

STUDENTS' PERFORMANCE IN AL-QURAN AND
SUNNAH SUBJECT AND IT RELATIONSHIP WITH
STUDENTS' ACHIEVEMENT IN WRITING JAWI

BY

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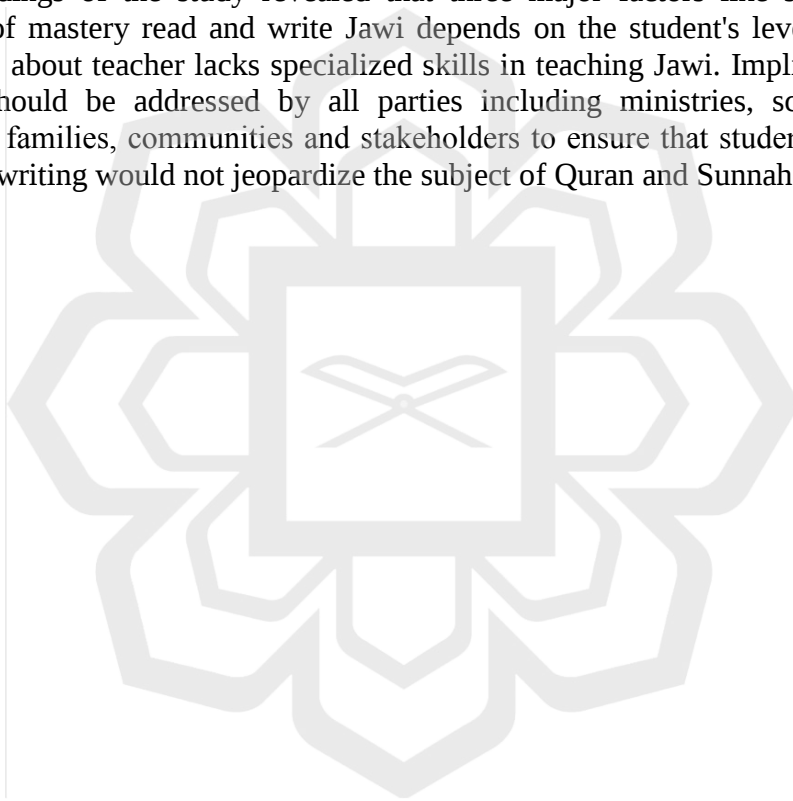
A thesis submitted in fulfilment of the requirement for the
degree of Master of Education

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ABSTRACT

This study aims to identify the issues and challenges in adopting Jawi writing among secondary school, to explore the students' performance in al-Quran and as-Sunnah subject, to investigate the students' achievement in Jawi writing, and to identify any relationship between students' performance in al-Quran and as-Sunnah subject and students' level of achievement in Jawi writing skills. Methodology of this study is quantitative using questionnaire and a test of writing Jawi. It also using interviews for three experienced teacher in Al-Quran and Sunnah subject conducted to support the data collections. The total sample of study consisted of 139 students from Form 4 and Form 5 students who studies Al-Quran and Sunnah subject at four secondary school. The findings of the study revealed that three major factors like students interest, ability of mastery read and write Jawi depends on the student's level itself and last factor is about teacher lacks specialized skills in teaching Jawi. Implication from this study should be addressed by all parties including ministries, schools, teachers, parents, families, communities and stakeholders to ensure that students' achievement in Jawi writing would not jeopardize the subject of Quran and Sunnah Studies



خلاصة البحث

تهدف هذه الدراسة إلى القضايا والتحديات في تبني كتاب جاوي، وأداء الطالب في القرآن والسنة، ومدى تحصيل الطالب في كتاب جاوي، وأخيراً حول العلاقة بين أداء الطالب في القرآن والسنة ومدى تحصيل الطالب. منهجية هذه الدراسة هي الكمية باستخدام الاستبيان بين الطلاب. اختبار للكتابة جاوي ومقابلات لثلاثة مدرسين ذوي خبرة في موضوع القرآن والسنة أجريت أيضاً لدعم مجموعات البيانات. تكونت عينة الدراسة من مائة تسعة وثلاثون طالباً من الصف الرابع والخامسة يدرسون القرآن والسنة في أربع مدارس ثانوية تم اختيارها في بتشوق. كشفت نتائج الدراسة أن ثلاثة عوامل رئيسية مثل اهتمام الطلاب ، وقدرة إتقان القراءة والكتابة جاوي يعتمد على مستوى الطالب نفسه والعامل الأخير هو حول المعلم يفتقر إلى المهارات المتخصصة في تدريس جاوي.

