Examining the Role of Knowledge, Skills and Motivation on the Attitude of Reciting the Quran

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Abstract
Al-Quran is the Book of Allah which is considered as worship when reciting it. Nowadays, there are also many people who cannot master the recitation of the Al-Quran well. Therefore, this study was conducted in order to see the factors that cause this to happen. This study has two objectives which are to determine the correlation between knowledge, skills, motivation, and attitude of reciting the Quran and identifying factors (knowledge, skills, motivation) that influence the attitude of reciting the Quran. The study methodology is a combination of quantitative and qualitative methods by which questionnaires are used as well as interviews. The sample for quantitative study comprises of 59 staffs in UiTM Kelantan Branch and was selected at random by using simple random sampling. The findings showed that there is a positive correlation between knowledge, skills, and motivation and the habit of reciting the Quran. However, the findings from the Multiple Regression Analysis show that only the Quran recitation skills are significant in the attitude of reciting the Quran. Therefore, more classes or programmes should be organized to improve Quran recitation skills.
Keywords: Attitude of Reciting the Quran, Knowledge, Motivation, Skills

Introduction
The Quran is a sacred book that is selected and last revealed to the Prophet Muhammad for mankind to be believed and practiced its contents. It is a guide and a blessing to mankind in this realm. This is as stated by Allah SWT in surah al-A'raf verse 204 which means:
And when the Qur'an is recited, then let you all hear it and be silent, hopefully, all of you will have mercy (al-A'raf, 8:204).

This is also in the hadith of the Prophet PBUH which means
 "From Abu Musa al-Asya'ari, the Prophet PBUH said "The believers who recite the Qur'an are like the fruit of al-utrujjah (a type of lemon). It smells good and tastes good. Believers who do not recite the Qur'an like dates, it has no smell, but it tastes good and sweet. The munafiq who recites the Qur'an is like a raihanah fruit (a type of tree). The smell is delicious, but it tastes bitter. A munafiq who does not recite the Qur'an is like a silk gourd or a pumpkin, it has no smell and tastes bitter."
        In addition, El-Muhammady (1991) explained that reciting the Quran correctly is important in the determination of worship performed whether it is valid or otherwise. Therefore, learning and reciting the Quran must be face to face or *musyafahah*, as the

Prophet PBUH received the Quran from Jibril AS. Recognising the importance of this education to members of the community, the 2021 Mandate of Yang Berhormat Datuk Seri Dr. Noraini Ahmad, Minister of Higher Education in the fourth focus, namely Driving Community Wellbeing emphasized the need for universities to intensify the contribution of academics to the community. Lecturers and professors need to come forward with a greater contribution, which is to be experts to society and the country in their respective fields. These contributions should be overflowing out of campus to the community in the form of a spillover effect and the people can enjoy their expertise.

Thus, UiTM Kelantan Branch has established the Quranic Cultivation Unit (UPAQ) which has three main objectives which are to train university staff to be literate in the Quran, to give an understanding of the verses of the Quran, and to practice the teachings of the Quran in their lives. The Quranic Cultivation Unit was also established and has the role to plan, implement and evaluate the effectiveness of the programmes carried out to achieve the planned objectives. The Quranic Cultivation Unit also covers student groups, academic staff, administrative staff and contract general workers. Quranic Cultivation Unit implemented by UiTM Kelantan Branch is seen as the right channel in spreading the recitation of the Quran (Safie et al., 2021).

According to Dr. Shafiza Safie, the Coordinator of the Quranic Cultivation Unit, *'Segmen Cahaya Al-Quran'* programme has started since 2021 featuring moderators, qari and expert in Quranic field. To explain the ruling of recitation and the correct way of recitation, the qari will recite the verses from the surah involved that focus on the aspects of tajwid, makhraj letters, the nature of the letters and so on before being sprinkled by the invited expert in Quranic field. After that, the expert in Quranic field will explain the verses recited by the qari to apply them in their daily lives, thus giving success and happiness in the hereafter.

