

DEVELOPMENT OF ALTERNATIVE ARABIC MODULE LEVEL TWO PRIMARY SCHOOL: A SYSTEMATIC LITERATURE REVIEW

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Abstract

Learning Arabic as an additional language requires students to remember words and phrases and try to practice aligned with the Standard Curriculum for Primary Schools's objectives that focus on students' ability to master four language skills. The teaching and learning of Arabic at the primary school shows that the integration of higher-order thinking skills in 21st century learning is moderate because it is still tied to memorization methods. Therefore, the development of an alternative Arabic module aims to introduce current learning approaches to modernize education and improve the implementation of the existing curriculum. In addition, a systematic literature review was conducted to assess the usability and effectiveness of the developed learning modules on the study sample. Three databases, namely Scopus, MyJurnal, and Google Scholar, are used to search for articles published from 2020 to 2024. The researcher managed to reach a total of 5844 articles by searching using appropriate keywords. After going through a staged screening using the PRISMA method, a total of 20 articles were selected. The results of the study prove that the advantages found in the development of this module can help achieve learning objectives by implementing activities and assessments that are focused and attract students' interest. An alternative Arabic module is highly needed by teachers as a guide in the implementation of effective and interactive teaching and learning. The implication is that the development of this module provides a very significant contribution to teachers in helping to facilitate the teaching of Arabic to students. The researcher's suggestion for the next study is to implement pre and post-tests using the module in the classroom to assess the effectiveness of the module on level two primary school students.

Keywords: Arabic, Module, Primary, School, Systematic.

INTRODUCTION

The learning of Arabic serves as an additional language alongside Malay and English, requiring pupils to memorise the vocabulary and phrases they have learned and to apply them in their daily lives. This aligns with the objectives of the Primary School Standard Curriculum (KSSR) for Arabic, which emphasises pupils' ability to master the skills of listening, speaking, reading, and writing, as well as to apply the basic principles of Arabic grammar within these skills (Kementerian Pendidikan Malaysia, 2018).

To strengthen the focus on language skills, the KSSR Arabic syllabus requires teachers to implement more effective and engaging teaching and learning (T&L) approaches, such as incorporating edutainment elements including dialogues, role-plays, songs, and language games that actively involve pupils in the learning process. This approach is consistent with the principles of 21st Century Learning (PAK-21), which emphasises learner-centred pedagogy.

In line with teaching and learning (T&L) practices that emphasise language skills, the Technology Integration Matrix (TIM) proposed by Husin et al. (2021) outlines several strategies illustrating how teachers can utilise technology to enhance pupils' learning performance through various approaches. Among the highlighted approaches are the inquiry based learning, problem based learning, project based learning, mastery based learning approach, contextual based learning, and experiential based learning.

Furthermore, TIM introduces five types of instructional design namely active learning, constructive learning, goal-directed learning, collaborative learning, and authentic learning. The approaches and instructional designs outlined in TIM employ five levels of technology integration, namely the entry level, adoption level, adaptation level, infusion level, and transformation level, each corresponding to the five characteristics of a meaningful learning environment.

The 21st Century Learning (PAK-21) curriculum should adopt the Technology Integration Matrix (TIM) in response to the Malaysia Education Blueprint (MEB) 2013–2025, specifically its third wave (2021–2025), which focuses on driving excellence through increased operational flexibility. At the beginning of this wave, all schools, teachers, and headteachers are expected to perform beyond the minimum standards set forth (Kementerian Pendidikan Malaysia, 2013).

Teachers must strive to fulfil the Ministry's aspirations by implementing more interactive and effective teaching and learning (T&L) practices in line with advancements in educational technology. To ensure that the implementation of the KSSR achieves the objectives of the Ministry of Education, teachers should emphasise Higher-Order Thinking Skills (HOTS) and focus on inquiry-based and project-based learning approaches in their T&L practices, enabling pupils to master the competencies required in 21st Century Learning.

However, not all teachers who teach Arabic possess an educational background in the Arabic language. This indirectly limits their ability and efficiency in delivering instruction. Teachers also face difficulties in implementing appropriate pedagogical approaches, lack proficiency in using teaching aids, and fail to utilise technology effectively in their teaching.

Consequently, students tend to lose interest and remain passive during Arabic language lessons, as the methods employed are conventional and not aligned with the advancement of educational technology. Teachers should possess strong pedagogical knowledge to ensure that learning becomes more meaningful rather than being merely examination or textbook-oriented (Zaini et al., 2020).

