

## Original Article

**The Effectiveness of Communication in Online Learning on the Ability to Read the Qur'an**Delia Wahyu Khoirunisa<sup>1</sup>, Lulu Dwi Nayla<sup>1</sup>, Afridho<sup>1</sup>, Syamsul Rizal<sup>1</sup>, Yokha Latief Ramadhan<sup>1</sup><sup>1</sup> Universitas Islam Negeri Syarif Hidayatullah Jakarta, Indonesia

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**Abstract**

The development of information technology in the digital era has brought significant changes to Islamic education, particularly in the process of learning to read the Qur'an, which is now widely done online. Online Qur'an learning provides easy access and flexible time, but requires effective communication between educators and participants to achieve learning objectives optimally. This study uses a qualitative descriptive literature review, examining sources such as books, scientific journals, articles, and previous studies on the effectiveness of communication in online Qur'an learning. The analysis was conducted through an Islamic educational and learning communication approach to understand the influence of communication on participants' Qur'an reading abilities. The results of the study indicate that effective communication between educators and participants has a positive impact on participants' abilities in reading the Qur'an, especially in Tajweed, makharijul huruf, and reading fluency. The use of digital media such as video, audio, and interactive applications also helps make the learning process more effective and interesting. However, online learning still faces challenges such as limited internet access and lack of direct interaction. Therefore, interactive communication, appropriate learning media, and proper guidance are needed to ensure optimal online Quran learning.

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**Keywords:** Communication, Quran Learning, Digital Media.

**INTRODUCTION**

Communication is one of the most important elements in the learning process because it functions as a means of conveying information, ideas, values, and understanding between educators and participants. In educational activities, effective communication not only determines the success of delivering material but also influences the motivation, participation, and learning outcomes of participants. In Islamic education, especially in the study of the Quran, communication plays a more important role because the learning process is not only about cognitive understanding but also about proper pronunciation, fluency, and the instillation of spiritual values. The ability to read the Quran correctly according to the rules of tajweed and makharijul huruf requires intensive interaction, guidance, and feedback between educators and participants. Therefore, communication is one of the main factors in the success of Quran learning.

The rapid development of digital technology has brought significant changes in the world of education, including online Al-Quran learning. Online learning gives participants the flexibility to access material anytime, anywhere through various digital platforms, audiovisual media, and interactive learning applications. The use of digital media such as



Tajwid videos, Al-Quran learning applications , and online learning platforms can help participants improve their practice and deepen their understanding of the recitation of the Al-Quran. Furthermore , multimedia -based learning allows participants to learn through a combination of listening , seeing , and direct practice , so that the learning process becomes more interesting and effective (Karyawati & Kejora, 2022 ) . However , apart from these facilities , online Al-Quran learning also faces various challenges , including limited direct interaction , network disruption , difficulties in improving pronunciation , and a decrease in participants' focus and motivation ( Arosyd & Usman, 2020) .

Several previous studies have discussed the effectiveness of online learning and the use of digital media in improving Quran reading skills . Research by Mahmud et al. (2025) emphasized the importance of combining technology and humanistic interaction in creating an effective Quran learning experience . Meanwhile , Nurwahida et al. (2025) explained that interpersonal communication between educators and participants significantly influences learning motivation and tajweed comprehension . Other studies also show that educator feedback can help participants correct reading errors and improve overall learning (Widarsih & Suherdi, 2020) . Furthermore , Damayanti et al. (2021 ) stated that positive social interactions can increase participants ' learning motivation during the learning process .

However , most previous research has focused on technological aspects , learning methods , or learning outcomes in general . Research specifically addressing the effectiveness of communication as a key factor in the success of online Quran learning is still relatively limited . In fact , the success of online learning is not only determined by technological sophistication , but also by the quality of communication between educators and participants. Interpersonal communication , constructive feedback , emotional interaction , and dialogical approaches in online Quran learning have not been thoroughly explored . This research gap provides an important basis for this study .

