

Activity-Based Teaching of Quran for Deaf Students in the Special Education Integration Program

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ABSTRACT

The formal teaching and learning of the Quran for the hearing-impaired students in Malaysia is carried out at Special Education Schools offering Special Education Integration Program, locally known as '*Program Pendidikan Khas Integrasi*' (PPKI). The teaching and learning of the Quran for hearing-impaired students are based on the Special Education Curriculum of the Islamic Education subject. In order to enhance the achievement of deaf students in learning the Quran, teachers need to plan lessons relevant to the content of the learning of the Quran and students' abilities. The objective of this study was to explore the activity-based teaching, such as reading and memorizing, employed by teachers who were teaching the Quran to deaf students in eight primary schools offering PPKI. This study utilized the qualitative approach in the form of case studies, using the interview technique and document analysis to obtain data. The findings showed the main activities inculcated in the learning of the Quran were reading and writing skills. These activities were carried out individually and in groups based on the different characteristics of the deaf students. Therefore, teachers should be aware of students' ability levels and the different characteristics of the students'

hearing impairments such as mild, severe, and profoundly deaf so that the planned learning activities could be conducted smoothly during the teaching and learning sessions.

Keywords: Activity-based, deaf students, integration program, special education, teaching Quran

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INTRODUCTION

Effective teaching is essential to ensure students are able to achieve the learning objectives of a lesson. Teachers also need to diversify their teaching strategies to engage students' interest in learning a particular subject (Noreen & Rana, 2019). Teaching strategies are skills in designing and managing teaching methods and techniques to achieve learning outcomes (Lom, 2012). Among the teaching strategies that can be used are; teacher-centered, student-centered, material-centered, and activity-based or assignments. Activity-based strategies mean teachers engage students in activities or assignments that provide opportunities for students to practice or apply learning content issues that are already learned (Anwar, 2019). During the teaching and learning activities, there are a few things that teachers need to pay attention to. These include choosing and organizing learning activities for students to actively participate. Teachers need to provide opportunities for each student appropriate to his/her ability in the classroom. The learning activities should attract the interest of the students and accordingly develop their specific skills (Patil et al., 2016).

In this regard, teachers need to be creative in using a variety of teaching and learning strategies, especially activity-based. Activities in given learning can be conducted in groups or individually in the classroom by the teachers (Yassin et al., 2019). To ensure that student learning outcomes are achieved, teachers can gather students with the same skills in one group.

An important point for teachers is to take into account the low-performance students, where the individual approach can be utilized, so more attention can be paid to these students in order to overcome any learning problems encountered (Gremmen et al., 2016). This is because each student has a different characteristic, ability, weakness, and capability including the deaf students. According to Ahmad (2012), there are different levels of hearing impairments such as mild, moderate, severe, and profoundly deaf. Sometimes there are also a number of these students experiencing a variety of other disabilities other than hearing impairments such as learning disability (Ntinda et al., 2019). The combination of the various disabilities that a student may have requires the teacher to plan the lessons wisely and effectively.

LITERATURE REVIEW

In 2011, the Ministry of Education of Malaysia established the Islamic Education Primary School Special Education Standard Curriculum Hearing Problems known as *Kurikulum Standard Sekolah Rendah Pendidikan Khas Pendidikan Islam Masalah Pendengaran* based on the Malaysian Education Development Plan 2013-2025 (Ministry of Education Malaysia, 2012). Based on the development of this curriculum, it provides an area and opportunity for deaf students to learn Islamic knowledge in depth especially the Quran. The objectives and aims of the Quran education are to produce students who can read, recite and understand the Quran well

and fluent, students who will constantly read and recite the Quran both at home and schools, and to produce well-educated and knowledgeable students who will always apply the teachings of the Quran in their lives (Ministry of Education Malaysia, 2005). Thus, the Quran is not only viewed from the point of correcting the reading alone, but the aim of learning the Quran also includes the *tilawah* (reciting), *tajwid* (proficiency), memorizing, appreciation and application.

