

INSTRUMENT OF GLOSSARY: THE EFFECTS OF ITS USE IN LEARNING ISLAMIC THOUGHT AND CIVILIZATION AT UiTM KELANTAN

Nor Asmira Mat Jusoh¹
Nurul Izzah Noor Zainan²
Nurul Hidayah Awang @ Ab. Rahman³
Siti Fatimah Tasir⁴
Zanirah Mustafa@Busu⁵

^{1,2,3,4,5}Academy of Contemporary Islamic Studies (ACIS), Universiti Teknologi MARA (UiTM) Kelantan, Malaysia
¹zanir126@kelantan.uitm.edu.my

Accepted date: 02 September 2018

Published date: 15 October 2018

To cite this document: Jusoh, N. A. M., Zainan, N. I. N., Rahman, N. H. A. @ A., Tasir, S. F., & Busu, Z. M. @. (2018). Instrument of Glossary: The Effects of Its Use in Learning Islamic Thought and Civilization at UiTM Kelantan. *Journal of Islamic, Social, Economics and Development*, 3(13), 85-94.

Abstract: *Islamic Thought and Civilization (CTU151) is a compulsory course to be taken by all students in the Part 2 diploma program at UiTM. This course explains the concept of the Islamic civilization and its contribution to the world's civilization, the Islam in the Malay world, the family system, the national and civil community in Islam, as well as the challenges faced by the current Muslim world (CITU Course Description UiTM). The results showed that students have difficulties in mastering this subject based on the results in CTU151 courses in each semester which shows that the level of student achievement was at the intermediate level. To overcome these problems, the lecturers of Academy of Contemporary Islamic Studies (ACIS) UiTM Kelantan Branch has introduced the use of the glossary to enable the students to understand and master the subject. The present study used quantitative methods, namely by distributing questionnaires on the use of glossary in learning to all students in the diploma program Part 2 (2017/2018) at UiTM Kelantan branch. From 254 subjects, a total of 162 questionnaires were completed. The data from the questionnaires were analyzed using SPSS version 24.0 using t-test, ANOVA and correlation analysis. Results showed that several factors are involved in determining the level of understanding of students in the Islamic thought and civilization course. The present study benefits the students in understanding and mastering the subject better, thus fulfilling the learning needs in the present time.*

Keywords: *Instrument, Glossary, Improvement, Learning*

Introduction

Improvement in teaching and learning of history and civilization is the most important activity to bring a huge impact on the teaching and learning environment. Development in the techniques of teaching and learning process is essential for its sustainability and in attracting the students to

continue to explore and learn about history and civilization. To ignore this subject is a disadvantage to the society itself as they will not be able to learn from the experience of previous civilizations particularly in avoiding any possibilities, especially in the process of building a broader and an interactive future.

Understanding the subject of Islamic civilization is very difficult, especially when it involves the use of various terms which are a mixture of Arabic and English language. Various innovation approaches are needed to make the teaching and learning process consistent with its objective as the foundation in creating patriotic citizen. Understanding the glossaries and terminologies is the first step to perform well in the course. Inquiries from the public, especially from the students related to the issues and terms in civilization, require a book that can give general guidance, particularly to the students and the public. Glossary also is a source of reference materials to help students in the learning process.

According to Dewan Dictionary (fourth edition), glossary is defined as a list or a list of words or terms in a particular area giving clarification, explanation or description of its meaning. A glossary usually contains the words or terms in a specific field of knowledge which are arranged in alphabetical order.

The Effectiveness of the Glossary Method in the Teaching and Learning Process

From the observation of the present study, the use of glossary in the teaching and learning process had attracted the students to learn with ease and to increase the level of understanding on Islamic civilization. The use of words and clauses with their meaning may facilitate the students in their learning. For example, when doing a quiz in class, lecturers were only required to issue a "key word" or keywords to the students, and then the students were able to explain each one of the terms related to the keyword.

