

PROFICIENCY IN USING BASIC BRAILLE HIJAIYAH AMONG SUNNAH WITH INFORMATION MANAGEMENT 4TH YEAR STUDENTS: A SURVEY

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ABSTRACT

This study aimed to analyze the level of proficiency in learning basic braille hijaiyah among the students of Sunnah with Information Management Studies (SPM). The sample of this study consisted of 87 students who were distributed an online survey through any media platforms that they could retrieve. This survey study used questionnaire as the research instrument and the data was analyzed by measuring through the respond that the students had answered from the survey. Furthermore, the findings of the study showed that the level of proficiency in learning basic braille hijaiyah among SPM's students were at moderate level and need to be further improved. The researcher found an improvement in teaching and learning process for producing a high-quality for typical students. Meanwhile, the proficiency of learning basic braille hijaiyah surely can be improved with continuous training using the right methods. The implications of this study are expected the educators can learn the methods that need to be applied in teaching to enhance the students' proficiency.

Keywords: Basic Braille Hijaiyah, Proficiency, Sunnah with Information Management (SPM) Student.

Introduction

Reading or reciting is an early ability in learning where it is an integral part of education, especially for students. Nonetheless, the use of braille with sensory touch also applied in every field study including Islamic Religious Education related to the Qur'an for the students with impairment visual. Qur'an as *Fardhu Ain* on every Muslim to recite and understand the meaning of interpretation of Qur'an is compulsory not only for typical people, however, the visually impaired people are also required to study Qur'an and understand its contents thoroughly. Qur'an braille has been exposed to the visual impairment students so they can recognize letters hijaiyah braille properly and correctly to recite the Qur'an braille.

Universiti Sains Islam Malaysia (USIM) has offered a subject known as Application of Braille in Qur'anic and Sunnah Studies (QNR3013) as a Faculty Compulsory course (WF) for the students of Faculty of Qur'anic and Sunnah Studies (FPQS). The objective of this subject is to create awareness regarding religious issues among people with special needs and empowerment of students with soft skills and values specifically in teaching Qur'an and Sunnah to the blind. This subject could help students to identify hijaiyah and Jawi's letters in Braille codes, the signs of Qur'an and able to recite the Braille Qur'an well. According to Nur Syazwani (2023), the development of this subject shows that USIM had applied the integration of Naqli and 'Aqli by establishing cooperation with various parties and NGOs to provide advantages for the students of FPQS.

Problem Statement

Application of Braille in Qur'anic and Sunnah Studies is a subject that related to the visually impaired community that is compulsory for several courses in Faculty of Qur'anic and Sunnah Studies (FPQS). Students who are obliged to register for this subject are the typical students that are not involved in the visually impaired community. Since the typical students are using their vision to learn Qur'an, they find it difficult to relearn and mastering Qur'an using braille because they have less sensory touch compared to the visually impaired students that mostly rely only on their sense of touch for pattern perception.

Hence, this study addresses a problem in learning Qur'an Braille for typical students who have not had any prior experience with braille. The problem includes lack of familiarity in braille and time-consuming process. Referring to the research carried out, the issues and challenges identified in the Qur'an Braille learning process of typical students include confusion over similar braille codes and memorizing the Qur'an Braille codes which contain many punctuation marks and special signs such as mād signs and the like (Nur Syazwani, 2023). Thus, since there are none of previous research specifically discussing on the challenges, learning process and proficiency of learning Qur'an Braille among typical students specifically Sunnah with Information Management (SPM) students, it will be clearer if the researcher could make a survey in this specific topic.

This quantitative study aims to make a survey on the implication of learning basic braille hijaiyah among Sunnah with Information Management (SPM) students in Universiti Sains Islam Malaysia (USIM) that takes the subject Application of Braille in Qur'anic and Sunnah Studies. Moreover, it aims to make the improvement and provide the best module in teaching and learning process of Qur'an Braille among typical student that learn this subject, at the same time producing a high-quality students and future educators in special needs fields.

