

Evaluation of The Arabic Text Reading Skills Model Based On The Integrated Dini Curriculum Inquiry Activity: A Fuzzy Delphi Approach

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Abstract

This study was conducted to evaluate the applicability of an Arabic text reading skills model based on the Integrated Dini Curriculum inquiry activities. This study uses a Design & Development Research (DDR) founded by Richey and Klein (2007). The development process of this model is based on Constructivism Theory (Vygotsky, 1978) and a combination of three models, namely the Inquiry Model (Alberta Learning, 2004), the Cognitive Model of Reading Comprehension (McKenna & Stahl, 2015), and the Interactive Reading Model (Rumelhart, 1997). This study involves three phases: analysis, design and development, and evaluation, but this article focuses on evaluation. The purpose study is to evaluate the Arabic text reading skills model based on inquiry activities using the Fuzzy Delphi approach involving eleven experts. The findings indicate a high consensus from the expert panel. In conclusion, this study produces a model of Arabic text reading skills based on inquiry activities to produce students who master the skills of reading Arabic text well. The study can also be used as a guide to help teachers plan more effective teaching and learning activities. The researcher suggested that the model of Arabic text reading skills based on this inquiry activity be detailed as modules in the future.

Keywords: Inquiry; Arabic Text; Reading Skills; Readability; The Integrated Dini Curriculum.

INTRODUCTION

Generally, according to (al-Zaiyat 1998) & (al-Hallaq 2010), there are five (5) basic principles in reading skills that affect the learning process and facilitation (PdPc), namely: 1) reading must be fluent, i.e., a good reader able to recognize words quickly and easily. Therefore, the process of identifying words should occur spontaneously rather than through emotion-based effort. If the reader focuses on the form or structure of the word, it results in a lack of focus on meaning. Therefore, the reader must master the encoding to understand the terms quickly and accurately. 2) Reading is a constructive process, i.e., the reader's ability to identify, produce, generate, or evaluate a text's meaning based on existing knowledge and experience. 3) Reading is a process of strategy, i.e., the ability of the reader to use appropriate reading strategies in each text situation and change their reading style based on the nature of the text, the purpose of the reading, and its complexity. 4) Reading requires motivation. That is, learning to read requires constant focus while reading, and it is not easy to maintain focus unless the reading text is relevant to the reader

or there is new information. And 5) reading is a lifelong continuous activity that is a constant skill that is improved through ongoing practice and practice. Reading skills are acquired gradually based on cognitive development and continuous training.

As highlighted in literacy studies, many factors cause students' reading skills to fail. Apart from the cognitive element, there are three other factors which are physical, environmental, and psychological (al-Zaiyat, 1998). In detail, among the mental features is the weakness in terms of understanding. The study found that the student's knowledge level of the text read was low or moderate. The survey reporting the overall readability achievement of third-year students in a higher education institution was only 70.63% which is lower than the minimum level (74%). Although the study focused on readability but argued that the concept of readability included the extent to which students understood the text and the ability to read at optimal speed. While the study summed up the main reason in determining the readability of students towards the fourth form of Higher Arabic (BAT) textbooks is the weakness of students in language skills, especially reading skills. The findings showed students' reading levels at the level of frustration (49%) (Arifin et al., 2013).

Further, the study's findings on form two students found that the level of understanding of Arabic reading was generally at a moderate and weak level of average percentage (48.5%). As well as the findings of the study of the reading level of high Arabic text found that the overall reading level was at (48.50%) which is at the level of frustration. Reading without understanding what is read is meaningless. For this reason, the skill of making interpretations and associating existing knowledge with the text read is essential for the reader to understand the text (Kamarulzaman Abdul Ghani et al., 2017; Nik Mohd Rahimi Nik Yusoff et al., 2016).

McKenna and Stahl (2015) highlighted the relationship between three factors and reading comprehension in reading comprehension design using the cognitive model. Word recognition, linguistic understanding, and strategic knowledge are the dimensions. Word identification is the ability to recognize words after they have gone through several processes, including fluency, coding, phonological recognition, and a rudimentary explanation. On the other hand, language comprehension encompasses vocabulary, prior knowledge, and understanding of sentence and phrase structure. As a result, knowledge of strategy denotes that the reader is aware of the reading approach and the objective of reading, whether specialized or broad. According to the findings of a study on the dimension of vocabulary, students must know between 4000 and 8000 foreign languages to improve their comprehension when reading texts (Laufer, 2010; Schmitt et al., 2011). Students at the lower levels must know at least 3000 words, while high-level students must know 8000 words (Masrai, 2019). Meanwhile, a survey of vocabulary proficiency conducted by local scholars found that students have a low level of proficiency (Aisah Hasmam et al., 2017; Nur Naimah Akmar Kamarudin & Harun Baharudin, 2017; Uraidah Abdul Wahab et al., 2021).

