

Tahfiz Model Ulul Albab Teacher's Readiness And Understanding In Implementing And Facilitating 21st Century Learning

Rabi'atul Athirah binti Muhamad Isa*

Mohd Faizulamri bin Mohd Saad**

Sabri Mohamad***

Latifah Abdul Majid****

Nik Md Saiful Azizi b Nik Abdullah*****

Abstract

The study was conducted to see the extent of readiness and understanding of Maharat al-Quran teachers in Ulul Albab Model Tahfiz Secondary School towards the 21st Century Learning (PAK 21). The 21st Century Learning is an educational process that emphasizes active learning and is student-centered based on the elements that have been outlined. PAK 21 is an approach introduced by the Ministry of Education Malaysia (MOE) through the implementation of teaching based on the Primary School Standard Curriculum (KSSR) and the Secondary School Standard Curriculum (KSSM). Teachers' readiness and understanding of Learning and facilitation (PdPc) helped to determining effective teaching strategies in the classroom. Therefore, this study was conducted to explore the readiness and understanding of Maharat al-Quran teachers, especially regarding the PAK 21. This study was qualitative in nature involving four TMUA teachers who teach Form Four Maharat al-Quran from different schools. Semi-structured interviews were used throughout the data collection process. The data obtained were analyzed using Atlati 8. Themes were formed based on the data that had been collected. The findings of the study showed that the teachers were ready and understand PAK 21 and successfully implemented the teaching of Maharat al-Quran based on the PAK 21 learning elements in an orderly manner. Therefore, the writing of this article suggested a continuous guidance from the administration and policy makers to strengthen the knowledge and application of PAK 21 among Maharat al-Quran teachers.

Keywords: TMUA teacher readiness, understanding, Teaching Aids, 21st Century Learning, Maharat al-Quran

* PhD Candidate, Faculty of Islamic Studies, Universiti Kebangsaan Malaysia, p97163@siswa.ukm.edu.my

** Assistant Professor, Faculty of Islamic Studies, Universiti Kebangsaan Malaysia, 2faizam7879@yahoo.com

***Assistant Professor, Faculty of Islamic Studies, Universiti Kebangsaan Malaysia, sabri_m@ukm.edu.my

****Associate Professor, Faculty of Islamic Studies, Universiti Kebangsaan Malaysia, umilm@ukm.edu.my

***** Assistant Professor, Faculty of Education, International Islamic University of Malaysia, nikazizi@iiium.edu.my

1. Introduction

21st Century learning has brought many changes in the field of education. Pupils are trained to possess skills that can be used in the future that involve communication, collaboration, and problem-solving based on real-life situations. Quality education should also be transformed by producing and providing competent teachers and moving in line with the educational changes. Educational excellence is the main goal in the effort to produce the future generation that can address the challenges of 21st century Education.¹

21st-century learning (PAK 21) is a student-centered learning process. PAK-21 is inclined with the implementation of the Primary School Standard Curriculum (KSSR) and the Secondary School Standard Curriculum (KSSM) and is used as a benchmark of educational effectiveness intended by the Ministry of Education Malaysia (MoE)².

The role of teachers seemed very big to shoulder the responsibility as an intermediary to ensure that students get better knowledge. A teacher must have a high level of knowledge content and skills and be willing to accept the new knowledge to face the PAK-21 challenges.

The establishment of Tahfiz Model Ulul Albab (TMUA) secondary school since 2014 is also seen as one of the MOE's committed efforts to provide high-quality education to equip students with the worldly and the hereafter knowledge to prepare the Quranic generation that can meet the needs of the country. On this basis, the preparation of TMUA teachers to face PAK-21 is seen as very important so that the government's wishes are responsibly carried out by the teachers, students, and parents.

2. Research Background

TMUA is part of the National Curriculum introduced by the Ministry of Education Malaysia (MOE) to produce professional and religious scholars who memorize the Quran³. The Ulul Albab Model approach has introduced three important elements namely quranic, ijthadic and encyclopedic. Quranic refers to the ability to memorize 30 *juz* (parts) of the Qur'an and make the Qur'an a culture in daily life. Encyclopedic is seen as the ability to be an expert reference in various fields of knowledge and language. Whereas *Ijthadic* is the ability to contribute ideas, solve problems, innovate and use the wisdom of the mind bestowed by Allah S.W.T as best as possible.⁴

1 Ministry of Education, "Ministry of Education Malaysia Circular Letter: Implementation of Tahfiz Model Ulul Albab in KPM Secondary School", 2016.

