

Unlocking Opportunities in New Norms Era Using 21st Century Technology and Application in Memorization of Qur'ān

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ABSTRACT

COVID-19 is a catastrophic global upheaval with the potential to uphold the teaching strategy to a new level. The pandemic urges educators to be more proactive in addressing students' academic and social-emotional needs for the time being to counterbalance the unpredictable combination of distance learning and blended learning through several technologies and applications (Darling-Hammond, Linda Hyler, 2020). The research objective is to assess students' capacity for using technology and application in the New Norms Era. This research uses a self-administered questionnaire (SAQ) as the questionnaire, which has been explicitly outlined to be completed by the respondent (Lavrakas, P. J. (2008). Question forms were distributed to 22 students who registered for the courses, yet only seven respond with completed answers; regardless of the number, all students involved in New Norms learning methods and completed the semester. The result shows that students manage to complete their learning sessions with excellent grades, and there is an implication that has been found at the end of the course. The paper aims to present the use of technology and method on ongoing teaching strategy at the Universiti Sains Islam Malaysia (USIM) for medical students with the integration of Aqli and Naqli in the Medical Curriculum Qur'ān memorization. The priority is on the teaching strategy and technology implementation for distance blended learning methods, including Moodle, Microsoft Teams, and Online WhatsApp video call, video recording during New Norms Era.

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1. Introduction

Contemporary, the education world witnesses the development of an educational environment where it involves Information and Communication Technology (ICT) (Hergüner et al., 2020). The use of ICT plays extraordinary performance through computers and communication technologies as the primary infrastructure (Musa, 2005) to sustain the education system, especially during the Pandemic COVID-19. The advancement of ICT stimulates the new form of traditional education face-to-face learning into more modern distance learning, which capacitates accessible information to individuals beyond the bounds of a time limit in most places (Musa, 2005). This modern education reform changes the education system worldwide (vanOostveen et al., 2019) and the COVID-19 outbreak.

Together with other countries in Asia, Malaysia confronts the viruses of COVID-19 by implementing Malaysia orders movement control which started on March 18, 2020, to curb the spread of COVID-19. It

involved government and private premises, including educational institutions, and the exceptional was only given to the essential services such as water, electricity, energy, and etcetera.

(Asia News Monitor; Bangkok, 2020). Thus, most education institutions in Malaysia adopt ICT to deliver information and interact with each other (Nair-Prakash & Stapa, 2013). Universiti Sains Islam Malaysia (USIM) strives to succeed the other so-called Avant-grade universities that have use distance learning in such as Universiti Sains Malaysia (USM), which introduced the first distance learning in Malaysia in the 1970s and Universiti Teknologi Mara (UITM) 1990s (Nair-Prakash & Stapa, 2013). Universiti Sains Islam Malaysia (USIM) promotes distance learning using Moodle as the most suitable platform for the students (Zainuddin et al., n.d.). Furthermore, USIMs' lecturers pin down other universal platforms to empower students' understanding of WhatsApp, Zoom, Microsoft Teams, and Google. This article aims to share the experience of conducting one of the Integrations of Aqli Naqli Course, Quran memorization, which enrolls by Medical Student from the Faculty of Medicine and Health Sciences, Universiti Sains Islam Malaysia (USIM). USIM aspires to advocate Islamic Studies through the Integration of Naqli (revealed) and Ali (Human) (Zainuddin et al., n.d.).

2. Method

The research design to see how students respond to 21st technologies during the New Norms Era. As the semester started, students start using Microsoft Teams or MS teams for the introduction week, Synchronise session, and Asynchronies in the following weeks, which involves several methods, including Goals, Zoom, WhatsApp Video call, and recording. There are 11 students from two groups, 22 involved in this study from the beginning of the semester and until the end—all 22 students involved in the phase of using 21st technologies mentioned above. The study also applies the Self-Administered Questionnaire (SAQ), the most common method used for survey research (PEALER, 1999). Questionnaires were distributed to both student groups using Google forms as it is the most convenient for the students to respond so far, yet only 7 out of 22 answered the forms. The result for the questions forms is below; refer to figure 1.

