

CHAPTER I

INTRODUCTION

1.1 Introduction

Arabic is the language of the Arabs and the Qur'an, it becomes even more appealing when it is complemented with Tarannum recitation (Rafatu, 2015). In embracing Tarannum when reciting the Qur'an, one must get it done according to the right principles or Arabic elocution and in a melodious voice, on discovering the significance of the Qur'an; essentially one's body and soul can be embraced by the recitation. This miraculous word of Allah the Al-Qur'an was revealed to the Prophet Muhammad Salla Allah Aleahi Wsalam by the angel Jibreel Alaihi Salam (AS). Therefore, the Al-Qur'an is referred to as the Wahi or divine, revealed through a holy link (angel Jibreel AS) from Allah to Prophet Muhammad SAAW. The Wahi or Qur'anic revelation is generally regarded by Muslims as the exact words of Allah (Iqtidar, 2011; Mahmoud et al., 2009).

The Qur'an was revealed by Allah to Prophet Muhammad SAAW using the Tajweed rules, that is to say, Angel Jibreel (AS) who revealed the Qur'an, recited the words while it was being delivered to Prophet Muhammad SAAW in a certain way and it was explained to the Prophet SAAW how each word in the Qur'an must be recited (Hefner, 2009). Thus, it is indeed necessary that all Muslims observe these rules to recite them in the exact way they were revealed.

The word Tajweed, as used by Muslims, linguistically depicts the skillfulness or the ability to do something well. In Arabic, it means ‘right pronunciation’ of Qur’anic verses by distinct individuals at a reasonable speed of recitation. In Qur’anic teaching, Tajweed means “specifically giving each text of the Qur’an, its rightful characteristics during recitation by observing all the letter-specific rules that applies to the text in different contexts (Huq, 2008). The rules must be contemplated as a way to make certain the significance of the Qur’anic verses. This procedure is considered an artwork because not all reciters will pronounce the Qur’anic verses in the same manner and at exactly the same speed (Bashir et al., 2003; Tabbal et al., 2006). This implies that the letters contained in the Qur’an are given their rights by observing the essential characteristics of the individual texts. These texts are given their due textual quality by observing that their characteristics and quality are maintained at all times (Huq, 2009). This is to ensure that the teaching of the Qur’an uses the same process and does not lose its meaning. Therefore, it is important for Qur’anic teachers to not only be able to perform the Farannum in an excellent way, but also be able to equip pupils with the fundamental skills to read the Qur’an (Elhadj et al., 2012; Elhadj & Yom, 2010). The emergence of technology has transformed the way the Holy Book of Muslims, the ‘Al-Qur’an, is taught across the world (Sheikh, 2000). This has led to enormous misinterpretation of the Qur’an during recitations, as the rules of Tajweed are not observed. During the time of the Prophet SAAW, it was needless for people to learn Tajweed because the Qur’an discusses the Tajweed, which portrays its originality.

However, it has become necessary as Arabs relate to other non-Arabs in the spread of Islam. The Arabic that is spoken by the Arabs now is completely different from the

previously known classical Arabic that was used to reveal the Qur'an and this has made it necessary for Arabs to study the Tajweed to maintain the textual meaning of the letters (Farahi, 2008).

Presently, educational institutions use modern technology to link their learning programs, including preparatory programs and teacher training, with the entire educational system. This is to properly coordinate and effectively handle learning and instruction at all levels. In the Malaysian Educational System for example, where Islamic education is one of the core subjects offered in primary schools for Muslims students, recitation of Qur'anic verses is still considered a difficult task among students as well as teachers. In Malaysia, students are desperately in need of effective instructional design of Information and Communication Technology (ICT) to overcome the problem associated with proper recitation of the Qur'an as previous studies show that they are weak in Jawi skills (Haron et al., 2010; Maamouri et al., 2006; Marina et al., 2011; Samir & Khalil, 2007). This is a necessity to improve the learning patterns that improve their lives. Although several attempts have been made in the past to address some of these difficulties, in Malaysia the different ways; for example, the Ministry of Education in Malaysia designed, a special programme called j-QAF to enhance student's ability in Jawi, Qur'an, Arabic and that is Fardh Ain (Mamat et al., 2012). Malaysian primary school students and teachers, still suffer from a lack of a suitable mechanism for the learning and teaching of Qur'anic recitation in a more interactive way. According to Faryadi and Mssraty (2012), the Malaysian educational system needs a pre-service teacher-training program mostly in using modern communication technology in the area of teaching Qur'anic recitation in order to use the right pronunciation during recitation. Hence, a multimedia instructional

