



STUDY OF FACTORS AFFECTING MASTERY QURAN AMONG STUDENTS AT PAHANG STATE COMMUNITY COLLEGE

Zulkefly bin Mukhtar¹, Norazimah binti Mukhtar²

¹Kolej Komuniti Bentong, Malaysia, Email: zulkefly@kkben.edu.my

²Kolej Komuniti Raub, Malaysia, Email: aziefaizal2014@gmail.com

Corresponding Author: Zulkefly bin Mukhtar¹

Abstract: Al-Quran is a revelation and a guidebook for every Muslim. Therefore, it is an obligation for every Muslim to learn and master the Qur'an so that it can be a guide for life. Highlights from previous studies show many factors that affect students' ability to learn the Quran. Therefore, this study was conducted to find out the factors that influence students' mastery of the Quran from the perspective of themselves, parents, teachers, friends and places of study. This study focuses on Muslim students at Pahang State Community College only, which involves 200 respondents. The study was conducted using quantitative methods. The data collection process is through a questionnaire instrument using a Likert scale. The data was analyzed using IBM SPSS version 22. The results of the study showed that the mean score for oneself was high (mean=4.13), while that for parents was also high (mean=4.22). The mean score for teachers is at a high level (mean=4.22), while the score for friends is at a moderately high score (mean=3.67). The mean score for the place of study is also high (mean=4.26). The results of the study can be refined and improved in future studies and can be made in the form of interviews to obtain more accurate results.

Keywords: Al-Quran Mastery, Influence Factors, Pahang State Community College Students

INTRODUCTION

Quran is a life guide for every Muslim. It is a necessity for every student to learn the Quran and master it. However, nowadays, there are many students who are not good at reading the Quran and fail to master it. According to Mohd Khairulazman (2015), there are many students who do not read the Quran fluently even though they have studied the Quran. The findings of his study also explain that there are differences in terms of mastery of the Quran according to gender. The ability of students to master the Quran is of course different due to various factors. Effective teaching of the Quran requires the creativity of the teacher as well as the wisdom of the teacher to attract students' interest during the teaching process (Mohd Aderi & Rohani, 2009).

Quran is the word of Allah SWT that was revealed to the Prophet SAW through the angel Gabriel AS. It is a great miracle that is a guide for mankind until the Day of Resurrection. It contains 114 surahs starting with surah al-Fatihah and ending with surah an-Nas. Quran is the only revelation of Allah SWT that is preserved from any mistakes and

changes in writing, reading and memorization since the time of the Prophet SAW until the Day of Judgment (Abd Rahman, 2014). The authenticity of the Quran has been guaranteed by Allah SWT as recorded in the Quran surah Hijr verse 9.

Meaning: *Verily, it is We who sent down the Quran, and We are the ones who preserve and protect it.* (Tafsir Ibnu Kathir, 2005)

Quran is complete as a human guide from the time of the Prophet SAW until the Day of Judgment. Various scientific disciplines are contained in the Quran which is an obligation for Muslims to learn and understand the Quran. Every behavior that involves the Quran is considered as worship and is rewarded by Allah SWT. Quran plays a major role in the formation of a Muslim's beliefs and morals. Reading the Quran is considered as worship, while surah al-Fatihah itself is very important and must be mastered by every Muslim because it is a mandatory reading in prayer (Abd Rahman, 2014).

The importance of mastering and understanding the Quran is very important for every Muslim. Driven by a sense of responsibility, I would like to conduct a study on community college students to measure the extent of their ability to read the Quran. My hope from this study is to provide input regarding the level of mastery of the Quran among students as well as take significant steps in ensuring that community college students can recognize and at the same time master the Quran.

Problem Statement

Muslim students have been exposed to reading the Quran since childhood. Most early childhood education centers have exposed students to the Quran through the introduction of hijaiyah letters and the teaching of Iqra'. According to Mohd Yakub Zulkifli & Saidi (2008), the process of learning Quran continues to the primary school level, where Quran education is taught through the J-QAF and KAFA programs. At the secondary school level, emphasis is also placed on Quran education where every student is required to memorize the obligatory surahs in the subject of Islamic education.

However, the level of ability and mastery of the Quran among students is still weak. This is supported in the study of Azarudin, Azman & Ahmad Nazuki (2010), finding that the level of students' ability to read the Qur'an is at a good level in the basic aspects, however, it is still weak in the more difficult aspects of reading the Qur'an that require high skills. His study also found that there is a significant difference in the level of ability to read the Quran between male and female students.

