

Stages and the Relationship between Practices and Skills of Islamic Education Teachers in al-Qur'an and Fardhu Ain Classes (GPI-KAFA)

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ABSTRACT: *Effective teaching and learning of the Quran and Fardhu Ain classes can be achieved through quality pedagogical practices. Islamic Education teachers for Quran and Fardhu Ain classes (GPI KAFA) play a vital role in improving the level of pedagogical teaching based on Islamic thinking. Increasing knowledge in pedagogical teaching can create a new line of pedagogy in KAFA Education. The purpose of this study is to identify the elements of teaching practices, teaching skills, communication skills, and teacher personality among GPI KAFA. This study is a quantitative study that obtained data through questionnaire data collection. The study involved 104 GPI KAFA teachers in the state of Selangor. Descriptive statistics, including mean, percentage, frequency, and standard deviation, were used to report the findings of this study. The findings show that the mean for all four constructs is at a high level; teaching practices (mean: 4.53, sd: 0.370), teaching skills (mean: 4.27, sd: 0.366), communication skills (mean: 4.69, sd: 0.463), and personality (mean: 4.69, sd: 0.366). The implications of this study are to increase pedagogical skills and social competence in teaching. This study has a positive impact on empowering GPI KAFA through continuous training and pedagogical skills.*

Keywords: *Pedagogy of Teaching, Teaching Practices, Teaching Skills, Communication Skills, Teacher Personality.*

I. INTRODUCTION

The al-Qur'an and Fardhu Ain (KAFA) Education Program is implemented under the coordination of the Department of Islamic Development Malaysia (JAKIM) in collaboration with the respective State Responsible Agencies. JAKIM has outlined six main curriculum domains that are to be emphasized in the KAFA Education Program, ensuring that teaching and learning sessions can be conducted effectively (Atan Long, 1983; Esah Sulaiman, 2004; Kamarul Azmi et al., 2012; JAKIM, 2016; Hiryanto, 2017; Rosnani, 2018). The philosophy of KAFA states that "The study of the Qur'an and Fardhu Ain is a continuous effort to educate and shape students towards developing their innate human nature (fitrah) in accordance with the teachings of the Qur'an and the Sunnah" (JAKIM, 2014).

The approaches, strategies, methods, and teaching techniques employed by Islamic Education Teachers (GPI) in KAFA must be aligned with Islamic Education principles in the development of

moral character, as emphasized by Imam al-Ghazali (*Ihya' Ulum ad-Din*) and Sheikh Professor Dr. Abdullah Nasih Ulwan (*Tarbiyatul Aulad*). Human nature is inherently imperfect and requires continuous improvement. Therefore, for Muslims, the Prophet Muhammad (peace be upon him) serves as the ultimate model teacher, whose methodologies in both teaching and social interaction should be emulated in educational practices. This alignment is expected to have a positive impact on the integrity of KAFA Islamic Education Teachers (GPI), contributing significantly to the enhancement of their professional development.

The al-Qur'an and Fardhu Ain (KAFA) Education Program has been implemented since 1990 and is conducted at various venues such as suraus, mosques, community halls, and national schools. Based on studies conducted by the Department of Islamic Development Malaysia (JAKIM) and reports from the National Audit Department, one of the key issues identified concerns the pedagogical aspects of teachers, specifically the teaching practices, instructional skills, and communication skills of Islamic Education Teachers in KAFA classes (GPI KAFA).

The lack of pedagogical expertise among KAFA Islamic Education Teachers (GPI KAFA) has contributed to the moderate level of teaching and learning performance (MAMPU, 1996; UPM, 2002; National Audit Department, 2014; JAKIM, 2016). Observations of the teaching and learning (PdP) processes indicate that GPI KAFA teachers are in urgent need of strengthening, particularly in the area of pedagogy, to ensure they have a sound understanding of effective teaching approaches, strategies, methods, and techniques.

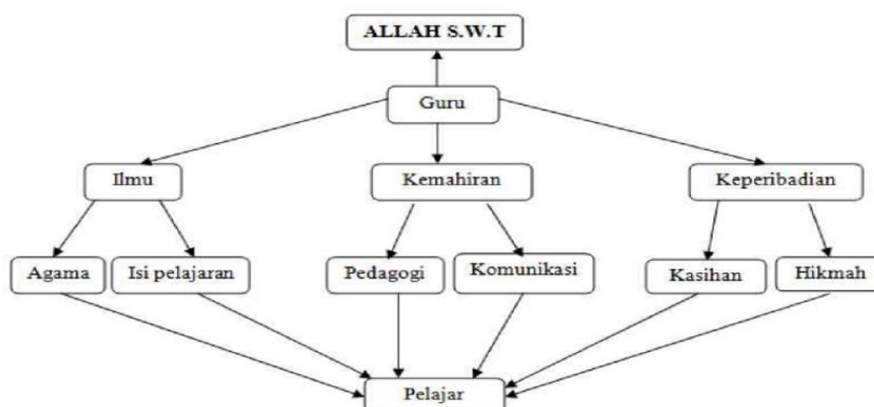
GPI KAFA Islamic Education Teachers are also required to develop social skills in education in order to build social intelligence within themselves (Amjad, 2021; Mawil Izzidien, 2021). Possessing knowledge without competence in communication and social interaction may negatively affect teachers' relationships with management, administrators, parents, colleagues, and students.

