

ARTIKEL PENELITIAN

Routine of Reading the Qur'an Related to Cognitive Function in Students of Muhammadiyah 01 Medan High School

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Abstract: The Qur'an is the word of Allah Subhanahu Wa Ta'ala, which was revealed to the Prophet Muhammad (peace and blessings of Allaah be upon him) to be conveyed to mankind, especially to the people of the Prophet, as a guide for the life of Muslims in the world. The habit of reading the Qur'an is a continuous intellectual activity, which is worship. The purpose of this study is to find out the relationship between the routine reading of the Qur'an and the ability of cognitive function, especially in intellectual intelligence. This study is a comparative analytical research of 2 unpaired groups. The research design used is *a true experimental design with post post-test only control group design*. The research subjects totalled 40 people who were selected by *the purposive sampling* method. The analysis data used an independent t-test. Based on the results of the Independent Sample T-Test, a significance value (p-value) of 0.000 (<0.05) was obtained.. The sample that regularly read the Qur'an for 1 month had a superior IQ score of 9 people (23%), *a high average* of 10 people (25%), and *an average* of 1 person (2.50%). Meanwhile, those who do not regularly read the Qur'an for 1 month have an average IQ score of 17 people (42.50%), and *a low average* of 3 people (7%). There is a significant influence on cognitive function, especially intellectual intelligence, from reading the Qur'an regularly for 1 month.

Keywords: The Qur'an, reading routines, cognitive function abilities

INTRODUCTION

The Qur'an is the word of Allah *Subhanahu Wa Ta'ala*, which was revealed to the Prophet Muhammad (*peace and blessings of Allaah be upon him*) to be conveyed to mankind, especially the *people of the Prophet*, as a guide for the life of

Muslims in the world. The Qur'an is the source of all laws in Islam. Every human being believes that the Qur'an is the most important source of Islamic teachings. Believing in the Qur'an as a revelation revealed by Allah to the Prophet Muhammad (*peace and blessings of Allaah be upon him*)

is the 3rd pillar of faith. Therefore, studying the Qur'an with the right knowledge and understanding is an obligation for Muslims. Studying the Qur'an to find out the meaning and content of the Qur'an, Muslims should be able to read the Qur'an, because besides getting peace of mind for the reader, being able to read the Qur'an will also make it easier for a person to understand the meaning of the verses being read.¹

Various benefits are contained in the Qur'an. Learning achievements, softening the heart, feelings and fortifying oneself against negative culture can increase significantly when the habit of reading the Qur'an emerges.¹ Reading the Qur'an correctly and earnestly will be more impactful.

اللَّهُ نَزَّلَ أَحْسَنَ الْحَدِيثِ كِتَابًا مُتَشَابِهًا مَثَابًا يَتَقَشَعُ مِنْهُ الْجُلُودُ
الَّذِينَ يُحْسِنُونَ رَبِّهِمْ ۖ ثُمَّ تَلِينُ جُلُودُهُمْ وَقُلُوبُهُمْ إِلَىٰ ذِكْرِ
اللَّهِ ۗ ذَٰلِكَ هُدَىٰ اللَّهِ يَهْدِي بِهِ مَن يَشَاءُ ۗ وَمَن يُضَلِّ اللَّهُ فَمَا لَهُ
مِن هَادٍ

"Allah has sent down the best words of the Qur'an (i.e., the quality of its verses) over and over again, trembling because of the skin of those who fear their Lord, and then their skin and hearts become calm when they remember Allah, that is Allah's guidance, with the Book He shows whom He wills, and whoever Allah leads astray, there is no leader for him." (QS. Az-Zumar:23)²

Intellectual intelligence is a cognitive ability that every individual must have to adapt effectively to the changing circumstances of the environment. Genetic factors can affect this intelligence.³ In the past, intellectual intelligence was used as a

determinant of a person's success; the higher the intelligence of a person, the more successful the person was. However, as times progress, intellectual intelligence is no longer the only factor that can determine success. According to Goleman (2006), intellectual intelligence accounts for 20% as a determinant of success, while other factors, including emotional intelligence, account for 80% as a determinant of success.⁴

The research is titled *Neurobiology Research Findings: How the Brain Works During Reading* by Kweldju S (2015). Shows that reading can stimulate every part of the brain, in the presence of neural connections. Several congenital functions in humans, both verbal and non-verbal, are the reason that reading involves all brain regions.⁵ Research conducted by Berns GS, Blaine K, Prietula MJ, Pye BE (2013). Shows that reading improves connectivity between brain regions. The effects of increased connectivity between brain regions involved with comprehension can last up to several days after reading and show long-term benefits.⁶

