

## Learning Al-Quran Based on the Mobile Learning (M-Learning): A Literature Review

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### Abstract

In the era of globalisation, there are various techniques of learning the al-Quran that have been introduced. Scholars and Islamic cleric also created numerous methods of learning the al-Quran and they are being utilised in Malaysia. The fundamental methods among these are talaqqi and Musyafahah methods. Although various modules and methods are introduced for al-Quran learning but there are still some drawbacks of reading the al-Quran among the Muslim community. Therefore, this study aims to highlight the previous studies which are related to the method of learning the al-Quran until the invention of modern technologies. The aim of this study is to highlight previous studies that are related to the al-Quran learning and to highlight some modern learning methods as a medium for learning the al-Quran. The study is included with library research methods in order to obtain data which are related to modern learning methods via previous studies. The findings of the study discovered that the usage of modern learning methods primarily m-Learning in learning the al-Quran can be utilised as a medium in learning the al-Quran. The study also deduced that the usage of technology is uncomplicated without being bound by the time and place besides being a tool in teaching and learning including the al-Quran learning.

**Keywords:** m-Learning, Learning Methods, Talaqqi Musyafaah, Learning the Quran.

### Introduction

*Al-Quran* encompasses various aspects of human life, either faith, law and morality (Salleh, 1985). There are several ways or methods to learn the *al-Quran*. Scholars and Islamic clerics have created various methods of learning the *al-Quran*. *Talaqqi* and *musyafahah* or word of mouth (al-Qattan, 1996; al-Suyuti, 2008) are among the methods. This method is intended to facilitate the reading of *al-Quran* among Muslims from the past to the present.

Although there are various methods that have been introduced to learn the *al-Quran* but there are still some drawbacks in reading the *al-Quran* among the Islamic society. This has been proved by Mohd Yusoff and Saidi (2010), and Sudin (2002) statement. The facts have discovered that a part of students in religious schools, either from secondary or higher level is now illiterate of *al-Quran*. They also argued that the majority of Islamic students in schools are poor in mastering the *tajwid* (knowledge of recitation *al-Quran*). The facts stated Mohd Hamid (2000), Nik Saleh (2004), Mohd Shamsudin (2004), Othman (2006), Ismail (2010), Dzulkifli and Abdul Ghani (2013) and, Fadzil and Jaafar (2015) also supported this statement. Therefore, a mechanism and the review of the methods of learning the *al-Quran* should be built in order to improve the ability to study the *al-Quran*.

Furthermore, Abd Rahim (2008) and Hashim (2010) have also stated that the usage of traditional methods in teaching process had been identified as the source of frailty in the way of learning the *al-Quran*. This assertion is supported by Jemali & Ahmad Hafiz (2003), Hashim (2010) and Hashim et al., (2013). They have stated that the students are supporting the usage of technology to help improving the quality of reading *al-Quran* notably in memorizing.

Today, however, modern methods of learning are attracting Islamic society's interest more compared to the traditional methods. This can be seen through the previous research findings about the effectiveness of the usage of portable technology in teaching and learning system. Among them are the statements by Hashim et al., (2009), Alzaza (2012). Their study discovered that the majority of students indicate that they have adequate knowledge in utilising mobile phones in their learning. This is parallel with the statement by Mohd Nawi and Hamzah (2013) and Mohd Nawi et al., (2014). They asserted the usage of mobile phones as a learning tool is appropriate and sensible to be done in the learning process. Hence, the question is, is there any more effective modern methods than the traditional methods of learning the *al-Quran*?

Thus, there are a lot of efforts to alter the paradigm of learning the *al-Quran* to modern technology methods such as e-Learning. Bahari (2008) and Razali (2003) expressed that websites and computer softwares need to be utilised to learn *al-Quran* nowadays. This statement was also supported by (Norasikin et al., 2005; Nor Hasidah et al., 2010) concluding that according to current development, the usage of electronic technology is more interactive than the traditional methods. Then, the usage of use e-learning has been developed to m-Learning which is portable learning tool. M-Learning is very effective in teaching and learning process. According to Syed Yahya Kamal (2008); Shuib and Khushairi (2009) and A.Rahim (2013), m-learning oriented learning is suitable for implementation in learning especially to students who are pursuing higher education.

