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# The Perceptions of Teachers and Students Towards the Ulul Albab Curriculum:
# A Case Study of SMAKL

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**Abstract:** Integrated curriculum has begun to take a positive lead in the educational development in Malaysia, where memorisation of the Qurʾān is integrated into the basic academic and Islamic subjects and is beginning to be implemented in many schools all over Malaysia. This integrated curriculum or commonly known as the Ulul Albab Curriculum has successfully been implemented over the years. This study therefore aims to find and assess the success factors through analysing the perceptions of those involved in the exercise. The study is quantitative in nature. Questionnaires were used as the instrumentation for data collection and were distributed to a total of 220 respondents: 50 teachers and 170 students from Sekolah Menengah Agama Kuala Lumpur (SMAKL). The findings of the study were derived from the obtained results of the questionnaire. The research theorises that students' achievements in various aspects, from personality, individual skills and student discipline are key to measuring how far the curriculum has achieved its objectives. Considering this, the researchers propose that schools should further nurture all aspects of students' growth; spiritual, physical, and mental so they can work the best in becoming influential models with various sets of skills. The Ulul Albab Curriculum as one of the few formal integrated curricula under the Ministry of Education has to be given more emphasis and attention so that the curriculum can grow and become more outstanding. It is the hope of many Muslim educational theorists that this curriculum will succeed in the future and can become an applicable mechanism to produce quality students who are not only masters of the academic field but also memorisers of the Qurʾan and knowledgeable scholars of religious subjects.

**Keywords and phrases:** Ulul Albab curriculum, Islamic education, Malaysian education system, memorisation of Qurʾān, curriculum success.

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## Introduction

In Malaysia, the government, through People's Trust Council (MARA) and Malaysian Ministry of Education (KPM), has established a programme or curriculum that integrates the existing educational programme set by the Ministry of Education with the combined syllabus of religious-based education which includes *taḥfīẓ* and memorisation syllabus named as "Ulul Albab". Mohamed (2012) mentions that the name "Ulul Albab" was first proposed and contemplated by the former Prime Minister of Malaysia, Tun Dato' Sri Haji Abdullah bin Haji Ahmad Badawi in his speech at the Putra World Trade Centre (PWTC) on 15th November 2006.

"Ulul Albab" has been defined in many ways. Idris (2006), as cited in Wan Mariana & Mohd Shafiee (2012) defines Ulul Albab as individuals who possess a strong foundation of knowledge of al-Qurʾan, extensive and diverse knowledge as well as able to think and observe events of God's creations through keen sight and mind and eventually learn from it. Meanwhile, Shahran (2006) views Ulul Albab as a group of people who are given privilege by Allah s.w.t., and those that are given wisdom and knowledge. Osman (2006) highlights that Ulul Albab are encyclopaedic scholars who assume significant roles in spreading the spirit of Islam and mould Islamic civilization based on their ability to master various fields of knowledge (Wan Mariana & Mohd Shafiee, 2012). From these definitions, we can conclude that Ulul Albab are those who hold the key to knowledge, and they are those of great understanding. They are holistic individuals who master various fields of knowledge, resulting in them being knowledgeable and wise.

The Ulul Albab Curriculum (UAC) aims to present a high standard of education which emphasises on the development of students to be *Qurʾanic*, *Encyclopaedic* and *Ijtiḥādic* after the completion of the course. As for Qurʾanic, it aims to produce *ḥuffāẓ* who can finish the memorisation of the Qurʾan in 3 years' time and at the same time, understand the demands of the Qurʾan through the concept of reading, remembering, understanding, thinking, applying and spreading. To be *Ijtiḥādic* is to be able to give people solutions to their problems, while maximising the ability of the brain and mind, and thinking creatively and innovatively. To be *encyclopaedic* is to be knowledgeable and highly skilled, to become a reference and master of various fields of sciences and foreign languages. The UAC was first introduced in Terengganu by the Terengganu State Government and was implemented in Sekolah Menengah Imtiaz. In 2009, MRSM Kota Putra was selected as the first ever national school to apply this curriculum, followed by MRSM Gemencheh in 2010 and MRSM Seberang Jaya in 2011. The curriculum was then taken by the Ministry of Education, reinforced, improved, and implemented in government and semi-government schools under the ministry. This new curriculum was named "Kurikulum Tahfiz Model Ulul Albab (TMUA)" or the Ulul Albab Tahfiz Curriculum and was the new benchmark for integrated *tahfiz* curriculum in Malaysia. Officially, TMUA or the new UAC has been implemented in the last three years ago. Although the programme has been applied and implemented in many different schools all over Malaysia, only few studies have been conducted to test out its implementation, for instance, the research by Muhamad Isa (2016). No recent study has been conducted to explore the

success factors contributing to the implementation of this curriculum. In response to this, this study proposes to investigate these success factors as perceived by teachers and students.

## 1.0 The Form of Ulul Albab Curriculum

Umi Kalthom et al. (2014) stated in their research that with the intention of upholding the ideals of Islamic and holistic education as indicated in the National Philosophy of Education through the curriculum, MRSM has implemented the UA programme which integrates the previous three important components. This was also implemented in the refined curriculum, TMUA. The Ulul Albab programme emphasises a unique teaching and learning process that places a strong emphasis on the Qurʾan. Students in this programme are required to memorise 30 *ajzāʾ* (parts) of the Qurʾan, which is the whole Qurʾan, and understand the concept of reading, remembering, understanding, thinking, practicing, and disseminating. The memorisation must be completed in a 5-year period. The distributions of *ajzāʾ* over the years of study can be seen in Table 1.

### Table 1: Syllabus of Memorisation according to Year of Study

| Year | Syllabus of Memorisation |
| --- | --- |
| Year 1 | 6 Juzʾ |
| Year 2 | 7 Juzʾ |
| Year 3 | 6 Juzʾ |
| Year 4 | 7 Juzʾ |
| Year 5 | 4 Juzʾ |

The process of memorising in the UAC consists of six major steps. The students begin to memorise by writing their memorisation in a book specially designed for memorising. This step is called *tahrīrī* method which means the writing method. Then, the students will undergo memorisation of new verses or pages and will recite them in front of their teachers during Qurʾanic class. After that, *taḥḍīr,* which means to review, strengthen, and correct the recitation will take place. Next, the students will perform *tasmīʿ* or recitation front of the teacher. The teachers will decide whether the student passes or not according to certain standard. Besides these steps, *murājaʿah* or the repetition of previous memorisation is compulsory. This is done individually or in groups. The last step in memorisation is *fiqh al-āyāt* or the elaboration and explanation of the memorised verses by the students.

Apart from producing a Qurʾanic generation, the UA programme also seeks to develop an encyclopaedic generation. According to Idris (2008), an encyclopaedic generation consists of individuals who acquire various disciplines (multidisciplinary) and various languages (multilingual), are highly skilled, and have become a key source of reference to the community. In the pursuit of materialising an encyclopaedic generation, students are required to learn other languages such as Japanese and Mandarin. Besides that, in this era of

globalisation, technology in general and the Information and Communication Technology (ICT) in particular, have become significant tools in enhancing teaching and learning process. Therefore, students are also equipped with the most recent ICT resources and multimedia facilities to assist their learning process. Idris (2008) asserts that *ijtiḥādic* education could be defined as an educational process that is able to produce intellectuals and Muslim scientists who are creative, determined, willing to try new things and generate new ideas for the betterment of mankind. With the intention of producing *ijtiḥādic* generations, students are encouraged to take part in extra co-curricular activities in order to enhance their character, intellect, and physical development. Additionally, the UA programme also provides three extra-curricular activities namely horse riding, swimming, and archery.

