The Need for Active Learning Strategies in Arabic Literature at Universiti Pendidikan Sultan Idris

Muhammad Faridzuan Anuar, Dr. Nazri Atoh[*]

Faculty of Languages and Communication, Universiti Pendidikan Sultan Idris, Perak, Malaysia

[*]Corresponding Author

ABSTRACT

According to Ab. Halim Tamuri (2015), the practice of Active Learning requires teachers to be creative in creating an effective learning environment in line with the demands of 21st-century education. The researcher found that students had a weak mastery of the Arabic language, poor Arabic vocabulary acquisition, and issues related to students' attitudes and interest in Active Learning, as well as the teaching methods used by teachers during the Arabic Literature course.This study was conducted to examine students' perceptions of the need for Active Learning strategies in the Arabic Literature course. The study focused on four indicators of Active Learning, namely student-centered learning, a clear and easily understood learning process, various learning activities, and two-way communication.A total of 28 fourth-year students pursuing a Bachelor of Arabic Language with Education at Sultan Idris Education University participated as respondents in this study. The research instrument used was a questionnaire containing 15 items, developed based on a Likert scale. The collected data were analyzed using SPSS for Windows Version 26. Data analysis showed that the mean value for the student-centered learning indicator was 4.18, the indicator for a clear and easily understood learning process was 4.40, the indicator for various learning activities was 4.25, and the indicator for two-way communication was 3.98. Therefore, Active Learning strategies can help enhance the students' learning process in the Arabic Literature course

Keywords: Creative, Active Learning, Student-centerd, Arabic Literature, Two-way communication

INTRODUCTION

Arabic is often synonymous with the Language of the Qur'an and the Language of Paradise. According to Moh. Matsna H. S. M. A. (2016), the efforts of Caliph Ali Bin Abi Talib in developing the Arabic language marked an important milestone in the history of Arabic linguistic studies. Anismazini Mohd Zin. (2014) stated that the evolution of the Arabic language over time has made it one of the world's major languages.

In Malaysia, the Arabic language subject has been introduced at all levels of education, from primary education up to higher education. According to Abdul Razif Zaini et al. (2019), Arabic Language Education holds a distinctive position within the Malaysian education system. Arabic has long been a foundational element in the traditional pondok education system and in religious-stream schools.

The uniqueness of the Arabic language can be seen through its wide range of disciplines and fields of study before one is recognized as an expert in the language. It begins with the study of Arabic grammar (nahu) and extends to Arabic literature, which explores the development of the Arabic language through literary texts such as classical Arabic poetry (shi'r). Therefore, the study by Rosni Samah (2023) focused on language and literature learning strategies in higher education institutions. The research emphasized the importance of adopting effective strategies for learning Arabic language and literature at the tertiary level.

Furthermore, according to Hafizah M. Nasir (2012), the practice of Active Learning is highly encouraged in teaching and learning to transform passive instruction into active classroom engagement. This was further explained by K. Azmi Jasmi (2013), who stated that Active Learning serves as a key instrument in achieving

learning objectives, emphasizing students' participation in learning activities rather than focusing solely on classroom objectives.

Therefore, this study was conducted to identify the need for Active Learning strategies in the learning of Arabic Literature at Sultan Idris Education University (UPSI). In addition, the study aims to determine the variables between Active Learning strategies and the practices of Arabic Literature learning in the classroom. Active Learning strategies are evaluated based on their suitability throughout the Arabic Literature learning process to ensure their effectiveness and value in enhancing the learning experience. Essentially, Active Learning strategies will be adapted according to the challenges faced by students during the process of learning Arabic Literature.

RESEARCH OBJECTIVES & RESEARCH QUESTIONS:

This study was conducted to identify the need for Active Learning strategies in the teaching of Arabic literature, with the research question being: "What are the needs for Active Learning strategies in the Arabic literature course?"

REVIEW OF LITERATURE

Concept and Definition of Learning

According to Robert M. Gagné (1970) in his book The Conditions of Learning, learning is defined as a change in an individual's behaviour or capability that can be retained. He explains that such changes do not include those that occur naturally as a result of the growth process.Meanwhile, Ishak Baba (2009) defines learning as a process or a series of steps that involve gathering information and knowledge, mastering skills, and developing habits. He also emphasizes that learning encompasses the development of an individual's attitudes, beliefs, and values.