design approach is considered as an appropriate tool to formulate and design an interactive visual application to help students and teachers recite the Qur'anic verses correctly. By achieving this goal, teaching and learning Qur'anic verses recitation will be enhanced in such a way that it empowers students with the right pronunciation skills.

The role of ICT in education cannot be overemphasized (Chukwunonso et al., 2013). The use of interactive software programs or multimedia for teaching and learning helps student learn better through sequential modes. Multimedia can be defined as the use of computer for the presentation and combination of text, graphics, audio and video embedded with links and tools that enables the user to navigate, interact, create and communicate (Butcher and Marie (2004); Damodharan and Rengarajan (2007); Jusoh and Jusoff (2009)) defined multimedia as an integrated multi-sensory interactive application that combines various digital media, to deliver information via presentations to an audience. Therefore, in agreement with the assertions of one key element in multimedia that is "interactivity", which is necessary for the interactive communication process of multimedia to be fulfilled (Noor et al., 2009).

Unlike the traditional classroom teaching where the teacher controls the entire instructional process, and factual knowledge through a passive learning mode, that offer learners very little or no part at all in their learning process (Damodharan & Rengarajan, 2007). The use of multimedia in teaching and learning is not only makes learning attractive and maintain the students' interest, it also has the potential to create high quality learning environments (Cairncross & Mannion, 2001). Despite its limitations (such as lacking the benefits of direct teacher tutoring), its numerous benefits for both the teacher and learner makes it one of the fastest emerging

educational technologies of the twenty-first century. Noor et al. (2009) mentioned listed some of the benefits of using multimedia as an instructional design in teaching and learning to include dynamic and interactive presentation of learning contents by not only providing more text but by bringing it to life with sound, pictures, music and video. Furthermore, students of nowadays, unlike those of previous generations, differ greatly in the way they reason, access, assimilate, interpret, process, and apply information and most of all, in their perception, communication and interaction in this information age.

Shereen (2013) the use of multimedia is today an imperative tool in the educational process given its ability to effectively and efficiently transform tacit knowledge into explicit knowledge in such a way that primary school pupils can easily understand and appreciate learning. Although several studies have proposed different methods of using multimedia instructional design for teaching and learning, particularly in primary schools, the self-centric or student-centred learning method seems agreeable to most researchers for a number of reasons (Ghukwunonso et al., 2013; Geven & Attard, 2012; Shereen, 2013).

Self-centric learning is a method of learning that shifts focus of instruction from the instructor to the learner by placing the student at the center of the learning process. Unlike the traditional classroom learning where the primary source of knowledge is the teacher, self-centric learning method transforms students from being passive to becoming active in the learning process (Armstrong, 2012). This liberates the learner's responsibility by granting the student independence and autonomy of their learning path. In as self-centric learning environment, the teacher assumes the role of facilitator rather than instructor. The goal of the teacher is to provide guidance to the

students in the learning activity to enable them experience the learning content and make new interpretations of such content (Hannafin & Kathleen, 2010). This study therefore proposes the use of self-centric learning method using multimedia instructional design to teach Qur'anic recitation with Tajweed to primary school pupils in Malaysia.