This research is important to analyze the effectiveness of communication in online Al-Quran learning and its influence on the participants' ability to read the Al-Quran , especially in tajwid, makharijul letters , pronunciation accuracy , and reading fluency . Furthermore , this research aims to explain how communication strategies , the use of digital media, and interaction between educators and participants can create a more effective and interactive learning process . The results of this research are expected to contribute to the development of digital- based Islamic education , especially in planning an online Al-Quran learning model that is more communicative , humanistic , and adaptive to technological developments . This research is also expected to be a reference for Islamic education institutions , educators , and developers of digital learning platforms in improving the quality of Al-Quran learning online. Furthermore , further research is recommended to examine the use of modern educational technology, such as artificial intelligence , voice recognition , and virtual learning environments , to improve the effectiveness of online Al-Quran learning .

## METHOD

This study uses a literature review method . This method involves collecting relevant data from various sources , such as books , scientific journals , articles , and previous research on the research topic . The purpose of this method is to conduct a literature review using various journal sources that discuss similar studies . Through extensive reading , research can be more comprehensive and in - depth . This study discusses the effectiveness of

communication in learning to read the Qur'an through online learning . In this study , the author discusses the problems that occur in the process of online Qur'an learning so that students can receive the knowledge conveyed by educators well . The data collection technique in this literature review method consists of five stages :

- a. Literature Review  
Search for sources to use as research material . The more sources collected , the more in-depth and comprehensive the research will be .
- b. Journal  
Look for journals relevant to your research topic . Using current journal sources can improve the quality of your research . Journals also help broaden the author's knowledge.
- c. Problem Identification  
This stage is very important because it involves identifying or searching for problems that can be researched in a study .
- d. Research Process  
Conducting research on problems identified after reviewing the literature . This is done to help solve problems and advance knowledge and research .
- e. Implementation  
Implementing learned solutions . This makes research findings more valuable and allows them to contribute to the advancement of society , religion, and the nation .

After completing these five steps , the entire process of this method is considered complete. The research results will provide answers to the problems discussed in this study and can benefit many people .

## DISCUSSION

### The Concept of Communication in Learning

Communication is the process of sending and receiving messages or information between two or more people with the aim that the message conveyed can be understood with the same meaning . Communication can occur not only through spoken language , but also through written language, sign language, or body movements (Dyatmika, 2021). When communicating, people exchange information directly in the form of thoughts , ideas , goals , feelings , and emotions . In learning activities , communication is very important because educators convey messages to participants so that the material is well received and their understanding increases . Without communication , the learning process will not run smoothly , because it is the main key to interaction between educators and participants . Communication can occur not only through spoken language , but also through written language , sign language , or body movements ( Salim , 2023) . Communication experts have different views regarding the elements of communication . The elements of communication can be divided into the following seven parts :

- a. Communicator  
According to Oktarina & Abdullah (2017) , the communicator or source is the party that sends the message in the communication process . Communicators are very important because they initiate the communication process .

- b. Message  
Hafied Cangara (2019) explains that a message is what a communicator conveys to another in the communication process . Messages can be information , ideas, or feelings that the communicator wishes to convey .
- c. Channels or Media  
Media are tools used to convey messages from one communicator to another . Examples include letters , telephone , print media , electronic media , or print media . Media are crucial because they help convey messages effectively .
- d. Communicator  
The communicator is the party targeted by the communicator's message . The communicating party can be an individual , group , organization , or even a country . The recipient plays a crucial role because the success of communication depends on whether the message is received or not .
- e. Effect or Influence  
Effects refer to changes in the communicator after receiving a message , whether in knowledge , attitudes , or behavior , compared to before receiving the message . These effects can be positive or negative depending on the message conveyed .
- f. Feedback  
Feedback is a response that arises from a received message . Feedback can come from the message , the medium, or the message itself . Feedback is very important because it helps the communicator determine whether the message has been received correctly .
- g. Environment  
The environment consists of various factors that influence the communication process . These factors can be internal or external , such as temperature , noise , or other disturbances . A supportive environment can help the communication process run smoothly (Humaizi, 2024) .

### **Effectiveness of Online Quran Learning**

Online learning has a significant impact on participants' ability to read the Quran, particularly in terms of flexibility and intensity of practice . Through access to Tajweed instructional videos , interactive Quran apps , and online learning platforms, learners can review the material independently without being constrained by class schedules . This allows students who have fallen behind to catch up more effectively (Karyawati & Kejora, 2022 ) .

