

THE INTEGRATION OF HIGHER ORDER THINKING SKILLS (HOTS) IN THE DEVELOPMENT OF PROPOSED USUL AL-FIQH TEACHING MODULES BASED ON MANHAJ USUL AL-FIQH OF IMAM AL-SYAFI'I FOR RELIGIOUS STUDIES IN MALAYSIA: A NEED ANALYSIS

Rohana Mohd Nawwiⁱ, Murihah Abdullahⁱⁱ, Mohd Afifi Bahurudin Setambahⁱⁱⁱ & Zuraidar Badaruddin^{iv}

- ⁱ (*Corresponding author*). Calon Ph.D, Jabatan Pengajian Islam, Fakulti Sains Kemanusiaan, Universiti Pendidikan Sultan Idris, 35900, Tanjong Malim, Perak, Malaysia. rohananajman@gmail.com
- ⁱⁱ Pensyarah Kanan, Jabatan Pengajian Islam, Fakulti Sains Kemanusiaan, Universiti Pendidikan Sultan Idris, 35900, Tanjong Malim, Perak, Malaysia. murihah@fsk.upsi.edu.my
- ⁱⁱⁱ Pensyarah Kanan, Jabatan Pendidikan Matematik, Fakulti Pembangunan Manusia, Universiti Pendidikan Sultan Idris, 35900, Tanjong Malim, Perak, Malaysia. mohdafifi@fpm.upsi.edu.my
- ^{iv} Pensyarah Kanan, Akademi Pengajian Bahasa, Universiti Teknologi MARA, 40450, Shah Alam, Selangor, Malaysia. zuraidar@uitm.edu.my

Received: 28 August 2024

Article Progress
Revised: 3 October 2024

Accepted: 30 October 2024

Abstract	<p><i>This study explores the integration of Higher Order Thinking Skills (HOTS) in the Usul al-Fiqh subject for upper secondary students of Religious Studies in Malaysia, which supports the Malaysian Education Development Plan 2013-2025. This study examines the needs of teachers to have structured teaching modules based on Manhaj Usul al-Fiqh of Imam al-Syafi'i. Interviews were conducted with four Islamic Sharia Education teachers in Kuala Lumpur, which revealed that there is an urgent need to develop innovative teaching modules for teachers to facilitate Usul al-Fiqh teaching. This initiative aims to improve the Usul al-Fiqh pedagogical approach to enhance students' learning.</i></p> <p>Keywords: <i>Higher Order Thinking Skills (HOTS), Usul al-Fiqh, Teaching Modules, Imam al-Syafi'i Manhaj, Pedagogical Approach.</i></p>
-----------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

INTRODUCTION

Usul Fiqh is a crucial subject in Islamic Sharia education which provides a comprehensive understanding of Islamic law. By providing a structured module for this subject, it will assist teachers to employ interactive teaching methods that promote high order thinking skills among students. Usul al-Fiqh also provides students with in-depth understanding of Islamic law sources such as the Quran and Sunnah, as well as developing critical and analytical thinking skills. This subject therefore, gives a strong foundation to students who are pursuing Islamic studies.

In the field of cultivating critical thinking skills, Usul al-Fiqh is pivotal for enhancing students' analytical skills by immersing them in foundational and principles of Islamic law. This method encourages students to question, analyse, and apply logical reasoning to derive legal rulings and fostering a profound grasp of Islamic jurisprudence's complexities. The study of Usul al-Fiqh not only prepares students for societal engagement but also enables

them to address contemporary challenges with rational approach rooted in Islamic perspectives, bridging traditional scholarship with modern needs.

To navigate Usul al-Fiqh effectively, students need a deep understanding of the Qur'an and Sunnah, as well as skills in advanced analytical techniques for interpreting sources in modern contexts. Transitioning from traditional rote learning to dynamic, interactive teaching methods is crucial for developing critical thinking and problem-solving skills which are essential for Usul al-Fiqh whereas incorporating Imam Syafi'i's teachings assist student to explore the fundamental principles of Islamic methodologies. Identifying the areas for improvement and proposing modifications in the current teaching method is vital to overcome obstacles faced by educators due to the lack of teaching aids.

