

**DEVELOPMENT OF TAHFIZ TEACHERS FOR VISUAL
IMPAIRMENT STUDENTS: INSTITUTE TAHFIZ AL- QURAN
SULTAN HAJI HASSANAL BOLKIAH**

AK MOHD AIMAN BIN PG HJ MD ZAMAN

UNIVERSITI SAINS ISLAM MALAYSIA

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AK MOHD AIMAN BIN PG HJ MD ZAMAN
(Matric No : 3171114)

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Nilai

December 2020

AUTHOR DECLARATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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

Date: 31th December 2020

Signature:



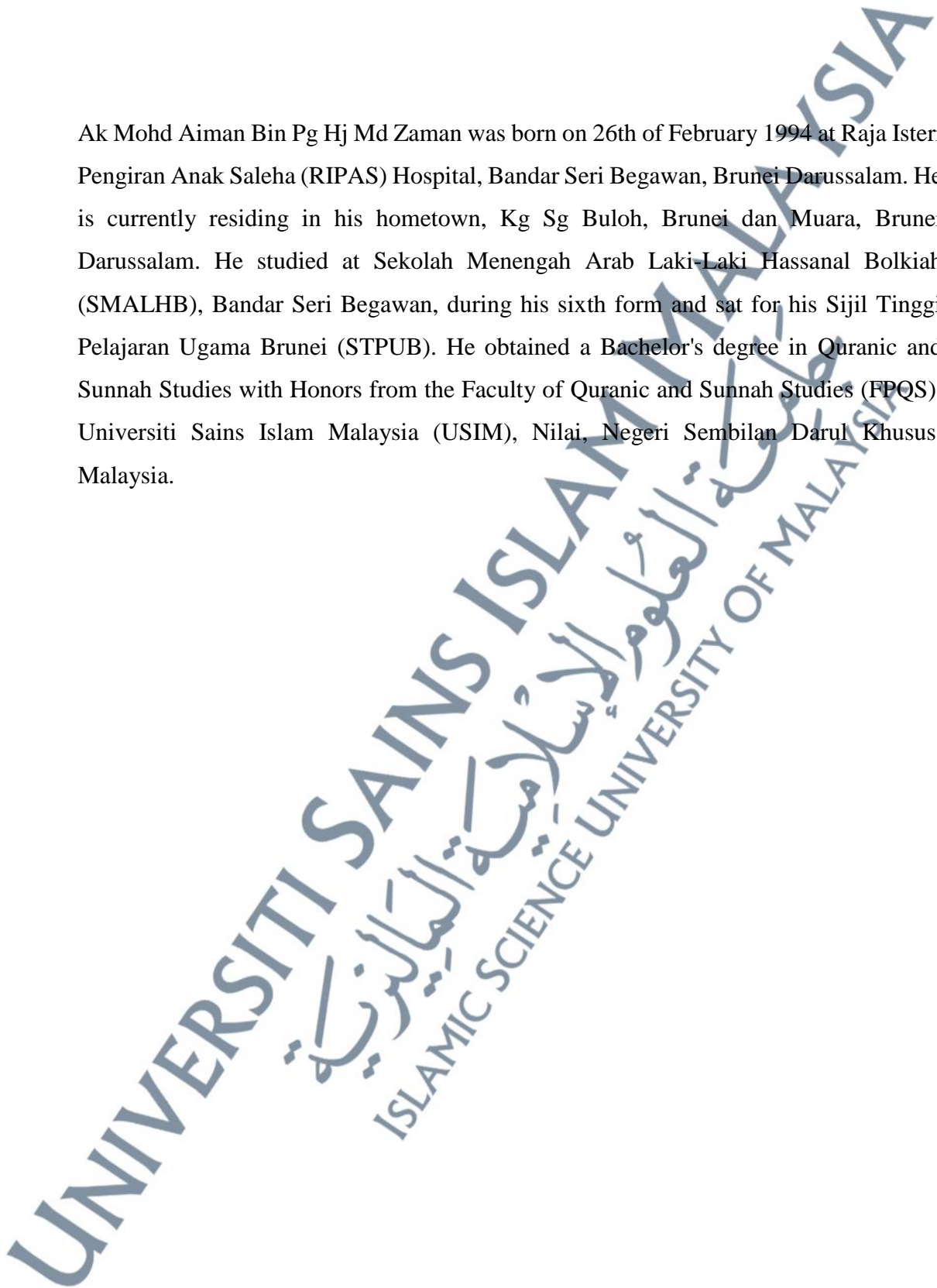
Name: Ak Mohd. Aiman Bin Pg
Haji Mohd Zaman

