SELF-ASSESSMENT OF PRIVATE TAHFIZ SCHOOLS' GOVERNANCE AND INFRASTRUCTURES

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Abstract: Self- funded Private Tahfiz schools in Malaysia have been given attention as an alternative education stream for children to concentrate on memorizing Al Quran. A Tahfiz student who has successfully memorized the whole Al-Quran is called a Huffaz. Besides the ability in memorizing Al Quran, a Huffaz has the potential to excel in professional fields and expected to contribute to the enhancement of human capital. In meeting its noble objective and high stakeholder's expectation, the Private Tahfiz School governance is accountable to provide sufficient school infrastructures in support for conducive learning experience to its students. This study attempts to assess and to compare the governance structure and the infrastructure of Private Tahfiz schools in Selangor and Johor. Using a quantitative research method, a self-assessment questionnaire survey was distributed to Private Tahfiz education providers. Descriptive analysis and t test were applied in analysing the data. The assessment marks were translated into star ratings (90%-100%: 4 stars-Excellent, 70%-89%: 3 stars-Good, 50%-69%%: 2 stars- Satisfactory, and 49% and below:1 star- Not Satisfactory). It was found that on average, Private Tahfiz schools in Johor and Selangor had 3 stars infrastructure. The results also showed that there were differences in school governance and the availability of infrastructures in Private Tahfiz schools in both states. Infrastructures for teachers' welfare, reading room to enhance reading habit among Private Tahfiz School community and information technology infrastructure were among the low rating infrastructures. These findings will help interested stakeholders strategizing their contributions for the improvement and development of infrastructures in Private Tahfiz schools towards providing an inclusive education to the students. Future research may apply auditing technique to assess the Private Tahfiz School's infrastructure and its relationship to students' performance in order to enrich the literature on Private Tahfiz School and infrastructure.

Keywords: Private Tahfiz schools, governance, infrastructure, accountability, self-assessment.

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1. Introduction

Learning Al Quran is vital to Muslim as Al Quran is the main source of Islamic teaching. In Malaysia, the teaching and learning of Al Quran is embedded at various levels of education. Majority of Muslims learn how to read Al Quran since young and some continue the learning of memorizing it.

Memorizing Al Quran is an important evidence of a continous effort in protecting the *mushaf* and memorizing the content (*hafazan*). Memorizing Al Quran involves a process known as Hifz. It involves encoding, storing and retrieving the verses of Al Quran through practice and repetition of the recitation. Those who are able to memorize the whole Al Quran are known as Hafiz (singular) or Hufazz (plural). It is hoped ultimately that Huffaz are able to memorize Al Quran perfectly as per the large chain of its revelation (mutawatir) and to avoid any attempt in falsifying Al Quran (Jalal al Din Al Suyuti, 1987; Sidek Baba, 2009, Zulkifli Mohamad Al Bakri, 2013). This is in line to Surah Al Hijr: 9, "verily we reveal al-zikr (Al Quran) and we protect it."

Places offering the memorization of Al Quran in Malaysia are initially limited to traditional Islamic schools known as "madrasah" or "pondok". Realising the importance of retaining the memorization of Quranic verses, Islamic Affairs Division of the Prime Minister Department of Malaysia, institutionalised the first Tahfiz Institution called Maahad Tahfiz Quran *wal Qiraat* in 1996. The program which initially was conducted at Masjid Negara Malaysia, offered a special formal program of Al Quran memorization to a limited number of students at tertiary level of education.

At school levels, there are many government and private schools offering Al Quran memorization in their curriculum. The majority of the schools are of private ownership and the number is mushrooming (JAKIM, 2019). This shows that Tahfiz education stream which offers students formal education to memorize Al Quran and aims to produce *Hufazz* has been given more attention for the past years as an alternative education stream by Muslim community.

