

THE ROLE OF APP 360 FOR THE UNDERSTANDING QURAN IN CONTEMPORARY TIMES: AN ANALYSIS

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ABSTRACT

The utilization of digital tools and applications has grown increasingly prominent across a variety of facets of life, including religious studies, in today's society, which is characterized by a rapid pace and a strong emphasis on technical advancement. The purpose of this analysis is to investigate the function that APP 360 plays in being able to facilitate a thorough knowledge of the Quran in modern times. A representative digital platform, APP 360, provides users with a variety of one-of-a-kind features and capabilities that are designed to meet the ever-evolving requirements of persons who are looking to engage with the Quran in a manner that is meaningful. In order to get a glimpse of people's experiences and expectations with relation to the APP 360 that is currently available, a study method known as cross-sectional research was utilized. By asking open-ended questions during online interviews, qualitative insights were gathered. These questions were asked in order to gather information. The selection of a sample size of 110 respondents was made with the intention of striking a compromise between the statistical reliability and the practical feasibility of the study. There has been a growing movement among Muslims all over the world to advocate for the development of an International Islamic Body that would be fully committed to and accountable for the monitoring, evaluation, and endorsement of digital versions of the Quran. It is possible to access hadiths, which are the sayings of the prophet, on smart phones and other smart devices like as tablets. Hadiths are available in a broad variety of digital formats and can be viewed on electronic devices. Other sacred writings are also being monitored by Muslims, which is another area of focus for them.

Keywords: digital Quran, APP 360, Understanding Quran, Modern time, online reciting etc.

Introduction

In the fast-changing environment of contemporary religious education, the combination of technology and spirituality has given rise to creative platforms such as APP 360. These platforms offer users a one-of-a-kind perspective through which they can interact with the Quran, which is the most sacred text in Islam. APP 360, a digital application that is becoming increasingly popular, provides a multidimensional approach to studying the Quran. It does this by presenting a variety of features that improve accessibility, interpretation, and community interaction. In this analysis, we delve into the critical role that APP 360 has had in defining the current study of the Quran. We investigate how the varied features of APP 360 effect accessibility, interpretation, and the dynamics of the community. We hope to make a contribution to the larger conversation on the changing character of religious education in the context of technological advancement by analyzing the implications of this digital application.

Background of Study

With the introduction of digital technologies, the contemporary landscape of religious education is undergoing a paradigm shift that is undergoing a transformation. The Quran, which is the sacred scripture of Islam, is not exempt from this shifting paradigm. When it comes to facilitating access to religious texts and promoting new ways of involvement, the widespread use of digital platforms has become an increasingly significant factor. Pew Research Centre (2019), the rise in the number of people who own smartphones and have access to the internet has led to a growing reliance on digital tools for religious practices. This has provided believers with new opportunities for spiritual discovery and education. In this technologically advanced era, people are looking for methods to connect with their faith. As a result, applications such as APP 360 are becoming increasingly important in the process of redefining the dynamics of Quranic study.

The digital application known as APP 360, which was developed specifically for the purpose of studying the Quran, represents the junction of long-standing customs and progressive technology advancements. Within the context of greater trends of global connectedness and accessibility, the shift towards digital instruments in religious education can be contextualized. Gopinath and Oviedo (2020) underline the potential for digital platforms to cross geographical boundaries, thereby enabling persons from all over the world with access to religious texts and teachings. Because it places a strong emphasis on accessibility, APP 360 enables users to

transcend physical boundaries and engage with the Quran at their own pace and in a manner that is convenient for them.

When it came to interpretation, traditional approaches frequently relied on scholars and printed comments, both of which could be restricted in terms of their potential scope and accessibility. This issue is addressed by APP 360, which provides users with a variety of interpretations, translations, and contextual information that is readily available to them (Khan, 2018). The study highlights the significance of digital platforms in giving a variety of perspectives and interpretations, which enables a more nuanced understanding of religious texts. It has been brought to people's attention that there is a possibility of improper interpretation and portrayal, as well as the possible decline of traditional educational practices. Keeping the authenticity of religious teachings while embracing the benefits of technological tools is emphasized in a study by Smith (2017). The study examines the necessity of maintaining a careful balance between innovation and tradition in the field of religious education.