In addition, this study also aims to examine the teachers' acceptance of the proposed Usul Fiqh Module that will be developed. The openness and willingness of teachers to adopt this new module are crucial for the success of its implementation in teaching. Therefore, understanding the attitudes and perceptions of teachers towards the proposed module will provide new insights for the construction of future modules. This study does not only examine the need for teaching aids, but also investigates the factors that influence the acceptance of the module by teachers.

RESEARCH OBJECTIVE

The followings are the objectives outlined in the need analysis which is phase 1 in the study of the Development of Usul al-Fiqh teaching modules, based on the Design and Development Research (DDR) methodology. Design and development research (DDR) involves studying design, development, and evaluation processes to support the creation of instructional and non-instructional products and tools, along with enhancing development models. DDR employs qualitative and quantitative techniques, as well as a comprehensive review of existing literature (Richey, R. C., & Klein, J. D., 2014)

The main objective of this investigation is to conduct an in-depth analysis of the development of Usul al-Fiqh teaching modules based on Imam Syafi'i Manhaj on Usul al-Fiqh. The themes are as follows:

1. The needs of Usul al-Fiqh teaching module due to issues and constraints in teaching Usul al-Fiqh.
2. Suitability of Imam al-Syafi'i's Manhaj on Usul al-Fiqh based on the perceptions of the Sharia Education teachers.

RESEARCH METHODOLOGY

This study utilizes the Design and Development Research (DDR) framework (Richey & Klein, 2014), known for its effectiveness in educational research, to create a teaching module focusing on integrating high order thinking skills and the Manhaj Usul al-Fiqh approach of Imam Syafi'i. This methodology involves three main phases: needs analysis, design and development, and evaluation. Phase 1 of this study involves in-depth interviews with Islamic Sharia Education teachers to analyse the strategic application of DDR in developing targeted educational interventions for Usul al-Fiqh education at selected secondary schools.

Before starting structured interviews with Islamic Sharia Education educators, the researcher obtained content validity from four instructors specializing in Islamic studies to ensure the accuracy of the content in line with the objectives of the study. Following refinement by field experts, the questions were reviewed by experts in Malay to assess linguistic accuracy. Next, four teachers specializing in Islamic Sharia Education with experience as examiners of the Malaysian Certificate of Examination were selected by the researcher to conduct in-depth interviews. The investigation focused on module development needs, teaching methods, and obstacles faced by both educators and students in mastering Usul al-Fiqh. The insight provided by these educators has facilitated a comprehensive understanding for researchers in designing effective teaching modules that meet the exam criteria.

The application to build the proposed module was made at the level of the Malaysian Ministry of Education (KPM) through the KPM eRAS system in accordance with established ethical protocols and procedures (KPM.600-3/2/3-eras (17236). After receiving approval for the study from the eRAS, the next application was made to the Jabatan Pendidikan Wilayah Persekutuan, Kuala Lumpur (JPWPKL) to obtain permission to conduct interviews with informants' in the selected schools. This process guaranteed the integrity of the data and strengthened the reliability of the study results.

THE ADVANTAGE OF USING TEACHING MODULE

Curriculum development is focused on meeting the diverse needs of students effectively to achieve optimal learning objectives, as emphasized by Sanjaya et al. (2022). The integration of modules in the field of education is increasingly becoming a strategy commonly used by educators to improve student learning outcomes. The emergence of modular learning has presented practical solutions to various educational challenges, as stated by Pfeiffer et al. (2023). This pedagogical approach serves as an attractive alternative to the constraints typically associated with conventional education, including inflexible schedules, rote learning approaches, and constraints on individual learning paths.

The inherent advantage of modular learning lies in its capacity to accommodate diverse learning styles and paces, allowing students to interact with course material in ways that align with their unique preferences and strengths. Modular learning allows for individualized pace and content selection. Encourages active involvement, self-regulation, and personalized learning experiences (Rahman, 2022). This individualized approach often results in a deeper understanding of the subject matter and improved retention rates. Thus, the modular, personalized nature of learning plays an important role in addressing the varying needs of students, a feat that has proven challenging within the confines of a traditional uniform classroom environment.

