

## Spatial Profiling for Dynamic Tahfiz Learning Environment

*Nur Atiqah Bt Jamaludin, Nurlawati Ab Jalil and Arita Hanim*

School of Mechanical Engineering, Suranaree University of Technology,  
111, University Avenue, Muang Disdriect, Nakhon Ratchasima, 30000, Thailand.

**Abstract:** Tahfiz centres are institutions that are accountable for educating students to memorize and recite the whole Al-Quran. The number of tahfiz centre in Malaysia is consistently growing from only 58 in 1999 to 278 in 2011 with more than 95% of them are privately owned. The pattern is showing high demands and expectation to Tahfiz education system mainstream among the society in Malaysia. Therefore, regardless the increasing of pattern there is no standard interior requirements for the centres to comply as a guideline contributing to issues related to safety and quality of the education as reported in the media numerous times. The aim of this research is to come out with a better spatial configuration that reflects their actual need. The objectives of this research are to identify the spatial typology and its characteristic of existing Tahfiz Centers for improvement and secondly is to analysed the connectivity of each spatial based on the activities in the centers. Besides that, an observation also has been made at several Tahfiz Centres and Schools. Also, layouts were retrieved from numerous Tahfiz Centers in Selangor while images of the centers were taken to record the characteristic of the places. Data were analysed using DepthmapX Space Syntax Software for the layout and visual analysis for the environment component. Some case studies were run from literature reviews and selected existing Tahfiz centres and schools on Tahfiz learning spatial condition and the elements that make up the existing Tahfiz learning environment. The finding suggesting to improve the spatial efficiency according to the learning activity in the tahfiz centers.[1]

**Key words:** *Tahfiz Learning Environment, Dynamic Design, Tahfiz Interior Typology*

### INTRODUCTION

Education of al- Quran is one of the areas that continues to deepen the Islamic religion. Generally, al- Quran education begins with the most basic learning of the Quran such as recognizing *hijaiyah* letters, spellings, reading, knowing the tajwid rules and lastly reciting al-Quran. The procedure of the early stage of al- Quran education is the primary basis for every Muslims before exploring another Quranic teaching. In recent years, the ahfiz institution was growing fast. This is because of parents are starting to aware that al- Quran education is important for their children. Because the high demands of enrolment and issue regarding standards school environment, it is high time the aspect of conducive space for Quran memorizing to be studied, which is the key factor in ensuring the quality of the offered program and standard of the produced Hafiz and Hafizah [2]. Thus, the crucial target of this research is to review the spatial profiling for dynamic Tahfiz learning

environment which is effective on students' performance in memorizing al- Quran. There have many interior elements can be implemented into the tahfiz center such as space, color, forms, light, texture and pattern was found to significantly tune in with the Huffaz performance. Hence, this research will generate as a design guideline to any tahfiz institution and learning center that want conducive space for memorizing as a method of learning.

### DISCUSSION OF RELATED RESEARCH

The recorded number of centers offerings the stream is mushrooming since the years 2000 with majority are privately owned centers [1]. Further to this, In Malaysia there are 577 Tahfiz schools: twenty (20) of them are government school, ten (10) Tahfiz colleges and 547 are privately owned (Hamidah Bani et al., 2017). It is can be seen that public start to alert towards importance of Islamic Education. Based on the literature review, this paper

**Corresponding Author:** Nur Atiqah Bt Jamaludin, School of Mechanical Engineering, Suranaree University of Technology, 111, University Avenue, Muang Disdriect, Nakhon Ratchasima, 30000, Thailand.

managed to summarize 22 findings of researches about Islamic education which is the focal point on Quran learning and memorization in various field. From the numerous of research, factors that will influence of Quran learning and memorization could be existing system, effects on the performance and unexpected factor that will be the gap

(hafazan). It also indicates that a slightly different about the education system is Quran memorization techniques. It also shows a research gap in many research areas especially regarding Tahfiz education system. Therefore, learning environment perspective shows only two research found below. However, these studies are limited to facilities management on certain Tahfiz institutions which one of them emphasizing that learning environment is not an important factor to consider. With that numeral, it shows that student learning environment not gives maximum impact and insignificant in the education.