2 Mazarul Hasan Mohamad Hanafi, Maizura Komari, Norazimah Zakaria, "Kesediaan Guru Pendidikan Islam dalam Pelaksanaan Pembelajaran Abad ke-21", *International Journal of Education and Pedagogy (IJEAP)* 2, no. 2 (June 2020): 9-17.

3 Azhar Ahmad, Hairul Hisham Adam. 2018. *Dasar Pendidikan Tahfiz Negara: Pelaksanaan di Kementerian Pendidikan Malaysia*. In *Proceedings Nadwah Ulama Nusantara Siri ke-8*. Universiti Kebangsaan Malaysia, 2004.

4 Rabi'atul Athirah Muhd Isa, "Pelaksanaan Mata Pelajaran Hifz al-Quran. Kajian Kes di SMKA Kuala Lumpur" (M. Ed. diss., Universiti Pendidikan Sultan Idris, 2016).

Changes in the education system according to the needs of society have led to the transformation of religious education (Mardhiah Yahaya, 2018). The Ministry of Education Malaysia has paved the way for tahfiz education by implementing the Tahfiz Model Ulul Albab curriculum in the selected Malaysian secondary schools. This tahfiz curriculum is based on the Ulul Albab program introduced by the Majlis Amanah Rakyat (MARA) to the selected Mara Junior Science College (MRSM).

The outcome of students in this globalization era is seen as a measure of success in the education system. Thus, teachers play an important role in shaping the 21st century generation by applying the human elements through the 21st Century education in Learning and Facilitation (PdPc). Teachers should be more prepared to implement PAK-21 teaching strategies that include the "4C" elements of communication, collaboration, creativity, and critical thinking.⁵

3. Statement of problem

The findings from the Perlis State Board of Inspectors and Quality Assurance (2017) suggest that the monitoring of the TMUA implementation should be documented so that follow-up action can be easily taken by all parties. Accordingly, the researcher sees a need to study the extent of readiness and understanding of PAK-21 among TMUA teachers, especially in the subject of Maharat al-Quran. More importantly, the researcher would like to study how TMUA teachers applied PAK-21 in this subject. Next, there is no specific guide for the subjects that have the same knowledge discipline as the Tahfiz Integrated Curriculum (KBT)⁶. The Curriculum Standard Document (DSK), whether for the subject of Hifz al-Quran or Maharat al-Quran, just explained them in general, and the TMUA teachers should explore it themselves.

Past studies involving Teaching Aids (ABM) when teaching the Qur'an also show that the use of appropriate teaching aids can produce more effective Quranic learning and can improve students' mastery of the Qur'an⁷⁸. The findings show that teachers have a positive reaction to the importance of ABM usage, but the level of use is still at a moderate level. Additionally, there is a relationship between teachers' teaching patterns and the formation of students' critical thinking⁹. The findings are also reinforced by the statement

5 Robiatul Adawiah Jemali, Tengku Sarina Aini Tengku Kasim, "Pelaksanaan Pembelajaran Abad ke-21 (PAK 21) dalam Pengajaran Tarannum al-Quran", *International Journal of Modern Education (IJMOE)* 2, no. 7 (2018): 102-118.

6 Wan Ali Akbar, Nursafra Mohd Zhaffar, Norasmahani Nor, Nor Anisa Musa, Mohd syaubari Othman, "Konsep Kemahiran Berfikir Aras Tinggi (KBAT) dalam Kurikulum Bersepadu Tahfiz (KBT)", *Journal of Quran Sunnah Education and Special Needs* 4, no. 2 (Disember 2020): 11-20.

7 Marzuqi Abdul Rahim, Ahmad Yussuf, Abd. Hadi Borham, Muhammad Akramin Kamarul Zaman, "Amalan Pengajaran Pensyarah Tahfiz Al-Quran di Malaysia", *Journal of Isamic Educational Research (JIER) Special Issue*, no. 1 (2016): 11-20

8 Muhd. Zuhilmi Haron, Mohd. Khairi Othman, Mohd Isha Awang. 2018. "Pelaksanaan Program Tahfiz Model Ulul Albab di Malaysia: Isu dan Cabaran." 6th International Conference in Islamic Education: Rabbani Education. Nov 4-5, 2018. Universiti Malaysia Kelantan, Kota Bharu.

9 Rosnani Hashim, Suhailah Hussein & Juhasni Adila Juperi, "The Hikmah (Wisdom) Program: A Philosophical Inquiry for The Teaching of Islamic Education in Malaysia. (New York: Routledge 2014).

of Nursafra, Wan Ali & Isa who agree that an active learning atmosphere in the classroom occurs when the teaching strategies that stimulate students' thinking are implemented¹⁰. Thus, the researcher focused on the group of teachers as a topic of discussion because of their role as the main supporter during the second wave of educational transformation towards producing a creative, innovative, and competent Malaysian society¹¹.