Matric no.: 3171114

Address: No. 27A, Spg 5, Jalan
Batu Marang, Kg Sg Buloh, Brunei
dan Muara, BU1229, Brunei
Darussalam

BIODATA OF AUTHOR

Ak Mohd Aiman Bin Pg Hj Md Zaman was born on 26th of February 1994 at Raja Isteri Pengiran Anak Saleha (RIPAS) Hospital, Bandar Seri Begawan, Brunei Darussalam. He is currently residing in his hometown, Kg Sg Buloh, Brunei dan Muara, Brunei Darussalam. He studied at Sekolah Menengah Arab Laki-Laki Hassanal Bolkiah (SMALHB), Bandar Seri Begawan, during his sixth form and sat for his Sijil Tinggi Pelajaran Ugama Brunei (STPUB). He obtained a Bachelor's degree in Quranic and Sunnah Studies with Honors from the Faculty of Quranic and Sunnah Studies (FPQS), Universiti Sains Islam Malaysia (USIM), Nilai, Negeri Sembilan Darul Khusus, Malaysia.



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صلى على سيدنا محمد وعلى آل سيدنا محمد.

Gratitude for the favors of Faith and Islam, all thanks to His patience and His approval. This effort to explore and study the **Development of Tahfiz Teachers For Visual Impairment Students: Institute Tahfiz Al- Quran Sultan Haji Hassanal Bolkiah** has finally succeeded. Hopefully, this effort will contribute to the strengthening of Islamic Education, especially the study of the Quran in Brunei Darussalam's Education program.

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**PEMBANGUNAN GURU TAHFIZ BAGI PELAJAR MASALAH
PENGLIHATAN: INSTITUT TAHFIZ AL-QURAN SULTAN HAJI
HASSANAL BOLKIAH**

ABSTRAK

Guru mempunyai amanah sebagai seorang penyampai ilmu pengetahuan dan perantara maklumat di dalam proses pendidikan menjadikan mereka akar kepada keberhasilan sesebuah institusi pendidikan. Walaubagaimanapun dalam memastikan seseorang guru itu berjaya menyampaikan sesuatu ilmu, mereka haruslah memperlengkap diri mereka dengan ilmu pengetahuan dan akhlak yang mulia supaya kelak segala amal kebaikan yang diajar akan dicontohi. Isu-isu dalam kajian ini menekankan bahawa guru tidak hanya bertujuan untuk mengajar tetapi juga perlu memahami nilai-nilai etika dan moral, dan tujuan syarak dalam konteks yang lebih luas agar pengajaran berkesan. Justeru, kajian ini bertujuan untuk mengkaji elemen-elemen penting yang diperlukan dalam sahsiah diri yang diperlukan dalam pembangunan guru untuk pelajar yang masalah penglihatan, mengetahui peranan utama pembangunan guru untuk pelajar masalah penglihatan dan jua pelaksanaan aktiviti-aktiviti yang sedang dilaksanakan oleh guru-guru ITQSHHB khususnya untuk pelajar-pelajar masalah penglihatan dan untuk mengetahui cabaran-cabaran yang dihadapi oleh guru ITQSHHB tersebut sepanjang pelaksanaan program. Kajian ini adalah kajian kualitatif dengan reka bentuk kajian kes dengan jumlah 4 informan dipilih menggunakan sampel purposif. Data dikumpulkan melalui wawancara separa berstruktur pemantauan dan analisis dokumen. Hasil kajian menunjukkan bahawa pelbagai program dan aktiviti telah dijalankan dan perlu disertai dengan komitmen yang tinggi. Kajian telah menunjukkan bahawa mereka mempunyai potensi untuk mengajar lebih banyak pelajar masalah penglihatan, serta menjadi penghubung kepada masalah pembelajaran yang lain untuk mempelajari Al-Quran dengan lebih berkesan. Walau bagaimanapun, terdapat pelbagai cabaran yang menimbulkan usaha ini di antara mereka seperti komunikasi, individu, orang luar, perubahan masa, dan kekurangan tenaga pengajar. Dapatan kajian ini menunjukkan bahawa ITQSHHB telah berjaya menubuhkan sebuah kemudahan untuk belajar al-Quran dengan keperluan khas yang celek dalam pendidikan Al-Quran.

