The influence of teaching practice and students' attitude to the level of ability in writing Jawi script

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Abstract- **The purpose of this study is to determine the influence of teaching practice and students' attitude to the level of ability in writing Jawi script. The sample consists of 774 Form 2 students from 8 schools. This study is uses a set of questionnaires and a set of Jawi script writing test. The findings show that 38% of students are at the basic level of Jawi writing and 30% are at the satisfactory level. The teaching practice results show that 44.6% of teachers teaching Jawi once a week. Teachers are also using teaching aids such as charts (37.9%), and computers (39.5%), in addition to the textbook (52.0%). Teachers are also demonstrated Jawi writing on the board through writing title and day before start of teaching (41.5%), writing notes (37.7%), and writing Arabic terms (37.6%). Teachers are also provide the Jawi exercises (40.4%), correct the students' errors (40.3%), and praise the students when they write notes using Jawi script (38.8%). Only 43.9% of students considered learning Jawi script as easy, and 40.0% expressed interest in Jawi script. Students are also used textbook as a reference (37.0%), write notes (40.9%) and answer questions (36.7%) in Jawi script. Further results of *Chi Square* show that there is a positive relationship between teachers' practices and students' performance in Jawi writing (p<0.001) and also students' attitude towards Jawi (p<0.001). It was also found the positive relationship between students' attitude towards Jawi and students' performance in Jawi writing (p<0.001).**
*Keywords***: Teaching practice, Jawi script, education, students' attitude.**

I. Introduction

The great contribution of Jawi script in the field of religious learning specifically has gradually been forgotten. As a result, the exalted heritage of Malay society is slowly disappearing and the appreciation of Islam has been reduced. Malay students who are Muslims specifically must master Jawi script because it is the second most influential script in the world after Rumi script, besides helping them master the recitation and meaning of the Holy Quran and consequently enable them to deepen knowledge of Islam. Besides that, mastery of Jawi is also important for facilitating student learning of Islamic Education subject. The study carried out by [1] also showed that a significant relationship exists between mastery of Jawi and skill in Quran reading. The findings show that students who have great interest and perform well in Jawi skills will exhibit high achievement in Quran recitation and conversely, if the student has low achievement in mastery of Jawi the student will show low achievement in Quran recitation.

What is even more worrisome was when the Ministry of Education Malaysia determined assessment of Jawi skills would start to be implemented in general examinations at the Integrated Curriculum for Secondary School *(KBSM)* or Lower Secondary Assessment *(PMR)* starting from 2005 and at Malaysia Education Certificate *(SPM)* level beginning from 2004. This ruling makes it compulsory for students to answer several questions for Islamic Education subject using Jawi script, even though Jawi skills are not taught explicitly nor given specific time allocation in the time table of lessons at the secondary school level [2]. Hence it is feared that the weaknesses among students in Jawi writing will influence their achievement level in Islamic Education subject.

II. Research Methodology

This study is an exploratory survey using questionnaire and Jawi capability test as research instruments to collect data from respondents.

A. *Variables of the Study*

Based on the conceptual framework, three main variables of the study are level of mastery of students in writing Jawi script, teacher practice in teaching Jawi and student attitude toward writing Jawi.

B. *Sample*

The identified populations for this study are students from Form 2 who are following the subject Islamic Education at secondary day schools in Hulu Selangor district. There are 2398 Form 2 students who are following Islamic Education lessons from 14 National Secondary Schools

III. Findings of the Study

A. *Level of Mastery of Jawi writing Based on Test Level*

1) Mastery of Writing Jawi Level 1

Level 1 is the component of copying or re-writing single Jawi letters given. Findings for this mastery of Jawi at level 1 are explained in the following table:

TABLE 2: PERCENTAGE OF MASTERY OF JAWI SCRIPT AT LEVEL 1.

Item Level 1 (copying single letter in Jawi)	Percentage mastery of Jawi Writing
Copying/Re-writing letter(ب)	100% (774)
Copying/ Re-writing letter (ق)	100% (774)
Copying/ Re-writing letter (س)	100% (774)

Table 2 shows that 100% of students can master all items in the test at level 1 namely to copy the letters (ب), (ق) and (س). This finding shows that the item in level 1 is easy whereby all the students could copy the single Jawi letters correctly.

2) Mastery of Jawi at Level 2

Level 2 is the component of copying selected syllables given. The findings for mastery of this task at Level 2 are given in the following table.

