

Development of Usul Fiqh Teaching Module for Secondary School Standard Curriculum (KSSM) Islamic Shariah Subject

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Abstract

This article is a concept paper which aims to develop a Usul Fiqh teaching module in the subject of Islamic Sharia Education for form four students, based on Imam Syafie's Manhaj. The module designing process follows the methodology instructional design guidelines and principles as outlined in Imam Syafie's Manhaj to ensure an effective learner-centered approach. The needs analysis of research involves identifying the needs of teachers in terms of content, teaching methods and learning outcomes. A comprehensive study of the KSSM curriculum (Standard Secondary School Curriculum) of Islamic Sharia Education at the fourth level was carried out by focusing specifically on the topic Usul Fiqh. This study is qualitative research and the methodology is based on content analysis and literature review and interview. Interview sessions were conducted with the teachers to uncover real issues and problems in the teaching of Usul Fiqh and to take their views and ideas in improving the modules that will be developed.

Keywords: Islamic sharia education, Usul Fiqh module, Imam Syafie's Manhaj, Instructional design, methodology

Introduction

The implementation of teaching based on the Primary School Standard Curriculum (KSSR) and the Secondary School Standard Curriculum (KSSM) is a benchmark for the effectiveness of 21st century education that emphasizes the mastery of 21st century skills such as communication, collaboration, critical thinking, creativity and values to ensure comprehensive, balanced and integrated development of student potential (Malaysian Ministry of Education Examination Board, 2022). It is in line with the transformation of national education in the Malaysian Education Development Plan 2013-2025 (Ali, M. M. et al., 2018).

The development of teaching modules is important in teaching and learning because it provides uniformity of teaching, optimizes the use of time and resources, achieves consistency of learning achievement, encourages critical and creative thinking, enables effective measurement and evaluation, and provides various reference sources. A good teaching module helps to improve the quality of teaching and learning as a whole. The findings from previous studies show that students learn faster by facilitating contextual teaching and learning modules, adapting to changes in learning paradigms which students can transform from conventional lecture methods to active learners, as they gain information more effectively (Dewi & Primayana, 2019).

The development of teaching modules is also a process of planning and developing learning materials that are structured and organized in a modular way. According Thesaurus Dictionary, modular relating to or based on a module or a modulus constructed with standardized units or dimensions for flexibility and variety in use. Teaching modules aim to facilitate the learning process (Botma et al., 2015) by presenting information and learning activities in separate units that can be used independently or integrated into a complete learning network. The teaching modules can be divided into different learning units, with each unit presenting content and learning activities related to specific topics. This allows students to learn gradually and progressively. Each unit in the module consists of sections such as introduction, learning materials, application examples, exercises or tasks, and summary. Supplementary of media and supporting resources, such as pictures, videos, or reference sources will enrich the students' learning experience.

Inguva et al. (2018) stated that modules can be used in the learning process in the classroom to help students understand. In developing teaching modules, careful steps are taken to ensure that the modules are effective in delivering learning materials. The process begins by identifying specific learning objectives. Its purpose helps to determine the content that will be presented in the module and what the students are expected to achieve after completing the learning module. It is important to adopt appropriate pedagogical approach, considering the needs and characteristics of students. The modules should be designed to encourage interaction, active involvement, and critical thinking of learners. By using teaching modules, learning becomes more structured, organized, and can be easily implemented. In addition, teaching modules can enhance the efficiency and effectiveness of learning by presenting learning material in depth. Overall, this paper explores theoretical material development principles, procedures, and practical efforts in evaluating, adapting, and creating materials.

