

DEVELOPMENT OF THE MULTIMEDIA SUPPORTED QUR'ANIC LANGUAGE GAME MODULE FOR NATIONAL PRIMARY SCHOOLS IN MALAYSIA

Maimun Aqsha Lubis (Corresponding Author)
Personalized Education Research Group, Faculty of Education, Universiti Kebangsaan Malaysia,
43600 UKM Bangi, Selangor, MALAYSIA
draqsha@gmail.com

Ikwan
Perguruan Tinggi AMIK STIEKOM, 20224 Sumatera Utara, INDONESIA
ikwanlubisemm@gmail.com

Aisyah Sjahrony
Faculty of Education, Universiti Kebangsaan Malaysia,
43600 UKM Bangi, Selangor, MALAYSIA
aisyah.hilwa@gmail.com

Ismail Fahmi Lubis
Faculty of Economics, Universitas Muhammadiyah Sumatera Utara,
20238 Medan, Sumatera Utara, INDONESIA
ismailfahmilbs007@gmail.com

Rossen Din
Personalized Education Research Group, Faculty of Education, Universiti Kebangsaan Malaysia,
43600 UKM Bangi, Selangor, MALAYSIA
rosseni@yahoo.com or rosseni@ukm.edu.my

ABSTRACT

Multimedia can be used to overcome the weaknesses faced in the teaching and learning process. However, the multimedia element embedded in the interactive environment of the software sometimes cannot provide a presentation that is interesting and motivating enough for the pupils to learn. The purpose of this research is to develop interactive multimedia software based on the tutorial approach for the Qur'an curriculum. This multimedia software is developed based on the syllabus of the Year One Curriculum for *surah al-Fatihah* which is issued by the Ministry of Education, Malaysia. The conceptual framework for the research is adapted and modified based on the Dick, Carey and Carey Model (2005). The software development module is based on the ADDIE Design Model that has been modified to suit the Qur'anic language teaching situation. This software is developed using Macromedia Flash CS4 authoring tool by integrating the Adobe Photoshop CS4 software for graphics and the Al-Rassam programme for the writing of Arabic texts. The research questions presented in this research are on identifying the software development phases of the Multimedia Qur'anic Language Game Software by taking into account the words contained in *surah al-Fatihah*, and on identifying the main screens that need to be developed in building the Multimedia Qur'anic language Game Teaching and Learning Module. The findings from the research identified four phases, namely the needs analysis phase, the design phase, the development phase and the software evaluation phase. Next, the findings also identified four main screens which are the Introduction Screen, the Main Menu Screen, the Tutorial Screen, and the Qur'anic Language Game Screen. The implication of this research is that it may facilitate the teaching and learning process in understanding *surah al-Fatihah* through the Multimedia Qur'anic Language Game Software.

Keywords: Computer Assisted Teaching and Learning (CATL); Qur'anic Language; Multimedia; Software Development; Primary Schools

INTRODUCTION

The Qur'an is the greatest miracle that has been sent down and revealed in Arabic to the Prophet Muhammad (Pbuh) through the intermediary of the angel Jibrail. The Qur'an is the ultimate guide in attaining happiness and balance in this world and in the hereafter. The Qur'an is the mother of all knowledge wherein within it contained all the various branches of knowledge that is very extensive. Muslims are commanded to read, understand, appreciate and practise the Qur'an in their life.

As mentioned in the hadith of the Prophet (Pbuh) and explained by Imam an-Nawawi in *al-Tibyan fi adab hamlah al-Quran*

Meaning: *"Verily the noblest among you are those who learn the Qur'an and teach it"*
(Hadith Imam Ahmad, Bukhari, Tarmizi, Abu Daud)

Qur'anic education aims to build a society that is righteous, a society that is just and united based on love, compassion, brotherhood and a society that is tolerant, responsible, independent in thinking, democratic, and lives according to the guidelines of the Qur'an. This is added further by the most important goal of Qur'anic education which is to educate humans so that they devote themselves to Allah SWT. In a society that is swept by the wave of globalisation, learning and understanding of the Qur'an can be a catalyst towards the creation of a generation that memorises the Qur'an or a *hafiz*, pious and professional, simultaneously fulfilling the goal of Qur'anic education.

