Application of Multimedia Technology (MTA) in The Qiraat Course: A Study on Darul Quran Students, Jakim

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Abstract
In the 21st century, development of technology of Multimedia (MTA) in the education sector has the potential to produce knowledgeable, skilled and competitive students. MTA have diversity in teaching and learning methods are able to produce generation of al-Qurans who excel in various fields. The outbreak of pandemic Covid-19 virus seems to be forcing the world community, including Malaysia, towards the usage of digital technology more comprehensively which indirectly causes a digital surge in Malaysia. The method of teaching and learning (T&L) qiraat courses face-to-face is swich to online or virtual. Therefore, this study aims to explore students perspective on the usage of MTA in T&L for Qiraat program at Darul Quran (DQ) JAKIM. This study is a qualitative study using case study as reseach design. The study found that 65% of students agree on usage of MTA can help in T&L of the qiraat course to be easier, understandable and interesting during Covid-19. Meanwhile, 7 out of 20 students representing 35% said that T&L qiraat with MTA makes them not understand, bored and unfocused. 70% of students have a high level of knowledge related to usage of MTA in the qiraat course and 30% said they lack exposure usage MTA. This study explains that the main challenges faced by students in using MTAs are internet access constraints and lack of infrastructure. This statement is supported by the findings of the FGD with the students which are 19 out of 20 students representing 95% of the total number of students and only 5% said there were no restrictions in using MTAs. This study gives important implications to Darul

Quran and Universities as well as Tahfiz institutions in Malaysia in general towards the formation of high quality Quranic generation in memorization of the Quran.

Keywords: Multimedia Technology Application (MTA), Teaching and Learning (PdP), Qiraat, Darul Quran, JAKIM.

Introduction

Education system in Malaysia is now undergoing rapid changes. There are various innovations introduced and applied to make teaching and learning easier and more interesting. Creative teaching and learning (T&L) can help students to achieve learning objectives while teachers successfully achieve teaching objectives. The use of multimedia technology applications (MTA) in T&L are an innovation that continues to thrive. According to Chan (2013); Tu & Chiang (2016) continuous innovation of teaching and learning materials is necessary to improve the effectiveness of their use. It is because the application of multimedia materials in the learning process have many advantages for students if it used correctly (Ghuloum, 2010; Taylor et al., 2007), especially in attracting students' attention in class (Barkhaya & Abd Halim, 2016).

In the context of the study, the International Society for Technology in Education (ISTE, 2007) has developed a National Educational Technology Standards for Students (NETS.S) in order to focus more on the skills and expertise aspects of using current technology in order to meet the learning demands of the 21st century in order for students to use digital media to communicate, interact, collaborate and share information with friends by using various digital media (Andin et al., 2010). Therefore, the usage of communication and information technology is one of the 21st century skills for T&L that must be use to students in order to meet the demands of the future. However, teachers play an important role in developing these skills in students (Kiflee, 2020). It seems goes to learning of Qiraat in higher education. Qiraat is a knowledge revealed by Allah to Prophet Muhammad s.a.w. in how to read the Qur'an either in one form or many different forms. These readings relied on the imam and the narrator who narrates the history of the reading (Hayati, 2015; Daud, 2015; A'Tarahim, 2017).

Hayati (2015) asserts that this diverse form of reading Qiraat is a matter related to revelation (tawqifi) whose validity cannot be disputed. It does not mean that the difference in the form of reading that occurs between the qurras is to show the greatness of reading among them. Qiraat which is proof that the Quran revealed by Allah is a miracle that is inclusive to mankind in a theoretical and practical context.

Online learning is an important necessity in education during the era of Industrial Revolution 4.0 for the current generation. Therefore, when the outbreak of COVID-19, face-to-face meetings between teachers and students were replaced online through video conference applications such as Zoom, Skype, MS Team, Google Hangout, Whatsapp, Google Meet and various other applications are available to support learning during a new norm. The MCO extends to the Conditional Movement Control Order (CMCO) which began on 4 May 2020 still used hybrit T&L. Although some standard operating procedures (SOP) were relaxed during the MCO, T&L face-to-face at school or at study centers is still not allowed by the government (Hussin, 2022; Yusoff, et al 2020). Therefore, online learning continues to replace face-to-face

meetings. Similarly, T&L at Darul Quran, JAKIM (DQ) runs online for all courses offered including Qiraat program.

