

CHAPTER VII

RECOMMENDATION AND CONCLUSIONS

7.1 Introduction

This study demonstrates that instructional design system such as Almoneer when embedded with the state of the art technology and blended with the theories and paradigms of teaching and learning helps students to excel in their studies. It is interesting to mention that Almoneer was in fact incredibly effective in helping students to accomplish excellence in their understanding of the concepts, satisfaction, motivation and above all performance in their final grades in the exam.

7.2 Main Research Findings

This research found that students who are recruited to Almoneer (treatment group) significantly improved and outperformed the traditional group. This is apparent from their mean scores for pretest and posttest (treatment group 39.26% to 84.74% and (traditional group from 48.20% to 49.4818%). Treatment group also outperformed the traditional group on comprehension skills, satisfaction, motivation, and significantly improved (mean scores) in the final grades and their recitation of Qur'an were the students read Alphabets and recite some Sura of Qur'an in front the researcher and two teachers of Arabic subject called (Logha Arabiya) and Qur'anic subject called (Tarbyah Islamiya) compared to the students (control group) were read the Arabic Alphabets with four vowels and recite Qur'an rules (Recitation & Tajweed) using

traditional method of chalk and talk. It is important to observe that treatment and traditional methodologies helped both groups to improve their performance in recitation Qur'an based on Tajweed and level of Arabic Alphabets with vowels in post-test compared to the pre-test.

This study also indicates that the Arabic and English multimedia products available in Malaysian markets and some schools are not effective for primary students as a Self-Centric to recite a Holy Qur'an based on Tajweed. The investigations were carried out based on the theories of the most outspoken and prominent psychologists such as Mayer Nine Ways to Reduce Cognitive Load in Multimedia Learning (2003), Gagne's Nine Steps of Instructional Events (1985), Keller's ARCS Model of Motivational Design (1988) and Reigeluth's Seven Steps of Elaborative Theory of Instructional Design (1999). Indicated that these multimedia instructions were produced in a total rush without consulting any prominent educational psychologists in the field of instructional design intervention. Results from this study indicated that Almoneer instructional design system, significant progress has been made specifically in improving learning environment using varieties of learning features to motivated students to learn on their own (self-centric) at home and school. This enable self-learning at respective homes without internet connection and allows students to fully demonstrate their mastery skills and learning outcome through which was found to have contributed to enhancing their performance during the post evaluation of the Almoneer instruction learning system.

In confirmation to the appropriateness of the Almoneer instructional learning system for Qur'anic recitation based on Tajweed, frequency of response to it is acceptance showed that 99.3 % (138 out of 139 respondents) reported that the program is suitable

and has tremendously improved their learning performance. In addition, greater proportion (95.7 %) of the respondents indicated that Almonceer program motivate them a lot to recite the Qur'an based on Tajweed. Beyond every reasonable doubt, the Almonceer instructional learning system have not only improve the learning capability of students but provided an alternative learning platform that outperform the traditional learning system and enable students to learn on their own even at the respective homes.

An increasing to learning computer skill necessary to use the Almonceer program was found among the students (131 out of 139 respondent already have the skill needed to study using Almonceer). This has supported the use of their leisure time to learn using the system. The students reported difficulties in coping with the Arabic terms associated with the Tajweed rules. However, findings based on the results of the present study provided sufficient evidence that Almonceer instructional system motivated the students to correctly learn and used the Tajweed rules in pronouncing the Qur'an words during recitation. This appears to be a solution to a long and prevailing threat to learning among students even among Qur'an teachers in Malaysia. Teachers recommended that Almonceer should be extended to other areas of learning difficulties in school to enhance students' effort, performance and to learn Qur'an recitation based on Tajweed.

Based on the present findings, greater focus on developing the learning feature of Almonceer should be supported in line with the curriculum designed content. This would eliminate the problem of providing limited learning content to students as applies to traditional learning system which was found not appropriate for learning rules from data stream (Gama & Kosina, 2011). Therefore, additional learning support

can be obtained from using the learning features afforded by Al-moneer instructional system especially for students requiring specific adjustment to practice standardized Tajweed rules.

In additional Experts' results, interviews, general and specific checklists from the students' evaluation indicated that Al-moneer has been marked as the most viable and useful courseware in teaching the Arabic Alphabets with four vowels and Qur'an recitation based on Tajweed in Malaysian classrooms.