ABSTRACT

Teachers have the trust of being a communicator of knowledge and the medium of information in the educational process, making them the root of the success of any educational institution. However, to ensure that a teacher successfully imparts knowledge, they must equip themselves with good knowledge and morals, so that all the good deeds they teach will be exemplified. Issues in this study emphasize that teachers not only aim to teach but also need to understand ethical and moral values, the understanding of syarak in a wider context so that teaching is effective. Thus, this study aims to study the essential elements needed in identifying the personalities needed in teacher development for visually impaired students, to explore the role of teacher development for visually impaired students, to explore the implementation of activities currently being undertaken by ITQSHHB teachers especially for visually impaired students and to identify the challenges faced by the ITQSHHB teachers during program implementation. This study is a qualitative descriptive study design with a total of 4 informants selected using a purposive sample. Data were collected through semi-structured interviews, observation and data documentation. The findings indicate that various programs and activities have been implemented and should be accompanied by high commitment. Studies have shown that they have the potential to teach more visually impaired students, and serve as a catalyst for other learning difficulties to study the Quran more effectively. However, there are a number of challenges that give rise to this initiative among them, such as communication, individuals, outsiders, time adjustments and lack of teaching staff. The results of this research indicate that the ITQSHHB has successfully established a facility for the study of the Quran with special needs that are literate in Quran education.

Keywords: Tahfiz teachers, Institute Tahfiz Al-Quran Sultan Haji Hassanah Bolkihah, ITQSHHB, Al-Quran for Special Needs.

الملخص

المعلمون لديهم ثقة في كونهم يوصلون المعترف والمعلومات في عملية التعليم، مما يجعلهم أصل نجاح أي مؤسسة تعليمية. ومع ذلك، لتأكيد نجاح المعلم في نقل المعلومات، يجب أن يجهز نفسه بالمعرفة والأخلاق الجيدة، بطريق امتثال يتم تمثيل جميع التعليمات الحسنة التي يعلمها. تؤكد القضايا الواردة في هذه الدراسة على أن المعلمين لا يهدفون إلى التدريس فحسب ولكنهم بحاجة أيضاً إلى فهم القيم الأخلاقية، وفهم الشريعة الإسلامية فهما واسعاً لكي يكون التدريس فعالاً. ولذلك، تهدف هذه الدراسة إلى فحص العناصر المهمة اللازمة في التعرف على الشخصية المطلوبة في تطوير المعلم للطلاب ذوي إعاقة البصر، والنظر إلى الدور الرئيسي لتطوير معلمي الطلاب ذوي إعاقة البصر، وتحديد تنفيذ الأنشطة التي يتم تنفيذها من قبل معلمي ITQSHHB خاصة للطلاب ذوي إعاقة البصر، ومعرفة التحديات التي يواجهها معلمو ITQSHHB خلال تنفيذ البرنامج. وهذه الدراسة هي دراسة نوعية (Qualitative) مع مجموعه من 4 مخبرين تم إختيارهم بإستخدام عينات هادفة. تم جمع البيانات من خلال المقابلات شبه المنظمة والمراقبة وتوثيق البيانات. ومن النتائج التي توصل إليها الباحث أنه قد تم تنفيذ برامج وأنشطة متعددة. ويجب أن تكون مصاحبة بالعزم والإلتزام بمستوى عال. وأظهرت الدراسات أن لديهم القدرة على تعليم المزيد من الطلاب ذوي إعاقة البصر، فضلاً عن كونهم عاملاً لتعلم القرآن بشكل أكثر فعالية. ومع ذلك، هناك العديد من التحديات التي تنشأ في هذا الجهد بينهم مثل التواصل، والأفراد، والأجانب، الوقت، وقلة عدد أعضاء هيئة التدريس. وتظهر من هذه الدراسة أن ITQSHHB قد نجحت في إنشاء مؤسسة تدريس القرآن لذوي الإحتياجات الخاصة الماهرين في دراسة القرآن.