DQ is a higher education center that functions as the master center for Tahfiz al-Qur'an and al-Qiraat study programs at the certificate, diploma and advanced diploma levels as well as a planner, drafter and curriculum implementer in the field of tahfiz al-Qur'an and Qirā 'āt to the entire Ma'ahad Tahfiz al-Qur'an in Malaysia. DQ involved in all matters related to academics, curriculum, examinations as well as teaching and learning (Saleh et al., 2019; Zainora, 2015). Zainora (2014) explains that the teaching and learning of qirā'āt has been implemented since the Tahfiz al-Quran and al-Qiraat Diploma program, JAKIM was introduced at DQ in 1966 as well as at the State Tahfiz al-Qur'an and Maahad since the 1980s until 2011 by going through various phases of refinement and improvement from one Qirā'āt subject up to seven Qirā'āt subjects which are divided into Qirā'āt 'Ilm and Qirā'āt Amali since 1984 until now (Darul Quran, 2012; Zainora, 2014; Daud et al., 2018).

Thus, educators and students can take advantage of new ways of teaching and learning from the traditional way to the latest way in accordance with the sophistication of information technology available. Therefore, the focus of this study is to see the application of multimedia technology for qiraat in DQ. Combining the traditional learning system with the latest technology is expected to have a positive impact on DQ in dealing with the mastery of qiraat knowledge among students. It is also hoped to provide new added value in T&L qiraat and make it easier for the community to use multimedia technology applications and introduce information that has a positive impact in the current education system.

Literature Review

The introduction of computers and multimedia in our education is a wise move to ensure that students in this country do not fall behind in this high-tech world. The use of Multimedia in education gives many benefits to teachers and students in improving the effectiveness of the teaching and learning process in schools. This is supported by Abd Malek (2004) who found that technology can simplify tasks and improve teacher performance such as the use of technology for management work and teaching and learning work. Shereena & Arif (2002) asserted that the innovation of sophisticated multimedia technology using computer equipment makes a good mix of audio, video, text, graphics and animation capable of producing attractive colors and designs as well as a more effective learning environment. With the characteristics of this multimedia technology, it is able to make the teaching and learning process more interesting and effective.

The use of MTA in education is very important in this era. If once upon a time teachers relied more on materials taken from textbooks, newspapers, magazines, reference books and various printed materials to help them in the teaching and learning process but now technology has changed teachers' teaching techniques in the classroom (Mohid et al., 2018; Luan & Teo, 2009; https://www.sistemguruonline.my/2016/12/download-rpt-pendidikan-islam-tahun-6.html). This is because today's students have not only been exposed to a variety of sophisticated modern technologies, but many also depend on these modern technologies in their daily lives.

MTA in education has made learning is interesting and complete. MTA which developed in parallel with TMK was first introduced in the early 1980s, combining various types of media that were previously in a separate state. Multimedia includes several media in one presentation that makes it easier for educators to deliver teaching materials. Students feel

involved in the learning process because MTA enables interactivity to occur (Hussin et al., 2022; Hussin, 2020; Esa, 2007). Multimedia is a combination of several elements such as text, graphics, animation, audio and video in one presentation (Vaughan et al 2013; Noor & Arif, 2002). Interactivity in multimedia allows users to control the sequence of scenes in an application. MTA allows end users to control the content and flow of information. Interactive multimedia acts as a tool to strengthen and improve students' ability to understand and remember lessons (Hussin, 2022a; Zahara & Atun, 2018).

But despite this rhetoric, researchers and academics need to continue to be creative and innovative. It is a never-ending effort that needs to be made all the time. They need to move in a collective atmosphere equipped with the latest innovations and discoveries with the motive of universal goodness (Kiflee et al 2020; Qayyum, 2012). The reality is that it is the Prophet's way of educating his companions. For researchers of the head of the Prophet, peace be upon him, it was found that the majority of universal issues that plagued Muslims at that time were dealt with in an open-minded manner. There is no face-to-face opposition or contrast recorded by the scholars, even the spirit of tolerance and the provision of alternatives that His Majesty usually advocates. Among the examples is the slavery system, the use of the Roman Dinar, even to matters of worship such as Ashura fasting and others (al-Maqrizi, 1988).

