

# Effectiveness Virtual Instructional Strategy in Improving Al-Quran Literacy Skills for Muslims during the COVID-19 Pandemic

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## ABSTRACT

The purpose of the study was to determine the effectiveness of virtual instruction in improving the literacy skills of the Qur'an of Muslims during the COVID-19 pandemic. The study used a purposive sampling technique for selecting samples. This technique was chosen with the aim of selection to represent the desired population characteristics. For this reason, the sample taken is a group of participants in the regular group, which is considered capable of representing the characteristics of the student population. The number of pieces is 699 respondents, with 532 women and 167 men. The research method used is an experiment with a mixed-method approach. This type of survey research was chosen because it was adapted to the purpose of this study, namely, to determine the effectiveness of virtual instructional strategies to improve Al-Quran literacy skills. The research instrument before being used was validated by an instrument expert in the field of instructional design. The results of the study show that virtual instructional strategies are very effective in improving the literacy skills of the Qur'an of Muslims during the COVID-19 pandemic.

**KEYWORDS :** Virtual instructional, Improving literacy Al-Qur'an, Online learning

## INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process. Students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society. Education is an interactive process that encourages learning (Solli et al., 2018). With learning, there is physical and mental

development of students. Education can be started at any time so that every individual can catch up in entering the era of globalization, especially the problem of the quality of human resources (Ketut Sudarsana et al., 2019).

Instructional is an effort to direct students into the learning process to follow what is expected. As individuals, everyone must be born with different characteristics, as well as the ability of students to capture lessons must

be other (Jarudin et al., 2020). Instructional should pay attention to these differences so that learning can change the condition of students, who do not know to know, from those who do not understand to understand, and from less good to good (Jaiswal, 2020). Educators must create varied instructional models and practical strategies to achieve learning objectives (LaVelle et al., 2020). In addition, mastery of the material is needed to implement the instructional process. The instructional approach will work well if it is supported by the ability of educators to create learning situations or interactions (Raes et al., 2020). Interaction in the literacy process that is interesting, and fun will foster a high interest in learning (Hurst et al., 2013). In connection with that, educators must determine or choose instructional strategies that follow the objectives and subject matter in the learning process (Kistner et al., 2015).

Effectiveness is the achievement of goals correctly from a series of alternatives in determining several other options (Hattie & Donoghue, 2016). Effectiveness can be interpreted as a measurement of success in achieving predetermined goals (Kirschner et al., 2018). When viewed from the term, there are two different syllables, namely effectiveness and instructional. The meaning of effectiveness itself is the effectiveness, the results, support the goals. While instructional is two-way communication, where the activities of educators must facilitate the instructional process and students learn (Higgins & Elliott, 2011). Learning can be effective if it can stimulate knowledge and literacy skills by presenting the information (Albay, 2019). Instructional activities are designed to help students achieve the expected specific literacy goals. Instructional effectiveness is a measure of the success of interaction between students and

educators in instructional situations to achieve learning objectives. Instructional effectiveness can be seen from the activities of students during the literacy process (Raes et al., 2020). To achieve a practical instructional concept, there needs to be a reciprocal relationship between students and educators in achieving a common goal. Besides that, it must also be adapted to environmental conditions and instructional media (Jarudin et al., 2018).

Al-Qur'an literacy is the primary material taught to every Muslim (Purnama & Sarbini et al., 2019). Because there are instructions and guidelines for life (Hakim, 2014). Knowing *hijaiyah* letters is the beginning (Iqromah, 2018), reading the Qur'an well is the implementation (Nurhidayah et al., 2019), memorizing the Qur'an is part of preserving it (Ulfah et al., 2019), understanding and practicing the Qur'an is the essence of the principles of human life (Ahmad, 2018; Anjarsari et al., 2017). Indeed, the Qur'an as *kalamullah* contains various deep meanings that should be studied by humanity. For this reason, all Muslims are given Al-Qur'an literacy as a provision for life and capital to recognize the Creator (Allah Subhanahu wa ta'ala) through His creation.