The teaching of the Quran to deaf students also focuses on the teaching of Arabic letters known as '*hijaiyyah*'. The Quran teaching normally starts with learning the basic Arabic letters or consonants used in the Quran. The basic sounds in the Quran or the phonemes consist of several Arabic consonants with different tones, manner, and place of articulation and cues. These are difficulties faced by non-native Arabic speakers in producing these Arabic sounds (Saari et al., 2012). For the hearing-impaired students who can speak, they can use the *Iqra' Module* as one of the Quran learning methods (Ishak et al., 2012). In fact, there are still some special education teachers who are not proficient in teaching the Quran lessons specifically to deaf students because of lack of training (Ghadim et al., 2013). This will slightly interfere with the smooth implementation of the student activities in the learning of the Quran in the classroom.

As discussed earlier, the Quran is taught to students in the mainstream and special education in the Islamic Education subject. The teaching and learning objectives of the

Quran in the schools emphasize *tilawah* (reciting), understanding, memorizing the Quran, issuing the rules of the *tajwid* (proficiency), elaborating the meanings of the verses, appreciating and taking lessons from any single verse (Ministry of Education, 2005). According to Ishak (2011), the field of *tilawah* (reciting) Quran learning is one of the most difficult areas for students with hearing impairments. In the field of the *tilawah* (reciting) Quran, the students need to recite it fluently and proficiently and this is their main problem. Without hearing aids, they cannot hear the sound of Quran recitation. But some say imitate the sound by looking at the movement of the teacher's lips while the teacher teaches the Quran (Dzulkiffi et al., 2020).

To understand the Quran is to understand the language, which is the Arabic language. The Arabic language in the context of the education system in Malaysia is considered a foreign or second language (Abdullah et al., 2017). Therefore, the discussion related to the learning of the Quran has its own perspective based on the second language learning theory (Yah@Alias et al., 2019). Jum'ah (1990) had discussed three dominant theories related to second language learning which were; behavioral theory, the natural language theory, and cognitive theory. These three theories are essentially the same as those related to first and second language acquisitions. Therefore, every student learning the Quran must be taught to recognize the *hijaiyyah*, the Arabic letters. These letters should be pronounced accurately in accordance with

the Arabic *lahjah* (accent) and according to the pronunciation, characteristics, and the *tajwid* (proficiency) rules (Nahi, 2018). Teachers should then plan and use appropriate methods to teach the Quran based on the different listening and speaking ability levels of these students with hearing impairments. As the teaching of the Quran involves various skills such as reciting, memorizing, and writing, teachers need to emphasize the instruction, demonstration, and error correction aspects (Yaakub et al., 2005).

The effectiveness in delivering a course content is not only dependent on Pedagogical Content Knowledge that teachers have (Tickle, 2000) but on the effort to create effective teaching. Teachers need to master the content of the subject and be aware of student learning styles as well as the teaching and learning strategies (Kim, 2017). Therefore, this study aims to explore the activity-based teaching of the Quran for deaf students in schools.

METHODS

This study utilized the qualitative approach in the form of a case study by using semi-structured interviews and document analysis to obtain data. Eight (8) teacher participants were selected based on purposive sampling who had at least three years of experience in teaching Islamic Education and Quran to deaf students in primary schools in Selangor. The choice of the study area in Selangor was based on the most prevalent number of deaf students studying in the said state in Malaysia as shown in Table 1 below.

