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## THE BASIC TPR MODEL OF AL-QURAN RECITATION

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### ABSTRACT

This study aims to build a basic TPR Model of Al-Quran Recitation based on the PiTaH Al-Quran Recitation Model. A previous study found that learning methods that are less effective in secondary schools caused 60% of the 320 students who were studied to be blind to the Qur'an. While 9.5% of primary school students are still at a weak level even though the main goal of this program is to achieve that all students can complete the Qur'an with the teacher. Therefore, the learning process needs to be improved to improve the level of student achievement. This needs to be overcome with effective learning methods to ensure that learning objectives are fully achieved. Previous studies have also produced a teaching and learning model of recitation of the Quran that takes into account the diversity of student backgrounds in terms of race, language, culture, age, socio-economics and level of education. This study uses the literature review method by obtaining information based on the findings of previous studies to build an up-to-date model that is guided by the PiTaH Model. Thus, the researcher will build an effective teacher's pedagogy module through physical movement activities (TPR) to help overcome the problem of teaching load in the classroom. This study involves the construction phase of a model based on the teaching and learning model of recitation of the Quran. This study is expected to help researchers build the Total Physical Response (TPR) module for Al-Quran Recitation.

**KEYWORDS:** Al-Quran recitation, Total Physical Response, active learning and sketches

### INTRODUCTION AND BACKGROUND

There is a previous study that underlies this study, which is a study that produces a teaching and learning model of al-Quran recitation that takes into account the diversity of student backgrounds in terms of race, language, culture, age, socio-economics and educational level. This research is based on design and development research or Design and Developmental Research (DDR) like the study of the earlier Tilawah al-Quran model (Zakariah Din @ Nasirudin, Abdul Talib Mohammed Hashim, Mohd Razimi Husin, 2022). This study focuses on hijaiyyah letters that line up and their connection into words until the students read them and will be developed into syaddah, humming and short reading lengths.

The teaching and learning process is an important matter to determine whether a teaching objective is achieved or not. Achievement in the teaching and learning process is marked by changes in behavior whether cognitive, affective or psychomotor. In reciting the Qur'an, the objective to be achieved is that students can read the Qur'an correctly and fluently. However, the 2022 report found that more than 35,000 level 2 primary school students have not yet mastered it (KPM 2022). The students who master tajwid skills will be able to read the Quran correctly according to the proper reading methods and procedures (JAPIM, 2019). However, based on previous research, there are still students who are unable to read the verses of the Quran well (Muhammad Yusuf et al. 2017). The study of Jamaliah et.al. (2017) on 97 students from six secondary schools in Sri Aman, Sarawak found that 50% of them lacked knowledge in the aspect of reading the reading verses in prayer correctly and fluently. This situation is related to the problem of weak mastery in reciting the Qur'an. Therefore, this study focuses on the learning of Al-Quran Recitation.

Problems arise in reciting the Qur'an, especially al-Fatihah, for students because it is difficult to pronounce the letters of the Qur'an because they have never been exposed to Arabic before. This is the main reason why students are less interested in learning tajwid (Jamaliah et.al 2017). Ain Nathasha et. al. (2017) suggested that teaching methods, modules and teaching materials should be improved in order to produce a group of students who are literate in the Qur'an. There is a teaching module that is applied in the study syllabus at the Perkim Islamic Dakwah Institute (IDIP) which only focuses on belief-based studies and does not cover the entire aspect of basic education for students. While the Quran recitation teaching module is not emphasized in depth. Similarly, the Selangor state module does not emphasize teaching and learning recitation of the Quran (Muhammad Yusuf et. al. 2017)

Based on the findings of Faezy Adenan et.al's (2020) study on the Fardhu Ain Murid Class (KFAM) in Baitus Salam, Selangor, although the instructors are provided with KFAM guidebooks and study schedules related to the subjects of monotheism, fiqh, hadith and so on, but the syllabus and a systematic curriculum has not yet been established and is highly dependent on the wisdom of the counsellors. This finding is supported by the findings of Muhammad Yusuf Marlon et. al (2017) who studied the implementation of the course held for students in Selangor found that the respondents had difficulty understanding the modules provided by recording a simple mean which is the mean value = 3.39 with a standard deviation of 1.21.

### **STATEMENT OF PROBLEM**

The teaching and learning process is an important matter to determine whether a teaching objective is achieved or not. Achievement in the teaching and learning process is marked by changes in behavior whether cognitive, affective or psychomotor. In the Qur'an recitation lesson, the objective to be achieved is that students can read the Qur'an correctly and fluently (KPM 2010).

A previous study found that learning methods that are less effective in secondary schools caused 60% of the 320 students who were studied to be blind to the Qur'an. While 9.5% of primary school students are still at a weak level even though the main goal of this program is to achieve that all students can complete the Qur'an with the teacher. Therefore, the learning process needs to be improved to improve the level of student achievement. This needs to be overcome with effective learning methods to ensure that learning objectives are fully achieved.

