

# artikel\_optimalisasi.pdf

*by* turnitin turnitin

---

**Submission date:** 17-Apr-2022 04:14PM (UTC+0600)

**Submission ID:** 2487864599

**File name:** artikel\_optimalisasi.pdf (1.35M)

**Word count:** 4149

**Character count:** 22449

## OPTIMIZATION OF THE WHATSAPP APPLICATION IN LEARNING TAḤSĪN AL-QUR'ĀN TO IMPROVE STUDEENTS' RADING AL-QUR'ĀN ABILITY

Suwarno<sup>1</sup>, Evanirosa<sup>2</sup>,

<sup>1,2</sup>Institut Agama Islam Negeri Takengon

<sup>1,2</sup>Aceh Tengah, Indonesia

[fauzansuwarno@gmail.com](mailto:fauzansuwarno@gmail.com)<sup>1</sup>, [Evanirosa8269@gmail.com](mailto:Evanirosa8269@gmail.com)<sup>2</sup>

**Abstract:** According to the circular of 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 *Taḥsīn al-Qur'ān* course using the WhatsApp application. This study aims to determine the optimization and effectiveness of the use of the WhatsApp application in *Taḥsīn al-Qur'ān* learning to improve students' reading Qur'an ability. This research uses mixed research methods. The data collection technique was carried out using interview and observation techniques with students through zoom meetings and googlemeet to find qualitative data, while 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 analyze data from interviews and observations of optimizing whatsapp applications in bold learning, while quantitative data analysis is used to analyze the analysis of students' reading ability of the Qur'an related to the use of the WhatsApp application. in learning *Taḥsīn al-Qur'ān*. The results of the study in optimizing the WhatsApp application were carried out by maximizing the use of features or menus in the WhatsApp application. The use of the WhatsApp application in *Taḥsīn al-Qur'ān* learning to improve students' reading of the Qur'an is quite effective based on the results of the t-test of the pretest and posttest scores where the value of t table with a significance degree of 0.05 and df=16 is obtained  $t_{count}=9.419$ . Because  $t_{count}>t_{table}$  ( $9,14>1,746$ ).

**Keywords:** *WhatsApp Application, Taḥsīn al-Qur'ān, Reading al-Qur'ān Ability.*

**Abstrak:** Sesuai edaran Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi pembelajaran tahun akademik 2021/2022 bisa dilaksanakan secara tatap muka. Namun di IAIN Takengon pembelajaran tatap muka hanya diselenggarakan untuk mahasiswa baru, sedangkan mahasiswa lama masih melaksanakan perkuliahan secara daring. Dalam pembelajaran daring banyak media yang digunakan oleh dosen, salah satunya adalah aplikasi WhatsApp. Termasuk mata kuliah *Taḥsīn al-Qur'ān* menggunakan aplikasi WhatsApp. Penelitian ini bertujuan untuk mengetahui optimalisasi dan efektifitas penggunaan aplikasi *WhatsApp* Dalam Pembelajaran *Taḥsīn al-Qur'ān* Untuk Meningkatkan Kemampuan Membaca *al-Qur'ān* Mahasiswa. Penelitian ini menggunakan metode penelitian campuran (*mixed method*) penelitian campuran (*mixed methods research*). Teknik pengumpulan data yang dilakukan menggunakan teknik wawancara dan observasi dengan mahasiswa melalui *zoom meeting* dan *googlemeet* untuk menemukan data kualitatif, sedangkan data kuantitatif dikumpulkan melalui teknik dokumentasi. Analisis data yang digunakan juga ada analisis data kualitatif dan analisis kuantitatif, analisis kualitatif digunakan untuk menganalisis data hasil wawancara dan observasi terkait optimalisasi aplikasi *whatsapp* dalam pembelajaran daring, sedangkan analisis data kuantitatif digunakan untuk menganalisis dokumen penilaian kemampuan membaca *al-Qur'ān* mahasiswa terkait efektivitas penggunaan aplikasi *whatsapp* dalam pembelajaran *Taḥsīn al-Qur'ān*. Hasil penelitian dalam mengoptimalkan aplikasi *whatsapp* dilakukan dengan memaksimalkan penggunaan fitur atau menu yang ada di aplikasi *whatsapp*. Penggunaan aplikasi *whatsapp* dalam pembelajaran *Taḥsīn al-Qur'ān* untuk meningkatkan bacaan *al-Qur'ān* mahasiswa cukup efektif berdasarkan hasil uji-t dari nilai *pretest* dan *posttest* dimana nilai t tabel dengan derajat signifikansi 0,05 dan df=16 diperoleh  $t_{hitung} = 9.419$ . Karena  $t_{hitung} > t_{tabel}$  ( $9,14>1,746$ ).