In addition, modular learning fosters the cultivation of self-directed learning skills in students, encouraging them to take greater responsibility for their educational journey. The flexibility inherent in modular learning reinforces the concept of lifelong learning, enabling individuals in higher education and professional development to pursue continuing education without interrupting their work or personal commitments. Modules can be regularly updated and refined to reflect the latest advances in knowledge and practice, ensuring that students receive relevant and contemporary information (Cramer et al., 2018).

A study conducted by Kizi (2022) investigated the impact of modular learning across various educational settings, from K-12 education to higher education and professional training, and consistently found that modular learning methodology led to improved academic performance among students. This improvement can be attributed to the structured but adaptable nature of the module, which facilitates the iterative learning process and continuous evaluation. Students are given the opportunity to revisit complex topics as needed, strengthening their understanding and competence over time.

The integration of teaching modules in Usul Fiqh subjects offers significant advantages, in line with contemporary educational strategies that aim to meet the diverse needs of students. Through accommodating different learning styles and paces, modular learning allows students to deeply engage with complex Islamic legal concepts, improving their understanding and retention. This personalized approach not only supports the development of self-directed learning skills but also promotes lifelong learning, as modules can be continuously updated to incorporate the latest scientific advances. Therefore, the structured and flexible nature of the teaching module ensures that students get a comprehensive and up-to-date education in Usul Fiqh, ultimately leading to improved academic performance and a deeper understanding of the subject.

FINDING FROM INTERVIEW CONDUCTED

1. The needs of Usul al-Fiqh teaching module due to issues and constraints in teaching Usul al-Fiqh.

Conducting a needs analysis and establishing learning objectives are fundamental stages in creating teaching materials for Usul Fiqh. The needs analysis helps identify students' specific requirements, prior knowledge, and obstacles, informing the design of relevant and understandable materials. A precise teaching objectives will provide measurable goals for students, guiding teachers and students towards mastering necessary knowledge and skills in Usul Fiqh (Nawi et al., 2024).

Based on the interviews conducted during the needs analysis phase, both Informant 1 and Informant 2 emphasized the important need to create an efficient teaching module for Usul al-Fiqh due to its complex nature and students' lack of familiarity. Informant 2 emphasized the importance of providing clear explanations and accurate teaching techniques to facilitate understanding of the complex and scientific essence of Usul al-Fiqh.

"Usul al-Fiqh is indeed the most difficult topic, compared to other topics, because the students are not familiar, because Usul al-Fiqh is, in fact, a field that is far from us" (I2S2, 2023)

Informant 2 emphasized the critical need for well-organized educational resources in Usul al-Fiqh to improve students' comprehension and critical thinking skills, stressing the significance of integrating practical implementation with theoretical understanding. It is paramount to have structured teaching materials that cater to both theoretical concepts and practical applications in order to cultivate a comprehensive understanding of Usul al-Fiqh among students.

"This module, it will help a lot, explaining the right knowledge, the right method, the right way of thinking. It will support the traditional method" (I2S2, 2023)

Informant 2 also highlighted the significance of a well-structured teaching module for Usul al-Fiqh, as it enhances theoretical understanding and fosters critical thinking skills which is essential for studying the principles of Usul al-Fiqh in both theoretical and practical contexts.

As for Usul al-Fiqh teaching module requirements, informant 3 stressed the importance of incorporating High Order Thinking Skills (HOTS) questions, to promote analytical and critical thinking among students, to align with the goals of holistic education, to foster reflective thinking skills alongside content delivery to cultivate critical and analytical skills.

"Creating HOTS question one (which is a problem)" (I3S3, 2023)

Informant 4 in similar sound with Informant 2, stressed that the necessity of Usul al-Fiqh modules in the curriculum due to the systematic teaching approach needed for comprehensive understanding, emphasizing the importance of dynamic and interactive learning aids to support the success of Usul al-Fiqh education in a contemporary context, encouraging critical thinking and engaging learning methods.

While, informant 1 emphasized the importance of creating the Usul al-Fiqh module as a reference tool for self-learning when the teacher is absent, highlighting the necessity of modular learning to enable students to study Usul al-Fiqh independently using all necessary resources and modules. The Usul al-Fiqh teaching module offers benefits to both students and teachers by providing access to up-to-date resources for teaching complex topics, serving as a pedagogical guide with teaching strategies and advanced learning technologies.