As the Creator, Allah Subhanahu wa ta'ala (SWT) is also recognized by His servants in life through His creation in the earth and the sky. For this reason, natural *tadabbur* is a necessity that is carried out by every human being. Before that, of course, it is obligatory to understand the Qur'an as a way of life for Muslims. (Assingkily, 2019) states that the Qur'an is alive, and humanity must bring the Qur'an to life through commendable and noble behaviour. Therefore, there are so many ways and cultures that develop in society to revive the Qur'an. Efforts to revive the Al-Qur'an or living Qur'an, are efforts made by individuals, groups, organizations (LBIQ), or the

community in responding to various situations to continue to preserve the study of the Qur'an in their area, both in the social, educational aspects, culture, rituals of worship, and so on (Arif, 2019).

Al-Qur'an literacy is the primary material which is the Qur'an as a guide in learning a positive trend that appears in the community. The study of the verses of the Qur'an to find the depth of their meaning. The study is not limited to dogmatic religious issues but social, cultural, political, economic, and educational issues. With this awareness, the Qur'an must be seen as a role model in various aspects of life, not only including dogmatic teachings but also science, and one of the branches of science is education. Al-Qur'an literacy should ideally be given to children from elementary age, but the Institute of Al-Qur'an Language Sciences views differently that every Muslim must always learn the Qur'an. This is intended so that every Muslim can understand the Qur'an and grow his love for the Qur'an. Therefore, Al-Qur'an literacy should not be stopped or given to Muslims in any situation and condition, including the era of the COVID-19 pandemic that is endemic in the world. Al-Qur'an literacy in the COVID-19 was carried out in various ways by educators in each region. This is based on different local wisdom, instructional strategies, instructional goals, and objectives to be applied by educators. Thus, the instructional provided is also adapted to certain areas.

Observing this, the Institute for Language and Al-Quran Science (LBIQ) implements instructional virtually. The instructional form implemented is by inviting Muslims who live in Jakarta and its surroundings to study together through face-to-face virtual with a zoom meeting cloud. Indeed, the literacy of the Qur'an in the COVID-19 period has become a severe concern to researchers since

the Coronavirus outbreak. This is marked by several previous studies related to al-Qur'an literacy and the current COVID-19 period, including discussing management aspects and the use of e-learning in the Al-Qur'an literacy COVID-19 era (Nasution, 2020). Lubis et al., (2020), moral education (Lubis et al., 2020; Shaleh Assingkiy, 2020), value transformation (Andreas Putra et al., 2020), and students' learning motivation (Andreas Putra et al., 2020; Cahyani et al., 2020).

The literature review mapping the effectiveness of the virtual Al-Qur'an instructional strategy in the COVID-19 era includes plans, objectives, and instructional processes in facilitating the Al-Quran literacy process. For this reason, this article focuses on these three aspects as a research formulation. This research is focused on the effectiveness of Al-Qur'an literacy in the COVID-19 era. This scientific research aims to determine the effectiveness of virtual instructional strategies in improving Al-Qur'an literacy skills in the COVID-19 period. Based on the background described above, the problem in this research can be formulated, Is the virtual instructional strategy effective to improve the literacy skills of the Al-Qur'an Muslims in DKI Jakarta?

## **RESEARCH METHODS**

### **Sample and Population**

The population is the entire research subject (Arikunto, 2010). The population is all data of concern within the scope and time specified (Sugiyono, 2016a). The population is the object of research as a target for obtaining and collecting data (Sugiyono, 2015). The participants in this study were all registered at the DKI Jakarta Institute of Language and Quranic Sciences.

Purposive sampling is a technique used by researchers if the researcher has specific considerations in taking the sample (Creswell,

2016). The study used a purposive sampling technique for selecting pieces. This technique was chosen with the aim of selection to represent the desired population characteristics. For this reason, the sample taken is a group of participants in DKI Jakarta. It has a DKI Jakarta ID card that is considered capable of representing the characteristics of the student population. The total population of the regular and non-regular groups was 1132 participants. The sample in this study was 699 participants because this group had good learning motivation and returned the questionnaire.

