Covid-19 Pandemic Implications on Quran Subjects at Primary School in Malaysia: A New Solution Based on 3T Quranic Basic Module

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This study aimed to observe the effectiveness of the use of textbooks and exercise books of Quran, primarily online or through Home-based Teaching and Learning (PdPR) during the Movement Control Order (PKP) for primary school students. The study introduced an alternative study material, the 3T Quranic basic module, to teachers and recorded their initial perceptions of the module. A total of 60 teachers representing 9 school branches participated in an online questionnaire online via Google Forms. The study found that most teachers thought the existing textbooks and exercise books of the Quran do not achieve the learning objectives, and are less practical to use online. Most teachers preferred the alternative study materials, the 3T Quranic basic module, as the most suitable material to achieve the school's learning objectives. Thus, the use of the new 3T Quranic basic module was suggested to improve student achievement through its various contents and interactive implementation such as video guides, digital modules, brief and concise information, and comprehensive training specifically designed for students. This 3T Quranic basic module is also constructive and beneficial alternative to assist and guide teachers as well as caregivers to have appropriate monitoring with small group control (mentoring system).

Keywords: Covid-19 pandemic, interactive learning methods, primary school, 3T Quranic basic module, Home-based Teaching and Learning (PdPR)

INTRODUCTION

Pandemic Coronavirus 2019 (Covid-19) was first identified in the city of Wuhan, Hubei Province, China, in December 2019. It is a viral infectious disease that causes pneumonia and its origin is still unknown (WHO, 2019). Later, Covid-19 spread rapidly not only in China, but also around the world. As such, the World Health Organization (WHO) declared it to be a pandemic on March 12, 2020. Globally,

the number of confirmed cases was 226,844,344 and the total number of deaths was 4,666,334 on September 17, 2021 (WHO, 2021).

The Covid-19 pandemic has had a detrimental impact on all levels of education. Educational institutions in 192 countries suspended operations or operated only temporarily, affecting around 1.7 billion students worldwide. Schools and educational institutions around the world either had to postpone or cancel all learning activities to reduce the spread of the virus in the community (Mahdy MAA, 2020). These measures have resulted in various negative outcomes, especially for students who are still in school either at primary, secondary, or advanced levels.

In Malaysia in particular, learning activities that used to be face-to-face have now had to switch to virtual or online learning, better known as Home-based Teaching and Learning (PdPR). This form of learning is an alternative method to reduce physical communication and contact between students and teachers. However, many students still do not have adequate access to technology for learning online and experiencing difficulty understanding due to the lack of appropriate teaching methods, content, or educational instruments (Ehwan Ngadi, 2021).

Several studies have highlighted the effects of Covid-19 on education, particularly in primary schools. Covid-19 has a profound effect on students at the primary level and who are still new to the school environment (Arwansyah Kirin et al., 2021). There are at least five main implications seen as major challenges to primary education when implementing online learning, namely, internet accessibility, teaching platform stability, emotional management, holistic assessment, and self-learning abilities. Therefore, these five challenges need to be overcome so that students can receive an adequate education and not to be left behind in learning.

Therefore, this study was conducted to observe the effectiveness of the usage of textbooks and exercise books on Quran in Darul Iman Islamic Primary School, Terengganu, Malaysia, and especially focused on learning online from the perspective and overview of teachers. The current study highlighted a solution to this problem by forming a new alternative module, known as the 3T Quranic basic module, as an additional learning material. This module provides comprehensive learning content, focused learning methods, and appropriate assessment methods for this subject area.

RESEARCH METHODOLOGY

This qualitative study involved interviews, observations, and document analysis. In addition, an online questionnaire was also conducted on the respondents of this study, namely, teachers at Darul Iman Islamic Primary School, Terengganu, Malaysia.

The investigative method used was the Focus Group Interview (FGI), which allowed the researcher to select a group of people with certain characteristics to hold a discussion session. This method is used to gain a deeper understanding of a topic, for example, the motivation, behavior, feelings, decision-making strategies, or opinions of certain people on an issue or subject (Jasmi, 2012).

In this study, face-to-face interviews were conducted on July 26, 2021 at Darul Iman Islamic Primary School (SRIDI, Buluh Gading branch), with the principal and Quran teachers. Then, on August 8, 2021, an online briefing with the state government on the study was held with the Terengganu Islamic Education Department (JPINT) through the Google Meet platform. Next, on August 12, 2021 an online course was conducted for SRIDI teachers throughout Terengganu to discuss their views regarding the initial Quran syllabus and also to introduce the alternative materials, 3T Quranic basic module.

