TEXTBOOKS OF ISLAMIC EDUCATION FOR SECONDARY SCHOOL IN MALAYSIA AND SOMALIA IN THE TOPIC OF AKHLAK: A COMPARATIVE STUDY

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ABSTRACT:

Textbook is considered as an instructional material to help teachers to deliver the content of syllabus and to assist students to process information given by teachers. Based on the importance of the textbook, this study was intended to analyze and compare Malaysia’s form 2 Islamic Education textbook and Somalia’s senior 1 Islamic Education textbook in Akhlaq’s field. Methodology that have been used is document analysis. These data are analyzed based on the 5 main components of the textbook namely background of textbook, learning content, activities, assessments and graphics and illustrations. This study found that there are some strengths and weaknesses of Malaysia and Somalia textbooks from the aspects of learning content, activities, assessments and graphics and illustrations. This study has an impact towards both country’s textbook developers in improving the quality of it.

Keywords: Malaysia textbook, Islamic education, Somalia textbook

I. INTRODUCTION

Textbooks are the physical tools most intimately connected to teaching and learning. They are intended as mediators between the intentions of the designers of curriculum policy and the teachers that provide instructions in classrooms (Valverde, Bianchi, & Schmidt, 2002).

Textbooks are known to be accepted as a common feature of classrooms and are an important catalyst for the promotion of curriculum. Apparently, the organization and structure of the content is vital to convey the curriculum. Textbook analysis is essential in making sure all features in textbooks are verified and can be effective for the user. (O'Keeffe, 2012)

Hence, this study is intended to analyze textbooks in chapter of Akhlaq from two countries which are Malaysia and Somalia. The textbooks are for Form 2 Malaysia’s students and Senior 1 from Somalia’s students.

II. SIGNIFICANCE OF THE STUDY

Textbook contained units, lessons, and teaching methodologies for teachers along with activities for students (Saeed & Rashid, 2014). Textbook is an instructional material to help teachers to deliver their content, and to help students to achieve learning outcomes. In order to achieve that, textbooks should be a handful for both parties. Comparing these two textbooks will be beneficial for both country’s textbook developers in improving the quality of it.

III. OBJECTIVE

The study was intended to address the following objectives:

1. To analyse Malaysia’s form 2 Islamic Education textbook in Akhlaq’s field
2. To analyse Somalia’s senior 1 Islamic Education textbook in Akhlaq’s field

3. To compare these two textbooks in Akhlaq’s field

IV. METHODOLOGY

Methodology that has been used starting to gather the data and process the data until finding the result was document analysis. Bowen, 2009 said, document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. These data are analysed based on the 5 main components of the textbook namely background of textbook, learning content, activities, assessments and graphics and illustrations as shown in figure 1.

![Figure 1: Framework on Islamic Education Textbook Malaysia And Somalia analysis and comparison. Adapted from Wan Ali Akbar Wan Abdullah et.al, 2017 and Ahmed Yusuf Elmi et. al 2016.](image)

V. FINDING AND DISCUSSION

The textbook of Islamic Education is the main guideline for teachers. It also act as their references to convey the information to students as there is complete and comprehension elaboration regarding the topic given in the textbook. In fact, this textbook is sufficient to be used by teachers since the content is parallel with the purpose from the curriculum. The discussion on comparison between these two textbooks is based on the background of textbooks, learning contents, activities, assessments and graphics and illustrations.

5.1 Background of textbook

5.1.1 Malaysia textbook

Textbook of Islamic Education for form 2 from the Ministry of Education MOE in Malaysia has been chosen to be analysed. This textbook was written in modern Jawi script by three authors namely Wan Ali Akbar bin Wan Abdullah, Johar bin Saman and Salina binti Basrawi and edited by three authors namely Muhammad Ridwan bin Wahab, Zawin Najah bt Mohd Kaslan and Alif Afifi b Azhari. This textbook was published by Dewan Bahasa dan Pustaka Kuala Lumpur Malaysia in 2017 and applied the Standard Curriculum for Secondary School (KSSM). The targeted audience for this textbook are form 2 students for secondary school who are 14 years old. (Wan Ali Akbar Wan Abdullah et.al, 2017)

According to the Standard Document Curriculum and Assessment (DSKP) from the Ministry of Education, this textbook was formulated to summarize the understanding and practice of Akhlak Islamiyah in daily life (MOE, 2017). In this light, we can elucidate the aims of the learning for ongoing learning so that students are able to pervasive the virtues as well as practice it in their life. Therefore, this textbook was designed by classifies the main theme into six sections which are al-Quran, the word of Prophet PBUH (Hadith), Islamic faith (Aqidah), Islamic practices (Ibadah), the history of Prophet PBUH and Islamic Civilization (Sirah) and the last section is manner and good virtues (Akhlak).