Therefore, the research questions for this study are
1. Is there any relationship between knowledge, skill, and motivation to recite Quran towards attitude on reciting Quran?
2. What are the significant factors (knowledge, skill, and motivation) effecting attitude on reciting Quran?

Literature Review
First, according to al-Quayyid (2005), it is stated that habitually has a great influence on human life, and to move the habit must be through three elements which are knowledge, skills, and motivation. This is because the higher the knowledge, skills, and motivation, the more it is the habit of doing so and vice versa. This section will also explain the role of the university in cultivating the Quran through the Al-Quran Culture Programme, which is to conduct a programmes "The Light Segments of The Al-Quran" twice a month consisting of moderators, qari and expert in Quranic field. Through this two-hour plan, using various approaches so that the objectives of UPAQ are well implemented i.e. READ, UNDERSTAND and AMAL can be achieved. In addition, the implementation of these programmes and studies is to respond to the Ministry of Higher Education's call to drive community well-being by giving the university's scholars to the community through the expansion of scientific and educational activities that reach the community (Ahmad, 2021).

The Relationship of Knowledge and Attitude of Reciting the Quran

Mastering the knowledge of the Quran is the main principle that is the purpose in life (Bakar, 1991). Knowledge is the result of human sensing, or the result of a person's knowledge of an object through the senses that he owns so as to produce knowledge. Sensing occurs through the human senses, namely, the senses of hearing, sight, smell, feeling and touch. Some human knowledge is obtained through the eyes and ears (Listiani, 2015). Everyone has knowledge, and everyone has different levels of knowledge. According to Listiani (2015), he mentioned in general the level of knowledge of a person including: Know, Understanding (Comprehensive), Application (Application), Analysis (Analysis), Synthesis (Synthesis), and Evaluation (Evaluation). There are many ways to acquire knowledge, one of which is through learning activities. Learning is an educational activity. Through the learning process can make a person gain new knowledge and open his thinking insights (Listiani, 2015). As a result, for people with insight, namely, behavior change, this means that the better a person's knowledge, the better his behavior (Listiani, 2015).

The role of the university in developing society is irrefutable. The university as a centre for knowledge development has produced graduates who will contribute to the economic, social and cultural development of a country. Therefore, the educational process at the university should continue to be strengthened not only to the graduates but also to all academic and administrative staff as well as the contract workers who are in the university. This comprehensive educational process to all stakeholders is important to implement as they will also contribute to the effectiveness of education to the students (Safie et al., 2021). The adoption of good values in the organization requires a continuous and comprehensive process of education and promotion to produce a balanced society to drive well-being (Safie et al., 2021).

There are several studies that show the relationship between knowledge and habit. The study by Okhovati et al (2015) was conducted to find out attitudes, knowledge, and skills towards virtual learning at Kerman University. The results found that there was a relationship between knowledge and habit (r=0.37, p=0.001). Pearson Correlation's positive value suggests that attitudes will increase as knowledge grows and vice versa. Moreover, knowledge and skill scores varied greatly depending on sex, but attitude scores did not differ much. In addition, a study by Aminrad et al (2013) in Malaysia found that there is a significant and weak relationship between awareness and knowledge of environmental issues. Yet there is a high correlation between students' awareness and habitual attitude towards the environment. In addition, Aminrad et al (2013) also formulated a high awareness and knowledge coupled with a positive habit towards the environment influenced by the family background, the role of teachers, the media, student reading materials, and the school curriculum.

However, there are several studies proved that the relationship was not significant between knowledge and attitude. Study was conducted by Vera (2020) and the purpose of this study is to assess the relationships between financial behaviour and financial knowledge, attitude, and abilities among the millennial generation.

The relationship of skills and attitude of reciting the Quran

According to the English Malay Dictionary, the 4th Edition of the Hall (2012) defines skills as competence and skill in doing things because they have a lot of knowledge, sufficient training and extensive experience in a particular field. While training is one of the most important functions of human resource development and management (DeSimone et al., 2002; Tannenbaum and Yukl, 1992). It is often defined as a planned learning process aimed at improving the ability of employees to solve current problems, solve problems that may exist in the future, develop employee competencies, and develop organizational competitiveness in the future (DeSimone et al., 2002; Ibrahim, 2001; Kraiger et al., 1993). According to Ali (1992) it is stated that it is a requirement in religion to recite the Quran correctly in terms of tajwid and makhraj so as not to distort its meaning and thus form the faith and morals of the individual.

