

# **ISLAMIC EDUCATION TEXTBOOK OF SECONDARY SCHOOL CURRICULUM(KSSM): AN ANALYSIS OF THE TOPIC “PURIFY FROM EXCREMENT”**

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## **ABSTRAK**

Kajian ini bertujuan untuk menganalisis topik ‘Suci Daripada Najis’ daripada buku teks Kementerian Pendidikan (KPM); Kurikulum Standard Sekolah Menengah (KSSM) subjek Pendidikan Islam. Penyelidikan kualitatif berdasarkan reka bentuk analisis dokumen digunakan untuk menganalisis topik. Kajian menunjukkan bahawa buku teks ini mempunyai kekuatan dan keistimewaan yang ditonjolkan oleh pengarang dan merupakan suatu reka bentuk buku teks yang baharu. Lebih banyak grafik dan ilustrasi telah digunakan dalam buku teks ini dengan menggunakan pelbagai warna. Beberapa aktiviti dicadangkan untuk dilaksanakan oleh guru yang dapat dilakukan bersama-sama dengan para pelajar. Kajian ini memberi kepentingan terhadap penulisan buku teks pendidikan Islam di Malaysia pada masa akan datang.

*Kata Kunci: Pendidikan Islam, Analisis Buku Teks, Suci Daripada Najis*

## **ABSTRACT**

*This study intends to analyze topic “Purify From Excrement” from one textbook of Ministry of Education (MOE); Form 1 Islamic Education Standard Based Curriculum for Secondary Schools (KSSM). Qualitative research based on document analysis design was used to analyze the topic. The results show that this textbook has strength and was add some specialty that mention by the authors and was one initiative and invention in textbook. More graphic and illustration has been used in this textbook also with the various of color. There have some suggestion’s activity to the teachers that can be done together with the students. This study is significance towards the writing of Islamic education textbooks in Malaysia in the future.*

*Keyword: Islamic Education, Textbook Analysis, Purify From Excrement*

## **1.0 INTRODUCTION**

‘Teachers as a role model’, this kind of phrase really give huge effect in education world where this kind of human can influence the others mind. In this case, teacher play vital role in education system that changing over the time starting the it was establish and this happen due to make a better education system from time to time parallel with the changing in this world. Mohamed, Jasmi and Zailani (2016) had stated Islamic moral approach very important to apply in the classroom by teacher because the students take it as an example, and they will practice it in their daily life. Furthermore, students will work harder when teacher assign them with some role in school such as help the teacher control their friend or assist teachers to conduct some event (Lanier, 1997).

Nowadays, job as teachers not easy like other people said. As we can see, no longer teaching alone to describe this job. Apart from teaching or delivering the knowledge to the students, teachers are also responsible to nurture the ethics of the students, take care of them (in school time) and also share the knowledge with the colleagues about the management, knowledge and doing some research for methodology that have been using (Lanier, 1997). This kind of job description teacher profession not all people can do. Thus, Ministry of Education (MOE) had improvise the system of education including the curriculum that have been used to make sure the teacher can deliver the knowledge to the students impactful and meaningful. So that National Philosophy of Education (NEP) can be achieved in term to produce a holistic man.

Curriculum in Malaysia change since the independence, before we using this new curriculum known as Standard Based Curriculum for Secondary Schools, KSSM(*Kurikulum Standard Sekolah Menengah*) was replace the old curriculum known as Standard Based Curriculum for Primary Schools, KBSM(*Kurikulum Bersepadu Sekolah Menengah*) that have been used since 1988 (Abdul Karim, 2006). This year (2020), was the fourth year of implementation KSSM in Malaysia education system. The new textbook of KSSM version was practical used by the teacher almost four years and the teachers still in process of learning to utilize this new form textbook. The former ministry of education, Datuk Seri Mahdzir Khalid had mention that this new curriculum was emphasizes on the teaching that centered on the students and focuses more on problem-solving, project-based assignment, updating subject or theme and implementing formative assessments.

