

## Intervention of Listening to Al-Qur'an Murottal to Improve Concentration on College Students

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### Abstract / Abstrak

Concentration difficulties among students pose a significant barrier to effective learning. Observational findings suggest that some students struggle to maintain focus, as evidenced by drowsiness and disengagement during lectures. This study aimed to investigate the impact of listening to Al-Quran murottal on college students' concentration levels. Employing a one-group pretest-posttest design, data was collected using digit span tasks and interviews from three randomly selected participants. Results revealed a notable increase in average concentration scores from 6.3 to 9 post-intervention. Furthermore, interview data indicated that two-thirds of the participants perceived an improvement in their concentration abilities. Based on both quantitative and qualitative findings, this study concludes that listening to Al-Quran murottal can positively influence students' concentration. Further research with a larger sample size and a more complex design is needed to generalize these findings.

*Permasalahan konsentrasi yang kerap dialami mahasiswa menjadi hambatan signifikan dalam proses pembelajaran. Penelitian ini bertujuan untuk menguji efektivitas intervensi mendengarkan murottal Al-Qur'an dalam meningkatkan konsentrasi mahasiswa. Menggunakan desain one group pretest-posttest, penelitian melibatkan tiga mahasiswa yang dipilih secara acak. Hasil penelitian menunjukkan peningkatan rata-rata skor digit span dari 6,3 sebelum intervensi menjadi 9 setelah intervensi. Temuan ini diperkuat oleh hasil wawancara yang mengindikasikan peningkatan persepsi subjek terhadap kemampuan konsentrasinya. Hasil penelitian ini menyimpulkan bahwa mendengarkan murottal Al-Qur'an berpotensi menjadi intervensi yang efektif untuk meningkatkan konsentrasi mahasiswa. Temuan ini memiliki implikasi penting bagi pengembangan strategi pembelajaran yang lebih efektif, terutama bagi mahasiswa yang mengalami kesulitan dalam berkonsentrasi. Penelitian lebih lanjut dengan melibatkan sampel yang lebih besar dan desain yang lebih kompleks perlu dilakukan untuk menggeneralisasi temuan ini.*

### Keywords / Kata kunci

Concentration;  
Murottal Al-Qur'an;  
Intervention

*Konsentrasi;  
Murottal Al-Qur'an;  
Intervensi*

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### Introduction

Higher education institutions are places where students pursue knowledge. According to Fitriana and Kurniasih (2021), college students are the younger generation of higher education institutions and members of society with academic, professional, and intellectual abilities. College students have several obligations that must be fulfilled, including studying, completing assignments, and attending campus activities. To fulfill their commitments, students must have a good level of concentration. This aligns with the opinion of Fitrianingasih et al., (2019) who state that good concentration can help someone improve their ability to complete all tasks and

activities. As a college student, good concentration is necessary when studying, doing assignments, and participating in discussions because with good concentration, good learning outcomes are also achieved. Good concentration is characterized by focused attention on one thing, enthusiasm, calmness, activity, the ability to express an idea, and a good absorption capacity for what is being studied. This research was conducted because concentration issues are prone to occur in the majority of college students. This is in line with what PGMI students at the Islamic University of Lamongan experience when attending lectures for a course that has a

relatively high level of difficulty (Khairiyah et al., 2022).

In the end, students can absorb what they have learned because they have followed the lessons with focus. A good focus enables someone to absorb and understand something accurately (Riinawati, 2021). That ability can be useful in solving problems that arise in daily life because by understanding the problem, solutions can be found in the shortest possible time. The academic environment can present students with various challenges, such as time management issues and organizational difficulties. Implementing a structured problem-solving approach can help students overcome these obstacles.

