Strategic Management of Quranic Recitation Teaching Among Primary School Teachers in Malaysia

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ABSTRACT: *This study is related to the perception of Islamic Education teachers on their teaching practices in the Qur'an recitation skills due to the national primary schools under the administration of Education Ministry Malaysia. A total of 120 Islamic Education teachers involved as respondents in this study. They randomly selected from ten districts in Selangor Malaysia. Data collected through a set of questionnaires consisting of 32 items. Descriptive statistics consisted of frequency, percentage and meant were used to report the findings. Findings showed that the average means of all four components in teaching practices were high. The element of lesson induction showed mean=4.03, the aspect of lesson expansion showed mean=4.18, the aspect of lesson closure showed mean=4.03, and the component of teaching aids showed mean=3.77. In conclusion, teachers should ensure continuous improvement in their teaching practices, especially in Quran recitation skills.*

Studi ini terkait dengan persepsi guru Pendidikan Islam tentang praktik mengajar mereka dalam keterampilan membaca Al-Qur'an karena sekolah dasar nasional di bawah Departemen Pendidikan Malaysia. Sebanyak 120 guru Pendidikan Agama Islam dilibatkan sebagai responden dalam penelitian ini. Mereka dipilih secara acak dari sepuluh distrik di Selangor Malaysia. Data dikumpulkan melalui seperangkat kuesioner yang terdiri dari 32 item. Statistik deskriptif terdiri dari frekuensi, persentase dan rata-rata digunakan untuk melaporkan temuan. Temuan menunjukkan bahwa rata-rata rata-rata keempat komponen dalam praktik mengajar tinggi. Komponen induksi pelajaran menunjukkan rata-rata = 4.03, komponen ekspansi pelajaran menunjukkan rata-rata = 4.18, komponen penutupan pelajaran menunjukkan rata-rata = 4.03 dan komponen alat bantu mengajar menunjukkan rata-rata = 3.77. Sebagai kesimpulan, guru harus memastikan peningkatan berkelanjutan dalam praktik pengajaran mereka terutama dalam keterampilan membaca Al-Quran.

Keywords: *Strategic, Quranic Recitation, Teaching, Primary School, Teachers.*

I.   INTRODUCTION

Teaching practice is a synonym to the teaching process of a teacher. The teaching practice is both direct and indirectly in line with the approaches, methods and techniques applied by the teachers in teaching. This study refers to the four elements of teaching practices in the Qur'an recitation skills consisting of the introduction, development, closure and learning aids.

The teacher was an essential element to guide students to achieve their learning goals. The students could not be independent in learning, so they needed a teacher (Fajriani, 2018). The teaching management strategy is one of the efforts of the school in improving the quality of schools. The ability and expertise of educators is the principal capital for developing learning strategies in schools. The role of the policy in the teaching process of the Qur'an is vital; this is because the concepts of learning strategies are not easy to apply (Ikhwan, 2016); (Ikhwan, 2017). Therefore conveying, teaching or developing it must use a good plan and hit the target. And strategy setting is an essential part of learning.

The strategy in learning the Koran is steps that are arranged in a planned and systematic manner using specific techniques and methods in the present (modern) that are used or pursued in order to change the behavior of students through a theoretical and practical process to find out and understand the Qur'an or to achieve the desired goal.

According to Wina Sanjaya, the term strategy used in the world of the military, which interpreted as a way of using all military forces to win a role. Someone who is littered in arranging a strategy, to win the war before taking action, he will consider how the strength of the troops he has both seen from the quantity and quality (Wina Sanjaya, 2008: 125). According to Dick and Carey said that learning strategies are the components of a set of material including activities before learning and participation of students which are learning procedures used for further actions (Dick, 2005: 7).

Based on the opinions above the essential core of the meaning of management of learning strategies is learning that uses a sequence of learning activities that made systematically, has the potential to facilitate learning activities of students. Systematic sequencing is critical because it will show a course that must and needs to follow in presenting something. The selection of media that is by needs is beneficial in helping to design learning.

This study is related to the teaching practices of Al-Quran recitation; Islamic Education in Malaysian Primary School, identifying the dominant teaching practices applied by Islamic Education teachers. This research is essential as the teachers are responsible for delivering the knowledge in an overall aspect such as introduction, developments, closure as well as teaching aids used. Research showed that the percentage of students who fail to complete their recitation programme in school through the Iqra' Programme and 'Khatam Al-Quran' module which had implemented in every mainstream primary school of Malaysian Education Ministry. Research by Fairuz (Samsudin, 2011) shows that there are still 0.78% of 3443 primary school students who failed to complete their Al-Quran recitation. An analysis by R. Raja Ismail figured that the rate achievement of completing the Al-Quran within the primary school level is 9.2 per cent which equals to 1804 students, failed to master the first to sixth Iqra' Level until they proceed with their secondary school (Raja Ismail, 2015). This research tried to observe the teaching

practices applied in teaching Al-Quran recitation skills in ensuring that the strengths are identified and proceeded, whereas the weaknesses could be improved and revised.

