

Optimisation of the WhatsApp Application in Learning Tahsīn al-Qur'ān To Improve Students' Reading al-Qur'ān Ability

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ARTICLE INFO

Keywords:

WhatsApp Application;
Tahsīn al-Qur'ān;
Reading al-Qur'ān Ability

Article history:

Received 2022-01-26

Revised 2022-06-19

Accepted 2022-12-06

ABSTRACT

According to the Ministry of Education, Culture, Research and Technology circular, learning for the academic year 2021/2022 can be carried out face-to-face. However, at IAIN Takengon, face-to-face learning is only held for new students, while students still carry out lectures boldly. In learning challenges, many media are used by lecturers, one of which is the WhatsApp application. Including the Tahsīn al-Qur'ān course using the WhatsApp application. This study aims to determine the optimisation and effectiveness of the use of the WhatsApp application in Tahsīn al-Qur'ān learning to improve students' reading Qur'an ability. This research uses mixed research methods (mixed methods study). The data collection technique was carried out using interview and observation techniques with students through zoom meetings and google meet to find qualitative data. In contrast, quantitative data were collected through documentation techniques. Analysis of the data used is also qualitative data analysis and quantitative analysis; qualitative analysis is used to analyse data from interviews and observations of optimising WhatsApp applications in bold learning, while quantitative data analysis is used to analyse the analysis of students' reading ability of the Qur'ān related to the use of the WhatsApp application. in learning Tahsīn al-Qur'ān. The study results in optimising the WhatsApp application were carried out by maximising the use of features or menus in the WhatsApp application. The use of the WhatsApp application in Tahsīn al-Qur'ān learning to improve students' reading of the Qur'ān is quite effective based on the results of the t-test of the pretest and post-test scores where the value of t table with a significant degree of 0.05 and df=16 is obtained $t_{count}=9.419$. Because $t_{count}>t_{table}$ ($9,14>1,746$).

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1. INTRODUCTION

It has been more than two years since the COVID-19 pandemic has not decreased significantly, so the impact of the pandemic is still being felt today, especially in the education sector from Early Childhood Education to Higher Education. In higher education, in particular, although some universities have implemented limited face-to-face meetings, based on the circular of the Minister of Education, Culture, Research and Technology Number 4 of 2021 that learning in universities starting in the odd semester of 2021/2022 will be held with limited face-to-face learning while still implementing health and safety protocols. Or online learning. (Kementrian Pendidikan, 2021). In organising knowledge, universities must continue to prioritise the health and safety of campus residents (students, lecturers, education staff) and the surrounding community. (Kementrian Pendidikan, 2021) In response to the circular, IAIN Takengon took a policy to conduct face-to-face learning for new students (students in semester 1) for the 2021/2022 academic year. Meanwhile, old students (semester three and above) continue online learning. This is done as a precaution against the spread of the Covid-19 virus. In addition, IAIN Takengon also provides free vaccinations for all campus residents before limited face-to-face learning. (Jayadi, 2021). The activity, initiated by the Students of Constitutional Law and the Islamic Student Association of the IAIN Takengon Commissariat, was centred on the main campus, next to Gos Takengon. The general chairman of the Islamic Student Association (HMI) commissariat of IAIN Takengon Nova Singkita, said this collaboration is expected to continue. The vaccination activity was attended by students, lecturers, and the people of Central Aceh. With a total of 109 participants, 63 doses of Moderna I, 43 amounts of Sinovac II, and three doses of Sinovac I. (Jayadi, 2021).

Learning at IAIN Takengon in the odd semester of the 2021/2022 academic year simultaneously begins on September 6, 2021; both new students who are conducted face-to-face are limited, as well as old students, taught online. Senior students who are learning online are not happy with the learning, more so for 3rd-semester students who incidentally, when they were new students in the 2020/2021 academic year, had already undergone online education, this year also online. Practically, the 3rd-semester student has never experienced face-to-face learning. The researcher received the student's complaint because the researcher happened to be teaching a course in 3rd semester in the Madrasah Ibtidaiyah Teacher Education (PGMI) study program. In addition, based on the results of previous research on the perception of new students in online learning during the covid-19 period which showed that "New students of the PAI study program at IAIN Takengon in the 2020/2021 academic year amounted to 62 students, while those who filled out a questionnaire in a google form were 57 students. Fourteen students liked online lectures, while 43 were bored with online lectures. The percentage of those who like online lectures is 24.6%, and those who do not like it are 57.4%." (Suwarno, 2021).

