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Original Article

Learning Management of Al-Quran and Memorisation through Virtual Learning Environment (VLE) During COVID-19 Pandemic Situation in Malaysia

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ABSTRACT

On average, it's not rare for public and private higher institutions to conduct Quranic studies and memorisation during study sessions. The concept of studying Quran and memorisation has been changed according to virtual learning. This happened when movement control order is charged to Malaysian due to Covid-19 pandemic. Hence, the focus of this research is to evaluate implementation and student and teacher's willingness level in using e-learning during Covid-19. Other than that, this research is also to assess student observations after using e-learning during Covid-19. Thus, these investigations are held by distributing Google form to research sample of 60 people. The sample selection is using the method of simple random sampling. This sample is consisting of Management and Sciences University (MSU), Shah Alam students that involve in the study of Quran and memorisation through online (e-learning). Descriptive statistics using SSPS software used in this study to see the frequency distribution. Result shows that majority of respondents has medium level of knowledge and use of e-learning. The amount of readiness and observation is also at the medium level.

Keyword: *Virtual Learning Environment, Quran studies, Memorisation, Covid-19 pandemic situation*

Introduction

Recently, Malaysia was shocked with the Coronavirus 2019 disease pandemic outbreak which also known as Covid-19. Covid-19 is a new strain that has never been recognized. Based on the study by Ministry of Health, Covid-19 are infected from a person to another person through air droplets or touch (KKM, 2020)[1]. With that, Malaysian are required to do home quarantine for 28 days from 18ᵗʰ March 2019 until 31ˢᵗ August 2019. All the operations and institutions are demobilized including education institutions (Muhyiddin Y., 2020)[2]. However, movement control

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[1] Kementerian Kesihatan Malaysia, "Penyakit Coronavirus (COVID 19)", 1-2, 2020, available at https://cutt.ly/LkTejV7 (Last accessed on 07/08/2020).

[2] Muhyiddin Y., "Teks Perutusan Perdana Menteri Malaysia Pelaksanaan Perintah Kawalan Pergerakan (PKP)", 2020, available at shorturl.at/oH678 (Last accessed at 07/08/2020)

order is continued due to the increasing of cases. Nonetheless, there is a few higher institutions still operated as usual during MCO. Learning session are conducted virtually with the usage of variety of devices. This makes the educator works on various alternatives to implement amusing teaching and learning.

Online teaching and learning are a new method in Malaysia especially in Quran recitation and memorisation subjects. In developed countries, e-learning has already replaced traditional learning process into learning and teaching method that are more effective and efficient. (Ahmad J. S. & Norbaizura S., 2009)[3]. Therefore, student willingness towards the implementation of e-learning in Malaysia should be studied and observed in terms of impact in understanding and ability of students with regard to the subjects. Student's attitude, interest and problem while facing the e-learning method also need to be measured.

Objective of the research is to recognize the concept and how to control virtual learning environment towards teaching and learning of Quran and memorisation. With that, this research can measure the level of student's knowledge regarding the use of e-learning. Besides that, it also can estimate the willingness of students and teachers in using e-learning during Covid-19 pandemic. Furthermore, this research also to evaluate teacher and student after using e-learning. Hence, questionnaire forms are distributed to the students in higher educational institutions that are taking Quran recitation and memorisation subject for analysis. This is to set few data collecting and analyzation procedures. Procedure of data collecting, and analysation can be refer based on flowchart below:

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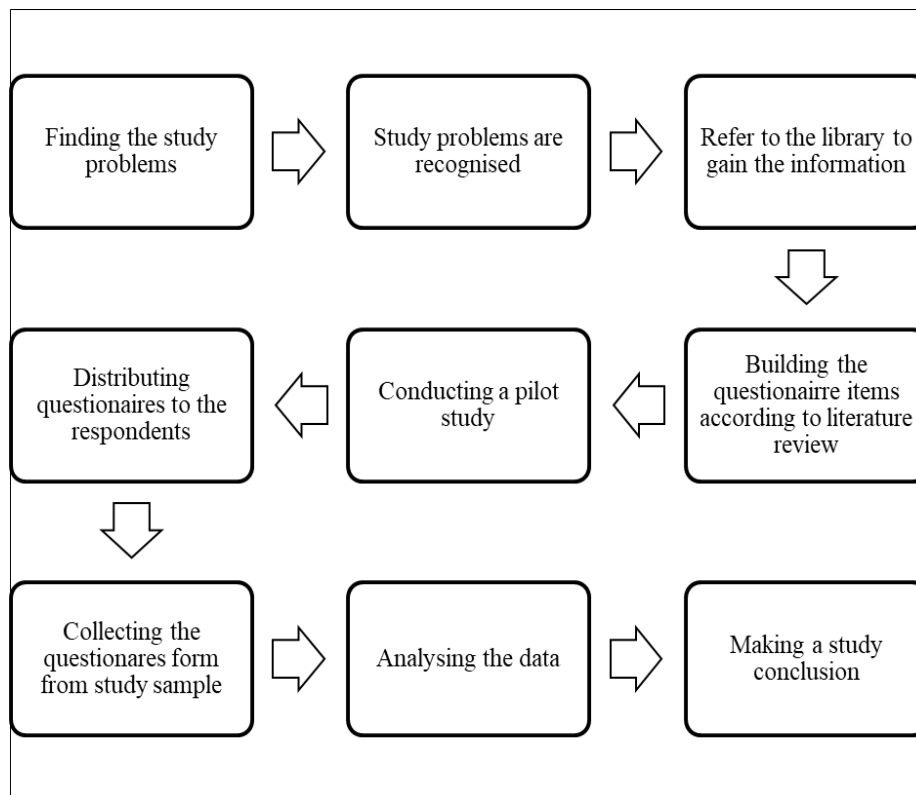
[3] Ahmad J. S., Norbaizura S., "Perlaksanaan E-Pembelajaran Dalam Kalangan Pelajar Universiti Teknologi Malaysia", *Skudai dalam Seminar Kebangsaan Teknologi dan Inovasi Pengajaran-Pembelajaran: Teknologi dan Inovasi Berkualiti Asas Kecermelangan Pengajaran-Pembelajaran*, (Serdang: Universiti Putra Malaysia, 2009), 19.

