facilities that are not very supportive, namely the method in the learning process and also the small and lack of classrooms air conditioning or air conditioning so that it can make you uncomfortable, the teacher's way of explaining is too monotonous like just explaining without being given practice and given assignments. So that it does not make the students interested. (Risnawati, 2017).

Concentration is a way of focusing the mind on something by putting aside other things that are not related. Students who concentrate on learning can be seen from some of their behavior during the teaching and learning

process. Concentration is a condition in which the mind is activated by taste sensations in the body. In order to activate sensations in the body, a relaxed condition and a calm atmosphere are needed, because if one is in a tense state, a person will not be able to use his brain optimally because the mind becomes empty.

Signs of people experiencing a lack of concentration include being easily bored with something, often moving from one place to another, unable to focus when spoken to, changing the topic of conversation, often talking and also being ignorant of their friends. If a student cannot concentrate in the learning process, it means that he cannot enjoy the learning process he is doing. This could be because the subject being studied is considered difficult so that the student does not like the lesson, the teacher who explains it is not liked for several reasons, the atmosphere and place are not pleasant, or even the way of delivery is boring.

Murotal Al Qur'an is a recitation of verses of the Qur'an with a good and correct recitation method and also pitched by a reciter. The implementation of murotal Al-Qur'an therapy is an act where you read the Asmaul Husnah (the great names of Allah SWT) and also listen to the recording of the reading of the exalted Qur'anic verses by a qori or reader of the Qur'an in accordance with good and correct recitation. The beautiful melody of reading the Qur'an can provide a sense of comfort and calm. The murotal strains of the Qur'an contain an element of the human voice which consists of healing instruments which are very amazing because they can reduce levels of stress hormones and activate natural endorphins and can make you feel calm and comfortable.

In addition, murotal Al Qur'an is an audio medium that has a very positive impact on mental health. Because this is the effect of reading the holy Qur'an where it will release endorphins (hormones that make a person feel happy) which trigger alpha waves into the brain. Therefore, the verses of the Qur'an are read to be able to reduce stress, control emotions and can cause feelings of comfort.

WHO (World Health Organization) explains that the stages in school-age children are groups of children aged between 7-15 years. Children at school age are children who are considered to have begun to be able to take responsibility for their own behavior in relationships with their parents, peers and other people. School age is a time when children acquire the basic knowledge for successful adjustment to adult life and acquire certain

skills. (Han & goleman, daniel; boyatzis, Richard; Mckee, 2019).

Riskesdas explained that in 2018 WHO had data where more than 150 million people experienced an emotional mental disorder. In Indonesia alone, the number of mental disorders at the age of 15 years has increased by 3.8% where in 2013 Riskesdas only shows the number 6, 0%, so the whole total to 9.8%. In the province of West Java itself from 2013 to 2018 the number increased by more than 2%. It can be concluded that the prevalence of mental emotional disorders at the age of 15 years in Indonesia is still increasing. The largest increase occurred in the Southeast Sulawesi area where there were around 10.8% who experienced mental emotional disorders. Meanwhile, in 2018 the Southeast Sulawesi region had a percentage of 19.8%. These results were obtained based on interviews with the Self Reporting Questionnaire – 20 (SRQ – 20). Cut off Point Value. (Kemenkes RI, 2018).

## **MATERIALS AND METHODS**

Murotal is a sound recording of the Qur'an which will be sung by a qori (reader of the Qur'an). Murotal is a reading of the Qur'an which will then focus on two things including the truth of a reading and also the song of the Qur'an. Recitation of the Qur'an physically contains elements of the human voice where the human voice it self becomes the instrument of a healing process that is very amazing and is also a tool that is very easy to reach. The sound in the recitation of the Qur'an it self can reduce levels of stress hormones and activate endorphins (hormones that make you happy). (Syafnidawaty, 2020)

This study uses a quantitative descriptive method using a quasi-experimental research design. Sampling in this study used a time series design, where the effectiveness of the treatment was assessed by comparing the post-test and pre-test scores with the number of respondents 30 school-age children residing in the Sindang Panon Residence housing which was divided into two groups, namely the experimental group given murotal Al therapy. There were 15 respondents in the Qur'an group and 15 respondents in the control group who were not given Al-Qur'an murotal therapy. The instrument used is a questionnaire with 25 questions about learning concentration. The analysis used univariate and bivariate to determine the effect of Al-Qur'an murotal therapy on increasing learning concentration in school-age children in Sindang Panon Residential Housing, Tangerang Regency. Statistical analysis used is the paired sample t - test with a significance level of <0.05.