In addition, teachers' readiness in implementing a curriculum policy is important because there are previous studies that reported that teachers who are willing to implement a new curriculum are seen to deliver better teaching compared to teachers who are not willing to accept change.¹²

Based on the reports from the previous studies, the researcher focused the study on the understanding and readiness of Maharat al-Quran teachers to apply PAK-21 in their teaching.

4. Research Objective

The researcher set two main objectives that need to be carefully described to show the implementation process of Maharat al-Quran teaching in schools.

- a. Explore teachers' understanding and readiness for the 21st Century Learning strategies in Maharat al-Quran teaching
- b. Evaluate Teaching Aids (ABM) used by TMUA teachers in teaching Maharat al-Quran.

5. Research Methodology

This is a qualitative study involving four TMUA teachers from four TMUA schools from the North, West, East, and South zones in Peninsular Malaysia. This exploratory study interviewed in-depth all study participants. Through qualitative research, researchers explore, describe and understand the readiness of teachers from the grassroots. Semi-structured in-depth interviews were conducted to obtain a solid picture of the status of understanding and readiness of teachers in implementing Maharat al-Quran T&L. The researcher also explored the use of Teaching Aids during the implementation of PAK-21 during the teaching of Maharat al-Quran. Study participants were selected through purposive sampling based on several criteria so that the data provided can deeply answer the research questions. The selection criteria for the study participants for this study are teachers who teach the subject of Maharat al-Quran with

10 Wan Ali Akbar, Nursafra Mohd Zhaffar, Norasmahani Nor, Nor Anisa Musa, Mohd syaubari Othman, "Konsep Kemahiran Berfikir Aras Tinggi (KBAT) dalam Kurikulum Bersepadu Tahfiz (KBT)", *Journal of Quran Sunnah Education and Special Needs* 4, no. 2 (Disember 2020): 11-20.

11 Tengku Sarina Aini Tengku Kasim and Fatimah Sahida Abdurajak, "Heart of Learning: Pedagogical Practices Amongst Islamic Education Novice Teachers in the 21st Century", *Journal of Usuluddin* 46, no. 1 (2018): 101-117.

12 Loughran, J., "Professionally Developing as a Teacher Educator", *Journal of Teacher Education*, (2014).

more than four years of experience and willing to share their experiences with the researchers.

6. Findings

The findings of the study discuss the readiness of teachers in terms of curriculum content, pedagogical, and teaching aspects involving the facilities and teaching aids used by TMUA teachers during the Maharat al-Quran T&L. The themes would be discussed here.

6.1.1 The readiness and understanding of teachers to implement the PAK-21 during the T&L

Teachers' readiness and understanding of the implementation of PAK-21 in the teaching of Maharat al-Quran are explained here. The Gallery Walk method is one of the popular methods used by most teachers. The following are part of the interviews that support the study data.

I love to do most, Gallery Walk. Why? Because there, we cover a lot of elements. First, cooperation between students. Second, in terms of presentation, it can train students to speak. (GL01)

Haa... more or less like Gallery Walk, Role Play, and another one is the poison box. The student is interested in games. I do according to the topic, what fits the topic taught that day. (GL02)

I usually use collaborative learning. The activity I always do is the Gallery Walk. Sometimes One Stay Two Stray (which means one stays, the other moves). Again, sometimes I did the Hot Seat. But it's usually the Gallery Walk. From there, students will discuss and make a two-way communication. (GL03)

However, there are still teachers who are seen as unprepared or still vague with the PAK-21 approach. The evidence was through an interview with one of the study participants, which said;

I not sure, whether it is the 21st century or not. I don't remember the names of PAK-21 activities specifically. But I did, for example, discussions, questioning, and game activities. But I don't remember the exact PAK-21 names. (GL04)

In conclusion, the researcher found that most of the Maharat al-Quran teachers were seen to be ready from the aspect of Maharat al-Quran T&L. They strive to improve the PAK-21 skills by doing various efforts. Among the efforts made by Maharat al-Quran teachers can be shown through the following interview excerpts.

