

Linking Place Preference with Satisfaction: An Examination of its Relationship from Tahfiz Students Perspective

Nurlelawati Ab. Jalil¹, Farah Eleena binti Zainudin², Nurul Hamiruddin Salleh³,
Arita Hanim Awang⁴, Habibah Ab. Jalil⁵, Siti Suria Salim⁶

^{1,2,3,4}Kulliyyah of Architecture and Environmental Design, International Islamic University Malaysia
(IIUM),

^{5,6}Foundations of Education Department, Faculty of Educational Studies, Universiti Putra Malaysia
(UPM)

¹nurlelawati@iium.edu.my, ²farah.eleena@live.iium.edu.my, ³hamiruddin@iium.edu.my,
⁴aritahanim@iium.edu.my, ⁵habibahjalil@upm.edu.my, ⁶ssuria@upm.edu.my

Article Info

Volume 83

Page Number: 3076-3081

Publication Issue:

May - June 2020

Abstract

This paper explored the pattern of students' learning setting preferences in Al Quran memorisation and satisfaction towards the settings in 10 consecutive days of an experiment. Subjects were assigned to five different Hafazan settings in their learning ecology set based on the findings from the literature. Eight indicators encompass the memorisation performance, comfort level towards setting arrangement and position, perceived wall finishes, furniture ergonomic, brightness level, temperature and privacy, were adapted to record their learning experience in manipulated settings. The objective of this investigation is to study the satisfaction and comfort level of students during Quran memorisation as well as to identify the preferences setting arrangement while memorising the given verses of Quran. The result is segregated between gender. It is pertinent to note, both genders prefer at seat at window face setting. However, male students would rather sit on the chair with a table provided while female students tend to choose sitting with cross-legged. In conclusion, both objectives are achieved. It seems both genders have different preferences in terms of position. The findings are significant for further investigation of Islamic learning ecology and behavioural studies, that is limitedly available for references. Implications of the findings discussed.

Article History

Article Received: 19 August 2019

Revised: 27 November 2019

Accepted: 29 January 2020

Publication: 12 May 2020

Keywords: Tahfiz education, Hafazan setting, learning place preference, Al Quran memorization

1. Introduction

Every student responds to its environment based on its preferences to the situation. Learning environment preferences is said essentially for a better learning experience that could influence their academic performance through affecting attention, concentrations

and their behaviour (Ab Jalil, Yunus, Sheik Said & Iqbal, 2016; Shimojo, Paradiso & Fujita, 2001). For instance, colour is one of the interior factors that foundable to elevate positive or negative learning mood, which correlated to the performance (Jalil et al., 2012). It is because some colours have a salient impact that could calm and relax the mind while some colour may cause

fatigues (Al Ayash, Kane, Smith, & Green Armytage, 2016). Additionally, colours can help to create shapes, add character and define space to identify the environment and provide useful information for environmental adaptation (Ab Jalil et al., 2016). The previous study also highlighted the usefulness of light to the human circadian system and visual comfort that contributes to better well-being and daily routine activity (Tiller & Veitch, 1995; Husini & Syaheeza, 2018). Good perceive of environment will lead an individual to feel more comfortable doing certain activities (Adaval, Saluja, & Jiang, 2018) which eventually related to better productivity.

The study explored the Tahfiz students' learning environment preference specifically for Al Quran memorization (*hafazan*) activity at the selected Tahfiz institution. Presently, the information regarding the built environment of Tahfiz institution is considered unavailable due to a lack of studies on the area. Learning environment preference in this study refers to the comfort level and satisfaction among the students as the users towards their *hafazan* environment. The *hafazan* environment takes into consideration the perceive in terms of wall finishes, furniture, the setting of brightness, temperature and privacies. The comfort of the learning environment is vital for improving students' performance. Therefore, the purpose of this study is to examine the students' responses in defining their preferred learning space for the *hafazan*. Experimentation is one of the essential mediums for knowing the right area for students to engage in certain activities. In this case, the experiment involves in setting up the *hafazan* class into five type of settings that comprises white wall finish setting, green wall finish setting, nature facing setting, wooden finish setting and face to face setting. Thus, there are two main objectives to be achieved. Firstly, to study the satisfaction and comfort level of students during memorising Quran and secondly to identify the preferences setting arrangement while memorising the Quran.