A report by the Malaysian Ministry of Education (KPM) found that there are still more than 35,000 level 2 primary school students who have not yet mastered Iqra' 3 in reciting the Quran. Therefore, a solution must be taken immediately to ensure that this matter can be curbed in the long term. It is suggested that a module be formed to overcome this matter through the Total Physical Response (TPR) method which is found suitable and meet the stated requirements. Some past studies parallel the construction of the Al-Quran Recitation Basic Module (ATQ) through Total Physical Response (TPR) Activities.

The first study found that the basis of Dunn and Dunn's Physiological Stimulation Learning Style Model is suitable for students (Mohd Razimi Bin Husin, Hishamuddin Bin Ahmad, Mahizer Bin Hamzah, 2019). This stimulation involves kinesthetic techniques and the use of technology, which is the use of short videos that are easy to imitate. This technique was found to be suitable and liked by the students which allows them to remember the content presented. Thus, visual activities are very suitable and can be used by teachers for the implementation of professional practice in the classroom.

While the second study found that the use of video is effective in improving the skills of ordinary students in sketching after visual activities shown through video (Faridah Hanim Yahya et al., 2021). In the construction of this module, sketching hijaiyah letters is part of the content of this module in the empowerment activity after the TPR activity.

The third study related to teacher burden found that several solutions need to be taken to overcome this problem, including simple and effective teacher pedagogical practices, the implementation of activities that can involve all students with good class control and not boring, teacher competence in implementing skills that are compatible with pedagogical practices best, interpersonal skills and information technology, the need to implement additional programs that cannot be implemented with great financial strength and the addition of human resources (Shuib et, al.). Thus, the construction of this module has taken into account the stated needs in the aspects of pedagogy, class control, fun, increasing teacher efficiency, improving interpersonal skills and information technology as well as the addition of additional programs and human resources that will help teachers.

While other studies produce a model that can help teachers overcome teaching problems in the classroom. A teaching and learning model of al-Quran recitation that takes into account the diversity of student backgrounds in terms of race, language, culture, age, socio-economics and educational

level has been developed. The research is based on design and development research or Design and Developmental Research (DDR) (Zakariah Din @ Nasirudin, Abdul Talib Mohammed Hashim, Mohd Razimi Husin, 2022).

While there are many other studies related to the need for the construction of this module. Students who master the skills of recitation will be able to read the Quran correctly according to the proper reading methods and procedures (JAPIM, 2019). However, based on previous research, there are still students who are unable to read surah al-Fatihah well (Muhammad Yusuf et al. 2017). The study of Jamaliah et.al. (2017) on 97 students from six secondary schools in Sri Aman, Sarawak found that 50% of them lacked knowledge in the aspect of reading the reading verses in prayer correctly and fluently. This situation is related to the problem of weak mastery in reciting the Qur'an. This matter not only involves their weaknesses in reciting only, but also involves fardu ain practice.

Problems arise in reciting the Qur'an, especially al-Fatihah, for students because it is difficult to pronounce the letters of the Qur'an because they have never been exposed to Arabic before. This is the main reason why students are less interested in learning to read the Quran (Jamaliah et.al 2017). Ain Nathasha et. al. (2017) suggested that teaching methods, modules and teaching materials be improved in order to produce students who are literate in religious knowledge. There is a teaching module that is applied in the study syllabus at the Perkim Islamic Dakwah Institute (IDIP) which only focuses on belief-based studies and does not cover the entire aspect of basic education for students. While the Quran recitation teaching module is not emphasized in depth. Similarly, the Selangor state module does not emphasize teaching and learning recitation of the Quran (Muhammad Yusuf et. al. 2017)

Based on the findings of Faezy Adenan et.al's (2020) study on the Fardhu Ain Murid Class (KFAM) in Baitus Salam, Selangor, although the instructors are provided with KFAM guidebooks and study schedules related to the subjects of monotheism, fiqh, hadith and so on, but the syllabus and a systematic curriculum has not yet been established and is highly dependent on the wisdom of the counselors. This finding is supported by the findings of Muhammad Yusuf Marlon et. al (2017) who studied the implementation of the course held for students in Selangor found that the respondents had difficulty understanding the modules provided by recording a simple mean which is the mean value = 3.39 with a standard deviation of 1.21.

Most of the available modules are incompatible. This is because until now, there is still no comprehensive student education module used in Malaysia (Faezy Adenan et.al 2020). This statement is supported by the study of Noraini et. al (2017) argued that there is no specific method or guideline regarding the teaching system of al-Quran recitation to students, causing the appointed teaching staff to implement the teaching and learning process in their own way. Teachers teach according to their experience and educational background. The absence of specific modules and

guidebooks related to how to teach the Quran to students is a major problem for counselors who teach the Quran (Faezy Adnan 2020).

