

A Literature Highlight on Teachers Competency Level in Teaching Special Class on Quranic Recitation and Memorization Skills (KKQ)

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ABSTRACT

Purpose – Competent teachers have the ability to confront and design high-quality instruction that plays a pivotal role in nurturing the multifaceted development and equilibrium of students. Nevertheless, some research has revealed that there is a need for enhancement in teachers' competencies with regards to their knowledge, skills, and attitudes. In this context, a comprehensive review of the literature was undertaken to examine the many themes associated with the competence of teachers in instructing the Special Class on Quranic Recitation and Memorization Skills (KKQ) inside educational institutions.

Methods – The present study employs a qualitative approach, utilizing the design of document content analysis to examine journal articles. Four widely utilized databases, notably Google Scholar, ResearchGate, Mendeley, and Malaysian Citation Index, are employed to conduct searches for scholarly publications released within the period of 2019 to 2023. In this study, a comprehensive analysis was conducted on a set of 30 publications that satisfied the established criteria.

Findings – The analysis revealed the identification of six distinct themes pertaining to teacher competencies. These topics encompassed pedagogical knowledge, content knowledge, curriculum knowledge, knowledge of the background of students, and teacher skills.

Research implications – The findings of this study suggest that stakeholders, at both the Ministry of Education Malaysia level and the implementation level of the program in schools, should prioritize the Special Class on Quranic Recitation and Memorization Skills. This attention is necessary to enhance and improve the competency of teachers, ultimately leading to the successful achievement of the goal of producing Quranic-skilled and passionate students.

Originality/value – Further research is required to assess the proficiency of teachers in employing e-learning and multimedia tools for KKQ teaching.

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Introduction

Within the nation's educational framework, teachers serve as the primary agents responsible for executing the curriculum policies and objectives established by the Ministry of Education (MOE). Educators also assume a significant role in facilitating efficacious pedagogy and knowledge acquisition (Zaini et al., 2020), thereby ensuring that instructional delivery is purposeful, engaging for students, and conducive to memorization and application (Ibrahim & Mohamed, 2021). According to Samsuiman, Benjamin & Arifin (2015), teachers play a crucial role as key influencers within the school setting. They are instrumental in cultivating a generation that possesses advanced knowledge, creativity, and innovation, while also exhibiting exemplary character and personality (Che Seman et al., 2022). Furthermore, Jaafar & Tamuri (2012) emphasize that teachers are instrumental in instilling strong religious values in students, aligning with the objectives and aspirations outlined in the Tenth Malaysia Plan. The Malaysian Education Blueprint 2013-2025 includes an initiative to enhance the quality of religious education. As part of this initiative, the Religious Stream Class (KAA) has been established with the objective of adapting to the educational requirements of religious streams and addressing the societal demand for religious stream education. Aligned with this notion, the inclusion of the Special Class on Quranic Recitation and Memorization Skills (KKQ) serves as a component of the KAA curriculum, representing an endeavor by the Ministry of Education (MOE) to enhance Quranic education inside Malaysia.

The implementation of KKQ at National Religious Secondary School (SMKA) has been in effect since 1986 and continues to be an integral component of the school's co-curricular activities. As per the designated syllabus, students are required to dedicate three hours per week to engage in KKQ at each level. The purpose of this KKQ is to enhance the proficiency of students in several aspects of Quranic studies, including Tarannum (melodic recitation), Quranic memorization, the science of Tajweed (rules of Quranic recitation), Quranic knowledge, 'Uthmani orthography (script used in the Quran), and the Seven Qiraat (different recitation styles). The present implementation is grounded on the resolution reached during the Education Planning Committee Meeting (JPP) in the year 1985. According to the Implementation Guidance on the KKQ program, issued by the Elective Islamic Studies Unit within the Curriculum Development Division of Islamic Education (2009), the program was expanded to encompass all National Secondary Schools (SMK) that implemented the KAA of each state, starting in 1992. This expansion included religious stream boarding schools such as Sultan Alam Shah Islamic College (KISAS), Federal Religious Secondary School (SMAP), Full Boarding School Integration (SBPI), and Government Assisted Religious School (SABK). Nevertheless, educational institutions such as SMKA, SBPI, and SABK, which adhere to the Ulul al-Bab Model of Quranic Memorization (TMUA) and Tahfiz Integrated Curriculum (KBT), are not required to incorporate the KKQ in their curriculum.

