Students' Motivation to Attend Al-Qur'an Learning on Telegram

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Abstract

This research aims to unravel the motivation of participants from various countries in memorizing the Qur'an on social media, especially on Telegram. One of the most popular social media in the Arab world is a telegram which is used as a medium for learning the Qur'an. تسميع تسميع وتعاونون بين الاخوات and حر رفيقات الخير are halaqah's of memorizing the Al-Qur'an specifically for women who are the objects of this research. The theory used in this study is the theory of the ARCS Model to understand and analyze the phenomenon of motivation for learning the Qur'an on social media. The research method used was qualitative with case studies in the two groups by interviewing several female students. Data collection techniques were carried out through interviews, observation, and documentation. The results showed that the participants gave attention to memorizing the Qur'an due to cultural motives which have become a hereditary tradition, not something new or unique. There are elements relevant to memorizing the Al-Qur'an with daily life that is a need for the soul, there is a feeling of wanting to be calm, happy, feeling safe and protected from danger so that it is motivated to interact with the Al-Qur'an. Element Confidence that is, students believe memorizing the Qur'an can motivate them to succeed in the hereafter, not only in the world. Elements satisfaction that is, the participants have a feeling of satisfaction from within themselves in memorizing the Qur'an. The novelty value of this research is the importance of motivation and its elements in memorizing the Qur'an to achieve the pleasure of Allah SWT. The importance of using telegram media from any country in collaborating to transmit the Qur'an towards quality memorization. Motivation to

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memorize the Qur'an is an important indicator in the religious traditions of Arab women. It is a traditional practice that has been passed down from previous generations to the present so that memorizing the Qur'an is not something unique and new but a sure way to achieve true happiness not happiness in the world alone.

Keywords: *Motivation, Telegram, and Al-Qur'an Learning*

A. Introduction

Islamic education teaches many skills in all aspects such as reading, writing, thinking and analyzing, and developing knowledge based on the Qur'an and As-Sunnah. In Islamic education, it is necessary to be innovative in knowledge that is able to adapt and respond to new technology. Al-Qur'an learning places have transformed from conventional to modern. Historically it can be seen that mosques have been an important part for Muslims as educational institutions that have different goals. (Daun 2019, 13) The advancement of the times supported by technology is where teaching and learning activities, including online learning, cannot use conventional places anymore. All content, and learning media that can support the learning of the Qur'an are available on social media. As Zainon explained technology makes learning activities easier and available in various applications.(Bibi et al 2023, 24) In practice, the use of social media as a forum for learning the Koran has made students even more enthusiastic. Where the learning process can be carried out from anywhere and at any time. So the presence of technology makes matters more efficient and effective for students.

Al-Qur'an learning is also in the spotlight in several studies which are considered unable to provide novelty in terms of learning methods that are classical and fundamental in nature. Even though the Qur'an contains a lot of knowledge that before humans existed, up to the knowledge of the afterlife that science cannot reach. Al-Qur'an is a reference and guide for Muslims in their daily activities. Allah SWT says:

$$\text{اَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْقُرْاٰنَ تَرْتِيْلًاۗ}$$

"Or more than (half) of that. Read the Qur'an slowly." (QS. Al-Muzzammil [73]:4)

Over time and eras, change and regeneration have become symbols on Earth. The world of education cannot be separated from change and renewal, but new issues always arise, especially in the learning process which forms the basis of the education system. Problems that may occur include learning disabilities to meet learning achievement goals. Renewal occurs throughout an endless cycle of time and continues to rotate according to an undetermined time limit. Issues involving special student service requirements and ways to enhance learning opportunities for students have emerged as a key aspect of the development of internal renewal education. Updates in the field of education can cover a wide range of topics because they are complex fields that cannot be separated from one another. (Emalia & Farida 2019, 14)

Another problem is the relationship between the relevance of the lesson to the student's situation or to the educational approach preferred by the teacher or institution. Other difficulties concern the quality and utility that society expects from students, as well as professional and occupational requirements. Learning innovation refers to various additional variables that demand changes and updates in learning. Learning innovation in Islamic education is needed not only by students but teachers, lecturers and teaching staff must also be innovative and adaptive to technological advances. Abdul Mun'im et al in their research stated that the adaptive competence of teachers in the millennial era determines the effectiveness and success of learning as well as skills with noble character. Educators are not only able to have high skils in technology but also have noble morals, this is because the purpose of Islamic education is to get closer to Allah SWT. (Amaly et al 2022, 23)

The place for learning the Qur'an after Rasulullah SAW died started teaching the Al-Qur'an school which was named Kuttab or school, most of kuttab or school built near the teacher's house. (Hamid 2007, 12) Over time, places for learning the Qur'an began to develop and expand to several countries such as a madrasa in Egypt known as Al-Azhar University, a madrasa in Baghdad then expanded to several countries in Europe. Maktab is a place to learn to read and write located in the teacher's house where students gather to receive lessons. (Ismail, 2015) Teachers in maktab are called mu'allim or male teachers while mu'allimah is the designation for female teachers.

