Application of Technology to Sustain Teaching and Learning of Quran Memorization during Movement Control Order in Malaysia

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Abstract. With the onset of the Movement Control Order (MCO), all sectors of the country, including education, were instructed to cease working according to normal procedures. Only essential industries, such as education, are permitted to function. As a result, this research looks at a variety of technological applications that support teaching and learning (T&L) of Quran memorization during the MCO command. This research examines the use of technology in T&L and Islamic perspectives on the use of technology to improve human existence. Following that, a more extensive explanation of the usage of technology applications in PdP memorizing during the MCO phase, as well as the relevant technological features. This provides a list of some technologies that can be used in PdP memorization, as well as instances that have been used in the past. In order to be used properly, the advantages and cons of employing the technology are also explained. A qualitative methodology was used in this study, which included a literature analysis and open-ended interviews. The study's focus was on PdP memorizing during the MCO era, with interviews done in two private maahad tahfiz schools. The study's findings suggest that PdP can be preserved using modern technology and application facilities. As a result, it is intended that this study would create room and ideas for future technological advances that are being produced or will be developed.

Keywords: Al-Quran Memorization; Technology Applications; Teaching and Learning (T&L); Movement Control Command (MCO).

1. Introduction

The COVID-19 pandemic, which prompted the MCO and online T&L processes at the time, appears to have altered how students, instructors, and parents prepare. The teaching and learning (T&L) process is critical for ensuring that the knowledge taught is well received and becomes a lifelong habit for students. T&L processes must be altered to meet current expectations in order to keep up with technological advancements. Given that, in order to

comply with 21st Century Learning, the T&L procedure must be completed totally online during the MCO.

Virtual T&L should be the best way for students studying tahfiz in order to preserve T&L. Microsoft Teams, Facebook Live, or Google Classroom[1], Google Meet, Big Blue Button, Zoom, and other applicable learning tools are employed[2]. During MCO, online home teaching and learning (HT&L) is a must[3]. Indeed, Masran Amran (2021)[4] feels that the current HT&L is a step forward in the educational system. Parental involvement is also required to assist the child in organizing the instructor's assignments for completion and submission to the teacher. Aside from completing the assignment at hand, the teacher's feedback on the pupils' work will keep them motivated to complete the following one. As a result, the goal of this research is to identify the application of technology and the relevant features in the use of T&L, as well as to examine some current technology applications in T&L memorizing and usage.

2. Literature Review

E-learning intends to improve the quality of learning in Malaysia by increasing the use of the internet and virtual learning, as well as the use of information and communication technology (ICT) in self-based learning, according to the seventh shift in the Education Development Plan (2013–2025) [5]. The COVID-19 Pandemic, on the other hand, was so severe that it had a tremendous impact on society and education all across the world [6][7]. To avoid the spread of the COVID-19 virus, our country has decided to close schools, colleges, and universities. Despite the fact that the COVID-19 pandemic is affecting the entire country, the teaching and learning (T&L) process must continue using online techniques. Due to the inability to execute face-to-face learning activities in this epidemic, teachers are forced to implement an online learning procedure [5].

As a result, the goal of this research is to assess the prospects for online teaching and learning during the COVID-19 pandemic movement control order. Furthermore, during the COVID-19 phenomena, this study analyzes the challenges and obstacles in integrating online teaching and learning among teachers, students, and parents. As a result, this research supports the importance of online teaching and learning methods during the MCO period, when Covid-19 transmission occurred, for students who stayed at home in accordance with the Malaysian government's MCO recommendations. Although traditional teaching and learning approaches are used in the classroom, they must be modified to meet the needs of 21st century learners when dealing with this virus. The Ministry of Education Malaysia (MOE) has recommended that the T&L procedure for students be continued using information technology even during the MCO time. Qualitative methods, such as interviews, were used to collect data in the field. The MOE can use the findings of this study to determine the best strategy for ensuring that the teaching and learning process for all students can continue even if the country is hit by a COVID-19 pandemic or other pandemics in the future.

3. Method

This research employs a qualitative approach based on library records. The researchers acquired organizational viewpoints and interpretations for the two tahfiz schools in addition to conducting a literature review. The management of SERI Tahfiz al-Banna and the teaching staff at MTIS were interviewed by the researchers. Following that, the study's findings are questioned and discussed. There are also some suggestions and recommendations for improving online memorizing classes.

3.1. The Use of Technology Applications in Online T&L Memorization

The factors that must be emphasized for the implementation of online T&L are the importance of interactive interaction, effective and efficient training, maximum access to technology, a standard level of quality assurance for all resources, and the support of educational institutions in implementing online learning methods [8]. Various reports indicate that the rate of web application utilization grew considerably throughout the COVID-19 pandemic-affected nations' blockage phase. The same is relevant for entertainment, shopping, employment, and online education [2].

Internet access for instructors, students, and parents is a critical component of implementing HT&L. To ensure the smooth operation of HT&L, all parties engaged must have reliable and stable internet access. Following that, electronic devices are required as learning aids, with at least one electronic device used to access the HT&L process. The act of establishing and maintaining the relationship between the parties is referred to as a "electronic application," which is defined as one that is used electronically and transmitted via the Internet.

