

# MODEL OF QURANIC TEACHING FOR ELDERLY

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# MODEL OF QURANIC TEACHING FOR ELDERLY

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Thesis submitted in partial fulfillment for the degree of  
DOCTOR OF PHILOSOPHY  
QURAN AND SUNNAH STUDIES

Faculty of Quran and Sunnah  
UNIVERSITI SAINS ISLAM MALAYSIA  
Nilai

April 2022

## 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 acknowledged

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## ACKNOWLEDGEMENTS

Greetings to Allah SWT and Prophet Muhammad ﷺ, his family and companions. Alhamdulillah to Allah S.W.T for giving me good health, strength and guidance to complete this thesis. First of all, I would like to deliver my highest gratitude to Universiti Sains Islam Malaysia (USIM) and SLAB/SLAI scheme of the Ministry of Education Malaysia (KPM) for their support to further my PhD studies. A million thanks goes to my murabbi, Associate Prof. Madya Dr. NoorNajihan Jaafar who initially guided me back from the very beginning of my bachelor's degree and still supervise me during my PhD endeavour. Her unrequited support and guidance in term of academic parts, emotional and spiritual strengths can only be rewarded by God. Next, I would like to deliver my gratitude to Dr. Nurul Aseah Fasehah Mohammad, Ustaz Syamsul Hakem, Dr. Muhammad Hafiz Saleh and Dr. Ramlan Mustapha from UITM who always come across with new ideas and thoughts in solving questions and situation that we face in the process of constructing this model. Besides, I would like to acknowledge all informants, experts and elderly homes which gave a full cooperation during data collection period. Without your knowledge and partnership, surely this model cannot be built well. A million love and appreciation to my husband Dr. Mohd Zahir Abdul Rahman, thank you for not “clip my wing”, in fact help me to achieve my dream from degree until now. We start our PhD on the same timeline, up and down, tear and happy, hungry and thrifty, but we always believe that Allah is always with His servant who spread and develop a new context in Islamic teaching. An unparallel love for my mother, Siti Aishah bt Md Zuldin who always pray for me with her tears and supports in financial aspect. May every assistance from you in helping a 'fisabillah' postgraduate scholar like me will be rewarded and multiplied many times over in the hereafter. To our most beloved sons Al Fateh, Hud Thoha and Khalil Al Aqsa who always take their time and attention. Thank you for your observation in seeing their mother and father going back and forth to the library for data collection purpose. The fact of this struggle is for you to exemplify in the future that the journey of seeking knowledge is a journey to heaven. Last but not least, a full recognition to my family members including siblings, in-laws, comrades-in-arms, students and teachers who take care of our children during our data collection session and also to anyone who either pray directly or indirectly for us, may the prayers entrusted to us be returned to you and only God can repay your kindness.

Insyallah

SRIZ 2021 (Shah Rizul Izyan Zulkipli)