For college students, concentration affects their enthusiasm and motivation while studying, and this can have a positive impact on their ability to understand lecture material. However, sometimes concentration can decline, which is caused by several factors, one of which is continuous psychological pressure that can induce anxiety (Cheong et al., 2019). Thus, one of the causes of decreased concentration is the presence of psychological pressure, restlessness, and feelings of unease. This is in line with the research findings of Ruzelani dan Widyana (2023), which explain that anxiety can cause concentration to break. When individuals experience anxiety, they often encounter a barrage of intrusive thoughts and heightened emotional states, which can hinder their ability to focus on a single task. When college students experience decreased concentration due to anxiety, their academic performance may suffer as they struggle to comprehend lecture material.

Riinawati (2021) conducted a study stating that students' concentration on learning is related to their academic performance at SDN Karang Mekar 4 Banjarmasin. Good study concentration positively impacts students' understanding of what they are learning, which in turn improves their academic performance. Similarly, for college students, if they have understood what they have studied, they can easily complete the assignments given by the lecturer, which results in good grades and consequently improves their GPA.

Several factors influence a person's level of concentration, some of which include poor physical or mental conditions, such as lack of sleep, stress, anxiety, or illness (Fatchuroji et al., 2023). One solution to bring about tranquility is listening to the recitation of the Qur'an. The

recitation of the Qur'an is the voice of a qari reciting the verses of the Qur'an, which can be listened to through certain media (Aziza et al., 2019). The recitation of the Qur'an can be listened to through video, MP3, and other media.

In addition, engaging in spiritual activities such as listening to Al-Qur'an recitation can also affect a person's anxiety and stress (Hamka & Yusuf, 2023). The decrease in anxiety and stress in a person will increase the individual's tranquility. The tranquility that arises in a person can make it easier for them to concentrate because a calm person has a clear mind, allowing their thoughts to focus on tasks they can accomplish.

According to Ansyah et al., (2019), inner peace can activate good genes and deactivate bad genes within oneself. Good genes within a person indirectly improve various aspects of their being, one of which is the level of concentration. Therefore, a person can concentrate well once they have achieved tranquility.

Many studies have been conducted on the intervention of listening to the murottal of the Qur'an to improve concentration. First, the research conducted by Kusuma et al. (2024), proved that there is a positive relationship between listening to murottal Al-Qur'an and the ability to improve concentration. Next, there is also Nugraha's (2020) research which shows T-test results in the experimental group  $p = .00$  or  $p < .05$ , meaning there is an influence of listening to Al-Qur'an murottal on concentration in the experimental group. The difference between this study and the previous one is in several aspects. First, the surah listened to by the participants has been determined, namely Surah Ar-Rahman. Meanwhile, in the previous study, it was not mentioned. Additionally, in the previous study, there were no homework assignments, whereas in this study, participants were also given homework. The homework involved listening to the recitation of Surah Ar-Rahman from the Quran for two consecutive days.

In addition to listening to Quranic recitation, the study incorporated other interventions to improve concentration, such as listening to classical music and engaging in brain gym exercises. Classical music, with its slow rhythm, has been shown to induce feelings of calm and peace, thereby enhancing focus (Wulansari et al., 2019) making it easier for individuals to concentrate. Meanwhile, doing brain gym can stimulate the brain, thereby increasing the level

of attention and concentration (Khairiyah et al., 2022).

After learning about various interventions to improve concentration, listening to the recitation of the Qur'an was chosen as the solution to enhance concentration. The Qur'an is believed to be a remedy for all kinds of ailments, as mentioned in QS Yunus verse 57. Additionally, according to research conducted by Kannan et al., (2022), listening to the murottal of the Qur'an can produce therapeutic effects. This research was conducted to determine whether or not listening to the recitation of the Qur'an has an effect on improving college students' concentration and to understand the subjects' concentration levels after the treatment. The study hypothesizes that listening to the recitation of the Qur'an affects the concentration levels of college students.

## Method

### Research Design

The research design used in this study is the One Group Pretest-Posttest Design. According to Sugiyono (2019), this design uses one sample group and conducts measurements before and after treatment is given to the subjects. This design was chosen because this research is an initial study, which places more emphasis on testing the design and treatment.