Table 1
Number of deaf students in PPKI primary schools by state

| No | State | Category of Disability | |
|-------|-----------------|------------------------|-----------|
| | | DE | |
| | | M | F |
| i | Johor | 49 | 36 |
| ii | Kedah | 11 | 20 |
| iii | Kelantan | 28 | 23 |
| iv | Melaka | 20 | 8 |
| v | Negeri Sembilan | 11 | 4 |
| vi | Pahang | 19 | 23 |
| vii | Perak | 43 | 47 |
| viii | Perlis | - | - |
| ix | Pulau Pinang | 13 | 14 |
| x | Sabah | 29 | 16 |
| xi | Sarawak | 18 | 11 |
| xii | Selangor | 86 | 76 |
| xiii | Terengganu | 15 | 11 |
| xiv | WP Kuala Lumpur | 14 | 2 |
| xv | WP Labuan | 3 | 3 |
| xvi | WP Putrajaya | 11 | 11 |
| Total | | 370 | 305 |
| | | 675 | |

Note. DE-Deaf, M-Male, F-Female

Source: Special Education Data Year 2019 (Ministry of Education Malaysia, 2019)

The above data shows the state with the highest number of students with hearing impairments in the Integrated Special Education Program (*PPKI*) in Selangor with 162 students. The selection of teachers as study participants was also based on the specific criteria of experience in teaching Islamic Education and the Quran for deaf students for at least three (3) years as shown in Table 2.

The data in Table 2 shows a total of eight teachers who met the criteria were selected after receiving information through the

Table 2
Participant's demographic information

| Teacher | Sex | Age | Experience in Teaching Islamic Education/Quran for Deaf Students |
|---------|--------|-----|------------------------------------------------------------------|
| T1 | Female | 40 | 19 Years |
| T2 | Female | 43 | 10 Years |
| T3 | Female | 36 | 10 Years |
| T4 | Female | 48 | 5 Years |
| T5 | Female | 45 | 3 Years |
| T6 | Female | 33 | 3 Years |
| T7 | Male | 34 | 7 Years |
| T8 | Male | 32 | 6 Years |

Selangor State Education Department and the headmasters. The actual names of the teachers participating in the study were kept confidential and replaced by codes, such as for example, the first participant teacher for the study was coded as T1. The document analysis was based on documents related to the teaching and learning for the deaf students such as circulars from the Ministry of Education Malaysia, syllabus, and teaching record books obtained from several of the participants to further strengthened the interview data.

FINDINGS

The findings of the study on the utilization of teaching aids were based on the following partially structured interview questions, and the data has been analyzed using a thematic approach.

1. How do you plan the teaching of the Quran to deaf students?
2. What are the activities commonly implemented in the teaching and learning of the al-Quran for deaf students?
3. How do you implement activity-

based teaching in the learning of the Quran for deaf students?

4. What are some of the challenges you face in implementing the activities during the teaching of the Quran to deaf students?

The findings showed some of the participants implemented a number of activities in their teaching and learning of the Quran for deaf students based on several aspects such as; skills in learning the Quran, the category of students, and activities by groups or individuals.

Skill Activities on the Learning of the Quran

The reading and writing skills are very synonymous in the learning of the Quran because they help students to memorize the verses of the Quran. However, before the reading and writing skill activities, the deaf students must be introduced to the letters and words of the Quran. Recognizing letters and word signs is the main fundamental principle the students who want to study the Quran have to learn. However, in this study, there were some deaf students who used

hearing aids and cochlear implant devices. These devices helped them to hear and enabled them to recite the Quran. So, some teachers used the strategy of introducing single letters through gestures or hand codes such as in the interview data with Teachers No.2, No.7, and No. 8.

“I started by introducing the letters and then connecting them. Then the next level is entering the word signs. But for a student to achieve this is a little slower than the mainstream students”. (Interview: T2)

“We have the activity of recognizing letters, then to the continuous letters, and then to letters with word signs. Just like the mainstream, except the additional gestures”. (Interview: T7)

“Our strategy is, for the lower-level students who are more towards recognizing letters and with word signs”. (Interview: T8)

According to T2 most of his students were of low performance in recognizing Arabic letters and word signs in the Quran. Thus, he focused more on the planning of Arabic letters and word sign activities for his students.

“For the Tilawah al-Quran the recognition of letters and the word signs, the students made many mistakes. So, I did more on the letters and word recognition activity”. (Interview: T2)

The implementation of activities in the learning of the Quran was supported by the analysis of the Daily Teaching Plan documents from some of the study participants as follows.