"because when there is that module, if we don't go to class, the substitute teacher (can use)"

"when there is a module, we can focus on teaching because we have reference material" (I1S1, 2023)

Informant 2 highlighted the importance of the Usul al-Fiqh teaching module for teachers due to a lack of teaching aids, indicating a need for further development in the curriculum. The informant also emphasized that enhancing the quality of teaching materials will boost students' engagement and comprehension of Usul AL-Fiqh. One of the factors affecting students' engagement with Usul Fiqh is the perceived difficulty of the subject, which is considered the most challenging in the curriculum, leading to a lack of enthusiasm, motivation, and interest among students (Maia, 2022).

When students mention Usul al-Fiqh, they was already demotivated by it, it is very complicated. They do not understand and they feel the subject complicated and challenging. The topic cause students weak to answer, indeed he will leave the question on that topic" (I3S3, 2023)

Therefore, innovative teaching strategies and structured materials are crucial to enhance students' interest and enthusiasm in Usul Fiqh, as highlighted by Rifa'i (2019). Furthermore, Weimer (2013) emphasised that a student-centered approach focusing on individual needs, interests, and learning styles can promote independent learning and reduce anxiety as it encourages active engagement and real-life connections.

Modules, according to Salamah et al. (2023), are educational resources that teachers can employ to offer authentic learning materials. The modular curriculum approach, as also highlighted by Rahman (2022), involves dividing the curriculum into independent, non-sequential units, enabling learners to take charge of their learning and actively participate in constructing knowledge. Nadya (2022) further demonstrates the positive impact of learning modules on students' cognitive learning outcomes compared to traditional methods reliant on worksheets and textbooks.

Informants 1 and 3 identified a shortage in module materials, emphasizing the need for Usul al-Fiqh teaching modules that are relevant and comprehensive to enhance the teaching and learning processes.

"Yes, there are not many reference materials" (I3S3, 2023)

"The problem that arises, the problem is to multiply" (I1S1, 2023)

Informants 1 and 2 highlighted time constraints as a hindrance in developing comprehensive Usul al-Fiqh teaching modules. Teachers face limitations in preparing interactive and engaging teaching materials due to time constraints, thus affecting their ability to create additional resources for effective teaching aids.

"but due to time constraints, for lately right now, we want to catch up on the syllabus" (I2S2, 2023)

Informant 3 highlighted the significant challenge of teachers lacking the necessary skills and knowledge to develop Usul al-Fiqh teaching modules, leading to difficulties in creating effective educational materials. To address this issue, the informant proposed providing training for Usul Fiqh teachers in areas such as curriculum design, innovative teaching techniques, and student assessment to enhance their module-building capabilities. Salamah et al. (2023) emphasized that through appropriate training, teachers can produce

modules that are not only informative but also engaging and tailored to the learning needs of Usul Fiqh students.

"I don't have the skills to build sharia education items". "I can't afford to build and create myself (teaching modules)" (I3S3, 2023)

Informant 3 highlighted the deficiency in teaching module development skills, indicating a significant shortfall in current educational systems for teachers, as noted by Sanjaya (2022) which underscores the necessity for formal training and resources to enhance educators' ability to produce impactful modules through tailored training, workshops, and access to innovative teaching tools.

Informant 1 stated that financial constraints is also a hindrance, indicating challenges in securing resources for effective education. Akhter et al. (2018) emphasized the crucial role of financial resources in enhancing educational systems, stressing the importance of addressing these barriers for better educational outcomes and support for educators. Additionally, Kasran et al. (2012) highlighted the financial hardships experienced by teachers, often resorting to personal funds for classroom materials, resulting in high costs for students and presenting barriers to both student access and teacher instructional quality.

"I want to buy it, there is one constraint too, right?" (I1S1, 2023)

Informant 2 further mentioned that the module lacks a thorough coverage of essential topics, hindering students' full comprehension of the subject. To ensure a holistic and comprehensive education, it is recommended to create more detailed material that encompasses all topics from the textbook. According to Mohammed et al. (2020), the focus on examinations in Malaysian education hinders the adoption of student-centered teaching methods, thereby limiting opportunities to enhance student involvement in classrooms.

