

TEACHERS' PERCEPTIONS TOWARDS ONLINE QURAN LEARNING

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DEDICATION

This project report is dedicated to my parents, *Allam Tawfiq Said* and *Noor Hanizam bt Abd Ghani* who have given me irreplaceable love and blessings, invaluable educational and intellectual development of mine, a source of motivation and strength during my upside-down moments. Without their prayers and supports, this project report would not have been made possible.

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ABSTRACT

The breaking out of Corona virus in the past years has offers Al-Quran learning become an option to switch into online class mode. Traditionally, Al-Quran learning has known to be in physical environment as the students could clearly see and feel the teacher's reading pronunciation directly. The purpose of this qualitative study is to explore Quran teachers' experience in conducting online Quranic class during pandemic COVID-19 as well as to examine the effectiveness of online Quran learning from students' Quran reading performance. This study employs qualitative methods to explore Quran teachers' experience conducting online Quranic class with the use of e-interview as the data collection method. Positive and negative experiences of teachers were examined. The findings of this research revealed that accessibility, platform, student's engagement, flexibility, learning outcome and learning system were teachers' positive experiences. The negative experiences were caused by networking connection, commitment of students as well as technical skills required. Moreover, this study also examines students' reading achievement score to investigate the effectiveness of online Quran learning. The results obtained from students' reading performance rubrics indicated that most of the students' achieved a good achievement level of reading Al-Quran. The data were analysed using descriptive analysis. The findings of this study can be used by other Quran teachers, to get insights on how far Quran teachers could benefit in conducting online Quran class in future.

ABSTRAK

Ledakan virus Corona dalam beberapa tahun kebelakangan ini menawarkan pembelajaran Al-Quran pilihan untuk beralih ke mod kelas dalam talian. Secara tradisinya, pembelajaran Al-Quran diketahui berada dalam persekitaran fizikal kerana para pelajar dapat melihat dan merasakan pengucapan guru dengan jelas secara langsung. Tujuan kajian kualitatif ini adalah untuk meneroka pengalaman guru Al-Quran dalam mengadakan kelas Al-Quran dalam talian semasa pandemik COVID-19 serta untuk mengkaji keberkesanan pembelajaran Al-Quran dalam talian dari prestasi membaca Al-Quran pelajar. Kajian ini menggunakan kaedah kualitatif untuk meneroka pengalaman guru Al-Quran menjalankan kelas al-Quran dalam talian dengan penggunaan wawancara atas talian sebagai kaedah pengumpulan data. Pengalaman positif dan negatif guru diperiksa. Hasil kajian ini menunjukkan bahawa aksesibiliti, platform, penglibatan pelajar, fleksibiliti, hasil pembelajaran dan sistem pembelajaran adalah pengalaman positif guru. Pengalaman negatif disebabkan oleh hubungan rangkaian, komitmen pelajar dan juga kemahiran teknikal yang diperlukan. Tambahan lagi, kajian ini juga mengkaji skor pencapaian membaca untuk mengkaji keberkesanan pembelajaran Al-Quran dalam talian. Hasil yang diperolehi dari rubrik prestasi membaca pelajar menunjukkan bahawa sebahagian besar pelajar mencapai tahap pencapaian yang baik dalam membaca Al-Quran. Data dianalisis menggunakan analisis deskriptif. Hasil kajian ini dapat digunakan oleh guru Al-Quran yang lain, untuk mendapatkan gambaran tentang sejauh mana manfaat guru Al-Quran dalam mengadakan kelas Al-Quran dalam talian pada masa akan datang.

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LIST OF ABBREVIATIONS

MCO	-	Movement Control Order
TAM	-	Technology Acceptance Model
TRA	-	Theory Reasoned Action
UX	-	User Experience
TnL	-	Teaching and Learning
PEOU	-	Perceived Ease of Use
PU	-	Perceived Usefulness

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CHAPTER 1

INTRODUCTION

1.1 Introduction

The Prime Minister of Malaysia has announced that the royal party has decided to implement the Movement Control Order (MCO) across the country from 18th March 2020. This remarkable era of pandemic Covid-19 has brought changes to the whole world and to all aspects of human's life. It successfully locked all the countries down that led to the closure of many institutions and industries including schools and universities for a vague period. The Corona Virus has made institutions to go from offline mode to online mode of pedagogy across disciplines and subjects. This is all aimed at curbing the transmission of the disease caused by the Covid-19 virus (Nurbaizura & Azizan, 2020).