APPROVAL PAGE

I certify that I have supervised and read this study and that in my opinion, it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for the degree of Master of Education.

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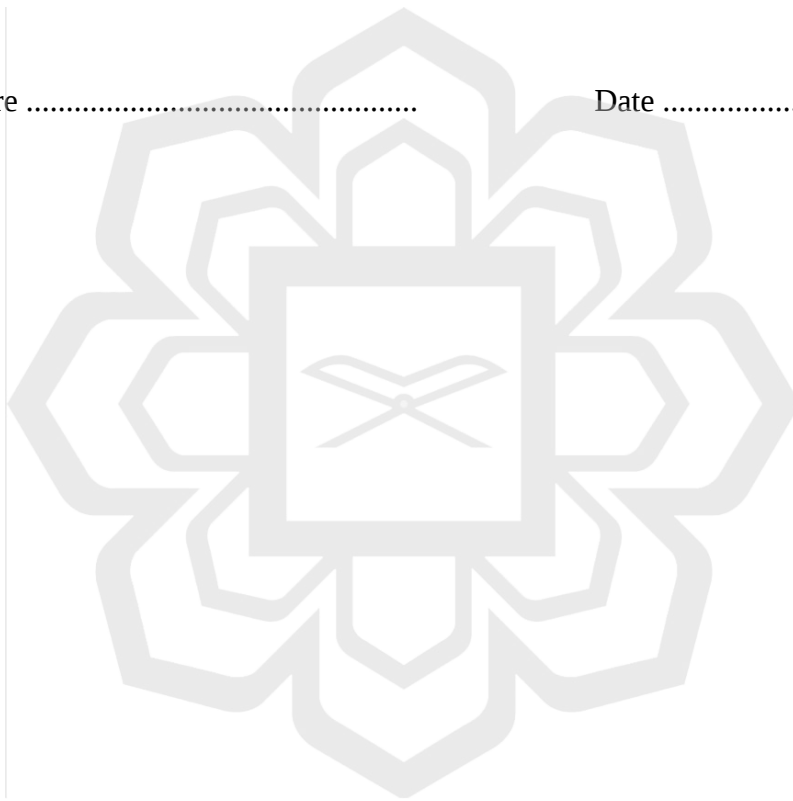
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All praise be to Allah, the Source and Sustainer of all creations. Peace and blessings be upon His Prophet Muhammad (P.B.U.H), his family and Companies.

Who I am today is due in part to the prayers of the people who love me; my father, my mother, my siblings, my father in-law, my mother in-law, and family in-law, my beloved husband Muhamad Musadiq B Awang @ Yaacob, my teachers, lecturers and friends. The love and prayers from everyone are much appreciated.

May Allah repay and reward you all with the best of reward.

Amin.

To all of the above I dedicate this humble work.

