

Student Attitudes towards Learning Al-Quran Recitation and its Relationship with the Mastery of Reading the Al-Quran among Visual Impaired Students in Malaysia

Hajarul Bahti Zakaria, Ab. Halim Tamuri, Norshidah Mohd Salleh, & Mohd Huzairi Awang @ Husain

Abstract— This paper presents the result of a study that aims to assess the attitudes of secondary school pupils with visual impairment in Malaysia towards learning al-Quran recitation and the relationship that exists with students' reading level of the al-Quran. The sample consisted of 97 visually impaired students on the secondary level of Special Education and High School Special Education Program Integration across Malaysia. Questionnaire was modified from the Aderis' instrument (2008). Cronbach alpha reliability level of the instrument is 0.7062. Students must provide a response to the number of 39 indicators related to their attitude towards learning al-Quran recitation. Response to a five-point Likert scale was used in the questionnaire. Descriptive and inferential statistics were used to analyse the data in this study. The findings showed that the students' attitude are at a low level, with a mean 2.31 and standard deviation 0.48. Relationship that exists between the attitudes of students towards learning al-Quran recitation with the mastery of reading the al-Quran students are also strong ($r=0.615$). This finding is important to the teachers, parents and the community to improve student attitudes toward learning visual recitation of the al-Quran in order to improve the level of their reading of the al-Quran.

Keywords—Attitude, Visual impairment, learning, al-Quran recitation.

I. INTRODUCTION

THIS study was to identify the attitudes of students with visual impairment on learning and teaching al-Quran recitation, especially in the subjects of Islamic Education in secondary schools and the general routine of their daily lives. This research was a survey of the response or a general attitude of students towards learning and teaching al-Quran recitation. The issue of the control of reading the al-Quran has always been a subject of study and discussion among students and academics. Level of reading the al-Quran, students often questioned, however, most studies only focus among typical students only. In this case, each individual Muslim must be

Hajarul Bahti Zakaria is with the Malaysian National University – Doctor of Philosophy students (+060199802151: hajarul@ipik.edu.my)

Ab. Halim Tamuri (PhD) is Professor and Rector with International College University Islamic Selangor, Malaysia (tamuri67@gmail.com)

Norshidah Mohd Salleh (PhD) is lecturer with Malaysian National University, Malaysia : nshidah@ukm.edu.my

Mohd Huzairi Awang @ Husain is with University Malaya – Doctor of Philosophy students (huzairi.sahabatinsani@gmail.com)

able to read the al-Quran correctly and both whether they are normal human beings with special needs involving eyesight problems or problems of other senses. In assessing the performance of individual excellence including the mastery of reading the al-Quran, one of the fundamental aspects that need to be addressed is whether the attitudes of a learning and teaching, the focus of this study is to determine the attitudes of students with visual impairment to the learning and teaching of al-Quran recitation. Attitudes and perceptions of students is very important in improving the mastery of reading the al-Quran as they are the main objects involved in the education system as well as teachers and school environment and be able to digest the idea of encouraging and positive attitudes among students in the school.

II. OBJECTIVE

The objective of this study is to:

1. Assess the visually impaired student attitudes towards learning and teaching al-Quran recitation.
2. Analyze the relationship between attitudes and achievement in reading the al-Quran, visually impaired students.

III. REVIEW LITERATUTE

Study of attitudes towards the teaching and learning a lot done in the field of education, whether in the field of Islamic Education and Special Education. However, this study focused on the attitudes of students with visual impairment to the learning and teaching of al-Quran recitation. Teaching and learning processes play an important role to produce excellent students, if attitudes towards things are positive, it will definitely create a positive impact on performance (Zawawi, 2008). To see whether a visually impaired student attitudes towards learning and teaching al-Quran recitation, the study was conducted. Attitude of visually impaired students in secondary schools may have an impact on the level of achievement of their reading of the al-Quran.

IV. METHODOLOGY

This research was a quantitative descriptive survey research design (survey) through student questionnaires on learning and teaching al-Quran recitation among students with visual impairment. The data collected may explain one form of

assessment attitude towards learning and teaching al-Quran recitation of sight for visually impaired students. The researcher selects the entire population as respondents. Respondents were chosen with the following characteristics of all Muslim students, the upper secondary level, low-vision or blind. The study population is Muslim pupils with visual impairment in the Secondary School of Special Education and secondary schools that perform normal daily Integrated Program of Special Education (Visually impaired) throughout Malaysia.