In another study, the factor of having completed the Quran is not a yardstick to show that a student is good at reading the Quran. According to Mohd Aderi's study (2004), it was found that although 63% of the respondents had stopped learning the Quran at the primary school level, the reading ability of the majority of respondents was at a moderate and weak level.

In addition, according to Mohd Fauzan (2006), it was found that the recitation of the Quran syllabus in the subject of Islamic Education is an area that most students do not like. This happens because of the difficulty and lack of interest of students in reciting the Quran and further makes this field of recitation neglected and not taken seriously. Among the main weaknesses of the students is the mastery of fasahah, makhraj huruf and tajwid. Failure to master the skills and knowledge of the Quran causes students to fail to read the Quran properly and not fluently and lack interest in reading it (Mohd Fauzan, 2006).

In addition to that, the problem of students not being able to read the Quran among Muslim students whether in primary, secondary and IPTA and IPTS is a problem that has existed for a long time. According to Mohd Faisal, Zawawi & Rahimi (2008), until today there are still many Muslims in Malaysia at the adult level who know hijaiyah letters but are

unable to read the Quran well or they are able to read but not fluently and there are also a few who do not recognize the letters of the Quran at all.

A series of previous studies and the issues that have been raised, a detailed study was conducted on Muslim community college students to find out the student's perception of the level of knowledge of the Quran among community college students. The focus of my research is on Muslim students at community colleges in the state of Pahang. Hopefully the results of my research can provide input and be able to identify the role of myself, mother and father, teachers, friends and places of study in students' mastery of the Quran.

LITERATURE REVIEWS

Many previous studies have been carried out to find out the level of students' knowledge in mastering the Quran. Studies conducted by Aminah Idris (1997) and Siti Fatimah (2002) show that there are still many students who are unable to read the Quran correctly. Their study shows that among the significant weaknesses of students is failing to pronounce the letters of the alphabet correctly, difficulty in identifying connected letters and weakness in tajwid. Knowledge of tajwid is an important aspect to read the Quran correctly, although the law of learning tajwid is fardhu kifayah but the law of practicing it is fardhu ain (Abu Madhiyah, 2005).

There are various motivating factors for students in learning and mastering the Quran such as self-awareness to learn the Quran. This point is supported by Intan Zakiah (2017) who stated that motivation from within students is very important in learning the Quran and memorizing the Quran. In addition, Intan Zakiah (2017) also stated that there are many factors that can influence students in memorizing the Quran but the main factor is the desire from within the student himself.

In addition, self-awareness of the importance of learning the Quran is very important in encouraging a person to master the Quran (Murihah et al., 2015). This matter is also supported by Siti Farida (2016) who stated that the development of one's personal character is important in understanding the Quran and Islam. According to Juwairiah (2018) a person must have a noble personality to make it easier for them to learn the Quran.

In addition, the parental education factor is also very important in encouraging students to learn and master the Quran. This point is also supported by (Siti Masliah et al., 2016) and (Izzah Nur Aida & Salasiah Hanin, 2015). Furthermore, parents play an important role in shaping children's identity as well as shaping children's interests (Mohamad Khairi et al., 2016). Therefore, parents need to shape their children and nurture their interest in the Quran at home.

In addition, the role of the teacher is also very important in encouraging students to learn the Quran. Alif Rohmah (2016) stated that the teacher's strategy in teaching the Quran plays a very important role in giving understanding to students. This matter is also supported by Siti Aisyah & Latifah (2017) and Ahmad Yunus & Ab. Halim (2010) who stated that teachers play a role in shaping the character and personality of students. Teachers need to play an important role in educating students in line with the teachings of the Prophet in teaching and learning (Syarifah Norshah, Nor Salimah & Zulkifli, 2011).

Ahmad Nashir (2016), Razaleigh (2014) and Abdul Muhsein (2014) emphasize that the personality and personality of the teacher is very important as a role model for students. Teachers must also master pedagogical skills to ensure that students easily understand the teacher's teaching (Ab. Halim & Nik Mohd Rahimi 2010). The success and success of teachers in terms of responsibility, equipment, knowledge and personal nobility are considered challenges that must be faced professionally (Sidek Baba, 2011). This shows the importance of a competent teacher in ensuring that students master the lesson, as well as in learning the Quran.

In addition to that, the influence of friends can also undeniably help students learn the Quran (Lukman Hakimi, 2014). Friends are people who are close to students, so friends have a role in influencing fellow students (Murihah et al., 2015).

