A THEMATIC DIGITAL QURAN LEARNING MODEL IN ISLAMIC RELIGIOUS EDUCATION

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ABSTRACT

In the digital era, learning activity requires several competencies including several applications to use digital media like digital Quran. This research is aimed at analyzing the strategies to increase religious substance in Islamic religious education courses for students Majoring in PAI (Pendidikan Agama Islam/Islamic Religious Education), Universitas Pendidikan Indonesia, through the Digital Quran. This study applied a survey approach involving 104 students in their third semester. Data were analyzed using multiple linear regression. The results showed that the thematic learning of the digital Quran, which was carried out simultaneously, could increase students' religious substance with F_{count} 22.477 > F_{table} 3.09, significance value 0.05, and probability 0.000.

Keywords: Digital Quran, Islamic Religious Education, Thematic Religious Substance

ABSTRAK

Pembelajaran di era digital membutuhkan kompetensi yang meliputi berbagai aplikasi dalam penggunaan perangkat media digital, termasuk Al-Qur'an digital. Tujuan penelitian ini menganalisis strategi peningkatan substansi keagamaan dalam mata kuliah pendidikan agama Islam bagi peserta didik Jurusan PAI Universitas Pendidikan Indonesia melalui Al-Qur'an Digital. Penelitian ini menggunakan pendekatan survey dengan subyek penelitian 104 peserta didik di semester III. Analisis data penelitian menggunakan regresi linear ganda. Hasil penelitian menunjukkan pembelajaran tematik Al-Qur'an digital yang dilaksanakan secara simultan dapat meningkatkan substansi keagamaan peserta didik dengan nilai F_{hitung} 22,477 > F_{tabel} 3,09; nilai signifikansi 0,05; dan probabilitas 0,000.

Kata Kunci: Pembelajaran Agama Islam, Substansi Keagaaman, Tematik Al-Qur'an digital

INTRODUCTION

The development of science and technology increasingly encourages every sector in society to manage efforts in technological advancement. In education, technology has played a significant role to boost teaching and learning process. Islamic religious learning is also inseparable from this technological progress (Nuryana, 2019; Bashori et al., 2020; Pimay & Savitri, 2021). A survey was conducted in 2018 and it reported that there are 60 percent of Muslim Indonesians who have not been able to read the Quran (Harris, 2020). Responding to

this situation, the Government of the Ministry of Religion of the Republic of Indonesia has taken Quranic Sciences issue seriously and managed several efforts to solve this issue. It is clear that Indonesia has the largest Muslim majority in the world but many Muslims cannot read the holy book the Quran. Responding to this problem, the government is launching a digital Quran application. By using thematic digital Quran, students will know that the provisions of the quranic perspective prayer are: (1) the law of prayer – five times – is obligatory (QS 2/Al-Baqarah: 43, 238), (2) the purpose prayer is to remember God (Surah 20/Thaha: 14), (3) prayer must be established solemnly (QS 2/Al-Baqarah: 45), (4) must avoid the *sahun prayer* (QS 107/Al-Ma`un: 4-5), (5) must establish prayer in *da`im* (QS 70/Al-Ma`arij: 19-23), and (6) there is an obligation to establish *wuṣtâ prayer* (QS 2/Al-Baqarah: 238).

Literacy has developed and it tries to adjust to the changing world. Digital literacy is one of the most important literacies to cultivate for students in the millennial era. This literacy is defined as capacity to absorb and utilize information in diverse formats from multiple sources delivered through digital communication technologies (Chou, 2010). It covers identifying sources and digital material, reaching out, controlling, integrating, analyzing, and generating analysis or synthesis, and allowing it to interact with others (Shu, 2010). It goes without saying that improving digital literacy is crucial because it allows the public to access diverse online information sources more effectively and efficiently (Chen et al., 2013). It is expected that digital literacy can be developed and this literacy is closely related to internet quality uses (Hwang, 2011).