The language of the Qur'an is the Arabic language. This fact cannot be denied as the word of Allah SWT in *surah Yusuf* verse 2 states:

Meaning: *"Verily We have sent it down as an Arabic Qur'an in order that you may understand"*

The revelation of the Qur'an in Arabic clearly proves that there is speciality and uniqueness in this language. Parallel to the changes of the present time, the society needs to learn and master the knowledge of the Arabic language that is contained in the Qur'an so that balance can be achieved between worldly knowledge and knowledge of the hereafter. Today, awareness on the importance of understanding and memorising the Qur'an has led many parents to send their children to religious schools and *tahfiz* centres. Nevertheless, there are still many students who are unable to understand and master the language of the Qur'an. This is because learning the language of the Qur'an requires a lot of practice, and long hours of concentration, leading to students getting bored easily (Khalid et al., 2012). Therefore, a new strategy that can attract the interest of the students is by learning the language of the Qur'an through language games. According to Hadfield (1990), games are activities that have rules, goals and elements of fun. In addition, language games can also enhance a student's language proficiency, psychomotor skills and social skills (Rahim et al., 2012). The Education Ministry Malaysia explains that:

"Learning through play is a planned and structured approach that provides opportunities for the pupils to learn in an enjoyable and meaningful environment. The approach of learning through play is given specific emphasis in the Teaching and Learning process because play is the nature of children. Through play they become happy and delighted carrying out explorations, discoveries and construction through direct experience naturally"

(Ministry of Education Malaysia, 2003)

Therefore, the researcher selected language games as a way of enhancing the pupils' comprehension in understanding the Qur'an. However, the delivery of teaching and learning (T & L) in the classroom is still not interactive and interesting. This is because of the use of multimedia that is still not widespread among the teachers. The capability of the current method of learning can be enhanced through the use of mobile technology. The use of mobile technology enables T & L to happen inside and outside the classroom at anytime and anywhere. Consequently, the terminology of mobile technology assisted learning has been introduced for the purpose of further enhancing the effectiveness of T & L from the traditional method to a method that is more modern (Siraj & Alias, 2006; May & Ossenber, 2015).

In order to develop a multimedia language game application, many things need to be taken into consideration such as the quality and capability of the application in attracting the interest of the users to use the software or application. Therefore, careful planning is needed to facilitate the work and make the software development task more systematic (Mesir et al., 2006). The software developed should be seen in terms of how the learning can be presented to the users, its graphic layout, software specification and the software's interface display (Harun & Tasir, 2003). Hence, in developing software that is interactive, the software should include the strategies, approaches, methods and techniques of the language games to be produced. However, to what extent is the suitability and quality of the software as well as the usability of this mobile technology among students and teachers? Hence, this research was carried out to develop and evaluate the Multimedia Qur'anic Language Game Teaching and Learning Module for the mastery of vocabulary and comprehension of verses in the field of Qur'anic recitation for the subject of Islamic studies in national primary schools.

The problem statement for this research is due to the fact that the understanding of Qur'anic recitation can only be achieved through the mastery of Arabic language. The use of the Qur'an as a medium in learning Arabic has been employed since a long time ago. Although there is learning of Arabic in schools in Malaysia through the subject of Islamic Studies in the j-Qaf programme, the learning of Arabic is for the purpose of communicational language and not using the language as used in the Qur'an even though the grammar is the same. According to Muhamad et al. (2013), the achievement of students in mastering Arabic is still at the unsatisfactory level. This shows that students are still weak in mastering vocabulary especially the vocabulary in the Qur'an. Most of the Arabic words for the purpose of communication are not used a lot in the Qur'an. This has limited the students' mastery in learning the Arabic language, simultaneously hampering their passion for the Qur'an.