A student's cognitive ability is an ability related to memory of knowledge and information, as well as the development of their intellectual skills. This ability is one of the basic frameworks used for the preparation of tests and curriculum, as well as the achievement of educational goals. This ability is measured using a learning outcome test that contains all indicators of cognitive ability. Indicators of students' cognitive abilities can be compiled based on *the revised Bloom's taxonomy*, namely remembering, understanding, applying,

analysing, evaluating and creating.⁷ Therefore, this study was conducted to find out whether there is a relationship between a student's routine in reading the Qur'an and cognitive function ability, especially intellectual intelligence in students of SMA Muhammadiyah 01 Medan.

METHOD

This study is a comparative analytical research of 2 unpaired groups. The research design used is a true experimental design with post post-test only control group design. This study was conducted to see the effect of the routine of reading the Qur'an regularly every day and those who do not read on the intelligence of high school students. This research was conducted to coincide with the month of Ramadan, March 22, 2023 – April 23, 2023. The sample of this study is 40 students who read the Qur'an located in the Medan City area, precisely at SMA Muhammadiyah 01 Medan, which has met the inclusion and exclusion criteria. Sampling is carried out by *the purposive sampling method*, where research subjects who meet the inclusion and exclusion criteria will be taken into the sample until the minimum number of samples that have been determined is reached.

The inclusion criteria for the study include: 1) Students and students of SMA Muhammadiyah 01 Medan who are in grade 10 who are willing to be respondents and have filled out informed consent in Medan, 2) Can read the Qur'an well and fluently, 3) Aged 15-18 years, 4) Willing to participate in the research. The criteria for exclusion from the study include: 1) Students who are

still reading the Iqro' book, 2) are not willing to participate in the research, and 3) Resigning during the research.

RESULT

This research was conducted using an instrument in the form of the Culture Fair Intelligence Test (CFIT) category 3, which was given directly by the psychologist section of the DiscoverMe Psychology bureau to the subjects. The assessment of cognitive function, especially in intellectual intelligence, was carried out once after the subjects were monitored for 1 month, reading the Qur'an, both from 20 groups that read regularly and 20 groups that did not read regularly. This intelligence test is done with the CFIT IQ test.

Respondent Characteristics

The following are the characteristics of the respondents from 40 students of SMA Muhammadiyah 01 Medan who are the subjects of this study:

Table 11. Respondent Age

Age	Frekuensi (n)	Persentase (%)
16 Y.o	21	52.5
17 Y.o	19	47.5
Total	40	100

The distribution of research subjects Based on age shows that of the total 40 students of SMA Muhammadiyah 01 Medan who were the subjects of this study, the majority of 21 (52.5%) children were 16-year-olds, while 19 (47.5%) students were 17-year-olds. The following are the results of cross-tabulation of the Qur'an reading

routine with Cognitive Function, especially intellectual intelligence (IQ) in Muhammadiyah 01 Medan High School students:

Table 2. Tabulation Them

Intelligence Level	Rutinicals Reciting the All-Qur'an			Total
	Routine	Not Routine		
		n	%	
Low Average	n	0	3	3
	%	0.00%	7.50%	8%
Average	n	1	17	18
	%	2.50%	42.50%	45%
High Average	n	10	0	10
	%	25.00%	0.00%	25%
Superior	n	9	0	9
	%	22.50%	0.00%	23%
Total	n	20	20	40
	%	50.00%	50.00%	100%

Based on Table 2, it can be seen that of the 3 students who have a low average level of intelligence, all of them do not regularly read the Qur'an, then 18 students who have an average level of intelligence, 17 of them do not regularly read the Qur'an and 1 other student reads the Qur'an. In contrast to students who have a high average and superior level of intelligence, where everyone regularly reads the Qur'an, the normality test is used to identify whether the data distribution is derived from a normal distribution or not. The following are the

results of the data normality test in each group:

Table 3. Normality Testing

Group	P-Value	Conclusion
Routine	0.209	Normally Distributed
Not Routine	0.600	Normally Distributed

The data can be said to follow a normal distribution if the p-value is less than 0.05. Based on the results of the normality test in both data groups above, the p-value is greater than 0.05 (<0.05). Therefore, it can be concluded that all data groups follow a normal distribution. As a result, the statistical analysis used to test the hypothesis is parametric statistics, i.e. the Independent Sample T-Test. The results of hypothesis testing with the Independent Sample T-Test processed using SPSS 26 are as follows:

Table 4. Hypothesis Testing

Routine of Reading the Qur'an	Rera ta	P-Value	Informat ion
Routine	117.3	0.000	There is an influence
Not Routine	93.3		

Based on the results of hypothesis testing using SPSS 26 with the Independent Sample T-Test, a significance value (p-value) of 0.000 (<0.05) was obtained, so it can be stated that the hypothesis of this study is acceptable. Thus, from this study, it can be concluded that there is an influence on cognitive function, especially intellectual intelligence, in students of SMA Muhammadiyah 01 Medan who read the Qur'an regularly.

