

**TAHFIZ AL-QURAN LEARNING MODEL FOR STUDENTS
WITH VISUAL IMPAIRMENT**

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UNIVERSITI SAINS ISLAM MALAYSIA

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WITH VISUAL IMPAIRMENT**

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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

Menghafaz al-Quran memerlukan garis panduan dalam merangka strategi menghafaz yang baik. Strategi tersebut perlu di kenal pasti mengikut kesesuaian dengan keupayaan individu. Tanpa strategi menghafaz yang rapi, ianya akan memberi kesan terhadap kualiti hafazan dan pengejalan hafazan. Hal tersebut dapat dikenal pasti melalui masalah penguasaan al-Quran yang berlaku dalam kalangan pelajar OKU Masalah Penglihatan. Antara faktor yang menyumbang kepada kelemahan penguasaan tersebut adalah kerana penggunaan kaedah dan teknik yang kurang berkesan serta tidak sistematik dalam pengajaran dan pembelajaran. Begitu juga dalam konteks menghafal al-Quran, sistem dan juga kaedah hafazan yang tidak teratur serta sistematik memberi impak yang besar kepada pelajar dari segi daya ingatan dan juga keberkesanan dalam menghafaz al-Quran. Oleh itu kajian ini bertujuan untuk membangunkan Model Pembelajaran Tahfiz al-Quran bagi Golongan OKU Masalah Penglihatan. Metodologi yang digunakan adalah kajian Reka Bentuk dan Pembangunan (Design and Development Research). Objektif kajian ini adalah untuk meninjau keperluan pembinaan Model Pembelajaran Tahfiz al-Quran OKU Masalah Penglihatan, membangunkan Model Pembelajaran Tahfiz al-Quran OKU Masalah Penglihatan serta menilai kebolegunaan model yang dibangunkan. Kajian ini dijalankan dalam tiga fasa. Fasa I kajian melibatkan fasa analisis keperluan yang dijalankan dengan prosedur temu bual separa berstruktur ke atas 7 orang tenaga pengajar dan pelajar tahfiz al-Quran OKU Masalah Penglihatan. Fasa II kajian pula merangkumi fasa pembangunan model kajian dengan menggunakan kaedah Fuzzy Delphi Method (FDM) yang melibatkan kesepakatan 17 orang responden kajian yang berpengalaman dalam bidang pendidikan tahfiz aliran OKU Masalah Penglihatan dan pendidikan tahfiz bagi aliran tipikal. Manakala Fasa ke III iaitu fasa penilaian dan kebolegunaan terhadap model melibatkan seramai 8 orang responden kajian dalam kalangan pensyarah dan guru tahfiz yang terlibat secara langsung dengan pendidikan tahfiz al-Quran OKU Masalah Penglihatan. Teknik Kumpulan Nominal (Nominal Group Technique) digunakan bagi menilai kebolegunaan dan kesesuaian model yang dibangunkan. Dapatan keseluruhan bagi fasa I menunjukkan bahawa terdapat kesepakatan dalam keperluan membangunkan model pembelajaran tahfiz al-Quran bagi golongan OKU Masalah Penglihatan. Manakala dapatan Fasa II iaitu pembinaan model kajian pula menunjukkan kesemua konstruk model mencapai konsensus melebihi 75%, nilai "d" kurang daripada < 0.2 dan defuzzication (Amax) melebihi > 0.5 seperti yang telah ditetapkan. Fasa III kajian seterusnya menunjukkan penerimaan yang tinggi di kalangan responden kajian terhadap kebolegunaan model tersebut mengikut peratusan skor yang diberikan iaitu sama atau melebihi 70%. Pembangunan Model Pembelajaran Tahfiz al-Quran OKU Masalah Penglihatan ini berupaya menjadi garis panduan bagi menjalani proses pembelajaran dalam menghafal al-Quran bersesuaian dengan keupayaan dan kemampuan mereka dalam mencapai kualiti dan keberkesanan pendidikan tahfiz al-Quran