## 2.0 Theoretical Framework

This study is done to find and explore the factors that contribute to the successful implementation of the UAC from the perceptions of teachers and students. For this, the researchers have chosen Stufflebeam's (1967) Context, Input, Process and Product (CIPP) evaluation model as a conceptual framework to guide the research. The CIPP evaluation model is a model that was first introduced by Daniel L. Stufflebeam and his colleagues in 1967. CIPP is an acronym for its four major concepts: context, input, process, and product. The CIPP is an evaluation model that attempts to make an evaluation that guides the conception, design, implementation and assessment of educational programmes and curriculums, thus providing feedback and judgement of its effectiveness.

This model was selected by the researchers because it can be used to evaluate existing programmes through its process and implementation, and it focuses on the improvement of existing programmes. Thus, it becomes a good framework to analyse the subject and build this research. Finally, because the CIPP evaluation model focuses on gathering information and finding solutions to problems, it becomes the arbitration to decision making. From the research data, a conclusion can be made as to whether this curriculum is successful and whether it has reached its prescribed objectives. Consequently, a decision can be made, whether to continue with the existing programme, or to improve it in some ways. Based on the CIPP evaluation model, the present study focuses on only two major concepts which are process and product. The significance of selecting these two concepts are because the process evaluation stage represents the implementation of a specific programme and the product evaluation stage represents the overall conception of the programme. In other words, investigating and assessing an existing programme requires the researchers to explore these two major concepts of the CIPP evaluation model and conclude the findings based on these concepts.

## 3.0 Research Methodology

### 3.1 Research Design

For this research, a survey research method is used. The researchers have chosen this research design because it fits the objective of the research and can help in obtaining the answers for the research questions. In addition, it is also suitable for a big sample size. The researchers distributed survey questionnaires as a data collection procedure to respondents for further analysis. Because the survey research method is just a procedure in conducting the research, descriptive research is applied to describe, explain, and conclude the results. The questionnaire consists of questions based on the CIPP model of evaluation and previous questionnaires using this type of evaluation model that tried to find out the factors of implementation of a curriculum.

### 3.2 Population and Sampling

In a survey research, identifying the population size is crucial. For the purpose of this study, the researchers conducted the survey in Sekolah Menengah Agama (SMKA) Kuala Lumpur which is under KPM. The rationale for this choice is because SMAKL was one of the first schools to implement the new version of the UAC which commenced in January 2014. The total number of students undergoing the UAC all over Malaysia is 3150, which represents the population group. For this research, the students form SMAKL were selected as the sample size to represent the whole population. The choice of the sample was valid and suitable to represent the population because all other schools using the UAC follow the same curriculum and processes.

For this research, the researchers use probability sampling with the simple random sampling method. Simple random is when the elements are selected at random. The number of respondents involved in this research is 220 respondents. They consisted of 170 students, randomly selected from a total of 450 students. It also involved a number of 50 teachers thus resulting in the total of 220 respondents.

### 3.3 Instrumentation

A questionnaire was used in this research to gather information from respondents. The questionnaire consisted of two sections. The first asked for demographic information of the respondents regarding their status. The latter consisted of items or questions to be answered regarding the perceptions of respondents towards the factors that contribute to the successful implementation of the UAC. Two sets of questionnaires were distributed to and answered by the respondents. The questionnaires were:

    i.    Questionnaire for teachers

    ii.   Questionnaire for students

In the questionnaires, the respondents were required to mark their answer from a choice of 1-5 based on their preference. In order to find out answers to the questions of the research, the questions were developed by the researchers in the frame of Stufflebeam's CIPP evaluation model principles. The answers were in the form of five-point Likert scale: (1) I strongly disagree, (2) I disagree, (3) I neither agree nor disagree, (4) I agree, (5) I strongly agree. In the questionnaire, there were 32 items concerning students' and teachers' perception on the topic. The questionnaire was prepared to cover two of the four components of the CIPP evaluation model which are the process and product aspects. For the teachers' questionnaire, the first part asked a brief demographic background of the teachers consisting of 4 items: namely age (1a), gender (1b), experience teaching in the UAC (1c) and professional or academic qualifications (1d). These items are only used to identify the traits and background of respondents but does not imply or indicate anything in the determination of success factors of the curriculum. These four items are shown in Table 2.

Table 2 Instruments for Teachers' questionnaire Part 1

| Part 1: Demographic Background | Item No. | Total |
|---|---|---|
| Age | 1a | 1 |
| Gender | 1b | 1 |
| Experience Teaching the UAC | 1c | 1 |
| Professional Qualifications | | |
| | 1d | 1 |
| Total no. of items | | 4 |

On the other hand, the second part of the questionnaire consisted of two main parts, namely A and B which were related to two of the four components of the CIPP Evaluation model: the process aspect and the product aspect. The process aspect of the research aims to find evidence to determine the effectiveness of the curriculum in obtaining and attaining its objectives and how the curriculum is being conducted. It also monitors, assess, and report the current implementation of the UAC through the perceptions of respondents. The items used to portray the process aspect of the CIPP Evaluation model were curriculum (A1) which consisted of six items, techniques and methods of teaching and learning (A2) which consisted of six items, and teachers' preparation and perceptions (A3) which consisted of seven items. The details of the process aspect of the evaluation are shown in Table 3.

Table 3 Instruments for teachers' questionnaire Part 2A which are related to the process aspect of the CIPP Evaluation Model

| Part 2A: Process Aspect | Item No. | Total |
|---|---|---|
| Curriculum | 1,2,3,4,5,6 | 6 |
| Techniques and method of teaching and learning | 7,8,9,10,11,12 | 6 |
| Teachers' preparation and perceptions | 13,14,15,16,17, 18,19 | 7 |
| Total no. of items | | 19 |

Furthermore, Part B was the product aspect. The product aspect of the CIPP Evaluation Model aims to discover and determine whether the curriculum or programme is successful or not as a whole through the assessment of the present outcomes of students by assessing the present characteristics of the students in selected areas. The only item used to portray the product aspect of the CIPP Evaluation model was achievement of memorisation (B1) which consisted of 13 items. The details of the items are shown in Table 4.

Table 4 Instruments for teachers' questionnaire Part 2B which are related to the product aspect of the CIPP Evaluation Model

| Part 2B: Product Aspect | Item No. | Total |
|---|---|---|
| Achievement of memorisation | 20,21,22,23,24,25, 26,27,28,29,30,31,32 | 13 |
| Total no. of items | | 13 |

## 3.4 Data Collection Procedure

This research went through the necessary steps to ensure a systematic and smooth flow of work. It was conducted with the permission from SMAKL to visit the school to collect the data. After the permission was given from the school, the questionnaires were handed out by the researchers or any appointed representative of the researchers to the respondents and were answered thoroughly by the respondents.

The submission and collection of questionnaires were assisted by the teachers at SMAKL. The collected data were then recorded and analysed by the researchers before the researchers described, explained, and concluded the analysed information.

## 3.5 Data Analysis Procedure

The collected data from both sets of respondents were recorded and analysed systematically by the researchers. The researchers used the Statistical Package for Social Science 22.0 for Windows (SPSS 22), a software specially designed for analysing data in a research. Descriptive statistics was used, which included the use of frequency, frequency percentage, mean and standard deviation. The researchers described the analysed description using the interpretation of mean through the effective behavioural dimension outlined by Nunally (1978) which is assorted in descending order from the highest mean score to the lowest as shown in Table 5.