However, this report emphasizes on a section of Akhlak which carried five topics namely the shyness is part of faith, loving each other, respecting the parents, the good relationship with neighbors and the functional of
mosque. All these topics includes the profound elaboration and propositions adapted from al-Quran, Hadith and the thoughts of Islamic scholars.

The language used should be remarked since it is adapting the national language as a medium of the textbooks which is Malay Language. In this light, the authors used the native language which could assist students to easily understand the learning. Besides, the language also adopted the modern Jawi script which was certified by Dewan Bahasa dan Pustaka. The abbreviation of words also spelled based on the current spelling which standardized with the Dewan Bahasa dan Pustaka. The effort of the authors by writing the content of learning in Jawi script should be praised as a good effort. Furthermore, the content of learning is written in precise and does not consist of sensitivity issues whereas the entire words are preserved from the controversy and misunderstanding such as any political or ethnicity issues. (Wan Ali Akbar Wan Abdullah et.al, 2017)

5.1.2 Somalia Textbook

Somalia Islamic Education textbook was designed to meet the needs of the students in order to achieve the National Education Policy. The authors of this book are Ahmed Yusuf Elmi, Ahmed Mohamed Ahmed, Jama Adam Magan and Abdirashid Mumin Habane. Following the completion of the book by the authors, it was reviewed by Ahmed Yusuf Elmi and Khadar Haji Dahir Awad. The book is written in Arabic and was published by Hemo books in 2016 (first edition). The book is used in both public and private secondary schools, aiming form 1 students. (Ahmed Yusuf Elmi et. al 2016)

The textbook has been divided into six major units namely al-Quran in the first unit that covers five chapters, al-Hadith in the second unit which covers six chapters, Fiqh in the third unit that includes three chapters, Aqidah in the fourth unit with one chapter, Akhlaq in the fifth unit that covers four chapters and Sirah in sixth unit which includes three chapters. Each unit of the book includes the learning objectives.

The objectives of Akhlaq unit are to develop virtues and moral character of the student that will serve as a role model for others. Otherwise in all aspects of life, students will be proud of the Islamic religion, avoid vices and immoral behavior, disseminating the virtues among students, inculcating work ethics and introducing to the students good manners to achieve the goodness of the world and the hereafter. (Ahmed Yusuf Elmi et. al 2016)

5.2 Learning content

5.2.1 Malaysia Textbook

The learning of the content for Malaysia Islamic Education textbook is well organized whereas the authors starts the content by stating the definitions of the topics which carry literal and technical meaning. This can assists students to understand the term of the topic first before scrutinizing into the deep explanation of the topic. Basically, literal meaning consists of deprivation words and it took from the vocabularies, while the technical meaning adopted from books of Islamic scholars. Then, the authors attached the evidences from al-Quran and Hadith with translation to strengthen the definitions given and to prove the authenticity of the topic. The textbook authors also choose the authentic and applicable Hadith in order to hinder the misconception as well to preserve the exaltation of the knowledge as shown in figure 2.