Based on the view of Nawi, N. H. M. (2011), learning is described as a process of interaction and communication between students and instructors, whereby the acquisition of knowledge and information, the mastery of skills, and the formation of attitudes take place within the learners by the end of the learning process. Through student involvement, this process becomes an educational experience. This educational process occurs regardless of time and place. Learning receives input through observation, training, or sharing. In the context of learning, several characteristics can be identified:

Figure 1. Aspects of Learning
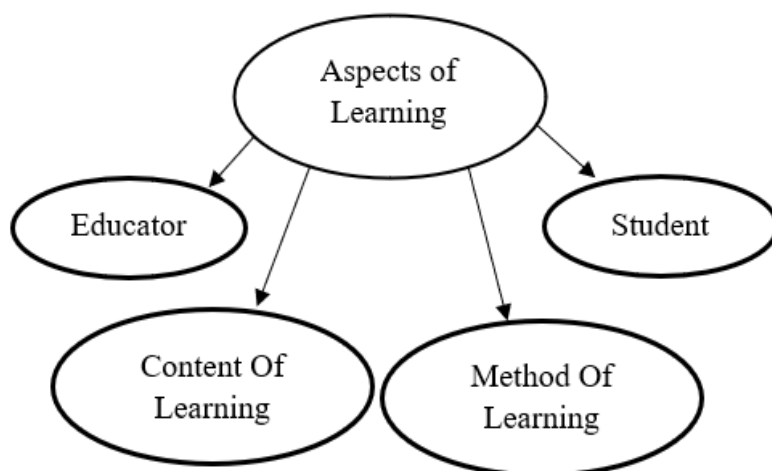
According to Abdul Rahman, K. A., Arshad, M. S., Rahim, M. B., Yunus, F. A. N., Hashim, S., & Razali, N. (2021), achieving successful learning is a complex process that cannot be easily attained. This view is further supported by Sang, M. S. (2008), who asserts that effective learning necessitates both efficient teaching and adequate motivation to ensure meaningful learning outcomes. Furthermore, the success of the learning process is influenced by an individual's learning style, the learning environment, and the instructional methods employed.

Learning Strategies

According to Jasmi, K.A., Talip, O., & Illias, M. F. (2012), learning strategies are crucial in ensuring that learning objectives are effectively achieved in alignment with the existing learning environment. In addition, Kurt, S. (2016) explains that learning strategies refer to the various approaches or methods used to deliver instructional content within a particular environment or group during the teaching and learning process.

Learning strategies have undergone several transformations over time, beginning with teacher-centred approaches—often referred to as traditional learning strategies—to more contemporary learner-centred approaches. According to the study conducted by Isnormaniza Ithnain & Khaliza Saidin (2021), the evolution of learning strategies is essential and has a significant impact on students' achievement in examinations.

According to Sang, M. S. (2008), learning strategies can be categorised into eight key components, namely learning connected to real-world contexts, encouraging communication within groups, the utilisation of effective learning techniques, establishing a conducive learning environment, providing exposure to problem-solving activities, employing reinforcement and motivation by teachers, fostering the sharing of ideas, and applying peer learning in the classroom.

Concept of Active Learning

According to Hassan, N. J. (2015), Active Learning is an approach known as "learning by doing," which refers to instructional techniques that emphasise student interaction and full participation in engaging activities that stimulate and develop the skills and knowledge intended to be imparted based on the learning objectives.

According to Nur Khoiri, H., M. Ag. (2018), Active Learning encompasses all models, strategies, approaches, and methods used in the learning process that promote interaction and communication among students. It also involves learners engaging in meaningful activities and thinking critically throughout those activities. Based on both studies, Active Learning clearly emphasises student interaction and positions learners at the centre of the teaching and learning process

Ab. Halim Tamuri and Muhibah Nor (2015) found that Active Learning has the potential to enhance students' academic performance. This strategy can also encourage positive changes in students' attitudes and interest towards a particular subject when it is effectively implemented in teachers' instructional planning. This is further supported by the study of Hafiza Md. Nasir (2012), which found that Active Learning makes the learning process more engaging through the use of technology, teaching aids, and external reference materials. The structure of Active Learning can be illustrated as shown in the diagram below:

Figure 2. Characteristics of Learning
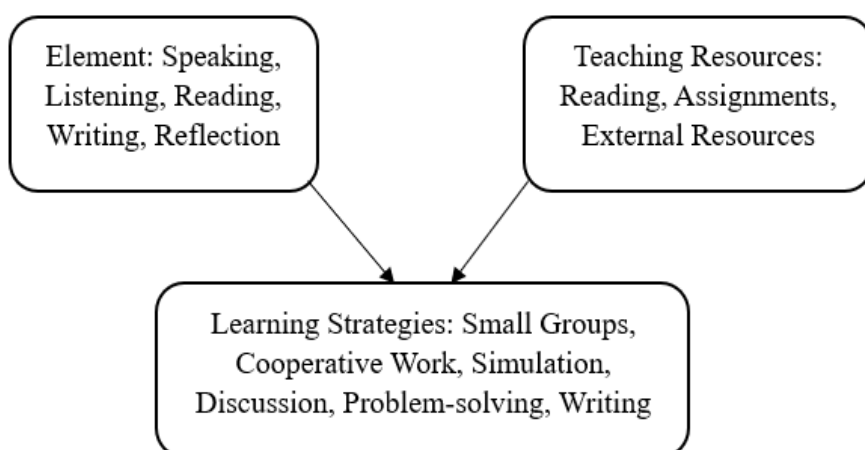
Arabic Literature

In general, literature, according to Roslan, N. A., N. I., Mahmod, R., & Gutub, A. (2022), refers to works created through the medium of language and its accompanying tols, and it is distinct from non-literary forms such as

reports or essays. Furthermore, Arabic literature has evolved over time, influencing local culture, the practice of knowledge, and the standardisation of the Arabic language used.

In Malaysia, Arabic literature is not taught at the primary school level but is offered in secondary religious schools. Furthermore, this subject is also taught at the pre-university level and in higher education institutions (HEIs). The Malaysian Higher Religious Certificate (Sijil Tinggi Agama Malaysia, STAM), supervised by the Ministry of Education, offers the subject Adab Nusus, which draws knowledge from Arabic literature. Additionally, eight public universities in Malaysia offer undergraduate programmes in Arabic language that include Arabic literature courses.

According to Elnagar, A., Yagi, S. M., Naasif, A. B., Shahin, I., & Salloum, S. A. (2021), Arabic literary prose reflects life and modes of thought that vary according to the period in which it was written. This is evident through the messages conveyed and the use of the Arabic language in poetry and prose.

RESEARCH METHODOLOGY

Study Design

For this study, the researcher employed a correlational research design, utilizing both quantitative and qualitative research approaches. Data were analyzed using descriptive quantitative analysis and descriptive qualitative analysis methods. The type of descriptive study applied was a survey and observational experiment. The researcher used pre-tests and post-tests, questionnaires, and observations, all of which were grounded in Constructivist Theory.

Population and Study Sample

This study was conducted only at Sultan Idris Education University (UPSI). The participants were third-year students enrolled in the Bachelor of Arabic Language with Education programme at UPSI. A total of 28 students were involved as respondents. This study focused on the Arabic Literature subject at UPSI.

These students are required to take the Arabic Literature subject for three semesters, namely in the third, fourth, and fifth semesters. The researcher did not restrict the respondents based on whether they had a STAM background or not. This is because all students have experience in learning Arabic Literature at UPSI.

Research Instrument

Pre- Post Test

In the pre-test and post-test, the researcher developed eight questions related to ethics (adab) in Arabic Literature and five questions related to texts (nusus) from the subjects of Pre-Islamic and Islamic Arabic Literature, Umayyad Arabic Literature, Abbasid Arabic Literature I, Abbasid Arabic Literature II, and Andalusian Arabic Literature. The researcher categorized the scoring into three levels: Excellent, Moderate, and Weak, with different mark allocations for each question, as shown below:

Table 1. Mark Distribution

Score Category	Excellent Mark	Moderate Mark	Weak Mark
	2 marks	1 mark	0 mark
	4 -3 marks	2-1 mark	0 mark
	6 -5 marks	4-1 mark	0 mark

Questionnaire

The main instrument used in this study was a set of questionnaires constructed by the researcher based on the predetermined research question. The items were analyzed using a Likert Scale to obtain accurate data from respondents' feedback. The scale ranged from 1 to 5, where 1 represented Strongly Disagree (minimum response) and **5** represented Strongly Agree (maximum response).

Table 2. Likert Scale

5	4	3	2	1
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

To answer the research question, the researcher identified four indicators to measure the need for Active Learning strategies in the questionnaire.

Table 3. Indicator 1 (Student-Centered Learning)

Indicator 1	Student-Centred Learning
Question 1	Student-centred learning is an effective learning process in the study of Arabic Literature.
Question 2	The teacher acts as a facilitator in guiding students to carry out Arabic Literature learning activities in the classroom.
Question 3	Active learning encourages students to participate fully during the Arabic Literature learning process.
Question 4	Group discussions in analysing features and translating poems in Arabic Literature are examples of student-centred learning activities.

