

Implementation of Tajweed Curriculum in *Pondok* Schools at Perak

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Abstract

This study discusses the implementation of Quran tajweed curriculum in pondok schools at Perak. It aims to identify student achievement on tajweed curriculum from theoretical and practical aspects and examined the suitability of the curriculum content as well. The quantitative study in which a total of 250 questionnaires were distributed to respondents from seven pondok schools in Perak. Descriptive data were analyzed using Statistical Package for Social Sciences (SPSS). The study found that the implementation of the tajweed curriculum conducted at pondok schools in Perak is at a good level and the majority of respondents agree that the student achievement on tajweed curriculum was very satisfactory (high mean score of 4.65) and the content of the Quran tajweed curriculum also very suitable (high mean score of 4.54).

Keywords: *tajweed curriculum, pondok schools, Perak*

Introduction

Pondok School is a school that has a lot of traditional education system which was established in Malaysia, Indonesia (known as *pesantren*) and in Thailand (Patani). *Pondok* is an institution that has been long-established in the Malay Archipelago and a lot of preaching is done by Aceh, Pattani, Melaka and Terengganu *ulama*.

Admission of students to *pondok* school regardless of age and educational background, may register at any time. The school curriculum emphasizes the fundamentals of *fardhu 'ain* and *fardhu kifayah*. Abdullah Ishak (1990) states that *pondok* school education of that era is Islamic-based due to the arrival of the holy religion to the growing region Asian up to Melaka. The study was conducted by Mohd Zaidi Abdullah (2009), entitled Tradition Study System and *Pondok* Institutions have proved that the traditional teaching methods practiced in *pondok* schools were in stark contrast to the modern teaching methods practiced today.

Pondok studies evolved from studies in the mosque which has become the medium of meetings and relation with the Islamic society. Religious teaching was held so that the local people can have a better understand of the rule, the true faith and proper *syariat* (Ahmad Jelani: 1989). The effectiveness of teaching and learning system has been proven when *Pondok* school has produced many *ulama* in Malaysia which contribute towards the nation.

However *pondok* schools are also facing various problems related to the implementation of the curriculum. Among them is the process of study is done in one-way form only and the main role is played by *Tuan Guru* (teacher's oriented) in determining the types of knowledge and text taught (Wan Zahidi: 1992).

In addition, another weakness is the non-existent system of periodic examinations. This is proven by Abdul Hafiz Bin Abdullah (2001) that there was no examination system in the study of Quran in *Pondok* whether monthly and annually. Achievement required by students to a higher level is evaluated based on the ability of a student to understand the lessons or books learned from time to time.

The problem is also the implementation of the pedagogy. This is evident from the study that was conducted by Abdullah Muhammad Zain (2005) who found that the teaching in the *pondok* school is still weak and not systematic. The study conducted by Abdul Hafiz Bin Abdullah (2001) found that the teachers are not only tied to a book but its elaboration is also not associated with current issues. The students' knowledge in the field is quite limited.

Pondok school curriculum has several core subjects such as theology, *fiqh*, *tafsir*, Qur'an tajweed, *hadith*, *tasawuf* and Arabic. The study will focus on tajweed curriculum which is the basic knowledge that should be possessed by someone who will be called as religious scholars.

Research Methodology

The study was conducted at seven *pondok* schools in the state of Perak with the population of 800 students. The schools were randomly selected to represent each district in the state of Perak (except district that do not have *pondok* school). These schools are Pondok Al-Ridzuan of Kuala Kangsar, Pondok Pengajian Darul Mubarak Sri Iskandar, Pusat Pengjian Umumi Al-Hidayah Parit Buntar, Pengajian Pondok Al-Amin Tapah, Pondok Pak The Pangkalan Hulu Gerik, Pondok Hidayatullah Lekir Setiawan and Pondok Al- Ja'far Gopeng.

A total of 200 sets (25% of the total student population) questionnaires were distributed and only 177 sets only, namely 88% that has been reinstated. Descriptive quantitative data were analyzed using Statistical Package for Social Sciences (SPSS) version 20.0. The questionnaires instruments were analyzed using descriptive statistic to look at the percentages, means and standard deviations.

