Full paper

The Effectiveness of e-Quran in Improving Tajweed Learning Among Standard Three Pupils in Primary School

Ahmad Johari Sihes[a],Khairiah Razali[a], Khairil Azwar Razali[b]

[a]Department of Educational Foundation & Social Science, University Teknologi Malaysia, 81310 UTM Johor Bahru, Johor, Malaysia
[b]English Language Deparment, Centre For foundations Studies, Gambang Campus,International Islamic University, Gambang, Malaysia.

*Corresponding author: p-joha@utm.my

Abstract

The aim of this study is to identify the effects of e-Quran, as compared to printed Quran, towards the learning of tajweed among pupils in a primary school. A total of 60 samples were selected based on their performance in tests of recitation and memorizing the Quran (the medium and high). The samples were then divided randomly into two groups, i.e. the control group and the experimental group. Independent sample t test were used and the results showed no significant difference between the control group and the experimental group in terms of recitation marks in the Diagnostic (pre-test) and Topical Test (post-test). The survey also found that 48% of respondents who used e-Quran recitation technique increased their performance in learning of tajweed. Those respondents also claimed that they had more fun using the e-Quran materials, as compared to the experimental group who used printed Quran.

Keywords: e-Quran; e-learning; islamic education curriculum; the Koran; Quran recitation, tajweed

■1.0 INTRODUCTION

Accoding to National Education Blueprint (2013), National Education Assessment System in the Primary School Standard Curriculum (KSSR) was tabled and agreed in the meeting of Cabinet Ministers dated December 17, 2010. After six years of implementation of School Based Assessment (SBA), assessment in schools are designed, managed, checked, recorded and reported 100% by teachers. This transformation encompasses all subjects, including Islamic Education which is now positioned as the core subject of KSSR.

Khatam Al Quran Programme has been included as a part of the Islamic Education in the primary schools across Malaysia. The assessments of tajwid learning in the programme requires students to recite the Quran fluently. However, according to Islamic Education Sector of Johor Educational Department (2013) most pupils are still at Iqra' level. Reports of the first year of the implementation of Tajweed in 2013 found that only 420 of the 3603 students from Year 3 in a district of Johor scored Band 6. This means that only 11.6% of students mastered the highest level of Quran recitation during the first year of the implementation of the programme. Due to this reason, e-Quran was planned and produced, and a study was carried out to help pupils achieving their highest score in tajweed learning.

According to Fatmawati et al. (2012), evaluation and assessment should be viewed as one of the important factors that determine the success of the learning process and outcomes, not as a means of assessing learning outcomes alone. Hence, based on this view, there is a need to provide appropriate teaching aids that is aligned with the standard curriculum document.

Therefore, the objective of this research is to develop a software which meets the Islamic Education curriculum content as an attempt to solve the problem among pupils who fail their assesment of tajweed learning because of weakness in reciting the Quran. Talaqqi Musyafahah Method in teaching the Quran should improved with a more flexible approach of teaching for the Gen-Z students. Based on this statement, a study on the use of technology in e-Quran for tajweed learning among primary school pupils to be done to help them to achieve the highest band in the al Quran subject.

■2.0 PROBLEM STATEMENT

Problem encountered in the implementation of Tajweed's subject is the pupils still reading in Iqra 3 level. This cause pupils to fail reading the long verses of the Quran. The scope of the tajweed curricullum includes Mim and Nun Syaddah and 10 of the Hukum Mad such as Mad Silah Qosirah, Mad Badal and Mad Tamkin that are higher level for the pupils in primary school. Lack of material in accordance with the recitation of the curriculum taught to primary school pupils become the factors contributing to the weakness of recitation among pupils. Therefore, learning Tajweed require the use of teaching aids in addition to reference books.

The proposed alternative is the use of multimedia such as electronic media but according to the survey by Wan Khairuddin and Ab.Halim (2008), the perceptions of Islamic education teachers about using the technologies in teaching and learning still at moderate level. The lack of electronic teaching material esspecially in Quran recitation due to curriculum content is the factor to the low achievement among year three pupils.

