

## ABSTRACT

Prayer is a duty and the main teachings of Muslim. It is the second pillar in Islam which needs to be fulfilled by every Muslim. The emphasis of prayer education should be sown in early childhood. Therefore, to ensure that a prayer is done correctly all the knowledge and rules of a prayer should be the priority, including the obligatory acts. Recognizing the importance of prayer the Models 'Kem Bestari Solat' (KBS) under j-QAF program was introduced by the Ministry of Education through the Department of Islamic and Moral Education since 2005 with the main objective to ensure that students can pray properly and correctly through recitations, acts, knowledge and appreciation. Therefore, this study was undertaken to identify students' mastery in the obligatory acts which was carried out in primary schools in Gua Musang district. This study was conducted in quantitative and qualitative methods. Data was collected using questionnaires, structured interviews and observations. A total of 315 students in five of the six primary schools were selected for the study. Quantitative data analysis was made by using the SPSS-Windows version 19 while the interviews and observations data were analyzed qualitatively. Descriptive statistics such as frequencies, percentages, mean and standard deviation were used to apply the research questions. Overall, the results showed that students' mastery of obligatory acts in the city is higher than rural students in mastering the three pillars in the rules of *qalbi* prayer, *qawli* rule and rule *fi'li*. The study also found out that there were differences in the methods of teaching and learning among teachers in the urban and rural areas in the implementation of KBS. In addition to discussing the findings, the study also highlighted some of the recommendations at the end of the study so that the implementation could be done with care KBS and KBS can fully achieved the aimed goal.