Finding Results and Discussion

Analysis of Quran Tajweed Curriculum Achievement

There are four aspects studied based on the achievement of the respondents (students) on Quran tajweed curriculum namely tajweed learning to enable students to understand well the theory of tajweed, learning tajweed allows students to read Quran with tajweed, tajweed learning to enable students to love Quran more and allow students to guide the society (deliver lecture on tajweed). The findings are shown in Table 1 below:

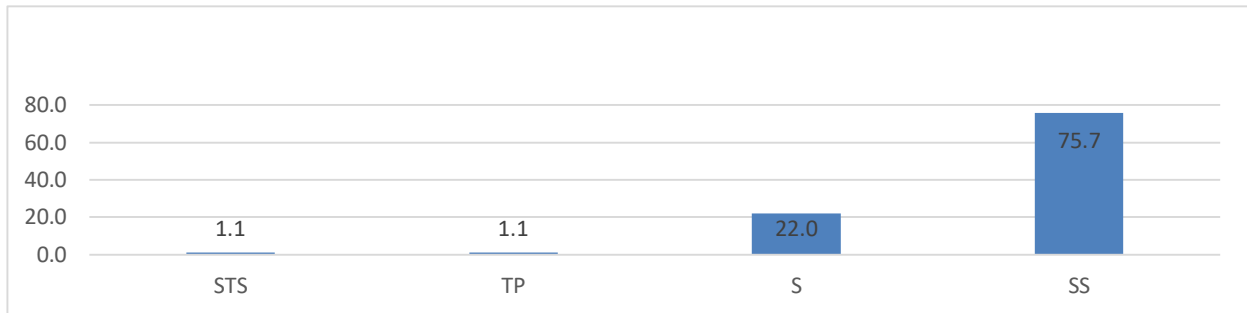
Table 1 : Tajweed Curriculum Achievement

ITEM	MEAN	S.P
1. Tajweed learning allows students to understand the theory on tajweed well.	4.71	0.604
2. Learning tajweed allows students to read the Quran with tajweed.	4.72	0.571
3. Tajweed learning makes student love Quran more.	4.77	0.516
4. Tajweed learning allows students to guide society (Deliver tajweed lecture)	4.40	0.732
TOTAL	4.65 (93%)	0.605(60%)

Based on the table above, it seems that the average mean score of students' achievement on tajweed curriculum is very high (mean=4.65, s.p=0.605). Tajweed learning makes student grow love more of

the Quran shows the highest score (mean=4.77, s.p=0.516), followed by tajweed learning enable students to read the Quran with tajweed (mean=4.72, s.p=0.571), followed by tajweed learning allows students to understand the theory on tajweed knowledge well (mean= 4.71, s.p=0.604), and finally tajweed learning allows students to guide the society (deliver tajweed lecture) (mean=4.40, s.p=0.732). Overall this data shows that the achievement of tajweed curriculum in *pondok* school is very good. The breakdown of respondents' answers shown in chart 1, 2, 3 and 4 below.

Chart 1:

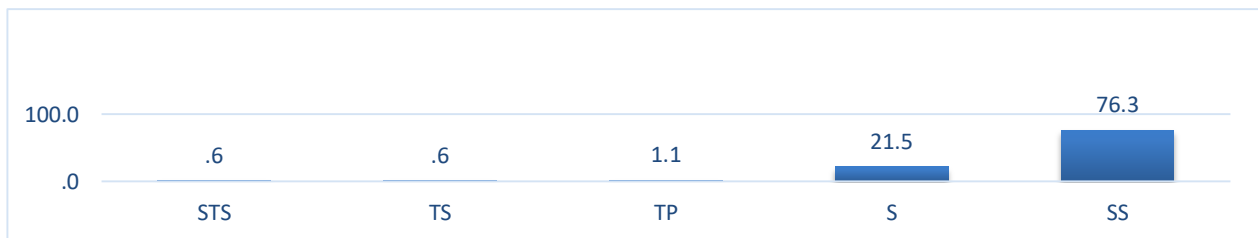


Tajweed Learning Enables to Understand Tajweed Well

When examined from chart 1, namely from the aspect of tajweed learning allows students to understand the theory of tajweed well, almost all the respondents, namely 75.7% chose strongly agree, 22% chose agree while the remaining four are uncertain and strongly disagree with 1.1% respectively.