V. FINDINGS

This study involved 97 respondents. Table I, Table II, and Table III shows the gender, type of school and type of disabilities involved students. Here is shown the distribution of the sample by gender in Table I:

TABLE I
PROFILE OF STUDENTS BY GENDER

Gender	N	Percent
Boy students	54	55.7
Female students	43	44.3
Total	97	100

Table II shows that most of the respondents in the study was composed of high school students affected by the normal daily Special Education Program Integration Ministry of Education. Distribution of the sample by school category are displayed in Table II below:

TABLE II
PROFILE OF STUDENTS BY CATEGORY OF SCHOOL

School category	N	Percent
High School Special Education (SMPK)	54	55.7
Integration of Special Education Programs (PPKI)	43	44.3
Total	97	100

Based on Table III, the number of blind respondents is more than low-vision respondents in this study. Distribution of the sample by type of disability is shown in Table III below:

TABLE III
PROFILE OF STUDENTS BY TYPE OF DISABILITY

Disability Types	N	Percent
Blind	54	55.7
Low-vision	43	44.3
Total	97	100

Analysis of the attitudes of students towards learning and teaching al-Quran recitation shown in Table IV. A total of 64 respondents (66.0%) showed a mean score of students' attitudes toward learning and teaching al-Quran recitation in low level. 29 respondents (29.9%) were in the medium level and only the mean score of 4 respondents (4.1%) at the high level. The overall mean score was 2.31 and the standard deviation of 0.48. This finding shows the attitude of students with visual impairment on learning and teaching al-Quran recitation are in low level.

TABLE IV
DISTRIBUTION OF THE MEAN SCORE OF STUDENTS' ATTITUDES TOWARD LEARNING AND TEACHING AL-QURAN RECITATION

Mean score	Frequency	Percent	Level
1.00 to 2.33	64	(66.0)	Low
2.34 to 3.66	29	(29.9)	Medium
3.67 to 5.00	4	(4.1)	High
Overall Mean = 2.31		Standard Deviation = 0.48	

Overall, respondents' attitudes towards learning al-Quran recitation are in low level of overall mean = 2.31. However there are 3 items on the high level of mean score (Expecting help to master the al-Quran) min = 4.34, item (more excited to be diligent in reading the al-Quran if mastered recitation of the al-Quran), mean = 4.28, and the item (Think there should be a special time to learn the recitation of the al-Quran) min = 4.12. Many students look to teachers to enable them to master reading the al-Quran properly. Control well readings will give them more excited to be diligent in reading the al-Quran. Students are also expected to be no better time to learn a specific recitation of the al-Quran. 6 items are on the moderate mean level of the item (not easily discouraged if you can not read the al-Quran with the correct method), mean = 2.74, item (always can answer Tajwid question quickly) mean = 2.64, item (easily understand the content recitation lesson tajweed) mean = 2.48, item (can not be mastered reading the al-Quran) mean = 2.41, item (always wait of time learning the al-Quran) mean = 2.39, and the item (learning the al-Quran should have been optional for Muslim students) mean = 2.36. In addition, all the items are in the low score.

Pearson correlation results for the relationship between attitudes towards learning al-Quran recitation with the recitation of the al-Quran achievement among students with visual impairment is shown in Table V below.

TABLE V
THE RELATIONSHIP BETWEEN STUDENTS' ATTITUDES TOWARD LEARNING THE AL-QURAN BY READING ACHIEVEMENT LEVEL AL-QURAN FOR THE VISUALLY IMPAIRED

Achievement of reading the al-Quran	r	Sig. (2-tailed)
Attitudes towards learning al-Quran recitation	0.615	0.000

Significant level of 0.01

According to the Table V, the study found that the correlation between the level of achievement of students in reading the al-Quran, with the attitude of students towards learning al-Quran recitation was $r = 0.615$. Value of the correlation coefficient is high indicates there is a strong relationship between the variables. Significant value obtained is smaller than 0.01. This shows there is a significant relationship between the performance of reading the al-Quran with the attitude of students towards learning al-Quran recitation. This means that a high score on the attitude of students towards learning al-Quran recitation will produce a high score also in the achievement of reading the al-Quran. This analysis showed that students' attitudes toward learning the recitation of the al-Quran related to the level of achievement of reading the al-Quran among visually impaired students in secondary schools.

VI. DISCUSSION

Students with visual impairment are looking for assistance in mastering reading the al-Quran, Item (hope to get help control the reading of the al-Quran) is at the highest mean score 4:34 with 88 respondents (90.7%) agreed and strongly agreed with this item. They also assume that if you can master the reading of the al-Quran, the passion for reading the al-Quran will be stronger. This is described by the item (If you are familiar recitation of the al-Quran, a stronger passion to diligently read the al-Quran) of 85 respondents (87.6%) agreed and strongly agreed with this item. Similarly, the need for a special time, visually impaired pupils feel special time is needed to study the al-Quran, is based on the analysis of item (Think of the al-Quran have no special time) 81 respondents (83.6%) agree and strongly agree with this item.

Many visually impaired students to learn the al-Quran being forced either from teachers or parents, this can be seen in items (* *Learn the al-Quran for forced teacher*). Only 12 respondents (12.4%) who strongly disagree and disagree with this item, while 13 respondents (13.4%) disagree, and otherwise is agreed and strongly agreed with this item. Also in item (* *Learning the al-Quran because parents force*) only 8 respondents (8.2%) who strongly disagree, disagree and agree with this item. This can also be seen in item (Always waiting time learning the al-Quran) is only 10 respondents (10.4%) who agreed and strongly agreed with this item. They also love learning al-Quran quickly depleted, and is shown in item (Like learning al-Quran quickly ended) only 5 respondents (5.2%) who strongly disagree and disagree in this case. In addition to the presence of additional classes Study the al-Quran is also not enthused by the student based on the item (* *No need to attend extra classes Study the al-Quran*) is also 5 respondents (5.2%) who strongly disagree and disagree on this item. This finding indicates visually impaired students are not interested in learning the recitation of the al-Quran.

