The Effectiveness of Using WhatsApp as a Media in the Process of Memorizing the Qur'an in Integrated Islamic Elementary Schools during the Covid-19 Pandemic

Risriyadi Subagja[1], Rina Maryanti[2],*

[1]Islamic Religious Education, Indonesian University of Education, Bandung
[2]Department of Special Education, Indonesian University of Education
*Corresponding author: rina.maryanti@upi.edu

Abstrak: *Tujuan dari kegiatan pengabdian masyarakat yang diuraikan dalam tulisan ini adalah untuk mengetahui tingkat efektivitas penggunaan WhatsApp dalam mendukung proses penghafalan Al-Qur'an. Pengukuran efektivitas tersebut menggunakan metode kuantitatif, dengan model Pre Experimental Design karena data yang dikumpulkan dan analisisnya bersifat kuantitatif. Sasaran dari kegiatan ini adalah peserta didik di Sekolah Dasar Islam Terpadu yang populasinya sebanyak 106 orang, yang kemudian diambil sampel sebanyak 10 orang dari kelas 4 dan 5. Langkah pertama dalam kegiatan ini adalah dengan memberikan pre-test kepada peserta didik dengan 10 pertanyaan tentang menghafal Al-Qur'an yang menggunakan skala Likert Ya atau Tidak. Setelah melakukan pre-test, kemudian diberlakukan proses menghafal Al-Qur'an dengan menggunakan WhatsApp sebagai medianya. Langkah terakhirnya yaitu melakukan Post-test dengan pertanyaan yang sama seperti pada pre-test yang kemudian data hasil pre-test dan post-testnya diuji efektivitasnya dengan menggunakan formula N Gain. Hasil pengujian menunjukkan bahwa penggunaan WhatsApp sebagai media dalam proses menghafal Al-Qur'an tidak efektif, karena rata-rata persentase N Gain yang dihasilkan adalah 26,40 yang berarti lebih kecil dari 40,00. Oleh karena itu dalam menghafal Al-Qur'an diperlukan fasilitas yang memadai dalam melakukan pembelajaran daring dan sering melaksanakan bimbingan tata cara pelaksanaan pembelajaran daring.*

Kata kunci: *Al-Qur'an, Menghafal, WhatsApp*

Abstract: *The purpose of this study was to determine the level of effectiveness of using WhatsApp in supporting the process of memorizing the Qur'an. To support this research, the researcher uses a quantitative method, with a pre experimental design model because the data collected and the analysis are quantitative. The target of this research is students in the Integrated Islamic Elementary School with a population of 106 people, which is then taken as many as 10 people from grades 4 and 5 for research. The first step in this research is to give a pre-test to students with 10 questions about memorizing the Qur'an using a Yes or No Likert scale. After doing the pre-test, then the process of memorizing the Qur'an was implemented using WhatsApp as the medium. The last step is to do a post-test with the same questions as in the pre-test, then the data from the pre-test and post-test results are tested for effectiveness using the N Gain formula. The results of this study indicate that the use of WhatsApp as a medium in the process of memorizing the Qur'an is not effective. Because, it can be seen from the average Percentage of N Gain that is produced is 26.40 which means it is smaller than 40.00. Therefore, in memorizing the Qur'an, adequate facilities are needed in conducting*

online learning and often carrying out guidance on procedures for implementing online learning.

Keywords: *Al-Qur'an, Memorize, WhatsApp*

1. Introduction

Currently the world is being hit by a fairly terrible pandemic, the pandemic is a coronavirus pandemic or also known as Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) is a new virus that infects the respiratory system of infected people, this virus is commonly called Covid -19 (Larasati, 2020). For almost two years the Covid-19 pandemic has hit Indonesia, based on the statistical data of covid19.go.id, to date there are 3.37 million positive cases of the COVID-19 virus in Indonesia, with 2.73 million. recovered patients and 92,311 deaths. Based on these data, the number of Covid-19 cases in our country is increasing day by day. This certainly has an impact on all aspects of people's lives, one of which is education. The world of education faces many obstacles (Handarini & Wulandari, 2020).