Chart 2:

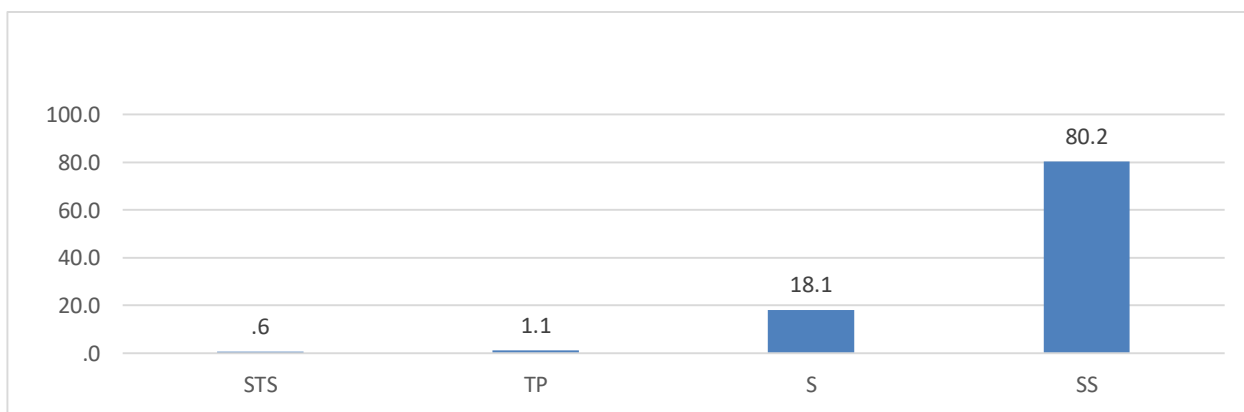
Tajweed Learning Allows Reading Quran with Tajweed



When examined from chart 2, namely from the aspect of tajweed learning allows students to read the Quran with tajweed, almost all the respondents, namely 76.3% chose strongly agree, 21.5% chose agree while the remaining four are uncertain (1.1%), disagree (0.6%), and 0.6% strongly disagree

Chart 3:

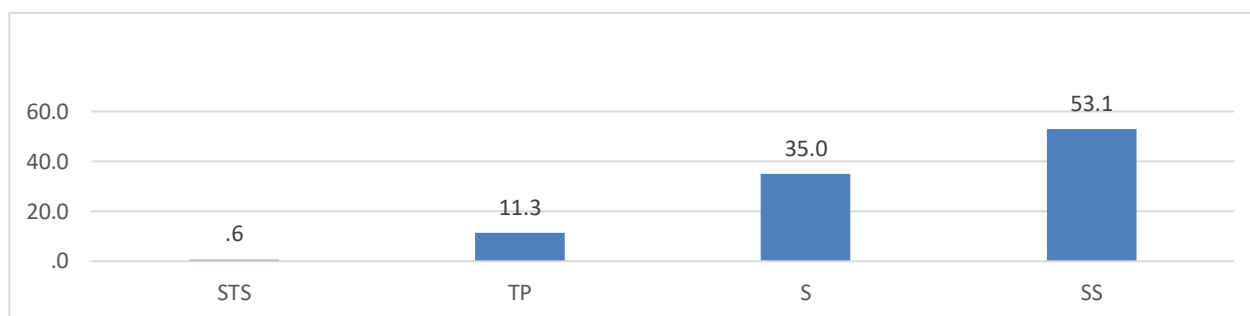
Tajweed Learning Enables to Love Quran More