In the past, religious groups were traditionally held together by geographical proximity, with local mosques and community centers functioning as sites for communal learning and discussion. Nevertheless, in this age of globalization and digital interconnectedness, religious communities are expanding beyond the confines of physical space. APP 360 encourages a sense of global community interaction through the incorporation of elements such as discussion boards, live sessions, and collaborative study groups through the use of these features. Haji (2019) highlights the value of internet platforms in enabling cross-cultural understanding and communication among religious communities all over the world. The growing demand for a virtual area where participants can share thoughts, ask questions, and participate in meaningful debates about the Quran, transcending the restrictions of physical settings, is reflected in the fact that APP 360 places a strong emphasis on community interaction.

The incorporation of technology into religious education, on the other hand, is not without its share of difficult obstacles and reservations. There is a possibility that traditionalists will voice their concerns on the possible watering down of religious teachings and the diminishing of traditional educational practices. Furthermore, differences among believers in different socio-economic circumstances may be caused by challenges pertaining to digital literacy and access. Ahmed and Rahman (2021) highlights the significance of addressing issues of authenticity, authority, and inclusivity when incorporating digital tools into religious instruction.

Problem Statement

The incorporation of digital tools and applications has brought about both opportunities and challenges in the context of the fast-changing terrain of contemporary religious education. The study of the Quran, which is the sacred scripture of Islam, as well as the utilization of applications such as APP 360 are included in one particular area of concentration. Despite the fact that digital platforms such as APP 360 provide unparalleled accessibility, interpretation alternatives, and community interaction in the study of the Quran, it is necessary to do an in-depth analysis of the ramifications that this moves to digital has. It is necessary to address concerns regarding authenticity, the possibility of misinterpretation, and the impact of digital platforms on the established ways of religious education in order to come up with a solution to the current dilemma, which is to find a way to strike a balance between technological innovation and traditional practices. The question arises as to how these technological interventions may influence the dynamics of the community, how they may change the understanding of sacred texts, and how they may manage any pushback from traditionalists. The underlying challenge pertains to gaining an understanding of the varied nature of the role that APP 360 plays in the current study of the Quran and assessing the broader impact that it has on Islamic education and the cohesiveness of the community.

Research Objectives

- To investigate the role of APP 360 in Muslim Lives.
- To explore the role of APP 360 for understanding of Quran.

Research Questions

1. What is the role of APP 360 in Muslim Lives?
2. What is the role of APP 360 for understanding of Quran?

Significance of the Study

The importance of this study rests in the fact that it investigates the myriad ways in which digital platforms, and more notably APP 360, have influenced the modern study of the Quran within the context of religious education. It is of the utmost importance to have a comprehensive understanding of the function that technology plays in the study of the Quran because it tackles broader problems concerning the changing nature of religious practices in the digital age. By shining light on the dynamic relationship between tradition and technology

innovation, the findings of this analysis add to academic inquiry. They also provide insights into the ways in which digital technologies influence accessibility, meaning, and community participation with sacred texts.

The first thing that makes this study important is that it is relevant to the field of educational innovation. The purpose of this research is to provide insights into how technology might enhance and diversify ways of teaching to religious texts by analyzing the characteristics and functionalities of APP 360. This understanding has the potential to motivate the development of new approaches in the field of religious education, so contributing to the creation of a learning environment that is more dynamic and welcoming to all.

The second reason why this research is important is because it investigates the global connectivity that exists within their religious communities. Because of its digital character, APP 360 enables a transcendent and global community involvement, which has the potential to promote cross-cultural understanding among members of the Christian community all over the world. In order to contribute to conversations on how technology might play a role in encouraging harmony and collaboration across various religious communities, it is important to have an understanding of the influence that such global connectedness has.

The research discusses the consequences that the incorporation of technology into religious activities may have for society. The possible difficulties that are related with the shift to digital are navigated by it. These difficulties include concerns about originality and the maintenance of traditional methodologies for education. The research provides significant insights for educators, leaders in religion, and technology developers who are looking to traverse the difficult balance among preserving tradition and embracing advances in technology. These challenges are identified by the research, which provides valuable insights.

