

Designing Of E-Qiraat Courseware In Empowering Special Class On Reading And Memorizing Al-Quran Skill (Kkq) At Secondary School Level In Malaysia

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Abstract

The development of computerized technology has transformed teaching and learning scenarios in the classroom. It has become an essential learning tool to improve and enhance the quality of teaching and learning process. Hence, teaching and learning for Qiraat studies particularly in Special Class on Reading and Memorizing Al-Quran Skill (KKQ) must also have to be upgraded through computerized information visualization technology. This article aims to design computerized information visualization for Qiraat studies. Then, this courseware will be assessed through perceptions of students and teachers based on four aspects namely the design, ease of use, compatibility of information and satisfaction. This study combines three methodologies that are qualitative, quantitative and product design and development. The qualitative study involves the review of the KKQ Qiraat syllabus and some basic information. Quantitative research involves the assessment of the user acceptance and effectiveness of which teachers and students on the designs produced. While the study product development will use the ADDIE (Analyze, Design, Development, Implement, Evaluation) approach which is for instructional technology in the production of educational products. The results indicated that students and teachers accept this courseware in the form of its design, ease of use, compatibility of information and satisfaction of use. Hence, advanced studies in the context of the development of teaching and learning in Qiraat can still be explored in the future to ensure the quality of Qiraat studies.

Keywords: Educational courseware, Qiraat studies, Special Class on Reading and Memorizing Al-Quran Skill (KKQ), ADDIE.

INTRODUCTION

The development of computerized technology has transformed teaching and learning scenarios in the classroom (Sutton, 2013). Courseware is defined as an educational material proposed as teaching aids and kits for teachers to improve and enhance the quality of teaching and learning process in the classroom (Aini Arifah & Norizan, 2008). The use of technology-based resources in the context of teaching Islamic education is actually in line with the concept of flexibility and openness to any useful developments (Wan Ismail et.al 2016).

One of the uniqueness of National Islamic Secondary School (SMKA), Religious Stream Classes (KAA), Government-aided Religious School (SABK), Integrated Boarding School (SBPI), Federal Islamic School (SMAP) and Sultan Alam Shah Islamic College (KISAS) is the existence of Special Class On Reading And Memorizing Al-Quran Skill (KKQ). The KKQ program is aimed at empowering the proficiency of Quranic skills among the students who take the class from aspects of *Taranum* (melody) skills, Memorizing skills, *Tajwid*, Quranic Sciences, Rasm Uthmani and *Qiraat Al-Sab'ie* (the seven variants in the recitation of the Quran. The discussions on the Qiraat component are the concept of al-Qiraat, Seven Letters (Sab'ah Ahruf), the history of al-Qiraat and the short profile of the seven Qiraat's Imams. (KKQ Implementation Handbook 2014).

Qiraat is the word *masdar* (derivative) of *qara'a* or plural of *qiraah* which means reading. Ibn al-Jazari (751H) defines *Qiraat* as "A knowledge-discuss on the method and procedure of mentioning a word/phrase *al-Qur'an* and disputes that occur with reference to its narrators" (Ibn al-Jazari, 1994). Al Zarfani (1995) defines *al-Qiraat* as "A sect which is held by an imam among *al-Qira'at* Imams which differ from each other in pronunciation of the *al-Qur'an al-Karim* based on history and agreed manners whether the difference in pronunciation of the letters or around the articulation points".

In previous studies, there are several basic Al-Quran courseware's developed such as Arabic Interactive Curriculum (BAIK) courseware, Arabic Language Learning (ALL) courseware, i-IQRA' courseware, EzArabic courseware, Al-Furqan courseware and IQRA courseware (Hasnatul et. al 2016).

PROBLEM STATEMENTS

One of the elements that need to be highlighted in the effectiveness of learning and teaching is the way of teaching. Achievement and student interest to learn Mathematics (for example) are likely to be enhanced if the way of teaching applied in line with the learning style of students. The teacher's teaching style can be seen through the delivery of the contents in the process of teaching and learning in the classroom (Siti Maria Ibrahim & Zamri Ariffin 2016). Therefore, effective teaching and learning can be seen through the extent to which teachers' ability to produce interactive teaching and learning (Kamarul Azmi & Ab. Halim, 2007).

