

## **Evaluation on Quranic Language Textbook for Beginners (LQM0813): Teachers' and Students' Perspectives**

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**Abstract.** Textbook is the main tool and reference for the teaching and learning process in classroom. This research investigates the new Quranic Language textbook designed for the beginners (LQM0813) that contains four elements, which are language skills (reading, listening, writing and speaking), grammar, Sejahtera Academic Framework (SAF) and Common European Framework of Reference (CEFR). The purpose of this research is to evaluate the teachers' and students' perspectives towards this textbook and determine the pedagogical methods and suitability of the book towards students' needs. 31 Quranic Language Department (QLD) teachers and 275 students are selected, and data are collected from the online survey through Google Form. The questionnaire consists of 57 items for both teacher's and student's version. The result shows that this textbook satisfies the students' needs especially in encouraging them to participate in interactive activities and group discussions, besides enhancing their four language skills to understand Arabic language. From the teachers' perspectives, the contents of this textbook improve students' abilities in learning Arabic language, especially in pronouncing Arabic alphabets correctly, differentiating between *الشمسية* and *القمريّة*, identifying basic Masculine and Feminine nouns, and mentioning pillars of the prayer in Arabic.

**Keywords.** Evaluation, Quranic Language textbook, language skills, Sejahtera Academic Framework (SAF)

## **INTRODUCTION**

Quranic Language is a requirement subject which offer the Quranic version of Arabic Language courses to all students of the Centre for Foundation Studies (CFS), IIUM Gambang Campus. In order to provide students majoring in non-Arabic courses to acquire fundamental Arabic language, the Quranic Language Department (QLD) has designed a textbook mainly for the beginners. This book named "*Allimni Lughatal Quran*" prioritizes on four language skills (reading, writing, listening and speaking) and grammar. It also applies basic language for daily life and various language interactive games based on CEFR (Common European Framework of Reference) which focuses on A1 scale for beginners. Through the contents of this textbook, students are also equipped with Islamic values and practices through Quranic verses, hadith and recitation in prayers related to the topics, which in line with Sejahtera Academic Framework (SAF).

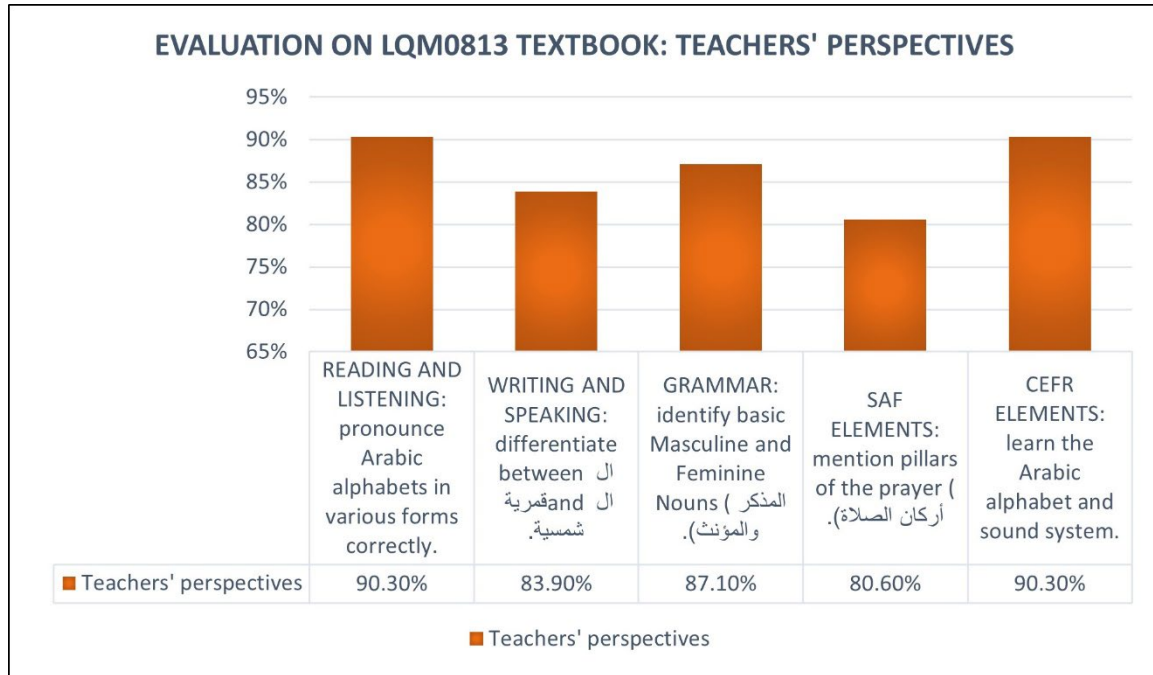
It is believed that the textbook is the resources in achieving aims and objectives that have already been set in terms of students' needs (Mohammadi et.al., 2014). Since this LQM textbook has been used for two years, this present study is aimed at evaluating the textbook from the teachers' and students' perspectives. Thus, an evaluation of the textbook is needed so that the teachers have adequate information about books from Arabic language courses that are appropriate and can lead students to achieve the expected competencies (Royani et. al., 2020). It is hoped that this research will help the department in reviewing the contents of LQM0813 textbook and improving the module, thus contribute for the improvement of Arabic Language courses at CFS, especially for the beginners.