In the current era of globalization, providers of information delivery facilities growing rapidly. From previously using handwriting, now it has been assisted with computer technology. Back then when we wanted to read a book, we had to buy a book or at least came to the library to read books, but now books can be read in electronic form or what is commonly referred to as an e-book. We are not required to buy, holding and opening page after page to read. With internet technology now all can be accessed from anywhere and anytime same goes to Al-Quran, which we can read it through online at anytime and anywhere by using internet access. We can search for letters, search for verses, look for the meaning of a verses, even listening to the recitation (Akbar, 2013).

Human needs become increasing by day and complex in recent times. With advancement of technology and multimedia development nowadays, it is an alternative for communication medium that is considered effective, fast and easy. Out of various types of needs in human being, there is always a need in spiritual side to be part in religion. Scripture is one of the main needs in religious activities. Al-Quran is a holy scripture for Muslims to preserve, practice and read it in a properly manners. The key to read it properly is to pronounce the letters with correct according to tajweed and the interpretation. As it is a great need for Muslim to master Al-Quran reading, it can be accessed via online that can make it easier to learn and access to it (Akbar, 2013).

1.2 Background of Study

Every Muslims must have knowledge to read Al-Quran with proper pronunciations to avoid different interpretation or meaning. The knowledge is known as Tajweed. The importance of reading Al-Quran with correct and best pronunciation has highlighted by Hanafi et al., (2019) where they stated the ability to read the Qur'an properly and correctly in accordance with tajweed rules is a competency that must be possessed by every adult Muslim. Taib et al., (2020) stated many studies done by researchers in reviewing students' skills and proficiency in reading Al-Quran have shown that students were having problems of reading and reciting the Al-Quran using the correct tajweed.

For a complete and proper reading of the verses in the Al-Quran, a reciter had to learn, understand and implement all the rules (Taib et al., 2020). These rules also known as tajweed must be practiced and implemented. Tajweed is a set of rules to be followed by a person who wish to read, recite and interpret the verses of Al-Quran (Al-Quran 73:4). Up till recently, there are still many students did not have a desired level of reading skills of Al-Quran. Majority of the students not just having problems in the fluency of reading and understand the law of tajweed, even the ability to correctly pronounce the letter (*makhraj*) very worrying and unsatisfying.

In Al-Quran learning, the Prophet Muhammad (peace be upon him) specifically teaches and encourages us to have a face-to-face Al-Quran lesson with the teacher. *Talaqqi musyafahah* is a method of learning Al-Quran face to face where the delivery and teaching method is directly from a teacher to a student. This Quran learning method was inherited by the Prophet Muhammad (peace be upon him) from Gabriel a.s and further transferred to the companions. The companions continued this pedagogy until it is widely accepted as one of Al-Quran learning systems in this twentieth century. (N. H. bin Yusof et al., 2018).

However, with this current situation of pandemic happening has limited the movement of people and discontinue face to face learning. This seems contradict with what the Prophet Muhammad (peace be upon him) has suggested for us to have a *talaqqi musyafahah* method of Al-Quran learning. All Quran teachers now are shifting their Quran teaching and learning method to an online approach with the use of technology. Indeed, the technology-based learning has more benefits over traditional methods because it offers learning opportunities at students' own pace and has enables feedback learning that is far more effective. Nevertheless, the voice of teachers who recently just adapting their teaching method into online environment could not be silent. Few questions are to look into as such what kind of experience they had in using technology to teach Al-Quran which is totally different with traditional method of teaching Al-Quran? Can online learning accommodate the students' problem in reading Al-Quran and effectively increase their reading performance?

As far as known, this current pandemic situation has brought Al-Quran learning to move together with technology development, however, the teachers' experience and the effectiveness of Quran learning with the use of technology must be emphasized and broadly examine to cater students' need and problem in reading Al-Quran properly. This study is important in order to fill the gap of previous research. Although the literature regarding online teaching and learning is expanding, studies related to the perceptions of online teaching among teachers are limited. Among those examined, few researchers have examined the perceptions and experience of teachers from Quranic field and area.