II. LITERATURE REVIEW

Competent and Quality Teacher

The researcher has adapted the concept of a quality teacher based on the ideas of Imam al-Ghazali (*Ihya' Ulumuddin*), the Teaching Model, and the Social Approach of the Prophet Muhammad (peace be upon him) (Noornajihan & Ab. Halim, 2012). Figure 1 illustrates the model of an outstanding teacher according to al-Ghazali, which emphasizes that KAFA Islamic Education Teachers (GPI KAFA) must possess knowledge (practices), skills, and a strong personality in order to achieve the goal of becoming an excellent teacher. This also serves as the foundation for the development of personality and the enhancement of pedagogical knowledge in Islamic Education. Communication skills are also regarded as one of the essential elements for delivering effective teaching.

These four constructs of the study are also linked to the characteristics of the Excellent Teacher Model, as shown in the diagram below:



Source: Kamarul Azmi & Noor Fadhlina (2012)

Figure 1. Quality Teacher Theory

Teaching Practices

A study by JAKIM (2015) involving 1,441 GPI KAFA Islamic Education Teachers on the professionalism of GPI KAFA found that, overall, the role of JAKIM needs to be strengthened in order to produce professional GPI KAFA teachers, particularly in pedagogical knowledge, with a focus on teaching practices and instructional skills. GPI KAFA teachers should receive comprehensive training and regular monitoring to help them continually improve their skills. This study aligns with the findings of JAKIM (2016) on the effectiveness of KAFA in Malaysia, which also highlighted the need to improve teachers' pedagogical knowledge. Based on this study and previous research conducted by JAKIM from 1996 to 2017, it is evident that the teaching practices of GPI KAFA require ongoing enhancement.

Teaching Skills

A study by Hamir Hamzah & Mohamad Hilmi (2019) found that innovation and teaching methods play a significant role in teaching and learning. The Yadun method, which involves using five fingers to outline five tajwid rules arranged in three stages, can help students who previously struggled to understand. This demonstrates that teachers' skills can effectively shape teaching practices that lead to successful learning outcomes for students.

Communication Skills

A study by Noor Shamsinar et al. (2019) found that communication skills are a crucial element in pedagogy and teaching. Non-verbal communication plays a significant role in enhancing the quality of teaching activities. The study revealed that there is a lack of application of non-verbal communication by Islamic education teachers in teaching Arabic in the classroom. This communication element is a mandatory skill that trainee teachers must learn to improve their competence and add value to their teaching practice.

Teacher's Personality

A study by Syafiqah Solehah and Tengku Sarina Aini (2017) explains that the challenges faced by Islamic Education Teachers in shaping the personality and character of students highlight the urgent need to ensure that Islamic Education teachers possess high competence in terms of knowledge mastery, skills, attitude, and a true understanding of Islamic personality aspects.

III. METHOD

Research Design

The researcher chose a survey research design because data collection is conducted once within a specified time frame, which is a quantitative study using a questionnaire method (Gay & Airisian, 2000). Additionally, the advantage of this research method is that it does not involve experimental manipulation, and the results can be generalized to a broad range of individuals (Levin and Fox, 2007). Survey research serves to measure all variables related to a particular event or condition without probing, while collecting as much information as possible from respondents for research analysis (Elangkumaran, 2009; Zh et al., 2025).

Population and Sample

To ensure that this study achieves its intended objectives, the researcher has selected the target population for inclusion in the study. This aligns with Sugiyono's (2011) view, which states that a target population is necessary to identify the relationships between the variables under investigation. Therefore, this study selects the population of Islamic Education Teachers in the al-Qur'an and Fardhu Ain (KAFA) program in 2021, which comprises 36,161 individuals across Malaysia. Given the large scale of this study, the researcher referred to Krejcie and Morgan (1970) for determining the sample size. As a result, a sample of 104 GPI KAFA teachers was selected for the pilot study.