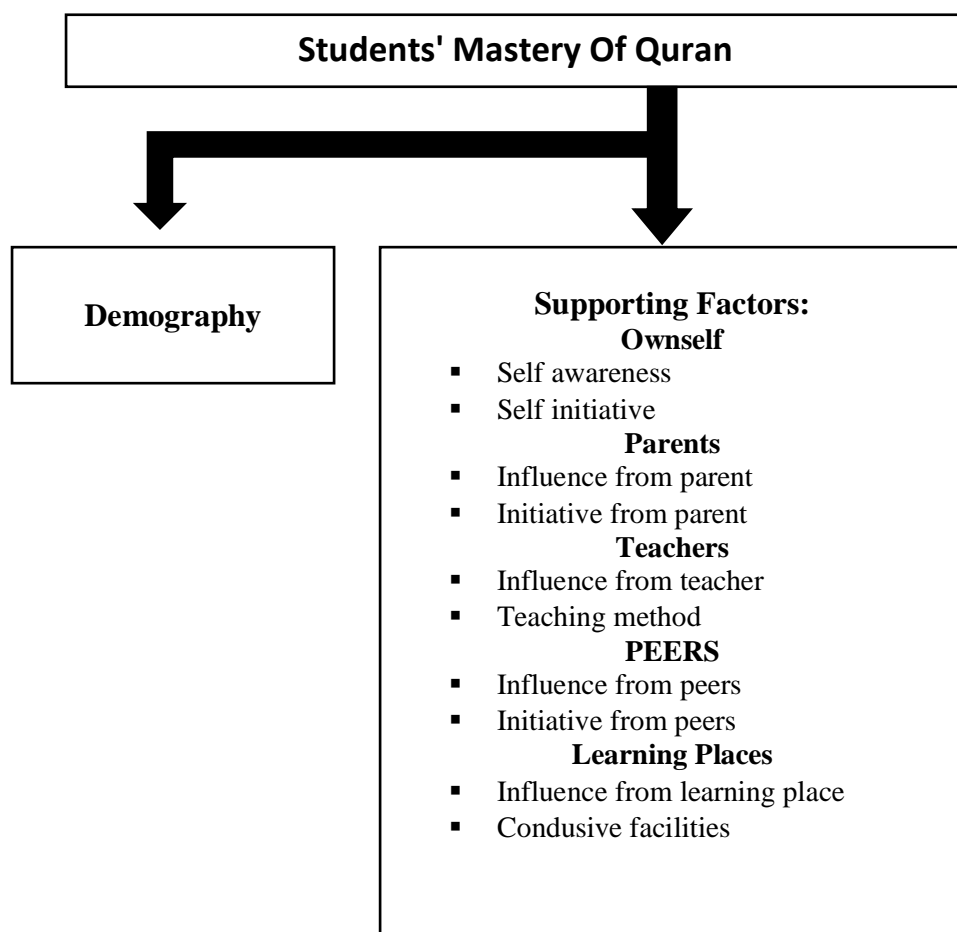
Higher education institutions need to play a role in educating students with religious knowledge (Nor Ashiqeen, Raihana Farahiyah, Sulaiman Shakib & Mohd Nazir, 2017). This shows that the place of study is also important so that students do not drop out and get involved in social problems. In addition, a conducive learning place can influence students in their studies according to (Syarifah Norshah, Nor Salimah & Zulkifli, 2011). In addition, the atmosphere of the class as learning is also important in improving students' understanding of the Quran. According to Ahmad Zabidi (2006), a teacher should plan and implement activities that can create a harmonious classroom environment because it helps improve teaching and learning.

Following on from the highlights of the previous study, I took the initiative to conduct a study on community college students, particularly in the state of Pahang, to find out the influence that motivates them to learn the Quran.

RESEARCH METHODS

This study was carried out to identify information related to the role of oneself, mother and father, teachers, friends and places of study that influence the level of students' knowledge of the Quran. I hope that the results of the study will be able to formulate efforts towards ensuring the mastery of the Quran among community college students at a better level.

Conceptual Framework Of The Research



Rajah 1

Showing the Conceptual Framework of Quran Mastery as well as the factors that influence students

This study is adapted from Duncan & Biddle's (1974) model. This study is to examine the motivational factors that affect students. According to Dunkin & Biddle (1974), one of the factors in the effectiveness of teaching and learning is the student himself. Apart from that, motivational factors, personality, learning style and student attitude are determinants for the effectiveness of a lesson. Variables are divided into students' self-awareness, mothers and fathers, teachers, friends and places of study.

Research Design

This research is quantitative in nature. The researcher used a questionnaire instrument as a method to obtain data from the respondents. The researcher obtained expert confirmation for the questionnaire before conducting a pilot study to test the validity and reliability of the questionnaire. After the data was collected through the questionnaire, the researcher analyzed the data using IBM SPSS software version 22.

