

## **The degree of using interactive and non-interactive E-learning media in Quranic recitation courses for Arabic and non-Arabic speaking students at the World Islamic Sciences and Education University during the Corona pandemic**

**Ibtihaj Radi Abdul Rahman**  
**WISE**

### **ABSTRACT**

This study aims to show the degree of using interactive and non-interactive e-learning media in Quranic recitation courses for Arabic and non-Arabic speaking students at the World Islamic Sciences and education University during the Corona pandemic.

This research is based on my experience in teaching this course at University of Jordan and the World Islamic Sciences University.

The research includes a Questionnaire indicating the level of usage of E- learning for Arabic and non-Arabic speakers.

It presents the basic problems which faced Arabs and non-Arabic speakers during their process of learning recitation and memorization courses and offers solution and recommendations to try and solve the problems faced in this field of studies.

The study concludes that there are no statistically significant differences in the impact of the Corona virus on the use of interactive and non-interactive electronic learning methods due to the variable of gender and nationality.

### **KEYWORDS:**

(COVID-19), E- learning, Quranic Recitation.

## درجة استخدام وسائط التعليم الإلكتروني التفاعلية وغير التفاعلية في مسابقات القراءات القرآنية لدى الطلبة الناطقين باللغة العربية وغير العربية في جامعة العلوم الإسلامية العالمية في أثناء جائحة كورونا

ابتهاج راضي

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### ملخص

تهدف هذه الدراسة إلى إظهار درجة استخدام وسائط التعليم الإلكتروني التفاعلية وغير التفاعلية في مسابقات القراءات القرآنية لدى الطلبة الناطقين باللغة العربية وغير العربية في جامعة العلوم الإسلامية العالمية في أثناء جائحة كورونا. يستند هذا البحث إلى خبرتي في تدريس هذه المادة في الجامعة الأردنية وجامعة العلوم الإسلامية العالمية؛ حيث يتضمن استبانة توضح مستوى استخدام التعلم الإلكتروني للناطقين باللغة العربية وغير العربية. ويعرض المشكلات الأساسية التي واجهت الناطقين العرب وغير الناطقين باللغة العربية أثناء تعلمهم مسابقات القراءات القرآنية، ويقدم الحلول والتوصيات لمحاولة حل المشكلات التي تواجههم في هذا المجال من الدراسات. وتوصلت الدراسة إلى عدم وجود فروق ذات دلالة إحصائية في تأثير فيروس كورونا على استخدام أساليب التعلم الإلكتروني التفاعلية وغير التفاعلية تعزى لمتغير الجنس والجنسية.

### الكلمات المفتاحية:

(كوفيد -19)، التعلم الإلكتروني، القراءات القرآنية.

## 1.Introduction:

The spread of the new COVID-19 corona virus has led to serious changes in social interaction and organization around the world, including the profound interruption of the education sector (Murphy 2020).

(COVID-19) virus causes a necessity methods to develop methods of teaching the Holy Qur'an through the use of modern technology and maximise the benefit from global technology in this aspect; relying on the different forms of modern technology in order to accelerate and cope with the global scientific movement.

This study includes theoretical information about E- learning and an applicable questionnaire followed by a practical plan of teaching Tajweed to non-Arabic speaking students.

### Objectives of the study:

This research provides suggestions to help solve the problems faced in teaching recitation and intonation to non arabic speakers through E-learning.

It deals with the lack of an appropriate and properly prepared curriculum.

A. Enabling and qualifying students to teach the Islamic culture and sciences.

### Problem of Research

This paper attempts to answer the following questions:

A-What is the degree of using interactive and non-interactive E-learning media?

B- Are there statistically significant differences in the effect of the Corona virus on the use of interactive and non-interactive electronic learning methods, according to the variables of gender, nationality, and academic year?

## 2. Literature Review

### 2.1. Online Learning in the Quran Reading Class during Covid-19 Pandemic

This research explored undergraduate students' and instructors' perceptions of the emergency online learning of Quran reading in Indonesia. Several aspects were analysed to compare the students' perspective towards face-to-face class versus online learning, including class interaction, learning experience, motivation, satisfaction and comfort level. The study also compared students' Quran reading performance in the online-learning setting with the records from a traditional face-to-face class during the previous year. The survey and performance data were obtained from 923 students. The findings indicated no significant difference in students' performance between Quran reading classes in face-to-face and online classroom settings (Yahya, Rahman, Siddiq, & Parihat, 2021).

