

## Exploring The Islamic Education Practices Among Muslim Students

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**ABSTRACT:** *This study was conducted to identify the practise of Islamic education among Muslim students in Sekolah Jenis Kebangsaan Cina (SJKC) and to determine the most attractive topic among them. This study also aimed to explore the factors that influenced the practise of Islamic education among Muslim students in SJKC. The quantitative techniques were used in this study through the use of a questionnaire instrument, which was then analysed using the SPSS version. The study found that syahadah is the most commonly practised component among Muslim students at SJKC. The study also reveals that the Sirah is the most popular topic and the Islamic education teacher's encouragement is the main factor that influences the practise of Muslim students on the subject of Islamic education in SJKC. This study has an impact on Islamic Education teachers and students and raises awareness of the value of Islamic Education subjects.*

**Keywords:** *Islamic Education Practices, Islamic Education Teacher's, Muslim Students.*

**ABSTRAK:** Penelitian ini dilakukan untuk mengidentifikasi praktik pendidikan Islam di kalangan siswa Muslim di Sekolah Jenis Kebangsaan Cina (SJKC) dan untuk menentukan topik paling menarik di antara mereka. Penelitian ini juga bertujuan untuk mengeksplorasi faktor-faktor yang memengaruhi praktik pendidikan Islam di kalangan siswa Muslim di SJKC. Teknik kuantitatif digunakan dalam penelitian ini melalui penggunaan instrumen kuesioner, yang kemudian dianalisis menggunakan versi SPSS. Penelitian ini menemukan bahwa syahadah adalah komponen yang paling umum dipraktikkan di kalangan siswa Muslim di SJKC. Studi ini juga mengungkapkan bahwa Sirah adalah topik paling populer dan dorongan dari guru pendidikan Islam adalah faktor utama yang memengaruhi praktik siswa Muslim dalam mata pelajaran pendidikan Islam di SJKC. Penelitian ini memiliki dampak bagi guru dan siswa Pendidikan Islam serta meningkatkan kesadaran akan nilai mata pelajaran Pendidikan Islam.

**Kata Kunci:** Praktik Pendidikan Islam, Guru Pendidikan Islam, Siswa Muslim.

### I. INTRODUCTION

Formal education can be delegated as one of the essential aspects needed by an individual in life (Bakar, M. B. A., et.al., 2023). Education is made up of a small number of vital aspects, including spiritual aspect, physical aspect, intellect, and emotional aspect, all of which go together per the National Education Philosophy produced in 1987 (Sapie Sabilan, 2018).

Islamic Education is one of the necessary subjects that has been equipped by our Ministry of Education for all primary school pupils in Malaysia, comprising the vernacular schools that have Muslim pupils. The Islamic education subject is stated under the Education Act with an allocation time of 120 minutes per week. Section 50, Subsection (2). In addition, if there is even one Muslim student, then the subject of Islamic education must be taught in that school. (Akta Pendidikan 1996 (Akta 550), 2011). This shows that the subject of Islamic education is important in daily life, especially for Muslim students.

As far as we are concerned, there are 7772 primary schools in Malaysia with 2,685,405 pupils recorded based on 'Aplikasi Pangkalan Data Murid' (APDM) (Ministry of Education, 2016). Every school in Malaysia currently has an Islamic education subject, regardless of whether it is Sekolah Kebangsaan (SK) or Sekolah Jenis Kebangsaan (SJK) or even Sekolah Menengah Kebangsaan (SMK). Islamic education consists of al-Quran, Akidah, Ibadah, Akhlak, Sirah, and Jawi. In the context of the development of education today, Islamic Education is one of the important subjects that needs to be learned in school, especially for students who attend school at Sekolah Jenis Kebangsaan Cina (SJKC). However, the emphasis on SJKC stills needs improvement.

## II. PROBLEM STATEMENT

The problem that can be observed among Muslim students in SJKC is the level of their overall mastery of the subject of Islamic Education. Based on Primary School Operational Assessment (PKSR) data from 2 of 2011, for Muslim students in SJKCs throughout the state of Perak, found that their level of mastery was moderate and weak. A total of 80.1% were at the moderate level and 19.9% were at the weak level or failed. Results from interviews with Islamic Education teachers appointed as teachers circulating to SJKC in South Kinta district found that 90% of the pupils cannot master the skills in the field of ibadah, for example, the skills of ablution, recitation in prayer, and the way to perform the prayer (Azmil Hashim, et. al, 2015). In the study by Aiyub (2005) related to the practice of Muslim students in the subject of Islamic education in SJKC is still lacking.