RECOMMENDATIONS FOR STUDENT ACTIVITIES:

1. Teacher introduced single word sign above and single word sign below.

Example: ز ر ذ

2. The teacher read using the *hijaiyyah* hand code with single word sign above.

3. The teacher introduced the *hijaiyyah* word codes to the students with single word sign below. (Document Analysis: T7)

Standard Learning of the Quran Hijaiyyah letters

1. Recognizing the Single Hijaiyyah Letter

2. Reading (gestures / Code) Single Hijaiyyah Letter. (Document Analysis: T8)

One of the main things that needed to be emphasized in the learning of the Quran after recognizing the *hijaiyyah* (Arabic letters) was recognizing the words. The planning of word-recognition activities was usually implemented for level 1 students as included in the Special Education Standard Curriculum. For students who could voice out, they would be trained to read or pronounce words. One of the ways students used to recognize words was to arrange the

words in a specific *surah*. Examples were from the interview data with Teachers No.1 and No.2.

“But I’m more focused on these students who recognize the words. If the student already recognizes the words, he/she can already arrange the words to form the sentence in the surah”. (Interview: T2)

“The student who recognizes the letters well, we will then teach him to recognize the sentence”. (Interview: T8)

Generally, the reading skills activity planned by the teachers was for the deaf students to speak and voice out. Whereas, the use of hand codes or hand gestures was for students who could not voice out. These were obtained through the interview data with Teachers No.1, No.2, and No.3.

“If a student who is able to voice out, he/she will read with his/her voice. Those who cannot voice out they will read using hand codes or hand gestures”. (Interview: T1)

“Reading activities should depend on the students. If that student definitely cannot voice out, he/she definitely cannot read. If the student can voice out a little, he/she then can read”. (Interview: T2)

“Students who can read we will teach them to read. If he/she cannot read, we teach him/her to read using gestures”. (Interview: T3)

The Quran reading activities were also supported based on the analysis of the Islamic Education Curriculum Standard Document for Hearing Problems as follows:

Content Organization of the Quran:

1. Recognizing and reading the Quran using gestures/codes if necessary.
2. Understanding the meanings of *surah al-Fatihah* and *Surah Lazim (al-Dhuha till al-Nas)* and internalizing the teaching.

Meanwhile, the planning of the writing skill activities was carried out to train the deaf students to sketch and form the *hijaiyyah* letters or words from the Quran verses. Examples were from data interviews with Teachers No.1 and No.3.

“After the reading activity, we start the exercises or writing activities.” (Interview: T1)

“Usually, these students can write. For those who are proficient in writing, I also provide copywriting letters and verses of the Quran”. (Interview: T3)

The lesson planning based on the skill activities acquired from the interview data and the document analysis above was suitable for deaf students in learning the Quran. Although some students were unable to voice out or read the words from the verses of the Quran, they could still learn the Quran by writing and using hand codes or hand gestures. These were also supported by the document analysis from the Director-

General of Education Malaysia (2011) circular, Ministry of Education Malaysia as follows:

In implementing a special education curriculum, teachers can modify the teaching and learning methods or techniques, when giving and arranging activities, subjects, and teaching aids to achieve the purpose and aims of the special education.

Activity-Based Student Criteria

The deaf students had different levels of hearing impairment. Some students were in the mild level, some in the severe level and some were profoundly deaf. And there were some of these students who could speak by using a hearing aid and cochlear implant devices and others could not because there were profoundly deaf. There were some participants who planned skill activities based on students' hearing and speaking levels. These were obtained from interview data with Teachers No.5 and No.6.

"Some of my students can hear very little and cannot voice out."
(Interview: T5)

"Some of my students even say they cannot." (Interview: T6)

There were also study participants who stated some of their students could not hear at all and could not follow the learning process.