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TRANSLITERATION

a. Consonant

No.	Arabic	Latin	Example	
			Arabic	Latin
1	ا	A	إِبْنُ	Ibn
2	ب	B	بَابُ	Bāb
3	ت	T	تَمْرٌ	Tamr
4	ث	th	ثَلَاثَ	Thalātha
5	ج	J	جَبَلٌ	Jabal
6	ح	Í	حَبْرٌ	Íabr
7	خ	kh	خَمِيسٌ	khamÊs
8	د	D	دُنْيَا	dunyÉ
9	ذ	dh	وَضُوءٌ	wudhu
10	ر	R	رَاهِبٌ	Rāhib
11	ز	Z	زَمَنٌ	Zaman
12	س	S	سَلَامٌ	Salām
13	ش	sh	شَهْرٌ	Shahrūn
14	ص	Î	صَدْرٌ	Şodr
15	ض	ì	ضَارٌ	Ìar
16	ط	ï	طَهْرٌ	Ïahura
17	ظ	Đ	ظَهْرٌ	zħohr
18	ع	Ña	عَبْدٌ	‘abd
19	غ	gh	غَنَمٌ	ghanamum

20	ف	F	فتحة	Fathah
21	ق	Q	قَبَسٌ	Qabas
22	ك	k	كرة	Kurrah
23	ل	l	لُونٌ	Launun
24	م	m	مَجْنٌ	Majn
25	ن	n	نَاجِحٌ	Najah
26	و	w	وَعْدٌ	waNad
27	ه	h	هَدَفٌ	Hadaf
28	ء	,	ألف	alif
29	ي	y	يَحْيَا	yahya

b. Short Vowel

No.	Arabic	Latin	Example	
			Arabic	Latin
1	ا	a	جَهَادٌ	Jahada
2	ي	i	عِلْمٌ	Karima
3	و	u	غُلِبَ	Futiha

c. Long Vowel

No.	Arabic	Latin	Example	
			Arabic	Latin
1	آ	ā	أحكام	aḥkām
2	ي	ī	توحيد	tawḥīd
3	و	ū	موسى	Mūsā

d. Diphtong

No.	Arabic	Latin	Example	
			Arabic	Latin
1	أو	aw	أولاء	Aula'
2	أي	ay	أيام	ayyam
3	إي	iy	إياك	iyyāka

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GLOSSARY

Quran	The holy book
<i>Huffaz</i>	Someone who has completely memorized the Quran
<i>Hadith</i>	Records of the traditions or sayings of the Prophet Muhammad, revered and received as a major source of religious law and moral guidance, second only to the authority of the Quran.
TLA	Teaching Learning Aid
<i>Tafsir</i>	Arabic word exegesis
UPK	Special Education Unit
<i>Waqaf</i>	Stop law

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ABBREVIATION

AS	<i>Alaihi Salam</i>
BDNAB	Brunei Darussalam National Assosiation of Blind
et al.	And others
IET	Islamic Education Teachers
IRTs	Islamic Religious Teachers
ITQSHHB	Institute Tahfiz Al-Quran Sultan Haji Hassanal Bolkiah
JAKIM	Jabatan Kemajuan Islam Malaysia
KKBS	Kementerian Kebudayaan Belia dan Sukan / Ministry of Culture and Sports
KUPUSB	Kolej Universiti Perguruan Ugama Seri Begawan
MORA	Ministry of Religious Affairs
MABIMS	The Unofficial Meetings of Religious Ministers in Brunei, Indonesia, Malaysia and Singapore
MOE	Ministry of Education
PERTIS	Persatuan Orang Cacat Penglihatan Islam Malaysia
PSR	Penilaian Sekolah Rendah
SAW	<i>Salallahu Alaihi Wassalam</i>
SEU	Special Education Unit
SENA	Special Education Needs Assistance
SNS	Special Needs Students
SPUB	Sijil Pelajaran Ugama Brunei / Religious Education Certificate
STPUB	Sijil Tinggi Pelajaran Ugama Brunei / Higher Religious Education Certificate
SWT	Subhanahu Wa Ta'ala
RA	<i>Radhiallahu Anhu</i>
WHO	World Health Organization
UPK	Unit Pendidikan Khas