



Teaching And Facilitation (PDPC) Using The 21st Century Approach (PAK21) By Tahfiz Model Ulul Albab Teachers In Selangor

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ABSTRACT

The purpose of this study is to investigate how teachers at Tahfiz Model Ulul Albab Secondary School are implementing 21st century learning practices (PAK21) in their teaching and facilitation process (PdPc). Given that PAK21 is thought to be able to satisfy the demands of education today, it represents a fresh development in the field of education. PAK21 is a PdPc technique that places a lot of emphasis on the students while teachers act as facilitators. The purpose of this study was to examine how teachers employ PAK21 components in their classroom instruction. Recognising the relevance of changes in teaching and facilitation (PdPc) for the present generation, the ministry has taken a more active role in implementing the Tahfiz PdPc to guarantee that instruction is more effective and stimulating for students. This qualitative research includes eight Ulul Albab Model Tahfiz teachers from two distinct schools. Semi-structured interviews, observation, and document analysis were employed in this study. The data was analysed using the ATLAS.ti 9 programme. The themes were constructed based on the data provided. The study's findings indicated a favourable influence on the teaching approaches used by these tahfiz teachers. Thus, the researcher believes that the administration and policymakers should provide ongoing assistance to these tahfiz teachers in order to improve their grasp of pedagogical content.

Keywords: Teaching Practice, Tahfiz Teaching, Ulul Albab Model Tahfiz, 21st Century Learning

1. Introduction

Effective teaching strategies are critically essential in the field of education and individual student development. One of the most important aspects that can improve the efficiency of tahfiz instruction is the variety of teaching methods. This teaching approach is a multifaceted set that comprises dynamic knowledge, talent, and personality. This practice also includes reflection and ongoing professional growth, as well as the teacher's professional responsibilities, which must be highlighted while implementing effective teaching. Teachers performs as instructors, enabler or facilitators. Students will grasp a topic and skill more rapidly if they are informed and directed by an engaging teacher. As a result, a teacher is regarded competent when he can use a variety of teaching methods and tools while still mastering the topic being taught. In other words, effective teaching and learning refers to the teacher's ability to manage the class in such a way that students are highly motivated to acquire the teachings. As a result, the purpose of this article is to look at effective teaching techniques among tahfiz teachers in Malaysian secondary schools run by the Ministry of Education.

2. Problem Statement

The Tahfiz Model Ulul Albab (TMUA) curriculum offers two compulsory subjects to students, namely Hifz al-Quran and Maharat al-Quran. The practices of Maharat al-Quran in PdPc have been discussed (Mohd Faizulamri Saad et al., 2021), which cover teaching methods and strategies practiced by TMUA teachers. This

research also discusses PAK21 elements, such as gallery walk. According to Wan Ali Akbar et al. (2020), there is no special guidance for topics within the same field as the Tahfiz Integrated Curriculum (TIC). In reality, the Curriculum Standard Document (DSK) guidance, whether the subjects are Hifz al-Quran or Maharat al-Quran, is more generic in character and should be explored by TMUA teachers. This conclusion is backed by the fact that teaching the KPM tahfiz topics has just recently begun, and there has been little exposure to the best practices in tahfiz teaching that may be utilised as teaching models for beginner tahfiz teachers.

Teachers indeed play an important role in forming students' interests so that they focus more on PdPc (Mashira Yahaya et. al., 2020). In today's 21st century PdPc trend, teachers must not only master the knowledge but also educate students with 21st century abilities. Implementing instructional tactics that engage students' thinking (Nursafira, Wan Ali, & Isa, 2018) is strongly advocated in order to foster an active learning environment in class. Teachers should have a teaching strategy that involves selecting and planning approaches, methods, techniques, and activities in a class to meet instructional objectives (Ismail Suardi, 2014). However, in fulfilling the objectives of training students with 21st century abilities, tahfiz teachers encounter a variety of obstacles due to the large number of skills that must be acquired as opposed to the short amount of time available.

According to Sri Andayani Mahdi Yusuf's (2019) research, despite the fact that tahfiz teachers have a high level of knowledge and awareness of TIC teaching, a number of teachers are still unable to execute teaching techniques for Maharat al-Quran classes. This is demonstrated by the overall number of replies, which totals 621 persons. Only 55% of teachers are highly ready and prepared to apply this method of teaching Maharat al-Quran, which includes the use of the internet.

Furthermore, the effectiveness of teaching and learning is linked to the teacher's wisdom in delivering the lesson. One of the challenges in tahfiz education is the use of tahfiz teaching methods and procedures. The teacher's instruction will be more effective if he possesses the necessary teaching abilities while transmitting knowledge. The current tahfiz teaching approach is more concentrated on the topic area, with less emphasis on pedagogy (Abd. Rahman Abd Ghani, 2016). Furthermore, the teaching process may be carried out flawlessly when the teacher is well equipped with information, abilities, and a positive approach towards teaching. Aspects of the tahfiz teacher's teaching practice have been identified (Sri Andayani Mahdi Yusuf, 2019) as influencing the teacher's preparedness to provide lessons.