**Research Design**

A study must use the correct type of research. This is so that researchers can get a clear picture of the problems faced and the steps used to overcome these problems—the kind of research used with a mixed-method approach. Mixed method research is a type of research that uses quantitative and qualitative based. This approach departs from a theoretical framework, the ideas of experts, as well as the understanding of researchers based on their experiences, then developed into problems and

their proposed solutions to obtain justification (verification) or assessment in the form of empirical data support in the field(Sugiyono, 2016b). Quantitative research methods can also be interpreted as research methods based on the philosophy of positivism, used to examine specific populations or samples, data collection using research instruments, data analysis is quantitative/statistical, intending to test predetermined hypotheses. At the same time, qualitative data collection is based on the respondents' opinions.

Survey research is research by giving a clear boundary about the data. Because the influence referred to here is a power that exists or arises from something (people, things) that helps shape a person's character, belief, or actions. This type of survey research was chosen because it was adapted to the purpose of this study, namely, to determine the effectiveness of the virtual instructional strategy for learning the Qur'an. The test requires research instruments accompanied by instrument validation testing. The research instrument grid is as shown in table 1.

**Table 1.** The research instrument grid

No.	Indicator	Item No.	Item total
1	Accuracy	1	1
2	Facilitate	2	1
3	Solving problem	3	1
4	Make it easy	4	1
5	Improve learning outcomes	5	1
6	Comfort	6	1
7	Satisfaction	7	1
8	Achieving goals	8	1
	Total	8	8

**Data Collection and Analysis Techniques**

Data collection techniques are essential in research because research aims to obtain data(Sugiyono, 2016b). Data collection techniques with a questionnaire. The data analysis technique used is quantitative descriptive statistics. Quantitative descriptive statistics are used to analysed data by describing or describing the data that has been collected as it is without intending to make

conclusions that apply to the public or generalizations.

Questionnaire data obtained from respondents were analysed by calculating the value based on a predetermined rating scale using a Likert Scale with a maximum weight of 4. The criteria for assessing the Likert scale are as in table 2.

**Table 2.**Scoring Guidelines

Score Scale	Description
4	very good/very good/very good/strongly agree
3	good/appropriate/correct/agree
2	not good / not suitable / not right / not agree
1	not good/inappropriate/inappropriate/disagree

The average score of all aspects regarding the effectiveness of the virtual instructional strategy in learning the Qur'an will be categorized into the outcome criteria. At the same time, the comments given are described to find out the steps that must be taken to improve the instructional strategy's implementation. Calculation of data from each aspect is carried out using the average score with the formula(Kadir, 2017).

$$\bar{x} = \frac{\sum x}{n} \tag{1}$$

Description:

x = average score

∑x = total average score of indicators

n = many questions

Furthermore, the researchers developed the success criteria into interval scale data, such as table 3.

**Table 3.**Success Criteria

Score	Description
27-32	Excellent
21-26	Good
15-20	Enough
8-14	Bad

Table 3 explains that the effectiveness of instructional strategies in learning the Qur'an is effective if it gets a score of 21-26 with good categories. If the final (overall) assessment results in each aspect of the assessment get a "good" score, then the virtual instructional strategy is effective in learning the Qur'an.

**RESULTS AND DISCUSSION**

The results of the descriptive analysis were obtained from the effects of data from the field. First, we will describe the characteristics of the distribution of the respondent's data obtained—the number of respondents who collected as many as 699 respondents. The

elements of the respondents are arranged based on the frequency of the respondent's

age—more complete data in table 4.