Methodology of Research

This study is a qualitative study use case study as research framework. The case study was chosen because it can describe a specific case or phenomenon, which is the aspect of technology application among students who follow the qiraat diploma program at Darul Quran, JAKIM. This study design based on the Technology Acceptance Model (TAM) theory. TAM is one of the most influential models in the study of information technology acceptance (Lee, 2005). This theory is a theory developed from TRA by Ajzen & Fishbein (1980). It was introduced and built by Fred Davis in 1986. This model suggests that when consumers are presented with a new innovation, several variables influence their decision on how and when they will use it (Rahman et al., 2020; Suki & Ramayah, 2010). According to Davis (1989), TAM is a model used to predict user acceptance of technology based on two variables namely perceived usefulness (PU) and perceived ease of use (PEOU) as shown in Figure 1. PU is defined as the degree of trust users that by using the system, the user's performance can be improved. PEU is defined as the degree of user confidence that the system can be used easily and can be learned by oneself. TAM posits that computer use is determined by the intention to use the system, while the intention to use the system is determined by a person's attitude towards the use of the system and perceptions of use.
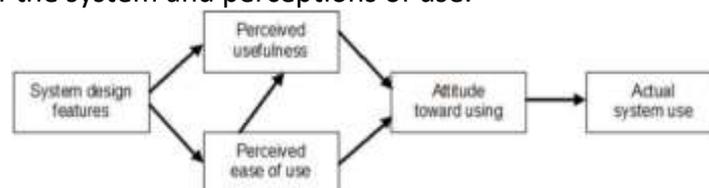

Figure 1: *Technology Acceptance Model*, TAM (Davis, 1989)

There are three steps in this research which are
  a) Preparation of structured interview question instruments based on the TAM model that will be used for data collection;

b)   Collect structured interview data with questionnaires
c)   The data obtained is then analyzed descriptively.

Sampling Technique

The sampling technique used is purposive sampling, which means that the selected sample can provide a lot of information and can help answer the research question (Patton, 1987). The selected sample consisted of diploma students from Qiraat program at Darul Quran. A total of 20 students, 13 male students and 7 female students were involved as study participants to provide a lot of information about this study (Creswell, 2003).

Collecting Data

Qualitative research has its own form of data that is different from quantitative research. The qualitative data used in this study are structured interviews and document análisis (Creswell, 2003).

i) Interview

a) Construction of interview questions

This study consists of 2 parts part A and B.

The questions consists of 2 parts namely part A and B

Part A: Question on Student Background

  i.   Name.
 ii.   Gender.
iii.   Age.
 iv.   Year of Study.

Meanwhile Part B consist on question about method of teaching qiraat through the application of multimedia technology. It divided to:

i- Question on Students' perception of the use of multimedia technology applications (ATM).

ii- Question on Students' knowledge in applying multimedia technology.

iii- Question on Students' skills when applying multimedia technology.

iv- Question on Challenges and issues while using multimedia technology.

b) Interview procedure

Structured interviews in the study using Focus Group Interviews (FGD). FGD is the best technique of good data collection in qualitative research. The FGD discussion method is a popular qualitative method. This FGD was conducted individually for 69 diploma students of the qiraat program at Darul Quran, JAKIM consisting of second and third year students as informers through a google form distribution following the spread of the Covid-19 epidemic. The time required to answer the research questions distributed between 10 to 15 minutes. Each interview session conducted will be coded as (TB) multimedia technology application (MTA), multimedia technology (TM) and followed by Darul Quran student code (PDQ1-PDQ20).

ii) Document Analysis

The study also used thematic analysis to identify the themes of the documents found in the interview transcription (Lebar, 2009). To identify the theme for MTA in the qiraat course, the researcher will determine based on the structured interview questions presented to the study participants. A qualitative expert in the field of qiraat has also been appointed to be an interpreter of the constructed theme

Discussion on Findings

This analysis and discussion presents the findings of the study based on focus group interviews (FGD) conducted with 20 diploma students of the qiraat program at Darul Quran, JAKIM consisting of second and third year students. These findings have been transcribed from FGD, identifying the themes found in the interviews and reports based on the data obtained. There are four themes that form the basis of the Application of Multimedia Technology (MTA) in the Qiraat Course: A Study of Students in the Qiraat Program at Darul Quran, JAKIM.

First Theme: Perceived Usefulness (PU)

Based on interviews conducted with 20 students, all students stated that there are various perceptions related to the application of MTA multimedia technology in the PdP of the qiraat course at DQ. The theme of the perception of this multimedia technology application is based on the students' responses to the interviews conducted. This feedback is categorized based on the perception expressed by the students as follows: [i] Easy [ii] Understandable [iii] Interesting

    i. Easy

Students of the qiraat program at DQ, feel that learning the qiraat course with MTA makes this course easy to learn. They also say that by using MTA all information related to this course is easy to use and search. For example:

PDQ1: *Mudah untuk mencari khilaf bagi setiap Imam Qiraat*.