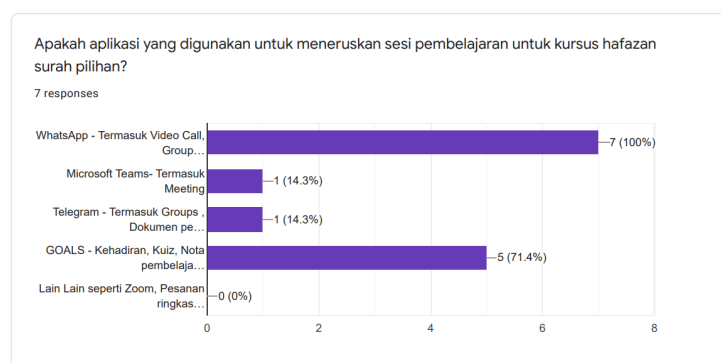


Figure 1. The applications used in the learning session for the Quran memorization by the respondent's experiences.

Outline of the Course/Module

First and foremost, Universiti Sains Islam Malaysia (USIM) is classified as a public higher education institution in Malaysia (Zainuddin et al., 2016). It is expected to become a reference university to the local and international center for its aspiration to integrate Aqli and Naqli around the globe (yuslina Mohamed, Hazlina Abdullah, Mesbahul Haque, 2018). USIM upholds exceptional programs at most faculties, including the Faculty of Medicine and Health Sciences. These faculty are also known as FPSK. USIM has set a program with six years length, including a year in foundation studies for the medical students to be trained in academic and Islamic knowledge (Azmi, 2017). A component of the programmed offer for medical students is the Qur'an memorization course. The objective of this program is to encourage a student to memorize the script of the Qur'an from several selected Surahs, which vary for each year of studies. In this study, the focus is on second year medical students from FPSK and the selected surahs are *Surah al-Mulk*, *Surah al-Qalam*, *Surah al-Haqqah*, *Surah al-Ma'raj* and *Surah Nuh*. Below is the outline strategy for the student in this New Norm Era as few amendments have been made due to the outbreak pandemic COVID-19.

Table 1. Sample of shorten version of course outline

Evaluation Method	Evaluation method through the semester	
	The student will continuously present their memorization (<i>Tasmi'</i>) to the lecturer	60%
	Quizzes	40%
	Total	100%

Table 1 illustrates the sample of shorten version of the course outline designed for second-year medical students from FPSK. Overall, it presents that 60% over 100% total mark of the course accomplished through the online session or video recording for *Tasmi'* or Quran memorization. In contrast, other 40% of assessments, including Quizzes, were much lower, yet crucial to determine the highest and lowest grade at the end of the semester.

Table 1. Sample of teaching strategy, method, and application

Teaching Strategy	Topics / Surah	Methods and applications
	Introduction to the course	MS Teams Meeting
	<i>Surah Al-Mulk</i>	100% Online - WhatsApp Video Call / Video recording
	<i>Surah Al-Qalam</i>	100% Online - WhatsApp Video Call / Video recording
	<i>Surah Al-Haqqah</i>	100% Online - WhatsApp Video Call / Video recording
	<i>Surah Al-Maarij</i>	100% Online - WhatsApp Video Call / Video recording
	<i>Surah Nuh</i>	100% Online - WhatsApp Video Call / Video recording
	Revision <i>Hafazan</i>	100% Online - WhatsApp Video Call / Video recording
	Quiz 1	Moodle - GOALS
	Quiz 2	Moodle - GOALS

Table 2 clarifies the sample of teaching strategy, method, and application implemented during the New Norm Era, which officially started during the implementation of the Malaysia Control Movement (MCO) in March 2020. Overall, the categories of technologies used as an education tool were WhatsApp Video Call and Video recording, which carry out 60% of the course. The evaluation of the *Hifz* Qur'an happened almost every week except for the Quizzes. Several criteria are taken into consideration to ascertain the quality of the *Hifz*. See table 3.