![Figure 2: The example of definition and evidences (Wan Ali Akbar Wan Abdullah et.al, 2017)](image-url)
The aforementioned authors elaborate the explanation by illustrating the exemplary action and listing the wicked action in every chapter so that students are able to imitate those in their daily lives. Besides, the authors also lay the wisdom if students are inculcating those virtuous manners towards themselves, family institutions, societies as well as nation. In fact, the authors also impart the significance of each chapter to convey to students about the beneficial and essential of each chapter to fulfil the needs of societies. In this light, students are able to underline the importance of pervading and implementing good virtues and being able to sustain the prosperity from good societies. Meanwhile, they also include the consequences in each chapter given if students neglect to inculcate good manners and not abstain themselves from committing such detestable action that might obscure the prosperity of sustainability of societies. Moreover, they also attach the additional information namely “knowledge spectrum” by stating wisdoms from successor or relatable hadith or duas for circumstances to assist teachers to deliver additional knowledge as well as to enlighten student’s understanding deeper about those mentioned topics. (Figure 3 and figure 4)

Figure 3: The example of good virtues and consequences of wicked action ((Wan Ali Akbar Wan Abdullah et.al, 2017)

Figure 4: The example of wisdoms and the knowledge spectrum (Wan Ali Akbar Wan Abdullah et.al, 2017)

Furthermore, the relevance of the learning content is suitable and applicable since the learning content parallels the level of student’s cognitive who are 14 years or form 2 as this textbook designated for them. This means that the content is able to be understood well by particular students. In fact, the content of the textbook is arranged based on the hierarchy of Bloom Taxonomy from Lower Order Thinking (LOT) into Higher Order Thinking (HOT). Thus, teachers are able to plan suitable activities in accordance with the level of content so that all the students are able to acquire a profound understanding of the content.

Despite that, there is a shortcoming in the aspect of learning content which is the repetition of information. In this regard, it might bother students to read repetitive knowledge that can lead students to boredom and not be attractive to the content. For instance, the authors lay the poem about the prophet Muhammad PBUH loves his companions and ummah which highlighting the loving person of the prophet Muhammad PBUH, then the authors point out the characteristics of the prophet Muhammad PBUH which already mentioned in poem before. This shows that there is repetitive information which the authors should be hindered to create.
5.2.2 Somalia ’s Textbook

Somalia ’s textbook, whereby emphasizes on internal development. It focuses on the students’ internal manner, because out of four topics, three are emphasizing on self-behavior. First topic is truthfulness which narrates how man should remain truthful in anything he says, his actions and his work as in figure 5. This clearly depicts an internal good behavior which focuses on one’s manner. Same goes with the next topic, which is the prohibition of adultery. It illustrates why one has to avoid committing adultery as it is strongly forbidden in the Quran, and it is a sinful act. Hence, it is classified as an internal manner. Third topic focuses on external manners, in which one has to control his speech from hurting others. However, the last topic goes back to internal manners, where it concerns jealousy which circulates in individual behavior. It can be concluded that Somalia ’s textbook put an extra emphasis on internal manners above all else.

Figure 5 : Truthfulness in topik akhlak in Somalia textbook. (Ahmed Yusuf Elmi et. al 2016)

The textbook’s organization is necessary for two reasons: the textbook requires structure in order for the themes to “hang together” and make sense, and students require structure in order to comprehend the textbook they are reading and feel something as a result. With regards to the Somalia textbook, the design flows and is easily readable, even though there are some minor inconsistencies in the sequence of the topics. Overall, the organization is systematic.

Language is a critical component of the textbook’s content. The language which is foreign and unfamiliar to the students makes the textbook challenging to understand. However, smooth and straightforward language has been used in this textbook from the beginning to the end. On the other hand, authors also used complete sentences with a variety of sentence types making it effective.

In terms of content relevance, the topic is very crucial to teach at this level of students who are 14 years old. The textbook is also informative by providing a lot of facts derived from al-Quran and Sunnah. Additionally, the textbook looks easy to teach and is self-contained. Teacher don’t have to develop supplementary materials to use with it. In terms of explanation, the authors also provide precise definitions and examples and cite evidence from the Quran, which may help students to understand the topic well.

5.3 Activities

5.3.1 Malaysia textbook
The Standard Curriculum for Secondary School (KSSM) extends the concept of student-centered learning whereas students are required to investigate and discover the information while teacher as a facilitator and guide them in the learning session. Therefore, the aforementioned authors include the suggested activities in the end of the learning that could be implemented by teachers in the classroom as shown in figure 6.