1.1 Private Tahfiz Schools

In Peninsular Malaysia, Selangor and Johor are among the states with a high number of Private Tahfiz schools (PTS). In Selangor, there are 288 PTS registered with Jabatan Agama Islam Selangor (MAIS, 2020) and in Johor there are 101 Private Tahfiz schools registered with Jabatan Agama Islam Johor (JAINJ, 2020). The registered number of PTS based on districts in the two states are as follows:

Table 1.0

The Distribution of Private Tahfiz Schools in Selangor and Johor based on districts

	Selangor		Johor	
	District	No of PTS	District	No of PTS
1	Kelang	28	Johor Bahru	32
2	Kuala Langat	17	Muar	15
3	Sepang	20	Batu Pahat	12
4	Shah Alam	39	Kluang	10
5	Hulu Langat	61	Kota Tinggi	6
6	Gombak	30	Kulai	4
7	Hulu Selangor	32	Mersing	3
8	Sabak Bernam	13	Pontian	4
9	Kuala Selangor	33	Segamat	7
10	Petaling	25	Tangkak	8
	Total	288		101

With the fact that PTS are located at diverse locations and each state has different legislative requirements, it is assumed that their governance structure and infrastructures provided are also different. This research will discuss the background of the Private Tahfiz schools' governance in

terms of their set up and governance composition, vision and the availability of facilities/ infrastructures in both states.

2. Literature Review

Literature on governance and infrastructures were reviewed in order to get the overall picture on the current state of research area, issues and literature gap.

2.1 Private Tahfiz School Ownership Structure

Governance generally refers to the manner in which an organization being administered and steered in accordance to policies, rules and regulations and their mechanism. Theoretically governance is developed based on agency theory. The theory specifies that the main roles and responsibilities of the board are to fulfil the interests of the shareholders. It stipulates that the board will maximize the benefits of all owners and disregards other stakeholders.

In the Islamic perspective, a Muslim is accountable to another fellow Muslim. Consequently, when any Muslim individually or collectively forms an entity, they are responsible and accountable to various stakeholder groups who are affected or affect the decision-making process. Hence, this theory assists the board to formulate a sustainable governance framework and enhance the wellbeing of multiple stakeholder groups. OECD (2016) outlines that potential stakeholders in education setting are principle, teacher and students, local communities, private business, training providers, resource providers, inspectors, government agencies and non-government organizations and unions.

Literature on school governance particularly on PTS can be considered scarce. The available literature on Private Tahfiz schools only addresses methods of memorization, students, tahfiz institutions, teaching methods, curriculum, teachers and parents (NurTasik et al, 2020). The available literature on the governance of PTS addresses the overview of governance of PTS (Hamidah, Maheran, Mohd Yassir and Abd Halim (2017) and stakeholders' interest in tahfiz accountability (Hamidah, Maheran, Abd Halim and Mohammad Mukhlis, 2014)

PTS operations in Malaysia are independent and self-funded. The school's name may vary from one to another depending on the name registered by the operators such as Madrasah, Pondok, School or Center, which all these schools are under state legislations. At present the rules and regulations governing the private school administration is under the respective State Religious School Enactment or State Enactment. Most enactments require that each school has a board of management, is registered under the requirements of the enactment, prepares accounting record annually and reports to the registrar, ensures compliance to the state curriculum, and allows and assists the monitoring activities carried out by the State Islamic Religious Council (SIRC).

Legally, each PTS needs to register its operation. The registration of PTS is unique as it depends on the curriculum opted. If the school uses national curriculum together with its own curiculum in memorizing Al Quran, the school needs to be registered as a private school with Kementerian Pelajaran Malaysia (KPM). Besides that, it is required to register its operation with SIRC and/ or Register of society or business entity or social entreprises. If the syllabus focuses on memorization of Al Quran only, the school needs to register its operation with SIRC while other registrations are at its option depending on initial startup (Muhammad Kamil, 2019)   and as such the ownership structure of Private Tahfiz schools can be either as an NGO, a company or an individual (Muhammad Kamil, 2019; Abdul Kadir, 2019).

Private Tahfiz schools may also be registered as NGOs under the preview of Registrar of Societies (ROS) and are governed by Society Act 1966. Under this registration, schools are registered as a registered society. The activities are non-profit motive aims at offering tahfiz education to the community and are independent from any government assistance. The name of the society can be Club, Association or Group. Requirements for the registrations include six executive committees, postal address, email address and social media account, bank account and the registration of members. The registration application can be done via online at eROSes website (Jabatan Pendaftaran Pertubuhan Malaysia, 2020).