2. Literature Review

Students satisfactions are needed to be considered primarily on the physical learning environment. Increasing satisfaction level can improve the skills, mentality and knowledge of students (Ansari, Nikpay, & Varmazyar, 2018). That is why the comfort of students have to considerate. However, it is arduous to visualise comfort conditions because one's satisfaction depends on the perception of the individual. Consequently, there are a few indicators that can be taken into account to determine an individual's comfort. In this case, the study focus on the temperature setting, wall finishes, brightness and privacies.

Psychological and Physiological Aspects of Wall Finishes and Furniture

The colour of the paint plays a vital role in decorating the classroom. Ab Jalil et al. (2016) claimed that not all colours have a positive effect on emotion and productivity. Thus, not all wall finishes give a positive vibe in the environment of learning. Singh (2014) provides a point of view on creating a conducive environment by not overly stimulate the students. He added the colours such as reds and oranges could cause overstimulation. However, green and blue can make an individual feel calmer, relax, comfort and the most important can improve on efficiency and focus. Generally, blue and green colour is suitable for wall finish/ paint in the classroom. Somehow the aspect of brightness also plays a vital role to elevate positive emotion and performance. For example, a brighter room can boost the emotion and lower the stress level (Tiller & Veitch, 1995) while adequate daylighting is found significant to students' performance (Husini & Syaheeza, 2018). Those are the reasons that daylight is imperative and ought to be considered in instructive space. Both researchers added in the activity of memorising Quran required the skills and method which include reciting, reading and rewriting. These approaches or learning activities are affected by classroom day lighting condition. The previous study highlighted the usefulness of light to the human circadian system and visual comfort that contributes to better daily routine activity.

Since the experiment comprises wall finish setting in white, green and wooden, thus, there is a need in investigating the impact of wooden finish towards the learning environment. Mayo (2017), in his research, has found that natural texture and patterning materials have a stimulating effect and beneficial to human mood and emotion. He claimed wooden seems to give a good psychological reaction which creates calmness and may reduce the stress. Ergonomic classroom furniture allows learning easier by evacuating large and small physical obstacles to enable the students to focus on the lesson of the day. The components that influence the ergonomics of classroom furniture extend from basic things like choosing seating and desk. Improper design of the chair is one of the factors behind improper sitting arrangements which can lead to exhaustion, extreme psychological stress and give a harmful impact on the students' performance (Ansari et al., 2018).

Psychological Aspects of Temperature Setting

According to Chwieduk (2011), one of the comforts to consider is the ambient temperature. He claimed the surrounding air should be around 23° Celsius for maximum comfort. Studies have proven that the high and low temperature of the class gives an impact on the ability of students in learning and functioning. Additionally, the temperature also can affect the ability in memorising (Mendell & Heath, 2005). However, Energy Air Incorporation (2019) stated the opinion of the ideal temperature in the learning environment if the classroom is at thermal comfort. Thermal comfort can describe as

the temperature is not too hot and not too cold depending on the combined factors of environmental (source of heat and humidity), personal (clothing) and physical (activities). This is because if the temperature spikes, it might be affected on risen the temperature body which can lead to the sickness. At the same time, if the classroom is too cold, the students might be affected in terms of productivity, which lead to depressing and distracted.

Psychological Aspects of Privacies

Privacy connected to perceived comfort significance. Previous study proven students prefer the learning environment in their own private space (Beckers, van der Voordt, & Dewulf, 2016). Privacy is the complex method of managing the desired degree of access, which can change over time based on individual differences and circumstances. According to Beckers et al. (2016), factors such as interruptions, crowding, and noise are listed as distracting attributes. It is similar to the condition when students are having a task of memorising Quran where the students need full attention without any disruption. Thus, the study highlighted the satisfaction on all the indicators (temperature setting, wall finishes, brightness and privacies) in every position assigned to the students.

3. Methodology

Primary Data Collection Method

The experiment conducted in Darul Quran involving 24 students that equally divided between genders and the research was held in consecutive ten days. Conducting a questionnaire survey is the only primary data included in this study. Mode of questionnaire survey used for the study is a self-administration mode where the respondents were handed out the set of paper questionnaire to be answered after they experienced their hafazan task in the various setting design classes in ten days' experiment.



Figure 1: Experiment Layout for Male Students



Figure 2: Experiment Layout for Female Students

Figure 1 and 2 illustrate the position and setting types. There are five setting types including white wall setting, green wall setting, window/ nature facing setting, wooden finished setting and face to face setting. Each student has to give their perception of every seating type to know which setting type is the most comfortable for students.