Figure 1: Flowchart of study procedure

Figure 1 shows the flowchart of research procedure is begin with searching for the problems. After problems are recognized, data are collected from library as a paperwork preparation. After that, items for questionnaire forms are built based on the literature review. The pilot research is conducted before distributing to the real research sample. Following the pilot research, data is collected for analysing and conclude the research. Simple random sample are used in this research towards sample selection. Other than that, frequency distribution is analysed using SSPS software.

THE IMPLEMENTATION CONCEPT OF VIRTUAL LEARNING ENVIRONMENT IN EDUCATION

Teaching and learning strategies which using virtual learning environment (VLE) is a new change in Malaysian's education nowadays. (Saedah S., 2008)[4]. Online learning is an alternative method in education. With that, teachers face a new impact in educational system in Malaysia. (Saedah S., 2008)[5]. The usage of virtual learning environment (VLE) being an application field for educational institution to connect in teaching and learning that able to manage and save the education material and student can access it whenever and wherever they are (KPM, 2019)[6]. Looking back at internet utilisation during 1990s, it results to the appearance of internet equipment which gives a quality benefit. With that, in mid 1990s, virtual learning environment are existed to support the system of teaching and learning through internet utilization (Posey G. et.al., 2010)[7]. Virtual learning environment also known as a computer software device facility that completed computer learning facilities. This computer software device also known as (Konlencher K., 2010)[8]:

- *Learning Management System* (LMS).

- *Course Management System* (CMS).

- *Learning Content Management System* (LCMS).

- *Managed Learning Environment* (MLE).

- *Learning Support System* (LSS).

- *Learning Platform* (LP).

Utilisation of virtual learning environment is a space that are given to the educators to seek for the teaching reference rapidly without needing higher technical skills. Face-to-face learning or known as traditional method contribute to teaching learning material such as quiz, discussion and team training. This concept needs to be changed into online concept which changing teaching physical learning material concept into virtual like online quiz, padlets, google

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[4] Saedah S., *Kurikulum Masa Depan*, (Kuala Lumpur: Penerbit Universiti Malaya, 2008), 108.

[5] *Ibid*.

[6] Kementerian Pengajian Malaysia (KPM), "Garis Panduan Norma Agihan Dan Tatacara Penggunaan Dongle Untuk Sekolah-Sekolah Di Seluruh Negara Di Bawah Kementerian Pelajaran Malaysia (KPM) Bagi Tujuan Akses Internet Dan Virtual Learning Environment (VLE) Dalam Projek Perkhidmatan 1BESTARINET", 2019, 1-5, available at http://www.moe.gov.my (Last accessed at 07/08/2020)

[7] Posey G., Burgess T., Eason M. & Jones Y., "The Advantages and Disadvantages of the Virtual Classroom and the Role of the Teacher", 2010, available at shorturl.at/drR03 (Last accessed at 20/08/2020)

[8] Konlenchner K., "Virtual Learning Environments' in IB Schools: Potential", *Possibilities and Pitfalls*, 2010, available at https://cutt.ly/6kR0Fjx (Last accessed at 20/08/2020)

classroom etc. Still, inventory and statistics for every implementation of virtual learning environment (VLE) or face-to-face need to be rightfully planned. Besides that, virtual learning environment (VLE) also serve the integrated internet demand to download and provide a pleasant experience and follow the user needs (Posey G. et.al., 2010)[9]. Moreover, with the latest technology utilization, educational process can overcome existing classroom limits and encouraging the students to reach the chances of possessing higher skills on internet utilisation. Robert B. Cummings stated that virtual learning environment (VLE) includes few principal (Posey G. et. Al., 2010)[10]:

1. 50% of educational process handled independently.