**Kata kunci:** *Aplikasi WhatsApp, Taḥsīn al-Qur'ān, Kemampuan Membaca al-Qur'ān*

## 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 <sup>1</sup> Early Childhood Education to Higher Education. In higher education, in particular, although some universities have implemented limited face-to-face meetings, based on <sup>1</sup> 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.(Kemendikbud Ristek, 2021) In organizing knowledge, universities must continue to prioritize 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 3 and above) continue through 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 prior to limited face-to-face learning. (Satiran, 2021) The activity, which was 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 Singkite said that 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 doses of sinovac II, and 3 doses of sinovac I.(Satiran, 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 who are conducted online. For old students who are learning online, they are not happy with the learning, more so for semester 3 students who incidentally when they were new students in the 2020/2021 academic year had already undergone online learning, this year also online. Practically, the 3rd semester student has never experienced face-to-face learning. The student's complaint was received by the researcher because the researcher happened to be teaching a course in semester 3, 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. Of these, 14 students liked online lectures, while 43 students 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 et al., 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 lectures because the knowledge delivered by lecturers directly is certainly 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 et al., 2021). However, there is also online learning that uses the WhatsApp application, which is not adequate; as stated by Mirson Daheri et al. in their

research, it was found that online education through WhatsApp in elementary schools tends to be ineffective. (Daheri et al., 2020). So here, evaluating and optimising WhatsApp use in online learning is necessary.

Seeing the facts above, of course, we want face-to-face learning in accordance with 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 *Tahṣn al-Qur'ān* course, which is a practical course that requires students to be able to read the *Qur'ān* properly and correctly according to the rules of reading the *Qur'ān* (tajwīd 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 is by optimizing the WhatsApp application in learning the Qur'anic *Tahṣīn* course. This study aims to find out how to optimize the WhatsApp application in learning *Tahṣīn al-Qur'ān*, as well as to determine the effectiveness of *Tahṣīn al-Qur'ān* learning using the WhatsApp application in improving students' reading skills of the Qur'an.

## **LITERATURE REVIEW**

### **WhatsApp Application**

WhatsApp is a free cross-platform instant messaging application that also utilizes Voice over IP (VoIP) technology owned by Facebook, Inc. With this technology. Users can send text and voice messages to each other, make voice (audio) and video calls, and share pictures/photos, videos, documents, locations, and other media formats. (Thota & Divatia, 2015). WhatsApp application can be used. On Android, iOS, Windows Phone, BlackBerry OS, and others on mobile devices. WhatsApp can also be used on desktop devices via a web browser with a note that the cell phone and computer are connected to the internet. (Utomo &

Ubaidillah, 2018). WhatsApp has also introduced another version for small-scale businesses such as SMEs and SMEs, known as WhatsApp Business.(Thota & Divatia, 2015).

The presence of WhatsApp Business will maximize the company or line of business in communicating with clients who also use WhatsApp. Information and communication are essential to support productivity and society, which will undoubtedly be needed. WhatsApp has become one of the world's most dominant instant messaging applications. Moreover, during the COVID-19 pandemic, WhatsApp was used as a learning medium in schools from elementary school to college level. (Widiyono, 2020). Thus it can be understood that WhatsApp is an application or feature on a smartphone.

WhatsApp has two billion users globally. This data makes WhatsApp the world's number one instant message with the most users, beating Telegram, LINE, WeChat, and others. However, some users also install other instant messaging applications such as Telegram, LINE, and the like (Thota & Divatia, 2015). The dominance of WhatsApp users in Indonesia is very high. The dissemination of information and any communication is done chiefly through WhatsApp, ranging from business, learning, and private to community/group gatherings. (Thahir et al., 2021).

### **Tahsīn al-Qur'ān**

*Tahsīn* comes from the Arabic language, namely "*ḥassana-yuḥassinu*", which means improving, refining, improving, beautifying or making better than before. In terms of *Tahsīn* is defined as an activity or method to perfect the pronunciation of the Qur'ān as well as possible starting from the pronunciation of the letters and the correctness of the tajwīd law and its rules (Suwarno, 2016). The term *Tahsīn* appears as a synonym for a word that has been first familiar to the Muslims, namely '*tajwīd*', which is often understood as a science that discusses the procedures for reading the Qur'ān properly and correctly and all the demands of

perfection. Linguistically, the term *tajwīd*, equated with *taḥsīn*, has the same meaning: to improve. (Ahmad Annuri, 2015)

Between *taḥsīn* and *tajwīd*, there is no difference. In the book *Qaulu al-Sadīd fī al-Ahkāmi al-tajwīd*, when explaining the linguistic definition of *tajwīd*, Shaykh Ahmad Hijazi wrote *al-Tajwīd* together with *al-Taḥsīn*. If the word *taḥsīn* is described, it comes from the word