Arabic language is a knowledge tool that would allow a person to understand the Qur'an. In the learning of Arabic, Arabic grammar is one of the branches of Arabic knowledge that should be mastered by a student. Students who specialise in Arabic need to learn it in-depth and should be able to apply it in understanding the Qur'an. Unfortunately, most of the research conducted on mastery of Arabic grammar show that there are still many students who have not mastered and applied it. Thus, it is still very distant for them to apply it in the Qur'an. Therefore, there emerges a question here on how can a student use the Arabic grammar correctly if their mastery of the Arabic vocabulary is too limited? According to Krashen's theory (1981) in Principles and Practice in Second Language Acquisition, to master a second language, a person needs to go through acquisition which is to acquire a language subconsciously. As an example, children acquire language from hearing it without knowing the use of correct grammar when using it. It is only after this that they will go through the learning process in which they will use the vocabulary they have using the correct grammar. Therefore, the use of Arabic vocabulary in the Qur'an needs to be mastered by students from a very young age and when the learning increases further, they will be able to apply it using the correct grammar, and subsequently can understand the Qur'an with ease.

Many previous studies mention the weaknesses of secondary school students in mastering recitation of the Qur'an (Noh, 2004; Salleh, 2003; Satar, 2001). This is because they did not completely master the *surahs* in the Qur'an taught while in primary school. Furthermore, teachers do not vary their T & L method in the classroom (Tamuri et al., 2004). Not only that, students also lack mastery of *surah lazim* contained in the Qur'an in terms of vocabulary, spelling, translation and memorisation. This is also related to the lack of teaching aids that are more practical and user friendly with the current situation, especially multimedia teaching aids. This is consistent with the studies by Muda (2010), and Fatimah and Halim (2010) who stated that the teaching aids used in the classroom are not dynamic and interactive in nature and the use of teaching aids based on information and communications technology is still at the low mean level.

The integration of multimedia mobile technology is proven to be an effective medium in delivering teaching in the classroom (Vaughan, 2004; Rao, 2015). However, not many Qur'anic language game modules have been developed in multimedia games software. Thus, this research aims to develop Qur'anic language learning software through the technique of language games using mobile technology. This software is directed at active learning that is student centred. Language games that are used previously using flash cards, audio and graphics are in a format that is separated from each other resulting in T & L which is quite complicated to implement. This is because the materials are static in nature and do not attract the interest of students to learn. Various studies and improvements have been carried out; in fact it is also implemented in the mobile device assisted learning system in other subjects such as Mathematics and English. However, mobile device assisted learning system in the subject of Islamic studies; specifically in the part of verse

comprehension of specific chapters or *surahs* at the primary school level is still not widespread. Given the difficulty of obtaining learning software that could help in the effort of memorising and understanding the contents of the Qur'anic verses, there is a need to develop a Qur'anic language software using the technique of language games with learning methods that are effective, systematic, and simple to overcome this problem.

METHODOLOGY

Specifically, the objectives for this research are (i) designing the phases of the Multimedia Qur'anic Language Game Teaching and Learning Module by taking into consideration the words contained in *surah al-Fatihah* and (ii) developing the main screens that are necessary in the construction of the Multimedia Qur'anic Language Game Software. The research questions presented in this study are (i) what are the phases of the Multimedia Qur'anic Language Game Teaching and Learning Module by taking into account the words contained in *surah al-Baqarah* and (ii) what are the main screens that should be developed in the construction of the Multimedia Qur'anic Language Game Software. The conceptual framework of this research is adapted and modified based on the Dick, Carey and Carey (2005) model. The software development model is based on the ADDIE Design Model (Rossett, 1987) that has been modified according to the Qur'anic language instructional situation. The content of the multimedia software was developed based on the syllabus of the Year One Curriculum primary school for *surah al-Fatihah* which was issued by the Ministry of Education, Malaysia (2006).