This study uses a one-group pretest-posttest design as an initial step in exploring the potential of listening to Quranic murottal interventions to improve students' concentration. The choice of this design is based on the exploratory nature of the research and the time constraints of the researcher. The use of a very limited sample, namely three people, was a deliberate decision to focus on the development and refinement of the research procedures. With a small sample, this research allows the researchers to intensively observe and analyze the effectiveness of the intervention. However, it should be emphasized that the generalization of the results of this study is very limited. This research is a preliminary study aimed at building a strong foundation for further research with a larger sample and more complex design so that it can make a more significant contribution to the understanding of the effectiveness of listening to Quranic murottal interventions in improving students' concentration. This design is symbolized by the following symbol :

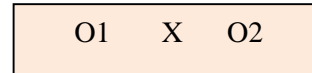


Figure 1. One group pretest-posttest design (Seniati et al., 2020)

Explanation:

- O1 : Pretest (measurement before treatment)  
 X : Intervention(listening to murottal Al-Quran)  
 O2 : Posttest (measurement after treatment)

In addition to adopting a one-group pretest-posttest research design to directly measure the impact of the intervention on the research subjects, the researchers have also designed a series of in-depth module trials. The module trial stage has become an integral part of the intervention design that has been developed. The main objective of this module trial is to ensure that the developed module meets the expected quality standards, is effective in delivering the material, and aligns with the needs and characteristics of the research participants. In other words, this module trial serves as a quality control mechanism to ensure that the intervention provided is truly relevant and has a positive impact on the research subjects.

Through the module trial, researchers can obtain valuable feedback regarding various aspects of the module, such as material clarity, relevance of case examples, language appropriateness, and visual appeal. This feedback will be used as a basis for revising and improving the module before it is used in the main research. Additionally, the module trial also allows researchers to identify potential obstacles or difficulties that participants may encounter during the learning process so that preventive measures can be prepared. Thus, the module trial not only serves to improve the quality of the module but also to maximize the effectiveness of the intervention to be conducted. The module trial procedure can be found in the intervention design section.

### Research Subject

Research subjects were randomly selected using a simple random sampling technique (simple random). This technique is a simple random sampling method, disregarding any population strata. Random sampling can be conducted on a population that is considered homogeneous (Ahmad & Jaya, 2021). The characteristics of the sample in this study were female students aged 21-23 who were currently working on their theses.

### **Data Collection**

Mixed method is a research approach that combines quantitative and qualitative methods within a single study. This is in line with Creswell's (2018) opinion, which states that mixed methods are a research approach that involves a sequence of designs, either using quantitative followed by qualitative or vice versa. Thus, this method aims to obtain a more comprehensive and in-depth understanding of a phenomenon.

In the context of this research, a mixed-methods approach is used to obtain a more comprehensive picture of the participants' concentration abilities. Quantitative data from the digit span test provides an objective picture of the ability to remember sequences of numbers. Meanwhile, qualitative data from interviews offers richer information regarding the subjects' subjective experiences. The subjects' answers are descriptive and allow the researcher to gain a deeper understanding of how they perceive the experience.

### **Quantitative**

Quantitative data is data collected based on numbers obtained from subjects. This is according to Creswell's (2018) which states that quantitative research is a method for testing hypotheses by examining the relationships between variables, where each variable is measured using research instruments based on field data consisting of numbers that are analyzed according to statistical procedures. The numerical results are obtained from the test instrument. The test tool used is a subtest from WAIS, namely the digit span. WAIS was developed by David Wechsler to measure participants' intelligence. WAIS has 11 subtests, one of which is the digit span. The digit span is performed by repeating numbers mentioned from front to back (forward) and from back to front (backward).