2. 50% of internet usage are used in the educational process where cognitive learning is far better with cheaper operational, wide knowledge and can be brought anywhere.

3. Numerous amounts of employment chances to the people that are having online learning.

4. Students easily adjusting to the environment of seeking the knowledge compared to adjusting in the faculty.

5. Teleconferencing as a main in internet utilisation because it is affordable compared to video codecs that require higher cost, visualisation, strong internet speed and solid equipment between two parties such as videocam, microphone and many more.

6. Personal computers are always on hand.

Among the largest contribution of internet application to the educators and students is to nurture the global teamwork in the teaching and learning system that has international nature. Through the available internet access, students from around the globe can share the ideas, study together, do the discussion and understand various characteristics in stating the opinion. Elements that are needed to operate the virtual learning environment (VLE) systems are:

1. Subject syllabus

2. Explanation from administration regarding the held courses: compulsory requirements, registration, fees, contact references dan amount of time allocated.

3. Announcement of related information with the held courses.

4. Basic filling regarding all the courses which is completed explanation for distance learning and conventional. Usually, it needs the printed material from the educators which is in text, audio or video presentation and visual presentation support.

5. Additional sources either available sources or the one that requires internet searching sources. This is the sources for reading material.

6. Self-assessment through quizzes or the same as are given ratings and marks automatically.

7. Formal assessment such as exam or writing submission or project presentations. This is held to encourage thorough assessment.

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[9] Posey G., Burgess T., Eason M. & Jones Y., "The Advantages and Disadvantages of the Virtual Classroom and the Role of the Teacher", 2010, available at shorturl.at/drR03 (Last accessed at 20/08/2020)
[10] *Ibid*.

8. Communication aid including email, chain discussion, forum spaces, twitter etc. Elements such as wiki, blog, RSS and 3D virtual learning spaces.

9. Statistics and documentation as an administrative savings.

Virtual learning environment (VLE) is not only created for a certain subject, but it also can accommodate many courses that are compact with academical programs. VLE, too are included in the learning process that are more dominant with the use of internet web. With that, VLE are used to build institutions with an internet based. E-learning with VLE is focused on teaching process, education, and study of internet. Generally, society understands that e-learning only limited to searching through the web browser only without needing the software devices or Horton educational resources, (William K., 2006)[11]. According to Wahyu and Yahya (2006), e-learning or electronic learning is a teaching and learning process that utilize the electronic network (WAN, LAN or internet) to deliver the information, for interaction or facilitator. Internet, intranet, satellite, audio-video tape, interactive TV, DVD, CD ROM, PDA and handphone are among the media electronic that are used for the e-learning (Rohana R., 2010)[12]. Higher institutions should initiate to hold a course, supply the equipment for e-pedagogy, arrange the teaching staff and build a good result for online classes.

Other than stabilise the learning equipment, the process of teaching and learning should have a model to refer to. The model that should be related with the utilisation of virtual learning environment (VLE) is ADDIE model. ADDIE model is a compilation process towards the teaching and learning materials. ADDIE model could be reusable in face-to-face or online distance learning. It is comprising of analysing, designing, and evaluating (Saltsman G. et.al, 2007)[13]. Drafting an ADDIE model phase require instruction to shape:

1. Learning topics

2. Continuous evaluation design (assessment)

3. Create teaching strategies.

In creating a good teaching and learning, the student motivation is also playing a role in the process. Students need to know what the objective for every topic is taught. Besides that, it would be better if few activities are added such as educational games. Every activity that are done must have a student's feedback, so the process reaches the objective (Aldoobie N., 2015)[14]

THE IMPLEMENTATION OF VIRTUAL LEARNING ENVIRONMENT IN AL-QURAN AND MEMORISATION LEARNING

Society and institution's resident can earn many benefits from the application of e-learning during Quran and memorization classes. It also can encourage continuous implementation of VLE during Covid-19 pandemic. Therefore, there are several literature reviews that supports

[11] Horton, William K., *Designing e-learning: Planning the Development of Online Learning*, (United State of America: Pfeiffer Publishing, 2006).

[12] Rohana R., E-learning di Malaysia, 2010, available at https://cutt.ly/YkR9eb9 (Last accessed at 21/08/2020)

[13] Saltsman G., Christian A. & Shelton K., *Using the ADDIE Model for Teaching Online*, International Journal of Information and Communication Technology Education, Vol. 2(3), 2007, 14-15.

