

The Role of Digital Platforms in Studying the Holy Qur'an: A Case Study based on the Voices of Students from Diverse Cultures at the Prophet's Mosque

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Abstract

All through the past few years, digital platforms have witnessed a widespread and a significant increase in their popularity, coinciding with the increasing dependence on modern technologies and the increasing need for communication and distance education. Digital platforms have proven their efficiency in various educational fields, but few studies have addressed the role of digital platforms in improving the study of the Qur'an. The Prophet's Mosque is one of the biggest mosques that provides the service of studying the Holy Qur'an relying on multiple methods, including digital platforms which are used in a specific context for teaching the Qur'an to students from various cultural backgrounds from different countries. Accordingly, the current study aims to study the case of digital platforms used in teaching the Holy Qur'an in the Prophet's Mosque by relying on listening to (7) voices of students studying the Qur'an from different cultural backgrounds. To implement this study, the qualitative case study approach was adapted through interviews and qualitative observation of participating students. According to the outputs of the objective analysis, the results of the study showed that the roles of digital platforms in teaching the Holy Qur'an to students from diverse cultural backgrounds are based on four main topics: educational flexibility, educational efficiency, educational satisfaction, interaction, and participation. These results showed the possibility of expanding the generalization of the experience of the Prophet's Mosque in teaching the Holy Qur'an via digital platforms, as this experience showed that teaching in this way contributes to creating positive attitudes towards digital platforms, enhancing participation in Qur'anic circles, facilitating communication between teachers and students, providing assistance, ease of access, and flexibility of study, which contributes to the continuation of education.

Keywords: *Digital platforms, Qur'an study, cultural diversity, Prophet's Mosque.*

Introduction

Digital platforms are considered vital tools in education as they improve learning processes and provide a set of tools that allow synchronous and asynchronous interaction and communication among students themselves on the one hand, and between the teacher and his/her students on the other hand, and they also facilitate participation in various educational tasks (Alshammary & Alhalafawy, 2023). They are virtual environments specifically designed to facilitate and improve the teaching and learning process (Bolo-Romero et al., 2023). They include many services, such as video conferencing, presentations, assignments, and online assessments (Irhamni & Ashari, 2023). The use of digital platforms has become prevalent among teachers and students because of the ease of access to their tools and the flexibility of dealing with their content (Adeniyi et al., 2024).

The significance of digital platforms stems from the fact that they provide many features and advantages that support the educational process (Kalyani, 2024). Through them, students' participation in the learning process and cooperation with their peers and motivation can be enhanced (Li, 2024), (Rafiq et al., 2024). They also help support feedback from teachers (Josué et al., 2023). They also enable teachers to organize and deliver educational content, assess students' progress, and enhance communication and interaction in virtual classrooms (Venugopal, 2024). They also allow students to learn anytime, anywhere, adapt to their individual needs, customize learning, and provide educational paths that are suitable for their preferences (Petrova, 2023). They also help students think critically and creatively in the context of academic achievement and enhance it through flexible learning methods (Sappaile et al., 2023). This provides learning opportunities that can support the sustainable learning process (Yupeni, 2024). Digital platforms also help improve engagement in learning (Al-Hafdi & Alhalafawy, 2024; Alzahrani & Alhalafawy, 2023; Alzahrani

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et al., 2022; Zaki et al., 2024), enhance psychological well-being (Alhalafawy et al., 2021; Alhalafawy & Zaki, 2019), enhance performance (Alnimran & alhalafawy, 2024; Alsayed et al., 2024; Najmi et al., 2024; Saleem et al., 2024), achieve the joy of learning (Alhalafawy & Zaki, 2022), and enhance awareness (Al-Hafdi & AlNajdi, 2024; Alhalafawy, 2018; Alhalafawy & Tawfiq Zaki, 2024; Najmi et al., 2023). Digital platforms have a great ability to positively influence learning results in multiple ways and methods and in diverse educational situations (Al-Nasheri & Alhalafawy, 2023; Alanzi & Alhalafawy, 2022a, 2022b; Alshammary & Alhalafawy, 2022; Alzahrani & Alhalafawy, 2022; Alzahrani et al., 2023).