Questionnaire Design

A total of 60 respondents answered the questionnaire related to the subject and syllabus of the Quran in school. Questionnaire links were provided to course participants before the end of the course, which was held online. Participants were also asked to share the questionnaire link with friends who participated in the course but who were not able to attend due to their absence on the day.

The questionnaire is divided into five main sections. The first section elicits basic and demographic information, including gender, age, the field of teaching and level of education. The second section

evaluates the textbooks and drills books (training) currently used for Quranic subjects based on their effectiveness, comprehension, suitability for PdPR online, book content, and achievement of learning objectives.

The third section is an evaluation question on the 3T Quranic basic module, which was developed as a teaching aid and alternative materials to explain the content of the module, the arrangement of topics, and the achievement of learning objectives among students. In the fourth section, the initial evaluation of the module's effectiveness is broken down to two elements in learning the Quran: students' ability to understand the module and its appropriateness for PdPR. The fifth section poses a question related to talaqqi (face-to-face teaching method), tadreeb (practices), and tahfeez (Quran memorization) before concluding with the views of the respondents in an essay. All responses were recorded on a 4-point Likert-type scale except the last question, which was open-ended text.

Data Collection

Questionnaires were collected via a Google Forms link when the 3T Quranic basic introductory course took place online through the Google Meet platform. Some respondents answered directly while some answered later but on the same day. Only a few respondents answered the next day due to some personal issues.

Data Analysis

Data were exported and analyzed using Microsoft Excel. Comparative statistics were made to focus on the shortcomings and strengths of the questionnaire results.

To ascertain the implications of Covid-19 on Quran learning, questions related to the effectiveness of the current textbooks and exercise books of Quran were asked of the teachers. The Likert scale responses were: 1-Strongly disagree; 2-Disagree; 3-Agree; and 4-Strongly agree. Participants were asked to evaluate existing books and provide insights into the 3T Quranic basic module during the introductory session.

RESEARCH BACKGROUND

During the current Covid-19 situation, face-to-face learning could not be performed properly due to the government's standard operating procedures for the pandemic. Quranic learning, especially for tajweed, is also affected by the situation. Therefore, the solution to the problem is through online classes. A review of the literature reveals several studies showing high readiness for online learning. Among them is a study by Hashim et al. (2020) who performed a survey among novice Islamic Education teachers. The study reported that 82.5% of respondents agreed they were able to guide students online using available technological facilities. In fact, a study by Ramli and Zulkifli (2022), which involved Islamic Education teachers from a rural area of Sabah state, also reported their readiness toward online learning. In addition, Hasin et al. (2020) found that 70% of students who previously attended online classes for tajweed also agreed to online classes in the coming semester.

Such readiness is due to several factors. Among them, according to Lubis et al. (2021), online learning of Islamic Education is an alternative that helps continue the learning process while there are constraints in place for face-to-face learning. Students also prefer this method as they feel much closer to the teacher. Hashim et al. (2020) indicated that more than 63% of respondents among novice Islamic Education teachers feel happy with online learning and more than 53% are comfortable with this method due to limitless numbers of members during assessments, unlimited access to teaching materials information regardless of time, and the ability for continuous assessment of students' and teachers' skill development. According to this study, online learning is also encouraged by the school and enables teachers to plan for effective teaching.

However, there are several issues that arise regarding online learning that should be given proper attention and solutions to ensure a smooth learning process. Among them is the most discussed issue for online learning, is internet access (Moidin et al., 2022; Rosli & Razak, 2021; Embong et al., 2021; Ismail et al., 2020; Hasin et al., 2020). This problem includes slow internet speed, financial limitations to prepare

adequate devices and data for online classes, and even homes with no internet access at all. Lubis et al. (2021) emphasized that optimal internet speed is highly essential for a smooth learning process, especially in Quranic talaqqi and musyafahah. Another problem is the lack of feedback from students, which prevents the teacher from making an accurate assessment on the students' understanding (Hashim et al., 2020; Rosli & Razak, 2021). There are also teachers who complained of the need to become more creative in varying methods so that online class would not become boring (Moidin et al., 2022) and some who were confused about the most effective application for teaching and needing to employ a trial-and-error method (Ismail et al., 2020). From the aspect of Quranic memorization tasmik process, mistakes may occur as the student try to study the mushaf by themselves (Embong et al., 2021; Ismail et al., 2020).