Besides that, Norhisham et al (2021) performed a study to assess the association between teacher attitudes toward employing multimedia in the teaching and learning of the Holy Koran for students with autism. Based on Pearson correlation analysis, instructor skill level and attitude were at a moderate and high level, respectively. Additionally, this study demonstrates a significant correlation between teacher mood and ability level. Although the teacher's skill level and attitude toward using multimedia in the classroom are favorable, there are several areas where they may improve. As a result, a teacher must consider the readiness of the teacher's attitude as well as the skill level to be applied when performing the teaching process. Nollen and Gaertner (1991) studied the relationship between skills, habits, and performance of workers in factories. They found the skill and attitude factors of habit would depend on the type of work done. Employees who undergo training and experience have a good attitude and get better performance ratings compared to employees who have no training and lack of experience.

However, a study conducted by Okhovati et al (2015) showed that there is no relationship between skill and attitude (r=0.82, p=0.35). This study was conducted to determine attitudes, knowledge, and skills toward virtual learning at Kerman University of Medical Student. Thus, this study was done to find out the relationship and effect of the skills and attitude of reciting the Quran.

The Relationship of Motivation and Attitude of Reciting the Quran

Motivation can be interpreted as an encouragement in a person to do an activity as well as achieve personal goals in the form of achievements (Meriena, 2017) in (Munawar et al., 2018). Motivation is also a mobilizer that involves the process of developing, maintaining, and controlling interests (Bernard, 1965 in Hussin, 1993). Motivation is very important in the teaching and learning process because it can determine its purpose and effectiveness. Highly motivated learners usually have a strong and steady drive to continue to be interested in what is conveyed because of strong stimuli.

According to Yusuf (2000), it is stated that since the Quran is a book of Allah that is used as a dustur of the ummah, it also makes the education of the Quran broader and deeper than all the philosophies built. It is why it educates people to be good citizens or skilled workers, have dedication, and trust to work hard because of Allah. In addition, he also educates the

creatures to know the Creator and to lead people towards goodness and happiness in this world and in the Hereafter.

Motivation and attitude are seen to have a proportionate relationship. A study conducted by Yvonne and Gurnam (2012) found that there is a positive relationship between the motivation of learning English as a second language and attitude (r=0.799, p-value = 0.000). The high value of Pearson Correlation Coefficient proves the existence of a strong relationship between the two variables. The data is analyzed using Pearson Correlation and involves students at a public university. This finding was also supported by Rosita and Ruhizan (2021) who conducted a study on students' attitudes and motivation towards high-level thinking skills in Iban language learning. The results of the correlation test showed that there was a significant relationship between intrinsic and extrinsic motivation with students' attitudes towards the Iban language. Therefore, the study is interested in determining the relationship and the effect of motivation and habitual reading of the Quran.

Methodology

The design of this study is a combination of qualitative studies and quantitative studies. For qualitative studies using the interview approach. In addition, the literature method, namely through the documentation method as a data collection method, is used such as materials that support the study and document evidence such as pictures, posters and so on from the management of UiTM Kelantan Branch related to this study was also taken. For data analysis methods, inductive additive methods are used. The inductive method means a statement rather than a specific to the general while the deductive method also means something general to a special statement (Abdullah, 1995).

As for quantitative studies, the study population is all staff at UiTM Kelantan Branch who are participating in the Programme under the Quran Culture Unit including academic staff and non-academic staff. The number of samples required for this study is determined by the *'Krejcie & Morgan'* table. Of the 70 participants of the programme, 59 participants were randomly selected using simple random sampling techniques. For the data collection process, questionnaires are used. Participants need to answer questions through *the* link provided. The questionnaire consists of 5 sections including demographics, knowledge, skills, motivation and attitude of reciting the Quran. As for demographics, questions are framed in a closed form. The Likert scale from 1 (strongly disagree) to 5 (strongly agree) is used to measure knowledge, skills, motivation, and the habit of reciting the Quran. The dependent variable is represented by the attitude of reciting the Quran while there are three independent variables including knowledge, skills, and motivation of reciting the Quran.