Technological advancement has brought benefits for Islamic religious learning. One of the examples is the digital Quran. This format has helped students in general to learn to interpret Quran. Learning to interpret Qur'an is made possibble by implementing thematic digital Quran method (Susanto, 2018). This method has three advantages. First, the thematic model of the Quran features the basic teachings of Islam (pillars of faith, pillars of Islam, morals, and the basics of religion). Second, the thematic model of the Quran facilitates the interpretation of the Quran. In other words, Quran bil-Quran interpretation (interpretation of a religious term with verses of the Quran that have the same term. Third, the digital Quran method is easy to implement. Learning model using thematic digital Quran tries to overcome several causes of difficulties for students who learn to interpret Qur'an. The technology has brought benefits for students learning Qur'an. In this study, digital Quran refers to Quran and its translation in digital form, which can show the terms religion in various surahs and verses quickly.

In education, several changes occur because of Information and communication technology. Web-based learning is one of learning transformation. This platform can be taken to enhance digital literacy in society, particularly among students (Hung, 2010). This learning type can improve students' interest in accessing digital information from the internet as part of their learning (Liu, 2011). Web-based learning is often described as Internet-based learning. Web-based learning will make learning more fascinating and relevant for students since it provides them with a variety of experiences both academic and practical (Li, 2009). On the part of the teachers, they are expected to seize this technological advancement and concentrate on their skill to implement integration of technology and educational techniques.

One of the first steps in the evolution of web-based learning is the creation of web-based modules which is applied as teaching resources (Hong, 2002). Researchers intend to create web-based theme modules on social science topics since social studies contain much material. Social studies disciplines comprise content from multiple social sciences. Using the internet as a teaching resource takes a long time and requires creativity to manage the resources (Erdogan et al., 2008). Through various portals, students will often seek economics, sociology, geography, and anthropological content. Based on this circumstance, a website that

focuses on social studies is required. This web-based theme module will serve as a location and source of learning in integrated social studies disciplines. This circusmtance might allow students to learn social science more effectively (Annie, 2013).

Several studies on web-based learning have been conducted. Parumbuan (2017) found that web-based teaching materials are feasible and valid for use as web-based teaching materials in message design courses in the educational technology study program at Universitas Negeri Makassar and are useful in improving student learning outcomes. Shieh et al. (2013) investigated significant link between web-based instruction and learning behavior, learning behavior and learning effectiveness, and web-based instruction and learning effectiveness. Based on this research, it appears that web-based media and instructional resources are appropriate tool to assist students in their learning. However, some research shows that there are still gaps in pupils' digital literacy competency at the basic level.

This study differs from previous studies in that it creates web-based theme modules as teaching resources in social studies that incorporate Islamic ideas. It is what will distinguish the findings of this study as a new product in education, particularly social studies education. In addition, the results of this study will give information regarding students' levels of digital literacy based on the use of web-based courses. The significance of innovation in this study is clear that equivalent research results have not previously been discovered, particularly concerning web-based themed social studies modules.

The capacity to understand and use information in diverse formats from multiple sources that are delivered through communication tools is referred to as digital literacy (Wen & Shih, 2009). Identifying resources and digital content, reaching out, managing, merging, assessing and analyzing or synthesizing, producing new data, establishing new means of media expression, and enabling it to interact with others are all part of digital literacy (Lin, 2009). Some literacies are required for digital literacy to develop including computer literacy, technology literacy, information literacy, media literacy, visual literacy, and communication literacy (Wang, 2009). In other words, digital literacy involves other literacies and requires those literacies to work together to allow a person to achieve the literacy.

Internet has been associated with media. When it comes to teaching and learning, media has its specific definition. Arsyad (2017) said that the media, if understood in broad terms, are humans, materials, or events that build conditions that make students/students acquire knowledge, skills, and attitudes. Sanjaya (2018) suggested that media are all tools or materials that can be used for educational purposes such as radio, television, books, newspapers, and magazines.

