

The Practice And Competency Of Jawi Teaching Using Multimedia Among Kafa Teachers

Mohd Akhbar Ab Kadir¹, Azhar Muhammad¹, Mohd Norazmi Nordin², Nor Zanira Abd Manan³, Nor Adila Mohd Noor⁴, Wan Nor Raihan⁵

¹universiti Malaysia Kelantan

²cluster Of Education And Social Sciences, Open University Malaysia

³universiti Pendidikan Sultan Idris

⁴akademi Pengajian Islam Kontemporari (Acis), Universiti Teknologi Mara, Terengganu, Malaysia

⁵universiti Teknologi Mara, Malaysia

Abstract

Education Is A System In A Life Containing Activities Related To The Formation And Development Of Knowledge, Skills, Spirituality And Physical Human. In General, Education Is Only The Forms Of Training To Form Individuals, Society And Country In Accordance With Reality And Current Challenges. However, Islamic Education Is Not All-Eye-Giving Tutoring To The Community But Covers A Wide Process. Islamic Education Covers All Aspects Of Worldly Or Ukhwawi Life. In Educating Humans, Islam Takes Into Account The Fact Of Human Incidents Consisting Of Physical, Common Sense And Soul, Without Ignoring Any Part. In This Respect, Islam Educates A Whole Man Covering All Aspects Of Life Whether Physical, Common Sense And Soul Or A Life Of Nature (Material) And Maknawi (Spiritual) (Human Development In The National Education Philosophy, 2015). Religious Education Is An Important Aspect Of Building A Human Personality. The Development Of A Human Being Can Be Formally Applied Through The Education Of Al-Quran And Fardhu Ain (Kafa). The Aim Of This Kafa Education Is To Educate And Form Pupils To Develop The Individual's (Human), In Line With The Qur'an And As-Sunnah. It Is Therefore Able To Produce Strong Faith And Practice In Allah And To Appreciate The Moral And Lifestyle Of Islam.

Introduction

The Teaching Of Jawi Is One Of The Subjects In Islamic Education, It Is One Of The Areas Of Knowledge Of Knowledge Organization, Skills And Value In It And Is A Major Part Of The National Education System And Is Core Subjects In The National Curriculum. In Addition To The Islamic Education Teacher, Kafa Teacher Is Also An Individual Responsible For Teaching Jawi Lessons And Having A Very Important Role In An Effort To Produce Jawi Students Because Of The Ability To Dominate Writing Jawi Has Greatly Influenced The Understanding And Mastery Of The Islamic Education Subjects (Jamaludin Zainal & Adam Jait, 2016). According To (Norizan Mat Unbeliever, 2013) The Ability To Read And Write Jawi Is The Main Pillar As Well As The Gateway On Islamic Education Learning Because Islamic Educational Resource Material Is Largely Written In Jawi (Ridwan Ali & Abdullah, 2015) And The Teaching Of Islamic Education Is Also Taught In The Full Jawi Writings At Primary

Mohd Akhbar Ab Kadir¹, Azhar Muhammad¹, Mohd Norazmi Nordin², Nor Zanira Abd Manan³, Nor Adila Mohd Noor⁴, Wan Nor Raihan⁵

School Level. It Shows That Without The Ability To Read And Write Jawi, Pupils Will Not Be Able To Dominate The Content Of Knowledge In Islamic Education Subjects Well.

Teaching Practices Are Also Defined As The Process Of Skills Delivery, Knowledge, Attitudes And Values (Nahar & Safar, 2016). Which Is The Aim Of The Teachers ' Understanding To Students. If Viewed In Detail, Teaching Practices Is A Task Or Teacher's Action To Conduct And Implement The Teachings. (Rosni Zamuddin & Rohayah, 2011), Having Been Systematically Planned In An Effort To Allow The Study Process That Will Result In A Relatively Permanent Change In The Form Of A Loss Or Implicit (Noor Shah Saad Et Al., 2015). However, According To (Coe, Aloisi, Higgins, & Major, 2014), To Determine The Exact Definition Or Understanding Of Teaching Practice Is Not Something Simple Because Studies That Have Been Carried Out Most Directed Come Back To The Issue Of Trees Is The Extent Of The Students ' Mastery In The Achievement Of A Survey While It Should Be Evaluated Is The Quality Of The Teacher's Teaching Itself. The Limitations And Guidelines On The Scope To Be Evaluated For The Election Of Teaching Practices Are Very Necessary As The General Has Different Interpretations Of The Teaching Of Teachers In The Classroom (Abdul Jalil Et Al., 2021; Mohd Noh Et Al., 2021; Mustafa Et Al., 2021; Roszi Et Al., 2021; Tumisah Et Al., 2021). As Such, Six Main Components Proposed To Be Considered By The Teacher When Evaluating The Quality Of Teaching Practices Are The Knowledge Pedagogical, The Ability To Make Jawi Methods, The Management Of Teachers And Professional Behavior Of Teachers (Irma Et Al., 2021; Suzana Et Al., 2021; Rohanida Et Al., 2021; Nazrah Et Al., 2021; Shahrulliza Et Al., 2021).

As An Knowledge Presenter, Teachers Need To Master Their Skills In Order To Effectively Communicate Knowledge, Able To Evaluate The Teaching Method That Suits Students ' Ability And Interests (Mohd Arafat Et Al., 2021; Sumaiyah Et Al., 2021; Hifzan Et Al., 2021; Shahrul Et Al., 2021; Helme Et Al., 2021). Teachers Should Have Sufficient Skills To Be Implemented In A New And Effective Manner. With Adequate Skill, The Teacher Can Provide A Clearer And More Effective Lesson (Farah Et Al., 2021; Syahrul Et Al., 2021; Quah Et Al., 2021; Ahmad Syarifuddin Et Al., 2021; Jumiah Et Al., 2021). The Mastery Of Jawi Basic Skills Is An Important Element In The Control Of Jawi. There Are Two Basic Skills That Need To Be Dominated By Students To Dominate Jawi. Namely, Reading Skills And Jawi Writing Skills (Ibrahim, 2015). This Skill Is Important Because It Is Able To Provide Information And Knowledge Of Jawi Basic For The Prefix Of Weak Pupils With The Process Of Identifying, Sounding The Syllables And Thus Reading Jawi (Goddess Maslehah, 1994; Normaria, 2009). The Level Of Reading And Building The Word Travelling Of Jawi Syllables Is Found To Be Less Dominated By Pupils. Continuous Learning With The Help Of Teachers Is To Help The Students Who Have Not Mastered Jawi So As To Master The Skills Of Identifying, Mentioning, Reading And Writing Of Jawi Writings To Build Words Through The Syllables. Normaria Che Hussin (2009).