The data obtained is analyzed using Statistical Package for the Social Science (SPSS) version 20. The tests used are descriptive analysis and inferential analysis. Respondents' information is illustrated through the frequency table which contains the frequency and percentage of each demographic category. For inferential analysis, the analysis used is Pearson Correlation and Multiple Linear Regression.

The theoretical framework proposed in this study is shown in Figure 1. For this study, the independent variables are knowledge, skill, and motivation while the dependent variable is presented by attitude toward reciting Quran.
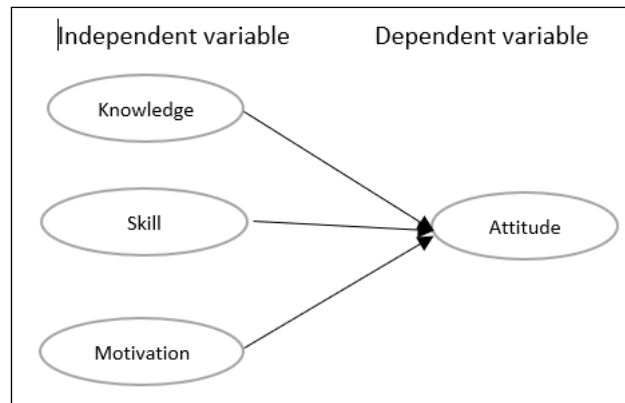
Figure 1. Theoretical framework

Findings
The findings of this study will be explained in two parts which are quantitative and qualitative.

Quantitative
Descriptive Statistics
     For this study, the respondents comprised 59 staffs of the UiTM Kelantan Branch. Majority of the respondents come from social science or accounting field during high school and the percentage are 60% follow by religious or tahfiz (21.8%) and science or technical (18.2%). For the gender category, most of the respondents were female (62.7%) while 22% were male. In addition, majority of the respondents were between the ages of 36-41 years (33.9%) while the lowest percentage was represented by respondents aged between 24-29 years (1%). In addition, most of the respondents had a secondary education with 26% being admitted by a degree of 23%. Next, most respondents started reciting the Quran before pre-school (50.8%) and primary school (25%).

Table 1
Demographic Profiles of respondents

Variable	Categories	Number	Percentage (%)
Field of study during high school	Religious/ Tahfiz	12	21.8
	Social Science/ Accounting	33	60
	Science/ Technical	10	18.2
Gender	Male	22	37.3
	Female	37	62.7
Age	24-29 years old	1	1.7
	30-35 years old	5	8.5
	36-41 years old	20	33.9
	42-47 years old	17	28.8
	48-53 years old	10	16.9
	54-60 years old	6	10.2
Qualification	Primary school	1	1.7
	Secondary school	26	44.1
	Diploma	6	10.2
	Degree	23	39
	PhD	3	5.1

Age begins to recite the Quran	Before Primary School	30	50.8
	Primary School	26	45.1
	Secondary School	1	1.7
	Higher Institution	2	3.4

Reliability Analysis

Based on reliability test for pilot studies from Table 2, it can be concluded that alpha values are high and good (Cronbach alpha > 0.7) for all variables. This means that all items can be used to measure the perspective of the staff on the Quran Light Segment Programme using the construct of knowledge, skills, motivation, and habit of reciting the Quran.

Table 2
Reliability Analysis

Variable	No of items	Cronbach alpha
Knowledge	7	0.915
Skill	7	0.802
Motivation	7	0.891
Attitude	7	0.935

Pearson Correlation

The first objective of the study is to determine the relationship between independent variables (knowledge, skills, motivation to read the Quran) and dependent variables (the attitude of reciting the Quran). Pearson Correlation is used to answer that objective and there is a correlation if the value is significant *(*p-value < *0.05).* The correlation results between independent variables (knowledge, skills, motivation) and dependent variables (the habit of reciting the Quran) indicate that there is a significant relationship given that all significant values are less than 0.05. Among the three dependent variables, the skill of reading Quran leading a strong relationship (*r*=0.005), followed by motivation (*r*=0.799) and knowledge (*r* =0.545). The value of Pearson Correlation is positive for all variables indicating that there is a positive relationship between knowledge, skills, motivation, and the attitude of reciting the Quran.