Table 5 The interpretation of mean through effective behavioural dimension

| Mean Score | Interpretation |
|---|---|
| 4.01–5.00 | High |
| 3.01–4.00 | Moderately High |
| 2.01–3.00 | Moderately Low |
| 1.01–2.00 | Low |

Four amendment strategies were suggested by Stufflebeam (1971) which are homeostatic, incremental, neomobilistic and metamorphic which are then combined with the

mean interpretation suggested by Nunally (1978) to come up with the conclusion. This combination can be seen in Table 6.

Table 6 The combination of amendment strategies by Stufflebeam (1971) and the interpretation of mean by Nunally (1978)

| Mean Score | Interpretation | Amendment | Cause |
|---|---|---|---|
| 4.01-5.00 | High | Homeostatic | Maintain the existing balance in the programme |
| 3.01-4.00 | Moderately High | Incremental | Continuous development and improvement |
| 2.01-3.00 | Moderately Low | Neomobilistic | Innovative effort and major changes |
| 1.01-2.00 | Low | Metamorphic | Full scale changes |

## 4.0 Results and Finding

In all, 220 questionnaires were distributed to respondents; respectively 50 sets of questionnaires were distributed to teachers and the other 170 sets to students. From the total of 50 sets distributed to teachers, only 44 were returned successfully while six sets of questionnaires were missing due to them being distributed during a hectic week of school. On the other hand, all 170 sets of questionnaires that were distributed to the students were successfully collected without any being reported left out or missing. The respondents from students were taken randomly from different classes consisting of Form 1 to Form 4 students.

The data analysis procedure was conducted to discover the frequency, percentage and mean for each item in the questionnaire. This process was divided for the two parts of the questionnaire, namely Part 1 which was the demographic background of respondents, and Part 2 which contained the items of the questionnaire itself.

### A)  Demographic Data

In this part, the researchers discuss and explains items connected to the demographic background of respondents. The data analysis conducted on this part of the instrumentation is to create a general picture of respondents from both parties. The total number of respondents selected was 220 respondents, but six set of questionnaires from the teachers were missing. The distribution of respondents from the teachers based on gender, age and teaching experience in the UAC are indicated in Table 7.

Table 7 Distribution of Teacher Respondents based on Gender, Age and Teaching Experience

| Items | | Male | Female | | Total |
|---|---|---|---|---|---|
| Gender | | Male | Female | | |
| | | 30 | 14 | | 44 |
| | | (68.2%) | (31.8%) | | (100%) |
| Age | Aged 30 and below | Aged 31-35 | Aged 36-40 | Aged 40 and above | |
| | 12 | 21 | 8 | 3 | 44 |
| | (27.2%) | (47.7%) | (18.2%) | (6.9%) | (100%) |

| Teaching Experience | 1 year | 2 years | 3 years | 4 years | |
|---|---|---|---|---|---|
| | 11 | 15 | 14 | 4 | 44 |
| | (25.0%) | (34.1%) | (31.8%) | (9.1%) | (100%) |

Based on Table 7, a total of 30 male teachers (68.2%) successfully participated in answering the questionnaire and only 14 female teachers (31.8%) from the total number of 44 did so. When asked about age, it can be concluded that respondents aged between 31 to 35 years of age were dominant which is represented by 21 teachers (47.7%), followed by respondents who were aged 30 and below represented by 12 teachers (27.2%). The third dominant age group were those aged between 36 to 40 years of age which is represented by eight teachers (18.2%) and respondents aged above 40 were the least represented by three teachers (6.9%) only. Furthermore, when asked about teaching experience, respondents were divided into four groups, each with a difference of 1-year experience. It was found that respondents with 2 years of teaching experience in the UAC were the most with a total of 15 teachers (34.1%) followed by those with 3 years of teaching experience represented by a total of 14 teachers (31.8%). It is then followed closely by new teachers with only 1 year of experience with a total of 11 teachers (25.0%) and last but not least, teachers with 4 years of experience, with a total of four teachers (9.1%). This set of data; namely gender, age and teaching experience are considered a demographic background data which does not imply or assist in determining the factors of the curriculum. The difference in numbers between each category of items is a clear illustration of random selection applied by the researchers in the distribution of instrumentation. On the other hand, the second questionnaire was given to student respondents. The distribution of student respondents based on year of study, age, gender, and achievement of memorisation is shown in Table 8.

**Table 8 Distribution of Student Respondents based on Year of Study, Age, Gender and Achievement of Memorisation**

| Item | | | | | Total |
|---|---|---|---|---|---|
| Year of Study | Form 1 | Form 2 | Form 3 | Form 4 | |
| | 1 Hamzah | 2 Ali | 3 Hamzah | 4 Ali | 170 |
| | (1.2%) | (17.6%) | (15.9%) | (0.6%) | (100%) |
| | 1 Othman | 2 Hamzah | 3 Othman | 4 Hamzah | |
| | (11.2%) | (16.5%) | (18.2%) | (17.6%) | |
| | 1 Umar | | | | |
| | (1.2%) | | | | |
| | (13.5%) | (34.1%) | (34.1%) | (18.2%) | |
| Age | Aged 13 | Aged 14 | Aged 15 | Aged 16 | |
| | 23 | 58 | 58 | 31 | 170 |
| | (13.5%) | (34.1%) | (34.1%) | (18.2%) | (100%) |
| Gender | | Male | Female | | |
| | | 85 | 85 | | 170 |
| | | (50.0%) | (50.0%) | | (100%) |
| Achievement of Memorisation | 1-5 *ajzāʾ* | 6-12 *ajzāʾ* | 13-18 *ajzāʾ* | 19 *ajzāʾ* & above | |
| | 35 | 75 | 38 | 22 | 170 |
| | (20.6%) | (44.1%) | (22.4%) | (12.9%) | (100%) |

Based on Table 8, it can be said that most student respondents came from Form 2 and Form 3 where both scored 34.1%. Form 4 students were the second greatest number of

respondents with 18.2% and the least number of student respondents were from Form 1 with 13.5%. When asked about age, the data obtained show that student respondents aged 14 and 15 were the majority of respondents, both evenly matched at 34.1% followed by students aged 16 with 18.2% and lastly students aged 13 with 13.5%. Furthermore, when student respondents were asked about gender, the results show that they were evenly matched, with a total of 85 male students (50.0%) and 85 female students (50.0%). Besides that, it is shown that the majority of students have memorised between 6 to 12 *ajzāʾ* which is 75 students respectively (44.1%). 37 students have successfully memorised between 13 to 18 *ajzāʾ* (22.4%) followed closely by 35 students who memorised between 1 to 5 *ajzāʾ* (20.6%). Lastly, only 22 students achieved the highest amount of memorisation which is 19 *ajzāʾ* and above (12.9%). Student respondents were also asked about their perspectives on the factors contributing to the successful implementation of the UAC and were presented 10 items to choose from. The distribution of data is shown in Table 9.

Table 9 Distribution of Student Respondents' Perspectives on the Success Factors of the Curriculum

| No | Success Factors | Agree | Disagree |
|----|-----------------|-------|----------|
| 1 | An effective curriculum | 79 (46.5%) | 91 (53.5%) |
| 2 | A clear objective | 106 (62.4%) | 64 (37.6%) |
| 3 | Adequate school facilities | 44 (25.9%) | 126 (74.1%) |
| 4 | Stable financial situation | 27 (15.9%) | 143 (84.1%) |
| 5 | Support from the school | 108 (63.5%) | 62 (36.5%) |
| 6 | Support from parents | 143 (84.1%) | 27 (15.9%) |
| 7 | Support from the ministry | 88 (51.8%) | 82 (48.2%) |
| 8 | Support from the society | 69 (40.6%) | 101 (59.4%) |
| 9 | Well trained teachers | 132 (77.6%) | 38 (22.4%) |
| 10 | Meeting the demands of the society | 39 (22.9%) | 131 (77.1%) |

Based on Table 9, it is shown that the students had their own perspectives when choosing the success factors of the curriculum, where the majority of them had chosen more

than one success factor for the curriculum. Seventy-nine respondents who took up 46.5% of the whole population of student respondents agreed with the first item which is an effective curriculum, while 91 student respondents (53.5%) disagreed. For the second item which is a clear objective, 106 student respondents or 62.4% agreed and 64 respondents (37.6%) responded otherwise. Adequate school facilities, the third item, had 44 respondents who voted yes indicating 25.9% of the total number of student respondents and 126 respondents or 74.1% disagreed.