Problem Statements

The Main Purpose Of The Kafa Islamic Education Is To Produce Students Who Are Knowledgeable, Faithful, Competent, Practicing Righteous And Honorable, Based On The Qur'an And The Sunnah. It Also Gives Great Hope To Produce People Who Are Conscious And Able To Contribute Towards The Enhancement Of

The Practice And Competency Of Jawi Teaching Using Multimedia Among Kafa Teachers

Civilization, Nation And Nation. Kafa Education Is Taught To The Students Of Two To Five Years. It Emphasizes On Practical Skills, Which Guides Students Doing Worship Daily Apart From The Skills Of Faith, Humanity, Society And The Community. Kafa Also Involves The Basic Education Of Al-Quran Recital, Creed-Based, Fardhu Ain, Fundamental Guidance, Nurturing The Practice Of Fardhu Kifayah And Its Moral Manners. Effective Teaching Practices Are Important In The Pdpc Process In The Classroom (Mohd Ali Et Al., 2021; Parimala Et Al., 2021; Siti Jamilah Et Al., 2021; Nor Fauziyana Et Al., 2021; Noel Et Al., 2021). Without Effective Jawi Teaching Practices And Appropriate Pedagogical Mastery Of Jawi Teaching, Kafa Teachers Will Be Faced With The Problem Of Communicating The Methodology And The Difficulty To Ensure The Students Dominate The Concept Of Teaching Taught. According To The Study (Anuar Ahmad & Nelson Jingga, 2015), A Teacher Should Have Knowledge And Skill. This Is Because The Mastery And Excellence Of Students In One Subject Is Associated With The Practice Of Teaching A Teacher.

In An Effort To Achieve This, It Is Largely Dependent On The Effectiveness Of The Kafa Teachers ' Role In The Classroom During The Teaching And Learning Process And While In Relation To Pupils To Attract Their Attention (Ahmad Shafarin Et Al., 2021; Junaidah Et Al., 2021; Farah Adibah Et Al., 2021; Ahmad Shakani Et Al., 2021; Muhamad Amin Et Al., 2021). Teachers Should Also Play An Important Role In Order To Attract Students To Learn. The Factor Of Teacher Teaching Practices In Classrooms Such As The Need To Create An Effective Learning Environment Is A Complex Challenge In Teaching Professions Now According To (Mohd Isha Awang, Yaakob Daud, Yahya Don, & Abd Latif Kassim, 2013). Teachers Are The Main Pillars In The Education System And Are The Mobilizers And The Impetus For All Teaching Activities Either In And Out Of Class (Muhamad Suhaimi, Mohd Yusof, & Roslee, 2014). The Effectiveness Of Jawi Teaching In Schools Depends On The Capabilities And Roles Of Teachers In Class To Achieve The Goals And Objectives Of The Islamic Education Curriculum Drafted (Suhaila Zailani, Salamiah Ab. Ghani, Ummu Hani Hj Hashim, Khazri Osman, Zainuddin Ismail, 2012)

The Study Shows That The Teaching Practices Of Islamic Education Teachers Have A Lot Of Weakness And Are One Of The Causes That Contribute To The Weakness Of Pupils To Dominate Jawi Indirectly. (Rosila, Yaacob, Studies, & Pendidikan, 2007, Ab Halim, Ultimately, Rosli Et Al., 2012). According To The Study (Syamira Et Al., 2017) The Mastery Of Students In Writing And Read Jawi Skills Is Weak. Effective Jawi Teaching Practices Should Be Carried Out By The Teacher So That Pupils Are Keen To Learn Jawi Such As Using Multimedia As A New Approach In Teaching And Learning Process. Students Will Be Able To Turn Better If They Are Teaching And Learning, And Can Help Them Easily Dominate The Jawi Method. In This Regard, How To Learn More Effectively, It Is Always To Associate Jawi Text With An In-Scripture Skills So That It Is Easy For Pupils To Dominate The Basic Method Of Jawi.

The Studies Carried Out Earlier Are No Longer Focused On How Teachers Implement Effective Practices To Pupils, However Instead Of Focus On The Deeper Aspect That Analyzes The Level Of Knowledge Content And Skills Of Teachers Next, How Teachers Can Increase Their Knowledge On The Content Of Taught Syllabus. A Number Of Studies Were Carried Out In An Indirect Basis Regarding The Knowledge Of Teacher's Content And

Jawi Subjects. Among The Studies Conducted By (Tamuri Et Al., 2012), One Of The Things Surveyed Was To Observe The Perspective Of Islamic Education Teacher Sra In Selangor On The Level Of Their Control And Skills In Jawi Writing. The Findings That Were Obtained Through The Questionnaire Showed That The Mastery Was At A Moderate Level Which Is Mean 2.77 Only Which Controls The Jawi Writings. This Shows That There Are A Small Number Of Islamic Educational Teachers Who Still Do Not Dominate Jawi Writings Well And This Describes That The Knowledge Of Islamic Education Teachers In Jawi Subjects Have Yet To Reach A Level Can Be Proud. Involving A Similar Study Conducted On Students, It Showed That The Finding Of 20.8% Of Students Acknowledged They Were Unable To Write Jawi Writings Correctly And 79.2% Only Acknowledged That They Were Able To Write Jawi Writings Correctly. Based On This Analysis, The Results Gained On The Weaknesses In Jawi Writing Skills Are Among The Following Students Proving That There Is A Relationship Of Den.

1.3 Research Objectives

1. Identify The Approaches And Methods Practiced By Kafa Teachers In The Practice Of Learning Jawi Using Multimedia?
2. Identify The Actual Levels Of Knowledge And The Kafa Guru Jawi Method Skills
3. Identify The Differences In The Professional Competency Of Knowledge, Values And Skills Among Kafa Teachers Based On Age, Gender, Duration Of Service And Academic Qualification.