No.	Author	Context Setting	Sector	Research Area																
				Learning Techniques / System	Technology	Behaviour Obs.	Memory	Performance	Env. & Facility Assessment Management	Education System	Env. Element									
1.	Irni Ismail	Institution	Government					•												
2.	N. Yaacob, M. Osman, S. Bachok	Institution	Private										•		•					
3.	M. Osman, S. Bachok, S.Thani	Nil	Nil										•		•		•			
4.	Hamidah Bani, Yassir Jaafar, Maheran Katan & Abd Halim M. Noor	Nil	Nil														•		•	
5.	H. Bani, M. Katan, A. Noor	Nil	Nil																	•
6.	Ibrahim	Institution	Private	•		•		•												
7.	A. Hashim	Institution	Nil	•																
8.	B. Ridza, R. Jalil, I. Sipan et al	Institution	Private/ Government	•																
9.	M. Al Hafiz. M. Yusof, M. Ghazali et al	Institution	Nil	•		•														
10.	S. Ariffin, M. Abdullah, I. Sulaiman et al [10]	Pondok	Private	•																
11.	Azmil Hashim, Ab. Halim Tamuri, Misnan Jemali	Institution	Nil	•																
12.	Azmil Hashim, Ab Halim Tamuri & Misnan Jemali	Institution	Nil	•																
13.	N. Md Nawi, N. Salleh	Nil	Nil	•																•
14.	Murihah, Abdul Hafiz, Arieff Salleh & Mohd Faez	Nil	Nil																	•
15.	A. Hashim, M. Marzuqi, A. Rahim et al	Institution	Nil																	•
16.	Tamuri	Nil	Nil	•																•
17.	Mohd Zahirwan Halim Bin Zainal Abidin, Pisol Maidin, Muhammad Yusri Yusof	Pondok	Nil	•															•	•
18.	N. Hassan, F. Fakhruddin, A. Ayub et al	Nil	Nil	•																•
19.	Hassan, Fakhruddin, Ayub Mutalib & Jaafar	Nil	Nil	•																•
20.	I. Azha, S. Baharuddin, Sayurno et al	Nil	Nil																	•
21.	M. Noh, A. Tamuri, K. Razak et al	Mosque/Institution/House	Nil	•																•
22.	Al- Mosallam, Entesar A	Nil	Nil	•																•
Total				14/22	3/22	3/22	1/22	16/22	3/22	4/22	9/22	0/22								

Based on the table below, more than half of past research focused on the student's performance in memorization

In fact, there is no findings regarding environmental element in the mainstream education which is significantly to create a conducive learning space for learning activity.

From the analysis, there are two categories of variables highlighted by previous study: Quran memorization technique and the performance of the students. With this research, typology of the Tahfiz according to the type of setting could be identified through learning activity through the different layout

**METHODOLOGY AND PROCEDURE**

This article uses eight (8) case studies where an observation of four (4) selected setting area: madrasah, shop lot, institution (own building), and house. All case studies are conducted using site observation and facility condition assessment checklist (FCAC) method to gather data on the environmental interior elements towards the existing learning activity.

**SCOPE OF RESEARCH**

In this study, the researcher only focuses on two (2) significant variables of the Tahfiz interior settings, there are spatial arrangement and privacy. The facilities condition assessment checklist is used to get the data of Spatial Arrangement and furniture of eight (8) Tahfiz layout typology according to their setting area.

**COMMOM INFORMATION**

The name and detail information of the selected Tahfiz is described in Table 1 below:

Selected Tahfiz Center	Type of Tahfiz Center	Location	Space Provided	Basic equipment	No staff/ student
Al-Baghdadi Centre	Shop lot	Lot 3862-J-1, Batu 73/4, Kg. Sg. Cincin, Gombak, Selangor, 53100 Kuala Lumpur. Phone: 0132987198	class (1) kitchen (1) store (1) toilet (2)	Computer White board Table/Chair Book shelf	Sff: 2 Std: 17
Maahad Tahfiz Sains Fatimah Az-Zahrah		19, Jalan SG 3/19, Taman Sri Gombak, 68100 Batu Caves, Selangor Phone: 0162154015	Class (15) Toilet (8) Foyer (2) Hall (2) Store (2) Canteen (1) Musolla (1) Teacher room (2) Meeting room (1) Discussion room (1) Management room (1) Cooperation (1) Principle room (1) Relax room (1) Library (1)	Computer White board Table/Chair Printer Book shelf	Sff: 32 Std: 270

