

Learning and Student's Achievement Factors in j-QAF Khatam al-Quran Model

Tahap Pembelajaran dan Faktor Pencapaian Murid dalam Model Khatam al-Quran j-QAF

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ABSTRACT

This paper aims to explore students' achievement and their practice level of learning factor in the j-QAF Khatam al-Quran Model involving 291 respondents of standard five students for 2016 session at four primary schools in Bandar Baru Bangi. Sample selection method was based on strata random sampling method according to Krejcie and Morgan's sample size determination table. Survey responses were obtained through a set of questionnaires. Statistical data analysis was performed using IBM SPSS Statistics version 23.0 software involving descriptive and inferential analysis. This paper concludes that the achievement of students from the grading aspect was at excellent level but the complete recitation of the Quran was still at moderate level. The findings showed that there were no significant differences in achievement based on gender but there were significant differences in the type of schools. Learning factor practice showed that the mean value of teaching and environmental factors was moderately high while the practice of parents and attitude factors was moderately low. The findings also showed no significant differences in the practice of learning factors in terms of different gender. This paper clarifies an overview of the type of school showed that teachers, parents and attitude do not remarks any significant differences but environmental factor show significant differences.

Keywords: Factors and achievements; Quran; Learning; Khatam al-Quran model; J-QAF

ABSTRAK

Kajian ini bertujuan untuk melihat pencapaian murid serta meninjau tahap pengamalan faktor pembelajaran mereka di dalam Model Khatam al-Quran j-QAF yang melibatkan 291 responden tahun lima sesi 2016 di empat buah sekolah rendah di kawasan Bandar Baru Bangi. Pemilihan sampel berdasarkan kaedah persampelan rawak berstrata mengikut jadual persampelan Krejcie dan Morgan. Maklum balas diperolehi melalui instrumen soal selidik. Data kajian diproses menggunakan perisian IBM SPSS Statistics versi 23.0 melibatkan analisis deskriptif dan analisis inferensi. Hasil kajian mendapati pencapaian murid dari aspek gred pemarkahan berada di tahap yang cemerlang namun dari aspek khatam bacaan masih di tahap sederhana. Dapatan kajian menunjukkan tidak terdapat perbezaan pencapaian yang signifikan dari aspek jantina namun wujud perbezaan yang signifikan dari aspek jenis sekolah. Amalan faktor pembelajaran pula menunjukkan nilai min bagi faktor pengajaran guru dan faktor persekitaran berada pada tahap sederhana tinggi manakala amalan faktor ibu bapa dan faktor sikap berada di tahap sederhana rendah. Hasil kajian juga tidak menunjukkan perbezaan yang signifikan dalam amalan faktor pembelajaran dari aspek jantina. Tinjauan dari aspek jenis sekolah pula menunjukkan faktor guru, ibu bapa dan sikap tidak menunjukkan perbezaan yang signifikan tetapi faktor persekitaran mempamerkan perbezaan yang signifikan.

Kata kunci: Faktor dan Pencapaian; Al-Quran; Pembelajaran; Model khatam al-Quran; J-QAF

INTRODUCTION

The earliest Quranic teaching and learning activities were between Prophet Muhammad (P.B.U.H) and Jibril (the angel) that occurred directly when the prophet worshiped in the Hira' Cave. Jibril's arrival to the prophet brought a revelation from Allah Almighty and then recited to him the Surah al-Alaq (Al-Būtī 1999; Ibn Hisyām 1992). This event had opened a new dimension to the Arab communities at that time as it

had become the starting point of the messenger duty of the Prophet Muhammad (P.B.U.H). The landscape of Arab's life has also changed with the advent of this revelation which leads to a more glorious life. The post Quranic education began to be emphasised because it contained basic principles in the life of a Muslim. It is a Shariah constitution of Allah Almighty which is everlasting and eternal, its teachings have no tolerance of the concept of obeying Allah but is flexible from the aspect of muamalah and appropriate

all the time and preserved from any form of deviation or change since revealed to the day of Judgment. After the death of Prophet Muhammad (P.B.U.H), this Quranic education continues to be a priority until the era of the caliph, the Islamic rulers of the time until today. The agenda of the Quranic education continues to be addressed throughout the Muslim world including Malaysia.