Digital media plays an important role as a supporting tool that enriches the process of learning to read the Qur'an. The use of applications with audio features , tajweed videos, and interactive exercises helps participants understand the pronunciation of the hijaiyah letters and the rules of reading more clearly and interestingly . This media also enables multisensory learning , where participants not only read but also listen and imitate , so that the learning process becomes more effective . The quality of interaction between educators and participants greatly influences the level of success in learning to read the Qur'an. Intensive , supportive , and personal interactions can increase the motivation and self - confidence of participants , especially for those with lower initial abilities . Educators who act as facilitators and motivators can provide individual attention , constructive feedback , and positive reinforcement , encouraging participants to continue improving their abilities . In addition , an inclusive and enjoyable learning atmosphere also contributes greatly to creating an effective learning experience . Although technology and digital media provide many convenience , the role of direct interaction between educators and participants remains

irreplaceable . Therefore , a combination of technological approaches and humanistic interactions is the main key to achieving optimal success in learning to read the Qur'an ( Mahmud et al., 2025) .

### **The Influence of Communication on the Ability to Read the Qur'an**

One of the main components of Islamic education is the study of the Qur'an, with the science of tajwid as a crucial element to ensure correct and respectful recitation . In Indonesia, Qur'an teaching still faces various challenges related to teaching effectiveness and mastery of reading techniques . This condition is exacerbated by a pedagogical approach that is still one-way , failing to pay attention to dialogic and empathetic interpersonal communication , both of which are crucial in religious education .

The ability to effectively convey Quranic material significantly impacts students' understanding . Educators are required not only to master the subject matter but also to convey it in a manner that is easily understood by students . Tajweed, as the science that regulates Quranic recitation according to Arabic pronunciation rules , emphasizes correct pronunciation according to established guidelines .

Tajweed teaching not only focuses on the rules of recitation but is also closely related to interpersonal communication . Methods that combine visual techniques , auditory learning , and repeated practice can improve students' understanding , demonstrating the importance of effective communication in everyday life . Interpersonal communication between educators and students also plays an important role in increasing motivation to learn the Quran. Effective interaction can foster a collaborative and supportive learning environment , helping students better understand and apply tajweed . Thus , tajweed learning is not only theoretical , but also functional in social and spiritual life ( Nurwahida et al., 2025) .

One of the most widely used Tajweed methods today is Dr. Ayman's method , known for its systematic and practical approach . This method is designed to help students gradually and systematically understand the rules of Tajweed, enabling them to read the Quran correctly while understanding its basic principles . Through a combination of theory and practice , this method provides educators with an effective tool for teaching Tajweed.

The advantage of this method lies in the use of visual and auditory techniques , as well as repeated practice , to strengthen understanding . Its practical approach makes it easier for participants to apply tajweed in everyday reading . This method also emphasizes the importance of understanding the meaning behind each letter and rule , encouraging students to appreciate the depth of Quranic recitation . However , the effectiveness of this method depends heavily on the communication skills of the educator . Therefore , an interpersonal communication approach is crucial . Effective interpersonal communication involves empathy , active listening , and constructive feedback .

Educator feedback plays a crucial role in improving students' writing skills . Appropriate feedback not only improves students' writing skills but also motivates them to continue practicing . Research examining students' perceptions of educator feedback found that written feedback contributes to the development of writing skills and influences students ' cognitive , affective , and behavioral aspects . Students are motivated by the feedback they receive , which encourages them to correct errors in their writing . The study also revealed

that educators tend to prefer this feedback technique because it allows them to obtain more complete information about students' errors, allowing for a more effective revision process.

In practice, educators generally use various feedback strategies to correct students' writing, including direct, indirect, peer-to-peer, and oral feedback. Direct feedback explicitly provides the correct language form to replace errors found in students' writing. Meanwhile, indirect feedback only provides symbols, codes, or special marks on the incorrect parts without directly stating the correct form. These signs can be underlined, circled, or certain codes. In this technique, educators do not directly explain the correct form, but only point out the problematic parts.