After the use of glossary approach had been applied in the teaching and learning of Islamic civilization at UiTM Machang, there was an increase in the test scores and final assessment of the students in the course. Prior to the glossary approach, the majority of students obtained a score of B+, and a small number of students who were weak, failed the course.

In addition, students can perform well in the Islamic civilization course and they showed an increase in the interest on the subject when they were able to understand the terms better. Furthermore, the approach can facilitate the lecturers in the delivery process without facing many constraints.

Teaching Approach

The teaching method is an important process in education and it is a determinant of the success of a lesson conducted by teachers. A teacher who specializes in a subject, may face difficulties and failures in his teaching for not being proficient in the methods to give better understanding to students. Reigeluth and Carr-Chellman (2009) explained that teaching is a process to help students to build knowledge including other activities aimed at generating learning process.

Teaching and learning process are not limited to specific rule. The differences in the approach are based on the subject that is taught. In whatever teaching and learning approach, lecturers should be able to deliver lessons according to student's preferences and their level of maturity.

Islamic Thought and Civilization (CTU151) is a mandatory course that must be taken by all students in the second semester of the diploma program at UiTM. The teaching approaches used in this course include lectures, discussions, simulations and assignments.

Background on the Syllabus of Islamic Th and Civilization (CTU151)

Islamic Thought and Civilization (CTU151) is a mandatory course that must be taken by all first-year students enrolled in Semester 2 of the diploma program at UiTM. This course explains the concept of Islamic civilization, its development, and its impact and contribution to world's civilization. The course also explains on the thinkings, the issues and the challenges of contemporary Islamic world. The syllabus for the course contains topics related to the concept of Islamic civilization, the universal values in Islamic civilization, the development of Islamic civilization, the Islamic thought and civilization and Islam in the Malay world. The learning outcomes for the course include student's ability to explain and provide information on the contribution and impact of Islamic thought and civilization to the world's civilization. In addition, students are expected to be able to make assessments in writing through discussion of Islamic thought and civilization. Students are also expected to make a written report following discussions on the contribution of Islamic thought and civilization to the world's civilization (CTU151 Course Information: March 12, 2018).

Several skills that can be obtained from the teaching and learning process include the ability of the students to explain the concept of civilization and development. In addition, students are able to apply their personal morals and professional ethics, to generate continuous learning, and to provide guidance in the management of the fundamentals of Muslim's life. The guides for the strategies in teaching, learning and assessment are based on discovery-based learning, engaged learning and formative assessment (CTU151 Course Information: March 12, 2018).

Research Methodology

Research Approach

In the present study, quantitative approach was utilized. The study population was students who were studying at UiTM Kelantan Branch. To ensure that the selected sample of respondents was in accordance with the objectives of the study, a simple random probability sampling technique was used. Thus, one or more dependent variables and independent variables were analyzed among the students who were in the diploma program at UiTM Machang campus. The present study used the cross-sectional research approach which the analysis unit was consisted of students in Part 2 of the program who completed the questionnaire. The study population was consisted of students in the Faculty of Information Management (IM), Business Management (BM), Computer Science and Statistics (CS), Accounting (AC), and Art Design (AD).

Sample Design

Respondents for this survey were selected from students who registered for CTU151 course at UiTM Kelantan. The present study used a stratified random sample taken from different groups of population from the faculties listed. When consent to conduct research was obtained from the administration of UiTM Machang campus, the ratio estimator in stratified random sampling that covers all faculties was used. The lecturers have been involved in recruiting the students and they were given a description of the questionnaires prior to distribution. Questionnaires were distributed during the first week of classes in September 2017. The completed questionnaires were returned to the designated researcher for collection. A total of 254 questionnaires were distributed

to students and 180 questionnaires were returned, however, only 162 questionnaires were fully completed and eligible for analysis.

