

Use of Physical Feedback in Qur'anic Teaching by Teachers in School

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Abstract

It is mandatory for every Muslim to read the Qur'an accurately and with tajwid. Still, a large number of Muslims struggle with accurate Qur'anic reading. The Haraki Method, a brand-new approach to teaching the Qur'an, was unveiled in 2013. One of the distinctive features of the Haraki Method's Qur'anic education is its application of Total Physical Response (TPR). Therefore, this study was conducted with the aim of determining the teachers' perceptions on the use of Total Physical Response (TPR) in the Qur'anic teaching and learning. This study's design employs a qualitative methodology. The study sample consisted of six Al-Quran teachers possessing prior experience using the Haraki method. Students who struggled with issues like misreading hijaiyah letters, having trouble telling prolongations apart, and having trouble reading vowels during Qur'anic recitation were requested to learn the Al-Qur'an from the sample study. Questionnaires and interviews are the methods utilized to gather research data. Study results indicate that incorporating Total Physical Response (TPR) into the Haraki Method's instruction can pique students' attention, keep them motivated, and help them quickly grasp the information being taught. Teachers can easily monitor student accomplishment levels while ensuring that students are attentive throughout the class by using the Total Physical Response (TPR) technique. The results of this study provide evidence that Total Physical Response (TPR) can be effectively used to teach Quran recitation in addition to foreign languages. The Haraki Method is one of the alternate approaches that Qur'anic teachers might employ to teach students who struggle with Qur'anic.

Keywords: Total Physical Response, Haraki's Method, Qur'anic Recitation.

INTRODUCTION

Al-Quran acts as a book of guidance and it brings importance to the ummah. Muslims are strongly encouraged to read the Al-Qur'an continuously because it provides many lessons, wisdom, regulations and enlighten to its believers about all aspects of life. According to El-Muhammady (1991), Al-Quran is a gift bestowed and sent by Allah SWT (Glory to Him, the Exalted) to His servants (humans and jinn). Being so important, the Qur'an must be read, written, and recited with utmost care; correctly and clearly, especially in the aspects of emission of points (*makhruj*) and 'Tajwid'. This is to avoid and prevent any sort of ambiguity or misunderstanding. Reading the Qur'an with the proper pronunciation and tajwid is an obligation for Muslims and it is also part of *Fardhu Ain's* demand. In Islam, *Fardhu Ain* refers to all acts that Allah (Glory to Him, the Exalted) has commanded upon every individual. It thus refers to the obligatory acts (*wajib*) that must be performed by each Muslim. Mastering Qur'anic recitation accurately and precisely are important as it is closely related in building *Tamheed-morality*. An article written by Ibnu Khaldun (1993) in his work "Mukaddimah", stated that the Qur'an is the core of Islamic epistemology and axiology. Based on the statement, it shows that the Qur'an has an importance that needs to be emphasized, and studied as it can instill piety in an individual from an early age.

The Mufti of Federal Territory of Kuala Lumpur (2018) added that the Al-Qur'an is a unique and noble scripture that is superior to all other books, especially those composed by humans. The Al-Qur'an is genuine and perfect, and it offers many advantages to humanity (Surah Al-An'am, 6: 155). Muslims can assist in creating a prosperous and exceptional life by consistently reading and making the Qur'an as their primary source of guidance.

The Al-Qur'an should be recited with suitable *tartil*, humility, and somberness. The fourth verse of Surah Al-Muzammil contains the words of Allah (Glory to Him, the Exalted) regarding *tartil* in Qur'anic recitation: "or

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a little more—and recite the Quran 'properly' in a measured way (Al-Tartil)". Ibnu Manzur (1984) also shared his thoughts on *tartil*, stating that it is the most ideal, flawless, and leisurely way to read the Qur'an. In his work, Al-Qabbani (1994) also clarifies that *tartil* is reading intelligibly (clarity), compassionately, and neither too fast nor too sluggish. According to Husni Sheikh Othman (1974), as documented in Mohd Yusoff & Mohd (2008), *tartil* includes the definition of tajwid, laws pertaining to it, and tips for pronouncing words clearly and beautifully while adhering to *waqaf* (stop) and *ibtida'* (beginning).

The passage about *tartil* that Ibnu Al-Jazari (1997) cited in a statement made by Sayyidina Ali bin Abi Talib R.A. demonstrates that *tartil* means precisely pronouncing each *makebraj* (the point at which the letter emerges), recognizing its beginning and ending, and adhering to the rule and its essence.

Al-Qur'an scholars explained that the genuine meaning of *tartil* is to exercise caution when reciting the verses of the Qur'an. This is especially important when it comes to shortening or lengthening recitations (prolongations), thickening or thinning letters, reading *idgham* (nasalization) on merged letters and pronunciation, and reading *ikhfa'* to conceal or hiding the sound of certain letters (Al-Husari, 2001).

Recitationists must read slowly, calmly, and deliberately in order to guarantee that every *makebraj*, letter, prolongation (stretch), and concealment can be understood precisely (Anam & Mu'minah, 2017, Suwaid 2017). Thus, *al-tartil* is a unique term in Qur'anic recitation, which has great significance. Reading involves more than just learning and comprehending the law; it also requires effort to determine the correct reading, which must be executed from an early age (Muhammad Zulazizi et al., 2021).

Problem Statement

In elementary schools, the j-QAF curriculum has been taught since 2005. A new era in Islamic Education of Qur'anic teaching and learning has begun with the adoption of this j-QAF curriculum. The *Khatam Al-Qur'an Module* and the *Tasmik Module* are two of the models that have been structured through this curriculum. The objective and purpose of both modules are to ensure that primary school students are proficient in Qur'anic recitation and able to comprehend it well. Many people are quite hopeful that the introduction and implementation of this curriculum will help the students to read the Quran with proficiency. It may also benefit the person directly, as well as their parents, family, community, and nation.

Since 2005, the j-QAF curriculum has been taught in elementary schools. The implementation of this j-QAF curriculum has ushered in a new era in Islamic education for the study and teaching of the Qur'an. Two of the models structured by this curriculum are the *Tasmik Module* and the *Khatam Al-Qur'an Module*. Both methods aim to guarantee that elementary school pupils can recite the Qur'an with proficiency and understand it thoroughly. Many individuals have high hopes that this curriculum's introduction and implementation will enable students to read the Quran fluently. In addition, the individual, their parents, family, community, and country may all directly benefit from it.