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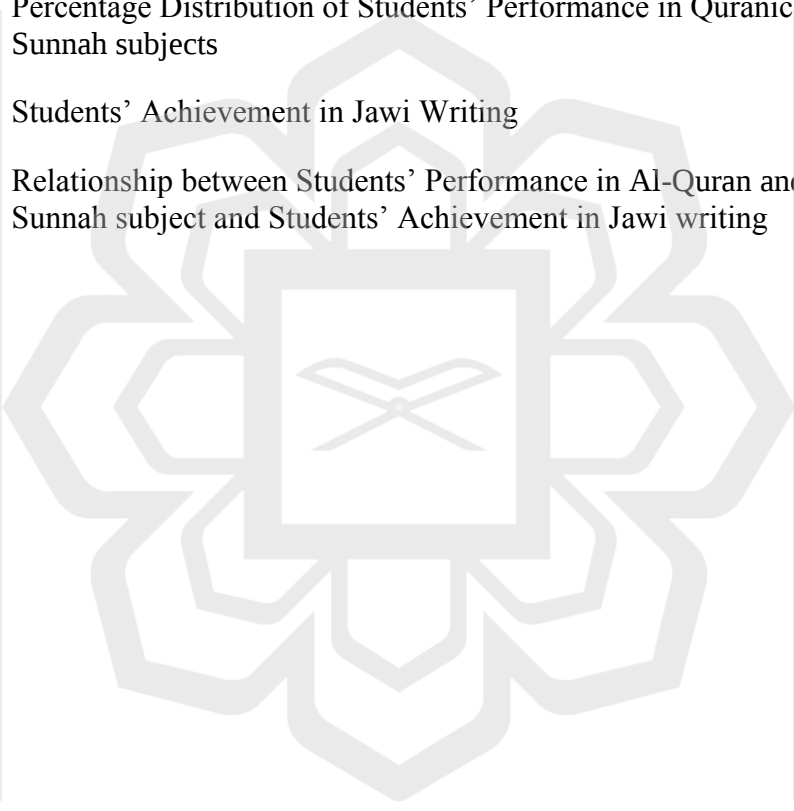
TABLE OF CONTENTS

Abstract	ii
Abstract in Arabic	iii
Approval Page.....	iv
Declaration.....	v
Copyright	vi
Dedication	vii
Acknowledgements.....	viii
List of Tables	xi
List of Figures	xii
List of Abbreviations	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study.....	2
1.2 Statement of the Problem	4
1.3 Objective of the Study.....	6
1.4 Research Questions of the Study	6
1.5 Significance of the Study	6
1.6 Delimitations.....	7
1.7 Definition of the Terms	7
1.8 Summary	9
CHAPTER TWO: LITERATURE REVIEW	11
2.1 Introduction	11
2.2 Issues and Challenges in Writing Jawi.....	12
2.3 Students' Performance In Al-Quran And Sunnah Subject.....	16
2.4 Students' Achievement In Writing Jawi	17
2.5 Relationship Between Student's Performance in Quran and Sunnah Subject and Student's Achievement In Jawi Writing	19
2.6 Summary	20
CHAPTER THREE: RESEARCH METHODOLOGY	21
3.1 Introduction	21
3.2 Instrumentations.....	22
3.2.1 Questionnaire Development	22
3.2.2 Jawi Test	24
3.2.3 Interview	24
3.3 Population and Sampling	24
3.4 Research Procedures	25
3.4.1 Pilot Test.....	25
3.4.2 Data Collection	27
3.5 Data Analysis	28
3.6 Summary	29

CHAPTER FOUR: ANALYSIS OF FINDINGS	31
4.1 Introduction	31
4.2 Demographic	31
4.3 Issues and Challenges in Mastering Jawi Writing	34
4.4 Students' Performance in Al-Quran and Sunnah Subject	39
4.5 Students' Achievement in Jawi Writing	42
4.6 Relationship between Student's Performance in Quran and Sunnah Subject and Student's Achievement in Jawi Writing.....	45
4.7 Jawi Test.....	48
4.8 Analysis of Experienced Teachers Interviews	50
4.9 Description of The Interview	50
4.10 Summary.....	55
 CHAPTER FIVE: DISCUSSION, RECOMMENDATION AND CONCLUSION	 56
5.1 Introduction	56
5.2 Discussion	56
5.2.1 Issues and Challenges in Jawi Writing	56
5.2.2 Students' Performance in Al-Quran and Sunnah Subject.....	59
5.2.3 Students' Achievement in Jawi Writing	60
5.2.4 Relationship Between Performance AlQuran and Sunnah Subject And Achievements In Writing Jawi	61
5.3 Recommendations	65
5.4 Conclusion	66
 REFERENCES.....	 68
 APPENDIX A: COLLECT DATA RESEARCH LETTER I.....	 73
APPENDIX B: COLLECT DATA RESEARCH LETTER II	77
APPENDIX C: QUESTIONNAIRE.....	80
APPENDIX D: UJIAN JAWI.....	84
APPENDIX E: SOALAN-SOALAN TEMURAMAH GURU SUBJEK PQS DAN PEGAWAI PPD I	85
APPENDIX F: SOALAN-SOALAN TEMURAMAH GURU SUBJEK PQS DAN PEGAWAI PPD II.....	86
APPENDIX G: VERBATIM TEMUBUAL BERKUMPULAN UNTUK GURU.....	88
APPENDIX H: VERBATIM TEMUBUAL INDIVIDU UNTUK GURU	92
APPENDIX I: MAKLUMAT GURU YANG DITEMUBUAL	97
APPENDIX J: RESULTS	99