An overview of the Quranic learning activities in Malaysia was found started from the beginning of Islamic religion came to Malaya. According to Subri and Haron (1988), the activities of Quranic studies were initially held in teachers' homes or palace. Subsequently, the activity began to expand through the institute of *Pondok* studies and continued to expand in the 19th century A.D with the emergence of many *Pondok* centers in Malaya. The activities of this study continued until the beginning of the 20th century when the rise of religious schools resulting from the efforts of citizen or also known as the *madrasah* which served as a center of Islamic studies including the study of the Quran.

PROBLEM STATEMENT

Since the j-QAF program was introduced eleven years ago, various studies were carried out to identify problems and constraints on the aspects of implementing the program. Similarly, the students' achievement in the j-QAF *khatam* al-Quran model also attracted researchers to review the student's level of mastery in the model. According to Haziyah, Ridwazana and Fadhlān (2012) who are studied the aspects of the curriculum content of the j-QAF program found that the program can increase the level of Quranic literacy among the students. However, according to the studies on the student's mastery, their achievement level has not yet reached the goal, although the performance of the students was at a better level.

According to a research conducted by Misnan Jemali et al. (2013), Nurfadilah & Muhammad Mustaqim (2013), Fairuz Samsudin (2011), Paharudin & Misnan (2013), Suryati Basra (2013) found that the mastery of respondents in six months module of j-QAF *khatam* al-Quran model was at good and moderate level. Meanwhile, studies carried out by Norlela (2007), Sabariah (2009), Amal Hayati (2012), (Nasithah Abd Hamid et al. 2013) and Rizuan Mohd (2016) from the aspect of teaching implementation showed that teachers' willingness to implement j-QAF program of teaching and learning activities, especially

the *khatam* al-Quran model was at high level and very much prepared.

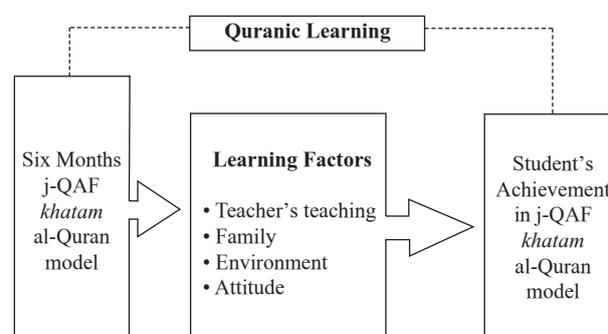
Therefore, besides the influence of teacher's teaching technique there are other elements that influence the achievement of the students should be given attention especially in the study of the Quran so that the goal of this j-QAF program is achieved. The purpose of this study is to examine other learning factors than teachers' teaching factors that can influence students in achieving success especially in learning Quran. These factors are parental factors, environmental factors and attitude factors.

OBJECTIVES

The purpose of the study consists of several goals:

1. To identify the students' achievement in learning j-QAF *khatam* al-Quran model.
2. To study the differences in the practice of gender-based learning factors among male and female students.
3. To analyse the differences in the practice of student learning factors in the Cluster School of Excellence and the None Cluster School of Excellence.

RESEARCH FRAMEWORK



The conceptual framework for this research can be illustrated in the figure above. Based on the framework, the internal and external elements that cover the four learning factors were studied in this research. Learning activity is a process involving input as a product to be processed and to produce productivity that is the achievement or mastery of a student in learning that is understood as an output.

Six Months j-QAF *khatam* al-Quran model is an input that serves as a raw material that will undergo processing activities. During the process stage, when learning activities take place, there are elements that

will influence the activity and affect the achievement. These elements are internal element such as attitude and external elements such as teachers, family and environment factors.

METHODOLOGY

This research was a quantitative study with descriptive analysis that described the Quranic learning phenomenon in the Islamic education curriculum of j-QAF program at national primary school and its relation to the variables used in the study to get an overview and feedback on the practice of al-Quran learning. The population in this study were standard five students who were studying at the national primary schools in Bandar Baru Bangi and participated in the j-QAF program involving the Cluster School of Excellence (SKK) and the None Cluster School of Excellence (SLKK). Based on the obtained data of the standard five students enrollment of the 2016 session from the school involved in this study, the population was identified as 1266 students.