3. Research Objectives

Two goals of the research are to be accomplished, specifically:

1. Studying the teaching practices involving 21st century learning of tahfiz teachers of the Ministry of Education Malaysia.
2. Exploring teaching activities practiced by tahfiz teachers for weak students.

4. Research Questions

Based on the objectives of the study above, the researcher has formed several research questions, namely:

1. What are the teaching practices of PAK21 tahfiz teachers of the Malaysian Ministry of Education?
2. What teaching activities do tahfiz teachers practice for weak students?

5. Literature Review

5.1 Tahfiz Model Ulul Albab

Professional Meeting No. 32/2013, dated December 19, 2013, and the 204th JPP Meeting, No. 1/2014, dated February 24, 2014, agreed to implement the Tahfiz Model Ulul Albab in secondary schools under the Ministry of Education Malaysia from 2014. In order to facilitate easy follow-up measures by all stakeholders, the Perlis State Quality Assurance and Inspection Board (2017) recommended that the monitoring of the implementation of TMUA be documented. The researcher examined the requirement to find out what teaching methods these tahfiz teachers employ in light of this demand. The Curriculum Standard Document (DSK) guidance, which states that subjects like Hifz al-Quran and Maharat al-Quran are more general in nature and should be explored by TMUA teachers themselves, makes this revelation highly suitable (Rabi'atul Athirah et al., 2021).

5.2 Tahfiz Integrated Curriculum (TIC)

The implementation of TIC in government-aided religious schools (SABK) was implemented in stages starting in 2015, involving nine schools such as SM Tahfiz al-Quran JAIM, Melaka, and SMA al Ittihadiyah, Pahang. The tahfiz al-Quran curriculum from different religious education institutes is the foundation for the implementation of TIC in MoE secondary schools. This coordination is done by MoE, the Malaysian Islamic Development Department (Jakim), and the National Islamic Education Coordinating Management Committee. For the Hifz al-Quran and Maharat al-Quran topics, TIC employs the Curriculum and Assessment Standard Document (DSKP) that is given by the Ministry of Education. According to the National Tahfiz Education Policy, there are ways to empower the tahfiz curriculum, such creating Malaysia's integrated tahfiz model. By making this curriculum more proficient, the tahfiz education system will become more competitive with the academic education system and eventually reach a higher level (Azman Ab Rahman et al., 2020).

5.3 PAK21 Teaching Practices

Students can receive effective instructional methods based on their proficiency level. In that sense, teachers must possess teaching abilities, which are complex pedagogical competencies since they need the integration of several teacher competencies as a whole, in order for the teaching process to accomplish its objectives (Norliza Jamaluddin, 2019).

Teachers should have high competence in planning teaching and learning through effective, interesting, and interactive pedagogical practices (Norazlin Mohd Rusdin, Siti Rahaimah Ali, 2019). The way a teacher teaches also has an impact on how well students develop their critical thinking skills. (Robiatul Adawiah Jamali & Tengku Sarina Aini, 2020; Rosnani, Suhailah, & Juhasni, 2014). Because of their role as the primary facilitators of the second wave of education transformation towards a competitive, creative, innovative, logical, and competent Malaysian society, the researcher emphasises the group of teachers as the main focus of the discussion (Tengku Sarina & Fatimah 2018). This is because a teacher may create the best plans for class material, learning objectives, and suitable techniques to guarantee that teaching goals can be fulfilled with the help of proper teaching practices.

Producing competent students with advanced thinking abilities and the ability to use information and communication technology is the goal of education in the 21st century (Ministry of Education Malaysia, 2015). When teachers possess these abilities, the use of PdPc will be more successful. In the 21st century, a teacher's capacity to create an environment Rabiah Al-Attas, 2013 that both produces the intended outcomes and makes the process enjoyable is crucial to the success of teaching and learning (Mashira et al. 2019). Therefore, in order to fulfil the duty of influencing students' futures in the classroom, this study attempts to investigate 21st century pedagogy among tahfiz teachers.

