EFFECT OF USING ICT IN TEACHING-LEARNING OF ISLAMIC STUDIES IN MADARSA EDUCATION ON THE SCHOLASTIC ACHIEVEMENT OF STUDENTS

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Education is considered to be the best means of revolution. It aims at multifaceted development of individuals and society. Muslim community in India with about 14 per cent population is the largest minority. Due to many reasons, this community has been lagging behind in almost all fields. Educational backwardness is supposed to be the key reason for overall backwardness. As per the Sachchar Committee report, about 4 per cent of Muslim children in the age group of 6–14 years study in various Madarsas which are generally considered to be the centre of religious education, with traditional methods and approaches of teaching-learning and evaluation. Modernisation of Madarsa education, therefore, is emphasised a lot.

Through this paper, the investigators wanted to know whether use of ICT in teaching learning of Islamic Studies, the core subject of Madarsa education affect positively. They used '*Tajweed-o-Qirat*' course under Islamic education course available on the internet and conducted lessons through these resources to the experimental group of students of the Madarsa. Surprisingly, the finding suggests that as such there is no significant effect on students' achievement. However, the discussions with the Madarsa students and teachers enable us to conclude that use of such modern online resources definitely helps in enhancing student's interest and keeping theme motivated and enthusiastic. The finding suggests that even traditional methods and techniques used in Madarsas should not be underestimated and they are potent enough to be considered at par with the so called modern methods and techniques. In fact, only emphasising on 'Modernisation of Madarsa Education' and neglecting many of its merits will keep us deprived of benefiting ourselves with this rich tradition. The overwhelming responses of Madarsa students and teachers in regard to use of computer and internet resources suggest that so called reluctance of the stakeholders of Madarsa education towards its modernisation is totally false.

Keywords: ICT in Teaching-learning, Madarsa Education, Islamic Studies

Introduction

As per Sachchar Committee report, about 4 per cent of Muslim children in India receive their elementary education in Maktabas and Madarsas which are considered to be the centres of religious education. Though, these Madarsas include modern subjects like science, mathematics, English and computer education, etc., but generally they are criticised for their traditional curriculum and age–old methods of teaching and learning. Modernisation of Madarsa

education therefore, is being emphasised a lot.

As far as the stakeholders of Madarsa education are concerned, as such there is no reluctance in them for the modernisation. The only condition that they want to emphasise is that their basic focus should not be shifted from their subjects of Islamic Studies to so called modern subjects. Through interaction with them, the investigators found a very positive attitude in the stakeholders with regard to application of modern methods, techniques and teaching aids even for teaching-learning of their basic subjects of Islamic Studies.

By taking advantage of this positive attitude, the investigators wanted to know the effect of the ICT in teaching-learning of core subjects of Madarsa education. Tajweed— the correct way of the recitation of Holy Quran—is an integral subject of 'Alamiyat' and 'Hifz' programmes and it includes both the theoretical and practical aspects.

The investigators wanted to know if there is some effect of using ICT in teaching-learning of *Tajweed* which is a skill based subject. It is, therefore, *Tajweed* is made integral part of the Hifz programme. *Tajweed* means rules governing pronunciation during recitation of the Quran. *Hifz* is a special programme offered by Madarsas to those students who are interested to learn the Holy Quran by heart. From the learning of the Quran itself, it seems that proper recitation including correct pronunciation, accent and intonation and also comprehension are integral aspects of the *Hifz*.

Objectives

- To know whether the students use any modern tool and technique for learning/practising *Tajweed*.

- To provide an exposure to learn/ practise *Tajweed* by using ICT.

- To study the effect of using ICT in teaching-learning of *Tajweed* on the scholastic achievement of the students.

Hypotheses

- Madarsa students do not use ICT for learning/practising *Tajweed*.

- ICT may be properly used in teaching-learning of *Tajweed*.

- Proper use of ICT affects the scholastic achievement of the students.

Methods of the Study

The investigators used experimental methods to study the effect of ICT on the scholastic achievement of the students of Madarsa.

Sample

One hundred students of *Hifz* programme were selected for the study. This includes 64 boys and 36 girls. They were divided into two groups, A and B, of 50 each on the basis of stratified random sampling technique (Kothari, 2004) taking into consideration factors like gender, socio economic background and being day boarders or residential. Group A was considered as experimental and Group B as control group.

Design of the Study

Pre-test post-test design, known as randomised control group pre-test post-test design (Koul, 2007) was used for this study.

In this particular design, the subjects are chosen to form the experimental and control groups by random procedures and administered pre-test. T1 is a measure of the dependent variable 'B'. The experimenters introduce the treatment to the experimental group for a specified period of time. At the end of the experiment, both the experimental and control groups are administered the post-test T2 as the measure of dependent variable for each group and the mean difference scores are compared with the help of an appropriate statistical technique (Garrett, 2005) for ascertaining whether the experimental treatment produced a significant effect compared to the control condition.

Procedure

1. A questionnaire consisting of questions was administered to all 100 students to know the socio-economic status of the students and also whether they have been using ICT in their learning/practising Tajweed.

2. A scholastic test comprising theoretical and practical aspects was administered to all 100 students and marks scored by them were recorded.