The questionnaire consists of two main parts. The first part contained student demographic information that included gender, school type and achievement in the recitation of the Quran. The second part contained four constructs which were part A reviewing teacher's teaching technique, part B examines the role of parents for their children in learning the Quran, while part C reviews the role of the environment and part D examines aspects of student attitudes. A pilot study had been conducted in Sekolah Kebangsaan Sungai Ramal Dalam. Respondents of this pilot study involved 35 students in that school which were selected based on the same criteria as the actual survey respondents. Feedback from all respondents were very positive towards the items in the questionnaire. The contents of the items contained in the instrument are well understood by the respondents. The pilot study took 30 minutes for the respondent to answer all the questions given.

Data from each item of questionnaire filled by the respondents was analysed in the computer using the IBM SPSS Statistics version 23.0. Respondents' response score has a negative statement, therefore before the data is being analysed, they are first recoding to give a realistic data of the feedback given. The process of data analyzing is done through two forms of basic analysis process which were descriptive and inferential analysis. Descriptive analysis is a procedure of data processing form

which acquired into a form that is easy to understand and describes (Zikmund 2003). It is also serves to give an overview of the data collected and used in a study (Norizan, Nordin & Mohd Ali 2013).

Inferential statistics are the result of statistical tests that will make an inference about the research data and the relevance of the findings to the sample or population (Norizan, Nordin & Mohd Ali 2013). The main purpose of inferential statistics is to build an estimate related to one population index using a statistical index from a representative sample (Alias 1997). This analysis is used to observe the effects and predictor factors that exist between independent variables and dependent variables to answer the questions of the previous research. This inferential analysis using t-test analysis to compare two variables involving a parametric test to see the difference in learning factor of the student according to independent variables and to test the hypothesis related to learning factors based on gender and school type. The significant level used to accept or reject the hypothesis is at the confidence level of $p < 0.05$.

RESULTS

RESPONDENTS BACKGROUND

This study involved 291 respondents selected at random and quota-determined. The following table shows the distribution of respondents by gender and type of school. The profile details of respondents involved in this study are declared in the table below:

TABLE 1. The profile of respondents

School	Gender		
	Total	Male	Female
Cluster	71	86	139
None Cluster	86	66	152
Total	157	134	291

The table shows that the composition of respondents based on gender is 157 students (54%) are male and 134 students (46%) are female. Of the data, 139 students from Cluster School of Excellence (47.8%) involved 71 male and 86 female students. Meanwhile, the None Cluster School of Excellence was 152 students (52.2%) comprising 86 male and 66 female students.

ACHIEVEMENT ANALYSIS

TABLE 2. Total number of students' achievement in the *khatam* al-Quran Model based on grades and recitation comprehension

Grade Scales	Parts (N=291)	
	A	Number
	A	272
	B	17
	C	2
Total		291
Recitation Comprehension	Number (N=291)	
	<i>Khatam</i>	160
	Have not <i>khatam</i>	131
	Total	291

The table shows that 272 respondents obtained Grade A, while 17 respondents obtained Grade B and two respondents obtained Grade C. The achievement from the recitation aspect shows that 160 (55.0%) respondents have successfully recited the Quran and 131 (45%) respondents still have not been able to *khatam* al-Quran. The achievement of the *khatam* here is with individual recitation instead of recitation through the teacher.

TABLE 3. Total number of students' achievement in the *khatam* al-Quran Model based on gender by grade

Gender	Grade Scales			Total
	A	B	C	
Male	143	14	0	157
Female	129	3	2	134
Total	272	17	2	291

TABLE 4. Total number of students' achievement in the *khatam* al-Quran Model based on type of school by grade.

Type of School	Grade Scales			Total
	A	B	C	
Cluster	136	1	2	139
None Cluster	136	16	0	152
Total	272	17	2	291

TABLE 5. Total number of students' achievement in the *khatam* al-Quran Model based on gender by recitation comprehension

Recitation Comprehension	Gender		
	Total	Male	Female
<i>Khatam</i>	87	73	160
Have not <i>khatam</i>	70	61	131
Total	157	134	291

TABLE 6. Total number of students' achievement in the *khatam* al-Quran Model based on type of school by recitation comprehension

Recitation Comprehension	Type of School		Total
	Cluster	None Cluster	
<i>Khatam</i>	91	69	160
Have not <i>khatam</i>	48	83	131
Total	139	152	291