"These students are not the same. Some can hear; others can follow when we say Aa Ba. There are some

who cannot hear at all and cannot follow the learning". (Interview: T1)

"He can hear and he can speak but he has a little speech impediment". (Interview: G4)

"The students' deafness level is different. There is a moderate level, a severe level and a very severe level". (Interview: T6)

"Some of them can hear a little, some can speak a little, and some have a short tongue, they can speak but not clearly". (Interview: T7)

Some of the deaf students also had multiple disabilities such as learning disabilities. Generally, deaf students with learning disabilities focused less on learning in the classroom and needed more guidance than other students in the learning of the Quran. These were obtained from the interview data with Teachers No.1 and No.7.

"There are also students who have other combination of problems. These type when we teach, they cannot follow the learning. And we guide the students as part of teaching activity". (Interview: T1)

"If a student also has a learning disability, we need to give him/her a little more guidance than the other students". (Interview: T7)

Among other characteristics or problems with deaf students were learning disabilities such as autism. Usually, students with

autism found it difficult to focus on learning. These were obtained from the interview data with Teachers No.2, No.3, and No.6.

“There are students who cannot hear at all and they have slight autism, they have trouble focusing attention in class”. (Interview: T2)

“One of the students also has learning problems. That is why he cannot memorize the sign language. He even cannot voice out”. (Interview: T6)

Group Learning Activities

For some of the study participants, the activities were planned by dividing the students into groups. This was because some students learned well and some students were a bit slow to receive the learning content. Thus, some of the study participants planned the al-Quran teaching by dividing the students into groups, so that learning could be conducted smoothly. These were obtained from interviews with Teachers No.2 and No.8.

“Usually, I plan activities by dividing them into groups. Where the students can receive learning quickly, they will be in Group A and those who are slow in receiving or are still blurred will be in Group B”. (Interview: T2)

“I divide the students according to their ability levels. For the good ones, we have reading activities. For those who cannot read we put

them in another group”. (Interview: T8)

The findings from the interviews were supported by findings from the analysis of the Curriculum Standard and Assessment Document of the Curriculum for Primary Special Education Hearing Impairment which stated teachers could divide students into groups in order to recognize the hijaiyyah letters with the word signs.

Teachers held Quiz activities:
Recognizing letters according to groups.
i) The letters with word signs above
ii) The letters with word signs below

However, some of the study participants planned individual Quran teaching activities such as, for example, from the interview data with Teachers No.4, No.5, and No.7.

“But with these hearing-impaired students, we must focus one by one. Even if it is a class of four, it’s like 40. Because they are different in terms of IQ. Their ability level is different. So, actually, they should be given one-to-one attention”. (Interview: T4)

“I plan to teach individually. Those who can hear I teach them to read at the same time. If they cannot hear, I use gestures according to the textbook”. (Interview: T5)

“If a student has learning problems, we need to guide him/her individually”. (Interview: T7)

Briefly, some of the study participants had planned the activity-based teaching and learning of the Quran. Findings from the interviews on the planning of the student-centered teaching were supported through the Curriculum Standard and Assessment Document analysis. Among the teaching and learning strategies as stated from the Curriculum Standard and Assessment Document Curriculum for the Islamic Education Primary Education Special Education for Hearing Disabilities, the emphasis was on activity-based learning.

The Assignment Analysis Approach involved the process of dividing skills into several simple components or steps so that a student can master and learn. The Assignment Analysis Approach helped teachers to arrange the skills they wanted to teach, providing consistent training and assessing the students' achievement levels. The Assignment Analysis Approach could be implemented as follows:

- Ensuring the appropriate skills were taught to students according to their ability level.
- Briefly elaborating on the selected skills.
- Breaking the selected skills into small steps.
- Adapting the learning steps according to the capability and ability of the students.