Validity and Reliability of the Research Instrument

Validity aims to assess the extent to which an instrument can measure what it is intended to measure (Mohd Aderi, 2008; Ghazali & Sufean, 2018; Zh et al., 2022). Therefore, the research instrument used in this study was updated through expert validity, involving specialists in policy management, Islamic education, research, and language.

Reliability is assessed using the Cronbach method, where items with a high correlation value with the test index score, specifically at a threshold of 0.70 or above, indicate high reliability (Mohd Majid, 1994). The Cronbach method analysis can be performed using the Statistical Package for the Social Sciences (SPSS).

Table 1. Classification of Reliability Index

Indicator	Cronbach Alpha
Very High	>0.9
High	0.70 - 0.89
Moderate	0.30 < 0.69

Low 0.30

Source: Babbie (1992)

Based on the analysis results of the reliability values of the research questionnaire instrument used, the findings are presented as shown in Table 2.

Table 2: Cronbach's Alpha Value Results

Construct	Cronbach Alpha	Indicator
Beginning of Teaching	0.954	Very High
Development of Teaching	0.951	Very High
Conclusion of Teaching	0.955	Very High
Planning	0.957	Very High
Delivery Method	0.951	Very High
Classroom Management	0.952	Very High
Motivation	0.952	Very High
Verbal Communication	0.951	Very High
Non-Verbal Communication	0.951	Very High
Appearance	0.960	Very High
Speech/Articulation	0.954	Very High
Behavior	0.952	Very High

Table 2 shows that the construct item index values are robust, with Cronbach's Alpha values ranging from 0.951 to 0.960. Meanwhile, the overall Cronbach's Alpha value is 0.948, indicating a very high value. This means that the very high value is acceptable and suitable for use in the actual study.

IV. RESULT

Respondent Profile

The respondent profile in this study provides demographic information regarding gender and teaching experience of the GPI KAFA. A total of 90 respondents (86.5%) were female GPI, while 14 respondents (13.5%) were male. An analysis was also conducted on the respondents' teaching experience. The first group consists of GPI KAFA with less than 4 years of teaching experience (n = 14; 13.5%). The second group has 5 to 10 years of teaching experience (n = 17; 16.3%). The highest number of GPI KAFA falls within the 11 to 15 years of teaching experience (n = 35; 33.7%). The next group, with 16 to 20 years of teaching experience, comprises (n = 23; 22.1%). Meanwhile, those with 21 to 25 years and 26 to 30 years of experience each share the same number and percentage (n = 7; 6.7%). However, GPI KAFA with 31 to 35 years of experience is represented by only one respondent, making up 1%.

Table 3: Respondent Profile by Gender and Teaching Experience.

Sub-construct	Item	Frequency	Percentage (%)
Female	Male	14	13.5
	Female	90	86.5
Teaching Experience	0-4	14	13.5
	5-10	17	16.3
	11-15	35	33.7
	16-20	23	22.1
	21-25	7	6.7
	26-30	7	6.7
	31-35	1	1.0

Descriptive Analysis

Descriptive statistical analysis is used to report the findings from the four constructs of teaching pedagogy practices using mean and standard deviation. The obtained mean will be interpreted (Creswell, 2009) using the method of interpreting descriptive statistical findings proposed by Nunnally (1978), as shown in Table 3.

Table 4: Interpretation of Mean according to Nunnally (1978)

Min Score	Interpretation	Abbreviations
4.01-5.00	High	T
3.01-4.00	Moderately High	SDT
2.01-3.00	Moderately Low	SDR
1.01-2.00	Very Low	SR

Level of Teaching Practices among GPI KAFA

The findings show that the highest mean score for the teaching practices of GPI KAFA is a mean score of 4.93 for item B2, which is "I begin KAFA teaching with a prayer reading," while the lowest mean score is 3.93 for item B6, which is "I implement an induction set every time before starting the lesson." Overall, the mean score for teaching practices among GPI KAFA is at a high level, with a mean of 4.53.

Level of Teaching Skills among GPI KAFA

The findings show that the highest mean score for the teaching skills of GPI KAFA is a mean score of 4.63 for item C20, which is "I ensure that I am enthusiastic and prepared every time I teach KAFA," while the lowest mean score is 3.63 for item C18, which is "I touch the students' shoulders to gain their attention (i.e., touching only within the same gender)." Overall, the mean score for teaching skills among GPI KAFA is at a high level, with a mean of 4.27.

Level of Communication Skills among GPI KAFA

The findings show that the highest mean score for the communication skills of GPI KAFA is a mean score of 4.70 for item D1, which is "I deliver lessons using language that is easy to understand," while the lowest mean score is 4.13 for item D7, which is "I apply humor (jokes) in my teaching." Overall, the mean score for communication skills among GPI KAFA is at a high level, with a mean of 4.47.