### **Qualitative**

In addition to quantitative data, there is also qualitative data. Qualitative data is an approach to explore and understand the meaning of individuals or groups that arise from social issues (Creswell, 2018). Qualitative data is obtained by conducting interview questions with the subjects. Here is a list of questions given to the subjects:

1. How has your concentration been lately?

2. How often in a week do you experience difficulty concentrating or losing focus?
3. What conditions make you feel that you are having difficulty concentrating?
4. In your opinion, on a scale of 0-5, how would you rate your concentration level lately?

### **Intervention Design**

#### **Research Module Preparation Stage**

##### **Module Creation Planning**

The researcher specifically identifies the concentration problem to be addressed. Based on the pre-research data, the concentration problem faced by students is the difficulty in improving concentration during learning and the short duration they can maintain concentration. One of the solutions that can be implemented is listening to the recitation of the Qur'an (murottal). After that, the researchers collected data from previous studies on the effectiveness of murottal in improving concentration and the factors that influence the success of the intervention.

##### **Module Development**

The selection of Surah Ar-Rahman was carried out after collecting data from previous research, in addition to the fact that the surah was already familiar to the subjects. After that, the researcher selected qori with a melodious recitation. The material on the benefits of listening to murottal, relaxation techniques, and the importance of concentration in learning was prepared for the subjects to read during the implementation. After that, the researcher designs practical activities, which are related to the procedural guidance of the practice that will be conducted by the subjects. If the materials and activity plans have been prepared, the researcher creates a realistic and systematic schedule considering the college students' busyness.

##### **Expert Evaluation of The Module**

The module that has been compiled is then submitted to a psychologist who specializes in Islamic psychological intervention for critical assessment. Then, the psychologist will assess whether the content of the module aligns with the research objectives, the underlying theories, and the principles of Islamic psychology. Next, the psychologist will evaluate whether the selected surah is relevant to improving concentration and whether the delivery method is appropriate for the target participants. After that, the psychologist will determine whether the methods used in the module (relaxation techniques,



guidance for listening to murottal) follow the principles of Islamic psychology. Finally, the module will be revised based on feedback from the psychologist.

### **Small Scale Trial (Pilot Test)**

The trial is conducted on a limited basis by selecting several students as trial participants. Then the module is applied on a limited basis, and the researcher observes the subjects' responses. After completing the intervention, participants were asked to provide feedback on the clarity of the material, its relevance to their needs, and any difficulties they encountered.

### **Module Revision**

Module revisions were conducted based on the results of a small trial. After the revisions were completed, the finalization of the module will result in a version ready for use.

### **Research Implementation Stage**

The implementation of this experiment was conducted in three meetings with an estimated total duration of 305 minutes. There were 2-3 sessions held in each meeting. The treatment given was listening to the recitation of Surah Ar-Rahman from the Qur'an by the participants. According to [Gunawan dan Mariyam \(2022\)](#), listening to the murottal of Surah Ar-Rahman can provide a calming relaxation effect, thereby enhancing individual concentration.

#### ***First Day***

##### **Session 1 : Self Introduction and Statement Filling**

The first day's meeting lasted for 80 minutes and began with the first session, which included self-introductions and the completion of a statement of availability by the participants. The purpose of the statement letter is to inform potential participants about the research and obtain their informed consent before they participate in the study ([Pebrina et al., 2022](#)). Through the letter, the subjects can make an informed decision because they are aware of what they will be doing when they decide to participate in the research.

##### **Session 2 : Pretest**

In the second session, participants were given a pretest using one of the WAIS subtests, namely the digit span forward and backward. Digit span forward is used to measure concentration related to short-term memory, while digit span backward

is used to measure concentration related to working memory ([Nadira & Khairunnisa, 2020](#)). In addition to using digit span forward and backward, interviews were also conducted to determine the subjects' concentration levels before treatment was administered. This session concludes the activities of the first day's meeting.