*"the weakness in the module that I used was that it is usually exam oriented".
"Its is not comprehensive, does not cover all the topics in the textbook"
(I2S2, 2023)*

In the needs analysis of the teaching module mentioned by Informant 4, there is a consistent emphasis on the deficiencies of the current module, aligning with the views of Informant 2. While Informant 4 highlighted the lack of comprehensive coverage of all Usul al-Fiqh topics in the module, indicating there is a weakness in addressing all content areas in class. This situation showcases the importance of a thorough introduction in module as in the theory by Wisbauer (2018), which aids researchers and students in understanding key concepts and applying them to problem-solving, thus revealing the lack of exposure to the wide range of issues in Usul Fiqh for students.

"in the existing module, not all (topics) are discussed. For example, that one topic, there is a kind of understanding, there are conditions, definition. Maybe, those questions, he didn't include them all" Informant 4(I4S4, 2023)

As for the assessment, Informant 4 indicated that the current state of Usul al-Fiqh education hinders students' overall understanding by focusing only on specific topics. To enhance students' understanding, it is crucial to broaden the range of topics covered in teaching materials, ensuring a comprehensive and integrated educational experience in Usul al-Fiqh. The exam-oriented module in Usul al-Fiqh lacks in promoting a profound and critical comprehension of the subject, hindering the formation of a comprehensive understanding, suggesting a necessity to revise the structure and content of modules to include broader topics and deeper analysis for a more effective education.

Informant 3 shared her concern regarding a disparity between the questions in teaching modules and those in the Sijil Pelajaran Malaysia (SPM) examination. The former is lacking the necessary in-depth preparation for SPM examination. To prevent an imbalance in teacher's workload and teaching practices, Terrasa et al. (2008) emphasized the necessity of aligning teaching module content with the evolving requirements of the curriculum.

"The drafted questions are not at the same level as the actual exam questions" - (I1S1, 2023)

In conclusion, the drafted questions fail to match with the actual exam questions. They lack the depth and challenge necessary to adequately prepare students for the assessment. Consequently, the drafts require significant revision to align with the standards of the actual exams. The drafted questions need substantial revision to align with the standards of the actual exams. They lack the depth and challenge required to adequately prepare students for the assessment (Morrison et al., 2019). Thus, the questions should be refined to ensure they match the rigor and complexity expected in the exam, providing students with a more comprehensive preparation experience.

2. Suitability of Imam Syafi'i Manhaj according to Sharia Education teachers' views

Informant 1 stressed the importance of creating the Usul al-Fiqh Module based on Imam Shafi'i's Manhaj Usul Fiqh, which allows students to explore Islamic laws and understand how they are formulated, as well as the ethical considerations involved in their application. This holistic approach, merging theory with practice, is essential for deepening students' understanding of Usul al-Fiqh in a meaningful and practical way. It assist to equip them with valuable knowledge and skills relevant not only for school examination, but also to prepare the students for future university education.

"they also learn how the law is issued".

"there are those manners, which are important, to be applied in their actual life"

"So, when there is something like that, they can make it and practice it. Later, even during at university, they can use it too." - (I4S4, 2023)

Informant 2 raised concerns about the advanced learning approach in creating the Usul Fiqh teaching module, fearing it could overwhelm students and decrease their interest, especially those with varying levels of knowledge backgrounds. Informant 2 stressed the need to adapt the module to cater to all students' needs and abilities of all levels, to sustain their involvement and interest in learning. However, Informants expressed their full support for the module's development if it effectively meets student needs, highlighting the importance of customizing the module to suit each student's level and background.

"So, if he starts with a high manhaj, I'm afraid he'll be surprised later"

"... lost their interest. It (the level of the module) is very high".

"We want to guide the student as well, as if, students was not (becoming) a monk at this level"

It means, the student's level of knowledge, according to the school's background as well " "How can we attract out students, so that they will maintains their interested in what they want and continue this module."

"This module, in my opinion, I fully support, for the construction of this module. As for me, anything that can help students in mastering the knowledge of Usul al-Fiqh, is something that needs to be supported and it is a very good thing" - (I2S2, 2023)

Informant 3 highlighted the importance of integrating elements of *adab* and manner into the teaching module as outlined in Imam Shafi'i's Manhaj, alongside legal and theoretical aspects, to guide students in applying Usul al-Fiqh knowledge ethically, thus enhancing students' understanding of religion and character development within the Islamic Sharia Education curriculum.