Data Collection

Data collection was done using a questionnaire. Any questions drafted and subsequently conducted pre-tests to ensure its reliability. Set questionnaires related study distributed by the research team. This questionnaire has three parts. Part A is the profile of the respondents or students in UiTM Machang campus, Part B of the factors that affect the learning of Islamic Thought and Civilization and Part C is related to the perception of the use of the glossary in learning Islamic Thought and Civilization. According to Angell J. R (1906), the perception is defined as awareness of the important things that exist now.

The pilot study of 30 questionnaires were conducted to check the validity and reliability of the questions included in the questionnaire. After reviewing feedback from the pilot study, some amendments would be made before the distribution of questionnaires. The questionnaire was distributed to students in the top 02 Diploma of various faculties Campus UiTM Machang, Kelantan. The process of data collection was carried out in September 2017.

Statistical Analysis

Data from the present study were analyzed using the Statistical Package for Social Sciences (SPSS) version 24.0. Thus, the frequency distribution and percentage of nominal data will be used to describe the sampling. The distribution results were presented based on the frequency distribution of data displayed in tables and charts. The results were made based on the criteria of accuracy and significance of the data, determined by the frequency and the percentage of respondents who certify the correctness of the reported data.

To validate the interval data, exploratory factor analysis was used. Through this analysis, the variables were categorized as dependent or independent, otherwise the whole relationship of interdependence among variables were studied. This analysis reduces the number of intercorrelated variables to several factors or dimensions that are reasonable for the purpose of further analysis. Then, Cronbach's alpha reliability test was used to measure the reliability of the factors. Reliability will be accepted if the alpha is 0.60 or more. All factors are grouped and named ad new variable.

Results

Exploratory Factor Analysis

KMO	Bartlett's Test of Sphericity
0.865	0.000

The table 1 above shows the results of exploratory factor analysis. The value obtained for Kaiser-Meyer-Olkin (KMO) was more than 0.7 which was 0.865. The score for Bartlett's test of sphericity was appropriate with the value of 0.000, which was less than $\alpha = 0.05$.

Table 2: Loading Factor

Variables	N	Item	Loading Factor
Internal Factors	9	B2	0.640
		B4	0.607
		B11	0.685
		B12	0.872
		B13	0.897
		B14	0.782
		B15	0.792
		B21	0.784
		B22	0.758
External Factors	4	B1	0.656
		B3	0.800
		B6	0.748
		B7	0.762
Perception	6	C1	0.819
		C2	0.809
		C4	0.758
		C5	0.635
		C7	0.717
		C8	0.779

The table 2 above shows that there were three variables involved, namely internal factors, external factors and perception. The number of items, N, for internal factors were nine items, the external factor has four items, and perception has six items. All items for each of the variables have the loading factor which exceeded 0.60.

Descriptive Analysis

Table 3: Descriptive Analysis

Variables	Case	Frequency	Percent (%)
Gender	Man	34	21.0
	Woman	128	79.0
Age	18	1	0.6
	19	142	87.7
	≥ 20	19	11.7
Faculty	BM	78	48.1
	CS	14	8.6
	IM	51	31.5
	AM	19	11.7
Residence	City	68	42.0
	Rural	94	58.0
SPM result in History	A	48	29.6
	B	77	47.5
	C	36	22.2
	D	1	0.6

The table 3 above shows that most of the respondents were women with 79.0%, while the percentage of men was 21.0%. Most of the respondents aged 19 years with 87.7%. The percentage of respondents who age 20 and above was 11.7% and only 0.6% were 18 years old. In addition, the percentage of respondents from each faculty was 48.1% for BM faculty, 8.6% for CS faculty, 31.5% for IM faculty, and 11.7% for AM faculty. A total of 42.0% of the respondents lived in the city, while respondents who lived in rural areas was 58.0%. The percentage of respondents who earned A in SPM in History subject was 29.6%, followed by B with 47.5%, C was 22.2%, and only 0.6% obtained D in the subject.

Cronbach’s Alpha

Table 4: Cronbach’s Alpha

Variables	N	Cronbach’s Alpha
Internal Factors	9	0.883
External Factors	4	0.780
Perception	6	0.818

The acceptable value for Cronbach’s alpha as suggested by Nunnally et.al. (1994) is 0.60 and above. The table above shows the Cronbach’s alpha value for each variable exceeded 0.60.