Literature Review

In today's world, mobile technologies are becoming increasingly pervasive and interconnected into networks. These kinds of technologies have the potential to have a significant impact not only on the learning reasons but also on other purposes. As a result of the growth of technology, there are new opportunities that have been implemented in educational systems. Internet access enables students to gain access to a wide range of learning tools and online courses that cover a variety of subject areas. The emergence of this new learning idea can also be attributed to the

significant advancements that have been made in computer technology, particularly in the realm of computer networks and the development of new mobile devices.

Mobile learning is a new type of electronic learning that has emerged as a result of the growing desire for learning resources that can be accessed at any time and from any location (Huet & Tcheng, 2010). It is becoming increasingly necessary to have mobile applications. The industry of mobile applications is experiencing rapid expansion. As to the findings of a recently published market research analysis, it is anticipated that the overall worldwide mobile application market will be valued at \$25 billion by the year 2015. The Apple App Store is estimated to earn 20.5% of this total by the year 2015. The mobile platforms have seen the development of a great number of applications. These applications have been the subject of a great deal of technological curiosity over the course of the past few years, in addition to being the focus of marketing and business initiatives.

The field of education is one of the most important application areas. Furthermore, in the context of Saudi Arabia, the teaching of the holy Quran is a subject that is required to be attended by students at a number of universities. There are a great number of software available for translating the Quran into a variety of languages. In addition, there are applications that can assist a user in reading and listening to the Quran, as well as searching for a specific word or phrase inside the book. Over the past several years, voice recognition technology has been increasingly prevalent in a variety of mobile applications (Fu et al., 2008). This is done with the intention of providing users with improved engagement and convenience.

Verse in the Quran is made up of a number of words that range in length from short too long. Continuous reading is the typical method that is utilized when reading these passages. Because of this, an algorithm that is capable of continuous speech recognition is required in order to recognize verses from the Quran. The process of recognizing Quranic verses is a difficult one in comparison to official Arabic speeches because of the melody and Tajweed, which are guidelines for the pronunciation of Quranic verses. Arabic voice recognition has been plagued by a number of issues. Numerous studies have been conducted to address the question of how to identify Arabic speech (Rohan, 2011; Demuynck & Laureys, 2002). However, only a small number of studies have concentrated on the identification of verses from the Quran.

An algorithm that is part of Google's application programming interface (API) is essential to the operation of this application. In the parts that follow, the characteristics of the application

that was developed are presented. After that, the paper goes on to detail how the programme is utilized. Next, we will discuss the method that was utilized to collect input. In conclusion, we present the conclusion as well as the section on future work. During this age of information, voice recognition is becoming an increasingly significant area of study within the realm of human-computer interaction. There are two components that make up the speech recognition system. These modules are the recognition engine module and the speech features extraction module. Speech recognition is the subject of a great deal of study, which includes the development of speech recognition engine technologies such as artificial neural networks (ANNs), hidden Markov models (HMM), and support vector machines (SVMs) (Quinn, 2000). However, the majority of studies have been conducted on the topic of English, whereas just a little amount of research has been conducted on Arabic. According to the findings of prior research (AbuZeina & ElShafe, 2012),

Arabic voice recognition has a number of drawbacks. The focus of one of the research was on Arabic Romanized systems, in which Arabic characters are not detected as Arabic characters but rather as Roman characters, which are then converted into Arabic characters. This particular study did not include any fundamental Arabic recognizers. In a different study, the open-source SPHINX-IV model was utilized for the purpose of Arabic speech recognition. This was accomplished by constructing language and acoustic models for Arabic speech that did not include Romanization (Alsulaiman et al., 2011). Nevertheless, the research did not make use of its technology for mobile applications, and it ought to also include a greater number of Arabic terms. When it comes to dealing with the Arabic qualities that are present in the Holy Quran, such as Tajweed, which might reflect the correct pronunciation as the document is being recited, there are numerous challenges to overcome.