All parties' wishes have not, however, been entirely fulfilled. In 2018, Sapie Sabilan et al. conducted a study in which 200 fifth-grade pupils from Sekolah Kebangsaan Sungai Karang were enrolled in the study. From grade 1 to grade 5, every research subject has experienced and adhered to the Al-Quran Khatam Model and the *j-QAF Tasmik Module*. According to the results of the study, 70.6 percent of the students had mastered well in Qur'anic recitation, 19.9 percent of the students had moderate reading competence level, ability and 9.5 percent were still at a weak level. This program's main goal is to ensure that every student can successfully complete the Qur'an proficiently along with the teachers' guidance. Still, a certain percentage of students fall short of the program's objectives. In summary, the study concluded that the efficiency of input and substantial implementation reaches a standard level. However, to improve student performance, context and process assessment must be improved.

According to a number of previous study findings, a certain percentage of students are still struggling to read the Qur'an fluently. Thus, this study attempts to examine from the perspective of instructional strategies. A study conducted by Paharauddin in 2018, revealed that the results of correlation analysis showed that there is a positive and significant relationship between the teacher's method of Qur'anic teaching and the students'

achievement with the correlation value of the j-QAF program in reciting the Qur'an ($r = 0.304$, $p < 0.01$). In fact, the results of the study also show that the regular use of learning methods is the most important factor (9.2%) that affects the performance of students in Qur'anic recitation in the j-QAF program.

As a result, educators must use a range of engaging strategies and tactics to attract the attention and interest of students. Some of these students flee from Qur'anic learning and study because they find the teacher boring, claims Mohd Zulkarnain (2021). Therefore, an interesting teaching method will raise students' enjoyment and great interest. Husni et al. (2018) argued that teaching and learning methods must adapt with the development of cyber technology and internet access. Traditional teaching strategies such as "chalk and talk" have a harder students holding pupils' attention. Additionally, Raja Hazirah et al. (2021) expressed her opinions by emphasizing the necessity for teachers to use more innovative and dynamic teaching strategies that are par with current development. Teachers should have an teaching strategy through selection and planning as they define approaches, methods, techniques, and activities in the classroom to achieve instructional goals. A carefully thought-out approach is crucial since various instructional modalities need for prior planning. There is a teaching strategy that incorporates instruction that calls for active learning and challenges students' critical thinking.

Active teaching methods include Total Physical Response (TPR) that involves moving body components. This approach was introduced by Dr. James J. Asher, professor of psychology at California State University, San Jose. There have been too many studies on Total Physical Response (TPR) in the past, and it is a popular method in teaching and learning foreign languages such as English, Cantonese, Spanish, French, Japanese, Arabic, and others. Tan Hua An (2020), conducted a study to investigate UniKL students' perceptions of the Total Physical Response (TPR) teaching method used in teaching Mandarin to non-native Mandarin students. This study included 32 students in total, and the findings showed that the students responded positively and encouragingly to it.

Acknowledging the significance of Qur'anic recitation with *tajwid* as well as the emergence of issues by teachers, a lecturer from Teacher Education Institute (Ipoh), Zakariah Nasirudin presented a new method called Haraki in 2013 to help all instructors. Compared to other Al-Qur'an teaching techniques, the Haraki Method employs a very different methodology. This approach introduces the *hijaiyah* letters of the Quran and teaches how to read the text with tajwid through a variety of hand gestures and body language (Zakariah, 2019). Given the paucity of research on Total Physical Response's application in Qur'anic learning and the new method itself, the researcher's goal in this study is to gain an understanding of the teacher's viewpoint on its use in the teaching and learning process by using Haraki Method.

LITERATURE REVIEW

One foreign language learning strategy called Total Physical Response (TPR) is built on an instruction-giving pattern and physical gestures. It is based on the philosophy of Action Based Teaching and the Humanistic Naturalistic Approach. Stated differently, this approach stresses comprehension through the application of movement.

This Total Physical Response (TPR) method was developed in the 1960s by Dr. James Asher, a psychology professor at California State University, San Jose. He observed parent-child interactions and came up with the aforementioned strategy. Children commonly use their body language to emulate or replicate the speaking patterns of their parents. According to Asher (2009), there are three essential ideas that both adults and children should grasp when learning a foreign or second language: (i) body language should be used to develop knowledge; (ii) understanding should be formed prior to speaking; and (iii) students should not be compelled to talk before they are ready. The professor felt that learning a foreign language should take place in the same environment as learning a child's native tongue. An infant picks up language by understanding what is meant by movement. The child can speak words or sentences on his own until he feels comfortable enough to do so.

This Total Physical Response (TPR) approach was originally employed to teach non-native English speakers. This teaching method is used in a classroom setting where students respond to instructions in a foreign language by making signs (Kothar Talib Sulaiman Al Harrasi 2014). Students who learn best through hands-on

experiences can definitely adopt this approach. This is because most people with a kinesthetic learning style prefer experiences that involve tangible parts. They like things that are more practical or involve instruments over abstract concepts. In this case, students learn new vocabulary by listening and responding implicitly in a meaningful context. As we understand, one of the most prominent characteristics of children is their enjoyment of active play that requires a lot of physical exertion. According to Asher (2009), speaking directly to a child or student is a command. A series of that, they will respond to it physically before they start to produce a verbal or speech response. Children listen to adults speak more before they imitate adults' speech. This method helps reassure children and relieve some of the anxiety associated with learning as it contains elements of movements that can be used as a leisure activity. In other words, this method emphasizes understanding through the use of physical movement in teaching foreign languages to students at the basic or introductory level.

Asher (2009) introduced the five primary principles of the Total Physical Response (TPR) system, which are as follows: (1) Speaking exercises start once students demonstrate a genuine understanding of the teacher's language through the teacher's physical actions. (2) Understanding is achieved through verbal instructions spoken by the teacher in the form of imperatives or command sentences. (3) Pupils are encouraged to demonstrate their preparedness to speak. (4) Speaking skills are acquired through listening at the initial stage, which later leads to reading and writing skills. (5) Learning should be less stressful when it is taught.

Teachers should emphasize repetition and practice above all else since Total Physical Response (TPR) is at a beginning level. Individually and collectively, students should concentrate on listening to the teacher and physically complying with them (Richard & Rogers, 2010). The teacher determines the effectiveness of what is taught as they act as a role model and presents new material. He claims that textbooks are not employed in the early phases of teaching and learning when it comes to the concept of Total Physical Response. As a result, the teacher must actively select and prepare the resources—such as images, videos, and flash cards—that are required and appropriate for the intended setting.