1.3 Problem Statement

According to (Winterhalder, 2017), understanding the perceptions and experiences of teachers who employs technology in their teaching may contribute to the adoption of technology by other teachers who is considering the use of technology in their teachings to improve their students' performance in learning. However, in this study, the focus is not on the perceptions of using technologies in Quranic learning merely, rather this study concentrates on the positive and negative experiences of a Quranic teacher as well as the effectiveness of conducting online Quran lesson from the students' achievement score.

According to Avraamidou, (2008) as cited in Winterhalder, (2017), more research in the area of students experience in learning using mobile technologies is needed. However, there is also a need to cover on teachers' experience toward online learning especially in Al-Quran subject matter as mentioned by Hanafi, Murtadho, Ikhsan, Diyana and Sultoni (2019) considering that up to recently there is limited research exploring experiences of teachers and students regarding Al-Quran learning field. Therefore, there is importance to explore and view from Quran teachers' experience and the effectiveness of using the current technology in teaching Al-Quran virtually.

1.4 Research Objective

- (a) To explore Quran teachers' experience in conducting online Quranic class during pandemic COVID-19.
- (b) To examine the effectiveness of online Quran learning from students' Quran reading performance.

1.5 Research Questions

- (a) What is the experience of Quran teachers who are conducting online Quranic class during pandemic COVID-19?
- (b) What is the effect of online Quran learning on students' Quran reading performance?

1.6 Conceptual Framework

Based on figure 1.1 below, this study focuses on online Quran teachers' experience and the students' performance in reading Al-Quran via online Quranic class with using online pedagogical tools. Teacher experience will be discussed and classified into two manners namely positive and negative experience with employing of Technology Acceptance Model (TAM) theory in discussing the experiences in regards of perceived usefulness as well as perceived ease of use of technology. Meanwhile, the effectiveness of online Quran class been investigated by looking into the students' achievement result of reading Al-Quran. The framework would resume to improve and be achieved as the study develops and the connections between the planned constructs will appear as data are analysed. The framework is a guideline for the researcher to stay focus on the study element that will be analysed and discussed in the following data analysis chapter. (Baxter et al., 2008).

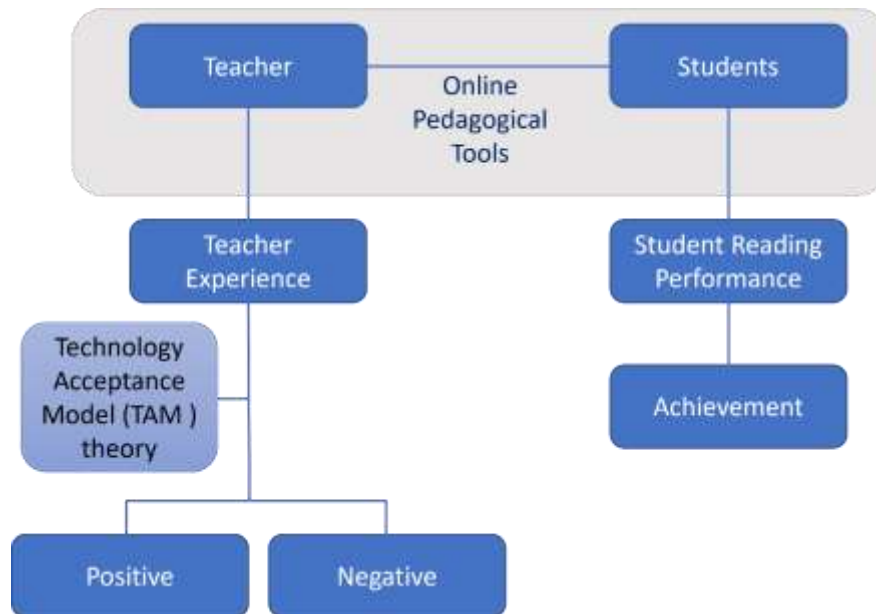


Figure 1.1 Conceptual Framework

1.7 Research Rationale

Although the studies on teachers' perceptions and experience towards online learning is expanding, there is still few studies done in examining the Quran teachers' experience and the effectiveness of learning Quran in virtual environment. Therefore, this study aims to examine Quran teachers' experience and the effectiveness of using online learning in teaching Al-Quran. The result of this study will contribute to online learning literature and allows Quran organizations, Quran teachers or another related parties to get insight on online Quran teaching and learning perceive and effectiveness based on the findings of this study.