Another choice of registration for PTS is to register itself as a company. This option can be used if the aim of the operation is to generate income and profit (profit motive). The registration will be managed by Registrar of Company (ROC) (or in local abbreviation is SSM) and the Company Act becomes the statutory enforcement. The registered company can be either a single ownership or private ownership.

The third ownership category of PTS is an individual ownership. This refers to tahfiz school which is initiated by an individual. The infrastructures are provided or contributed by the owner while the school operation cost is partly secured from the fees charged and public donations. Besides differences in organizational structure, this type of PTS also has a different curriculum and different types of building structures.

Although PTSs have different ownership structures, these schools become the venue for the common activity in memorizing Al Quran (a noble activity in Islamic teaching). In fact, the schools have many stakeholders such as parents, teachers, staff, local education authority, community as well as regulatory bodies. This portrays the application of stakeholder theory as PTS consider multiple stakeholders' interests in its operation and decision-making processes. Stakeholders generally expect a good quality of students' outcome. In meeting the expectation, the school's governance needs to provide sufficient and effective school infrastructures in support for conducive learning experience to their students; thus, enabling the achievement of objectives set ahead.

2.2 Infrastructures

Physical infrastructure is one of the fundamental requirements in the teaching and learning process. Public schools in Malaysia need to meet basic infrastructure requirements irrespective of location, size or type to ensure safe, hygienic and conducive environment for learning (Ministry of Education Malaysia, 2013). The basic needs include access to clean treated water, at least 12 hours of electricity per day, sufficient toilets, classrooms, tables and chairs for the students and teachers.

In Selangor and Johor, the facility development guidelines issued by Jabatan Perancangan Bandar dan Desa (JPBD) in terms of infrastructures for education premises (primary and secondary schools including religious schools) must include various components as illustrated in Table 2.0

Table 2.0
Component of Education Infrastructures in Selangor and Johor

Selangor	Johor
Fence	Administration block
Building Signage -name and address	Teachers Room
Toilet	Library
Playground	Lab / "Bengkel"
Canteen	Canteen
Pole and Flag (School, Selangor, Malaysia	Court (sport)
Sport Center	Field /Football field/Netball field
Shaded bus stop/waiting center	Bathrooms/toilet
Library	Security guard post
Surau	Rubbish Collection center
Waqaf – waiting center	Car Park
Electric substation	Bus Lay bay
Shaded Pedestrian paveway	Pedestrian pave way
Main entrance	Praying Center /Surau/Mussola
Security guard post Bus Lay bay	Water Tank and Electric Substation (if necessary)
Drop off and Pick up lay-by	
Car park	

However, the requirements of infrastructure listed for tahfiz schools initial set up and registration as specified in the Selangor State Religious School Enactment and Johor State Religious School Enactment are very basic. The requirements revolve around land and building in general. It covers the needs to certify the land or building status (personally owned, rented, waqaf or others) in ensuring that the agreement signed by the land owner specify that land/ the building is meant for the use of Islamic Religious School, the building certification of fitness from State/ District Health Department, certification of safety from fire engine department and the certification of school infrastructure by Local Governance Council.

Infrastructures are very important in facilitating teaching and learning (Osman, Bachok and Ahmad Thani,2015) and performance (Awang, Abdul Jalil, Salleh, Ab Jalil and Salim, 2019; Ainon and Rosmaizura, 2018). There are many goals for facilities that facilitate teaching and learning. Mokaya (2013) addresses that the goal is to increase student attendance, enhance staff motivation and improve academic achievement. Osman et al (2019) point out the needs as to illustrate concept, provide opportunity for first-hand experience, experiment and demonstrate, scientific investigation and discovery, provide diversity of thought, observe and inquiry, develop scientific attitude and skills and protect the individual and provide comfort. The use of information technology such as computer, the Internet and broadcasting technology in education system is expected to improve the standard of teaching and learning, increase retention of students and provide effective and adequate teachers' learning (Dabas, 2018). Tahfiz online program which applies information technology using Washington Area Automated Personal Property System (WAAPS)is an attractive approach in Tahfiz education system that will motivate students to memorize Al Quran even though students have limited time meeting their teachers (Bobo Erno Rusadi, 2020).