The process of curriculum implementation is seen to be difficult when the Quran and the Tajweed subject must be in the same period. The implementation process of the standard curriculum is planned to cover so many aspects from the beginning starting by the selection of curriculum standards till the recovery process for pupils that cannot mastered the selected standards. Pupils need to go through the recovery process to ensure their assessment includes a learning standard in the curriculum that set by the Examination Board.

The question is whether the pupils can master the learning standards with traditional approach in the Islamic education curriculum? Are teachers able to solve Tajweed's problems per-individual learning in a short time? Can the teacher facing a shortage of teaching aids efficiently with limited teaching time?

Based on the above statements, the studies on the Tajweed teaching through interactive approach among pupils in year three at primary schools needs to be create to help pupils master each descriptors that specified in the curriculum of Quran.

■3.0 THEORETICAL FOUNDATION OF THE STUDY

Quasi-experimental method was used because there was no random distribution where existing grouping (intact group) was used. According to Chua (2006), quasi-experimental design is used as a replacement of the experimental design where random distribution cannot be made in term of the respondents selection. The experimental model used in this research is Pretest Posttest Control Group design. Analysis of SPANOVA test was used to compare the results of both groups.

In this model, both groups were given tests to measure their mastery of Pre-existing tajwid (01). After that, the experimental group learnt the Quran and Tajweed using e-Quran (X), while the control group was not given the e-Quran, but using conventional teaching methods (printed Quran). Consequently, the two groups were assessed their proficiency in reciting the Quran, as Test-Post (02). The quasi-experimental study model used in this study is shown in Figure 1 below: -
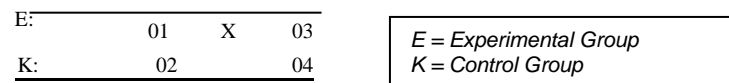
| E: | 01 | X | 03 |
| K: | 02 | | 04 |

E = Experimental Group
K = Control Group

Figure 1 Quasi-experimental model for pre-test and post-test.

The study was carried out in three months with a total number of eight observations to test the content of the proposed e-Quran. The lower mastery of tajweed learning among pupils in standard three of primary schools has prompted researchers to conduct a detailed study on the use of recitation teaching module uses an interactive approach and examine its impact on aspects of the recitation among students. Guided by the al Mir'ah's theory by Imam al Ghazali and Method Talaqqi Musyafahah, both theory and methods in Islamic model will be combine with Dick & Carey instructional design intended to build a teaching guide tajweed using an interactive approach. Guide recitation teaching using an interactive approach is a product of the research will be used in a quasi experiment conducted. Therefore, from a variety of theories and models above, it can be corroborated as a theoretical framework used in this study as shown in Figure 2 below:
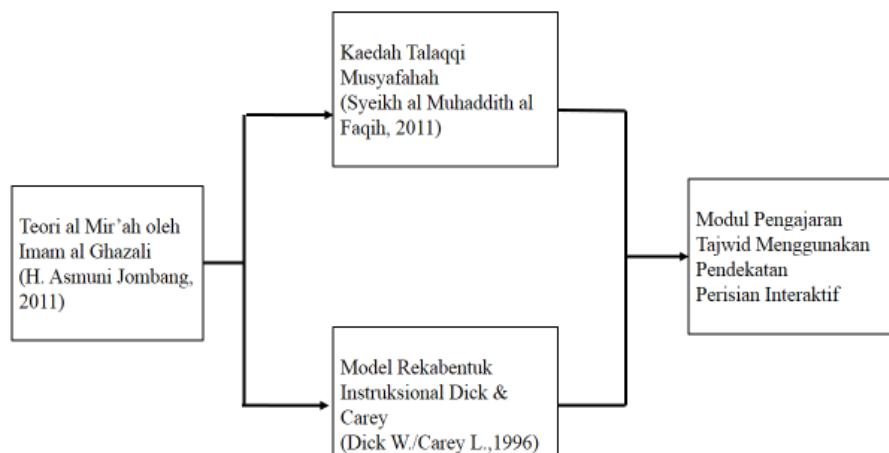