Nevertheless, despite all these weaknesses, a study by Embong et al. (2021) showed that online learning is still effective in increasing knowledge of a learned subject, frequency of Quranic recitation, memorized verses, tajweed level, and spiritual level among students. Besides, all problems faced can be resolved through various approaches. For problems around device unavailability, lack of conducive learning environment, and lack of smooth internet access, parents should play their roles and be committed to providing an internet facility and comfortable learning atmosphere for their children, so that these problems can be resolved (Rosli & Razak, 2021). Many initiatives from the government can also be accessed to address the need for fast internet connections and devices for online learning (Moidin et al., 2022). Hasin et al. (2020) also suggested that to save cost, there are certain applications available that can reduce data usage. Meanwhile, to ensure transparency during the tasmik process, family members can participate during a tasmik session (Embong et al., 2021) and students can be asked to wear a blindfold during the session (Ismail et al., 2020).

In summary, online learning can be implemented optimally based on its advantages and the readiness as reported. All identified problems and weaknesses can be solved through various approaches so that the online learning process can be delivered smoothly to ensure continuous learning for students in whatever situation even during the Covid-19 pandemic outbreak.

DISCUSSION AND RESULTS

A total of 60 respondents from 9 schools responded to the questionnaire. This sample consisted of teachers of SRIDI from all over Terengganu. The results of the study can be analyzed through the following eight comparative graphs.

Achievement of Learning Objectives

FIGURE 1
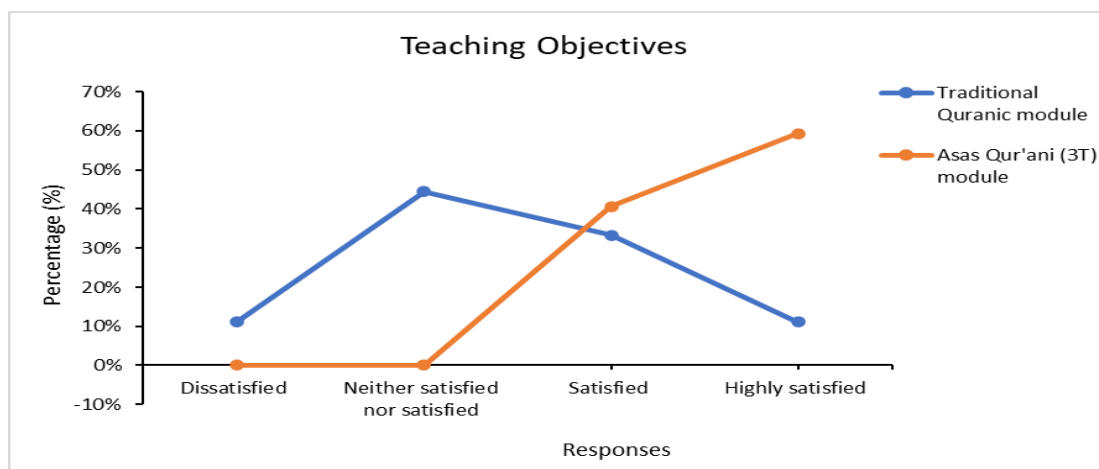### COMPARISON OF LEARNING OBJECTIVE ACHIEVEMENT