**Table 4.** Age Distribution of Respondents

<i>Respondent Age</i>	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid 18.00	1	.1	.1	.1
20.00	1	.1	.1	.3
21.00	1	.1	.1	.4
22.00	6	.9	.9	1.3
23.00	1	.1	.1	1.4
24.00	1	.1	.1	1.6
25.00	3	.4	.4	2.0
26.00	3	.4	.4	2.4
27.00	4	.6	.6	3.0
28.00	1	.1	.1	3.1
29.00	2	.3	.3	3.4
30.00	1	.1	.1	3.6
31.00	3	.4	.4	4.0
32.00	3	.4	.4	4.4
33.00	3	.4	.4	4.9
35.00	2	.3	.3	5.2
36.00	3	.4	.4	5.6
37.00	5	.7	.7	6.3
38.00	7	1.0	1.0	7.3
39.00	5	.7	.7	8.0
40.00	3	.4	.4	8.4
41.00	10	1.4	1.4	9.9
42.00	41	5.9	5.9	15.7
43.00	13	1.9	1.9	17.6
44.00	10	1.4	1.4	19.0
45.00	15	2.1	2.1	21.2
46.00	27	3.9	3.9	25.0
47.00	8	1.1	1.1	26.2
48.00	37	5.3	5.3	31.5
49.00	17	2.4	2.4	33.9
50.00	22	3.1	3.1	37.1
51.00	13	1.9	1.9	38.9
52.00	45	6.4	6.4	45.4
53.00	17	2.4	2.4	47.8
54.00	18	2.6	2.6	50.4
55.00	5	.7	.7	51.1

56.00	10	1.4	1.4	52.5
57.00	14	2.0	2.0	54.5
58.00	40	5.7	5.7	60.2
59.00	18	2.6	2.6	62.8
60.00	43	6.2	6.2	69.0
61.00	9	1.3	1.3	70.2
62.00	17	2.4	2.4	72.7
63.00	88	12.6	12.6	85.3
64.00	8	1.1	1.1	86.4
65.00	8	1.1	1.1	87.6
66.00	2	.3	.3	87.8
67.00	5	.7	.7	88.6
68.00	6	.9	.9	89.4
69.00	35	5.0	5.0	94.4
71.00	4	.6	.6	95.0
73.00	30	4.3	4.3	99.3
75.00	2	.3	.3	99.6
77.00	1	.1	.1	99.7
80.00	1	.1	.1	99.9
81.00	1	.1	.1	100.0
Total	699	100.0	100.0	

Based on table 5 shows that respondents who take part in Al-Quran learning aged 63 years are the most participants by 12.6%, age 52 years by 6.4%, age 60 years by 6.2%, 42 years old by 5.9%, the age of 58 years is 5.7%, the age of 73 years is 4.3%, the age of 18 years is the easiest is 0.1%, and the oldest is 81 years is 0.1%. For respondents with gender, characteristics can be seen in table 5.

**Table 5.** Gender of Respondents

		Valid Frequency	Valid Percent	Cumulative Percent
Valid	Female	532	76.1	76.1
	Male	163	23.3	99.4
	Total	699	100.0	100.0

The gender of the respondents who became the research sample almost showed a considerable difference, namely 76.1% female and 23.3% male. The effectiveness test results are shown in Table 6, which is the output data about the description of the empirical data categorization of virtual instructional strategies in Al-Quran learning, which has been recapitulated based on the percentage.

**Table 6.** Recapitulation of Questionnaire Results

No.	Respondent's answer				Total	Percentage Respondent's answer				Total
	4	3	2	1		4	3	2	1	
1	514	173	9	3	699	73,53	24,75	1,29	0,43	100
2	546	147	3	3	699	78,11	21,03	0,43	0,43	100
3	515	172	10	2	699	73,68	24,61	1,43	0,28	100
4	527	160	8	4	699	75,39	22,89	1,14	0,57	100
5	518	217	11	3	699	74,11	23,89	1,57	0,43	100
6	465	217	15	2	699	66,52	31,04	2,15	0,29	100
7	475	203	15	6	699	67,95	29,04	2,15	0,86	100
8	449	229	19	5	699	64,24	32,33	2,72	0,71	100