For the PAK-21, we create PLCs, which are small groups that we create for the Qiraat guidance, especially in unifying the way of recitation, pronunciation, and so on. Sometimes, the pronunciation of taqlil varies among teachers, so we make PLCs in small groups. (GL01)

I'm really interested. Well, I want to do something. I've always been interested. Often, I will go on my own to ask teachers who are skilled in this field for me to teach in the classroom. In fact, these teachers are good. The desire to pursue knowledge is high. For example, next week I want to go through new topics, the Maharat teachers will talaqqi together. (GL02)

What can be concluded here, all study participants agreed that the PAK-21 skills should be explored in more depth so that the strategies and methods of PAK-21 T&L in the subject of Maharat al-Quran can be maximized as much as possible. The professionalism guidance or external courses involving PAK-21 must be exposed to the teachers to make improvements in the T&L. This finding is in line with the study of Azalida & Norazilawati (2018), who agreed that teachers always have a high initiative to increase knowledge on the implementation of PAK-21 T&L so that teaching strategies can be implemented as optimally as possible.

In addition, the inadequate information on the PAK-21 was also seen as a factor in the lack of in-depth understanding and exposure to this issue. Therefore, the policymakers, as well as the implementers of PAK-21, should provide direct guidance to these teachers so that the PAK-21 can be carried out properly.

6.1.2 Teaching Aids Used During the T&L

Most teachers agreed and showed a high-level readiness in using teaching aids during the T&L. All teachers have mobile phones and laptops. The following are some interview excerpts that highlight this aspect. The findings of the study showed some applications or software that are chosen by the teachers during Maharat al-Quran T&L such as Quizzes, PowerPoint, and interactive videos. This can be seen from the results of interviews with the teachers related to the ABM used during the teaching.

Many teachers make videos. Because of the video, it can be like a flipped classroom. This is because we share links with students. Students can also watch them again and again. There are even teachers who record lessons and upload them on YouTube. Students can re-watch the video instruction and make a discussion based on the video. (GL01)

In terms of teaching aids, alhamdulillah (praise be to God). Everything is OK. There is a comfortable classroom, there is a projector, LCD. Some teachers even have their own projectors. We open YouTube and we listen to the Qiraat sheikhs (leader) from the Arab countries. (GL02)

Sometimes, we use the handset because we want to scan the QR Code. But not every time, it depends on the needs at that time. The reason is to make the students listen to the recitation. Then, use the speakers and the whiteboard. For the mini-board, I'm dividing them according to groups. They answered the questions using the mini-board provided. (GL03)

These students prefer the real things. Meaning, students understand better if we bring real teaching aids. For example, for the letter makhraj, we directly use the human mouth skeleton so that we can show exactly where the letter came out. (GL04)

In conclusion, the readiness of Maharat al-Quran teachers in using the ABM during the PAK-21 T&L can be well-proven. These teachers are seen to be very prepared and have a deep interest in planning their respective T&L strategies. Teachers are seen to have the high initiative in trying to produce a creative class. The diversity of ABM during Maharat al-Quran T&L also shows the determination of TMUA teachers to create a competent class in line with the PAK-21.

7. Discussion

This study discussed the extent of understanding and readiness of Maharat al-Quran teachers to implement the PAK-21 during teaching sessions. In addition, the researcher also discussed the use of teaching aids during the Maharat al-Quran T&L. Teaching aids either provided by the school or the teachers themselves, such as special classrooms, LCD, projectors, laptops, chrome, and audio speakers meet the needs of the teachers and students. The efficiency of teachers in handling the T&L process using the ICT is also highlighted very well. Teachers choose to use technology at the appropriate time for certain Maharat al-Quran topics identified. Teachers' classroom control improves when they successfully select technologies that fit their T&L goals¹³. The results of the study also proved the high level of readiness of TMUA teachers to use the PAK-21 elements during the implementation of Maharat al-Quran T&L. Their readiness can be seen through their mastery of the PAK-21 element. All of them know the terms introduced in this element and can even demonstrate it well during the T&L of this subject. The contribution from this study is expected to open the minds of policymakers to make some improvements involving the readiness and understanding of Maharat al-Quran teachers towards the PAK-21. This is not only intended to help the teachers but also to ensure the aspirations engraved in the Secondary School Standard Curriculum (KSSM) can be achieved.

8. Conclusion

In conclusion, this study focuses on the teaching aids for the subject of Maharat al-Quran. The teaching practices of these subjects are also discussed. The findings of the study found that the support of various teaching aids can increase students' motivation in mastering this subject. In addition, researchers believe that the success of the Maharat al-Quran curriculum requires systematically organized and mobilized work to produce the expected quality. Therefore, the improvement process needs to be done from time to time to ensure that the implementation of the Maharat al-Quran curriculum is carried out following the planned goals and objectives. The cooperation and collaboration from all parties, including the policymakers, curriculum implementers, curriculum recipients as

13 Mcculloch, A. W., Hollebrands, K., Lee, H., & Harrison, T., "Computers & Education Factors that influence Secondary Mathematics Teachers' Integration of Technology in Mathematics Lessons," Computers & Education, no. 123 (April 2018): 26-40, <https://doi.org/10.1016/j.compedu.2018.04.008>

well as support groups is the starting point for the success of the Maharat al-Quran curriculum in the future.