Regardless the use of digital platforms in the educational process and targeting several and different learning outcomes, there is scarcity in studies that target the use of digital platforms in Qur'anic studies; where (Alan et al., 2023; Amelia et al., 2022; Azizah et al., 2021) indicated the importance of employing digital platforms in teaching the Holy Qur'an and these studies recommended conducting more studies to target the use of digital platforms in teaching the Holy Qur'an. Hence, the research gap appears, which is represented by the scarcity of studies related to the use of digital platforms in studying the Holy Qur'an, especially when it comes to the case of using digital platforms as an educational environment for studying the Holy Qur'an in the Prophet's Mosque in the Kingdom of Saudi Arabia in Al-Medina Al-Munawwarah. Studying the case of using digital platforms as an educational environment within the Prophet's Mosque is of great importance, as the Prophet's Mosque is one of the largest mosques in the world that attracts a large number of beneficiaries from all over the world of diverse nationalities and cultural backgrounds to study the Holy Qur'an via digital platforms, which means that framing this experience through a case study may lead to important implications for teaching the Holy Qur'an via digital platforms. Also, studying the case through the qualitative approach may be a unique approach, as the research team noted its lack of widespread use in studying the case of digital platforms in teaching the Holy Qur'an, especially since the qualitative approach can provide unique and in-depth insights from those who have gone through this experience, which can help in establishing a theoretical foundation on how to benefit from digital platforms in teaching the Holy Qur'an. This is consistent with previous studies that demonstrated the importance of employing digital platforms in studying and reciting the Qur'an and recommended conducting more research. The study (Mohd Othman, 2024) indicated that research studies can examine the impact of technology on learning outcomes and explore innovative methods for benefiting from emerging technologies in Islamic education. Also, through an exploratory tour by the research team in the Prophet's Mosque to learn closely how the experiment of studying the Holy Qur'an is implemented through digital platforms, some of the professors participating in the experiment were interviewed during the tour, who indicated that there is increasing reliance on the use of digital platforms in studying the Holy Qur'an, and that digital platforms have been able to provide promising opportunities for studying the Holy Qur'an, and that learning about these opportunities from the point of view of beneficiaries who belong to diverse cultural backgrounds may contribute to reaching a common base that enhances the opportunities for employing digital platforms in studying the Holy Qur'an at the international level. This is consistent with what some studies have shown that understanding the opinions of students with diverse cultural backgrounds may help in identifying the common boundaries and rules in the educational system and expresses the extent of the comprehensiveness of the educational system in meeting the needs of students despite their being from multiple cultural backgrounds (Abacioglu et al., 2023; Elemam & Saide, 2023). There is no doubt that all the above represents a unique introduction to listening to the voices of students from diverse cultural backgrounds about the role of digital platforms in studying the Qur'an in the Prophet's Mosque. Therefore, this study comes as an attempt to answer the following main question: **How do students from diverse cultures view the role of digital platforms in studying the Holy Qur'an through a case study of the Prophet's Mosque?**

Literature Reviews

Zoom platform is considered as a basic platform used in teaching the Holy Qur'an by the electronic system of the Qur'anic Circles in the Prophet's Mosque. The Prophet's Mosque aimed to teach the Holy Qur'an and its Sciences through distance learning systems that aim to make use of the modern technology in teaching the Holy Qur'an. It also aimed to provide the opportunity to teach the Qur'an to those who are not full-time employees to attend Qur'anic circles in addition to spreading the message of teaching the Holy

Qur'an and its recitation to all Muslims around the world. Finally, for overcoming the barriers that stop learning the Holy Qur'an.

Zoom platform is one of the digital platforms that has been widely used lately. It is a web-based platform that allows for face-to-face virtual communication through online meetings. It provides features such as screen sharing, recording, and chatting, which are valuable for communicating and transferring data during meetings (Jing & Canter, 2023). In fact, it is a tool used for holding collaborative video conferences based on the web and provides audio, video, and screen sharing quality (Anggita, 2024). It also relies on video conferencing that allows the user to communicate with multiple people at the same time and exchange visual and audio information. It provides users with many features such as a timeline, sharing screen, upcoming meetings, personal notes, status, chat tab, starred messages, message box, and the free account has a limited time for each meeting (Dantes et al., 2022).