Multimedia technology refers to the hardware and software required to generate and run multimedia applications [9]. Technology is essential to use at this moment. It has evolved into a requirement in order to meet the demands of contemporary schooling. As a result, it requires not only the collaboration of instructors, administrators, and students, but also of their parents. Checking the balance on a regular basis is critical for tahfiz students to improve and continue their education.

3.2. The Benefits of Implementing Online T&L

Several advantages of applying T&L online include the following:

a. An educational reform, which is a critical positive outlook for T&L implementation throughout the MCO period. According to Saifulazry Mokhtar et al. (2021)[10], HT&L is a transition in T&L that has aided in the maintenance of the Sandakan, Sabah, education system. This is also corroborated by Muhammad Afiq Roslan (telephone interview, December 16, 2021)[11] and Mohamad Faieez Mohamad Fauzee (telephone interview, December 18, 2021)[12], who concur that the HT&L being undertaken presently is an enhancement to the educational system. Additionally, the deployment of HT&L enables daily lessons to proceed as scheduled, despite the country's current COVID-19 epidemic scenario.

b. Develop the skills in the use of time-based media applications. Additionally, the results of the interviews revealed that instructors and parents believe that the HT&L adopted can help students develop skills in utilizing mass media apps to aid in the learning process. The use of whatsapp applications, as well as other applications, has educated students who do not comprehend the subject of learning to always communicate with their lecturers via whatsapp applications. This can further aid in the comprehension of a learning topic, as the range of applications contained within the T&L container are now integrated throughout the HT&L session, much how the Google Meet application can be paired with the Youtube program. As a result, the HT&L sessions always result in a significant gain in student knowledge.

c. To foster the development of creative and innovative teachers and students of T&L. Additionally, online teaching and learning can boost creativity and innovation in the employment of diverse tools to maintain HT&L during the COVID-19 pandemic MCO. This occurs when teachers utilize a variety of applications during the HT&L process. As a result, it motivates teachers to be more inventive in their efforts to motivate kids to learn.

3.3. Suggestions for Improvement

It entails family members cooperating and participating in HT&L sessions. According to Muhammad Afiq Roslan (telephone interview, December 16, 2021)[9] and Mohamad Faieez Mohamad Fauzee (telephone interview, December 18, 2021)[9], parents or guardians should collaborate with children on the development of HT&L homework in particular. This explains why parents are critical in monitoring their children's educators' development and act as monitors during HT&L sessions. If students do not understand a subtopic, their parents will step into the role of the teacher. Additionally, family members' collaboration can be noticed when they act as teachers, alerting students who have virtual lessons. This step has facilitated collaboration between family members and teachers in an indirect manner.

HT&L demonstrates to be the superior alternative to no T&L in the classroom. This conclusion is backed by the fact that virtual HT&L is implemented during MCO, which is preferable to no T&L process. This is because the HT&L process ensures that students do not fall behind on their learning coursework throughout the MCO period. This project is a continuation of the T&L session, ensuring that students understand and maintain a culture of knowledge seeking even in the event of a COVID-19 pandemic. According to Muhammad Afiq Roslan (telephone interview, December 16, 2021)[11] and Mohamad Faieez Mohamad Fauzee (telephone interview, December 18, 2021)[10], HT&L is a more effective method of instruction than allowing students to study independently at home. They added that the presence of T&L in the classroom at school imposes a financial burden on students in the form of pocket money, food and beverage expenses, and transit tickets to and from school, in comparison to HT&L, which requires only the purchase of internet data. Thus, the implementation time for HT&L is also flexible, allowing teachers to educate and students to complete their task effectively.

Additionally, if tracked, technology is undoubtedly evolving daily as a result of the necessity of facilitating human affairs. Nonetheless, some religious thinkers regard the use of technology and the process of modernization negatively. This is understandable because religious entities and secular knowledge are frequently viewed as distinct entities. For instance, issues of faith and trust in the supernatural are surely not easily accepted from a scientific perspective. Thus, all technology advancements should be embraced by tahfiz

institutions, teachers, and parents as a means of assisting tahfiz pupils in their memorizing achievement. It is a big loss if the presence of these technological advancements does not benefit or even harm the ummah in matters of kindness [10].

4. Conclusion

In general, there are a variety of factors that have contributed to the completion of the HT&L implementation issues encountered throughout this MCO period. The primary constraints are related to communication infrastructure and human social factors such as devices, gadgets, internet data, and internet coverage, as well as factors such as student presence in rural areas, the family's uncertain socioeconomic status, and student, teacher, and parent/guardian involvement. However, more crucial than that is the students' attitude toward the HT&L in terms of their desire and willingness to ensure its smooth operation. They should not use these flaws as an excuse to minimize the significance of the knowledge they are required to acquire. As an excellent student, they should find a strategy to maintain continuity of information in this COVID-19 pandemic environment, rather than simply collecting the knowledge spewed out by teachers in HT&L sessions. Today's sophisticated technology has the potential to generate a more creative and innovative society if students' thinking is centered on the value of knowledge. With the availability of a variety of online learning tools and mass media, they can serve as virtual classroom boosters for students. Students that employ this strategy can further facilitate the HT&L process and utilize virtual T&L as a substitute and catalyst mechanism for academic performance or memorization, particularly in this study.

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