Literature Review

History and Method of Writing Qur'an Braille in Malaysia

Braille is a touch-based writing system widely used by people around the world today. The development of the braille writing system has brought a ray of hope for Persons with Disabilities (PWDs), especially those with visual impairments, enabling their participation in activities related

to knowledge and education. The braille system has made tactile perception a substitute for the sense of sight, serving as a channel for receiving knowledge. The expansion of the application of the braille system in various language aspects and specific uses has further extended its influence and role in empowering visually impaired individuals. The publication of Qur'an Braille since the 1950s among the Muslim community has been a highly meaningful effort for visually impaired Muslim globally (Anisah Razali et al., 2022).

Moreover, the visually impaired may read and analyze written text by using braille symbols. It gives blind people a way to practice literacy and helps them learn about formatting requirements such as spelling, punctuation and so on. Meanwhile, six dots with two across and three down, make up a braille cell, which is the fundamental building block of all braille signals. Apart from that, blind Muslims have been able to read the Qur'an using the braille method, which has been translated into Arabic among other language (Abdullah M et al., 2008). Additionally, every language has its own braille code, such as English having a different code from Arabic.

Furthermore, Qur'an Braille is a copy of the Braille Qur'an that uses the Arabic braille code base that represents hijaiyah letters, line marks such as fathah, dammah, and kasrah as well as symbols such as shaddah, sukun and mad. (Ahmad Kamel et al., 2009). Mashaf Qur'an has gone through various developments in the term of writing, printing, and publishing since the beginning of its decline until today. It has two main elements which are Rasm and Dabṭ. Rasm from the perspective of Qur'an knowledge is the writing practiced by the Companions of the Prophet SAW in the mashaf-mashaf (Al-Idrisiy, 2019; al-Hamd, 2016). While Dabṭ in this science discipline also means some knowledge with which information is known on a certain letter in terms of lines, sukun, tasydid, mad or other related, which is also called the science of Naqt (point) and Shaki (line) in early centuries (Al-Dabba', 1999; Muhaysin, 2002; Abdul Karim, 2013; al-Hamd, 2016). Both elements not only used in a typical Qur'an but also become the basic in writing Qur'an Braille that used by visually impairment person.

Teaching And Learning Qur'an Braille at FPQS, USIM

- **History**

According to Ahmad Kamel et al. (2005), research regarding the analysis of various issues and aspects relating to the principles and methods of Qur'an Braille was executed to establish an applicable curriculum of study. Application of Braille in Qur'anic and Sunnah Studies is a new course offered by the Faculty of Qur'anic and Sunnah Studies where it can be used to teach and learn about Qur'an Braille specifically. This subject started to be registered since semester II, 2007/2008 academic session.

As mentioned before, the efforts to explore the field of Qur'an and Sunnah Studies for the disabled people or also known as the Special Education Program began as early as 2008. The offering of this subject aims to produce Islamic studies graduates who are capable to face issues and problems of the community, especially training and educating disabled to know Allah, where this matter is not given much attention as it deserves.

- **Teaching and learning**

The interpretation of al-Imam Fakhru al-Din al-Razi, Mafatih al-Ghayb has stated about four aspects that Allah makes it easy to interact with Qur'an, which is easy to memorize, easy to understand it's wisdom, easy to touch the soul whether read or heard, and the great miracle of Prophet Muhammad SAW. It indicates that the demand to facilitate the teaching and learning of the Qur'an is an exploration to provide space and opportunities for the disabled to be educated to obtain religious education through strategies, approaches, methods, and techniques based on their strengths and learning disabilities. Therefore, the typical students should be more grateful for given the facilities to learn the Qur'an Braille. According to Noornajihan and Mohd Nur Adzam (2023), students will be able to adapt the Hijaiyah Braille Codes through writing or typing and reading through touching the Qur'anic verses and Hadith. Besides, students also can organize the awareness project in a team regarding the issues and challenges of people with special need in practicing Islam. Furthermore, at the end of this course, students also able to present their project regarding the awareness of people with visual impairment orally and visually in a team.