One-way ANOVA

**Table 5: One-way ANOVA for Age
Ø Age**

		Sum of Squares	Degree of Freedom	Mean Square	F	Sig
Internal factors	Between Groups	0.357	2	0.179	0.706	0.495
	Within Group	40.214	159	0.253		
	Number	40.571	161			
External factors	Between Groups	0.171	2	0.086	0.289	0.749
	Within Group	47.179	159	0.297		
	Number	47.351	161			
Perception	Between Groups	0.138	2	0.069	0.300	0.741
	Within Group	36.556	159	0.230		
	Number	36.694	161			

For internal factors, the p-value was 0.495, which is greater than 0.05, therefore, there was no significant difference in the mean of internal factor and the age groups. For external factors, the p-value was 0.749, which is greater than 0.05. Therefore, there was no significant difference in the mean of external factors and age groups. For perception variable, a p-value of 0.741 was obtained, which is greater than 0.05. Therefore, there was no significant difference in the mean for perception and the age groups.

**Table 6: One-way ANOVA for Faculty
Ø Faculty**

		Sum of Squares	Degree of Freedom	Mean Square	F	Sig
Internal Factors	Between Groups	1.878	3	0.626	2.556	0.057
	Within Group	38.693	158	0.245		
	Number	40.571	161			
External Factors	Between Groups	1.311	3	0.437	1.500	0.217
	Within Group	46.040	158	0.291		
	Number	47.351	161			
Perception	Between Groups	3.091	3	1.030	4.844	0.003
	Within Group	33.603	158	0.213		
	Number	36.694	161			

For internal factors, the p-value was 0.057, which was greater than 0.05, therefore there was no significant difference in the mean of internal factors and the faculty groups. For external factors, a p-value of 0.217 was obtained, which is greater than 0.05. Therefore, there was no significant difference in the mean of external factors and faculty groups. On the other hand, for perception variable, a p-value of 0.003 was obtained, which was smaller than 0.05. Therefore, there was a significant difference in perception and faculty groups.

Table 7: One-way ANOVA for Result of the History subject in SPM

		Sum of Squares	Degree of Freedom	Mean Square	F	Sig
Internal Factors	Between Groups	0.343	3	0.114	0.449	0.718
	Within Group	40.228	158	0.255		
	Number	40.571	161			
External Factors	Between Groups	2.605	3	0.868	3.066	0.030
	Within Group	44.746	158	0.283		
	Number	47.351	161			
Perception	Between Groups	0.873	3	0.291	1,284	0282
	Within Group	35.821	158	0.227		
	Number	36.694	161			

For internal factors, the p-value obtained was 0.718, which is greater than 0.05, therefore there was no significant difference in the mean for internal factors and the SPM result in History group. For external factors, a significant p-value was obtained, which was 0.030, less than 0.05. Therefore, there was a significant difference in the mean of external factors and the SPM result in History group. For perception variable, a p-value of 0.282 was obtained, which is greater than 0.05. Therefore, there was no significant difference in the mean of perception and the SPM result in History group.

Correlation

Table 8: Correlation

Variables		Factor 1	Factor 2	Perception
Internal Factors	Pearson Correlation	1	0.326	0.006
	Sig (2-tailed)	.	0.000	0.940
	N	162	162	162
External Factors	Pearson Correlation	0.326	1	0.006
	Sig (2-tailed)	0.000	.	0.939
	N	162	162	162
Perception	Pearson Correlation	0.006	0.006	1
	Sig (2-tailed)	0.940	0.939	.
	N	162	162	162

There was a statistically significant correlation between internal factors and external factors as the p-value was less than 0.05. On the other hand, there was no statistically significant correlation between perception with internal factors and external factors as the p-values were more than 0.05.