Furthermore, 27 respondents or 15.9% of the total number of student respondents agreed with the fourth item which is a stable financial situation of the school whilst 143 respondents or 84.1% of the students responded otherwise. For the fifth item, 108 respondents or 63.5% agreed when asked whether the support from the school makes a factor of success or not, and 62 respondents (36.5%) disagreed. Besides that, for the sixth item which is support from parents, 143 respondents or 84.1% of the whole population of student respondent agreed and 27 respondents or 15.9% disagreed. For the seventh item which is support from the ministry, 88 respondents or 51.8% agreed and 82 respondents or 48.2% disagreed. Sixty-nine respondents or 40.6% of the total number of respondents agreed when asked if support from the society was one of the success factors while 101 respondents or 59.4% answered otherwise. On the other hand, when asked if well-trained teachers were a success factor, 132 respondents (77.6%) of the whole population group agreed and 38 respondents or 22.4% disagreed. For the tenth and last item which is meeting the demands of the society, 39 respondents or 22.9% respectively responded yes and 131 respondents or 77.1% responded otherwise. From the ten items asked, the majority of student respondents agreed with five items; item 2, item 5, item 6, item 7 and item 9; namely a clear objective, support from the school, support from parents, support from the ministry and well-trained teachers. On the other hand, the majority of student respondents disagreed with the rest of the items.

## B) Research Questions

### Research Question 1: What Are the Factors Behind the Successful Implementation of the UAC?

In this part, the researchers analyse and discusses the findings according to the research questions. The data analysis conducted in this part of the instrumentation aims to attempt and identify the probable factors perceived by the respondents from both categories, thus answering the first research question. The researchers hope that success factors of the curriculum can be found and concluded through the questionnaires.

Table 10 Data Distribution of Teachers' Process Aspect for the Curriculum

| No | Items | SD | D | NAD | A | SA | Min | SD |
|----|-------|----|----|-----|---|----|-----|-----|
| 1 | The syllabus for *Ḥifẓ al-Qurʾān* comprises of all 30 *ajzāʾ* of the Qurʾan. | | | | 6 (12.0%) | 38 (76.0%) | 4.86 | .347 |

| 2 | The time given for *Ḥifẓ al-Qurʾān* (5 years) is sufficient. | 2 (4.0%) | 11 (22.0%) | 31 (62.0%) | 4.66 | .568 |
| 3 | The syllabus includes elements of Higher Order Thinking Skills. | 4 (8.0%) | 17 (34.0%) | 23 (46.0%) | 4.43 | .661 |
| 4 | Learning *Ḥifẓ al-Qurʾān* subject helps students in the understanding of other subjects. | 1 (2.0%) | 17 (34.0%) | 26 (52.0%) | 4.47 | .545 |
| 5 | The objectives of the UAC can be realized with the implementation of subjects such as *Ḥifẓ al-Qurʾān*. | 1 (2.0%) | 19 (38.0%) | 24 (48.0%) | 4.52 | .549 |
| 6 | The implementation of *Ḥifẓ al-Qurʾān* in a systematic manner can produce human capital as envisioned by the National Philosophy of Education and the Islamic Philosophy of Education. | 1 (2.0%) | 15 (30.0%) | 28 (56.0%) | 4.61 | .538 |

Table 10 shows the analysis of data for the evaluation of the process aspect of the curriculum from the perspectives of teachers which specifically consists of items on the curriculum itself as a success factor of this curriculum. Six sets of questionnaires were reported missing from the total number of 50 teacher respondents. The results obtained show that from all six items under this category, the highest percentage obtained was from the first item where 38 teachers (76.0%) strongly agreed that "The syllabus for *Ḥifẓ al-Qurʾān* comprises of all 30 ajzāʾ of the Qurʾan." On the contrary, the lowest obtained percentage was from the fourth, fifth and sixth items where only 1 respondent (2.0%) neither agreed nor disagreed with the given statements. The mean score for all items were in the high category which is between 4.43 and 4.86. This clearly shows that for the teachers, the curriculum itself is regarded as a success factor. It can be concluded that the curriculum through its subjects and system, from their perspective, benefits in realizing the objectives of its implementation. The data also show that the teachers are fully aware of the capabilities of the curriculum in meeting the requirements envisioned by the National Philosophy of Education and the Islamic Philosophy of Education where a total number of 43 respondents out of 44 respondents, respectively 28 respondents (56.0%) who strongly agreed and 15 respondents (30.0%) who agreed with the statement "The implementation of *Ḥifẓ al-Qurʾān* in a systematic manner can produce human capital as envisioned by the National Philosophy of Education and the Islamic Philosophy of Education."

Table 11 Data Distribution of Teachers' Process Aspect for Techniques and Methods of Teaching and Learning

| No | Items | SD | D | NAD | A | SA | Min | SD |
|---|---|---|---|---|---|---|---|---|
| 7 | The method of writing pages to be memorised provides great help in the memorisation of students. | 1 (2.0%) | 1 (2.0%) | 3 (6.0%) | 14 (28.0%) | 25 (50.0%) | 4.39 | .895 |
| 8 | Preparations of teachers in the teaching and learning sessions aid in the understanding of students of the lesson. | | | 1 (2.0%) | 16 (32.0%) | 27 (54.0%) | 4.59 | .542 |
| 9 | Memorising tools are adequate. | | 4 (8.0%) | 8 (16.0%) | 20 (40.0%) | 12 (24.0%) | 3.91 | .910 |
| 10 | Memorising tools are provided by the school. | 1 (2.0%) | 3 (6.0%) | 7 (14.0%) | 19 (38.0%) | 14 (28.0%) | 3.95 | .987 |
| 11 | Memorisation writing book (*taḥrīrī* book) further strengthens the memorisation. | | 1 (2.0%) | 3 (6.0%) | 16 (32.0%) | 24 (48.0%) | 4.43 | .728 |
| 12 | Memorisation techniques taught are effective techniques. | | | | 14 (28.0%) | 30 (60.0%) | 4.68 | .471 |

Based on Table 11, the mean scores in the high category (4.01-5.00) are for Items no 7, 8, 11 and 12 where Item no 12 had the highest mean score. Item no 7 obtained the lowest mean score of 4.39 where 25 respondents (50.0%) strongly agreed with the statement, "The method of writing pages to be memorised provided great help in the memorisation of students." Fourteen respondents (28.0%) agreed, three respondents (6.0%) neither agreed nor disagreed, one respondent (2.0%) disagreed and one respondent (2.0%) strongly disagreed with the given statement. For Item no 8, mean score of 4.59 was obtained which is the second highest mean score with 27 respondents (54.0%) voting strongly agree with the statement, "Preparations of teachers in the teaching and learning sessions aid in the understanding of students of the lesson." It is closely followed by the 16 respondents (32.0%) who agreed and one respondent (2.0%) who neither agreed nor disagreed with the statement. Furthermore, for Item no 11, 24 respondents (48.0%) strongly agreed, 16 respondents (32.0%) agreed, three respondents (6.0%) neither agreed nor disagreed and one respondent (2.0%) disagreed with the statement, "Memorisation Writing Book (*taḥrīrī* book) further strengthens the memorisation." Item no 12, the item with the highest mean score in this section (4.68) shows

that 30 respondents strongly agreed (60.0%) with the statement "Memorisation technique taught are effective techniques" while 14 respondents (28.0%) agreed. The mean scores for all items in this set were in the high and moderately high categories between 3.91 and 4.68 which clearly show the tendency of perception from teachers towards voting that techniques and methods of teaching are also a success factor of this curriculum.