Media in the learning process tends to be defined as graphic, photographic, or electronic tools for capturing, processing and rearranging visual or verbal information. Apart from being a delivery system or introduction, the media which is often replaced with the word mediator is the cause or tool that intervenes in two parties and reconciles them (Arif, 2018). Learning media is anything that can be used so that communication can run effectively and efficiently. Quran science means that the learning media is intended so that the recipient of the message can correctly and completely capture all the information conveyed as a learning message (Budiman, 2017).

Religious education has several concept to take into consideration. According to Susanto (2018), substantive religion is a comprehensive unit of elements, which makes a person called a religious person (being religious), and not just claiming to have a religion (having religion). In addition, Solahudin & Fakhruroji (2020) stated that Religion includes religious knowledge, religious beliefs, the practice of religious rituals, religious experience, religious behavior (morality), and socio-religious attitudes. Meanwhile, according to Campbell (2017) religious comes from the Latin word religare which means binding, religio means

bonding or binding, in the sense that humans must bind themselves to God. Religion is human attachment to God as a source of peace and happiness.

Islamic educational institutions deliver Quran studies for adult learner and this is common across the globe (Kafrawi, 2019). There is a need to introduce Quran learning for children. Substantive learning of the Quran can be one option to introduce in early childhood education. One of the approaches to interpret Quran is *mawḍû'i* (thematic) interpretation method, it is hoped that teachers and lecturers can immediately carry out learning the Quran - in addition to reading and writing - substantively with simplified packaging. The approach of the thematic interpretation method, besides being a relatively new breakthrough in understanding the Quran, is also a challenge for teachers and lecturers because they are not familiar with or have not been able to use this approach. Thematic digital Quran is very helpful when someone wants to improve their ability to read the Quran. The existence of thematic digital Quran is very helpful for lecturers and teachers in teaching how to read the Quran properly and correctly.

Studies concerning thematic digital Quran have not been addressed sufficiently by researchers. The presents study tries to fill the gap. It aimed at investigasting whether the Quran digital thematic learning model can improve students' religious-substantive in Islamic religious learning at the third semester of Indonesian Education University students majoring in Islamic religious education.

METHOD

This type of research is survey research. In this study the data used is primary data. In this study, the data used is primary data. In this case, the data is obtained from a questionnaire given to respondents, which contains questions that lead to the research variables used and will then be analyzed for discussion. The list of questions given to respondents regarding research variables includes the Quran and religious-substantive digital thematic learning models. The population in this study were 104 students of the Indonesian university of education majoring in Islamic religious education in the third semester. The data analysis method used was multiple linear regression, a test to measure how much influence the independent variable (X) has with the dependent variable (Y). The research as a whole is shown in Figure 1.
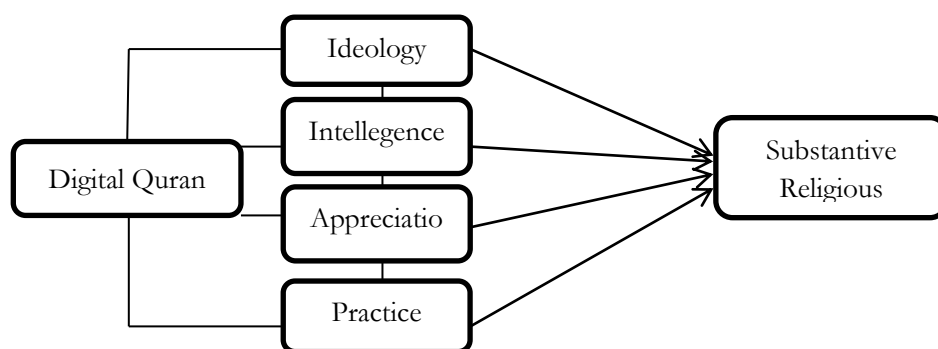

Figure 1. Research Model

X1: The influence of ideology on the substantive religious
X2: The influence of intellegence on substantive religios
X3: The influence of appreciation on substantive religious beliefs
X4: The influence of practice on substantive religious beliefs

RESULTS AND DISCUSSIONS
Description of the digital Quran thematic learning model Version 3.3

