E-Learning Of Tafsir Al-Quran Course: A Study On Students’ Satisfaction Towards Teaching Techniques And Assessment Methods

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ABSTRACT
During COVID-19 pandemic, Malaysia had implemented Movement Control Order (MCO) that disallowed usual face-to-face lectures in all education institutions. This compliance has affected both public and private higher education institutions in providing learning sessions to students. Thus, e-learning which is the implementation of teaching and learning sessions through technology systems is the best alternative to ensure that learning sessions are continuously uninterrupted. Part of the successful implementation of this learning method is influenced by teaching techniques and assessment methods. Therefore, the aim of this study is to know the students’ satisfaction towards teaching techniques and assessment methods in e-learning of Tafsir al-Quran course. Method used in this research is quantitative design whereas a semi-structured questionnaire distributed among 2nd year students of Quran and Multimedia Studies Program, Faculty of Quran and Sunnah Studies, Universiti Sains Islam Malaysia. This questionnaire has to be answered via Microsoft Forms and the data obtained then were analyzed descriptively through computer software namely Microsoft Excel and Statistical Package for Social Sciences (SPSS) version 25. The results of the study found that the level of students’ satisfaction towards teaching techniques and assessment methods in e-learning of Tafsir al-Quran course were at a good and satisfactory level. In this regard, teaching techniques applied by lecturers are very important in providing understanding to students, as well as a systematic assessment method to identify the level of students’ understanding.

Keywords: E-learning, Tafsir al-Quran, COVID-19, Teaching Techniques and Assessment Methods.

INTRODUCTION
On December 2019, China recorded a mysterious high case of pneumonia [1&2] and was suspected to spread from wildlife sales market in Wuhan, China [1]. This new virus officially named as Corona Virus Disease 2019 (COVID-19) on February 11, 2020 [2]. Starting January 2020, the virus then spreads very quickly to other country such as Japan, Korea, Thailand, Singapore, Indonesia, Europe, America, Africa, Australia, Vietnam and also Malaysia [1&2]. The first case in Malaysia was reported on 24th January by World Health Organization (WHO) [3] and the total cases as 5th October 2020 are
Prime Minister of Malaysia, Tan Sri Muhyiddin Yassin has announced the implementation of Movement Control Order (MCO) starting March 18 to control the spread of this pandemic and has extended the implementation phase of Recovery Movement Control Order (RMCO) after the Conditional Movement Control Order (CMCO) has implemented [5&6].

Therefore, all learning sessions in higher education institutions have been postponed for two weeks, and starting April 2020, online learning method was fully implemented in both public and private university [7]. Nor Aniza Ahmad and Lay Nee Chua stated that online learning or electronic learning (e-learning) is implemented when there is a separation of distance or time between students and teachers and the learning process is connected through technology systems such as internet, television, radio and many more [8]. Online learning was first developed for part-time students that unable to receive formal learning as full-time students and has been developed to involve all types of students in higher education institutions including full-time students and distance learners [9]. Universiti Sains Islam Malaysia has started fully online learning method during COVID-19 pandemic including Tafsir al-Quran course among 2nd year students of Quran and Multimedia Studies Program.

In addition, Tafsir al-Quran is the interpretation of al-Quran and part of Qur’anic knowledge whereas human especially Muslim can understand more about Islam. The beginning of al-Quran interpretations started when Prophet Muhammad SAW has interpreted several verses of al-Quran himself known as tafsir bil-manqul, which later Islamic scholars had compiled a discipline of knowledge for al-Quran interpretations known as ulum al-tafsir [10]. Abdul Ghani Azmi stated that to enable al-Quran as a guidance of human life, the combination of understanding, knowledge and appreciation are the important aspects [11]. Therefore, to understand al-Quran is not merely able to read it well but ability to understand and explore more the contents and issues contained in each verses [12]. In Malaysia, Tafsir al-Quran has been studied traditionally since 1945 at mosques and starting 1959, this knowledge began as a syllabus in Islamic primary and secondary schools as well as higher education institutions [13].

Teaching and learning sessions of Tafsir al-Quran course in schools especially at higher education institutions involved face to face learning between teachers and students. However, during COVID-19 pandemic, the compliance of MCO disallowed usual face-to-face lectures, thus learning sessions at all education institutions were implemented through online learning classes. Both first-timers teachers and students for sure faced some challenges and problems in implementing this learning method [7]. Therefore, a study on this topic needs to be discussed in order to know the effectiveness of online learning method. Many articles have been discussed the implementation of online learning since COVID-19 pandemic hits the country. The study were focused on teaching and learning methods, students’ experiences, students’ readiness, teachers’ perceptions, the effectiveness of online learning and many more. However, there is a little research focuses on online learning of Tafsir al-Quran course. Therefore, the aim of this study is to know the level of students’ satisfaction towards teaching techniques and assessment methods in online learning of Tafsir al-Quran course.