The Government Transformation Programme (GTP 1.0) has acknowledged the significance of education as a National Key Result Area (NKRA), with a specific emphasis on enhancing the quality of instruction (Batjo, & Ambotang, 2019). The quality of teaching

refers to the proficiency of the instructor in effectively imparting knowledge or skills to students in a manner that is comprehensible, memorable, and enjoyable. Educators are required to effectively communicate the subject matter through a methodical and organized approach, employing straightforward language, lucid explanations, and pertinent illustrations. Furthermore, instructors should underscore significant content and establish connections between the current lesson and students' prior knowledge and experiences. The utilization of Teaching Aids (BBM) can also serve as a valuable tool in elucidating certain concepts (Mohamad, Abdul Razak & Baharudin, 2022). According to Mohamad, Baharuddin & Noor (2016), the attributes of a high-quality teacher are strongly correlated with their competency and their unwavering dedication to fulfilling their professional responsibilities. There exists a correlation between the quality and competency of instructors, whereby teachers who possess competence are also considered to be of high quality. According to Mat Som et al. (2019), competent instructors are those who demonstrate the ability to facilitate effective teaching and learning, possess a deep understanding of the subject matter, exhibit proficiency in instructional methods, and embody admirable personal attributes that are universally recognized and valued by school communities and society.

In the realm of KKQ and Islamic Education, educators bear the weighty responsibility of not only instructing and disseminating knowledge to their students, but also of cultivating individuals who embody the qualities of devoted servants and caliphs of Allah, characterized by a well-rounded, virtuous, and accountable development (Jasmi, Tamuri & Mohd Hamzah, 2009). In order to be considered a high-caliber KKQ teacher, one must have exceptional academic and personal qualities. According to Rafizah (2011), it is imperative for educators to possess extensive expertise in the domain of Quranic studies or Islamic Education, as well as the ability to properly and proficiently communicate the knowledge to their students. Furthermore, it is imperative for KKQ teachers to possess a profound level of expertise and comprehension about the contextual factors pertaining to their students. This encompasses a comprehensive awareness of the students' requirements, capabilities, and unique personal backgrounds. According to Tamuri (2012), teachers can effectively deliver courses and offer relevant counsel in shaping the moral and personality development of students by comprehensively comprehending them as a collective entity. Furthermore, it is imperative for teachers of KKQ or Islamic Education to possess an open mindset, take initiative, demonstrate productivity, and possess proficient abilities in information and communication technologies. These qualities serve as catalysts in fostering the creation of exceptional and high-quality educational experiences (Kasmin et al., 2019). The efficacy of a KKQ teacher in fulfilling this responsibility will exert a substantial influence on the advancement of learners and the progress of society at large. Hence, prioritizing endeavours aimed at enhancing the competence of KKQ teachers within the education system is imperative to effectively accomplish the objective of cultivating proficient and passionate Quranic scholars among students.

Previous research has indicated the necessity for enhancing teacher competence. The research conducted by Rahman et al. (2020) indicates that the proficiency of Arabic

teachers in SABK is moderately satisfactory. According to Zaini et al. (2020), it is argued that the overall competency of teachers is moderate, with particular deficiencies observed in areas such as curriculum, assessment, and language proficiency. The study proposes that stakeholders should offer ongoing training to ensure the maintenance and enhancement of teachers' competency, particularly in specific areas of expertise. Furthermore, recent research indicates that the proficiency of Islamic Education teachers in terms of curriculum understanding and instructional implementation (Mustaffa, Hussin & Sulaiman, 2021) as well as the readiness for online Learning and Facilitation (PdPc) mode (Rerah & Mohamed, 2021) are both moderately satisfactory.

In a recent study conducted by Latif, Jimaain & Jasmi (2020), it was found that teachers who possess inadequate proficiency in Tarannum abilities have a significant impact on students' academic performance. Indeed, there exist additional concerns within the context discussed. For instance, certain teachers within the KKQ system may not effectively align their instructional practices with the intended teaching objectives of KKQ (Saili, 2021). Furthermore, a lacking in experience pertaining to the utilization of Learning and Facilitation (PdPc) technology has been identified (Nursafra, 2018; Nur Saidah, 2009). Additionally, instructional delivery often adopts a one-way, teacher-centered approach, while the conducted activities lack proper planning and fail to cater to the students' abilities and capacities (MOE, 2013b).

