

Utilization of educational technology in teaching tadabbur Al-Quran at ATQA Indonesia

Suci Istriana*, Imas Kania Rahman & Hasbi Indra

Universitas Ibn Khaldun Bogor

*suci.istriana@uika-bogor.ac.id

Abstract

Utilization of Educational Technology in Teaching Tadabbur Al-Quran at ATQA (Akademi Tadabbur Al-Quran) Indonesia is research that analyzes the role of educational technology in supporting the teaching and learning of tadabbur Al-Quran in an academic environment, especially at ATQA. This research utilizes literature study and survey methods to identify various educational technologies adopted and implemented at ATQA. The results revealed that the use of educational technologies, such as online learning platforms like Google Meet and OBS (Open Broadcaster Software), has contributed significantly to enriching the learning experience of Tadabbur Al-Quran.

Keywords: Education technology; OBS; Tadabbur Al-Quran; Google Meet.

Abstrak

Pemanfaatan Teknologi Pendidikan dalam Pengajaran Tadabbur Al-Quran di ATQA (Akademi Tadabbur Al-Quran) Indonesia adalah penelitian yang menganalisis peran teknologi pendidikan dalam mendukung pengajaran dan pembelajaran tadabbur Al-Quran di lingkungan akademis, khususnya di ATQA. Penelitian ini menggunakan metode studi literatur dan survei dalam mengidentifikasi berbagai teknologi pendidikan yang telah diadopsi dan diimplementasikan di ATQA. Hasil penelitian menunjukkan bahwa penggunaan teknologi pendidikan, seperti platform pembelajaran online seperti Google Meet dan OBS (Open Broadcaster Software) telah terbukti memberikan kontribusi yang signifikan dalam memperkaya pengalaman belajar tadabbur Al-Quran.

Kata Kunci: Google Meet; OBS; Tadabbur Al-Qur'an; Teknologi Pendidikan.

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I. Introduction

Teachers now need to present lessons more creatively and originally due to changes in the learning process. It is essential to consider the success of online education when employing a variety of platforms, such as Google Meet for historical lessons and OBS (Open Broadcaster Software) for eye-catching and modern presentations. In the study from Ivari, children of today have been surrounded by digital technology since birth. However, today's children must be equipped for their technology-rich future: various digital divides still prevail in society and affect the young generation and their digital futures. Schools and children's education should undergo an extensive digital transformation to meet the needs of the young generation and their digitalized future.

The COVID-19 pandemic has suddenly and abruptly forced schools and education indeed to engage in such a transformation. (Iviri et al., 2020) Digital technology has become a central aspect of higher education, inherently affecting all aspects of the student experience. It has also been linked to an increase in behavioral, affective, and cognitive student engagement, the facilitation of which is a central concern of educators. (Bond et al., 2020) Because of the importance of digital technology, ATQA (Akademi Tadabbur Al-Quran /Tadabbur Al-Quran Academy) in Indonesia uses it too. ATQA uses Google Meet and OBS (Open Broadcaster Software) as platforms to support learning activities.

We are utilizing education technology in general subjects and religious subjects such as tadabbur Al-Quran. As the primary source of guidance and inspiration for Muslims, the Quran requires a unique and holistic learning approach. Amid the rapid development of information technology, Islamic education must recognize the potential and challenges offered by educational technology. Therefore, how can educational technology effectively teach Tadabbur Al-Quran at ATQA?

The use of educational technology in teaching tadabbur Al-Quran has excellent potential to improve the quality of education and students' understanding of the Al-Quran. It can enrich the learning experience, facilitate access to various learning resources, and create a dynamic learning environment.

However, using educational technology also brings challenges, such as digital content management issues, training of teaching staff, and data security. Therefore, it is essential to understand how educational technology can be integrated effectively into Islamic education, particularly in teaching tadabbur Al-Quran.