Ministry of Education (MOE) textbook of Islamic Education KSSM has starting from form 1 until form 5 and this subject compulsory to take in Governance School from form 1 until form 3. The Islamic Education textbook KSSM form 1 until form 3 have same structure which have 6 parts of the content dividing into *Al-Quran*, *Hadith*, *Aqeedah*, *Feqah*, *Seerah* and *Akhlak Islamiyah*. This study will focus on one topic in one part of one level of Islamic Education textbook. The MOE Islamic Education textbook form 1 has chosen and one topic from that just take out to analyze the content, strength, and weakness in that topic. Therefore, the topic from *Feqah* was selected and the topic was 'Purify from Excrement' (*Suci Daripada Najis*) will discuss further in discussion section.

## **1.1 Statement of Problem**

KSSR and KSSM were introduced by MOE to shift the old system which are exam-oriented and teacher-centered curriculum scheme to students-centered and emphasis on inquiry-based learning (Rao, 2015). The new things that have been used must be improvised from the older one like this curriculum. Due to lack some elements in old curriculum, the MOE had change it into the better one to accommodate the shortcomings of the old curriculum. Thus, this study was conducted to analyze the content of this new curriculum.

## **1.2 Research Objective**

This paper is aimed to achieve the following objectives:

- 1) To analyze the content of one topic in new curriculum of Ministry of Education (MOE) Islamic Education textbook.
- 2) To identify the strength and weakness of the topic chosen in MOE Islamic Education textbook.

## **1.3 Significant of Study**

The findings of this study seek to help the teachers out there to use the Islamic Education textbook rightly, properly and can cater the problem that arise by themselves in teaching and learning process. Moreover, the results can helps teachers to enhance the effectiveness of using textbook by helping them to understand more about textbook such as in what place or area need to use teaching aid, or prepare some extra materials to use it or need to stress important things to the students. This will help to smooth the teaching and learning process and at the same time teachers can complete the syllabus in the curriculum with the time provided. In the other hand, this finding hoped to be helpful aid to researchers and curriculum designer at the Ministry of Education in Malaysia. They might find some criticize about this topic in Islamic Education textbook that can be used to improvise the textbook in the future.

## 2.0 LITERATURE RIVIEW

The textbook that have been used widely in Malaysia's School government as references book not easily can be written or produce by any person or bookstore agencies. Before references book (textbook) has produce by responsible group in ministry of education, they must through four phases of assessment to meet the standards and quality, namely (i) content meets the syllabus and syllabus description, (ii) correct and simple language, (iii) graphics that are appropriate and attract students to use textbooks, and (iv) activities and exercises appropriate to the student's skill level (Abdul Rahman et al, 2014). Furthermore, there are some elements that should have parallel with the world of globalization. For the assessment, the important thing that have been highlighted by the researcher were the activity or question must be strengthen and provide student's understanding of the concept and evaluate the outcome and progress of the students (Abdul Rahman et al, 2014). These researchers also stated that emphasizing in illustration and graphic in the textbook. The interesting illustration and graphics will attract the students to learn and go through the textbook and inn the same time will make them more understand what they learn.

One study by Ali, Lubis And Che Noh (2018) has mention that this new curriculum, the content of faith (*Aqeedah*) was good and need to maintain the curriculum in terms of needs, goals, objectives, and relevance in the faith curriculum. Small changes need in term of time to cover some topics in this part (*Aqeedah* part) so that students can more understanding about the topic properly. Teaching needs still needed to assist the students and make them more understanding the topics. Lastly the role of teachers needs to change to ensure the quality and professionalism of teachers can be achieved. The teachers need to mastery the knowledge and the pedagogy as well so the teaching and learning process can be a different way from usual and make the students more understanding and can apply and practice what their learn in daily life.