Since the beginning of 2020 until the middle of 2021, the field of education in various parts of the world has undergone changes and adjustments to the coronavirus pandemic that occurred. Indonesia is no exception, starting March 14, 2020 until early August 2021. In this online learning, the right learning media is needed (Syarifudin, 2020) so that in its use it is effective and efficient and does not drain the quota too much and learning remains interactive as usual. Therefore, an educator must be able to increase his knowledge, master and develop learning media, and be able to improve learning achievement in accordance with competency standards, basic competencies, and indicators. Based on this, we need an application that is easy to use, saves quota and can be used as a learning medium (Baety, 2021).

In several studies, it has indirectly been a solution to the impact of the Covid-19 pandemic on the distance learning process (Mustakim, 2020; Rahmanto & Bunyamin, 2020). However, some of these studies only focused on learning in general, therefore in this study, it will be discussed exclusively related to learning to memorize the Qur'an (Anugrahana, 2020; Nurhayati, 2020). Based on the explanation above, the WhatsApp application can be one of the effective and efficient learning media in online learning. By using the WhatsApp application, it is hoped that it can facilitate the distance learning process, including the process of memorizing the Qur'an in Integrated Islamic Elementary Schools.

2. Method

The research method used by the researcher is a quantitative method, with a pre experimental design model because the data collected and the analysis are quantitative. This research can be categorized as field research with descriptive research nature. As for the place and time of research at the Integrated Islamic Elementary School on August 30, 2021 – September 1, 2021, more precisely when carrying out phase 2 Thematic Real Work Lectures at the Indonesian Education University in 2021. For technical data collection using a questionnaire. The data analysis used is descriptive qualitative analysis, namely analyzing, describing, and summarizing various conditions, situations from various data collected in the form of interviews, questionnaires or observations about the researched problems that occur in the field (Batubara & Batubara, 2020).

There are 3 steps carried out in this study, the first is to do a pre-test to students via Google Form, with a questionnaire instrument in the form of a Likert scale with 2 choices, namely Yes and No. Then guidance on memorizing the Qur'an was carried out using WhatsApp as the medium. The last step is the Post-Test with the same questionnaire as the pre-test. After the results of the Pre-test and Post-test are available, their effectiveness is then tested using the N Gain formula (Baety, 2021; Riyanda, 2020).

3. Results and Discussion

This research was conducted at the Integrated Islamic Elementary School. It starts with asking the principal for permission to conduct research and conduct interviews about the number of students in the school. The number of registered students is 106 people. Then the research sample was taken as many as 10 students from grades 4 and 5.

Table 1 shows the results of the pre-test and post-test of the 10 students who were sampled in this study.

Table 1. Data on Students' Pre-test and Post-test Results

No	Question	Pre-test	Post-test
1	Can you memorize the Qur'an without being guided?	10	10
2	Do you know about the benefits of memorizing the Qur'an?	4	6
3	Do you know the contents of the Qur'an?	5	6
4	Have you memorized more than 10 surahs in the Qur'an?	10	6
5	Do you know what is meant by Tahsin?	3	6
6	Can you read the Qur'an?	8	7
7	Do you like memorizing the Qur'an?	3	7
8	Do you understand Tajweed?	5	7
9	Are you easy to memorize the Qur'an?	6	7
10	Do you know another name for the Qur'an?	3	6

After the results of the Pre-test and Post-test above are found, then the effectiveness test is carried out using the N Gain formula, the results can be seen in Table 2-5.