They should also be more creative and innovative in diversifying their teaching methods, for instance, by developing new innovations that capture students' interest, prevent boredom, and optimise learning outcomes (Maslahah et al., 2022). Therefore, the module developed in this study is expected to serve as a guide for teachers to implement creative and innovative approaches in Arabic language teaching and learning.

In addition, a study conducted by Mohamad et al. (2017) found that teachers rarely utilise teaching materials and aids derived from information technology. The integration of education and information technology enables teachers to enrich their instructional delivery through technological stimuli such as audio, video, graphics, and animation, which can help students learn Arabic more quickly, easily, and effectively.

Teachers should take advantage of e-learning technologies by guiding students to explore websites related to Arabic language learning, as such resources are easily accessible when students have devices such as smartphones or laptops with internet connectivity. The use of technology in teaching can foster students' interest and motivation to continue learning Arabic, provided that teachers utilise technological tools effectively.

The development of diverse and up-to-date teaching materials is essential to address the issue of limited teaching and learning resources that are not aligned with current advancements in educational technology and innovation. Delivering lessons solely through textbooks in the classroom is no longer consistent with contemporary educational innovations (Yamirudeng & Osman, 2018).

The alternative Arabic language module developed in this study will assist teachers in integrating information technology into their teaching and learning (T&L) practices, as it incorporates QR codes and links that connect users to Arabic language learning audio and video resources. Furthermore, at the primary school level, children need to engage in play to enhance their psychomotor and social skills, such as interaction, communication, and language proficiency.

Play-based activities enable them to exchange ideas, engage in discussions, tell stories, act out roles, and unconsciously learn new vocabulary, while also promoting communication skills under the guidance of teachers. Such activities may include sports events, role-playing, outdoor games, and many others (Mohamed Isa et al., 2021). Therefore, it is highly appropriate for primary school Arabic language teachers to incorporate language games into their lessons, as these activities provide numerous benefits for pupils.

The effectiveness of the language game approach depends on the types of games selected and the extent to which they are implemented in a controlled environment. Teachers may refer to the developed alternative Arabic language module, which includes suggested activities and games suitable for teaching and learning (T&L) at the primary school level.

Finally, the purpose of this study is to conduct a systematic literature review of previous research to identify the usability and effectiveness of existing modules, thereby enabling the researcher to make improvements in the development of the Alternative Arabic Module for Level Two Primary School. This module is intended to serve as a guide for Arabic language teachers at the upper primary level in implementing more engaging and effective teaching and learning (T&L) practices.

METHODOLOGY

The research method employed in this study is document analysis of journal articles obtained from three databases, namely Scopus, MyJurnal, and Google Scholar. This study applies a systematic search strategy using specific keywords, following the principles of the Systematic Literature Review (SLR) approach adopted by contemporary researchers. The researcher refers to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method to select relevant journal articles prior to conducting the document analysis.

The PRISMA method consists of four key phases: identification, screening, eligibility, and inclusion. This method was chosen as it assists the researcher in synthesising relevant journal articles (Jia Ling & Mohd Matore, 2021). Figure 1 illustrates the PRISMA flow diagram used in this study, which was adapted and modified from (Moher et al., 2009).

Identification

The researcher began the article search in Scopus using Boolean operators with the keywords “module AND development AND Arabic AND language,” resulting in a total of 2120 articles retrieved. Subsequently, a manual search was conducted in MyJurnal using the keyword “development of learning module” which yielded 14 articles. Another manual search was carried out in Google Scholar using the keyword “development of Arabic learning module” producing 3710 articles. Table 1 presents a summary of the keywords used for article searches across the Scopus, MyJurnal, and Google Scholar databases.

Overall, searches across these three databases yielded a total of 5844 articles retrieved using the specified keywords, as shown in Table 1 (Scopus, n = 2120; MyJurnal, n = 14; and Google Scholar, n = 3710).

Table 1: List Of Databases And Keywords Used In The Article Search

No	Database	Keywords used
1	Scopus	module AND development AND arabic AND language
2	MyJurnal	development of learning module
3	Google Scholar	development of Arabic learning module

Screening

The selection of articles was carried out through a screening process guided by clear and stringent inclusion and exclusion criteria. The inclusion criteria specified that only articles published within the most recent five-year period (2020–2024) were considered, to ensure that the data were current and relevant to contemporary developments. In addition, only articles published in indexed journals and available in full text were selected to ensure the validity and reliability of the data.