Research Methodology

A cross-sectional research approach was utilized in order to obtain a glimpse of people's experiences and expectations regarding the APP 360 that is currently available. Qualitative insights were obtained through the use of open-ended questions that were asked during online interviews. Participants in this study were Muslims who were regular readers of the Holy Quran. This was the population that was targeted for this study. The selection of respondents who fulfilled the precise criteria of being Muslims and readers of the Holy Quran was accomplished through the use of a technique known as purposive sampling. For the purpose of achieving a balance between statistical reliability and practical feasibility, the sample size of

110 respondents was selected. This was done to ensure that a wide representation throughout demographics was achieved. The open-ended questions that were asked during interviews served as the major research instrument. These questions provided qualitative insights. The gathering of data consisted of conducting online interviews through the use of a call or message. Facilitating the participation of respondents from a variety of departments at Muslim Youth University was made possible through the use of online interviews.

Results

APP 360 is a mobile application that provides a centralized platform for the exploration of Islamic literature. Listen to the recitation of the Quran, either with or without translation, engage in the study of the Tafseer, or read the Quran in sections known as parahs and surahs. Also searching by a certain word, verse, phrase, or even the subject itself. In the case of Hadith, there is also an indexation and search engine that is comparable. Aside from that, the application has a Qibla locator, an Islamic calendar, prayer timings, and tens of other features, such as voice command and an Arabic teacher.

All participants were Muslims and are readers of Holy Quran. Among the 110 participants who participated in the interview process, 40% were male and 60% were female. In terms of educational attainment, 51% of those who read the Holy Quran were postgraduates, 28% were graduates, and 21% were undergraduates. Among the respondents who were questioned, the majority (47%) were young participants in the age range of 26 to 35 years old. The second largest segment (27%) of respondents was in the age range of 18 to 25 years old. 16% of interviewees were between the ages of 36 and 45, 9% were between the ages of 46 and 55, and only 1.0% were aged 56 and older.

Despite the fact that all of the participants have mobile devices and have some familiarity with the use of mobile applications for a variety of purposes, including social communication, entertainment, and other purposes, the data that were collected indicate that not all of the participants were aware of APP 360. To add insult to injury, every single participant has additional Holy Quran programmes downloaded on their respective mobile devices. When it comes to comprehending the Holy Quran, however, approximately forty percent of the participants had access to the APP 360. The fact that participants were impressed by the application APP 360 and the capabilities it offered was demonstrated by this. In point of fact, the participants are looking forward to using additional applications as part of the learning

process because it enables them to learn whenever and wherever they want. The individuals are in agreement that the utilization of the APP 360 programme is not only beneficial and efficient, but would also enhance their understanding of the Quran.

How often you read Holy Quran?

The Holy Quran was recited on a regular basis by 38 percent of them. We were informed that they recite the Holy Quran on a daily basis. Unplanned reading is something that 26% of respondents have admitted to doing, depending on the circumstances. The majority of them read the Holy Quran in mosques whenever they get the opportunity to do so, or they pay a visit to their parents or friends who are regular readers of the Holy Quran. According to the responses, 18% of people claimed that they read the Holy Quran once a week. Only ten percent of them read at least once every month. Eight percent of people recite the Holy Quran two to three times per week. On the basis of the comments shown above, we are able to assert that daily reciters of the Holy Quran constitute the most influential section, as they also have the ability to enhance the frequency of habitual and weekly readers.

Did you use APP 360?

60% of them reported having a positive experience and expressing contentment with the APP 360. The majority of those who stayed neutral were of the belief that we do not have a strong understanding of dynamics and that they are not very knowledgeable about the APP 360. 9.0% of respondents reported that they had a negative experience using the APP 360. Users have a significant amount of anxiety over the authenticity of the APP 360. According to the findings of the study, it is extremely challenging to comprehend the Holy Quran when it is printed in a number of different languages. The context and the words are of utmost significance. Not only that, but respondents have expressed this fear. Those individuals who have stated that they have a positive experience online are among those who have expressed worries regarding the possibility of bias. The individual who is able to comprehend the Holy Quran may have a limited understanding of Islam. This is due to the fact that comprehending the Holy Quran does not solely require linguistic proficiency; it also necessitates understanding of the context. In addition to being user-friendly, freely available, and impartial, the readers anticipate that the understanding offering APP 360 will include advanced capabilities such as the ability to search for certain words or subjects inside the understanding.

