

Factors for Academic Achievement in Islamic Education Subject of Form 2 Students, A Study Case in SMK Kota Kemuning Shah Alam

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Abstract

The purpose of this study is to investigate the positive and negative behaviour of form 2 students in SMK Kota Kemuning (SMKK) Shah Alam, Selangor towards their academic performance amongst. The targeted respondents in this study are 191 form 2 students in SMK Kota Kemuning. The methods used in this study are quantitative and survey methods by using 5 scale likert questionnaire that has been improvised from previous case studies as the instrument to collect data. Therefore, (Statistical Package for the Social Sciences) is used in this study to collect data. This study is hoped to be able to give a clear picture regarding the form 2 student's performance in Islamic studies based on their academic achievement at school. Indirectly, the study that will be done is hoped to be able to help Form 2 students to learn Islamic studies more effectively.

Keywords: Form 2 Students, SMKK Shah Alam, Islamic Education Subjects, Attitude, Academic Performance

Introduction

Zainal & Mustari (2012) views Islamic study as a knowledge which encourages people to do good and avoid the bad. The purpose of Islam is said to worship the Almighty Allah SWT as the creator. According to Kasim & Che Husain (2008), as a real muslim, Islamic study is important aspect that need to be implemented in this generation in order to avoid them from living in sins. On top of that, a thorough Islamic knowledge is needed to repel all the challenges in the 21st century. In addition, Islamic study plays a significant role to face the Industrial Revolution (IR 4.0). This is because there are accelerating numbers of social issues as well as the collapse of morals amongst the muslims, especially in Malaysia (Ishak et al., 2018). Therefore, the Malaysia Education Blueprint (PPM) 2013-2025 had transformed the national education by drafting a new plan since 2017. It serves as the basis for student disciplines in the field of knowledge, thinking, leadership, bilingual, ethical and spiritual skills. Although, the wisdom of the students is a divine gift (Aziz, 1990). In line with that, academic achievement students are highly regarded by all classes of society. In order to produce the intelligents, not only the knowledgeable aspect that needs to be taken into account but also the praiseworthy, disciplined, insightful, assertive, competitive and a first-class mindset comparable to other developed countries. Thus, students' academic ability is measured through their academic

performance. In this regard, students who are successful academically are the ones who excel in the exam (Iberahim, 2014).

Problem Statement

Malaysia is currently facing a serious challenge in ensuring a prestigious education institution. In the country's progress to an advancement, the provision of facilities and adequate education needs to be taken into account (Razali, 2013). According to Muhammad et al (2018), he explains that inadequate development education will cause a drop in academia. Besides, basic amenities for education such as kindergartens, primary and secondary schools are the most provided by the government to a community. However, problems arise when the educational facilities are limited by the increasing number of students. This situation results in execution school in two sessions - morning session. So, due to this situation, new schools are needed to address the growing number of students in a particular school in a city-based school that has a population compact. Thus, the failure of the authorities to provide educational facilities to the local community leads to various problems faced by students. Consequently, there will be disciplinary, criminal and student misconduct cases. Ahmad & Kazsim (2017) states that the world today is surrounded by many discoveries and a new dimension that is sure to have a particular impact on the morals of the students in the school. The influence and impact of the explosion of information communication technology has triggered a negative phenomenon in the building of a person's personality. Asmawati et al (2015) informed that there are various efforts and strengthening processes undertaken by the Ministry of Education Malaysia through the subject of Islamic Education. Ahmad (2013) on the other hand concluded that students' attitude toward a subject affects the quality of the scores obtained in the school assessment. This is because the negative attitude of students such as not completing school work, disrespecting teachers and friends, bored towards the lessons and the teachers, being lazy and so on is definitely causing problems in the development and improvement of the student's education.

Purpose of the Study

The purpose of this study is to identify students' attitudes which include a range of positive and negative attitudes towards academic achievement in the Form 2 students of the Islamic Education subject at Kota Kemuning Secondary School (SMKKK) Shah Alam, Selangor.

Objective of the Study

The objective of this study is to look at the inclusion of Form 2 students in Islamic Education subjects through academic achievement. Specifically the objectives of the study are to:

1. Identify attitudes in the 21st-century learning style of Form 2 students.
2. Identify the academic achievement of Form 2 students.
3. Identify significant differences between attitudes and demographic factors
4. Look at the factors that contribute to student achievement

Research Questions

The research questions identified are as follows:

1. What is the attitude towards the process of learning for Form 2 students?
2. What is a Form 2 student achievement?
3. Are there significant differences between attitudes and demographic factors?

ξ. What are the factors that contribute to student achievement?