In terms of communication science, a message can be transmitted non-verbally as well. The efficiency of a communication is also influenced by non-verbal cues like tone of voice, facial expressions, body language, and hand gestures. According to Zulkiple (2001), the function of non-verbal communication such as the movement of hands or certain body parts as repetition can strengthen the listener's comprehension understanding of what is conveyed orally. Similarly, non-verbal cues can be used in place of words to convey the same meaning when the speaker is situated at a considerable distance away. Therefore, the spoken speech is completed by the movements of the hands and certain parts of the body. According to Jack G (1992), effective use of body movements often occurs spontaneously and casually. It should also have meaning and purpose and in accordance with the message that is intended to be communicated. In addition to providing visual variety and stimulating interest, deliberate and organic movement also aids in message communication.

Regarding the effectiveness of Total Physical Response, numerous studies demonstrate its favourable impact on students' academic achievement, learning attitude, self-assurance, and motivation. Early on, teaching is done without the use of texts; instead, songs, games, and stories that go along with engaging activities are used to impart lessons. They have increased their self-confidence by using this strategy (Richards and Rodgers, 2001). By lowering tension and anxiety and providing an engaging learning environment, it aids in the development of students' oral fluency and listening comprehension (Asher, 1968).

Early on in the learning process, activities such as games, singing, and storytelling are used to engage students and boost their confidence instead of using text (Richards and Rodgers, 2001). This type of approach helps students develop listening skills and oral fluency by reducing their stress and anxiety to learn new things through an interesting learning process (Asher, 1968).

In article by Sing, J.P (2011) and quoted by Sitaula (2008) stated that, children's communication skills are able to improve through Total Physical Response by conducting activities like listening, and speaking in the target language. Additionally, the researcher discovered that Total Physical Response (TPR) increased students' motivation level and decreased their anxiety. The Total Physical Response (TPR) approach is capable to facilitates memory retrieval. This occurs as deeper memories are associated with more frequent occurrences of a given event. Hence, it facilitates the memorization process. Other than that, strengthening the memory link

through exercise, and language acquisition helps with memory recall. Stated differently, this Total Physical Response (TPR) has the potential to enhance an individual's memory speed, retention, and learning efficiency. This claim is supported by Nuriyatul Hidayah's (2017) study, which discovered that pupils in Arabic classes are more adept in memorization of vocabulary (*mufradat*).

Abdul Fattah (2019), asserted that the Prophet (peace be upon Him). was the greatest teacher in history. Prophet Muhammad used and employed distinct as well as various teaching strategies which is similar to Total Physical Response (TPR) methodology. One of the methods that the Prophet (peace be upon Him) used to teach His companion was body language, and hand signals (gestures) among other techniques. An example of this approach can be seen in the following hadith where the Prophet (peace be upon Him) compares the proximity of the Day of Judgement to the distance at which He was sent as a messenger: *بُعِثْتُ أَنْ أَوَّلَ السَّاعَةِ كَأَهَاتَايَ ۚ*، *أَوْشِيرُ بِإِصْبَاحَيْهِ فَإِيَامٌ هُنَّ*

Anas bin Malik (may Allah be pleased with him) reported that the Messenger of Allah (may Allah be pleased with him): "My advent and the Hour are like these," pointing with his two fingers (index finger and middle finger) and stretched them later - (Al Bukhari: 6504) and Muslim (2951)

This hadith describes how Rasulullah used his middle and index fingers as a warning that the end of the world was imminent due to the proximity of these two fingers which barely have a nail's worth of space between them when united, making them extremely close. In 2020, the Federal Mufti explained that this hadith means that there is little time left compared to the age of the world, which has reached a billion years. Thus, there is nothing equal in the sight of Allah SWT's knowledge that equates one day in His sight with a thousand years according to human years.

Another instance comes from Abdullah b. Amru, who stated that he recorded all he learned from the Prophet (peace be upon Him) in order to facilitate memorization. The Quraish people then put an end to his antics. "Did you write down what you heard when the king was angry or happy?" the people of Quraish questioned. Abdullah b. Amru thereafter ceased his writing and cited the Prophet. Placing his hand over his mouth, the Prophet clarified, saying, "Write, for the sake of the one in whose hands my life is (for the sake of Allah), do not come out of it (while showing it to his mouth) except what is right (true things)." Sunan Abi Daud, Musnad Ahmad, Sunan Ad-Darimi

Rasulullah demonstrated the strength and comprehension of the bond amongst believers by crossing the fingers on his right and left hand (Al-Bukhari, 2002: 2446). Similar to this, there are hadiths that describe the Prophet (peace be upon Him) explaining the protector of orphans' closeness to him in heaven by using his middle and index fingers (Al-Bukhari, 2002: 5304). In addition, Sufyan bin Abdullah Al-Saqofi (may Allah be pleased with him) recounts that Rasulullah restrained his tongue when discussing the perils of speaking (Ibn Majah, 1998: 3972). The examples mentioned above all support the idea that nonverbal cues like body language and gestures play a crucial role in communicating ideas. The aforementioned examples serve as models for teaching and learning. Teachers can effectively convey information to students and ensure that they receive quality instruction by utilizing body language, facial expressions, and body movements (Wan Harun et al., 2015).

Drawing from multiple instances from the examples above, it indicates that the use of body language or Total Physical Response (TPR) is not limited to the use of second language teaching only. In fact, it can also be applied to other disciplines, including teaching Qur'anic recitation. This is due to the possibility that it will enhance the pupils' comprehension of the teacher's message. According to a study by Norizah (2014), children's surah memorization and prayers (du'a) abilities can be enhanced by education that incorporates body motions.

This Total Physical Response (TPR) method is very beneficial for primary school students studying the Qur'an. Students at this fundamental level are not taught to regulations and terms such as *tajwid*, *makhruj*, and the traits of *hijaiyah* letters. The Total Physical Response (TPR) method of teaching foreign languages does not include the teaching of in-depth subject structures such as grammar and language structure. This is due to the fact that every structure mentioned above exists to stress the children. Students are able to study in a stress-free and calm environment by adopting this Total Physical Response method. As a result, this will help the students retain and properly process the material that the teacher has delivered.