The presence of teaching aids should make the function of the teacher as a facilitator and enhance the effectiveness of student-centred learning with only 25 percent of teacher's involvement in the classroom. However, this effective usage of teaching aid has not been implemented as the teacher needs time, energy and money to provide it (Sufean Hussin et al., 2005). Besides, in the context of Islamic Education teachers, most of the Islamic Education teachers still practice traditional teacher-centered methods such as lectures, memorization, questions, and discussions (Kamarul Azmi Jasmi 2011 and Siti Fatimah & Ab. Halim, 2010). Consequently, there is a lack of teaching aid in teaching and learning thus there are teachers who do not use teaching aids in their learning and teaching process (Zainudin et al., 2008).

Qiraat study which was formally taught at the school level was essentially offered in the KKQ (Special Class on Reading and Memorizing Al-Quran Skill) program since 1986. Even though it has reached more than 30 years, the success of producing capable students in this field is very low. This is due to the lack of *Qiraat* teacher's knowledge that ultimately makes the students less skilful (Azmi Hashim 2010). In addition, due to the limited teacher's skill, it also causes the teacher to not teach the *Qiraat* components and only focusing on the *Tajwid* and *Tarannum* parts which will ultimately cause students to not understand and know about *Qiraat* is.

Therefore, effective and interactive learning is needed to ensure that the interest of students can be increased. Through educational software or computerized education courseware, it can enhance understanding, immediately respond and focus more closely during learning (Ahmad Rizal Madar, 2006). Based on observation, production and product development in Islamic Education has begun to be in the market. But in the specific context of *Qiraat* studies, especially in the medium of Malay language, there has not been any party to produce computerized and virtual education products. Hence, this study suggests the content of the subject of *Qiraat* especially in the KKQ learning level is visualized. It will produce an information visualization design that aims to help the acquisition of information in a short and easy-to-understand manner.

QIRAAT STUDIES IN CURRICULUM OF SPECIAL CLASS ON RECITING AND MEMORIZING AL-QURAN SKILL (KKQ)

Qiraat study is one of the emerging fields in Malaysia. All levels whether in school, college or University begin to integrate the study of *Qiraat* as part of the curriculum. This knowledge is applied in various forms including modules, subjects and specific courses in the institution. This is a good

development and it shows that the awareness of the Malaysian society towards the knowledge of *Qiraat* is part of the aspects of Quranic skill.

The study of *Qiraat* has been included as one of the subjects in the KKQ which is mandatory in all Religious Secondary School (SMKA) and schools with Religious Stream Classes (KAA). It complements the KKQ module that includes Qur'anic Tajwid, memorizing, Tarannum and Quranic Sciences. The syllabus used in KKQ is The Seven *Qiraat (al-Qiraat al-Sab'ah)*. Between the deliberations are the concept of *Qiraat, Sab'ah Ahruf*, the history of *al-Qiraat* and the short profile of the seven *Qiraat's* Imams. Only afterward, they highlighted the respective *Qiraat* Imam's reading technique by selecting some chapters (*surah*) to be practiced. (KKQ Implementation Handbook 2014)

The Special Class on Reciting and Memorizing Al-Quran Skill (KKQ) has been implemented at Religious Secondary School (SMKA) since 1986 until now. This exercise is based on the decision of the Education Planning Committee Meeting in 1985. KKQ is one of the co-curricular activities. In the hierarchy of the Ministry of Education, the Islamic Education Division (BPI) (formerly known as Department of Islamic and Moral Education (JAPIM) is the one responsible for providing special courses for teachers to supplement or equip teachers with knowledge and skills in related fields. Each student who participates in this class will sit for a Special Exam conducted during Form Three and Form Five. Examinations are carried out in the both oral and objective form in terms of interpretation, memorization, *tajwid*, *tarannum*, Quranic Sciences and *Qiraat al-Sab'ie*. All the questions are provided by the Special Committee of the Ministry of Education Malaysia. Students graduating from the examination will be awarded a certificate signed by the Deputy Director-General of Education (JAPIM) who is the chairman of the KKQ. (KKQ Implementation Handbook, 2003)

COURSEWARE DEVELOPMENT

The development phase has taken a long time compared to other phases because it involves many levels of the processes. In this phase, there is also a summative and formative evaluation that aims to test usability and suitability among students. For application development, the ADDIE model is used as a guide. The ADDIE model is a basic instructional design model that can be integrated into any learning strategy (Hall 1997, Jamalludin et al., 2001). Generally, the ADDIE model (Rosset, 1987) consists of five phases namely Analysis, Design, Development, Implementation and Evaluation. Additionally, the ADDIE model is also described as a generic model, organized and systematic in producing courseware and educational products that creative, effective and efficient (Fenrich 1997).