Table 2. Data of Effectiveness Test Results N Gain

Category Scores N Gain		
N	Valid	10
	Missing	0

Table 3. Data of N Gain Effectiveness Test Results

		Frequency	Percent	Cumulative Percent
Valid	High	2	20	20
	Medium	5	50	70
	Low	3	30	100
	Total	10	100	

Table 4. Data of N Gain. Effectiveness Test Results

N Gain Percentage		
N	Valid	8
	Missing	2
Mean		26.40
Minimum		-50
Maximum		57

Table 5. Data of Effectiveness Test Results N Gain

N Gain Percentage					
		Freq.	Percent	Valid Percent	Cumulative Percent
Valid	-50	1	10.0	12.5	12.5
	20	1	10.0	12.5	25.0
	25	1	10.0	12.5	37.5
	33	1	10.0	12.5	50.0
	40	1	10.0	12.5	62.5
	43	2	20.0	25.0	87.5
	57	1	10.0	12.5	100.0
	Total	8	80.0	100.0	
Missing	System	2	20.0		
Total		10	100.0		

The discussion of the results of this study shows that the use of WhatsApp as a medium in the process of memorizing the Qur'an is not effective, because the average N Gain score is 26.40 which means it is smaller than 40.00, so it is included in the effective category (Sugiharti, 2019).

4. Conclusion

The conclusion of this study shows that online learning is still a big problem in the world of education. However, these problems cannot be used as an excuse until we stop learning (Sun'iyah, 2020; Nurhayati, 2020). Many things can be done to overcome these problems, one of which is to use adequate facilities in conducting online learning and often provide guidance on procedures for implementing online learning.

Acknowledgements

References

Anugrahana, A. 2020. Hambatan, Solusi dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 oleh Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 10(3), 282-289.

Baety, D.N. & Munandar, D.R. 2021. Analisis Efektifitas Pembelajaran Daring Dalam Menghadapi Wabah Pandemi Covid-19. *Edukatif : Jurnal Ilmu Pendidikan*, 3(3), 880-889.

Batubara, H.H. & Batubara, D.S. 2020. Penggunaan Video Tutorial Untuk Mendukung Pembelajaran Daring Di Masa Pandemi Virus Corona. *Muallimuna: Jurnal Madrasah Ibtidaiyah*, 5(2), 74-84.

Handarini, O.I. & Wulandari, S.S. 2020. Pembelajaran Daring Sebagai Upaya Study From Home (SFH) Selama Pandemi Covid 19. *Jurnal Pendidikan Administrasi Perkantoran*, 8(3), 496-503.

Larasati, M.A. 2020. Evektifitas Media Pembelajaran Daring Edmodo dalam Perkuliahan Pendidikan Agama Islam pada Masa Pandemi Covid-19. *Tambora Journal*, 4(2A), 77-82.

Mustakim, M. 2020. Efektivitas Pembelajaran Daring Menggunakan Media Online Selama Pandemi Covid-19 pada Mata Pelajaran Matematika. *Al Asma: Journal of Islamic Education*, 2(1), 1-12.

Nurhayati, E. 2020. Meningkatkan keaktifan siswa dalam pembelajaran daring melalui media game edukasi quiziz pada masa pencegahan penyebaran covid-19. *Jurnal Paedagogy*, 7(3), 145-150.

Rahmanto, M.A. & Bunyamin, B. 2020. Efektivitas Media Pembelajaran Daring Melalui Google Classroom. *Jurnal Pendidikan Islam*, 11(2), 119-135.

Riyanda, A.R., Herlina, K. & Wicaksono, B.A. 2020. Evaluasi Implementasi Sistem Pembelajaran Daring Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung. IKRA-ITH HUMANIORA : *Jurnal Sosial dan Humaniora*, 4(1), 66-71.

Sugiharti, S.D., Supriadi, N. & Andriani, S. 2019. Efektivitas Model Learning Cycle 7E Berbantuan E-Modul Untuk Meningkatkan Kemampuan Berpikir Kritis Peserta Didik SMP. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 8(1), 41-48.

Sun'iyah, S.L. 2020. Media Pembelajaran Daring Berorientasi Evaluasi Pembelajaran pada Mata Pelajaran PAI di Tingkat Pendidikan Dasar. *DAR EL-ILMI : Jurnal Studi Keagamaan, Pendidikan dan Humaniora,* 7(1), 1-18.

Syarifudin, A.S. 2020. Impelementasi Pembelajaran Daring Untuk Meningkatkan Mutu Pendidikan Sebagai Dampak Diterapkannya Social Distancing. *Jurnal Pendidikan Bahasa dan Sastra Indonesia Metalingua*, 5(1), 31-34.