#### ***Second Day***

##### **Session 1 : Opening and Discussion**

The second day's meeting consists of 3 sessions lasting in 95 minutes. The meeting begins with the first session, which is the opening and discussion on the causes of participants' difficulties in concentrating, and at the end of the discussion, the researcher conducts a brainstorming session. According to [Sani dan Ridwan \(2019\)](#), brainstorming is a method of gathering ideas from a group of people in a short period. Brainstorming sessions were held to identify solutions to the concentration problems experienced by the participants. During these sessions, participants shared their ideas, which were then analyzed to develop effective strategies.

##### **Session 2 : Treatment**

In the second session, participants were given treatment in the form of listening to the recitation of Surah Ar-Rahman from the Quran through a video. During the treatment, participants are also expected to read the translation of the surah from the murottal they are listening to. According to [Rahmawati \(2023\)](#), by reading the translation, the subjects can understand the meaning and the content of the Qur'an. By understanding the meaning of the surah, it is hoped that the subjects can appreciate the recitation of the murottal. After completing the treatment, participants were asked to provide feedback.

##### **Session 3 : Homework and Conclusion**

In the final session, the researcher assigned homework to the participants to listen to the recitation of Surah Ar-Rahman from the Qur'an before sleeping for two consecutive days. According to [Ratrinda et al. \(2023\)](#), listening to the murottal of Al-Qur'an Surah Ar-Rahman before sleeping can induce a feeling of relaxation. That feeling helps individuals to improve concentration because one of the factors for increased concentration is that individuals are in a calm state. After the assignment of homework, the second day's activities were concluded.

### Third Day

#### Session 1 : Opening and Treatment

The third meeting consists of 3 sessions lasting 130 minutes. The meeting began with an opening and a prayer. Next, participants were treated to listening to the recitation of Surah Ar-Rahman from the Qur'an, and afterward, they were asked to provide their responses after the treatment. According to [Abraham dan Supriyati \(2022\)](#), repeated treatment aims to obtain clear and stable data. Clear research data can facilitate the data processing.

#### Session 2 : Group Dynamics

In session 2, group dynamics were conducted. According to [Yusliyadi dan Norhadi \(2020\)](#) group dynamics are interactions carried out within a group to achieve the same goal. In this group, the topic discussed is how listening to the recitation of the Qur'an can improve concentration.

#### Session 3 : Posttest and Closing

In the third session, participants were given a posttest using one of the WAIS subtests, namely digit span forward and backward, as well as an interview to determine the participants' concentration condition after the treatment was given. In the final session, which is the closing, the activities are concluded by summarizing what was done in the three meetings.

#### Data Analysis

Data is analyzed both quantitatively and qualitatively. Quantitative data is analyzed by calculating the average of each pretest and posttest score. The average is determined by summing all the research scores and then dividing by the number of data points available ([Sarwono & Handayani, 2021](#)). Meanwhile, qualitative data analysis involves identifying themes, coding data, forming categories, and searching for relationships within the data, aiming to gain a deep understanding of the phenomenon being studied ([Rifa'i, 2023](#)).

### Results

#### Quantitative Data Results

[Table 1](#), [Table 2](#), and [Table 3](#) presents the results of the subjects' responses in answering the digit span forward and digit span backward subtests from the Wechsler Adult Intelligence Scale. Based on [Table 3](#), it is known that the average pretest score was 6.3, while the average posttest score was 9.

Table 1

Pretest Results

Subject	Digit Span		Amount
	Forward	Backward	
YA	3	2	5
SM	3	3	6
RFIA	5	3	8

Table 2

Posttest Results

Subject	Digit Span		Amount
	Forward	Backward	
YA	5	4	9
SM	5	4	9
RFIA	5	4	9

Table 3

Total and Average Results of Pretest and Posttest

Subject	Pretest Score	Posttest Score
YA	5	9
SM	6	9
RFIA	8	9
Total	19	27
Mean	6,3	9

The results prove that with the treatment, there was an improvement in concentration. This occurred because there was an increase in scores, where the results before the treatment were lower compared to the results after the treatment.