The ADDIE model is implemented in five (5) phases namely analysis, design, development, implementation and evaluation that represent dynamic and flexible guidelines for developing appropriate teaching aids. This model is chosen due to its flexibility factor that allows adaptation to be done between traditional and individualized instructions. Phases in the ADDIE model can be adjusted to the needs of target users, as well as can be used in combination with other models too. The figure below is a simple ADDIE model.



Figure 1: ADDIE Model (adapted from <https://www.cacorpcollege.com/>)

This study is also a design and development research. It will use the ADDIE (Analyze, Design, Development, Implement and Evaluation) approach which is the most popular instructional technology in the production of educational products. The approach and procedure are described as follows:

- a) Analyze the aims to identify the objectives of the design being introduced. It will evaluate the preparatory skills of students before the design can be used. In the analysis, this study has analyzed the content that should be included in this courseware, from the KKQ guide book and from several al-Qiraat books such as the *al-Quran al-Karim al-Qiraat al-'Asyarah al-Mutawatirah* produced by ' Alwi bin Muhammad bin Ahmad al-Qiraat Bilfaqih and *al-'Asyarah Mutawatirah Min al-Tariq al-Syatibiyah wa al-Durrah Dirasatan Tahqiqan* authored by Jamal al-Din Muhammad Syarf. All of this content has been summarized by simply inserting the key essential content together with the appropriate examples. All the contents have been summarized by simply inserting the key essential contents together with suitable examples.
- b) Design means to determine and invent which instructional methods will be used. It will involve exploration, simulations, discussions, practical and exercises, tutorials and demonstrations. It will use audio, video, computer, internet, and so forth approach. In designing the courseware, this study has used the services of multimedia lectures to jointly design a suitable approach. Among the designs used is by determining the software that will be used, the audio and how to use buttons and icons. To design this courseware, the courseware builder uses two key software which are Adobe Illustrator CS 6 and Adobe Flash Professional CS6.
- c) Develop is a process that has been designed to produce courseware. The language that will be used is Malay, using optional and user-friendly icons and suitable for the primary school level. It also uses pictures and characters that are more Islamic.

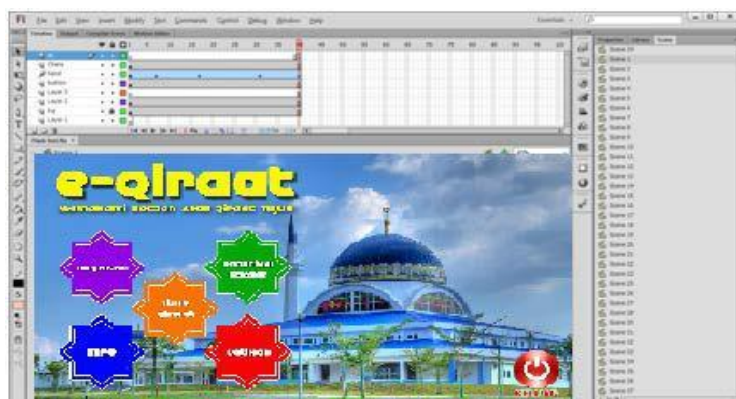


Figure 2: The use of Adobe Flash Professional CS6 in building e-Qiraat courseware with Malay language and icons.

- d) Implement role is to create a pilot study on the design produced. Some samples of students from various backgrounds will be selected to use the design. It aims to look for validity and marketability. The implementation process has taken place by taking a sample of 175 students and 7 teachers for validity and marketability.
- e) Evaluate has two main types of assessments, namely formative evaluation, and summative evaluation. The formative evaluation aims to increase and improve the effectiveness of the design. While summative evaluation means the overall assessment of the design that has been produced.

The following is a conceptual framework for this study that has been adapted to the ADDIE Model: Analysis, Design, Development, Implementation, and Evaluation. This study begins with a quote from

the concept of Qiraat and all related components and then devoted to the KKQ syllabus that ends with product earnings.