This study aims to analyze the best practices in using educational technology to teach tadabbur Al-Quran at ATQA. This study will also discuss the benefits, challenges, and implications of using educational technology in teaching tadabbur Al-Quran. Hopefully, this research will provide valuable insights for Islamic educational institutions and practitioners in utilizing educational technology to enrich the understanding and teaching of the Quran. Therefore, the concept of effective tadabbur Al-Quran education is

needed in today's world of Islamic education. In this technology-based era, ATQA (Akademi Tadabbur Al-Quran) is led by KH. Bachtiar Nasir Lc, MM tries to offer the novelty of teaching tadabbur Al-Qur'an online. Previously, the teaching of tadabbur Al-Quran has been taught by KH. Bachtiar Nasir for 20 years off-line. When the COVID-19 pandemic hit the world, tadabbur Al-Quran learning is expected to be a spiritual shift (medicine/healer) and revive the spirit of life of the Indonesian people living life during the pandemic. KH. Bachtiar Nasir established ATQA, a free tadabbur Al-Quran class via Google Meet. In one batch, 500 to 1000 people were registered as tadabbur participants.

The Qur'an tadabbur process can be performed by using smartphone application facilities. However, the manner of smartphone facilities being utilized by society today is worrisome; they tend to waste time for entertainment purposes and spend less time on beneficial things, prefer surfing entertainment on social media compared to religious slots and facts that can expand their knowledge. (Yusuff et al., 2021) In other words, Blended Learning (BL) creates a 'rich' educational environment with multiple technology-enabled communication forms in face-to-face and online teaching. Students' characteristics are closely related to the learning effectiveness in the BL environment. Students' ability to direct themselves in learning and to utilize learning technologies can affect student learning effectiveness. (Geng et al., 2019) This previous research has a gap between current research and BL (blended learning) because it can only be applied anywhere in one place. BL can run well in learning activities if the student's location is near the teacher. What is a far location? It will take time and learning activities look expensive because spend much money on transportation fees. So, utilizing educational technology platforms is the key to learning activities nowadays. Utilizing educational technology is decisive in this modern science era. We cannot force using blended learning in a time or location between teacher and student so far. This research aims to analyze the best practices in using educational technology in teaching tadabbur Al-Quran at ATQA.

II. Research Methods

Qualitative research is a type of research that explores and provides deeper insights into real-world problems. (Moser and Korstjen, 2017) One of the strengths of qualitative research is its ability to explain processes and patterns of human behavior that can be difficult to quantify. In this study, researchers used a literature research methodology. The literature research method is an approach used to explore knowledge from various literature sources relevant to the research topic. In this study, the researcher used the literature research method using two main techniques: documentation and a survey of related journals.

In this research, the researcher searched for literature documents teaching tadabbur Al-Quran from ATQA quality control management. The documents such as the learning

package of Juz 'Amma's curriculum, ATQA student survey documentation on the learning media used, and photo documentation when teachers teach using Google Meet and OBS (Open Broadcaster Software).

This literature research methodology provides a solid framework to investigate the extent to which educational technology has been applied in teaching tadabbur Al-Quran in the academic environment, specifically at ATQA. By analyzing the document from ATQA quality control management, the researcher hopes to provide a comprehensive insight into the best practices, benefits, and challenges of using educational technology in this context.

III. Results and Discussion

A. Research Findings

Akademi Tadabbur Al-Quran, abbreviated as ATQA, is a new strategic da'wah program from AQL Islamic Center that makes the Qur'anic tadabbur method its basis and foundation. After preaching through the tadabbur method for over 20 years, almost 13 years through the AQL Islamic Center institution he founded, KH. Bachtiar Nasir, Lc, M.M believed that the most effective da'wah in inviting Muslims to return to their holy book, understand, get guidance from it, and then apply it in life is by tadabbur. Tadabbur is a way of interacting with the Qur'an, and the Qur'an wants to get its pearls of guidance. So, he also wants the pleasure of interacting with the Qur'an through this tadabbur method to be felt by all Indonesian Muslims so that the expression of returning to the Qur'an as the holy book of Muslims is no longer just a slogan that has no visible effect and influence among Indonesian Muslims. At the end of March 2021, KH. Bachtiar Nasir, Lc, M.M launched the ATQA program to spread tadabbur Qur'an among Muslims. He also directed all units under the AQL Islamic Center with all their potential to seriously succeed in this program and provide complete service to its participants. With the widespread distribution of this Qur'anic tadabbur method, he hoped that with the grace of Allah, there would be born Muslim individuals who would become agents of change in the Muslim community towards a better direction, which in itself will undoubtedly bring progress to the Indonesian nation, the majority of which are Muslims. By the hadith of the Prophet (peace and blessings of Allah be upon him), "Verily, Allah exalts a people with the Qur'an and humiliates another people with it."