حَسَنٌ - يَحْسِنُ - تَحْسِينًا

which means to refine or improve. This word has a meaning with *tajwīd*, which comes from

جَوَّدَ - يَجْوِدُ - تَجْوِيدًا

which means the same, namely improving or making it better. (Wafa, 2003). So it can be understood that *Taḥsīn al-Qur'ān* is an effort to make the reading of the Qur'ān better, better following the rules of *Taḥsīn* science, and even more beautiful in reciting the reading. As stated by Ibn Kathir, "what is required in a shared way is to beautify the voice which is the impetus to recite the Qur'ān, understand it, be humble, submissive, obedient and obedient. (Ahmad Annuri, 2015).

### Research methods

This research uses mixed research methods. <sup>1</sup> Mixed methods research is a research design with philosophical assumptions and an inquiry method. As a methodology, this mixed research involves philosophical assumptions that guide the direction of data collection and analysis, as well as processing the research approach qualitative and quantitative in many phases of the research process. As a method, mixed research focuses on collecting, analyzing, and mixing qualitative and quantitative data in a single study or several research series. (Samsu, 2017). <sup>1</sup> 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 googlemet to find qualitative data, while quantitative data were collected through documentation techniques. The data analysis used was also qualitative data analysis and quantitative analysis, qualitative analysis was used to analyze data from interviews and observations related to the optimization of the WhatsApp application in online learning, while quantitative data analysis was used to analyze the student's al-Qur'ān reading ability assessment document regarding effectiveness. the use of the whatsapp application in learning *Tahsīn al-Qur'ān*.

## **RESULTS AND DISCUSSION**

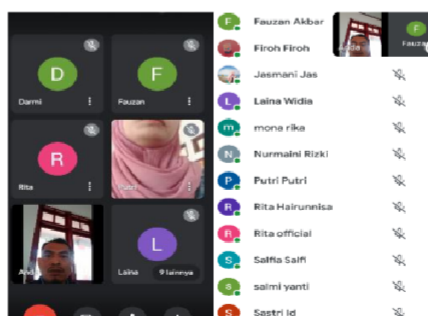
The *Tahsīn al-Qur'ān* course at IAIN Takengon is a skill course given to all students from all faculties and study programs (Prodi), because graduation from this course is a prerequisite for students to take part in Community Service Lectures (KPM), sessions Thesis proposal and Thesis trial. The *Tahsīn 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 meeting at the beginning of the introduction of the course, 11 meetings for providing theoretical and practical material, 2 practical meetings for reading the Qur'an, and two evaluation meetings (Takengon, 2020). However, the situation changes when learning uses an online system, online learning is carried out independently and guided by using various learning resources.

Independent learning, which is a learning process that is initiated by students within a certain period, to be able to help students learn independently, lecturers can prepare various tasks as initiations (triggers) by utilizing 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 main condition that there is interaction between students and lecturers, or students with other students through ICT-based media intermediaries (Takengon, 2021). Learn to use digital teaching materials combined with other materials in various forms, formats, media, and sources. Utilizing learning media based on information and communication technology; Interaction of learning based on information and communication technology, by minimizing the occurrence of direct interaction (on site) between lecturers and students. Lectures in the form of practicum/internship are regulated by the respective faculties. (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 easy communication and coordination. Furthermore, on Tuesday, September 7 at 11:00, the researcher announced to students to enter via googlemet at 11:30 am according to the lecture schedule, then the researcher shared the googlemet link via whatsapp. The first meeting through googlemet was constrained by several things, including some students who did not have the googlemet application on their smartphone. Besides that the signal is also not good (intermittent). Here's the view of learning using googlemet:



**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 optimize the learning of *Tahsīn al-Qur'ān* through the WhatsApp application. At this meeting, the researcher as a lecturer in the subject 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* with the intention of knowing 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 *Tahsīn al-Qur'ān* course at the first meeting on September 7, 2021 are presented in the following table:

**Table 1**  
**Pretest scores for the *Tahsīn al-Qur'ān* . course**  
**3rd-semester PGMI student**

No	Nama mahasiswa	Nilai			Total nilai	Rata-rata
		<i>faṣāḥah</i>	<i>tajwīd</i>	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 optimized the WhatsApp application in learning *Tahsīn al-Qur'ānat* IAIN Takengon. The WhatsApp application has several features or menus that can be used for learning, including sending sounds, images, files in the form of word and pdf, and videos. Those features are what the researcher optimizes. 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 optimizing learning using the WhatsApp application.



**Figure 3. WhatsApp optimization in learning**

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

that in optimizing 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 9th, 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'ān* in the form of video files via WhatsApp. This student's uts 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'ān 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 <sup>a</sup>			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 find out whether there was a difference in the students' ability to read the *Qur'ān*, after learning by optimizing the WhatsApp application. The following are the results of the t-test.

