

## DISSEMINATION OF THE USE OF THE AL-QURAN PILLAR ARCHITECTURAL MODEL AT AL MA'MURIYAH BOARDING SCHOOL PASIR ANGIN

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### ABSTRACT

10 to 20 students every month, specially sent from Al Ma'Muriyah Megamendung Islamic Boarding School, to memorize the Qur'an to Al Ma'Muriyah Pasir Angin Islamic Boarding School. In motivating students to memorize the Qur'an, a new memorization technique is socialized, namely by using an aid in the form of the Qur'an Pillar Architecture. The method of memorizing letters and verses using the Qur'an Pillar Architecture is a method that was first discovered by the Architecture Study Program of Budi Luhur University in collaboration with the Hafisun Alim 74 Foundation. The education and distribution methods are used to socialize the Qur'an Pillar Architecture to students at the Pasir Angin Islamic Boarding School. The education carried out is through training in the use of the Qur'an memorization application through a web application and an Android system. The distribution of aids in the form of 3D models is carried out by educating students on how to use them. The results of this socialization made the Tahfiz enthusiastic to use this memorization tool to improve their ability to memorize the letters and numbers of the verses of the Al-Quran visually and virtually.

**Keywords:** tahfiz, pillar\_alquran, boardingschool\_al-ma'muriyah, web\_pilaralquran

### INTRODUCTION

Al Asriyah Al Ma'muriyah Islamic Boarding School, located in the Pasir Angin Lewuliang Bogor area, is an expansion of the Islamic Boarding School in Megamendung which has 200 students. This Islamic boarding school has a mission to become superior by forming an intelligent and independent generation. This Islamic boarding school in Pasir Angin specializes in memorizing the Koran. Every month the Islamic boarding school in Pasir Angin accepts ten to twenty students to memorize the Koran. After graduating, they will be returned to the Islamic Boarding School in Megamendung, to continue their formal learning.

The Al-Qur'an is the holy book of Muslims which was revealed by Allah SWT to the Prophet Muhammad SAW, as a guide and reference in life so that humanity can learn from its contents. The Qur'an was received by the Prophet Muhammad SAW through the angel Gabriel verbally or by rote (Khafidah and Raden 2020). This method was eventually used as a reference in memorizing the Koran by Muslims (Hashim, A., & Tamuri 2012). The way the Prophet Muhammad SAW studied and memorized the Koran through the angel Gabriel is known as the Jibril method. This is a method where after the angel Gabriel conveyed Allah's revelation, the Prophet Muhammad SAW repeated it 3 times until he spoke it fluently. This is proven in the word of Allah SWT in QS Al-A'la verse 6,

“*sanuqri'uka fa lâ tansâ*”, meaning, we will recite (the Qur'an) to you (Prophet Muhammad) so that you will not forget.

The ability to memorize the Koran shows that memorizing the Koran affects student learning achievement (Hidayah, Tobroni, and Rusady 2022).

The modern method of memorizing the Koran is a development of the classical method that has existed for centuries. This method utilizes advances in technology and science to help memorizers of the Al-Quran in the process of memorizing and understanding the holy verses of the Al-Quran (Nida Hasanah and Fauziyatul Hamamy 2021). Several factors are behind the emergence of modern methods of memorizing the Koran, including **the increasing busyness of society** in the modern era, where people are more busy than in ancient times. This means they have less time to memorize the Koran using the classical method. Then advances in information and communication technology have made it possible to create various media and tools that can be used to memorize the Al-Quran more easily and effectively (Muhammadiyah Karangajen et al., n.d.). **The development of science and research** in the fields of education and psychology has produced various new findings that can help memorizers of the Al-Quran improve their memory and concentration.

The Faculty of Engineering, Budi Luhur University, in collaboration with the Seven Empat Hafidzun Alam Foundation, found a tool to memorize letter numbers and verses from the Koran, using the Al-Quran Pillar Architecture model, visually and virtually. The visual model is in the form of a 3-dimensional Mockup, made of PVC and wood which can be simulated. The Virtual Model is in the form of a 3-dimensional animated form that can be simulated, via cellphone or computer media (SURYANDARI et al. 2023). This finding is not only the first of its kind but is also part of modern memorization methods.