7.3 The Implications of Al-moneer In the way Students Learn

In discussing technological revolution and the implications of Al-moneer in the way students learn, the advent of multimedia learning system exposes learners to experience a learning moment that incorporate social features that are structured to motivate users to focus on broad scope of teaching. The improvement recorded in adopting technological based learning system into classroom teaching necessitated for a special skill to enable users to clearly understand and adhere to the learning style of multimedia system.

- i. The instructional design system developed and validated in the present study provided an ample opportunity to enhance students learning capability by providing teachers with adequate instructional platform to extending teaching beyond classroom environment to student's homes using multimedia system.
- ii. Enablement to learn at home and school environment depicted that the technological revolution afforded by multimedia instructional system have significant positive impact on the way learning is conducted at respective level of study.

- iii. The learning theorists advocated that greater use of multimedia technology, which is based on computers program offer enormous potential that could transform learning environment to replicate optimum flow of knowledge and skills.

In bringing to light the revolutionary impact of multimedia instructional learning system, it is important to note that learning is a personal act and every individual have specific learning style. To ensure that the Almoner satisfactorily meet the intended need, it becomes necessary that different learning features must be included to stir up learning performance of the users while it was used for Qur'an teaching and recitation at the time of pre and post evaluation of its effectiveness in this study. Ensuring that the learning requirements complies with the learning content, the design process takes into consideration the key issues that need to be addressed using the system.

The students using Almoner have begun to process information and learn differently using various features incorporated into the learning framework. The new multimedia learning tools provides great opportunity to modify previous model of learning by extending their function, size and the content of the information available for students. The technological revolution permeates every aspect of human live to consider computer-based learning as the best learning option. This has rapidly changed the general lifestyle of students and the way they relate with their teachers. It can be surmised that technological evolution brought about the present day modern learning tools that makes learning and teaching easier and facilitated the development of online interactive learning platform that enables learners at different geographical location to participate in a set learning practices and to share knowledge.

7.4 Implications of the Study for Educators

The results shows in this study that developing an instructional design system is a difficult task and it is required a hard work and exceptional skills (Chen et al., 2005).

The instruction also entails careful blending of task analysis, planning experience, intended audience and technical consideration.

Furthermore, it is crucial to understand how to recite a Holy Qur'an correctly based on Tajweed especially. To understand from where the learns should start, instructor must identify the nature of teaching and learning first before even attempting to design the instruction. Because technology is redefining our classrooms, educators need to understand and adapt to different pedagogies in order to improve classroom environment.

This study found that Almoneer has changed the classroom environment by enhancing the delivery of content as well as demonstrating useful strategies for productive learning outcomes. As such, teachers should design the instruction for the learners not for themselves.

Some of the implications of the Almoneer program for the teachers:

- i. Almoneer transfer the learning environment from one of stress to a positive environment as the program is student centered with a seamless merger of content and methodology.
- ii. Almoneer enables the teacher to change the role of transfer of knowledge to each student instead of a data dump in the class. Their role will become more of a facilitator enabling the student to learn at their own pace and capabilities while getting personalized coaching or support as needed by the teacher.

- iii. With Almoner the variations in teaching styles due to difference in human personality is over come and the students truly get a standardized education as the course ware remains consistent .
- iv. The continuity of learning is ensured with Almoner and disruption due to a new teacher or absence of a teacher is almost eliminated.
- v. Almoner is cost effective as it does depend on hiring teachers with a high expertise but a professional who can understand the instructure design system and facilitate the learning for the students.

7.5 Implications of the Study for the Educational Policy Makers

Malaysian Educational policy makers have many roles in organize and re-shaping education in the classrooms. Learners as well as teachers in Malaysian classrooms need support from the policy makers to redesign methodologically impaired concepts of teaching and learning in the class. The findings of this study indicate that technology-based instruction has benefited learners to significantly improve their grades, comprehension skills, motivation and satisfaction in the class an recommended from teachers to use Almoner to many primary schools in Malaysia. *See appendixM.*

Malaysian policy makers should support researchers, instructional designers and curriculum planners because the researcher found many words and sentences not related in Arabic book by providing them with enough funds to continue their research and experimentations especially in learning a Holy Qur'an and Arabic Language.

This study also found that the Arabic and English products available in Malaysian markets are not up to the standards and produced in a total rash without consulting any educational psychologist or state of the art modalities of instructional design

intervention and difficult for students. As such, Malaysian policy makers can prevent these educationally impaired Arabic and English products by imposing world class quality control standards. Malaysian policy makers also can help to promote quality Arabic, Malay and English products in learning Arabic Language and recitation of Qur'an available in Malaysian markets by maintaining world class standards.