Figure 1 shows that 59% of the respondents (consisting of teachers from nine schools in the Terengganu SRIDI branch) were highly satisfied that the use of the 3T Quranic basic module will achieve the learning objectives for the subject of the Quran. Meanwhile, 11.10% of respondents strongly agreed that the existing books, namely, textbooks and Quran exercise books, can achieve the learning objectives.
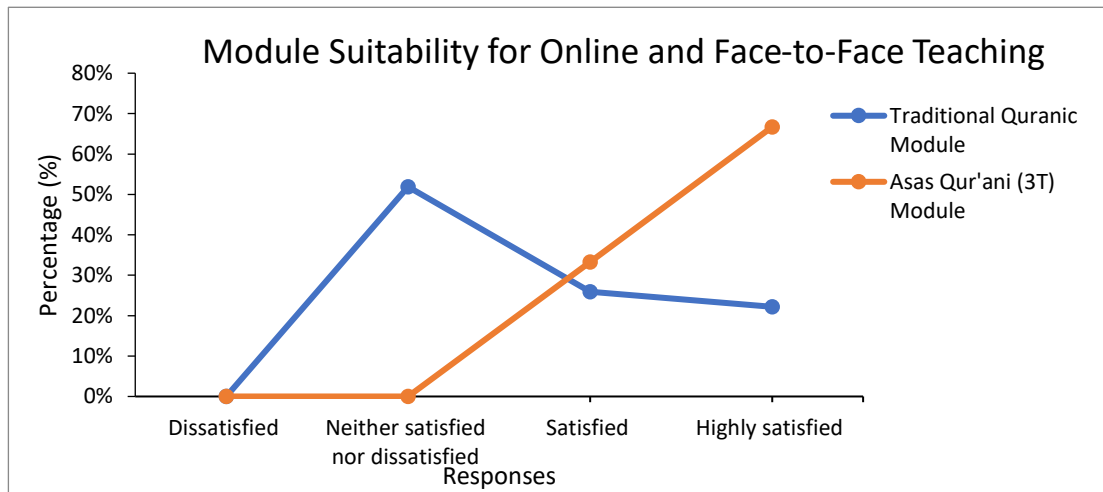
Suitability for Online and Face-to-Face Teaching

FIGURE 2
USAGE SUITABILITY COMPARISON

Figure 2 shows that 67% of the respondents were highly satisfied that the 3T Quranic basic module is suitable for online and face-to-face learning activities. Meanwhile, 22% of the respondents strongly agreed that the existing textbooks and Quran exercise books are suitable for online and face-to-face use. This is because the modules provided also have a digital version online to make it easier for students to access.

Book Contents

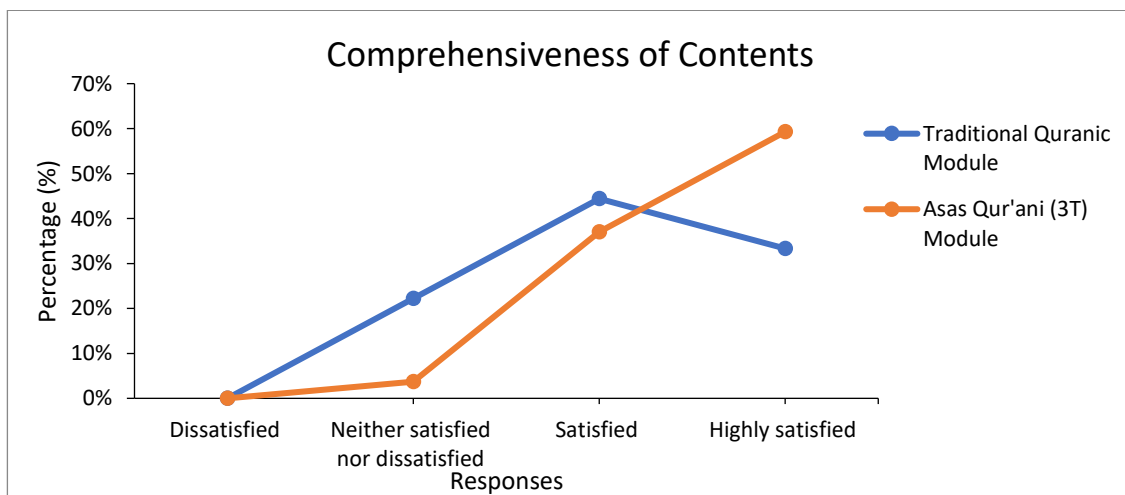**FIGURE 3**
COMPARISON OF BOOK CONTENTS

Figure 3 shows that 59% of respondents were highly satisfied that the 3T Quranic basic module has comprehensive content. Meanwhile, 33% of the respondents strongly agreed that the existing textbooks and Quran exercise books, have comprehensive content. This is because the modules provided cover important topics in the basics of reciting the Quran from beginning to end.