Overview

The current issue that needs to be solved is the inadequate teaching modules in the teaching of Usul Fiqh in KSSM. Usul Fiqh is a scientific discipline that studies the methodology and principles of Islamic law as well as the approach to derive law from Islamic sources. However, there is an insufficiency of comprehensive and structured teaching modules in teaching the concepts of Usul Fiqh to KSSM teachers and students. The inadequate of effective teaching modules in Usul Fiqh causes ineffectiveness in delivering, understanding and applying the principles of Islamic law in teaching the subject of Usul Fiqh. Therefore, students who study Usul Fiqh face difficulties in comprehending the terminology, complex concept, and legal arguments in the decision-making process of Islamic Jurisprudence. For this reason, a complete set of modules should be produced and published for each subject as a guideline for the teachers (Masran, M. N., & Esha, 2018).

Another problem that needs to be solved is the lack of teachers' preparation in teaching aid and material of Usul Fiqh, which can affect the quality of teaching and students' understanding of the concepts of Usul Fiqh. Some teachers may have insufficient knowledge of Usul Fiqh, less familiar with effective teaching methods and techniques in communicating with students, as well as delivering the materials. These can hinder the progress of students' understanding in applying the principles of Islamic Jurisprudence. Teachers who are insufficiently prepared may experience difficulties in delivering and presenting the content clearly, responding to students' questions, or providing accurate guidance in the process of understanding Usul Fiqh. Thus, providing necessary resources and relevant trainings such as workshops and webinars to the teachers should be maintained to successfully deliver quality education (Guiamalon et al., 2021).

Outdated teaching techniques focusing solely on memorization as teachers often employ without considering students' abilities and interests may result in a sluggish and boring learning environment (Jasni, S. R et al., 2020). In overcoming this problem, Usul Fiqh teaching modules are needed to assist teachers improve their readiness in teaching Usul Fiqh. The modules should provide a vivid explanation of Usul Fiqh concepts, effective teaching methods, as well as supplementary resources such as case examples and relevant exercises. By using sufficient teaching modules, teachers can improve their own understanding of Usul Fiqh and further develop effective teaching skills and approaches, and face the challenges that arise in delivering Usul Fiqh with more confidence. Thus, the teaching modules will assist the readiness of teachers in teaching Usul Fiqh, as well as ensuring effective content delivery and good understanding for students. Iliasa, M. F. et al., (2013) insisted that the efforts to improve existing teaching aids in Islamic education are an in-current need for teachers.

Student readiness in learning is another very important needs to be nurtured. Yüksel & Yüksel (2012) highlights that readiness in learning as behaviours like being prepared, allocating time, focusing on target behaviours, asserting despite difficulties, being firm, consistent, and showing enthusiasm and appreciation. Lack of students' readiness in learning Usul Fiqh can turn off their interest and involvement in the learning process. Students may lose motivation, feel overwhelmed by difficult materials and eventually unable to see the practical value of learning Usul Fiqh concepts. In order to overcome these problems, a Usul Fiqh teaching module are needed which is able to increase students' readiness in learning and understanding the concepts. Teaching modules should be designed to be related to students' daily lives, provide relevant case examples, and use interactive and interesting learning methods. In their finding, Dangol & Shrestha (2019) concluded that creating a readiness to learn among students is important task to achieve high educational achievement among students.

By employing the right teaching module, students can feel more relevant in learning Usul Fiqh. The teaching module should also provide space for reflection and the learning methods that suit the students' learning style. With a teaching module that meets the needs of students' readiness in learning Usul Fiqh, it will increase students' interest, involvement, and understanding of Islamic Sharia concepts. Relevant and interesting teaching module will motivate students to learn and understand Usul Fiqh better. Overall, this research aims to bridge the gap between the existing KSSM curriculum and the need for a module development on Usul Fiqh specifically.

