

The Relationship Between Teachers' Perceptions of The Implementation of The Khatam Al-Quran Model and The Tasmik Program with Management Commitment

Raja Abdullah bin Raja Ismail¹ and Azizul bin Hassan²

Abstract

This study aims to identify the relationship between teachers' perceptions of the implementation of the Khatam Al-Quran (KAQ) Model and the Tasmik Al-Quran (TAQ) Model in the j-QAF program with management commitment. The management commitment domain studied consists of three main components: j-QAF program management, support and facilities, and guidance and monitoring. A quantitative research design was employed using a survey instrument administered to 56 samples from a population of 216 Islamic Education Teachers (GPI) in the Kuala Nerus district of Terengganu. The research data were analyzed descriptively using SPSS Version 22 software. The findings of the study indicate that the implementation of KAQ and TAQ is at a high level with overall mean values of 3.86 and 4.03, respectively. Teachers' perceptions of KAQ have a positive and significant relationship with management commitment, with an overall correlation coefficient ($r_s=0.545$, $p 0.000$). The correlation coefficients for each component are ($r_s=0.274$, $p 0.041$) for j-QAF program management, ($r_s=0.508$, $p 0.000$) for support and facilities, and ($r_s=0.459$, $p 0.000$) for guidance and monitoring. Similarly, teachers' perceptions of TAQ also have a positive and significant relationship with management commitment, with an overall correlation coefficient ($r_s=0.601$, $p 0.000$). The correlation coefficients for each component are ($r_s=0.405$, $p 0.002$) for j-QAF program management, ($r_s=0.379$, $p 0.004$) for support and facilities, and ($r_s=0.449$, $p 0.001$) for guidance and monitoring. Aspects that require attention include guidance and monitoring, teacher needs, student weaknesses, and training and professional development courses for teachers to achieve maximum success in implementing the KAQ and TAQ Models.

Keywords: Islamic Education Teachers, Khatam Al-Quran, Tasmik, Management Commitment

INTRODUCTION

The j-QAF program is an idea conceived by Tun Abdullah Haji Ahmad Badawi, the former Fifth Prime Minister of Malaysia (KPM 2004), aimed at strengthening the Islamic Education subject in the Islamic Education Curriculum to produce primary school students who can read and complete the Quran, master the basics of Arabic language, practice the fundamentals of Fardhu Ain, and be able to read and write in Jawi (KPM 2015).

Curriculum, infrastructure, and human resources are the three main components of a country's education system (Mohd Isha et al. 2013). Therefore, the aspect of human resources needs to be prioritized through a transformation process in line with the agenda to produce high-quality human capital outlined in the Malaysian Education Development Plan 2013-2025 (KPM 2013), complying with the Malaysian Education Quality Standard Wave 2 (SKPMg2), which requires teachers to act as facilitators (planners, monitors, guides, motivators, and evaluators) in the teaching and learning process to develop students' potential and achievements comprehensively and continuously (KPM 2017).

In pursuit of these goals, the Ministry of Education (KPM) has undertaken transformations in the implementation of teaching and learning models of j-QAF programs based on Circular Letter of Specialization No. 2 Year 2015: Implementation of New Norms for Islamic Education Teachers (GPI) in KPM Primary Schools (KPM 2015). In this regard, aspects of program management, support and facilities, as well as guidance and monitoring, are among the management commitments that need to be prioritized by the program owner.

Islamic Education Teachers play a key role in educating students to internalize the Quran through teaching Quranic skills (Mohd Aderi 2009). However, it has been found that the implementation of KAQ and TAQ is

¹ Ph.D Candidate at Faculty of Contemporary Islamic Studies (FKI), Universiti Sultan Zainal Abidin, 21300 Kuala Nerus, Terengganu, MALAYSIA. Email: rabdullah@ipgm.edu.my, ORCID iD: 0009-0007-2359-3232

² Ph. D. Senior Lecturer at Faculty of Contemporary Islamic Studies (FKI), Universiti Sultan Zainal Abidin, 21300 Kuala Nerus, Terengganu, MALAYSIA. E-mail: azizulhassan@unisza.edu.my, ORCID iD: 0009-0003-3018-789X

not robust enough, affecting students' mastery of Quranic skills. Constraints still exist when only one Islamic Education Teacher is responsible for completing the KAQ and TAQ curriculum alone for a class (Raja Abdullah 2015). Research findings by Misnan et al. (2013) show that 19.4 percent (14 individuals) of students still fail to recognize letters and lines, get stuck in readings, and repeat the same words. The j-QAF program achievement report by the Terengganu State Education Department (JPNT) in 2008 shows that 991 students (11.1 percent) out of 8383 fourth-year students failed to complete Iqra' 1 to 6 despite participating in the j-QAF program for more than three years (Daud et al. 2014).

Meanwhile, the Year 6 Student Achievement Report in the KPM j-QAF Program e-Reporting System in 2020 (a decade later) shows the same situation where a total of 1855 individuals (9.6%), 2693 individuals (13.6%), and 3798 individuals (18.7%) are still within the Iqra' 1 to 6 curriculum as shown in Table 1. This has disrupted the objective of achieving KAQ in the j-QAF program where all students are required to complete the Quran by the end of Year 6.

Table 1: Report on Quran Mastery of Year 6 Students (2018 to 2020)

Items	Year and Percentages		
	2018	2019	2020
Total Students	19,384 (100%)	19,777 (100%)	20,344 (100%)
Total Mastered KAQ	17,529 (90.4%)	17,084(86.4%)	16,546 (81.3%)
Not Mastered KAQ	1855 (9.6%)	2693 (13.6%)	3798 (18.7%)

Source: Terengganu State Education Department 2020

The factor of time constraints to complete the Khatam Al-Quran teaching and learning curriculum also exists due to various disruptions in school-level programs and weaknesses in teachers' own teaching and learning planning (Raja Abdullah, 2015). Therefore, this study was conducted to review Islamic Education Teachers' perceptions of the implementation of KAQ and TAQ in the j-QAF program and its relationship with management commitment (school, State Education Department, District Education Office, and Ministry of Education).

The KAQ and TAQ models in the j-QAF curriculum are collaborative methods aimed at achieving the goal of Quranic completion for all Muslim students through the Talaqqi Musyafahah method. The KAQ model focuses on collaborative memorization and recitation of the Quran to ensure students' mastery of Quranic recitation, while the TAQ model involves guiding and recording individual Quranic readings with the aim of ensuring students master Tajweed recitation collaboratively during official school hours (KPM 2015; Ahmad 2011).