[14] Aldoobie N., *ADDIE Model*, American International Journal of Contemporary Research Vol.5(6), 2015, 65-70.

these results. Administration of teaching and learning of Quran following the new norms are to be compulsory to the higher institution's students. Development of Quran's and Qiraat's necessities should be aligned with other subjects. For example, if Culture and Lifestyle in Malaysia subject are changed to online mode, so Quran and memorisation need to do the same. This is to maintain students' momentum in studying Quran and memorization. Elite higher educational institutions have their own differences and uniqueness. There should be a smaller number of students, long history and tradition, well known academics, an up-to-date educational system, partly textual, as well as substantial funding. Improvements of something should be in line with the planning and appropriate strategy (Ab. Aziz M., 2012)[15].

Higher educational institutions nowadays are more focused to liberal studies and building human beings with high vision, image and culture of knowledge. In terms of technical aspect and professional is not given priority, as in law and engineering major, those aspects are taught on theory only (Zaini U., 2009)[16]. Among the medium for the implementation of virtual learning environment for teaching and learning of Quran and memorization are the internet, extranet and other internet facilities. With that, student and educators should be expecting the electronic implementation (Khairol A., 2008)[17]. Therefore, every higher educational institution should emphasise the readiness questions of students and teachers in the e-learning implementation, the interests and attitude in using e-learning and the problems faced by students while using e-learning (Ahmad Johari S. & Norbaizurah S., 2009)[18]. The main process in designing and shaping a teaching and learning of Quran and memorization virtually is to perform some specific action, that is to study the debate from a scientific and psychological point of view (Hanna B., 2011)[19]. Thus, a conceptual framework for teaching and learning of Quran and memorization is formed effectively. Ahmad Mohd Salleh (2003) states that the concept of teaching and learning is formed through a conceptual framework that covers six main aspects, namely:

1. Beginning of teaching
2. Induction set
3. Method
4. Teaching aids and study aids
5. Evaluation and assessment
6. Closing

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[15] Ab. Aziz M., "Gerakan Dakwah Di Mekah" in *Strategi Dakwah Dalam Sirah Nabi S.A.W.*, (Kuala Lumpur: Jabatan Dakwah Dan Pembangunan Insan, Akademi Pengajian Islam, Universiti Malaya, 2012), 108-109.

[16] Zaini U., *Mengangkasa Pengajian Tinggi*, (Johor: Penerbit UTM, 2009), 74.

[17] Khairol Anuar, "Investigation of Factors Affecting E-Learning Acceptance Among Student In UUM: An Empirical Analysis" in *2nd International Malaysian Educational Technology Convention*, Anjuran Malaysian Educational Technology Association (META); 4 hingga 8 November 2008.

[18] Ahmad J. S., Norbaizura S., "Perlaksanaan E-Pembelajaran Dalam Kalangan Pelajar Universiti Teknologi Malaysia", Skudai dalam Seminar Kebangsaan Teknologi dan Inovasi Pengajaran-Pembelajaran: Teknologi dan Inovasi Berkualiti Asas Kecermelangan Pengajaran-Pembelajaran, (Serdang: Universiti Putra Malaysia, 2009), 19.

[19] Hanna B., *Integrasi Psikologi Dengan Islam Menuju Psikologi Islami*, (Yogyakarta: Pustaka Pelajar, 1, 2011), 29-30.