PDQ15: *Lebih mudah digunakan*.

    ii. Understandable

Students of the qiraat program at DQ, feel that learning the qiraat course with MTA makes this course easy to understand. They also say that using MTA can also broaden the understanding of this course. For example:

PDQ14: *Mudah untuk difahami*.

PDQ19: *lebih mudah difahami*

    iii. Interesting

Students of the qiraat program at DQ also think that learning the qiraat course with MTA makes the course more interesting. Apart from that, the DQ student dimension says that using the MTA medium can attract their interest to learn. For example:

PDQ12: *Sebab menarik*.

PDQ15: *lebih menarik untuk belajar menggunakan teknologi multimedia.*

Most students agree that the implementation of learning qiraat at DQ using the MTA medium is easy, understandable and interesting. There are a few students who feel that learning through MTA makes them bored and unfocused. For example:

PDQ6: *Bosan.*

PDQ16: *Nanti tak fokus*.

Second Theme: Knowledge on Usage of Multimedia Technology Application

Based on interviews conducted with 20 students, most students stated that they know how to apply TM in learning the qiraat course. This MTA knowledge theme is based on the students' responses to the interviews conducted. These responses are categorized based on the perceptions expressed by students as follows: [i] MTA knowledge [ii] MTA access or links

i.   Knowledge on MTA

Students of the qiraat program at DQ have deep knowledge to apply TM in learning qiraat. Students search for materials related to qiraat through websites, google, maktabah syamilah, youtube and links related to this course. For example:

PDQ3: *Mencari di website Qiraat.*

PDQ6: *Google, maktabah syamilah.*

PDQ16: *Tengok youtube*

ii.   Tools and applications MTA

Students of the qiraat program at DQ can use various TM access to access qiraat learning materials through video, audio, text, graphics, when learning the qiraat course. Learning qiraat by using platforms such as telegram, google meet and kahoot quizzes makes this course more flexible and continuous learning and students can study and review the qiraat course at any time. For example:

PDQ4: *Google meet.*

PDQ16: *Tengok youtube.*

PDQ20: *Quizziz, Kahoot*

Most students know how to use MTA. However, there are a few students who say they don't know how to use MTA because of lack of exposure and lack of skills. For example:

PDQ2: *Kerana kurang pendedahan cara penggunaannya melalui internet.*

PDQ3: *Kerana kurang mahir.*

Third Theme: Skills to Apply Multimedia Technology

Based on interviews conducted with 20 students, most of the students stated that they are good at applying TM in learning the qiraat course. The TM application skills theme is based on the students' responses to the interviews conducted. This feedback is categorized based on the perception expressed by students as follows: [i] Mastery of MTA [ii] Efficiency of MTA.

i.   Mastery of MTA

Students of the qiraat program at DQ have high skills to apply TM in learning qiraat. Students are adept at finding materials related to qiraat through websites, google, maktabah syamilah, youtube and links related to this course. Students are also proficient in using computers, laptops, LCDs and power points in learning sessions. For example:

PDQ3: *Mencari di website Qiraat.*

PDQ6: *Google, maktabah syamilah.*

PDQ13: *Telegram,ada apps matan.*

ii.   Efficiency of MTA

Students of the qiraat program at DQ are efficient in using video, audio, text, graphics, when learning the qiraat course. Learning qiraat using platforms such as telegram, google meet and Quizziz, Kahoot makes this course more flexible and continuous. Students can also study and review the qiraat course at any time. For example:

PDQ15: *Dengan mencari video qiraat di youtube.*

PDQ13: *Telegram,ada apps matan.*

PDQ4: *Google meet.*

PDQ20: *Quizziz, Kahoot.*

Most of the students said that they are proficient and competent in MTA. However, there are a few students who say they are not skilled and incompetent because they are not given exposure and enlightenment using MTA. For example:

PDQ15: *Tiada pendedahan*

PDQ19: *Tidak diberi pencerahan.*

Fort Theme: The Challenge of Applying Multimedia Technology

Based on interviews conducted with 20 students, most of the students stated that there are some constraints in using MTA in learning the qiraat course. The theme of this challenge is based on the students' responses to the interviews conducted. This feedback is categorized based on the perception expressed by students as follows: [i] MTA constraints [ii] Lack of TM infrastructure.