Sampling is a method to obtain a sample that has general characteristics of the population. According to Syed Arabi (2002), the characteristics of the population and the purpose of the study will also determine the selection of the sample form. Furthermore, Azizi Yahya et al. (2006) stated that sampling is the process of selecting subjects from the population at the study site as respondents.

Reinard (2001) stated that the researcher needs to make appropriate judgments in selecting the study sample so that the selected study sample is appropriate for the purpose of the study. In that sequence, my research focused on Muslim students of community colleges in the state of Pahang. A total of 200 questionnaires will be given to the students to obtain the desired data. The determination of the sample size is according to Krejcie & Morgan (1970). The respondent sample was selected semi-randomly from the total number of Muslim students at the Pahang State Community College, which totaled 950 people who were still in college. A total of 200 questionnaires were distributed to the Muslim students of the community college:

1. Kolej Komuniti Kuantan
2. Kolej Komuniti Paya Besar
3. Kolej Komuniti Rompin
4. Kolej Komuniti Temerloh
5. Kolej Komuniti Bentong
6. Kolej Komuniti Pekan
7. Kolej Komuniti Jerantut
8. Kolej Komuniti Raub
9. Kolej Komuniti Bera
10. Kolej Komuniti Lipis

FINDING AND DISCUSSION

Table 1. Min score

Min score	Interpretation
4.01 - 5.00	High
3.01 - 4.00	Medium low
2.01 - 3.00	Moderately low
1.02 - 2.00	Low

Source: Nunally (1978)

Factors That Encourage Interest in Al-Quran

Table 2. Ownself

Item code	Item	Frequency & Percent (N=200)					Min	SP	Interpretation
		STS	TS	TP	S	SS			
C.1.1	I began to study Quran out of self-awareness.	6 (3.0)	12 (6.0)	31 (15.5)	75 (37.5)	76 (38.0)	4.02	1.02	High
C.1.2	I took my own initiative by looking for a teacher who could teach the Quran.	7 (3.5)	6 (3.0)	40 (20.0)	68 (34.0)	79 (39.5)	4.03	1.01	High
C.1.3	I study the Quran because I want to read the Quran correctly.	2 (1.0)	4 (2.0)	14 (7.0)	74 (37.0)	106 (53.0)	4.39	0.78	High
C.1.4	I am aware that people who study the Quran are rewarded by Allah SWT.	2 (1.0)	3 (1.5)	4 (2.0)	36 (18.0)	155 (77.5)	4.70	0.68	High
C.1.5	I am aware that people who not read the Quran will be punished by Allah SWT.	2 (1.0)	2 (1.0)	8 (4.0)	31 (15.5)	157 (78.5)	4.70	0.68	High
C.1.6	I feel calm when I listen to the recitation of the Quran.	2 (1.0)	2 (1.0)	5 (2.5)	40 (20.0)	151 (75.5)	4.68	0.67	High
C.1.7	I often listen to recitation of the Qur'an to correct my recitation of the Qur'an.	4 (2.0)	3 (1.5)	40 (20.0)	87 (43.5)	66 (33.0)	4.40	0.87	High
C.1.8	I study al-Quran through television/radio.	29 (14.5)	27 (13.5)	45 (22.5)	65 (32.5)	34 (17.0)	3.24	1.29	Medium high
C.1.9	I study al-Quran through youtube/social media.	18 (9.0)	21 (10.5)	40 (20.0)	77 (38.5)	44 (22.0)	3.54	1.20	Medium high
C.1.10	I learned the Quran through reading books.	10 (5.0)	9 (4.5)	24 (12.0)	86 (43.0)	71 (35.5)	4.00	1.05	Medium high
Total							4.13	0.59	High

The findings in table 1 above show that the total mean of the factors that encourage interest in the Quran through personal factors is at a high level of 4.13 (sp. = 0.59). Overall, there are seven items at a high level, especially C1.4 "I am aware that people who study the Quran are rewarded by Allah SWT." (min=4.70, sp.= 0.68) and C1.5 "I am aware that people who read the Quran are rewarded by Allah SWT." (mean=4.70, sp.= 0.68). There are three

items at a medium-high level, namely C1.10 "I learn the Quran through reading books." (mean=4.00, sp.=1.05).