The selected studies also underwent title and abstract screening to obtain an overall understanding of articles directly related to the research objectives. Furthermore, duplicate articles, studies that did not meet methodological standards, those falling outside the research scope, and articles written in languages other than Malay and English were excluded. This approach ensured that the articles analysed were truly relevant and aligned with the study’s focus. A total of 5269 articles were excluded for not meeting the required criteria, leaving a final selection of 575 articles for further review.

Eligibility

At the eligibility phase, the 575 articles that had passed the initial screening were reassessed based on more detailed inclusion and exclusion criteria through full-text screening. This evaluation involved verifying whether each article met the research scope, contained relevant empirical data, and employed appropriate methodologies. Articles that provided only general references, lacked complete data, or were inconsistent with the study’s objectives were excluded.

This approach was crucial to ensure that only high-quality and relevant studies were included in the analysis stage, in accordance with the PRISMA guidelines, which emphasise transparency and reliability in the screening process. A total of 525 articles were excluded for being unrelated to the researcher’s topic, as they did not address the development of learning or teaching modules and did not clearly present or discuss research findings in the results section. The remaining 50 articles were deemed eligible for inclusion.

Inclusion

A total of 50 articles were initially deemed eligible; however, only 20 articles were ultimately selected after undergoing a systematic screening process based on the most stringent inclusion and exclusion criteria. Although this number may appear limited, it is considered adequate as each selected article meets methodological quality standards and provides data relevant to the research objectives.

The accuracy of the analysis in this study does not rely solely on the number of articles selected but rather on the rigour of the screening process, the quality of the studies analysed, and the depth of the analysis conducted. Furthermore, the analysis of these articles indicates that thematic coverage and key findings have reached a saturation point, whereby no new significant information emerged after the 20th article.

This approach is consistent with established practices in systematic literature reviews, which prioritise the quality of evidence over quantity. Therefore, the selection of 20 articles is deemed sufficient to provide a comprehensive overview and to enable a robust and in-depth analysis within the scope of this study. The selection of 20 articles in this study aligns with the prevailing trend in systematic literature reviews (SLR) within the field of education.

For instance, the study by Asmuzi et al. (2022), which explored the design of Arabic e-learning for non-native speakers, analysed 15 articles, while the study by Jia Ling and Mohd Matore (2021) on the use of information and communication technology in Mathematics teaching and learning included only 20 articles following the PRISMA screening process.

Similarly, the review conducted by Abdul Halim and Hashim (2023) on the implementation of self-directed learning approaches in teaching and learning processes utilised 16 articles to achieve comprehensive thematic coverage. In line with these practices, the inclusion of 20 articles in this study is considered sufficient, as the selection was guided by stringent methodological criteria and the analysis revealed that the main themes had reached a saturation point.

The findings of this study will be utilised by the researcher to improve the alternative Arabic language module for Level Two primary schools, which will serve as a guide to facilitate teachers in implementing effective teaching and learning (T&L) practices. Table 2 presents the inclusion criteria employed by the researcher during the final screening process to ensure that the selected articles are truly relevant to the focus of the study.

Table 2: Inclusion Criteria Used

No	Criteria	Inclusion
1	Year of publication	2020 to 2024 (Five recent years only)
2	Publishing articles	Indexed journal articles
3	Type of language	Malay and English
4	Type of findings	Empirical data
5	Focus of research findings	Development of learning or teaching modules

Figure 1 shows the flow chart of the article selection process using the PRISMA method.