Ismail (2016) stated strategies or pedagogy that has been used by teacher give huge impact to self- development of Muslim students in Besut, Terengganu district. Even though teacher want to used traditional method like lecture method, the teacher must be creative to combine or integrate it with the activity in the classroom such as group discussion, demonstration and so on not only can attract the students but in the same time they can apply good values in daily life. In addition, the practices and personalities shown by Islamic Education teachers are also vital because they are role model to the students.

### 3.0 METHODOLOGY

Methodology that have been used starting gather the data and process the data until finding the result was document analysis. Bowen, 2009 said, document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Because want to analyze one of the MOE Islamic Education textbook KSSM, this method was chosen to make the objectives achieved. The data or document from the textbook will be analyzed by chunking them into small theme such as the content, materials that has been used, assessment and activity that written in the textbook. With these themes, the researcher will run the analysis whether the data is strength or weakness of the textbook – new curriculum, KSSM.

### 4.0 DISCUSSION

This study will analyze one topic from MOE Islamic Education KSSM textbook which is from form 1 textbook under the field of jurisprudence (*feqah*). In this field there has seven topics that cover in this field for form 1 textbook including the first topic is about the concept of worship and type of law. The focus topic that will be analyze in this chapter is purify from excrement. This topic was the third topic in the field of jurisprudence and has been counted as lesson number 19 out of 30 topics overall in form 1 MOE Islamic Education textbook. This KSSM textbook has its specialty that was highlighted by the writers which are stimulus page, teacher's note, beautifully structured learning content in line with appropriate text, writing and graphics, activity suggestion, elements across the applied curriculum, additional information and QR code technology. Every chapter in this textbook has these specialty (Yahya, Abdullah and W Abdullah, 2016).

Overall, this topic (purify from excrement) has started by defining the meaning of excrement followed by showing types and defining these types of excrement plus a little bit explanation of it. Then the sub-topic continues with the way how to purify the feces with simple words of explanation. Additional sub-topic discusses about how to purify the skin of animal and the then followed with some suggestion activities related to this topic and this topic end with assessment for this topic (Yahya, Abdullah and W Abdullah, 2016). From this, we can see that the content of this topic structured because it started with define the thing first and then give the types things and

elaboration the further about the topics. Book are divided into various slices like from the big item chunk into small starting from the book itself and in it have unit, then chapter followed by section and then sub-section (Barker, 2018).

In term of content and materials that has been used in this textbook, simple words are used like it could be understanding by children 13 years old if they just read by themselves and addition, there is some additional information have been added to make the students more understand about the topic. The illustration and graphic that has been used in delivering the content clear (no confusing) in term words, picture and the colour. The colour that use in this topic stable not confuse because if there has 3 different types of feces, then the content use illustration and graphic in mind map way so the content not in essay and student easy to detect the point and not get boring when read the textbook pus the colour that used is different to each other of the types and easy for students who visual learners to capture the content in it. From one web title 10 reasons to use color is color can convey structure. Each color can covey different types of content ad easy to distinguish (<http://understandinggraphics.com/design/10-reasons-to-use-color/>).

The suggestion for activities in this topic very interesting and practical. These activities need extra time to make it happen and teacher must be creative to make it happen with the organized and well prepared of lesson plan. It also gives two choices of activity whether want to it in outside classroom activity or indoor classroom activity. Teacher also can divide the students into small group and do the suggestions activities in this textbook as a practical activity for this topic. So, teacher can choose either one of the suggestions to use it to make easy for teacher and reduce the responsibility of teachers to think twice about the activity in this topic. Abdul Rahman et al (2014) had mention that assessment must include the various types of

assessment, using Illustrations and graphics as assessment tools, activities in the form of exploration through the website, integrate BDE code and modular training system.

Assessment that have in this topic consist of four questions follow the bloom taxonomy which have mix level of questions starting the easy level and then the middle one and followed by the hardest which is the high order thinking skills (HOTS) question. Just one HOTS question in this topic that from my opinion it is okay to have just one question for HOTS because this topic is the beginning topic in jurisprudence field and this is form 1 textbook, so consider it as warming up HOTS question. Curriculum Development Division MOE in the book Thinking Skills High Level School Applications (2014) does not mention how many HOTS question considered as minimum HOTS question for textbook, they just stated that teacher should assist the students to understand the HOTS question and try to figure up and drill until the students familiar with HOTS question and they would ask the teacher back HOTS question when teaching and learning process happen.