The implementation of Quranic completion and Tasmik Teaching and Learning (PdP) models is continuously strengthened by the Ministry of Education (KPM) in line with the developments of the 21st-century education era through the integration of teachers under a single Islamic Education Teacher brand based on the New Norms for Islamic Education Teachers (GPI), organizing teacher ratios for collaboration in Quranic Teaching and Tasmik more systematically and regularly in the timetable (KPM 2015).

It is emphasized that the KAQ and TAQ models in the j-QAF program need to be implemented with systematic and regular management commitment to achieve the set objectives. This is because Quranic Teaching and Learning focuses on oral skills, fluency in recitation, fluency skills, Tajweed recitation, and the skills of recitation tahqiq, hadar, tadwir, and tartil. (Mohd Aderi 2009).

The implementation of a curriculum and educational programs involves various layers of management starting from the ministry level, education offices in the states, districts, and further administrators and teachers at schools. A good administrator's (Principal's) characteristic in managing school infrastructure, organizing meetings, and administering the organization will further enhance the implementation of j-QAF programs as scheduled (KPM 2004; Sabariah 2013). The Islamic Education Committee needs to coordinate and plan various programs at the school level. Islamic Education Teachers, along with j-QAF Teachers, collaborate in conducting Quranic Teaching and Learning (PdP) activities collaboratively for the KAQ and TAQ models, recording students' readings for reporting purposes to the state education departments and the Ministry of Education. Sabariah's (2013) research findings show that the aspect of administrative commitment is at a

moderate level with a minimum score of 3.19, indicating that administrators and teachers at schools are less aware of j-QAF programs (Khuzairah, 2006) cited in Sabariah (2013).

The implementation of each KAQ and TAQ model needs to involve teachers at the school level to achieve the targeted goals, where teachers play a role in planning teaching activities according to the curriculum and implementing them with appropriate methods (Mok 2003). Teachers need to manage and plan teaching steps well to ensure the effectiveness of Quranic Teaching and Learning (Mohd Yusof 2005). Teachers should have high professional qualities and characteristics to carry out their tasks effectively. A professional teacher will equip themselves with specialized knowledge such as teaching methods, curriculum knowledge, and subject matter content (Mok 2014). Asmawati (2013) found that 97.4 percent of 309 primary school j-QAF teachers in Selangor surveyed on the implementation techniques of j-QAF program models found the Talaqqi Musyafahah method effective in conducting KAQ and TAQ PdP. KAQ and TAQ PdP also need to be implemented continuously to ensure that students can complete the Quran within the set period. Substitute teachers need to be provided if Islamic Education Teachers responsible are involved in other activities inside or outside the school. However, there are j-QAF teachers who are forced to complete the curriculum in a short time due to various responsibilities and other tasks (Asmawati 2013). According to Quranic teaching methods, KAQ and TAQ curricula cannot be completed in a short time; rather, they need to be done tartil, carefully and meticulously in terms of intonation, clarity of letters and vowel marks, and mastering the pronunciation of Quranic words (Muhammad 'Isām 1998; al-Qardhāwī 2001) and its makhrij, and be able to contemplate according to its status as the great miracle of the Prophet s.a.w (al-Nawāwīy 1999). Quranic scholars unanimously disapprove of reading too quickly because the pronunciation of letters, lines, and mandatory punctuation marks cannot be read with the appropriate rule (al-Maliki 2010).

The provision of j-QAF program implementation guidelines, Tajweed and color-coded Quran, Iqra' books, allocation of sufficient teacher resources, exercise books, and teaching aids (BBM) are aspects of support and facilities that constitute management commitments in implementing the KAQ and TAQ models (KPM 2015). Adequate financial allocations need to be provided for the implementation of this program without burdening teachers at schools. The study found that the Teacher's Guidebook (62.5 percent), exercise books and activities (58.9 percent), BBM (57.3 percent), and financial allocations (59.2 percent) were satisfactory levels of teacher satisfaction with support and facilities in implementing the j-QAF program (Asmawati 2013). However, the implementation materials of the j-QAF program were found to be insufficient and did not reach all schools (Sabariah 2013).

Education officials from the Ministry of Education, State Education Departments, District Education Offices, and school authorities need to conduct regular monitoring and guidance on the j-QAF program, especially on the KAQ and TAQ models, to ensure the effectiveness of this program. Reporting on visited schools needs to be provided from time to time according to the needs to identify strengths and weaknesses that need to be addressed (KPM 2015). The effectiveness of Quranic teaching can be enhanced when there is guidance related to Quranic content skills through courses, workshops, and publications (Daud 2010). Training or courses also need to be conducted by the Ministry of Education, State Education Departments, District Education Offices, and schools for each specific subject to enhance teaching skills and teacher professionalism (Asmawati 2013; Misnan et al. 2013; Sabariah 2013).

In general, this study aims to identify the relationship between Islamic Education Teachers' perceptions in the Kuala Nerus district towards the implementation of the KAQ and TAQ models in the j-QAF program with management commitment. Specifically, the objectives of this study are as follows:

Identify the level of implementation of the KAQ and TAQ models in the j-QAF Program in the Kuala Nerus district, Terengganu.

Examine the relationship between teachers' perceptions of the implementation of the KAQ model in the j-QAF program and management commitment.

Examine the relationship between teachers' perceptions of the implementation of the TAQ model in the j-QAF program and management commitment.

HYPOTHESIS

This study is formed based on several hypotheses as follows:

Ho1: There is no significant relationship between teachers' perceptions of the implementation of the KAQ model in the j-QAF program and management commitment.

Ho2: There is no significant relationship between teachers' perceptions of the implementation of the TAQ model in the j-QAF program and management commitment.

METHODOLOGY

This study is a survey research using a questionnaire to identify the level of implementation of the KAQ and TAQ models in the j-QAF program according to the perceptions of Islamic Education Teachers (GPI). The research design employs a quantitative research method that links the research goals, hypotheses, and objectives measured by the researcher.