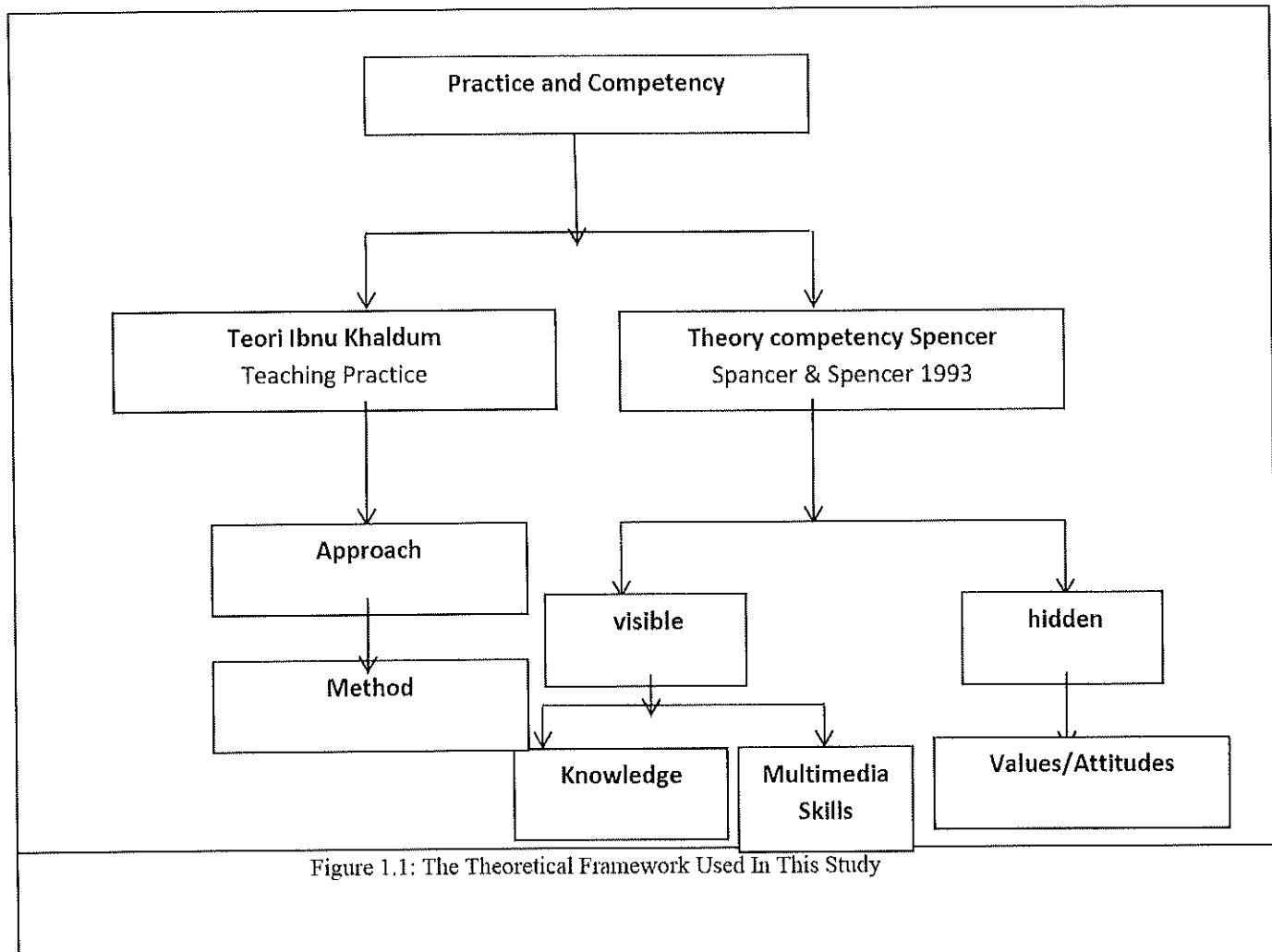
1.4 Questions Of Study

1. What Are The Approaches And Methods Practiced By Kafa Teachers In Jawi Teaching Practice Using Multimedia?
2. What Is The Level Of Knowledge Of Multimedia Content And Skills Kafa Teacher
3. What Is The Level Of Professional Competency From The Aspect Of Knowledge, Value And Multimedia Skills Among Kafa Teachers.

1.6 Theory Framework

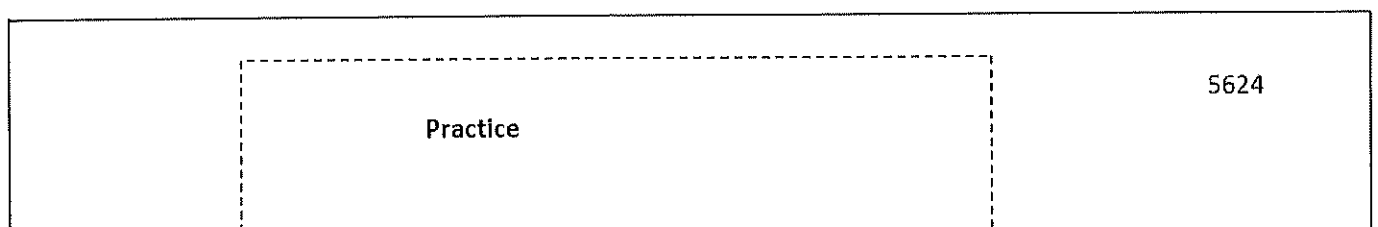
The Theoretical Framework Used In This Study Involved The Teaching Theory Of Ibnu Khaldun And Combined With The Theoretical Theory Of Spancer And Spencer (1993). The Theory Explained That The Competency In The Divide Into Two Is An Easily Visible Competency (Visible) And Protected Competency (Hidden), The Framework Is Shown As Figure 1.1. From Figure 1.1, The Competencies Are Easily Visible Such As Knowledge And Jawi Skills Needed To Carry Out The Task. For Example, Teachers Need To Master Knowledge On A Topic Taught. This Knowledge Mastery Is Important To Ensure That The Objectives Of Teaching And Learning Are Achieved. They Need To Be Dominated By Teachers To Ensure That The Teaching Process Is Implemented Properly. A Sheltered Competency Involves The Value Associated With The Competency Of The Behavior That Will Mobilize A Person To Act Towards Something In Doing Its Work. According To (Spencer, L. M And Spencer, 1993),

Competency Are Easy To See And Competency Are Needed To Be Owned By A Teacher To Produce A Quality Lesson.



1.7 Conceptual Frames

Figure 1.2 Is A Conceptual Framework That Reflects The Entire Key Aspect In The Study Of Practice And Competency Teaching Of Jawi Using Multimedia Among Kafa Teachers. Based On The Concept Framework, Kafa Teachers Who Teach Jawi Teaching Need To Have Practice Elements And Competency Consist Of Knowledge, Skills And Value. Elements Of Practice And Competency Are Important For A Teacher To Produce A Quality Kafa Teacher.



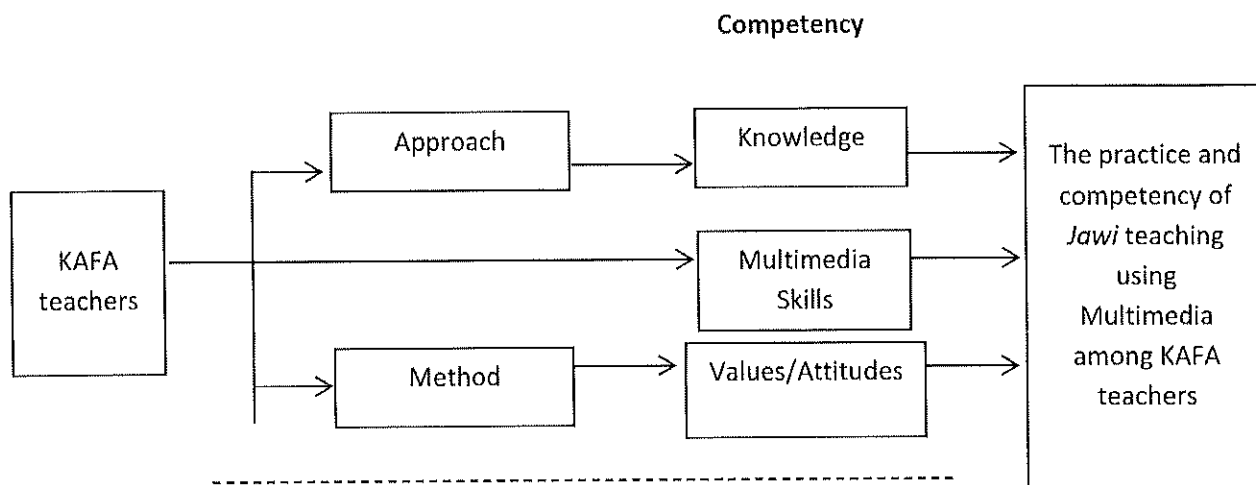


Figure1.2: The Conceptual Framework Used In This Study (Modified From Yusof, 2003)

