

# The Acceptance of Mobile-Based Learning in Learning Quran for Higher Education

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## ABSTRACT

The purpose of this study was to determine the acceptance of mobile-based learning in Al-Qur'an learning. The research method used was quantitative research. Data were obtained through a questionnaire given to students of Pendidikan Agama Islam (PAI) UIN Imam Bonjol Padang. Based on the results of the analysis, it is found that 92.9% of students have Android smartphone based, 85.9% of students are interested in mobile-based learning in the learning of Al Qur'an, and as many as 85.9% of respondents stated that the learning of mobile-based Qur'an can be continued and applied more deeply on learning.

**Keywords:** *Mobile Based Learning, Al Qur'an.*

## 1. INTRODUCTION

Basically, the purpose of the learning is to influence students to learn or briefly teach students in learning [1]. In line with the previous theory, according to [2] learning can generate various stored mental processes that can only be operated when a person interacts with adults or collaborates with fellow friends.

The development of abilities obtained through the learning process itself (without the help of others) when solving problems is called an actual development, while the developments that occur as a result of interactions with teachers or other students who have higher abilities is called potential development. Zone of proximal development is then defined as the distance between actual development and potential development.

In improving the quality of learning, comprehensive learning resources are needed and can be used properly by lecturers and students. Abdul Majid [3] states that learning resources are defined as information that is presented and stored in various forms of media, which can help the students in learning, as an embodiment of the curriculum. It is not limited to whether it is in print, video, software, or a combination of these that students and teachers can use.

Utilizing various learning resources is able to provide an interesting learning experience and provide opportunities for students to access information anytime

and anywhere, so that there are no time and space limitations. Ideal learning must be in accordance with the times that have entered the era of knowledge (Knowledge age). These days, there are so many media and instruments which are able to help lecturers and teachers in providing the implementation of their learning objective.

The trend of future learning indirectly changes learning strategy and approaches from the traditional ways towards a more visionary learning [4]. This phenomenon of course can be a solution to the limited learning time in the classroom for learning materials that are solid and practical. As in the Tahsinul Qur'an course which is studied by Students of the Islamic Religious Education Study Program (PAI) UIN Imam Bonjol Padang.

Tahsinul Quran Subject's purpose is to improve and beautify the reciting of the Al-Qur'an according to good and correct recitation of the Qur'an. It requires a long time in the implementation process. In addition, reciting the Qur'an properly and correctly according to the knowledge of tajwid is one of the competencies that graduates of the PAI study program must possess as prospective professional educators.

Jalius [5] argues that learning the Al-Quran is a learning and teaching process that has two components that occur simultaneously, but have different meanings. Where learning Al-Quran is defined as a process of creating new knowledge about the Al-Quran

such as how to read it and actualize it towards attitudes that can be seen from changes in behavior. Teaching the Al-Quran is the activity of creating a stimulating and stimulating atmosphere and conditions direct learning activities of the Koran so that students get the knowledge, skills, values and attitudes it can bring changes in behavior and changes in self-awareness as a person in accordance with the guidance of the al-Quran.

Based on the results of the placement test of the ability in reciting the Al-Quran carried out from October 2018 to December 2018 on 239 new students of the PAI Program who registered in year 2018, it was found that only 25% of students were able to recite the Al-Quran. This is also reinforced by the opinion of some PAI lecturers at the Tarbiyah and Teacher Training Faculty of UIN Imam Bonjol Padang, there were more than 50% of students have not been able to recite the Al-Quran properly and correctly according to their tajwid . The ability to recite the Alqur'an in question is being able to read the Alqur'an in accordance with the knowledge of recitation including the place where the letters come out (makharijul letter), the characteristics of letters (shifatul letter), the law for determining the stop and continuation of a reading (ahkamul letter), length in short a reading (mad wal qashar) as well as a place to pause the reading for a moment (waqaf) and a place to continue reading after pausing for a moment (ibtida ').

Al-Quran and hadith, as well as the basis of Islamic education, are based on social values that are not deviated from the teaching of the Qur'an and Sunnah which bring goodness and avoid evil.

Azra [6] argues that the basis of Islamic education is based on this, a solution needed in the form of learning media so that all students are able to learn the Quran in accordance with the rules set out in the science of recitation and can be implemented anytime and anywhere without depending on presence of educators. Selection of a media is a process when lecturers begin to identify which media is suitable to support learning based on their analysis of student character, the number and difficulty of learning objectives and learning activities that occur [7].

One of the learning media that can be accessed anytime and anywhere is mobile-based learning media. This learning media can be accessed anytime and anywhere; it will require someone to be able to regulate their own learning activities or commonly called self-regulation in learning which is known as self-regulated learning [8]. Self-regulation in learning (SRL) is needed by someone so that they are able to organize and direct themselves, be able to adjust and control themselves. [9], suggests that a person is said to have self-regulation in learning when they systematically regulate their

behavior and cognition by paying attention to self-made rules, controlling the course of the learning process and integrating knowledge, training to remember information obtained, and developing and maintaining positive values learning.

Before choosing learning media, educators must believe that the message to be conveyed through the media can be conveyed as desired [10]. Therefore, it is necessary to conduct research on the acceptability of Al-Qur'an learning media using mobile devices for Islamic Education students at UIN Imam Bonjol Padang.