#### Qualitative Data Results

Before being treated, subject YA felt that their concentration had not been good lately. When subject YA was treated, they concentrated by reading the meaning of the verses in their heart. This is demonstrated by the eye movements that move left and then right while watching the Al-Qur'an murottal video. YA reported that after completing the treatment, they noticed an improvement in their concentration. They believed that the training exercises incorporated into the intervention had played a significant role in enhancing their focus and attention. Based on the interview results with subject YA, it can be concluded that the treatment had a positive impact on subject YA because the subject felt a change in their concentration.

In the case of subject SM, before the treatment, he felt that his concentration had not been good lately, but he still tried to prioritize one thing. When given the treatment, subject SM appeared to deeply appreciate the verses because he closed his eyes while listening to the murottal. In addition, the subject also recited the verses of the murottal silently.

Table 4  
Condition of the Subject

Subject	Condition Before Treatment	Condition When Given Treatment	Condition After Treatment	Info
YA	The concentration condition has not been good lately. In the past week, the subject has experienced this every day. The subject rates their concentration level lately as 3.	When given treatment, the subject concentrated on the murottal video while reading its meaning in their heart. This was shown by the eye movements while watching the murottal video of the Qur'an.	The condition of concentration after the treatment improved quite a bit because the subject felt they were training themselves to concentrate better. The subject rated their concentration level after the treatment as 4.	Influential
SM	The concentration condition has not been good lately, but I still try to prioritize one thing. The subject has experienced this for 5 days in a week. The subject rates their concentration level lately as 4..	When given treatment, the subject focuses on watching a video of Quranic recitation and sometimes closes her eyes while silently reciting the verses.	After being treated, the subject felt a slight change because they felt more focused on the task at hand. The subject rated their concentration level after the treatment as 4.5.	Influential
RFIA	The subject's concentration condition is poor due to the amount of work. The subject experiences this every day. The subject rates their concentration level lately as 4.	When given treatment, the subject focuses on watching a murottal video and recites the verses they hear silently.	After being treated, the subject still found it difficult to concentrate. The subject rated their concentration level after the treatment as 4.1 because they did not feel any significant change in their concentration.	Not influential

After being treated, the subject felt a change because SM became more focused on what he was doing. Based on the interview results with the subject SM, it can be concluded that the

treatment had a positive impact on the subject SM because the subject felt more focused.

Before being treated, the concentration condition of the RFIA subject was poor due to the amount of work they faced. When treated, the subject focused on watching a video while silently reciting the verses. After being treated, the subject still found it difficult to concentrate. Based on the interview results with the RFIA subject, it can be concluded that the treatment did not have a positive impact on the RFIA subject because the subject still struggled to concentrate.

## Discussions

This research was conducted to determine the effect of listening to the Qur'an on students' concentration levels. The research objectives were achieved, as evidenced by the quantitative and qualitative results of the subjects, which showed an increase in their concentration levels. Based on the research findings, it can be concluded that the hypothesis was accepted. According to the quantitative data results in Table 1, it can be concluded that each subject experienced an increase in concentration levels. This is consistent with the qualitative data; after receiving the treatment, subjects YA and SM felt that their ability to concentrate had improved, while subject RFIA did not perceive any significant change in their concentration levels. Thus, the second objective is also achieved, resulting in an illustration of increased concentration as presented in the qualitative results.

It has been previously discussed that several factors affect a person's level of concentration, some of which include poor physical or mental conditions, such as lack of sleep, stress, anxiety, or illness (Fatchuroji et al., 2023). Based on that opinion, if someone wants to have a good level of concentration, they should strive to be in a calm and relaxed state.