Digital Quran is a windows-based computer program that displays the Holy Quran so that it is hoped that it can bring humans in general and Muslims in particular with the words of Allah Subhanahu wa Ta'la. Digital Quran Version 3.3 (DQV.3) is the latest version of the digital Quran. In contrast, in version 3, there are several improvements and advantages compared to previous versions, such as a complete word search system (search in Indonesian, English, and Indonesian Arabic), the Tajweed learning button, the choice of the type of translation language (Indonesian-English), and the choice of listening per letter or all letters in the Holy Quran, but all of these still do not eliminate the simplicity and convenience of DQV.3 for you, in short, DQV.3 will make it easier for you to study the Holy Quran. DQV.3, you can run in several ways is shown in Figure 2.
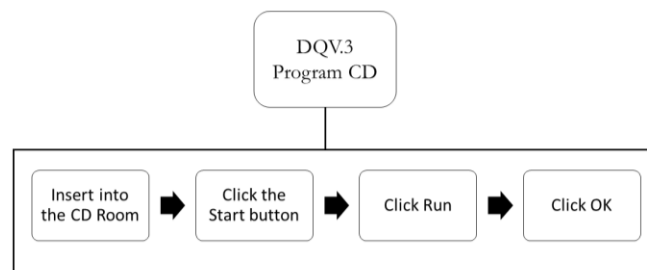

Figure 2. The steps to run DQV.3.

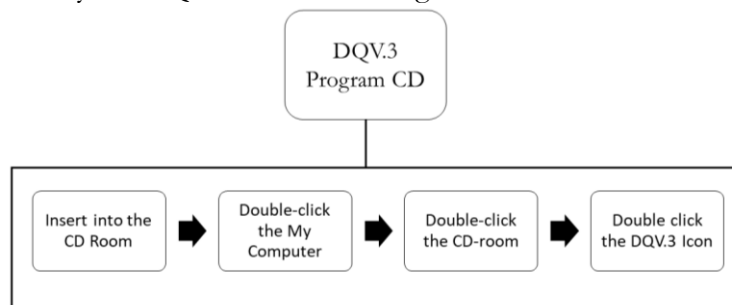Another way to run your DQV.3 is shown in Figure 3.

Figure 3. Other steps to run DQV.3.

To find out in detail, here are the parts of the application of DQV 3. There are several parts of the application to operate by the users. Each part has its own function to meet the demand of the users of application.

Control Menu

The Control Menu is a menu used primarily to manipulate your DQV.3 windows so that you can resize, move, or close DQV.3 windows. You can activate the Control Menu by clicking the left mouse button in the upper left corner of the window, so a menu item that you can select will appear as follows: restore, to resize the window to the previous size; move, to move the window; size, to change the window size; minimize, to minimize the window size; maximize, to maximize the window size; close, to close the window.

Menu

The DQV.3 menu contains all the commands you can select to perform a specific task. The contents of this menu are almost the same as Windows programs in general. Menus can be selected by: mouse by clicking the mouse on the menus and submenus that appear; keyboard by pressing Alt and the underlined character to select the menu, such as to select File menu you press the Alt key+ F on your keyboard.

Toolbar

Toolbars are buttons that represent a specific command from DQV.3, and each of these buttons can be directly clicked to perform a specific command. For example, the toolbar in DQV.3 is as shown in Figure 2.
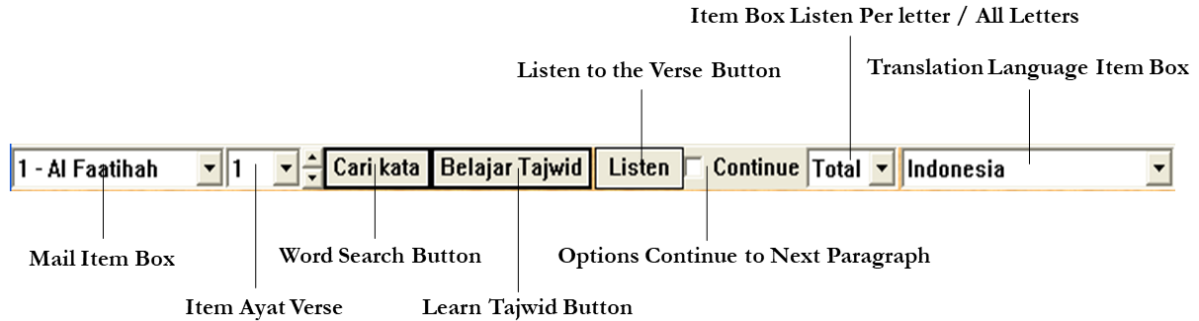