Al-Qur'an learning innovation is urgently needed in the 4.0 era, online teaching has increased since Covid 19 when educators are more challenged in the

use of technology. The advantages and opportunities provided by the pandemic are helping educators to develop into competent technology, information, and communication educators.(Rahman et al 2022, 14)   The existence of technology can unite students and teachers from all corners of the world in a virtual space to provide information through online communication with various problems. research on online learning has been widely studied by other researchers, especially since the world pandemic.

For online learning, of course, educators must properly design learning models so that they are effective and efficient. Devi Sela in her research explained that there are problems faced by teachers in using social media for learning the Qur'an, namely attendance, active learning, and student learning motivation. (Sela et al 2022, 24)   In online learning, the obstacles faced by students are very diverse, especially the internet network which is the key to the learning process. Do not be constrained by the internet so that learning objectives are not achieved. Another problem is the variety of motivations in participating in learning the Qur'an, whether they are less enthusiastic or embarrassed by memorizing other participants.

In Tammy's research on enhancing relevance: Embedded ARCS strategies vs purpose studying the application of ARCS (attention, relevance, confidence, and satisfaction) found that there is a relationship between motivation and students' academic achievement scores. (Means et al., 1997) Because they apply ARCS in their studies. Students are motivated because they pay attention to new ideas that can improve their performance. So that motivation really helps students in achieving the desired learning outcomes.

This research focuses more on memorizing halaqah's in telegrams which already have thousands of participants from various countries in the Arab world. تسميع وتعاونون (listening with friends who are good at doing good) and تسميع حر رفيقات الخير بين الاخوات (listening to the Koran and helping fellow female students). The two groups are forums for listening to each other's memorization of the Al-Qur'an by fellow students or female participants. The naming of these forums means that listening to the Koran is a virtue and a daily activity among female students or sisters. The selection of these two groups became the object of this research because the two groups were considered capable of presenting several halaqah's or memorization forums in telegrams.

A Telegram channel allows its owner to broadcast messages to an unlimited number of subscribers who cannot send their own messages—unless the channel owner links it to a discussion group and enables comments.(Jaydin et al., 2023) However, Telegram has played an important role in bringing information, especially to the public. One of the biggest recent changes has been the use of Telegram channels by pro-democracy and pro-military groups in Myanmar. In this research focus on these Qur'an learning forums represent forums on social media whose participants are from the Arab world. Telegram is an information medium that is not as popular in Indonesia as Facebook. Telegram can be accessed from smartphones or devices using the internet. This platform has polarized and empowered communities of women or students who are predominantly from Arab countries.

B. Methods

The research method used is qualitative research with the selection of field research. Researchers use qualitative research to understand social meaning from the perspective of female students or research participants. Researchers describe, summarize various conditions, as situations or various social realities that exist in the الاخوات و بين تسميع وتعاونون group and تسميع حر رفيقات الخير on telegram. The essential difference between quantitative and qualitative research is their contrasting definition of "knowledge." For qualitative researchers, knowledge is socially constructed by the subjective meanings that people assign to their reality.(Efron & Ravid, 2019)

Qualitative research methods are a series of research activities that aim to reveal the meaning of various phenomena in the study material studied.(Pradoko, 2017) This research is also a case study (case-study research) which is research that sees the object of research as an integrated unit, which studies one case and is carried out intensively, in-depth, in detail, and comprehensively. This study tries to see the process of memorizing Al-Qur'an at الاخوات بين تسميع وتعاونون group and تسميع حر رفيقات الخير on telegram.

This study also tries to describe situationally the memorizing learning process that develops at تسميع حر رفيقات الخير الاخوات و بين تسميع وتعاونون and its dynamics in society so that in-depth analysis can be obtained about it. The choice of case studies in this research is because the researcher is a special phenomenon in a forum or social group to gather in-depth and detailed information. A case study is

an exploration of "a bound system" or "a case or cases" which over time through in-depth data collection and involves a variety of rich sources of information in a context. (Wahyuningsih 2013, 18)

Selection of data collection methods, namely interviews, interviews, and observation. With data analysis techniques in the form of data reduction, data analysis, and drawing conclusions. Interviews were conducted with several teachers and students who joined the تسميع حر رفيقات الخير and الاخوات بين تسميع وتعاونون groups that were considered capable of providing presentative data. Informant data is as follows: 3 teachers, 2 admins, and 7 participants.