## RESULTS

Table 1. Frequency distribution of respondents based on the level of learning concentration in the control group

Variable	Mean	SD	Minimum - Maximum
Initial Concentration	102.07	10.215	87 - 119
Final Concentration	102.07	9.903	85 - 120

The results of the analysis obtained from the data on the initial learning concentration (pre-test) The results of the analysis obtained from the data on the initial learning concentration (pre-test) and the final learning concentration (post-test) based on the scores obtained on the learning concentration scale questionnaire in the control group. Data on the pre-test with a total of 15 respondents obtained the smallest minimum subject value is 87 and the maximum maximum is 119, the average value of the control group is 102.07 with a standard deviation of 10.215. Meanwhile, data

analysis on the final concentration (post-test) in the control group with 15 respondents, it was found that the minimum value of the smallest subject was 85 and the maximum maximum value of the subject was 120, the average value of the control group (post-test) was 102.07 with a standard deviation of 9.903. This shows that there is no increase in learning concentration of school-age children in the control group.

Table 2. Frequency distribution of respondents based on attitude in the control group

No	Control Group	Frequency	%
1.	Positive	11	73,3 %
2.	Negative	4	26,7 %
	Total	15	100 %

From the table above, it can also be explained that in the pre-test and post-test of the control group, it was found that the

percentage distribution of respondents who had a positive attitude was 11 people (73.3%) and 4 people had a negative attitude (26.7%).

Table 3. Frequency distribution of respondents based on the level of learning concentration in the eksperimental group

Variable	Mean	SD	Minimum - Maximum
Initial Concentration (Pre-Test)	67.47	9.862	46 – 80
Final Concentration (Post-Test)	97.73	13.541	76 - 118

The results of the analysis obtained from the data on the initial learning concentration (pre-test) and also the final learning concentration (post-test) based on the scores obtained on the learning concentration scale questionnaire in the experimental group. Data on the pre-test with a total of 15 respondents in the experimental group obtained the smallest minimum subject value is 46 and the maximum maximum subject is 80, the average value in this experimental group with 15 respondents is 67.47 with a standard

deviation of 9,862. while the data on the analysis of the concentration of learning in school-age children in this experimental group or after being given murotal Al-Qur'an therapy with N of 15 respondents, obtained the minimum value of the smallest subject is 76 and the maximum maximum value of the subject is 118, the average value of 15 respondents is 97.73 with a standard deviation of 13,541.

Based on the average statistical data above, it shows that the average value (mean) of learning concentration in school-age children

in the experimental group members before being given murotal Qur'an therapy is 67.47 while the average value (mean) of learning concentration in children school age after being given murotal Qur'an therapy was 97.73. It

shows that there is an increase in learning concentration in school-age children before and after being given Al-Qur'an murotal therapy to members of the experimental group.

Table 4. Frequency distribution of respondents based on attitude in the experiment group

No	Experiment Group	Frequency	%
1.	Positive	15	100 %
2.	Negative	-	-
	Total	15	100 %

From the table above, it can also be explained that in the pre-test and post-test at the concentration level of the experiment group, it was found that the distribution of respondents

in the experimental group showed that the respondents who had a positive attitude were 15 people (100%).

Table 5. Linierity test

No	Variable		Sig	Description
	Free	Bound		
1.	X	Y	0,928	Linear

In the table above, the results of the sig value on Deviation from Linearity are 0.928

where 0.05 which means that the variables above are interdependent or linear.

Table 6 Distribution of average differences in learning concentration of school age children in the control group and the experiment group paired sample test

	Paired Differences		
	Mean	Std.Deviation	Sig.(2-tailed)
Pair 1 Post Test Control – Pre Test Control	.000	1.964	1.000
Pair 2 Post Test Experiment – Pre Test Experiment	-30.267	17.882	.000

Based on the table above shows that in the control group before (pre test) and after (post test) obtained p - value or sig 1,000 which means  $> (0.05)$  then  $H_0$  is accepted which means there is no difference between the learning concentration of school-age children before and after. While in the experiment group,

the results before (pre test) and after (post test) obtained p - value or sig 0.000 which means  $< (0.05)$  then  $H_0$  is rejected, which means there is a difference between the learning concentration of school-age children before and after.