Literature on infrastructure of PTS is still lacking (Awang, Jalil,Salleh, Ab Jalil and Salim, 2019). The typology of physical infrastructure in PTS mentioned in literature includes classroom, management office, toilet and washroom, mosque or musolla, recreational areas, hostel and dining area (Hashim & Denan, 2015), teacher houses, computer, IT facilities, reading room/centre, teaching and learning aid (Hamidah et al, 2017) and water, electricity and telephone (Abdul Rahmad & Azmil ,2018). Infrastructures provided are below par since they are provided by different backgrounds of PTS organizers (Ridza, Jalil,Sipan & Nukman, 2017). However, PTS Selangor teachers perceived that the infrastructures of their PTS are adequate (Abdul Rahmad and Azmil ,2018)

Based on the review, a gap has been identified in the governance structure of PTS and their capabilities in providing infrastructure. In narrowing the gap, the objectives of this study are two folds. First, it aims to evaluate the governance structure and the infrastructure of PTS in Selangor and Johor. Second, it is aims to compare for any differences in governance structure and the infrastructures provided by PTS in Selangor and Johor. Since tahfiz schools in this study are private schools and their financial support are largely depending on students' fees, it is hypothesised that there are no significant differences in the infrastructures provided by PTS in Selangor and Johor.

3.   Research methodology

This research applied a mixed method research methodology. Data were collected via interview and survey questionnaires. Interviews were carried out with officers in charge of private schools in Selangor SIRC and Johor SIRC as they were also the in charge of PTS. Interviews were carried out to have an overview of tahfiz school operations which includes PTS operation rules, regulations and policies imposed to them.

Survey was used to gather the PTS governance characteristics and infrastructure provided by them. A total of 250 questionnaires survey forms were distributed to PTS operators; 100 survey forms to PTS operators in Johor and 150 survey forms to PTS in Selangor respectively. Questionnaires were distributed in Persatuan Institusi Tahfiz Negeri Selangor (PITAS) annual general meeting and PTS Operators annual meeting held by Johor SIRC. Written permission for data collection was given by the organizers prior to the meeting date. Only one representative from a PTS was selected to respond to the survey. PTS attendance list for the meeting was used as a guide for questionnaire distribution. The two states were selected based on the fact that the registered number of PTS in these two states

are among the highest (Table 1.0) and the number represents more than one third of the total number of PTS in Malaysia.

The reliability of instrument used in this study was tested using Cronbach Alpha value. The analysis resulted to 0.71 Cronbach Alpha value, which Cronbach Alpha value above 0.70 is considered acceptably reliable (George and Mallery (2003) . The overall value of 0.71 shows that there was a high consistency in the questionnaire set of data (Cronbach, 1951). Therefore, the data gathered in this study was reliable to be tested. Descriptive analysis and t test were used in analyzing the data.

4.   Data Analysis and Result

The completed questionnaires were analysed using descriptive and statistical analysis in meeting the objective of the study.

4.1 Background of Respondents

There were 119 PTS operators responded to questionnaires. Only 109 were usable after excluding the incomplete response to questions related to the objective of this study. In aggregate to total questionnaires distributed, it was 43.6 percent response rate.

Table 4.1 showed that more than 95% of the respondents were directly involved in the school's governance, which 17.4% were PTS managers (or known as Jemaah Pengurusan in the enactment), 41.3% were the principles of the PTS (Mudir), 23.9% were PTS teachers, 12.8% were PTS administrators and 4.6% constituted of others. Responses to the required information were considered reliable as the respondents were directly involved in the PTS operation.

Table 4.1. Respondent background

Respondent Position	Frequency	Percent
Management	19	17.4
'Mudir'	45	41.3
Teacher	26	23.9
Administrator	14	12.8
Others	5	4.6
Total	109	100

4. 2 Private Tahfiz School Governance

PTS school governance particularly on the number of years PTS in operation, types of PTS curriculum and PTS ownership structure were analysed and specified.
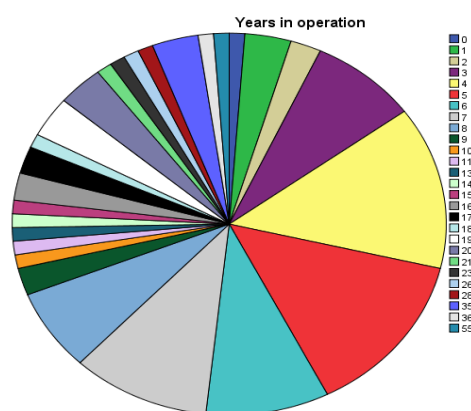