Table 12 Data Distribution of Teachers' Process Aspect for Preparation and Perceptions

| No | Items | SD | D | NAD | A | SA | Min | SD |
|----|-------|----|----|-----|----|----|-----|----|
| 13 | I enrolled in the UAC because I am interested in teaching the Qurʾan. | 1 (2.0%) | | | 7 (14.0%) | 36 (72.0%) | 4.75 | .686 |
| 14 | I was forced to teach in the UAC. | 33 (66.0%) | 4 (8.0%0 | 2 (4.0%) | 2 (4.0%) | 3 (6.0%) | 1.59 | 1.207 |
| 15 | I really want to be a teacher in the UAC. | 2 (4.0%) | | 2 (4.0%) | 10 (20.0%) | 30 (60.0%) | 4.50 | .952 |
| 16 | I am mentally ready to teach the UAC. | | | 3 (6.0%) | 15 (30.0%) | 26 (52.0%) | 4.52 | .628 |
| 17 | I am physically ready to teach the UAC. | | | 4 (8.0%) | 19 (38.0%) | 21 (42.0%) | 4.39 | .655 |
| 18 | I teach in the UAC because I followed my friend. | 33 (66.0%) | 3 (6.0%) | 5 (10.0%) | 1 (2.0%) | 2 (4.0%) | 1.55 | 1.088 |
| 19 | I have a background in memorisation and know effective techniques to memorise. | 2 (4.0%) | | | 18 (36.0%) | 24 (48.0%) | 4.41 | .897 |

Table 12 shows that five items, respectively Items no 13, 15, 16, 17 and 19 are in the high category with mean scores between 4.39 and 4.75. It also shows that the remaining two Items, Items no 14 and 18 are both in the low category with mean scores ranging from 1.55 to 1.59. The highest obtained mean score was for Item no 13 (4.75) where 36 respondents (72.0%) strongly agreed with the statement "I enrolled in the UAC because I am interested in the teaching of the Qurʾan." For that Item, seven respondents (14.0%) agreed and one respondent (2.0%) strongly disagreed. On the other hand, the lowest obtained mean score was for Item no 18 (1.55) where 33 respondents (66.0%) strongly disagreed with the statement "I teach in the UAC because I followed my friend," three respondents (6.0%) disagreed, five respondents (10.0%) neither agreed nor disagreed, one respondent (2.0%) agreed and two respondents (4.0%) strongly agreed. In addition, Item no 14 also scored a low mean score which is 1.59 where 33 respondents strongly opposed and disagreed with the statement "I was forced to

teach in the UAC," four respondents (8.0%) disagreed, two respondents (4.0%) neither agreed nor disagreed, two other respondents (4.0%) agreed and three respondents (6.0%) strongly agreed. From this set of data, it can be concluded that teachers' preparation and perceptions can also be considered a success factor for the curriculum. This is clearly shown by the opposing votes on negative-based items and the high mean score for all positive-based items.

Table 13 Data Distribution of Students' Process Aspect for the Curriculum

| No | Items | SD | D | NAD | A | SA | Min | SD |
|---|---|---|---|---|---|---|---|---|
| 1 | The syllabus for *Ḥifẓ al-Qurʾān* comprises of all 30 *ajzāʾ* of the Qurʾan*. | 1 (0.6%) | | 6 (3.5%) | 40 (23.5%) | 122 (71.8%) | 4.67 | .605 |
| 2 | The time given for *Ḥifẓ al-Qurʾān* (5 years) is sufficient. | 4 (2.4%) | | 19 (11.2%) | 58 (34.1%) | 89 (52.4%) | 4.34 | .857 |
| 3 | The UAC includes elements of Higher Order Thinking Skills*. | 5 (2.9%) | 7 (4.1%) | 39 (22.9%) | 81 (47.6%) | 37 (21.8%) | 3.82 | .924 |
| 4 | *Ḥifẓ al-Qurʾān* helps in the understanding of other subjects. | 1 (0.6%) | 7 (4.1%) | 26 (15.3%) | 84 (49.4%) | 51 (30.0%) | 4.04 | .822 |
| 5 | The objectives of the UAC are implemented in the *Ḥifẓ al-Qurʾān* related subjects. | 2 (1.2%) | 2 (1.2%) | 25 (14.7%) | 77 (45.3%) | 64 (37.6%) | 4.17 | .807 |
| 6 | The implementation of *Ḥifẓ al-Qurʾān* in a systematic manner can produce a holistic human capital as envisioned by the National Philosophy of Education and the Islamic Philosophy of Education. | 1 (0.6%) | 1 (0.6%) | 18 (10.6%) | 50 (29.4%) | 99 (58.2%) | 4.45 | .755 |

* indicates one respondent answer missing

Table 13 shows the data obtained from students' process aspect of the curriculum and all six items are related to the curriculum as a success factor of the UAC. Based on Table 4.7, the obtained mean score was in the high and moderately high categories ranging from 3.82 to 4.67. 71.8% which was voted for the first Item is the highest percentage obtained in this set

whereas 0.6% for the first, fourth and sixth items is the lowest obtained percentage. For Item no 1, the mean score obtained was 4.67 which is the highest mean score in the set. One hundred and twenty-two respondents (71.8%) voted that they strongly agreed with the statement "The syllabus for *Ḥifẓ al-Qurʾān* comprises of all 30 ajzāʾ of the Qurʾan," whilst 40 respondents (23.5%) agreed, six respondents (3.5%) neither agreed nor disagreed, one respondent (0.6%) strongly disagreed and one respondent did not give any answer to this item. On the other hand, Item no 3 scored the lowest mean score from the set with 3.82 as the obtained mean score. Thirty-seven respondents (21.8%) strongly agreed with the given statement "The UAC includes elements of Higher Order Thinking Skills," 81 respondents (47.6%) agreed, 39 respondents (22.9%) voted they neither agreed nor disagreed, seven respondents (4.1%) disagreed, five respondents (2.9%) strongly disagreed while one respondent did not answer to this item. From the data obtained from the students' answers to items regarding the curriculum itself as a success factor to the curriculum, it can be concluded that the majority of students perceived curriculum as a success factor.