Methodology

This study utilizes literature reviews through document analyses and related papers on the teaching and learning of Usul Fiqh. Literature reviews which are critically analyzed and evaluate existing literature on a topic will contribute to the understanding and providing frameworks for future research (LaPlaca et al., 2018). By studying and analyzing relevant literature, researchers can understand current developments in the field, learn about related debates and issues, and identify knowledge gaps or further research needs. As for this study, the teaching theory used by the researcher is based on Imam Syafie's manhaj on Usul Fiqh. Interview sessions were conducted with the Pendidikan Syariah Islamiah teachers to gain an in-depth understanding of the perspectives, experiences, and insights of participants. It's conducted by semi-structured interview that involve open-ended questions, give an opportunity to teachers express their thoughts, experiences, and perceptions freely. This study use the ADDIE model as a guideline in developing teaching modules. The ADDIE model is an interactive instructional design approach that focuses on learner-centered approaches, reducing teacher-centered approaches and making programs more applicable and meaningful for learners (Peterson, C. 2003).

The importance of the development of KSSM Islamic Sharia Module

The use of teaching modules in the learning of Usul Fiqh in KSSM Islamic Sharia education is very important because it assists teachers to enhance the understanding of the Usul Fiqh concepts. As for the teachers, the model guides them to utilize structured learning resources, facilitate them to the new teaching styles and content that suit the current learning styles in teaching Usul Fiqh. (Hassan, M. N. et al. 2017), conducted interview in his study, and his finding showed that teachers need guidance materials or modules that are easy to use for teaching and learning in the classroom. The study administered by Kassim, N., & Zakaria, E. (2015) has also shown that modules are an important teaching aid needed by the teachers, where the teachers believe that the module can be used as a reference to better understanding of the subject.

The teaching module presents learning material in a structured and organized way, enabling students to acquire the concepts gradually and progressively. The module can also provide samples of the application of concepts in real life situations which clarify students' understanding of the application of Usul Fiqh in a practical context. Providing teaching modules is able to overcome issues related to time constraints, lack of knowledge and the burden of external assignments that are not related to teaching and learning (Rusdin, N. M., & Ali, S. R. 2019). By providing structured modules, educators can effectively address these issues and improve the teaching and learning process. Besides, the use of modules also provides a more flexible learning environment for both instructors and students (Guiamalon, T. 2021).

In addition, the teaching module also allows independent learning among students as stated by Nardo, M. T. B. (2017). It directs students to practice or rehearse information. To gain mastery of the concepts, exercises are given following the progression of activities from easy to difficult. By presenting information and learning activities in separate units, students can learn independently according to their own pace and learning style. Module provide clear guidance to assist not only the teachers but also the students in organizing their time and managing their own learning independently. According Suartama, I. K. et al., (2022), it is essential to design modules with structured and systematic steps that are applicable in large classes as it promotes students to reflect on the subject content and formulate their thoughts

before sharing them. Finding from Simatupang, M. A. et al., (2022) revealed that the module effectiveness test showed that students' critical thinking skills have increased significantly from before using the module (pre-test) to after using the module (post-test).

Suartama, I. K. et al., (2022) also stressed that, a systematic planning is needed to determine and define these pedagogical aspects in a module design. The module that this study will develop is carefully designed to fit the needs of KSSM Islamic Sharia Education curriculum. It offers a well-organized compilation of content to ensure that students have access to comprehensive and accurate information. This helps students explore the subject matter efficiently and reduce the time spent searching for relevant resources. Based on Arif, A. H. et al., (2021) findings showed that the teaching and learning process needs to be accompanied by teaching aids and interesting modules, so that the learning process runs smoothly. Interactive activities and simulations provide opportunities for students to apply their knowledge, strengthen their learning, and make the subject matter more relevant and interesting. In another study conducted by Harsono, Y. M. (2007) emphasizes that the materials should achieve impact, help students feel comfortable and help students develop confidence.