The design of the Qur'anic Language Game Software went through four phases, namely the needs analysis phase, design phase, development phase, and evaluation phase. In the needs of analysis phase, the researcher was able to know the real source of the problem which would enable the researcher to develop software to overcome the problem that emerged. The design phase begun with determining the objectives that needed to be achieved by the users after using the software. Next, in the development phase, the researcher was able to develop the software based on the design that had been set. Lastly, in the evaluation phase, the outcome was given to the teachers and IT experts to be applied and evaluated so that the effectiveness of the software could be determined. The software was developed using the Macromedia Flash CS4 authoring tool by integrating the Adobe Photoshop CS4 software for graphics and Al-Rassam programme for Arabic text writing.

FINDINGS AND DISCUSSION

Introductory Screen

Figure 1 shows the introductory screen for the Multimedia Qur'anic Language Game Teaching and Learning Module where this screen displays the vocabulary of *surah al-Fatihah*. Students can view the translation for each of the words in *surah al-Fatihah* before playing the language games provided in this software. This enables the students to play in a relaxed manner as they have already seen, understood and memorised some of the translation for each word of the *surah al-Fatihah*. Multimedia elements such as combinations of colour, texts, graphics, animation and audio (music and sound) were also included in the software so that it could attract the interest of the students to use this software.

As explained, in Figure 1, the words in the screen carry the following meaning. 'Bagi' in English means 'for' or as used in the context of *surah Al-fatihah*, it means 'to'; 'Atas' means 'On' or 'Above' in English depending on the context of use but in *surah Al-fatihah*, 'Atas' is translated as 'upon'; 'Tuhan' is 'God' in English or 'Allah' within the context of the surah; 'Hanya' means 'only' in English in general, but is translated as 'alone' in the surah; and finally the word 'Jalan' refers to the English meaning of 'path' in *surah al-Fatihah*.



Figure 1. Introductory Screen

Main Menu Screen

After the introductory screen, the main menu screen is displayed as shown in Figure 2. This screen is made for the induction set for the teachers while delivering lessons using this software. All the multimedia elements are embedded in this software and it also applies the theories of behaviourism and cognitivism for the students. To continue learning, students only need to click on the link provided. The main menu screen displays the menu options that can be selected by the users and students. There are four options of menus that can be selected, namely language games in terms of vocabulary, spelling, translation and memorisation (*hafazan*). In applying the cognitivist theory, students can choose whichever games according to the category desired. They need not follow the sequence of the games. Students can choose games according to their desire and their level of mastery of each category displayed. On the main menu screen display, there are also two navigation buttons which are the control button and exit button.



Figure 2. Menu Screen

Tutorial Screen

The tutorial screen displays how the language games are played. As an example, the students can see the crossword in which they need to translate one word from *surah al-Fatihah* as shown in Figure 3. Students are free to view the tutorial screen repeatedly because no time limit has been set. They are free to look at it until they understand the language game to be played on the Qur'anic language game screen. When they are able to translate a word, a green button will beep and flash; if incorrect, a red button will beep and flash. Navigation button, control button and exit button are also provided on this screen.