## **METHODOLOGY**

A survey was conducted to evaluate the LQM0813 textbook from the teachers' and student's perspectives using questionnaires that used 5 points Likert Scale ranging from 1-5 (Totally Disagree, Disagree, Average, Agree, Totally Agree). The questionnaires are divided into five elements in the textbook: 1) Reading and Writing, 2) Listening and Speaking, 3) Grammar, 4) SAF and 5) CEFR and the respondents were also asked about their overall evaluation about this book. This questionnaire consisted of 57 items and were distributed among QLD teachers and students who taking Quranic Language level 1 (LQM0813) during semester 1 2022/2023. 31 QLD teachers and 275 students have answered the online survey through Google Form. The responses were analyzed via descriptive and frequency analysis. For research findings 1 and 2, the results are chosen based on the highest percentage from each five elements in the textbook. While the result for research finding 3 is the comparison between teachers' and students' perspectives towards overall evaluation on the textbook.

## RESULTS AND DISCUSSIONS

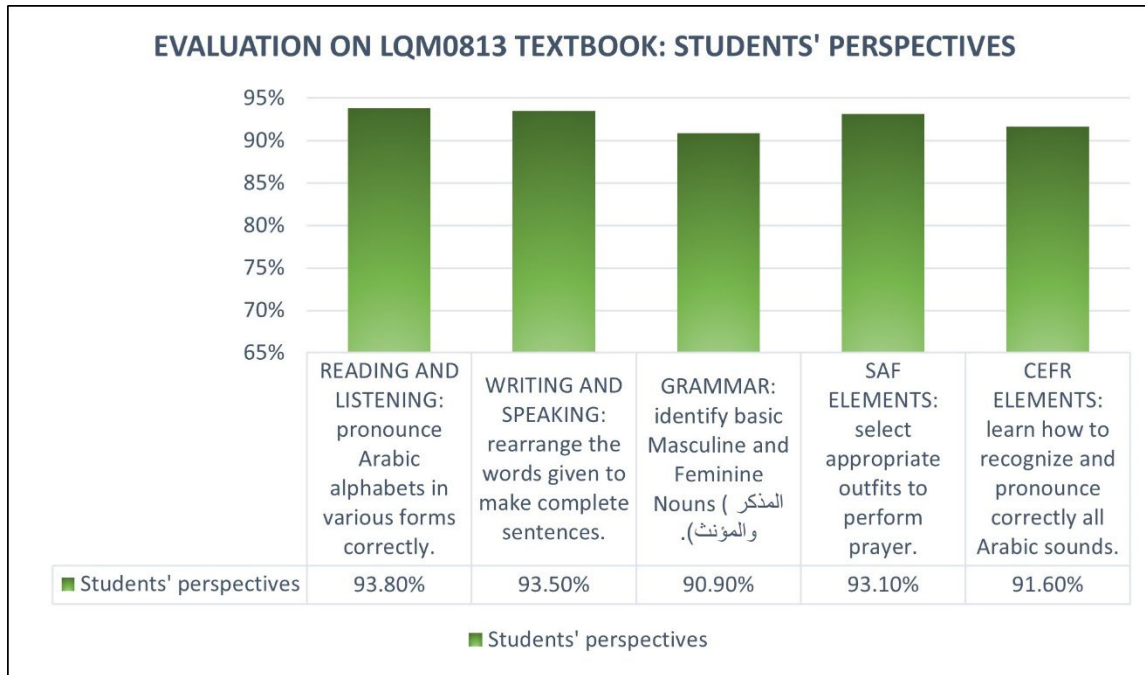
Research finding 1:



**FIGURE 1.** Evaluation on LQM0813 Textbook: Teachers' Perspectives.

For reading and listening part, 90.3 % of the teachers agree that most of their students are able to pronounce Arabic alphabets in various form correctly. 83.9 % of the teachers agree that their students are able to differentiate between ال شمسية and ال قمرية, which is under writing and speaking part. The grammar part shows that most of their students are able to identify basic المذكر and المؤنث with 87.10%. For SAF element, 80.6% of the teachers agree that their students can mention pillars of prayers in Arabic. Another good impact of this textbook is CEFR element, which obtain the highest score 90.3 %, which shows that most of the students are able to learn the Arabic alphabet and its sound system.

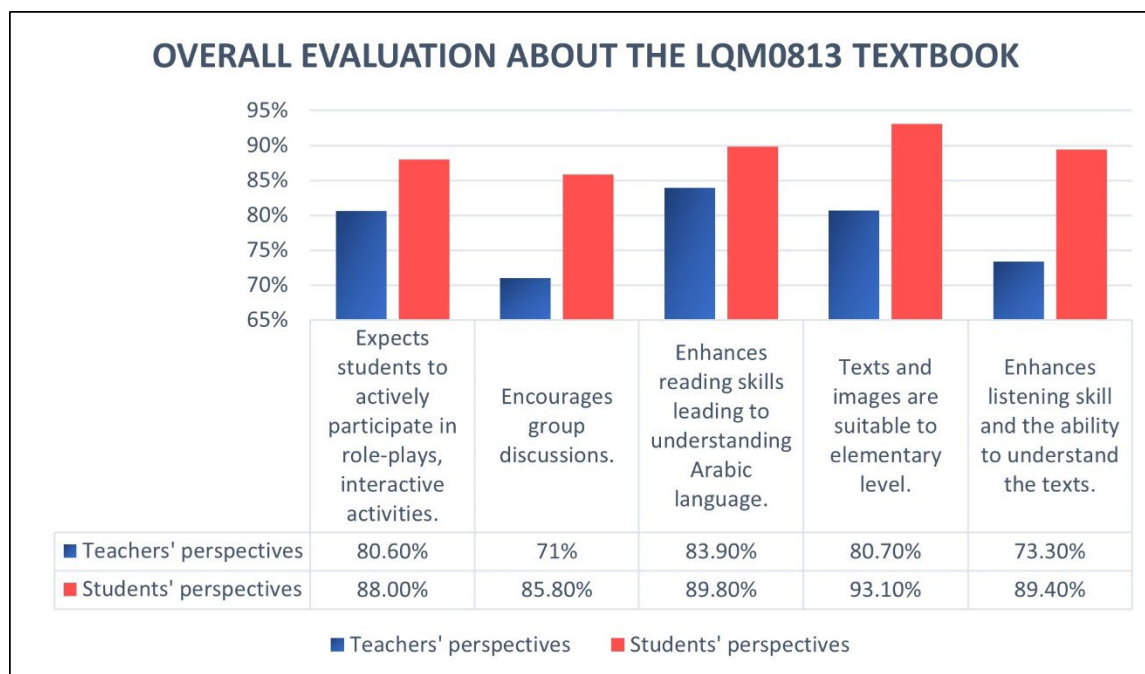
Research finding 2:



**FIGURE 2.** Evaluation on LQM0813 Textbook: Students' Perspectives.

Students' perspectives are very important in this research as the Quranic Language Department (QLD) would like to determine the pedagogical methods and suitability of the book towards their needs. For reading and listening part, 93.8 % of the students agree that they are able to pronounce Arabic alphabets in various forms correctly. The students express positive feedback in writing and speaking part, whereas 93.5 % agree that they are able to rearrange the words given to make complete sentences. In grammar part, 90.9 % of them are able to identify basic المذكر والمؤنث. For SAF element, 93.10% of them are able to select appropriate outfits to perform prayer. 91.6 % of the students agree that they can recognize and pronounce all Arabic sounds correctly.

Research finding 3:



**FIGURE 3.** Overall Evaluation About LQM0813 Textbook.

Overall evaluation shows that the students' perspectives on LQM0813 textbook is higher than teachers' perspectives. It can be shown from the results that 88.0 % of students agree that the textbook contents expect students to actively participate in role-plays and interactive activities, while 80.6 % of the teachers agree with this item. The second item: encourages group discussion shows a big gap between teachers' and students' perspectives which is 14.8% in difference. The small gap of percentage between both perspectives can be seen in the third item: enhances reading skills leading to understand the Arabic language, which 83.9 % of the teachers and 89.8 % of the students agree with this point. In fourth item: texts and images are suitable to elementary level, 93.1 % of the students agree with this point while 80.7 % of teachers agreed with it. One of the interesting points that can be seen in this research is, the biggest gap between students' and teachers' perspectives in the last item of this part. 89.4 % of students agreed that this textbook enhances their listening skill and the ability to understand the texts, while only 73.3 % of teachers agree with the point.

## CONCLUSIONS

In general, the teachers and students agree that language skills developed by this textbook fulfill the objectives of learning Arabic for beginner level, thus improve students' abilities in understanding Arabic language. From the reading and listening part, both agree that this textbook helps the students to pronounce Arabic alphabets in various forms correctly. In writing and speaking part, the teachers' perspectives show that the students are able to differentiate between *إل شمسية* and *ال قمريّة*, whereby the students believe that they can rearrange the words given to make complete sentences. The result shows the similarities from both teachers' and students' perspectives in grammar part, especially in identifying basic *المؤنث* and *المذكر*.

Another specialty of this textbook is it consists of Sejahtera Academic Framework (SAF) element in upholding Islamic values and practices among students. From the teachers' perspectives, this textbook helps students in mentioning pillars of the prayer in Arabic, while most of the students agree that they learn how to select appropriate outfits to perform prayer. Result shows that the textbook meet the CEFR language teaching and learning criteria, as it focuses on the basic Arabic alphabet letters and basic Arabic grammatical structures and categories for A1 scale (basic user or beginner level) (Council of Europe, 2001). The teachers' perspectives indicate that their students are able to

learn the Arabic alphabet and sound system. The different view, on the other hand, the students believe that they learn how to recognize and correctly pronounce all Arabic sounds.

Based on the overall evaluation about the LQM0813 textbook, the students' perspectives are higher than the perspectives from the teachers. Hence, this textbook satisfies the students' needs especially in encouraging them to actively participate in role-plays, interactive activities and group discussions. Besides, they are able to enhance their four language skills to understand Arabic language as the texts and images in this textbook suitable to elementary level. This positive feedback from the students is an indicator that this textbook can raise motivation in student learning (Royani et. al., 2020). However, the differences between teachers' and students' perspectives indicate that the teachers believe that this textbook needs revision and adjustment in order to rearrange the exercises, especially in enhancing listening and speaking skills. Moreover, most of them teach using their own teaching skills and experiences especially when dealing with students with different abilities and backgrounds who have problems in reading and writing Arabic texts, because good teachers always know what material to use with a given class (Mohammadi et.al., 2014). From the students' perspectives, they only have this textbook as their main reference, so their knowledge in Arabic depends mostly on this textbook, so they agree that the LQM textbook is suitable for them.

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