Prior research has indicated that inadequate teacher proficiency in content knowledge has an impact on instructional practices within the classroom setting. According to Che Noh (2011), teachers exhibit consistent motivation to engage in teaching activities and tend to rely on conventional instructional approaches. These methods often revolve around the utilization of few educational resources, as highlighted by Maidin and Tamuri (2011). The aforementioned adverse pattern typically has an impact on students' inclination towards the acquisition of Tajweed knowledge in the KKQ context. Typically, students may experience feelings of boredom, reduced engagement, and passivity in response to instructional methods employed. Consequently, the instructional process occurs in a monotonous and unengaging manner. The impact of this will have a direct influence on the efficacy of instructional practices and the academic performance of students in the field of KKQ, particularly in Tajweed (Saili, 2021). In this context, it is imperative for KKQ teachers to ensure their proficiency not only in terms of subject matter expertise but also in terms of pedagogical competence prior to imparting new knowledge to their students.

Considering this assertion, it is imperative to conduct a comprehensive literature analysis to assess the proficiency of teachers in KKQ education, as the assessment of teacher competency within the realm of KKQ remains relatively understudied. This study aims to investigate the specific form or type of competency that is necessary for KKQ teachers. The proficiency of a teacher is a crucial factor that influences the quality of their instructional services in the context of teaching and learning. Consequently, the findings of this study will provide valuable insights for stakeholders, including the Ministry of Education (MOE), educational institutions, and teachers, regarding the significance of

enhancing teacher professionalism through various development initiatives such as courses, workshops, and training programs. These efforts aim to enhance teachers' competencies and knowledge in the domain of teaching and learning.

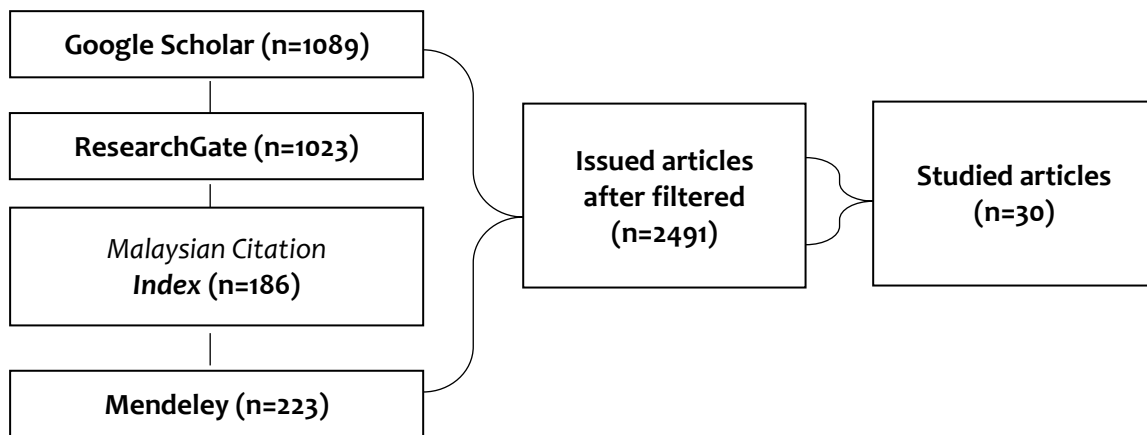
Methods

This research employs a qualitative approach, specifically utilizing document analysis of journal articles. The research utilized four widely recognized databases, specifically Google Scholar, ResearchGate, Mendeley, and Malaysian Citation Index (MyCite), to identify scholarly publications published between 2019 and 2023. The search terms utilized were "teacher competency" and "KKQ". Moreover, this work has been subjected to thorough investigation, rigorous evaluation, and theme analysis in order to fulfill the methodological requirements of this study. The initial search found a total of 2319 articles related to teacher competency keywords and 202 articles related to KKQ keywords. Subsequently, the researchers narrowed down the scope of the investigation by conducting a screening process on relevant materials spanning the period from 2019 to 2023. The findings indicated that a total of 389 publications were identified using "teacher competency" keywords, whereas 100 articles were identified using "KKQ" keywords. Following that, the reviewers performed a conclusive screening of the four databases, wherein they eliminated redundant items, articles unrelated to the study's topic, and articles sourced from books, reports, conferences, and theses. This study exclusively utilized journal articles for analysis. Following the completion of the screening procedure, a total of 30 appropriate articles were subjected to thorough examination and analysis, taking into consideration the subject matter and title of the research. The method of article screening is shown in Table 1 and Figure 1, as presented below.