1.8 Importance Of Study

This Study Is Important And Appropriate To See What Is The Level Of Practice And The Competency Of *Jawi* Teaching Using Multimedia Among Kafa Teachers. All Findings In A Study In Education Must Be Used To Improve The Education System In Total. (Muhamad Suhaimi Obedient & Mohd Yusof Abdullah, 2014). This Study Is Important To See The Practice And Competency Of *Jawi* Teaching Using Multimedia Among Kafa Teachers. The Survey Will Be Able To Identify The Aspects Of The Practice And Teaching Of *Jawi* Use Of The Multimedia Which Should Be Given More Attention So That The Teaching Of *Jawi* Can Be Implemented Effectively And In Turn, It Is Expected To Improve *Jawi* Among Primary School Pupils.

This Study Is Particularly Important In Kafa Teachers So That They Can Provide More Attention To The Aspects Of *Jawi* Teaching Practice In A Class That Looks Less Attention By Kafa Teachers. In Addition, Educators Especially Kafa Teachers Will Be Able To Leverage On This Study To Improve And Enhance Their Understanding Of *Jawi* Skills Thereby Improving The Quality Of Their Teaching (Santibuana Et Al., 2021; Nor Diana Et Al., 2021; Zarina Et Al., 2021; Khairul Et Al., 2021; Rohani Et Al., 2021). Apart From That, The Result Of The Study Also Helps Teachers Apply Teaching Practices Through Appropriate And Established Methods In *Jawi* Syllabus In Particular *Jawi* Rules And How To Write *Jawi* In The Right Method To Pupils Who Have Not Dominated The *Jawi* Well In Religious Schools Throughout Malaysia And Are Not Only Dependent On The Syllabus In The Classroom. School Administrator Members Can Also Use The Findings Of This Study To Measure Whether The Teaching Practices Of Primary School Pupils Especially The Two Levels Have Been Fully Practiced By Kafa Teachers And To Assess The Quality Of Teaching Practices Teacher With The Right Method. The Aspect Of The Mastery Of The

The Practice And Competency Of Jawi Teaching Using Multimedia Among Kafa Teachers

Skills And Jawi Writings Among Students Is Also A Support To Further Enhance The Control Of Jawi Amongst Malaysians.

Apart From Kafa Teachers, The Findings Of This Study Can Also Be Used To Islamic Education Teachers Of Primary Schools Involving The Committee Of Islamic Education Or The School Community Involved Comprising Teachers And School Administrators And Parents As A Guide To Attract And Ensure That All Islamic Students Learn To Jawi Well. The Findings Of The Study Could Provide Exposure To Committee Schools And Students To Choose Effective Jawi Teaching Practices To Ensure Students Can Dominate The Methods Of Jawi At The Primary School Level. This Study Is Expected To Educate Teachers And Students To Become People Who Dominate The Method Of Jawi And In Love To Jawi And Al-Quran Through The Continuous Skills Of Reading And Jawi Writing.

The Findings Of This Study Are Expected To Help Jakim, Especially In The Kafa Syllabus To Assess The Effectiveness Of The Kafa Syllabus Previously Provided. The Jakim Can Also Plan A Variety Of Courses To Kafa Teachers To Strengthen Jawi Skills And Multimedia Dominance Among Kafa Teachers.

1.9 Definition Of Terminology And Operational

In This Study There Are Various Research Terms Used. It Provides Clear And Appropriate Understanding Of The Purposes Of The Study That Will Be Carried Out, Below Are Described In A Number Of Important Definitions Found In This Study.

1.9.1 Teaching Practice

Teaching Practice Means A Process Of Skill Delivery, Knowledge, Attitude And Values (Maria Chong Abdullah, Samsilah Roslan, & Tajularipin Sulaiman, 2014). Which Is The Activities Aimed At The Teaching Staff Be Aware Of The Delivery Of Knowledge And Understanding To Students. It Is Also An Assignment Or Action Of Teachers To Implement And Manage The Teachings In Class.

1.9.2 Competency

The Word Competence Comes From An Latin Word *Competere* Which Means To Be Suitable That Is Appropriate (Mahadi, 2006). According To (Reio & Sutton, 2006). The Competency Means The Combination Of Knowledge, Skills And Attitudes Required To Perform Efficient And Superior Work. In Accordance With This Study, The Teacher's Competency Means The Ability To Dominate Knowledge, Skills And Attitudes

1.9.3 Guru Kafa

Kafa Teacher Is One Of The Most Important Role In The Muslim Community As The Modus Delivers Knowledge Especially For Al-Quran And Fardhu Ain Learning. Kafa Means Al-Quran And Fardhu Ain Classes. It Is One Of The Formal Methods Of Islamic Education Delivery. Kafa Teachers Are In Fact Individuals Entrusted To Undertake Continuous Efforts To Educate And Form Students To Develop The Individual's (People) "In Line With The Qur'an And Al-Sunnah. It Aims To Produce Muslims Who Are Educated With Al-Quran And Al-Sunnah Who Are Strong

Mohd Akhbar Ab Kadir¹, Azhar Muhammad¹, Mohd Norazmi Nordin², Nor Zanira Abd Manan³, Nor Adila Mohd Noor⁴, Wan Nor Raihan⁵

In Practice To Allah Swt And To Appreciate The Moral And Lifestyle Of Islam. The Kafa Programmer Is Implemented To The Students Of Two To Five Years And It Can Be Considered As A Formal Class Of The Al-Quran Studies.

1.10 Scope And Limitation Of Study

The Scope Of The Study Involves The Scope Of Information Required In This Study. The Whistleblower On The Practice And Competency Of Jawi Teaching Among Kafa Teachers In The Entire State Of Kelantan. In Addition, This Study Involved The Teaching Activities Of The Kafa & Teachers ' Learning And The 5-Year Students Selected Throughout The Kelantan State School. In Addition, The Scope Of Information Is Also Explained From The Study Of Kafa Teachers During The Teaching And Learning Process In The Next Classroom It Is Expected To Assist The Students Of The 5 Years Involved In The Upkk Examination. Sample Selection Of Study Involved In The Kelantan State School Only In View Of The Decrease In The Percentage Of Excellence Compared To Primary School In The Other States. Finally Developed An Effective Jawi Teaching Model To Kafa Teacher For The Delivery Of Teaching And Learning Process In Schools.