No	Name	Forum	Positions	Country
1	ام عمر	تسميع حر رفيقات الخير	Teacher	Yemen
2	رقية	تسميع حر رفيقات الخير	Admin	Moroco
3	غادة السيد	تسميع حر رفيقات الخير	Teacher	Saudi Arabia
4	وفاء	تسميع حر رفيقات الخير	Teacher	Egypt
5	فاطمة سعدون	تسميع حر رفيقات الخير	Teacher	Saudi Arabia
6	وسام الصوفاني	تسميع وتعاونون بين الاخوات	Student	Australia
7	لطيفة	تسميع وتعاونون بين الاخوات	Student	Malaysia
8	جهان	تسميع وتعاونون بين الاخوات	Student	Malaysia
9	وفاء	تسميع وتعاونون بين الاخوات	Student	Egypt
10	ام ابراهيم	تسميع وتعاونون بين الاخوات	Student	Yemen
11	ام عمر	تسميع وتعاونون بين الاخوات	Student	Indonesia
12	سري ودياستري	تسميع حر رفيقات الخيرو تسميع وتعاونون بين الاخوات	Student	Indonesia

C. Result and Discussion

This study uses motivation theory (motivation theory) with models ARCS Keller (1979) to analyze the phenomenon of motivation for learning the Qur'an in social media. In its development, motivation theory is also known as the ARCS Model where A is "attention" which means attention, R namely "relevance" which means relevance, C namely "confidence" which means confidence and S is "satisfaction" which means satisfaction.

The ARCS model is a motivational model originally proposed to diagnose motivational problems and provide strategic advice.(Woo 2014, 23) This model was developed by Keller in 1979 where the ARCS concept was implemented in the system design process that incorporates motivation.(Shellnut et al 1999, 15) Keller defines that "The ARCS model of motivation was developed in response to a desire to find more effective ways of understanding the major influences on the motivation to learn and for systematic ways of identifying and solving problems with learning motivation". (Putra et al 2017, 12)

What is Motivation?

In terms, the word motivation is rooted in words move which means moving or moving from one place to another. It can be broadly understood that motivation is something or a state in which one is able to make something action or action. Motivation itself aims to achieve goals to be achieved within a certain time. The importance of the goals to be realized as "strength the force that attracts individuals or groups to move. Richard defines being motivated means being moved to do something, someone who is given energy then that person is considered motivated but someone who is not moved to do something then that person is not inspired or not motivated. (Ryan & Deci 2000, 8)

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The model was developed to identify the factors that can influence the motivation and desire to develop the learning process to achieve the desired goals. However, in its development, the concept is used as a basic theory by researchers in various research objects. This model is not only intended for students but also for teachers, tutors, and lecturers who are involved in the learning process. The ARCS model can be applied in learning to achieve the learning objectives to be achieved. Explanations of the ARCS model in learning are as follows:

Attention is caused by the elements that appear in the form of things that are new, strange, contradictory, and complex. As for relevance meaningful relationship between courses with the needs and conditions of students. There is a strategy to show the relevance of lectures, namely the teacher conveys what the student's abilities are after learning the material, meaning the lecturer explains the learning achievements to be achieved. In this case, an educator is required to be able to explain knowledge, direct it to learning objectives and explain the skills that will be acquired by students when they graduate later. Educators or teachers provide examples in the form of exercises or tests related to certain professions.

To understand it better, the writer relates it to some of the motives developed by McClelland. The second theory of motivation belongs to McClelland. It analyzes three categories of needs: affiliation, power, professional and personal achievement. It seems that the most important need is achievement. (Androniceanu et al., 2020) These motives are as follows: *First*, Personal motives are caused by "needs for achievement" which means the need for "achievement" needs for power" which means the need to have power and needs for affiliation which means the need for affiliation. *Second,* Next is the motive of the instrumental. This motive suggests success in the material or assignments given so that later students can be successful or successful in the next stage. *Third,* Cultural value motives are social values or culture that become the beliefs of students.