A cross-sectional survey design is used to address the research questions. This method is chosen because data can be collected in a short period (Chua 2011), and the results obtained are suitable for measuring respondents' opinions and views (Creswell 2009) regarding the implementation of the KAQ and TAQ models. The sample for the study was randomly selected from a population of 219 GPI serving in 29 schools in the Kuala Nerus district, Terengganu. A total of 56 GPI were selected as study respondents. Scholars have established specific guidelines for determining the minimum sample size according to the type or design of the study. A minimum sample size of 30 units generally meets the requirements of correlation studies (Garl, Borg & Gall 2003) necessary for social science research (Walliman 2006; Mohd Majid 2009; Othman 2013). A sample size of 10 to 20 percent of the population is considered adequate for survey studies (Airasian & Gay, 2003 in Mohd Yusri, 2017).

The questionnaire instrument used in this study was developed by the researcher based on the Guidelines for the Implementation of the j-QAF Program issued by the Ministry of Education (KPM 2015). The content of the KAQ and TAQ Model Guidelines Book was used as questionnaire items based on the constructs or aspects under study. This Guidelines Book has high reliability and validity as it was developed by expert panels appointed by the Ministry of Education itself. The constructs studied were divided into six dimensions: Part A related to respondents' demographic information, Parts B and C related to GPI perceptions of the implementation of KAQ and TAQ. Parts D, E, and F are related to management commitment, which includes program management, support and facilities, and monitoring and guidance.

The questionnaire set has high face validity, content validity, and reliability as it has been referred to experts in Quranic Recitation and Educational Research to evaluate and make corrections to accurately measure the aspects under study (Mohd Majid 2013). Cronbach's Alpha values were used to measure the reliability of the study questionnaire as shown in Table 1. The reliability values of the questionnaire for the KAQ and TAQ Implementation dimensions were 0.734 and 0.785, respectively, Program Management was 0.831, Support and Facilities were 0.654, and Monitoring and Guidance were 0.727. The overall reliability value of the study questionnaire shows high reliability, i.e., 0.900.

Table 2: Reliability Coefficient Values of the Questionnaire Instrument.

Variables	Alpha Cronbach
Implementation of KAQ	0.734
Implementation of TAQ	0.785
Program Management	0.831
Support and Facilities	0.654
Monitoring and Guidance	0.727
Overall Cronbach's Alpha Value	0.900

The minimum score used is based on a five-point Likert scale, namely: Strongly Disagree (SD) with a score of 1 point, Disagree (D) with a score of 2 points, Neither Agree nor Disagree (NAD) with a score of 3 points, Agree (A) with a score of 4 points, and Strongly Agree (SA) with a score of 5 points. The minimum scores obtained from the questionnaire instrument are divided into three levels: low, moderate, and high, as shown in Table 2 below. The data were analyzed using the Statistical Package for the Social Sciences (SPSS) Version 22. Frequency, mean, standard deviation, and percentage were used to report descriptive statistical data.

Table 3: Interpretation of Minimum Scores

Min Score	Interpretation of Min Scores
1.00 to 2.33	Low
2.34 to 3.66	Moderate
3.67 to 5.00	High

Source: Adapted from Mohd Aderi (2008)

Inferential statistical analysis is used to measure the relationship between study variables. The Spearman's Rank Correlation Coefficient procedure is used for ordinal data with non-normal distribution in this study (Ghazali and Sufean, 2016). The strength of the relationship between the dependent variables, implementation of KAQ and TAQ, and the independent variable, management commitment, is based on the correlation coefficient (r) values as shown in Table 3

Table 3: Correlation Coefficient Value

Correlation Coefficient Value (r)	Interpretation of Min Scores
1.00	Perfect
0.70 to 0.99	Very high
0.50 to 0.69	High
0.30 to 0.49	Moderate
0.10 to 0.29	Low
0.01 to 0.09	Negligible

Source: Davies (1971) in Azmil et al. (2014)

FINDINGS

The implementation of the KAQ Model in the j-QAF Program

The findings indicate that the overall perception of GPI towards the implementation of the KAQ Model in the j-QAF program is at a high level, with a mean of 3.86 and a standard deviation of 0.43. Table 4 shows the mean, standard deviation, and interpretation of the KAQ Model implementation according to GPI perceptions. Frequencies and percentages are also reported to provide a comprehensive picture of the study findings. Seven items related to the implementation of the KAQ Model recorded high interpretation means, while four items recorded mean values at a moderate level.

Among the items that recorded high interpretation means are conducting KAQ instruction three times a week according to the schedule allocation (mean = 4.57, SD = 0.57), with 98.2% responding as strongly agree or agree, and implementing KAQ instruction using the Talaqqi and Musyafahah approach (mean = 4.43, SD = 0.62), with 92.9% responding as agree or strongly agree. However, the item regarding administrators providing substitute teachers if collaborative Pdp partners are absent in the school recorded a moderate interpretation mean (mean = 3.05, SD = 1.00), with only 39.3% responding as agree or strongly agree. Similarly, the item on providing KAQ guidance to weak students outside of schedule hours (mean = 3.05, SD = 0.98) had a response of agree or strongly agree from 37.5% of the respondents.

Table 4. Implementation of the KAQ Model According to GPI Perceptions

Item Implementation of the KAQ Model	Min	S.P	Interpretation
Conducting KAQ Lessons Three Times a Week	4.57	0.53	High
Completing the Al-Quran Memorization Curriculum	3.91	0.79	High
Implementing the Talaqqi and Musyafahah Approach	4.43	0.62	High
Practicing the Read-Along Approach (BIG)	4.07	1.00	High
Collaborative Implementation of KAQ Lessons	4.21	0.68	High
Administrator Providing Substitute Teachers	3.05	1.00	Moderate
Recording Student Achievement	4.14	0.86	High
Students Memorizing the Quran within a Specified Timeframe	3.59	0.89	Moderate
Providing KAQ Guidance to Weak Students	3.05	0.98	Moderate
Emphasizing Tajwid Reading	4.23	0.63	High
Conducting Quran Literacy and Ihtifal Events	3.20	0.94	Moderate
Overall Score	3.86	0.43	High

Implementation of the TAQ Model in the j-QAF Program

Overall, the perception of GPI regarding the implementation of the TAQ Model in the j-QAF program is at a high level, with a mean score of 4.03 and a standard deviation of 0.45. Table 5 illustrates the mean, standard deviation, and interpretation of the mean for the implementation of the TAQ Model according to GPI perceptions. The frequency for each item is also reported as a percentage. Six items related to the implementation of the TAQ Model recorded high mean interpretations, while four items obtained mean scores at a moderate level.