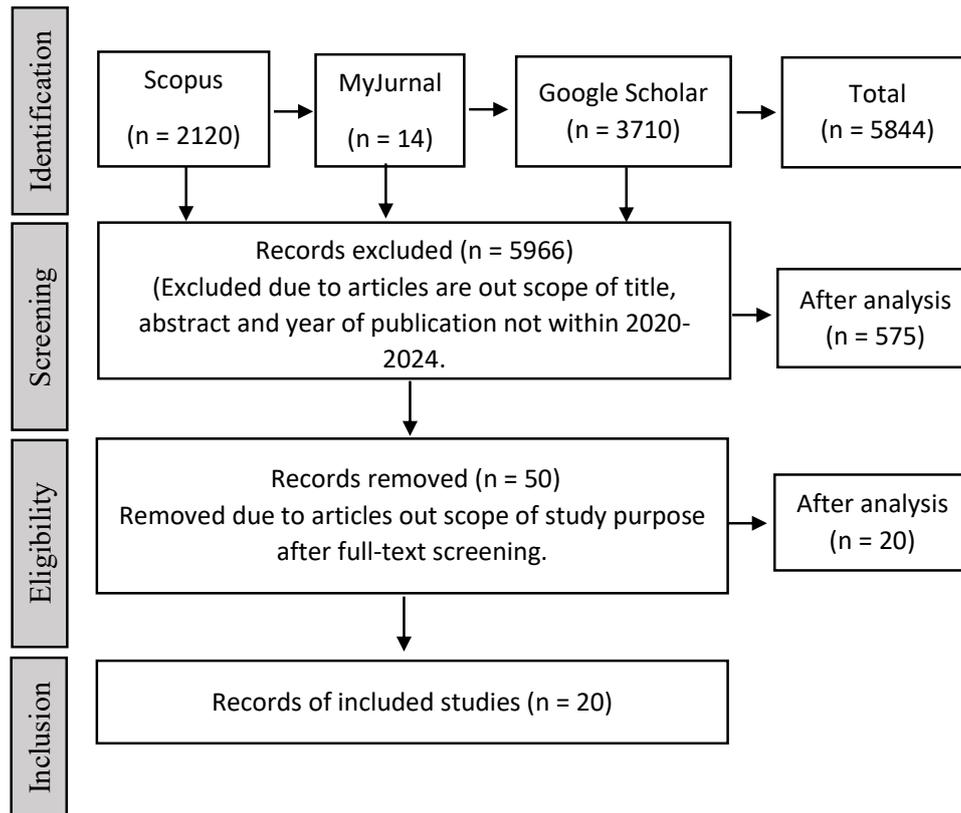


Figure 1: The Flow Diagram For Searching Databases And Obtaining Publications For Systematic Reviews. Modified From Moher Et Al. (2009)

Subsequently, the researcher conducted an analysis and synthesis of the data derived from the selected articles. Data from the 20 articles were extracted using a matrix synthesis table, as presented in Table 3.

RESULTS

Table 3: Overview Of Articles Selected Based On PRISMA

No	Author	Title	Sample	Instrument	Findings
1.	(Mustafa et al., 2024)	Development and Validity of Arabic Muamalat Module (M~BAM) for Islamic Finance Higher Education Learning Program	Seven validity assessment experts comprised of public and private university lecturers and lecturers from the Teacher Education Institute (IPG).	Questionnaire (validation assessment form for module content)	The development of the M~BAM module for Islamic finance students requires a careful approach to align with educational standards and using various teaching methods. By focusing on authentic dialogue and comprehensive exercises, this module promises effective Arabic language acquisition and a better understanding of the concept of <i>muamalat</i> . The M~BAM module is very aligned with the course objectives and facilitates effective learning in <i>muamalat</i> and Islamic finance. The evaluation of technical validity emphasizes

					the importance of visual elements for engagement and understanding and recommends appropriate improvements.
2.	(Mohd Razman et al., 2022)	Developing a Teaching Module on Arabic Vocabulary Based on the Four Strands Theory for Pre-University Students in Malaysia: A Needs Analysis	63 pre-university teachers who have taught STPM Arabic language for at least five years.	Questionnaire	The teaching approach needs to be improved to increase the mastery of Arabic vocabulary among pre-university students so that weaknesses in vocabulary do not persist when students enter university. All elements of the Four Strands (Nation, 2001) are essential in building an Arabic vocabulary teaching module. The elements are the meaning of focused input, the meaning of focused output, language-focused learning, and fluency development. Input elements (reading and listening skill elements) as well as meaning-focused and output elements (writing and speaking skills) are proven to play a large role in vocabulary acquisition as outlined in language learning theories such as the input and output hypothesis (Krashen, 1985 ; Swain, 1985).
3.	(Abdul Hamid, Ab. Halim et al., 2020)	An Insight on Needs Analysis towards the Development of Animated Infographic Module in Arabic Grammar Learning	248 undergraduate students studying Bachelor of Arabic Language Studies, who took a course entitled 'Ibn Aqil' Syntactical Texts.	Questionnaire	Animated infographics are one of the technology applications that aim to innovate information or learning into simple, attractive, and easy-to-understand materials. The application of innovative technology in the syllabus, especially the complex Arabic grammar, is essential to increase understanding and focus.
4.	(Abdul Hamid, Osman et al., 2020)	Need Analysis for Infographic Application in Arabic Grammatical Learning	Students of ISM Arabic Language Studies at UniSZA.	Questionnaire	The infographic teaching and learning method is a revolutionary method of conveying information to students through direct, simple, and student-oriented graphics. The results of the analysis show the need to build an infographic module as a support material and vary students' learning methods. This module will be produced in a form that