Level of Personality among GPI KAFA

The findings show that the highest mean score for the personality of GPI KAFA is a mean score of 4.88 for item E4, which is "I practice wearing attire in accordance with Sharia," while the lowest mean score is 4.29 for item E16, which is "I tactfully correct colleagues who make mistakes." Overall, the mean score for the personality of teachers among GPI KAFA is at a high level, with a mean of 4.69.

V. DISCUSSION

Overall, the first construct, which is teaching practices, shows a mean score at a high level, with a mean of 4.53. This indicates that teaching practices among GPI KAFA, such as starting lessons with a prayer, are practices that are consistently carried out by teachers before beginning their lessons. However, there is a small number of teachers who do not implement set induction before starting their lessons. Although the number is small, it still has an impact on the teaching of GPI KAFA. The study by Wan Ali Akbar et al. (2021) highlights that teachers are not only role models and guides to students but also need to perform their career duties and responsibilities effectively. This is also explained in the JAKIM (2016) study regarding the professionalism of GPI KAFA and the effectiveness of KAFA education. This suggests that the teaching practices of GPI KAFA need to be enhanced through pedagogical training to provide them with an understanding that the beginning, development, and conclusion of lessons have an impact on effective teaching practices.

The findings of the study regarding teaching skills show that the mean score is at a high level, with a mean of 4.27. Teaching skills, such as ensuring that the teacher is always enthusiastic and prepared for each lesson, are positive values that should be emulated by fellow colleagues. However, the social aspect, such as touching a student's shoulder of the same gender to get their attention, is less practiced by GPI KAFA. This indicates that GPI KAFA need to improve their social skills in teaching so that this aspect can help enhance the social relationship between the teacher and students during teaching and learning. A teacher's ability to diversify teaching skills can improve students' learning capacity according to their needs and abilities (Norehan & Mahaliza, 2021). Additionally, the delivery method and motivation play an essential role in strengthening teaching pedagogy (Lau Yeo Feng et al., 2021). This explains that teaching skills among GPI KAFA need to be enhanced, and the incorporation of social intelligence should be introduced in KAFA education teaching and learning.

The findings on communication skills also show that the mean score is at a high level, with a score of 4.47. The teaching of GPI KAFA using easily understood language received the highest mean score of 4.70, while the less frequent application of humor in teaching received a mean score of

4.13. This indicates that aspects of both verbal and non-verbal communication have an impact on teaching effectiveness. This finding is supported by the study of Nurul Izzati et al. (2021), which emphasizes the need for GPI to improve communication skills so that their teaching sessions are more effective. This includes the application of humor or light-hearted elements, which has been shown to create enjoyment, engage student interest, and help students maintain focus during lessons (Cyrene & Minah Sintian, 2019). This suggests that in addition to incorporating humor, GPI KAFA also needs to be energetic and enthusiastic to maintain a cheerful and motivated atmosphere in every teaching session.

The overall findings on the teachers' personality show that the mean score is also at a high level, which is 4.69. The adherence to Islamic dress code by GPI KAFA received the highest mean score of 4.88, while the practice of giving constructive and respectful feedback to colleagues who make mistakes was rated at 4.29. GPI KAFA needs to exhibit an attractive personality and serve as a role model not only among colleagues but also to the KAFA students. This is in line with the role of GPI KAFA as religious teachers who impart both the commands and prohibitions in Islam. Among the traits of GPI KAFA that can serve as examples are noble character, good behavior, and appearance, speaking with polite words, sincerity, and always respecting others (Asnuurien Najma & Azlin Nurhaini, 2013; Razila Kasmin, 2019). Ahmad Zaharuddin Sani (2015) emphasizes that when correcting mistakes, it should be done with respect and tact to preserve the dignity of the person being corrected. Therefore, social intelligence (Abu Ghuddah, 1997), as taught by Prophet Muhammad SAW, is crucial for GPI KAFA to emulate and incorporate in their teaching and behavior.

VI. CONCLUSION

Overall, Islamic Education Teachers for Al-Quran and Fardhu Ain (GPI KAFA) play a crucial role in shaping a generation that is literate in the Quran and knowledgeable among Muslim students in Malaysia. The findings of this study indicate that GPI KAFA have effectively carried out their responsibilities, as evidenced by the results from the constructs discussed in this study. However, there are still certain areas that require attention, such as the enhancement of pedagogical skills based on Islamic teaching theories and models, as well as the development of social intelligence in teaching. Therefore, this study is expected to have a positive impact on GPI KAFA's efforts to further improve their contributions towards educating a generation of Muslims who are knowledgeable, righteous, and exhibit good character.

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