Based on table 6 for the question questionnaire about the accuracy of virtual instructional strategies in improving the literacy skills of the Muslims in DKI Jakarta who answered excellently, 73.53% or as many as 514 respondents, both 24.75% or 173 respondents, not good 1.29% or nine respondents and 0.43% not good or three respondents, it can be concluded that the virtual instructional strategy is excellent in increasing Al-Quran literacy, meaning that the virtual instructional method improves Al-Quran literacy skills very effectively based on the results of questionnaire analysis for question items number one. Still, some respondents want accuracy in learning objectives not to be limited by the age of students and the addition of a learning group, namely the *Iqro* (read and write) study group for beginners who learn the Qur'an.

The statement item facilitating Muslims in DKI Jakarta in improving Al-Qur'an literacy gave an excellent response of 78.11% or as many as 546 respondents, by 21.03% and as many as 147 respondents. It means that almost 100% gave an excellent response. And suitable means that the virtual instructional strategy facilitates the improvement of Al-Qur'an literacy very well. Still, many respondents want additional time because the

learning process has been insufficient with a vast number of participants, so the time available during the learning process is not optimal. Still, the meeting time or length of time is not optimal—face-to-face virtually, or by dividing the class with a limited number of participants per class.

From the statement of virtual instructional strategies to overcome the difficulties of Muslims in DKI Jakarta during the pandemic in improving Al-Qur'an literacy which gave a very agree response of 73.68% or as many as 515 respondents, 24.61% agreed or as many as 172 participants. It means almost 100% virtual instructional strategy strongly agrees in overcoming the difficulties of Al-Qur'an literacy of Muslims in DKI Jakarta. As for suggestions from several respondents, it is necessary to hold offline meetings to apply the health protocol and the need for recordings during the learning process so that if there are students who forget, they can do independent learning. Based on this suggestion, instructors must prepare learning modules to assist students in conducting independent learning. The statement of virtual instructional strategy makes it easier to improve the literacy of the Al-Qur'an Muslims in DKI Jakarta, and respondents gave a very agree response of 75.39% or as many as 527 respondents. Agree



by 22.89% or 160 respondents, do not agree 1.14% or eight respondents, and disagree 0.57% or as many as four respondents mean that the virtual instructional strategy makes it easier for Muslims in DKI in increasing Al-Qur'an literacy in the future. But several respondents gave suggestions that instructors need to use various learning methods so they don't watch or get bored in following the lesson.

Based on table 6 for the questionnaire, questions about virtual instructional strategies can increase the literacy of the Qur'an of Muslims in DKI Jakarta who answered strongly agree by 74.11%, or as many as 518 respondents, agree 23.89% or by 217 respondents, disagree 1.57% or 11 respondents and 0.43% disagree or three respondents, it can be concluded that the virtual instructional strategy strongly agrees in increasing Al-Quran literacy, meaning that the virtual instructional design in improving Al-Quran literacy skills during the pandemic is very effective based on the results of the questionnaire analysis for these items. Still, respondents suggest that it is necessary to limit the number of participants to optimize learning. For the item statement method that provides comfort in improving the literacy of the Qur'an, which gives a response strongly agrees at 66.52% or as many as 465 respondents, agrees at 31.04% as many as 217 respondents mean almost 100% responds with strongly agrees and agrees on means the virtual instructional strategy provides comfort in increasing Al-Qur'an literacy, it can be concluded that the virtual instructional method is effective in providing comfort in increasing the Al-Qur'an literacy ability of Muslims in DKI Jakarta during the pandemic. Still, respondents' suggestions that it is necessary to various learning methods and the

amount not too much, so learning is more comfortable.