The high percentage of students who are not happy with online learning at IAIN Takengon shows that online learning cannot yet be an ideal solution in learning during the covid-19 period; this is based on the reasons for students who do not like online learning, such as the following "those who are not happy with online lectures argue that a lot of material cannot be understood. It has an impact on the final exam. A lot of lecture material is left behind. There is another reason that it is challenging to read. Understandable, sometimes the network is so tricky that it hinders lectures, especially lectures that use zoom. Another opinion says they do not get knowledge during online studies because the knowledge delivered by lecturers directly is undoubtedly faster for students to understand. Then another reason is that they cannot meet with friends and it is difficult to respond to the lessons given by the lecturer. (Suwarno, 2021).

Seeing the facts above, of course, we want face-to-face learning following student expectations. However, because it has become a policy and for the greater interest of stopping the transmission of COVID-19, we must implement this policy; as citizens who care about our health, we must enforce this policy. The subject that the researcher is capable of is the Tahsn al-Qur'an course, which is a practical course that requires students to be able to read the Qur'an correctly and adequately according to the rules of reading the Qur'an (tajwid science). To achieve this target, the researcher as the subject teacher

strives so that the students' ability to read the Qur'an can increase. One way that researchers do this is by optimising the WhatsApp application in learning the Qur'anic Tahsīn course. This study aims to find out how to optimise the WhatsApp application in learning Tahsīn al-Qur'ān, as well as to determine the effectiveness of Tahsīn al-Qur'ān learning using the WhatsApp application in improving students' reading skills of the Qur'an.

2. METHODS

This research uses mixed research methods. Mixed methods research is a design with philosophical assumptions and an inquiry method. As a methodology, this diverse research involves philosophical beliefs that guide the direction of data collection and analysis and processing the research approach qualitative and quantitative in many phases of the research process. As a method, mixed research focuses on collecting, analysing, and mixing qualitative and quantitative data in a single study or several research series. (Samsu, 2017). The researcher uses a combination of qualitative and quantitative approaches in this study is to provide a better understanding of the research problem than using a single method. The data collection technique was carried out using interview and observation techniques with students through zoom meetings and google meet to find qualitative data.

In contrast, quantitative data were collected through documentation techniques. The data analysis used was also qualitative and quantitative; qualitative research was used to analyse data from interviews and observations related to the optimisation of the WhatsApp application in online learning. In contrast, quantitative data analysis was used to analyse the student's al-Qur'ān reading ability assessment document regarding effectiveness. The use of the WhatsApp application in learning Tahsīn al-Qur'ān.

3. FINDINGS AND DISCUSSION

The Tahsīn al-Qur'ān course at IAIN Takengon is a professional course given to all students from all faculties and study programs (Prodi) because graduation from this course is a prerequisite for students to take part in Community Service Lectures (KPM), sessions Thesis proposal and Thesis trial. The Tahsīn al-Qur'ān course is carried out by providing theory and practice to students in reading the Qur'an. The view is given in the form of a book to be used for independent study by students. Lectures are carried out for one semester, namely 16 face-to-face meetings with details of 1 panel at the beginning of the introduction of the course, 11 sessions for providing theoretical and practical material, two applicable meetings for reading the Qur'an, and two evaluations meetings. (Putih, 2018). However, the situation changes when learning uses an online system, online learning is carried out independently and guided by various learning resources.

Independent learning, which is a learning process initiated by students within a certain period, to help students learn independently, lecturers can prepare various tasks as initiations (triggers) by utilising Information and Communication Technology (ICT). Guided learning is a learning process provided by universities to assist student learning through online tutorials. What is meant by online tutorials is a distance learning process carried out with the primary condition that there is an interaction between students and lecturers or students with other students through ICT-based media intermediaries. (Takengon, 2020). Learn to use digital teaching materials combined with other materials in various forms, formats, media, and sources. Utilising learning media based on information and communication technology; Interaction of learning based on information and communication technology, by minimising the occurrence of direct interaction (on-site) between lecturers and students. The respective faculties regulate lectures in the form of practicum/internship. (Takengon, 2020).