Figure 2. Digital quran toolbar version 3.2

In Digital Quran version 3.2 there is an additional Search Tool with Arabic letters (Search (Arabic).

Verse Box

The Verse Box is where the verses of the Quran are displayed, according to the surah and verse you selected.

Search Result Box

The Search Results Box is where the search results for your word search are displayed, complete with the letters and verses that contain the word.

Copying Arabic Text

DQV.3.2 provides facilities for those of you who want to copy Arabic text in three options: bitmap format per paragraph, text format per paragraph, or text format per letter. The Arabic text can be copied by clicking the Edit menu and selecting the available Arabic text copy submenu.

Copying Translation

DQV. 3.2 also provides facilities for those who want to copy selected verse translations, both in Indonesian and in English, by clicking the Edit menu and selecting the Copy Translation submenu.

Menu display

Menu display of the Digital Quran thematic learning model Version 3.2 is shown in Figure 3.

Figure 3. Menu display of the Digital Quran thematic learning model Version 3.2

Regression Analysis

1. Composition of Respondents by Gender

This study uses gender characteristics as additional information. The composition of respondents based on gender, as shown in Table 1, shows a significant difference in the composition of respondents.

Table 1 Respondents by Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	50	47.2	48.1	48.1
	Woman	54	50.9	51.9	100.0
	Total	104	98.1	100.0	

Source: SPSS 25

Based on Table 1, information is obtained that there are differences regarding the composition of male and female respondents. The number of female respondents was 54, while the male respondents were 50. Based on the analysis results, it can be concluded that the female gender dominates the composition of the respondents.

2. Composition of Respondents by Age

This study also uses the characteristics of respondents based on age as additional information. The composition of respondents by age is as shown in Table 2.

Table 2 Respondents by Age

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21 years	40	37.7	38.5	38.5
	22 years	39	36.8	37.5	76.0
	23 years	25	23.6	24.0	100.0
	Total	104	98.1	100.0	

Source: SPSS 25

Based on Table 2 information is obtained that there are differences regarding the age composition of the respondents. The number of respondents aged 21 years old was 40 respondents, respondents aged 22 years old were 39 respondents, respondents aged 23 years old were 25 respondents. Based on the analysis of these results, it can be concluded that the age composition of respondents is dominated by respondents aged 21 years old.

3. Multiple Linear Regression Equation Analysis

Multiple Linear Regression is a multiple regression model where the dependent variable is interval or ratio data scale (quantitative or numerical). The independent variables are in the form of scale interval or ratio data. However, there is also linear regression in which the independent variables use nominal or ordinal data scales, which are more commonly referred to as dummy data. According to Pardede & Manurung (2014), in multiple regression, the dependent variable is influenced by two or more independent variables so that there is a functional relationship between the dependent variables. To determine the effect, the formula for multiple linear regression analysis can be used as follows:

$Y = a + b_2 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4 + e$

Where: Y = substantive religion

a = Constant

b = Regression Coefficient

X1 = ideology

X2 = intellegence
X3 = appreciation
X4 = practice
e   = standard error

Hypothesis testing is done by using multiple linear regression analysis. All data processing will be carried out using the SPSS 25 Analysis program to make it easier to analyze the data. The regression results from the processed primary data are shown in Table 3.