There are several steps to generate the implementation of virtual learning environment (VLE) namely, workshop to educators, streamlining teaching techniques and virtual learning environment (VLE)'s management (Aldoobie N., 2015)[20]. The implementation of virtual learning environment (VLE) in Quran and memorization studies can be designed based on Figure 2 below:
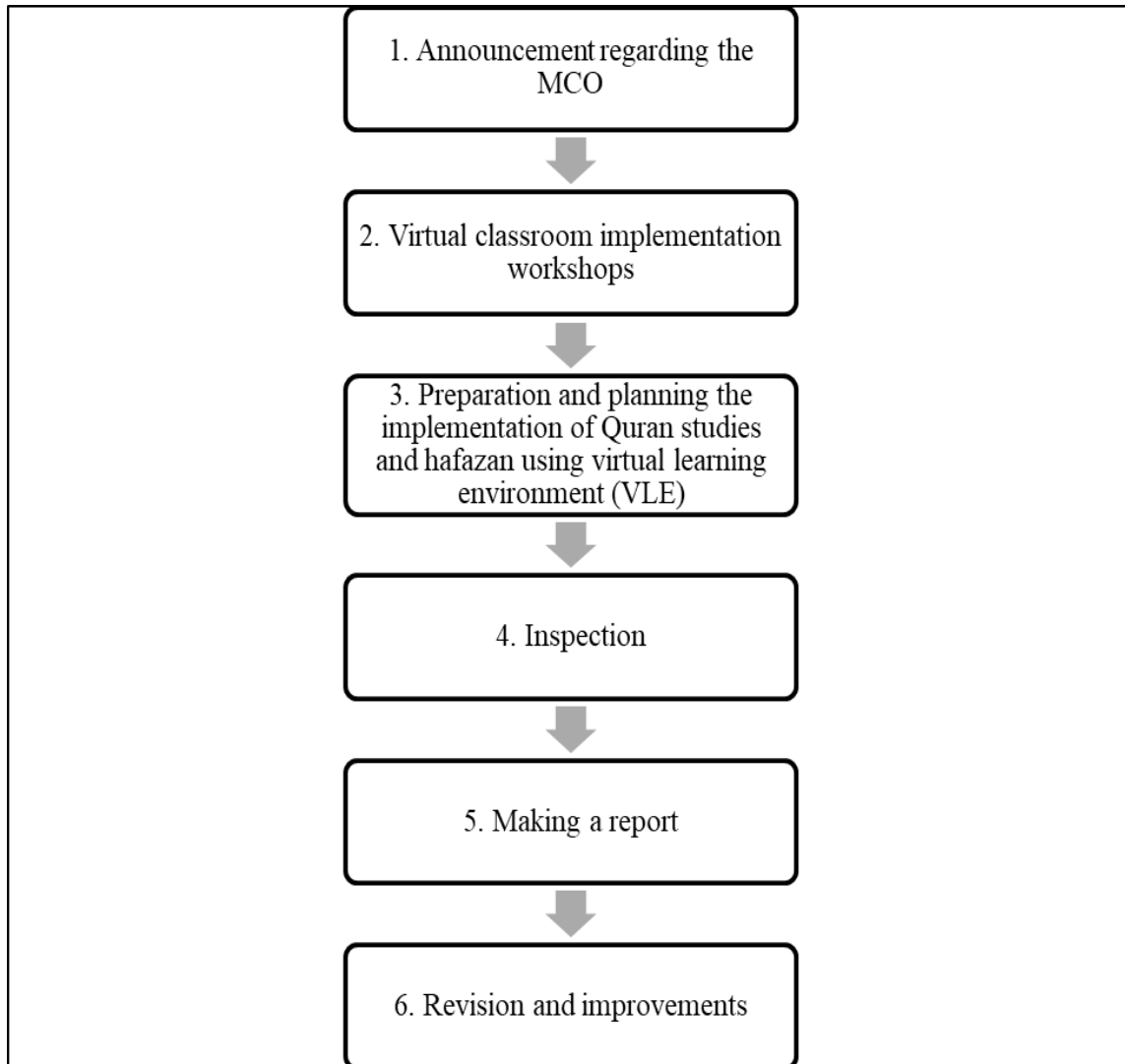

Figure 2: Virtual Learning Environment (VLE) Implementation Flowchart for Quranic learning and memorization

Source: Processed by Writer

Figure 2 shows the virtual learning environment (VLE) implementation flowchart for Quranic learning and memorization. After announcement regarding the MCO, higher educational institution must hold a virtual classroom implementation workshop. This workshop aims to

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[20] Aldoobie N., ADDIE Model, American International Journal of Contemporary Research Vol.5(6), 2015, 65-70.

expose the instructors to be more proficient in handling online classes. Next, the teaching staff must prepare a lesson plan for Quranic learning and memorization implementation using a virtual learning environment (VLE). Class planning preparation can be summarized as table 1:

Subject:	Quran recitation 01	Time:
Venue:	Online	12.00AM-2.00PM (Tuesday)
Total of students:	30	10.00AM-11.00AM (Thursday) 4.30PM-6.00PM (Friday)
Topic:	Single Letter *Fathah* Stroke (top stroke) Single Letter *Kasrah* Stroke (bottom stroke) Single Letter *Dhammah* Stroke (front stroke)	
Duration	**Activities**	**Item**
15 minutes	Induction set: Celebrate the students. Request the students to join all the virtual devices that are prepared for the lesson.	1. Google classroom code: y7i6pt7 2. Instagram live 3. Facebook live 4. Attend google meet for the day
15 minutes 60 minutes	**Tutorial:** Lesson through *google mee*t. **Plan:** **Activity 1** Make a small group. One group consist of 7 to 10 of students. Students need to fill up the groupmate's name in the link given.	*Google meet:* 7/7/2020 https://meet.google.com/pop-xrah-dku\h 9/7/2020 https://meet.google.com/pop-xrah-dku\h
5 minutes	**Break**	11/7/2020 https://meet.google.com/pop-xrah-dku\h
10 minutes 60 minutes	**Tutorial:** Lesson through google meet. **Activity 2** **Let's Learn Reading** 1) Every groups need to create a short video regarding single letter with top, bottom and front stroke. 2) Every short videos need to be uploaded in the Whatsapp group and lecturer's YouTube channel. 3) Students need to show the pronunciation and writing method.	*Google link:* https://docs.google.com/spreadsheets/d / *YouTube Channel:* https://www.youtube.com/watch?v=WIba2BJG6iE&t=2s
10 minutes	**Conclusion:** Lecturer needs to discuss about the topic.	