Conclusion

The use of the glossary allows for the ability to improve memorization and understanding of the subject in Islamic civilization. Furthermore, it is easier for students to follow the course syllabus based on chapters covering the entire topics. The glossary method is an approach that makes it interesting for the students to learn the topics based on facts. In addition, from the use of glossary, it can improve the level of students' performance which may lead to 100% achievement of passing grade.

Acknowledgments

We would like to thank the Research Management Center (RMC), UiTM for allocating ARAS grant for us to present a paper under a research grant titled Instrument of Glossary as A Method for Improvement in The Learning of Islamic Thought and Civilization Among Semester Two Students at UiTM Kelantan (Reference Number/ Project Code 600-IRMI/FUNDS 5/3/ARAS (0113/2016)).

References

- Abdullah Ishak (1995). Pendidikan Islam dan Pengaruhnya di Malaysia (Kuala Lumpur: Dewan Bahasa dan Pustaka, 1995)
- Abdul Rahman Abdullah. 2007. Sejarah dan Tamadun Islam, Kedah: Pustaka Darussalam Sdn.Bhd.
- Ahmad Zaki Berahim@Ibrahimet al. 2009. Journal of Al-Tamadun. Kuala Lumpur: Universiti Malaysia
- Ahmad Fkrudin Mohamed Yusoff, Mohd Isa Hamzah, Wan Norina Wan Hamat, "Pembangunan Perisian Pengajaran dan Pembelajaran Multimedia Interaktif Pengurusan Jenazah Politeknik Malaysia," The Online Journal of Islamic Education July 2013, Vol. 2 Issue 2. 13.
- Andi Prastowo. (2011). Panduan Kreatif Membuat Bahan Ajar Inovatif. Yogyakarta: Diva Press