**2. RESEARCH METHODOLOGY**

The research method used is quantitative research methods. According to Sugiyono, quantitative research methods can be interpreted as research methods based on the philosophy of positivism. It is used on certain research and certain populations or samples. Sampling techniques are generally carried out randomly. Data collection used research instruments. Data analysis was quantitative. Statistics was used in order to test the hypothesis that has been set.

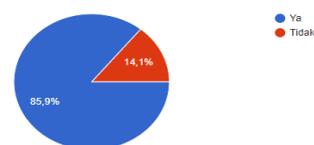
The data collection technique used was a survey method by providing online questionnaires to Islamic Education students at UIN Imam Bonjol Padang. The questionnaire given to students used a Likert scale as a measuring tool. The variables measured using this questionnaire are related to ownership of an Android-based smartphone, interest in using mobile devices in learning activities, and continued use of mobile devices in learning activities. The sample in this research was the students of PAI as much 2 classes (80 students)

**3. RESULT AND DISCUSSIONS**

The first aspect that is used as a survey indicator is the ownership of an Android-based smartphone. In designing learning media based on android, this would be a matter that must be known in advance, in addition to family background and diverse economic of students, as well as a consideration of the effectiveness of Al-Qur'an-based learning media development this android.

**3.1. Smartphone belonging**

Based on the results of questionnaire data processing, it was found that 92.9% of students sampled had Android Smartphones. Then, 85.9% of students liked learning using smartphone, but 14.1% did not like them.



**Figure 1** Students who like mobile based learning

According to the results of the interviews before, it was found that students liked learning by using mobile/smart phone because of practicality that can be accessed at any time so they can save time without having to attend the class. Other responses regarding students who liked learning by using mobile is due to devices mobile. It could help in the understanding of learning if constrained happen outside school hours. It means it could not attend the class so that learning through mobile is the solution as a substitute teacher at the time he was outside of school hours. However, in contrast to, 14.1% of students, do not like mobile based learning. They argued that learning based mobile was not very effective because it can lead to misinterpretation on understanding the material. Basically every student requires assistance from lecturers to understand further learning.

### 3.2. Motivation to learn

One of the mandatory factor needed to be point out is related to the motivation to learn. The absence of the motivation will be resulted on inefficient learning. Motivation is divided into two types, namely internal and extrinsic motivation. Intrinsic motivation is motivation originating from within every individual student. Meanwhile, extrinsic motivation is motivation that comes from outside, for example from the parents, friends or environment. Based on the results of the survey conducted, it was found that 73.9% of students are high motivated by mobile-based learning activities, while 26.1% of students are less motivated. Student who are less motivated known as having an i-level. Its self-learning ability is still low so that the bell of teaching using mobile devices was difficult because must do on intentions and personal desires.

However, interview result indicated the students were interested in the display of mobile-based learning, but still felt bored quickly after a while using mobile devices to study. It is also caused by the desire of opening other applications that are in the smartphone such as youtube, Instagram, Facebook, games, and etc.

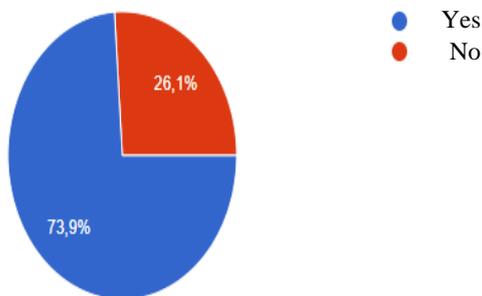


Figure 2 The level of student motivation towards mobile-based learning

### 3.3. Sustainability of mobile learning

The use of a media in learning activities must be tailored to the needs and learning objectives to be achieved. A learning media is a tool that will facilitate the delivery of material and students' understanding of a material. Therefore, media selection must go through a long analysis stage and be adjusted to the characteristics and needs of students and learning.

Based on the results of a questionnaire given to students, 85.9% of students perceived that mobile-based learning is really needed to be understood. It is in line with students when interviewed Teacher limitations outside of learning hours would help maximize the learning process itself. Besides that, learning activities, which are usually only carried out once a week, can now be accessed anytime, anywhere. This cellular-based learning activity is also a form of innovation in following the development of the times, learning activities no longer only focus on lecturing / presenting class material, but must take advantage of all kinds of available sources and media. By opening ourselves up to take advantage of technological developments, this is one of the characteristics of future teachers. Consequently, current PAI students are prospective future educators.

## 4. CONCLUSION

The learning media chosen must be a tool to make it easier for students to understand the material. Of course the use of this learning media must be readjusted to the needs of students and learning materials. Based on the results of the research above, it can be concluded that basically the majority of PAI students use mobile-based Al-Qur'an learning because it will have a positive impact in increasing the ability to understand a material. The limitations of space and time are no longer a barrier to the implementation of learning.

## ACKNOWLEDGMENTS

Thank you to the State Islamic University (UIN), Imam Bonjol Padang, for facilitating my education at Padang State University (UNP). Thank you to the lecturers and promoters who have taught and guided me during the lecture completion process at UNP especially at Ph.D. Program.

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