The Limitations Of The Study Involve The Combined Revenue Of All Conditions Based On Age, Gender, Duration Of Service And Academic Approval Of Kafa Teachers. These Limitations Are:

I. Target Group Of Studies Consist Of Kafa Teachers Throughout Kelantan Involving 10 Districts In Male And Female Teachers.

ii. To Ensure The Findings Of The Study Are More Accurate And Have High Validity, Then Only Kafa Teachers Who Have Permanent Appointment Only And Teaching Jawi Subjects Only.

iii. As This Study Would Also Like To Look At The Mastery Of Pupils, It Also Involved 5 Pupils. The 5-Year Student Selection Justification Is Appropriate For The Upkk Examination.

iv. The Study Also Involves The Instruments Of Questionnaires, And The Finding Of Questionnaires In The Study Depends On The Honesty Of Respondents Giving Answers To Statements Submitted In The Questionnaire. The Collaboration From Respondents Helps To Acquire Good Data. This Study Was Further Strengthened With Researchers To Make Observation And Observations During The Teaching And Learning Process Of Jawi In Class.

v. This Study Also Involves The Selection Of Several Theories And Models Related To The Revised Variables, Hence The Results Of The Study May Not Be Similar To Other Studies Or Previous Studies That Use Different Theories And Models.

vi. Direct And Indirect Relationship And Influence Of The Practice And The Competency Of Jawi Teaching Among Kafa Teachers Is Based On The Overall Data Of The Respondent On The Level Of Practice And The Competency Of The Kafa Jawi Teacher's Teaching.

Literature Studies

2.1 Introduction

In This Chapter, Researchers Divide This Literature Writing Aspect To Some Of The Main Divisions (I) Teaching Practices; (Ii) Competency Theory; (Iii) Competency (Iv) Knowledge; (V) Skills; (Vi) Value; (Vii) Jawi; (Viii) Kafa Teacher. Information And Facts Obtained Can Help The Researchers In Doing And Prove The Findings Of Study Through The Highlights Of This Study.

2.2 Teaching Practices

Teachers Have A Major Role In The Process Of Delivering Knowledge To A Student. The Main Aspect Of A Teacher's Success Is How It Determines, Structure And Delivers Knowledge To Students In The Teaching And Learning Process In The Classroom. This Proves That The Success Of The Teaching And Learning Process Is Dependent On The Style Of Teaching Practices Done By The Teacher. According To (Jasmi & Tamuri, 2007), Teaching Practices Are Described As The Process Of Transferring, Telling, Teaching A Knowledge And To Deliver Various Types Of Information To A Person Who Has No Knowledge Of Such Knowledge Either Through Training, Instruction Or Any Other Form Of Teaching (Abdul Jamir, Ab. Halim, & A'dawiyah, 2012). While (Suhid Et Al., 2015) Asserts That The Concept Of Teaching Is Not Only To Transfer The Information To Pupils, Even Teaching Practices Should Be A Role Of Producing Servant That Has A Balanced Development, And Is Practiced And Fully Appreciated By Every Servant Of God.

Teaching Practice Also According To (Coe Et Al., 2014) Is Not A Simple Reason Because The Common Studies Are Directed Back To A Tree Question, Which Is The Achievement Of The Student To Become A Survey As Compared To The Quality Of Teaching Practice Itself. As (Maria Chong Abdullah Et Al., 2014) Defines The Practice Of Teaching As A Process Of Skills Presenter, Knowledge, Attitudes And Values, Which Are Activities Undertaken By The Teacher In A Conscious Or Not. According To (Rosni Zamuddin & Rohayah, 2011), Teaching Practice Is A Task Or Teacher Of Teachers To Manage And Implement The Teaching After A Carefully Planned And Orderly Process In Order To Learn To Make A Permanent Change.

According To (Anuar Ahmad & Nelson Jingga, 2015), The Practice Of Teaching Is A Process Structured According To Step By Step That Began With The Planning Of Teaching, Initial Stage, Concept Development, Ended With A Recruitment And Consolidation Activity. A Combination Of Various Teaching Activities In The Teaching Of A Teacher Involving Strategy Elements, Approaches, Methods And Techniques Can Produce Effective Teaching And To Attract Students To Learn.

2.3 Competency Theory

The Theory Of This Study Is Carried Out Based On Spencer And Spencer Theory (1993) That Takes Into Account The Iceberg Model. Through This Model, Skills And Knowledge Are Usually Available Through Courses Or Training And Can Be Attributed To Academic Transparency. The Development Of A Person's Personal Characteristics Is More Challenging And Should Be Given Special Emphasis On Achieving The Expected Success Through Training And Development. Based On The Iceberg Model In Figure 2.1, Competency Was The Iceberg Where Skills And Knowledge Were Placed At The End Of The Iceberg And Were Above Water Level. While Value/Attitude Is Below The Water Level Because It Is Difficult To Know. However, Skills And Knowledge Are Very Necessary To Do A Job But It Does Not Distinguish Its Performance.

Through This Model, The Element Of Behavior Determined By The Personal Characteristics (Which Is Implied) Is A Key Factor That Will Distinguish The Teacher's Good-Performing Teachers And Normal Performance. In Other Words, Knowledge And Skills Are The Most Visible And Identified Competency Components While The Personal Characteristics Are The Proponents Components That Are Difficult To See And Identified, But It Is An Important Factor In Producing Outstanding Teachers Who Have The Knowledge And Skills Expected.

2.4 Competency

According To (Sampson, D & Fytros, 2008), The Competency Gives Different Means Of The Purpose And Approach To Be Done In An Organization To Increase The Achievement Of Employees At The Job. This Is Because The Competency Level Is A Key Asset In Assessing A Level Of Work. It Is Supported By The United National Industrial Development Organization (2002), Namely Competency Is A Set Of Knowledge, Skills That Have A Link And Attributes That Enable An Individual To Perform A Job Or Activity In A Special Or Work Function. While According To (Sutton, 2004), The Competency Consists Of The Characteristics Of The Attributes, Skills And Knowledge Required To Do The Work Efficiently And Superior.

Like Studies (Ariffin, 2010), The Competency Is Meant To Be A Combination Of Knowledge, Skills And Personal Characteristics And The Necessary Conduct And Practice To Do A Job Or Job. The Main Purpose Is To Enable The Person To Perform A Good And Effective Task. It Is A Guide And Direction To Do The Job. By Listing The Competency Of The One, It Will Be A Reflection Of The Expected Behavior And Able To Make Early Preparations Before Performing A Task.