1.8 Research Importance

This study is important to examine teachers' experience and perception in online class especially teachers who teach in non-academic sector which is in Islamic education field. It gives insights on Quranic online class practices especially to other Quran teachers, students and parents who would like to send their kids for group or one-to-one private online Quran learning.

1.8.1 Quran Teachers

This study provides information and guidance for other Quran teachers to conduct online Quranic class privately through the experience and suggestions from the Quranic teachers in this study.

1.8.2 Students

Students especially adult learner could have some exposure on how they could benefit from private Quranic class through the discussion on the effectiveness of online Quranic class in this study.

1.8.3 Parents

Apart from Quran teachers and students, parents could profit and gain insight from this study as well through the strategy used and the effectiveness of online Quranic class.

1.9 Research Scope and Limitations

There are several scope and limitations of this study which need to be addressed. First, the Quranic teacher's organizations they work at are private organizations, which are similar to online tuition classes for Al-Quran subject, not likely the school's online learning approach. The sample size of this study is limited to 3 Quranic teachers that were chosen based on purposive sampling technique.

Second, from Quranic content matter, only Al-Quran reading fluency and tajweed lessons will be examined in this study. The other elements of Al-Quran learning such as taranum, tafseer, tadabbur and so forth are not examined and related in this study.

Third, the data collection method to examine the effectiveness of online Quran learning is solely based on post-test which is the current score of students' Quran reading performance throughout learning via online during the pandemic period. The pre-test marks will not be collected since the class was conducted in face-to-face learning mode. The assessment criteria using adopted J-QAF rubric are based on reading fluency and the tajweed performance only and it will be examined to view the effectiveness of online Quran learning.

Forth, each teacher in the study had her own characteristics and styles regarding how she presented the lesson and communicated with students. Therefore, the characteristics and styles of the teacher may have had an influence on their experience and their students' performance.

Finally, the key limitation of this study is it is a possible and most likely that the experiences of the Quranic teachers were exclusive and cannot be generalized to the population. Furthermore, this study collects data exclusively from online interview, no other qualitative data collection method will be employed in this study. No classroom observation will be made as the researcher wishes to explore the phenomenon through teachers' experience and the effectiveness of online Quranic learning.

1.10 Operational Definitions

The following terms definition will briefly be described to provide understanding on key elements of this study to the reader.

1.10.1 Quranic

According to Oxford dictionary, the Quran or Koran, is the holy book of the Islamic religion, written in Arabic, containing the word of Allah as revealed to the Prophet Muhammad. The term Quranic is used to describe something which belongs or relates to the Quran. In this study, the word Quranic refers to learning of the Quran through current available technologies including recitation and the theory of Quran recitation which commonly known as tajweed.

1.10.2 Online Class

Online class, online learning, and online education generally indicates the process of taking course or participating in any other kind of educational effort across internet connection rather than in person. Through a learning management system, student can view their course syllabus and academic progress and able to communicate with fellow peer and their course instructor. As the traditional classroom is starting to lose its priority as the place of learning, internet has made online class possible and as an alternative for more accessible learning.

1.10.3 Online Quranic Class

Quranic learning is an obligation to every Muslims. It is a study on how to read Al-Quran properly with correct pronunciation. Online Quranic learning is a virtual Al-Quran class using technology medium to deliver the learning content. This new way

of learning Al-Quran has become prominent and important due to the current pandemic situation that prevents all traditional in-class learning activity to occur. Together with technology-based resources, it helps student to connect and engage with Al-Quran daily.

1.10.4 Experience

Oxford dictionary stated that experience literally means an event or occurrence which leaves an impression on someone. In education setting, the term experience brings the meaning of knowledge or skill that is gain from doing an activity or the process of doing it. In this study, the researcher aims to explore the experience of Quran teachers who had conducted teaching via online basis for Quranic learning.

1.10.5 Effectiveness

Based on Oxford dictionary, term effectiveness is the degree to which something is successful in producing a desired result or success. In education field, effectiveness is an output from specific educational goal when it achieved the expected target.

1.11 Summary

Chapter one introduces the topic of Quran teachers' perceptions towards online Quranic class, background of study and the statement of problem. The chapter continues with presenting the research objective and research questions. It also discusses the conceptual framework, research rationale, and research importance, as well as the research scope and limitations. The chapter concludes with the operational definitions.

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