Table 14 Data Distribution of Students' Process Aspect for Techniques and Methods of Teaching and Learning

| No | Items | SD | D | NAD | A | SA | Min | SD |
|----|-------|-----|-----|-----|-----|-----|-----|-----|
| 7 | The method of writing pages to be memorised provides great help for me in memorisation. | 6 (3.5%) | 11 (6.5%) | 29 (17.1%) | 73 (42.9%) | 51 (30.0%) | 3.89 | 1.021 |
| 8 | Preparations and techniques used by teachers in teaching subjects related to *Ḥifẓ al-Qurʾān* aid in understanding the given lesson. | 1 (0.6%) | | 20 (11.8%) | 97 (57.1%) | 52 (30.6%) | 4.17 | .671 |
| 9 | Memorising tools for me is adequate. | 5 (2.9%) | 10 (5.9%) | 46 (27.1%) | 86 (50.6%) | 23 (13.5%) | 3.66 | .891 |
| 10 | Memorising tools are provided by the school to aid and assist me. | 13 (7.6%) | 14 (8.2%) | 32 (18.8%) | 83 (48.8%) | 26 (15.3%) | 3.57 | 1.092 |
| 11 | Memorisation writing book (*taḥrīrī* book) further strengthens the memorisation*. | 7 (4.1%) | 7 (4.1%) | 29 (17.1%) | 79 (46.5%) | 47 (27.6%) | 3.90 | .992 |

| No | Items | SD | D | NAD | A | SA | Min | SD |
|----|-------|----|----|-----|---|----|-----|----|
| 12 | The memorisation technique (repetition technique) taught is effective*. | 1 (0.6%) | 5 (2.9%) | 14 (8.2%) | 59 (34.7%) | 90 (52.9%) | 4.37 | .807 |

*\* indicates one respondent answer missing*

Table 14 shows the data analysis of students' perception towards techniques and methods of teaching and learning as a success factor. It is clearly shown that the highest obtained percentage (57.1%) was from Item no 8 where 52 respondents (30.6%) strongly agreed with the statement "Preparations and techniques used by teachers in teaching subjects related to *Ḥifẓ al-Qurʾān* aid in understanding the given lesson," 97 respondents (57.1%) agreed, 20 respondents (11.8%) neither agreed nor disagreed and one respondent (0.6%) strongly opposed by voting strongly disagreed with the given statement while on the other hand, the lowest obtained percentage also came from Item no 8 with no respondent (0.0%) voting to disagree with the statement. The mean scores of all items were high and moderately high ranging from 3.57 to 4.37. It can be concluded that the students fairly agreed and perceived that the curriculum itself plays a big role as a success factor of the curriculum. The data also show that the repetition technique in memorisation was effective where 90 respondents (52.9%) strongly agreed with Item no 12 "The memorisation technique (repetition technique) taught is effective," 59 respondents (34.7%) agreed and 14 respondents (8.2%) neither agreed nor disagreed. On the other hand, only five respondents (2.9%) disagreed with the given statement and one respondent (0.6%) strongly disagreed firmly confirming their agreement of the given statement. One respondent failed to answer this item.

Table 15 Data Distribution of Students' Process Aspect for Students' Preparation and Perceptions

| No | Items | SD | D | NAD | A | SA | Min | SD |
|----|-------|----|----|-----|---|----|-----|----|
| 13 | I enrolled in the UAC because I am interested in memorising the Qurʾan***. | 3 (1.8%) | 4 (2.4%) | 13 (7.6%) | 58 (34.1%) | 89 (52.4%) | 4.35 | .865 |
| 14 | I was forced to enrol in the UAC*. | 17 (10.0%) | 13 (7.6%) | 28 (16.5%) | 65 (38.2%) | 46 (27.1%) | 3.65 | 1.240 |
| 15 | I want to be a professional who memorises the Qurʾan*. | | 2 (1.2%) | 7 (4.1%) | 35 (20.6%) | 125 (73.5%) | 4.67 | .613 |
| 16 | I am mentally ready to follow the UAC*. | 6 (3.5%) | 8 (4.7%) | 49 (28.8%) | 50 (29.4%) | 56 (32.9%) | 3.84 | 1.054 |

| 17 | I am physically ready to follow the UAC*. | 5 (2.9%) | 13 (7.6%) | 40 (23.5%) | 61 (35.9%) | 50 (29.4%) | 3.82 | 1.039 |
|----|----|----|----|----|----|----|----|----|
| 18 | I enrolled in the UAC because I followed my friend. | 81 (47.6%) | 32 (18.8%) | 35 (20.6%) | 15 (8.8%) | 7 (4.1%) | 2.03 | 1.189 |
| 19 | I started learning memorisation techniques in school. | 6 (3.5%) | 8 (4.7%) | 21 (12.4%) | 64 (37.6%) | 71 (41.8%) | 4.09 | 1.022 |

*indicates one respondent answer missing
***indicates three respondent answers missing

Based on Table 15, the obtained mean scores were all in the high, moderately high, and moderately low categories where the lowest mean score was 2.03 and the highest was 4.67. Item 15 recorded the highest mean score (4.67) where 125 respondents (73.5%) reported to have strongly agreed with the statement "I want to be a professional who memorises the Qurʾan." Thirty-five respondents (20.6%) agreed, while seven respondents (4.1%) neither agreed nor disagreed, two respondents (1.2%) disagreed and one respondent (0.6%) failed to vote for this item. On the other hand, Item 18 recorded the lowest mean score (2.03) where 81 respondents (47.6%) strongly opposed and strongly disagreed with the statement "I enrolled in the UAC because I followed my friend," 32 respondents (18.8%) disagreed, 35 respondents (20.6%) neither agreed nor disagreed, 15 respondents (8.8%) agreed and only seven respondents (4.1%) strongly agreed.

### Research Question 2: What Are the Perceptions of Teachers and Students Towards This Curriculum?

After the researchers has found out whether the provided success factors were perceived as success factors or not, the researchers use the same data to gather, assess and extract the perceptions of both categories of respondents towards the curriculum. The researchers hope that perceptions of teachers and students towards the curriculum can be found and concluded through this set of questionnaires.

### Research Question 3: To What Extent Has the Curriculum Achieve Its Objectives and Goals?

In answering the third research question, the researchers have constructed a set of 12 items or statements in this part of the instrumentation aimed to find out the extent of the curriculum in achieving its objectives and goals. From this set of data, the researchers hope to gather and conclude whether, from both the teachers' and students' perspective and opinion, the curriculum has met its objectives and goals or not.

Table 16 Data Distribution of Teachers' Product Aspect for Students' Achievement of Memorisation

| No | Items | SD | D | NAD | A | SA | Min | SD |
|----|-------|----|----|-----|---|----|-----|-----|
| 20 | My students can identify mistakes made by others when reciting the Qurʾan. | | 1 (2.0%) | 13 (26.0%) | 22 (44.0%) | 8 (16.0%) | 3.84 | .745 |
| 21 | My students can shape themselves to become more knowledgeable. | | | 4 (8.0%) | 25 (50.0%) | 15 (30.0%) | 4.25 | .615 |
| 22 | My students read the Qurʾan daily and make the Qurʾan their daily practice. | | | 15 (30.0%) | 24 (48.0%) | 5 (10.0%) | 3.77 | .642 |
| 23 | My students can recite the Qurʾan fluently with the correct tajwid. | 1 (2.0%) | | 13 (26.0%) | 22 (44.0%) | 8 (16.0%) | 3.82 | .815 |
| 24 | My students can recite the Qurʾan fluently with the correct pronunciation. | | 2 (4.0%) | 11 (22.0%) | 24 (48.0%) | 7 (14.0%) | 3.82 | .756 |
| 25 | My students understand the translation of the Qurʾan that they recite. | | 3 (6.0%) | 19 (38.0%) | 21 (42.0%) | 1 (2.0%) | 3.45 | .663 |
| 26 | My students can give evidence from the verses of the Qurʾan when needed. | 1 (2.0%) | 6 (12.0%) | 26 (52.0%) | 9 (18.0%) | 2 (4.0%) | 3.11 | .784 |
| 27 | My students repeat their previous memorisation in the time period and amount prescribed. | | 3 (6.0%) | 14 (28.0%) | 25 (50.0%) | 2 (4.0%) | 3.59 | .693 |
| 28 | My students excel more in their studies. | | | 8 (16.0%) | 28 (56.0%) | 8 (16.0%) | 4.00 | .610 |
| 29 | My students maintain their memorisation by finishing their recitation in the prescribed period. | | 2 (4.0%) | 23 (46.0%) | 12 (24.0%) | 7 (14.0%) | 3.55 | .820 |
| 30 | My students are able to become the Imam for prayers*. | | 1 (2.0%) | 4 (8.0%) | 24 (48.0%) | 14 (28.0%) | 4.19 | .699 |

| 31 | My students are able to organize their time better. | 1 (2.0%) | 13 (26.0%) | 25 (50.0%) | 5 (10.0%) | 3.77 | .677 |
| 32 | My students are more disciplined individually. | | 2 (4.0%) | 34 (68.0%) | 8 (16.0%) | 4.14 | .462 |