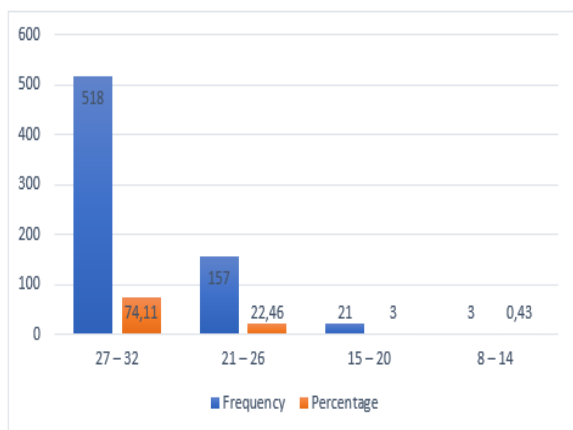
From the statement, Muslims in DKI Jakarta were satisfied with the virtual instructional strategy in Al-Qur'an literacy which gave a very agree response of 67.93% or as many as 475 respondents, agreed by 29.04% or as many as 203 respondents, which means almost 100% very agree that they are satisfied with the virtual instructional strategy in increasing the Al-Qur'an literacy of Muslims in DKI Jakarta. It can be concluded that the role of LBIQ is effective in providing satisfaction with increasing the understanding of Al-Qur'an literacy of Muslims in DKI Jakarta. The suggestions from several respondents expressed their hope that they could hold classes for novice participants to learn to read the Al-Quran. We need to increase study time and also add courses. The strategy statement carried out impacts the achievement of the goals of Al-Qur'an literacy; respondents gave a strongly agreed response of 64.24% or as many as 449 respondents. Agree 32.33% or 229 respondents, do not agree 2.72% or 19 respondents, and disagree 0.71% or five respondents means that the strategy has an impact on achieving the learning objectives of Muslims in DKI in increasing Al-Qur'an literacy. Some respondents suggest that it is necessary to change the learning system because many participants are mothers, and their age is not accessible anymore, so the learning model is not equated with the learning process where the students are young children. Even though the instructors have been patient in carrying out the learning process, a different approach is needed. Based on the overall analysis results, it can be concluded that the virtual instructional strategy is very effective in improving the understanding of Al-Qur'an literacy of Muslims in DKI Jakarta during the pandemic.

The level of effectiveness can be seen in table 7.

**Table 7.** Results of Effectiveness Level

Interval	Frequency	Percentage	Description
27 – 32	518	74,11	Excellent
21 – 26	157	22,46	Good
15 – 20	21	3,00	Enough
8 – 14	3	0,43	Bad
<b>Total</b>	<b>699</b>	<b>100</b>	

Based on table 7, the level of effectiveness of the virtual instructional strategy in improving the literacy skills of the Muslims of DKI Jakarta during the COVID-19 pandemic was classified as very good at 74.11% and good at 22.46%, so it can be concluded that the virtual instructional strategy is very effective in improving the literacy skills of Al-Qur'an Muslims in DKI Jakarta. These results can be illustrated with a graph like a Figure 1.



**Figure 1.** Effectiveness Level Results

The findings in this study are based on data analysis that it is necessary to increase learning time. It can be added meetings or face-to-face time virtually or offline. It is limiting the number of students in the class or creating a certain number of courses to optimize the learning process. It is necessary to add classes for beginners to learn *Iqro* because many residents of DKI Jakarta cannot

read Arabic scripts. It is essential to do face-to-face learning offline while still implementing Health protocols so that the knowledge can be done process does not watch.

The results of data processing show that all indicators of effectiveness strongly agree with an average score of 74%, meaning that the virtual instructional strategy is very effective in improving the literacy skills of Al-Qur'an Muslims in DKI Jakarta during the COVID-19 pandemic. These results are supported by the opinion of (Nie et al., 2017), which states that media increases the effectiveness of the use of study time, especially short breaks during the workday, a new strategy for reading subject matter. This research is also supported by researchers Sousa and Rocha (2019), stating that digital learning can be a driving force to improve literacy skills(Sousa & Rocha, 2019). It is also supported by researchers Sartika (2017) that digital media can motivate students to improve skills, and participants increase performance and satisfaction with performance in digital media(Sartika, 2017). Students increasingly need to learn content and perspectives that are not provided as part of the curriculum; students need to build additional support for learning with digital media. Digital media learners who successfully deal with distractions in socio-cognitive conflict resolution and productive friction are indispensable for learning and knowledge construction(Evens et al., 2018). Participants' previous learning experiences and their role in their responses to the e-learning experience. Objects using text, images, audio, and video elements make stories more interesting, and effective learning can increase students' interest, achievement, and confidence in knowledge. Hypermedia to find the most suitable content set for each student profile proved its effectiveness in several actual cases.