Figure 4.1: The number of years schools in operation

Figure 4.1 shows the operating years of PTS in this study. The minimum sample was less than a year and the oldest was a fifty-five years old of PTS. Reclassifying the years into a range of 10 years,

72.09% of the PTS were in operation between 1 to 10 years, 17.44% in a range between 11 to 20 years, 4.65% in a range between 21 to 30 years while 5.81% were in operation for more than thirty years This indicates that based on the number of years in operation, the PTS schools were well represented in this study.

4.2.1   Private Tahfiz School Curriculum

23 percent of PTS offered tahfiz curriculum only, 25.7% offered tahfiz and academic curriculum, and 22.9% offered combination of tahfiz and Islamic studies (Alim) curriculum while 27.4% have mix curriculum. On average 57.1% of these schools were registered with SIRC, 2.5 % with SSM, 1% with ROS and 39.2% were not certain with their registration status (Figure 4.2). Only 66.3 % from the total number of schools registered with SIRC and had a full registration status.
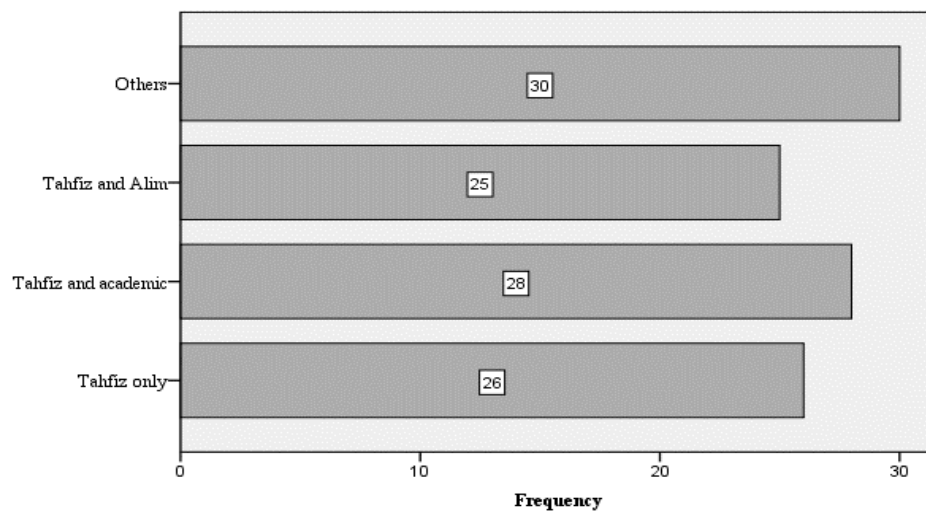

Figure 4.2: Curriculum offered

4.2.2   Ownership structure

An analysis on the ownership structure of PTS participated in this study indicates that majority of the schools (39.4%) were owned by an individual person (personal ownership), 28.4 % were owned by NGO (NGO ownership), 11% owned company and 22% owned by others (Figure 4.3).
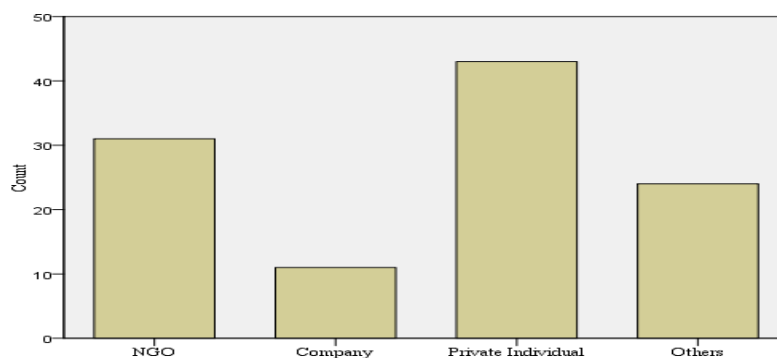

Figure 4.3: Ownership Structure

4.3   Governance of the Private Tahfiz school in Johor and Selangor

A comparison on PTS governance characteristics such as years in operation, curriculum offered, ownership structure and registration status between PTS in Johor and Selangor was carried out.