Systematic Arrangement of Book Contents

FIGURE 4
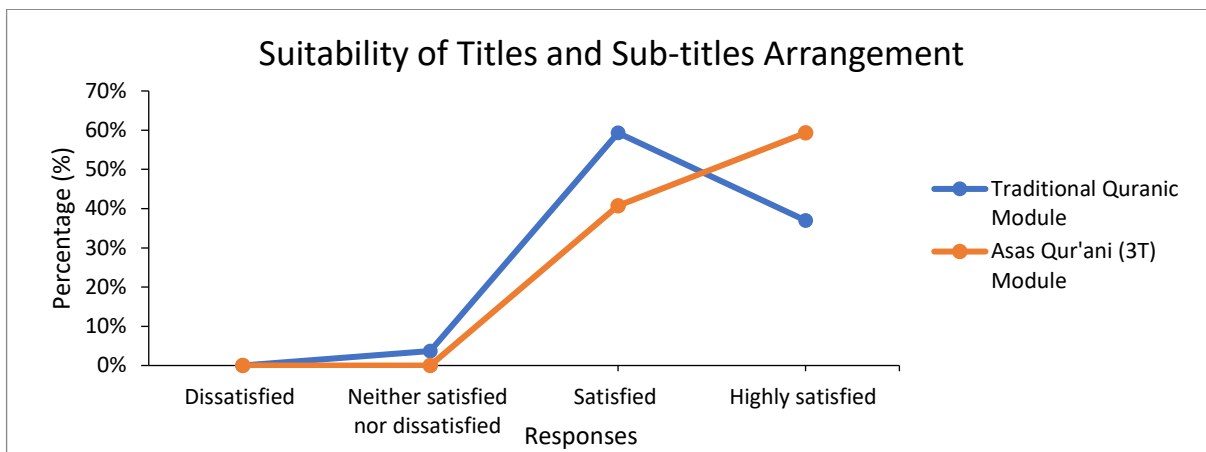**COMPARISON OF SYSTEMATIC BOOK CONTENTS**

Figure 4 shows that 59% of respondents were highly satisfied that the 3T Quranic basic module has systematic book content through topics and sub-topics. Meanwhile, 37% of the respondents strongly agreed that the existing textbooks and Quran exercise books have systematic book content through topics and sub-topics. This is because the modules provided have been systematically arranged as sub-topics according to the levels set in the 20 series of these modules.

Effectiveness of Book Content

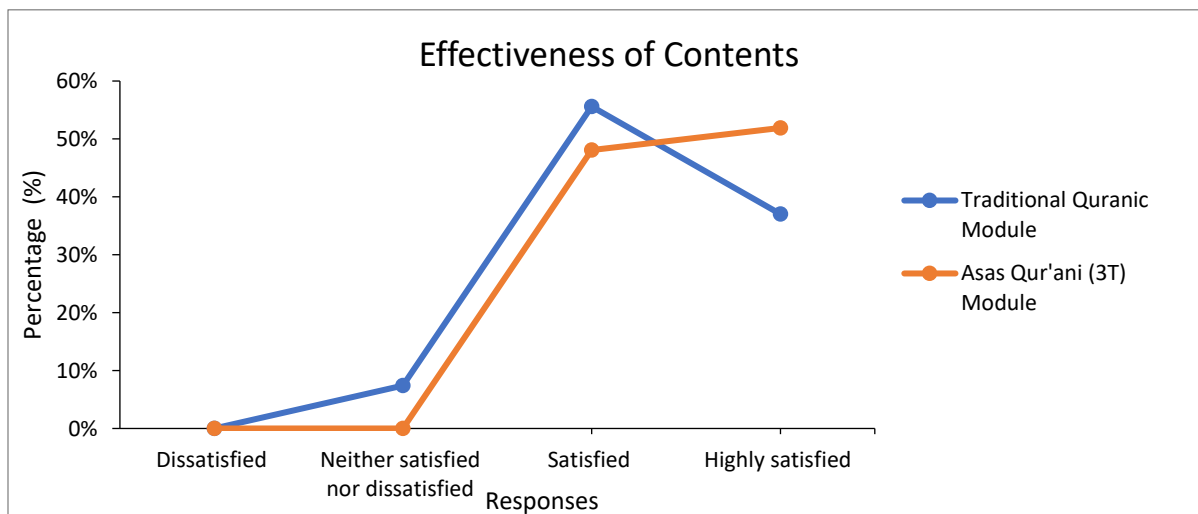**FIGURE 5**
COMPARISON OF BOOK CONTENT EFFECTIVENESS

Figure 5 shows that 52% of respondents were highly satisfied that the 3T Quranic basic module has learning effectiveness through its content. Meanwhile, 37% of the respondents strongly agreed that the existing textbooks and Quran exercise books have learning effectiveness through their content. This is because the module provided has combined three content elements, namely, talaqqi, tadreeb, and tahfeez all in one module.