- **Implementation**

There are several methods that can be used for the implementation of the teaching and learning model of the Qur'an Braille. One of it is Talaqqi and Musyafahah method. The Talaqqi method is taught by using the basic code of the Qur'an Braille. In the process, students will be introduced to hijaiyah braille letters, then the use of the Iqra' book method that has been developed by the Faculty of Qur'anic and Sunnah Studies, Universiti Sains Islam Malaysia. After completing the Iqra Braille learning process, the students will be exposed to the real Qur'an Braille (Ahmad Yunus Mohd Noor, 2016). Application of Braille in Qur'anic and Sunnah Studies (QNR3013) is the subject that focuses on several issues concerning the Islamic perspectives on people with special needs, the role of educator and special education in Malaysia, the history, structure, and methods of teaching braille to the students. The theoretical basis for understanding braille had provided the discussion on the concept of tactile writing system and its historical examples, also various codes and structures of braille and its transcription. Furthermore, this course also had provided the intensive practical application and transcription of braille in Qur'an as the standard practiced in Malaysia- (Noornajihan & Mohd Nur Adzam, 2023).

Challenges in Learning Qur'an Braille among FPQS Students

Referring to research findings, most of the challenges faced by FPQS students were related to confusion over similar braille codes. Another challenge that students faced was memorising the Qur'an Braille codes which contain many punctuation marks and special signs such as mād signs and the like. In addition, students took a long time to type Qur'an Braille codes using Perkins Brailier because during the typing session, students were usually given a blindfold and have to type without looking so that they can feel the visually impaired reading braille (Nur Syazwani, 2023). The failure of students to memorize the braille code of the Qur'an Braille making reading, typing, and writing extremely challenging.

Research Methodology

The data gathering method utilized in this study is a quantitative survey with a questionnaire. Then, the respondents for answering the questionnaire survey were a total of 87 4th year students from Sunnah with Information Management (SPM) studies at Universiti Sains Islam Malaysia (USIM). The questions given to the respondents were well-structured and appropriate for their level of understanding. The questionnaire was adapted from past researchers and modified. The questionnaire was conducted in several parts to make it easier for the respondent to answer the survey's form.

This question was divided into four sections. Section A contains four items for the respondents' demographic details. Section B contains seven items related to the method of learning and memorizing hijaiyah braille code. Section C contains five items related to challenges in learning Qur'an Braille. Section D contains 12 items related to proficiency in learning Qur'an Braille among SPM 4th year students. The rank of assessment that has been used for all the sections is multiple choice question and the Likert-scale which is scaled from one to five.

For this research, all the questions for SPM students will be constructed to answer the proposed research questions by a questionnaire survey. The sample size of this research is determined based on Krejcie and Morgan's (1970) which is a formula for the sample size calculation. It shows that if the population of SPM students is 110 then the sample size of this research is 87. In this quantitative research, the sample size that will be representative of the group is 87.

The data will be collected from the survey by using online software tools which is Google form for this research. This tool is helpful and makes it easier especially for users of Google mails that can use built-in analytics to assess responses as they are submitted. For this research respondents, SPM students were able to use Google Form because all SPM students must have Google account. Descriptive analysis was chosen as the data analysis technique for this sort of study to determine and assess the respondent's rate, which calls for score, percentage, and frequency.

Result and Discussion

Section A: Demographic Details

The respondents' demographic is described in this section. Table 1 below shows the detailed overview of the demographic details of the respondents.