Are you know about APP 360 Features?

30% know about feature of read and search Quran with Tafseer and Translations. 55% know about feature of read and analyze a comprehensive collection of Hadith in one place. Mostly participants know APP 360 features about Qibla direction, Prayer time, Duas for different situations, understand the Holy Quran via reliable translations and Tafseer, and extraordinary life of Prophet Muhammad (SAW).

Do you think APP 360 has authentic Qurans?

The results of the interview indicate that 78% of respondents have doubts, suspicions, or are unaware that such copies might not be real. Furthermore, only 22% of respondents believe and are positive that the digital copy of the Quran that is available on APP 360 is authentic. The number of people who have doubts or suspicions about the validity of digital copies of the Quran is quite high, and as a result, this should be a reason for Muslims to defend their sacred book by generating legitimate digital copies of the Quran. Once again, these results are highly concerning since so many people are having doubts or suspicions about the legitimacy of the digital versions of the Quran.

Would you rather read APP 360's digitally authenticated Quran?

The majority of respondents (72%) expressed their support for the establishment of an international Islamic authority that would be responsible for ensuring the authenticity of digital versions of the holy book. The percentage of those who are unsure or think that there are fake or altered copies of the Quran is quite close to this number, which is close to eighty percent. Muslims, as one might expect, prefer to read authentic copies of the Quran. However, if the copy is digital, then some people might not prefer to read from APP 360. This could be due to factors such as having poor eyesight, feeling uncomfortable, or the fact that the reverence feeling of reading the Quran is lost due to the fact that technology diminishes the reverence feeling of reading the Quran.

Discussion

Given the current state of affairs, the significance of mobile applications in terms of their ability to facilitate the understanding of the Quran has become increasingly significant. Smartphones have become increasingly popular, which has made it possible to design applications that are

simple to use and cater to a wide range of audiences. These programmes offer users platforms that are both accessible and interactive, allowing people to interact with sacred texts. People are able to access the Quran whenever and wherever they want thanks to APP 360, which provides a handy and portable means of doing so. This is consistent with the shifting dynamics of contemporary lifestyles, in which individuals are frequently on the go and may not have regular access to traditional printed copies of the Quran. An investigation conducted by the Pew Research Centre in 2017 found that the global penetration of smartphones has reached levels that have never been seen before. This finding demonstrates the potential reach and influence that APP 360 could have in terms of reaching a wide range of populations.

The second benefit of these applications is that they frequently include multimedia components, such as audio recitations, translations, and commentary, which contribute to a more comprehensive understanding of the verses of the Quran. For instance, applications like "Quran Companion" and "APP 360" offer users the opportunity to listen to audio recitations of the verses of the Quran performed by well-known Quranic reciters. These apps are helpful for individuals who may have difficulty pronouncing the verses or who prefer to listen to them while going about their everyday activities. This incorporation of multimedia material is in line with the findings of studies such as those conducted by Faris et al. (2015), which highlight the beneficial effects of audio-visual aids in the process of learning the Quran. Through the use of interactive features, APP 360 creates a more interesting and engaging learning environment. This interactive component is supported by research that was carried out by Khan and Ahmed (2017). This research demonstrates the value of interactive tools in boosting understanding and retention in educational settings.

Those who use the platform are able to communicate their thoughts, take part in conversations, and seek clarification from a worldwide community of students. This communal feature adds to a more dynamic and enhanced Quranic learning experience, and it is a reflection of the collaborative learning environments that are encouraged by contemporary educational theories (Wenger, 1998). Within the context of the digital era, APP 360 makes a contribution to the consolidation and distribution of Islamic knowledge. It has been brought to light by Ibrahim (2019) that the incorporation of technology, in particular mobile applications, is beneficial to the preservation of religious texts and teachings. It is the responsibility of the applications to act as a repository for a variety of translations, commentaries, and extra materials. This ensures that a vast amount of Islamic knowledge is easily accessible to users all around the world.

According to Roussou and Doulgeridis (2015), this digital preservation is in line with the larger trend of utilizing technology for the purpose of preserving cultural and religious heritage.