The term perfection in things that made by human never exist where we can say that all things that seem good and best for some people, they still have some lacking in some parts. Same goes to this new curriculum textbook where seem like perfect or better than previous one but still have it defect. For instance, there is some confuse figure in this topic. Firstly, we can see one picture in page 107, the picture may be could be seen as baby boy for some students and also can be define as baby girl for some students. Second, in page 108 and 109 there is one picture about soil water in bucket and at the same time in water scooter, this picture also can be false interpretation by students itself. In addition, one picture in page 109 about the way clean excrement of *mukhaffafah* could make confuse for some students because the picture is placed not strategic in that map or diagram about way to clean excrement. Third, in assessment part, there is one answer that was given in one easy question that would be confuse for the students. It good to have complex answer in multiple choice question but the answer must be stated and clear whether it is correct or wrong not could be or can be debate as a correct or wrong answer.

Last but not least, there is some suggestions for this topic that could be noticed especially for the MOE in textbook management that could improvise for the betterment in the future and also for the teacher who would teach this subject. The diagram or map that was used for the way to clean excrement should be added some numbering according the step by step to clean the excrement to avoid confuse among students especially when they read by themselves. Relate to number, when it comes to number it is good to use digit than the word of the number because it is easy for students to catch the main point especially the visual learners. Next, about the additional information, it is good to expose to students about new term in jurisprudence relate to the topic such as introduce the words of *sertu* and *samak* and give some explanation about its difference. These words could be hear by the students in their daily life, but they might get some false information about it.

In one study by Yaacob et al (2001) about the Jawi literarate among Malay students in low level that show not all Muslim students who learn Islamic education subject could read Jawi properly. Thus, no need lengthy introduction in words for some sub-topic, just focus on the main point that want to discuss. Furthermore, this textbook for form 1, so it would be difficult for them to read such a lengthy word in Jawi script. Besides, the title for subtopic should be highlighted or bold if there is some explanation before it. Teachers should be creative in term of utilize the suggestions activities that was provided to make the lesson more productive and not dull like lecture method.

To conclude, the MOE KSSM textbook of Islamic Education that was improvise many things



from the old curriculum (KBSM). We can look that in this textbook they have their specialty that make the book look fancy and attract the students to read on it. Furthermore, the graphic and illustration that have been used was upgraded like using mind map, the nice picture and also the various of colors has been used it in compared to the old textbook that look very dull. The assessments and activities that suggested in this textbook has different type of level and very helpful to the teacher. Thus, some suggestions that was mentions hopefully could be noticed by MOE management of textbook for improvement in the future.

## **5.0 CONCLUSION**

If the teacher parable as a candle that burn itself, then textbook like lighter that enlighten the teachers and students. It can be used for the teachers to fire up themselves be as creative as they can and can help the student in their learning process by giving the early information. This is show that textbook also one element that important after teacher and students in education system. The finding that have been analyze show this new curriculum textbook of KSSM has many strength in term to attract the interest of students to open and read up the textbook as well as for teachers as one of teaching aids that really helpful because they have many suggestion of activity for teachers to conduct together with the students. The graphic and illustration very improved in this textbook and the textbook colorful might make the students love it and easy for them to capture the content because they use different of color even in one page. For the weakness of this textbook not stated really clear from researcher side because everything looks fine just for one part about the suggestion's activity, the activity might interesting but need a lot time than usual if want to perform it. Overall, this new curriculum of MOE textbook really good compare to the old one and hopefully the research and development of textbook divide in MOE can take note about few shortages that was mention from this small research so that in the future the textbook will become more useful and can utilize by everyone not only for teacher and students.

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