## ABSTRAK

Malaysia bakal menuju negara tua pada tahun 2023. Meskipun persediaan dari sudut kewangan, perkhidmatan, kesihatan dan sebagainya sedang dipergiat, namun dari sudut pendidikan terutamanya kerohanian masih belum diperkemaskan. Walaupun terdapat kelas al-Quran dijalankan, namun sambutan dalam kalangan warga emas kurang mengalakkan. Ini kerana pendekatan dan kaedah yang digunakan tidak sesuai dengan tahap keupayaan warga emas. Fitrahnya, warga emas berhadapan dengan kemerosotan dari sudut fizikal, kognitif dan psikologi yang menyebabkan sesi pembelajaran menjadi lebih mencabar. Oleh itu, perlunya satu model pengajaran al-Quran khusus buat warga emas dibina supaya pengajaran al-Quran dapat disampaikan sesuai dengan tahap kemampuan mereka. Maka, warga emas dapat belajar dengan seronok dan menjadikan al-Quran sebagai pembelajaran sepanjang hayat. Bagi tujuan itu, kajian ini menggunakan DDR (*Design and Development Research*) sebagai pendekatan kajian. Terdapat tiga fasa yang telah dilalui iaitu fasa pertama fasa analisis keperluan, fasa kedua fasa reka bentuk dan pembinaan model dan fasa terakhir adalah fasa penilaian pakar. Bagi fasa pertama, kaedah bagi mendapatkan data adalah dengan menggunakan temu bual seramai sembilan orang pakar. Hasil kajian fasa pertama menunjukkan bahawa masalah pembelajaran warga emas terbahagi kepada lima iaitu (i) masalah kurang kesedaran kepada ilmu (ii) masalah kemerosotan fizikal (iii) masalah kognitif (iv) masalah psikologi (v) masalah kurang kemudahan pembelajaran. Masalah-masalah ini membawa kepada kesepakatan pakar bahawa keperluan kepada pembinaan Model Pengajaran Al-Quran khusus buat warga emas. Fasa kedua iaitu fasa reka bentuk dan pembangunan pula menggunakan kaedah *Fuzzy Delphi*. Fasa ini melibatkan 15 orang pakar dalam bidang kajian. Hasil kajian menunjukkan bahawa pakar bersetuju model pengajaran al-Quran warga emas perlu meliputi empat elemen iaitu; i) proses pengajaran al-Quran; ii) kriteria guru; iii) silibus dan iv) kemudahan pembelajaran. Malah pakar turut bersetuju lapan konstruk dan 88 item yang terdapat dalam model tersebut. Bahkan setiap item tersebut sudah di susun mengikut keutamaan. Fasa ketiga adalah fasa penilaian. Kaedah NGT telah diaplikasikan di mana seramai enam orang pakar memberi penilaian terhadap prototaip model yang telah di bangunkan. Hasil kajian memperlihatkan bahawa kesemua elemen, konstruk dan 92 item adalah berada pada tahap sesuai dan boleh digunakan di mana nilai penilaian skor melebihi 70%. Pembangunan model ini penting bagi menjadi panduan buat guru al-Quran warga emas yang mengajar di rumah warga emas seri kenangan, di masjid mahu pun di kelas pengajian swasta. Seterusnya memberi implikasi kepada kualiti kehidupan warga emas pada masa akan datang.

## ABSTRACT

Malaysia is becoming an ageing nation in the year 2023. Even though preparations in terms of financial, services, health and others are being commenced, the education aspect, especially the spiritual is yet to be streamlined. Despite Quranic classes are being held, they are, however, receiving unfavourable responses from the group of the elderly. This owes to the approaches and methods being applied are unfitting to the capacity of the elderly. Naturally, the elderly face all sorts of deterioration – physically, cognitively and psychologically – that makes their learning experience more challenging. Therefore, it is imperative to have a kind of Quranic teaching model tailored for the elderly to accommodate teaching al-Quran levelled to their capacity. Subsequently, the elderly could enjoy Quranic lessons and adopt them as life-long learning. For that reason, this research applied the approach of Design and Development Research (DDR). It involved three conducted phases; the first phase for the needs analysis, the second phase for the design and development, and the last phase for experts evaluation. In the first phase, data was gathered by conducting interviews with nine identified experts. Findings from the first phase indicate that the learning challenges for the elderly are divided into five, which are (i) lack of awareness for the knowledge, (ii) physical deterioration, (iii) cognitive issues, (iv) psychological issues, and (v) lack of learning facilities. These challenges granted expert consensus upon the need for the development model of Quranic teaching specifically for the elderly. The second phase, which is the design and development phase, adopted the Fuzzy Delphi Method. This phase involved 15 experts in the field of research. The findings indicate that these experts agreed the model should comprise of four elements, which are (i) Procces of Quranic teaching, (ii) teachers criteria, (iii) syllabus, and (iv) learning facilities. In addition, experts also agreed upon eight constructs and 88 items contained in the model and those items have been arranged according to priority. In the third phase which is the evaluation phase, Nominal Group Technique (NGT) method was applied where six experts evaluated the developed prototype model. The findings indicate that every element, construct and 92 items are on the satisfactory level and viable, with scores above 70% for the assessment value. This model has what it takes to serve as a guide for teachers or instructors teaching al-Quran to the elderly either individually, in the *masjid* or even in private learning classes.