			Computer lab (1) Showroom (1)		
Maahad Tahfiz Al-Quran Al-Islah	Mosque	Surau Al-Islah, Jalan Paladium Tiga 7/33C Seksyen 7, 40000 Shah Alam Email: mtqi_sa7@yahoo.com	Toilet (2) Store (3) Riadah area (1) Maahad tahfiz old class (2) Prayer hall (1) Obligation area (1)	White board Rehal Book shelf	Sff: 6 Std: 70
Maahad Tahfiz Hidayatul Mustaqim		Jalan 11 Selayang Baru 68100 Batu Caves, Selangor Darul Ehsan	Store (2) Surau class (2) Tahfiz class (1) Surau hall (1) Office (1)	White board Rehal Book shelf	Sff: 3 Std: 31
Pusat Tahfiz Ad-Diniyah	Institution	57, Jalan 2/5, Taman Bandar Baru Selayang Fasa 2A, 68100, Batu Caves, Selangor	Class (1) Toilet (1) Principal office (1)	White board Rehal Book shelf	Sff: 7 Std: 25
Maahad Integrasi Tahfiz Al-Insyirah		Residensi Bistaria Apartment, F-G, Jalan Ukay Bestari, 68000 Ampang, Selangor Phone: 03-4161 8317	Waiting area (1) Management office (1) Meeting hall (1) Toilet (16) Class (G10-G16)	White board Table/chair Rehal Printer Book shelf	Sff: N/A Std: 136
Maahad Tahfiz Al-Aqsa	House	2-24 Jalan Tanjung Balai 30/24 Kampung Jalan Kebun 40460, Shah Alam, Selangor	Class (5) Toilet (7) Store (2) Kitchen (1) Staffroom (1) Office (2) Hostel room (3) Warden room (1)	White board Rehal Book shelf	Sff: 6 Std: 25
Maahad Tahfiz Integrasi Dar Al-Hikmah		385-394, Jalan 3, One Ampang Avenue, 68000 Ampang, Selangor		White board Table/chair Printer Book shelf	Sff: 43 Std: 12

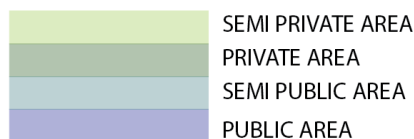
TABLE 1: THE GENERAL INFORMATION OF SELECTED TAHFIZ IN SELANGOR

**OBSERVATION ANALYSIS**

From the observation, the researcher has categorized into two (2) segments on the space planning and Tahfiz environment of the Tahfiz.

1) Space planning

LEGEND



i. Mosque

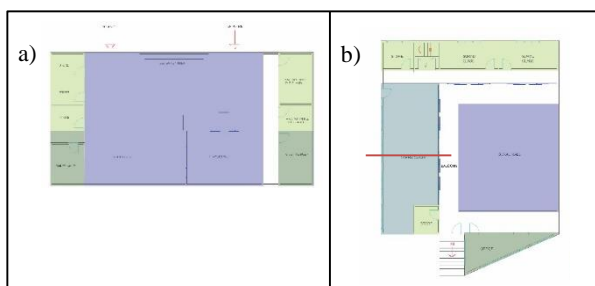


Fig 1. The figure above shows the layout Tahfiz A and Tahfiz B with mosque type of setting area

Tahfiz A (Maahad Tahfiz Al-Quran Al Islah) is adopting horseshoe/ U-shape and runway class layout which have segregated the zoning according groups. The furniture arrangement follows the mosque floor plan and is divided into focusing group. Students will form ‘halaqah’ or small circle at the mosque foyer. This is because the center did not has a class. Learning and memorization process happened at outside of the mosque hall. The students just sit on the floor with cross-legged position and small folded table for each of them. Thus, the problem with this center is space definition is not clear student use mosque’s foyer and it is too public and the situation is not suitable and comfortable learning activity. Other than that, they did not have meeting area and teacher room. This situation has led into misused of space where they have to use other space in mosque compound. Vise versa with Tahfiz B (Maahad Tahfiz Hidayatul Mustaqim is adopting horseshoe/ U-shape and row and column class layout. This center has a class which is occupied all the students. They were divided into 2 group with and separate with a partition (refer figure 1). The center has very spacious space, but did not have proper furniture arrangement. The students just sit on the floor with cross-legged and using folded table to put al- Quran. This type of layout gives proper indicator to visitor where they allowed to enter or should not. This center did not provide semi- public zone which consists

meeting room and teacher office. It also contributes to misused of the space where teachers use class as rest area for them.