Zoom platform is committed to virtual meetings and can communicate using the Internet. The platform was founded by Eric Yuan in 2011 as the founder in San Jose, California, United States (Maulana & Surasmi, 2024). It has witnessed a noteworthy increase in the number of users, with an increase reported to more than 300 million daily users during the COVID-19 pandemic (Mahr et al., 2021). It is widely used for its ease of use and omnipresence in online interactions. It can host large group meetings and provides breakout rooms and virtual backgrounds (Chen & Zou, 2023). It also facilitates collaboration between teachers and students, which enhances the teaching and learning process. The platform's high-quality video and audio add to its appeal as an educational tool (Aljaraideh & Rabee, 2024).

Zoom platform has been extensively used for online learning during and after the COVID-19 pandemic and features such as active speech indicators, screen annotation, and meeting recording have been added to make online classes more engaging and virtual backgrounds have been used to make online learning sessions more engaging and reduce fatigue (Wijaya et al., 2024). With features such as screen/presentation sharing, whiteboard, screen recording, hand raising, microphone, adjustable virtual background, and meeting scheduling, virtual learning has been made easier and simpler (Widiarti, 2023). It is also an effective tool for students' learning, collaboration, and standalone learning (Carmi, 2024).

Given the significance of the Zoom digital platform, which has attracted the attention of many researchers to conduct studies to identify its impact on developing students' educational outcomes, a study by (Okoro, 2024) examined the extent of Zoom's platform in the context of business administration education in Nigerian universities, where the results indicated that the majority of participants expressed their preference for the platform management system as the primary method of teaching in university business administration education in the era of the global dominance of information and communications technology. A study by (Salhab, 2024) also investigated the attitudes of college students enrolled in various specializations from the Faculties of Applied Sciences and Arts and Educational Sciences at Palestine Technical University Khadouri (PTUK) towards their use of the Zoom platform, and the results indicated that university students show positive attitudes towards it, as they consider it a flexible and easy-to-use platform. A study by (Hersh et al., 2023) also provided a comparison on the accessibility and ease of use of four video conferencing tools (Zoom, MS Teams, Google Meet, and Skype) for people with disabilities, where Zoom platform was the most used and preferred tool.

According to the above-mentioned, the importance of Zoom platform and its multiple uses in the educational process becomes clear. It is also noted that there are a number of previous studies that used the Zoom platform in studying the Holy Qur'an, such as the study (Anwar & Azmi, 2020), which addressed the effectiveness and efficiency of using the Zoom platform as an educational tool for Qur'an and Hadith lessons during the Covid-19 pandemic, and found that it led to a significant improvement in students' educational achievement. Likewise, the study (Firman et al., 2022) found that using the Zoom platform was very useful as an educational tool for students and lecturers to memorize the Holy Qur'an online during the Covid-19 pandemic. The study (Alan et al., 2023) investigated how teachers in an integrated Islamic primary school used the Zoom platform to help students memorize the Qur'an during the Covid-19 pandemic and found that students were very enthusiastic about memorization. Hence, the current study

addresses this shortcoming associated with the limited number of previous studies that addressed the Zoom platform in studying the Holy Qur'an.

Methodology

Approach

This study aims to investigate the opportunities associated with studying the Holy Qur'an via digital platforms in the Prophet's Mosque in the Kingdom of Saudi Arabia. A qualitative approach with a case study method was chosen to collect in-depth and detailed data on the study problem (Tomaszewski et al., 2020). This type of approach is suitable for studies that aim to collect in-depth data from people related to the study problem, and to analyze and organize this data through interpretive methods based on the participants' statements and linking them to appropriate educational theories and related previous studies to provide a better understanding of the study problem (Smith & Nizza, 2022). This methodology also focuses greatly on answering questions that provide a comprehensive view with depth and a better detailed understanding of how things happen, supported by explanatory insights into the reasons for their occurrence (Creswell & Poth, 2018).