*indicates one respondent answer missing*

Based on Table 16, the obtained mean scores were all in the high and moderately high categories where the lowest obtained mean score was 3.11 and the highest was 4.25. The highest mean score recorded was from item no 21 where 15 respondents (30.0%) voted strongly agree with the given statement "My students can shape themselves to become more knowledgeable." Furthermore, 25 respondents (50.0%) agreed with the statement, and four respondents (8.0%) voted to neither agree nor disagree. Meanwhile, Item no 26 which scored the lowest mean score (3.11) shows that only two respondents (4.0%) strongly agreed with the statement "My students can give evidence from the verses of the Qurʾan when needed," nine respondents (18.0%) agreed, 26 respondents (52.0%) neither agreed nor disagreed, six respondents (12.0%) disagreed and one respondent (2.0%) strongly disagreed. Besides that, the highest percentage obtained from this set of Items are found for Item no 32 where 34 respondents (68.0%) agreed with the statement "My students are more disciplined individually."

Table 17 Data Distribution of Students' Product Aspect for Students' Achievement of Memorisation

| No | Items | SD | D | NAD | A | SA | Min | SD |
|---|---|---|---|---|---|---|---|---|
| 20 | I can identify mistakes made by others when reciting the Qurʾan. | 1 (0.6%) | 4 (2.4%) | 48 (28.2%) | 88 (51.8%) | 29 (17.1%) | 3.82 | .756 |
| 21 | I can shape myself to become more knowledgeable. | | 2 (1.2%) | 10 (5.9%) | 81 (47.6%) | 77 (45.3%) | 4.37 | .651 |
| 22 | I make the Qurʾan my daily practice. | | | 18 (10.6%) | 65 (38.2%) | 87 (51.2%) | 4.41 | .675 |
| 23 | I can recite the Qurʾan fluently with the correct tajwid. | | | 14 (8.2%) | 83 (48.8%) | 73 (42.9%) | 4.35 | .627 |
| 24 | I can recite the Qurʾan fluently with the correct pronunciation*. | | 1 (0.6%) | 11 (6.5%) | 78 (45.9%) | 79 (46.5%) | 4.39 | .637 |
| 25 | I understand the translation of the Qurʾan that I recite. | 4 (2.4%) | 10 (5.9%) | 53 (31.2%) | 81 (47.6%) | 22 (12.9%) | 3.63 | .869 |
| 26 | I can give evidence from the verses of the Qurʾan when needed to*. | 6 (3.5%) | 23 (13.5%) | 69 (40.6%) | 57 (33.5%) | 14 (8.2%) | 3.30 | .930 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 27 | I repeat my previous memorisation in the time period and amount prescribed. | 4 (2.4%) | 16 (9.4%) | 49 (28.8%) | 71 (41.8%) | 30 (17.6%) | 3.63 | .960 |
| 28 | *Ḥifẓ al-Qurʾān* makes me excel more in my studies. | 2 (1.2%) | 4 (2.4%) | 30 (17.6%) | 78 (45.9%) | 56 (32.9%) | 4.07 | .840 |
| 29 | I maintain my memorisation by finishing my recitation in the prescribed period. | 5 (2.9%) | 13 (7.6%) | 51 (30.0%) | 68 (40.0%) | 33 (19.4%) | 3.65 | .975 |
| 30 | I am able to become the Imam for prayers**. | 5 (2.9%) | 6 (3.5%) | 32 (18.8%) | 69 (40.6%) | 56 (32.9%) | 3.98 | .969 |
| 31 | I am able to organize my time better. | 3 (1.8%) | 7 (4.1%) | 41 (24.1%) | 77 (45.3%) | 42 (24.7%) | 3.87 | .894 |
| 32 | I am more disciplined in my life. | 1 (0.6%) | 4 (2.4%) | 21 (12.4%) | 91 (53.5%) | 53 (31.2%) | 4.12 | .755 |

*indicates one respondent answer missing
**indicates two respondent answers missing

Table 17 shows the distribution of data collected from students to determine the product aspect of the research in terms of students' achievement of memorisation. It clearly shows that the obtained mean scores were in the high and moderately high categories where 3.30 was the lowest mean score and 4.41 was the highest. Item 26 which recorded the lowest mean score in this set of items (3.30) shows that 14 respondents (8.2%) strongly agreed with the statement "I can give evidence from the verses of the Qurʾan when needed." Fifty-seven respondents (33.5%) agreed, while 69 respondents (40.6%) neither agreed nor disagreed. On the other hand, 23 respondents (13.5%) disagreed with the statement, six respondents (3.5%) strongly opposed and strongly disagreed, and one respondent answer (0.6%) was recorded missing. The highest obtained mean score was for Item no 22 where a number of 87 respondents (51.2%) strongly agreed with the statement "I make the Qurʾan my daily practice," 65 respondents (38.2%) agreed and only 18 respondents (10.6%) neither agreed nor disagreed. The highest percentage recorded was 51.8% where 88 respondents agreed with Item no 20 "I can identify mistakes made by others when reciting the Qurʾan."

## 5.0 Discussion of Results and Findings

The discussion of results and findings to find the contributing success factors of the UAC through the perceptions of teachers and students is based on the CIPP Evaluation Model by Stufflebeam (1967) by focusing on two of four main elements of the evaluation model which are process aspect and product aspect. A number of success factors was also suggested by the researchers to test students' perceptions on the success factors of the curriculum. The

distribution of the instrumentation was done randomly to both teacher and student respondents. This in hand, resulted to a strong data that is not only broader but can represent the whole population group as a whole. The difference in age, gender and experience of both teacher and student respondents resulted in the different views and perceptions that was retrieved and then recorded in the findings of this research. Furthermore, the UAC, upon its establishment had set up a syllabus for the memorisation of the Qurʾan throughout the 5-year period of study. This syllabus is considered the indication of whether the curriculum can be considered a success or the opposite. Through the data, it can be seen that more than 50% of the total number of student respondents achieved their target.

### a) Process Aspect

The results obtained from the process aspect show that the average mean score of teacher respondents for all items on the process aspect of the evaluation was on the high category (4.17) whereas the average mean score of student respondents for items on the process aspect was in the moderately high category where the average mean score was 3.97. Three major categories were asked in the process aspect which were curriculum, techniques and method of teaching and learning and teachers' preparations and perceptions. The items investigated whether each category was perceived as a success factor of the curriculum or not.