6. Research Methodology

Eight tahfiz teachers from two tahfiz schools in Peninsular Malaysia's western region participated in this qualitative research. Every research participant was thoroughly interviewed for this exploratory study. The researcher was able to investigate, characterise, and comprehend the instructional strategies used as well as the teaching exercises that are suitable for struggling students thanks to this qualitative study. In-depth, semi-structured interviews were carried out to get a clear image of the PdPc tahfiz al-Quran implementation methods used by the teachers. Purposive sampling procedures were used to choose study participants based on a number of criteria specified by the researcher to ensure that the data collected adequately addressed the research topics. The study's selection requirements include the following: the research participants must be instructors with more than five years of experience teaching Maharat al-Quran and Hifz al-Quran, and they must be willing to share their experiences with one another. Atlati 9 was used to analyse the acquired data. The information gathered led to the formation of significant themes. To avoid losing crucial information due to data dumps that are not promptly controlled, the data analysis process must proceed in tandem with the data collecting process. To make sure the researcher can comprehend the given data, the transcriptions have been inspected and reviewed several times. The researcher makes a note of any pertinent codes or questions that should be brought up in the following interview session after reading the transcript more than once.

7. Findings

This result displays each reply that was noted in response to the open-ended questions posed to the research subjects.

7.1 The Classroom Implementation of 21st Century Learning

Based on the methods used in their individual classes, the study participants have shared their thoughts about how tahfiz teachers are implementing 21st Century Learning (PAK21). According to the study, the majority of the instructors surveyed utilised one of the strategies, including the gallery walk method. The portion of the interview that backs up the study findings is as follows.

"I like gallery walk the most. Why? We can get many elements from the surroundings. First, cooperation between students. Second, in terms of presentation, it can train students to speak." (GL01)

"Haa... more or less like a gallery walk, role play, and the poison box. The students are interested in games. I do it according to the title, to see if it fits with the title taught that day." (GP02)

Again, sometimes I do the hot seat. But it's usually a gallery walk. From there, students will discuss, there will be two-way communication." (GLO3)

"Usually I use collaborative learning. A regular activity is the gallery walk. Sometimes One Stay, Two Stray (which means one stays, the other moves)." (GLO4)

"Sometimes I make a gallery walk. For example, the students produced results like this, so I will ask group 1 to go to group 2, and group 2 to go to another group for them to check if the other group has the results." (GLO5)

Still, some teachers are thought to be ill-prepared or ignorant of PAK21 teaching methods. An interview with one of the research participants can verify this. Among the statements made were;

"I am not sure if it's the 21st century or not. I don't remember the names of the PAK21 activities specifically. But I do it anyway. For example, discussion, questioning, and game activities. But I don't remember the exact names of these PAK21 approaches." (GPO6) The majority of Maharat al-Quran instructors are thought to be prepared from a PdPc perspective, the study concluded. They make a variety of attempts to enhance their tahfiz teaching abilities. Excerpts from talks with tahfiz instructors demonstrate some of their efforts.

"We conduct a PLC (Professional Learning Community), which is a small group for Qiraat guidance, especially in unifying the way of reading, pronunciation, and so on. Sometimes the pronunciation of taqlil varies among teachers, so we do PLC in small groups." (GLO1)

"I am really interested. Well, what to do? I've been interested since the beginning. Often, I will go myself and ask the teachers who are skilled in this field to teach me in the class. In fact, the teachers are good. The desire to learn is high. For example, next week there will be a lot of topics to teach, so these Maharat teachers will conduct a talaqqi together." (GPO2)

"We, under the Committee, did conduct a Murabbi class. This Murabbi class is especially for teachers. We will invite teachers whom we call quite skilled to deliver the lesson in the form of PdPc." (GLO4)

Skilled teachers are also seen helping their colleagues improve their teaching by mastering additional knowledge. According to the study participants,

"We make a monthly program, with Form 4 and Form 5 schedule for the teachers." (GLO5)

"Of course, I will go and ask the teachers who are skilled in this field, so that I can apply it in class." (GLO3)

"Use that advantage for PdPc. The teacher can play a certain role, while the other can play another. It will be much better." (GPO2)

All study participants concurred, at the end, that additional research should be done on teaching techniques in order to optimise teaching tactics and approaches related to Tahfiz. To enhance PdPc, teachers should be given access to external courses that incorporate the newest teaching approaches or even just professionalism coaching. This result is consistent with the research of Azalida and Norazilawati (2018), who found that teachers consistently take the effort to learn more about how to use instructional tactics so that they may be used as effectively as possible.

7.2 Teaching Activities for Weak Students

Findings show that the teaching routine of GLO1, GLO2, GLO3, GLO4, and GLO5 provides teaching activities when entering the class.

"At least there is an activity that I will do. It means more than just talk and chalk, right? For example, we call a student, and we prepare the paper to choose from. Then, tell the students to choose. For example, Qiraat is chosen. Okay. What do you have to read? That's an example." (GLO1)

This statement is supported by GLO2, who understands the importance of choosing teaching activities for students.

"I'm looking for interesting activities. Then, look for the materials. And I like games, so I'll look for games." (GLO2)

GLO2 also plans teaching activities according to the situation.