LIST OF TABLES

<u>Table No.</u>		<u>Page No.</u>
3.1	Frequency Result of the Pilot Test	26
3.2	Reliability of Questionnaire Items	27
4.1	Demographic Information of the Participants	32
4.2	Issues and Challenges in Adobting Jawi Writing	35
4.3	Percentage Distribution of Students' Performance in Quranic and Sunnah subjects	40
4.4	Students' Achievement in Jawi Writing	43
4.5	Relationship between Students' Performance in Al-Quran and Sunnah subject and Students' Achievement in Jawi writing	46



LIST OF FIGURES

Figure No.

Page No.

4.1 Histogram

49



LIST OF ABBREVIATIONS

PQS	Pendidikan Al Quran dan Sunnah
PPD	Pejabat Pendidikan Daerah Bachok



CHAPTER ONE

INTRODUCTION

Education in Islam has a very important position. It is a field that cannot be separated from Islam and is a great act of worship. The position and importance of education in Islam are proven when we look at the first few verses from the Quran that were sent down. These verses were not commands related to other forms of worship such as prayers. They were related to education (Salleh, 2004).

Islamic Education is a process of educating the mind, body and spirit based on values sourced from al-Quran and al-Hadith, in order to produce a righteous man. In the beginning, the Jawi script developed quite rapidly through the system of religious education (Ismail, 2010). Islamic education also serves to address the emotional aspect of its students so that their attitude, actions and decisions are governed by spiritual values and ethical principles (Jusuh, 1990).

Jawi is one branch of knowledge that involves organizing of knowledge, skills and values in Islamic education subjects, while Islamic education is one of the important parts contained in the National Education system as well as the core subject in the National Curriculum (Ministry of Education Malaysia, 2012). Through Jawi lessons, students are provided with reading and writing Jawi letters, syllables, words and texts (Che Siah, 2007).

These skills are in parallel with the objectives of Islamic Education subjects that aim at equipping students with the ability to read, construct and write sentences or read texts in Jawi script and khat (calligraphy) as well as instilling in them the

appreciation and love towards Jawi as a cultural heritage (Ministry of Education, 2015).

1.1 BACKGROUND OF THE STUDY

Jawi is not a new subject in the Malaysian school curriculum. Jawi used to be taught as a separate subject in Malay schools. As a result of being sidelined from the school curriculum, most of the younger generation today are illiterate in Jawi. This is a worrying situation. If there are no concrete actions and steps taken to overcome this problem, the Jawi script will only be understood by the older generation. It will no longer be practiced nor understood by the next generation and as the interest in Jawi fades away and the older generation leaves us, Jawi will be forgotten and only belong to the past.

Jawi is also an art of writing, a Malay heritage which has existed for centuries. This beautiful art of writing appeared together with the arrival of Islam around 10th century AD, the equivalent of three Hijrah and Jawi is still present today. The history of the Malacca Sultanate, Majapahit, Pattani, Riau, and Aceh has proven that Jawi was used extensively as a means of communication throughout the Malay world. It is believed that a large number of Jawi writing in various aspects of knowledge are still buried without a trace due to the lack of awareness in the society and government. Various evidence has shown that Jawi script was used extensively in the Malay community, including on inscribed stones, letters of agreement, in law and history.