### 2.2. CHALLENGES OF ISLAMIC TEACHERS IN IMPLEMENTING THE TAHFIZ QUR'AN PROGRAM DURING THE COVID-19 PANDEMIC.

This study aimed to determine the challenges and how to minimize the challenges in implementing the Qur'an tahfiz program at Al Azhar Private Primary School Medan. The method used by researchers is a descriptive qualitative method and uses interview and observation instruments and data analysis using triangulation.

As for the conclusion of this study, the importance of the cooperation of teachers and parents in paying attention, directing and motivating students to take part in the learning process, especially in following the implementation of the tahfiz Qur'an program from schools. (Pakam, Tamiang, & Medan, 2021)

### 2.3. Impact of the Covid-19 Pandemic and Online Islamic Learning for Students.

This study aims to examine the impact of the pandemic on the online PAI learning process for Indonesian students. The type of research used is using a qualitative descriptive approach, and the type of research used is through observation, documentation.(Angraeni, Irpani, & Tabroni, 2022).

**As for this research, The difference is that** our study clarifies the importance of the usage of E- learning in raising the students' levels and developing their skills.

Besides that, it includes theoretical information about Quranic recitation courses and (Interactive and none Interactive) E- learning, also, the research includes a Questionnaire indicating the level of usage of E- learning for Arabic and non-Arabic speakers at WISE University.

### **3. E- learning through (COVID-19) virus:**

As this virus threatens the health of people, so it has a great influence on their learning, besides other aspects of life; the governments try to protect citizens from **(COVID-19)** virus, so they refuge to put many restrictions and rules to solve this phenomena by E-learning, because It is amethod enabling people to learn where ever they are via Entrent which includes several interactive and none interactive ways of education with out direct contuct with people; as Det(2003) says:"learning which combines online and face to face approaches".

Also, some studies concluded that E-learning is better than face-to-face, for example; Gonzalez (2020) analysed students' performance during the pandemic and concluded that students performed significantly better in the online-learning format, compared to student performance reflected in records of the face-to-face class from the previous year.

#### **3.1. Advantages of E- learning:**

A-It enables many students to get access to information.

B-It is an easier and faster way of researching IE, through websites and electronic resources.

C-Saves time and energy for teachers and students alike.

d-facilitates acceptance of individual differences among students.

e-Encourages students to compete by expressing themselves. (Eljo Kong1988; p.115\_122).

#### **3.2. Quranic recitation courses:**

In many places, instructors of the Quran, often known as Ustaz, have traditionally taught the Quran-reading class in the face-to-face classroom (Raja Yusof et al. 2011). However, in the last 10 years, several countries have developed the Quran online class for Muslims who may not have convenient access to a masjid (mosque) or madrasah (Islamic school). (Yahya, et al. 2021, p.145).

**This course aims to** encourage people to recite the Holy Qur'an fluently and correctly, teaching the beginners to spell the letters with diacritics and stresses, and memorizing surat Al-Fatihah and some short suras. (Haqqani, 2006)

#### **3.3. Teaching Methods:**

- 1- Lectures.
- 2- Repeating after the teacher, individually or in a group.
- 3- Using colored Qur'an.
- 4- Power points.
- 5- Qur'an videos of famous reciters in YouTube.

- 6- Using Qur'an translations to help non-Arabic speakers read Juz' Ammah correctly and understand its meaning.
- 7- Revising in groups and peers. (Rongas et al, 2004)

### 3.4. Special Teaching Methods required in this course:

- 1- Pronouncing each letter correctly, compound letters, and separated letters (carol 2000).
- 2- Uncovering recitation mistakes in Juz' Ammah.
- 3- Giving suggestions on how to eliminate these mistakes.
- 4- Understanding the meanings of some words in Juz' Ammah.