The ability to memorize paired numbers, namely the number of letters and the number of verses from the Al-Quran, is special, it can improve short-term and long-term memory, especially for children (Novebri and Dewi 2020), as well as increase concentration and keep the brain active and healthy, especially for the elderly. In his research, KH Fahmi Basya found that memorizing the number of letters of the Koran and the number of verses up to number 114, was able to increase spiritual intelligence (SQ) and intellectual intelligence (IQ). This first finding received appreciation from the Kedaireka Matching Fund in 2023 by providing matching funds to create a model that can be simulated. This dissemination is the second time after previously being carried out at Budi Luhur University.

**Partner Problems**

The problem at Pasir Angin Islamic Boarding School is the students' reluctance to memorize the Al-Quran if they face difficulties in dealing with the number of letters with many verses and seemingly no end. They need a guide to know the number of verses and letters, so they can finish memorizing the shortest number of verses. Apart from that, they also still have limited knowledge and insight regarding ICT technology, especially in knowing modern methods of memorizing the Al-Quran. So additional knowledge with modern content is needed, to increase and improve intellectual and spiritual abilities.

Table 1. Problems and Root Causes

No	Problem	The root of the Problem
1	Santri often feel discouraged because they are unable to memorize	Partners need motivation to memorize the Al-Quran
2	Students often have to open the lid of the Koran many times to memorize it	Mitra does not have tools to help memorize the Koran
3	Partners are not aware of online tools that are easily accessible	Partners need ICT knowledge in intellectual and spiritual development

To improve the ability to memorize the Al-Quran of students in Pasir Angin, a dissemination of the Al-Quran Pillar Architecture was carried out by Budi Luhur University lecturers and administrators of the 74 Hafizun Alim Foundation.

**METHOD**

The location of the Al Ma'muriyah Pasir Angin Bogor Islamic Boarding School is approximately 70km from Budi Luhur University and approximately 1 hour 30 minutes' drive.

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The dissemination method for using tools to memorize the Al-Quran involves several strategic steps aimed at disseminating information and facilitating the adoption of these tools by students, teachers and, educational institutions. Through discussions with partners, namely the 74 Hafidzun Alim Foundation and the Islamic Boarding School, a method was developed to disseminate the Al-Quran Pillar Architectural tools.

- a. Creation of Educational Materials and Dissemination
  - Usage Guide: Create a guide on how to use the tool. This guide is in the form of a video tutorial.
  - Socialization Material: Material for socialization in the form of information about the benefits and advantages of these tools, with power points.
- b. Training and Workshops
  - Training for Teachers: Hold special training for teachers or ustadz on how to implement and utilize tools in the learning process.
  - Workshops for Santri: Organize workshops and practical sessions for santri to introduce tools and how to use them directly.
- c. Distribution of Tools

- Provision of Facilities: Ensure that assistive equipment is available in Islamic boarding schools, schools, and other learning centers.
- Digital Access: Distribute tools in digital format that can be accessed via mobile devices or computers, such as applications or websites.

