

# Enhancing Students' Performance Of Five Times Daily Prayers Amongst Polytechnic Students

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## Abstract

This study was conducted to enhance students' performance towards performing their five times daily prayers amongst polytechnic students. 47 Semester One students from Diploma in Tourism and Management as well as Diploma Accountancy, June 2016 session of Politeknik Hulu Terengganu were involved in this study. The objectives of this research are to find out students' awareness of the five times daily prayers; to identify students' understanding about solah and third; and to increase students' realization towards solah. The given pre-test showed that 50% of the students did not achieve the desired grade which was A. There were a few problems identified causing the students struggled in the test. The collection of data was done through the administration of a questionnaire, as well as pre-test and post-test. Actions taken were through the implementation of the PHT Fardhu Ain Module and *Kem Pemantapan Fardhu Ain*. The administered treatment has resulted in a significant increase of students' performance of five times daily prayers among the students. 78.5% of the students scored A+ in the given post-test.

**Keywords:** Solah, Awareness, Understanding

## 1.0 Introduction

Performing five times daily prayers is an obligation to every Muslim. It is the second pillar of Islam. Solah is the major form of worshiping Allah SWT for Muslims. The offering of solah in addition to representing the submission of Muslims to Allah also has other benefits which are highly cherished by every Muslim. In the al-Quran Allah says:

وَأَقِمْ وَآلَ الصَّلَاةِ وَعَاتُوا الزَّكَاةَ وَأَرْكَعُوا مَعَ الرَّاكِعِينَ ﴿٤٣﴾

*And establish prayer and give zakah and bow with those who bow [in worship and obedience].*

*(al-Baqarah: 43)*

As muslim students, performing prayers should help them to become excellent students. This is because, Allah SWT already promises us in the al-Quran that:

قَدْ أَفْلَحَ الْمُؤْمِنُونَ ﴿١﴾ الَّذِينَ هُمْ فِي صَلَاتِهِمْ خَاشِعُونَ ﴿٢﴾

*Certainly will the believers have succeeded: They who are during their prayer humbly submissive.*

*(al-Mukminun: 1-2)*

This is in line with the Malaysia Education Blueprint 2015-2025 (Higher Education) of the 10 shifts, the first shift is to produce “Holistic, Entrepreneurial and Balanced Graduates”. This means that every graduate will have the relevant disciplinary knowledge and skills, ethics and morality, as well as the appropriate behaviours, mindsets, culture, and civilisational literacy in preparing them to be a better person. By performing solah, this would help the students to have good ethics and moral as well as performing better academically.

However, from the observation of the researcher, some of the problems faced by the students were unable to focus in the class, difficulties in attending morning classes and feel discontent with their lives. A survey was carried out to identify the main cause of this problem. It was found that 50.8% of the students did not perform five times daily prayers and only 49.2% of the students perform the prayers. This matter really concerned the researcher.

## **2.0 Focus of The Study**

The focus of this study was to enhance students' performance towards performing their five times daily prayers among Semester One Diploma Tourism and Management as well as Diploma Accountancy of Politeknik Hulu Terengganu students of June 2016 session. This initiative is very important in order to help students to improve their solah.

## **3.0 Objectives**

The main purpose of this study is to find out students' performance in performing prayers amongst the Politeknik Hulu Terengganu students.

### **3.1 Specific Objectives**

1. To find out the level of students' awareness of the five time daily prayers.
2. To identify the students' understanding about solah.
3. To increase students' awareness towards solah.

## **4.0 Focus Group**

Respondents for this study were 47 students from Diploma in Tourism and Management as well as Diploma Accountancy who were in semester 1 in June 2016 session at Politeknik Hulu Terengganu. The students mostly came from middle class families. Islamic lessons were only taught when they were at the primary and secondary schools. Majority of them were not from Islamic-based school.

## 5.0 Methodology

This research was designed based on quantitative action research. "Action research is inquiry or research in the context of focused efforts to improve the quality of an organization and its performance. It typically is designed and conducted by practitioners who analyze the data to improve their own practice" (George Mason University, 2016). In teaching context, "action research is a natural part of teaching. Teachers are continually observing students, collecting data and changing practices to improve student learning and the classroom and school environment. Action research provides a framework that guides the energies of teachers toward a better understanding of why, when and how students become better learners" (Miller, C.A., p.200).

### 5.1 Pre-Test and Post-Test

A set of an oral test known as *tasmik* was conducted. The pre-test was conducted to examine how far the 47 students from the target group had mastered the solah pillars. This pre-test was done before the treatment was given and the post-test was carried out later.

### 5.2 Questionnaire

A structured questionnaire was conducted at the start of the study to collect data of the students' awareness of their daily prayers. Afterwards, the same questionnaire were distributed to get students' perceptions about their awareness after the treatment was given. Students' perceptions and opinions before and after the treatment were then compared and analysed.