While many agree that there should be a special time to learn the al-Quran, but not many have an interested to learn the al-Quran, is evidenced in the item (like learning the al-Quran), only 14 respondents (14.4%) who agree and strongly agree with this item. They are also more interested in other subjects, it can be seen in items (* *Prefer to learn other subjects of the al-Quran*) of 59 respondents (60.8%) strongly agree and agree with this item. In addition, the item (time learning the al-Quran should be added) of 87 respondents (89.7%) strongly disagree, disagree, and disagree with these items, and many avoid attending al-Quran classes. It can be seen in items (* *Always avoid al-Quran classes for lack of interest*) only 20 respondents (20.7%) who strongly disagree, disagree and agree with this item. Based on the questionnaire indicated visually impaired students are not interested and do not feel the importance of studying the al-Quran although they recognize the need for a special time to learn the al-Quran.

However, the findings of interviews under the theme of "limitations and problems", found that most of the students are actually interested in learning the al-Quran, but due to some constraints and problems, causing them to be less interested in pursuing the process of studying the al-Quran and read it. This is reinforced by his P1 interview stating:

"It is of interest, from the primary school"

While students P2 also expressed interest in learning the al-Quran reduced due to the weakness of the self:

"Enthusiasm, but I did not, I only remember how to stutter, repeat ... if it was always there"

P3 is still under the theme of "passion" and "constraints and problems" explained that his interest was nurtured since childhood to learn the al-Quran, but because of vision problems is decreasing, he had to learn the al-Quran in Braille on the base, and due to the lack of skills to master the al-Quran in Braille, so she's quite difficult to read the al-Quran:

"Are common learning since childhood, but I can not read because i can not see now, now i'm trying to learn with the teacher here, braille Alif Ba Ta, and also ask friends"

While interviews with P4 was under the theme of "passion" and "constraints and problems" showed interest still exists, but caused no direction to read the al-Quran, then the interest is dwindling. He stated:

"Interests want to read the al-Quran, but nobody wants to teach"

P5 is in explaining the theme of "limitations and cuisine," states:

"There were too many homework and extracurricular activities, I was going to read the al-Quran"

Interview teachers shows many students are not interested in reading the al-Quran and learn the al-Quran. This was stated by G1:

"The interest, I feel like 4 out of 10, who interests seriously, like others if no class of al-Quran they are lucky, (today) we have for the class teacher of the al-Quran from outside hostel, so if the teacher did not come the student feel happy, they are not interested"

The findings of these interviews show that students are not interested in studying the al-Quran is not because there is no interest in themselves, but because there are other factors that affect the interests of that is diminishing. For example, lack of confidence, learning time constraints, shortage of teachers and their own efforts to learn the al-Quran as well as the encouragement of family and environment also affect the interest to learn the al-Quran.

Positive perception as an important point in determining the success and failure of language teaching and learning [1]. Positive perception will guarantee the success of a program for mastering the language and the negative perception will result in failure in the teaching and learning of languages. It can also be adapted to the teaching and learning of recitation of the al-Quran [2]. This study shows that there is a negative attitude towards learning and teaching al-Quran recitation among students with visual impairment. Formation of the negative

practices of these negative perceptions can be seen from the attitude feels studying the al-Quran it is a matter of worry, in addition to studying the al-Quran feel is not important. Such perceptions have resulted in the formation of negative practices such as not wanting to attend a class or classes of the al-Quran, and not interested in reading the al-Quran, making students feel forced to study the al-Quran.

When viewed from the aspect of the importance of the al-Quran, the results show that students and teachers recognize the importance of this in modern life to understand Islam. Only students not interested to make the al-Quran as an important issue and the main goal to be achieved or to be mastered as more subjects are perceived to provide input and more benefit to them. If viewed in terms of teaching and its implications, this study shows a negative practice. Pupils say they are not interested in learning the al-Quran, it is likely due to the encouragement and support of the teachers seem less because the workload is too much, causing the teachers were not able to provide adequate guidance to the students in improving their reading of the al-Quran.

VII. CONCLUSION

In the area surveyed, the study found that people who do visually impaired students in Malaysia has a negative attitude towards learning and teaching al-Quran recitation. The student has demonstrated a low opinion of their motivation[3]. This finding suggests an element of awareness and motivation and encouragement to learn the al-Quran is not available to students with visual impairment, as well as the role of teachers is seen as lacking in their support and encouragement to students to master reading the al-Quran properly. Attitude is a big blow to the achievement of the al-Quran better among visually impaired students in Malaysia. The Ministry of Education should improve this aspect to improve motivation and provide a variety of incentives to enhance the awareness and willingness of teachers to implement the curriculum and improve student motivation, attitude and vision problems to learning and teaching al-Quran recitation.

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