"It's necessary, it has to do with manners"- (I3S3, 2023)

Informant 4 supports the adoption of the teaching module based on Imam Shafi'i's Manhaj to enhance students' understanding and practical application in daily life, suggesting a trial period for assessment and adaptation based on feedback, aiming to improve Islamic Sharia education by emphasizing acquisition, in same opinion with Informant 3.

"It's look good, it feels like he can build it".

"Applied (this module), we can try it with our students" - (I4S4, 2023)

Therefore, the Usul al-Fiqh teaching module, based on Imam Shafi'i's methodology is a promising strategy as it aligns with the Islamic Sharia education curriculum and the PPPM 2013-2025 goals which focuses on *adab*, manners, and practical knowledge application to improve students' understanding and application of Usul al-Fiqh principles in daily life. With the teachers' willingness to pilot the module, it will successfully enhance the learning quality and promote educational innovation tailored to diverse student needs.

CONCLUSION

Based on interviews, it was found that the current teaching modules lack coverage and effective methods, especially in exam-focused modules, cause limited knowledge. This lack highlights the need for a more comprehensive in Usul al-Fiqh teaching approach. Practicing Manhaj Usul al-Fiqh Imam Syafi'i can offer new perspectives to improve teaching practices and ensure relevance to student needs by promoting a more comprehensive learning approach. This approach emphasizes the importance of deep understanding, critical analysis, and practical application of jurisprudential principles, which are essential for the academic and personal growth of students in Islamic studies.

Rashed (2023) suggested to conduct training for Islamic education teachers using innovative methods to improve creative thinking. This proposal is in line with current education trends that emphasize critical thinking and active learning. By incorporating innovative teaching methods, educators can create a more engaging and dynamic learning environment that stimulates students' intellectual curiosity and fosters a deeper understanding of Usul al-Fiqh.

Furthermore, such training programs are essential in equipping teachers with the necessary skills and knowledge to effectively implement the redesigned curriculum. Teachers play an important role in shaping students' learning experiences, and by improving their teaching strategies, they can better support students' intellectual and spiritual development. This approach not only meets the needs of educators but is also in line with modern education trends, which focus on cultivating critical thinking and encouraging the lifelong pursuit of knowledge within the framework of Islamic education.

In summary, the results of the interviews underscore the urgent need to redesign the teaching framework to enhance holistic learning and increase student engagement in

Usul al-Fiqh education. The lack of current module coverage and ineffective methods limit students' knowledge and hinder their ability to engage deeply with the subject. By addressing this issue, educational institutions can create a more dynamic and interactive learning environment that fosters a deeper understanding of complex subjects and encourages students to think critically and creatively.

The findings of the interview became an urgent call to educational institutions to prioritize the redesign of the Usul al-Fiqh curriculum. This redesign should focus on integrating comprehensive content, using effective teaching methods, and fostering student engagement. By doing so, institutions can foster a dynamic learning environment that not only improves students' academic performance but also inculcates Islamic manners and ethics, critical thinking and lifelong learning in them.

In conclusion, efforts are underway to improve the teaching and learning of Usul al-Fiqh in Malaysia, focusing on curriculum redesign, teaching methods, and fostering student engagement and moderation. This initiative aims to create a more effective and comprehensive educational framework that meets the diverse needs of students and prepares them to face the intellectual and spiritual challenges of the modern world. By practicing Imam Syafi'i's Manhaj and innovative teaching methods, educational institutions can ensure that students get a comprehensive and deep Usul al-Fiqh education, ultimately contributing to their intellectual and personal development as a whole

REFERENCES

Book

- Morrison, G. R., Ross, S. J., Morrison, J. R., & Kalman, H. K. (2019). *Designing effective instruction*. John Wiley & Sons.
- Pfeiffer, J. Ruder, S, Vulic, I, Ponti, E.M. Modular deep learning. (2023). *Machine Learning Research* (11/23).
- Terrasa, A., Vendrell, E., & Sanchis, E. (2008, October). A coordination protocol for higher education degrees. In *2008 38th Annual Frontiers in Education Conference* (pp. T3E-21). IEEE.
- Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice*. John Wiley & Sons.
- Wisbauer, R. (2018). *Foundations of module and ring theory*. Routledge. London.