Calmness and a non-tense state can be achieved by listening to the recitation of the Qur'an, because according to the research by Ridwan et al., (2022), listening to the murottal of the Qur'an can provide a sense of calm, reduce stress hormones, activate natural endorphin hormones, and create a relaxed atmosphere. This finding aligns with the research of Fitri & Pratama (2020) who demonstrated that listening to Quranic recitation can reduce anxiety levels. The reduction in anxiety, induced by the tranquility of Quranic recitation, can indirectly

enhance concentration. This was shown by the decrease in anxiety in the subjects after listening to the recitation of the Qur'an. The tranquility that arises from listening to the murottal of the Qur'an can indirectly enhance concentration because a calm heart can increase a person's level of concentration.

There are various potential benefits of listening to murottal for an individual. Listening to murottal of the Quran has long been believed to have a calming effect on the mind and soul. The melodious and rhythmic voice, along with the distinctive intonation in the recitation of the Quran, can trigger a relaxation response in the body. Research shows that listening to murottal can reduce levels of stress, anxiety, and depression. The sound vibrations produced by murottal can stimulate the production of endorphins, often referred to as the happiness hormone, thereby creating a feeling of calm and comfort. Listening to murottal regularly has many psychological benefits.

Listening to murottal regularly can have a positive impact on a person's psychological well-being (Baroroh et al., 2023). It has been previously discussed that listening to murottal can bring tranquility, and this tranquility indirectly has a positive impact on a person's psychology. Psychological well-being can affect a person's life. According to Ryff and Keyes (in Hardi et al., 2022), someone with good psychological well-being will be able to function as a more positive human being, allowing them to engage in activities with good focus. Individuals with good psychological well-being also possess inner calmness, enabling them to carry out activities with focus due to their tranquility.

In addition to the relaxation effect, listening to murottal can also enhance concentration and focus. The regular rhythm and melody in the recitation of the Quran can help the brain to focus better and reduce irrelevant thought distractions. Some studies show that listening to murottal can enhance cognitive performance, such as memory and problem-solving abilities. This may be related to the influence of murottal on brain waves, which can optimize brain function in processing information.

This is also in line with the findings of Rukmana (2019), which indicated that the respondents felt they could concentrate better when their well-being was fulfilled. Thus, it can be understood that by listening to the recitation of the Qur'an, well-being can be fulfilled, which in turn can help individuals concentrate better.

Tranquility can arise when listening to the recitation of the Quran. Sometime, *qaris* use a slow tempo and beautiful voice when reciting the verses of the Qur'an. Some individuals utilize murottal as a tool for relaxation and stress reduction. This is in line with Q.S. Ar-Ra'd verse 28 which means

*"Those who have believed and whose hearts are assured by the remembrance of Allah. Unquestionably, by the remembrance of Allah hearts are assured."*

Imam Sya'rawi (in Khaer, 2021) interprets that the meaning of the word *tatma'innu* in the verse refers to the tranquility obtained in the present as well as in the future because the word uses the present tense verb. Imam Sya'rawi also interprets the verbal noun form of the word *tatma'innu* as *itmi'nan*, which means a heart that is calm, stable, and in harmony with one's beliefs. This means that the tranquility of the heart is a result of a person's faith; the stronger their faith, the more tranquil their heart.

The research results from Mamlukah et al. (2022) prove that listening to the recitation of the Qur'an can reduce a person's anxiety by up to 62%. This serves as evidence that by listening to the recitation of the Qur'an, anxiety can decrease, leading to the emergence of tranquility thereafter. Inner peace helps a person carry out activities without worrying about things beyond their control because they are calm and confident in all the decrees destined for them.

Additionally, by listening to the murottal of the Qur'an, the body feels relaxed, and that is what makes a person calm. This is in accordance with the research findings of Sari dan Abidin, (2022) that listening to the murottal of the Qur'an can provide a calming effect to those who listen to it.