In this course for speakers of other languages they will be able to recite the Holy Qur'an by spelling without any difficulty.

Identifying individual letters, compound letters with diacritics which is a preface to the recitation and memorizing the Holy Qur'an.

## 4. METHODOLOGY

The type of this research used a survey approach; it includes a Questionnaire indicating the level of the impact of (COVID-19) virus on E-learning Quranic recitation courses in (WISE). (Sugiyono, 2013).

The first and second questions were answered using arithmetic averages, standard deviations, and descending order. The third question was answered using arithmetic averages, standard deviations, and t-tests for the gender variable and the nationality variable, One-way ANOVA analysis, Post-hoc comparisons, and Arithmetic averages according to the Academic year variable.

### 4.1. Instrument and Procedures

The study tools consisted of a questionnaire, consisting of two fields of the impact of the Corona virus on the use of interactive and non-interactive Electronic learning methods, for each field seven paragraphs, three-answers, as a final form, where the initial form consisted of two fields with (9) paragraphs for each, and after the presentation; the specialist agreed to delete two paragraphs.

## 5. Study sample

The sample of the study consisted of students from the University of Islamic Sciences who are studying in a college Da'wah and Fundamentals of Religion, the total number of students 250.

After answering the questionnaires, the study sample becomes (123) male and female students, as in the table 1:

**Table No. (1) Study sample**

Variable	level	Frequency	Percentage
Gender	male	66	53.7
	female	57	46.3
	Total	123	100.0
Nationality	Arab	41	33.3
	Non-Arab	82	66.7
	Total	123	100.0
Academic year	first	62	50.4
	second	54	43.9
	third	7	5.7
	Total	123	100.0

It is noticed from the table1 that the study sample consisted of (66) male and (57) female students. As for the variable of nationality, the number of Arab students was (41), while the number of non-Arab students was (82), and according to the variable of the academic year, the number of students in the first year (62) and the second year (54), while the number of students in the third year was (7).

### 5.1. Validity and Reliability

To verify the validity of the questionnaire, the Pearson correlation coefficient was calculated between the paragraph and its domain and between the paragraph and the questionnaire as a whole (Bowley, 1928), as in the table 2:

**Table No. (2) Pearson's correlation coefficient for the interactive E learning media domain.**

items	interactive E learning media	questionnaire as all
video conference like zoom	.692**	.536**
audio conferences	.676**	.638**
What Sapp chat	.694**	.641**
discussion groups Microsoft team	.679**	.593**
conversation programs like chat	.648**	.625**
short programs such as YouTube	.554**	.579**
interactive satellite programs	.551**	.528**
domain as all		.921**

It is noticed from the table 2 that the correlation coefficient between the items with the first domain is (0.55 - 0.69), while the Pearson correlation coefficient between the items with the questionnaire as all is (0.528 - 0.641), and the correlation coefficient between the first domain with the questionnaire as all is (0.921) All of them are suitable for this study.

**Table No. (3) Pearson's correlation coefficient for the second domain.**

items	None interactive E learning media	questionnaire as all
e-mail	.547**	.520**
magnetic disk (CDs)	.509**	.594**
What Sapp application	.745**	.772**
Electronic magazines	.583**	.527**
websites	.715**	.707**
non-interactive video	.609**	.562**
data show	.594**	.529**
Domain as all		.912**

It is noticed from the table 3 that the correlation coefficient between the items with the first domain is (0.509 - 0.745), while the Pearson correlation coefficient between the items with the questionnaire as all is (0.520 - 0.772), and the correlation coefficient between the first domain with the questionnaire as all is (0.912). All of them are suitable for this study.

**Table No. (4) Cronbach's alpha reliability coefficient**

Domain	n	coefficient alpha
interactive E learning media	7	0.82
None interactive E learning media	7	0.80
Total	14	0.87

It is noticed from the table 4 that the reliability coefficient of Cronbach's alpha (Raykov, & arcoulides, 2019) for the first domain is (0.82) and for the second domain is (0.80), while the reliability coefficient for the total is (0.87) and all of them are suitable for the test in the current study.

## 5.2. Study Results:

### A. Results related to the first question:

What is the impact of the Corona virus on the use of interactive Electronic learning?