Among the items with high mean interpretations are conducting TAQ sessions according to the official schedule (mean=4.50, SD=0.57), with 96.5% of respondents strongly agreeing or agreeing, and emphasizing Tajweed recitation for each TAQ session (mean=4.27, SD=0.70), with 91% of respondents agreeing or strongly agreeing. Meanwhile, the item of extending TAQ sessions beyond the schedule if there are students who have not mastered it recorded a moderate mean interpretation (mean=3.30, SD=0.82), with 43.1% of respondents agreeing or strongly agreeing. A moderate mean interpretation was also obtained for the item of conducting TAQ sessions based on equivalent verses or surahs for all students (mean=3.50, SD=0.87), with 53.6% of respondents agreeing or strongly agreeing.

Table 5. Implementation of the TAQ Model According to GPI Perceptions

Item Implementation of the KAQ Model	Min	S.P	Interpretation
Implementing TAQ sessions in the first week of school	3.64	0.96	Moderate
Conducting TAQ sessions according to the official schedule	4.50	0.57	High
Providing lesson plans for the conducted TAQ sessions	4.50	0.57	High
Conducting TAQ collaboratively with guidance	4.25	0.89	High
Implementing TAQ sessions according to equivalent curriculum	3.50	0.87	Moderate
Conducting TAQ based on students' current curriculum	4.38	0.62	High
Extending TAQ sessions beyond the official schedule	3.30	0.82	Moderate
Regularly recording students' TAQ progress	4.43	0.56	High
Conducting Quran Recitation classes	3.55	0.82	Moderate
Emphasizing proper Tajweed recitation in each TAQ session	4.27	0.70	High
Overall Mean	4.03	0.45	High

The Relationship Between Teachers' Perceptions of the Implementation of KAQ Program in j-QAF with Management Commitment

Ho1: There is no significant relationship between teachers' perceptions of the implementation of the KAQ program in j-QAF and management commitment.

Table 6 presents the results of the Spearman's Rank correlation analysis between teachers' perceptions of KAQ implementation and management commitment. The analysis results for teachers' perceptions of KAQ indicate a correlation coefficient of 0.545 ($r_s = 0.545$) with a probability value of 0.000 tested at a significance level of 0.05. This probability value is found to be smaller than the significance level ($p < 0.05$). The resulting correlation value indicates a high correlation. Therefore, the findings show that teachers' perceptions of KAQ have a positive and significant relationship with management commitment ($r_s = 0.545$, $p < 0.05$). Thus, the null hypothesis is rejected.

Table 6: Spearman's Rho Correlation Analysis of Teachers' Perceptions of KAQ with Management Commitment

Variable	N	Management Commitment	
		r_s	P
Perceptions of KAQ	56	0.545	0.000**

$P < 0.05^{**}$

The following is a detailed discussion of the findings regarding teachers' perceptions of the implementation of KAQ with each dimension of management commitment, namely, J-QAF management, support and facilities, as well as monitoring and guidance. Table 7 presents the results of the Spearman's Rank Correlation analysis between teachers' perceptions of KAQ implementation and each dimension of management commitment.

The analysis results for teachers' perceptions of KAQ implementation with J-QAF program management show a correlation coefficient of 0.274 ($r_s: 0.274$) and a probability value of 0.041, tested at a significance level of 0.05. The resulting probability value is smaller than the significance level ($p < 0.05$). The correlation coefficient obtained indicates a low correlation.

Thus, the findings indicate that teachers' perceptions of KAQ implementation with J-QAF program management have a positive and significant relationship ($r_s: 0.274$, $p < 0.05$). Therefore, teachers' perceptions of KAQ implementation have a significant relationship with J-QAF program management at a low level.

Table 7: Analysis of Spearman's Rank Correlation between Teachers' Perceptions of KAQ and Each Dimension of Management Commitment

Variable	Management Commitment	N	Management Commitment	
			r_s	P
Perceptions of KAQ	J-QAF Management	56	0.274	0.041
	Support and Facilities	56	0.508	0.000**
	Monitoring and Guidance	56	0.459	0.000**

$P < 0.05^{**}$

The analysis results for teachers' perceptions of the implementation of KAQ with the dimension of support and facilities showed a correlation coefficient of 0.505 ($r_s: 0.508$), with a probability value of 0.000 tested at the significance level of 0.05. The resulting correlation value is high. Therefore, the findings indicate that teachers' perceptions of KAQ implementation with the dimension of support and facilities have a positive and significant relationship ($r_s: 0.505$, $p < 0.05$).

Next, the analysis results for teachers' perceptions of KAQ implementation with the dimension of monitoring and guidance showed a correlation coefficient of 0.459 ($r_s: 0.459$), with a probability value of 0.000 tested at the significance level of 0.05. The probability value obtained is smaller than the significance level ($p < 0.05$). The resulting correlation value is moderate. Consequently, the study findings indicate that teachers' perceptions of KAQ with the dimension of monitoring and guidance have a positive and significant relationship ($r_s: 0.459$, $p < 0.05$).

Relationship Between Teachers' Perception of the Implementation of the TAQ Model in the j-QAF Program and Management Commitment

Ho2: There is no significant relationship between teachers' perceptions of the implementation of the TAQ program and management commitment.

Table 8: Spearman's Rho correlation analysis of teachers' perceptions of TAQ with management commitment

Variable	N	Management Commitment	
		rs	P
Perceptions of TAQ	56	0.601	0.000**

P < 0.05**

Table 8 presents the results of the Spearman's Rank correlation analysis of teachers' perception of TAQ with management commitment. The analysis results for teachers' perception of TAQ indicate that the correlation coefficient is 0.601 ($r_s = 0.601$) with a significance value of 0.000, tested at a significance level of 0.05. This significance value is found to be smaller than the significance level ($p < 0.05$). The resulting correlation coefficient indicates a high correlation. Therefore, the findings suggest that teachers' perception of TAQ has a positive and significant relationship with management commitment ($r_s = 0.601, p < 0.05$). Thus, the null hypothesis is rejected.