According to Zakaria Stapa (2012), social environmental factors generally have a reciprocal effect on the process of forming a person's behavior and identity and what worries the student himself is They are prone to various negative and positive factors related to their daily practices. If no proper supervision is done on the negative factors that can prevent them from appreciating and practicing Islamic education, then it is not impossible that it will be one of the main reasons that these students are involved with negative cultures such as apostasy, independent lifestyles, and social problems.

This study will ensure that the problems presented can be resolved prudently and transparently for the benefit of Muslim students who are studying in SJKC. Indeed, the practice of Islamic life needs constant emphasis, especially on Muslim students who attend SJKC, where culture is not the same as at Sekolah Kebangsaan (SK). The possibility of a student engaging in behaviour that is contrary to the teachings of Islam is high if they are not guided by proper Islamic education.

### III. LITERATURE REVIEW

Jasmi (2016) states in his study the needs of students and the teacher himself. The needs of students are in terms of the issues and moral challenges faced by Muslim students in Malaysia. The needs of teachers consist of teacher quality problems in Islamic education, the quality of teaching and learning approaches, the quality of the use of ICT, the quality of mastery of specialised knowledge in Islamic education, quality of personality, and teacher environment in Islamic education. This study is general and does not focus on existing vernacular schools in Malaysia.

While the study by Mahamud (2009) found that the process of implementation of Islamic education subjects has had a positive effect overall, covering physical, mental, spiritual, and emotional aspects. On the other hand, based on this study, the deterioration and collapse of discipline that hit students today is due to external influences or uncontrolled environments and because of the weaknesses and failures of family institutions, school administrators, and relevant authorities in playing their role.

In the study by Samsu (2019) discusses the barrier factors that affect the process of nurturing the value of unity among students. The results of the study show that there are three factors related to the attitude of teachers that are obstacles to the school in the process of forming unity ethnicity in school. First, the negative attitude of teachers; second, teachers' lack of confidence in discussing issues of the community; and third, the teacher is not concerned with language. These three factors can recognize ethnic gaps among teachers and between teachers and students in schools. Therefore, the school needs to pay attention to this issue and spread awareness to everyone about the importance of ethnic unity in schools.

According to Azmil Hashim (2018), his study related to problems in SJKC, the problems identified are the absence or lack of Islamic Education teachers, schedule problems, merged classes, non-conducive classes, short teaching and learning time, and a lack of facilities to do practical training in the field of ibadah. Almost all literature studies show that studies related to Islamic education are still not widespread. It is only within a few states in Malaysia. Even though almost all states in Malaysia have SJKC, Furthermore, this study is more focused and in-depth related to Islamic education among Muslim students who attend SJKC

### IV. METHOD

This study uses quantitative methodology because it involves numerical and calculated data that can be converted into numbers. This study is a research survey designed to ensure students' practice of Islamic education subjects. With a focus on collecting data and achieving the objectives set out in this study, researchers tended to obtain data from 31 Muslim students who attend SJKC Kulai 1. Since this study is a quantitative study, the researcher chose to use a questionnaire instrument so that the data obtained can be used effectively. The selection of this instrument can also make it easier for researchers to collect data from respondents quickly and easily.

The researcher used a small number of modes in accumulating data and information correlated to the substance. The researcher gathers data which is related to the research before analysing

the data. An observation and a survey have been used as methods. Get feedback on the research question, a set of questionnaires were made for the respondent. The respondents were asked to answer the question given.

The assessment is divided into 4 sections consist of section A, section B, Section C and Section D.

Table1. Sections of the Survey and the Items

| Number     | Section                                                                              | Items    |
|------------|--------------------------------------------------------------------------------------|----------|
| 1          | Section A- Background of Respondent                                                  | 7 items  |
| 2          | Section B-Students' Practices and Understanding related to Islamic Education in life | 11 items |
| 3          | Section C –The extent of interest of subject                                         | 7 items  |
| 4          | Section D- Factors influencing the practice of Islamic Education                     | 6 items  |
| Total Item |                                                                                      | 31 items |

A simple 1- 5 rating variable for the survey statement, gives respondents the option of circling: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral) 4 (Agree) and 5 (Strongly Agree).

Table 1. The Scale of Questionnaire

| 1                 | 2        | 3        | 4     | 5              |
|-------------------|----------|----------|-------|----------------|
| Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |

In planning the survey, the researcher considers the specific characteristics of the respondents to ensure that the questions are relevant, clear, easily accessible, and easy to understand. Some practical considerations to keep in mind are whether respondents can read and understand the language and whether they can be reached easily. The data was then analyzed using the Statistical Package for the Social Sciences (SPSS) Version 26.