Reference

1. Abdul Jalil Toha Tohara, Shamila Mohamed Shuhidan, Farrah Diana Saiful Bahry, Mohd Norazmi Bin Nordin (2021). Exploring Digital Literacy Strategies For Students With Special Educational Needs In The Digital Age. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.9 (2021), 3345-3358.
2. Abdul Jamir, M. S., Ab. Halim, T., & A'dawiyah, I. (2012). Active Learning In Islamic Education And Effective Learning. *Ipg Journal Of Islamic Education Campuses*.

3. Abdul Rasid Bin Abdul Razzaq, Mohd Norazmi Bin Nordin, Mohamad Zaid Bin Mustafa, Badaruddin Bin Ibrahim (2021). Questionnaire For Special Education Leadership: A Pilot Study. *Linguistica Antverpiensia*, 2021 Issue-1: 2587-2614
4. Ahmad Shafarin Bin Shafie, Siti Nur Kamariah Binti Rubani, Aini Nazura Binti Paimin, Navaratnam Vejaratnam, Mohd Norazmi Bin Nordin (2021). Elements Of Safety In Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5274-5278
5. Ahmad Shakani Bin Abdullah, Iklima Husna Binti Abdul Rahim, Mohammad Halim Bin Jeinie, Muhammad Shakir Bin Zulkafli, Mohd Norazmi Bin Nordin (2021). Leadership, Task Load And Job Satisfaction: A Review Of Special Education Teachers Perspective. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5300-5306
6. Ahmad Syarifuddin Che Abd Aziz, Tumisah Binti Akim, Abdul Halim Bin Ruseh, Sarina Binti Mail, Mohd Norazmi Bin Nordin (2021). Elements Of Facility In Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5239-5243
7. Anuar Ahmad & Nelson Jingga. (2015). Influence Of Teacher Skills Competency In Teaching Towards Students ' Academic Achievement In Historical Subjects. *Curriculum Journal Of Asia Pacific Teaching*.
8. Ariffin, S. R (2010). Learning Evaluation Participants Are Professional To Uphold The National Master's Leadership Programme. *Malaysia Educational Journal*, Page 67 – 75. Issn 0126-6020.
9. Badaruddin Bin Ibrahim, Mohd Norazmi Bin Nordin, Mohamad Zaid Bin Mustafa Abdul Rasid Bin Abdul Razzaq (2021). Special Education Need The True Leadership: The Review. *Turkish Journal Of Physiotherapy And Rehabilitation*; 32(3): 1622-1628.
10. Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What Makes Great Teaching? The Center For Evaluation And Monitoring.
11. Farah Adibah Binti Ibrahim, Biamin Ahmad, Rehad Binti Ismail, Harlina Binti Ismail, Mohd Norazmi Bin Nordin (2021). Resource Elements In The Construct Of Special Education Teacher Workload In Malaysia. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5289-5293
12. Farah Azaliney Binti Mohd Amin, Noorsuraya Mohd Mokhtar, Farah Adibah Binti Ibrahim, Nishaalni, Mohd Norazmi Bin Nordin (2021). A Review Of The Job Satisfaction Theory For Special Education Perspective. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5224-5228
13. Helme Bin Heli, Senin M.S, Yusmi Bin Mohd Yunus, Kavita Vellu, Andrew Jason George, Mohd Norazmi Bin Nordin (2021). A Review Of The Educational Leaderships Theory For Special Education Perspective. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5217-5223
14. Helme Heli, Senin M.S, Ekmil Krisnawati Erlen Joni, Juereanor Binti Mat Jusoh, Mohd Norazmi Bin Nordin (2021). Elements Of Experience In The Leadership Construct Of Special Education Head Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5279-5283
15. Hifzan Binti Mat Hussin, Nor Mazlina Binti Mohamad, Syed Nurulakla Syed Abdullah, Ida Rahayu Mahat, Mohd Norazmi Bin Nordin (2021). Why Special Education Is Always In Our Hearts? *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5202-5210
16. Human Development In National Education Philosophy. (2015).
17. Ibrahim, N. (2015). The Impact Of The Module Is Intensive And Continuous To Read Skills And Write Jawi Among Primary School Pupils. <https://doi.org/10.1017/Cbo9781107415324.004>
18. Irma Shayana Bte Samaden, Firkhan Ali Bin Hamid Ali, Nor Shadira Jamaluddin, Mazidah Binti Ali, Mohd Norazmi Bin Nordin (2021). Elements Of Attitude In The Leadership Construct Of Special Education Head Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5151-5156
19. Irma Shayana Bte Samaden, Irfah Najihah, Shaliza Alwi, Rabiatal Munirah, Mohd Adli Bin Mohd Yusof, Mohd Norazmi Bin Nordin (2021). Time Element In The Construct Of Special Education Teacher Workload In Malaysia. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5141-5145

20. Irna Shayana Bte Samaden, Senin M.S, Noor Lina Binti Mohd Yusuf, Biamin Ahmad, Mohd Norazmi Bin Nordin (2021). A Pilot Study On The Influence Of Headmasters Leadership On Workload And Job Satisfaction Of Special Education Teachers In Johor, Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5157-5171
21. Jamaludin Zainal, & Adam Jait. (2016). The Practice Of Islamic Education Teachers In The Process Of Teaching At The School Level-Secondary Schools Of Brunei Darussalam. Housing Of The International Conference On Education Dialogues Global Peace 30 November-01 December 2016 Kulliyah Of Education, International Islamic Education Malaysia.
22. Jasmi, K. A., & Tamuri, A. H. (2007). *Islamic Education: Methods Of Teaching And Learning*. Skudai: Producer Of Universiti Teknologi Malaysia
23. Jumiah Binti Mustapa, Sarina Binti Mohd Yassin, Fauziah Binti Ani, Parimala A/P Palanisamy, Mohd Norazmi Bin Nordin (2021). Physiological Elements In Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5244-5248
24. Junaidah Yusof, Farah Adibah Binti Ibrahim, Senin M.S, Hilmiyah Binti Haji Hassan, Mohd Norazmi Bin Nordin (2021). Elements Of Work Environment In The Construct Of Special Education Teacher Workload In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5284-5288
25. Khairul Hanim Pazim, Roslinah Mahmud, Noor Fzlinda Fabeil, Juliana Langgat, Mohd Norazmi Bin Nordin (2021). Special Education Teachers Job Satisfaction In Malaysia: A Review. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5329-5332
26. Mahadi, A. H. (2006). The Competency Of Lecturers In Teaching And Learning: A Study At Kutkm. *Journal Of Education Leadership*.
27. Maria Chong Abdullah, Samsilah Roslan, & Tajularipin Sulaiman. (2014). Learning Teaching Strategies At Higher Learning Institutions: A Paradigm Shift. *Malaysian Education Dean Council Journal*.
28. Ministry Of Education Malaysia. (2017). Executive Summary Of Pppm 2013-2025. <https://doi.org/10.1017/Cbo9781107415324.004>
29. Mohd Ali Masyhum Bin Mohd Nor, Ahmad Faqih Ibrahim, Syahrul Anuar Ali, Mohd Fairoz Affendy Bin Md Nordin, Mohd Norazmi Bin Nordin (2021). Elements Of Leadership Style In The Leadership Construct Of Special Education Headmasters In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5249-5253
30. Mohd Ali Masyhum, Ophelia, Masliah Musa, Daraini Oyot, Mohd Norazmi Bin Nordin (2021). Headmasters Leadership On Task Load And Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5294-5299
31. Mohd Arafat Bin Jaafar, Muhammad Talhah Ajmain@Juna'ain, Mazita Binti Ahmad Subaker, Kavita Doraisamy, Mohd Norazmi Bin Nordin (2021). Special Education Teachers Task Load In Malaysia: A Review. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5333-5337
32. Mohd Arafat Bin Jaafar, Noor Azlin Binti Abdullah, Mohd Sabri Bin Jamaludin, Muhamad Amin Bin Haji Ab Ghani, Mohd Norazmi Bin Nordin (2021). Unique Attitude? The Concept Of Special Education Leadership. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5192-5196
33. Mohd Isha Awang, P., Yaakob Daud, P., Yahya Don, P., & Abd Latif Kassim, P. (2013). Teaching Practice Kafa Teacher In The Implementation Of Fardhu Ain Class Learning (Kafa) In Kedah Darul Aman . 2013 (1), 1 – 14.
34. Mohd Noh, A. N., Razzaq, A. R. A., Mustafa, M. Z., Nordin, M. N., Ibrahim, B. (2021). Sustainable Community Based Ecotourism Development. *Palarch's Journal Of Archaeology Of Egypt / Egyptology*, 17(9), 5049-5061.
35. Mohd Noh, A. N., Razzaq, A. R. A., Mustafa, M. Z., Nordin, M. N., Ibrahim, B. (2021). Elements Of Community Capacity Building (Ccb) For Cbet Development. *Palarch's Journal Of Archaeology Of Egypt / Egyptology*, 17(9), 4970-4981.