The use of instructional design ADDIE in learning module development

Instructional design theory refers to a systematic approach in planning, developing, and providing effective teaching. It involves the analysis of student needs, the determination of learning objectives, the selection of appropriate teaching strategies, and the assessment of learning. Effective instruction involves engaging learners in solving real-world problems, activating their prior knowledge, demonstrating new knowledge, facilitating its application, and integrating it into the learner's existing knowledge base to enhance successful learning outcomes (Khalil, M. K., & Elkhider, I. A. 2016). This instructional design theory engaging teaching or learning experiences which provides a framework for instructional designers by using ADDIE Model. Understood from McIver, D. et al., (2016) that the objective of instructional design is to facilitate learning and achieve desired learning outcomes. The development of teaching modules in KSSM Islamic Sharia Education for Form four students is a process that involves important steps in instructional design. In this context, the researcher has followed the several procedures to develop the Usul Fiqh teaching module in detail which include procedures for planning and creating teaching modules in Usul Fiqh.

The procedures in teaching module development

A teaching module is a specially designed tool to deliver learning goals to students in an organized and planned manner. It can also be defined as the science of creating detailed specifications for the design, development, evaluation, and maintenance of instructional material that facilitates learning and performance (Martin, F. 2011). This teaching module development process involves several important procedures, such as needs analysis, determination of learning objectives, development of teaching materials, and learning assessment to ensure that the module delivers the learning objectives in an orderly and planned manner. Overall, the teaching module development process is important in producing effective instructional design.

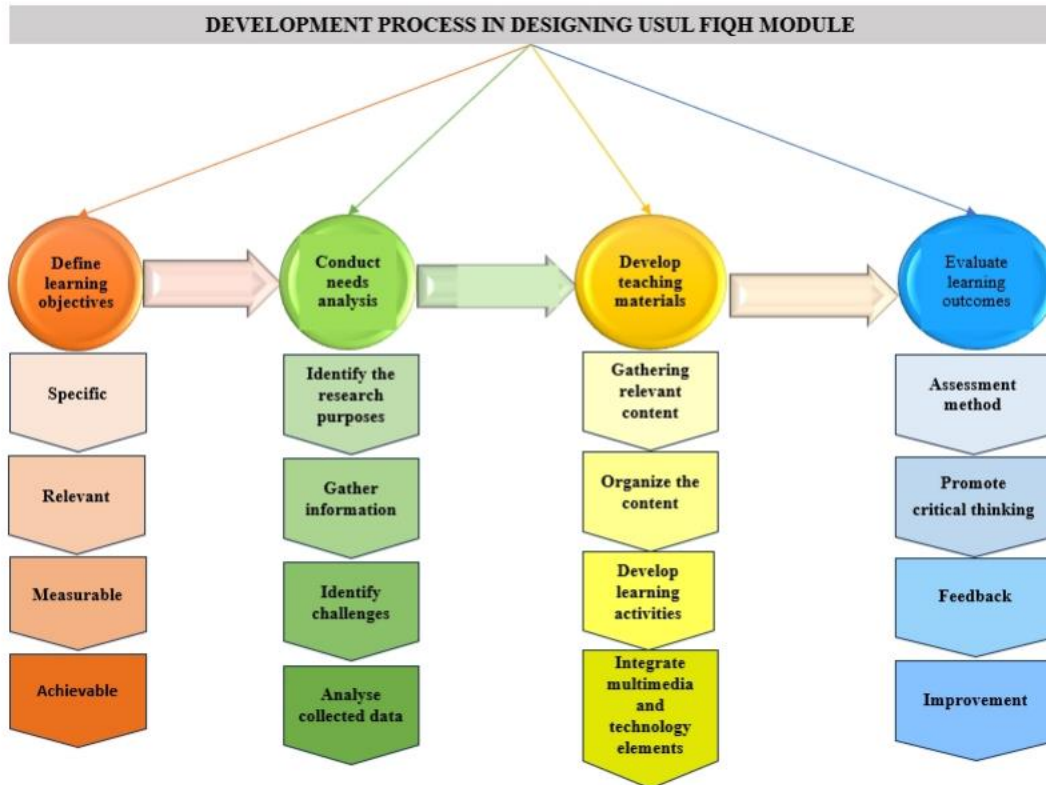


Diagram 1: Summary of the stages in development the Usul Fiqh Module

Step 1: Define learning objectives

First, the researcher defines learning objectives clearly by articulating the specific learning objectives that the module aims to achieve. These objectives should be measurable and aligned with the desired outcomes of teaching Usul Fiqh. Learning objectives need to provide clear guidance to students about what they need to achieve after going through the teaching module. Learning objectives must be specific, focus on the knowledge, skills, and understand that students need to master. Cohen, L. et. Al., (2017) wrote that Mager 1962; Wiles and Bondi (1984) argued that objective should be specific and be expressed with an appropriate degree of precision which will represent intended learning outcomes.