In learning the Tahsīn al-Qur'ān course, which was carried out online, at the first meeting on September 7, 2021, student representatives initiated contacting the researcher as the lecturer in charge of the course the day before the lecture schedule. Next, the researcher ordered the student representatives to create a WhatsApp group for accessible communication and coordination. Furthermore, on Tuesday,

September 7 at 11:00, the researcher announced students to enter via google meet at 11:30 am according to the lecture schedule. The researcher shared the google meet link via WhatsApp. The first meeting through google meet was constrained by several things, including some students who did not have the google meet application on their smartphone. Besides that, the signal is also not good (intermittent). Here's the view of learning using google meet:

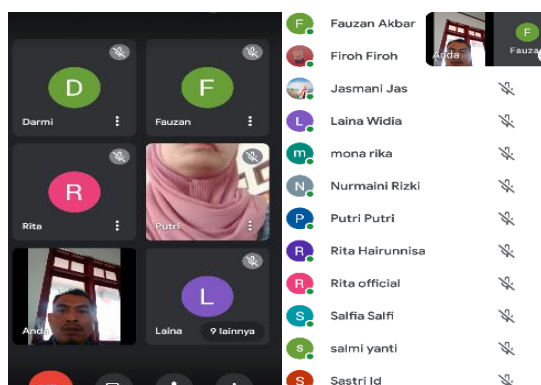


Figure 1. Display of learning using the google meet application

The researcher immediately switched to the WhatsApp application via chat and voice note from that problem. Then there was an agreement with the students to optimise the learning of Taḥsīn al-Qur'ān through the WhatsApp application. At this meeting, as a lecturer in the subject, the researcher also gave a pretest to students about the ability to read the Qur'ān. The researcher appointed students one by one to send videos reading the Qur'ān to know for sure the students' abilities. The following is a display of learning using the WhatsApp application.



Figure 2. Learning to use the WhatsApp application

Some of the criteria for assessing students' ability to read the Qur'an that the researchers used were first, fluency, second, tajwīd, and third, fluency. From the pretest, the average student's ability to read the Qur'an is still lacking. The results of the pretest in learning the Taḥsīn al-Qur'ān course at the first meeting on September 7, 2021, are presented in the following table:

Table 1
Pretest scores for the Tahsîn al-Qur'ân . course
3rd-semester PGMI student

No	Nama mahasiswa	Nilai			Total nilai	Rata-rata
		faṣāḥah	tajwīd	Kelancaran		
1	Salpia	50	50	50	150	50
2	Salmiyanti	55	60	55	170	56,6
3	Putri	75	70	70	205	68,3
4	Sastri	50	60	55	165	55
5	Nurmaini R	60	60	60	180	60
6	Rita M	50	50	50	150	50
7	Wardah	50	40	45	135	45
8	Berlian S	50	40	45	135	45
9	Laina W	50	50	50	150	50
10	Annisa A	70	60	65	195	65
11	Rita H	60	40	45	145	48,3
12	Maulinda	65	60	60	185	61,6
13	Monarika	60	50	55	165	55
14	Darmi	70	65	65	200	66,6
15	Jasmani	40	45	45	130	43,3
16	Fauzan A	70	70	70	210	70
17	Arjuna	65	50	55	170	56,6

From the pretest results, the researchers then optimised the WhatsApp application in learning Tahsîn al-Qur'ân at IAIN Takengon. The WhatsApp application has several features or menus that can be used for learning, including sending sounds, images, files in word and pdf, and videos. Those features are what the researcher optimises. In each meeting, the researchers sent teaching materials in the form of pdf files and also sent videos in the form of mp4 video files. The following is a view of optimising learning using the WhatsApp application.