**Table No. (5) Arithmetic means, standard deviations, and descending order of the impact of the Corona virus on the use of interactive electronic teaching methods.**

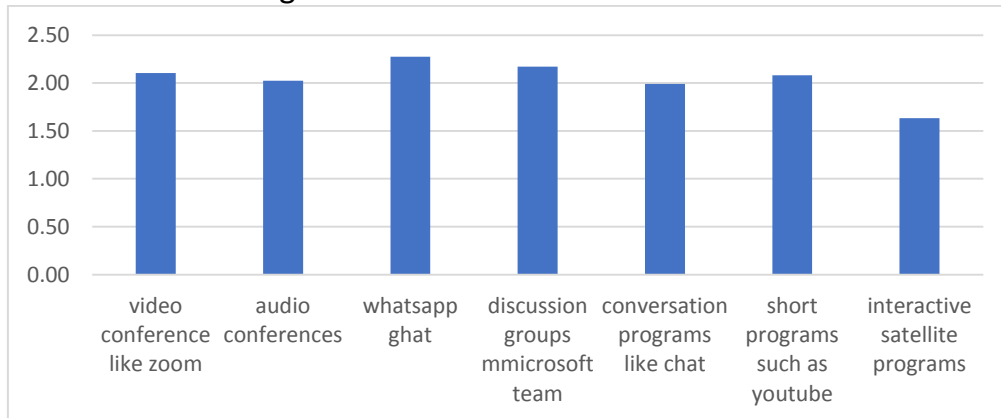
	Mean	Std. Deviation	order
video conference like zoom	2.11	0.699	3
audio conferences	2.02	0.659	5
What Sapp chat	2.28	0.761	1
discussion groups Microsoft team	2.17	0.754	2
conversation programs like chat	1.99	0.707	6
short programs such as YouTube	2.08	0.742	4
interactive satellite programs	1.63	0.604	7
interactive E learning media	2.04	0.453	

It is noticed from the table 5 that the average of the first domain is (2.04) and a standard deviation of (0.453), while the average of the impact of the Corona virus on the use of interactive Electronic learning media is between (1.63 - 2.28), and a standard deviation is between (0.60 - 0.76).

The results show that the highest use of What Sapp chat with an average of (2.28), followed by discussion groups Microsoft team with an average of (2.17), while the lowest is interactive satellite programs with an average of (1.63), followed by conversation programs like chat with an average of (1.99); this may be due to its high price and the difficulty of obtaining it for students.

The following figure shows the arithmetic averages for the use of interactive programs.

**Figure No. (1) Arithmetic averages of the impact of the Corona virus on the use of interactive Electronic teaching methods.**



### B. Results related to the second question:

What is the impact of the Corona virus on the use of non-interactive Electronic learning?

**Table No. (6) Arithmetic means, standard deviations, and descending order of the impact of the Corona virus on the use of non-interactive Electronic teaching methods.**

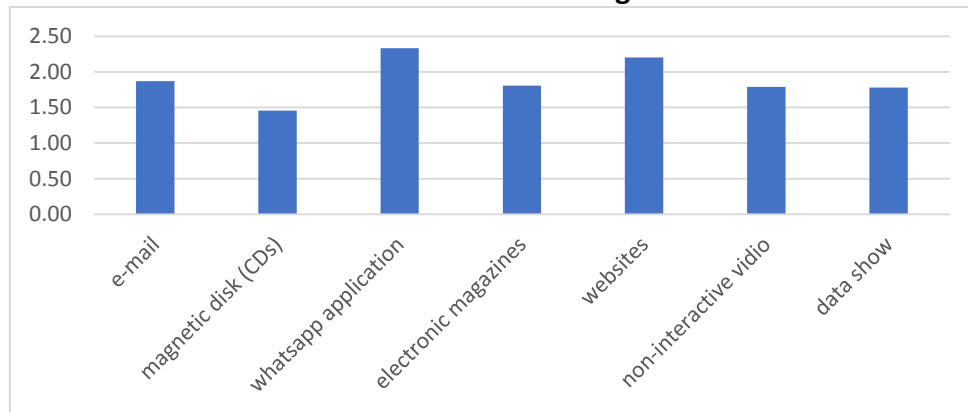
	Mean	Std. Deviation	Order
e-mail	1.87	0.735	3
magnetic disk (CDs)	1.46	0.631	7
What Sapp application	2.33	0.732	1
electronic magazines	1.80	0.732	4
websites	2.20	0.735	2

non-interactive video	1.79	0.681	5
data show	1.78	0.634	6
None interactive E learning media domain	1.89	0.430	