Table 9: Spearman's Rank correlation analysis between teachers' perception of TAQ and each dimension of management commitment

Variable	Management Commitment	N	rs	P
Perceptions of TAQ	J-QAF Management	56	0.405	0.002**
	Support and Facilities	56	0.379	0.004**
	Monitoring and Guidance	56	0.449	0.001**

P < 0.05**

Next is a detailed discussion of the findings regarding teachers' perception of the implementation of TAQ with each dimension of management commitment, namely the management of the j-QAF program, support and facilities, and monitoring and guidance. Table 9 presents the results of the Spearman's Rank correlation analysis between teachers' perception of TAQ implementation and each dimension of management commitment.

The analysis results for teachers' perception of TAQ implementation with the management of the j-QAF program showed a correlation coefficient of 0.405 ($r_s: 0.405$) and a probability value of 0.002 tested at the significance level of 0.05. The probability value obtained is smaller than the significance level ($p < 0.05$). The resulting correlation coefficient indicates a moderate correlation. Therefore, the findings indicate that teachers' perception of TAQ implementation with the management of the j-QAF program has a positive and significant relationship ($r_s: 0.405, p < 0.05$). Hence, teachers' perception of TAQ implementation has a significant relationship with the management of the j-QAF program.

The analysis results for teachers' perception of TAQ implementation with the dimension of support and facilities also showed a correlation coefficient of 0.379 ($r_s: 0.379$) and a probability value of 0.004 tested at the significance level of 0.05. The resulting correlation coefficient indicates a moderate correlation. Thus, the findings suggest that teachers' perception of TAQ implementation with the dimension of support and facilities has a positive and significant relationship ($r_s: 0.379, p < 0.05$).

Furthermore, the analysis results for teachers' perception of TAQ implementation with the dimension of monitoring and guidance revealed a correlation coefficient of 0.449 ($r_s: 0.449$) and a probability value of 0.001 tested at the significance level of 0.05. The probability value obtained is smaller than the significance level ($p < 0.05$). The resulting correlation coefficient indicates a moderate correlation. Therefore, the study findings

indicate that teachers' perception of TAQ implementation with the dimension of monitoring and guidance has a positive and significant relationship ($r_s: 0.449, p < 0.05$).

DISCUSSION

The implementation of the KAQ Model in the j-QAF Program

The study findings indicate that the GPI in the Kuala Nerus district has complied with Circular No. 2 of 2015: Implementation of the New Norms for Islamic Education Teachers (GPI) in Primary Schools issued by the Ministry of Education Malaysia (MOE 2015). This explains that the GPI in the Kuala Nerus district has completed the KAQ curriculum according to the Annual Plan allocation and conducted PdP using the Talaqqi and Musyafahah approach, the teacher-led reading approach (BIG), and collaborative teaching approaches. These findings are consistent with Asmawati's (2009) study, which found that GPI perceives students to have mastered all j-QAF program models, including the KAQ Model (min 3.78, SP: 0.64). This aligns with Mok's (2003) and Mohd Yusof's (2005) recommendations that teachers play a role in planning teaching activities and implementing them using suitable methods. Teachers should also possess high professional qualities and specialized knowledge, such as teaching methods, curriculum knowledge, and subject matter expertise (Mok 2014).

However, there are still some areas that need attention in the implementation of the KAQ Model, including the provision of substitute teachers when collaborative teaching partners are absent. Similarly, the seriousness of teachers in providing KAQ guidance to weak students outside of regular class hours. Generally, the teacher-to-student ratio in collaborative teaching is 1 to 14 students (one teacher), 15 to 29 students (two teachers), and 30 to 49 students (three teachers), as attempted to be adhered to by school administrators (MOE 2015). However, the constraint of insufficient teachers at any given time hinders full compliance with the guidelines. These findings are supported by Asmawati's (2009) study, which found that additional duties such as substitute teaching, involvement in official events, student discipline supervision, and membership in various committees create stress and hinder teachers from guiding weak students and completing the curriculum.

Implementation of the TAQ Model in the j-QAF Program

The study findings regarding the implementation of the TAQ Model indicate that the GPI has made efforts to comply with the implementation aspects of this model based on MOE guidelines. The GPI has conducted TAQ PdP according to the official schedule allocation and provided lesson plans for each TAQ session conducted. These findings are supported by Misnan et al.'s (2013) study on the level of implementation and achievement of j-QAF programs throughout Malaysia, showing that 99.1 percent of 216 j-QAF teachers provided lesson plans for their classes. This indicates that overall j-QAF teachers are skilled in PdP practices. The GPI also consistently incorporates Tajwid reading into every TAQ session conducted. Al-Maliki's (2010) recommendation is in line with these findings, emphasizing the need to recite the Quran with Tajwid and Tartil to ensure clear pronunciation and understanding according to the teachings of the Prophet Muhammad (PBUH). Reading the Quran quickly is considered makruh because letter pronunciation, lines, and mandatory punctuation cannot be read with the appropriate rules.

The provision of substitute teachers by the school administrators to ensure the implementation of TAQ PdP outside of school hours if there are still students who have not completed Tasmik received low percentages of strong agreement, 2.3 and 5.4 percent respectively, due to teachers' involvement in various school-level programs (Asmawati 2013 and Misnan et al. 2013) and changes in the implementation of the New Norms for GPI, which included the inclusion of Tasmik schedules in the official school timetable (MOE 2015).

Among the aspects that require attention are TAQ sessions outside of regular hours if there are students who have not mastered the Quranic recitation, which recorded a moderate interpretation (min=3.30, SP=0.82) with 43.1 percent agreement. A moderate interpretation was also obtained for conducting TAQ sessions based on equivalent verse or surah content for all students (min=3.50, SP=0.87) with 53.6 percent agreement. These findings are also consistent with Mohd Izzudin et al.'s (2015) study, which found that the encouragement of daily Quranic reading for students scored low (min=4.11), as well as the willingness to conduct Tasmik models outside of regular hours (min=4.25). Quran teachers have the potential to provide good advice and demonstrate

a willingness to help guide students outside of regular hours, especially in terms of Tajwid reading proficiency. Similarly, verse content in Tasmik sessions should be based on students' current reading levels to ensure the goals of the j-QAF Quran completion program are achieved by the end of year six (MOE 2015).