The result shows that above 70% of PTS in Johor and Selangor have been already in operations for 1 to 10 years (Table 4.2). This finding highlight that the number of PTS has increased tremendously for the past ten years in both states. In addition, that analysis also indicates that Johor had higher percentage of PTS which have been in operations between 11 to 20 years, but lower percentage of PTS operating between 31 to 55 years as compared to Selangor. Both states have a similar percentage, which is above 4.5% of PTS that have been operating between 31 to 55 years.

Table 4.2. Years in operation

		PTS	
		Johor (%)	Selangor (%)
Years in Operation	1 to 10	72.70	71.4
	11 to 20	20.45	14.28
	21 to 30	4.54	4.76
	31 to 55	2.27	9.52

In terms of curriculum, 29.31% PTS in Johor and 17.64% PTS in Selangor focus in educating their students to memorize Al Quran only (Table 4.3). A quarter of PTS in Johor and Selangor offer academic curriculum besides memorizing Al Quran, 13.79% PTS in Johor and 33% PTS in Selangor offer a combination of Tahfiz and Islamic studies (Alim) curriculum, while more than 20% have a mixed curriculum in both states. In summary, Johor has a higher percentage of PTS focusing on memorizing Al Quran and offering a mixed curriculum, while more PTS in Selangor offer a mixture of Tahfiz and Islamic studies (Alim).

Table 4. 3. Curriculum offered by PTS Johor and Selangor

		PTS		Total
		Johor	Selangor	
Curriculum	Tahfiz only	17	9	26
	Tahfiz and academic	15	13	28
	Tahfiz and Alim	8	17	25
	Others	18	12	30
Total		58	51	109

With regards to ownership structure as shown in Table 4.4 below, Selangor has a higher percentage of PTS owned by individual as compared to Johor (49% and 31.03% respectively). On the other hand, Johor has a higher percentage of PTS owned by NGO (NGO ownership) compared to Selangor (32.75 % compared to 23.52%), both have an equal percentage (25%) of PTS owned by companies, while PTS with uncertain ownership structure (others) were 11.22% and 17.64% in Johor and Selangor respectively.

Table 4.4. Ownership Structure of PTS in Johor and Selangor

		PTS		Total
		Johor	Selangor	
Governance Structure (Ownership)	Non Goverment Organization (NGO)	19	12	31
	Company	6	5	11
	Private (individual)	18	25	43
	Others	15	9	24
Total		58	51	109

The result from the analysis of PTS based on its registration status (Table 4.5) shows that only 46.7% of the sample have a full registration status at SIRC, with Johor has a higher percentage that is 58.6% compared to that of Selangor with 33.3%. Contrarily, Selangor has a higher percentage of PTS with partial registration and no registration status which is 20% while Johor with 17%.

Table 4.5. PTS Registration Status at Jabatan Agama Islam Negeri (SIRC)

		PTS		Total
		Johor	Selangor	
Registration status	Full Registration	34	17	51
	Partial Registration	7	14	21
	No Registration	17	20	37
Total		58	51	109

4.4 Infrastructure

The assessment of infrastructures provided by PTS was calculated in percentage based on the availability of the infrastructure. Following Nur Barizah and Suhaiza's (2011) categorisation, the marks were translated into star ratings (90%-100%: 4 stars-Excellent, 70%-89%: 3 stars-Good, 50%-69%%: 2 stars- Satisfactory, and 49% and below:1 star- Not Satisfactory). The result indicates that PTS operators rated themselves providing excellent infrastructure on classroom for teaching and learning.