1.2 Background of the Research

Several researchers have addressed various challenges individuals face when dealing with the Arabic language due to differences between what is composed and how it should be recited. The Arabic alphabets comprise 28 letters referred to as the Hijaiyah text *Alif to Ya* (Dimitra, 2004; Ibrahim et al., 2008; Maman et al., 2013). In Malaysia, the teaching of Qur'anic recitation is generally learnt in mosques and other specialized learning associations. Studies show that a number of weaknesses occur during the recitation of Qur'anic verses by teachers and Malaysian pupils (Ramlan & Yusop, 2013). Some of these weaknesses have been linked by scientific studies to the implementation of religious education at National Schools as many pupils who although have completed their six years of primary education, cannot still read the Al Qur'an and write Jawi. In Malaysia, Islamic education is one of the core subjects offered in primary schools for Muslims students. Nevertheless, several studies conducted in some Malaysia primary schools (Hashim et al. (2008); Lilienfeld et al. (2010); Maimun et al. (2011); Mamat et al. (2012); Tabbal et al. (2006)) assert that many pupils are still unable to perform the Qur'anic Tarannum correctly or even to perform its essentials in the right manner. Based on the findings of these studies, the major cause of this challenge was attributed to teachers' lack of knowledge on the appropriate manner to educate students. Additionally, the failure to use appropriate

pedagogical tools that meet students' needs was also identified as part of the factors that cause difficulty in the correct learning of Qur'anic recitation. The major conclusion of these studies is that for primary school pupils to be able to correctly master the Tajweed and Tarannum of the Holy Qur'an in Malaysian primary schools both the teachers' qualifications and the teaching methodologies must be revisited.

Maimun et al. (2011) carried out an investigation on the effects of certain teaching, learning strategies and their impact on the learning performance of students based on the various learning application/tools employed. Ibrahim et al. (2008) addressed the differences between teaching Qur'anic sentences in distinct voices and recognized the sounds were Qur'anic more likely to differ from one individual to another based on the way of recited. Finally, they concluded that combinations of texts could be pronounced using the Harakatt and the Qur'anic Arabic poetry recitation must be evaluate it with other related works. Samir and Khalil (2007) proposed a Computer Aided Pronunciation Learning (CAPL) model for the teaching of Qur'anic recitations based on Arabic pronunciation patterns to non-native Arabic language speakers. Haron et al. (2010); (Manan et al. (2013); Rashid et al. (2012)) observed that Malay students were not proficient in the Arabic language despite spending a lot of time to learn Arabic. The use of specific learning strategies may help improve Malay students' Arabic speaking abilities. These review studies all relied on the 'language learning approach', which postulates that students' success or their inability to learn certain languages may be attributed to the effectiveness of the teaching strategies or the teachers' inability to apply appropriate pedagogical tools fit for the learners' needs. Different learners have additionally explained that their comprehension of the Arabic Language and speaking abilities were dependent on the quality of the teachers and the

learning strategies employed (Marina et al., 2011). However, when it comes to Malay students' understanding or speaking ability of the Arabic Language, the inability of the Malay teachers to properly speak the Arabic language themselves, was seen as a major barrier (Faryadi & Mssraty, 2012). To address this, the mistakes that students make during recitation of the Qur'an will be structured into two distinct types: *Clear-mistakes* and *Unobvious-mistakes* (hidden mistakes). An empirically based multimedia instructional design will be used to help learners avoid clear-mistakes by observing all the rules of the Tajweed. The act of making clear-mistakes is a sinful act and offensive for students (who knows Tajweed) to be led in prayer by another person or persons involved in committing this "clear-mistake" during Salaah (Ibn Taymiyah, ND). In contrast, unobvious-mistakes are not considered sinful but the recitation that falls within this classification is referred to as incompleteness and therefore people following in offering prayers are not accused of the mistakes unlike the clear-mistakes (Barkatulla, 2013).

Therefore, this research is confined to examining various applications and techniques that can be used to develop a self-centric learning methodology based on multimedia instructional design approach that will take into consideration the need of such methodology in applications that teach Qur'anic recitation and Tajweed appropriately.