It is noticed from the table 6 that the average of the second domain is (1.89) and a standard deviation of (0.430). As for the average of the impact of the Corona virus on the use of non-interactive Electronic teaching methods is between (1.46 - 2.33), and the standard deviation is between (0.631 - 0.735), the results show the use of What Sapp application with an average of (2.33), followed by websites with an average of (2.20), while the lowest was magnetic disk (CDs) with an average of (1.46), and followed by data show with an average of (1.78).

The following figure shows the arithmetic averages and standard deviations of the use of non-interactive programs.

**Figure No. (2) Arithmetic averages of the impact of the Corona virus on the use of non-interactive Electronic teaching methods.**



### C. Results related to the third question:

Are there statistically significant differences in the effect of the Corona virus on the use of interactive and non-interactive electronic learning methods, according to the variables of gender, nationality, and academic year?

To answer this question, the arithmetic means and standard deviations, t-tests for the variable of gender and nationality, One-way ANOVA analysis, Post-hoc comparisons, and Arithmetic averages were calculated on the impact of the Corona virus according to the Academic year variable.

**Table No. (7) T-test according to the gender variable**

	gender	N	Mean	Std. Deviation	T	Sig.
interactive E learning media	male	66	2.00	0.546	-1.172	0.244
	female	57	2.09	0.311		
None interactive E learning media	male	66	1.85	0.478	-1.055	0.294
	female	57	1.93	0.366		

It is noticed from the table 7 that there are differences in averages between males and females in the effect of the Corona virus on the use of interactive electronic teaching methods, However, these differences are not statistically significant, while it was (0.244) for the first field.



It is also noticed from the previous table that there are differences in the averages between males and females in the effect of the Corona virus on the use of non-interactive electronic teaching methods, but these differences are not statistically significant, where it was (0.294) for the second field.

**Table No. (8) T-test according to the nationality variable**

	Nationality	N	Mean	Std. Deviation	t	Sig.
interactive E learning media	Arab	41	2.10	0.289	1.320	0.189
	Non-Arab	82	2.01	0.515		
None interactive E learning media	Arab	41	2.01	0.360	2.149	0.034*
	Non-Arab	82	1.83	0.452		

It is shown from the table 8 that there are statistical differences in the averages between Arabs and Non-Arab in the impact of the Corona virus on the use of interactive electronic teaching methods, but these differences are not statistically significant, where the significance level was (0.189).

It is also noticed from the previous table that there are statistical differences in the averages between Arabs and Non-Arab in the impact of the Corona virus on the use of non-interactive electronic learning methods.

However, these differences are statistically significant where the level of significance was (0.034), which mean that the average of Arab students was higher, and its value is)2.01).

**Table No. (9) Arithmetic averages of the impact of the Corona virus according to the Academic year variable**

	Academic year	N	Mean	Std. Deviation
interactive E learning media	1	62	1.92	0.532
	2	54	2.17	0.323
	3	7	2.08	0.284
	Total	123	2.04	0.453
None interactive E learning media	1	62	1.77	0.469
	2	54	2.01	0.345
	3	7	2.02	0.408
	Total	123	1.89	0.430

It is noticed from the table 9 that there are differences in the arithmetic averages in the impact of the Corona virus on the use of interactive and non-interactive Electronic methods according to the variable of the Academic year, and to know if these differences are statistically significant, a one-way ANOVA analysis was used as in the table 10:

**Table No. (10) One-way ANOVA analysis of the impact of the Corona virus according to the Academic year variable**

		Sum of Squares	df	Mean Square	F	Sig.
1	Between Groups	1.750	2	0.875	4.508	0.013*
	Within Groups	23.292	120	0.194		
	Total	25.042	122			
2	Between Groups	1.838	2	0.919	5.318	0.006*
	Within Groups	20.737	120	0.173		
	Total	22.575	122			

It is noticed from the table 10 that there are statistically significant differences in the impact of the Corona virus on the use of interactive and non-interactive Electronic methods according to Academic year variable, to determine the location between the levels of the Academic year variable, the Post-hoc comparisons were calculated as in the table 11:

**Table No. (11) Post-hoc comparisons for the impact of the Corona virus according to the Academic year variable**

Dependent Variable	Academic year		Mean Difference (I-J)
interactive E learning media	1	2	-.24535-*
		3	-0.15767
	2	3	0.08768
None interactive E learning media	1	2	-.24364-*
		3	-0.25082
	2	3	-0.00718

The Post-hoc comparisons concluded that there were statistically significant differences in the field of interactive electronic methods in favor of the higher academic year students. The study also concluded that there were statistically significant differences in the field of non-interactive Electronic materials in favor of the higher academic year students.

### 5.3. Limitations:

Place limits: The study was conducted at the World Islamic studies University.

Date limits: the study was done at the end of the first semester, for the 2023 academic year.

As results of these limitations, the study is determined by the study sample.

### 6. Discussion:

The students express their use of the interactive E- learning methods with the highest user percentage are **WhatsApp chat and discussion groups Microsoft team**; this is attributed to their easy use, simple cost, and the great benefits of using them, especially the visual; this because they are free and accessible to all sites, and they are part of our lives. These programs are distinguished by speed, clarity, and the ability to deal with them remotely.

While **interactive Satellite programs, conversation programs** like chat have the lowest percentage, due to its high price and lack of spread.

This study emphasizes that the percentage of non-interactive E- learning mediums: **watts sap application and websites** are the highest percentage; This due to its easy use, low cost, and its spread in every device, and the communication through it so easily.

Whereas the **Magnetic disks (CDs) and Data show** get the lowest percentage;

Because all programs are transmitted via the Internet in Corona, and as for the data show, it is used in the classroom and not in E- learning.

This may be due to the cost of these tools, as they are used in the class and not remotely as in the data show.

As for the use of magnetic disks (CDs), it has become little, and it needs to be transferred and connected from one place to another, and many people use programs to transfer data faster and better without dealing with humans, especially during the Corona period for fear of virus transmission.

The study also showed that there are no statistically significant differences in usage according to the gender variable, and this may be attributed to the fact that these

applications are used by everyone of different genders, as they are applications found on all phones, and are used daily.

The results of the survey also showed that there are differences in usage in favor of non-Arabs, due to the fact many tools that they used during their studies in their study, and this may also be attributed to its use in communicating with their families and exchanging papers.

As for the variable of the academic year, there were statistically significant differences in favor of the senior students in the university, because the changes in the education system, and as it was face-to-face and then turned to electronic learning.

As for first-year students, education began for them remotely. There was previous learning for them in high school using E- learning, and thus we say that they had previous experiences.

## 7. Conclusion

This research finds that (COVID-19) virus urges using several different methods of E-learning, and the difficulties that face our communities help us to make E- learning available and easier regardless of place and time; this study therefore deals with the impact of (COVID-19) virus and its effects in the students.

The study concludes that there are no statistically significant differences in the impact of the Corona virus on the use of interactive and non-interactive electronic learning methods due to the variable of gender and nationality because these programs are used by all students of different nationalities and different locations.

Finally, the study makes an assessment that there are statistically significant differences in the field of interactive and non-interactive electronic methods in favor of the students of the highest academic year.

## 8. Recommendations:

This study suggests the following resolutions:

a-Conducting more research on the impact (COVID-19) virus on the usage of some modern forms of technology such as the "voice recorder" and the E- programs on teaching materials for recitation and intonation.

b- comparing the effects of both Quranic recitations E- and none E- learning methods on students' results and reducing the disadvantages of E- learning as much as possible.

C-Building audio and visual laboratories, to improve the performance of students of recitation, like what is found in language centers in international universities.

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