Improving Students' Quran Reading Level

FIGURE 6
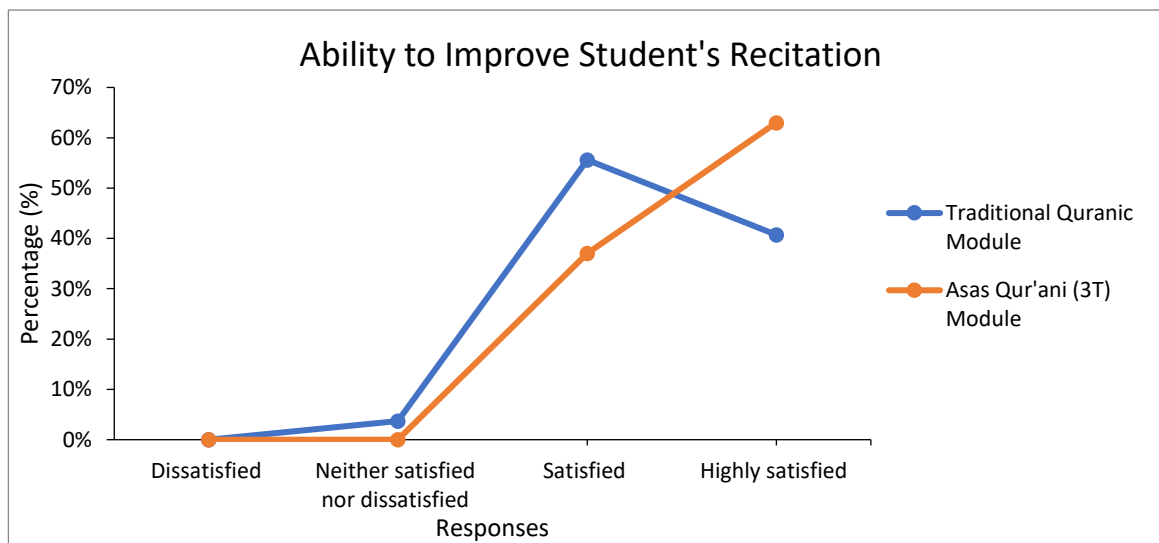**COMPARISON OF STUDENTS' QURAN READING LEVEL IMPROVEMENT**

Figure 6 shows that 63% of respondents were highly satisfied that the 3T Quranic basic module would improve students' ability in reciting the Quran. Meanwhile, 41% of the respondents strongly agreed that the existing textbooks and Quran exercise books, will improve students' ability in reciting the Quran. This is because the modules provided have a focused tahfeez (memorize) element to improve the level of memorization and tajweed of the students.

Flexibility
Figure 7 shows that 63% of respondents were highly satisfied that the 3T Quranic basic module has flexibility in its usability coverage. Meanwhile, 37% of the respondents strongly agreed that the existing textbooks and Quran exercise books have flexibility in their use such as for use at school and at home, and suitability for physical monitoring and PdPR. This is because the module focuses on the basics of reading that can be easily understood by caregivers even when studying at home.

FIGURE 7
COMPARISON OF FLEXIBILITY

Book Usability Coverage
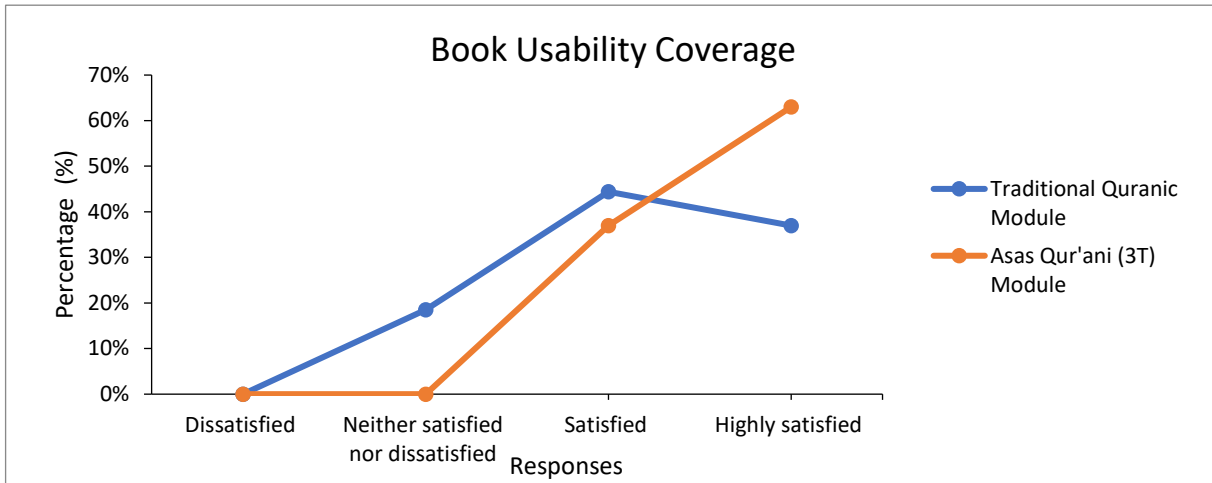
Attraction in Learning Content