Furthermore, the majority of students from Islamic studies at institutions of higher education are using smartphones (Mohd Nawi & Hamzah, 2013). This matter is in the line with statements issued by the Daily News newspaper, reporting the annual sales of smart phones in Malaysia reached a higher record which was 8.5 million units in 2014. According to the report, the users in Malaysia have spent about RM8.74 billion a year and is expected to increase for the following year (Berita Harian, 2015).

**Literature Review**

Analysis of previous studies which are written in the same scope and field that is related to title is very important in the construction of quality study. According to Lebar (2009), literature study is a process of researchers which compares the findings of the study with previous studies. Based on a study of the previous studies' result, literature review is divided into main themes based on the emphasis on several key aspects of the existing authors in their studies. First, studies on learning the *al-Quran*. Second, studies on the usage of electronic learning (e-learning). Third, studies on the usage of mobile learning (m-learning).

**The research study that relates to learning the *al-Quran***

Previously, there are numerous studies that discussed about the *al-Quran* by Islamic scholars over the centuries. However, the researchers focused on studies that related to learning the *al-Quran* only. There are several studies that associated with this field of study. Those studies were by Mat Salleh (2008), Sudin (2002), Nik Saleh (2004), Mohd Shamsudin (2004), Othman (2006), Mohd Yusuf and Mohd (2008), Bahari (2008), Ismail (2010), Awang, Che Mat and Yaakub (2010), Ali Hasan, Sabarudin and Che Mat (2010), A. Aziz and Umar (2014), Fadzil and Jaafar (2015) and Selamat et al. (2015).

Based on the discussion about learning the *al-Quran*, there are three studies that focus on modern learning techniques via computer software and the web. The study was conducted by Bahari (2008), Razali (2003), A. Aziz and Umar (2014). Their point of view was the usage of teaching aids in the form of multimedia is an alternative to the issues in *ilmu tajwid al-Quran* and more interactive than the traditional methods.

Besides that, there are also studies that discussed the level of awareness of students on the practice and awareness of reading the *al-Quran*. The study was conducted by A. Aziz (2013) also Fadzil and Jaafar (2015). A. Aziz's (2013) study has discovered that the level of practice in reading the Quran is at a moderate level. In contrast, Fadzil dan Nurulazidah (2015) study discovered that the level of awareness of students in Polytechnic Port Dickson is very good but the level of practice is moderate.

**The research study that relates to e-Learning**

The next theme in literature review is related to the study of learning through e-Learning. Usage of e-Learning is a new method of electronic technology in improving the quality of education. Studies about e-Learning focus on research in local and abroad that link to this research field. Studies in local were Mad Japuni and Yusof (2012), Ismail Gani, Omar and Ahmad (2009), Mohd Balwi (2004a), Mohd Balwi (2004b), Ramli and Abdul Rahman (2010), Kassim and Ahmad (2010), Hassan and Rashida (2011), Ab Rahman, Zainal and Ab. Karim (2015) and Khoirun Nisak et al. (2015). While studies in abroad were Cheng (2006), Berteau (2009), Liaw and Huang (2011), Egbo et al. (2011), Nassuora (2013), Rhem dan Miliszewska (2014), M. Samir Abou El-Seoud et al. (2014), and Lister (2014).

Based on the research in our country by Mohd Balwi et al. (2004b), Omar and Ahmad (2009) and Mat Saad et al. (2015), they researched about the level of awareness and willingness to utilise e-Learning in Malaysian higher education institutions. The findings by Balwi et al. (2004b) discovered that the level of awareness of university students in using e-Learning was moderate. While, in contrast, the study by Omar and Ahmad (2009) showed that

the level of awareness of academicians in Sains University of Malaysia (USM) was higher. The study by Mohd Balwi et al. (2004b) was of that opinion due to the early stage of application of electronic technology.

Next, the theme of this study also discusses about the adoption and the usage of e-Learning in learning process. The study was by Hasan and Rashida (2011), Mohd Balwi et al. (2004a), Japuni and Yusof (2012) and Ab Rahman et al. (2015). Studies by Hassan and Rashida (2011) stated that the frequency of usage of the technology is still on moderate level. This study concluded that factors that constraints due to interruption of internet access connections in learning locations. However, this study differs from Hasnuddin Ab Rahman's et al. (2015) study. The study by Ab Rahman et al. (2015) was carried out on Islamic education teachers. They gave a positive response to the usage of electronic technology in the learning process.

This matter has been supported by studies done by Nik Saleh & Abdul Shukor (2004), Abd. Rahim (2008) and Selamat et al. (2015). They argued that the technology can be utilised to improve the memorizing system in the process of learning to memorize the *al-Quran*. However, Rahim (2008) added on that among the factors to be a source of weakness in teaching *tahfiz* (memorizing) when teachers still maintained the traditional methods of learning the *al-Quran*.