3. The investigators used Tajweed-o-Qirat course under Islamic Education programme to teach Tajweed to the students of Group-A, i.e. the experimental group. The experiment continued for one month. During this period, the controlled group was continued to be taught by using traditional talk and chalk method.

Afterwards, both the control and experimental groups were exposed to a post test treatment, viz., a scholastic achievement test consisting of theoretical and practical aspects. The marks scored by the students were recorded.

Findings and Analysis

1. The situation with regard to the use of any modern tool/equipment and technique for learning/practising Tajweed before the conduct of the experiment is presented in Table 1.

Table 1

Group pattern in respect of use of any modern tool/equipment for learning/practising Tajweed.

S. No.	Group and (Number of Students)	Number of students who were already using some modern resource/tool
1.	Group - A (50)	0 (0%)
2	Group - B (50)	0 (0%)

This shows that the Madarsa students do not use any modern resource for learning/ practising *Tajweed*.

2. The situation after the conduction of the experiment in which the experimental group was taught *Tajweed* lessons by using the said online resource is presented in Table 2.

The data clearly shows that systematic use of modern resources in teaching *Tajweed* helps positively the students to motivate to use them.

3. With regard to achievement in scholastic test is concerned, the situation is represented for group A and B in Table 3.

Table 2

Group pattern in respect of use of any modern Tool/ equipment for learning/practicing Tajweed after the experiment

S. No.	Group and (No. of Students)	No. of students who started using modern tool/tools	No. of students who were still dependent on traditional methods
1.	Group - A (50)	47 (94%)	3 (6%)
2.	Group - B (50)	2 (4%)	48 (96%)

Graph 1
Graphical representation of Data
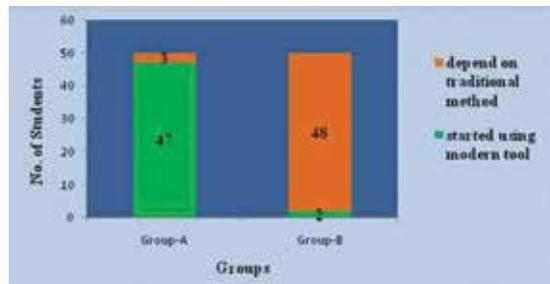
Table 3

Group pattern in respect of scholastic achievement after experiment

Group-A	No. of students	Mean	SD	df	t-value	Level of Significance		Result
						@ 0.05	@ 0.01	
Pre-Test	50	62.60	3.87	49	1.01	2.01	2.68	NS
Post-Test	50	63.25	4.15					
Group-B Pre-Test	50	61.50	3.80	49	1	2.01	2.68	NS
Post-Test	50	62.13	4.13					

Graph 2
Graphical representation of Data
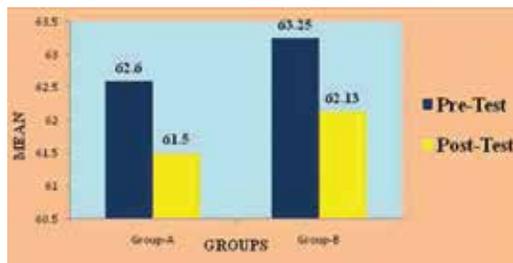
As the differences between mean including the two test of Group-A is not significant at 0.05 or even 0.01 level (Garrett, 2005). The actual difference between the means may be due to chance or accident and it is not due to opportunity provided to the group by teaching through ICT and by allowing the students to learn/practice by using ICT.

Summary and Conclusion

In the light of the above findings and analysis, the important conclusions drawn from this study are as under:

1. Most of the students do not use ICT in learning/practising Tajweed subject. This is in confirmation with hypothesis-1 viz. Madarsa students do not use ICT for learning/practising Tajweed.

2. As maximum number of students (47 out of 50) of group-A started using ICT resources for learning/practising Tajweed, it supports hypothesis-2, viz., ICT may be properly used in teaching-learning Tajweed.

3. Hypotheis-3, viz. proper use of ICT effects the scholastic achievement of

the students positively is not found true as t-value is not significant at both 0.05 and 0.01 level.

It may thus be concluded that proper guidance and motivation enable the students use ICT for learning/practising Tajweed. However, it is very much surprising that this use does not affect positively on their scholastic achievement. In the informal discussion the investigators came to know that proper individual attention, a lot of practice and continuous evaluation system, that prevails in Madarsa system, are the strengths and make the methodology potent enough to be used at par with ICT. There could be another reason for the failure of hypothesis-3 and it may be due to lack of experience and skill of using ICT in learning/practising Tajweed. Anyway, this project taught us a great lesson and, that is, in anything which is old or traditional should not be underestimated just because it is old or traditional. In fact it may also have strength to teach us a lot.

Suggestions

Suggestions for enabling the students use ICT for learning Tajweed are:

• Due importance should be given to provide required facilities to Madarsa system to go for use of ICT.

• Proper training should be given to Madarsa teachers to use the ICT resources effectively.

• Madarsa students should be properly guided and motivated to use ICT in their learning/practising.

• ICT should be used as support system and not as the substitute to the teacher.

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