The same applies to learning the Qur'an using the Haraki method. This approach uses a lot of body language, whether it is for reading the Qur'an in *tajweed* or introducing *hijaiyah* letters (Zakaria, 2019). Take the letter *hijaiyah* (ن) as an example. During Qur'anic teaching process, especially to elementary level students, the teacher will typically begin the lesson by having the students read the letter "nun" in Roman. Average students can read Roman words fluently, but they are unable to read passages from the Qur'an with the same ease. Subsequently, the Haraki Method employs the movement of body parts to introduce the letter ن, whereby the instructor urges the learner to mimic their movements. In Haraki's method, students will learn about one of the punctuations known as point (.). The point or dot served as distinguishing point to help students, due to the numerous dots found in *hijaiyah* letters. The Qur'an has thirty *hijaiyah* letters; fifteen of them have dots and the remaining fifteen do not. As a result, movement is employed to discern between the dots in *hijaiyah* letters, which might contain one, two, or three dots. A single hand is all that is required or moved to study letters with a single dot. The hand movement for letters with two or three dots corresponds to the number of dots in the *hijaiyah* letter. Simultaneously, the *hijaiyah* letter's dot is positioned differently. Two types of dots are present in *hijaiyah*'s letters: one is at the bottom and one is above the letters. As a result, the hand's position and the point's position (up and down) must both be parallel.

Upon closer inspection, the dot in the letter "nun" ن is located near the top of the letter. As a result, teachers must use the Haraki Method with Total Physical Response (TPR) to educate and provide examples of how to pronounce and memorize the letters. As an illustration, the teachers should their right hands and unites all five fingers into one. Subsequently, the instructor demonstrated how to put food into the mouth in accordance with Malay custom while uttering "N...Nasi". As for students at the basic level, this approach is highly beneficial as they will be more adept at recalling the *hijaiyah* letters by using methods such as hand gestures. Teachers can utilize teaching aids like flashcards and images of rice in a bowl to help students grasp concepts better.

In conclusion, the purpose of this study was to ascertain the opinions of Al-Qur'an teachers regarding the application of Total Physical Response (TPR) by using the Haraki method.

RESEARCH OBJECTIVE

The objectives of the study are as follows:

Examining the teacher's emotions while utilizing Total Physical Response (TPR) in Haraki approach during Qur'anic teaching in classroom setting.

Determine the teachers' presumptions on the use of body movements in Haraki's Qur'anic teaching and adapting Total Physical Response's concept.

Perceiving the teacher's opinions on students' academic performance that use Haraki approach in their Qur'anic comprehension to teach the Qur'an.

Research Questions

The research questions of the study are as follows:

How do educators feel about using the Haraki teaching method which is based on Total Physical Response (TPR)?

How does the instructor feel about the movement of body parts when using the Haraki teaching method which is based on Total Physical Response (TPR)?

Based on the teacher's perspective, how much can students grasp the Al-Quran lessons by using Haraki Method that is based on Total Physical Response (TPR) concept?

RESEARCH METHODOLOGY

Research Design

This study uses a qualitative approach. In terms of data collection, qualitative research uses a smaller sample because it takes a long time to identify.

Samples

This study involved a total of six study participants. Selection as study participants was done using purposive sampling techniques. In general, participants in this study were generally chosen from among individuals who have previously taught the Qur'an to adults or students in preschools, elementary schools, or secondary schools. These participants are also required to take part in Haraki Method teaching guidelines and training sessions. Furthermore, the participants must attend a series of seminars called the Haraki Method Intensive Seminar, which is offered by Haraki. Those who attend this seminar are also obliged to provide some practical testimony to their pupils. Participants in this study were required to attend an intensive training session and teaching guidance of the said method. The intensive program was called as Intensive Seminar of Haraki Method (Seminar Intensif Kaedah Haraki). At the end of the seminar, Ustadz Zakaria assigned a task to participants to gather data regarding the application of the Haraki Method and its efficacy in helping students for Qur'anic learning. The assignment must be completed practically, meaning that research participants must give their own students some real-world testimonials. **Table 1** presents the background information of the study participants: who were chosen for interviews. All research participants are assigned a code or nickname such as Study Participant (SP) name to maintain research confidentiality.

Table 1: General traits of study participants.

Study Participants	Gender	Age	Years of experience in Qur'anic teaching
SP1	F	51-65	>10 years
SP2	F	36-50	>10 years
SP3	F	36-50	>10 years
SP4	M	21-35	3 years
SP5	M	36-50	>10 years
SP6	F	21-35	8 years

Research Instrument

Although there are many different kinds of research instruments that can be employed for this study, two triangulation methods—the structured questionnaire technique and the interview method—have been selected to investigate the issue. The study participants are essentially asked the following four major questions:

What is your opinion on Qur'anic teaching that is grounded in the theory of Total Physical Response (TPR)?

How do you feel about the way certain body parts are used to teach Haraki's concept in Qur'anic instruction?

How successful students that practiced the Haraki's Total Physical Response (TPR) technique to study the Qur'an in terms of academic achievement?

Research Procedure

The structured interview technique was utilized by the researcher in this study to accomplish research goals concerning the emotions, contentment, aspirations, and opinions of the study respondents. Before conducting the study, the researcher obtained written consent from the study participants, and the participants were informed about every aspect of the interview beforehand. The participants also were made aware of the interview's objectives. The participants were prepared with pre-constructed items served as the basis for the questions that were posed before the study was conducted. Throughout the interview, the investigator probed pertinent topics until the researcher was satisfied with the answers given by the participants. Prior to that, the

study participants were also informed about the interview was being videotaped. This is to ensure and avoid all information presented by the study participants are lost. In addition to being a Haraki Method teacher, the researcher enjoys a positive rapport with the study participants. After the research participants have finished providing information, the researcher transcribes the results of the recorded interviews based on the videotaped results. The data that has been obtained by the researcher is performed and analysed, and this method of analysis is supported by Jennifer (2002). The reading process is executed repeatedly to get a clear understanding and identify a theme for the statements that have been acquired. The results of the theme are analysed by the researcher and discussed in the sub topic of this writing.

RESEARCH FINDINGS

The results of the study from interviews with study participants have been summarized into three elements, namely affective, psychomotor and cognitive. This is to facilitate the reader's understanding.