FACTOR ANALYSIS

TABLE 7. Summary of inferential analysis findings

No.	Factors	Mean	Sig.	Test/Analysis
1.	What is the learning factor that applied to students?			Descriptive
	■ Teacher	3.11		Moderately high
	■ Parents	2.81		Moderately low
	■ Environment	3.03		Moderately high
	■ Attitude	3.17		Moderately high
2.	There are differences in achievement among male and female students in j-QAF <i>khatam</i> al-Quran Model			T-test
	■ Gred Scales		0.270	Hypothesis is rejected
	■ Recitation Comprehension		0.873	Hypothesis is rejected
3.	There are differences in achievement among SKK and SLKK students in j-QAF <i>khatam</i> al-Quran Model			T-test
	■ Gred Scales		0.036	Hypothesis is accepted
	■ Recitation Comprehension		0.001	Hypothesis is accepted
4.	There are differences in learning factors among male and female students.			T-test
	■ Teacher		0.051	Hypothesis is rejected
	■ Parents		0.398	for all factors
	■ Environment		0.326	
	■ Attitude		0.694	
5.	There are differences in learning factors among students from cluster school and none cluster school.			T-test
	■ Teacher		0.710	Hypothesis is rejected
	■ Parent		0.529	Hypothesis is rejected
	■ Environment		0.029	Hypothesis is accepted
	■ Attitude		0.307	Hypothesis is rejected

DISCUSSION

STUDENT'S ACHIEVEMENT BASED ON GRADE SCALES

Based on the results obtained, it had been shown that the students' achievement in the recitation evaluation is at an excellent level. The statistics show that out of 291 respondents in this study, 272 respondents or 93.5% of them obtained the grade A. Respondents who obtained Grade B were 17 or 5.8% of the respondents selected and only two or 0.7% respondents who obtained grade C. The above data indicate that student achievement in terms of the acquisition of grade scales in the recitation of the Quran is at a very high level. Female respondents were more likely to get grade A than men but no male respondents obtained grade C.

STUDENT'S ACHIEVEMENT BASED ON RECITATION COMPREHENSION

The assessment of the recitation comprehension aspect is aimed to see the achievement of students in terms of their success completing the recitation of the Quran or reciting Quran with self-recitation instead of recitation with teachers's supervision.

Finding shows that a total of 160 respondents or 55% have successfully *khatam* the Quran. Meanwhile, a total of 131 or 45% of the respondents still have not been able to *khatam* the Qur'an. This achievement is very positive as more than one of the respondents of the study has successfully completed their recitation of Quran eventhough they are still in the standard five and still have at least one year more to *khatam* their Quran's recitation.

DIFFERENCES ACHIEVEMENT BASED ON GENDER

Based on the statistics, it shows that 91% of male respondents obtained Grade A while those who obtained Grade B were 9%. For female respondents, 96% of respondents obtained Grade A, while 3% of respondents obtained B grade and only 1% of respondents obtained grade C. The recitation achievement aspect shows that 55% of male respondents have successfully *khatam* the Quran versus 54% for female respondents.

Based on the t-test results, achievement based on grade score did not show any significant differences among male and female students. The t-test results also showed that there were no significant differences

in the aspect of student recitation achievement. However, this result is contradicted to the findings obtained by Sakri (2012) which shows that the ability to recite the Quran among female is higher than male students.

DIFFERENCES ACHIEVEMENT BASED ON TYPE OF SCHOOL

Similar aspects are reviewed in measuring student achievement based on the type of school they are studying. The results showed that 98% of SKK achievers obtained Grade A, 0.7% of respondents obtained Grade B and 1.3% obtained Grade C. Meanwhile, students' achievement in SLKK showed that the number of respondents who received Grade A 89% and Grade B was 11%. However, none of the respondents obtained Grade C in SLKK. An overview of recitation comprehension was found that the number of respondents who managed to *khatam* the Quran in SKK recorded higher percentage and number which was 58% compared to respondents in SLKK which was 69 respondents (51%) who had *khatam* the Quran.

The results of t-test analysis to observe the difference between students from two types of schools showed that there were significant differences in achievement among students in SKK and SLKK.

LEARNING PRACTICES FACTOR

Based on descriptive analysis, the finding shows that the students' practice on teacher, environment and attitude factors are moderately high. Meanwhile, the parents factor is moderately low. The mean score obtained is between mean = 2.81 to mean = 3.17. The detail on the findings of the learning factors that are main part in this study will be discussed further in below paragraph.