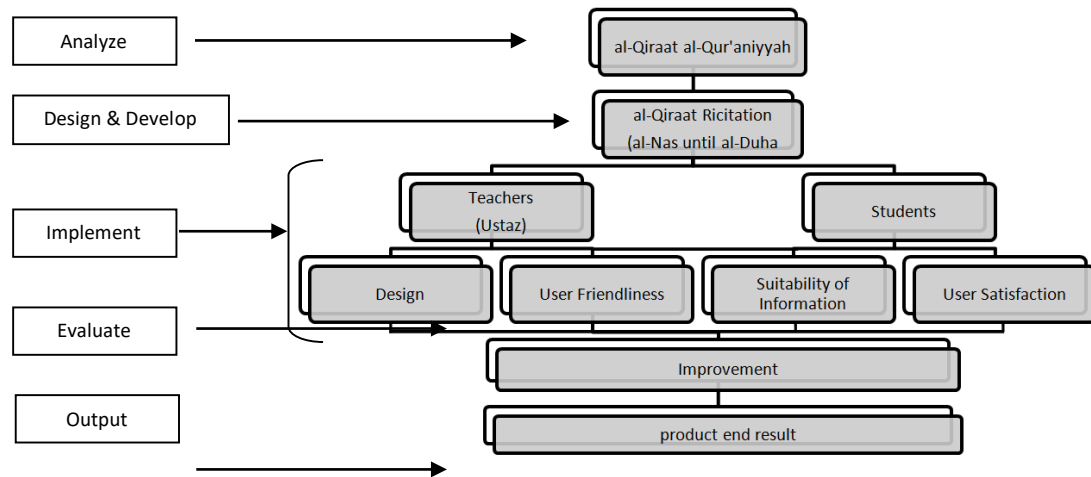


Figure 3: A study framework that has been adapted to the ADDIE Model

APPLICATION DESIGN

To ensure the success of this application, content in general and specifically about Qiraat has been selected first. Reference books in the Arabic Language have been referred to ensure that the selected content is accurate and appropriate. Besides, the main reference book for application content is a handbook of Special Class on Reading and Memorizing Al-Quran Skill (KKQ). This handbook is published by the Islamic Education Division, Ministry of Education Malaysia which is the basic syllabus for this subject which is used for form 1 to 3.

Main contents

Generally, this study has divided the courseware content into 5 parts, namely:

1. The basic concept of Qiraat study
2. Biography of Imam and Narrators
3. Specific terms in Qiraat
4. Reciting Practical – included with *khilaf* explanation
5. Exercises

All the contents are thoroughly screened based on some references, especially the KKQ handbook and some other references as support and additional information.



Figure 4 : Preview of courseware E-Qiraat

Character

Character is the story maker in a story background and message to be delivered. Without character, an application will be less attractive. Character design for each character is made according to the creativity of the research assistant appointed in this research. The sketches were discussed and commented several times before proceeding to the development phase using certain software.

Interface

Graphical User Interface or GUI is the central hub to allow users to interact and communicate with computerized electronic devices (Ahmad Shukri et al. 2015). It cannot be underestimated as it will affect the effectiveness of usage and it is related to each other (Guralnick, 2006). This interface carries some design elements such as colors, texts, images and layout (Norfadilah Binti Kamaruddin 2014). For this e-Qiraat interface, the task of developing is handed over to developers with a background of skills producing good illustrations and designs. The developer is tasked with acquiring assignments to translate content results, sketches, and all information into digital form. The main interface for e-Qiraat software is in Figure 5.



Figure 5 : Main interface of E-QIRAAT

Audio

Generally, audio is usually used when a button or icon is pressed. Also, apart from the Qiraat imams which cover Seven Qiraat became an example of reading. This reading involves 20 surahs from *al-Dhuha* to *al-Nas* and includes surah *al-Fatihah*. Each reading is based on the KKQ Handbook and some improvements after being checked by experts. An audio reading of the imams preferred is:

1. Syeikh Abdul Basit Abdul Samad
2. Syeikh Mahmud Khalil al-Husori
3. Syeikh Yasin al-Jaza'iri
4. Syeikh Abdul Karim al-Daghush
5. Syeikh Abdul Rasyid Sawfi

To listen to the recitation in e-Qiraat courseware, users can click the icon with a mouse click, then recitation of differences (*khilaf*) *Qiraat* that occurred can be heard and learned. Screenshot overview is as follows:

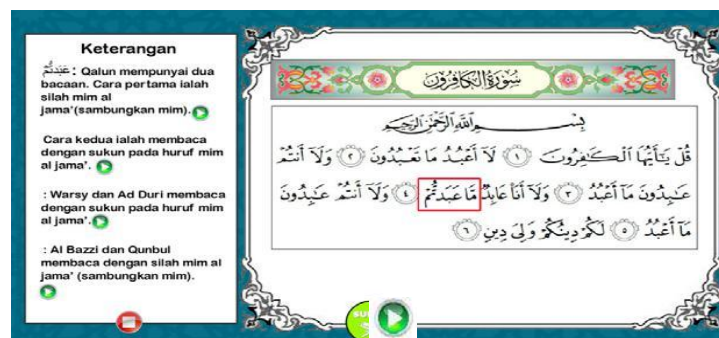


Figure 6 : Play audio click button for recitation of *Qiraat khilaf*.