Table 3. Parent

Item code	Item	Kekerapan & Peratus (N=200)					Min	SP	Interpretation
		STS	TS	TP	S	SS			
C.2.1	In the early stages, my parent forced me to study the Quran.	24 (12.0)	14 (7.0)	27 (13.5)	46 (23.0)	89 (44.5)	3.81	1.38	Medium High
C.2.2	I was motivated to learn Quran because I often listened to my parents reciting the Quran.	6 (3.0)	4 (2.0)	27 (13.5)	81 (40.5)	82 (41.0)	4.15	0.93	High
C.2.3	My parent gave me awareness to learn the Quran.	3 (1.5)	2 (1.0)	9 (4.5)	79 (39.5)	107 (53.5)	4.43	0.76	High
C.2.4	My parent encouraged me to learn the Quran.	2 (1.0)	1 (0.5)	5 (2.5)	60 (30.0)	132 (66.0)	4.60	0.66	High
C.2.5	My parent made sure I attended Quran study classes.	2 (1.0)	2 (1.0)	12 (6.0)	68 (34.0)	116 (58.0)	4.47	0.74	High
C.2.6	My parent always monitor my recitation of the Quran.	5 (2.5)	11 (5.5)	36 (18.0)	71 (35.5)	77 (38.5)	4.02	1.00	High
C.2.7	My parent taught me to read the Quran.	9 (4.5)	12 (6.0)	19 (9.5)	74 (37.0)	86 (43.0)	4.08	1.08	High
C.2.8	My parent prepared materials to study al-Quran for me at home.	2 (1.0)	11 (5.5)	17 (8.5)	66 (33.0)	104 (52.0)	4.30	0.91	High
C.2.9	My parent cultured reading the Quran at home.	3 (1.5)	5 (3.0)	29 (14.5)	81 (40.5)	82 (41.0)	4.17	0.87	High
C.2.10	My parent influenced me in cultivating an interest in the Quran.	3 (1.5)	6 (3.0)	21 (10.5)	87 (43.5)	83 (41.5)	4.21	0.85	High
Total							4.22	0.63	High

The findings in table 2 above show that the total mean of the factors that encourage interest in the Quran through the parental factor is at a high level of 4.22 (sp. = 0.63). In total, there are nine items at a high level, especially C2.4 "My mother and father encourage me to learn the Quran.". (min=4.60, sp.= 0.66) and one item is at a moderately high level which is C2.1 "In the early stages, my mother and father forced me to study the Quran" (min=3.81=sp.1.38).

Table 4. Teacher

Item code	Item	Frequency & Percent (N=200)					Min	SP	Interpretation
		STS	TS	TP	S	SS			
C.3.1	My teacher nurtured my interest in the Quran.	3 (1.5)	4 (2.0)	21 (10.5)	86 (43.0)	86 (43.0)	4.24	0.83	High
C.3.2	My teacher's personality gave me the enthusiasm to learn the Quran.	6 (3.0)	6 (3.0)	24 (12.0)	88 (44.0)	76 (38.0)	4.11	0.93	High
C.3.3	I am interested in	2	7	39	72	80	4.11	0.90	High

	learning the Quran because I like the way my teacher teaches the Quran.	(1.0)	(3.5)	(19.5)	(36.0)	(40.0)			
C.3.4	My teacher always motivates me to study the Quran.	1 (0.5)	4 (2.0)	19 (9.5)	92 (46.0)	84 (42.0)	4.27	0.75	High
C.3.5	My teacher made me aware of the importance of studying the Quran.	1 (0.5)	2 (1.0)	10 (5.0)	84 (42.0)	103 (51.1)	4.43	0.68	High
C.3.6	I like to listen to my teacher reciting the Quran.	1 (0.5)	8 (4.0)	16 (8.0)	87 (43.5)	88 (44.0)	4.27	0.81	High
C.3.7	My teacher is very disciplined in teaching the Quran.	1 (0.5)	2 (1.0)	15 (7.5)	88 (44.0)	94 (47.0)	4.36	0.70	High
C.3.8	My teacher emphasizes the knowledge of tajwid Quran.	1 (0.5)	6 (3.0)	14 (7.0)	77 (38.5)	102 (51.0)	4.37	0.78	High
C.3.9	My teacher taught the Quran along with the meaning of the verses.	13 (6.5)	13 (6.5)	20 (10.0)	76 (38.0)	78 (39.0)	3.97	1.15	Medium high
C.3.10	My teacher taught the Quran along with tadabbur verses (understanding verses).	3 (1.5)	14 (7.0)	23 (11.5)	73 (36.5)	87 (43.5)	4.14	0.97	High
Total							4.22	0.60	High

The findings in table 3 above show that the mean total of the factors that encourage interest in the Quran through the teacher factor is at a high level of 4.22 (sp. = 0.60). In total, there are nine items at a high level, especially C3.5 "My teacher made me aware of the importance of studying the Quran.". (mean=4.43, sp.= 0.68). There is one item at a medium-high level which is C3.9 "My teacher teaches the Al-Quran along with the meaning of the verses." (mean=3.97. sp.=1.15).