TABLE 3 : PERCENTAGE MASTERY OF JAWI AT LEVEL 2

Item level 2 (copying Jawi syllables Jawi)	Percentage mastery of Jawi Writing
Copying the syllable (سي)	98.2% (760)
Copying the syllable (كا)	97.9% (756)
Copying the syllable (ني)	98.4% (762)
Copying the syllable (دا)	99.5% (770)
Copying the syllable (لو)	99.6% (771)

Table 3 shows that 99.6% of the students can copy the syllable (لو) correctly and 99.5% of students could copy correctly the syllable (دا). This is followed by 98.4% of students who could copy the syllable (ني), 98.2% students who could copy the syllable (سي) and 97.9% of students can copy the syllable (كا) correctly. The findings show that Level 2 is easy for the students, with more than 97% of them being able to duplicate the Jawi syllables given.

B. *Teacher Practice in Teaching Jawi*

1) Frequency of Teachers Teaching Jawi Skills in a Month

Analysis showed that students only wrote a number from '1' to '5' for this, implying that the frequency of teachers teaching Jawi skills in the classroom is low.

TABLE 4: PERCENTAGE FREQUENCY OF TEACHERS TEACHING JAWI SKILLS IN ONE MONTH

Frequency of Teacher Teaching Jawi in One Month	Frequency of Teacher Teaching Jawi in one Month				
	1	2	3	4	5
How many times does the Teacher teach Jawi skills in the past one month?	9.0% (70)	29.6% (229)	44.6% (345)	13.0% (101)	3.7% (29)

Table 4 shows the frequency of teachers teaching Jawi in the previous month. The table shows that 44.6% of students stated that teachers teach Jawi skills 3 times per month for the past one month, followed by 29.6% of students who stated 2 times, 13.0% who chose 4 times, 9.0% who stated once and 3.7% who stated 5 times. This suggests that the highest frequency for teachers teaching Jawi is 3 times per month (44.6%) and the lowest frequency is for 5 times (3.7%). This finding shows that the frequency of teachers teaching Jawi writing skills in secondary schools is low with time duration of 35 minutes per period. Average highest frequency (3 times) indicated that teachers only teach skills in Jawi script only once a week.

2) Frequency of Teacher Practice in Teaching Jawi in the Classroom

TABLE 5: PERCENTAGE OF TEACHER PRACTICE IN TEACHING JAWI IN THE CLASSROOM.

Teacher Practice in Teaching Jawi	Frequency		
	Never	Sometimes	Often
Using Jawi text books while teaching.	6.3% (49)	41.7% (323)	52.0% (402)
Writing the day and topic in Jawi script	19.1% (148)	39.4% (305)	41.5% (321)
Giving exercises in Jawi script as tasks.	18.3% (142)	41.2% (319)	40.4% (313)
Correcting errors and criticizing Jawi spelling errors.	21.3% (165)	38.4% (297)	40.3% (312)
Using teaching aids (computer software)	20.0% (155)	40.4% (313)	39.5% (306)

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Asking to copy notes in Jawi	17.8% (138)	42.9% (332)	38.9% (304)
Praising if students take notes in Jawi	16.4% (127)	44.8% (347)	38.8% (300)
Using teaching aids (Jawi charts)	21.8% (169)	40.3% (312)	37.9% (293)
Taking lesson notes in Jawi script	14.9% (115)	47.4% (367)	37.7% (342)
Asking to answer exercise in Jawi script	17.3% (134)	45.1% (349)	37.6% (291)
Writing down terms borrowed from Arabic using Jawi script	19.9% (154)	42.5% (329)	37.6% (291)

The Table shows the teachers' practice in teaching Jawi in the classroom. Table 4.4 shows that 52.0% of students stated that teachers often use text books when teaching Islamic Education. Meanwhile, 41.5% stated that teachers often wrote the date and topic in Jawi script on the whiteboard before beginning the lesson, 40.4% revealed that teachers often gave writing exercises in Jawi as tasks, and 40.3% of students stated that teachers often correct their Jawi writing errors. Besides that, 39.5% of students said their teachers often use teaching aids in the form of computer software while teaching, 38.9% said teachers often ask students to take down notes in Jawi, and 38.8%   praising if students take notes in Jawi script;   37.9% of the students also state that teachers often use teaching aids in the form of charts when teaching, 37.7% of students state that teachers often write lesson notes using Jawi script, however 37.6% often ask students to answer exercises using Jawi script and 37.6% of students also state that their teachers often write down terms borrowed from Arabic using Jawi on the whiteboard. This shows that teachers use the text books while teaching (52.0%) is the highest frequency while teachers asking pupil to answer exercise in Jawi script and also teachers often write down terms borrowed from Arabic using Jawi on the whiteboard obtained the lowest frequency (37.6%).