Conference

- Sherly and Nadya, E. (2022, December). The Influence of Using Learning Modules on Students' Cognitive Learning Outcomes in Educational Management. In *Proceedings of Malikussaleh International Conference on Multidisciplinary Studies (MICoMS)* (Vol. 3, pp. 00057-00057).

Journal

- Akhter, N., Khan, A. M., & Rehman, A. (2018). Efficient management of financial resource and constraints in implementation of budget at secondary schools. *Global Social Sciences Review (GSSR)*, 3(3), 529 – 542.
- Cramer, K. M., Ross, C., Plant, L., & Pshibul, R. (2018). Efficacy of learning modules to enhance study skills. *International Journal of Technology and Inclusive Education*, 7(1), 1251-1259.
- Kasran, S. B., Toran, H., & Amin, A. M. (2012). Issues and trends in remedial education: what do the teachers say?. *Procedia-Social and Behavioral Sciences*, 47, 1597-1604.
- Kizi, I. Y. N. Organization of Modular Training in Education, (2002). *International Journal for Research in Applied Science and Engineering Technology*, 10(6), 1341-1353.
- Maia, M. (2022). The Challenge of the Development of Complexity Approach Skills in Design Education. A Study with Design Students. *Advances in Human Dynamics for the Development of Contemporary Societies*, 25, 70.

- Mohammed, N. F., Kassim, C. F. C., & Ismail, P. M. (2020). Students' Perception on Pedagogical Approaches and its Relation to Exam Performance in Professional Accounting Education. *Asian Journal of University Education*, 16(2), 116-130.
- Maia, M., (2022). The challenge of the development of complexity approach skills in design education: A study with design students. *Human dynamics and design for the development of contemporary societies*, 25, 70-76
- Nardo, M. T. B. (2017). Modular instruction enhances learner autonomy. *American Journal of Educational Research*, 5(10), 1024-1034.
- Nawi, R. M., Abdullah, M., Setambah, M. A. B., & Badaruddin, Z. (2024). Development of usul fiqh teaching module for secondary school standard curriculum (KSSM) Islamic Shariah Subject. *AL-MAKRIFAH Journal of Knowledge and Learning in Islamic Tradition and Culture*, 2(1), 1-13.
- Rahman, S. (2022). Transition from Traditional Curriculum to Modular Curriculum Possible Challenges. *Journal of Gandhara Medical and Dental Science*, 9(3), 1-2.
- Rashed, M.M (2023). Thinking Skills and Creativity in Islamic Education, *International Journal of Research and Studies Publishing*, 4(39), 304-317.
- Richey, R. C., & Klein, J. D. (2014). Design and development research. *Handbook of research on educational communications and technology*, 141-150.
- Rifa'i, M.K (2019), Madrasah teacher's SWOT in growing the spirit of learning Fiqih in Milenial generation in Tulungagung. *Al'Adalah*, 22(2), 117-135.
- Salamah, E. R., Rifayanti, Z. E. T., Trisnawaty, W., & Subaidah, S. (2023). Pelatihan penyusunan modul ajar siswa sekolah dasar berbasis kurikulum merdeka. *Rengganis Jurnal Pengabdian Masyarakat*, 3(1), 28-35.
- Sanjaya, W., Erita, Y., Putri, R. S., & Indriyani, N. (2022). Teachers' readiness and ability in designing teaching modules in the independent curriculum. *Journal of Digital Learning and Distance Education*, 1(7), 288-296.

Interview

- I1S1, 2023. Text of the interview with I1S1 at the SMISTA library on September 21, 2023
- I2S2, 2023. Text of the interview with I2S2 in the meeting room of SMK Seri Saujana Kuala Lumpur on 22 September 2023
- I3S3, 2023. Text of the interview with I3S3 in the meeting room of SMK Bandar Tasik Selatan, Kuala Lumpur on September 27, 2023
- I4S4, 2024. Text of the interview with I2S4 in the examination room of SMK Puteri Wilayah, Kuala Lumpur on 29 September 2023

Disclaimer

Opinions expressed in this article are the opinions of the author(s). Al-Qanatir: International Journal of Islamic Studies shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.