While strategies to increase self-confidence or "confidence" namely increasing the successful experience of students by providing material from easy

to difficult, lectures are arranged in smaller sections, increasing expectations for success by stating the requirements (learning achievements and test criteria at the beginning of lectures), enabling success control in the hands of students (there is a contract lecture), develop student self-confidence and provide constructive feedback. Keller stated that differences in confidence, the third major component of the model, can influence a student's persistence and accomplishment.(Keller, 1987) Component confidence is different from the other component of confidence that can affect persistence and student achievement. Keller continues to be oriented toward involvement in the task activity and enjoys learning even if it making mistakes. The students are oriented to be involved in learning activities and enjoy the learning process even though they make mistakes.

While element satisfaction, Keller stated that this category incorporates research and practices that help make people feel good about their accomplishments, according to reinforcement theory, people should be more motivated If the task and the reward are defined and an appropriate reinforcement schedule is used. Learners are more motivated if there are tasks and prizes that have been determined.

In the learning process, there are strategies to improve the papacy "satisfaction" That is, the teacher uses verbal praise and informative feedback, not threats or the like, the teacher is also able to give students opportunities to practice the knowledge they have learned. Another strategy is asking students to help friends who have not mastered a skill or knowledge. These strategies can increase students' motivation in studying their studies and succeeding in their education.

تسميع حر رفيقات الخير

Is a free online forum or halaqah (circle) on telegram that aims to memorize the Al-Qur'an specifically for female students. Halaqah is the simplest form of classical Islamic educational organization with a circular shape (literally means: study done by sitting in a circle). The term halaqah has been understood contextually not only to sit cross-legged and meet in person but is interpreted as a forum in which there are teachers and students although they do not meet in person but meet face-to-face. Participants who joined this halaqah were 7228 participants from various countries in the Arab world. This halaqah has very many followers and every day there are additional participants, but not all participants actively contribute to it. This forum is devoted only to women and prohibits men

from joining as participants. The info from the telegram that the researcher quotes is as follows:

هذه المجموعة خاصة بالنساء وجود الرجال ممنوع لاتستمعي بجانبك رجل

يشترط التسميع باحكام التجويد

تسميع حر بين الاخوات

This group is exclusively for women and men are prohibited from attending, and it is also prohibited to play rote songs when there are men beside you. The condition for reciting memorization is to apply the Tajwid law, to be heard without raising their voice among the sisters or other participants. (Telegram Official Channel تسميع حر رفيقات الخير, 2023)

Oum Ibrahim is a participant of the group تسميع وتعاونون بين الاخوات originally from Egypt. Oum Ibrahim has self-motivation (intrinsic). According to him, memorizing the Al-Qur'an is his own wish, not the wish of his parents or anyone else's. As he stated in the interview as follows: "I have memorized 30 chapters of the Koran, since childhood I often listened to my parents recite and memorize the Koran. Since then i have been motivated to memorize the Al-Qur'an. Memorizing the Qur'an makes me feel comfortable and safe and the Qur'an makes me aware of things to avoid and what to do. (Interview Ummu Ibrahim, 2023)

تسميع وتعاونون بين الاخوات

Whereas in halaqah or forum (تسميع وتعاونون بين الاخوات) which has 4340 participants or members in the halaqah tasmi'. The participants who want to listen to their memorization send messages to the group to be responded to by other participants.

وسام الصوفاني:

من تسرد معي الاعراف حدر سريع

تتصل بي فضلا

Wisam from Egypt has memorized several surahs starting from Surah Al-Baqarah to sura Al-Anfal. Also repeating memorization starting from surah Al-A'raf by dividing rub'I or parts. The interview is as follows: I want to recite Al-A'raf surah per rubi in turn, I want to murajaah Al-A'Raf surah all when I read verse 100 and understand the verse you will cry. May Allah guide us, and fix our hearts with the

sentence la ilaha illallah. Allah does not enter His servant because of his deeds but because of His forgiveness and mercy. I'm afraid I'm not going to heaven. Who among us is not afraid? Allah SWT is our Lord who will judge us fairly because Allah SWT is the Most Just and forgives our sins, so we must seek forgiveness.

Wisan's motivation to follow the halaqah al-Qur'an is based on intrinsic factors or from himself, as he stated*: Thank God I started repeating and adding memorization before two days ago. I used to stop for a long time not understanding memorization.* (Interview Wisam, 2023). Oum Umar said that *My heart feels dead when I don't interact with the Qur'an.* (Interview Oum Umar, 2023). *Memorizing the Qur'an will bring blessings to my life, my family, and my children in relation to satisfaction.* (Wafa, 2023) Wisam memorized the Qur'an and enjoyed every verse he memorized even though there were verses he forgot. He considered this as a mistake because Wisam did not memorize and continued his memorization continuously. Participants in halaqah تسميع وتعاونون بين الاخوات give attention to something that is not new, contradictory, unique, or difficult, such as memorizing the Qur'an.