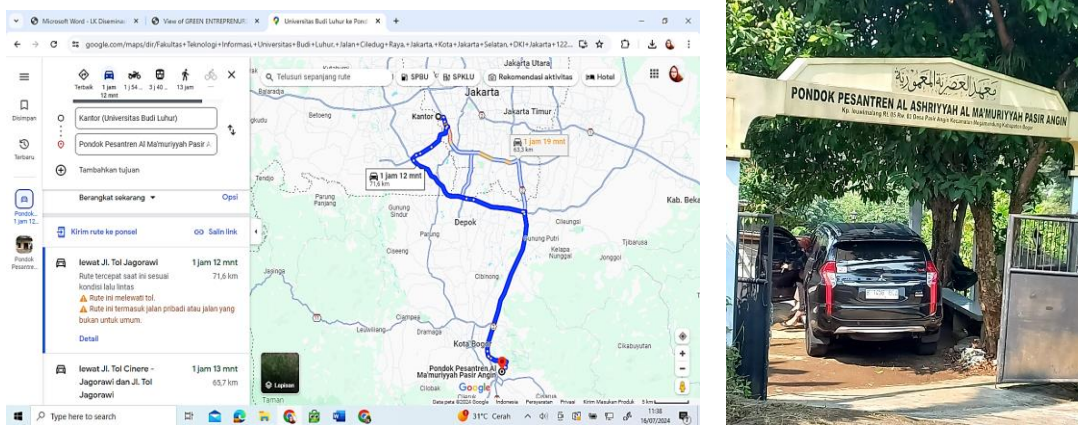


Figure 1. Location map of Popes Al Ma'Muriyah Pasir Angin

d. Monitoring and Evaluation

- Periodic Monitoring: Monitor the use of assistive devices periodically to evaluate the extent to which the assistive devices are used and their effectiveness.
- User Feedback: Collect feedback from teachers and students to find out their experiences and areas for improvement.

Based on the partners' problems and root causes, several solutions are needed, including, **first**, providing knowledge about appropriate techniques by teaching effective memorization methods, such as using memorization aids. **Second**, providing tools to help memorize the Al-Quran, and **third** providing workshops on ICT knowledge for memorizing the Al-Quran.

Table 2. Problems and Solutions

No	Problem	Solution
1	Partners need motivation to memorize the Al-Quran	Provide knowledge about appropriate techniques by teaching effective memorization methods, such as using memorization aids.
2	Mitra does not have tools to help memorize the Koran	Providing tools to assist in memorizing the Al-Quran
3	Partners need ICT knowledge in Intellectual and Spiritual development	Providing workshops on ICT knowledge for memorizers of the Al-Quran

**Stages of the Dissemination Activity Process**

In the initial activities, the implementation carried out as an introduction was:

1. Lecture
  - Introduce how to use these tools. This guide is in the form of a video tutorial.
  - Lecture material: Material for socialization in the form of information about the benefits and advantages of these tools, with power points.
2. Demonstration
  - Hold special demonstrations for teachers or ustadz on how to implement and utilize tools in the learning process.
3. Exercise
 

This is a practical session for students to introduce tools and how to use them directly.

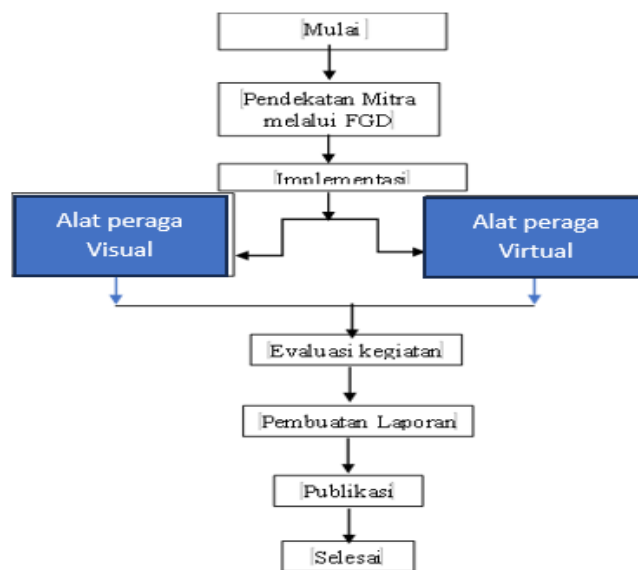


Figure 2. Dissemination stages

**DISCUSSION**

Dissemination of research results is the dissemination of information, knowledge, or research results to a wider audience. So that there is a process of sharing with the public about research results(Akhyar et al. 2022). The dissemination activity of Al-Quran Pillar Architecture which was carried out at the Al Ma'muriyah Islamic Boarding School was the second time that Al-Quran Pillar Architecture was introduced to the public. The first time it was held at Budi Luhur University, especially for public school teachers and students as well as religious school teachers and students, as well as students and lecturers. The method used is also the same, namely lectures, demonstrations and exercises.

**Lecture**

The Community Service Team will give a lecture about the importance of memorizing the Al-Quran and effective ways to memorize it.