However, efforts are made to lease a new life to Jawi by making it easier and more attractive to use. During the existence of Malay schools, Jawi was the medium of writing in the states of the Federated Malay. The situation changed, when in 1963, the education policy limited Jawi as a subject in the teaching of Malay only. This

situation did not last long as the teachers skilled in teaching Jawi decreased. Finally, teaching Jawi was made as part of the Islamic Education. However, this did not last long either as Jawi lessons reduced the teaching hours of Religious Education. As a consequence, the position of Jawi continued to spiral downwards and faced a very gloomy future.

The Ministry of Education has outlined that in KBSM (Integrated Secondary School Curriculum), Islamic Education is divided into two main components, one in reciting Quran and the other in Ulum Shariah. According to the guidelines issued, reciting Quran takes up 40 percent of the total time allocated for both components.

In the fourth form, students are given the options in selecting subjects of their choice based on the performance and results in the Lower Secondary Assessment (PMR). Generally, they will be offered combinations such as professional literary genre, accounting and literature, pure science, religion, accounting and science, and also religion and pure accounting. Students who opt for studies in religion or religion and pure accounting, are required to study Al-Quran and as-Sunnah subject (PQS).

During the teaching and learning of al-Quran and as-Sunnah subject in the classroom, it is mandatory to use Jawi as the medium of writing. The textbooks used also fully utilize the Jawi script. The researcher found that this affects the performance of students in Quran and as-Sunnah subject if the student has not fully mastered Jawi.

Based on the background of this issue, the researcher wanted to investigate whether student performance in Quran and as-Sunnah subject is influenced by student achievement in Jawi. The researcher also wanted to find out the problems faced in learning PQS and Jawi and factors affecting student achievement as well as identify the solutions.

1.2 STATEMENT OF THE PROBLEM

The Al-Quran and as-Sunnah subject (PQS) which was first introduced in 1995 emphasizes students' skills in reading al-Quran as one of the main objectives. Since this subject is introduced to forms four and five, students capability to master the subject is very much influenced by their grasp of the subject matter at the primary and lower secondary levels (Che Pee Saad, 1993).

Wan Nordin (1994) stated that in the context of the modern world today, Islamic Education plays an important role to ensure that students have the inner strength to adapt with current needs and yet still do not deviate from the path that emphasizes on ethical values and spirituality. The characteristics of Islamic education is still relevant until today since it speaks about the various aspects of the human life (Nik Yaacob, 2007).

Before the existence of the formal school system, Islamic Education was taught informally through personal home study, *pondok* and madrasah systems (Abdul Kadir, 1960; Said, 1983; Ishak, 1987). Books or texts used as teaching and learning material were written in Jawi and some were written in Arabic (Ali Hassan, 1980; Jusuh, 1990).

The Islamic Education subject is a compulsory subject for all Muslim students in primary and secondary schools. Quran reading and the fundamentals of Islam are introduced at the primary level while more advanced Quran recitation and 'Ulum Syariah are taught at the secondary school level. Thus, students are able to master the knowledge, acts and values of Islam to be practiced in their daily life. Students are also required to enhance the knowledge, skills and appreciation of al-Quran and al-Sunnah because both sources form the foundation of Islamic law. At the upper secondary level, students are given the option to enroll into Quran and al-Sunnah

subject as an elective in the hope that through these elective subjects, students can enrich their knowledge, skills and appreciation related to al-Quran and al-Sunnah to be practiced and internalized in their lives (Sukatan Pelajaran Pendidikan al-Quran dan al-Sunnah: Kurikulum Bersepadu Sekolah Menengah).

During the teaching and learning of al-Quran and al-Sunnah, teachers and students are required to use the Jawi script. This to familiarize them with Jawi as the textbooks are also written in Jawi. However, not all students are able to understand the subject since they are not well-versed with the Jawi script. Student achievement in Quran and al-Sunnah Education is very much affected by the students' capability to write Jawi.