Figure 2 Theoretical framework

■3.0 CONCEPTUAL FRAMEWORK

The conceptual framework of this study involves the recitation teaching using an interactive approach as the independent variable (independent), while the dependent variable refers to the reading skills of reading verses contain Hukum Mad. Because this study was quasi-experimental, then the pre-test and post-test more appropriate. Measurements were made through observations, questionnaires or

record. In this study, researchers used a form of observation or measurement techniques in terms of the curriculum is defined as assessments. Al Mir'ah Theory and Method Talaqqi Musyafahah combined with Dick & Carey instructional design model in building recitation teaching guide uses interactive software approach which is also the end product of the research.Figure 3 shows the three phases of this study.
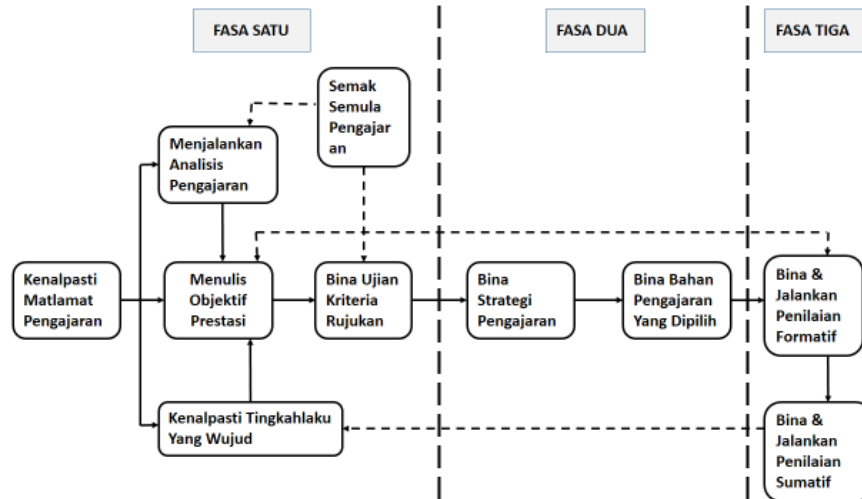

Figure 3 The Phases of an Experiment by using Dick & Carey Model Design

The structure of the theoretical framework and conceptual framework of the relationship that exists between the two study framework that allows data regarding student proficiency in reading recitation of the Quran were used as study material to be classified correctly. Researchers also believe the word is more appropriate to use a guide because it is more flexible and requires teachers to coincide with the teaching methods used in this study compared the word module has been fixed and does not require teachers in its implementation. All the phases above description is summarized in figure 4 below which is the conceptual framework of this study.
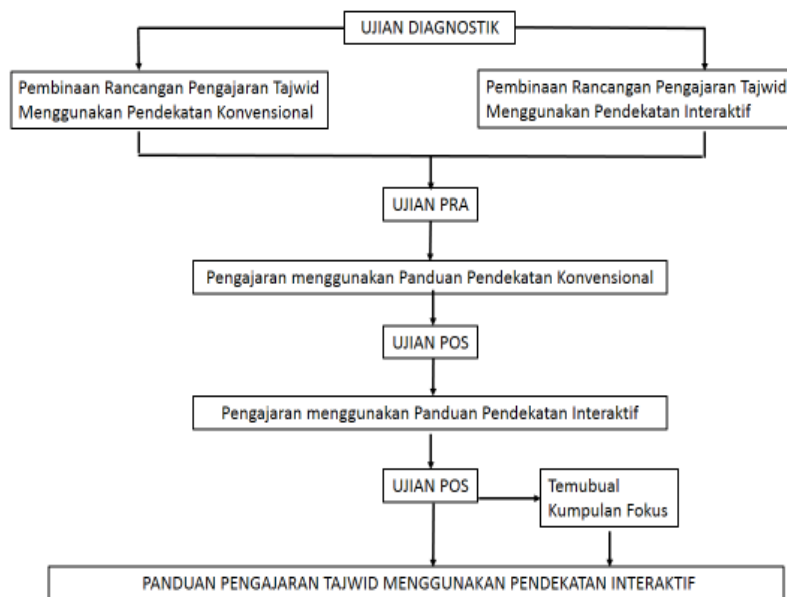