STUDY FINDINGS AND RECEIVING USER FEEDBACK ON COURSEWARE E-QIRAAT

This study has been using two main methods for obtaining user feedback on the entire design of e-Qiraat courseware. The first method is through interviews conducted to the teacher and the second method is through a questionnaire distributed to students. The courseware test was conducted on 265 students from form 2 through 11 teachers teaching in 11 schools. The location of the study is in 11 schools that have the KKK program by category of school as follows:

No	Category of School	Total of schools
1.	SBP (Fully Residential School)	1
2.	SMKA (Religious secondary school)	3
4.	SABK (Government-funded Religious School)	2
5.	SMAN (Religious secondary school - State)	2
6.	Daily school (mainstream)	3
TOTAL		11

Table 1: School Category and Total area of study

User Acceptance Levels for e-Qiraat

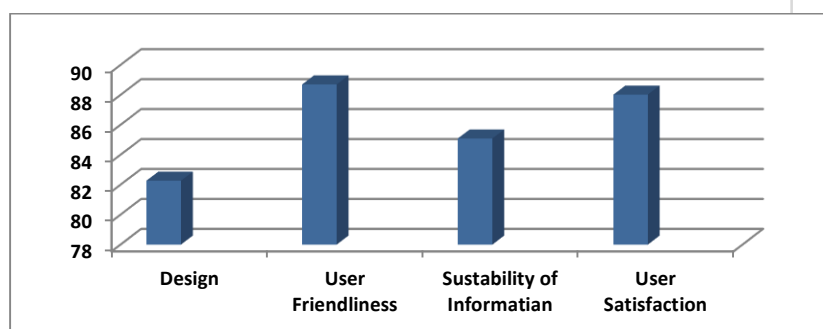


Figure 7 : User Acceptance Levels for e-Qiraat

Overall, respondents of the students have given positive feedback is high moderate (score 80% to 90%) for all scores in all aspects of student perceptions survey. A score of 82.27% for the design of e-Qiraat, 88.7% for user-friendliness, 85.09% for the suitability of the information and 88.02% for user satisfaction. It can be concluded that students' acceptance score is 86.02% which is medium-high. Overall, they have responded positively towards e- Qiraat coursework tested on them.

Based on the teacher's interviews on the part of the user satisfaction, it also shows that the teacher's comments indicate that the e-Qiraat courseware helps to increase students' understanding, reduce the burden of teachers in teaching, attract students to learn *Qiraat* and successfully minimize the misinterpretation of teachers in the correct teaching of *khilaf* recitation. Besides, the findings of marketability also show a positive result with the help of teaching aid facilitating *Qiraat's* teachers to spread the knowledge of *Qiraat* to the public. This is because it has set up a new learning medium involving the use of ICT which is more attractive than teaching aids commonly used in the teaching and learning process.

However, there are some constraints and attention that require preparation such as computer and LCD requirements. They are important because without both e-Qiraat software will not be able to use. Moreover, teacher comments also stated that the use of e-Qiraat still requires the presence of a

teacher in learning Qiraat because Qiraat's learning base is through *talaqqi*¹ and *musyafahah*². In this way, it will be able to assess the accuracy of the student's readings with the direct teaching of the teachers to the students.

CONCLUSION

This study is a pilot study in introducing the design and use of technology in the study of Qiraat knowledge, especially KKK. It is the teaching aids that can help teachers in improving the understanding and interest of students in the learning process. Based on the findings of this study indicated that the use of technology has increased the interest and fun of students in their learning process.

Hence, teachers who act as agents of change especially students in a class should be prepared to make teaching aid-technology in their teaching. Many educational and applications, especially in Islamic studies, have been created to help teachers, yet it remained dependent on the needs and requirements of teachers whether to use them or not. For teaching and learning Qiraat, teachers can use the e-Qiraat courseware as the first step in realizing the use of ICT. Hopefully, the production of e-Qiraat courseware will benefit people and become a starting point for educational courseware builders to create and produce better to enhance the effectiveness of *Qiraat* teaching.

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¹ Islamic lesson conducted in a *halaqah* (small group). It also means learning the Qur'an directly by listening and copying verbally from a teacher who has a continuous chain (*sanad*) from Rasulullah SAW. (Nor Hafizi bin Yusof et. al 2018)

² This term refers to the situation where the student receives the knowledge verbally by focusing on the movement of the teacher's lips and repeats the recitation. (Nor Hafizi bin Yusof et. al 2018)

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