![Figure 6: The suggestion of activity (Wan Ali Akbar Wan Abdullah et.al, 2017)](image)

Those suggestions are based on 21st Century Learning’s Activities formulated by the Ministry of Education such as hot seat, writing letter to friends, scrap books, crossword puzzle and more. These activities could encourage students to engage actively in the classroom as demanded by the Ministry of Education upon teachers to conduct the learning with interactive methods. In fact, these activities are able to develop critical and enhance the creative thinking among students in the learning session. For instance, teachers can conduct constructive learning with a variety method such as poem, role play, slide presentation and so on. This method of learning requires them to discover and investigate the information critically and they have to plan the interesting method to present their ideas so that other students are attracted with their presentations as well as understand well about their topic. Therefore, the suggestion of conducting activities in the classroom from the authors are able to assist teachers as well as students in getting ideas to conduct the learning session effectively and interactively.

5.3.2 Somalia textbooks

Classroom activities play a vital role in the teaching and learning process. Classroom activities can motivate and stimulate learners to discover new ideas. However, in terms of activity, Somalia textbook lacks of any activities that engages students in the lesson.

5.4 Assessment

5.4.2 Malaysia Textbook

At the end of the learning, Islamic Education Textbook in Malaysia lay the formative assessments in each topic in order to evaluate the understanding of the content among students. These formative assessments will be tools for teachers to assess their student’s understanding. Authors created some questions that consist of Lower Order Thinking (LOT) and Higher Order Thinking (HOT) questions accordingly as shown in figure 7.

![Figure 7: The example of the assessment. (Wan Ali Akbar Wan Abdullah et.al, 2017)](image)
Hence, students are being exposed to the sample of questions that could help them to answer those in the examination within correct answer and justification. Besides, the assessments are formed based on learning objectives in particular subtopics that are determined as stated in DSKP. Thus, teachers are able to evaluate the accessibility of the learning object through this assessment. If students are able to acquire most of the correct answers, then it shows that the learning objectives are achieved.

5.4.1 Somalia’s textbook

When discussing cognitive demands, it is often linked to two things; High Order Thinking Skills (HOTS) and Low Order Thinking Skills (LOTS). According to Bloom’s Levels of Cognitive Complexity, it starts with remembering as the lowest order, followed by understanding, applying, analysing, evaluating and creating as highest order in the pyramid. (Peng & A. Kievet, 2020, p. 16). These stages indicate the higher the level, the more complex it gets, and it can increase the cognitive ability of a student. The study found that Somalia’s exercises in textbook comprise up to understanding phase only where it is actually categorized as LOTS and no HOTS as shown in figure 8.

![Figure 8: Assessment in Somalia’s Textbook. (Ahmed Yusuf Elmi et al, 2016)](image)

Hence, it can be summarized that Somalia’s textbook is not very helpful in preparing the students towards a creative and critical thinker. Meanwhile, Malaysia’s textbook covers the complexity up to the fifth stage, which is the evaluating phase. Instructions on evaluating scenarios are found in the exercises, and few questions are addressing the sixth phase which is creating. Thus, Malaysia has a very strong basis on developing student’s cognitive ability. Additionally, assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Questions in assessment must contain HOTS questions to boost student’s critical thinking skills. But most of the questions in the book mainly focusing on the lowest two levels of bloom’s taxonomy, which emphasize only remembering and memorizing skills.

5.5 Graphics and Illustrations

5.5.1 Malaysia Textbook

The content of the learning for Islamic Education in Malaysia was designated and displayed through a variety of colourful graphics such as mind maps, pictures and charts. Thus, it will make students understand better and identify the important and precise points. The graphic also could attract student’s attention since it is precisely written in colours as shown in figure 9.
Moreover, the editors also imply the current technologies which consist of QR Code in order to assist teachers to utilize materials during the classroom session. QR Code portrayed the videos from YouTube or the audio, or any relatable link that needed to be shown for learning purposes as shown in figure 10.

Figure 10: The example of QR Code. (Wan Ali Akbar Wan Abdullah et.al, 2017)

Meanwhile, there is only a single QR Code that exists in the section of akhlaq which can be a shortcoming to this textbook. As we are concerned that the section of akhlaq should be discussed on the circumstance of society by observing the videos or pictures or any such graphic, however, this section lacks this kind of technology.