According to Mayer (2018), learning is something that educators do to achieve learning goals by facilitating students in improving learning (Fiorella & Mayer, 2018). In the study, it was further explained that it includes: educators, methods, strategies, educational games, books, research projects, and technology. The instructional process is an attempt to make students learn so that a situation is an event of learning, namely an effort to change students' behaviour (Karakaya et al., 2021). Changes in behaviour can occur because of the interaction between students and their environment.

Furthermore, Goksuet al. (2017) explains that the occurrence of changes in behaviour depends on two (2) factors, namely: internal factors and external factors (Göksu et al., 2017)(Gagne et al., 2005). Meanwhile, Vogel-Walcutt (2013) said that learning is an effort to provide stimulation, guidance, direction, and encouragement to students to facilitate the learning process (Vogel-Walcutt et al., 2013). Furthermore, Tang et al. (2019) revealed that "Learning is the process by which behaviour (in the broader sense) is or changed through practice or training." changed through practice or training (Tang & Zhang, 2019). Learning is a series of mental and physical activities to obtain a change in behaviour due to individual experiences in interaction with their environment, involving cognitive, affective, and psychomotor (Stacey et al., 2008). Learning plays an essential role in learning because there are learning events and teaching events in learning. Learning is a psychophysical activity caused by learning activities.

This research is also supported by researchers Bajrami and Ismaili (2016). Using appropriate media and video material, teachers can improve and ensure student-centeredness, are interested, and involved in activities actively,

motivated, and confident in enhancing competence (Bajrami & Ismaili, 2016). Also supported by researchers Layona, Yulianto, and Tunardi (2017) to increase students' understanding of the material, and supported by Chan (2010), video instruction provides positive learning (Chan, 2010; Layona et al., 2017). In general, belief in students, videos can help learn and attract their attention. Other results show that seeing a diverse perspective of improving students' abilities to reproduce procedures on simulated mannequins subsequently can motivate them to learn independently (Berger-Estilita & Greif, 2020). Digital media can be used as a guide in making decisions. Digital media is very effective as an online learning guide (Rohman et al., 2020). Digital media can increase literacy (Patelis et al., 2015; Rohman & Jarudin, 2021).

## **CONCLUSION**

Based on the results of the study, the virtual instructional strategy was very effective in improving the literacy skills of the Muslims of the Qur'an in DKI Jakarta during the COVID-19 pandemic. Implementation of literacy is built through learning materials through 1) formulation of learning objectives, 2) identification of needs, 3) competency maps, 4) preparation of specific learning objectives, 5) boasting of assessment tools, and 6) instructional strategies in the learning system depart from the assumption that knowledge A person's knowledge, skills, and attitudes can be changed through his learning experiences and information processing. Instructional can assist instructors in providing measurable and targeted training services because learning materials are developed to help the learning process both inside and outside of learning. Instructional media development can help students in independent learning because

instructional media are developed based on the needs of learning places that learning resources and instructional media have not supported. Students can control their learning speed independently by utilizing existing guidelines. The flexibility of instructional media has made it easy for students to learn anytime, anywhere, and with anyone. Instructional can take place independently or in groups.

The limitations of the research are very dependent on the internet network because to clarify the material using google meet or zoom meetings, and an internet network is needed. Instructional virtual is highly reliant on technological facilities, hardware, and software, so good facilities are required to support the smooth learning process.

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