ABSTRACT

The al-Quran memorisation requires guidelines for devising a good memorisation strategy. The strategy must be determined based on the individual's suitability and ability. Without a sound memorisation strategy, the quality of memorisation and retention of the hafazan may be affected. This can be reflected in the difficulties that students with visual impairments have in mastering al-Quran. Among the contributing factors to the weakness of mastery is the use of ineffective and unsystematic methods in the teaching and learning techniques. The same goes to al-Quran memorisation context where the irregular and unsystematic method of memorisation will give a big impact to students in terms of their memory and effectiveness in memorising al-Quran. Therefore, this study aims to develop a tahfiz al-Quran learning model for SVI. The methodology used is the study of Design and Development Research. The objective of this study is to review the needs to the development of a tahfiz al-Quran learning model for SVI, to develop a tahfiz al-Quran learning model for SVI, and to evaluate the usability of the model developed. The study was conducted in three phases. Phase I of involved the needs analysis phase with semi-structured interview by approaching 7 educators and SVI. Phase II contained the development of the model using the Fuzzy Delphi Method (FDM) which involved the agreement of 17 respondents with experience of visual impairment tahfiz education and the tahfiz education among normal students. While phase III, the evaluation and the usability of the model involved 8 respondents among lecturers and tahfiz teachers who are directly involved with tahfiz education SVI. Nominal Group Technique is used to assess the usability and suitability of the model developed. The overall findings for phase I showed that there is consensus on the need to develop tahfiz al-Quran learning model for SVI. While the findings of phase II, the development of the model showed that all the constructs reached the consensus, which is over 75% agreement, with the value of "d" less than < 0.2 and defuzzication (Amax) exceeding > 0.5 as specified. Phase III of the study also showed a high acceptance among the respondents of the study on the usability of the model according to the percentage of score given which is equal or more than 70%. The development of tahfiz al-Quran learning model for SVI can be a guideline for undergoing the learning process in memorising al-Quran in accordance with their ability and capability in achieving the quality and effectiveness of tahfiz al Quran education.

الملخص

يتطلب حفظ القراءة ضوابط خاصة في استنباط استراتيجية حفظ جيدة. لذلك يجب تحديد هذه الاستراتيجية وفقاً لمدى ملاءمة وقدرة الفرد. بدون استراتيجية الحفظ المناسبة، سيؤثر ذلك على جودة الحفظ واحتفاظه. ويمكن تحديد ذلك من خلال معرفة مشكلة إتقان القراءة التي تحدث بين الطلاب ذوي المكفوفين ضعيفة. ومن العوامل التي تساهم في ضعف الإتقان استخدام أساليب وتقنيات أقل فاعلية وليست منهجية في التعليم والتعلم. وبالمثل في سياق حفظ القراءة، فإن النظام وطريقة الحفظ غير منظمة تعطي تأثيراً كبيراً على الطلاب من حيث الذاكرة والفعالية في حفظ القراءة. لذلك تهدف هذه الدراسة إلى تطوير نموذج تعليم تحفيظ القراءة للمكفوفين. فالمنهجية المستخدمة هي دراسة التصميمي والتطوري (*Design and Development Research*). الهدف من هذه الدراسة هو النظر إلى بناء نموذج تحفيظ القراءة التعليمي للمكفوفين، وتطوير نموذج تحفيظ القراءة التعليمي للمكفوفين وكذلك تقييم إمكانية تطبيق النموذج المطور. تجرى الدراسة على ثلاث مراحل. تشمل المرحلة الأولى من الدراسة على مرحلة تحليل الاحتياجات التي تجرى مع إجراء مقابلة شبه منظمة على سبعة معلمي وطلاب تحفيظ القراءة المكفوفين. تتضمن المرحلة الثانية من الدراسة مرحلة تطوير نموذج الدراسة باستخدام أسلوب فاضي دلفاي (*Fuzzy Delphi*) التي تتضمن موافقة 17 مشاركاً في الدراسة من ذوي الخبرة في مجال تعليم تحفيظ المكفوفين وتعليم التحفيظ للتدفقات النموذجية. وتتضمن المرحلة الثالثة وهي مرحلة التقييم وسهولة الاستخدام للنموذج ما مجموعه ثمانية مشاركين في الدراسة من المحاضرين ومعلمي التحفيظ الذين يشاركون بشكل مباشر في تعليم تحفيظ القراءة للمكفوفين. تُستخدم تقنية المجموعة الاسمية (*Nominal Group Technique*) لتقييم قابلية استخدام النموذج المطور ومدى ملاءمته. تظهر النتائج الإجمالية للمرحلة الأولى أن هناك اتفاقاً على الحاجة إلى تطوير نموذج التعليمي لتحفيظ القراءة للمكفوفين. بينما تظهر نتائج المرحلة الثانية بناء نموذج الدراسة أن جميع بنيات النموذج وصلت إلى إجماع بأكثر من 75%، وقيمة العتبة (d) أقل من 0.2 والرتبة (*Amax*) *defuzzication* أكثر من 0.5 كما هو موصوف. تظهر المرحلة الثالثة من الدراسة قبولاً كبيراً بين المستجيبين للدراسة حول قابلية تطبيق النموذج وفقاً للنسبة المئوية للدرجات التي تساوي أو تزيد عن 70%. إن تطوير نموذج تحفيظ القراءة التعليمي للمكفوفين قادر على أن يكون دليلاً إرشادياً لحوض عملية التعلم في حفظ القراءة وفقاً لقدرتهم على تحقيق جودة وفعالية تعليم تحفيظ القراءة.