TEACHER'S TEACHING FACTOR

The result shows that the teacher's teaching factor occurred among the students at a highly moderate level of mean score = 3.11. A total of 18 question items were submitted to the students to review the teaching factor of the teacher from the student's perspective, 12 items obtained mean interpretation at moderately high while six items were at moderately low level. In overall, this factor works well on the learning process of the Quran. A total of 84% agreed that they studied the Quran gradually and in steps based on a fix recitation division such as using a

method recommended by Ibn Suhnūn. Respondents also provide feedback that, teachers play good roles in their learning activities.

Items that obtained low moderate mean score are those related to current and follow-up steps after learning activities. From the aspect of the various method used by teachers in the learning of the Quran showed that there is lacking in using teaching aids or tools by teachers. This finding was in line with the findings of Norlela (2007), Amal Hayati (2012), Sakri (2012), Fahimah (2013) and Misnan et al. (2013) which stated that teacher's teaching is at excellent level but in terms of the use of teaching aids and curriculum facilities need to be improved. Similarly, the findings of the same study by Hafit Hidayah (2015) which stated that teachers often use *Iqra'* books, the Quran and the blackboard compared to other teaching materials such as multimedia materials.

PARENTALS FACTOR

The second learning factor shows that mean score of recitation interpretation is at moderately low level of mean; mean = 2.81. Parental or family support are equally important with the role of teachers. Therefore, al-Qābisī (1986) stated that family institution is the earliest entity responsible for the education of children and becomes an agency of the children learning at school.

An overview of the aspect of parent exposed their childrens to the Quran study found that 151 (52%) of respondents stated that they began to study the Quran since they entered pre-school.

Additional efforts from parents to reinforce learning output in school by providing various of resources and home-based learning programs show low mean scores at moderately low levels. Parents need to bring their roles to the learning of children as a continuation for the efforts that have been applied in the classroom.

ENVIRONMENTAL FACTOR

An overview of this aspect encompasses the learning environment in the classroom, school, student interaction, learning activities at home as well as the involvement of students with Quran learning programs that take place around their communities. The findings show that the practice of the student environment factor is moderately high (mean = 3.03). The findings of this study support the findings of the study obtained by Nurulhuda (2016) who

found that students have a simple perception of the learning environment they are experiencing.

An overview of the classroom environment shows that the atmosphere of learning in the classroom is very comfortable and the Quran provided in the classroom are sufficient for the use of all students. Meanwhile, in the school musolla there is also enough materials that can stimulate the learning of the Quran. However, an overview of the existence of animation related to the study of the Qur'an and the calligraphy writing of the Quranic verses in the classroom and in the school area shows a mean interpretation at moderately low level. This means that the support of the Quranic learning environment factor in this aspect is relatively low.

Besides that, an overview on the aspect of Quranic verses recitation is at moderately high level. Most of the respondents agreed that the school often held a weekly Quran recitation every Friday morning. Majority of respondents also agreed that the school regularly organised the annual Quranic event in every month of Ramadhan and holds a *khatam* al-Quran every year. Such efforts should be implemented as it can help stimulate the learning of the Quran.

The peer relationship among respondents with friends who have mastered and *khatam* the Quran is at moderately high level. This factor is important because through observation practices play an important role in supporting the learning process for students. The result of peer relationship with friends who have mastered the Quran, they can utilise the skills available to increase the level of literacy of the Quran. The respondents also acknowledged that the friends around them contributed much to the recitation of the Quran. As a conclusion, it can be summarized that the experience of learning the Quran in their class with friends is an enjoyable experienced.

The home environment shows different findings in the result. Two items that examined the environmental situation in the home from the aspect of preparation of the Quran and learning space show a moderately high mean score. However, from the aspect of Quran recitation and other additional initiatives, the average mean score is moderately low. These initiatives include Quran recitation with family members, listening to the Quran recitations audio and involvement with the programs of Quran strengthening. Parents should demonstrate their exemplary priorities to children in the daily practice of Quran because generally they need to be nurtured and taught in order to follow the examples illustrated

by their parents (Noor Laily 2007). This finding has a consistent relationship with the findings obtained in previous parents' role factors.

ATTITUDES FACTOR

The level of practice of this factor shows that the mean score is at moderately high (mean = 3.17) and records the highest mean value compared to other constructed tests. Attitude to be a factor of learning is an internal element in innerself. The survey finds that students have a clear objective or mission in learning the Quran. They understand that reciting the Quran as the responsibility of every Muslim individual and believe that the practice is blessed with the blessings of life in the world and in the hereafter.