Table 4. Indicator 2 (Clear and Easily Understood Learning Process)

Indicator 2	Clear and Easily Understood Learning Process
Question 4	The main ideas of Arabic Literature are easier to understand through brainstorming activities between students and the teacher.
Question 5	The creation of mind maps for each characteristic of Arabic Literature helps students to remember the main points more effectively.
Question 6	Learning becomes clearer through the construction of tables showing differences in the factors influencing the development of the Arabic language among various poets.
Question 7	The use of structured and systematic language and teaching aids facilitates students' understanding of the topics being studied.

Table 4. Indicator 3 (Variety Of Learning Activities)

Indicator 3	Variety Of Learning Activities
Question 8	The Simulation activity, which allows students to read Arabic poems according to their meaning, helps attract students' interest.
Question 9	Debate activities comparing Arabic poems across different periods of poets encourage higher-order thinking skills.
Question 10	Group presentations based on the discussion and translation of Arabic poems help to build students' confidence.
Question 11	The Reading Guide activity assists students in accurately finding reference books related to Arabic Literature.

Table 5. Indicator 4 (Two Way Communication)

Indicator 4	Two Way Communication
Question 12	The Chalk and Talk method does not attract students' interest in learning Arabic Literature.
Question 13	Opportunities to share ideas and opinions help increase students' motivation in the Arabic Literature course.
Question 14	Question-and-answer sessions between lecturers and students enhance students' understanding and knowledge of the topic studied.

Table 6. Mean Score Distribution According to Scale

Statement/Mean Score	Level	Scale
Low Level 1.00 – 2.33	Strongly Disagree (SD)	1
	Diasgree (D)	2
Moderate Level 2.34 – 3.66	Uncertain (U)	3
	Agree (A)	4
High Level 3.67 – 5.00	Strongly Agree (SA)	5

RESEARCH FINDINGS

Table 8 presents the indicator for the need for student-centred strategies. For this indicator, the overall mean score recorded was 4.18, which indicates a high level of need for the implementation of this strategy in the Arabic Literature subject. Among the items, group discussion activities involving the analysis of literary features and the translation of poems recorded the highest mean score of 4.43, reflecting strong agreement on the importance of collaborative learning. The need for student engagement through Active Learning strategies obtained the second-highest mean score of 4.39, showing that active participation is a key factor in effective learning.

Meanwhile, the teacher's role as a facilitator in the learning process recorded a mean score of 4.11, suggesting that respondents perceive the facilitator approach as an important strategy in Arabic Literature teaching. Lastly, the item indicating that student-centred learning is an effective learning process in the Arabic Literature subject recorded a mean score of 3.82, which still represents a high level of agreement among respondents.

Table 7. Indicator 1(Student-Centered Learning)

No.	Item	SD	D	U	A	SA	Mean
1.	Student-centred learning is an effective learning process in the study of Arabic Literature.	10.7	0	17.9	39.3	32.1	3.82
2.	The teacher acts as a facilitator in guiding students to carry out Arabic Literature learning activities in the classroom.	3.6	3.6	3.6	57.1	32.1	4.11
3.	Active Learning encourages students to participate fully during the Arabic Literature learning process.	3.6	0	3.6	39.3	53.6	4.39
4.	Group discussions in analysing characteristics and translating poems in Arabic Literature are examples of student-centred activities.	3.6	0	3.6	35.7	57.1	4.43
	Overall Mean						4.18

Table 9 illustrates that a clear and easily understood learning process is highly essential in the subject of Arabic Literature. Overall, the findings indicate a high mean score of 4.40, reflecting a significant need for a structured and comprehensible learning process as part of the teaching strategy for this subject.

Among the key aspects emphasized, the use of organized and systematic language and materials recorded the highest mean score of 4.50. This was followed by the construction of tables to differentiate certain factors, with a mean score of 4.43. Meanwhile, the need to produce mind maps for each feature within a topic recorded a mean score of 4.36. Lastly, the brainstorming activities to understand the main ideas were also deemed necessary, as reflected by a mean score of 4.32, indicating their importance in strengthening the learning strategies for Arabic Literature.