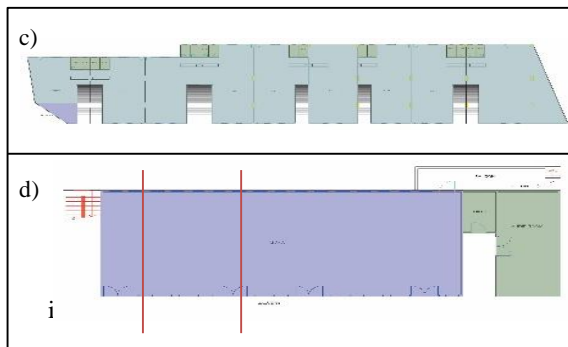


Fig 2. The figure above shows the layout Tahfiz A and Tahfiz B with institution type of setting area

Tahfiz C (Maahad Integrasi Tahfiz Insyirah) is adopting row and column, runway class layout. This center space zoning gives a proper indicator of space segregation where the reception area and management office at the first block. This zoning indicates a clear space definition to the student and visitor where they can enter or should not. The classrooms have spacious space. Unfortunately, it still crowded because the increasing of student registered in that Tahfiz. In memorization session students sit on the floor with cross-legged position: using folded table to put the Quran. In this class, there is no partition which segregate group of students where the male and female students are mixed. It different with academic class where the furniture arrangement is well-managed. Other problem is the Tahfiz did not provide a semi- private zone which is usually comprises teacher room. All the teachers have to use meeting room to prepare learning materials. For Tahfiz D (Pusat Tahfiz Ad- Diniyyah) is adopting runway class layout. This center only have 1 class which is occupied all the students. The space is very spacious, but did not have proper furniture arrangement where the students sit on the floor with cross-legged position and use folded table to put Quran. The layout is divided into 3 spaces: front, middle and back. With these spaces, students form a halaqah when memorization session started. In fact, there has no partition to divide the space. On the other hand, they did not provide a semi- public zone which usually comprises meeting room and discussion area to the visitor. This situation has led into misused of space where the staffs have to use other space such as staff room or class as meeting room. Thus, teachers did not have proper office.

iii. Shop Lot

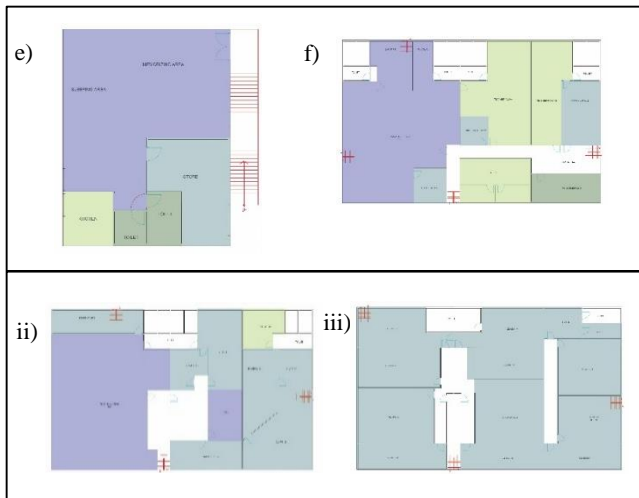


Fig 3. The figure above shows the layout Tahfiz A and Tahfiz B with shop lot type of setting area

Tahfiz E (Al- Baghdadi Center) is adopting workstation class layout which is open learning spaces. The layout is very flexible, loose, free- flowing environment, but this kind of layout needs a bigger space to allocate tables for student. This situation is contradictory with the al Baghdadi center where it has narrow space layout. The learning area and the sleeping area is in the same space. When Qailullah (take a nap) time comes, students: male and female are sleep together without any barrier. Limited spaces in the center also make it hard to re-organize the learning space. In addition, they did not provide a semi- public zone which usually comprises meeting room and discussion area to the visitor. This situation has led into misused of space where the teacher has used the class for the meeting. Otherwise, Tahfiz F (Maahad Tahfiz Sains Fatimah Az-Zahra) is adopting pair-up and horseshoe class layout. The classes are clear segregated based on education level because this center is using government system and perceived syllabus from JAIS and KPM. Not much interferences for students in their learning area as there shows a clear indicator of space segregation and the position of management office on the first floor. This center have proper furniture arrangement because of table and chair is provided.