**METHOD**

Quantitative design was used in this research method using a semi-structured questionnaire with two types of questions provided which are Likert scale questions and open-ended questions. There
are three questions of Likert scale and three open-ended questions. The open-ended questions provided to give opportunity for respondents to express their opinions freely and provide further explanations in relation to the questions posed. In the form of Likert scale questions, researcher has prepared five levels of scale namely Weak (W), Poor Satisfactory (PS), Medium (M), Good (G), and Excellent (E). The questionnaire were provided through Microsoft Forms that involved 109 respondents from 2nd year students of Quran and Multimedia Studies Program, Faculty of Quran and Sunnah Studies, Universiti Sains Islam Malaysia to answer.

In addition, the study participants had lecture of Tafsir al-Quran course through online learning during Movement Control Order (MCO) that disallowed usual face-to-face lectures. Thus, the aim of this study is to identify the level of students’ satisfaction towards teaching techniques and assessment methods in online learning of Tafsir al-Quran course. The data obtained then were analyzed descriptively through computer software which are Microsoft Excel and Statistical Package for Social Sciences (SPSS) version 25 to obtain the values of frequency, percentage, mean and standard deviation to answer the research question. Descriptive statistics only report the data obtained in various forms without making any conclusions or predictions according to Cohen, Manion and Morrison [14].

RESULTS
The total of 34 male and 75 female students from 109 responses were obtained from the questionnaire distributed through Microsoft Forms among 2nd year students of Quran and Multimedia Studies Program, Faculty of Quran and Sunnah Studies, Universiti Sains Islam Malaysia.

Graph 1. Division of respondents according to gender

After the results were analyzed, the researcher found the level of students’ satisfaction towards teaching techniques and assessment methods in online learning of Tafsir al-Quran course is shown as below:
Graph 2. Level of students’ satisfaction towards teaching techniques

Graph 3. Level of students’ satisfaction towards presentation methods by students in group

Graph 2 and 3 show the subcontract of students’ satisfaction towards teaching techniques in e-learning of Tafsir al-Quran course. In terms of frequency and percentage for the level of students’ satisfaction towards teaching techniques of lecturers showed a total of 2 people (1.8%) at a moderate level, 38 people (34.8%) agreed to state that it is at a good level and the remaining 69 people (63.3%) stated the satisfaction at an excellent level. The mean and standard deviation for this item are (mean = 4.61; SP = 0.525). In addition, the methods of students’ presentation that have been set by the lecturers were identified as teaching techniques provided by the lecturers. Thus, this focus also has been included by the researcher which aimed on students’ satisfaction towards presentation methods by students in group. The result shows the frequency and percentage was in a total of 2 people (1.8%) at the moderate level, 41 people (37.6%) at a good level and 66 people (60.5%) stated an excellent level of satisfaction. The mean and standard deviation for this item are (mean = 4.59; SP = 0.531).
According to Cohen [14], mean is measured as a result of the average total score while the standard deviation is the range of the resulting score distribution, whether the data is far or near the average. Besides, graph 4 shows the frequency and percentage of students’ satisfaction level towards assessment methods or quizzes conducted in Tafsir al-Quran course through online learning. The findings of the study showed that 3 people (2.7%) were at a moderate level, 36 people (33%) were at a good level and the remaining 70 people (64.2%) were at an excellent level of satisfaction. The mean and standard deviation for this item are (mean = 4.61; SP = 0.543).

![Graph 4. Level of students' satisfaction towards assessment methods](image)

**Table 1. Mean and standard deviation**

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<tr>
<td>Teaching techniques</td>
<td>109</td>
<td>3</td>
<td>5</td>
<td>4.61</td>
<td>.525</td>
</tr>
<tr>
<td>Presentation methods</td>
<td>109</td>
<td>3</td>
<td>5</td>
<td>4.59</td>
<td>.531</td>
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<tr>
<td>Assessment methods</td>
<td>109</td>
<td>3</td>
<td>5</td>
<td>4.61</td>
<td>.543</td>
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<tr>
<td>Valid N (listwise)</td>
<td>109</td>
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**DISCUSSION**

The objective of this study is to identify the level of students’ satisfaction towards teaching techniques and assessment methods in online learning of Tafsir al-Quran course. The findings of the study show that the students of Tafsir al-Quran course involving 2nd year students of Quran and Multimedia Studies Program, Faculty of Quran and Sunnah Studies, Universiti Sains Islam Malaysia are satisfied with the online learning session of this course as shown in graph 2, 3 and 4. Besides, open-ended questions also were provided by the researcher that focus on the respondents' comments or suggestions of the teaching techniques and assessment methods of Tafsir al-Quran course.