- Angell, J.R. (1906). *An Introductory Study of the Structure and Function of Human Conscious*, Third Edition, revised. New York: Henry Holt and Company: 122-140
- Clutterbuck, D. (1991). *Everyone needs a mentee*. 2nd• Edition. London: Institute of Personnel and Development (IPD).
- Diane S. Samsudin, Hanafi Atan, Saw Kim Guan, Koon'ong Dan 'Rozhan M: Idrus, (2003), *Kesan Pembelajaran Konstruktivisme Berasaskan Laman Web Kalangan pelajar-Fizik Universiti Sains Malaysia, Konvensyen Teknologi Pendidikan Ke-16 Dalam Pendidikan Dan Latihan: Trend Dan Lsu*.13-16 Jun 2003.
- Fairuzah Basriet al. 2008. *Tamadun Islam dan Tamadun Melayu: Perkembangan dan Isu Kontemporari*.Shah Alam: UPENA
- Jeffrey Froyd (2010), *Student-Centered Learning Addressing Faculty Questions about Studentcentered Learning* Nancy,Simpson Texas A&M University .
- Kamarul Azmi Jasmi, Ab. Halim Tamuri (2007), *Pendidikan Islam, Kaedah Pengajaran 7 Pembelajaran*, Malaysia: Penerbit UTM Press.
- Khairulhelmi Katip, Bazitah Abu Bakardan, Florence Fletcher Malia (2005), *Tinjauan Perlaksanaan Pembelajaran Berkumpulan Di Kalangan Pelajar Institusi PengajianTinggi Swasta (IPTS) Di Johor Bahru*. Seminar Pendidikan 2005, Fakulti Pendidikan UTM, 15 Oktober 2005
- Lelawati Abdul Hamid et al.1997.*Kecemerlangan Tamadun Islam*.ShahAlam: BIROTEKS
- MohamadAzhari Abu Bakar et al (2012), *Pemantapan Pengajaran dan Pembelajaran KursusTamadun Islam danTamadun Asia (TITAS): Kajian Tinjauan Persepsi Pelajar*, Universiti Malaysia Sarawak, MALAYSIA,Regional Conference on Cross Cultural Communication and National Integration 2012(RECCNI2012) * 19-21 June 2012 * Kuala Lumpur
- Mohd Nasir Ayubet al, 2011. *Pengenalan Tamadun&Pemikiran Islam Kontemporari*. Kedah: Percetakan Dikwang.
- Mohd Shauki Abd Majid.2006. *Wacana Ketamadunan Dalam Masyarakat Islam Hadhari*. Kuala Lumpur: Ibook Publication Sdn Bhd.
- Noriati A. Rashid, Boon Pong Ying dan Sharifah Fakhriah (2009), *Murid dan Alam*, Shah Alam: Oxford Fajar Sdn Bhd.
- Nor Azilah Ahmad, et.al., (2017) *Pembaharuan Teknik Pengajaran & Pembelajaran (P&P) Subjek Sejarah dan Tamadun Melalui Aplikasi Teknologi Kreatif Keperluan Masa Hadapan, Proceeding of International Conference of Empowering Islamic Civilization Research Institute for Islamic Product and Malay Civilization (INSPIRE)*, Universiti Sultan Zainal Abidin (UniSZA)
- Norseha Bt Baharom (hajjah) (2007), *Kamus Dewan Edisi Keempat*, Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Nik Mohd Rosdi Nik Ahmad &Nik Kamaliah Nik Abdullah. 2009. *Kenalilah Tamadun (Al-Hadharah)*. Shah Alam: UPENA
- Nur Hani bt Zamhuri SEPTEMBER (2003), *Penghasilan glosari subjek perakaunan kos di kalangan pelajar semester enam diploma akauntansi: satu tinjauan di politeknik sultan haji ahmad shah (polisas)*, Jabatan Pendidikan Teknik dan Vokasional Fakulti Teknologi Kejuruteraan Kolej Universiti Teknologi Tun Hussein Onn.
- Osman Bakar, Azizan Baharuddin & Zaid Ahmad (2009). *Modul PengajianTamadun Islam dan Tamadun Asia*.Kuala Lumpur, Malaysia: Penerbit UM (Universiti Malaya).
- Parloe, E. & Wray, M. (2000). *Coaching and mentoring*. London: Kogan Page.
- Profesor Madya Dr. Ishak Bin Baba '(2009), *keberkesanan pengajaran dan pembelajaran dan kaitannya terhadap prestasi akademik pelajar uthm, geran jangka pendek no. vot: 0486*, Universiti Tun Hussein Onn Malaysia.

- Ramawan Ab. Rahman & Zulkifli Dahalan, (2011). Pengantar Tamadun dan Sejarah Pemikiran Islam. Melaka: Alambaca Sdn Bhd.
- Reigeluth, C.M. & Carr-Chellman, A (2009). Instructional-design theories and models: building a common knowledge base vol III. New York: Taylor & Francis.
- Ramli Awang, Mohd Nasir Ripin & Zulkiflee Haron. 2010. Tamadun Islam dan Tamadun Asia. Skudai: Fakulti Tamadun UTM Skudai.
- Shaker Mustafa (2012). Mudahnya coaching & mentoring: kaedah transformasi berkesan, Minda dan sikap insan cemerlang. Kuala Lumpur: Inteam Publishing.
- Shahizan Hasan & Tsai Chen Chien (2004), Kemahiran Mentoring. DP Jilid 4. BU. 212004
- Siti Fatimah Tasiret al. 2014. Dinamika Pemikiran Tamadun Islam. Kelantan: Pustaka Aman Press Sdn Bhd.
- t.n (2018) *Maklumat Kursus Pemikiran dan Tamadun Islam (CTU151)*. Akademi Pengajian Islam Kontemporari, Selangor: Universiti Teknologi MARA.
- Zarina Muhammad (n. d.) (2007), Pelaksanaan kaedah student centered learning (SCL) dalam pengajaran & pembelajaran kursus Tamadun Islam, Tamadun Asia & kenegaraan Malaysia di UPM. *Jurnal Pengajian Umum Asia Tenggara*, 8.pp. 141-166. ISSN 1511-8393.