## DISCUSSION

The results of the univariate analysis based on table 1 regarding the frequency distribution of respondents based on the learning concentration in the control group at the initial concentration obtained the mean result of 102.07 with a standard deviation of 10.215 with a minimum and maximum value of 87 - 119. Then at the final concentration of 15 respondents the control group obtained the

results the mean is 102.07 with a standard deviation of 9,903 with a minimum – maximum value of 85 – 120.

Meanwhile, the attitude of school-age children in the control group showed that as many as 15 respondents in this group (pre-test and post-test), 11 students (73.3%) of school-age children had a positive attitude and those who had a negative attitude showed that there are as many as 4 people (26.7 %).

The results of the univariate analysis based on table 3 regarding the frequency distribution of respondents based on the learning concentration in the experimental group where the initial concentration (pre-test) obtained a mean of 67.47 with a standard deviation of 9,862 with a minimum and maximum value of 46 - 80. Then at the final concentration (post-test) of the 15 experimental group respondents, the mean value was 97.73 with a standard deviation of 13,541 with a minimum – maximum value of 76 – 118. This also shows that there is an increase in learning concentration in school-age children before and after being given Al-Qur'an murotal therapy in children. school age in the experimental group.

Meanwhile, the attitude of school-age children in this experimental group showed that 15 respondents in this group (pre-test and post-test) found 15 students of school-age who had a positive attitude (100%) and none had a negative attitude.

The researcher's assumption is that what makes respondents negative is the lack of or difficulty in learning concentration. So that respondents prefer to do things they like without thinking about the impact of their actions. For example, when given an explanation in the rules for filling out the questionnaire, respondents mostly did not listen to the researcher and were more engrossed in themselves. Although there are quite a lot of respondents who have a positive attitude, it is also necessary to pay attention to those who have a negative attitude. So the researchers decided to give Al-Qur'an murotal therapy to find out whether there was an effect in giving Al-Qur'an murotal therapy to increase learning concentration in school-age children. (Fridaram et al., 2021)

This is also in line with (li et al., 2020) where he in this study explained that the provision of Al-Qur'an murotal therapy had an effect where it was found that in the experimental group, none of the students had a low level of concentration, as well as in the control group, most of the students had a low level of concentration and moderate concentration.

This is also in line with research conducted by (Julianto et al., 2016). Where in this study the results were obtained that the

average value for the pre-test of the experimental group was 10.4 while the post-test of the experimental group obtained the results of 11.2, which means the average pre-test of the experimental group is smaller than the average of post-test of the experimental group. This proves that after being given murotal listening treatment, concentration will increase.

The results of statistical tests show that the paired t - test results from Asymp.sig (2-Tailed) for the attitude of the control class are 1,000. And for the attitude of the experimental class of 0.000. Because the value of sig <0.05, it can be concluded that H0 is rejected and H1 is accepted, which means that there is an effect of Al-Qur'an Murotal Therapy on Increasing Learning Concentration in School-Age Children in Sindang Panon Residence Housing, Tangerang Regency.

The results of previous research by (Yophi Nugraha., 2020) using the Wilcoxon Signed Ranks statistical test analysis so that the results in the experimental group were  $p = 0.000$  or  $p < 0.05$ , which means that the H1 experimental group is accepted, meaning that there is an effect of Al-Qur'an murotal therapy on an increase in learning concentration in second-level students of S1 Nursing STIKes YPIB Majalengka. Meanwhile, in the control group, the value of  $p = 0.083$  or  $p > 0.05$ , which means  $H_a$  is rejected, means that there is no effect of Al-Qur'an murotal therapy on increasing student learning concentration.

## CONCLUSIONS

This study concludes that there is an effect of Al-Qur'an murotal therapy on increasing learning concentration in school-age children in the Sindang Panon Residence Residence, Tangerang Regency. The suggestions that can be given based on this research are expected to provide information through counseling or counseling or the Qur'an murotal therapy method regarding increasing concentration to add insight to school-age children so that school-age children can apply it in daily life with the hope of the attitude of children aged schools could be even better at dealing with the decline in learning concentration. Future researchers are expected to use the results of this study as information material and for further researchers to complete research on whether there are other methods

other than Al-Qur'an murotal therapy that can be used.

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