Participants

The participants in the current study were selected using the intentional sampling method from students of multicultural backgrounds from various countries who study in Qur'an memorization circles in the Prophet's Mosque through digital platforms. They were selected according to a set of criteria that must be available to them, as follows: 1- To have memorized at least a part of the Holy Qur'an. 2- To have technical experience in using digital platforms. 3- To have used the platform for a month or more. 4- To have an average age between 20-50 years. The reason for setting these criteria for selecting participants is to ensure the provision of in-depth data that contributes to reaching a better and more detailed understanding, which leads to addressing the study questions. This method of selecting participants based on strict conditions and criteria helps the researcher obtain comprehensive and diverse data for the current study problem. The sample size was (7) students studying the Holy Qur'an in the Prophet's Mosque via digital platforms, and this number is appropriate to achieve the study objectives (Tomaszewski et al., 2020). The number of individual interviews was 7 interviews for seven participants. Table 1 shows the characteristics of the participants.

Table 1: Characteristics of students participating in the study

Student	Age	Nationality	Qualification	Profession	Technical experience	Experience in months	Memorized parts of the Quran
Student 1	43	Indonesian	University degree	Prestigious job	WhatsApp, Zoom, Google Meet	21 months	15 parts
Student 2	41	Saudi	University degree	Teacher	WhatsApp, Zoom, Google Meet	36 months	8 parts
Student 3	33	Beninese	Intermediate school	Teacher	WhatsApp, Zoom, Google Meet	30 months	24 parts
Student 4	37	Saudi	University degree	Government employee	WhatsApp, Zoom, Google Meet	6 months	8 parts
Student 5	22	Iraqi	University degree	Anaesthesia and Intensive Care Student	WhatsApp, Zoom, Google Meet	3 months	2.5 parts
Student 6	31	Sudanese	University degree	Physician	WhatsApp, Zoom, Google Meet	2 months	10 parts
Student 7	47	Saudi	University degree	Teacher	WhatsApp, Zoom, Google Meet	Nearly 1 month	More than 10 parts

Data Collection Tool

In this current study, the semi-structured interview and qualitative observation tools were used to collect data from participants from the students of the Quran memorization circles in the Prophet's Mosque and to explore the opportunities associated with studying the Holy Quran through digital platforms. The semi-structured interview tool is one of the qualitative research tools used to collect data related to attitudes and experiences on specific issues (Mannan & Afni, 2020; Naz et al., 2022). One of the tools used in this study is observation, which is an attempt to document events throughout the learning process (Suharyat et al., 2022). The semi-structured interview and qualitative observation tools consisted of a set of axes related to studying the Holy Quran through digital platforms in the Holy Prophet's Mosque. Among the questions that were targeted:

What motivates you to rely on digital platforms to study the Holy Quran in the Prophet's Mosque?

Do you think that using digital platforms to study the Holy Quran leads to enhancing your performance?

How do you describe the difference between studying the Holy Quran through digital platforms or going in person to the mosque?

It is worth noting that during the participants' answers, encouraging and motivating questions were raised for the participants, for example: Give me examples, Explain your answer more, Can you mention more details? Are there any additions you would like to talk about? (Hammer & Wildavsky, 2018).

Reliability

Reliability is one of the methods and techniques that aims to make the results of the study of high quality, accuracy, and trustworthy (Creswell & Poth, 2018). It is one of the terms used in qualitative research and corresponds to the terms of validity and reliability in quantitative research (Smith & Nizza, 2022). Reliability in qualitative research also includes a set of criteria: the credibility criterion, the dependability criterion, and the confirmatory criterion (Williams, 2021). Because of the importance of these criteria and the necessity of achieving them in the current study, the pluralistic (triangulation) method was used for the credibility criterion. This method depends on applying more than one source in studying the data, such as the multiplicity of researchers conducting the study, or by using more than one tool to collect data (Smith & Fieldsend, 2021). Multiple tools were applied in this study, as two tools were used: semi-structured interview and qualitative observation. To ensure reliability, the researcher analyzed the data and then presented it to an expert specialized in qualitative research. After taking his comments, the codes, categories, and main themes that were extracted from the participants were agreed upon with him. To achieve the confirmatory criterion, the motivational questions related to the study tools, interspersed with sub-questions arising from the dialogue with the participants, were presented to two experts in this field, to obtain their opinions and suggestions about the appropriateness of the formulation of the questions, their clarity, and their ability to achieve the study objectives. According to the suggestions they provided, the questions were modified.