1.3 Problem Statement

Recitation of the AL-Qur'an without proper Tajweed has exposed Malaysian students to extreme difficulties in the proper recitation of the Qur'an (Ramlan & Yusop, 2013). This poses a serious problem in reflecting the true meaning of the textual wording and stands the risk of losing the value of the Qur'anic text as contained in the original language. According to the previews studies of related literature such as Marian et. al.,

(2011); Wan et. al., (2010); Abdullah Al- Dualj et. al., (2012), all the programs of teaching Arabic alphabets whether using only three vowels or without vowels at all. The lack of using the four vowels was reflected negatively on students' performance in reciting the Holy Qur'an based on Tajweed rules. As a result of that, this research will provide a teaching Arabic Alphabets program with four vowels to make students recite the Qur'an correctly. This teaching Arabic Alphabets program will be based on the improvement of the constructivism theory in order to solve the problem of recitation the Al-Quran without all vowels by adding the fourth vowel (Al-sokun). In Malaysia the teaching of Qur'anic recitation is traditionally carried out in mosques and religious schools (Kirchhoff et al., 2002; Vergyri & Kirchhoff, 2004), and there is a marked weakness in the recitation of the Qur'anic verses by Malay students and teachers alike, whereby some of the letters and textual characters are wrongly pronounced, mistakes of missing words, verses, misreading and Harakatt pronunciation, punctuations and accents (Muhammad et al., 2012; Vergyri & Kirchhoff, 2004; Villamil et al., 1996; Zaini et al., 2014; Maimun et al., 2011). It is noticeable that the teaching method which dominant in Malaysian schools is the teachers' centered approach. Therefore, based on self-centric theory will applied in this study to enable students to be active learners in teaching and learning process. Studies by (Lubis et al., 2011; Maimun et al., 2011; Tabbal et al., 2006), that were carried out in different Malaysian primary schools at different locations have revealed that there are many students who are unable to perform the Qur'anic Tarannum correctly or even to perform it according to the standard way. Such challenges have been attributed to the failure of the teachers to apply suitable teaching methods that fit learner needs. This research employed a few multimedia models of Gagne's, Arcs's, Mayer's and Assure models to allow the researcher to mix and match design

component that offer the best chance of answering the specific research questions (Johnson & Onwuegbuzie, 2004). For example, Gagne model is used to evaluate the students, Arcs model is employed to motivate students, Mayer model is utilized to enable students to learn easily by dividing the lessons into sub-division and Assure model is used to identify the learners' needs. According to (Tellings (2001); (Yeasmin, 2012) the combination of different theories work best in order to overcome the weakness or intrinsic biases and the problems that come from single-theory. Therefore, the suitable learning theories such as Mayer, Reigeluth, and Vygotsky that are related to context of the problem will be utilized in this research. Mayer theory is multimedia theory that will make students learn by an interesting way through sounds, pictures, icons symbols and graphics. Through following the Reigeluth theory students will learn qur'anic from simple to complex as they will start with alphabets and slowly vowels rules of Tajweed and recitation. By applying Vygotsky theory the low ability students will be assisted by display symbols, icons and scaffolding. Meanwhile, most teachers who teach Qur'anic recitation do not have the required knowledge, competency, right attitude and experience for teaching the Qur'anic Tarannum. Thus, immediate action is required to help Malay learners to learn the Qur'an with accuracy based on the Tarannum and Tajweed rules. To solve this problem and enable students to distinguish between qur'anic Recitation and Tajweed rules, a new multimedia instructor design based on appropriate theories will be provided to assist the learners.

1.4 Research Objectives

The goal of this research is to propose a self-centric learning methodology to assist in the teaching of Qur'anic recitation and Tajweed for non-native Arabic speakers. Thus, to achieve this goal, the following objectives will be considered:

- 1) To identify the strengths and the weaknesses of multimedia programs which teach Qur'anic recitation and Tajweed in Malaysian classrooms.
- 2) To evaluate the criteria for self-centric learning in recitation the Holy Qur'an based on Tajweed.
- 3) To develop a self-centric learning prototype to learn Qur'anic Recitation based on Tajweed.
- 4) To investigate and critically evaluate the traditional method of teaching Qur'an Tajweed learning method with the proposed self-centric system.