The Malaysian policy makers are doing a commendable job and have successfully established the country as a learning zone for local but also for international students coming to the country for higher education. There are however certain areas which if improved could lead to better overall results in the field of education. These recommendations are discussed below:

The following are some constructive suggestions for Malaysian educational policy makers:

- i. Support and create instructional design which focuses on student-centered learning environment.
- ii. Support the creation of curriculum which invites students' engagement, motivate them to learn recite a Holy Qur'an in the class.
- iii. Resource allocation is perhaps one of the most key accountabilities of the policy makers. A conscious effort must be made at the availability of technology as teaching tool at the school level. The use of computers when providing both audio and visual instructions and allowing a scope of practise must be encouraged for all subjects specially the challenging task of learning Arabic for Qur'anic recitation.
- iv. Support and provide instructor sovereignty in the class so much so that the teacher can decide what to teach, how to teach and when to teach. In this

manner teachers can assist learners to explore complex phenomena and develop confidence in their ability.

7.6 Future Research

The Multimedia instructional design system of learning incorporate learning features that require modification or update to meet with the ever increasing advances in technology. These learning features provide interesting and motivation displays that entices students to learn and explore their usefulness in enhancing their recitation a Holy Qur'an based on Tajweed.

Numerous feature constituting the vital learning platform are devoted to enhance the learning experience of users. For instance, voice recognition software embedded into the Almoner allows students to enter text by speaking to get the percentage of their recitation, the students speak into the microphone and the words are converted into text in a word-processing package.

Future research should applied this variables in novel of Kalon An Nafeh, because this study had increase the level of recitation on the students in novel of Hafas with four vowels in Arabic Alphabets.

Furthermore, future research needs to incorporate handwriting recognition software in the instructional design system if needs to apply in the first and second level of study in the school. This is to allow the students to write with their normal handwriting in the software reads through the shape of the written text, and converts it to text corresponding to computer's word processing program. This implies that poor handwriting requires to be edited correctly to be free from any form of textual errors. This will help in improving the accuracy of the written text.

The analysis based on quantitative and qualitative data reported in this thesis were very useful in ensuring a thorough evaluation for the improvement of learning and teaching practices. It is recommended that a replication of this study using a larger number of sample is essential to obtain a more reliable and generalizable result. This is because increasing the number of samples (N=139) will also increase the validity of the results. The researchers assumed that more time is required to seek the view of other students from different locations in the country therefore; it is suggested that future study should be conducted to cover a longer period of time along side with students from different schools so as to obtain a more reliable results. Multimedia instructional learning system offer significant advantages in providing information to learners that utilizes modern technology. However, visual presentation via multimedia system is insufficient to motivate learners without offering an interactive content to enable learners to construct and integrate new knowledge into their own way of expression. It then depicts that the flexible features of instructional learning system support the acquisition of knowledge and skills in a manner that the learners appreciates most and this gave rise to its acceptance for teaching Qur'an and reciting the words using the Almoener.

7.7 Limitations of the Study

The present study is subjected to the following limitations:

Firstly, The rules of Tajweed follows many steps, and the read of a Holy Qur'an should strictly observe all the rules to recite the words fluently and correctly. Therefore the alphabets should clearly known and use appropriately. This makes it difficult for students to recognize their mistakes while reciting the Qur'an in short time. For instance, Ahkam Ateelawah are read as Rewayt Hafas by the Qur'an

teachers in Malaysia. **Secondly**, knowledge of what rules changes in the letters as the order of the letters changes are not clearly known yet, with the Almoner instructional learning system it is believed that Qur'an teachers will fully understand the features of Tajweed rules and the features of the missives. **Thirdly**, the Arabic alphabets combines with different words and are specifically arranged to develop sentences. The teacher where not conversant with the main Arabic vowels refer to as Harakaat and comprises Fathah, Kasrah, Dhammah and Jazm respectfully. The vowels are used with other characters during recitation and are needed to be clearly known for instruction. **Fourthly**, data collected and analyzed statistically in this study were based on the perception of primary school students in level 4 and 5. Their knowledge about Qur'an may not be sufficient to explain their understanding on the functioning of the Almoner since its usage encompasses visual presentation using text, graphics, video and animation to enable the students to interact and learn.