Affective Elements

The present study examines the affective perspective of data pertaining to sentiments and emotions experienced during the Qur'anic teaching based Total Physical Response (TPR). The majority of research participants reported that they enjoyed using the Haraki's teaching Method as they can successfully achieved their learning objectives. Haraki's teaching method gained many favourable responses as the participants expressed their ecstatic and enthusiastic to help more students in Qur'anic learning. In addition, the study participants were pleased to observe that the students could response well to the nonverbal cues (body movements), recognize letters and sounds, and accurately read the Qur'an. The study participants' confidence and enthusiasm are boosted upon adopting the Haraki's teaching method which therefore makes them better equipped to teach the Qur'an to others better. Study participants experience less stress during teaching and learning process as this laid-back approach of Haraki's Qur'anic teaching method. Additionally, this relaxed method allows students to learn in an environment that is enjoyable, upbeat, energetic, joyful, and amused. Although this approach appears juvenile, whimsical, and odd to the unaided eye, Haraki's technique of instruction offers a wealth of information. The study's conclusions demonstrate that students are eager to learn Haraki's teaching methodology in greater detail as seen by their frequent inquiries regarding the upcoming lesson. Using this approach, students demonstrate an attitude of constant enthusiasm and openness to receiving new information, and they do so freely and without coercion. Following the joint interview with study participants, the following are some of the responses that were obtained:

"I feel less stress when the students actually mastered the knowledge taught. I have never ever encountered an easy teaching method but Haraki is an exceptional. Students become more enthusiastic in classroom and they responded very well. They could understand and comprehend the knowledge better...They keep asking me about the upcoming class". - (SP1)

"The use of Total Physical Response in Qur'anic teaching and learning is outstanding. Students are more active and expressed their enthusiasm in Qur'anic learning. The Total Physical Response used a lot of movements and not stagnant. This show that the process of teaching and learning encompasses more than just writing and listening. Other than that, this concept is just effortless as teachers may make use of anything nearby such as pictures which help students to understand better too". - (SP2)

"There is a sense of satisfaction and fun knowing that the students are able to comprehend the Total Physical Response's method in the classroom. There is an explicable sense of joy when a learning objective is achieved by using this type of method. Although the teaching and learning approach appears to be playful, it actually incorporates a lot of educational components that make students feel at ease and unpressured. Both adults and children find these kinds of lessons to be quite entertaining". - (SP3)

"I feel overjoyed seeing that students took part actively by using this methodology. Prior to the adoption of this Qur'anic teaching methodology, students merely paid attention to what their teachers stated". - (SP4)

"Love and enthusiastic to learn more, absolutely no stress! I'm delighted!". - (SP5)

“When I first started teaching the Haraki approach, the students were taken aback. However, they enjoyed learning for a while and were always eager by keep asking questions about the class. They were all delighted to learn while leaping around and never skip any classed or showing bored faces.” – (SP6)

*“Many students are fascinated by the way the letter **ص** (sotong) moves. The gestures and movements of the letter is unique and delicate which are liked by many students especially when the teachers elicit a small emotion or feeling.” – (SP1)*

“The practical use of simple approaches makes learning more engaging and beneficial. When theoretical knowledge is imparted to students, they typically grow bored quickly and some of them think it is difficult to comprehend the material. However, many students grasp or understand the material rapidly via this strategy.” – (SP5)

When a teacher employs Total Physical Response method, adult students experience the same joy of learning the Qur'an as do the younger students. This indicates that anyone of any age who wishes to learn Qur'an recitation at a basic level can benefit from the Haraki Method. The general public responded favourably to the Haraki method, which they had not experienced with prior approaches. The following is evident from the study participants' opinions:

“Ustazah, it was a pleasure and joyful to learn this technique.” – (SP6).

“I am appreciative of having a technique that has a significant impact and helps students to recall the letter. This approach is well-liked by students s of all ages and facilitates their easy recall of the alphabet's letters.” – (SP2)

“The majority of children enjoy active learning environments with plenty of movement, but occasionally adult learners are actually more eager to pick up a method that incorporates lots of movement with unique movements: - (SP3)

The study's findings provide an answer to the initial research query. In summary, the majority of research participants reported feeling personally satisfied with their own teaching abilities as a result of using Total Physical Response in Haraki's teaching method. The majority of research participants reported little stress when employing the Haraki's teaching method. The study participants initially found the method a little awkward to utilize. On average, the participants mostly have been teaching the Qur'an using conventional techniques for a very long time. Therefore, the changes from traditional method to Haraki's teaching method have created a feeling of clumsiness and difficulty to adopt at the beginning. However, after using the method regularly, they feel more comfortable. Using Haraki's teaching method in Qur'anic teaching at school creates excitement in students and teachers as well.

Psychomotor Element

The second research issue, which concerns the study participants' perceptions of the movement of particular body parts in Haraki's Qur'anic teaching approach, is addressed in this section. The participants responded well, concurring that the exercises selected were acceptable, light, easily, and not excessively so. As the movements displayed are routine actions, students may easily follow and comprehend the series of appropriate selections. However, the activity is hardly strenuous as it is restricted to hand motions alone and does not engage with the entire body. Additionally, the study participants thought that the exercises were engaging, not monotonous, and appropriate for people of all ages. Participants in the claimed that while most students struggle to retain information, using movement in the classroom helps students do so. The following statements made by study participants during the interview session demonstrate this:

“The movement chosen is relevant, appropriate and has a connection with the hijaiyah letters.” - (SP 1)

“The hand movements used are acceptable, simple and not excessive.” - (SP2)

“A movement that is easy to understand and remember as the students can imitate their teachers.” – (SP3)

“The movements chosen in this method are indeed relevant, according to the matching letters, and fitting for all ages.” - (SP4)

“A straightforward technique since it solely requires hand motions and doesn't necessitate the use of the entire body. For elderly folks, hand movements are quite simple because they may be performed while seated. Some older people have trouble

moving their limbs, particularly their legs. As a result, this approach is thought to be particularly helpful for senior citizens' learning." - (SP4)

"The chosen movement is simple and typical of what we do in our daily lives, therefore it is easy. When a lesson needs to be learned theoretically, most students find it difficult to remember; however, Haraki's approach is exceptional. When the teacher says the name of the dance (body movements), the students are simpler to recall." - (SP4)

"Due to the teacher's attention-grabbing hand movement dance, the students follow it with great responsiveness actively. Students emulate the teacher's behaviour." - (SP5)

"It was a bit clumsy at first because traditional teaching methods were only taught formally." - (SP6)

The Total Physical Response teaching approach was implemented by study participants with their students in the classroom. The Qur'anic teaching and learning procedure were well welcomed by the students. Most students in the school are capable of mastering the material that is taught. The typical learner demonstrates a keen interest by mimicking and adhering to the teacher's movements and they actively participate in educational activities. As this method is used in schools, the results indicate that children are more prone than adult students to execute body movements method. Adult learners will typically be the ones to listen and watch this new approach first. At the beginning, the adult students will look a little confused (blurred) but after being explained and given a good example, the adult students will be able to digest the objective of the implementation. Below are the reactions given by the study participants:

"Since they are accustomed to adopting the previous approach, the majority of my adult students are rather taken aback by this Haraki's method. However, after using Qur'anic recitation to justify the movement, they understand and are able to accept this approach. The adult students enjoy making hand movements in the learning that is taught!" - (SP2)