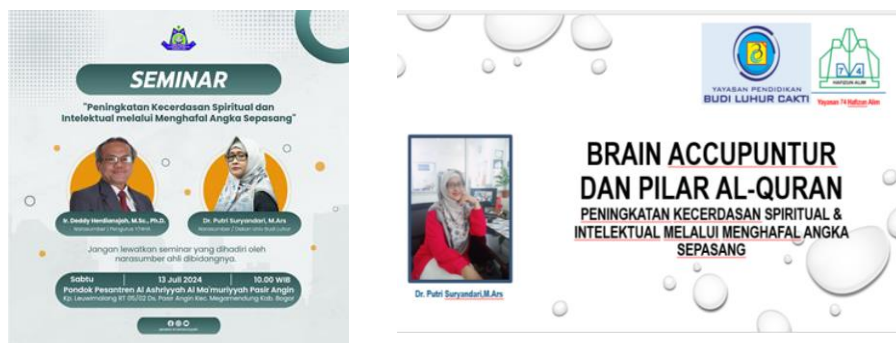


Figure 3. Resource persons and lecture materials



Figure 4. Lectures and lecture materials

Memorizing a pair of numbers, namely the letter number and the number of verses, is one way to open the middle brain, namely spiritual intelligence. Performing arithmetic calculations can activate the bilateral dorsolateral prefrontal cortex in humans, among other things being able to overcome dementia in the elderly (Kawashima et al. 2005). Memorizing a pair of numbers is also *a summary* before starting to memorize the contents of the Koran. The architecture of the pillars of the Al-Quran is the arrangement of the number of verses of the Koran according to the sequence of the letter numbers. The number of these verses is arranged in a hierarchy of hundreds, tens, and hundreds, forming a circle.

The activity started at 10.00, with two speakers, namely Dr. Putri Suryandari (Budi Luhur University) and Deddy Herdiansjah (Foundation 74 Hafidzun Alim). The first speaker explained the benefits of memorizing pairs of numbers, that the middle brain will open by memorizing pairs of letter numbers and the number of verses of the Koran, totaling 114 letters. It will make it easier to memorize lessons, especially mathematics and lessons in general, as well as sharpen spiritual intelligence. The second speaker explained how to use and apply it if you memorize a pair of numbers. The application of memorizing pairs of numbers was also explained by the second speaker, in relation to the Al-Quran code, its application in prayer and fasting.

In this dissemination, as in the first, the participants were very enthusiastic in following the lecture and wanted to practice using the tools. Participants challenged the speaker to come back, to test the students' ability to memorize pairs of numbers. They even suggested memorizing the method using song rhythms, which would be practiced when the next meeting was held.

### Demonstration

After the lecture, the students had the opportunity to practice the dissemination method through demonstrations. In this demonstration, the community service team demonstrated how to use tools to memorize the Al-Quran with the Al-Quran Pillar Architecture. The students presented their dissemination results to their friends. Demonstrations are carried out creatively and interactively. According to Sri Handayati, learning using the demonstration method has a positive impact, in on improving student learning outcomes which is characterized by increasing student learning completeness, apart from that the application of the demonstration method has a positive influence, namely it can increase student learning motivation, that students are interested and interested after learning. Demonstrations are carried out so that they become motivated to learn (Handayati 2020).

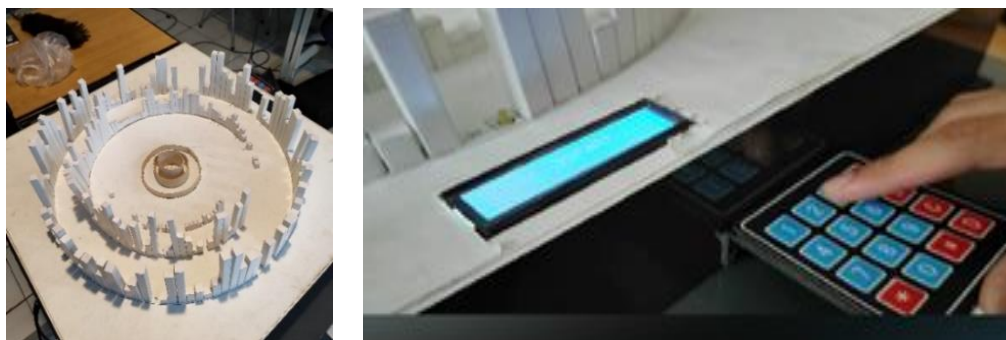


Figure 5. 1:100 scale mockup, and how to operate it

There are two visual architectural mock-ups of the AI-Quran Pillar, the first with a scale of 1: 30 and the second with a scale of 1: 100. The difference between these two mock-ups is apart from the scale, the larger mock-up has a button on the front which is composed of the number and name of the letter. When the button is pressed, the lights on the AI-Quran Pillar will light up according to the number of verses. Meanwhile, the smaller mockup uses digital buttons from numbers 0 to 9. When you press the numbers, the number, name of the letter, and number of verses will sound.