Table 1: Demographics details of the respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	28	32.2%

	Female	59	67.8%
	Total	87	100.0%
Experience in Learning Qur'an Braille	Less Than 4 Months	57	65.5%
	More Than 4 Months	30	34.5%
	Total	87	100.0%
Grade Marks Obtained in Subject QNR3013 Application of Braille in Qur'anic and Sunnah Studies	A/A- (Excellent)	62	71.3%
	B+/B (Credit)	21	24.1%
	B-/C+ (Satisfactory)	4	4.6%
	C/C-/D (Pass)	0	0%
	F (Fail)	0	0%
	Total	87	100.0%

Based on Table 1, it shows the results of gender respondents. There are total of 59 (67.8%) female respondents and 28 (32.2%) male respondents. The percentage shows that the female respondents are much higher than the male respondents. This is because the number of female students is higher in SPM studies students compare to male students.

In the term of respondents' experience in learning Qur'an Braille it shows majority which is 57 (65.5%) of respondents are having experience less than 4 months, which means they only learning Quran Braille in one semester based on the Subject QNR3013 Application of Braille in Qur'anic and Sunnah Studies. Meanwhile the other 30 (34.5%) of respondents have experience of more than 4 months.

Next, the table shows respondents' grade marks obtained in subject QNR3013 Application of Braille in Qur'anic and Sunnah Studies. Most of the respondents, which is 62 (71.3%) people getting an A/A- in this subject. 21 (24.1%) of the respondents got credit which is B+/B in grades. While the other 4 (4.6%) of the respondents got B-/C+. None of the respondents failed in this subject.

Section B: Method of Learning and Memorizing Hijaiyah Braille Code

The questions in this section were asked based on the method of learning and memorizing hijaiyah braille code among year 4 SPM students. There were 7 questions provided in this section. The rank of assessment that has been used for this section is multiple choice questions. The results and discussion obtained from the respondents' answers from question 1 to 7 are as follows:

Table 2: Method of Learning and Memorizing Hijaiyah Braille Code

No.	Question	Answer	Frequency	Percentage (%)
1.	Did you know your learning style?	Yes	76	87.4%
		No	1	1.1%
		Maybe	10	11.5%
2.	Which of the following is your learning style in learning Qur'an Braille?	Visual	40	46%
		Auditory	5	5.7%
		Kinesthetics	42	48.3%
3.	Do you memorize by looking at the hijaiyah braille code and rewriting the codes?	Yes	78	89.7%
		No	0	0%
		Maybe	9	10.3%
4.	Did you watch the hijaiyyah braille code memorization	Yes	48	55.2%
		No	25	28.7%

	video during the memorization process?	Maybe	14	16.1%
5.	Do you repeatedly read the hijaiyah braille code out loud?	Yes	53	60.9%
		No	18	20.7%
		Maybe	16	18.4%
6.	Do you memorize by touching the braille code dots of the Qur'an practically? Or will you rewrite the Qur'an braille codes using Perkins Brailier or Braille Textile?	Yes	67	77%
		No	6	6.9%
		Maybe	14	16.1%
7.	Do you memorize the hijaiyah braille code using a special technique such as reflection techniques, digits and equate braille alphabet code with hijaiyah?	Yes	64	73.6%
		No	13	14.9%
		Maybe	10	11.5%

Based on table 2 it shows that most of the respondents know their learning style with the number of votes 76 (87.4%) and majority of the SPM students which is 42 (48.3%) have kinesthetics learning style where they learn Qur'an Braille through touch and movement. Next, it shows the results that more than half of the respondents which is 78 (89.7%) memorizing hijaiyah braille code by looking and rewriting the codes that show they mix up visual and kinesthetics

learning style to memorize braille code. Furthermore, half of SPM students which is 48 (55.2%) using visual learning style by watching hijaiyah braille code memorization video during the memorization process. In addition, 53 (60.9%) of the respondents repeatedly read the hijaiyah braille code out loud which means they have auditory learning style. Moreover, 67 (77%) voted for “yes” that show they agree they have a kinesthetics learning style and memorize braille code by touching the braille code dots of the Qur’an practically and rewrite the Qur’an braille codes using Perkins Brailier. Lastly, 64 (73.6%) of the respondents memorize hijaiyah braille code using a special technique such as reflection techniques, digits and equate braille alphabet code with hijaiyah which means they have visual learning style. To sum up, SPM students use various type of learning style to memorize hijaiyah braille code well and most of them not only use one learning style, but they mix up the learning style to get the best outcome in their memorization process.