FIGURE 8
COMPARISON OF ATTRACTION IN LEARNING CONTENT
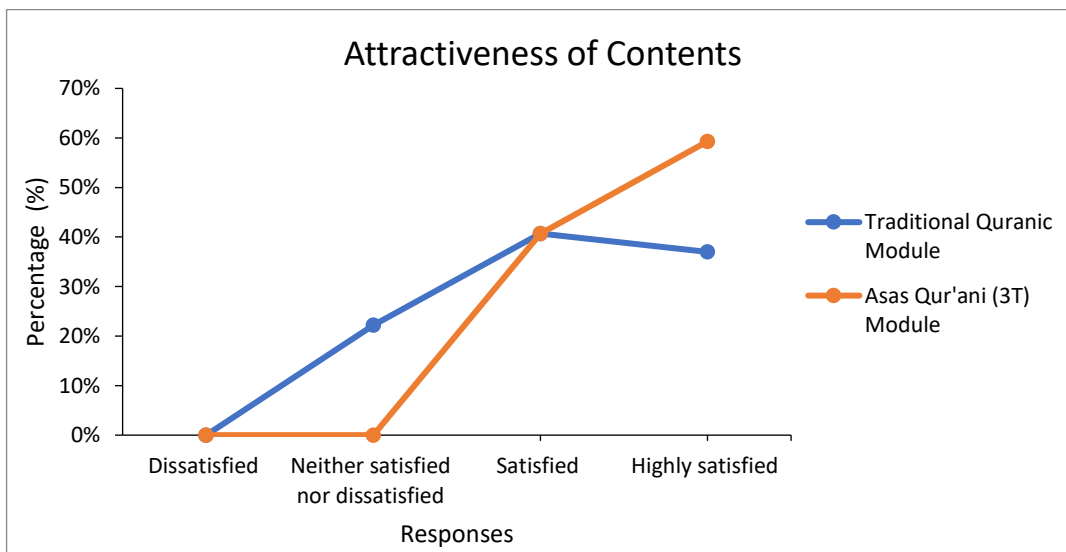
Attractiveness of Contents

Figure 8 shows that 59% of the respondents were highly satisfied that the 3T Quranic basic module has an appeal that can attract students to learn. Meanwhile, 37% of the respondents strongly agreed that the existing textbooks and Quran exercise books have an appeal that can attract students to learn. This is because, the alternative modules provided are in colored text according to the specifications of the Ministry of Home Affairs (KDN), interactive activities (writing and matching), and students can also reach the website to view the learning videos that have been provided.

ADVANTAGES OF PDPR QURAN SUBJECTS FOR PRIMARY SCHOOLS

The advantages of online learning or PdPR of Quran subjects based on the views of some students and teachers are as follows:
- Able to overcome the problem of students dropouts in the learning syllabus
- Able to divide student's study time accordingly at home
- Involves the engaging of caregiver in monitoring and attention while at home

PROBLEMS IN PDPR QURAN SUBJECTS FOR PRIMARY SCHOOLS

The problems in PdPR regarding the Quran in primary schools according to some teachers can be summarized as follows:
- Poor and unstable internet access, especially for students living in rural areas
- Availability of technological tools in learning such as computers, tablets, smartphones, printers, and laptops
- Time constraints between learning sessions and student training sessions
- Requires the caregiver's attention during class sessions conducted during PdPR
- Lack of self-learning skills
- Training activities that are only done at home without teacher supervision
- Difficulty in understanding the correct reading on specific lessons
- Difficulty in understanding the learning results of students when losing motivation and interest in reading
- There are no learning aids such as websites and platforms recommended by teachers
- Learning difficulties due to an unfavorable atmosphere at home
- Lack of interaction in learning results in students getting bored and losing concentration
- Lack of two-way communication
- Some students are already weak in the subject from the beginning
- Weakness in terms of control of Quran teachers due to the large number
- Lack of assessments to measure student achievement