Identification of Analytical Method

This study uses descriptive statistics to describe data, including the sample mean as well as a bar graph. The mean of sample portrays, the lower the value of the mean, the higher the level of satisfaction of the students towards the assigned position in the various setting arrangement made by the researcher.

Analysis and Findings

Each student was placed at the various setting arrangement for hafazan task during ten days' experiment. The result may vary according to the assigned position.

Satisfaction and Comfort Level by Male Students During Memorising Quran

Table 1: Level of Satisfaction in 5 Settings (Male Students)

	Window Facing Setting		White Setting		Green Setting		Wooden Finish Setting		Face to Face Setting	
	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B
Performance level	4.2	3.4	3.3	3.0	2.9	3.8	3.5	3.8	3.9	3.1
Comfortness on the layout arrangement	2.7	2.9	3.5	2.4	3.5	3.4	3.1	4.1	5.2	2.9

Comfort level towards assigned position	2.8	2.3	3.0	2.4	3.2	3.5	3.3	2.7	5.1	3.3
Perceived wall finishes	2.7	2.5	2.2	2.0	3.3	3.1	4.1	4.6	2.9	2.6
Perceived furniture ergonomic	3.2	2.6	2.7	2.8	2.9	3.0	3.3	4.1	3.7	3.3
Perceived brightness setting	2.2	1.6	1.9	2.0	3.0	3.4	3.8	4.4	2.6	2.2
Perceived temperature setting	2.5	2.5	2.5	2.9	2.9	2.9	3.6	4.3	2.4	3.3
Perceived privacy setting	3.4	2.8	2.8	2.0	3.3	2.3	2.5	3.0	5.4	4.6

Table 1 indicates the results of five types of setting in the form of mean value, where the lowest mean value represents the most satisfied. In contrast, the highest mean value portrays the least satisfaction among the students towards its environment.

Firstly, students who experienced *hafazan* task at the position of a window/ nature facing setting (1A and 1B) and white setting (2A) indicate the perceived brightness as the highest level of satisfaction with the mean value of 2.2, 1.6 and 1.9 respectively.

However, setting type 2B resulted perceived; wall finishes, brightness setting and privacy setting as the highest satisfaction with the mean value of 2.0 due to the environment surrounded by the cubicle painted in white, which led no interaction with others. Somehow the results portray almost similar satisfaction between at window facing setting and in a white setting, whereby perceived brightness as the highest satisfaction by the students. It is may due to the class was set in white wall finish, and the arrangement placed facing the window.

Secondly, green setting. The result indicates setting type 3A portrays three indicators that satisfy the students the most including performance level, perceived furniture ergonomic and temperature setting. The result occurs because of the setting placement was provided with a

table and chair that facing to the green wall finish setting. Furthermore, the green wall finish (light colour) can affect the temperature setting as proven by Phill (2018). He stated the paint of the walls could affect heat absorption where the light-coloured paint can help reflect the sun's heat away. While setting type 3B shows the most satisfied by students is perceived privacy setting.

Next, wooden finish setting with the result illustrates the students who experienced *hafazan* task at type 4A satisfied with privacy in that particular setting. Followed by type 4B, the students voted comfortness at the assigned position during *hafazan* task as the highest satisfaction.

Finally, the face to face setting with the result portrays type 5A, and 5B have different satisfaction among students. Students experienced *hafazan* task at 5A stated perceived temperature as the highest satisfaction. At the same time, students experienced at type 5B claimed perceived brightness as the most satisfying according to face to face setting.

Satisfaction and Comfort Level by Female Students During Memorising Quran

Table 2: Level of Satisfaction in 5 Settings (Female Students)

	Window Facing Setting		White Setting		Green Setting		Wooden Finish Setting		Face to Face Setting	
	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B
Performance level	4.7	2.9	3.3	4.6	3.7	4.3	4.7	4.1	4.1	4.4
Comfort ness on the layout arrangement	2.9	2.7	3.8	3.9	3.4	3.6	5.1	4.0	4.6	4.3
Comfort level towards assigned position	3.8	2.7	3.5	3.9	3.4	3.5	5.4	4.1	5.0	4.8
Perceived wall finishes	3.9	2.5	2.9	3.8	2.3	3.0	5.5	5.1	2.8	3.6
Perceived furniture ergonomic	3.7	2.4	3.1	3.8	2.5	3.3	4.8	5.1	3.5	3.7
Perceived brightness setting	2.5	1.9	2.6	3.0	3.0	3.3	5.8	5.1	2.6	2.8
Perceived temperature setting	2.9	2.8	2.7	3.4	2.7	3.9	6.4	5.3	3.4	4.1
Perceived privacy setting	2.9	2.7	3.0	4.4	2.5	3.8	4.1	3.5	5.9	6.5

Table 2 represents the satisfaction result on each indicator by female students for five types of setting.