Figure 6. 1:30 scale mockup and tutorial on how to use it

Next, the students are invited to demonstrate the use of a model of the AI-Quran Pillar which uses a digital system, as in Figure 5. When you press the Remote, you will first be asked to enter the Surah number, then after Enter the sound will produce the name of the Surah, the Surah number and the number of verses, at the same time. by lighting the lights according to the number of verses on the AI-Quran Pillar Model. The use of the mockup is demonstrated using a tutorial that has been uploaded to online media (Figure 6).

After a visual demonstration of using the tool, it was continued with a virtual demonstration of its use, namely, using an application via the web with a computer or cellphone.

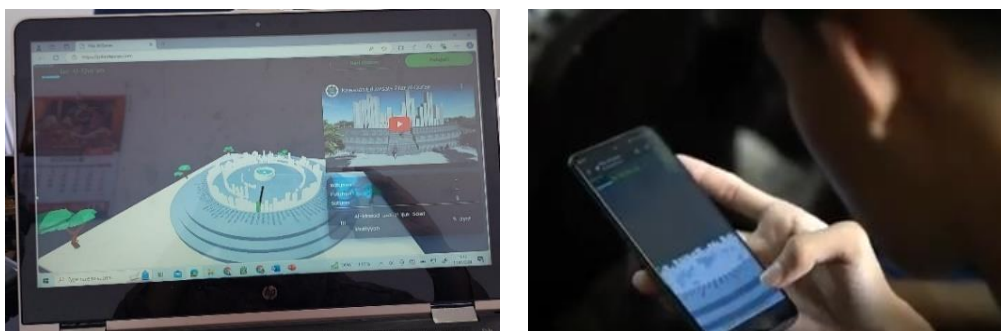


Figure 7 AI-Quran Pillar Architecture via Android and web

Students who generally do not bring cellphones due to Islamic boarding school regulations, try borrowing cell phones from their ustadz (Figure 7). It is hoped that when they get home, they can practice it, together with their families.

### Exercise

After the demonstration, the students completed the exercises given by the PkM team, this was to test their understanding of the dissemination material. This exercise consists of questions related to pairs of numbers and the use of AI-Quran Pillars (Figure 8).

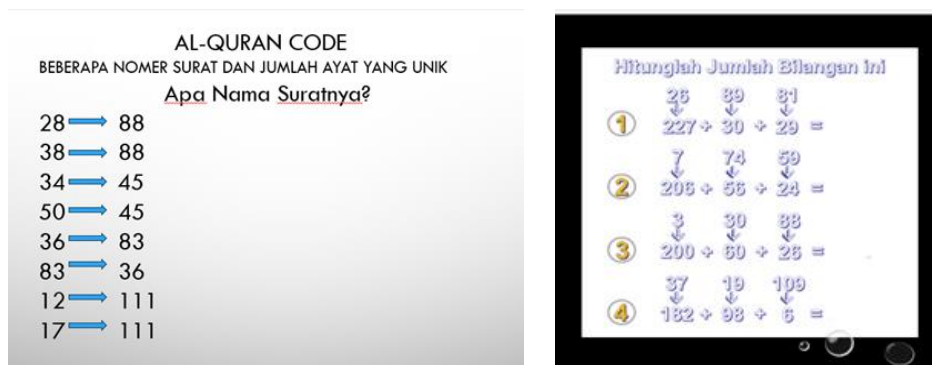


Figure 8. Example of practice using Mockups and applications

Students take turns answering questions according to the material in pairs from the pillars of the Koran. Then take turns giving questions to fellow students. The results of the exercise show that the students understand the dissemination material well. Most of the students were able to answer the questions correctly.