Procedures

Ethical procedures

The research team provided the participants with all the information about the nature of the research, its objectives, and its importance and obtained their informed consent to participate in the study. They were also given all their rights to freely participate - prior consent - and to withdraw from the study at any stage and at any time. They also chose the appropriate time to conduct the interviews based on their conditions. The privacy element was also explained to the participants, by not mentioning their names and only referring to them using symbols to preserve their privacy. The participants were informed of the confidentiality of the information they disclosed, and that the duration of the semi-standardized interview does not exceed (30) minutes. Knowing that all participants are over (18) years old, and that all study procedures do not set any risk factors to them, the informed consent issued by the study participants was approved.

Implementation Procedures

A WhatsApp group was created, and the interview participants were included in this group with the aim of coordinating with them to hold a specific meeting and determine the appropriate time for each participant to conduct the interview. They were informed that the interviews would be online, to refer to the interview recordings, as well as to make it easy for the participants. These interviews continued for two weeks. After completing all the interviews, the participants in the study were thanked for their efforts and time, and the written version was reviewed, to ensure that the data collected was consistent with the study objectives and contributed to answering its questions. The researcher played multiple roles, registering in the Qur'an circles as a participant to be able to qualitatively observe the environment of digital platforms and the Qur'an memorization practices that take place through them.

Data Analysis

After the completion of the application of the study, comes the step of analyzing the qualitative data obtained from the participants, where thematic analysis was used. This type of analysis helps to organize

the data and divide it into categories and classify these categories into subtopics, and then main topics that contribute to understanding the data and giving them the appropriate meanings and interpretations for this data according to their contexts (Creswell & Poth, 2018). Data analysis using this method includes six stages, the first of which is the data immersion stage; where the research team conducted interviews with the participants through virtual sessions through which the recorded interviews can be listened to more than once, to achieve immersion and familiarity with the qualitative data, and thus understand it in a better and deeper way. As for the second stage, it includes identifying codes and themes using the (NVivo) program, which helps in coding the words and phrases of the participants. Each interview was coded separately, and the number of codes reached (124) codes. In the third stage, converting similar codes into categories, and in the fourth stage; converting categories into subtopics, and in the fifth stage; converting subtopics into main topics related to answering the study questions. The sixth stage came, which is the final analysis and review of the topics that were reached, ensuring that they cover the study topic, and producing the final report that appears in the study results and discussing them. To ensure the quality of the analysis of the data that was reached, the research team presented it to the study participants, to verify its validity, and that it covered what they wanted to talk about, and it was also presented to experts specialized in the field to test the data and provide comments.

Results and Discussion

The data analysis process showed a number of (124) codes of topics related to opportunities associated with studying the Holy Qur'an via digital platforms, which are four main topics, which can be summarized as follows: educational flexibility, educational efficiency, educational satisfaction, and interaction and participation. Figure 1 shows the main and sub-topics that were reached.