Table 1. Article Search and Filter Process

	Keywords	Databases				Total number of articles
		Google Scholar	Malaysian Citation Index	ResearchGate	Mendeley	
General search	teacher competency	955	176	1000	188	2319
	KKQ	134	10	23	35	202
Filter by years	teacher competency	132	42	145	70	389
	KKQ	70	4	9	17	100
Remove duplicated articles, not relevant and other type of documents	teacher competency	371				459
	KKQ	88				
Studied articles	teacher competency	18				30
	KKQ	12				

Figure 1. Article Filter Process



Result and Discussion

1. Teacher Competency

According to the study conducted by Rahman et al. (2020), the concept of competence encompasses various dimensions, including generic skills, basic skills, key skills, and personal skills. These dimensions encompass the knowledge, abilities, and attitudes that serve as the foundation for task or work performance across different domains. The aforementioned criterion is also regarded as a benchmark for evaluating an officer's efficacy in fulfilling their duties and obligations. In Malaysia, there has been a focus on enhancing the effectiveness and competence of teachers through a range of initiatives. These initiatives encompass multiple stages, beginning with the selection of teacher candidates, followed by their training and induction. Furthermore, continuous professional development is emphasized, along with the evaluation and management of teachers' performance (Mahat et al., 2021). The Ministry of Education (MOE) is actively engaged in the transformation of the education system in Malaysia through the implementation of the Malaysian Education Blueprint 2013-2025. This blueprint encompasses eleven significant shifts aimed at bringing about substantial changes. One of these shifts involves the introduction of an annual evaluation process for teachers, conducted by the principal or head teacher. This evaluation will utilize instruments that specifically assess the teachers' effectiveness in delivering instruction both within and beyond the confines of the classroom.

In the study conducted by Omar et al. (2020), it was identified that there exist five essential components for assessing a teacher's competency. These components are the Curriculum Component, Pedagogy, Assessment, School Contribution, and Professional Contribution. Zaini et al. (2020) introduced an additional element pertaining to the level of language competency. The components are described as follows:

1.1 Components of Curriculum

In order to effectively facilitate student learning, it is imperative for teachers to possess a comprehensive understanding of the subject matter being taught, demonstrate

proficiency in the prescribed curriculum, strategically design lesson plans, and carefully select relevant instructional resources. The ongoing enhancement of knowledge and pedagogical practices is vital for teachers in order to deliver high-quality instruction to their students

1.2 Components of Pedagogy

A teacher should be capable of leading lessons and using the proper learning styles and pedagogical techniques. Pedagogy is widely regarded as the most efficacious approach to attaining certain learning objectives. The utilization of visual or multimedia instructional aids and suitable educational technology has the potential to enhance students' comprehension and engagement, hence fostering positive interactions within the teaching and learning process

1.3 Components of Assessment

It is imperative for teachers to possess strong assessment competencies in order to effectively evaluate students' academic achievements and advancements. These qualities enable teachers to accurately assess students' work outcomes and progress, effectively communicate their progress to relevant stakeholders, maintain comprehensive records of their learning trajectory, and establish appropriate benchmarks that align with individual student levels. The competence of assessment refers to the systematic gathering of information in the context of learning and teaching, with the aim of enhancing and refining instructional methods and strategies to achieve greater effectiveness

1.4 Components of Contribution to School

In the capacity of a faculty member within an educational institution, it is essential for a teacher to actively contribute in a positive and meaningful manner to the overall functioning and development of the school. By actively engaging in positive contributions to the broader educational institution, a teacher has the potential to foster a favourable work environment, enhance academic outcomes, and cultivate strong connections with students, parents, and the wider community.

1.5 Components of Professional Contribution

According to Mahat et al. (2021), teachers are expected to engage in professional development, actively participate in professional activities, contribute to the advancement of the teaching profession and abilities, and be prepared to offer professional assistance to colleagues.

1.6 Components of Language

Teacher competency in terms of language refers to the proficiency and skill level of a teacher in acquiring and utilizing language learning strategies and communication abilities in verbal expression. The assessment of teacher ability requires the evaluation of several criteria, as highlighted by Zaini et al. (2020).

According to Rerah & Mohamed, (2021), the three primary elements of teacher competency are derived from the Iceberg Model, as proposed by McBer (1996):

(1) Knowledge

The ability of officers to continuously improve their knowledge to improve their personal performance effectively;

(2) Skills

The ability to effectively apply learned information and abilities in practical settings, hence demonstrating exceptional performance in order to accomplish corporate goals; and

(3) Personal Values

The present discourse concerns the identification and endorsement of personal values and behaviours that warrant recognition and implementation among public service officers.