Table 5. Peers

Item code	Item	Frequency & Percent (N=200)					Min	SP	Interpretation
		STS	TS	TP	S	SS			
C.4.1	I got the awareness to learn the Quran after seeing my friend is good at reading the Quran.	9 (4.5)	13 (6.5)	36 (18.0)	71 (35.5)	71 (35.3)	3.91	1.09	Medium high
C.4.2	I am interested in listening to my friend's recitation of the Quran.	13 (6.5)	15 (7.5)	26 (13.0)	76 (38.0)	70 (35.0)	3.88	1.16	Medium high
C.4.3	My friends always invite me to study the Quran.	14 (7.0)	24 (12.0)	41 (20.5)	70 (35.0)	51 (25.5)	3.60	1.19	Medium high
C.4.4	My friend encouraged me to study the Quran.	9 (4.5)	19 (9.5)	41 (20.5)	82 (41.0)	49 (24.5)	3.72	1.07	Medium high
C.4.5	My friend always motivates me to study the Quran.	9 (4.5)	22 (11.0)	51 (25.5)	78 (39.0)	40 (20.0)	3.59	1.06	Medium high
C.4.6	My friend reprimand me if I don't study	15 (7.5)	25 (12.5)	42 (21.0)	71 (35.5)	47 (23.5)	3.55	1.19	Medium high

C.4.7	Quran. My friends always reprimand me if my recitation of the Quran is wrong.	17 (8.5)	23 (11.5)	29 (14.5)	84 (42.0)	47 (23.5)	3.61	1.20	Medium high
C.4.8	I learned al-Quran from my friend.	36 (17.5)	29 (14.5)	40 (20.0)	74 (37.0)	22 (11.0)	3.10	1.28	Medium high
C.4.9	I enjoy studying the Quran with my friends.	11 (5.5)	9 (4.5)	36 (18.0)	90 (45.0)	54 (27.0)	3.84	1.05	Medium high
C.4.10	I am aware of the importance of friends in helping me learn the Quran.	6 (3.0)	6 (3.0)	32 (16.0)	90 (45.0)	66 (33.0)	4.02	0.94	High
Keseluruhan							3.67	0.88	Medium high

The findings in table 4 above show that the total mean of the factors that encourage interest in the Quran through the factor of friends is at a moderately high level of 3.67 (sp. = 0.88). In total, there are nine items at a medium-high level, especially C4.9 "I enjoy studying the Quran with my friends." (mean=3.84, sp.= 1.05). There is one item at a high level which is C4.10 "I am aware of the importance of friends in helping me learn the Quran." (mean=4.01, sp.=0.94).

Table 6. Learning places

Item code	Item	Frequency & Percent (N=200)					Min	SP	Interpretation
		STS	TS	TP	S	SS			
C.5.1	I started studying Quran in kindergarten/pre-school.	7 (3.5)	11 (5.5)	19 (9.5)	48 (24.0)	115 (57.5)	4.27	1.06	High
C.5.2	I studied Quran in various study places.	6 (3.0)	9 (4.5)	13 (6.5)	61 (30.5)	111 (55.5)	4.31	0.98	High
C.5.3	I became interested in learning the Quran after studying at school.	4 (2.0)	9 (4.5)	26 (13.0)	59 (29.5)	102 (51.0)	4.23	0.97	High
C.5.4	The atmosphere in the place where I studied the Quran raised my spirit to study the Quran.	14 (7.0)	6 (3.0)	12 (6.0)	64 (32.0)	104 (52.0)	4.19	1.14	High
C.5.5	A conducive place to study influenced my interest in Quran.	4 (2.0)	8 (4.0)	23 (11.5)	74 (37.0)	91 (45.5)	4.20	0.93	High
C.5.6	My Quran study place provides enough facilities to study Quran.	12 (6.0)	7 (3.5)	16 (8.0)	71 (35.5)	94 (47.0)	4.14	1.10	High
C.5.7	Place where I study the Quran emphasize mastery of the Quran.	2 (1.0)	15 (7.5)	17 (8.5)	75 (37.5)	91 (45.5)	4.19	0.94	High
C.5.8	A nearby study place makes it easier to study the Quran.	3 (1.5)	12 (6.0)	16 (8.0)	74 (37.0)	95 (47.5)	4.23	0.93	High
C.5.9	I believe that studying Quran in various places	3 (1.5)	4 (2.0)	19 (9.5)	65 (32.5)	109 (54.4)	4.37	0.85	High

	can help one easily master the Quran.								
C.5.10	I am sure that places to study the Quran must be increased to make it easier for students to learn the Quran.	3 (1.5)	2 (1.0)	10 (5.0)	56 (28.0)	129 (64.5)	4.53	0.76	High
Total							4.26	0.71	High