Relationship Between Teachers' Perception of the Implementation of KAQ and TAQ Models and Management Commitment

The study results indicate that the GPI's perception of the implementation of the KAQ program in the j-QAF has a positive and strong correlation with management commitment. This indicates that the perception of the KAQ implementation is positively and significantly associated with management commitment ($r_s=0.545$, $p<0.05$). However, when viewed overall, the components of management commitment for the management of the j-QAF program show a low correlation. This suggests that systematic and organized work directives still need to be improved. This finding is consistent with Nadarajan, A., and Rosnah's (2023) study, which states that school leaders need to be versatile in optimizing the role of each staff member and understanding the problems and needs of staff when carrying out tasks at school. School leaders also need to improve their communication and supervisory skills to create an effective school.

Based on the findings regarding the facilities and support components, a high correlation has been observed, indicating a strong commitment from the management in terms of providing training materials, activities, and ICT support in the implementation of the KAQ Model. However, these findings contradict the study by Asmawati (2013), where the satisfaction level of j-QAF teachers regarding the availability of Teacher's Guide Books (62.5 percent), exercise and activity books (58.9 percent), ICT support (57.3 percent), and financial allocation (59.2 percent) was rated as satisfactory. The insufficient availability of ICT support for the purposes of KAQ program instruction in j-QAF also yielded similar findings in the studies by Daud (2010), Fahimah (2013), and Misnan et al. (2013). Implementation materials for the j-QAF program such as syllabi, ICT support, and textbooks were found to be inadequate and not reaching all schools (Sabariah 2013). However, a recent study by Zetty Nurzuliana et al. (2021) on the management of school infrastructure in Maahad Integrasi Tahfiz Selangor (MITS), including facilities and learning resources, resulted in organized strategies, improved student quality, serving as benchmarks, and advancing technology in line with the school's needs and goals.

However, the Ministry of Education (KPM) as the program owner still needs to examine SKPMg2 Standard 3.1: Curriculum Management by thoroughly examining curriculum implementation and management aspects, including establishing subject committees, financial allocations, assessment, training or assignments, educational resources, and scheduling according to school needs and suitability (KPM 2017).

Furthermore, the relationship between the implementation of the TAQ Model and management commitment for the components of j-QAF program management and facilities and support components is also at a moderate level. This indicates that the journey of the j-QAF program in terms of curriculum management, learning facilities, and documentation is still at a minimum level. Basic Guidebooks, Quran Mushafs, Iqra Books, teacher capacity, reference materials, and ICT support are still not fully available.

The research findings also indicate that the monitoring and guidance component is at a moderate correlation level in the implementation stages of the KAQ and TAQ programs. These findings are consistent with the study by Hasifah and Muhammad Faizal (2022), where correlation and regression analysis showed a significant moderate correlation and influence on the strong commitment of teachers and principal supervision towards classroom management in primary schools. The self-efficacy study of primary school teachers by Lindsay Bugang et al. (2023) regarding teaching strategies, classroom management, and student management showed high minimum scores but had a moderate correlation in terms of school leader communication aspects. Therefore, monitoring and guidance need to be conducted periodically to assess the strengths and weaknesses of the KAQ and TAQ Models. This development indicates that GPI in the Kuala Nerus district still lacks visits from KPM, JPN, or PPD for monitoring purposes to assess the strengths and weaknesses of the KAQ and TAQ Models. These findings are consistent with the study by Sabariah (2013), where aspects of administrative support ($\text{min}=2.94$) and assistance in activity guidance ($\text{min}=2.78$) were both at a moderate level.

Sabariah's study (2013) also found that aspects of support, guidance, monthly supervision, and report preparation by administrators were rated low (min=2.17). Reports need to be prepared periodically according to needs to identify strengths and weaknesses that need to be addressed (KPM 2015). Recommendations from Daud Ismail's study (2010) are relevant, where Quran teaching can be improved with guidance on Quran content skills through courses, workshops, and publications.

Past research recommendations found that courses and training by KPM, JPN, PPD, and schools for each specific subject are needed to enhance teaching skills and teacher professionalism (Asmawati 2013; Misnan et al. 2013, and Sabariah 2013). GPI as the implementer of the j-QAF curriculum also needs to be exposed to the latest PdP resources assisted by technology and applications. Therefore, KPM, JPN, PPD, and schools need to organize consistent and continuous training and courses on pedagogy for Quran recitation PdP to GPI (Paharudin 2015). Findings on Quran teaching skills of teachers are also consistent with the study by Azmil and Jahidih (2015), which showed a significant relationship between the level of Quran teaching skills of teachers and the achievement of Quranic recitation with Tajweed by students in the Special Class for Quran Reading and Memorization Skills (KKQ). Although this study was conducted at the secondary school level, there is a correlation with Quran reading skills with Tajweed at the primary school level. There is a moderate correlation regarding the construction of Tajweed recitation skills among KKQ teachers. This indicates that teachers involved in Quran teaching PdP need to improve their mastery of Quranic Tajweed to have an impact on students' Tajweed recitation achievements. This is a priority to prevent teachers from imparting incorrect Quranic skills to students.

CONCLUSION

The findings and discussion of the study indicate that the level of management and teacher skills in implementing the j-QAF program is already at a good level. The integration of GPI and j-QAF teachers under one entity has further facilitated the implementation of the KAQ and TAQ Models. Strengthening the KAQ and TAQ areas still requires attention from the perspectives of management, support, facilities, as well as guidance and monitoring. Although the perception of GPI is high based on the research findings for the measured constructs or dimensions, there are still some serious issues that need to be addressed by administrators and GPI.

Administrators need to pay attention to the need for providing substitute teachers in KAQ and TAQ PdP if collaborating teachers are involved in programs outside the school to ensure maximum mastery of Quranic reading skills by students. The Al-Quran Sustainable Camp and Recitation for the KAQ and TAQ Models need to be encouraged at the school level as a remedial measure for weak students and reinforcement for those who have completed the Quran. Support and facilities based on the ratios outlined in the implementation guidelines also need to be considered to avoid disruptions in KAQ and TAQ PdP when teachers are attending courses or involved in various other activities in the school. ICT support also needs to be ensured, especially for Mushaf Al-Quran, Iqra' books, and training materials for reinforcement activities. Continuous guidance through monitoring visits and supervision also needs attention to identify strengths and weaknesses in aspects of teacher PdP that require improvement. Training and courses on pedagogical content skills periodically are essential to enhance the skills and professionalism of GPI in effective, creative, and engaging teaching methods. Strengthening and consolidation from the perspective of implementing the KAQ and TAQ Models are seen as necessary to achieve maximum impact on students' mastery of Quranic reading.