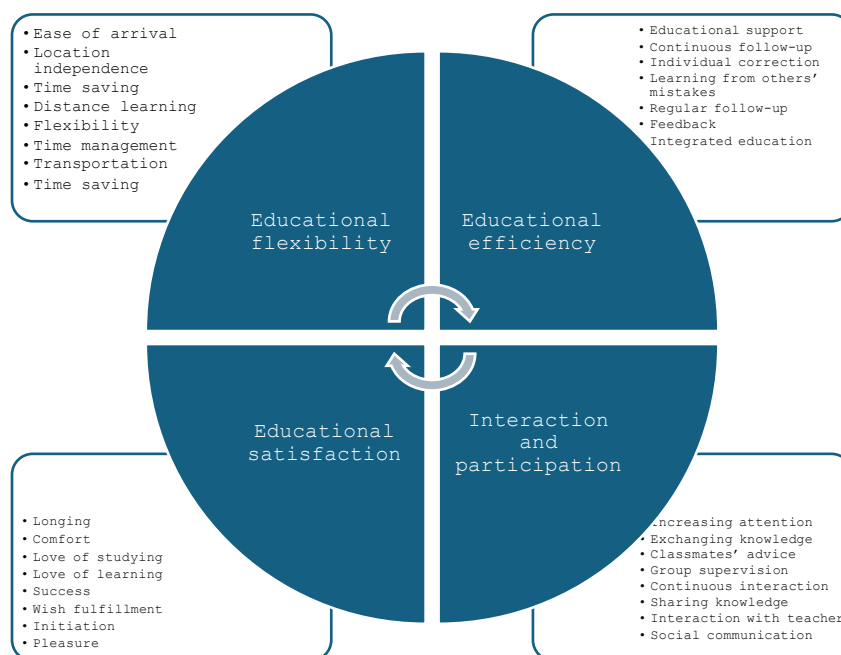


Figure 1: Main themes and codes associated with acquired opportunities from studying the Holy Qur'an via digital platforms

These topics that have been reached can be explained in detail as follows:

Educational Flexibility

The results showed that the use of the digital platform (Zoom) helped in the educational flexibility of those enrolled in the Qur'an circles in the Prophet's Mosque, as educational flexibility is one of the basic foundations for enhancing learning processes (Alan et al., 2023). Digital platforms have provided many opportunities that have contributed to studying the Holy Qur'an through them, as they have made it possible to study it anywhere and at any time. This was confirmed by one of the participants, who said, *"I can join the lessons anywhere. The programs have different times to choose from, and my favorite time is at night, around 20:00 P.M. according to my country's time, which is after the Asr "afternoon" prayer according to Medina's time. Therefore, I can join the lessons anywhere and at any time."* (S1). Another participant also expressed his opinion, saying, *"It is easy to use at any time and in any place. I use it at home and outside the home."* (S7). Among the opportunities provided are commitment, attendance, and continuing to memorize, which is what one participant went for when he said, *"It helped me commit to memorization."* (S2). One of the participants explained, *"I use it to commit to memorization and to find a good teacher, which makes memorization easier, saves time, and all times are available."* (S5). Digital platforms also provide flexibility in dealing with daily life commitments, as students can combine studying the Holy Qur'an with their other commitments, such as work or studying in other fields, without affecting any aspect. This is what one participant indicated by saying, *"Digital platforms helped me choose the right time for me to study the Holy Qur'an and it did not affect my work"* (S3). Time management is one of the opportunities provided by digital platforms as it allows more time for students of the Holy Qur'an circles in the Prophet's Mosque. This was confirmed by one of the participants who said, *"It helped me exploit time so that I can manage it between recitation and reviewing the Holy "* (S6). While one of the participants indicated that the digital platform *"helped me control the recitation time when I am ready as I use the time to learn the Holy Qur'an and review the memorization and reach the goal and achieve the objective, which is to memorize the entire Holy Qur'an"* (S7).

These results are consistent with the study (Firman et al., 2022), which indicated the chance of accessing learning and conducting Qur'an memorization sessions anytime and anywhere, if there is an Internet connection. These results are in line with the study (Josué et al., 2023), which confirmed that these platforms provide accessibility and flexibility, allowing students to learn anytime and anywhere, and adapt to their individual needs. This is what was indicated by the study (Parra-Domínguez et al., 2022), which proved that digital platforms are differentiated by flexibility and spread.