In practice, educator feedback is often unclear and lacks specificity. This can lead to confusion among learners, making it difficult for them to revise and improve their writing. Therefore, educators need to recognize the different types of feedback and understand their impact on learners' work. Knowledge of these types of feedback also needs to be communicated to learners.

The reciprocal relationship between educators and students is a form of collaboration aimed at fostering understanding and improving learning outcomes. Within the framework of Islamic education, this positive interaction is highly consistent with the principles contained in the Qur'an (Widarsih & Suherdi, 2020). This is clearly reflected in Surah Al-Hujurat verse 13, which explains that humans were created from a male and a female and made into nations and tribes so that they might know one another. Human dignity before God is determined not by lineage or social status, but by piety. This verse emphasizes the importance of respecting individual differences and building harmonious social relationships among humans.

In the context of teaching and learning activities, interest plays an important role. Interest can be defined as a person's natural tendency to feel attracted to or focus attention on a particular object or activity (Puja et al., 2025). Interest is not innate but develops gradually through life experiences, environmental influences, and interactions with educators, peers, and relevant learning materials. Students who have a strong interest in a subject tend to show greater enthusiasm, patience, and willingness to devote time and effort to achieve satisfactory learning outcomes.

Participants' learning motivation is strongly influenced by social interactions with peers. In this context, positive influence indicates that the more intensive a participant's social interactions, the higher their learning motivation (Damayanti et al., 2021). Thus, it can be concluded that individuals tend to feel more motivated in the learning process when social interactions are involved. For example, a teenager who spends more time with friends in a particular group will naturally form emotional bonds with group members. They also tend to engage in similar activities together, resulting in intensive interactions between them. This condition ultimately triggers motivation among peers in the community or group. This includes fostering mutual respect, cooperation, and solidarity.

On the other hand, if a person has little or no opportunity to interact with peers in their group, the bond between the individual and the group will weaken. As a result, their motivation

to learn will also decrease . However , even if a person spends intensive time with peers , it does not always guarantee social acceptance within the peer group .

### **Supporting and Inhibiting Factors in Online Quran Learning**

Learning to read the Qur'an through digital media provides many benefits for educators and students . In addition , Qur'an learning activities can be done through digital media anytime , anywhere , so it is more flexible and easily adapted to daily activities . Students have a better opportunity to learn religion through digital media. They can learn to read the Qur'an and understand Islamic teachings wherever and whenever they want , so the learning process becomes more flexible and easily adapted to everyday life . Various learning media , such as video , audio, animation , and interactive applications , also make learning to read the Qur'an easier and more enjoyable (Nurwahida et al., 2025) .

Despite its many advantages , learning to read the Quran through digital media also has several drawbacks . One of the most common obstacles is an unstable internet connection , which can disrupt the learning process , such as unclear audio or interrupted video . Furthermore , using digital media requires a lot of internet data, especially when learning activities are conducted via video calls or online applications for extended periods of time .

Another disadvantage is that students cannot learn directly with their educators , which limits the interaction between educators and participants . In learning to read the Qur'an, direct guidance is very important to correct the pronunciation of hijaiyah and tajwid letters . Furthermore , learning activities require additional devices , such as smartphones and laptops, or certain applications , which not all students have . Without direct supervision of educators during lessons , students can also become less focused or motivated during the learning process (Arosyd & Usman, 2020) .

### **Solutions to Increase the Effectiveness of Online Quran Learning**

The use of more interactive communication methods in online Quran learning is crucial for increasing student participation and engagement . In online learning, interactions are not only one-way from teacher to student , but must also involve two- way or even multi- way communication . This can be implemented through live discussions , question- and-answer sessions , and interactive features such as chat , polls , and discussion forums . These methods help students feel actively involved rather than passive participants in the learning process .

In addition , interactive communication helps educators measure students ' understanding of the material . When students are given the opportunity to ask questions or express opinions , educators can immediately provide appropriate feedback . This is consistent with the concept of learning that emphasizes interaction as an important part of the educational process , thus enabling learning objectives to be achieved effectively . An interactive learning atmosphere can also increase student motivation . When students feel cared for and involved , they become more enthusiastic about participating in online Quran learning activities . Therefore , interactive communication methods not only improve understanding but also build emotional connections between educators and students in online education .