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Appendices A: Questionnaire

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LIST OF TRANSLITERATIONS*

a. Alphabet

Arabic	Latin	Example	Transliteration
أ	' (a,i,u)	القراءة	<i>al-qiraah</i>
ب	b	بَعَثَ	<i>ba'atha</i>
ت	t	تَابَ	<i>taba</i>
ث	th	ثَوَابَ	<i>Thawaba</i>
ج	j	جَعَلَ	<i>ja'ala</i>
ح	h	حَلَبَ	<i>Halaba</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	s	صَعَدَ	<i>sa'ada</i>
ض	d	ضَلَلَ	<i>dalala</i>
ط	t	طَلَعَ	<i>tala'a</i>
ظ	z	ظَفَرَ	<i>zafara</i>
ع	'(a,i,u)	عَلَيْهِ	<i>'alaihi</i>
غ	gh	غَفَرَ	<i>ghafara</i>
ف	f	فَلَحَ	<i>falaha</i>
ق	q	قَلَمَ	<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>nala</i>
و	w	وَعَدَ	<i>wa'ada</i>
هـ	h	هَدَمَ	<i>hadama</i>

ي	y	يَعْلَمُ	ya'lamu
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LIST OF ABBREVIATIONS*

Abbreviations	
SVI	Students with Visual Impairment
VI	Visual Impairment
a.s	'Alayh al-Salam
s.w.t	Subhanawa taala
DDR	Design and Development Research
UM	Universiti Malaya
UKM	Universiti Kebangsaan Malaysia
UPSI	Universiti Perguruan Sultan Idris
USIM	Universiti Sains Islam Malaysia
KUIS	Kolej Universiti Islam Antarabangsa Selangor
IIUM	International Islamic University Malaysia
UITM	Universiti Teknologi Mara
UTM	Universiti Teknologi Malaysia
MARSAH	Kolej Pengajian Islam Johor
IPG	Institut Pendidikan Khas
FGD	Focus Group Discussion
FDM	Fuzzy Delphi Method
NGT	Nominal Group Technique
DSW	Department of Social Welfare
WHO	World Health Organization
SRPK	Sekolah Rendah Pendidikan Khas
SKPK	Sekolah Kebangsaan Pendidikan Khas
SMPK	Sekolah Menengah Pendidikan Khas
STM	Short Term Memory
LTM	Long Term Memory
JAKIM	Jabatan Kemajuan Islam Malaysia
MTQN	Maahad Tahfiz Quran Negeri
BAHEIS	Department of Islamic Development Malaysia
MoU	Memorandum of Understanding

IQT	Kolej Al-Quran Terengganu
IQDAR	Institut Al-Quran Darul Aman
ITQAN	Institut Tahfiz Al-Quran Negeri Sembilan
ITQAS	Institut Tahfiz Al-Quran Negeri Sabah
KITAB	Kolej Islam Teknologi Antarabangsa, Pulau Pinang
IKMAS	Institut Kemahiran Islam Malaysia Sarawak
SPM	Sijil Pengajian Malaysia
KPM	Kementerian Pengajian Malaysia
MRSM	Maktab Rendah Sains Mara
SMKA	Sekolah Menengah Agama
TMUA	Tahfiz Model Ulul Albab
STM	Sijil Tahfiz Malaysia
Dr.	Doctor
et al.,	Other authors
ed.	Editor/edition/edited by
n.d	No date/no year
p.	Page
pp.	Pages
Prof	Professor
r.a	Radiya Allah ‘Anh/ Radiya Allah ‘Anha
SM	Sensory Memory
MSG	Monosodium Glutamate
WHO	World Health Organization
NGO	Non-Government Organization
MAB	Malaysian Association for the Blind
PERTIS	Persatuan Orang-Orang Cacat Malaysia
NVDA	Non-Visual Desktop Access
GUI	Graphical User Interface
NGT	Nominal Group Technique
SEM	Structural Equation Modelling
ISM	Interpretive Structural Modelling
MCO	Movement Control Order

CD	Compact Disk
OCR	Optical Character Recognition

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