II. METHOD

This study uses the positivism paradigm through a quantitative approach, a type of case study. The analysis tool used is the inferential statistical analysis model. The focus of this study is (1) identifying the level of teacher teaching practices in the introductory component, the development and closing of Al-Quran Recitation Skills and (2) identifying the level of teacher practice in using teaching aids to teach Al-Quran Reading Skills.

III. RESULT AND DISCUSSION

The respondents consist of 29 male teachers (24.2%) and 91 female teachers (75.8%) from overall 120 respondents. Based on the scoring method of five scales, consists of *very not often/sangat tidak kerap* (STK), *not often/tidak kerap* (TK)*, rather often/agak kerap* (AK), *often/kerap* (K) and *very often/sangat kerap* (SK). Table 1 shows detailed descriptions based on the teaching components.

Item	Statement	Frequency & Percentage					Mean S.D	Level
		TP	TK	AK	K	SK		
01	Begins with the induction set	0 (0%)	4 (3.3%)	9 (7.5%)	80 (66.7%)	27 (22.5%)	4.08 (0.656%)	H
02	Various induction set	0 (0%)	5 (4.2%)	20 (16.7%)	74 (61.7%)	21 (17.5%)	3.93 (0.712%)	H
03	Introduce the topic	0 (0%)	2 (1.7%)	2 (1.7%)	61 (50.8%)	52 (43.3)	4.36 (0.646%)	H
04	Read the excerpt	1 (8%)	3 (2.5%)	17 (14.2%)	74 (61.7%)	25 (20.8)	3.99 (0.728%)	H
05	Interesting activities	3 (2.5%)	7 (5.8%)	26 (21.7%)	71 (59.2%)	13 (10.8)	(3.70 (0.836%)	H
06	Punctual	3 (2.5%)	2 (1.7%)	6 (5%)	71 (59.2%)	38 (31.7)	4.16 (0.799%)	H
07	Systematic Steps	4 (3.3%)	1 (0.8%)	7 (5.8)	78 (65%)	30 (25%)	4.08 (0.801%)	H
08	Ensuring students' readiness	0 (0%)	0 (0%)	0 (0%)	59 (49.2%)	61 (50.8%)	4.51 (0.502%)	H

Table 1:
Teaching Practices in Introduction Component

09	Relate with students' prior knowledge	2 (1.7%)	3 (2.5%)	11 (9.2%)	68 (56.7%)	36 (30%)	4.10 (0.796%)	H
10	Asking questions	8 (6.7%)	20 (18.7%)	36 (30%)	49 (40.8%)	7 (5.8%)	3.25 (1.012%)	A
11	Listening to samples	4 (3.3%)	1 (0.8%)	7 (5.8%)	63 (52.5%)	45 (37.5%)	4.20 (0.856%)	H

N = 120   H=High, A=Average, L=Low

Based on Table 1, the items which have the lowest mean level is item 10 (I started the lesson by asking questions related to the excerpt that will taught), which is 3.25. The thing with the highest mean level in this component is item 8 (I ensure that the students are ready for the learning). The mean score analysis for other things shows that article 1 (I started the Al-Quran recitation lesson with an induction set activity) has 4.08, as item 2 (I conducted various kind of induction set activities for the Al-Quran recitation skill lesson) has 3.93. The next practice for the introduction component of teaching Al-Quran recitation skill is as shown in item 3, (I introduce the topic first before I started every lesson) with the mean score of 4.36. As for question 4 (I ask the students to read the excerpt), item 5 (I conducted engaging activities during teaching Al-Quran recitation) and article 6 (I will always be punctual while doing the Al-Quran recitation skill lesson) have 3.99, 3.70 and 4.16 mean scores, respectively. The subsequent analysis also shows a high mean score value. Item 7 (I organised the steps of teaching systematically), issue 8 (I ensure that the students are ready for the lesson) both have the mean scores of 4.08 and 4.51, respectively. Item 8 has the highest mean score value. As for item 9 (I begin the lesson by relating it with the students'prior knowledge), Item 10 (I started the experience by asking questions related to the skills of Al-Quran recitation) and Item 11 (I begin the lesson by letting the students listen to the sample of Al-Quran recitation) have the mean scores of 4.10, 3.25 and 4.20, respectively. Item 10 has the lowest mean score value. The finding of this research answers the first and second research question, which are related to the division in Al-Quran recitation skills. Table 2 shows the distribution of the findings, which involves the teacher's practices variables based on the development components in teaching.