Figure 4 The Conceptual framework

■4.0 METHODOLOGY

Research Design

This research uses Repeated Measures Design to the experimental group who will undergo pre-test and post-test (Creswell, 2012) and supported by the squential explanatory design using focus group interviews (focus group interview). According to Creswell (2009), squential explanatory method has two stages, namely the first stage of data collection and analysis of quantitative data in the first stage and

followed by data collection and analysis of qualitative data in the second stage. This qualitative data is used to reinforce the results of quantitative research conducted in the first phase. In this study, the experimental group was selected without random grouping (Ruseffendi, 2005).

The First Phase of the Study – Quasi Experimental

Quasi-experimental used in this study because of research done to resemble the design of the experiment, but no distribution is made randomly. This is because the formation of a quasi-experimental groups are using existing group (intact group). Quasi-experimental design experiments on respondents prioritize done naturally. According to Chua (2006), a quasi-experimental design was used in place of pure experimental design as in the selection of respondents, random distribution can not be done by the researchers.

The Second Phase of the Study – Focus Group Interviews

Focus group interviews were selected in the second phase of this study. Qualitative methods using design fenemonologi to know WHAT and HOW respondents faces their experience. According to Dayang Tiawa and Abdul Hafiz Omar (2009), design fenemonologi used to enable researchers to study something important about an aspect or thing by using structural and textual descriptions are intended to strengthen the findings in a quasi-experimental run. Focus group interviews were selected to facilitate the researchers administering the public respondents in one group. Item interview set so that data retrieval interviews geared to the learning experience of students using teaching module uses an interactive approach and also help identify problems in learning the Quran using electronic media. Focus groups in this research is to reinforce the findings of the quantitative data obtained in the first phase of the study. Focus group interviews can provide valuable insights and approaches research purposes.

■5.0 RESULTS AND DISCUSSION

The study was carried out in three months with a total number of eight observations to test the content of the proposed e-Quran. Figure 5 and figure 6 show the results of the pre-test and post-test of experimental and control groups respectively;