i.   MTA constarints

Based on the informant of the qiraat program at DQ to the statement regarding MTA constraints in learning the qiraat course, most students agree that the implementation of learning with the TM medium is easy, understandable and interesting. However, they admit that there are still constraints and obstacles that need to be addressed, especially issues related to internet access. Students also lack exposure and are not given technical training and courses in applying TM in learning. Apart from that, students are also less encouraged to learn qiraat by using the medium of TM. For example:

PDQ2: *Kerana capaian internet lemah di kawasan saya..*

PDQ4: *Kurang pendedahan.*

PDQ14: *Tiada ajakan dan dorongan.*

ii.   Lack of TM infrastructure

The students of the qiraat program at DQ also think that among the shortcomings they face when the PdP of the qiraat course is taught using the medium of technology is that the infrastructure is limited and less helpful to master this course. The facilities provided such as LCD, computer, laptop for learning qiraat using MTA are not enough. For example:

PDQ2: *Ya, saya sokong..*

PDQ13: *Ya setuju.*

The students agreed that there are some limitations in using MTA in learning the qiraat course. However, only one student said there were no restrictions in using MTA. For example:

PDQ8: *Tidak ada kekangan.*

Multimedia technology applications have started to be used in T&L qiraat at DQ. This medium was used more widely during the Covid-19 outbreak. There are four main themes that form the basis of the analysis of MTA among students at DQ. Based on the research that has been conducted, all students agree that MTA in PdP qiraat especially during the Covid-19 outbreak is flexible. Students also agree that MTA in PdP qiraat makes this course easy, understandable and interesting. This statement is supported by FDG's findings as stated by most students, 55% of whom say MTA makes PdP qiraat easier. They also say MTA makes them understand better and PdP qiraat becomes more interesting. This statement is supported by the findings of the FGD with the students, which is that there are 13 out of 20 students, representing 65% of the total number of students. As for the rest of the students, that is 7 out of 20 people representing 35% said PdP qiraat with MTA makes them not understand, bored and unfocused.

Most students have knowledge related to MTA in the qiraat course. Students can find information related to qiraat courses through internet access. Students also know how to find materials related to qiraat through websites, google, maktabah syamilah, youtube and links related to this course. This statement is supported by the findings of the FGD with the students, which is that there are 14 out of 20 students, representing 70% of the total number of students. As for the rest of the students, 6 out of 20 people representing 30% said they lack exposure to using MTA.

There are DQ students who are also very skilled and can master MTA well. DQ students are good at finding materials related to qiraat through websites, google, maktabah syamilah, youtube and links related to this course. Students are also proficient in using computers, laptops, LCDs and power points in learning sessions. This statement is supported by the findings of the FGD with the students, which is that there are 14 out of 20 students, representing 70% of the total number of students. As for the rest of the students, 7 people representing 30% said they were less skilled and less proficient in MTA in PdP qiraat.

Based on interviews conducted with 20 students, all informens mentioned about challenges they had to face during T&L using MTA. Among the main challenges that students have to face are internet access constraints and the lack of MTA infrastructure. This statement is supported by the findings of the FGD with the students which is that there are 19 out of 20 students representing 95% of the total number of students. For rest of the students, 1 person representing 5% said there were no constraints in MTA.

Future more, the findings of this study show there were intrinsic and extrinsic motivation of students during application of technology in the Qiraat course at Darul Quran, Malaysia. It can be found from the findings of the FGD conducted. Besides, a level of knowledge and ability of students when searching for information related to the Qiraat course based on MTA proves that students have the motivation to use MTA in this course. The Intrinsic and extrinsic motivation is an important part, so that students' knowledge of MTA in the Qiraat course in particular will help to master other courses offered at Darul Quran.

Conclusion

In conclusion, there are advantages and disadvantages to MTA in the PdP for the qiraat course offered at DQ. Among the advantages based on the FGD conducted with the qiraat diploma students at DQ, the use of TM is to make the qiraat course easier, fun and interesting to learn. The most important constraint factors faced by students such as the problem of internet access and limited infrastructure. Issues like this need to be dealt with more wisely. The implementation of T&L through MTA requires a lot of patience from students, lecturers, and parents. The continuous implementation of T&L needs to be implemented with various alternatives regardless of the situation to ensure that the T&L process of the qiraat course continues. This process requires cooperation from all parties, namely students, lecturers, and parents. The use of technology medium needs to be seen from a positive angle because the T&L that is conducted is more independent which requires a high level of discipline for students to master the knowledge of recitation. Therefore, this study can contribute to Darul Quran JAKIM particularly in T&L Qiraat which was originally carried out conventional and it was improved by using multimedia technology based to the current education mainstream.

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