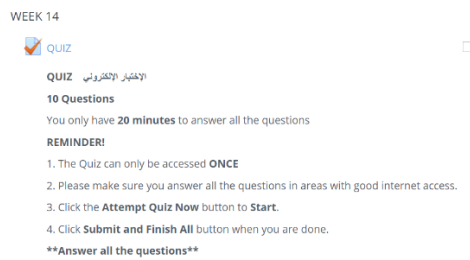


Figure 2. Frontpage - instructions for the Quiz

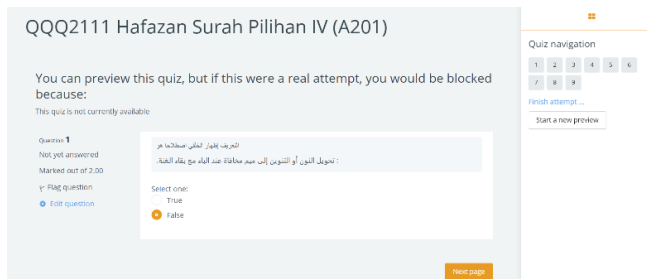


Figure 3. Example True or False



Figure 4. Example fill in the blank



Figure 5. Example multiple choices

The figures above show the examples of Quizzes from GOALS-USIM. Overall, it can be seen clearly that the templates given are straightforward and user-friendly features that support the teaching and learning process at the university level. The instructor or lecturer can select which element to be displayed on the Quiz interface, including the mark for each question, the number of pages, the process during the session, ongoing session, and after finished attempt answering the quizzes. The instructor can remark the quizzes as if mistakes happen, and the mark can be changed and replaced with a new one. Thus, the system is considered flexible and manageable.

3. Data Analysis

Few results can be discussed based on the study conducted. The first one is the result from the Questionnaire using SAQ by Google. See figure 7.

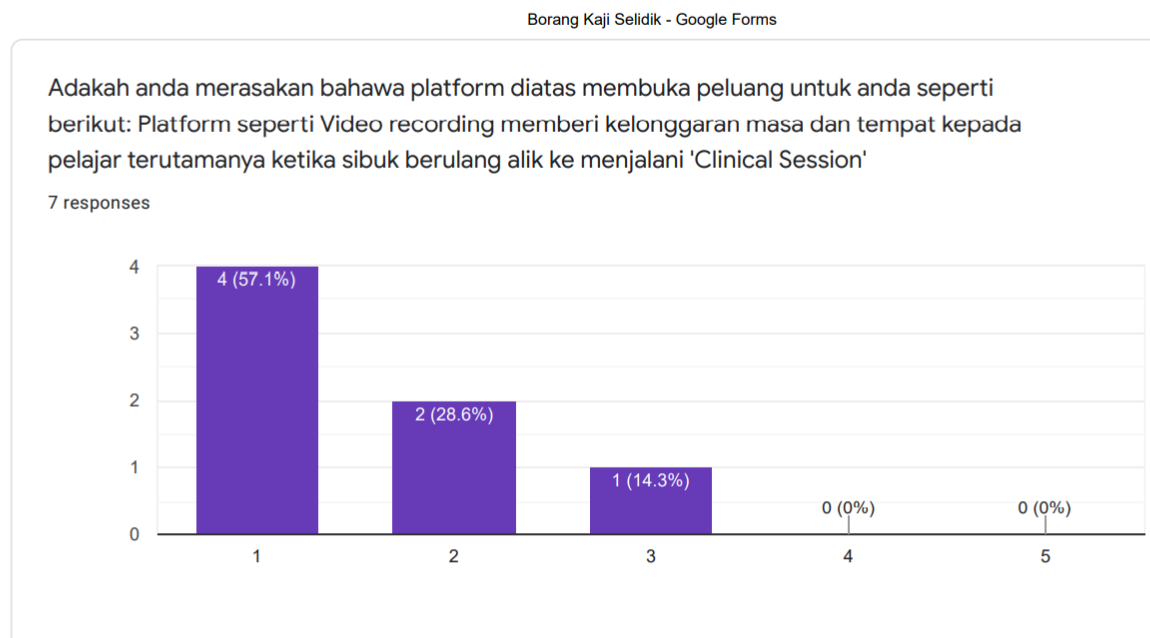


Figure 6. The respondents agree on the platform; as such, 'Video Recording' can open 'time and place' opportunities for students with clinical sessions in the semester.

It is essential to be aware that during MCO, confident students who were having clinical sessions involve in several hospitals and clinical changes according to the orders and the limitation of places that they could continue their sessions. Thus, these result shows 57.1% students agree that video recording eases the memorization task especially while dealing with clinical sessions.