Teachers' perception shows that the majority of teachers perceived all three categories as success factors and fairly understood the desire of each item. On the other hand, students' answers show that there are still several them who perceived these categories as non-success factors which clearly means that improvements and continuous developments of some aspects of the curriculum must be made. This does not deny the fact that the majority of students perceived otherwise with a moderately high average mean score of 3.97 for all items in the category. In the teachers' data, it can be concluded that the curriculum itself, if taught and conducted in a systematic manner can achieve the goals set by the National Philosophy of Education. This is evidenced by the high number of respondents who voted to have agreed with the statement. Twenty-eight teachers or 56.0% of the respondents strongly agreed and 15 teachers or 30.0% of the respondents agreed that the implementation of *Ḥifẓ al-Qurʾān* in a systematic manner can produce holistic human capital as envisioned by the National Philosophy of Education and the Islamic Philosophy of Education. Meanwhile, in the students' data, 99 student respondents or 58.2% strongly agreed and 50 student respondents or 29.4% agreed with the same statement. Besides that, the acquired results also indicate that the techniques and method used by teachers in teaching and aiding students' memorisation were very effective. The repetition technique used for memorising for example was seen as very effective when 90 students or 52.9% strongly agreed, and 59 respondents or 34.7% agreed to the statement "The memorisation technique (repetition technique) taught is effective". This clearly indicates that the technique is very useful in aiding students' memorisation. Furthermore, the researchers hope that other variations of memorisation techniques in addition to the repetition technique can be taught to students so that the difference in students' level of memorisation acquisition can be addressed fairly.

Preparations and techniques of teachers were also seen as vital in aiding students' understanding of the lesson. This is evidenced by the high number of responses from both teachers and students in favour of the statement "Preparations and techniques used by teachers in teaching subjects related to *Ḥifẓ al-Qurʾān* aid in understanding the given lesson." Twenty-seven teacher respondents or 54.0% strongly agreed and 16 teacher respondents or 32.0% agreed while 52 student respondents or 30.6% strongly agreed and 97 student respondents or 57.1% agreed to the statement. Furthermore, it can also be concluded that teachers' and also students' preparations in following the UAC is a success factor according to the teachers and students. This is evidenced by the high number of teachers and students who agreed with the statements "I am mentally ready to follow the UAC" and "I am physically ready to follow the UAC". Twenty-six teachers or 52.0% strongly agreed and 15 teachers or 30.0% agreed to the first statement, whereas 21 teachers or 42.0% strongly agreed and 19 teachers or 39.0% agreed to the latter. As for student respondents, 56 students or 32.9% strongly agreed and 50 students or 29.4% agreed with the first statement while 50 students or 29.4% strongly agreed and 61 students or 35.9% agreed with the latter. Students' and teachers' preparations as a success factor can also be further evidenced by the large number of respondents from both categories who disagreed with the statement "I enrolled in the UAC because I followed my friend" where 33 teachers or 66.0% strongly disagreed, three teachers or 6.0% disagreed, 81 students or 47.6% strongly disagreed and 32 students or 18.8% disagreed with the given statement. Overall, from the data obtained, it can be concluded that all three categories were perceived as a success factor by a majority of respondents from both teachers and students. Besides that, the needs of teachers and students throughout the different stages of this curriculum have to be further addressed by the school administration and the ministry as a whole so that the curriculum can achieve the goals that was set upon its establishment. This is not denying the fact that the curriculum, as perceived by most teachers and students, is on the right track in achieving the desired objectives and goals.

## b) Product Aspect

According to Stufflebeam (2003), product evaluation is done to associate context, input, and results of the programme. It is the act of assessing results and achievements of students after undergoing a course, curriculum or programme then making a conclusion on whether the curriculum has met its objectives or not. All the items that were asked in the product evaluation were aimed to investigate the extent to which the curriculum has achieved its objective and goals or not according to the perceptions of both teachers and students. From the results obtained for the product aspect of the evaluation, a large number of teachers and students agreed that the curriculum has made a positive impact on the achievements of students in various aspects related to the memorisation of the Qurʾan, individual personalities of the memoriser, discipline and also academic achievements of students. This is evidenced by the average mean score of teacher respondents for all items of the evaluation that was in the high category (4.11) whereas the average mean score of student respondents for items in the product aspect was also in the high category (4.30) which is 0.19 more than the average mean score of teacher respondents. From the results, it can also be concluded that the respondents highly agreed that through the UAC, they can shape their

personality into becoming well behaved, positive and disciplined individuals. This is evidenced by Items no 30, 31 and 32 of the instrumentation which state: "I am able to become Imam for prayers," "I am able to organize my time better," and "I am more disciplined in my life" respectively where all three scored very high mean scores of 4.19, 3.77 and 4.14 for the teachers' response and 3.98, 3.87 and 4.12 for the students' response. With this positive value in hand, it is hoped that the students can better shape their positive values in the personalities thus making them a step closer to reaching the goals the UAC and also the objectives of the National Philosophy of Education in producing holistic individuals.

In all, the curriculum itself from the researchers' perspective has reached a decent level, if not excellent, in achieving the goals and objectives that it was set upon. To produce professionals, technocrats and *Tahfīz* entrepreneurs who practise the teachings of Islam and possess various knowledge and skills is the main goal of the UAC whereas for the objectives, there are five main objectives in all. According to the research findings, all these goals and objectives have a high rate of success in terms of achievement as all items related to them are in the high categories for both teachers and students.

c)  Success Factors

After the results have been analysed, the findings of the research prove that there are certain factors that are recognized as success factors of the curriculum. The researchers can conclude that the success factors according to perceptions of teachers and students are as presented in Table 18.

Table 18 Success Factors from Teachers' and Students' Perspective

| Teachers' Perception | Students' Perception |
| --- | --- |
| Curriculum | Curriculum |
| Techniques and methods of teaching and learning | Techniques and methods of teaching and learning |
| Teachers' preparations and perceptions | Teachers' preparations and perceptions |
| | A clear objective |
| | Support from the school |
| | Support from parents |
| | Support from the ministry |
| | Well-trained teachers |

Based on Table 18, it can be concluded that the three main items suggested by the researchers was agreed to being the success factors of the curriculum. The curriculum itself for example, is regarded as a success factor through the perceptions of both sides, teachers and students and this claim can be supported by the high percentage obtained in the items regarding the strengths of the curriculum. Techniques and methods of teaching and learning was also perceived as a success factor by most respondents, followed by teachers' preparations and perceptions. It can also be concluded that the students, who were asked ten more items as success factors agreed to five of them, respectively; a clear objective of the curriculum, support from the school, support from their parents, support from the ministry

and well-trained teachers. This result can be supported by the high percentage of mean scores obtained by these five items which suggests that the students understand and perceive these items as factors of success.

## Conclusion

This research was aimed to identify the success factors of the curriculum, to access the perceptions of teachers and students towards this curriculum, and to investigate the extent of this curriculum in reaching its objectives and goals. It is hoped that from this research, the UAC can identify its strengths and weaknesses thus giving a signal to the stakeholders involved where to further focus and continuously develop in order to improve and maintain the balance in the curriculum. From the findings of this research, it is also hoped that this will be the starting point of a stronger and more sustainable integrated tahfiz curriculum that can produce holistic individuals as envisioned by the National Philosophy of Education.

In all, the UAC as one of the few formal integrated curricula under the Ministry of Education has to be given more emphasis and attention so that the curriculum can grow and become more outstanding. Students, teachers, parents, school administrations, and even the society have to play their roles in strengthening the curriculum by giving full support to its implementation. As for present and future students using this curriculum, the researchers hope that they will become multi-skilled and knowledgeable individuals that the nation needs as they memorise the whole 30 *ajzāʾ* of the Qurʾan and serves the society with knowledge, good manners and dignity. The researchers also hope that the teachers can fully utilize their knowledge and share them with the students thus helping and aiding them to become the true personality that they should become. It is the researchers' upmost hope that this curriculum succeeds in the future and can be a platform to produce quality students who are not only masters of the academic field but also memorisers of the Qurʾan and knowledgeable scholars of religious subjects.

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