For example, clear and measurable learning objectives for Usul Fiqh teaching modules can include the skills to recognize and understand important concepts in Usul Fiqh, the skills to apply the principles of Usul Fiqh in problem solving, or the skills to analyze Shariah laws based on Usul Fiqh. Clear learning objectives help teacher and students to better understand what needs to be achieved through the teaching module and provide the right direction in the learning process. In addition, measurable learning objectives also enable objective assessment of student achievement and provide accurate feedback for their development in the teaching of Usul Fiqh. Russell, J. D. (1974) stated that when you can specify the objective for your module, you have overcome the biggest hurdle in instructional development.

Step 2: Conduct needs analysis

The researcher conducts a needs analysis by identifying the needs and requirements of the students in relation to Usul Fiqh. The researcher will consider their prior knowledge, learning styles, and any challenges the students may face in understanding the subject matter. McKillip, J. (1988) stated that needs analysis is a decision-making tool for resource allocation, program planning, and development in health, education, and human services. It involves two components: needs identification and needs assessment. Thus, the researcher must identify the students' prior knowledge of Usul Fiqh. This assists the researcher to determine their starting level and ensures that their learning starts from an appropriate level. By knowing students' prior knowledge, teachers are able to design modules that reflect existing knowledge and expand it with new knowledge.

Next, the students' different learning styles must also be taken into account too. Some students may prefer learning that is visual, while others prefer learning that involves physical activity. By understanding students' learning styles, teachers can provide appropriate teaching approach and stimulate more effective learning. According to Inguva, P. et al. (2018), students were intellectually stimulated by the module design, enhancing the overall teaching and learning process.

In addition, to design the module, researcher needs to consider any challenges that students face in understanding Usul Fiqh. These challenges can include lack of reference sources, difficulty in understanding specific terminology, or difficulty in relating concepts to practical examples. By identifying these challenges, researcher can provide appropriate teaching materials to overcome these challenges and facilitate students' understanding. Therefore, it is essential to analyse the teaching needs, learning targets, and teacher or student needs as it helps module developers understand learning context and ensure suitable modules for both teachers and students.

Step 3: Develop teaching materials

The development of teaching materials is an important stage in the process of designing teaching module. Abadi, M. K. et al., (2017) explained that instructional materials help educators in implementing classroom activities and learning. At this stage, all the planning that has been done is implemented to create effective and high-quality teaching materials. The development of teaching materials is the culmination of the module development process, where all elements and plans are integrated into ready-to-use teaching materials. The teaching materials will be a powerful tool to facilitate effective learning and support the achievement of learning objectives.

In this research, several process will be implemented in designing the Usul Fiqh module. The process that the researcher will carry out to create the teaching module is by following these steps;

a. Gathering relevant content

These contents should be gathered from authentic and current sources related to Usul Fiqh. The sources are selected thoroughly to ensure that the contents are appropriate for Form Four KSSM level include textbooks, scholarly articles, case studies, and other pertinent materials as they provide students with a firm foundation of knowledge of Usul Fiqh. The module will give

teachers access to resources that they need to help their students understand the theories and concepts of Usul Fiqh. The researcher must also relate the data they have gathered with the key ideas and rules of Usul Fiqh, as well as elaborations on the origin and concepts of Islamic law. This ensures students to acquire accurate and comprehensive knowledge in the field of Usul Fiqh, to prepare them to understand complex concepts of Usul Fiqh.