Table 3. Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	13.876	1.991		3.947	0.004
Ideology	0.374	0.086	0.080	2.859	0.002
Intellegence	0.422	0.104	0.424	4.045	0.000
Appreciation	0.479	0.111	0.072	3.712	0.008
Practice	0.253	0.085	0.267	2.969	0.005

a. Dependent Variable: Substantive Religious

Source: SPSS 25

Based on the table above, the regression equation model can be obtained as follows:

$$Y = 13,876 + 0,374\,X_1 + 0,422\,X_2 + 0,479\,X_3 + 0,253\,X_4 + e$$

The regression equation above shows the relationship between the independent variable and the dependent variable from the equation. It can be concluded as follows. First, constant value of 13.876 means that if the ideology, intelligence, appreciation, and practice value is 0, then the Fraud Variable has a value of 13.876 units. Second, the ideology variable regression coefficient (X1) is 0.374 units, meaning that if the ideology is increased by one unit, then the substantive religious has an increase of 0.374 units. This shows that the coefficient is positive, meaning a unidirectional relationship between ideology and substantive religious variables. So that the more complex the ideology provided, the more it soared at the substantive religious level. Third, The intelligence variable regression coefficient (X2) is 0.422, meaning that if the intelligence is increased by one unit, the substantive religious experience has increased significantly, amounting to 0.422 units. The positive coefficient means that there is a unidirectional relationship between intelligence and substantive religious. The higher the individual's intelligence, the more substantively religious vice versa. Fourth, The regression coefficient of the appreciation variable (X3) is 0.479, meaning that if the appreciation is increased by one unit, the substantive religious experience has increased significantly, amounting to 0.479 units. The positive coefficient means a unidirectional relationship between appreciation and substantive religiousness. Fifth, the regression coefficient of the practice variable (X4) is 0.253, meaning that if the practice is increased by one unit, then the substantive religious meaning is 0.253 units. The positive coefficient means a unidirectional relationship between practice and substantive religion.

4.   TEST Results Partially (t-Test)

Pardede & Manurung (2014) suggest that the partial test or t-test is a statistical analysis in multiple regression that is used to determine the independent variable (X) independent (partial) of the variable (Y). This test is carried out by looking at the significance column for each independent variable (free) with a significant level of 0.05. The t-test performed as shown in Table 4.

Table 4: Results of the t-test analysis of Ideology Multiple Regression Against Substantive Religion

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.659	1.761		7.189	0.000
	Ideology	0.431	0.082	0.463	5.278	0.000
a. Dependent Variable: Substantive Religious						

Source: *SPSS 25*

H_1: The Effect of Ideology Variables on Substantive Religion

The ideology variable is positively and significantly related to substantive religion in students majoring in Islamic religious education in third semester (X1) 0.000 <0.05. The value of t_{count} is 5.278 with a Sig value of 0.000. This shows that = (a/2; nk-1= t (0.05/2; 104-4.1 = (0.025, 100) = 1.666 this means that t_{count} is greater than t_{table} (5.278>1.666). Thus, H_0 is rejected. and H_1 is accepted, meaning that the ideology variable has a substantive religious effect on students majoring in Islamic religious education in the third semester. Results of the t-test Analysis of Intellegence Multiple Regression Against Substantive Religion is shown in Table 5.

Table 5: Results of the t-test Analysis of Intellegence Multiple Regression Against Substantive Religion

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.928	1.743		4.550	0.000
	intellegence	0.621	0.077	0.623	8.054	0.000
a. Dependent Variable: Substantive Religious						

Source: SPSS 25

H_2: The Influence of Intellegence Variables on Substantive Religion

Intellegence variables positively and significantly on substantive religious in students majoring in Islamic religious education third semester (X1) 0.000 <0.05. and the value of t_{count} is 8.054 with a Sig value of 0.000. This shows that = (a/2; nk-1= t (0.05/2; 104-4.1 = (0.025, 100) = 1.666 this means that t_{count} is greater than t_{table} (8.054>1.666). Thus, H_0 is rejected. and H_1 is accepted, meaning that intellegence variables have a substantive religious effect on students majoring in Islamic religious education in third semester. Results of t-test analysis of Intellegence Multiple Regression Against Substantive Religion is shown in Table 6.