Individual learning styles and preferences can be accommodated by the personalization tools that are included in the application. Users have the ability to personalize their educational experience by picking translations in the language of their choice, selecting particular reciters, and gaining access to playlists that are tailored to specific topics. An individual is able to adjust their study of the Quran to better meet their specific requirements and understanding (Reiser & Dempsey, 2018). This personalization is in line with the concepts of personalized learning, which allows individuals to better grasp the Quran. Research conducted in the field of educational psychology, such as that conducted by Deterding et al. (2011), highlights the positive influence that mobile applications have on learning outcomes and motivation. As a result, APP 360 offers more effective tools for the retention of knowledge.

When it comes to solving the issues that arise from the multiplicity of languages among the Muslim community around the world, APP 360 plays a significant role. Because its users come from a wide range of linguistic backgrounds, these programmes frequently provide translations in many languages. This helps to eliminate barriers caused by language differences and makes the Quran more accessible to a wider audience. Research on language accessibility in educational technology (Alves et al., 2020) highlights the value of multilingual assistance by highlighting the importance of reaching diverse audiences through linguistic inclusion. This research also highlights the significance of several languages being supported. According to Siemens and Long (2011), research in the field of educational technology highlights the significance of analytics in the process of enhancing learning platforms and customizing information to cater to the ever-changing requirements of users. According to research conducted in the field of educational technology, immersive technologies such as augmented reality and virtual reality have the potential to improve learning by producing experiences that are both engaging and memorable (Dunleavy et al., 2009). The principles of lifelong learning are highlighted in educational literature as a means of supporting intellectual growth and adjusting to a society that is changing at a rapid pace (Merriam & Leahy, 2005).

There are a great number of diacritical markings that are used to show changes in pronunciation, such as "Shadda" and "Tanween." An automatic speech recognition (ASR) tool that is commercially available for Arabic has been developed by Google (Radia et al., 2012). This product is capable of supporting voice search, dictation, and voice control for the general

audience that speaks Arabic. Additionally, it is able to support numerous Arabic dialects. Consequently, the Arabic automatic speech recognition (ASR) technology developed by Google will be the primary focus of this research project.

In its most basic form, a smart phone is a single, compact gadget that is intended to fulfil all of the user's requirements for handheld computing and communication. It is distinguished from other typical mobile phones, which offer a limited number of functionality, by the fact that the user is able to customize the device to perform tasks in the manner that they choose. It is becoming increasingly common to use smart phones for a variety of purposes, including communication, entertainment, and education, and this trend is expected to continue. The smart phone has emerged as a miraculous instrument for learners of all ages with the ability to make educational content instantly accessible at any time and at the tip of one's fingers for the lowest possible cost or for no cost at all (Al-Fahad, 2009).

The usage of mobile learning has been proved to have a good impact on the acquisition of Islamic education. Research and feedback have demonstrated that more than forty% of those who had never read the Quran began reading it because it was accessible on their mobile devices, available in the language of their choosing, and only a click away. My Quran app was highlighted on CBS News during the month of Ramadan, with the purpose of highlighting how Muslims are embracing the most recent technological advancements by utilizing their preferred app to improve their Islamic knowledge (Harrison et al., 2013).

There are numerous Quranic applications that have been released by the App Stores of Nokia, Blackberry, iPhone, and Android. These applications allow users to download the Holy Qur'an in audio-visual format in a variety of languages, including Arabic text, Quran recitation, Translation, and Tafseer in a variety of languages. Some of the most popular applications, such as Quran In Urdu S60 for Nokia mobiles, offer the Quran in Arabic text together with its interpretation in the Urdu language. Additionally, these applications feature a user interface that supports several languages and an easy-to-understand Tajweed rules (Harrison et al., 2013).

U-Quran, distributed by Black Berry, provides the complete Quran in the stunning Uthmani typeface, along with a user interface that is simple and straightforward to operate. Additionally, it provides verse-by-verse translation and recitation, in addition to bookmarks that are simple to manage and browse. Five Arabic tafsir volumes, including Tafsir Ibn Katheer, are included

in the Quran Tafseer app that can be downloaded from Apple iTunes. There are four different Tafsirs: Tafsir At-Tabari, Tafsir Al-Baghwi, Tafsir As-Saady, and Tafsir Al-Moyasar." The Quran Android application for Android devices offers the text of the Quran, along with full English translations, page navigations, full screen mode, a toggle for Arabic and English Surah titles, lock screen orientation, searches, and the ability to adjust the size of the translation text (Vogel et al., 2007).