5.5.2 Somalia ’s textbook

Comparing between the textbooks, it is obvious Malaysia’s textbook fits all the characteristics mentioned. As in the first part of this report, it is clearly explained how Malaysia’s Textbook is designed. It has a lot of free spaces, well visualized, it is appropriate for age and it has a significant storyline. Free space is vital to loosen up their boredom and to increase their reading space (Comber, 1994). Free space is available here and there in Malaysia’s textbook, meanwhile in Somalia ’s there is very minimal free space. Next, Malaysia’s textbook is very well visualized in terms of the usage of colours, shapes, fonts, scenarios, pictures, etc.

Illustrations and graphics aid students in associating objects and actions with their respective words. This enables them to begin comprehending the words and progress towards fluency as a reader. However, there is not a single illustration used throughout the unit. Somalia ’s textbook users will be only dealing with words, with almost no visual elements being included. Visual elements are essential in disseminating knowledge (Shabiralyani, Hasan, Hamad, & Iqbal, 2019). Hence in this aspect, Malaysia is more advantageous than Somalia’s.
VI. RECOMMENDATION AND CONCLUSION

6.1 Recommendation for Malaysia textbook

Overall, Malaysia Islamic Education Textbook has a great designation. The effort of editors and authors in creating this textbook should be praised due to great outcome. However, it would be grateful and prideful if the authors could be considered to have some revamp for improvisation purposes.

The first suggestion is, the authors should state the learning objectives before describing the definition of each topic. The learning objectives can be taken from DSKP so that teachers are able to refer directly to these objectives and conduct activities parallel with the objectives. In fact, these learning objectives also could be guidance for students to check if they have covered the entire topic and revision purposes.

Besides, some of the elaboration of the content should be revised back and written in precise words, This is because some parts are having too much explanation which might make students bored to read and highlighted the main points.

Furthermore, the contemporary issues should be emphasized on and laid on in every topic so that students are able to connect the lessons with the reality world. Therefore, the general aim could be achieved since they are practically those learning in their daily life and not learned theories and examination purpose only.

Moreover, the usage of AR Code and QR Code should be widened in sections of Akhlaq in order to expand the usage of technologies among teachers as well as students. To justify, the suggestion should be considered by the authors to be revised and revamped so that the textbook is able to hold the improvisation in future and give more beneficial to teachers as well as students.

6.2 Recommendation for Somalia’s textbook

In term of contents, it is good for Somalia’s textbook to integrate between internal and external manners, so these two types of manners could be developed at the same time. This can fit the demands of education in this country based on their National Education Philosophy.

Then, the authors must formulate well-crafted and clear objectives in order to achieve the educational goals. Other than that, authors must include activities to engage the learners and motivate them to learn actively. In order to boost student’s thinking skills, authors must provide HOTS questions in the textbook. Finally, the authors must also include illustrations to elaborate further and clarify the meaning of the text

Researchers tried to scrutinize the level of handiness for both textbooks, by evaluating the aids illustrated and written in both. Examples of aids are QR code, any additional information, related scientific theories and findings, etc. However, no such aids are found in Somalia’s textbook, except for the main ideas for each topic. Meanwhile, Malaysia has very interesting aids. These features help students and teachers a lot in a way if there is a teaching block bound to happen. This illustrates the level of handiness for Malaysia’s textbook is significantly higher than Somalia’s.

VII. CONCLUSION

In the emergence of digital media as the teaching tool in current situations, written textbooks are undeniably significant (Stara, Stary, & Chval, 2014). The study also discusses teachers’ preference on using educational resources, whereby the usage of textbooks recorded one of the most preferable materials during teaching. Hence, textbooks should be well developed and adhere to all the effective guidelines to ensure both teachers and students can optimize their existence.

This study gives an insight about background of both countries, where it does affect textbook development for each country. In Somalia, the development of Islamic education textbooks for national schools is on progress, at a slow pace. That clarifies why it lacks in terms of its physical attributes. Meanwhile, Malaysia has undergone a rapid progress of development in Islamic Education since independence making the development of the textbook is more advance.

This study found that there are some strengths and weaknesses of Malaysia and Somalia textbooks from the aspects of learning content, activities, assessments and graphics and illustrations. Aspects of strength need to be
retained for subsequent textbook publications. While all shortcomings need to be addressed so that the textbooks used in the future are of better quality and effective.

REFERENCES