## V. RESULT AND ANALYSIS

### Background of The Respondents

Table 3 shows that a total of 31 respondents were involved in this study, of which 45.2% (14) were male and 54.8% (17) were female students. Next, the age breakdown for the age category is 10 years (25.8%), 11 years (45.2%), and 12 years (29.0%). For a breakdown of ethnicity, respondents to Malay are 23 people; 5 of them are Chinese, 1 of them Indian, and the other two are Indonesian. As for the position of the respondents' houses, all 31 respondents live in urban areas. While related to who respondents are taken care of or stay with, it is divided into respondents who live with their parents (96.8%) and respondents who live with or are taken care of by their grandparents (3.2%).

Table 3. Demographics of Respondents

| Aspects              | Demographics               | Frequency | Percentage |
|----------------------|----------------------------|-----------|------------|
| Gender               | Men                        | 14        | 45.2       |
|                      | Women                      | 17        | 54.8       |
| Age                  | 10 Years                   | 8         | 25.8       |
|                      | 11 years                   | 14        | 45.2       |
|                      | 12 Years                   | 9         | 29.0       |
| Ethnicity            | Malay                      | 23        | 74.2       |
|                      | Chinese                    | 5         | 16.1       |
|                      | Indian                     | 1         | 3.2        |
|                      | Indonesian                 | 2         | 6.5        |
| Home Location        | Urban                      | 31        | 100        |
| Who do you live with | Parents                    | 60        | 96.8       |
|                      | Grandmother or grandfather | 2         | 3.2        |

### How is the implementation of Islamic Education among Muslim students in SJKC?

A descriptive analysis involving mean and standard deviation was conducted to find out the practices of Muslim students in SJKC about Islamic education. The results of the descriptive analysis conducted are as in Table 4.

Table 4. The Practice of Muslim Students in SJKC about Islamic Education

| Aspects            | Min  | S.P   | Interpretation |
|--------------------|------|-------|----------------|
| Obligatory prayers | 3.23 | 1.431 | Medium high    |
| Read the al-Quran  | 3.06 | 1.340 | Medium high    |
| Syahadah           | 4.39 | 0.803 | Medium         |
| Sunnah prayers     | 2.84 | 1.530 | Medium         |
| Fasting            | 3.45 | 1.287 | Medium high    |
| Zikr               | 3.10 | 1.326 | Medium high    |
| Du'a               | 3.43 | 1.331 | Medium high    |
| Cover the Aurah    | 3.68 | 1.249 | Medium high    |
| Sodaqah            | 2.94 | 1.153 | Medium high    |
| Write Jawi         | 3.55 | 1.313 | Medium high    |
| Selawat            | 3.81 | 0.946 | Medium         |

The descriptive analysis in the table above shows that the aspect with the highest mean has the aspect of Shahadah, with a mean score of 4.39 and a standard deviation of 0.803, which is at a

moderate level. While the aspect that has the lowest mean is the aspect of Sunnah prayers, with a mean score of 2.84 and a standard deviation of 1.530, it is at a low level.

### What are the most attractive topics in Islamic education among Muslim students in SJKC?

A descriptive analysis involving mean and standard deviation was conducted to find out the extent of the interest of Muslim students in SJKC about the topic of Islamic education. The results of the descriptive analysis conducted are shown in Table 4.3.

Table 5. The Extent of Interest

| Aspect   | Min  | S.P   | Interpretation |
|----------|------|-------|----------------|
| Al-Quran | 3.68 | 1.400 | Medium high    |
| Hadith   | 2.97 | 1.426 | Medium         |
| Jawi     | 4.06 | 0.929 | Medium high    |
| Akidah   | 4.06 | 0.892 | Medium         |
| Ibadah   | 3.71 | 1.216 | Medium high    |
| Sirah    | 4.26 | 0.729 | Medium high    |
| Adab     | 4.13 | 0.846 | Medium high    |

The descriptive analysis in the table above shows that the aspect with the highest mean has the Sirah aspect, with a mean score of 4.26 and a standard deviation of 0.726 and is at a moderately high level. While the aspect with the lowest mean is the aspect of Hadith, with a mean score of 2.97 and a standard deviation of 1.426, it is at a moderate level.

### What are the factors that influence the practice of Muslim students on the subject of Islamic Education in SJKC?

A descriptive analysis involving mean and standard deviation was conducted to determine the level of social impetus for the factors influencing the practice of Muslim students in the subject of Islamic education in SJKC. The results of the descriptive analysis conducted are as in Table 4.4.