Table 4.6. Assessment of Infrastructures in PTS

	Infrastructure	yes	%	no	%	Star Rating
1	Computer	88	80.73	21	19.26	3
2	LCD	67	61.46	42	38.53	2
3	Wi-Fi	56	51.37	53	48.62	2
4	Reading room	68	62.38	41	37.61	2
5	Classroom for teaching and learning	101	92.66	8	7.33	4
6	Teachers room	92	84.40	17	15.59	3
7	Musolla/ Prayer Room	92	84.40	17	15.59	3
8	Recreational and sport facilities	85	77.98	24	22.01	3
9	Permanent and legal status of building	81	74.31	28	25.68	3
10	Land status	78	71.55	31	28.44	3
	Average rating		74.12			3

PTS in this study were rated 4 stars for excellently being able to provide classroom for teaching and learning (92.66%). The lowest provision was IT infrastructure - Wi-FI (51.37%). Besides Wi-Fi, PTS were also rated 2 stars for providing satisfactory teaching and learning aid (LCD) (61%) and reading room as a place for students to do their own reading (68%). Other than that, PTS were rated good (3 stars) for their ability in providing other infrastructures such as computers, teachers or staff room, prayer room, recreational and sport facilities and overall building at PTS. On average, PTS operators

assessed themselves three (3) stars denoting they were good in providing infrastructures in their PTS (74.12%).

Comparing the provision of PTS infrastructure in the two states, more PTS in Johor provided classroom for teaching and learning, had permanent and legal status of building and already certified their land status as land meant for the use of Islamic Religious School compared to PTS in Selangor (Table 4.7). On the other hand, PTS in Selangor has a higher percentage of having computer, LCD, Wi-Fi, reading room, teachers / staff room, prayer room and recreational and sport facilities. Besides classroom for teaching and learning, PTS Selangor also scored another 4-star rating for their excellent capability in providing teachers / staff room. This room meant for teachers to rest and prepare their lessons before going to classroom for their scheduled classes. On average, PTS in Selangor outperformed Johor in providing infrastructure (76.09% and 72.41% respectively). Nonetheless, PTS in both states scored three (3) stars in providing infrastructure.

Table 4.7. Comparison of Johor and Selangor Infrastructure

	Cases						
	Valid	Johor			Selangor		
Infrastructure	N	Yes	No	%	Yes	No	%
Computer	109	44	14	75.86	44	7	86.27
LCD	109	34	24	58.62	33	18	64.70
Wifi	109	24	34	41.37	32	19	62.74
Reading room	109	34	24	58.62	34	17	66.67
Classroom for teaching and learning	109	54	4	93.10	47	4	92.15
Teachers / Staff Room	109	46	12	79.31	46	5	90.19
Musolla	109	49	9	84.48	43	8	84.31
Recreational and sport facilities	109	43	15	74.13	42	9	82.52
Permanent and legal status of building	109	47	11	81.03	34	17	66.67
Land status	109	45	13	77.58	33	18	64.70
Average				72.41			76.09

4.4 Testing for differences in governance characteristics and infrastructures of PTS in Johor and Selangor

Descriptive analysis conducted above was unable to make a statistical conclusion for any significant difference in the governance characteristic and infrastructure of PTS in Johor and Selangor. An independent sample t test was conducted to test for any significant difference in number of years in operation, curriculum offered, ownership structure and registration status between the two states (p<0.10).

The analysis prevails that there was significant difference in PTS registration status between Johor and Selangor. There are also no significant differences in number of years in operation, curriculum offered and ownership structures between PTS in the two states (Table 4.8). Johor reported significantly high percentage of full registration of 58.6% compared to PTS in Selangor of 33.3%. This indicates that PTS in Johor had a higher compliance level to registration rules and regulation required by the regulator as compared to PTS in Selangor.

Table 4.8. Independent sample T- Test of PTS Johor and Selangor

	Governance Characteristics	Sig t test
1	Years in operation	0.742
2	Curriculum offered	0.462
3	Governance Ownership Structure	0.620
4	Registration Status	0.003

An analysis using an independent sample t-test for difference in infrastructures provision between Johor and Selangor discovered that there are significant differences in provision of Wi-Fi at p< 0.05 and permanent legal status of building that PTS occupied at p<0.10 (Table 4.9). There are no differences in the availability of computer, LCD, reading room, classroom, teachers' staff room, prayer room/Mussolla and certification of land status of PTS in both states. This finding is supported by substantial differences in percentage score for both items between the two states as illustrated in Table 4.7.