Memorizing the Qur'an is a tradition that has long been passed down in their family. I memorize the Qur'an as nothing new because when I was little, I memorized surah al Mulk and stopped for 10 years. In the past, I just memorized, then got married, and took care of the children, teaching Arabic children and Islamic studies. I used to memorize the Koran and teach the Koran. My job has nothing to do with memorizing the Koran. I only want the blessings of the Qur'an and do not want to pursue the world through the Qur'an.

In the interview, the researcher concluded that attention or attention is not only to new things, new and unique, strange and contradictory ideas to bring out the enthusiasm of students in achieving the desired goals. However, attention to memorizing the Qur'an is something that has long been applied from generation to generation. Relevance means there is a relationship between elements in the learning process with the needs of students. Although memorizing the Qur'an provides benefits, blessings, and success in life. However, Wesan considers memorizing the Qur'an not to pursue the world through the Qur'an. In this case, motivation is a driving tool that moves someone to do something in order to achieve the goals used.

In the researcher's observation, the participants who joined the two groups had high religious motivation from worldly motivation. Participants memorize the Qur'an solely for themselves and can teach it to their children and families without expecting anything in return. The participants did not care about getting achievements, praise, or wealth from memorizing the Al-Qur'an. They are more interested in the delicacy when memorizing the Qur'an and understanding the verses they memorize. Even when the participants

With more religious knowledge than other knowledge, a person will be able to manage the meaning of their religious values and qualities in life. (Salsabila, 2023) Someone with extensive knowledge of the Islamic religion will bring himself to be a person who is in the process of getting better and continuing to learn. Because the religious values that have been studied have a positive and strong impact on instilling good character and moral values.

In the researchers' observations, religious values were also taught by female teachers both when they were listening to the participants' memorization and when giving tajwid material during the learning process. As in the interview with Fatimah as follows: *"Islam does not only teach theory and science but more importantly practice Islamic values at all times."* (Interview Fatima, 2023) Getting up in the morning until going to bed has been regulated in Islam so that Islam does not only care about human health but emphasizes the quality of life. For example, when going to sleep, we pray and recite monotheistic sentences so that our bodies can sleep well and with quality, with a calm soul, and ask for protection from Allah SWT.

From the interview above, the researcher concluded that the teacher plays a very important role in the learning process of the Qur'an. Nurhamzah in his journal stated that teachers play a very important role in enhancing experience, they are actors who install religious values in learning activities inside and outside the classroom.(Nurhamzah & Amarullah, 2021) The teacher's concern with giving positive values and interacting with students actively can make students care about what they are learning. But on the contrary, according to Guanliang that students will not pay attention or pay less attention to what the teacher says and even show less cooperative behavior in class when the teacher does not give positive values. (Liu et al., 2021)

To support the Al-Qur'an learning process that goes well, it is certain that the teacher has adequate technological knowledge. The use of technology in the world of Islamic education, especially in teaching the Qur'an, is needed so that there is no impression of a teacher technophobia which means anti-technology.

D. Conclusion

Al-Qur'an learning through technology by utilizing social media forums is a new innovation in Islamic education. Although done with online but able to reach limited space and time so that the expected values can be achieved. Attention given by the participants in memorizing the Al-Qur'an is not something new that has happened but has been going on for a long time from generation to generation from their parents. Islam teaches that Muslims memorize the holy book, namely the Qur'an, and implement the religious values contained in it. There are elements of relevance experienced by the participants when memorizing the Al-Qur'an was memorizing the Al-Qur'an as motivation so that their lives were calm, comfortable, and happy even though it was not relevant to their career or work. The participants had high motivation and self-confidence (confidence) in memorizing the Qur'an. This is because memorizing the Al-Qur'an is an investment for the world and the hereafter whose profits are multiplied according to the calculations of Allah SWT. The participants do not need achievements, praise, and hopes of wealth through memorizing the Qur'an. They memorize the Qur'an purely because of Allah SWT. This result shows that memory will be better and of higher quality when learning and memorizing the Qur'an on social media from time to time with motivation, which may be due to the internalization of sufficient motivation to gain the pleasure of Allah SWT. The results of our research show that learning the Qur'an, especially memorizing the Qur'an with social media, is more effective and efficient.

The importance of this research is that it supports one of which is Motivation for Learning the Al-Qur'an. It is hoped that the results of this research can contribute to and strengthen knowledge in Islamic Religious Education study materials.

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