Furthermore, studies had been conducted abroad. Rhem dan Miliszewska (2014) and Seoud et al. (2014) were among of them. They stated that most of the students from the developing overseas universities have a positive attitude towards e-Learning. The findings from those two studies have also found the integration of mobile technology to provide a positive impact on their education systems. This has been supported by the studies by Cheng (2006), Berteau (2009), Liaw and Huang (2011), Egbo et al. (2011). The findings of their studies discovered that demographic factors such as gender, age, experience in learning, preparing students also influenced the attitude to the usage of e-Learning technologies.

### **The research study that relates to m-Learning**

The last theme in this study is to discuss specifically about m-Learning in teaching and learning process. M-Learning is the evolution of e-Learning learning system. There are few studies of m-learning in the country and abroad that associated with the this field of study. Among the studies in our country were the studies by Siraj (2004), Syed Yahya Kamal Syed and Tasir (2008), Shuib (2009), Hashim, Wan Fatimah and Ahmad (2009), Abd Rahman and Mohd Hashim (2011), Mohd Suki and Mohd Suki (2011), Alzaza (2012), Hussin et al. (2012), A.Rahim (2013), Mohd Nawawi and Hamzah (2013), Osman et al. (2013), Mohd Nawawi, Hamzah and Abd Sattai (2014), Mohd Hamidin (2015) and Mohd Nawawi, Hamzah and Abdul Rahim (2015).

Previous studies have showed that the usage of mobile learning or m-learning is very effective in teaching and learning. M-Learning methods have been carried out in developing countries such as Europe and the United States (Ahmad Sobri, 2010). However, in Malaysia, the usage of m-Learning is still in its infancy and needs to be developed as studies in many western countries have positive impacts on teaching and learning.

Studies by Saedah Siraj (2004), Syed Yahya Kamal Syed and Tasir (2008), (2008), Rossyahida Abd Rahman and Mohamad Hisyam Mohd Hashim (2011) discussed the concept and importance of m-Learning in teaching and learning in Malaysia. All those three were of the opinion that the usage of mobile technology was a positive approach in the curriculum of the future in Malaysia. Their study also supported the usage of mobile technology and is suitable to use in teaching and learning in Malaysia.

However, a study by Shuib (2009) was the earliest studies on the usage of m-Learning in Malaysia. In addition, the study by Hussin et al., (2012) and A. Rahim (2013) also discussed regarding the awareness and willingness in utilising m-Learning. Both Ahmad Sobri Shuib study (2009) and A. Rahim (2013) studies discovered higher level of willingness of students and they had a positive awareness of mobile technology. However, in contrast with the findings of Supyan Hussin et al., (2012) who found the willingness of students in using mobile devices was moderate with the percentage of 46%. These findings were obtained due to budget constraints faced by the students to purchase an expensive phone like mobile phones through applications.

This paper work also focuses on a number of previous studies that discussed regarding m-Learning in abroad which is related to the field of study. The study were by Saran et al. (2008), Richard et al. (2009), Nassuora (2013), Mtebe and Raisamo (2014), Alharbi and Drew (2014) and El-Hariry (2015). Findings showed that the majority of students and freelance trainers received the usage of mobile technology with the use of mobile phones positively.

Studies by Nassuora (2013) and Alharbi and Drew (2014) discussed about the adoption of technology in learning among the students in higher education. Both of these studies used the software model in a learning management system (LMS). The studies by Saleh Alharbi dan Drew (2014) used Model Technology Acceptance Model (TAM). This model was used to predict the acceptance of information systems and examine the model design problems before a student tried the system. Methodology of this study differs from the study by Nassuora (2013). He used the Unified Theory of Acceptance and Use of Technology (UTAUT) models to study the factors that influence students to use m-Learning. Both findings have found the acceptance of the university students in abroad to use m-Learning technology was at a higher level.

Studies by Richard et al. (2009) and Mtebe and Raisamo (2014) described about the positive acceptance and effectiveness of mobile technology in education system in the west. The findings by Mtebe and Raisamo (2014) discovered that students in the North African universities could accept the implementation of m-Learning. However, a study by Richard et al. (2009) found that the students had difficulties in dealing with wireless networks. This indicates that although the findings showed that there were difficulties in facing wireless networks (wireless) but they received the usage of m-Learning positively on the year.