Table 1: Example of Quran and Memorization of Teaching and Learning Plan

Source: Micro Teaching Plan (MTP), Management and Science University (MSU)

Planning the teaching and learning of Quran and memorization as in table 1 divides the planning into duration, activities and item. The planning arranged as in table 1 is for the educators to plan Quranic learning and memorization for a week with different classes. Instructors must ensure that each teaching session has group activities. This aims to make students focused in using virtual learning environment (VLE). In addition, it can ensure that students are always in the online learning session. When online learning session are made, most students take it easy because instructors are unable to monitor the presence of students during learning session. In addition, the preparation of Quran and memorization class access link should be provided a week before to the students. The example of link for preparation to the students are summarized in Table 2 below:

No.	Lecturer	Subject	Time (Monday)	Link (Zoom/Google Meet/etc)	Topic
1.	Dr. Basirah binti Abu Bakar	Hifz al-Quran Syafawi II	7.00-8.00 am	*WhatsApp calls*	
2.	Dr. Basirah binti Abu Bakar	Hifz al-Quran Syafawi III	8.00-9.00 am		
3.	Ashlah binti Ibrahim	Quran recitation 01	10.00am-12.00 pm	https://us04web.zoom.us/j/9612294153?pwd=UXJpZ2tvcjVoNDFlako1TjNMVk9mUT09" \h	*Tashdid* letter
4.	Mohd Herzali bin Muhammad Haled	Quran recitation 01	10.00am-12.00 pm	https://meet.google.com/fhc-itxd-inb" \h	Connected letters and long stroke
6.	Mohd Fahimi bin Zakaria	Quran recitation 02	4.30-6.30 pm	https://meet.google.com/arm-zair-qkg" \h	Mad rules
7.	Mohd Herzali bin Muhammad Haled	Quran recitation 01	4.30-6.30 pm	https://us04web.zoom.us/j/78048598381?pwd=Z0pDZkY4SFY2SnRQNEFGdjEzdXdFZz09" \h	*Alif lam al-ta'rif* rules
8.	Mohamad Nazirul Fikri bin Mohd Noor	Quran recitation 01	4.30-6.30 pm	https://meet.google.com/qfb-qsia-whn	Tashdid and *alif lam al-ta'rif* letter
9.	Mahani binti Mohamad	Quran recitation 01	4.30-6.30 pm	https://meet.google.com/bse-fqhb-pds" \h	Lesson 7 methods of reading flat letter and Lesson 8 method to read tashdid letter

Table 2: The example of preparation and access link attachment in Quran and memorization learning to the student.

Sources: Current report, Management and Science University (MSU)

Table 2 shows the example of preparation and access link attachment in Quran and memorization learning for a day to the students. This preparation can make it easier for the students to check the classes they should attend. Access link preparation should be prepared at least a day before the class starts. Educators also need to be monitored online teaching and learning method to comply with established ethics. Therefore, the process of teaching and learning always takes place in the case of MCO. After that, reports can be made and reviewed for improvement of online teaching and learning process.

ANALYSIS OF IMPLEMENTATION OF VIRTUAL LEARNING ENVIRONMENT (VLE) ON THE LEARNING OF QURAN AND MEMORISATION AMONG STUDENTS

This study analyses the implementation of virtual learning environment on the learning of Quran and memorization through the distribution of questionnaire at Management and Sciences University (MSU), Shah Alam. Next, the data collected is used as data transcription according to the theme provided, namely: frequency of use of e-learning in a week, level of knowledge and the use of e-learning, student observation after using e-learning in Covid-19 pandemic situation. The sample in this study consists of 60 students that are involved in online learning of Quran and memorization at Management and Sciences University (MSU), Shah Alam. Questionnaires sets are using the google form because Covid-19 situation which did not allow anyone to leave the house. Questionnaire are divided into 4 sections:

i. **Section A:**

This section contains 3 statements to obtain the information about the respondents' background, namely gender and the frequency of using e-learning in a week.

ii. **Section B:**

This section consists of 8 statements that aims to find out the level of knowledge and the use of e-learning. Questionnaires given in the form that are using google form are based on five Likert scales that is strongly agree (SA), agree (A), not sure (NS), disagree (D), strongly disagree (SD).

iii. **Section C:**

This section consists of 7 statements that test students' preparedness in using e-learning in Covid-19 pandemic situation. In this section, respondent must answer the questions based on Likert scale, namely strongly agree (SA), agree (A), not sure (NS), disagree (D), strongly disagree (SD).

iv. **Section D:**

This section consists of 7 items identifying students' observation after using e-learning in Covid-19 pandemic situation. In this section, respondent must answer the question based on Likert scale, namely strongly agree (SA), agree (A), not sure (NS), disagree (D), strongly disagree (SD).

v. **Section E:**

This section is a statement from respondents about the comment and suggestions regarding the effectiveness of online learning of Quran and memorization in Covid-19 pandemic situation.