RECOMMENDATIONS AND SOLUTIONS FOR PDPR SUBJECTS OF QURAN IN DARUL IMAN ISLAMIC PRIMARY SCHOOL

Some teachers and students had provided some suggestions and solutions to the problems of PdPR for Quran studies in primary schools, summarized as follows:
- The school is to provide an appropriate platform as well as systematic system for teachers and students to benefit from two-way communication during classes
- The school is to identify students who are weak and drop out in reading or memorization to be given attention
- Involvement of all teachers in the subject of the Quran and conducting small groups specifically for weaker students
- Provide frequent online training to teachers, theoretically and practically
- Improve PdPR teaching methods interactively to attract students' interest
- Create flexible assessment methods specifically during PdPR
- The school must recognize the burden of teachers and sets objectives that are more focused on one element of learning, not as a whole

SUMMARY

In summary, learning the Quran via PdPR is indeed challenging, especially for primary school students because they need appropriate guidance in understanding a new knowledge. Teachers and parents need to play an important role in ensuring that the level of recitation of the Quran is at a satisfactory level.

Even so, it is undeniable that parents are also busy with work as well as the household, many teacher's assignments will result in disruption during class sessions. Hence, this situation directly affects student's achievement. However, for some who can afford financially, they took the initiative by registering for tuition classes online or employing a personal tutor to conduct personal lessons at their own comfort.

In any case, routine class travel should take place considering the methods and content of teaching given to students. The lesson content found in textbooks and exercise books plays an important role in providing understanding to the students.

For Quran subjects in primary schools, repeated practice is very important to strengthen their memory and understanding in the recitation of the Quran. Learning once a week or twice a month is not enough, especially via PdPR for the reasons described above. Thus, it is not impossible that the results of the researcher's meeting with the school found that almost half the students did not achieve the objectives while a small proportion was categorized as "weak."

There are many causal factors, but it can be concluded that the role of teachers and guardians is essential because students are still incompetent to learn on their own. The burden of teachers with many students is also a factor that needs to be investigated in addition to the book contents, which also affects the level of student's understanding.

Thus, this study recommends an alternative material, which is the use of the 3T Quranic basic module to students with a combination of talaqqi (face-to-face teaching method), tadreeb (writing practices), and tahfeez (Quran memorization) in each of the 20 series provided. The module is seen as a solution because it focuses on specific topics based on recitation of the Quran; in addition, the training provided can also be reviewed by caregivers and it is not too burdened with theory.

- Perform an initial test to ascertain the level of students' reading proficiency.
- Build small groups among students and teachers, including a combination of religious and academic teachers.
- Develop training in the use of modules for teachers regarding aspects of teaching and assessment.
- Use the 3T Quranic basic module with students in PdPR or face-to-face.
- Use interactive media, such as videos, as reference materials for students and teachers (e.g., asasqurani.com).
- Teachers identify students' weaknesses and strengths.
- Teachers communicate with students in two-way communication.
- Teachers communicate with caregivers about students' reading level and involve them in monitoring.
- Complete the assessments in the provided Teacher's Guidebook.
- Analyze final student achievement.

There is no denying that the face-to-face method for the subject of the Quran is very effective; however, during PdPR, students must adapt to online learning to prevent them from dropping out of lessons.

CLOSING

Pandemic Covid-19 has changed the learning landscape regardless of education level and problems encountered. To meet this challenge, solution after solution must be provided so that it remains relevant to the current situation.

The proposed use of the 3T Quranic basic module is a solution that can be implemented to overcome the problems faced in the subject of the Quran, especially at SRIDI. Hopefully, this contribution can benefit

students, teachers, and guardians in providing appropriate input for the improvement of students' overall Quran achievement.

In Malaysia, there is no final exam for primary school which is required by the Ministry of Education. The previous examination has been replaced by an assessment, to reduce the burden on students and teachers. An assessment is based on different school standard, but that does not mean it should be ignored because at the primary level this is an important foundation that needs to be instilled in students as a bridge to the secondary level and beyond. Therefore, attention should be given to them by looking at the problems faced as well as using an example of the concept of the 3T Quranic basic module as an alternative to be applied to other subjects.

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