The tadabbur of the Qur'an is an interaction process on the universal Qur'an. There are various advantages and benefits of incorporating tadabbur when reading the Qur'an. In 2008, Nasir surveyed Muslims in Indonesia. He found that no more than 2% of Indonesian Muslims have ever read the meaning of the translation of the Qur'an and even more so understand its content, as well as in Arabic language skills where Arabic is the language of the Qur'an. As for the selection of the word tadabbur in the teaching and science assemblies that Bachtiar Nasir teaches, including in the naming of this book,

because in his view, the Qur'an wants humans to interact with it using the approach of tadabbur, as in the Word of Allah which means, "Then do they not tadabburi (pay attention) to the Qur'an? If the Qur'an were not from Allah, they would have found many contradictions in it." (Rosy, 2019)

The utilization of educational technology in teaching Tadabbur Al-Quran at ATQA has significant implications in increasing motivation to learn and understand the Quran. In the literature analysis stage, several significant findings were found that summarize the benefits, challenges, and best practices related to the use of educational technology. The benefits of utilizing educational technology are: (1) Accessibility of Educational Materials: Educational technology allows students to access various sources of educational materials, including Quranic commentaries, learning videos, and recorded lectures from anywhere at any time. This expands accessibility for students who may have geographical or time constraints. (2) Interactivity and Engagement: Educational apps and online platforms such as Google Meet allow students to interact with learning materials, record notes, and participate in online discussions. This increases students' engagement and participation in tadabbur Al-Quran learning. (3) Multimedia Enrichment: Using multimedia, such as video, audio, and images, can provide a deeper understanding of the context and meaning of Quranic verses. This helps students to better reflect on the holy verses. (4) Challenges in the Utilization of Educational Technology: Content Quality: One of the significant challenges is ensuring the quality of educational content provided through technology. Selecting appropriate and high-quality materials to provide optimal student benefits is essential. (5) Training of Teachers: In adopting educational technology, the teaching staff needs adequate training to effectively utilize these tools in teaching tadabbur Al-Quran. (6) Maintenance of Technology: Educational technology requires regular maintenance and adequate infrastructure. Inadequate maintenance may hinder the smooth running of the teaching process. (7) Best Practices in the Utilization of Educational Technology: Balanced Integration: The integration of educational technology should be balanced with Islamic education's religious values and goals. Technology should be used to enhance the understanding of the Quran, not replace it. (8) Collaboration between students: Collaborative learning through technology allows students to discuss, share understanding, and develop a broader perspective on Quranic verses. (9) Supervision and Guidance: It is essential to provide appropriate supervision and guidance to students to use educational technology ethically and effectively.

Overall, the utilization of educational technology in teaching the Tadabbur Al- Quran at ATQA has great potential to enhance student understanding and engagement. However, careful attention must be paid to content selection, faculty training, and technology maintenance to maximize the benefits of this technology integration in the

context of Islamic education. The management and learning system can be adopted if it is to be developed in the entrepreneurial world in the franchise system.

B. Discussion

Educational technology is essential for supporting the learning process. The development of information technology in the world is so fast that this has resulted in Indonesia significantly being affected by this technological development; of course, a positive thing for the Indonesian people can also feel the rapid development of technology at this time. Many innovations have sprung up to facilitate all activities that require technology to streamline and streamline time or production, as well as in the field of education. The effectiveness of technology in the field of special education for elementary school children is very influential on their willingness to learn because many impacts will be caused later on the quality of education or a direct impact on their students because here, they use assistive devices such as smartphones which will later cause addiction to gadgets, which is currently challenging to overcome. (Cahyani and Suryaman, 2022)

The International Society for Technology in Education published a report titled "11 Hot EdTech Trends to Watch." Educational technology is "the most compelling topic among educators who embrace technology for learning and teaching are not about the tech but the students." Huriyah in English Education Students' Satisfaction with the Use of Google Meeting and Zoom: Study of Listening Ability explains that the research study results show that most students are satisfied with distance learning via Zoom and Google Meet; 70% of respondents are satisfied, and 30% are unsatisfied. Most students prefer the listening learning model in class compared to listening learning using Zoom and Google Meet, with a percentage of 73.3%. Distance learning via Zoom and Google Meet is effective and positively impacts lecturer and student communication. Besides that, it encourages them to participate more in listening classes. Urgent distance learning via Zoom and Google Meet makes English listening courses more engaging. Distance learning via Zoom and Google Meet helps them feel more confident when communicating with classmates and lecturers. (Huriyah, 2023)