"Students must be observed to make sure they mimic the hand gestures. In fact, teachers can also use storytelling to help students understand the benefits of this approach to acquiring mastery. As a result, that will facilitate understanding and encourage enthusiastic learning among the students." - (SP4)

"Whether they are adults or youngsters, there is no issue with them moving their hands or bodies. All ages of students take great pleasure in mimicking the hand gestures used in their Qur'anic studies, and some students—particularly the adults—get really excited about it." - (SP2)

"The students are incredibly happy and cooperative in this Haraki's method of teaching and learning. Some adults (elderly) exhibit levels of excitement that are higher than those of school's students. This is a result of the exposure and acclimatization of school students to a variety of teaching and learning approaches. School student's good adoption of Haraki's method is not surprising, as some of the methods emphasize the idea of learning while playing. However, compared to school's students, adult learners who are relatively new to this kind of teaching and learning process exhibit greater delight." - (SP3)

One issue that most students deal with is that they frequently forget a *hijaiyah* letter and find it difficult to recall the letter in question, including the *makhrāj* and its characteristics of the letters. The majority of students have trouble pronouncing a letter's *makhrāj* correctly, which leads to inaccurate Qur'anic recitation. Whether a letter is a single letter or continuous letters, Haraki's method uses the Total Physical Response (TPR) method to keep students from mispronouncing or changing letters. The study participants said that there is a close association between the movement selected and the shapes of letters or symbols found in the Qur'an. Students' recall of certain letters and the significance of symbols in the Quran is so indirectly facilitated by this. Using Haraki's method, study participants who were also teachers were able to clearly explain and differentiate between letters. These are the responses provided by the research participants:

"Simple hand movements as students only need to pay attention to and count the dots in the hijaiyah letters. If the hijaiyah letter has two dots, then the student needs to move two hands and the opposite happens if the letter has one or three dots." - (SP6)

"There is a continuity between movement and hijaiyah letters." - (SP2)

"The hand motions that students perform resemble the letters of the hijaiyah, therefore it helps them to recall. Students are able to visualize and connect the letters they have learned to the movements as a result of this." - (SP1)

"The movement chosen is very suitable and it really helps the students in memorizing and correcting the hijaiyah letters." - (SP5)

"Every selected movement is associated with the Arabic dialect. For instance, the letter ض is automatically referred to as Doraemon. In the meantime, the term 'tolak' is connected to the letter ط. This demonstrates how Haraki's approach is straightforward and situation-specific." - (SP2)

"One of my students experiencing lisp when reciting passages from the Qur'an and one day the student sent me a picture of Surah Al-Ikhlâs. My student was thrilled to be able to read the surah after previously being unable to do so at all. Praise be to Allah, it was good to see the said students happy and joyful." - (SP2)

Cognitive Element

Regarding the opinions of study participants on student achievement, this section responds to the third research question. The Haraki approach can be used in the classroom to raise student performance and accomplish learning goals. When using Haraki's method of Total Physical Response (TPR), students can become proficient at reciting the Qur'an and responsive in their learning of it. At the same time, students can read the Quran more quickly when they apply Haraki's Total Physical Response (TPR) method. A few of the research participants' students struggled mightily to read the Qur'an at all. On the other hand, some students learn the Qur'an so quickly by using this method which cause people to disbelief. Teachers will instruct students to revise the hand gestures of Haraki's method if they have not yet mastered the material. Simultaneously, the teachers will assist the students by restating the Haraki Method's learning process through formative evaluation. The responses that study participants found for the Cognitive Elements are listed below:

"Learning and teaching sessions are easy to conduct, causing students to master well and learn in a stress-free environment." - (SP3)

"Some students in the class continue to struggle with confidence and are skeptical that this approach works as they see how this method could help people with zero knowledge of Qur'an in a short amount of time. I was quite aback to learn that, despite my ongoing teaching process instruction on letter recognition, the students could read such surahs. This demonstrates how engaged these students are in classroom." - (SP2)

"The learning objectives have been met during the course of the teaching and learning activities. Even though some preschoolers still struggle to recall the letters they learn, the majority of them are able to acquire and retain the movements. By repeating a letter two or three times, some students can also read connected letters and letters with strokes (above, below, and in front). Roman-reading proficiency increases the likelihood of rapid comprehension and stroke-by-stroke mastery of hijaiyah letters in both youngsters and adults." - (SP6)

"Parents who use this teaching approach initially think it's a little odd. Nonetheless, they believe this approach is excellent as they have seen how effectively their kids are able to acquire it." - (SP1)

"This approach is incredibly helpful in facilitating the teaching and learning process. When Iban (non-Muslim) students were taught this way, they quickly became proficient in mastering the hijaiyah letters." - (SP1)

"At first, I taught my nephew—who knew nothing about the Qur'an—how to use this method. Praise be to Allah, despite my nephew somewhat sluggish reading speed, he is now able to read Iqra' 3. One of them has almost been able to read the Qur'an." - (SP1)

"Lessons such as (nun sabdu, mim sabdu, prolongation, and qalqalah) can be rapidly understood by students in a short of time. The usual technique takes a long time—one hour and thirty minutes—and some students still struggle to comprehend and master the material. Due to the circumstances, certain students attend extracurricular study sessions in order to enhance their education, and the majority of them succeed in their studies as a consequence of the tuition rather than the traditional teaching style." - (SP5)

"The proportion of students who demonstrate strong achievement through student learning achievement is higher than the proportion of students who fall short of the goal. Observation reveals that even while their reading is still essentially crawling, students who previously knew nothing about the Al-Qur'an now exhibit significant improvement. Even if some students frequently forget a letter, they can ultimately become proficient in it by employing Total Physical Response (TPR) to conduct their learning. Praise be to Allah, a lot of students have made progress." - (SP2)

Participants in the study reported that because the Haraki method involves hand gestures to aid in learning, pupils are more inclined to concentrate in class. Failure to give full concentration causes the learner to not be able to master the method properly. Students' ability to focus properly helps the teacher maintain effective classroom management while also enabling the achievement and fulfilment of teaching and learning objectives. The following statement is the outcome of an interview with research participants:

"The use of Total Physical Response (TPR) in the learning and teaching process makes students more focused." - (SP4)

"A highly effective way to focus our minds." - (PK5)

"This approach piques students' interest in studying while also making it simpler for the teacher to maintain order in the classroom. Prior to the employment of this strategy, students—particularly young ones—could only concentrate in class for thirty minutes at a time, whereas adult students could concentrate for longer. Students convey their pleasure in employing this approach, their want to acquire knowledge without being forced to do so, or their wish to give up on studying altogether. - (SP6)