References

- Azhar Ahmad, Hairul Hisham Adam. 2018. Dasar Pendidikan Tahfiz Negara: Pelaksanaan di Kementerian Pendidikan Malaysia. In Proceedings Nadwah Ulama Nusantara Siri ke-8. Universiti Kebangsaan Malaysia, 2004.
- Hossam Moussa Mohamed Shousha, The obstacles to the civilization of the Muslim Ummah - the nerve as a model, *Al-Risalah: Journal of Islamic Revealed Knowledge and Human Sciences (ARJIHS)* e-ISSN: 2600-8394, Vol 5 No 2 (2021).
- Hossam Moussa Mohamed Shousha, The Qur'an's position on empowering women, *Al-Risalah: Journal of Islamic Revealed Knowledge and Human Sciences (ARJIHS)* e-ISSN: 2600-8394, Vol 4 No 4 (2020).
- Loughran, J., "Professionally Developing as a Teacher Educator", *Journal of Teacher Education*, (2014).
- Marzuqi Abdul Rahim, Ahmad Yussuf, Abd. Hadi Borham, Muhammad Akramin Kamarul Zaman, "Amalan Pengajaran Pensyarah Tahfiz Al-Quran di Malaysia", *Journal of Islamic Educational Research (JIER) Special Issue*, no. 1 (2016): 11-20.
- Mazarul Hasan Mohamad Hanafi, Maizura Komari, Norazimah Zakaria, "Kesediaan Guru Pendidikan Islam dalam Pelaksanaan Pembelajaran Abad ke-21", *International Journal of Education and Pedagogy (IJEAP)* 2, no. 2 (June 2020): 9-17.
- Mcculloch, A. W., Hollebrands, K., Lee, H., & Harrison, T., "Computers & Education Factors that influence Secondary Mathematics Teachers' Integration of Technology in Mathematics Lessons," *Computers & Education*, no. 123 (April 2018): 26-40, <https://doi.org/10.1016/j.compedu.2018.04.008>
- Ministry of Education, "Ministry of Education Malaysia Circular Letter: Implementation of Tahfiz Model Ulul Albab in KPM Secondary School", 2016.
- Muhd. Zulhilmil Haron, Mohd. Khairi Othman, Mohd Isha Awang. 2018. "Pelaksanaan Program Tahfiz Model Ulul Albab di Malaysia: Isu dan Cabaran." 6th International Conference in Islamic Education: Rabbani Education. Nov 4-5, 2018. Universiti Malaysia Kelantan, Kota Bharu.
- Rabi'atul Athirah Muhd Isa, "Pelaksanaan Mata Pelajaran Hifz al-Quran. Kajian Kes di SMKA Kuala Lumpur" (M. Ed. diss., Universiti Pendidikan Sultan Idris, 2016).
- Robiatul Adawiah Jemali, Tengku Sarina Aini Tengku Kasim, "Pelaksanaan Pembelajaran Abad ke-21 (PAK 21) dalam Pengajaran Tarannum al-Quran", *International Journal of Modern Education (IJMOE)* 2, no. 7 (2018): 102-118.
- Rosnani Hashim, Suhailah Hussein & Juhasni Adila Juperi, "The Hikmah (Wisdom) Program: A Philosophical Inquiry for The Teaching of Islamic Education in Malaysia. (New York: Routledge 2014).
- Tengku Sarina Aini Tengku Kasim and Fatimah Sahida Abdurajak, "Heart of Learning: Pedagogical Practices Amongst Islamic Education Novice Teachers in the 21st Century", *Journal of Usuluddin* 46, no. 1 (2018): 101-117.

Tahfiz Model Ulul Albab Teacher's Readiness And Understanding In Implementing
And Facilitating 21st Century Learning

Rabi'atul Athirah binti Muhamad Isa & Mohd Faizulamri bin Mohd Saad
Sabri Mohamad & Latifah Abdul Majid & Nik Md Saiful Azizi b Nik Abdullah

Wan Ali Akbar, Nursafra Mohd Zhaffar, Norasmahani Nor, Nor Anisa Musa, Mohd syaubari Othman, "Konsep Kemahiran Berfikir Aras Tinggi (KBAT) dalam Kurikulum Bersepadu Tahfiz (KBT)", *Journal of Quran Sunnah Education and Special Needs* 4, no. 2 (Disember 2020): 11-20.