When examined from chart 3, namely from the aspect of tajweed learning makes student love Quran more, almost all the respondents, namely 80.2% chose strongly agree, 18.1% chose agree, while the remaining four are uncertain and strongly disagree with 1.1 % and 0.6%, respectively

Chart 4:

Tajweed Learning Enables Guiding Society (Deliver Lecture on Tajweed)



When examined from chart 4, namely from the aspect of learning allows students to guide the community (deliver lecture on tajweed), more than half respondents, namely 53.1% chose strongly agree while the remaining chose highly uncertain and highly disagree 11.3% and 0.6% respectively

Analysis on Tajweed Curriculum Content

There are three aspects studied based on the content of Quran tajweed curriculum, namely Quran tajweed curriculum content is suitable with the level of students, curriculum content of the book covers all legal Quran tajweed and Quran tajweed book uses understandable language register. The results are shown in Table 2 below

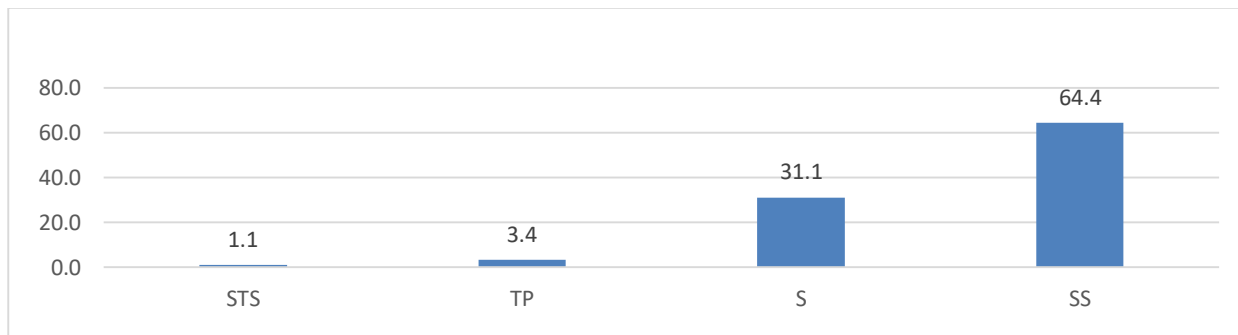
Table 2: Curriculum Content on Quran Tajweed

ITEM	MEAN	S.P
1. Content of study Quran Tajweed Study suitable with the level of the students	4.57	0.671
2. Book content used include all legal Quran Tajweed	4.51	0.747
3. Quran Tajweed Book uses understandable language register	4.54	0.656
TOTAL	4.54 (90.8%)	0.691 (69.1%)

Based on the above table, it can be stated that from the study related to Quran tajweed book used in teaching *pondok* schools, the average mean score was higher (mean=4.54, s.p= 0.691). The content of Qur'an tajweed study is suitable with the level of students showed the highest score (mean=4.57, s.p=0671), followed by Quran tajweed book use understandable language register (mean=4.54,

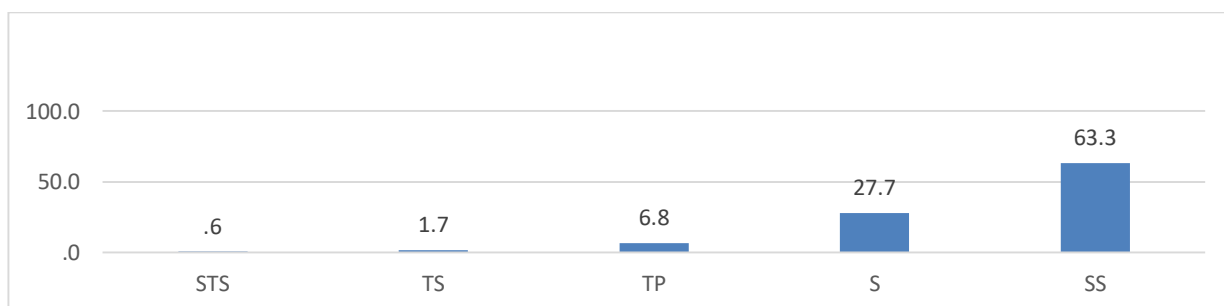
s.p=0.656), and lastly the used book content includes all the laws of Quran tajweed (mean=4.51, s.p=0.757). These data suggest that the contents of Quran tajweed curriculum used in schools is very good and appropriate. The breakdown of respondents' answers are shown in chart 5, 6, and 7 below.