Educational Efficiency

Educational efficiency is a significant requirement for digital platforms in the educational process in general and in teaching the Holy Qur'an in particular, as teachers use these platforms to enhance the effectiveness and efficiency of learning (Firaina & Sulisworo, 2023). Among the opportunities provided by digital platforms that contributed to studying the Holy Qur'an through them, is enhancing the learner's performance, as one of the participants indicated, *"I felt that when I learn the Holy Qur'an through the digital platform, my performance in memorization increases because I listen to my fellow memorizers repeating the same verses that should be recited"* (S3). Also, the teacher's follow-up and correction of the recitation, as one of the participants explained, *"Benefiting from the Sheikh in correcting errors, whether in the correctness of reading, intonation, and all the rules of recitation"* (S7). Among the opportunities provided are continuity, improvement in level, and development of performance, as indicated by one of the participants, saying, *"My level in the Holy Qur'an has improved and my performance has developed because I continue to attend and follow up with my mates on the digital platform, as it brings me closer to the Holy Qur'an due to my focus and attention"* (S1). Another opportunity to study the Holy Qur'an via digital platforms is to benefit from the mistakes of others and the teacher's correction of them. For example, one of the participants said, *"My performance has improved through the Sheikh's evaluation and benefiting from my mates' mistakes as well as reviewing my memorization when I listen to them"* (S7). Another participant explained, *"Since all the students are on the digital platform, I benefit from the teacher's notes on each student and thus correct mistakes and avoid making them"* (S2).

These outcomes are consistent with the study (Serwornoo et al., 2024), which confirmed that digital platforms support students' learning. These results are in line with the study (Panbuselvan, 2024), which confirmed that digital platforms enhance collaborative learning environments, facilitating communication between learners and teachers worldwide. These results are also consistent with the study (Sharlovych et

al., 2023), which indicated the importance of integrating digital technologies into contemporary higher education, as both teachers and students have become aware of how digitization expands the capabilities of university education and enhances its efficiency. Besides, these results are consistent with the study (Alshammary & Alhalafawy, 2023), which proved that digital platforms enhance learning efficiency and improve students' performance.

Educational Satisfaction

Educational satisfaction is one of the main findings of the current study of the Holy Qur'an via the digital platform (Zoom). Educational satisfaction can be described as an attitude resulting from the educational experience of students and the services and tools provided by the digital platform. Satisfaction in the context of higher education can be termed as an attitude resulting from the educational experience of students and the services and facilities provided by the institution (Çakmakkaya et al., 2024). In this context, digital platforms provided many opportunities that contributed to studying the Holy Qur'an through them, as they allowed students to learn at their convenience, as one participant confirmed, *"When I use the digital platform, I feel willingness and comfort, as I use the digital platform at the appropriate time, which increased my desire to memorize and learn"* (S2). Studying via digital platforms is like in-person study, so one participant said, *"I feel as if I am in a real circle where all my mates and the teacher are present, and we start studying the Holy Qur'an"* (S1). Many participants express their satisfaction with using the platform to study the Holy Qur'an, as one participant said, *"I feel happy because I am studying the Holy Qur'an via the digital platform of the Prophet's Mosque, and this is a great honor for me"* (S6). Another said, *"I am happy to study the Book of Allah through digital platforms because I can continue studying anywhere, communicate with the Sheikh, and recite the Qur'an"* (S3). One of the opportunities provided by the platform is the ability for students to maintain focus and attention during the session, which makes them feel satisfied and happy. Here, one of the participants said, *"On the platform, attention is greater, and listening is better because I focus with the teacher and listen to him directly without distraction"* (S4).

These results are consistent with the study by (Nainggolan, 2021), which confirmed that students have a high level of satisfaction with Zoom as a digital platform in video conferencing and other digital platform applications that were considered satisfactory, namely YouTube and WhatsApp. These results are consistent with the study by (Yousaf et al., 2023), which aimed to study the role of course evaluation and digital platforms in online learning and student satisfaction, as online learning significantly affected student satisfaction, while interaction showed positive students' engagement. These results are consistent with the study by (Kumari et al., 2023), which found a positive relationship between student satisfaction and distance learning through using digital platforms.