The use of high -quality video and audio media is another important factor in supporting the success of online Quran learning . Audio media greatly assists students in hearing the correct

pronunciation of Quranic verses , particularly in aspects of tajweed and makharijul huruf ( letter pronunciation) . This is important because reading the Quran is not just about reading the text ; it also requires accurate pronunciation .

The use of video provides a more visual and engaging learning experience . Through video, students can directly observe examples of correct recitation , mouth position , and teacher expressions as they recite verses . This makes the learning process clearer and easier to understand compared to using only text or audio . The integration of audio and video also provides an interactive dimension to digital learning , which can increase learning effectiveness . In addition to improving understanding , high -quality video and audio media also help students learn independently .

Improving educators' skills in online learning is a crucial aspect of successful online Quranic education . Educators are required not only to master Quranic material but also to effectively use digital technology . This includes the ability to operate learning platforms , create interactive materials , and utilize various digital media such as video, audio, and educational applications .

Educators also need to develop creative and innovative learning strategies to maintain student engagement in online classes . Monotonous learning methods can quickly bore students ; therefore , various approaches are needed , such as quizzes , educational games , or group discussions . Training and professional development for educators are crucial to help them adapt to technological developments in education . Improving educator skills also includes the ability to conduct digital learning evaluations . Educators must be able to monitor student progress , provide objective assessments , and provide constructive feedback.

Supervision and guidance during online Quran learning is also required to ensure the learning process runs effectively . In online learning , participants tend to learn independently , so supervision from educators and parents is required . This supervision aims to ensure that students remain focused , disciplined , and involved in learning activities in accordance with the planned schedule ( Muntazor, 2024) .

Tutoring also plays a crucial role in helping students who struggle to understand the material. Educators can provide direct assistance through virtual meetings or in - person communication , while parents can support students during home learning sessions . Good supervision also allows for ongoing evaluation of student progress . In digital - based learning , student progress can be monitored in real time , allowing educators to identify both improvements and challenges faced by students .

## CONCLUSION

Effective communication plays an important role in increasing the success of online Qur'an learning , especially in improving students' ability to read the Qur'an correctly in terms of tajwid, makharijul huruf , pronunciation accuracy , and reading fluency . This finding answers the main objective of the study : to analyze the effectiveness of communication in online Qur'an learning and its influence on students' ability to read the Qur'an . Interactive communication between educators and students , supported by digital media such as audio,

video, and online learning applications, has been shown to create a more interesting, flexible, and effective learning environment.

This study contributes to the development of knowledge in Islamic education by emphasizing that the success of online Quran learning is not only determined by technology, but also by the quality of communication built during the learning process. Compared to previous approaches that primarily focused on technical learning methods, this study highlights the importance of interpersonal communication, feedback, motivation, and emotional interaction between educators and learners as crucial factors in digital religious education. This study also underscores the need for a balance between technological innovation and humanistic educational values in online Quran learning.

This study demonstrates that communication theory can be effectively integrated into Islamic learning practices, particularly in online Quranic education. The use of dialogic communication, constructive feedback, and interactive learning strategies can significantly improve student participation, understanding, and motivation. Furthermore, the integration of multimedia learning resources supports multisensory learning, helping students better understand Tajweed techniques and Quranic recitation.

The results of this study can be applied in various Islamic educational institutions, including online Quran courses, Islamic schools, boarding schools, and community study groups. These findings can also serve as a reference for developing digital Quran learning models, improving educator training programs, and designing more interactive Islamic learning platforms. This research opens up opportunities to expand studies on the role of communication in other forms of online Islamic education, such as memorization of the Qur'an (tahfidz), Islamic lectures, and Arabic language learning.

For further research, it is recommended to test the effectiveness of digital learning platforms or specific communication methods in improving Quranic reading skills through experimental or field-based approaches. Furthermore, the ongoing development of educational technologies, such as artificial intelligence, speech recognition, and virtual learning environments, provides promising opportunities for innovation in online Quranic education that are worth exploring further.

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