

**MULTIMEDIA REPRESENTATION LEARNING MODEL FOR
QURAN MEMORIZATION TECHNIQUES BASED ON VARK
LEARNING STYLE**

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AUTHOR DECLARATION

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged.

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ABSTRAK

Inovasi model pembelajaran yang mengaplikasikan teknologi multimedia berpotensi meningkatkan motivasi dalam hafalan melalui persekitaran pembelajaran yang interaktif. Model yang mempertimbangkan faktor pemilihan teknik hafalan Al-Quran berdasarkan gaya pembelajaran VARK melalui penggunaan pelbagai deria ingatan berpotensi memudahkan pembelajaran, memenuhi kepuasan pengguna dan meningkatkan motivasi. Walau bagaimanapun, model sedia ada bagi teknik hafalan Al-Quran masih terhad dan tidak tersedia menggunakan teknik hafalan Al-Quran yang menyokong perbezaan kecenderungan gaya pembelajaran VARK individu melalui pemilihan elemen grafik, bunyi, teks dan video. Malahan ianya kurang daya tarikan dalam memotivasikan pelajar untuk menghafal Al-Quran kerana tidak menyokong kekuatan dan kecenderungan deria ingatan berasaskan gaya pembelajaran VARK. Gaya pembelajaran VARK atau model kecenderungan modaliti memfokuskan pada mod atau deria ingatan individu menerima dan memproses maklumat. Ia adalah model persepsi pilihan dan pengajaran yang mengkategorikan pembelajaran mengikut kecenderungan deria ingatan. Model gaya pembelajaran VARK telah menentukan bahawa setiap orang mempunyai kekuatan dan kecenderungan deria ingatan yang dominan. Kajian ini bertujuan untuk mereka bentuk Model Pembelajaran Perwakilan Multimedia bagi teknik hafalan Al-Quran berdasarkan gaya pembelajaran VARK. Objektif kajian ini adalah untuk mengenalpasti elemen model pembelajaran perwakilan multimedia bagi teknik hafalan Al-Quran berdasarkan gaya pembelajaran VARK, mereka bentuk dan membangunkan model pembelajaran perwakilan multimedia untuk meningkatkan motivasi dalam menghafal Al-Quran dan menilai kebolegunaan serta motivasi pengguna terhadap prototaip pembelajaran perwakilan multimedia (EzHifz) berasaskan gaya pembelajaran VARK untuk menghafal Al-Quran. Metodologi kajian adalah berdasarkan model reka bentuk berarah, reka bentuk sejagat, dan reka bentuk pembelajaran multimedia kognitif yang merangkumi fasa analisis, reka bentuk, pembangunan, dan fasa pelaksanaan serta fasa penilaian. Ujian penilaian model EzHifz menggunakan prototaip dijalankan melalui tinjauan dan pemerhatian individu seorang demi seorang pelajar berumur antara 10-15 tahun. Kajian ini telah dijalankan bersama dua puluh (20) pelajar di Sekolah Integrasi Tahfiz di Sepang Selangor. Pengumpulan data adalah melalui eksperimen quasi menggunakan instrumen soal selidik, senarai tugas pemerhatian dan senarai semak pemerhatian. Data dianalisis menggunakan statistik deskriptif. Keputusan menunjukkan bahawa model EzHifz memudahkan pembelajaran, memenuhi kepuasan pengguna dan meningkatkan motivasi. Penyelidikan ini menyumbang kepada (i) model pembelajaran perwakilan multimedia (EzHifz) berasaskan gaya pembelajaran VARK; (ii) reka bentuk model EzHifz; (iii) metodologi penilaian model EzHifz.

ABSTRACT

Innovative learning models that apply multimedia technology have the potential to increase motivation in memorization through an interactive learning environment. A model that considers factors in the selection of Al-Quran memorization techniques based on the VARK learning style using various memory senses has the potential to facilitate learning, meet user satisfaction and increase motivation. However, the existing models of Al-Quran memorization techniques are still limited and are not available using Al-Qur'an memorization techniques that support the differences in individual VARK learning style tendencies through the selection of graphic, sound, text, and video elements. It lacks appeal in motivating students to memorize the Al-Quran because it does not support the strength and tendency of memory based on the VARK learning style. The VARK learning style or modality bias model focuses on the individual's memory mode or sense of receiving and processing information. It is a perceptual model of choice and instruction that categorizes learning according to memory-sensory biases. The VARK learning style model has determined that each person has dominant memory strengths and tendencies. This study aims to design a multimedia representation learning model for Al-Quran memorization techniques based on the VARK learning style. The objective of this study is to identify the elements of the multimedia representation learning model for Al-Quran memorization techniques based on the VARK learning style, design and develop a multimedia representation learning model to increase motivation in memorizing the Quran and evaluate the usability and motivation of users of the multimedia representation learning model (EzHifz) based on the VARK learning style to memorize the Quran. The research methodology is based on the instructional design model, universal design, and cognitive multimedia learning design that includes the analysis phase, design, development, and implementation phase as well as the evaluation phase. EzHifz model evaluation tests using prototypes are conducted through surveys and individual observations one by one of the students aged between 10-15 years. This study was conducted with twenty (20) students at *Tahfiz* Integration School in Sepang Selangor. Data collection is through a quasi-experiment using questionnaire instruments, observation task lists, and observation checklists. Data were analyzed using descriptive statistics. The results show that the EzHifz model facilitates learning, meets user satisfaction, and increases motivation. This research contributes to (i) a multimedia representation learning model (EzHifz) based on the VARK learning style; (ii) the EzHifz model design; (iii) the EzHifz model evaluation methodology.