The results of the questionnaire found that (73%) gave a positive responses to the teaching techniques applied by the lecturers in the course and addition of (27%) gave some suggestions for improvement. Statements such as "facilitating students", "interesting and easy to understand", "best
and satisfactory" and "adequate teaching materials" show that the teaching techniques applied by the lecturers in this Tafsir al-Quran course are at a satisfactory level. Besides, respondents’ opinions on the method of presentation by students in group showed (87%) expressed a good level of satisfaction with the method used while (13%) the rest stated some weaknesses occurred and addition of suggestions for improvement. Statements such as "facilitating students", "improving comprehension", "interesting and easy to understand", "effective", and "working smooth" show that students are satisfied enough with the presentation methods by students in this Tafsir al-Quran course although it was implemented online.

Overall, the suggestions of a small number of respondents towards teaching techniques and presentation methods used were pointed to several focuses. Some of them suggested on the full use of learning through the Microsoft Teams application compared to WhatsApp application because of its effectiveness and systematic approach. This suggestion of improvement is supported by Bibi Noraini Mohd Yusuf and Jihan Ahmad [7] that online learning can run smoothly based on the platform and medium used by the lecturers. However, the level of internet accessibility for each student also should be noted because it is one of the main factors that contribute to the success of online learning implementation [15]. Aboderin [9] said that the barriers of e-learning implementation in developing countries were internet connectivity, computer and software equipment. Thus, a flexible of teaching system needs to alleviate the burden of time and stress faced by the students [16].

In addition, the method of explaining a topic is not only focused on teaching materials such as Microsoft Power Point presentation slides or videos, but can be focused on video recordings of explanations from the lecturers themselves, so that the presentation is more effective and understood. This suggestion supported by the statement from Afandi Ahmad whereas the effectiveness of this learning method is still influenced by elements of voice and face in strengthening the interaction between students and lecturers [17]. Besides, affordances of teaching and learning techniques (pedagogic) can change according to the constraints and limitations of various technology tools [18]. One of the factors in evaluating the performance of lecturers is a clear and interesting method of teaching as well as a complete preparation of teaching materials [19]. Therefore, students’ performance can also be improved from the effective of teaching methods [16].

Moreover, the findings of the study on the level of students’ satisfaction towards the assessment methods or quiz conducted showed that almost all (92%) put an excellent level of satisfaction on the method used with the balance (8%) provide several suggestions for improvement. Statements such as "excellent", "good", "attractive and satisfactory", "challenging and testing the mind" and "appropriate to the current situation" show that students are very satisfied with the online assessment methods implemented in Tafsir al-Quran course. The respondents has been tested through open book test during the implementation of e-learning method. This assessment method makes it easier for students to solve the questions provided without requiring students to memorize the whole syllabus [20] as well as test the minds and level of understanding of students. Along with the current situation of the country affected by the COVID-19 pandemic, a flexible online assessment method allows students to take the exams at different locations over a set time period [21].
CONCLUSION

Online learning or e-learning is implementation of teaching and learning session when there are a separation of distance or time between students and teachers and were connected through technology systems such as internet, television, radio and many more. The implementation of Movement Control Order (MCO) in Malaysia since March 2020 because of COVID-19 pandemic has been disallowed usual face-to-face lectures and has affected all learning sessions at higher education institutions including both public and private university. Thus, online learning method is the best alternative to ensure that teaching and learning sessions are continuously uninterrupted. Therefore, a study on this topic needs to be discussed in order to know the effectiveness of online learning method.

The results of this research focuses on teaching techniques and assessment methods used in online learning of Tafsir al-Quran among 2nd year students of Quran and Multimedia Studies Program show that the implementation of this learning method during COVID-19 pandemic had well received. This research found that teaching techniques is very important in providing understanding to students as well as a systematic and flexible of assessment methods applied. The variety of efficient and creative teaching methods will also more attract students into a topic to be learnt. However, the implementation of this learning method needs to be reviewed more, especially in the context of teaching techniques and assessment methods of Tafsir al-Quran course from other research participant. In conclusion, the current COVID-19 pandemic is not an obstacle for students to continue receive a knowledge as well as lecturers responsibility to impart the knowledge, as well as having the existing technological developments.

References

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