The Significance of the Study

The significance of this study is important to:

1. Teacher - This study is important to teachers for justification of teachers involved in Islamic Education subjects. 2. Students - This study can be of interest to Form 2 students so that they can learn the subject of Islamic Education more effectively. 3. Administrators - It is hoped that the school administrators will be able to enforce rules related to pedagogical practices of Islamic Education among teachers. 4. Parents and guardians - This study can guide parents or guardians to overcome their children's learning problems in Islamic Education. 5. Ministry of Education - This study may refer to the Ministry for its justification as a policy-maker of the Islamic Education curriculum, especially in schools that are densely populated.

Scope of the Research

This study focuses on: 1. Student attitude 2. Student academic achievement

Definition of Operations

The operational definitions in this study cover only the terminology selected based on the following study titles:

1. **Academic Achievement** - According to the Malaysian Student Dictionary (2015), academic achievement means something that is earned after a lot of hard work. Carter (1973) interpreted that achievement as the key to any problem solving found in a given skill or an increase in creativity at an educational institution according to Nurul Farahanaa Anwar (2013) who found that achievement brings about the results or income that is obtained after being accompanied by hard work. In this regard, the academic meaning of the academy (that is, the place for the pursuit of knowledge) is based on some of the definitions presented above and it can be concluded that the purpose of academic achievement is the result that a student has achieved after making every effort to improve the progress and achievement of learning. As such, excellent academic achievement expands the potential for growth and improvement in many areas of life to more exciting levels such as good job opportunities, advancing to higher levels, out of the poverty line and so on. That academic achievement is a benchmark for the level of individual education and quality of life. In line with that, successful students are those who achieve excellent academic achievement in education.

2. **Attitude** - There are various definitions of attitude. Based on the Dictionary of the House (2014), attitude means an act that depicts good and beneficial. According to Alawiyah (1985), attitude is a situation that causes a person to respond positively or negatively to a situation or idea. Chong (2003) defines attitude as a reflection of an individual's personality that is influenced by the actions associated with it. Allport (1954) considers attitude as a state of mental and nervous readiness through experiences in the individual that drive one direction or influence the individual's response to a particular stimulus or event. The conclusion is that the attitude of an individual is the result of the reaction of a stimulus or the situation to a person, whether good or bad. Everyday learning experience brings a person's attitude towards a better life. Thus, the practice of simple acts like diligent study, love of teachers, respect for parents, obedience to the commandments of God and others will surely be praised by the people around us and honored by God. The opposite would be the case if the individual described the nature of the pseudonym as an example of a person's attitude toward lessons such as laziness and insincerity in the pursuit of knowledge, failure to prepare tasks assigned

by teachers, and so forth that would invite ridicule and outrage towards others. Hence, praiseworthy attitudes will drive towards improving academic excellence and excellence.

Attitude Component

According to Bloom (1956) the attitude is made up of three components:

1. Affective - Involves the positive and negative feelings of an individual how people feel about it. 2. Conduct - Regarding how humans respond to aggressive behavior. 3. Cognition - Confidence and ways of someone thinks about something or doing something.

The Nature of the Attitude

Bohner (2002) states that attitude is divided into two parts: positive attitude and negative attitude. While Abdullah and Ainon (1997) have defined attitudes as a belief in a matter where they are willing to voluntarily respond to it. This is in line with a study conducted by Zamrah (1999) which shows that a highly civilized and self-reliant generation is shaped by the positive attitude of their daily lives. The sacrifice of time and energy in pursuit of success is key to the success of a noble attitude (Kamaruddin, 1997).

Previous Study on Attitude

Looking back over the last 30 years, many studies have been conducted on attitude. There are two research group studies on the study of students' attitudes towards the subject and their relationship to student academic achievement. The first group expressed its view that students' attitudes toward their subjects were significantly related to their academic achievement while the second group provided evidence that students' attitude toward the subject was not directly related to their achievement in the subject. However, all concerns regarding attitude and achievement this is in fact a unique affair, as such studies will not stop at a single problem but will grow to gain scientific and up-to-date insights. According to Karim & Rahman (2015), they found that attitude factor contributed 2.9% to achievement variance for Physics subjects. The study by Nasyimah (2016) emphasized that there is a relationship between the attitude and interest of a student in mastering KBAT. She sees students who are knowledgeable and smart in answering KBAT questions will automatically influence their attitude towards their passion in learning KBAT. In addition Ibrahim (2011) in her study of the relationship between interest, students' academic achievement and achievement in Quantity Measurement subjects found that students overall had a very positive attitude (overall mean = 3.79) and had a high level of interest (min overall = 3.79). The conclusion is that the factors of interest have a significant relationship with their achievement in CC301 –Quantity Measurement. While attitude factors have no significant relationship with student achievement in school. Therefore, the aspect of student attitude should be given greater focus, as the positive attitude is the catalyst for academic excellence in the world.

A Study of Achievement

Achievement generally means improving the performance or lowering of a student's academic level for one-on-one, school-based assessments or public examinations that have standardized standards designed, managed, rated and interpreted by experts in the field specifically for evaluation in a particular field. country. Typically this achievement is classified in the form of raw scores, credits and rankings for any subject or whole course (Raha, 1991). While Kerlinger (1973) defines academic achievement as a form that results from teacher-administered tests. According to Taylor (1990) a study found that students who work hard to

read books and study lessons in large amounts of time over a period of time will be successful in their academic performance.