Table 3
Pearson Correlation between independent variables and dependent variable

	Attitude	
	Pearson Correlation (*r*)	**p-value**
Knowledge	0.545	0.000
Skill	0.995	0.000
Motivation	0.799	0.000

Furthermore, the second objective determines the factors that effecting to the attitude of reciting the Quran. In the context of this study, Multiple Linear Regression is used to determine whether knowledge, skill, and motivation give an effect on the attitude of reciting the Quran. There are several assumptions that should be fulfilled for Multiple Linear Regression including homogeneity of variance, normality of residual, and independence of error term.

The first assumption is a homogeneity of variance. Figure 2 shows that the variance of the residuals are constant science the points are scattered and no pattern exists.
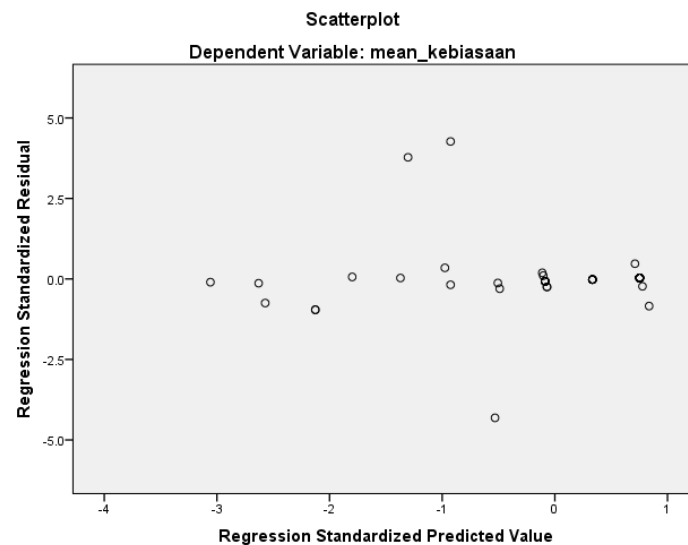

Figure 2. Scatter plot of standardized residual and predicted

Second assumption is normality of residual assumption that can be assessed by using histogram. The histogram shows a bell shaped. Therefore, it indicates that that the error term are normally distributed.
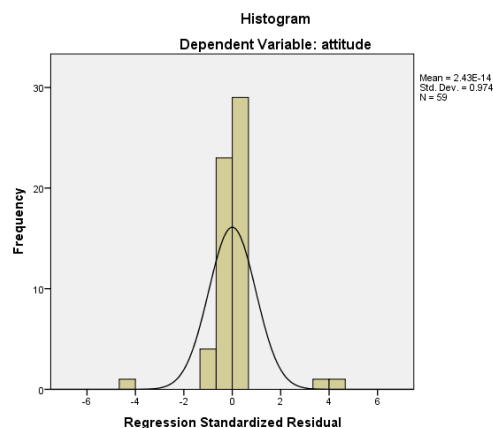

Figure 3. Normality of residual

Next assumption of model adequacy checking in multiple linear regression is residual must be independent. Figure 4 shows that the points are randomly scatter and no pattern exist. Therefore, the independent assumption of error term was satisfied.
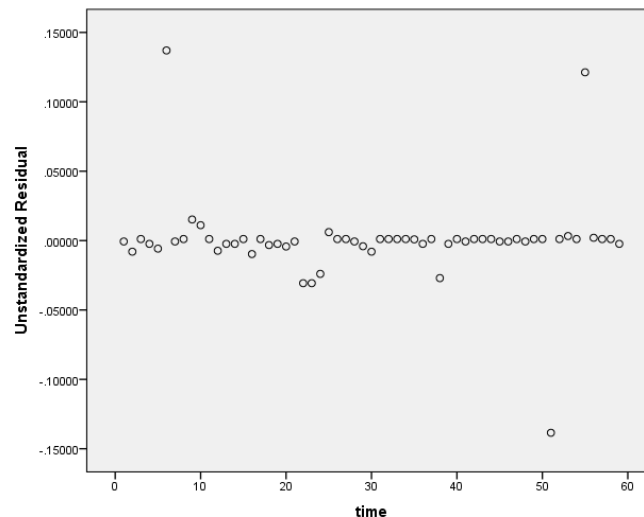
Figure 4. Scatter plot of Independence of Error Term