36. Mohd Noh, A. N., Razzaq, A. R. A., Mustafa, M. Z., Nordin, M. N., Ibrahim, B. (2021). Future Community-Based Ecotourism (Cbet) Development. *Palarch's Journal Of Archaeology Of Egypt / Egyptology*, 17(9), 4991-5005.
37. Mohd Norazmi Bin Nordin, Mohamad Zaid Bin Mustafa, Badaruddin Bin Ibrahim, Abdul Rasid Bin Abdul Razzaq, Nor Fauziyana Binti Mosbiran (2021). Special Education Unique Leadership Style: The Concept. *Linguistica Antverpiensia*, 2021 Issue-1: 2244-2261
38. Muhamad Amin Bin Haji Ab Ghani, Abidah Aqilah Binti Mohd Noor, Zulfadli Bin Mohd Saad, Mohd Mazhan Tamyis, Mohd Norazmi Bin Nordin (2021). Improving The Writing Skills Of Jawi Connection Letters Of Students With Learning Disabilities Using The Finger Step. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5307-5312
39. Muhamad Suhaimi Taat & Mohd Yusof Abdullah. (2014). The Impact Of Teaching And Guidance Of Islamic Education Teachers Towards Motivation And Learning Of Students Self-Directed. *Journal Of Education Think*.
40. Muhamad Suhaimi, Mohd Yusof, & Roslee. (2014). Motivation As ' Mediator ' Between The Process Of Teaching And Guidance Of Teachers. *Humanika*.
41. Mustafa Kamal Amat Misra, Nurhanisah Senin, Abdull Rahman Mahmood, Jaffary Awang, Mohd Norazmi Bin Nordin (2021). Analysis On Ashācīrah And Ibādhiyah On The Attributes Of God. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.10 (2021)*, 7661-7673
42. Nahar, N., & Safar, J. (2016). The Practice Of Learning Jawi In Current Education: A Survey. In *Ink Articulation Building The Ummah*.
43. Nazrah Binti Jamaludin, Kway Eng Hock, Elia Binti Md Zain, Norkhafizah Binti Yussuf, Mohd Norazmi Bin Nordin (2021). This Special Education Is Unique For Teachers, Students, Parents, Leaders And Organizations. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5179-5183
44. Nik Yaacob, N. R. (2007). The Mastery Of Jawi And Its Relationship With Students ' Interest And Achievement In Islamic Education. *Educators And Education*.
45. Noel Jimbai Balang, Bong Lie Chien, Mimilia Binti Gabriel, Norhamidah Binti Ibrahim, Mohd Norazmi Bin Nordin (2021). Elements Of Teacher Readiness In The Construct Of Special Education Teacher Workload In Malaysia. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5269-5273
46. Noor Shah Saad, Nagendralingan Ratnavadivel, Lim Chong Hin, Rajendran Nagappan, Sopia Md Yasin, & Idris Mohd Radzi. (2015). The Attributes Of Teachers ' Pedagogical Deserves Making Qualities In Mathematics Classroom. *Eurasia Journal Of Mathematics, Science And Technology Education*. <https://doi.org/10.12973/Eurasia.2015.1346a>
47. Nor Diana Mohd Idris, Junaidah Yusof, Fazli Abdul-Hamid, Muhamad Helmy Sabtu, Mohd Norazmi Bin Nordin (2021). Formation Of Special Education Leadership Study Questionnaire Set That Influences The Task Load And Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5319-5323
48. Nor Fauziyana Binti Mosbiran, Ahmad Faqih Ibrahim, Muhammad Yasin Omar Mokhtar, Muhamad Amin Bin Haji Ab Ghani, Mohd Norazmi Bin Nordin (2021). Elements Of Welfare In Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education Vol.12 No.11 (2021)*, 5264-5268
49. Nor Fauziyana Binti Mosbiran, Mohamad Zaid Bin Mustafa, Badaruddin Bin Ibrahim, Abdul Rasid Bin Abdul Razzaq, Mohd Norazmi Bin Nordin (2021). Teacher Competencies To Provide Effective Individual Education Plan For Students With Special Needs Hearing Problems: An Early Review. *Turkish Journal Of Physiotherapy And Rehabilitation*; 32(3): 1617-1621.
50. Norizan Mat Unbeliever. (2013). Methods Of Teaching And Learning Of Jawi Basis For Preschool Children. *Esteem Academic Journal*, 9 (2), 28 – 38.
51. Organization, U. N. I. D. (2002). *Industrial Development Report 2002/2003: Competing Through Innovation And Learning*. North America: Renouf Pub Co Ltd.