Section C: Challenges in Learning Quran Braille

The questions in this section were based on the objective of this research that describes the challenges in learning Quran Braille among the year 4 SPM students. There were 5 questions provided in this section which is question 8 to question 12. The rank of assessment that has been used for this section is the Likert-scale which is scaled from one to five. Scale number 1 represents Not Challenging at All. Scale number 2; Not Challenging. Scale number 3; Moderate. Scale number 4; Challenging. Lastly, scale number 5 represents Very Challenges. Research questions number two followed by the results and discussion obtained from the respondents’ answer from question 8 to question 12 as follows:

Table 3: Challenges in Learning Qur’an Braille

No. Statement	Scale	Frequency	Percentage (%)
8. Challenges in understanding the history of braille and how it works.	1	1	1.1%
	2	6	6.9%
	3	43	49.4%
	4	25	28.7%
	5	12	13.8%
9. Challenges in memorizing all the hijaiyah braille code.	1	0	0%
	2	4	4.6%

3	30	34.5%
4	29	33.3%
5	24	27.6%

10. Challenges in writing/typing all the hijaiyah braille code using Perkins Brailier.	1	1	1.1%
	2	6	6.9%
	3	34	39.1%
	4	29	33.3%
	5	17	19.5%
11. Challenges in writing/typing all the hijaiyah braille code using Duxbury Braille Translation Software (DBT).	1	2	2.3%
	2	5	5.7%
	3	42	48.3%
	4	29	33.3%
	5	9	10.3%
12. Challenges in reading Qur'an Braille perfectly.	1	0	0%
	2	1	1.1%
	3	26	29.9%
	4	34	39.1%
	5	26	29.9%

Table 3 show the result of respondents on challenges in Learning Qur'an Braille. There are four statements of challenges which the first one is challenges in understanding the history of braille and how it works. There are 43 participants (49.4%) of the respondents choose "moderate" on this statement while 25 participants (28.7%) and 12 (13.8%) of the respondents choose "very challenging" as their answer. Meanwhile, 6 (6.9%) of the respondents and there is the one and only (1.1%) respondent found that it is "not challenging at all" to understanding the history of braille and how it works. The second question of the challenge is memorizing all the hijaiyah braille codes which stated 30 (34.5%) of the respondents choose "moderate" on this statement. Other than that, 29 (33.3%) of the respondents voted that memorizing all the hijaiyah braille code is "challenging" and the other 24 (27.6%) of the respondents voted "very challenging" on this statement.

Meanwhile, there are also minority of respondents which is 4 (4.6%) who find memorizing Jaliyah braille code as "not challenging" and none of the respondents choose "not challenging at all" as the answer. Moreover, the third question shows the challenges in writing/typing all the hijaiyah braille code using Perkins Brailier and there are stated 42 (48.3%) of the respondents choose "moderate" as an answer. While 29 (33.3%) of the respondents found that writing or typing hijaiyah braille code using Perkins Brailier as "challenging" and 17 (19.5%) of them chose "very challenging" as the answer for the statement. On contrary, 6 (6.9%) of the respondents choose "not challenging" and there is one and only (1.1%) respondent that found it is "not challenging at all" to write and type using Perkins Brailier.