## الملخص

ستتجه ماليزيا إلى دولة الشيخوخة في عام ٢٠٢٣، على الرغم من تكثيف الاستعدادات من حيث التمويل والخدمات والصحة وما إلى ذلك، ولكن من وجهة نحية التعليم، خاصة الروحانية فهي لم تتحسن. على الرغم من تنظيم الفصول القرآنية، إلا أن الاستجابة بين الكبار في السن أقل تشجيعاً. وذلك لأن النهج والطرق المستخدمة لا تتناسب مع مستوى قدرة الكبار في السن. بطبيعة الحال، يواجه الكبار في السن تدهوراً من الناحية الجسدية والمعرفية والنفسية مما يجعل جلسات التعلم أكثر صعوبة. لذلك، هناك حاجة لبناء نموذج خاص لتعليم القرآن للكبار في السن بحيث يمكن تنظيم تعاليم القرآن وفقاً لمستوى قدرتهم. وهكذا، يمكن للكبار في السن أن يتعلموا بمرح وأن يجعلوا القرآن تعليماً مدى الحياة. لهذا الغرض، تستخدم هذه الدراسة DDR (بحث التصميمي والتطوير) اقترحه كنهج بحثي. تم اجتياز ثلاث مراحل، وهي المرحلة الأولى من مرحلة تحليل الاحتياجات، والمرحلة الثانية من مرحلة تصميم النموذج والبناء، والمرحلة الأخيرة هي مرحلة تقييم الخبراء. بالنسبة للمرحلة الأولى، تتمثل طريقة الحصول على البيانات في إجراء مقابلات مع تسعة خبراء. تظهر نتائج دراسة المرحلة الأولى أن مشاكل التعلم لدى الكبار في السن تنقسم إلى 5 وهي (1) مشاكل نقص الوعي المعرفي (2) مشاكل التدهور الجسدي (3) مشاكل الإدراك (4) مشاكل علم النفس (5) مشاكل نقص مرافق التعلم. أدت هذه المشاكل إلى إجماع الخبراء على ضرورة بناء نموذج تعليمي قرآني خاص للكبار في السن. كما تستخدم المرحلة الثانية، وهي مرحلة التصميم والتطوير، طريقة فآزي دلفاي المعدلة (FDM). شارك في المرحلة الثانية هذه ١٥ خبيراً في مجال الدراسة. وأظهرت النتائج أن الخبراء يتفقون على أن نموذج تعليم القرآن للكبار في السن يجب أن يتضمن أربعة عناصر، وهي (١) عملية تدريس القرآن، (٢) معايير المعلم، (٣) المنهج، (4) مرافق التعلم. في الواقع، يتفق الخبراء أيضاً على أنه تم العثور على ٨ تركيبات و ٨٨ عنصراً في النموذج، في الواقع، تم ترتيب كل عنصر وفقاً للأولوية. أما في المرحلة الثالثة وهي مرحلة التقييم، فقد تم تطبيق طريقة المجموعة الاسمية المعدلة NGT حيث تم اختيار عدد من ستة خبراء مقيمين للنموذج الأولي المصمم. تظهر النتائج أن جميع العناصر والتركيبات من ٩٢ عنصراً في المستوى المناسب ويمكن استخدامها حيث تتجاوز قيمة تقييم الدرجة 70٪. كما يمكن أن يكون تطوير هذا النموذج دليلاً لكبار معلمي القرآن الذين يقومون بالتدريس بشكل خاص في المساجد أو في فصول الدراسات الخاصة. ويمكن استخدامها حيث تتجاوز قيمة تقييم الدرجة 70٪. يمكن أن يكون تطوير هذا النموذج دليلاً لكبار معلمي القرآن الذين يقومون بالتدريس بشكل خاص في المساجد أو في فصول الدراسات الخاصة.