The programme known as My-Quran is a one-of-a-kind and highly effective tool that gives us the opportunity to study the Quran on multiple levels using Quranic root words. The workbook for studying the Quran is designed to be compatible with Apple devices. It gives the root words of the Quran along with a full definition of each one. However, Android smartphones do not currently have a capability that allows users to access root words and the meanings associated with them. Consequently, the objective of the proposed research is to create an Android application that would reveal root words in the Quran as well as their meanings in English. Additionally, the app would provide derivations of these terms and the number of times they appear in the Quran. Consequently, this makes it more simpler for a learner to acquire the vocabulary of the Holy Quran because it provides them with an amazing insight into understanding the Holy Quran. In the Holy Qur'an, for example, there are almost two thousand root words. If a person learns ten words every day, then by the end of six months, they will have memorized all two thousand vocabulary terms. Classical Arabic, which is used in the Quran, is one of the languages that is the most dynamic and versatile (Vogel et al., 2007). It is necessary to master the Arabic words of the Qur'an along with their basic meanings in order to comprehend the text. The ability to recall a single root word along with its meaning is considerably simpler for participants who do not speak Arabic. This makes it possible for them to understand the meaning of a large number of words that originate from the same source.

Conclusion

These days, our lives revolve around our smart phones more and more. Immediacy and accessibility to the Internet are being brought about by these gadgets, which has resulted in a change and transformation in the manner in which individuals obtain information. For this reason, it is of the utmost importance to make use of this rapidly developing technology in order to disseminate the teachings of the Quran. The research project known as "APP 360" is an effort to simplify the process of learning and comprehending the Quran for individuals who do not speak Arabic. Each of the following features is included in the Islam 360 application

i.e. Tafseer and more than ten translations of the Quran, each of which comes from a distinct school of thought, are included in the text. More than sixteen recitations of the Qari. Context-based and text-based search capabilities for the Quran. With searchable features, all six Hadees books are available in both English and Urdu. Parts of the Ibadaat, such as Namaz, Roza, and Hajj, are performed with gestures. Every day's routine duas are included in this section.

When compared to previous age groups, the younger generation makes greater use of smart technology, and they are making use of these technologies to learn or recite holy texts, such as the Holy Quran, in digital format. Virtually all of the individuals who participated in the survey had used an application called APP 360 to document their feelings of confusion while they were reading the holy book. In spite of the fact that there have been instances of forgeries in the past and in the present, individuals continue to favor reading the Quran in paperback format rather than reciting it on a mobile or digital device. The primary factors contributing to the doubt are the perception of a forgery or other associated problems, such as typos, medical reasons, and additional causes that have not been disclosed, among other things. The Muslim populace all over the world is either completely oblivious of the digital Quran that is currently available on the market in a variety of digital formats or does not have any awareness about it. First and foremost, Muslims all over the world have been advocating for the establishment of an International Islamic Body that would be completely devoted to and accountable for the monitoring, examination, and endorsement of digital versions of the Quran. Hadiths, which are the sayings of the prophet, are available in a wide variety of digital formats and can be accessed on smart phones and other smart devices such as tablets. Muslims are also placing an emphasis on monitoring other holy texts. On the basis of these findings and facts, it is imperative to implement tangible preventative measures and safeguards in order to monitor not only the digital copies of the holy book, which is the Quran, but also every single resource of Islamic content that is published on the internet. This includes digital content that is accessible on mobile devices and smart phones, tablets and personal computers, digital gadgets, and online Islamic websites, among other things.

Recommendations

- 1) Establish working relationships with academic and research institutes in order to carry out ongoing study on the influence that digital platforms such as APP 360 have on the understanding of the Quran.

- 2) In order to provide access to the platform in areas that have limited resources, it is necessary to establish outreach programmes that will reach underserved groups all over the world.
- 3) Make available to users options that enable them to personalize their learning experience, such as daily Quran study plans that are tailored to their specific needs.

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