The findings in table 5 above show that the total mean of the factors that encourage interest in the Quran through the factor of the place of study is at a high level which is 4.26 (sp. = 0.71). In total, there are ten items at a high level, especially C5.10 "I believe that places to study the Quran must be increased to make it easier for students to learn the Quran.". (mean=4.53, sp.= 0.76).

CONCLUSION

The results of the overall analysis regarding the student's perception of the factors that encourage interest in the Quran through oneself show that the mean score reading is high (mean=4.13) and the reading for the parents' mean score is also high (mean=4.22). reading the overall mean score for the teacher factor is high (mean=4.22) and friends are moderately high (mean=3.67). the reading of the overall mean score for the place of study shows a high reading which is (mean=4.26).

Overall, the interpretation that can be made of the results regarding the factors that encourage interest in the Quran shows a positive sign through the measurement of high and moderately high mean reading scores for each factor. The results of this study are in line with the results of Farihatun's (2009) study which says that the main factor in students being able to read the Quran according to the correct tajwid is the parent factor followed by the teacher factor.

Overall, the simple linear regression analysis that has been carried out shows the factors that encourage interest in the Quran affect the mastery of the Quran among students. The results of the analysis in the findings of the study explain that when the variable factor that drives interest in the Quran increases by one unit, then the mastery of the Quran will also increase. Through the results obtained it can be said that the mastery of the Quran will decrease if the factors that encourage interest in the Quran are lacking in giving encouragement and encouragement. This is so because the mastery of the Quran receives some contribution from each factor that encourages interest in the Quran.

The results of this analysis show that all the factors that encourage interest in the Quran have a positive influence on students' mastery of the Quran. The results of this study are slightly different from the study conducted by Azarudin et al. (2011) by finding that the respondents were quite good in mastering the Quran, reminded of the basics such as knowing the letters but lacked mastery in terms of tajwid law and mastery of reciting songs. Therefore, the main human factors that contribute to the mastery of the Quran for this study such as parents and teachers should further increase awareness in students to master the knowledge of the Quran. According to Abdullah Nasih Ulwan (2015), parents should find ways to bring their children closer to the teachers at school to get an effective education.

This study has given a new picture of the students' perception of mastery of the Quran at Community College in the state of Pahang. Looking at the analysis and the results of the discussion, it can be concluded that many college students have a positive perception about the mastery of the Quran. In addition, students also agree that self-awareness factors as well as other external factors such as parents, teachers, friends and places of study help encourage students' interest in mastering the Quran.

Therefore, this study calls on all students, parents, Community College lecturers and community members to take new initiatives to ensure that students maintain a positive perception in themselves about the Quran. Actually, if you think about it rationally, it can be said that the positive perception of students about the Quran is actually driven by factors that give motivation to students such as parents, teachers, friends and places of study. This is because, the students are always side by side with that group.

The lecturers who teach Islamic Education at Community College are the first group that will receive the implications because this group teaches and is fully responsible for students' mastery of the Quran at this level. However, parents and fellow students also play a big role in fostering love for the Quran especially outside the school area. However, the situation that occurs today is the opposite because most parents leave the responsibility of teaching the Quran to educators either at school or at institutions of higher learning. This matter is supported by Abdul Munir, Saharizah & Misnan (2016) who stated that mothers and fathers should not relinquish responsibility to the school, even parents should be role models for children.