This model demonstrates that the constituent elements of knowledge and skills within the teacher's competence are readily observable and assessable, so enabling continual enhancement. The personal traits of an individual are an intrinsic aspect that requires exploration and refinement in order to attain an increased level of proficiency. In this approach, the utilization of self-reflection, collaborative teamwork, coaching, and self-directed professional development can assist teachers in exploring and enhancing their individual traits.

2. KKQ Teacher Competency

The competence of teachers plays a crucial role in the achievement of educational objectives established by the MOE. Proficiency is essential in the execution of established policies, as well as in the introduction of novel policies. The attainment of this policy objective is challenging without a sufficient level of proficiency. For educators, possessing a profound understanding within their specialized area of expertise holds significant importance. Nevertheless, it is essential to acknowledge that the expertise and understanding possessed by educators extend beyond the scope of the material they teach. Through possessing a broad range of knowledge beyond their own area of expertise, an educator has the ability to broaden a student's perspective and provide a varied and comprehensive learning encounter.

From the perspective of a student, the effectiveness of a teacher's instruction can be assessed based on their delivery approach, which should be characterized by simplicity, approachability, and an enjoyable environment. In this context, it is imperative for the educator to possess a comprehensive understanding of pedagogy, carefully select instructional approaches that align with the student's needs, employ engaging teaching resources, and effectively utilize relatable illustrations to facilitate comprehension. The acquisition of knowledge should be of high calibre, characterized by accuracy and relevance to the students. It is imperative that the teacher possesses a comprehensive understanding of the subject matter being taught and continually seeks to refine their pedagogical approach in order to effectively transmit knowledge to the students. In

relation to this matter, the acquisition of information and the development of skills are crucial components in ensuring the successful attainment of the aims and objectives outlined in the KKQ curriculum. When KKQ teachers are proficient in the necessary information and skills, it is expected that their teaching will garner the attention and interest of students, thereby motivating them. If the teacher is unable to effectively manage both aspects, it is likely that the Learning and Facilitation (PdPc) process will lack depth and stimulation, resulting in students being unable to fully comprehend and absorb the material being taught.

A teacher in the KKQ educational system bears the obligation of assessing the efficacy of the instruction provided to their students in order to ascertain positive outcomes. KKQ teachers require specific abilities in order to enhance their competence in their professional responsibilities. According to Zulkifli, Hamzah and Abdul Razak (2021), it is crucial for KKQ teachers to enhance their teaching effectiveness through various means. These include developing a strong command of the subject matter, developing pedagogical skills, and familiarizing themselves with the curriculum. Additionally, teachers should meticulously plan the objectives they aim to accomplish, foster critical thinking at different cognitive levels, carefully select appropriate instructional materials, implement systematic teaching strategies, engage students' interest, effectively initiate and conclude lessons, incorporate technology to facilitate information dissemination, cultivate a positive classroom atmosphere, provide constructive feedback, manage students' attitudes, ensure comprehension, and effectively manage time.

2.1 Pedagogical Content Knowledge (PCK) Competency in General

Pedagogical Content Knowledge (PCK) refers to the strategies employed by educators to proficiently convey information to students, with the aim of enhancing comprehension and facilitating their learning process. The level of a teacher's pedagogical content knowledge (PCK) significantly influences the development of students' understanding in the particular subject matter being instructed. The framework of PCK comprises five fundamental elements: content knowledge, pedagogical knowledge, understanding of students, curriculum knowledge, and Quranic abilities exhibited by KKQ teachers. Based on the findings of Saili (2021) study, it was ascertained that educators who adhere to the KKQ methodology exhibit a lowered degree of competence in PCK. The acquisition of these components of PCK is not achieved in solitude, but rather necessitates the concurrent acquisition of KKQ teachers in order to facilitate proficient teaching. Therefore, it is crucial for KKQ teachers to make a collective effort and actively improve every aspect of PCK as previously outlined. One effective approach that KKQ teachers can adopt is engaging in professional development courses that focus on the PCK aspect of teaching Tajweed (rules of Quranic recitation). Additionally, it is important to acknowledge that KKQ teachers have the chance to actively arrange a knowledge-sharing event amongst themselves, as proposed by Saili (2021).