DISCUSSION

Reading the Qur'an can also improve language skills, text comprehension, and memory. In reading the Qur'an, individuals will become familiar with the structure of the Arabic language and Islamic vocabulary, which can positively affect their ability to think, understand, and interpret information. In the long run, this improvement in language skills and text comprehension can strengthen a person's intelligence.⁹ Based on the results of the study, it was shown that of the 40 students who were the subjects in this study, the majority of 18 students had an average intelligence level, then 10 students had intelligence above average (*high average*), 9 students had an extraordinary level of intelligence (*superior*), and 3 other students had an intelligence level that was below average (*low Average*).

In addition, the results of the analysis showed that students who had an average level of intelligence did not regularly read the Qur'an, as well as students who had an average level of intelligence almost all did not regularly read the Qur'an, namely of the 18 students who had an average intelligence level, 17 of them did not regularly read the Qur'an. Meanwhile, students who have an above-average and extraordinary level of intelligence all regularly read the Qur'an. This is reinforced by research conducted by Berns GS, Blaine K, Prietula MJ, Pye BE (2013), which showed that reading improves connectivity between brain regions. The effects of increased connectivity between brain regions involved with comprehension can last up to several days after reading and show long-term benefits.⁶

Then based on the results of the inferential research that has been carried out, it shows that there is an influence on cognitive function, especially intellectual

intelligence in students of SMA Muhammadiyah 01 Medan who read the Qur'an regularly, this is evidenced by testing using the Independent Sample T-Test which obtained a significance value (p-value) of 0.000 ($p < 0.05$). The results of this study are in line with research conducted by Nur Annisa (2020), which shows that there is an influence between memorising and memorising the Qur'an on the cognitive intelligence of students of Madrasah Aliyah Pondok Pesantren Nahdlatul Ulum Soreang Maros¹⁰

In this case, reading the Qur'an allows students to become familiar with the structure of the Arabic language and Islamic vocabulary, which in turn can affect their ability to think, understand, and interpret information. In addition, through the process of understanding and reflection in reading the Qur'an, students actively engage in critical thinking skills, which are important in developing intellectual intelligence. Thus, the routine of reading the Qur'an can be an important factor in strengthening students' intellectual abilities.

Kohlberg's theory of moral development can also help explain the impact of reading the Qur'an regularly on the students of SMA Muhammadiyah 01 Medan. Kohlberg's theory identifies six stages of moral development related to the understanding of values and ethics. Reading the Qur'an provides access to strong Islamic moral teachings, such as ethics, justice, compassion, and honesty.¹¹ In the process of reading and meditating on such teachings, students are exposed to universal values that encourage higher moral thinking. Arguably, reading the Qur'an regularly can contribute to students' moral development, encouraging them to internalise and apply ethical values in their daily lives. Thus, Kohlberg's theory

of moral development provides a relevant framework of understanding to explain the impact of reading the Qur'an on the formation of students' character.

Although the results of the study provide an interesting understanding of the relationship between regular reading of the Qur'an and students' moral development based on Kohlberg's theory of moral development, this study has some limitations that need to be noted. First, this research was conducted at SMA Muhammadiyah 01 Medan, which is a school with a certain Islamic religious background, so the generalisation of these findings to the wider student population needs to be done carefully. In addition, this study may have selection bias, as it involves only one school, a grouping of student genres where there is a difference between male and female cognitive function abilities, and there may be other factors that affect students' moral development that cannot be identified in this study. Furthermore, this study also did not investigate other factors that can affect moral development, such as the influence of the family environment and social experiences. Therefore, further research with a more representative design and better control is needed to strengthen these findings and provide a more comprehensive understanding of the relationship between Qur'an reading and students' moral development.

CONCLUSION

Based on the results of the research, it can be concluded that the most important cognitive function is the intellectual maturity of the students of SMA Muhammadiyah 01 Medan who read the Qur'an regularly.

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