C. *Student Attitude toward Jawi Script*

1) Frequency of Students Using Jawi Script

Use of Jawi script by students in this study encompassed aspect of writing and reading. Students had been using Jawi script to take down notes for Islamic Education and to answer exercises on Islamic Education, used Jawi text books for reference, read Jawi books other than reference texts, and read Jawi

newspapers. The findings on frequency of students using Jawi script is given in the following table:

TABLE 6: PERCENTAGE OF FREQUENCY OF STUDENTS USING JAWI SCRIPT.

Student Attitudes towards Jawi script	Frequency of using Jawi script		
	Never	Sometimes	Often
Take notes using the Jawi script.	13.6% (105)	45.5% (352)	40.9% (317)
Answering exercise using the Jawi script	22.0% (170)	41.3% (320)	36.7% (367)
Using the Jawi book as a reference	20.2% (156)	42.9% (332)	37.0% (286)
Reading books of Jawi (other than textbooks)	19.3% (149)	49.2% (381)	3.5% (244)
Read Jawi newspaper	17.8% (138)	49.1% (380)	3.1% (256)

Table 6 shows that 40.9% of the students say they often take notes of Islamic Education using Jawi script while 36.7% say they often answer exercises on Islamic Education using Jawi script. From the aspect of text book use, 37.0% of students often use text books as reference. Besides that, the findings on frequency of Jawi reading materials other than text books show that only 3.5% of student's state that they often read Jawi books and only 3.1% admit they often read Jawi newspapers.

D. *Relationship between Teacher practice in Teaching Jawi and Student Attitude toward Jawi Script*

TABLE 7: RELATIONSHIP BETWEEN FREQUENCY OF TEACHER USING JAWI TEXT BOOKS WHILE TEACHING AND FREQUENCY OF STUDENTS USING JAWI TEXT BOOKS AS REFERENCE

Frequency of student using text book as reference	Frequency of Teacher using text book while teaching			Total
	Never	Sometimes	Often	
Never	59.2% (29)	24.5% (79)	11.9% (48)	20.2% (156)
Sometimes	22.4% (11)	51.7% (167)	38.3% (154)	42.9% (332)
Often	18.4% (9)	23.8% (77)	49.8% (200)	37.0% (286)
Total	100% (49)	100% (323)	100% (402)	100% (774)

Chi Square: 95.001, df. 4, ($p<$ .001).

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Table 7 shows that 59.2% of students state that their teachers never use text books as reference while teaching compared to 11.9% of students who stated that their teachers often use text books. Meanwhile 49.8% of students stated that teachers often use text books when teaching, as compared to 18.4% of students who stated that teachers never used text books when teaching. The *chi square* test shows a *chi square* value of 95.001, df 4, (*p* < .001). This shows that there is a significant relationship between frequency of teachers using text books when teaching and frequency of students using text books for reference.

IV. **Discussion**

A. *Level of Mastery in Writing Jawi among Form 2 Students*

The level of mastery of Jawi writing based on level is explained in detail from level 1 to 10. The findings show that 100% of students can master level 1 for the component copying single letters in Jawi. Besides that, more than 97% of students have attained level 2 namely for the component copying syllables in Jawi script. This shows that all the students in the sample have mastered the basic skill of copying single Jawi letters and copying syllables. This situation is appropriate because these students have been following Jawi lessons at primary school level, and in fact some have been learning Jawi in religious schools before entering secondary school. Mastery of the basic level 1 and 2 is also very important based on the linguistic perspective where in introducing phonic alphabets, each student must know and recognize all letters and their associated sounds before being taught reading and writing words and sentences.

B. *Teacher Practice in Teaching Jawi*

Teacher practice in teaching Jawi for this study is viewed based on the perception and experience of students toward the habit of teachers when teaching the Islamic Education subject in the classroom. The study findings show that the highest frequency of teachers teaching Jawi skills in one month is 3 times, represented by 44.6%. This finding shows that the frequency of teachers teaching Jawi writing skills in secondary school is low because based on the average for the highest frequency (3 times) per month, teachers only teach the Jawi writing skill only once a week for a teaching time of between 35 to 40 minutes per period. This finding is aligned with that of [3] who stated that although the Ministry of Education Malaysia has allocated time for teaching

Jawi in the Islamic Education subject, in practice this does not happen because of limited teaching time.