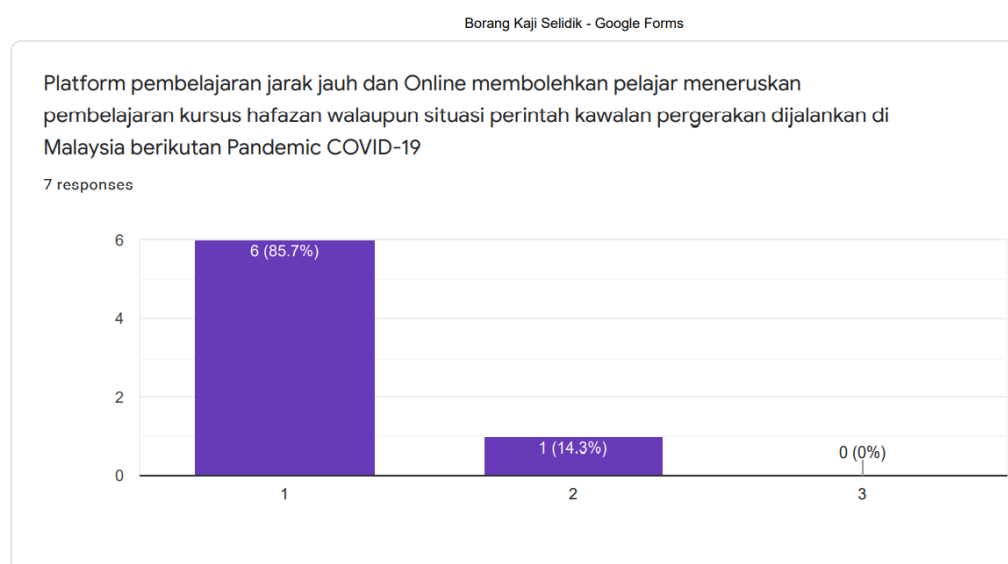


Figure 7. Online distance learning enables students to continue the course even under MCO due to Pandemic Covid-19.

Advantages and Disadvantages of ICT

The advantages of using ICT come with several challenges. During the outbreak pandemic COVID-19, most students unconditionally rely on self-network using mobile data to reach out to this ICT (The Leader-Post (Online); Regina,2020). It is the first challenge; most students experienced inadequate networking coverage. Some students might experience poor network connection inside the hospitals or clinic during their clinical sessions or even in their provincial hometown. In comparison, another challenge is time management. During the pandemic COVID-19, the Malaysia Government Movement Control Order (MCO) or Conditional

Movement Control Order (CMCO) can be unexpected and immediate. This situation in some way influences student movement and time management. Occasionally, the MCO can change their learning schedule.

Consequently, some classes could not be done as planned for but at a later time. The third difficulties are the communication barrier as the student did not have a chance to meet the instructor and vice versa personally. The current online class practice absolute online-based communication. The fourth trial implies to the instructor or educator the evaluation process such as the quizzes, assessment, attendance, online *tasmi'* sessions all undergo online. There are possibilities that students might deceive the instructor or educator by reading the scripts instead of memorizing them. It is easy for the students to refer to the Qur'an while having tests or Quizzes. Therefore, the result shows that 57.1% respondent agree that Video Recording is an alternative platform for the student which solve problems regarding the limitation of internet coverage, time and places.

In comparison, 42.9% agree that ICT also overcomes communication barriers between the instructor or educator and students. Besides, it takes enormous efforts for the educator to reach students by personal contact through ICT so that students were not left behind. The educator or instructor can imply specific rules and regulations to ascertain the quality of students' tasks. In this course, students need to close their eyes while recording their memorization or recite the Quran with their eyes closed. Video recording allows the instructor to replay and re-evaluate student's memorization at any moment he feels for the necessity for it.

4. Conclusion

In conclusion, it is necessary to put more human values while dealing with ICT and other technologies to avoid the uninformative and unfavorable sides from technologies, especially in this uncertain time dealing with pandemic COVID-19. The implementation of ICT and technologies in this course can be applied to any other educational courses primarily related to the Quran memorization of Hifz. In the long run, the implementation of ICT can help the government review the working hour policy, which requires the worker to be at the specific places at a specific time. However, learning from the new norms era, works can be accomplished with several methods and ICT applications, and the results were similar or might be better as it benefits both parties: workers and government.

Figure 8 shows the possibilities and chances rise to 85.7% respondents agree that Online Distance Learning or ODL or know as Blended Learning using USIM-GOALS enable them to complete the Quran memorization course during the MCO period.