Before the Multiple Linear Regression is performed, multicollinearity needs to be tested. The Tolerance value of knowledge is 0.579, the skill is 0.354 and the motivation is 0.304. All Tolerance Values above 0.1 prove that there is no multicollinearity problem. Next, the value of multicollinearity is obtained from Variance Inflation Factor (VIF). All variables showing VIF values less than 10 (VIF=1.726, 2.824, 3.291) state that the variables had no multicollinearity problems.

Table 4
Collinearity statistics

Variables	Tolerance	VIF
Knowledge	0.579	1.726
Skill	0.354	2.824
Motivation	0.304	3.291

Referring to Table 5, the significant value is 0.000 proving that the model is significant (F=2121.145, p-value=0.000). This means that at least one independent variable is significant to the attitude of reciting the Quran.

Table 5
Significant of the model

Model	F	Sig.
Regression	2121.145	0.000

Based on Table 6, only one variable is significant since p-value (0.000) is less than significant value (0.05). The other two variables, namely knowledge (t=-1.724, p-value = 0.090) and motivation (t=-0.842, p-value = 0.404) did not affect the attitude of reciting the Quran among the staff.

Table 6
Beta Coefficient

Model	*B*-coefficient	t	Sig.
Constant	0.158	1.829	0.073
Knowledge	0.039	-1.724	0.090
Skill	0.988	47.486	0.000
Motivation	0.020	0.842	0.404

Therefore, the model for this study is

$$\hat{Y} = 0.158 + 0.039X_1 + 0.988X_2 + 0.020X_3$$

Y = The habit of reciting the Quran
X_1 = Knowledge of Quran recitation
X_2 = Quran recitation skills
X_3 = Motivation to recite the Quran

Based on the study model, when the Quran recitation skills increase by 1 unit, the attitude of reciting the Quran will also increase by 0.988 units (*B*= 0.988).

Table 7 summarizes the R Square values of the model. The R square value of 0.991 explains that the 99.1% change in the dependent variable (the attitude of reciting the Quran) is due to changes in knowledge, skills, and motivation of reciting the Quran. While the remaining 0.9% was described by other variables that were not used in the study.

Table 7
R-Square for model

R	R-Squared
0.996	0.991

Qualitative
As for qualitative studies, a study conducted by Rahman (2017) states that when a person already has high knowledge, high skills, and high motivation it will affect high attitude also in life.

In addition, the results of a study by Safie et al (2021) also found that the role played by UiTM Kelantan Branch through the Al-Quran Culture Programme has opened up a wide space for its citizens to increase their knowledge of the Quran, Quran recitation skills and motivation to practice with the teachings of the Quran.

Conclusion
In conclusion, there is a positive relationship between knowledge, skills, and motivation toward the habit of reciting the Quran. These findings are in line with past studies that prove that there is a positive relationship between motivation and attitude (Astalini et al., 2019), knowledge and habits (Lutfiya, 2017) as well as skills and attitude (Sheilyza & Zulkifli, 2019). In addition, the findings show that there is only one significant variable towards the attitude of reciting the Quran which is a skill. The results of this study are supported by the Devi (2020)

which states that there is a relationship between skills and attitude. Therefore, more programmes should be organized by all parties to produce a generation that is adept at reciting the Quran and thus improving the attitude of reciting the Quran. The habit of cultivating the Quran is essential for the well-being of people in this world and in the Hereafter. Therefore, everyone in the university should be able to master the Al-Quran well so that the good habits towards the Al-Quran can be achieved.

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