Table 6: Results of t-test analysis of Intellegence Multiple Regression Against Substantive Religion

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.027	2.015		4.976	0.000
	appreciation	0.552	0.093	0.506	5.917	0.000
a. Dependent Variable: Substantive Religious						

Source: SPSS 25

Subtantive H_3: Effect of appreciation variable on Substantive Religion

The variable of appreciation is positive and significant for substantive religious in students majoring in Islamic religious education in third semester (X1) 0.000 <0.05. The value of t_{count} is 5.917 with a Sig value of 0.000. This shows that = (a/2; nk-1= t (0.05/2; 104-4.1 = (0.025, 100) = 1.666 this means that t_{count} is greater than t_{table} (5.917>1.666). Thus, H_0 is rejected. and H_1 is accepted, meaning that intellegence variables have a substantive religious effect on students majoring in Islamic religious education in third semester. Results of t-test analysis of Intellegence Multiple Regression Against Substantive Religion is shown in Table 7.

Table 7: Results of t-test analysis of Intellegence Multiple Regression Against Substantive Religion

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.764	1.670		7.044	0.000
	Practice	0.489	0.080	0.517	6.105	0.000
a. Dependent Variable: Substantive Religious						

H_4: Influence of practice variables on Substantive Religion

The practice variable has a positive and significant impact on substantive religion in students majoring in Islamic religious education in third semester (X1) 0.000 <0.05. The value of t_{count} is 6.105 with a Sig value of 0.000. This shows that = (a/2; nk-1= t (0.05/2; 104-4.1 = (0.025, 100) = 1.666 this means that t_{count} is greater than t_{table} (6.105>1.666). Thus, H_0 is rejected and H_1 is accepted, meaning that the practice variable has a substantive religious effect on students majoring in Islamic religious education in the third semester.

5. Simultaneous Test Results (F-Test)

Pardede & Manurung (2014) suggest that the Simultaneous test or F test is statistical analysis in multiple regression that is used to determine the independent variable (X) together (simultaneously) on the variable (Y). This test is carried out by comparing the significant value of f_{count} and f_{table}, then the model formulated is correct, meaning that the effect is simultaneously by looking at the value of f_{table} = (k; nk), F = (4; 104-4 = (4;100) = 3.09 with an error rate of 5%. The f-test performed can be seen in Table 8.

Table 8 Simultaneous Test Results (Test F)

Model		Sum of Squares	Df	Mean Square	F	Sig.
		ANOVAa				
1	Regression	209.908	4	52.477	22.477	.000b
	Residual	231.130	99	2.335		
	Total	441.038	103			
a. Dependent Variable: Substantive Religious						
b. Predictors: (Constant), Practice, Appreciation, Ideology, Intellegence						

Based on Table 8, the F_{count} value is 22.477 with the F_{table} value 3.09, so that the F_{count} value F_{table} or 22.477 3.09, and a significant level of 0.000 0.05 then H_0 is rejected. Ha is accepted. It can be concluded that the ideology system variables (X1), intelligence (X2), appreciation (X3), and practice (X4) simultaneously have a significant effect on substantive religion in students majoring in Islamic religious education in third semester.

6. Coefficient of Determination Test (R2)

The coefficient of determination is a measurement of how far the model's ability to explain the independent variables. This coefficient is represented as a value between 0.0 and 1.0. A low R-squared (R^2) value means that the independent variables' ability to explain the dependent variable is very limited. On the other hand, if the value is close to one, the independent variables provide almost all the information needed to predict the dependent variable. Based on the R^2 test carried out as shown in Table 9.

Table 9 Results of the Coefficient of Determination

Model Summary				
Model	R	R Squared	Adjusted-Squared	Std. Error of the Estimate
1	.690[a]	0.476	0.455	1.528
a. Predictors: (Constant), Practice, Appreciation, Ideology, Intellegence				

Source: SPSS 25

Based on Table 9, the value of the coefficient of determination is found in the Adjusted R-squared value of 0.455. It means that the ability of the independent variable to explain the dependent variable is 45.5%, the remaining 54.5% is explained by other variables not discussed in this study.