Interaction and Participation

Interaction and participation in studying the Holy Qur'an via digital platforms are crucial considerations that contribute to providing opportunities and achievements and improving the digital learning experience. Among these opportunities is the continuous interaction among learners, as one of the participants indicated, *"The digital platform helped me communicate with my teacher and my colleagues, as I can follow my development and the development of my colleagues in memorization and recitation. We are in one circle, listening to each other and waiting for our teacher's comments"* (S5). Another opportunity provided by the digital platform is the continuation and sustainability of learning, as indicated by one of the participants, saying, *"I joined the platform to continue learning the Holy Qur'an and completing it. My wish was to be a student in the Prophet's Mosque, and my dream of studying via the digital platform came true"* (S4). While another indicated, *"I use it wherever I am, as I do not have a teacher near me or a nearby school. I had the mosque, but the imam does not always come to teach. Sometimes we see him, and often we do not see him, so the platform made me continue studying, learning, and memorizing"* (S3). The quality of teachers and their continuous interaction with learners can be considered among the positive effects towards studying the Holy Qur'an via the digital platform, including what one of the participants said, *"The teachers are capable as they can correct and review me if there is an error in my memorization of the Holy Qur'an step by step, which increased my confidence in myself, my teacher, and the platform"* (S1). These results are consistent with the study (Josué et al., 2023), which confirmed that digital platforms facilitate interaction and cooperation between students and teachers. These results go with the study (Habes et al., 2023), which confirmed the importance of digital platforms, especially in crises, as it is considered the best option for the continuity of learning and

interaction between students and teachers. These results are in line with the study (Sanda, 2024), which proved that students' confidence in the quality of the information they received online, their interactions with teachers, and their interactions with digital platforms positively affected their confidence in the usability of these virtual digital platforms for education (teaching and learning).

Implications

According to the results, the importance of studying the Holy Qur'an through digital platforms in the Prophet's Mosque is highlighted, as digital platforms allow for high educational flexibility, and allow students to learn at any time and from anywhere, which suits their personal and professional needs. These platforms also contribute to enhancing educational satisfaction by providing a convenient and integrated educational experience, which enhances continuous interaction between students and teachers. In addition, the platforms support effective interaction and participation, which creates a collective educational environment that enhances communication and knowledge exchange between students and teachers, which enables the sustainability of education and the achievement of students' personal goals with ease and convenience. The results of the study also showed that digital platforms were able to provide a common base through which the goals of beneficiaries can be achieved, even with different cultural backgrounds. These results can be built upon so that the experience of the Prophet's Mosque can be expanded in reaching large numbers to study the Qur'an. Since the Prophet's Mosque is one of the largest mosques in the world, its experience can be copied in other mosques interested in studying the Holy Qur'an. Civil society organizations interested in teaching the Qur'an can also benefit from the experience of the Prophet's Mosque in teaching the Qur'an to reach larger segments of beneficiaries through a digital context that enhances flexibility, efficiency, satisfaction, interactivity, and participation.

Limitations

The study reached vital results regarding the use of digital platforms in the study of the Holy Qur'an. Nevertheless, it can be noted that the study was only conducted on male participants in the study of the Holy Qur'an, since men and women have separate paths through digital platforms, which means that such a study can be repeated based on the voices of women studying the Holy Qur'an in the Prophet's Mosque. The study was limited to participants in the Qur'an circles only through the distance education system in the Prophet's Mosque, without using other systems, which means that it is possible to expand into other studies that are based on various digital platforms used in other contexts.

Conclusion

The current study aimed to examine the chances and roles that digital platforms can provide in studying the Holy Qur'an as a case study of the Prophet's Mosque based on the voices of some students from diverse cultural backgrounds. The results of the study showed that digital platforms within the case of the Prophet's Mosque enhance the study of the Holy Qur'an through the ability of these platforms to enhance educational flexibility, in addition to contributing to increasing satisfaction and educational efficiency and supporting interaction and participation between students and teachers. Also, despite the diversity of cultural backgrounds of students, digital platforms can create a common base for learning and studying the Qur'an. The study also concluded that digital platforms provide educational solutions that overcome time and geographical challenges, making them an effective tool for studying the Holy Qur'an in a sustainable manner. Based on these results, the entities interested in teaching the Holy Qur'an can benefit from the results of the current research in expanding the use of digital platforms to enhance access to beneficiaries and achieve an ideal experience for studying the Holy Qur'an, especially with the variation in the cultural backgrounds of students. The research team believes that future studies in this context can focus on employing generative artificial intelligence in studying the Holy Qur'an. It is also possible to expand the use of several emerging technologies to support the teaching of the Holy Qur'an.

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