					attracts students to learn Arabic grammar independently, which fulfills the characteristics of the 21 st century learning.
5.	(Karnouk et al., 2021)	Development of a Culturally Sensitive Arabic Version of the Mini International Neuropsychiatric Interview (M.I.N.I.-AR) and Validation of the Depression Module	102 participants were recruited between April 2019 to March 2020 at the Charité (Universitätsmedizin in Berlin).	Questionnaire	Cohen's kappa (κ) values were moderate for major depression, and slight for post-traumatic stress disorder, as well as generalized anxiety disorder. Moreover, kappa values indicated moderate agreement between M.I.N.I.-AR and PHQ-9 for depression, as well as HTQ for post-traumatic stress disorder, respectively. Conclusion: The translated and culturally adapted version of the M.I.N.I. addresses an existing need for a reliable, efficient, and effective comprehensive diagnostic tool using the most recent DSM-5 criteria in Modern Standard Arabic (MSA). Based on the obtained results, only a validation of the depression module (Module A) of the M.I.N.I-AR was possible. Study outcomes also show evidence for the validation of Module H covering Post-Traumatic Stress Disorder. Potential valuable contributions can be extended to this translation and validation.
6.	(Rahim & Tien, 2021)	Development of an Acid-Base e-Learning Module (e-PAB) Using Google Classroom	Three chemistry lecturers were appointed to assess the validity of the module content. A total of 32 fourth-form students were used as a sample to study the reliability of the module. A total of 175 trainee teachers from the Bachelor of Education	Module content validity assessment form. Module reliability questionnaire. Module perception questionnaire.	The accuracy of information arrangement exposes students to an encouraging memory process and can prevent confusion among the students. The delivery of the module content contains language that is simple, precise, and relevant to the field being presented. The content of the PowerPoint notes fulfills the learning standards for the topic of Acids and Bases. The quiz provided in the e-PAB module is an online quiz using the Quizizz application, which effectively enhances learning outcomes and reduces student anxiety. In conclusion, this e-PAB

		(Chemistry) program were selected as respondents for the field study.		module is suitable to be used as a guide and online learning material for the topic of Acids and Bases.	
7.	(Ariffin et al., 2022)	Development of a Project-Based Learning Module for the Theme of Ecosystem Balance for Year One Science	The validity of the module from seven selected experts.	Validity form using a four-point Likert scale.	The topic introduction section lists the learning outcomes for the module while the preparation section for the teacher or parent contains a suggested period for using the module and what needs to be done by the teacher or parent to help students use the module. The mental literacy section contains questions to test students' existing knowledge of standard plant content, landforms, soil, and construction from basic shape blocks. The learning content section contains notes for the four content standards in comic form. In addition, some QR codes contain additional videos to increase students' understanding of certain content. The activity section contains activity sheets that must be carried out by students to collect information about plants, landforms, soil, and buildings from basic blocks. The sheets will be combined to form a scrapbook. The creativity corner consists of steps for students to produce a garden model in the form of a diorama. The steps can be used as a guide for students to produce a garden model. The last part, which is a review, contains reinforcement questions to test students' understanding of plants, landforms, soil, and building from basic blocks.
8.	(Husain et al., 2021)	Integration Self-Learning Module (InSeL) For Matriculation Students	The content validity of the InSeL Module was done by seven experts.	Questionnaire	The InSeL module has gone through the validity and reliability assessment process and fulfills the standards of a module from the aspect of module content and quality. In conclusion,