Table 2: Score Distribution in the Development Stages							
Item	Statement	Frequency					Mean	Level
		TP	TK	AK	K	SK	S.D	
1	Various methods	2 (1.7%)	5 (4.2%)	14 (11.7%)	84 (70%)	15 (12.5%)	3.87 0.736	H
2	Various techniques	3 (2.5%)	3 (2.5%)	12 (10%)	83 (69.2%)	19 (15.8%)	3.93 0.764	H
3	Correcting recitation	2 (1.7%)	1 (0.8%)	6 (5.0%)	40 (33.3%)	71 (59.2%)	4.48 0.777	H
4	Relate with prayers recitation	1 (0.8%)	2 (1.7%)	9 (7.5%)	67 (55.8%)	41 (34.2%)	4.21 0.700	H
5	Students active	1	2	7	70	40	4.21	H

		TP	TK	AK	K	SK	Mean SD	Level
	participation	(0.8%)	(1.7%)	(5.8%)	(58.3%)	(33.3%)	0.721	
6	Peers guidance	2	3	12	76	27	4.03	H
		(1.7%)	(2.5%)	(10%)	(63.3%)	(22.5%)	0.761	
7	Recipe	1	3	5	71	40	4.22	H
		(0.8%)	(2.5%)	(4.2%)	(59.2%)	(33.3%)	0.712	
8	Gradual teaching	1	2	6	59	52	4.32	H
		(0.8%)	(1.7%)	(5%)	(49.2%)	(43.3%)	0.724	
9	Praising	1	0	6	58	55	4.38	H
		(0.8%)	(0%)	(5%)	(48.3%)	(45.8%)	0.663	

N = 120   H=High, A=Average, L=Low

Table 2 shows that the stated nine items have a high mean score level, which is in the range of 3.87 until 4.48. The analysis for Item 1 (I used various methods in teaching recitation skills), Item 2 (I applied various techniques in teaching) and Item 3 (I correct the student's wrong recitation) have the mean score of 3.87, 3.93 and 4.48, respectively. As for Item 4 (I relate the recitation with the prayer recitation) Item 5 (I encourage the students to participate actively in the teaching and learning session) and Item 6 (I involved students to guide each other through groupings) respectively shows the same mean score which is 4.03. Next, item 8 (I teach the students gradually which started from letters to sentences) has the mean score of 4.32 whereas Item 9 (I praise my students for their development in reciting correctly) has the mean score of 4.38. Table 3 shows the findings from the variable of teaching practices based on the closure component of teaching Al-Quran recitation.

Item	Statement	Frequencies					Mean SD	Level
		TP	TK	AK	K	SK		
01	Conclude learning	1	1	17	74	27	4.04	H
		(0.08%)	(0.08%)	(14.2%)	(61.7%)	(22.5%)	0.691	
02	Guide students	1	1	14	89	15	3.97	H
		(0.8%)	(0.8%)	(11.7%)	(74.2%)	(12.5%)	0.593	
03	Test the students	2	4	13	76	24	3.95	H
		(2.5%)	(3.3%)	(10.8%)	(63.3%)	(20%)	0.818	
04	Record achievement	1	1	12	85	21	4.03	H
		(0.8%)	(0.8%)	(10%)	(70.8%)	(17.5%)	0.621	
05	Discuss	1	3	19	73	22	3.95	H
		(0.8%)	(2.5%)	(15.8%)	(60.8%)	(18.3%)	0.726	
06	Continuation activites	1	2	5	82	30	4.14	H
		(0.8%)	(1.7%)	(4.2%0	(68.3%)	(25%)	0.644	
07	Refer objectives	1	3	9	70	37	4.16	H
		(0.8%)	(2.5%)	(7.5%)	(58.3%)	(30.8%)	0.733	

Table 3: Score Distribution on Closure Components

N = 120   H= High, A= Average, L= Low

Based on Table 3 above, overall findings show a high mean score for all items, which are within the range of 3.95 until 4.16. For Item 1 (I conclude my lesson of sentences that had taught), the mean score is 4.04. As for Item 2 (I guide students to find the experience

related to tajweed rules) Item 3 (I evaluate based on achievement gained from the test) have the mean scores of 3.97 and 3.95, respectively. Meanwhile, Item 4 (I record students' skills achievement in reciting Al-Quran) has a mean score of 4.03. The analysis for Item 4 (I discuss with my students to develop their Al-Quran recitation skills), Item 6 (I ensure that there are continuity activities given to the students) and Item 7 (I refer to the lesson objectives) received the mean scores of 3.95, 4.15 and 4.16 respectively.