Some research participants draw comparisons between the traditional approach to Qur'anic learning and Haraki's method, which uses Total Physical Response. In comparison to traditional learning, students believe that Haraki's method improves their ability to master the material. According to what the study participants had to say about it, this is as follows:

"Learning and teaching have always relied solely on sight and hearing. Students' memory can be strengthened when learning the Qur'an through the application of Total Physical Response, particularly for those who have no prior familiarity of the text. In the past, students found it challenging to learn using traditional methods, which prevented the teachers from meeting the learning objectives. Take the letter "Ta" from the Qur'an, for instance. Given that the letter starts the hijaiyah letter sequence, it's possible that students will be able to recall it. But it's possible that the students will forget about the letter if they are questioned about it." - (SP3)

"When taught using the traditional technique, some children struggle to remember and grasp concepts such as "The letter Jim with strokes on top reads Ja." But when students learn utilizing the Haraki approach, their memory retention improves quickly. For example, students may recall "The letter Jim with strokes on top reads Ja" more easily when they see examples of clocks (jam) in their hands. When students demonstrate such examples, they rapidly grasp." - (SP2)

In addition to Haraki's method's benefits for instructing and understanding the Qur'an, there are obstacles that educators must overcome while putting this approach into practice. One of the difficulties arises when pupils struggle with Roman illiteracy. This is so because pupils who are already proficient in the Roman alphabet can benefit from the Haraki technique. It is very challenging for pupils to comprehend the teacher's presentation if they are illiterate. To guarantee that pupils with Roman illiteracy can grasp the lesson, teachers must also repeatedly study and teach the same material, which naturally takes a lot of time. In addition, the objectives of teaching and learning are also unfulfilled when students are unmotivated to study. The following are the statements made by the research participants:

"It is simpler for adults and children to grasp the lessons being taught if they are already familiar with the Roman alphabet. Five-year-old students find it challenging to learn because most children at this age still struggle with reading Romanize letters. As a result, the teachers are forced to repeatedly give the lessons as to ensure all students acquired the lessons." - (SP6)

"Compared to students who are unable to comprehend learning and teaching, there are many students who are able to acquire the lessons. The students' own earnestness is one of the reasons some of them fail to master the lessons. Some students show signs of decreased commitment after being monitored by missing class sometimes or frequently and learning

is hampered by this. However, if a student makes a strong commitment to their studies, they will undoubtedly be able to learn well and fully comprehend all of the material covered." - (SP3)

DISCUSSION

The aforementioned study's results support the notion that Qur'anic teaching which employs Total Physical Response (TPR), benefits the students in terms of affective, psychomotor, and cognitive development. From an affective perspective, the Haraki Method's use of Total Physical Response (TPR) helps foster a joyful learning environment. As teachers discover that students are able to comprehend the material they are teaching, they are less stressed out and can concentrate better. The teachers feel satisfied when students achieve the set teaching objectives. This finding supports research conducted by Norizah (2014) and Zakaria (2019). Students do not feel bored because they learn while doing (learning by doing), and it is in line with one of the characteristics of children in learning, which is that children learn while playing (learning by doing). A dynamic learning atmosphere incorporates stimulus and reaction. This is in line with behaviourism theory, which suggests that students would respond positively to the teacher's Qur'anic teaching. Students' satisfaction with their classroom experience is directly tied to their enthusiasm of learning. This is due to the fact that the entertainment components developed, have the power to enhance the significance of learning. This result is consistent with the research that Sherly et al. (2021) completed.

Aside from that, teachers and students show great enthusiasm for teaching and learning sessions since Haraki's method incorporates Total Physical Response. Additionally, students can study in a calm and stress-free setting as teaching is provided in a non-formal and structured way. Indirectly, this kind of environment might inspire students to keep learning. According to this study, the methodology that students receive in their lessons has an impact on their ability to focus. This study agrees with the results of a study conducted in 2021 by Melvina & Norazah on the strategy of fun education, which emphasizes teaching and learning in a laid-back and enjoyable manner. As a result, the Total Physical Response (TPR) technique allows for flexibility in Qur'anic recitation during lessons and is tailored to the reading proficiency of the students. It follows that using this strategy can spark students' curiosity, inspire them to learn, and help them concentrate on improving the process of learning. Muhammad Ihsan and Ahmad Zamzuri's written statement from (Ganotice et al. 2016) lends credence to this issue (2021). The author of the piece depicts the feelings and motivation of the students are affected to the teacher's teaching. It is anticipated that pleasant feelings like enjoyment will positively impact students' motivation and satisfaction in the classroom, which will raise their learning achievement. These enjoyable learning activities can motivate students to pay attention and stay focused throughout the lesson. In the meantime, it was discovered that unfavourable feelings were the root of avoidance motivation. These feelings also decreased students' enthusiasm for class activities, which in turn affected their academic performance. In addition to meeting 21st-century learning requirements, this type of teaching is able to motivate students to participate actively, independently, and more productively during the learning process.

According to the study participants, the selected movements were neither challenging nor difficult to execute from a psychomotor perspective. Students could readily mimic the teacher's movements. This is consistent with the behaviourist theory that Elbert Bandura established. According to stated theory, the learning process occurs when students change their behaviours in a new way as a result of the interaction between stimulus and response. Students acquire knowledge by observing and imitating what their educators perform. Programs built on the stimulus-response paradigm are referred to as social learning theory and personality psychology (Habib Maulana Maslahul Adi, 2020). As a result, both adults and children are able to perform the Total Physical Response (TPR) exercises included in the Haraki Method since the exercises selected are common daily movements rather than overly strenuous ones.

Teachers can identify students' errors and areas of weakness more easily when they incorporated the Total Physical Response (TPR) approach in teaching and learning activities as they can see the student's response, whether it is positive or negative. It will take multiple revisions for the teacher for the students to successfully perform the moves as demonstrated. The Haraki approach places a strong focus on Qur'anic reading and decoding letters; writing abilities are not given nearly as much attention. This aligns with the lesson plan of the

Malaysian Ministry of Standard Curriculum (2003), which aims to educate students to read the Qur'an accurately and fluently.