The previous study shows "how the implementation of TOEFL Preparation learning process for 2020's new students who took online learning, such as using an e-learning platform like Google Classroom and Google Meet during the Covid-19 pandemic. The learning method was to give assignments through Google Classroom and direct learning practice with Google Meet based on the given assignments. The learning results showed students' enthusiasm in participating in this learning activity. This was evidenced by almost all students attending this online learning. However, there are obstacles faced, namely the lack of a good network at certain times, so there was a student's lack of understanding of the material presented. However, from the results of direct observation during the implementation of learning, it can be said that the use of e-learning, especially

in the use of Google Classroom and Google Meet, can help students to continue and participate in distance learning." (Safriyanti, 2021) The other study shows that users who feel that using the platforms is accessible will perceive the platforms' benefits, and this will increase their positive attitude towards the platforms. Users who perceive the benefits of platforms will have a positive attitude towards the platforms. A positive attitude to the platforms creates interest in their acceptance. The attitude variable plays a mediating role in this TAM. This paper's original research is the first research on applying the TAM to investigate the adoption of the online meeting tool product during the COVID-19 pandemic, especially in Indonesia. (Purwanto and Hannady, 2020)

Finally, educational technology gives opportunities for entrepreneurship. In educational technology, people can maximize and utilize artificial intelligence. They leverage artificial intelligence to enhance and streamline the intra- and entrepreneurship ecosystem through education. As data, the previous study explains that this study aims to understand entrepreneurship education by implementing an Islamic work ethic in the patchwork community in Pringsewu Regency. This research was conducted on the community of patchwork craftsmen in Pekon Sukamulya, Banyumas sub-district, Pringsewu Regency, from 2019 to 2021 with a qualitative approach type of research that was phenomenological. Data can be obtained using observation, interviews, and documentation. Researchers used data analysis techniques, starting with unit preparation, categorization, and interpretation. The results showed that Islamic work ethic-based entrepreneurship education carried out by the patchwork community in Pringsewu Regency in order to improve social welfare was carried out through maintaining the quality of the products produced, setting prices that are adjusted to market analysis, carrying out promotions, providing exemplary service to customers. This research has implications for implementing management and educational values in every organizational activity carried out to provide maximum results according to the expectations of all parties. (Supriyanto et al., 2022)

1. The Implementation of Google Meet

The last research explains that Google Meet is a platform from Google that can be used to make video calls that make it easier for teachers and students in learning and teaching activities. The use of Google Meet in online learning is intended so that teachers and students can still interact with the interface on time, even though they are in different places. Because even though teaching materials such as modules, LKPD (Student Activity Sheets), and learning media (power points) have been distributed to students, teachers still have to explain how the process is carried out, as well as how the techniques or steps of students in learning, students still need to be monitored first. To achieve this, Google Meet can be used as an alternative when learning online (in a network). Online learning activities using the Google Meet platform at SMA Diponegoro 1 Jakarta are carried out with the teacher as the host, providing a room for students to meet at the online Google

Meet. Then, the teacher made a presence by asking students to be on camera. (Marian, 2023) Google Meet has been found to offer many benefits for pre-service teachers in teaching their peers in microteaching. The only main challenge in utilizing Google Meet is dealing with an unstable internet connection. (Riyanti, 2021) This study concludes that Google Meet helps teachers and students with learning and teaching activities.

2. The Implementation of Open Broadcaster Software (OBS)

One of the learning applications currently being used as a tool for making learning materials in Indonesia is the Open Broadcaster Software (OBS) studio application, a video recording and live streaming application that can help a teacher make learning materials in the form of video recordings. This application benefits teachers by allowing them to continue providing lecture material effectively and efficiently. Therefore, it is crucial to conduct training on creating interactive learning media based on the Open Broadcaster Software (OBS) studio for elementary school teachers in the Presidential Instruction of Ardipura 1, Jayapura City. (Attamimi and Wanma, 2022) The results of this research show that previous research has a relationship and relevance with current research. The result explains that using this application is beneficial so that teachers can continue to provide lecture material effectively and efficiently. Therefore, it is crucial to conduct training on creating interactive learning media based on the Open Broadcaster Software (OBS) studio.