Firstly, the facing window setting (1A and 1B) and white setting (2A and 2B) portrays the highest satisfaction is

perceived brightness due to a similar reason as male students. Additionally, the wall finish can affect the brightness of the space whereby the brighter the walls, the larger the quantity of light reflected from it (De Backer, 2019).

Secondly, the result of the students experienced the *hafazan* task in green setting indicates both of types 3A and 3B satisfy with wall finish setting. Although both kinds of the setting are not placed near to the window, somehow the students feel satisfied with the green environment perhaps due to the green colour is so heavily associated with nature and often described as a refreshing and tranquil colour that bring cheerful, soothing and health-giving impact(Cherry, 2020).

Previous study stated woman have more sensitivity towards fresh colour such as green as compared to man (Khouw, n.d.). That is why the green wall finish has little impact on the satisfaction towards male students.

Next, the impact of a wooden finish setting towards the satisfaction of students and the result clearly stated both types 4A and 4B seem satisfied with the perceived privacy, perhaps because of the position surrounded by cubicle with wooden finish setting.

Finally, the students who experienced their *hafazan* task at face to face setting commonly satisfy with the perceived of brightness because both of the types (5A and 5B) placed near to the window.

Preferences Setting Arrangement

As referred in the bar graph (figure 3) and figure 4, the results show the facing window setting is the most preferred for both genders to memorise Quran. However, the most preference with 31.1% of male students voted setting type 1A as the best setting for memorising Quran, where the students weresitting on a chair. Conversely, with female students, dominant number (27.9%) prefer memorising Quran with sitting cross-legged and facing window. As mentioned before, perceive brightness can boost the emotion and lead to reducing in stress level. That is why both genders prefer at the setting type of facing windows and nature. Additionally, the setting type promotes calmness by embracing nature.

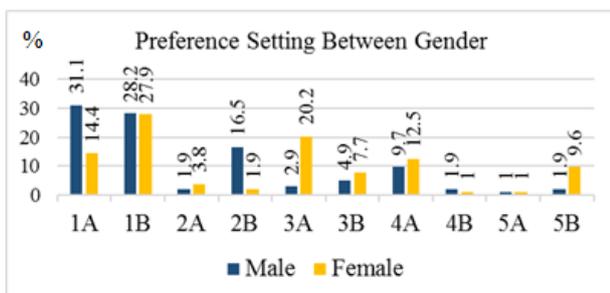


Figure 3: Bar Graph of Preference Setting by Gender

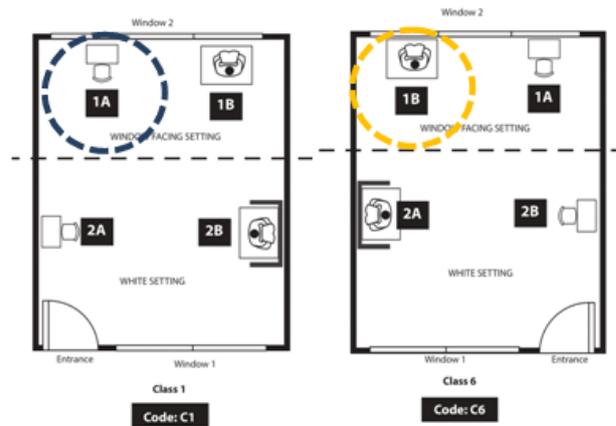


Figure 4: Illustrations of Preferences Setting by Male and Female Students

4. Conclusion

It is pertinent to note male student have more satisfaction in the white and green wall finish class at the position of sitting with cross-legged and seated on a chair, respectively. The mean score shows male students satisfied in white wall finish class in terms of the wall finish, the brightness and privacy. Indeed the white wall finish perceived more bright as mentioned in the literature review. In contrast, the class setting in green wall finish seems to have the highest mean score towards the performance level, perceived furniture ergonomic and privacy. Conversely, with female students, all the setting style portrays only one satisfaction in each position. However, the highest mean score is perceived brightness at the place of 1B (window/ nature facing setting). Though the students stated their satisfaction, somehow they have different perception towards each of the position. Based on findings, both genders prefer having the task of memorizing the Quran at the setting style of facing nature/ window. This is because the students have scenery and view, which help them to perceive comfort and calm in doing their *hafazan* activity (Quran memorisation).