From a cognitive perspective, the Haraki method's use of Total Physical Response (TPR) facilitates students' recognition of individual *hijaiyah* letters when they are linked and matched with different strokes. This finding is consistent with a study by Zakariah (2019), who discovered that the Haraki technique makes use of simple terminology that young learners are able to understand. Less Arabic terminology is used in this approach, which makes it ideal for beginning students learning the Qur'anic recitation. Inadvertently, this approach facilitates students faster reading of the Qur'an. Using this technique can aid students in learning the topic and ensuring that it sticks in their minds for a considerable amount of time. This is due to the fact that this approach uses the students' senses—eyes, ears, and body parts—instead of merely static learning the Qur'an. This study validates the results of a study by Zulkiple (2001), that stated students' comprehension of the material being delivered might be strengthened by repeating hand gestures and certain body parts.

Each student must devote close attention to the lessons demonstrated by the teachers to help them perform the movements (hand gestures) correctly. This agrees with Richard and Rogers' (2010) assertion that students must concentrate on listening to teachers and physically following their commands in order to participate in Total Physical Response (TPR). This may assist the teacher in maintaining effective classroom management inadvertently. The teacher can readily evaluate a student's Qur'anic reading achievement by observing how effectively the student is able to comprehend the movements (hand gestures). The teacher may repeat the session if the student is still unable to perform the moves as demonstrated. Before moving on to the next subject, the teacher conducts a formative assessment to make sure the students have mastered the previous one. In comparison to traditional methods, Total Physical Response (TPR) can help students' cognition. This result aligns with research by Ab. Halim (2015) and Kamarul Azmi (2013). According to the study, Islamic education is better taught and learned when there is active learning involved.

One of the fundamental techniques for mastering Qur'anic recitation is the *Talaqqi Musyafahah*. The Prophet (peace be upon Him) educated his companions using the same methodology that the Angel Gabriel used to convey revelations to the Prophet Muhammad (Al-Buti 1991). In order to help students pronounce the *makbraj* letters correctly, the Haraki method incorporates this *Talaqqi Musyafahah* into its Qur'anic teaching through ensuring that students are able to see the teacher's mouth movements. Consequently, the Haraki method's choice of hand and body gestures aids in improving pupils' comprehension on the pronunciations of a particular letter without the need of Arabic vocabulary. As a result, students find it easy to recall a letter they learned about and are able to correct the letter's suffix.

Students can gain experience and build critical and creative thinking abilities through the Qur'anic teaching and learning by using the Haraki method, which incorporates Total Physical Response (TPR). In order to help students retain information for a longer period of time, teachers should help students grasp a letter before demanding them to memorize it. As an illustration, teachers can introduce the 28 *hijaiyah* letters to their students without having them pronounce and shape them in the correct order, therefore preventing students from memorization. The teacher can accomplish this by assigning the students to study the letters, pointing out similarities and differences, and making connections to the students' prior learning and experiences. Students are compelled to think critically and creatively by using these techniques. This circumstance arises when the knowledge acquired entails a cognitive process, or the capacity to remember or recognize the subject matter of lessons learnt. This procedure has the potential to improve the students' memory. These results corroborate the research conducted by Siti Fatimah et al. (2018) and Tuan Rahayu et al. (2017). The results of the researchers' study highlight the value of educating students to think with Higher Order Thinking Skills (HOTS). Students can be encouraged to think creatively and study in an enjoyable setting by making the connection between the lesson of Qur'anic recitation and their prior knowledge.

Suggestions

The results of this study clearly show that incorporating Total Physical Response (TPR) into Qur'anic education will enhance students' motivation to understand the material and expedite their reading progress. Therefore,

the researcher suggests that this Haraki Method be disclosed to all Islamic Education teachers. By incorporating the Haraki Method into the curriculum, Malaysian schools aim to improve the Qur'anic reading comprehension of the students, particularly those at the basic or beginning level. This issue also aligns with the goals of the Malaysian Ministry of Education (MoE), which prioritizes critical thinking abilities to develop students' capabilities of problem-solving and decision-making which is relevant to 21st-century learning. Furthermore, it is imperative that educators consistently evaluate the pedagogy of Qur'anic recitation employed in the classroom to accomplish educational goals and, incidentally, satisfy the demands of the Malaysian Ministry of Education (MoE). According to Siti Zaiton and Sanitah (2019), the primary objective of the Ministry of Education curriculum is unable to be effectively executed is due to the conventional approach of Qur'anic teaching, which is concentrated on the teacher. The relevant ministries should be ready to consider any new ideas and recommendations that arise from the study that is performed rather than just sticking with the current curriculum.

More temporary in-service training and courses on the application of Total Physical Response (TPR) in Qur'anic teaching are also necessary for Islamic Education teachers. This service's courses can be implemented in cooperation with universities, the Teacher Education Institute Malaysia (IPGM), and the Ministry of Education (MoE). Prospective teachers enrolled in Islamic Education programs at all institutions and the Teacher Education Institute Malaysia (IPGM) should be exposed to comparable content. As times and situations change, it is necessary to expose Al-Qur'an teachers on a regular basis to both the context of successful Qur'anic teaching and the learning substance of Qur'anic recitation.

CONCLUSION

The study's findings indicate that teachers perceive the application of Total Physical Response (TPR) in the Haraki Method of teaching the Qur'an favourably. The majority of the teachers acknowledged that the Total Physical Method had a positive impact on their ability to teach the Qur'an. This is a result of the students' enthusiastic response, particularly in terms of their mastery of the subject matter and their rapid recitation of the Qur'an. Most of the time, students merely disregard the teachings being taught, but the Haraki Method, which makes use of Total Physical Response (TPR), can pique students' interest and inspire them. One further thing that contributes to a student's understanding of the Qur'an is the choice of acceptable, basic body movements that are tied to the lessons being taught. As a result, there are fewer students who struggle to understand the fundamentals of the Qur'an. This means that this approach is not just appropriate for preschoolers or primary school students, but may be applied to all age groups who are at the basic or beginning level of the Qur'an. This is also predicated on the target group of the Total Physical Response (TPR) strategy sharing similarities with one another. Dr. James Asher developed the Total Physical Response (TPR) method in the 1960s, and it was used to teach and learn foreign languages as a second language. Due to the approach's success, Total Physical Response (TPR) is now used in Qur'anic learning and teaching, and it can be used by people who suffer from Al-Qur'an blindness.

It is envisaged that this study will be able to revitalize Al-Qur'an instruction in Malaysia. Hopefully this study can be used as a basis for discussions with parties related to the teaching of Qur'an recitation such as the Ministry of Education (MoE), Department of Islamic Development Malaysia (JAKIM), State Islamic Religious Council (MAIN), Ministry of Youth and Sports, and others as well. The goal of this study is to help Muslims in Malaysia and around the world in general become literate Qur'anic learning. Ultimately, the objective is that this study will serve as a manual and point of reference for upcoming studies executed by other scholars.

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