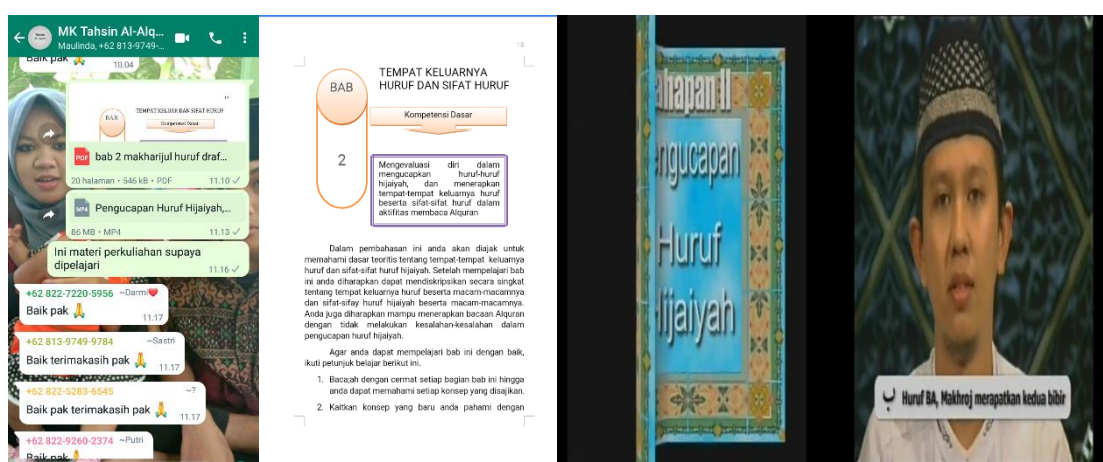


Figure 3. WhatsApp optimisation in learning

The optimisation of the WhatsApp application in this study supports the results of Hendrik Pratama's research which optimises the WhatsApp application by sending learning videos. (Hendrik Pratama, 2016). And also supports the results of Eliana Nurlaeli's research that in optimising the

WhatsApp application, the teacher can provide directions or instructions for doing assignments by using the voice message feature in WhatsApp. (Nurlaeli, 2021).

Furthermore, at the 9th meeting on November 9, the Middle test Examination (UTS) was conducted, the UTS was conducted online via the WhatsApp application. Students are asked to send readings of the Qur'an in the form of video files via WhatsApp. This student's score is then used as a posttest score to determine the effectiveness of learning using WhatsApp. Posttest scores are presented in the following table:

Table 2.
Posttest scores for tahsin al-Qur'an courses for 3rd-semester PGMI students

No	Nama Mahasiswa	Nilai			Total nilai	Rata-rata
		<i>faṣāḥah</i>	<i>tajwīd</i>	Kelancaran		
1	Salpia	65	85	75	225	75
2	Salmiyanti	80	85	75	240	80
3	Putri	80	80	80	240	80
4	Sastri	70	80	80	230	76,6
5	Nurmaini R	80	75	75	230	76,6
6	Rita M	75	80	70	225	75
7	Wardah	60	60	60	180	60
8	Berlian S	60	65	60	185	61,6
9	Laina W	70	70	70	210	70
10	Annisa A	90	90	90	270	90
11	Rita H	80	70	70	220	73,3
12	Maulinda	85	80	75	245	81,6
13	Monarika	80	70	75	225	75
14	Darmi	90	85	85	260	86,6
15	Jasmani	60	55	55	170	56,6
16	Fauzan A	90	90	85	265	88,3
17	Arjuna	85	70	70	225	75

The pretest and posttest values above were then tested for normality of the data. The normality test or prerequisite test is used to test whether the variables are normally distributed or not for the t-test. If the data is not normally distributed, then the researcher must modify it first, but if it is usually distributed, then immediately perform the core test or t-test. The following is the calculation of the data normality test using SPSS.

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.159	17	.200*	.945	17	.387
Posttest	.190	17	.103	.936	17	.277

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The probability value (sig.) for both pretest and posttest is > 0.05 , so it can be concluded that both data are typically distributed so that the t-test or hypothesis testing can be done.

The t-test or hypothesis testing was carried out after the data was declared normal through the Kolmogorov Smirnov normality test. After the information is displayed normal, the t-test is carried out. The t-test was conducted to determine whether there was a difference in the students' ability to read the Qur'an after learning by optimising the WhatsApp application. The following are the results of the t-test.

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-19.70000	4.18285	1.01449	-21.85062	-17.54938	9.419	16	.000

From the table above, it is known that the value of t table with a degree of significance of 0.05 and $df=16$ is obtained $t_{hitung}=9,419$. Because $t_{count}>t_{table}$ ($9.14>1.746$), then H_0 is rejected or H_1 is accepted, which means a significant difference between the pretest and posttest scores. Thus it can be stated that optimising the WhatsApp application in learning Tahsin al-Qur'an to improve students' ability to read the Qur'an is effective.

4. CONCLUSION

Based on the results of the research on Optimising the WhatsApp Application in Tahsin al-Qur'an Learning to Improve Students' Reading Qur'an Ability above, it can be concluded that optimising the WhatsApp application is done by maximising the use of features or menus that exist in the WhatsApp application such as teaching materials in the form of pdf files, learning videos in mp4 format, voice messages. The use of the WhatsApp application in Tahsin al-Qur'an learning to improve students' reading of the Qur'an is quite effective based on the results of the t-test of the pretest and post-test scores where the value of t table with a significant degree of 0.05 and $df=16$ is obtained $t_{count}=9.419$. Because $t_{count}>t_{table}$ ($9.14>1.746$).

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