C. *Student Attitude Toward Jawi*

The findings show that 43.9% say Jawi script is easy to learn. Nevertheless this score went down to 39.4% for students who stated their interest in Jawi script and 33.3% who stated their interest in reading books written in Jawi script such as story books, and magazines. This finding shows that the percentage of students who have the perception that it is easy to learn Jawi script is lower as compared to those who regard it as difficult. The perception of difficulty of Jawi script has made the percentage of students interested in Jawi much less than those with little interest in Jawi. This finding is higher than that by [4] who stated that 95% of students find it difficult to learn Jawi script; meaning that only 5% of students in the study find it easy to learn Jawi script. Nevertheless, the finding of the present study is a little bit lower than that in the study by [5] who stated that 45.6% of students in the sample found Jawi script not difficult to learn and 55.2% said they had interest in Jawi script. The interest and perception of a person toward learning are two important matters that can affect the readiness to learn.

D. *Relationship between Teacher Practice and in teaching Jawi and Student Attitude toward Jawi Script*

The practice of teaching is very important because it can determine the attraction and interest of students toward a certain lesson. According to [6] the teaching of a teacher is not just to deliver the content of the lesson mastered to the student but is a concept of using a positive approach to arouse the intrinsic motivation of the student. This shows that an effective lesson depends on the ability of the teacher to implement teaching practice well besides shaping the students' attitude to a certain lesson and motivating students to maintain their interest in learning. Based on analysis of the detailed relationship between teacher practice and student attitude in this study, it is shown that a significant relationship exists between frequency of teachers using Jawi text books during teaching with the frequency of students using Jawi text books for reference [*Chi Square*: 95.001, df.4, *p* < .001, S]. This finding illustrates that the teachers' practice in using text books when teaching had encouraged students to also use text books for reference.

The findings also show that there is a significant relationship between the frequency with

which teachers ask students to write notes using Jawi with the frequency of students writing notes for Islamic Education using Jawi script[*Chi Square*: 13.985, df4, *p*<.007,S]. This finding suggests that teacher practice of asking students to take notes using Jawi script has influenced the frequency of students taking notes for Islamic Education using jawi script. Hence, based on [7], teachers need to be convincing and firm in handling student behavior, including being consistent in managing tasks given to students. This will ensure the lesson runs smoothly and that students benefit from the instructions and learning tasks.

Besides that, the study findings show that a significant relationship exists between frequency of teacher writing lesson notes in Jawi script and the interest of students in Jawi script [*Chi Square*: 18.033, df4, $p < .001$,S]. This means the frequency of teachers writing down lesson notes using Jawi will have an effect on the interest of students toward Jawi. This matter could possibly be because the example of Jawi writing shown by the teacher when writing lesson notes on the board is clear and attractive and understandable to the student. This process of learning is suited to the theory of observation and modeling proposed by [8], where the theory identified four main components of in the learning process through observation or modeling, namely through observation, remembering, modeling, and motivation.

The findings also show there is a significant relationship between frequency of teacher using computer teaching aid while teaching with the perception of ease in learning Jawi script (*chi square*: 10.045, df 4, $p < .05$, S). This shows that the frequency of teacher use of computer teaching aid has influenced the student perception of ease in learning Jawi script. This finding supports the view of [19] that the advantage of computer is that, among others, it can be used to assist students to accelerate their mastery of basic skills in reading and writing. If computers are used in a planned and systematic way, the teaching and learning process will proceed smoothly and any problem in delivering the lesson can be resolved easily [9].

Meanwhile, the findings based on relationship between composite index of teacher practice in teaching Jawi and the students' attitude toward writing Jawi shows that there is a significant relationship [*chi square test*: 28.468, df4, ($p < .001$, S) and test of Somers'd: 0.170, ($p < .001$, S)]. This shows that there is a significant relationship between teacher practice and teaching of Jawi with student attitude toward Jawi script.

Hence, based on the overall findings the importance of teacher practice in teaching Jawi is seen as critical. It has a significant relationship with the student's attitude toward Jawi script. This means teacher practice in teaching Jawi influenced student attitude toward Jawi writing. Teacher practice in teaching that is of quality will encourage preparedness and efficiency in the student to finish a learning task given and subsequently will enhance the achievement in learning. This is supported by the statement of [10], that teacher practice and behavior can produce positive and negative effect on student attitude and learning. Hence the teachers must be aware of their responsibility in raising the motivation, interest, preparedness and attitude of the student toward a lesson and later encourage the student to achieve the desired performance.

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