52. Parimala A/P Palanisamy, Santibuana Binti Abd Rahman, Siti Azura Binti Bahadin, Helvinder Kaur A/P Balbir Singh, Mohd Norazmi Bin Nordin (2021). Relationship Elements In Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5254-5258
53. Quah Wei Boon, Mohd Fairuz Bin Mat Yusoff, Nurhanisah Binti Hadigunawan, Fatim Nabilah Wahid, Mohd Norazmi Bin Nordin (2021). A Review Of The Management Theory For Special Education Task Load Perspective. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5234-5238
54. Reio, T. G., & Sutton, F. C. (2006). Employer Assessment Of Work-Related Competencies And Workplace Adaptation Program. *Human Resource Development Quarterly*. <https://doi.org/10.1002/hrdq.1176>
55. Reio, T. G., & Sutton, F. C. (2006). Employer Assessment Of Work-Related Competencies And Workplace Adaptation. *Human Resource Development Quarterly*. <https://doi.org/10.1002/hrdq.1176>
56. Ridwan Ali, A., & Abdullah, B. (2015). The Philosophy Of Jawi Education In The Empowerment Of Islamic Civilization In Malaysia. *International Conference On Empowering Islamic Civilization*, (September), 978 – 967.
57. Rohani Binti Marasan, Andrew Lim Ming Yew, Dg. Norizah Ag. Kiflee @ Dzulkifli, Colonius Atang, Mohd Norazmi Bin Nordin (2021). A Principal's Leadership Excellence Through Disposition Of Attributes. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5360-5371
58. Rohanida Binti Daud, Shazali Johari, Fazli Abdul-Hamid, Syahrul N. Junaini, Mohd Norazmi Bin Nordin (2021). Face And Content Validity For The Special Education Leadership (Integration) Questionnaire In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5172-5178
59. Rosila, N., Yaacob, N., Studies, P., & Education, I. (2007). Of Jawi Control And Its Relationship To Interest. *Educators And Education, Missionary*. 22, 161 – 172.
60. Rosni Zamuddin, S. S., & Rohayah, A. (2011). Teaching Practice Of Technical Teachers In The Secondary School Of Johor Baharu Trade Techniques According To Cognitive Level Of Bloom. *Journal Of Technical, Vokational & Engineering*.
61. Roszi Naszariah Nasni Naseri, Maryam Mohd Esa, Norlela Abas, Nurul Zamratul Asyikin Ahmad, Rafidah Abd Azis, Mohd Norazmi Bin Nordin (2021). An Overview Of Online Purchase Intention Of Halal Cosmetic Product: A Perspective From Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.10 (2021), 7674-7681
62. Roszi Naszariah Nasni Naseri, Nurul Zamratul Asyikin Ahmad, Sharina Shariff, Harniyati Hussin, Mohd Norazmi Bin Nordin (2021). Issues And Challenges Of Online Shoppingactivities On The Impact Of Corona Pandemic :A Study On Malaysia Retail Industry. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.10 (2021), 7682-7686
63. Sampson, D & Fytros, D. (2008). *Competense Model In Technology Enhanced Competence-Based Learning* (2nd Ed.). Berlin: International Handbook On Information Technologies For Education And Training.
64. Santibuana Binti Abd Rahman, Helvinder Kaur A/P Balbir Singh, Albert Feisal@Muhd Feisal Bin Ismail, Salsuhaida Binti Sulaiman, Mohd Norazmi Bin Nordin (2021). Formation Of Special Education Leadership Study Interview Protocol That Affects The Task Load And Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5313-5318
65. Shahrul Hapizah Musa, Elia Binti Md Zain, Muhd Zulkifli Ismail, Hifzan Binti Mat Hussin, Mohd Norazmi Bin Nordin (2021). Something Important For Special Education In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5211-5216
66. Shahrulliza Binti Saharudin, Siti Azura Binti Bahadin, Helvinder Kaur A/P Balbir Singh, Shazali Johari, Mohd Norazmi Bin Nordin (2021). The Single Predictor Of The Influence Of Headmasters Leadership On Special Education Teachers Job Satisfaction In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5184-5191

67. Siti Jamilah Samsuddin, Mazidah Binti Ali, Ashari Ismail, Mohd Saifulkhair Omar, Mohd Norazmi Bin Nordin (2021). Elements Of Work Type In The Construct Of Special Education Teacher Workload In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5259-5263
68. Spencer, L.M And Spencer, S. . (1993). *Competence At Work: Models For Superior Performance* (John Wiles & Sons, Ed.). New York.
69. Suhaila Zailani, Salaniah Ab. Ghani, Ummu Hani Hj Hashim, Khazri Osman, Zainuddin Ismail, H. Z. (2012). Study Module And Arabic Language Learning Through The Qur'an. *National Conference On Teaching And Learning Arabic Language 2012* (Pkebar ' 12).
70. Suhid, A., Ahmad, A. M., Sabri, S. M., Azreen, &, Mohamad, E., Language, J. P.,.... Education, F. P. (2015). Education For All: Practice In Islamic Education System In Malaysia. *International Journal Of Education And Training (Injet) International Journal Of Education And Training (Injet) International Journal Of Education And Training*.
71. Sumaiyah Mohd Zaid, Nurhanani Che Rameli, Aidah Alias, Mohammad Fahmi Abdul Hamid, Mohd Norazmi Bin Nordin (2021). Virtual Learning Of Deaf Students: We Miss Pupils, We Hate Covid19. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5197-5201
72. Sutton, F. C. (2004). Employer Assessment Of Work-Related Competencies And Engineering Graduates.
73. Suzana Basaruddin, Muhamad Helmy Sabtu, Azizan Arshad, Irma Shayana Bte Samaden, Mohd Norazmi Bin Nordin (2021). Elements Of Knowledge In The Leadership Construct Of Special Education Head Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5146-5150
74. Syahrul Anuar Ali, Khadijah Binti Mustapha, Jalila J., Sofia Binti Elias, Mohd Norazmi Bin Nordin (2021). Financial Elements In Job Satisfaction Of Special Education Teachers In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5229-5233
75. Syamira, N., Wahab, A., Education, F., Education, U., Idris, S., & Sjahrony, A. (2017). Understanding Al-Quran And Jawi Through A Multimedia Language Game (Understanding Quran And Jawi Using Multimedia Language Game). *Asean Comparative Education Research Journal On Islam And Civilization (Acer-J)*.
76. Tamuri, A. H., Abdul Ghani, K., Mokhtar, R., Rashed, Z. N., Mustakim, M. A., & Rashed, Z. N. A. (2012). Assessment Of The Implementation Of Teaching And Learning Of Islamic Education Curriculum In Islamic Education Division (Jais) At The Primary School Of State Religion Of Selangor. *Journal Of Educational Research And Islamic Studies*.
77. Tumisah Binti Akim, Siti Azura Binti Bahadin, Helvinder Kaur A/P Balbir Singh, Irma Shayana Bte Samaden, Mohd Norazmi Bin Nordin (2021). Elements Of Qualification In The Leadership Construct Of Special Education Headmasters In Malaysia. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5135-5140
78. Zarina Osman, Syahrul Anuar Ali, Salwati Binti Su@Hassan, Kothai Malar Nadaraja, Mohd Norazmi Bin Nordin (2021). Special Education Leadership In Malaysia: A Review. *Turkish Journal Of Computer And Mathematics Education* Vol.12 No.11 (2021), 5324-5328