i. House

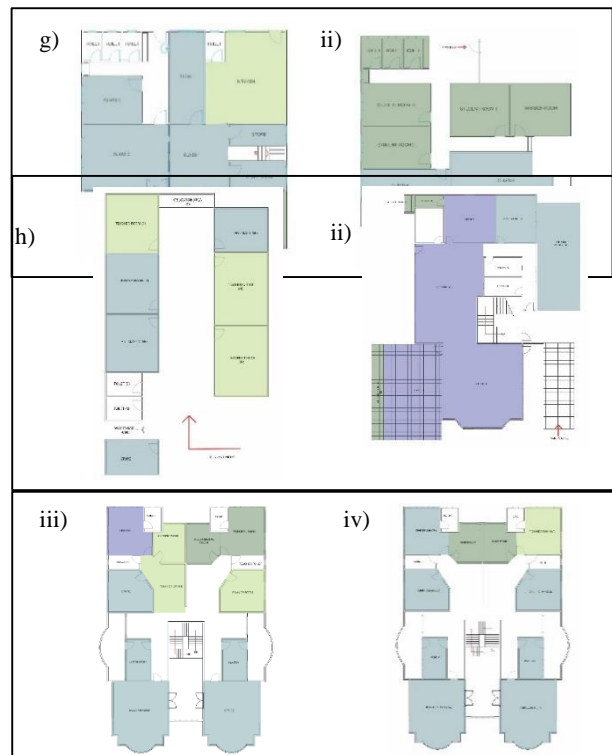


Fig 4. The figure above shows the layout Tahfiz A and Tahfiz B with house type of setting area

Tahfiz G (Maahad Tahfiz al- Aqsa) is adopting row and column class layout. This building is double storey terrace house and partially renovated such as offices, kitchen, staff room, hostel and installation of wall to divide the classes. The space definition is clear to the students and visitor that gives privacy to their students and staffs. The problem of the Tahfiz, there do not have furniture arrangement because the students only sit on the floor with cross-ledged position and use folded table to put al-Quran. Only teacher can sit on the chair and table. In addition, they did not provide a semi- public zone which usually comprises meeting room which is led into misused of space. Tahfiz H (Maahad Tahfiz Integrasi Dar Al- Hikmah) is adopting pair- up class layout. Space definition is clear to students and staffs which is not much interference for the student in their learning area as there have clear indicator of space segregation where the space is allowed to access or not. It also has proper furniture arrangement that table and chair are provided. Unfortunately, often find it hard to free up room for free floor space in the layout. The tables tend to take up most of the area of the classroom, minimizing options for moving students to the floor for non-desk related activities.

## 2) Tahfiz environment

Meeting area and class insufficiency is the most common situation observed by researcher. There is correlation between certain Tahfiz and the most problem which unavailability of meeting area and not enough class to occupied all the students at a time. This situation will cause the Tahfiz environment looks cramp.

## CONCLUSION

For the conclusion, there are two key elements which are significant in the Tahfiz Center in Selangor have been analyzed: space zoning, space definition such as learning area and management area. A clear space definition between public, semi-public, private and semi-private is really important in order to make sure the Tahfiz students have their privacy. However, to make sure that the learning and memorization process in the class will goes efficiently. Learning area (class) is a concern for Hafiz and Hafizah where the learning activities are happened. Management area for example, teacher office or meeting area is sufficient and require a privacy to parents or other authority to visit the center.

## LIMITATIONS AND SUGGESTION FOR FUTURE RESEARCH

Limited numbers of Tahfiz Centers willingly cooperate in this study and accessibility of the selected sites had becomes the challenge I order to gather more survey and observation of interior design of the center in Selangor. Although the study has been carried out for the interior design centers typology, the results can be generalized across other work contexts given the nature of the instrument for data collection. In order to understand the pattern of the Tahfiz center in Selangor as well as the problems occurs in the existing design, the researcher intend to focus on specific building types and office layout categories for a comprehensive study.

This finding will become the first ever of using an interior element (environmental design in improving memorization and learning experience in Tahfiz Center. In addition, it will become a reference point to researcher to further research and the designer in designing a conducive learning environment as well as beneficial to the learning institutions in helping student's performance and encourage attachment to the place through engagement to their study.

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