b. Organize the contents

Next step, researcher will organize the contents in a sequential manner. The arrangement of the contents should be in sections and units that gradually progress from basic to advanced concepts of specific topics based on the objectives of the module. Systematic arrangement of contents will assist students and teachers to better understand and apply knowledge progressively. Contents should be standardized in a sequential order, where basic concepts are introduced in earlier sections of the module and gradually moving on to more complex concepts in advanced units. This method is incoherence with Mercedes, A. (2009) who suggested that teachers should organize materials based on students' readiness and understanding levels. Students' learning will be enhanced and guided when the contents of the module is structured in an integrated and comprehensive manner. In addition, the contents arrangement can produce a coherent flow of information that is to be disseminated to the students.

c. Develop learning activities

Thirdly, the process is to create and develop learning activities that encourage students to be involved and interactive in learning the subject. Designing responsive learning activities is one of the key aspects in the designing of teaching modules. Effective learning activities encourage active participation of students in the learning process. By developing learning activities that are varied, relevant, and challenging, it will produce more interactive, conducive and effective teaching modules that will have significant purpose in the learning process for students. In addition, learning activities that are challenging will stimulate students' intellectual curiosity and creativity.

The activities in the module should comprise relevant case studies, discussions, debates, role plays, quizzes and practical exercises. Case study is one form of activities that is effective in learning Usul Fiqh. In case study activity, students are provided with situations or scenarios related to issues in Usul Fiqh, and their task is to analyse and suggest solutions to the issues based on the principles learned. This activity allows students to apply related theories in Usul Fiqh on real life contexts. Discussions and debates also provide student the opportunities to interact and exchange ideas on Usul Fiqh issues. They are exposed to sharing their views, analysing arguments, and defending their opinions. Role play, on the other hand allows students to engage in mock situations or characters related to Usul Fiqh. They need to play out the situations and in order to understand the roles of the characters and further, make decisions based on the principles of Usul Fiqh. These activities help students apply their knowledge and develop problem solving skill and decision making in different contexts.

Practical exercises, group discussions, problem solving, or simulations, help students develop critical thinking skills in applying concepts to the real situations. Overall, with an interactive, practical, and interesting learning approach, students will have a meaningful and beneficial learning experience. This will not only strengthen their understanding of Usul Fiqh but also encourage the use of this knowledge in real life situations and produce students who are knowledgeable, critical, and highly skilled in Islamic law.

d. Integrate multimedia and technology elements

Next, in designing module, it is crucial for researcher to include multimedia and technology elements which is in accordance with 21st century education as outlined by the Malaysian Ministry of Education. There are numerous multimedia resources and technology tools that can be embedded in the module for Usul Fiqh such as videos, animations, online resources, social media and interactive learning platforms. The integration of these resources needs to be implemented wisely to support and strengthen the content of the module. The use of multimedia and technology contributes to the learning enrichment in a more captivating and interactive approach. Multimedia and social media can assist to visualize situations and to relate them with complex concepts of Usul Fiqh. Faizi, R et al., (2013) concluded that social media enhances learning by encouraging student to engage in various activities, promoting academic engagement and extending homework time. Online resources, on the other hand, provide access to supplementary information, reading materials, and practical examples relevant to Usul Fiqh.

The use of multimedia and technology in learning Usul Fiqh can increase the attentiveness of the students, as well as create an effective student-centered learning. This allows students to be attentively involved, deepen their understanding, and engage in more fun and interactive learning. The integration of multimedia elements and technology also stimulates student interest and motivation Abdulrahaman, M. D. et al., (2020), promotes student-centered learning Neo, M., & Kian, K. N. T. (2003)) and prepares students with relevant digital skills in an ever-evolving world Douse, M., & Uys, P. (2018). The interactive learning platforms allow students to interact directly with the learning materials. They are able to answer interactive questions and receive real-time feedback and argument independently.