Furthermore, the statement challenges in writing or typing all the hijaiyah braille code using Duxbury Translation Software (DBT) shows the result that 42 (48.3%) of the respondents choose "moderate" on this statement while 29 (33.3%) of them state that it is "challenging" in writing or typing all the hijaiyah braille code using Duxbury Translation Software (DBT) and the other 9 (10.3%) found out that it is "very challenging" for them. And the other 5 (5.7%) of respondents disagree with this statement by answering "not challenging". Lastly, the minority, which is 2 (2.3%) of the respondents answer it is "not challenging at all" maybe because they practice a lot. Additionally, for the last statement is challenges in reading Quran Braille perfectly. As can be seen from the figure, most of respondents, which is 34 (39.1%), state that they found it "challenging" to read Quran Braille perfectly. Meanwhile, the same number of respondents, which is 26 (29.9%) choose "Moderate" and "very challenging" as their answer. While there is one and only (1.1%) of the respondents that found it "not challenging" to read Quran Braille perfectly and none of the respondents choose "not challenging at all" as the answer.

Section D: Proficiency in Learning Quran Braille Among SPM Year 4 Students

The questions in this section were based on the third objective of this research that analyze the proficiency in learning Qur'an Braille among SPM year 4 students. There were 12 questions provided in this section. The rank of assessment that has been used for this section is multiple choice question and the Likert-scale which is scaled from one to five. Scale number 1 represents Very Unskilled. Scale number 2; Unskilled. Scale number 3; Moderate. Scale number 4; Skilled. Lastly, scale number 5 represents Very Skilled. Research questions number three followed by the results and discussion obtained from the respondents' answer from question 13 to question 24 as follows:

Table 4: Proficiency in Learning Qur'an Braille Among SPM Year 4 Students

No.	Question	Scale/Answer	Frequency	Percentage (%)
13.	Do you have the skills to recognize the braille code representing the letters of the Qur'an?	1	0	0%
		2	1	1.1%
		3	49	56.3%
		4	30	34.5%
		5	7	8%
14.	Do you have the skills to recognize the braille code that represents the lines and signs in the Braille Qur'an?	1	0	0%
		2	5	5.7%
		3	41	47.1%
		4	35	40.2%
		5	6	6.9%
15.	Do you have the skills to recognize the braille code representing the special sign in the Braille Qur'an?	1	0	0%
		2	8	9.2%

	3	45	51.7%
	4	29	33.3%
	5	5	5.7%
16. Do you have the skills to recognize the braille code representing the number sign in the Braille Qur'an?	1	0	0%
	2	7	8%
	3	42	48.3%
	4	33	37.9%
	5	5	5.7%
17. Do you have the skills to recognize the braille code representing the space sign in the Braille Qur'an?	1	1	1.1%
	2	8	9.2%
	3	46	52.9%
	4	26	29.9%
	5	6	6.9%
18. Do you have the skills to recognize the braille code representing the bracket sign in the Braille Qur'an?	1	0	0%
	2	10	11.5%
	3	43	49.4%
	4	26	29.9%
	5	8	9.2%

19. Do you have the skills to recognize the beginning of sentences in the Braille Qur'an?	1	0	0%
	2	6	6.9%
	3	37	42.5%
	4	37	42.5%
	5	7	8%
20. Do you have the skills to recognize the braille code representing the beginning of juzuk in the Braille Qur'an?	1	0	0%
	2	14	16.1%
	3	44	50.6%
	4	20	23%
	5	9	10.3%
21. Do you have the skills to recognize the braille code representing the hizb, and rubu sign in the Braille Qur'an?	1	3	3.4%
	2	15	17.2%
	3	47	54%
	4	15	17.2%
	5	7	8%
22. Do you have the skills to read the verses of the Qur'an using braille code?	1	0	0%
	2	13	14.9%

	3	43	49.4%
	4	27	31%
	5	4	4.6%
23. Do you have the skills to write/type the verses of the Qur'an using braille code?	1	1	1.1%
	2	3	3.4%
	3	37	42.5%
	4	35	40.2%
	5	11	12.6%
24. How long the period taken to memorize all the braille code?	A Week	13	14.9%
	Couple Week	31	35.6%
	A Month	24	27.6%
	Couple Months	19	21.8%