"I just do activities according to the situation, according to the time. For the unfinished syllabus, we will give more focus." (GLO2)

Additionally, the lesson's content and the proper stage of students' knowledge growth are shown to be aligned with the teaching activities that the teacher selected before stepping into the classroom. This is proven when GLO2 does appropriate teaching activities during the day.

"If we look at our students, their weakness is to memorise Taarif. I will do an activity to help memorise the definition. I will give them time to memorise. Then they will listen to their friends' memorization. So they will care for each other. So the student made sure his friend could memorise. He also has to remember." (GLO2)

The study participants also explained that teachers should be sensitive to the classroom environment. If the teachers find that the students lose focus or are sleepy, they should try to plan teaching activities that are interesting to them.

"So it's like if we observe what we are teaching, for example, during the two hours on Friday, and if we use it effectively, the students will cooperate. God willing, right? So when we see students start to feel sleepy or weak, we do power teaching. We sing, clap our hands, and so on." (GLO3).

"I don't want to make them sleepy, so I tell them to recite Qiraat." They will be ready, not sleepy. Huh. Because Qiraat is quite difficult, right? You have to think about the faces of Qiraat, and if they see it, they will mean it." (GLO4).

This statement is supported by GLO2, who says that students are more inclined to active teaching.

"Students don't like us to sit and talk and babble haa, they don't like it. They don't like that. They like things that are mobile, with certain activities that can help them to stand out." (GLO2)

GLO3 sees the importance of planning learning activities first before starting teaching by saying,

"Teachers have to make sure that every PdPc is planned. Plan each title, right? Plan what kind of learning activities to do. We prepare for them to really understand the subject—the topic that will be studied. Planning. Plan each PdPc activity." (GLO3).

This statement is in agreement with GLO2, who says that the cause will be lost when teaching if it is not well planned. According to him,
"If we don't follow that, we will feel lost. We don't know where to start. But if we have a plan, God willing, everything will go well." (GLO2)

Among the teaching activities carried out by GLO1 is listening to the reading first.

"Before memorising, they must listen first. Hear from sheikhs and imams. Because if they follow our advice, they are able to follow the Imam of Makkah in reading and so on. This is the name, listening technique, after that, they have to conduct talaqqi." (GLO1)

GLO3 also practices this teaching activity by saying that teachers try to practice the pedagogical knowledge they know throughout the teacher's study period. According to him,

"...what we learned then, then what our teachers taught us before, those are the methods and techniques we use, and we add more. Improvements to the existing system now. Among them, we introduce various techniques, for example, listening, reading, and talaqqi techniques." (GLO3)

Nonetheless, some administrators acknowledge that their inability to appropriately remark on this methodology stems from their failure to recall the phrases used in the courses. As per this statement,

"For me, even the theory and methods, I just can't recall them anyway. Still, I do them anyway, it's just that I don't remember." (GLO4)

Based on this assertion, it may be concluded that nearly all participants had a favourable opinion of educational activities appropriate for struggling students. As shown by the majority of research participants, the participants concurred that engaging instruction can pique students' interests. In order to occasionally boost the impact of this tahfiz teacher's teaching success, instructional activities for weaker students are well-organized. In an effort to create a creative classroom, teachers are perceived as possessing a high degree of initiative. The range of instructional activities offered during PdPc tahfiz further demonstrates the tahfiz instructors' commitment to putting together a capable class that adheres to the most recent pedagogical developments.

8. Discussion

The scope of tahfiz novice teacher instructional practices during class is covered in this study. Moreover, the researcher also talked about certain instructional strategies recommended for struggling learners. In fact, it does a great job of highlighting how teachers might vary their methods of instruction during PdPc. Teachers choose instructional strategies based on what they believe is appropriate for their students' developmental stage. Indeed, when teachers effectively select technology to support their PdPc objectives, their classroom management also improves (McCulloch, Hollebrands, Lee, & Harrison, 2018). The study's findings further demonstrate the high calibre of tahfiz novice teacher instruction. Policymakers should be more receptive to changes in tahfiz teaching methods as a result of the study's contributions. This is meant to support instructors as well as make sure that the goals outlined in the Secondary School Standard Curriculum (KSSM) are feasible and fulfilled.

9. Conclusion

This research focuses on the teaching practices of tahfiz novice teachers. According to the study's findings, a subject's diversity in teaching approaches has piqued students' interest in it. Furthermore, according to the researcher, a methodical and well-organized work movement is necessary for the tahfiz curriculum to succeed in producing the desired level of quality output. This means that in order to guarantee that the actual execution of the tahfiz curriculum fulfils the intended aims and objectives, periodic improvement processes must be carried out. The success of the "survival" of this tahfiz curriculum in the future will depend on the mobilisation of energy from all stakeholders, including policymakers, curriculum implementers, curriculum receivers, and support organisations.

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