المخلص

إن النموذج الإبداعي للتعليم ذو تطبيقات تكنولوجيا الوسائط المتعددة قادرا على مساعدة الحفاظ في تعزيز الدوافع للحفظ من خلال بيئة التعلم التفاعلية. وهذا النموذج يهتم بعوامل اختيار تقنيات حفظ القرآن المناسبة على أساس أسلوب التعلم VARK - وهذه الأحرف القصيرة تقصد بالرسومات والأصوات والنصوص والفيديوهات - . وهو الأسلوب المستخدم الذاكرة الحسية المختلفة في عملية الحفظ حيث لديه القدرة على تكوين عملية تعلم حفظ القرآن أمرا سهلا ومرضيًا ومحفزًا. وجليد بالذكر، إن تصميم نموذج تقنية حفظ القرآن حاليا لا يزال محدودًا وغير متاح لتطبيق تقنيات الحفظ التي تراعي الفروق الفردية نحو اتجاهات أسلوب التعلم VARK الذي فيه اختيار عناصر الرسومات والأصوات والنصوص والفيديوهات. وبالإضافة أن النموذج الحالي أقل جاذبية في تحفيز الطلبة على حفظ القرآن لأنه لا يلائم بشكل كامل بنقاط القوة والميول الحسية لأسلوب التعلم المحدد بـ VARK. وفي الحقيقة، يركز نموذج التعلم VARK في أشكال الميول والأوضاع الحسية عند الأفراد أثناء استقبال المعلومات وعلاجها. وإنه نموذج للميول الإدراكية والتعليمية ويصنف التعلم وفقًا للميول الحسية. لقد حدد نموذج أسلوب التعلم VARK أن كل فرد لديه أسلوب تعليمي معين ويتمتع بنقاط القوة الحسية والميول الخاصة به وأسلوب التعلم الملائم به. ولا شك أن حفظ القرآن هو طريقة حفظ محتويات القرآن. فهدفت هذه الدراسة في تصميم نموذج عرض تعلم متعدد الوسائط لتقنيات حفظ القرآن على أساس أسلوب التعلم VARK. وهو تحديد عناصر نموذج عرض تعلم متعدد الوسائط لتقنيات حفظ القرآن على أساس أسلوب التعلم VARK، وكذلك بعملية التصميم والتطوير لنموذج عرض تعلم متعدد الوسائط تشجيعا لعملية حفظ القرآن وتقييم قابلية الاستخدام وذكر دوافع المستخدم نحو النموذج المبدئي لنموذج عرض تعلم متعدد الوسائط (EzHifz). وتعتمد منهجية البحث على نموذج التصميم المتوجه والتصميم العام وتصميم التعلم المعرفي للوسائط المتعددة. وفيه يتضمن مرحلة التحليل والتصميم والتطوير والتنفيذ وأخيرا مرحلة التقييم. وقد تم إجراء اختبار تقييم النموذج المبدئي للدراسة من خلال الدراسة الاستكشافية والملاحظات الفردية من طالب لآخر وتتراوح أعمارهم بين 10-15 سنة. وقد أجريت الدراسة على عشرين طالبًا من مدرسة التحفيظ بمدينة سيانغ في ولاية سلانجور. وتتكون الأدوات البحثية من قائمة المراقبة وقائمة المهام وقائمة المراجع للملاحظات في تقييم نموذج المبدئي للدراسة. وقد تم جمع البيانات من خلال استجابة الاستبيانات، والتسجيلات على قائمة الملاحظات، والتسجيلات الصوتية والتسجيلات للفيديوهات. وقد تم تحليل البيانات باستخدام الإحصاء الوصفي. وتبين النتائج أن النموذج المبدئي EzHifz الذي يمثل نموذج EzHifz سهل للتعلم ومريح ومحفز للمستخدمين. ويسهم هذا البحث أولاً: إيجاد نموذج عرض تعلم متعدد الوسائط. وثانياً: تكوين تصميم النموذج المبدئي لنموذج EzHifz. وثالثاً: إجراء منهجية تقييم النموذج المبدئي لنموذج EzHifz.

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LIST OF ABBREVIATIONS

CTML
VARK
MI
ARCS
J-QAF

Cognitive Theory Multimedia Learning
Visual, Auditory, Reading, Kinesthetic
Multiple Intelligence
Attention-Relevance-Confidence-Satisfaction
Jawi - Quran, Arab, Fardhu Ain

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