Research Methodology

Methodology is an important aspect of ensuring that the objectives of the study are achieved as planned. According to Hornby (1985) (in Mohamed, 2004), methodology is a set of methods used to conduct research on a particular subject of study. Therefore, this section will discuss the study design, sample study, research instrument and data analysis procedure to answer the research questions.

Research Design

The preparation of a research design in a research is to find answers to research questions (Kerlinger, 1973). The study design will guide the researcher towards obtaining information and data related to the purpose of the study. This study is descriptive in the form of a research study. The researcher sought feedback from the respondents for review on the factors of student achievement in the subject of Islamic Education of Form 2 students. According to Najib (1999), surveys are used to collect data or information only at a particular time, usually using a set of questionnaires. Researchers only look at the situation at a particular time and this is as if a snapshot illustrates the current situation. According to Manson and Bramble (1997), the study in form of surveyance is ".... study to the distribution of characteristics in a population.", while Best and Kahn (1998) argue that survey research is a research method that can explain the current situation.

Research Instrument

In this study, the research instrument to be used is a survey method with a quantitative approach. Descriptive statistical methods are used in Likert-scale data analysis. Majid (2000) states that the Likert Scale method is well used in the study as it is an inventory of attitudes that involve an individual's feelings toward an idea, procedure and social institution. Questionnaire instruments are used to obtain data. Razali (2002) argues that questionnaires are the easiest way to obtain information. In addition, questionnaires are often used to measure a person's attitude whether through a fixed, free (open) response question, checklist or rating scale. In the study of this learning style, a five-point questionnaire is selected and the respondents of the study have to choose the answer that best suited their choice. Table 1 below shows the five-point scale used.

Table 1:
Five-Scale Table

Level	Abbreviation	Score
Strongly Disagree	SD	1
Disagree	D	2
Uncertain/Neutral	N	3
Agree	A	4
Strongly Agree	SA	5

The survey questionnaire is divided into three sections, Part A, Part B and Part C. Part A contains items related to respondents' background such as age, gender, race, class, learning program and summative assessment results 3 2019. Respondents need to fill in the required information in the space provided. Part B contains 15 items of attitude based on a five-point scale. The survey was assessed using the questionnaire instrument which was modified from the questionnaire developed by Madar, et al (2005) to obtain the information they wanted. Part A: Demographics of respondents Part B: Factors of student attitude Part C: Achievements

Attitude questions:

١. I love attending Islamic Education classes
٢. I like to talk to teachers during Islamic Education classes
٣. I will focus on the teacher while teacher is teaching
٤. I like to check the notes my teacher gives
٥. I always have group discussions when I have a hard time understand the subject of Islamic Education
٦. I was excited and always entered the classroom at the beginning of Islamic Education
٧. The more I learn about Islamic Education, the more bored I become.
٨. I find it difficult to understand the subject of Islamic Education
٩. I always feel discouraged when I cannot answer Islamic Education questions
١٠. I would feel dizzy and worried if I couldn't attend the Islamic Education class
١١. Islamic Education is an easy subject to understand.
١٢. In my opinion studying Islamic Education is of no use.
١٣. I understand the subject of Islamic education as a supply to get to hereafter.
١٤. More attention should be given to Islamic Education subjects for deeper into Islamic science.
١٥. I will try to complete every assignment that the teacher gives me in the Islamic Education subject as soon as possible and as perfect as possible.

Conclusion

From the findings of this study, it can be concluded that the positive attitude factor of students has been identified as contributing to outstanding student achievement in the field of education especially for Islamic Education subjects. So no matter how small the problems faced by the local community whether teachers, administrators, parents and guardians, the Ministry of Education or students need to work together to resolve the issue. This paper is intended to be a solution to today's society, especially for Muslim students to increase their level of mastery in Islamic education. Researchers believe that by the end of the study all relevant groups will have a clearer picture and understanding of what are the real factors that influence student achievement after researching this study, especially in Malaysia. Further efforts from this study are expected to serve as references by the Ministry of Education as a policy-maker to strengthen the subject of Islamic Education. The findings from this study are also intended to empower educators to develop positive thinking among students in teaching and learning Islamic Education subjects in particular and to give teachers an idea for new approaches to teaching and learning as a proactive step towards strengthening and improving students' academic performance in summative assessment. Further studies are expected to be carried out in the future to examine and identify the scientific (quantitative) evidence of student attitudes towards Islamic Education learning after applying 21st century skills.

Appreciation

Congratulations to previous researchers for their tireless efforts to conduct research and collect excellent data in reference to the present, and future generation for the true construction of Islamic identity. Thanks to those who are involved either directly or indirectly, especially the lecturer (sv), family members and friends. Thank you.

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