It is depressing to note that the Jawi script cannot be used entirely in the process of teaching and learning Al-Quran and as-Sunnah Education. The inability of students to write in Jawi delays the process of teaching, forcing teachers to use the Roman characters in the subject of Islamic Education. Based on the analysis of SPM trial examination for the subject of Al-Quran and as-Sunnah in three schools that offer this subject, a total of 20 students failed. One strong argument to explain this failure is that the subject of al-Quran and as-Sunnah uses the Jawi script. It is sad when secondary students cannot read the Quran and Jawi writing.

Through the researcher's observations of the education system, the usage of Jawi script is of a lesser concern and is only taught formally in primary schools through pilot programs of J-Qaf. At the secondary school level, it is just a part of the Islamic Education subject. Based on the situation and the scenario described, the researcher was encouraged to study and investigate student achievement in the study of Jawi script and student performance in the subject of al-Quran and as-Sunnah

among high school students in Bachok where the students had studied the subject of Al- Quran and as-Sunnah as one of the elective subjects.

1.3 OBJECTIVES OF THE STUDY

The objectives of the study are:

- i. To identify the issues and challenges in adopting Jawi writing.
- ii. To explore student performance in al-Quran and as-Sunnah subject.
- iii. To investigate student achievement in Jawi writing.
- iv. To identify the relationship between student performance in al-Quran and as-Sunnah subject and student level of achievement in Jawi writing

1.4 RESEARCH QUESTIONS OF THE STUDY

The objectives of the study will be investigated and answered through the following research questions:

- i. Are there any issues and challenges in adopting Jawi writing?
- ii. What is the level of student performance in al-Quran and as-Sunnah subject?
- iii. What is the level of student achievement in Jawi writing?
- iv. Are there any relationships between student performance in the subject of al-Quran and as-Sunnah and student achievement in Jawi writing?

1.5 SIGNIFICANCE OF THE STUDY

Jawi reading and writing skills are very important for those who are involved in education. The use of Jawi can be applied continuously and not limited to learning sessions only. The results of this study are expected to contribute to certain parties

such as Islamic Education teachers, Al-Quran and as-Sunnah subject teachers and students who take Al-Quran and as-Sunnah subject.

This information is also useful for school administration, District Education Office, and the Ministry related to the issue and challenges in adopting Jawi writing among students.

1.6 DELIMITATION OF THE STUDY

Since this study focused on a high school in the district of Bachok, the findings can only be concluded to a high school in this area only. As for religious schools, other studies should be conducted for schools with students of different backgrounds.

This study was dedicated to students in upper secondary schools (Form 4 and Form 5) in Bachok studying Al-Quran and as-Sunnah subject. A total of four schools in the area offering the Al-Quran and as-Sunnah as a subject choice are SMKA Tok Bachok, Maahad Yaakubiah Nipah, Maahad Amir Indera Petra and SMU (A) Darul Iman Beris Lalang. The researcher took one month to collect data from these schools. This study is limited because it only focuses on the response given by students who are studying Al-Quran and as-Sunnah subject. Nevertheless, it is hoped that the limitation of this study will give space to other studies, particularly on Al-Quran and as-Sunnah subject in the future.

1.7 DEFINITION OF THE TERMS

This study was carried out to identify the issues and challenges in adopting Jawi writing, the students' performance in al-Quran and as-Sunnah subject, students' achievement in Jawi writing and relationship between students' performance in al-Quran and as-Sunnah subject and students' achievement in Jawi writing student. This

study used quantitative method through the use of questionnaire from which data were collected and analysed. A test in Jawi writing and interviews with three teachers were conducted to support data from the questionnaire.

Performance is the result achieved (Kamus Dewan Edisi Ketiga, 1994). Achievement refers to the results and qualities gained or achieved in carrying out a task. (Kamus Pelajar Edisi Kedua). For this study it refer to students' performance in subject AlQuran and Sunnah among students' form 4 and form 5 who takes this elective subject.