1.5 Research Questions

To achieve the above objectives, this study will attempt to answer the following research questions:

1. What are the strengths and weaknesses of multimedia programs for teaching Qur'anic recitation based on the Tajweed in Malaysian classrooms?
2. What are the most important criteria for self-centric learning in Recitation Qur'an based on Tajweed?
3. What are the requirements for developing a self-centric learning prototype to learn Recitation Qur'an with Tajweed?
4. Does the multimedia instructional design perform better than traditional method of learning the Recitation with Tajweed among students?

1.6 Scope of the Research

In this research the Tajweed is not limited to only memorizing, learning the rules of recitation, but extends to establishing an appropriate application of the rules while reciting the Qur'an. There is a need to adopt a system to familiarize students with the knowledge on how to correctly recite the Holy Qur'an as revealed and recited by the Holy Prophet SAAW and this requires knowledge of:

1. The exact pronunciation of the textual letters as it appears in the Arabic Alphabets.
2. Ensure consistency in the rules relating to the perfect recitation of the Qur'an.

Acquisition of these skills, makes reading the Qur'an based on the Tajweed possible. Therefore, proposed system in this study will be divided into three important parts comprising of pronunciation of letters, perfecting the rules relating to recitation, and implementation.

1. Pronunciation of letters: The system will first expose the students to pronunciation the Arabic alphabets with four vowels that called in Qur'an "Harakatt" and make them familiar with Arabic words and sentence structures. At the end of this part, the students will be able to recite the words and sentences in the Qur'an with vowels to reasonable extent.
2. Perfecting the rules related to recitation: At this stage, the students will be able to identify and read the letters and words in the Qur'an using correct pronunciation. Here, the students will learn all the necessary rules relating to perfecting their recitation such as the rules in prolonging letters, knowledge of letters and words that are to be pronounced using the nose, the rules leading to

stopping and many others, In addition the students will learn the rules relating to Tajweed for example Qalqalah rules and many others.

3. The implementation: At this stage, the knowledge that has been acquired will be implemented into the recitation of the Qur'an using a multimedia system. The students able to identify and implement correctly the pronunciation of letters and the observation of different rules while reciting the Qur'an. To this effect, the students will be able to recite the Qur'an fluently and correctly based on Tajweed.

1.7 Significance of the Research

i. Methodological:

This research will contribute to the development of the constructivism paradigm and extend knowledge of the existing method. In addition, the findings of this research will provide guidelines for researchers on the methodology of learning the Holy Qur'an recitation based on Tajweed.

ii. Empirical:

This research, which is conducted empirically using Multimedia Instructional Design (MID), can be prototyped to improve other languages. In addition, this research enhances future instructional design concepts.

iii. Theoretical:

This research add one vowel called Sukon its pronounced (AB for B, AM for M et) to the body of knowledge related to enhancing method of teaching Qur'anic recitation based on the Harakatt and Tajweed among Malaysian primary school pupils. This approach will alleviate the burden of shortage of teachers and unqualified teachers of

the Holy Qur'an. It will also provide students and teachers an effective multimedia program, with sound, picture, and animation for all the Tajweed and recitation rules. It will improve the teaching and learning capability needed to transform the present learning strategy.

iv. Data Collection Method:

In-depth interviews, classroom teaching observations, survey questionnaires, SEM for testing variables of MID model, checklists and T-test, descriptive statistics of the research instruments provide valuable guideline for future researchers as well as instructional designers in choosing an appropriate method for selecting sufficient data needed to thoroughly examine the learning of Qur'anic recitation by observing all the rules of the Tajweed using a multimedia instructional design system.