Due to the absence of a special module for teaching recitation of the Qur'an, student guidance teachers are free to choose existing methods and modules for teaching the Qur'an to be used in the Muslim community in Malaysia. The Iqra' and Baghdadi methods are methods that are often used by al-Quran teachers, whether at the primary school level in Malaysia or teaching al-Quran to students. The Iqra' book has been used for over 20 years as a teaching and learning module of the Quran in Malaysian primary schools which needs to be thoroughly reviewed.

Therefore, this study places special emphasis on the construction of a learning model for reciting the Qur'an.

### **OBJECTIVE**

The objective of this study is to:

- i. Building a basic TPR Model of Al-Quran Recitation based on the PiTaH Al-Quran Recitation Model.

### **The importance of the study to students**

This study is important because the results of this study have the potential to help students read the Qur'an with tajwid through a meaningful and enjoyable experience. The model that uses the TPR approach is suitable for students from various socio-cultural backgrounds and educational levels. Active involvement in teaching and learning makes the teaching of the Qur'an not boring, Mastery of reading the Qur'an can overcome the problem of blindness of the Qur'an. This model emphasizes reading the Qur'an with tajwid. The use of Arabic terms in the teaching of the Qur'an makes students feel difficult to learn the Qur'an. What needs to be emphasized to the students is that they need to read the Quran without having to rewrite the verses of the Quran and learn Jawi writing as is done in teaching the Quran to existing students today. The teaching of Jawi writing during al-Quran classes makes students feel as if they are entering Malay. Therefore, the teaching and learning of the Qur'an should be focused on those who can read correctly and recite tajwid first.

### **The importance of the study to teachers**

This study is important in the effort to develop the professionalism of teachers guiding students' al-Quran. It makes it easier for teachers to teach the Quran to students. It is hoped that through the model produced from this study, it can be a guide for al-Quran teachers to teach students the al-Quran more effectively. and effective. This model was developed based on feedback from the target group, which is students themselves from various backgrounds. Therefore, the teacher who guides students' al-Quran must have a variety of methods that are suitable for the current situation. This model will make it easier for student guidance teachers to evaluate their students' achievements through the TPR

approach in teaching and learning recitation of the Qur'an. Based on this study, the potential of al-Quran teachers can be used optimally and effectively in the future. The results of this finding can help produce quality volunteers to teach the Quran to students.

#### **The importance of the study to institutions related to the development and welfare of students**

Through this study it is hoped to help agencies involved in the development of students such as the Department of Islamic Development Malaysia (JAKIM) and the State Department of Islamic Religion as policy makers to take into account the findings of the study in order to help students in particular and all Muslims in general to love and read al- Quran. The findings of this study can also be used by non-governmental organizations (NGOs) that are directly or indirectly involved with students such as Islamic Welfare Organization of Malaysia (PERKIM), Malaysian Chinese Muslim Association (MACMA), Angkatan Belia Malaysia (ABIM) and branches Islamic Outreach ABIM (IOA) and so on. Organizations and NGO agencies can refer to and use the findings of this study to compile a syllabus for teaching the Qur'an to students.

#### **The importance of the study to other researchers**

This study can provide feedback on the method of teaching the Qur'an that is used for students. Researchers can find out the strengths and weaknesses of existing methods. Next can assess to what extent the researcher can implement the method effective teaching of the Quran. Improvements to the implementation of the teaching and learning of al-Quran students can be implemented. This study can also be a guide for other researchers to improve the teaching of the Qur'an to Muslims at various levels, whether in schools, at Institutes of Higher Education or to Muslims as a whole. This study can be used as reference material by other researchers in the future. This is because this study provides specific information in the teaching and learning of the Quran to students. This study can also be used by other al-Quran teachers such as al-Quran teachers in schools, mosques, suraus and so on.

#### **METHODOLOGY**

This study uses the literature review method systematically by obtaining information based on the findings of previous studies to strengthen the latest model. More than 60 studies were selected according to the keywords found in the PiTaH Model, which is unearthing existing knowledge, stimulating the mind, stating learning objectives. Stating learning activities, building student confidence, TPR activities and examples of body movements, stating appropriate connections with the learning content, analyzing the movements to be performed, and guiding with love through TPR activities, hijaiyah letter sketching activities, rehabilitation for the weak in a focused manner to individuals, relating to the practice of real situations to all students and evaluations and summaries. Every nine or ten related studies will be selected one study that is closest to the title of this study. Studies from 2010 to 2023 are evaluated based on keywords in the PiTah Model.



**FINDINGS**

Not all keywords mentioned have suitable and acceptable studies. Therefore, further research is needed for that part. However, for keywords that get related research results, one of the findings closest to the title of this study will be selected.