2.2 Content Knowledge Competency

Limited acquaintance with the subject content being taught may impede the seamless progression of the Learning and Facilitation (PdPc) process. The lack of comprehension regarding the subject content can impede the intended PdPc approach, hence detrimentally influencing the educational process (Mahdi Yusuf, Che Noh & Abdul Razak, 2021). According to a study conducted by Latif, Jimaain and Jasmi (2020), it was observed that teachers possess a moderately high of proficiency in the discipline of Tarannum (melodic recitation) within the realm of content knowledge. Nevertheless, with a deeper review of the outcomes of this study in alignment with the disciplines of Tarannum, it becomes evident that their proficiency in information acquisition remains at a moderate level. This indicates that there is a continuous need for improvement in the content knowledge competence of KKQ teachers. Previous research has indicated that KKQ teachers had a strong command of the subject content pertaining to Qiraat (different recitation styles), particularly in relation to fundamental principles and the teachings of Qiraat Imam Asim and Imam Hamzah. However, it is worth noting that these studies are over a decade old. It is imperative for KKQ teachers to consistently enhance their understanding of various Qiraat knowledge in order to effectively meet their teaching objectives. The teacher's level of expertise in the subject content, understanding of student learning processes, and familiarity with pedagogical strategies are all factors that contribute to the teacher's ability to employ a wide range of instructional approaches, access many sources of information, and effectively address challenges in the classroom.

According to a study conducted by Saili & Awang Japilan (2021) in the discipline of Tajweed, it was observed that teachers possess a high level of expertise, particularly in relation to the content of the Quranic Tajweed. The study's findings indicate that KKQ teachers possess not only proficiency in teaching Tajweed lessons at one level, but also demonstrate competence in teaching this lesson at a different level. It is imperative to consistently uphold or enhance this level of knowledge through the implementation of additional measures, such as organizing courses that pertain to the curricular understanding of Tajweed teachings for KKQ teachers.

2.3 Pedagogical Knowledge Competency

The utilization of Learning and Facilitation (PdPc) strategies, methods, and procedures is associated with a decline in student accomplishment, which can be attributed to many weaknesses (Haron, Othman & Awang, 2019). Saili, Awang Japilan and Hashim (2019) conducted a study on the competence of KKQ teachers in pedagogical knowledge pertaining to the teaching of Tajweed in the Klang Valley. Their findings indicate that the overall competence level of these teachers is high in various aspects, including execution, gradual implementation of teaching, student motivation, teaching approaches, teaching methods, and teaching techniques. The efficacy of teaching in KKQ is contingent upon a variety of elements, including the employed pedagogical approaches. KKQ teachers demonstrated efficient instructional techniques in the teaching of Tajweed.

According to Sali (2021), educators refrain from relying solely on a single teaching style, opting instead to employ a diverse range of teaching methods that are tailored to the specific circumstances of the students and the subject content being taught. The survey additionally revealed variations in pedagogical expertise among KKQ teachers, with male teachers exhibiting higher levels of pedagogical knowledge compared to their female peers. The provided information is highly valuable and should be taken into account by relevant authorities when addressing matters and formulating plans pertaining to the study of Tajweed and KKQ teachings in a broader context.

The COVID-19 pandemic has caused numerous transformations in the realm of education. Home-based Teaching and Learning (PdPR) has emerged as a novel educational approach in response to the global impact of the COVID-19 epidemic. According to the study conducted by Muhammad Noor and Abd Ghani (2021), one of the primary obstacles encountered in the implementation of PdPR is the inadequacy in teaching proficiency in novel modalities and methodologies, particularly the proficiency of KKQ teachers in digital knowledge and skills. This phenomenon can be attributed to the current lack of proficiency among teachers in effectively managing online learning environments. The implementation of PdPR poses challenges, particularly for educators without proficiency in technology. For instance, individuals proficient in using technological applications may find it convenient to employ Google Meet and store educational resources on Google Drive. Conversely, persons lacking proficiency in such applications may encounter challenges in utilizing these tools.

2.4 Student Background Knowledge Competency

Sali and Awang Japilan (2021) found that the level of competence exhibited by KKQ teachers in the Klang Valley, particularly in the discipline of Tajweed is significantly high. Nevertheless, it is imperative for teachers to enhance their understanding of general information pertaining to students, as it has been seen that KKQ teachers exhibit lacking in their knowledge of the socioeconomic background of families and the residential locations of students. There is a need for the augmentation of knowledge in this particular area, as it holds significant weight in the decision-making process of teachers when selecting teaching content and determining the pedagogical approach to be employed in delivering the content to students.