REFERENCES

- Ahmad, M. S. (2011). *Kurikulum, Metodologi, dan Pedagogi Pengajian Islam*, Edisi Kedua, KPLI Pengajian Islam & j-QAF. Selangor: Oxford Fajar Sdn Bhd.
- Ahmad, M.Y. (2005). *Sejarah dan kaedah pendidikan Al-Qur'an*. Kuala Lumpur: Penerbit Universiti Malaya.
- al-Maliki, S. M. (2010). *Keistimewaan-keistimewaan Al-Qur'an (Khasāis al-Qu'rān)*.terj. Nur Faizin, S. A. Singapura: Pustaka Nasional PTE LTD.
- al-Nawawiy, M. (1999). *Tatatertib pengajian Al-Qur'an (Al-Tibyān fi adabi hamalatil al-Qur'an)*.terj. Syed Ahmad Semait. Singapura: Pustaka Nasional PTE LTD.
- al-Qardhāwī, Y. (2003). *Kaifā Nata'amalā ma'a al-Qur'an al-'Aẓim*. Beirut: Mu'assasah al-Risālāh.

The Relationship Between Teachers' Perceptions of The Implementation of The Khatam Al-Quran Model and The Tasmik Program with Management Commitment

- Arbain, P. (2015). Ekplorasi Pelaksanaan Pengajaran Tilawah al-Quran Program j-QAF dan Hubungannya dengan Pencapaian Murid. Tesis Doktor Falsafah. Sains Kemanusiaan. Perak: Universiti Pendidikan Sultan Idris.
- Asmawati, S. (2013). Penelitian dan Pemahaman Terhadap Model Program j-QAF. Prosiding Seminar Kebangsaan Penyelidikan j-QAF 2013 (SKP j-QAF2013), 19-36.
- Azmil, H., & Jahidih, S. (2015). Hubungan antara Tahap Kemahiran Al-Quran Guru dan Pencapaian Tajwid Al-Quran Pelajar KKQ di Wilayah Persekutuan Kuala Lumpur. *Tinta Artikulasi Membina Ummah*, 1(1), 144-151.
- Bahagian Kurikulum Pendidikan Islam dan Moral. (2004). *Buku Panduan Perlaksanaan Model-Model Pengajaran Dan Pembelajaran Dan Kokurikulum*. Kuala Lumpur: Kementerian Pelajaran Malaysia.
- Bahagian Kurikulum Pendidikan Islam dan Moral. (2015). *Garis Panduan Pelaksanaan Program j-QAF*. Kuala Lumpur: Kementerian Pendidikan Malaysia.
- Bahrin, S. (2013). Pelaksanaan Model Pemulihan Jawi j-QAF di Sekolah Rendah Daerah Tuaran, Sabah. Tesis Doktor Falsafah. Akademi Pengajian Islam. Kuala Lumpur: Universiti Malaya.
- Chua, Y. P. (2009). *Kedah Penyelidikan, Edisi Kedua*. Kuala Lumpur: McGraw Hill Education.
- Cresswell, J. W. (2009). *Research Design (Qualitative, Quantitative and Mixed Method Approches)*. Los Angeles: SAGE Publications, Inc.
- Daud, I. (2010). Analisis kemahiran kaedah rasm dan dhahb Mushaf Uthmani guru j-QAF Negeri Terengganu. Tesis Doktor Falsafah. Fakulti Pengurusan dan Ekonomi. Terengganu: Universiti Malaysia Terengganu.
- Daud, I., Wan Mohd Khairul Firdaus, W. K., & Mahadi, M. (2014). Perkembangan dan masalah pembelajaran al-Qur'an dalam program j-QAF di Malaysia. *Jurnal Islamiyyat*, 36(2), 57-66.
- Daud, N., Ali, Z., Ismail, H., Jamani, N. A., Arifin, S. R. M., & Hamid, S. A. K. S. A. (2020). The implementation of shariah compliant human milk bank for premature infants in malaysia. *Journal of Critical Reviews*, 7(16), 1007-1012. doi:10.31838/jcr.07.16.129
- Embong, R., Hashim, R., Wan Yusoff, W. M., & Mohamad, M. Z. (2015). Holistic integrated curriculum and its theoretical framework: Implications for contemporary educational system. *Social Sciences (Pakistan)*, 10(1), 31-40. doi:10.3923/sscience.2015.31.40
- Fahimah, A. H. (2013). Amalan Pengajaran Model Enam Bulan Khatam Al-Quran Program j-QAF dalam Tilawah Al-Quran Sekolah Kebangsaan Daerah Jasin, Melaka. Prosiding Seminar Kebangsaan Penyelidikan j-QAF 2013 (SKP j-QAF2013), 181-193.
- Gall, M. D., Gall, J. P., & Borg, W. P. (2003). *Educational Research: An Introduction (Seventh Edition)*. USA: Pearson Education, Inc.
- Ghazali, D., & Sufean, H. (2016). *Metodologi Penyelidikan dalam Pendidikan*. Kuala Lumpur: Penerbit Universiti Malaya.
- Hasifah, H., & Muhammad Faizal, A. G. (2022). Pengaruh Komitmen Guru Dan Penyeliaan Guru Besar Terhadap Pengurusan Bilik Darjah Di Sekolah Rendah Daerah Tenom, Sabah. *Jurnal Kepimpinan Pendidikan*, 9(1), 56-76.
- Ismail, R.A.R. & Ismail, D. (2015). Khatam Al-Quran: Isu-isu pelaksanaannya dalam sistem pendidikan. *National Research Seminar 2015 (SPK2015)*, 1207-1216.
- Jam, F. A., Singh, S. K. G., Ng, B., & Aziz, N. (2016). Interactive effects of Gender and Leadership Styles on Open Service Innovation: A Study of Malaysian Doctors. *International Journal of Economics Research*, 13(3), 1287-1304.
- Kementerian Pendidikan Malaysia. (2015). *Surat Pekeliling Ikhtisas Bil. 2 Tahun 2015: Pelaksanaan Norma Baharu Guru Pendidikan Islam (GPI) di Sekolah Rendah KPM*.
- Khairuldin, W. M. K. F. W., Anas, W. N. I. W. N., Mohamad, M. Z., Embong, A. H., & Mokhtar, W. K. A. W. (2021). The role of Prophet Muhammad saw in educating children and its applications to prevent gadget addiction among children. *International Journal of Early Childhood Special Education*, 13(2), 718-722.
- Khairuldin, W. M. K. F. W., Anas, W. N. I. W. N., Umar, R., Kamarudin, M. K. A., & Embong, A. H. (2022). Ethical issues in academic authorship: A study on group writing. *Academic Journal of Interdisciplinary Studies*, 11(1), 226-231. doi:10.36941/ajis-2022-0020
- Khan, R. E. A., & Hye, Q. M. A. (2013). Financial liberalization and demand for money: A case of Pakistan. *The Journal of Developing Areas*, 175-198.
- Khairuldin, W.M.K.F.W., Fauzi, N., Anas, W.N.I.W.N., Embong, A.H., Imas, M.M., Hassan, A. (2020). The Knowledge of Mobile Learning and Quranic Symbols (Dabt al Quran) in Mushaf Uthmani and Mobile Learning among al Quran Teachers in IMTIAZ, Terengganu, *International Journal of Advanced Science and Technology*. 29(5). pp . 1190 1198.
- Mat Sidek, R.S., Samsudin, A.Z., Rozali, E.A., Junid, H.M.L., Singh, D.S.A.V., Isa, A.D.M. (2023). Symbiosis between Caravanserai in Islamic Civilisation and Tourism in Modern Era: A Reference to Malaysia. *Journal of Al-Tamaddun*, 18 (2), pp. 1-12.
- Sulaiman, R., Lateh, H.M., Ibrahim, A., Ismail, A. (2023). Marine Product Economy in Terengganu During the Administration of Sultan Muhammad Syah II 1918-1920. *Transactions on Maritime Science*, 12 (1),
- Lateh, H.M., Embong, R., Hadi, M.F., Nasir, M.I.A., Md Zain, A.D. (2019). The legislation of security offences (Special measures) 2012 for terrorism prevention in Malaysia. *Journal of Legal, Ethical and Regulatory Issues*, 22 (Special Issue 1), pp. 1-6.
- Lateh, H.M., Resad, I.S.M., Jamsari, E.A. (2018). Analysis of loanwords in text of Johore State Constitution 1312H (1895). *International Journal of Civil Engineering and Technology*, 9 (1), pp. 763-770.