					this study successfully produced an independent module for the topic of Integration for matriculation students that meets and matches the standard of a module. The implication is that the InSeL Module can be used by students to learn the topic of Integration independently.
9.	(Arif et al., 2021)	Development of Byod Integrated Stem Learning Module (Bring Your Own Device) for Physics Education in Matriculation Colleges; A Needs Analysis	Student and lecturer for the subject of Physics at North Zone Matriculation College.	Questionnaire and interviews	The teaching and learning process for Physics subjects needs to be supported with learning modules. Interesting teaching aids or modules make it easier for students to understand physics concepts better. In conclusion, the development of modules that contain teaching aids with a STEM approach needs to be applied among students.
10.	(Abu et al., 2020)	Development of Al-Quran Teaching Module (al-Alaq) by Using ADDIE Instructional Model	11 content validity experts. The six feasibility validity experts consist of module users, namely two Islamic Education teachers who teach using al-Alaq, two Islamic Education teachers who teach year one, an Islamic Education lecturer, and a Curriculum Lecturer.	Evaluation form content validity. Interview protocol.	The al-Alaq module that was developed is very organized and contains general information, lesson plans, teaching and learning activities, teacher's guide notes, individual and group strengthening activities and there are teaching materials and media to further strengthen teaching and learning activities of basic skills reading Quran year one. Al-Alaq also has six main media supporting the teaching and learning of basic Quran reading skills based on Multiple Intelligence Theory and supported by other models. The media such as musical elements, songs, pictures, symbols, active movements, and supporting reading materials.
11.	(Othman et al., 2023)	Development and Usability of EI'jāz Application in Learning Arabic Vocabulary	24 students of the 2nd semester of the 2020/21 study session registered for the Arabic al-Quran subject.	Evaluation questionnaire	The content of E- I' jāz makes it easier for students to understand the content of the lesson, fulfill the requirements of the subjects taught in class, and include the entire content of the Arabic Quran subject. The duration of the video display of each part is also suitable

					for the content and most importantly the developed application can be easily accessed.
12.	(Rasdi et al., 2021)	Development and Usability of Teaching Modules Based Game Board In Operational Learning Number of Preschool Children	The usability test of the module involved an interview with a preschool teacher in Ipoh, Perak. The effectiveness of the module was evaluated with a pre-test and a post-test involving four selected 6-year-old students.	Interview. Qualitative data collection is done through observation using anecdotal records and student work samples. While the module testing is evaluated quantitatively.	The use of game board modules help teachers apply the game approach effectively and show a positive effect on the pedagogical knowledge of preschool teachers. Teachers can strengthen student-centered pedagogical practices and encourage students to interact positively. Teachers have also mastered questioning skills, guiding, using technology, and managing student activities. The results of the study also show that the application of the Game Board module approach can encourage students to master communication skills such as being actively involved in groups, working together, helping each other when exploring to get information, following the rules, being confident and daring to make decisions.
13.	(Mahdi Yusuf et al., 2022)	Development of Al-Sarf Al-Wazifiyy Element Module in Teaching Basic Arabic by Using Fuzzy Delphi Technique	11 experts who are Arabic language teachers who teach the subject of Lughatul Arabiah Mu'asirah at Secondary Religious Schools (JAIS) and have more than 10 years of experience.	Questionnaire	The Al-Sarf Al-Wazifiyy Element Module helps teachers to emphasize the practice of changing vocabulary and changing its meaning <i>al-maaniiy as-sarfiyyah</i> in Arabic. This module also helps introduce students to changes in vocabulary meanings according to changes in <i>wazan</i> as well as improving students' understanding and skills in the use of vocabulary in sentences.
14.	(Nashir et al., 2021)	Development of Interactive Multimedia Modules for Daily High School Home Science Learning in Malaysia	Three experts with more than ten years of experience in the field of learning and teaching from the Bentong District Education Office, Resources and	Interview	The Interactive Multimedia Module is seen as one of the innovations of a good teaching tool to facilitate the teaching process and learning in terms of content, function and module design that is aligned with the government's recommendations in implementing future learning. This study and