The profound expertise of KKQ teachers in this particular area will undeniably augment the effectiveness of teaching and improve the academic performance of KKQ students in this teaching session. According to Mustaffa, Hussin and Sulaiman (2021), an essential aspect of effective teaching is for the teacher to prioritize the recognition, understanding, and evaluation of the students before focusing on the delivery of content. Through the use of this particular strategy, students experience a sense of worth, recognition, and appreciation from their teachers. The teacher should demonstrate concern over the student's capacity to comprehend and embrace the knowledge and information being imparted (Hussin et al., 2019).

2.5 Curriculum Knowledge Competency

The acquisition of curriculum knowledge holds significant importance for teachers, as it serves as a fundamental catalyst in their method of teaching. A teacher who possesses a comprehensive understanding of the curriculum is capable of effectively imparting knowledge to the students. According to Mustaffa, Hussin and Sulaiman (2021), a crucial aspect of teacher expertise is in their command of the content being taught, as well as their ability to design and develop instructional materials. This proficiency is essential for teachers in optimizing the teaching process. According to a study conducted by Saili and Awang Japilan (2021), it was observed that teachers within the KKQ system possess a significant degree of expertise, particularly in relation to the Tajweed discipline. The KKQ teachers consistently utilize updated textbooks in their teaching of Tajweed, highlighting their attentiveness to curriculum modifications within this subject area. The KKQ teachers has extensive expertise in the areas of curriculum conception, curriculum continuity, and curriculum implementation.

The study's results also indicated that KKQ teachers have a high level of proficiency in effectively implementing suitable teaching methods during their teaching practices. The KKQ teachers were seen to frequently engage in practical Tajweed lessons, wherein they would teach the pronunciation of each Tajweed and thereafter challenge students to imitate the pronunciation. The implementation of teaching and training techniques by KKQ teachers has been found to be effective in enhancing students' understanding of the course content (Saili & Awang Japilan, 2021; Saili, Awang Japilan & Hashim, 2019). According to a study conducted by Latif, Jimaain and Jasmi (2020), it has been observed that KKQ teachers have initiated efforts to acquire proficiency in utilizing CDs and ICT as teaching resources.

2.6 Quranic Skills Competency

According to Mohamad Salleh, Hussin & Mohamed (2020), a proficient teacher possesses the necessary teaching abilities to effectively implement teaching activities. These skills encompass the utilization of various tactics, approaches, methods, and procedures that have a positive impact on student motivation and learning outcomes. Despite the 30-year implementation of the KKQ program in Malaysia, teachers' proficiency in Tarannum skills remains an issue within the framework of KKQ teacher skills competency. A concerning aspect of this study is the presence of KKQ teachers who exhibit a lack of proficiency in Tarannum, as highlighted by Latif, Jimaain and Jasmi (2020). According to Hashim and Saili (2015), there is a lack of appropriate verbal mastery among KKQ teachers in the subject of Tajweed. Hence, it is imperative for KKQ teachers to acquire and enhance this skill, since it plays a pivotal role in determining the efficacy of Quranic learning. The findings additionally indicated that the proficiency level of KKQ teachers in Quranic skills is not the sole determinant impacting students' performance in Tajweed classes. Various elements contribute significantly to student's accomplishment

levels, including motivational and interest factors, environmental influences, self-skills, and parenting style.

The Ministry of Education (MOE) has implemented several guidelines and standards to enhance and uphold the professionalism of teachers in Malaysia. These include the Malaysian Code of Teacher Profession Ethics, MOE Work Ethics, 12 Pillars (1993), Malaysian Teacher Standard (SGM) 1.0 (BPG 2009), and Malaysian Teacher Standard (SGM) 2.0 (2020). These documents serve as valuable resources and guidance to strengthen the capabilities and ensure the longevity of competent teachers (Makhsin, Yong Ping & Ismail, 2022). Based on the examination of the literature highlights, it is recommended that KKQ teachers endeavor to augment their proficiencies in all domains of knowledge and skills that have been previously addressed. Teachers assume a pivotal role in cultivating exemplary human resources and elevating the teaching profession to a distinguished standard. Successful teachers are not solely focused on providing knowledge to their students; they also possess the ability to cultivate positive rapport with their students, thereby fostering inspiration and motivation within the learning environment. In this particular environment, it is imperative for teachers to exhibit a proactive attitude by consistently staying ahead in terms of their preparation, ensuring a comprehensive understanding of the subjects they teach, and effectively utilizing diverse teaching and learning methodologies (Salehudin, Hassan & Abdul Hamid, 2015).