Chart 5:
Curriculum Content of Quran Tajweed Suitable with the Level of Students



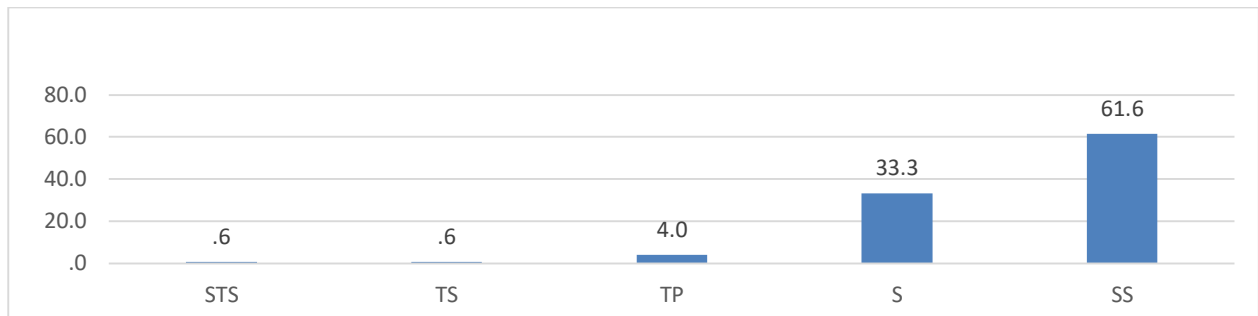
When examined from chart 5, namely from the aspect of the curriculum content of Qur'an tajweed is suitable with the level of students, more than half respondents, 64.4% chose strongly agree, 31.1% chose agree, while the remaining four are uncertain and strongly disagree with 3.4 % and 1.1% respectively.

Chart 6:
Curriculum Content of the Book Include All Quran Tajweed Laws



When examined from chart 6, namely from the aspect of the curriculum content, the book covers all the laws of Quran tajweed, more than half respondents, 63.3% chose strongly agree, 27.7% chose agree, while the remaining four are uncertain, disagree and strongly disagree with 6.8%, 1.7% and 0.6% respectively.

Chart 7:
Curriculum Content of the Book Using Understandable Language Register



When examined from chart 7, namely from the aspect of Qur'an tajweed book use understandable language register, more than half respondents, 61.6% chose strongly agree, 33.3% chose agree, while the remaining four are uncertain, disagree and strongly disagree with 4.0%, 0.6% and 0.6% respectively.

Conclusion

The conclusion obtained from the analysis showed that the achievement of tajweed curriculum at *pondok* schools in Perak are generally performing very well and satisfactory. Four aspects studied related to the achievement of the Quran tajweed curriculum, namely learning Al-Quran increase the understanding of the theoretical knowledge of tajweed, able to read Quran with tajweed, increase of love toward Quran and can guide society (deliver tajweed lecture), it was found that mean scores were higher in the range of 4:40 to 4.77. Overall this data shows that the achievement of tajweed curriculum at *pondok* schools in Perak generally showed high mean score of 4.65 (93%).

Aspects related to the curriculum content of Quran tajweed, namely curriculum content of the Quran tajweed book is suitable with the level of students, the content of the book used cover all the laws on Quran tajweed and the Quran tajweed book use understandable language register, the study also found that the mean score is high, in the range of 4:51 to 4:57. Overall data show that the curriculum content of the Quran tajweed at *pondok* schools in Perak generally showed high mean score of 4:54 (90.8%). Based on these two aspects, it can conclude that the implementation of the tajweed curriculum at *pondok* schools in Perak is on the very good track and gave a very positive effect on the students, and very consistent with the objectives of the *pondok* school.

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