Table 4.9. Independent Samples Test

Infrastructures	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Computer	-1.375	107	0.172
LCD	-0.647	107	0.519
Wi-Fi	-2.258	107	0.026
Reading room	-0.860	107	0.392
Classroom for teaching and learning	0.187	107	0.852
Teachers / Staff Room	-1.566	107	0.120
Prayer Room/Musaolla	0.024	107	0.981
Recreational and sport facilities	-1.028	107	0.306
Permanent and legal status of building	1.721	107	0.088
Certified Land status	1.489	107	0.139

5.   Discussion and Conclusion

Based on the data collected through questionnaires survey distributed to PTS operators, this research acknowledged that individual ownership is the most common PTS ownership structure in Malaysia. In addition, any decision to the extent of infrastructure provision in PTS is subject to the owners' discretion. The analysis concludes that PTS in Johor and Selangor provide good infrastructure in their premises (3 star). PTS Selangor scored 4 stars in providing enough classroom for teaching and learning and teachers/staff room. Similarly, PTS Johor also has the similar average rating of 3 stars and excellent rating (4 stars) in providing enough classroom for teaching and learning.

The provision of teaching and learning infrastructure in PTS can be considered as far from the normal standard. Information technology facilities such as computer, LCD, Wi-Fi and reading room were among the low rating infrastructures in both states.   However, taking into the advantage of a good IT infrastructure in the state, PTS in Selangor has taken initiatives in providing better IT infrastructures as compared to Johor. Much improvement is needed to enhance teaching and learning and enhance reading habit among PTS community. More improvement by integrating information technology in teaching and learning infrastructure is recommended to inculcate more conducive and structured learning activities. The improvement is hoped to help the achievement of producing quality tahfiz students (Huffaz) and efficient PTS management.

The finding of this study supports Abdul Rahman and Azmil's (2018) research on 26 PTS in Selangor for very focused action (4 stars) in providing enough classroom for teaching and learning. The finding is slightly different from that of Abdul Rahman and Azmil (2018) for provision of teachers/staff room. This may be probably due to a larger sample of PTS was used in this study. Additionally, the findings are not up to the availability of infrastructures as compared to those of Mariana, Syahriah and Siti Nur Alia (2015), and Ainon and Rosmaizura (2018) as their sample institutions were supervised and financially supported by Kementerian Pendidikan Malaysia.

The highest percentage of PTS which did not have the required infrastructure in this study were largely owned by individual person (Table 5.1). This supports for more continuous government efforts and new initiatives in giving financial assistance for infrastructure improvement to individual ownership type of PTS to ensure inclusion of PTS education and its sustainability.

A higher number of partially registered and not registered PTS was also from the individual ownership group. It is recommended that SIRC to conduct full enforcement on all requirements as gazetted in each state enactment. Compliance to the enactment, rules and regulations need to be made mandatory for new and renewed applications of PTS registration. SIRC needs to enforce the requirement that PTS must have a legal status in occupying building and certification on the land status meant for religious activities within three years in operation. In addition, notice and specific time limit for the non-registered PTS to be registered must be gazetted. This is to ensure that all PTS operates legally so that the health and safety of people involved in tahfiz activities are ensured and financial and non-financial assistance can be channelled properly to the schools based on their needs (JAINJ, 2020).

Table 5. 1. Crosstab PTS Individual Ownership and Non-Performance of Infrastructure

	Non-Performance of Infrastructure	%
Computer	12/21	57.14
LCD	23/42	54.71
Wi-Fi	27/53	50.90
Reading room	20/41	48.78
Classroom for teaching and learning	6/8	75.00
Teachers / Staff Room	8/17	47.05
Prayer Room/Musaolla	9/17	52.94
Recreational and sport facilities	11/24	45.83
Permanent and legal status of building	14/28	50.00
Certified Land status	14/31	45.16

The findings of this study are hoped to be used as a guide for the relevant authorities or PTS owners in providing financial assistance or allocating resources to intensify the development of conducive teaching and learning in PTS in Selangor and Johor. It is hoped that an advancement of infrastructure will inculcate strong motivation in the teaching and learning processes among PTS students and teachers. Finally, sufficient infrastructure is hoped to become the enabling factors for PTS in producing qualified and quality Huffaz. Future research in this area may apply auditing technique to assess the PTS infrastructure and its relationship to students' performance.

6.   Acknowledgement

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