They also have high initiative in their quest to learn about Quran and have the determination to gain high marks in the assessment of Quran recitation. They are also feel worried if they fail to recite the Quran before completing their standard six but they are very optimist to be able to *khatam* the Quran before they go to secondary school. The level of practice of this attitude factor needs to be further enhanced for it really becomes a common thing embedded in the heart of the student. Students should always be guided, conscious, and enthusiastic for them to be aware of the important of mastering the Quran. If we look at the respondents' feedback, there are still a few of them who are less aware and blur with the goal of studying the Quran.

DIFFERENCES IN LEARNING FACTOR ACCORDING TO THE GENDER

The learning factor studied to see the differences in gender aspect involves the four factors that are the study variables. Although the mean score for all four learning factors showed female respondents were advanced compared to the male respondents, but the t-test results found that these four factors did not show any significant differences in the aspect of their practice among male and female students. Thus, it can be concluded that there is no significant difference in the practice of the *khatam* al-Quran Model between male and female students.

The findings of teacher's teaching aspect support a research done by Habsah (2014) which found that male and female students chose the same teaching style. The findings from the aspect of parental factor are similar to the results of a study conducted by Sabarina (2015) which found that there was no difference in gender based on the parent's

religious education factor on the form of student religious practice. The findings from teachers, parents and environment factors support the findings of a study done by Anisa (2015) stated that there is no difference in the aspect of teacher support, peers and parents in gender-based learning. The findings from attitude also supported the findings of Abdul Hakim (2004) which showed that there was no significant difference between male and female students in the subject of History. However, this finding is contradicting to Azhar (2006) study which shows that there is a significant difference in learning strategies and self-regulating Islamic education based on gender.

DIFFERENCES IN LEARNING FACTOR ACCORDING TO THE TYPES OF SCHOOLS

The second aspect of this study was the practice of learning factors among students studying in SKK and SLKK. The findings of the study show that the three learning factors which are teachers, family and attitude do not show any significant differences between the two types of school. This finding supports the study of Misnan (2008) which stated that there are no different perceptions on the induction set in regular teaching practices by teacher and teaching practices to those who have been *khatam* and not *khatam* based on the students' school. The findings of attitude factors support the study of Norazizah (2006) which found that there was no significant difference in the attitudes of students in the type of school. The findings are also similar to the results of the study obtained by Rabia'tul Adawiyah (2008) which found that there was no significant difference in the aspects of student learning practices according to their learning location. However, this finding is contrary to Azhar (2006) study which found that there was a significant difference in learning strategies and self-regulating Islamic education based on the school category.

Findings from environmental factors are different from the three learning factors above. Based on the results of the t-test, the F value obtained (0.029) is smaller than the significant value ($p < 0.05$) therefore, it can be concluded that there is a significant difference in the aspect of practicing this factor in both types of schools. Based on the mean score obtained by the respondents in SKK, this factor was mean = 3.08 (moderately high) showed that the environment factor in SKK was higher compared to SLKK which obtained mean score = 2.99 (moderately

low). This finding is in line with the results of the research conducted by Haslina (2016) that there is a significant difference in support of the school environment in the soft skills of the students.

CONCLUSION

The achievement level of the respondents in the *khatam* al-Quran model from the recitation grade aspect was in excellent condition while the *khatam* al-Quran aspect was at moderate level. However, this is a positive sign because the respondents have about a year to reach the target. In terms of gender, evaluation of grade score achievement and recitation comprehension did not show any significant differences.

On the other hand, t-test result shows that there is a significant difference in achievement between the two types of school either in terms of grade achievement and recitation comprehension. Based on the obtained mean score, SLKK respondents get the higher mean score in both aspects of the model's achievement shows that the achievement of respondents in SLKK is higher than the respondents in SKK.

In terms of the level aspect, three of the four learning factors are at moderately high level. Attitude factor was found to be at the highest mean score, followed by teacher teaching factor, environmental factor, and the last factor was the parental factor. Parents need to play more active role in the students learning activities of the Quran.

The results showed that there was no significant difference in the aspect of learning factors in terms of gender. However, the findings of the t-test from the aspect of school type differ from the above. Three of the factors studied were teacher factor, family factor and attitude factor showed no significant difference. Meanwhile, environmental factor indicated that there was a significant difference between the two types of schools.

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