Students are the ones who learn, students and pupils (Kamus Bahasa Malaysia Edisi Pelajar, 1987). Students also means a person who is learning at school, college or university (English Cambridge Dictionary). For this study, 'students' refers to the Forms Four and Five students who takes AlQuran and Sunnah subject at selected schools in Bachok.

Education al-Quran and as-Sunnah is a part of Islamic Studies in contributing to the formation and development of the self to learn al-Quran and al-Sunnah (Sukatan Pelajaran Pendidikan al-Quran dan al-Sunnah: Kurikulum Bersepadu Sekolah Menengah). For this study, this subject is one of elective subjects that the schools have selected as an additional to Islamic Education and where the medium of instruction is Jawi.

Achievement is what has been achieved (Kamus Dewan Edisi Ketiga, 1994). Achievement also means that something that has been achieved with effort and perseverance. Achievement also signifies the actions (things, efforts etc) to accomplish something (Kamus Pelajar Edisi Kedua). For this study, achievement means to know about achievement student in writing Jawi. This is because Jawi is the medium of learning and writing for the elective Al-Quran and Sunnah subject.

Writing is a matter or activities as writing, (compose and others), as a result of writing, composing and others (Kamus Dewan Edisi Ketiga, 1994). Writing is not only a means of communication but also a means of learning. When our students write memos and briefs, they are doing more than just telling us what they know (Laurel, 2000). For this study, writing refers to writing Jawi among students in forms 4 and 5. A test in the questionnaire was used to gauge the students' writing proficiency in Jawi.

Jawi is the Arabic alphabet with some additional letters used to write in English, which is written using Jawi (Kamus Dewan Edisi Ketiga, 1994). Jawi also is one of knowledge that involves organizing of knowledge, skills and values in Islamic education subjects, while Islamic education is one of the important parts contained in the National Education system as well as the core subject in the National Curriculum (Ministry of Education Malaysia, 2012). Through Jawi lessons, students are provided with reading skills, reading and writing Jawi letters, syllables, words and texts (Che Siah, 2007).

For this study, it refer to learning and writing Jawi among students at secondary school because of relationship with subject Al-Quran and Sunnah. Jawi is compulsory to use while learning and writing in subject Al-Quran and Sunnah. It will be trouble to perform this subject students cannot achieve in writing Jawi.

1.8 SUMMARY

The ability to read and write Jawi is very important as a basis to the teaching and learning of al-Quran and as-Sunnah. The students' achievement in the Jawi script is a measure of importance to their performance in the education of al-Quran and as-Sunnah. This is due to the compulsory usage of Jawi in textbooks, teaching and learning of the Quran and as-Sunnah. Students are also required to be proficient in

Jawi and to be able to read Al-Quran well to facilitate the learning and teaching of the Al-Quran and Sunnah elective subject.

The researcher hopes that Jawi writing will never be obsolete with the emergence of new challenges as Roman characters are widely used in all subjects in school compared to the limited use of Jawi.



CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Islamic education is one of the subjects offered at primary and secondary schools, with the aim to produce people who believe in righteousness, wisdom, and good deeds. Therefore, education must introduce and teach Islam as al Din, that not only conveys information and knowledge alone but should be practiced and fully appreciated by each and every Muslim who believes in Allah SWT. Mohamad Kamal (1988) mentioned the fact that Islamic education is not a subject that tries to convey the information to the narrow and rigid, but is a system-forming principles, ideas and ways of life based on divine revelation as a source of guidance for the entire human life.

Jawi education encompasses a variety of skills in recognizing, spelling, speaking, reading and writing Jawi with the goal of enabling students to master a wide range of subjects in Islamic education such as the Qur'anic Sciences, Ethics and Syariah Law which covers Islamic Faith, Worship and History. Thus, the ability to read and write Jawi is very important for a student to understand and master the teaching and learning of Islamic Education (Che Man, 2006). This is because almost all teaching and learning materials in Islamic Education use Jawi writing (Ali & Abdullah, 2015).

If students do not understand and appreciate the basic principles of Islamic Education and learn Islamic Education effectively, students will quickly be heading to boredom. According to Wan Mohd Zahid Mohd Nordin (1994) the main feature that is