Open Broadcaster Software (OBS) Studio is a free and open-source video recording and live streaming application that makes it easy to make lecturer videos as learning materials. It is free because this application can be downloaded and used without paying. Open-source means that the OBS studio application is equipped with the source code that we can contribute to development. This OBS studio application has several advantages: 1) It captures and mixes video or audio in real-time. Many scenes contain multiple sources, including images, capture windows, browser windows, text, capture cards, webcams, etc. 2). Unlimited scenes can be switched from one scene to another without leaving the program. 3). Powerful, easy-to-use configuration options. This includes duplicating what is already created and adding sources with the new ones. 4). An efficient settings panel equipped with many configuration options can change each recording or broadcast option. (Qorib et al., 2021)

The utilization of Google Meet and OBS is very effective for building two-way communication, presenting presentation materials, and learning videos for tadabbur Al-Qur'an, as shown in Figure 1 below;



Figure 1. Utilization of Google Meet and OBS

Source: Instagram Akademi ATQA 2023, Jakarta

In Figure 1, ATQA teacher uses learning media such as Google Meet and OBS. Google Meet is a medium that builds two-way interaction between teachers and students. Next, OBS can help the teachers to display the learning subjects.

Next, ATQA quality control management has conducted surveys on the learning media used: Google Meet and OBS (Open Broadcaster Software). Based on the survey results from 292 respondents, the learning media used by ATQA teachers make it easier to understand the tadabbur material better. This can be seen from Figure 2. The ATQA quality control team conducted the survey results on ATQA students, with the results strongly agreeing 41%, agreeing 55%, and disagreeing 4%. The learning media used by ATQA teachers to make it easier to understand tadabbur material better is recognized by ATQA students.

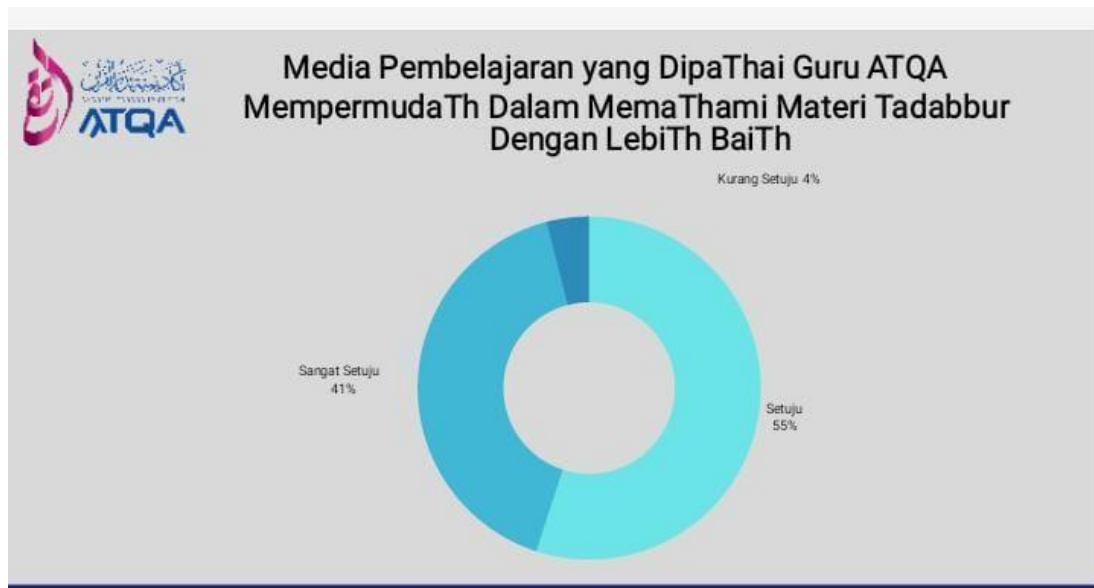


Figure 2. Percentage The learning media used by ATQA teachers makes it easier to understand Tadabbur material

Source: ATQA Quality Control, 2022

As seen in the chart in Figure 2, student satisfaction with the learning media is very high. This shows the effectiveness of utilizing ATQA learning media such as Google Meet and OBS is very effective. In the end, the unstable stability of the internet connection can be covered by the appearance and ease of features offered by Google Meet.