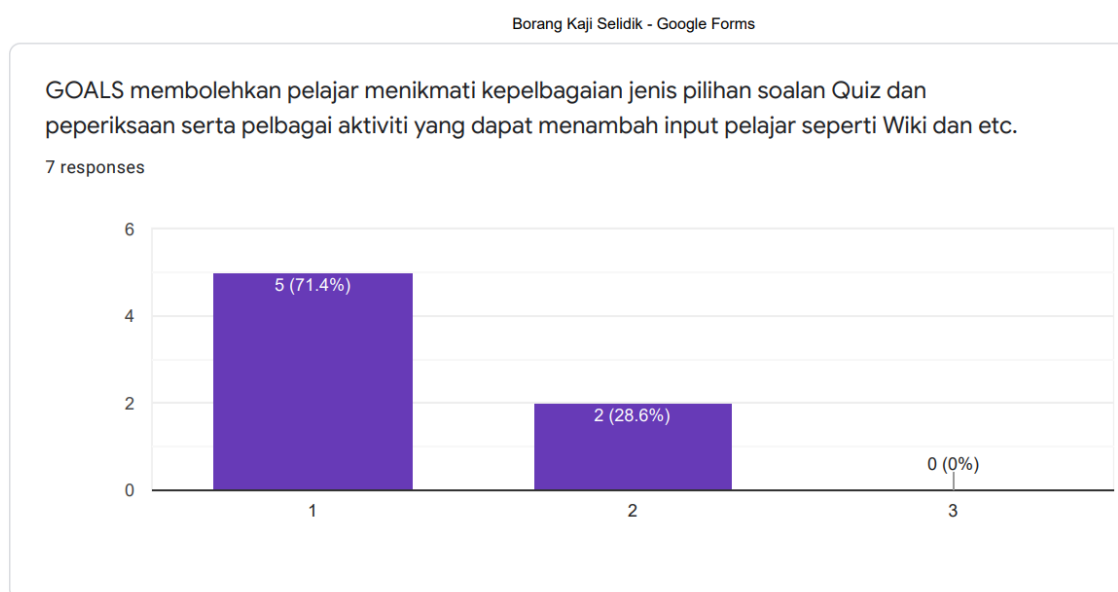


Figure 8. 71.4% of respondents enjoy the Quiz and activities using USIM-GOALS/Moodle.

Figures 9 confirm that USIM-GOALS has provided a user-friendly interface in their plug-ins and activities, including the Quizzes ad students enjoy using it without any difficulties. Thus, it is a wise step for the university to choose GOALS as the primary learning system, especially during the New Norms Era.

However, there is an implication found in using recording methods as one of the teaching and learning activities. Most of the students cooperate with the schedule givens while some are not. Thus, it is uncertain for the lecturer to be banned from having the final exam as the students promise to completed recording after the final exams due to networking problems or etcetera. However, after the semester end, there is no recording send to complete the assessment, and at the same time student has sat for the final exams. Thus, to overcome this problem and be a justice for all students, the recording must be on schedule, and any delay should not be compromised.

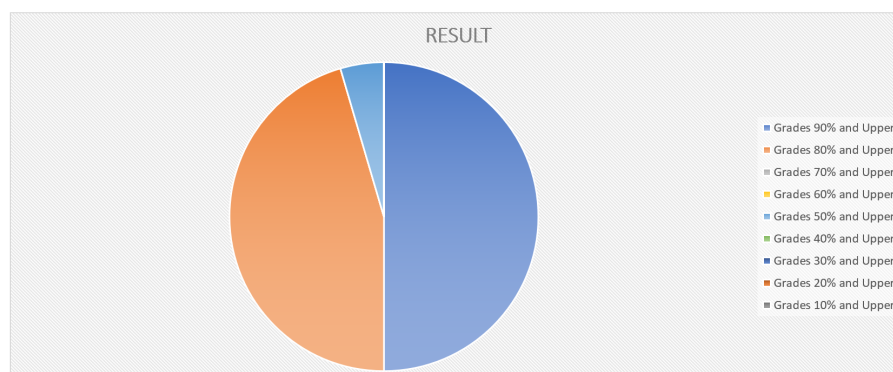


Figure 9. The Grand Total Result Student involved in semester using 21st-century technologies.

Figure 10 shows students who applied 21st-century technologies in teaching and learning in New Norm Era. Generally, 50% of students, which is 11, passed the course with excellent grades, 45% (10 students) also passed with good grades, and only 5% (1 student) with average grades as the students did not manage to complete the recording for the continuous assessments. Thus, 21 students passed with flying colors, except one student failed to complete the continuous assessment. Thus, it is proven that 21st-century technology and its applications unlock several opportunities for the students, especially in the course of Quran memorization among students from the Faculty of Health Sciences, Universiti Sains Islam Malaysia (USIM).

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