The possession of content knowledge is a crucial component that teachers must possess in the context of pedagogy (Md. Yatim, Chew & Abdullah, 2020; Nahar & Safar, 2016). The acquisition of this knowledge has a crucial role in facilitating the development of successful pedagogical practices (Mohd Noh, Nik Yusoff & Haron, 2019). The proficiency and depth of knowledge in the subject area taught is frequently attributed to the effectiveness of teachers (Mohd Suhairi & Ahmad, 2017). According to al-Ghazali (2003), it is imperative for teachers to possess a comprehensive understanding of the subjects they are responsible for teaching. Pedagogical knowledge refers to the capacity of teachers to proficiently impart teaching (Shulman, 1986). Teachers must enhance their skills in utilizing diverse strategies, approaches, methods, and techniques to effectively teach a subject (Ahmad & Jinggan, 2015). Additionally, they should prepare Teaching Aids (BBM) tools to enhance the efficiency of classroom teaching (Buntat & Mohamed, 2010). According to al-Qabisi (1955), it is advisable to introduce the teaching process gradually in order to facilitate the comprehension and acceptance of the lesson content by students.

The effectiveness of teaching in the classroom is contingent upon the understanding of students' knowledge, which encompasses their preferred learning styles and various other factors including interests, abilities, attitudes, beliefs, and learning challenges. In order to prevent student disengagement, confusion, and misuse of acquired knowledge, it is advisable for teachers to refrain from imparting information that does not align with the cognitive abilities and prior experiences of their students (al-Ghazali, 1997). Teaching aids play a crucial role as they serve as effective instruments to engage students during the process of learning. Furthermore, it is imperative for teachers to provide proper

guidance to students in order to facilitate the use of learning aids that are compatible with their individual capacities (Mohd Saad et al., 2020).

According to Shulman (1986), curriculum knowledge serves as a form to attain the objectives specified within a lesson. The efficacy of a curriculum can be determined by its successful execution within the classroom setting. In this particular scenario, the teacher bears a significant amount of duty due to their role as the executor of a predetermined curriculum. According to Yunus (1990), it is crucial for teachers to possess a comprehensive understanding of the curriculum content pertaining to a certain lesson prior to engaging in the teaching process. This ensures that the presented lesson information is effectively comprehended by students.

KKQ teachers must possess and demonstrate proficiency in all subject areas, encompassing recitation, comprehension, and effective teaching of the Quran. Furthermore, it is imperative for KKQ teachers to possess a profound comprehension of the contents and inherent benefits of the Quran. Teachers are required to thoroughly engage with and demonstrate a profound appreciation for the teachings encapsulated within the Quran, while concurrently establishing connections between these teachings and the practicalities of daily lives (Saili, 2021). Therefore, the teaching methods of lessons may be enhanced, fostering a deep affection for the Quran and cultivating students' enthusiasm for actively engaging in hearing, reciting, and studying the Quran. Consequently, the ultimate objective of instilling a profound respect for the Quran inside the students' inner selves can be successfully attained.

In order to develop a well-rounded and comprehensive Quranic generation, it is imperative for teachers to incorporate the principles of soft skills into their teaching methodologies. The application of various aspects such as the acquisition of knowledge, physical abilities, cognitive development, personality growth, leadership capabilities, intellectual refinement, entrepreneurial skills, and the cultivation of progressive attitudes, ethical conduct, and moral values should be emphasized in the teaching and learning processes, particularly in contemporary Islamic Education that is based upon the Quran (Zakaria, Mahmad & Abdul Rahman, 2018). In this context, it is important to consider the incorporation of soft skills due to their potential to provide value to the advancement of society and the development of individuals. These talents have the capacity to enhance the overall civilization of a nation and shape the character of students.

Conclusion

The study highlights the significance of teacher competence within the national education system in fostering holistic development encompassing intellectual, spiritual, emotional, physical, and personal aspects. It is suggested that the proficiency of KKQ teachers in teaching should be periodically improved through the acquisition of expertise in various areas, including content knowledge, pedagogical knowledge, understanding of students' background, curriculum knowledge, and Quranic skills in teaching and learning. Further research is required to assess the proficiency of teachers in employing e-learning and multimedia tools for KKQ teaching. Furthermore, KKQ teachers consistently strive to

enhance all aspects of Pedagogical Content Knowledge (PCK) through their participation in courses, workshops, intellectual discussions, information exchange, and other activities pertaining to the various components of PCK. The findings of this study have significant consequences, suggesting that stakeholders should prioritize the organization of frequent workshops and empowerment courses. These initiatives are crucial for enhancing KKQ teachers' knowledge and competency in teaching process.

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