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# BRIDGING TECHNO-DIVIDE IN TAHFIZ EDUCATION WITH DIGITAL SKILL TRAINING

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## INTRODUCTION

Ministry of Education Malaysia indicates that there are 1,198 registered Tahfiz schools with JAKIM and 1135 of these are private schools that run the schools based on their own resources. This means that the field of Tahfiz is expanding and has the potential to produce professional Huffaz in the science and technology field. In conjunction with this, Persatuan Permata Al-Quran Malaysia (PERMATA) is an NGO association in Malaysia that also plays a role in the development and enhancement of Tahfiz education. This is to ensure it meets with the modern education system and at the same time retains its traditional values in Tahfiz education.

Previous researches show that, there is a significant need to tackle the issue of digital literacy within Tahfiz education institutions. The issue related to limited technology access, and less digital skills such as documentation in word processing, excel and graphic design for presentation skills among Tahfiz students and teachers [1][2][3][4]. It also aligns with the Research on Policies, Management, and Curriculum of Tahfiz Students in Malaysia in 2022 which mentions about the initiative to improve the digital competencies that can be applied in the Tahfiz education curriculum. It also contributes to the Sustainable Development Goal (SDG) to improve the quality of education and reduce inequalities. In addition, the initiative also benefits the communities with low income (B40) by enhancing the educational quality and technology usage in long life learning. Thus, there is a need to offer the necessary training in digital software to meet this challenge.

## DIGITAL SKILL PRELIMINARY ANALYSES AMONG STUDENT AND TAHFIZ TEACHERS

In order to propose a significant training program for Tahfiz schools and institutions, a preliminary analysis was conducted among teachers and students, involving 15 Tahfiz schools and institutions in Malaysia. The main objectives were to analyse the utilization of technology, the level of digital skills, and the need for digital software training among Tahfiz students and teachers. According to the analysis, 42% of respondents frequently used their smartphones as the main device, 29% used laptops, and the remainder preferred tablets and personal computers (PCs). Additionally, 31% of respondents used their devices for work-related tasks rather than online shopping or social media. They often used applications such as Microsoft Word, Excel, PowerPoint, and Canva for job-related tasks. As shown in Figure 1, the digital skill level among Tahfiz teachers and students is intermediate which reflects their skills in Microsoft Word, Excel, PowerPoint, and Canva.

In this study, 60% of the respondents had never attended any training related to digital skills. Preferred digital skills training is Microsoft Word and PowerPoint, followed by Canva and Al-Quran Education Apps as shown in Figure 2. This reflects further that the challenge in bridging the digital divide in Tahfiz education is that 60% of the respondents have had limited exposure to training and support.



Figure 1: Level of Digital Skill Among Tahfiz Teachers and Students

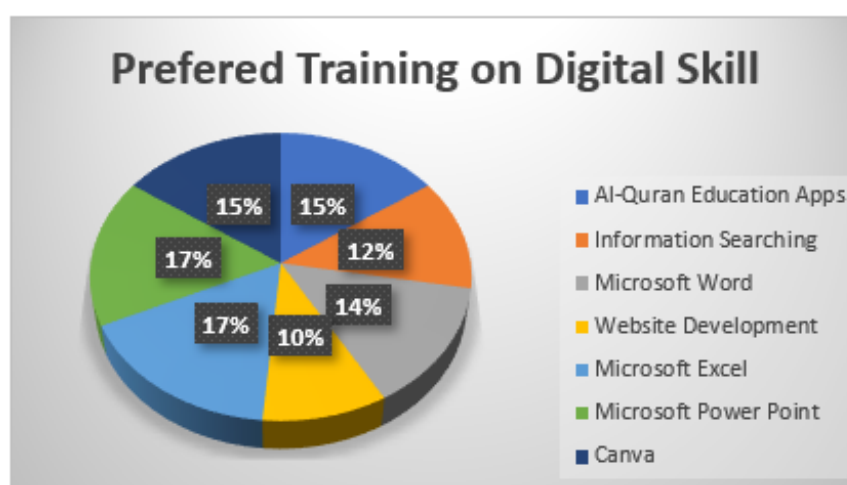


Figure 2: Preferred Training on Digital Skill

## CONCLUSION AND DISCUSSION

The digital skill training program is necessary to enhance the level of computer literacy among both students and teachers in Tahfiz schools. The training will also provide the Tahfiz teachers with digital skills that will enable them to apply acquired skills in teaching and managing their Tahfiz schools. In the future, the modules for Microsoft Word, Excel, PowerPoint, and Canva will be developed in accordance with their current level of digital skills. It is also important to consider other factors which include available devices and participants' capacity. Hopefully, it will benefit the Tahfiz students and teachers in the process of becoming professional Huffaz. It might also enable teachers to enhance new techniques of teaching, and embed the digital skills into the traditional method of Tahfiz education.

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