Item	Statement	Frequency					Mean	Level
		TP	TK	AK	K	SK	SD	
01	Liquid Crystal Display	7	5	39	64	5	3.46	A
		(5.8%)	(4.2%)	(32.5%)	(53.3%)	(4.2%)	0.878	
02	Interesting teaching aids	2	3	27	73	15	3.80	H
		(1.7%)	(2.5%)	(22.5%)	(60.8%)	(12.5%)	0.751	
03	Tajweed rules mind map	3	9	22	70	16	3.73	H
		(2.5%)	(7.55%)	(18.3%)	(58.3%)	(13.3%)	0.879	
04	Helps in mastering	2	1	19	76	22	3.96	H
		(1.7%)	(0.8%)	(15.8%)	(63.3%)	(18.3%)	0.726	
05	Use textbooks	2	2	18	77	21	3.94	H
		(1.7%)	(1.7%)	(15%)	(64.2%)	(17.5%)	0.737	

Table 4:
Score Distribution of Teaching Aids in Teaching Recitation

N = 120   HVHigh, A=Average, L=Low

Table 4 shows that item 2 until Item 5 high means value, which is from the range of 3.73 until 3.6. The thing with the highest mean score for this component is Item 4 (The teaching aids that I prepared helps in mastering the Al-Quran recitation skills). As for Item 2 (I make gripping teaching aids for the teaching of Al-Quran recitation) and Item 3 (I use mind map of tajweed rules in teaching Al-Quran recitation), the mean scores are 3.80 and 3.73, respectively. The analysis of finding for Item 4 (I prepare to learn aids that help students mastery in Al-Quran recitation) and Item 5 (I use textbooks to refer sentences in teaching Al-Quran recitation) has the mean scores of 3.96 and 3.94, respectively.

Teachers' teaching experience has its influence on the teaching and learning process, as stated by the research of (Khalid et al., 2009). This research figured out that experienced teachers who teach more than seven years are statistically different from other teachers who lack experience from the practical aspect. However, this research shows that more than half of the respondents categorised as experienced teachers in Islamic Education domain. According to (Mohd. Aderi, 2009), Al-Quran Teaching Practices are in a form of skills. Refers to the standardised curriculum package prepared by the Malaysian Education Ministry, which is reciting, memorising and understanding skills. Even though most of the teachers categorised as an experienced teacher based on their teaching period service, the findings yet show that the respondents do not have enough extra practice of reciting Al-

Quran. Apart from that, only a few Islamic Education teachers had attended courses. This is because, based on the research's conclusion by (Ab Halim, Muhammad Faiz and Kamarul Azmi, 2012), Islamic Education teachers play essential role in the teaching process including preparing themselves to be a high quality teachers by attending knowledge and practical workshops (Mohd Aderi et, al 2015, Ab Halim 2005, Kamalruzaman et. al 2003). These knowledge and skills are both necessary in achieving the Islamic Education's goal. These researches also conclude that teachers should also acquire other contemporary talents such as Information and Communication Technology, Research skills, Teaching and Learning Module Writing, and Developing skills.

This research figured that among teachers who received Al-Quran recitation training, only a few of them did follow the instruction of recitation, understanding and recitation practices. The course and skill practices given to the particular domain are essential to developing teachers efficacy as well as enhancing students'achievement. A research conducted by (Anuar and Nelson, 2015) shows that there is a correlation among teachers competency with the students' performance. The self-evaluation made by the Islamic Education teachers has demonstrated that these teachers do have good teaching practices in teaching recitation skills. This research shows that the self-evaluation among teachers regarding their teaching practices of Al-Quran Recitation skills which are mostly received a high mean score is different with the result of another research by (Mohd. Aderi, 2008). In his study, he stated that the Islamic Education teaching level is within the intermediate level. Even though the research findings based on secondary school research, the teaching process and practices are involving the same skills.

IV.   CONCLUSION

This research is very beneficial to Islamic Education teachers, who are determined to develop their teaching practices, especially the Al-Quran recitation skills. The components in teaching practices such as introduction, development, closure and teaching aids should be within their concern while delivering the knowledge and interacting with their students. Throughout the implementation of effective teaching practices for teaching and learning session, the students would be able to develop their performance in learning and appreciating the skills of reciting Al-Quran, thus able to apply the skills in performing prayer as well as creating a generation who loves Al-Quran.

V.   REFERENCES

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