Figure 5: Experiment settings of white, green and window facing environment.

Acknowledgement

Our heartiest gratitude to the Ministry of Higher Education Malaysia for supporting the research with the Fundamental Research Grant Scheme (FRGS / Ref. FRS17-021-0587).

References

- [1] Jalil, N. A., Yunus, R. M., & Said, N. S. (2012). Environmental Colour Impact Upon Human Behaviour: A Review. *Procedia-Social and Behavioral Sciences*, 35, 54-62.
- [2] Ab Jalil, N., Yunus, R., Sheik Said, N., & Iqbal, M. I. (2016). Colour Effect on Physiology in a Stimulating Environment. *Pertanika Journal of Social Sciences and Humanities*, 24(2), 811–824.
- [3] Adaval, R., Saluja, G., & Jiang, Y. (2018). Seeing and Thinking in Pictures: A Review of Visual Information Processing. *Consumer Psychology Review, September 2018*, 50–69. <https://doi.org/10.1002/arcp.1049>
- [4] Al-Ayash, A., Kane, R., Smith, D., & Green-Armytage, P. (2016). The Influence of Colour On Student Emotion, Heart Rate, and Performance in Learning Environments. *Color Research and Application*, 41(2), 196–205. <https://doi.org/10.1002/col.21949>
- [5] Ansari, S., Nikpay, A., & Varmazyar, S. (2018). Design and Development of an Ergonomic Chair for Students in Educational Settings. *Health Scope International Quarterly Journal*, 7(4). <https://doi.org/10.5812/jhealthscope.60531>. Rese arch
- [6] Beckers, R., van der Voordt, T., & Dewulf, G. (2016). Learning Space Preferences of Higher Education Students. *Building and Environment*, 104(10), 243–252. <https://doi.org/10.1016/j.buildenv.2016.05.013>
- [7] Cherry, K. (2020). Dotdash. <https://www.verywellmind.com/color-psychology-green-2795817>
- [8] Chwieduk, D. (2011). Factors Affecting Comfort: Human Physiology and the Role of Clothing. *ScienceDirect*, 1–18.
- [9] Energy Air Incorporation. (2019). *Does Classroom Temperature Affect Learning?* <https://energyair.com/classroom-temperature-affect-learning/>
- [10] Husini, E. M., & Syaheeza, R. N. (2018). A Review: Influence of Natural Daylighting on Quranic Memorisation (Hafazan) Learning Task. *E-PROCEEDING OF THE 1st INTERNATIONAL CONFERENCE ON IMMERSIVE EDUCATIONAL TECHNOLOGY (ICIET 2018)*. (e-ISBN 978-967-0792-26-2). 6 – 7 August 2018, Avenue Garden Hotel, Bangi, Malaysia., August, 11–19. <https://worldconferences.net>
- [11] Mayo, J. (2017). *How Wood In Schools Can Nourish Learning*. <http://schoolconstructionnews.com/2017/05/23/wood-schools-can-nourish-learning/>
- [12] Mendell, M. J., & Heath, G. A. (2005). Optimal Classroom Temperature to Support Student Learning. *Regional Educational Laboratory Program*, 15, 27–52.
- [13] Shimojo, S., Paradiso, M., & Fujita, I. (2001). What Visual Perception Tells Us About Mind and Brain. *Proceedings of the National Academy of Sciences of the United States of America*, 98(22), 12340–12341. <https://doi.org/10.1073/pnas.221383698>
- [14] Singh, A. (2014). Stimulating Classroom Environment: perception of student, teachers and administration. *Educationia Confab*, 3(1), 58–67.
- [15] Tiller, D. K., & Veitch, J. A. (1995). Perceived room brightness: Pilot study on the effect of luminance distribution. *Lighting Research & Technology*, 27(2), 93–101. <https://doi.org/10.1177/14771535950270020401>