Based on this value, the multiple linear equation obtained is Y=13,876 + 0,374 X1 + 0,422 X2 + 0,479 X3 + 0,253 X4. Based on the results of the analysis of the hypothesis X1 (ideology), there is a significant influence on substantive religion. It can be seen from t_{count} 5.278 > t_{table} 1.666. It's significance value is smaller than 0.05, i.e., 0.000. It means that ideology partially affects substantive religion for students majoring in Islamic religious education in third semester.

The results of the X2 (intellegence) hypothesis analysis show that there is a significant influence on substantive religion. It can be seen from t_{count} 8.054 > t_{table} 1.666. The significance value 0.000 is smaller than 0.05. This means intellegence partially affects substantive religious for students majoring in Islamic religious education in third semester.

The results of the analysis of the X3 hypothesis (appreciation) indicate that there is a significant influence on substantive religion. It can be seen from t_{count} 5.917 > t_{table} 1.666 and the significant value smaller than 0.05, which is 0.000, meaning that appreciation partially affects substantive religious for students majoring in Islamic religious education in the third semester.

The results of the analysis of the X4 hypothesis (Practice) it turns out that there is a significant influence on substantive religion. It can be seen from t_{count} 6.105 > t_{table} 1.666 and the significance 0.000 value smaller than 0.05, meaning that practice partially affects religious substantive for students majoring in Islamic religious education in the third semester.

The results of simultaneous hypothesis testing, independent variables (ideology, intellegence, appreciation, and practice) influence the dependent variable (substantive religious). So that the hypothesis states that simultaneously there is an influence on substantive religion in students majoring in Islamic religious education in semester III, this can be seen from the calculated F_{value} of 22.477 > F_{table} 3.09, with a significance value = 0.05 and a probability of 0.000[b] meaning Ho is rejected and Ha accepted.

The analysis of the correlation coefficient, it can be seen that the correlation coefficient (R) of 0.455 means that it is in the range 0.40 - 0.59. This indicates that the correlation between ideology (X1), intelligence (X2), appreciation (X3), practice (X4) has a MEDIUM relationship. The digital Quran has a positive and significant influence on reading the Quran. Based on the results of this study, it can be seen that Digital Qur'an has a significant influence on students knowledge to learn to interpret Qur'an. In line with this, research from Faizah

(2018), the results of her research are Thematic Based on Islamic Integration has a positive and significant influence on Student Learning Outcomes. Learning to interpret Qur'an is made possibble by implementing thematic digital Quran method (Susanto, 2018).

This study can be classified as Web-based learning. It is often described as Internet-based learning. In this study, Digital Qur'an makes learning more fascinating and relevant for students since it provides them with a variety of experiences both academic and practical (Li, 2009). This is in line with Parumbuan (2017) who found that web-based teaching materials are feasible and valid for use as web-based teaching materials in message design.

This present study show that digital literacy in Islamic religious education can be developed. Digital Qur'an has facilitated this to occur. The capacity to understand and use information in diverse formats from multiple sources that are delivered through communication tools is referred to as digital literacy (Wen & Shih, 2009). The literacy is also expected to improve students' substantive religious. According to Susanto (2018), substantive religion is a comprehensive unit of elements, which makes a person called a religious person (being religious), and not just claiming to have a religion (having religion).

This study has contributed to the body of knowledge of learning Islamic religious education by implementing the digital Qur'an to improve students' substantive religious. It has some limitations in terms of method. Further research is expected to use more robust method to bring better results.

CONCLUSION

The present study was aimed at at analyzing the strategies to increase religious substance in Islamic religious education courses for students Majoring in Islamic Religious Education. It applied thematic digital Qur'an to increase students' substantive religious. Based on the results of this study, there are some conclusions that can be drawn. In this study, Digital Quran learning model can increase students' substantive religiosity in third-semester students of Islamic religion majors. Other factors have to be taken into consideration to increase students' substantive religious. Ideology, intelligence, appreciation, and practice partially affect the substantive of religion in students majoring in Islamic religious education in the third semester.

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