		Technology and Academic Management of the Technical and Vocational Education (TVET) department.		module are expected to be a reference for parties interested in improving teaching and learning, especially in the subject of Home Science in Malaysian Day Schools.	
15.	(Kiong et al., 2021)	Development of a Digital Game-Based Teaching Module for the Electrical Technology Course 1	Five experts consist of two men and three women. Experts who evaluate consisting of senior lecturers who have more than six years of experience in the specialty they are their own. Furthermore, 10 users consist of three males and seven females.	Evaluation form	The content is organized according to the sub-topics of the Electrical Technology course 1. Next, the learning activities are also planned based on the learning objectives. The format, content and usability of the module are excellent. The analysis shows that users can understand the content of the module and are happy with the format of the module.
16.	(Baharudin et al., 2021)	Pembangunan Modul Pembelajaran Menggunakan Aplikasi Teknologi Android Berasaskan Papan Putih Interaktif Terhadap Kemahiran Membaca Kanak-kanak Prasekolah: Ulasan Kerangka Teori	Preschool children and teachers.	A literature review related to Robert Gagné's Theory of Instruction (1985), the IEPC Learning Strategy (Wood, 2002), Dual-Coding Theory (Paivio, 1971), and the National Preschool Standard Curriculum (KSPK).	The application of these three theories in developing a learning module using an Android-based technology application integrated with an interactive whiteboard (IWB) for preschool children's reading skills helps establish effective teaching and learning strategies. The teaching and learning techniques emphasised in these theories outline specific and detailed processes describing how children acquire new knowledge and subsequently apply it as a new and lasting understanding retained in their memory. These techniques facilitate more effective learning among children, further enhanced by the use of Android-based technology applications and interactive whiteboards, which captivate children's attention and encourage their active participation throughout the learning process.

17.	(Mohd Razak et al., 2022)	Development of a WAO Learning Module for the Absorption Topic of Year One Science	Three experts were selected to determine the validity of the WAO learning module.	Module validation form	The WAO learning module consists of three units: Unit 1 (Water-Absorbing Objects), Unit 2 (Types of Materials and Their Ability to Absorb Water), and Unit 3 (Water-Absorbing Objects in Daily Life). Units 1 and 2 comprise six main sections: teacher or parent preparation, mind activation, learning content, experimental activities, creativity corner, and review. Unit 3 includes activities that involve creating tools that apply the concept of water-absorbing and non-water-absorbing objects in everyday life. It consists of five main sections: teacher or parent preparation, mind activation, situational illustration, creativity corner, and summative practice. All three units include sections on teacher or parent preparation, mind activation, and creativity corner. The teacher or parent preparation section provides suggested time allocations for using the module and guidelines for assisting students in using it effectively. The mind activation section contains questions designed to assess students' prior knowledge of water-absorbing objects, types of materials and their absorption capabilities, as well as the importance of water-absorbing and non-absorbing objects in daily life. This approach greatly helps students develop a deeper understanding of the concept of absorption.
18.	(Fadzil et al., 2024)	Developing Arabic Language Modules for Fast-Track Programs: A Literature Review in The Malaysian Context	The collection of previous studies related to pedagogical theories and models, needs analysis, development, and the purpose of developing the Arabic	Analysis of previous studies using a thematic approach.	Teaching aids are a fundamental component in the delivery of lessons. A well-designed module can have a positive impact on the teaching and learning process. This is particularly true for students enrolled in fast-track programmes, who are candidates for the Arabic language course in the

		language module.		Malaysian Certificate of Education (SPM) examination, with a preparation period of only 10 to 11 months. Therefore, the use of a specialised Arabic language teaching and learning module tailored for fast-track students is crucial to ensure effective mastery and practical application of the learning content. Moreover, the diversity of approaches integrated within a module significantly influences its effectiveness. The inclusion of exercises, concise notes, and various engaging activities contributes to a more effective and appealing learning experience. Among the methods and techniques that can be employed by instructors are role-playing, pair work, and a range of other interactive approaches.
19.	(Abd Rahman et al., 2024)	Development And Usability Of The Arabic Language Module “Marhaban” Based On CEFR (A1 & A2 Levels)	The module evaluators consisted of two Arabic language experts who are native speakers and two Arabic language experts who are non-native speakers.	Module usability evaluation form. The development of teaching and learning modules at the beginner levels, namely A1 and A2, in universities must take into account students’ needs and motivation to continue learning. Therefore, module development at these levels should be relevant and engaging to sustain students’ interest in language learning. The learning activities, which are themed around the local environment and aligned with the CEFR framework standards, are designed to provide meaningful language learning experiences. This module emphasises the mastery of the four language skills which is listening, speaking, reading, and writing through structured exercises and activities. Throughout the learning process, students acquire the language naturally through exploration and self-initiated learning. Interaction with peers during classroom activities not only enhances