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## **CHAPTER V**

### **DISCUSSION. RECOMMENDATION AND CONCLUSION**

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## LIST OF TRANSLITERATIONS

### a. Alphabet

| Arabic | Latin     | Example      | Transliteration  |
|--------|-----------|--------------|------------------|
| أ      | ' (a,i,u) | الْقِرَاءَةُ | <i>al-qirāah</i> |
| ب      | b         | بَعَثَ       | <i>ba'atha</i>   |
| ت      | t         | تَابَ        | <i>tāba</i>      |
| ث      | th        | ثَوَابَ      | <i>Thawāba</i>   |
| ج      | j         | جَعَلَ       | <i>ja'ala</i>    |
| ح      | h         | حَلَبَ       | <i>Ḥalaba</i>    |
| خ      | kh        | خَطَبَ       | <i>khataba</i>   |
| د      | d         | دَفَعَ       | <i>dafa'a</i>    |
| ذ      | dh        | ذَهَبَ       | <i>dhahaba</i>   |
| ر      | r         | رَجَعَ       | <i>raja'a</i>    |
| ز      | z         | زَرَعَ       | <i>zara'a</i>    |
| س      | s         | سَمِعَ       | <i>sami'a</i>    |
| ش      | sh        | شَفَعَ       | <i>shafa'a</i>   |
| ص      | ṣ         | صَعَدَ       | <i>ṣa'ada</i>    |
| ض      | ḍ         | ضَلَّ        | <i>ḍalala</i>    |
| ط      | ṭ         | طَلَعَ       | <i>ṭala'a</i>    |
| ظ      | ẓ         | ظَفَرَ       | <i>ẓafara</i>    |
| ع      | ' (a,i,u) | عَلَيْهِ     | <i>'alaihi</i>   |
| غ      | gh        | غَفَرَ       | <i>ghafara</i>   |
| ف      | f         | فَلَحَ       | <i>falaḥa</i>    |
| ق      | q         | قَلَّمَ      | <i>qalama</i>    |
| ك      | k         | كَتَبَ       | <i>kataba</i>    |
| ل      | l         | لَعِبَ       | <i>la'iba</i>    |
| م      | m         | مَنَعَ       | <i>mana'a</i>    |
| ن      | n         | نَالَ        | <i>nāla</i>      |
| و      | w         | وَعَدَ       | <i>wa'ada</i>    |
| هـ     | h         | هَدَمَ       | <i>hadama</i>    |
| ي      | y         | يَعْلَمُ     | <i>ya'lamu</i>   |

## LIST OF ABBREVIATION

WHO: World Health Organization  
JKM: Jabatan Kebajikan Masyarakat  
RSK : Rumah Seri Kenangan  
FDM : Fuzzy Delphi Method  
DDR : Design and Development Research  
NGT : Nominal Group Technique  
UM : Universiti Malaya  
USIM : Universiti Sains Islam Malaysia  
KUIS : Kolej Universiti Islam Selangor  
UNISZA : Universiti Islam Sultan Zainal Abidin  
UKM : Universiti Kebangsaan Malaysia  
KQD: Kelas Al-Quran Dewasa  
U3A: University of Third Age  
NHMS: National Health and Morbidity Survey  
YLD: Years Lived with Disability  
(MHQoLOM): Mental Health and Quality of Life of Older Malaysians  
ADL: Activities of Daily Living  
AD: Alzheimer's Disease  
IPH: Institute Public Health  
IADL: Instrumental Activities of Daily Living  
UITM: Universiti Teknologi Mara  
IPG: Institut Pendidikan Guru  
FGD: Focus Group Discussion