DISCUSSION

The objective of this study was to explore the activity-based teaching used by teachers who were teaching the Quran to deaf

students in primary schools. The teachers implemented a number of activities in their teaching and learning of the Quran for the deaf students based on several aspects such as skills in learning the Quran, the category of students, and activities by groups or individuals. Deaf students had problems with the spelling of the Arabic letters and words from the Quran verses. There were students who could pronounce well but still had problems in spelling. The main difficulty faced by deaf students was the disability to detect and receive sound. Therefore, the use of sign language was their main medium of communication in learning (Loughran, 2013). From this study, some deaf students also had difficulty remembering the sounds of the Arabic letters and words. The cause was their hearing senses which made them unable to capture the pronunciation of the letters properly.

This study shows that teachers started the teaching activities by introducing and spelling the single letters of the Quran with signs to students. After mastering the single letters, the teachers continued introducing letters and words from the Quran verses to the students. For students who could voice out, they would be trained to read or pronounce words by using their voice. Although some students were unable to voice out or read the words from the verses of the Quran, they could still learn the Quran by writing activities. Teachers also carried out writing the verses of the Quran activity as one way to help the students memorize the Quran. Teachers asked the students to arrange the words in a specific *surah*

to assess the Quran memorization among the students. Some teachers carried out the learning activities among the students in groups. But there were some of these students with learning disabilities and they needed more guidance than others. So, some of the teachers taught these students individually to improve their achievement in learning the Quran. In addition, there were students who also had trouble spelling and reading the Quran because the language of the Quran is Arabic. This was something new to the deaf students for they were communicating with Sign Language which was their first language.

Arabic language in the context of education in Malaysia is considered a foreign or second language like English (Yah@Alias et al., 2019). Among the skills that are found in language learning from a second language, perspective is the ability to recognize, observe, and utter (pronounce) symbols or reading symbols (letters) that are found in the text and to be able to relate them to meanings. At this stage, some of the objectives of the reading skills will be achieved when students are able to read reading materials fluently as well as able to recognize in general on ideas, information and important content the author or text is trying to convey.

The aim of learning the Quran for deaf students in schools is not to finish reading the Quran as in the learning of the Quran among students in the mainstream. In fact, the aim of the said learning is to introduce a number of specific *surahs* based on the ability of the hearing-impaired students.

The teaching of the Quran for deaf students is through two main methods, speaking or voicing out as well as the use of hand codes and sign language. In addition, teachers who teach deaf students can also use finger-spelling and writing methods to aid comprehension and to enhance student achievement. However, the use of Total Communication, which combines speech, hand gestures, facial mimics, and body movements, is the best way of communicating teachings to the hearing-impaired students (Lederberg et al., 2014).

Like another second language, deaf students must adapt to a different way of processing language when learning the Quran both reciting and writing. For purposes of teaching the Quran, however, much of the second language pedagogy has been helpful in teaching deaf students. As discussed earlier, the learning of the Quran emphasizes more on the aspects of reciting, memorizing, and comprehension the verses (Nahi, 2018). From the reciting aspect, deaf students who could voice out would be taught to read using the voice. While deaf students who could not speak were taught to read using hand codes and sign language. Briefly, the learning of the Quran for the deaf students was intended to enable the students to recognize the Arabic letters and recite through gestures the *surah lazim* or choices and to cultivate interests in reciting the Quran and practicing its reading in everyday life.

So, the main thing to give attention to in the learning activities of the Quran for the deaf students were the reciting and writing

skills. For students who were first taught to recognize single and continuous letters after learning the recognition of letters and words, teachers then could plan the reciting and writing skills (Othman & Kassim, 2017). The Quran reading skills activities were very important for hearing-impaired students, especially those who could speak. Besides, teachers could also plan the teaching and learning activities of the al-Quran with writing activities. With writing activities, the hearing-impaired students were able to recognize and identify the Arabic letters which could help them to recite and memorize the words or verses of the Quran. The activity of arranging letters and words through card pieces or papers could also help the hearing-impaired students to recite Quranic verses. To increase the Quran recitation and writing skills among deaf students, teachers are proposed to give assignments such as handouts, overhead projector, on the board, or web page and be flexible with assignment deadlines. They can provide copies of their notes to the students and allow the students to meet them before a reciting and writing assignment is due to clarify what is expected. Therefore, the students have an opportunity to recite with voice if they can speak and rewrite before the due date and deadlines.