					literacy skills but also fosters social competence.
20.	(Abdul Khalil et al., 2024)	Developing Ijtihad Skills for Undergraduate Students Through Problem-based Learning in Fiqh Subjects: Present Practices and The Way Forward	The data was derived from course files of the programme.	The data were then analysed using content, thematic, and descriptive analysis methods.	Problem-Based Learning (PBL) has increasingly gained recognition as an effective method for enhancing critical thinking skills. Previous studies have demonstrated the effectiveness of PBL in promoting critical and higher-order thinking skills, making it a suitable pedagogical approach for cultivating ijtihad skills among students in fiqh-related subjects. The alignment between the ijtihad framework which encompasses <i>tasawwur</i> (understanding the problem), <i>takyif</i> (legal categorisation), <i>hukm</i> (legal determination), and <i>ifta'</i> (issuance of fatwa) and the stages of PBL has opened avenues for integrating ijtihad skill training into the existing PBL approach widely implemented in many higher education institutions. In this study, it was found that PBL has been applied across various fiqh subjects through student presentations, written assignments, and final examinations. The examples presented in this paper can serve as references and be replicated by other institutions.

DISCUSSION

Based on the findings of a systematic literature review, the development of learning or teaching modules all show a positive impact, where the modules that are built make it easier for teachers and users. The module is well organized and contains general information, lesson plans, teaching and learning activities, teacher's guide notes, individual and group strengthening activities and there are suggested teaching materials and media to further strengthen teaching and learning activities of language skills.

The al-Alaq learning module of Abu et al. (2020) study has six main media in supporting the teaching and learning of basic Quran reading skills based on Multiple Intelligence Theory and supported by other models. The media such as musical elements, songs, pictures, symbols, active movements and supporting reading materials. Teachers who use teaching aids can attract students' interest and help students better understand the content of a subject taught by the teacher.

In addition, the development of the module is seen to have a positive impact, especially in the learning of Arabic in primary schools because teaching and learning with the help of alternative modules is an innovation in education today. Learning becomes more

flexible, and fun, and students are better prepared before class starts. Conventional teaching methods are no longer the most effective method to educate the current generation, even if continued it can cause students to lose interest in learning Mohd Shapri and Che Ahmad (2019).

Therefore, the method of teaching and learning Arabic must be in line with the times, for example, the teacher implements active learning methods in the classroom. Teachers need to think of techniques for students to respond when questioned and ask if there is confusion so that communication in the classroom becomes two-way. This shows that teaching and learning are effective and able to achieve learning objectives.

In addition, the purpose of developing an alternative Arabic module for level two primary schools is to reduce students' dependence on teachers and is very useful for distance learning (Abang Othman & Mai, 2021). If there are things that students do not understand, then parents can teach the children directly without having to wait to ask the teacher because the guide is easy to understand.

This will also allow students to choose and repeat the material at home so that without realizing it, the process of increasing knowledge occurs (Subiyantoro & Listyaningsih, 2020). Therefore, the development of alternative Arabic module for level two primary schools needs to be continued so that students in school benefit from the modules that have been built. This module is also very useful for teachers in helping to improve the mastery of Arabic language learning content among students at the second level of primary school.

CONCLUSION

In conclusion, through this systematic literature review, the researcher can observe the success of the developed learning modules in terms of usability and effectiveness on the research sample. The production of teaching and learning materials at the primary level needs to take into account all the needs and desires of the students to continue learning through various approaches used by teachers.

So, the development of modules at the primary level must be relevant, and interesting and motivate the students to continue learning. It can be implied the development of an alternative module in Arabic language for the second level of primary school able to provide students with a meaningful learning experience. In producing students with 21st-century skills, the teaching style in the classroom needs to be in line with the development of the current generation, where students need to be exposed to teaching methods that can generate creative and critical thinking.

The use of games in learning Arabic can help students develop a better understanding of the concepts and applications of the language. Therefore, teachers are encouraged to use alternative learning modules in teaching to ensure that the goals and objectives of teaching and learning go well and effectively. An alternative Arabic module is highly needed by teachers as a guide in the implementation of effective and interactive teaching and learning.

The implication is that the development of this module provides a very significant contribution to teachers in helping to facilitate the teaching of Arabic to students. The researcher's suggestion for the next study is to implement pre and post-tests using the module in the classroom to assess the effectiveness of the module on level two primary school students.

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