Table 8. Indicator 2 (Clear and Easily Understood Learning Process)

No.	Item	SD	D	U	A	SA	Mean
5.	Arabic Literature is easier to understand in terms of its main ideas through brainstorming activities between students and teachers.	3.6	0	7.1	39.3	50.0	4.32
6.	The production of mind maps for each feature in Arabic Literature helps students to remember the key points more easily.	3.6	0	3.6	42.9	50.0	4.36

No.	Item						Mean
7.	Learning becomes clearer through the construction of tables that differentiate the factors influencing the development of the Arabic language by each Arab poet.	3.6	0	7.1	28.6	60.7	4.43
8.	The use of well-structured and systematic language and teaching aids helps students to better understand the topics being studied.	3.6	0	0	39.3	57.1	4.50
	Overall Mean						4.40

Table 10 shows the indicator for a variety of learning activities. The overall mean score of 4.25 indicates a high level of need for diverse learning activities in the Arabic Literature subject. Among these, the 'Reading Guide' activity, which helps students locate relevant reference books, recorded the highest mean score of 4.32. Additionally, both the debate activity on the comparison of Arabic poems and the group presentation activity based on discussion outcomes obtained the same mean score of 4.25. Finally, the 'Simulation' activity, which allows students to read Arabic poems according to their meanings, recorded the lowest mean score of 4.18, yet still reflects a strong level of need within the learning strategy.

Table 9. Indicator 3 (Variety Of Learning Activities)

No.	Item	SD	D	U	A	SA	Mean
9.	The 'Simulation' activity, which gives students the opportunity to read Arabic poems according to their meaning, can attract students' interest.	3.6	3.6	73.6	50.0	39.3	4.18
10.	The debating activity on the comparison of Arabic poems according to the time periods of each poet helps to foster higher-order thinking skills.	3.6	0	7.1	46.4	42.9	4.25
11.	Group presentation activities based on the results of Arabic poem translation discussions help to enhance students' confidence.	7.1	0	0	46.4	46.4	4.25
12.	The 'Reading Guide' activity assists students in finding appropriate reference books related to Arabic Literature accurately.	3.6	0	3.6	46.4	46.4	4.32
	Overall Mean						4.25

Table 11 presents the need for learning strategies through two-way communication. The overall mean score of 3.98 indicates a high level of need for effective two-way communication in the learning process. Among the items, question-and-answer activities between lecturers and students recorded the highest mean score of 4.21, reflecting the most significant strategy within this indicator. This was followed by sharing of opinions and ideas during lessons, which obtained a mean score of 4.18. Meanwhile, responses to the 'Chalk & Talk' method recorded the lowest mean score of 3.57, although it still demonstrates the presence of communication elements in the learning process.

Table 10. Indicator 4 (Two- Way Communication In Learning)

No.	Item	SD	D	U	A	SA	Mean
13.	The 'Chalk & Talk' method does not attract students' interest in learning Arabic Literature.	3.6	14.3	28.6	28.6	25.0	3.57
14.	Opportunities to express ideas and opinions can increase students' motivation in the Arabic Literature course.	7.1	0	3.6	53.6	35.7	4.18
15.	Question-and-answer activities between lecturers and students can enhance students' understanding and input regarding the topics studied.	3.6	0	0	64.3	32.1	4.21
	Overall Mean						3.98

Overall, the findings indicate that active learning strategies are highly necessary in the teaching and learning of Arabic Literature. Such strategies include the use of mind maps in note creation, effective teacher–student communication during lessons, and question-and-answer activities as tools to assess students' understanding of the topics studied. These findings are consistent with the study by Norasyikin Mohd Zaid and Nurulhidayah Ariff (2012), which found that active learning strategies can enhance various aspects of learning quality and transform traditional teaching methods. For instance, 50% of respondents agreed that the 'Chalk and Talk' method does not attract students' interest in learning Arabic Literature.

CONCLUSION & SUGGESTIONS

In conclusion, the researcher concludes that learning strategies are closely related to the level of students' mastery in the learning process. The researcher analyzed data collected from questionnaires distributed to respondents. Based on the four main elements of Active Learning, the findings revealed that respondents agreed these elements are highly essential in the teaching and learning of Arabic Literature. Respondents also agreed that the implementation of Active Learning strategies enhances students' interest in the subject and improves their level of mastery in Arabic Literature. Furthermore, respondents acknowledged that teachers play a crucial role in implementing Active Learning strategies, such as conducting diverse learning activities and preparing Engaging Teaching Aids (ETA) during lessons. Therefore, this study demonstrates that the Arabic Literature subject requires the practical application of Active Learning strategies in the teaching and learning process.

Future research could focus on other subjects or different modes of teaching implementation. For instance, a study could be conducted on the need for Active Learning strategies in Arabic Literature during online teaching and learning. This is based on issues that emerged during the Movement Control Order (MCO) period, such as attendance problems and students' mastery levels in online learning. Moreover, the study could be extended to other Arabic-related subjects offered in Government-Aided Religious Schools (SABK) in Selangor, such as Ulum Syariah, Usuluddin, and Balaghah.

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