Table 4 indicates the result of the level of proficiency in learning Qur'an Braille among SPM's students. Overall, the respondents are very good at responding to every question given. There are 49 participants (56.3%) stated that they are in moderate level of mastering the Qur'an Braille, while 30 participants (34.5%) said they are skilled in using Qur'an Braille, and there are only 7 participants (8%) declared that they are very skilled. For the 14th question, the highest percentage is 47.1% (41 participants) that have the moderate skill to recognize the braille code that represents the lines and signs in the Braille Qur'an. Meanwhile, there are 35 participants (40.2%) have the skill and 6 participants (6.9%) are very skilled in recognizing the braille code that represents the lines and signs in the Braille Qur'an. Next, there are 8 participants (9.2%) are not

skilled in recognizing the special sign of braille code, yet there are 6 participants (6.9%) who are very skilled in recognizing the special signs.

Additionally, there are 42 respondents (48.3%) who are in moderate level of skilled in recognizing the number sign of braille code, 33 respondents (37.9%) stated that they have the skilled in recognizing the number sign, however, 5 respondents (5.7%) considered they are very skilled in recognizing the number sign on braille code in Braille Qur'an. Besides, 1 participant (1.1%) stated that they are very not skilled in recognizing the space sign in the Braille Qur'an, nonetheless, the highest percentage is 52.9% (46 participants) who agreed that they are in moderate level of recognizing the space sign of braille code. Next, 26 participants (29.9%) declared that they have skills in recognizing the bracket sign of braille code, while 8 participants (9.2%) considered they are very skilled in recognizing the sign.

Furthermore, there are 37 respondents (42.5%) who stated that they are both in moderate level and have skilled in recognizing the of sentences in the Braille Quran respectively. 14 respondents (16.1%) had declared that they are not skilled in recognizing the beginning of juzuk in the Braille Qur'an, but 44 respondents (50.6%) are in moderate level and 20 respondents (23%) have the skill, and 9 respondents (10.3%) are very skilled in recognizing the beginning of juzuk in the Braille Qur'an. There are 15 participants (17.2%) have and didn't have the skills in recognizing the hizb and rubu' sign in the Braille Qur'an respectively.

Moreover, 13 participants (14.9%) had stated that they are not skilled in reading the verses of Qur'an using braille code, 43 participants (49.4%) are in moderate level, 27 participants (31%) have the skills, and 4 participants (4.6%) are very skilled in reading the verses of the Qur'an using braille code. Additionally, only 1 respondent (1.1%) agreed that they are very not skilled in writing or typing the verses of the Qur'an using braille code, and 3 respondents (3.4%) said they are poor in writing or typing it. Nonetheless, 37 respondents (42.5%) are in moderate level, 35 respondents (40.2%) have the skills, and 11 respondents (12.6%) are very skilled in writing and typing the verses of the Qur'an using braille code. Finally, 13 respondents (14.9%) took a week to memorize all the braille code. 31 respondents (35.6%) took a couple weeks, 24 respondents (27.6%) took a month, and 19 respondents (21.8%) had taken a couple months to memorize all the braille code.

Conclusion

Based on the findings, conclusions can be presented. Generally, this research has provided an initial overview of the proficiency of students in learning Qur'an Braille. The findings of the study showed that the level of proficiency in learning basic braille hijaiyah among SPM's students was at moderate level and needed to be further improved. The researcher found an improvement in teaching and learning process for producing a high-quality for typical students. Meanwhile, the proficiency of learning basic braille hijaiyah surely can be improved with continuous training using the right methods. At the end of this chapter, the implications of this study are expected the educators can learn the methods that need to be applied in teaching to enhance the students' proficiency and towards improving the learning of Qur'an Braille in an effort to help the visually impaired in particular.

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