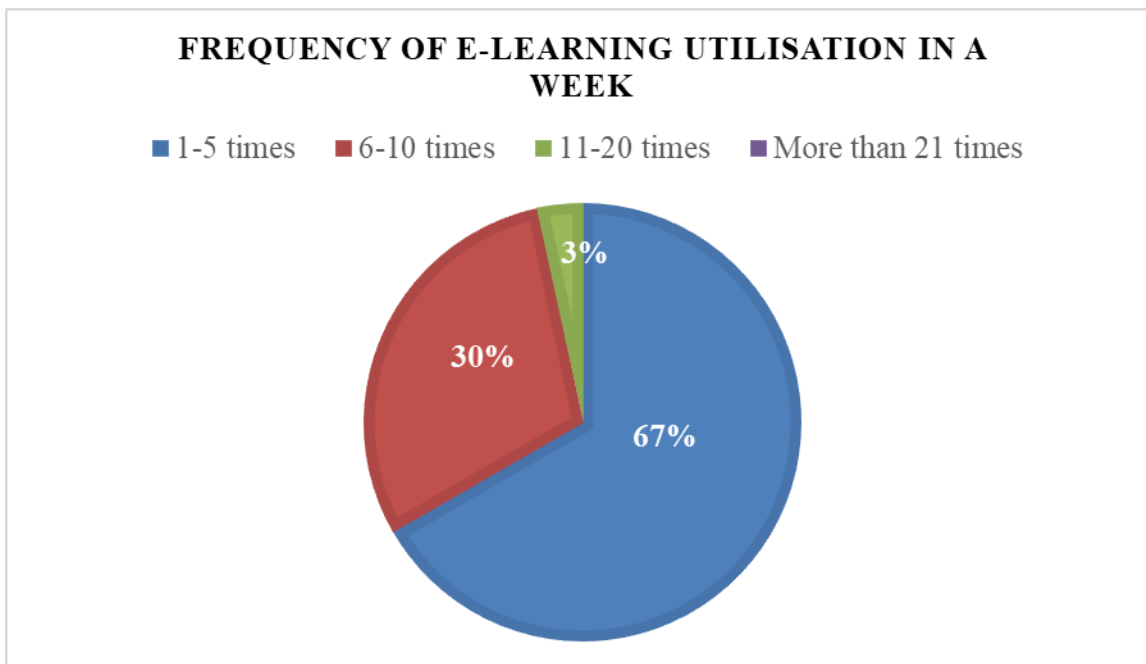### 4.0.1 Frequency of E-learning Utilisations in A Week

Figure 3: Frequency of e-learning utilization in a week chart

Figure 3 shows the frequency number of respondents using e-learning in a week in MCO situation. The chart shows 64% which is 40 students using e-learning for 1 to 5 times. While 18 students which is 29% use e-learning for 6 to 10 times. 2 students show 3% from sample that use e-learning for 11-20 times.

4.0.2 Knowledge Level and Use of *E-Learning*

Item	SD	D	NS	A	SA
1. I have the skills of using e-learning	3	5	32	15	5
2. I have ICT's knowledge	3	7	27	19	4
3. I realise that e-learning have many advantages in Covid-19 pandemic.	5	6	15	25	9
4. I know that I will be left out if I don't use the e-learning in Covid-19 pandemic.	3	1	19	20	17
5. I can't use e-learning effectively	11	16	21	8	4
6. I always face the challenges during e-learning because I don't know how to use it	9	14	19	12	6
7. I know that e-learning is a necessity in Covid-19 pandemic	4	0	18	28	10

Table 4: Frequency Distribution of Knowledge Level and Use of E-Learning

Table 4 shows the frequency distribution of knowledge level and use of e-learning. The highest frequency distribution for item 1 and 2 shows 32 people and 27 people respectively, not sure whether they have the skills and knowledge in e-learning or not. However, 25 students from item 3 agree that use of e-learning gives the benefit in Covid-19 pandemic situation. Besides that, they will be left out in studies. 20 students from item 4 agree with that statement. But item 5 shows that 21 students are not sure whether e-learning utilisation would be implemented effectively. Moreover, 19 students from item 6 were not sure that during the use of e-learning, they would face obstacles due to constraints in e-learning knowledge. 28 students agreed that e-learning was a necessity in Covid-19 pandemic outbreak and 19 students were unsure using e-learning.

4.0.3 Student Readiness Level in Using E-Learning in Covid-19 Outbreak Situation

Item	SD	D	NS	A	SA
1. I am ready to use e-learning anytime.	5	12	20	15	8
2. I rarely use e-learning. (less than 5 times in a week)	12	13	11	16	18
3. I always learn how to use e-learning	6	6	27	19	2
4. I am ready to face the obstacle during the use of e-learning.	6	8	24	16	6
5. I use e-learning for every subjects.	6	6	25	16	7
6. I use e-learning to communicate with friends.	11	10	19	11	9
7. I use e-learning to communicate with the lecturers.	10	4	15	21	10

Table 5: Frequency Distribution of Student Readiness Level in Using E-Learning in Covid-19 Outbreak Situation

The frequency distribution of student readiness level in using e-learning anytime showing a moderate level. Respondent also strongly agree that they rarely use e-learning which is 5 times in a week. Statistics shows that 18 students were strongly agree, 16 students were agree, 11 students were not sure, 13 students were disagree and 12 students were strongly disagree. However, 24 students not sure to face the obstacle during the use of e-learning. Moreover, table 2 also shows that 25 students are not sure if all the subjects use e-learning. Respondents also shows not sure in higher scale which is 19 students in using e-learning to communicate with friends. Anyhow, 21 students agree that they can communicate with the lecturers while using e-learning.