The inner peace that emerges can also make someone more focused on what they want to do. This is in line with the opinion of Mustofa et al., (2023) bahwa that inner peace has a positive effect on children's learning concentration. The increase in tranquility after listening to murottal is expected to bring about concentration. With good concentration, it is hoped that a person can more easily complete the activities they are doing because they will be more focused on what they are doing at that moment.

Learning does not only refer to the transfer of knowledge but also to the process of preparing students to begin the learning process. The process of preparing students for learning



includes, among other things, maintaining concentration. Based on the findings of this study, one way to maintain students' concentration is by listening to the recitation of the Qur'an before lectures. Listening to the recitation of the Qur'an has been proven to enhance and maintain concentration among learners (Ridwan et al., 2022). By listening to the murottal of the Qur'an before lectures, it is hoped that college students can maintain their concentration during lectures. Thus, it is hoped that this approach will ultimately enhance students' comprehension of the material presented by the lecturer.

The results of this study open up great opportunities for educators to integrate listening to Quranic recitation as one of the strategies to improve students' concentration. First, integration into teaching and learning activities. Educators can consider playing murottal at the beginning of the learning session as a means to create a conducive atmosphere for concentration. Additionally, murottal can be used as background music while students work on individual or group assignments. By playing murottal at the beginning or end of the learning session, or even as background music during independent study, educators can create an atmosphere conducive to focus. This is in line with the opinion of Ali et al., (2021) that audio therapy of Al-Qur'an murottal can make children relax while studying and can focus their concentration on ongoing learning. Second, collaboration with the student counseling service center. The lack of concentration among students needs to be addressed with appropriate support. This is because a lack of concentration can hinder learning. Educators can collaborate with the student counseling center to recommend listening to murottal to students who have difficulty concentrating. With this intervention, it can provide further guidance and support to students regarding the implementation of this strategy as a form of handling.

While listening to murottal can be a beneficial strategy, it is important to recognize that it's just one of many tools available to enhance learning. To optimize learning outcomes, a combination of approaches should be employed, such as creating a positive learning environment and providing stimulating tasks.

The limitations of this study are related to the limited research time, the search for suitable subjects, and the adjustment of time with the subjects, which allows for other factors that may influence the research due to the subjects'

conditions and the conditions of the location at the time of the study. It is hoped that for future research, a larger sample size or a control group can be used so that the scientific value of the discussion increases. This is in line with the opinion of Firmansyah dan Dede (2022), who state that a larger sample size can reduce errors in sampling.

Future research should consider expanding the scope of investigation to include the impact of Quranic recitation on broader aspects of mental health, such as peace of mind. In addition, another recommendation is to improve the quality of the experimental design and control the experimental variables to enhance the validity of the experiment. Another aspect that needs improvement is increasing the number of subjects in further research so that the subjects as samples can represent the population. Further research can be delved deeper into the optimal duration, the most effective type of murottal, and its influence on specific subjects.

### Conclusion

The results of the above quantitative and qualitative research prove that listening to the murottal of the Qur'an has an impact on the concentration levels of students. Based on the quantitative data analysis, there is a difference in concentration levels before and after the treatment (table 1 and table 2). Additionally, from the qualitative data, it can be concluded that participants concentrated when given the treatment, as evidenced by eye movements when watching the murottal video, silently reciting the verses they heard, and occasionally closing their eyes while listening to the murottal. Additionally, two out of three subjects felt that the treatment improved their concentration. This research suggests that Quranic recitation (murottal) has the potential to significantly enhance students' concentration. The integration of murottal in teaching and learning activities, for example by playing it as background music while studying, can create an atmosphere conducive to focus. Collaboration with counseling centers can expand the reach of this intervention, especially for students who have difficulty concentrating. While murottal can be an effective strategy, it is important to remember that it is just one of many options. Educators need to combine it with a comprehensive learning approach to achieve optimal results. Further research can reveal more

about the potential of murottal in enhancing the quality of learning.

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