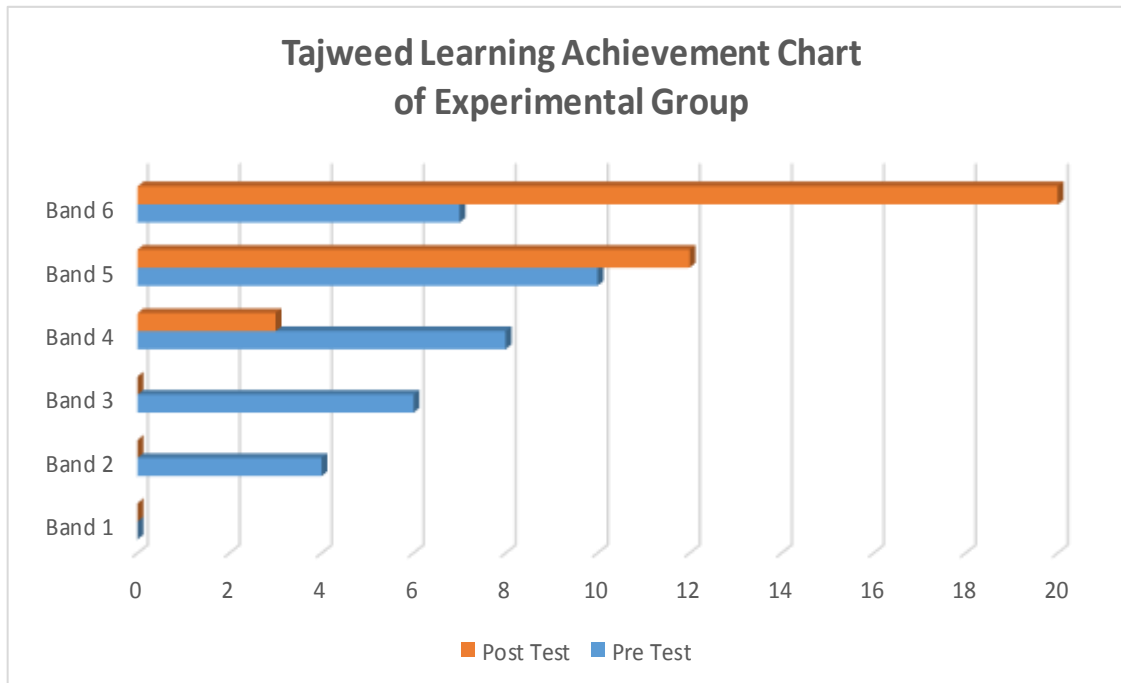### Tajweed Mastery: Experimental Group

Figure 5 Experimental group's tajweed mastery
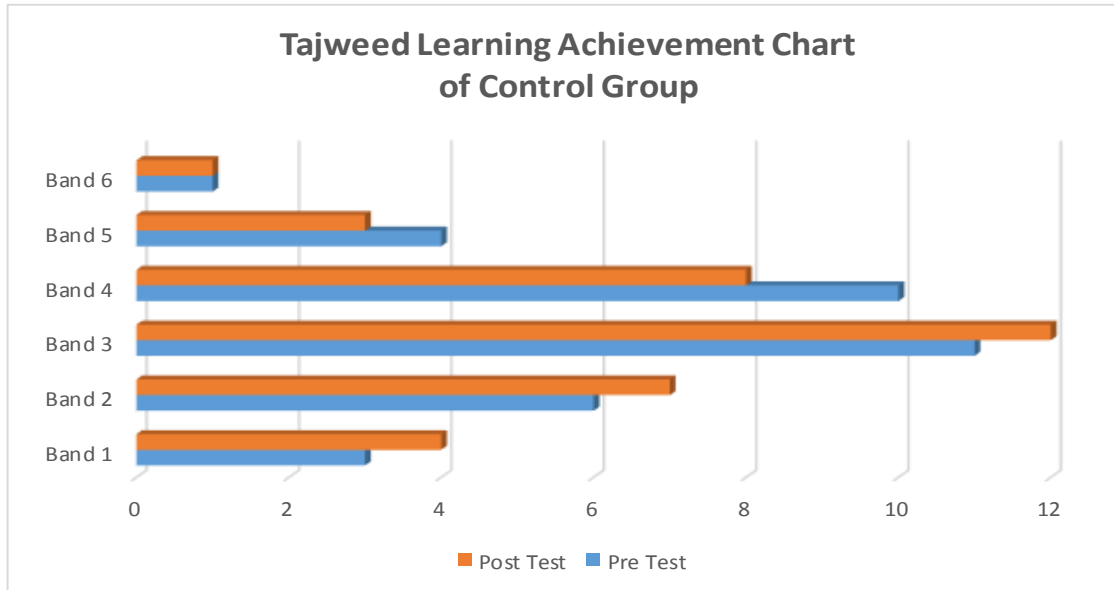
Tajweed Mastery: Control Group

Figure 6 Control group's tajweed mastery

Based on the Figure 5, it can be concluded that students in the experimental group showed improvement in the tajweed learning of 48.6%, which is equivalent to 20 pupils who reached the highest band. The control group in Figure 6 showed no improvement between the pre-test and post-test in the field of recitation with only one respondent scored Band 6 in both the pre-test and post-test. For Band 1, Band 2 and Band 3, experimental groups were able to show a significant increase in term of tajweed learning when all respondents scored at least Band 4. Hence, it can be summarised that the use of e- Quran in tajweed learning can help pupils to learn better.

■**6.0 CONCLUSION**

This study aims to assess the effectiveness of the e-Quran in tajweed learning among Year 3 pupils in a primary school in Johor. As virtual learning is a part in the Malaysian Education Blueprint, this study is to help students to master the Quran recitation through technology. In addition, this study is hoped to help teachers to meet the demands of Islamic Education in the provision of digital material in Education. The results of this study could help teachers and students in term of teaching and learning. In conclusion, the usage of quality teaching aids, such as e-Quran, could help to enhance the process of teaching and learning, and assessing students' mastery so that the nation's aspiration to transform the education system could be achieved.

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