Table 6. Factors Influencing Practice

| Aspect                    | Min  | S.P   | Interpretation |
|---------------------------|------|-------|----------------|
| Individual                | 2.81 | 1.376 | Medium high    |
| Parents                   | 3.23 | 1.257 | Medium high    |
| Islamic Education Teacher | 3.29 | 0.973 | Medium high    |
| Friends                   | 2.61 | 1.256 | Medium high    |
| Environment               | 2.52 | 1.061 | Medium         |

The descriptive analysis in the table above shows that the aspect that has the highest mean is the aspect of Islamic education teacher encouragement, with a mean score of 3.29 and a standard deviation of 0.973, which is at a moderately high level. While the aspect with the lowest mean is the aspect of environmental impulse, with a mean score of 2.52 and a standard deviation of 1.061, it is at a moderate level.

## VI. DISCUSSION

### Background of the Respondent

Most respondents are school students in the SJKC female gender category, which is 54.8 percent compared to school students in the SJKC Kulai 1 male gender category who are respondents. However, the overall percentage of female students is only 45.83 percent, compared to the male students who attend SJKC Kulai 1.

The majority of respondents (45.2%) are 11 years old, i.e. Year 5 students. This is because only students who are in level 2 of primary school are used as respondents in this study. In addition, level 2 students seem more prepared and more mature to be the respondents of the study. Therefore, the age of the study respondents is limited to years four to six only.

### The Practice of Muslim Students in SJKC

The results of the study found that the practice of saying two words of syahadah has the highest mean score, with a 4.49. This proves that most Muslim students who attend SJKC Kulai 1 can still implement one of the pillars of Islam that must be believed.

However, the aspect of Sunnah prayer practice was found to achieve the lowest mean score, with only 2.84. Improvements in the future need to be made by giving awareness and motivation to students to be able to perform these sunnah practices as well as perform other mandatory practices.

### The Extent of Interest

The level of inclination or interest of Muslim students in SJKC about Islamic education is very high in the field of Sirah. Their tendency to be interested can be seen where the Sirah field shows the highest mean score of 4.26. It can be concluded that the field of sirah has a place in the hearts of Muslim students in SJKC.

This field of Sirah generally discusses the history of Islam relating to the Prophet Muhammad S.A.W. This can, to some extent, help to increase the interest of other students in learning about Islam. In addition, the form of information delivery also plays an important role. Meanwhile, the field of Hadith in the subject of Islamic education was found to be less popular with Muslim students who attended SJKC. The mean score that can be achieved is only 2.97. As additional information, students will learn only 1 hadith per year. In Years 4, 5, and 6, students learn only one hadith. This field is of little interest to students who may have ineffective learning patterns or the individual himself.

### Influencing Factors

The aspect of encouragement of Islamic education teachers achieves a high mean score of 3.29. The results of this study clearly show that Islamic education teachers play an important role in conveying the essence of Islamic education to students, especially those who attend SJKC. The responsibilities of Islamic education teachers are determined to be extensive and have a significant impact on pupils, particularly in Islamic education topics.

Inevitably, Islamic education teachers need to do their job as best as possible in imparting knowledge related to Islamic education because they have a great influence on students who attend SJKC. For students who attend SJKC, Islamic education teachers are usually considered their parents at school. So, out of respect and love for the teacher, they can listen to the instructions and do the task well and willingly.

This process is important in the process of conveying knowledge. Teachers not only act as facilitators but also as students to gain knowledge. Teachers are the shapers of the next generation. Even though the environmental aspect only received a score of 2.52 when compared to the Islamic Education Teacher of the influencing factors, this can be considered a source of pride because if environmental factors do not have a significant impact on students' practice of Islamic practices, then this is not the reason for not implementing it.

## VII. CONCLUSION

According to the findings, syahadah is the most practiced component of Muslim students at SJKC. The study also reveals that the Sirah is the most popular topic among Muslim students at SJKC, and that the elements that impact Muslim students' practice at SJKC are Islamic education teacher's encouragement. The study also discovered that teacher teaching approaches need to be changed for students to be more interested in the topics taught. Students are strongly encouraged to strengthen their everyday Sunnah practices, such as *zikir*, *selawat*, and *sunnat* prayers. This needs to be addressed because Muslim pupils in the SJKC studied are less likely to practice it. Otherwise, it is recommended that Islamic education teachers expand their pedagogical skills so that the strategies they employ are more effective in engaging students and producing more effective teaching and learning sessions. This study will have an impact on Islamic Education teachers and students, and raising awareness of the value of Islamic Education subjects.

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