- Konting, M.M. (2009). *Kedah Penyelidikan Pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Lindsay, B., et al. (2023). Hubungan Gaya Komunikasi Kepimpinan Guru Besar Dengan Tahap Efikasi Kendiri Guru Sekolah Rendah Daerah Dalat, Sarawak. *Jurnal Kepimpinan Pendidikan*, 10(3), 13-26.
- Miflāh al-Qudhāh, M.'I., (1999). *al-Wādih fi Ahkām al-Tajwid*. al-Urdūn: Dār al-Nafa'is.
- Misnān Jemali, Ibrahim Hashim, Zanariah Noor, et al. (2013). Pelaksanaan dan Pencapaian Program j-QAF: Kajian Seluruh Malaysia. *Prosiding Seminar Kebangsaan Penyelidikan j-QAF 2013 (SKP j-QAF2013)*, 51-82.
- Mohamad, M. Z., Mujani, W. K., Rozali, E. A., Omar, S. H. S., Othman, M. S., Syed Ab. Rahman, S. M. A., . . . Hashim, J. (2014). The negative impact of religious pluralism on the islamic society in malaysia. *Social Sciences (Pakistan)*, 9(3), 153-156. doi:10.3923/sscience.2014.153.156
- Mohd Aderi, C. N. (2009). Amalan pengajaran tilawah Al-Quran: Satu tinjauan terhadap persepsi guru di sekolah menengah harian Malaysia. *Jurnal of Islamic and Arabic Education*, 1(1), 57-72.
- Mohd Isha, A., Yaakub, D., Yahya, D., & Abd Latif, K. (2013). Amalan pengajaran guru KAFA dalam pelaksanaan pembelajaran Kelas Fardhu Ain (KAFA) di Negeri Kedah Darul Aman. *Seminar Kebangsaan Kali ke-IV, Majlis Dekan Pendidikan IPTA (IV)*, 155-169.
- Mohd Izzuddin, M. P., Azmil, H., & Kamarulzaman, A. G. (2015). Kesediaan Guru Dalam Pengajaran Model Tasmik Program j-QAF. *Tinta Artikulasi Membina Ummah* 1(1), 1-13
- Musliza Mat Jusoh, et al. (2020). Kepuasan Kerja Dan Komitmen Guru Sekolah Menengah Cemerlang Di Kelantan. *Jurnal Kepimpinan Pendidikan*, 7(1), 77-90.
- Nadarajan, A., & Rosnah Ishak. (2023). Komunikasi Penyeliaan Pemimpin Sekolah Dan Hubungannya Dengan Keberkesanan Sekolah Di Daerah Dalat, Sarawak. *Jurnal Kepimpinan Pendidikan*, Bil. 10, Isu 1, 10-21.
- Nordin, N., Embong, R., Daud, N., Ismail, S. K., Salleh, S. F., & Ahmad, A. A. (2019). The islamic ethical principles in commodity derivatives contracts. *Journal of Legal, Ethical and Regulatory Issues*, 22 (Special Issue 1), 1-5.
- Sang, M. (2003) . *Ilmu Pendidikan Untuk KPLI Sekolah Rendah*. Kuala Lumpur: Kumpulan Budiman Sdn Bhd.
- Sang, M. (2014) . *Pengurusan Bilik Darjah dan Tingkah Laku*. Selangor: Penerbitan Multimedia Sdn Bhd.
- Talib, O. (2013) . *Asas Penulisan Tesis Penyelidikan & Statistik*. Selangor: Penerbit Universiti Putra Malaysia.
- Walliman, N. (2006). *Social Research Methods*. London: SAGE Publications Ltd.
- Yasin, M.F.B.M., Embong, A.H., Khairuldin, W.M.K.F.W., Sulaiman, R., Abdullah, A., Said, S., Mutalib, N.A. (2018). Contributions of technology towards development of Qur'anic tajweed knowledge. *International Journal of Civil Engineering and Technology*, 9(6), pp. 1340-1352.
- Zetty Nurzuliana et al. (2021). Pengurusan Infrastruktur Sekolah: Kajian Kes Di Maahad Integrasi Tahfiz Selangor (MITS). *Jurnal Kepimpinan Pendidikan*, Bil. 8, Isu 3, 75-90.