Paired Samples 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 that there is a significant difference between the

pretest and posttest scores. Thus it can be stated that optimizing the WhatsApp application in learning *Tahsīn al-Qur'ān* to improve students' ability to read the Qur'ān is effective.

## CONCLUSION

Based on the results of the research on Optimizing the WhatsApp Application in *Tahsīn al-Qur'ān* Learning to Improve Students' Reading Qur'ān Ability above, it can be concluded that optimizing the WhatsApp application is done by maximizing 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 *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 significance degree of 0.05 and df=16 is obtained  $t_{count}=9.419$ . Because  $t_{count} > t_{table}$  ( $9.14 > 1.746$ ).

## REFERENCE

- Ahmad Annuri. (2015). *Panduan Tahsin Tilawah Al-Qur'an* (Pertama). Pustaka Al Kautsar.
- Daheri, M., Juliana, J., Deriwanto, D., & Amda, A. D. (2020). Efektifitas WhatsApp sebagai Media Belajar Daring. *Jurnal Basicedu*, 4(4), 775–783. <https://doi.org/10.31004/basicedu.v4i4.445>
- Kemendikbud Ristek. (2021). *Surat Edaran Penyelenggaraan Pembelajaran Tatap Muka Tahun Akademik 2021/2022*. 3–5.
- Satiran. (2021). *Vaksin di Kampus IAIN Takengon, 109 orang berpartisipasi*. [https://rri.co.id/takengon/aktual/kesehatan/1222226/vaksin-di-kampus-iaain-takengon-109-orang-berpartisipasi?utm\\_source=terbaru\\_widget&utm\\_medium=internal\\_link&utm\\_campaign=General\\_Campaign](https://rri.co.id/takengon/aktual/kesehatan/1222226/vaksin-di-kampus-iaain-takengon-109-orang-berpartisipasi?utm_source=terbaru_widget&utm_medium=internal_link&utm_campaign=General_Campaign)
- Suwarno. (2016). *Tuntunan Tahsin Al-Qur'an*. Deepublish.
- Suwarno, S., Saputra, E., Wathoni, K., Tamrin, M., & Aini, A. N. (2021). Online Learning in Covid-19 Pandemic: New Student Perspective at Islamic Religious Education Program. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 1366–1373. <https://doi.org/10.35445/alishlah.v13i2.951>
- Takengon, I. (2020). *Buku Panduan Akademik 2020*. IAIN Takengon. <https://www.google.com/search?q=agenda+pendidikan+2020&oq=agenda+&aqs=chrom>

Takengon, I. (2021). *Panduan Pembelajaran Dalam Jaringan*.

Thahir, N. L., Patahuddin, P., Jafar, J., & Amri, A. (2021). Analisis penggunaan aplikasi whatsapp terhadap pembelajaran daring (studi kasus mahasiswa pendidikan biologi FKIP UM parepare). *Journal of Biology Learning*, 3(1), 34. <https://doi.org/10.32585/jbl.v3i1.1349>

Thota, R. S., & Divatia, J. V. (2015). WhatsApp: What an App! *Indian Journal of Critical Care Medicine*, 19(6), 363–365. <https://doi.org/10.4103/0972-5229.158288>

Utomo, S. W., & Ubaidillah, M. (2018). Pemanfaatan Aplikasi Whatsapp Pada Utilization of Whatsapp Application on Problem-based Learning for. *Jurnal Teknologi Pendidikan*, 06(02), 203–204. <file:///C:/Users/ASUS/Downloads/Documents/286891-pemanfaatan-aplikasi-whatsapp-pada-pembe-2bc25496.pdf>

Wafa, A. bin A. A. (2003). *al-Qaulus Sadīd fī ahkāmī al-tajwīd*. Dār al-wafa.

Widiyono, A. (2020). Efektifitas Perkuliahan Daring (Online) pada Mahasiswa PGSD di Saat Pandemi Covid 19. *Jurnal Pendidikan*, 8(2), 169–177. <https://doi.org/10.36232/pendidikan.v8i2.458>

ORIGINALITY REPORT

---

7%

SIMILARITY INDEX

0%

INTERNET SOURCES

7%

PUBLICATIONS

0%

STUDENT PAPERS

---

PRIMARY SOURCES

---

1

Suwarno ., Edy Saputra, Kharisul Wathoni, Muhammad Tamrin, Amalia Nur Aini. "Online Learning in Covid-19 Pandemic: New Student Perspective at Islamic Religious Education Program", AL-ISHLAH: Jurnal Pendidikan, 2021

Publication

7%

---

Exclude quotes On

Exclude matches < 6%

Exclude bibliography On