4.0.4 Student Observation After Using E-Learning in Covid-19 Pandemic Situation

Item	SD	D	NS	A	SA
1. I am happy to use e-learning.	9	12	18	14	7
2. I am less interested to use e-learning.	6	10	21	12	11
3. I get the support from lecturers to use e-learning.	1	5	32	17	5
4. I get the support from friends to use e-learning	8	10	27	11	4
5. I get the support from university's administration to use e-learning.	5	3	25	19	8
6. I think e-learning saves the cost.	8	5	18	25	4
7. I am uncomfortable to use e-learning	9	8	22	7	14

Table 6: Frequency Distribution of Student Observation After Using E-Learning in Covid-19 Pandemic Situation

Table 6 represents the frequency distribution of student observation after using e-learning in Covid-19 pandemic situation. 18 respondents show they were not sure if they are happy in using e-learning. Other than that, respondents also not sure that e-learning can lessen their interests. Table 3 shows 32 respondents still unsure whether they get the support from lecturers or not in using e-learning. Moreover, respondents showing a high level of unsure scale towards the support of friends and university's administration in using e-learning. However, 25 respondents agree that e-learning can save the cost. 22 respondents were uncertain e-learning is uncomfortable.

DISCUSSION

The purpose of learning of Quran and memorisation is to deliver the right way of Quran recitation and improve the wrong recitation. These two goals require a listening sense especially for the students who have not yet known the perfect letters and senses. However, the quality constrains of voices, devices, and internet from students and teachers preventing the process of listening, repeating and correcting the recitation. For example, in the matter of showing and correcting places of exit letters to the student, audio recording nor live recitation are often unclear. This prevents the lecturers from listen to the sound that students made. What is more to confirm and correct the students' recitation. When discussing the Waqaf and Ibtida', the bad quality of video call creates waqaf at the places student are not, and so on. This situation delays the teaching and learning process, especially for Quran and memorisation classes that requires the teacher to check every recitation and give the feedback in the form of voice recording until student can produce the right sound. The average of respondents is doubtful and uncertain about the use of e-learning in learning Quran and memorisation. Moreover, they are not sure whether they have the knowledge of the use of e-learning. This shows that, respondents' readiness in using e-learning in learning Quran and memorisation should have the right guide. The willingness of respondent in online learning Quran and memorisation are not present because they are uncertain. Taking the time to memorise it alone and review by lecturers. Hence, the learning of Quran and memorisation cannot be learned by online because the fear of

not pronouncing makhraj in every letter and tajweed correctly because teachers should see and evaluate the reading carefully. Furthermore, not all students and lecturers have a good internet device at home.

Respondents have a moderate level of willingness because they do not know when the duration of MCO would be ended. They are also uncertain if all the taught subjects are using the internet devices. This is because the lecturers are using various method in teaching. Furthermore, the probability of lecturers using the internet also limited. Respondents are unsure whether the use of e-learning can help them communicating with their friends. However, average of respondents has their own social media such as Facebook, Whatsapp, Instagram etc. for them to communicate with each other. Moreover, respondents also found it is difficult to study using e-learning because the learning method are not the same as in the class. In the class, students probably understand the subject at least 80% compared to e-learning utilisation.

Respondents also uncertain whether they could get the support or not from the lecturers to use e-learning in Covid-19 outbreak situation. This represents that lecturer's willingness in using e-learning also at the low level and still doubtful. In urgent situation, not only lecturers, even the university administration is unable to do early research about the process of e-learning so that the process of e-learning become easier. University administration also need to hold a dedicated device for e-learning so that the integrity of online teaching and learning would be trouble-free. Respondents also expect that learning is better delayed rather than using the e-learning. This is because there are students who cannot afford to get laptops, the internet does not work and more.

CONCLUSION

The formation of learning of Quran and memorisation through e-learning has become a new breath in the current education of Quran and memorisation in higher educational institutions. Student nowadays are more exposed to internet technology and smartphones. They also prefer to use technologies such as mobile network, social media and blogs to interact and gain the information. Thus, educators should build the communication between students and a conducive learning environment (Muhammad Azhar S. &Nazeri M., 2019)[21]. In line with the goals of Vision 2020 in leading Malaysia towards a more developed country. The formation of learning of Quran and memorisation also needs to be modified so that it becomes more user-friendly.

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