## 6.0 Data Analysis

### 6.1 Analysis of Pre-Test

**Table 6.1.1:** Data for the students' understanding about solah pillars

Level Of Understanding	Grade	Percentage%
0-59	C+ AND BELOW	50.0
60-69	B	15.5
70-79	B+	9.1
80-89	A	5.2
90-100	A+	20.2

The pre-test was an oral test was known as *tasmik*. The students were give a form for them to fulfill the details and the lecturer asked the students to answer the questions orally by reciting *al-fatihah*, *at-tahiyyat* and *selawat Ibrahimiyah*. Besides that, they needed to recite *qunut* and *doa iftitah* one-to-one with the lecturer. The test was based on the 13 solah pillars including *rukun qauli*, *fi'li* and *qalbi*. Based on table 6.1, 50.0% of the students scored C+ and below, 24.6% scored B and only 25.4% scored A.

**Table 6.1.2:** Data for the students' ability to recite

Items	Percentage %	
	Able	Unable
Iftitah	67.9	32.1
Al-Fatihah	78.8	21.2
At-Tahiyyat	35.4	64.6
Selawat Ibrahimiyah	35.8	64.2
Qunut	28.8	71.2

Based on the Table 6.2, it was found that majority of the students cannot recite *at-tahiyyat*, *iftitah* and *qunut*. This was quite an issue to be concerned with the students did not master some of the solah pillars which were *al-fatihah*, *at-tahiyyat* and *selawat Ibrahimiyah*.

## 6.2 Questionnaire

**Table 6.2.1:** Students' solah performance

Solah	Percentage%
Complete 5 Times	43
4 Times	31
3 Times And Below	26

Table 6.2.1 shows that only 43% of the students performed the prayers completely in a day. 31% of the students missed at least a solah and 26% missed more than three times a day. This showed that students were not aware about their obligations where more than half of the students did not complete the prayers daily.

**Table 6.2.2 :** Students' understanding about rukun solah

Items	Yes	No
Know How To Do Sujud Sahwi	14%	86%
Know 13 Solah Prayers	19%	81%
Know What Is Toma'ninah	15%	85%
Know That Solah Starts From Takbiratulihram And Ends With Salam	30%	70%
Know All Ablution For Prayer	40%	60%

From the questionnaire, it showed that 86% of the students did not know how to do sujud sahwi. The second highest was 85% of the students who did not know what was toma'ninah. Followed by 81% students did not know the 13 solah pillars. Besides that, students also did not start their solah

with *takbiratulihram* and end with salam, which is the basis of solah itself. Lastly, 60% of the students did not know all the steps for ablution that they needed to have before performing the prayers.

**Table 6.2.3:** Effects of not performing prayers

Items	Yes
Cannot Focus In Class	84.2%
Demotivated	77.2%
Do Not Know The Goal Of My Life	77.2%
Feel Discontent With Life	80.7%
Always Do Unbeneficial Things	38.6%

Students are not aware that they face difficulties in their lives and study due to their problem in performing solah. 84.2% of the students agreed that they cannot focus in class. This was the main problem to students. 80.7% agreed that they feel uneasy with their life. 77.2% of them mentioned that they always feel demotivated and did not know their goals of life. This was where the issue of coming late to class arised because the students did not feel the need to do so.

## 7.0 Treatment Proposed

An action was proposed to the Director and to the General Studies Department by introducing these courses:

- PHT *Fardhu Ain* was implemented at Politeknik Hulu Terengganu. The module consists of three parts.
- *Kem Pemantapan Fardhu Ain*

## 8.0 Treatment Implemented

### 8.1 PHT *Fardhu Ain*

PHT *Fardhu Ain* was compulsory to all students starting from Semester 1. These were the modules that were implemented at PHT:

Module	Semester	Topics	Details
One : Asas-asas Fardhu Ain	Semester 1 June 2016	1. Toharah 2. Istinjak 3. Najis 4. Wudhuk 5. Tayammum 6. Penentuan arah kiblat 7. Penentuan masuk waktu solat 8. Azan dan iqamah 9. Amali solat	Time: 2 hours a week Duration: 15 weeks Method: lecture

		10. Solat jemaah 11. Rukhsah solat 12. Solat ketika dhorurat 13. Zikir 14. Doa	
Two: Al-quran and Tajwid	Semester 2 December 2016	1. Huruf and makhraj 2. Tajwid	Time: 2 hours a week Duration: 15 weeks Method: lecture and tasmik
Three : Aqidah Muslim	Semester 3 June 2017	1. Tasawwur Islam 2. Aqidah Islamiyyah 3. Syahadatain 4. Ancaman Ideologi	Time: 2 hours a week Duration: 15 weeks Method: lecture and presentation

## 8.2 Kem Pemantapan Fardhu Ain

*Kem solat* was implemented in Semester 1 at the end of the semester. The camping was held for 2 days and 1 night. All the students were involved in the camp. The tentative was:

	Time	Activities
Day 1	8.30 am	Registration
	9.00 am	Program Briefing
	9.30 am	Ice Breaking
	10.30 am	Breakfast
	11.00 am	Slot 1: <i>Islam Agamaku</i> Talk
	12.30 pm	Lunch
	1.00 pm	Zohor prayer
	2.30 pm	LDK 1 : Islam is My Way
	4.30 pm	Asar prayer and tea
	5.00 pm	Exercise
	6.00 pm	Self-preparation
	6.30 pm	Dinner
	7.00 pm	Maghrib dan Isyak prayers
	9.00 pm	BBQ
10.30 pm	Slot 2: <i>Muhasabah</i>	
12.00 pm	Dismiss	
Day 2	4.30 am	<i>Munajat Cinta Teragung</i>
	5.30 am	Subuh prayer
	7.00 am	Self-preparation

7.30 am	Breakfast
8.00 am	Slot 3: <i>Solat itu Mudah!</i>
9.30 am	Dhuha prayer
10.00 am	Practical: Ablution, <i>Tayammum</i>
12.30 pm	Lunch & Zohor prayer
2.30 pm	Programme conclusion
3.30 pm	Closing & prize giving ceremony
4.00 pm	End of programme

## 9.0 Reflection of Research Findings

The comparison between PHT Fardhu Module and *Kem Pemantapan Fardhu Ain* had were carried out after the students gone through all the three modules June 2017 session.

### 9.1 Pre-Test and Post-Test

**Table 9.1.1:** Data for the students' understanding about solah pillars

Level Of Understanding	Grade	Percentage% (Pre-Test)	Percentage% (Post-Test)
0-59	C+ AND BELOW	50.0	0
60-69	B	15.5	4.8
70-79	B+	9.1	14.3
80-89	A	5.2	2.4
90-100	A+	20.2	78.5

From the table above, it showed that the number of students score C+ and below decreased from 50% to 0%. This showed that students were able to understand about solah after the implementation of PHT *Fardhu Ain* and *Kem Pemantapan Fardhu Ain*. It also showed great improvement of students scoring A+ with 78.5% of the students in the post test by 58.3%.

**Table 9.1.2:** Data for the students' ability to recite

Items	Percentage % (PRE-TEST)		Percentage % (POST-TEST)	
	Able	Unable	Able	Unable
DOA IFTITAH	67.9	32.1	97.6	2.4
AL-FATIHAH	78.8	21.2	100	0
AT-TAHIIYYAT	35.4	64.6	97.6	2.4
SELAWAT IBRAHIMIYYAH	35.8	64.2	100	0
QUNUT	28.8	71.2	81.0	19.0

Table 9.1.2 shows that the improvement of the students to recite *al-fatihah* and *selawat ibrahimyyah* with 100% of the students are able to do so.

Compared to the pre-test, only 78.8% of the students can recite *al-fatihah* and 35.8% managed to recite *selawat Ibrahimiyah*. Besides that, it can be seen that a great improvement with 29.7% of the students able to recite *iftitah*, 62.2% able to recite *at-tahiyat* and 52.2% able to recite *qunut*.

## 9.2 Questionnaire

**Table 9.2.1:** Students' performance of solah

<b>SOLAH</b>	<b>PERCENTAGE% (before)</b>	<b>PERCENTAGE% (after)</b>	<b>FINDING STATUS</b>
Complete 5 Times	43	60.5	17.5% (Improve)
4 Times	31	25.0	6% (Improve)
3 Times And Below	26	14.5	11.5% (Improve)

After the implementation of PHT *Fardhu Ain* and *Kem Pemantapan Fardhu ain*, the same questionnaire was distributed. again An improvement can be seen in the performing prayers among the students. 60.5% of the students completed their 5 times prayers. The number of the students did not complete their prayers decreased from 57% to 39.5%.

**Table 9.2.2 :** Students' understanding about solah

<b>Items</b>	<b>Before</b>	<b>After</b>
Know How To Do <i>Sujud Sahwi</i>	14%	35.7%
Know 13 Solah Pillars	19%	85.7%
Know What Is <i>Toma'ninah</i>	15%	100%
Know That Solah Starts From <i>Takbiratulihram</i> And Ends With Salam	30%	100%
Know All Ablution Of Prayer	40%	100%

After the action taken, 100% of the students understand better in *toma'ninah*, the definition of solah and the ablution of prayer. Besides that, from 19% to 85.7% know about rukun solah.

**Table 9.2.3:** Effects of not performing prayers

<b>ITEMS</b>	<b>Before</b>	<b>After</b>
Cannot Focus In Class	84.2%	0%
Demotivated	77.2%	0%
Do Not Know The Goal Of My Life	77.2%	0%
Feel Uneasy With Life	80.7%	0%

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Always Do Unbeneficial Things	38.6%	2.4%
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This table shows that the students become more aware of their solah. Before this, they did not perform the prayer that caused them to not perform in their lives especially in their academic. After they have gone through the module and the camp, students' realize that solah can affect their focus, motivation, target in life, their feeling and their routines.

### **10.0 Suggestion for Future Research**

The study suggests an extent for further research. In addition, there could be future research of similar study although it could be more extensive. The following suggestions and recommendations are offered for future research:

1. It is suggested to have another instrument which is interview to increase the validity of the research.
2. Determine the other possible objectives or variables like factors of not performing solah.
3. Focus groups of the respondents from all the polytechnics.

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