

UNIVERSITI TEKNOLOGI MARA

**RELATIONSHIP OF ISLAMIC
STUDIES APPRECIATION AMONG
YOUTH IN KELANTAN WITH THE
OCCURANCE OF SOCIAL
PROBLEMS USING
GEOGRAPHICAL INFORMATION
SYSTEM (GIS)**

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ABSTRACT

In Islam, Allah S.W.T. orders us to read, appreciate, analyse, and understand the verses of the Quran. Al-Quran is a gift to all human beings, even linguists cannot edit the verses of Al-Quran because they are unique. In addition, through strong religious beliefs can also form good morals and personality. Religious life is also called piety which is the highest level as a Muslim. It is achieved through the practice and appreciation of high religion based on true understanding. However, lately there have been many crime incidents and social symptoms that have occurred among young people and religious people, especially in Kelantan. This study aims to identify the relationship between the appreciation of Islamic studies among the youth of Kelantan and the occurrence of social problems by using a geographical information system (GIS). The basis of learning and mastery begins with the study of the Quran. Al-Quran is very important because it serves as a guide in everyone's life. However, the level of appreciation can also be influenced by the environment. This study involved 250 respondents covering all districts in Kelantan. Questionnaires are distributed through social media such as WhatsApp and Telegram. As for the crime case report data, it is used in this study for the purpose of detecting crime hotspots in an area. The results of the study show a positive relationship between the appreciation of Islamic studies and social problems. Population location distribution maps and hotspot maps are also produced.

KEYWORDS: GIS, Appreciation, Islamic studies, Youth

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CHAPTER ONE

INTRODUCTION

1.1 Research Background

The oldest kind of Islamic education in this country is Quranic learning activities. In the second phase of something like the 18th century, informal learning was performance and high through Pondok learning institutions, and in the 19th century, numerous Pondok learning institutes in Malaya were encouraged by the relationship with Indonesia and Pattani. These learning activities gained in popularity at the beginning of the century, leading to the establishment of community religion schools (Sekolah Agama Rakyat), also known as madrasah. Islamic religion subjects were taught as part other educated under the Education Ordinance of 1952. It was, however, taught in the evenings, under the direction of the State Islamic Religious Department, and this situation continued until the country's independence. Independence in 1960, the issue of Islamic religion education had various transformations and gained government attention, particularly after the 1970s era with the formation of Sekolah Menengah Kebangsaan Agama (Islamic Religion Secondary School) (Ishak et al., 2021).

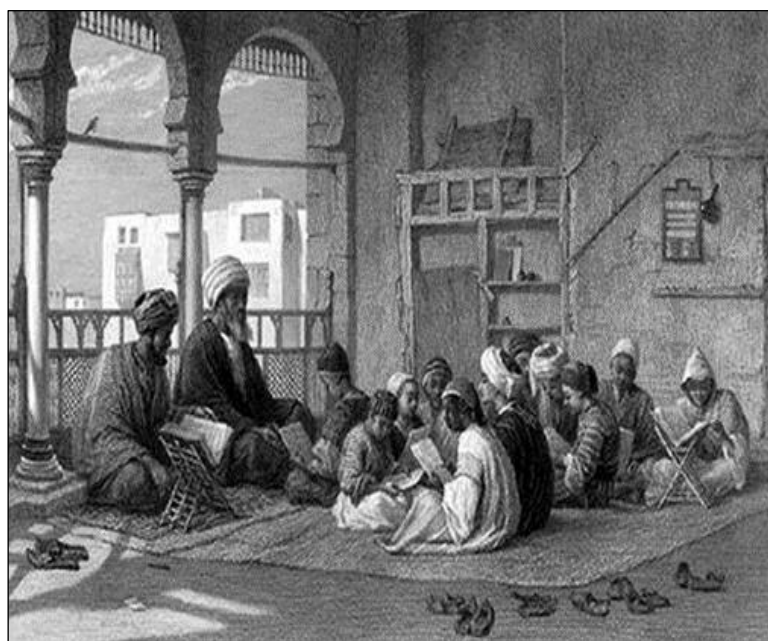


Figure 1.1: Madrasah (Sidek, 2019)