4. Evaluate learning outcomes

In assessing students' understanding and mastery of Usul Fiqh, an effective and relevant assessment is required. The evaluation should include various forms of evaluation that are suitable for the purpose of learning. According Rusdin, N. M., & Ali, S. R. (2019), the activities that are given are also suitable to be used as an assessment tool to find the extent to which students have mastered learning skills. In the assessment, it is important to provide opportunities for students to demonstrate their ability in critical and analytical thinking. Therefore, assessment questions, tasks and projects should stimulate reflective thinking, encourage in-depth analysis, and provide space for students to present their views in detail.

Quiz is a form of assessment that is often used to test students' understanding of concepts in Usul Fiqh. The quiz questions need to be well planned and assess the student's understanding comprehensively. Based on Cai, S. et al., (2014), quiz examines students' understanding and memorization of some key knowledge. Exams on the other hand such as objective and subjective questions can test students' knowledge and understanding on complex concepts more comprehensively. These questions enhance critical thinking and communication skills, increasing the variety of assessment options in teaching and learning.

Essays, on the other hand, allow students to present their views and analysis on issues in Usul Fiqh. This assessment tests the student's ability to compose strong arguments based on the principles of Usul Fiqh. Essays also provide an opportunity for students to research and study a topic more in depth. Finding from Scouller, K. (1998) stated that the essay assignment is a suitable assessment method for students' learning, as it enhances their thinking and learning skills, demonstrates flexibility, and promotes control over their learning. It also emphasizes the

importance of higher-order intellectual skills in essay writing. A project is a form of assessment that involves students in study or research activities related to Usul Fiqh. Students need to plan, implement, and deliver projects based on the concepts learned. Project-based learning is one approach to learning that emphasizes on developing the students' ability to explore, to build teamwork and to communicate effectively (Ariefiani, Z et al., 2016)

An effective evaluation should measure students' understanding holistically. It should enable students to demonstrate in-depth understanding of the concepts in Usul Fiqh and their skills in applying them in relevant contexts. By developing appropriate assessments, teachers are able to evaluate students' progress and monitor how far the learning objectives have been achieved. The evaluations should also provide opportunity for students' constructive feedbacks to strengthen their understanding, performance and most importantly their confidence in learning Usul Fiqh.

Recommendations

The steps after the implementation of the module

The teachers' initial supervision and support are crucial in ensuring that the implementation of the module has successfully achieved its objectives. This involves guiding the students to use the module independently. To further aid students in understanding Usul Fiqh, it is crucial to provide them supporting materials such glossaries, summaries, supplementary reading and multimedia materials. Students will benefit from a comprehensive guide that will help them comprehend the structure of the module and follow the instructions on how to work through each unit and topic of the module independently.

Next, it is recommended that teachers review feedback from students and make adjustments based on their inputs. The purpose of the reviews is to ensure continuous improvement and adaptability to the needs of students. Students' feedback is important as it provides insight into the effectiveness of the module and their learning experience. The students feedback allows teachers to identify the strengths and weaknesses of the module that need further improvements to the quality and relevance of the module. To collect the students' feedback, teacher may conduct various methods such as distributing questionnaires, conducting surveys, initiate discussion sessions, or other related methods.

Teacher be able to identify patterns that arise from students' feedback and use that feedback as a basis for making adjustments to the module. Besides, the improvements made should coincide with the needs and suggestions of the students. Students will feel appreciated and eventually engaged in the learning process when they know that their views are taken into consideration. In addition, this process also enhances the teacher-student relationship, and creates a conducive learning environment that is student-centered and responsive to their needs in learning Usul Fiqh.

Conclusion

In conclusion, the crucial steps in the creation of Usul Fiqh teaching modules are needs analysis and objective determination. The creation of engaging reading materials, captivating multimedia, engaging activities, and effective assignments are important elements in developing effective teaching materials. These processes are crucial to design a conducive and successful module for Usul Fiqh that will be beneficial to attract students' interest in learning Islamic Syariah subject.

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