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Paket 1	Paket 2	Paket 3	Paket 4	Paket 5
1. Al-Lahab	1. Az-Zalzalalah	1. Al-Balad (1)	1. Al-Buruuj (1)	1. 'Abasa (1)
2. An-Nashr	2. Al-Bayyinah (1)	2. Al-Balad (2)	2. Al-Buruuj (2)	2. 'Abasa (2)
3. Al-Kafirun	3. Al-Bayyinah (2)	3. Al-Fajr (1)	3. Al-Buruuj (3)	3. 'Abasa (3)
4. Al-Kautsar	4. Al-Qadr	4. Al-Fajr (2)	4. Al-Insyiqaaq (1)	4. 'Abasa (4)
5. Al-Ma'un	5. Al-'Alaq (1)	5. Al-Fajr (3)	5. Al-Insyiqaaq (2)	5. An-Nazi'at (1)
6. Quraisy	6. Al-'Alaq (2)	6. Al-Ghasyiyah (1)	6. Al-Muthaffiin (1)	6. An-Nazi'at (2)
7. Al-Fiil	7. At-Tin	7. Al-Ghasyiyah (2)	7. Al-Muthaffiin (2)	7. An-Nazi'at (3)
8. Al-Humazah	8. Al-Insyirah	8. Al-Ghasyiyah (3)	8. Al-Muthaffiin (3)	8. An-Nazi'at (4)
9. Al-Ashr	9. Ad-Duha	9. Al-A'laa (1)	9. Al-Muthaffiin (4)	9. An-Naba' (1)
10. At-Takatsur	10. Al-Lail (1)	10. Al-A'laa (2)	10. Al-Infithaar (1)	10. An-Naba' (2)
11. Al-Qari'ah	11. Al-Lail (2)	11. Ath-Thariq (1)	11. Al-Infithaar (2)	11. An-Naba' (3)
12. Al-'Adiyat	12. Asy-Syams (1)	12. Ath-Thariq (2)	12. At-Takwiir (1)	12. An-Naba' (4)
13. Recalling Class	13. Asy-Syams (2)	13. Recalling Class	13. At-Takwiir (2)	13. An-Naba' (5)
	14. Recalling Class		14. Recalling Class	14. Recalling Class

Figure 3. Tadabbur Juz 'Amma at ATQA in each level

Source: ATQA 2023, Jakarta

In Figure 3, there are learning materials for ATQA. There are 13-14 meetings at each level. Students who attend at least ten meetings and do assignments will reach the next

level. The students who graduate at their level get a certificate and signature from ATQA Rector K.H. Bachtiar Nasir, Lc. M.M.

IV. Conclusion

The conclusion of the research "Utilization of Educational Technology in Teaching Tadabbur Al-Quran at ATQA in Indonesia" includes several important aspects that can be taken as a summary of findings and implications: (1) Utilization of Learning Support Technology: This study highlights those educational technologies, including online platforms such as Google Meet, have been effectively utilized in the context of teaching tadabbur Al-Quran at ATQA. This has enabled greater accessibility of learning materials and interactivity in learning. (2) Benefits to Quran Learning: Educational technology has helped enrich students' learning experience. Multimedia educational materials, class recordings, and online interaction have facilitated a deeper understanding of Quranic verses. (3) Challenges in Technology Utilization: This study also identified some challenges in using educational technology, including content quality, faculty training, and technology maintenance. Successful utilization of this technology requires special attention to these aspects. (4) Expansion of Access and Flexibility: Using Google Meet and similar technologies has enabled distance learning, which can increase accessibility for students in different locations. It also provides flexibility in learning according to their individual schedules. (5) The Importance of Balanced Integration: The conclusions underline the importance of maintaining a balance between the use of technology and religious values in teaching tadabbur Al-Quran. Technology should be used to enhance the understanding of the Quran, not replace it. (6) Opportunities for Further Development: The findings provide a solid basis for further development in using educational technology in Islamic education. Training, content development, and support for teaching staff are vital in maximizing the benefits of these technologies.

This study provides valuable insights into how educational technology can contribute to teaching Tadabbur Al-Quran at ATQA. The implications include opportunities to enhance Quranic learning but also emphasize the need for a balanced approach and attention to the practical aspects of using these technologies. The management and learning system can also be an opportunity in the world of entrepreneurship through franchises. Suggestions for future researchers outline examples of artificial intelligence-based education technology applications that can be developed in education and entrepreneurship.

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