1.8 Research Framework

The research framework for this study is developed to reflect the independent variables on the dependent variables as shown in Figure 1.1 below.

i. Independent Variables

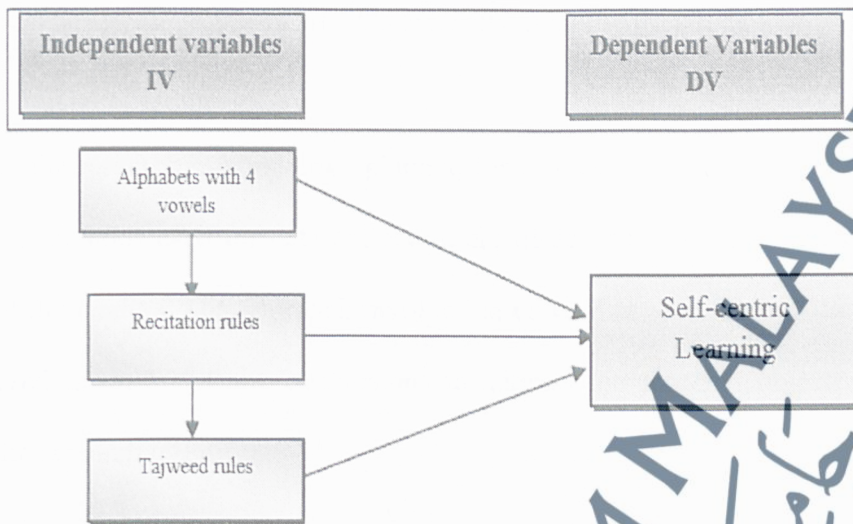
There are three independent variables for this study listed as bellow:

- Arabic Alphabets with four vowels
- Tajweed rules.
- Recitation rules.

ii. Dependent Variable

There is only one dependent variable for this study namely the measure of Self-centric learning. *See Hypothesis 2 Table 61.*

FIGURE 1: Learning Framework to Teach Qur'anic Recitation with Tajweed



1.9 Organization of the Thesis

The thesis consists of seven chapters that are committed to addressing the issues raised in this study.

Chapter One

Introduces the research context, presents the research background, problem statement, research objectives, research questions, as well as the research scope, research framework and significance.

Chapter Two

Presents a review of the literature that supports the present study with an overview of the Tajweed and types of Arabic letters (alphabets). The chapter further discusses multimedia approaches of learning systems for learning the Tajweed, defines the role of multimedia in learning, highlighting the Instructional Design, discussing the principles of multimedia design, provides examples of some multimedia systems and applications used for learning the Tajweed. It also presents an overview of current

researches related to using multimedia and learning the Tajweed. The Tajweed programs available in Malaysia are also critically examined finally knowledge gap.

Chapter Three

Discusses the research methodology planned for this study. Both the quantitative and qualitative methods used for data collection are discussed and presented here for the benefit of the readers. The approach involved in collection of numerical data that will be analyzed to draw definite conclusions to address the research objectives and to answer the research questions.

Chapter Four

Presents the design and development of prototype instructional model designed for this study, discusses, and presents the instructional model of Qur'anic recitation evaluation methods. There are 10 evaluation points to be considered to evaluate instructional model at the end of the chapter.

Chapter Five

Discusses the results and findings of the research based on the statistical analysis spss, results of pre and posttest, hypothesis of the research and data collected in the previous chapter (Qualitative method) reported in this chapter.

Chapter Six

Discusses the research Questioners, method of the observations, in-depth interview with Quranic teachers, post evaluation of A self-centric learning system and theories used in the research.

Chapter Seven

Provides the introduction, main research findings and implications, future research, limitation, recommendation and conclusion of the research.

1.10 Summary

This chapter introduced and highlighted the current challenges faced in Qur'anic recitation in Tajweed, with particular reference to Malaysian primary school pupils. It discussed the background of the problem, stated the main objectives of the study, presented the research questions the study attempts to address and highlighted the significance of the research as well as its scope. The research framework and the order of the thesis presentation are also discussed in this chapter. In the next chapter, the researcher conducts and presents an extensive literature review to identify and establish the state of art of the topic and issues investigated.