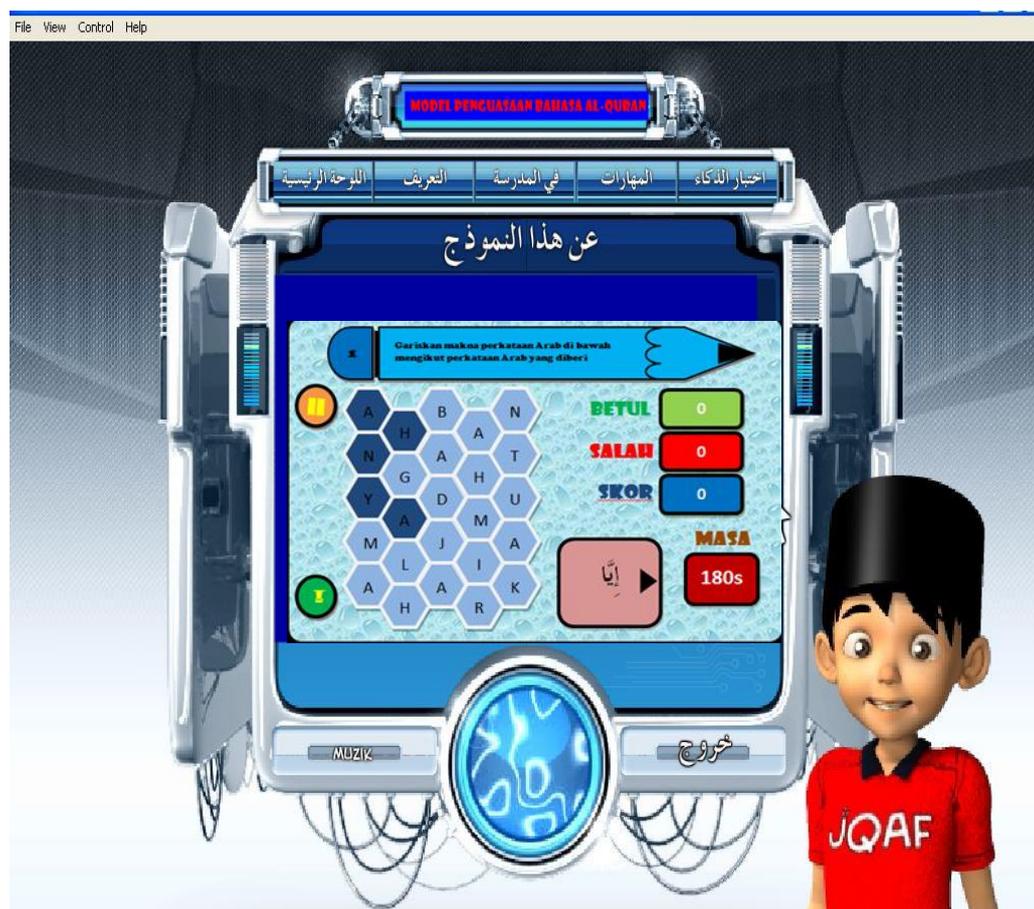


Figure 3. Tutorial Screen

Qur'anic Language Game Screen

In this screen, there are 20 Qur'anic language game modules specifically created for *surah al-Fatihah*. These 20 game's modules use the approach of drilling where the students need to play the 20 modules to master the meaning of the words in *surah al-Fatihah* which can increase the students' vocabulary. Students are free to repeat the games as many times they want until they can master it well. The 20 Qur'anic language games' modules take into account the aspects of vocabulary, spelling, translation and memorisation (*hafazan*). With the availability of the Qur'anic language game screen, students can learn independently using the software. The activities of the games are presented in the form of interesting graphics and combined with animation, audio and colours. The followings are examples of the Qur'anic language games' modules, specifically *surah al-Fatihah*: In the implementation of these main screens, the students will achieved some skills in understanding the Quranic language meaning in *surah al-fatihah*. Furthermore, in the evaluation process, the research was conducted to ensure the understanding of students who had been through the four main screens on their learning process. This process was programmed to distribute some Qur'anic learning modules to students, and after the vocabulary games have been answered, then the results of the game will be known.

CONCLUSION

The way of teaching Arabic Language need to be transformed by using multimedia, so it would be more approachable to 21st century students, in schools. The role of teachers has become increasingly challenging. In line with the changing times, teachers need to master technology so that they can deliver their lessons more interactively and interestingly. Multimedia software is important in enhancing the quality of teaching and learning especially in the subject of Arabic language. This is because students find it difficult when learning the language. Thus, one of the alternatives in attracting the interest of students is by creating a game based software as students prefer to learn in a fun and relaxed manner. In addition, teachers need to master the main screens in the multimedia software to facilitate the T&L process in the classroom. This software can be made one of the teaching aids for teachers. Teachers need to carry out some tutorials for the students so that students can then learn on their own and discover how to use this software. This software was created

to assess its effectiveness in improving students' Qur'anic language vocabulary. This software has been developed by applying a few learning theories, learning strategies and approaches so that teaching and learning that occurs in the classroom using this software can have a positive impact on the students.

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