## RESULTS OF ACTIVITIES

This PPM activity has been successful in increasing the motivation of students to be more diligent in practicing memorizing the Al-Quran. Based on the questionnaire given to the participants, the following indicators can be seen:

- a) Benefits of Visual Al-Quran Pillars for Memorizing the Al-Quran  
 Of the 20 dissemination participants, consisting of Islamic boarding school students and female students including teachers, stated that the memorization aids in the form of 3-Dimensional Al-Quran Pillars which can be simulated digitally, stated that 50% said they were very useful, 10% said they were useful, 20% said they were somewhat useful, and those that are not useful are 20%.
- b) Benefits of the Virtual Al-Quran Pillar for memorizing the Al-Quran  
 Of the 20 dissemination participants, consisting of Islamic boarding school students and female students including teachers, stated that the tool for memorizing web and mobile forms of Al-Quran pillars which can be simulated online, stated that 60% said it was very useful, 10% said it was useful, somewhat useful 20 %, and those that are not useful are 10%.
- c) Passionate about memorizing the Koran  
 Of the 20 dissemination participants, consisting of female students and female students including teachers, stated that based on the seminar regarding the introduction of the Pillars of the Koran, as many as 50% stated that they were more enthusiastic about memorizing pairs of numbers, as many as 25% were enthusiastic, as many as 20% felt less enthusiastic and as many as 5% felt not excited.
- d) Use of the Website [www.pilaralquran.com](http://www.pilaralquran.com) has started to be implemented  
 As many as 60% have tried to open and use the website or with a cell phone. Meanwhile, the rest cannot use and practice it, because there is no media yet.

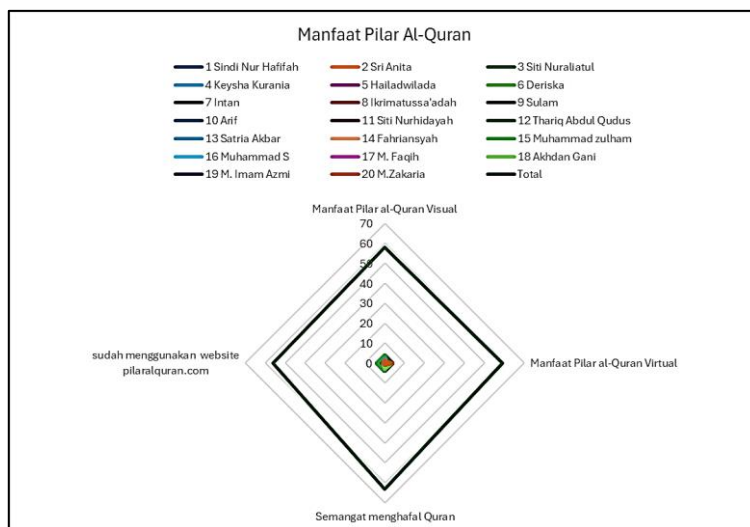


Figure 8. Graph of Questioner Results for Al-Quran Pillar Dissemination Activities

Based on the Spider graph in Figure 8, it can be seen that the benefits of Al-Quran Pillar and using the online Al-Quran Pillar website have the highest value. This means that students feel the benefits and uses of it.



Figure 9. Group photo, Ustad, Ustadzah, Santri, 74 HA Foundation Management and PPB Budi Luhur team

## CONCLUSION

This Community Service activity in the form of disseminating tools for memorizing the Al-Quran has been successful, especially in increasing the motivation of students to be more diligent in practicing memorizing the Al-Quran. The tool for memorizing the Al-Quran, in the form of the Al-Quran Pillar Architecture which has been developed, has been proven to be able to help students memorize the Al-Quran easily and effectively. Students really feel the benefits of memorizing pairs of numbers, especially with the help of the Al-Quran Pillar simulation tool.

## RECOMMENDATION

This PPM activity needs to be continued to other Islamic boarding schools affiliated with the Al Ma'muriyah Islamic Boarding School, especially in the Megamendung area which has 200 students. The service team also needs to develop this Al-Quran memorization tool by adding new, more sophisticated, and interesting features.

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