In the Preparatory activity, the teacher will unearth existing knowledge. Then the teacher will stimulate the student's mind. According to Masnah Masod and Mariani Abdul Rahim (2019), in order to stimulate students' minds, teachers will ask questions according to the level of difficulty. The teacher will ensure that all students respond. For students who do not want to actively involve themselves, the teacher will work on the questions so that they are easier to answer and then give them to the students. State learning objectives. State learning activities. In building the students' confidence that the learning they will go through is easy and not difficult, teachers can do role-playing activities and actively move and it is found that students remember and retain information obtained from such activities more (Asmidah Mohd Jailani et, al., 2011).

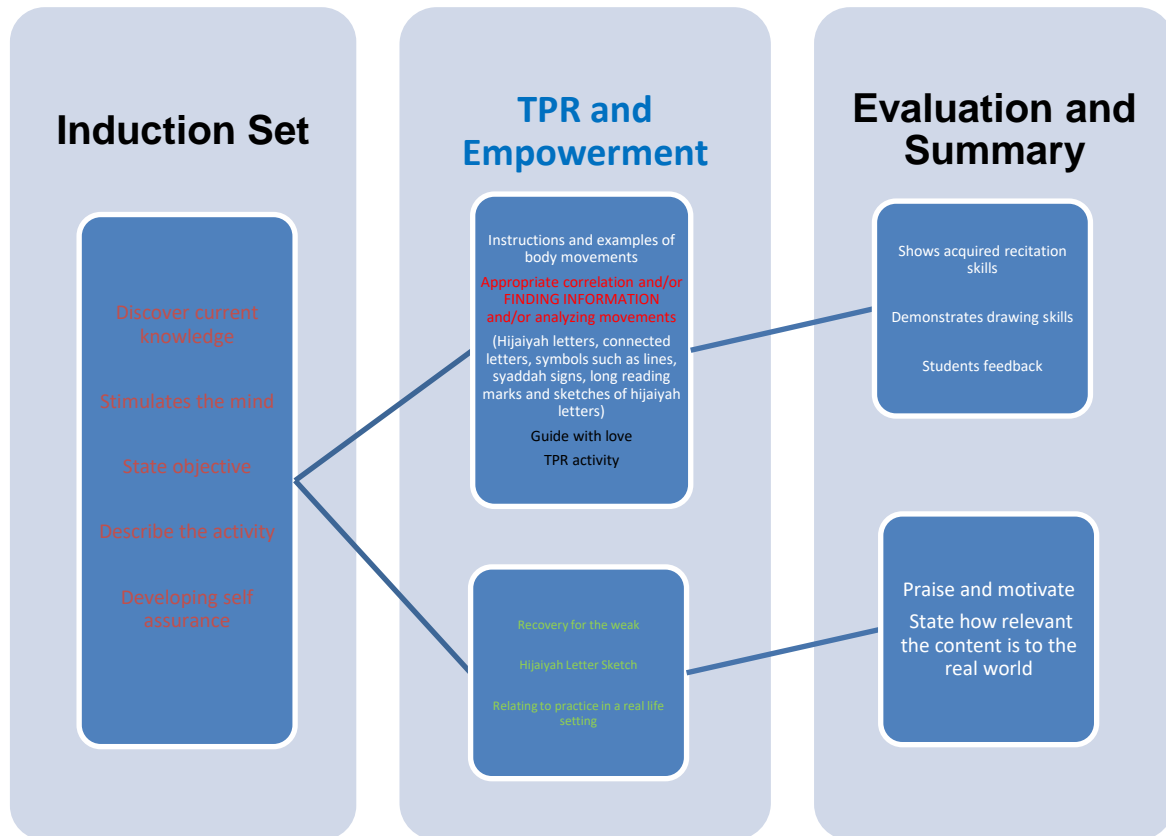
At the teaching stage after the initial session is implemented, the teacher should carry out the teaching actively, participate in the students' learning practically (Kamarul Azmi Jasmi, Noratikah Ibrahim & Mohd Faez Ilias, 2012). Therefore, in the TPR activity, the teacher will start by giving instructions and examples of body movements, expressing appropriate connections with the learning content, analyzing the movements to be performed, and guiding with love through TPR activities.

For the purpose of empowerment, the teacher will do rehabilitation for the weak by focusing on the individual and relate it to the practice of real situations for all students. Giving Encouragement, Advice and Praise (Nor Laila Kuslan, 2014).

In the final part, the teacher will make an Evaluation and Summary. To implement the summary, the teacher will ask the students to show the skills they have acquired and get feedback from them.

Finally, the teacher will complete the lesson with a summary that praises and motivates the students and states the extent to which the learning content is useful for the real world. The results can be seen on the following Model:

**Figure 1: TPR Pedagogical Model of Al-Quran Recitation**



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