REFERENCES

- Abd Rahman Abd Ghani. (2014). *Tartil al-Quran*. Tanjong Malim: Penerbit Universiti Pendidikan Sultan Idris.
- Abdul Munir Ismail, Saharizah Mohd Salleh & Misnan Jemali. (2016). Analisis Bentuk Didikan Ibu Bapa Bagi Membentuk Sahsiah Cemerlang: Kajian di Sekolah Menengah Kebangsaan Pulau Sebang, Alor Gajah, Melaka. *Jurnal Perspektif*. 8 (2). 1-10.
- Abu Mardhiyah. (2005). *Tajwid al-Quran*. Kuala Lumpur: Al-Jenderaki Enterprise.
- Ahmad Zabidi Abdul Razak. (2006). *Ciri Iklim Sekolah Berkesan: Implikasinya Terhadap Motivasi Pembelajaran*. Jurnal Pendidikan, Universiti Malaya.
- Aminah Idris. (1997). *Penilaian Program Tilawah al-Quran Sekolah Menengah Rendah Angkatan Tentera Malaysia*, Kuala Lumpur: Universiti Malaya
- Azarudin Awang, Azman Che Mat & Ahmad Nazuki @ Marzuki Yaakob. (2010). *Tahap Pembacaan al-quran dalam kalangan pelajar di UiTM Terengganu*, Research Management Institute (RMI), UiTM: Shah Alam.
- Fazlina Fadzil & Nurulazidah Jaafar. (2012). *Kajian Pengamalan dan Kesedaran Pembacaan al-Quran Dalam Kalangan Pelajar Muslim Politeknik Port Dickson*, Negeri Sembilan. Prosiding Seminar Pendidikan Politeknik 2012.
- Ibn. Kathir. (2005). *Tafsir Ibnu Kathir*. Penterjemah: M. Abdul Ghoffar E.M. Jakarta: Pustaka Imam Syafii.
- Mohd Aderi bin Che Noh. (2004), *Celik al-Quran Dikalangan Pelajar Tingkatan Satu Di Zon Pudu Kuala Lumpur*, Bangi: UKM.
- Mohd Aderi Che Noh & Rohani Ahmad Tarmizi. (2009). Persepsi Pelajar Terhadap Amalan Pengajaran Tilawah Al-Quran. *Jurnal Pendidikan Malaysia*. 34 (1). 93-109.
- Mohd Faisal, Zawawi & Rahimi. (2008). *Celik al-Quran: Cabaran Dan Realiti Dalam Pendidikan Islam Di Sekolah*, Kuala Lumpur: Universiti Malaya.
- Mohd Khairulazman bin Haji Abu Bakar. (2015). Kebolehpayaan Pembacaan al-Quran dalam Kalangan Pelajar Politeknik Sultan Mizan Zainal Abidin. *Academia Journal UiTMT*. 4 (2). 53-61.
- Mohd Yakub Zulkifli bin Haji Mohd Yusoff & Saidi bin Mohd. (2008). Keupayaan Bacaan al-Quran di Kalangan Pelajar Tingkatan Empat: Kajian di Beberapa Buah Sekolah Menengah Terpilih Negeri Terengganu. *Journal al-Quran and al-Hadith*. 6. 58-85.
- Mohd Zainul Arifien Mohd. (2006). *Kaedah Pembelajaran Tajwid dan Hafazan al-Quran*, Fakulti Pendidikan, UKM.

- Muhammad Farhan Ismail & Siti Nurfarhana Zakaria. (2010). *Kajian Pembacaan Surah al-Fatihah Dikalangan Pelajar Politeknik Kuching Sarawak*. Prosiding Seminar Transformasi Pendidikan Teknikal (myTEDT10).
- Muhammad Fauzan Abdul Wahid. (2006). *Meningkatkan kemahiran membaca al-Quran menerusi latihan amali & tasmik al-Quran*. Institut Perguruan Bahasa-bahasa Antarabangsa: Kuala Lumpur.
- Nor Ashiqeen Jamaluddin, Raihana Farahiyah Abdul Rahman, Sulaiman Shakib Mohd Noor & Mohd Nazir Kadir. (2017). Peranan IPTA dan IPTS dalam Menerapkan Pendidikan al-Quran di dalam Kurikulum sebagai Kursus Teras bagi Semua pelajar Islam di Malaysia. *International Islamic Heritage Conference 1*: 1129-1143.
- Nor Hidayah binti Sanusi, Nor Azura Binti Kiban & Nurul Hilwa Ahmad Alias. (2015). *Persepsi Pelajar Kolej Komuniti Sabak Bernam Terhadap Keupayaan Bacaan al-Quran*, Kolej Komuniti Sabak Bernam.
- Sharifah Norshah Bani Syed Bidin, Nor Salimah Abu Mansor & Zulkifli A. Manaf. (2011). Pelaksanaan Manhaj Rasulullah dalam Pengajaran dan Pembelajaran Kelas al-Quran bagi Golongan Dewasa. *Jurnal Islam dan Masyarakat Kontemporari*: 53-70.
- Siti Fatimah Sudin. (2002). *Pembacaan al-Quran dikalangan Mahasiswa Melayu: Suatu Kajian di UITM Shah Alam*, Kuala Lumpur: Universiti Malaya.