Because most deaf students have speech problems, the Quran reading and reciting skills are not fully taught. In this case, students must first be given speech therapy to enable them to be taught to recite the al-Quran. Students with mild, moderate, and severe hearing impairment could be taught

to speak using amplifying tools through the components of speech training, articulation, lip-reading, and auditory training (Wilson, 2013), so they could be exposed to the reading and reciting of the al-Quran. When using notes, slides, or boards in teaching the Quran, teachers should allow students time to read what is written before starting to speak again. It is not possible to read and lip-read at the same time. In fact, it is not possible for any student to read and listen at the same time. If the teachers are using videos in teaching, make sure the subtitle or transcript of the videos are provided as commentary. Teachers can also conduct teaching activities by dividing students into groups other than individually so students can focus and understand the lessons being taught. This is because, between them, there are many different characteristics of hearing-impaired students. In this regard, teaching and conducting activities individually can help students achieve the learning objectives of the learning of the Quran faster.

This study also found some study participants made teaching plans individually or in groups. This was because there were many different characteristics of the deaf students between one and another. One of the most effective ways of teaching and learning was through cooperative learning (Yassin et al., 2019). That is, grouping the weak students with the better students where the latter would guide the weak ones in the group (Alrayah, 2018). By dividing the students into groups based on the mastery levels of the content, learning then could run smoothly. For some study participants,

the idea of teaching individually could help students to achieve the learning objectives of the Quran more effectively (Slavin, 1987). Individualized teaching is particularly important for deaf students who also had learning disabilities. They need to be guided individually by teachers because they have multiple disabilities. So, some of the study participants stated teaching deaf students could not just be student-centered only, but also teacher-centered.

It was clear among the deaf students, there were various levels of hearing and speech disabilities as well as other characteristics of impairments. However, not all Islamic Education teachers are qualified to teach the Quran to deaf students. Despite mastering the Quran, they have to know and master the teaching method of sign language in teaching and learning deaf students. Teachers should be aware of the various ability levels and characteristics of the students so that the teaching and learning activities could run smoothly during the teaching and learning sessions. In order to implement the Quran teaching and learning activities as planned and orderly, the emphasis would be on drilling, repetition, and continuous reading exercises. In addition, the preparation of reading materials suitable to the levels of the deaf students as well as the use of various teaching aids in teaching like; printed materials such as textbooks, card, worksheet and the use of Information and Communication Technology (ICT) such as a computer, website and liquid crystal display (LCD) could assist the students to master the

learning of the Quran. Future research needs to analyze the teaching instruction especially for deaf students with multiple disabilities and find the best practices for these students and what practices can be carried over into the field of Quran education.

CONCLUSION

Activity-based teaching is one of the forms of learning the Quran for deaf students in schools. In order to implement the learning activities, teachers should know the different background characteristics of the hearing-impaired students. Reading and writing activities are among the learning activities of the Quran for students in schools. In this case, the hearing-impaired students should be taught to recognize and pronounce the Arabic letters first. For those who could not speak, they are taught to read the letters with hand codes or sign language. In addition, writing activities could also help deaf students to achieve the objectives and learning outcomes of the Quran. Through writing activities, students are able to recognize the single and continuous Arabic letters as well as recognizing the words with signs. In this case, are large. And if there are few students, such activities could be conducted individually, especially when the deaf students also have learning disabilities. All of these activities should be conducted in stages either from easy to the more difficult or from the lower to the higher levels that had been set in the national or mainstream curriculum. Whatever teaching or learning activities of the Quran planned by the teachers for the

deaf students, they should be in accordance with the special education curriculum as stated in the national curriculum. Attending courses and training related to teaching deaf students will increase the competency of the teachers who teach deaf students the Quran in schools.

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