Based on the researches of previous studies, there is not a single study that can be seen at the usage of m-Learning in learning the *al-Quran* willingly. However, studies by Mohd Nawi et al. (2011) stated about the existence of teaching and learning m-learning in religious field and received positive responses from the respondents. Furthermore, the findings of previous studies also showed about the problems in reading the *al-Quran* among religion field

students was still weak. Therefore, initiatives must be taken to overcome these problems. Therefore, it is a void to be filled by a systematic review particularly to determine students' willingness especially the religion field in utilising m-Learning as a medium of learning the *al-Quran* effectively.

### **Research Methodology**

Data collection methods are very important in constructing a study. The research methodology is in the form of qualitative results from multiple methods of data such as interviews, observations and library methods (Patton, 1990). However, this paper work is using the library as the methodology of this study. This paper work uses the method of collecting data using document analysis. Data collection through analysis of selected documents in order to obtain the necessary information to study the issues and problems (Jasmi, 2012). This study analyses documents to get a clear picture of the themes of each division related to learning the *al-Quran*; learning beyond the rules of modern technologies. In addition, a study of documents in the form of books and previous studies conducted to get an idea of learning the *al-Quran*. Therefore, this study focuses on the collection of data from the source of books, journals, and previous studies on the method of learning the *al-Quran*.

Next, the method of data analysis for this paper is using the content analysis method. According to Neundorf (2002:1) and Schreier (2012:1), the content analysis is a form of analysis of the research conducted in the form of qualitative research. Earnings data in this paper are based on information obtained from books, journals, articles, previous studies and so forth. Diversification of sources of data collection is used to obtain more information precisely regarding the method of learning today's modern *al-Quran*.

### **Discussion**

Based on the preceding discussion, indicating that there are still weaknesses in reading the *al-Quran* among the students either primary, secondary or tertiary. Although there are various methods of teaching and learning the *al-Quran*, but the problem is remaining unresolved. In addition, there are many studies on learning the *al-Quran*. Those studies discussed about the weakness in the aspect of reading, the level of mastery the *al-Quran*, the practice and awareness of reading the *al-Quran* and the capability of reading the *al-Quran* among the students. Besides that, there are also studies that discussed about the usage of technology in learning the *al-Quran*. Those studies were by Bahari (2008), Razali (2003) and A. Aziz and Umar (2014). This shows that the usage of the technology can be used as an alternative for problems in learning the *al-Quran*.

Moreover, this study also discusses about the utilisation of electronic technology to expand the usage of mobile technology which is m-Learning. There are many studies regarding the usage of e-Learning in learning either local or abroad. Most of the studies showed that the students and teachers have the knowledge on the usage of e-Learning and they are on high acceptance of the use of these technologies (Hasan & Rashida, 2011; Mohd Balwi et al., 2004a; Japuni & Yusof, 2012 & Ab Rahman et al., 2015).

Moving forward, the development of electronic technology has developed to the usage of m-Learning. There are many studies about m-Learning either in local or abroad. Learning m-Learning is very effective in teaching and learning process (Ahmad Sobri, 2010)

and has begun to expand in overseas. However, in Malaysia, a study related to m-Learning is also frequented by researchers. Among the earliest studies on the usage of m-Learning in Malaysia was the study by Ahmad Sobri (2010). After that, there number of studies on the usage of m-Learning and getting positive acceptance among the students. Among these studies were the study by Norazah and Norbayah (2011).

Beside that, there are also studies on the usage of m-Learning were done to learning religion as an Islamic education. The study showed that teachers and students have received positively and ready to use mobile devices in their teaching and learning system (Mohd Nawi and Hamzah, 2013; Mohd Nawi et al., 2015). This study is parallel with the studies that shows that the majority of overseas students accept and the usage of m-Learning has a positive impact in increasing their learning performance.

### **Conclusion**

Based on the previous discussion of this literature review, it shows that the usage of m-Learning technology in teaching and learning can help students to follow current developments (Alzaza, 2012 & Siraj, 2005). Furthermore, m-Learning can be used as a medium of learning the *al-Quran* as an alternative and feasible in accordance with current technological developments. This can be observed that the implementation of m-Learning technology in learning the *al-Quran* is able to attract general public and in particular to students in mastering the reading of the *al-Quran* in addition to the latest learning concept. Hence, public authorities should play a role and cooperate in the mobilization of *al-Quran* reading problems among our community.

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