We have outlined the six processes of the Inquiry Model based on the Inquiry Learning Education (Alberta Learning Education, 2005; Chu Samuel et al., 2017). It is the primary stage of the process in which teachers inspire and arouse students' curiosity. Students are expected to understand the goals of inquiry-based learning and develop learning skills. Understanding the questions that students will investigate, finding the information they need, and passing the information on to other students is the first step in

learning. 2) The information-gathering phase is when a student thinks about utilizing previous information (scheme), seeks and collects new information that they have sought, picks the relevant information, and confirms the question. 3) The information processing phase occurs when the student concentrates on the studied topics, gathers and correlates data, selects essential data, and records the data. This stage is challenging because kids may get too little or too much knowledge, and they may have difficulty locating material that is either too simple or too deep for their cognitive abilities. 4) The information formation step involves students organizing, analyzing, and interpreting data. 5) The last phase is the information-sharing phase, which is sharing knowledge with other students. 6) The stage of evaluation. Students should be willing to accept other people's viewpoints at this point and be able to argue their ideas and outcomes intelligently.

In general, this study aimed to test and evaluate the applicability of a prototype of an Arabic text reading skills model based on inquiry activities among form two students of the KBD in Government Aided Religious Schools. The specific objective of this study is to determine expert consensus on the appropriateness of the sequence of activities already listed in the Arabic text reading skills model based on the KBD inquiry activities and the overall applicability of the model.

METHOD

This study uses the Fuzzy Delphi approach to achieve the objective, which is to obtain expert consensus on the appropriateness of the sequence of activities developed in the Arabic text reading skills model based on inquiry activities. In addition, the study also aims to obtain expert consensus on the feasibility of a prototype model of Arabic text reading skills based on inquiry activities. The Fuzzy Delphi Method combines the Delphi Technique and the Fuzzy Set theory (Murray et al., 1985). The Delphi technique was first introduced by Olaf Holmer and Norman Dalkey around the 50s, while the Fuzzy Set Theory was introduced by Lotfi Zadeh (Zadeh, 1965). The improvement of the Delphi technique causes the Fuzzy Delphi method to be a very effective measurement tool and able to solve problems that have no certainty in a study (Mohd Ridhuan Mohd Jamil et al., 2017). The rationale of the researchers to choose the Fuzzy Delphi method is because it can save time and cost in managing the questionnaire. The panel of experts can provide their views consistently other than to answer the research questions.

RESULTS AND DISCUSSION

Based (on Adler & Ziglio, 1996; Linstone & Turoff, 1975), the number of specialists ranges from 10 to 50. Thus, in the context of this study, the researcher selected and appointed a total of 11 experts in Arabic language pedagogy based on expert interpretation. (Berliner, 2004) stated that an individual is considered an expert when the individual has more than five years of experience in their field. Whereas (Manakandan et al., 2017) stated that a group of experts is defined as a group of experienced individuals. In addition, expert selection criteria were also made based on their voluntary consent to provide the commitment to this study. Expert criteria based on education level and teaching experience are explained in Table 1.

Table 1. Demographic Information of Experts.

Education Level	N	(%)
Bachelor	10	91

Master	1	9
PhD	0	
Other	0	

Table 2. The teaching experience Arabic subjects Azhari Curriculum or Integrated Secondary School Curriculum

Teaching Experience Arab Azhari/KBSM	B. N	(%)
Less than 4 years	0	0
5 years to 6 years	2	18
7 years to 8 years	1	9
More than 8 years	8	73

Based (on Adler & Ziglio, 1996; Linstone & Turoff, 1975), the number of specialists ranges from 10 to 50. Thus, in the context of this study, the researcher selected and appointed a total of 11 experts in Arabic language pedagogy based on expert interpretation. (Berliner, 2004) stated that an individual is considered an expert when the individual has more than five years of experience in their field. Whereas (Manakandan et al., 2017) stated that a group of experts is defined as a group of experienced individuals. In addition, expert selection criteria were also made based on their voluntary consent to provide the commitment to this study. Expert standards based on education level and teaching expertise implementation process of the Fuzzy Delphi method in this study began with the researcher compiling the activities in the form of questionnaires based on the literature review and expert consensus on the previous phase 2 analysis resulting from Modified Nominal Group Technique and Interpretive Structural Modeling. Next, the researchers contacted a group of other experts to obtain their consent to be involved in contributing their expertise and their commitment to expressing ideas, criticisms, and improvements. Finally, out of 14 experts contacted, only 11 said agreement, and the researcher sent a letter of appointment via email and WhatsApp.

Based on (Mohd Ridhuan Mohd Jamil et al., 2017), the data obtained were analyzed using Microsoft Excel software by following these steps: Step 1: Distribute the questionnaire using a 7 -linguistic point scale (Likert scale) to panels of experts and then translate it to the Fuzzy scale (Table 3).ience is explained in Table 1.

Table 1. Demographic Information of Experts. Table 3: Linguistic Scale 7 points

Linguistic Scale	Scale Level	Fuzzy Scale
1	Extremely Disagree	(0.0, 0.0, 0.1)
2	Strongly Disagree	(0.0, 0.1, 0.3)
3	Disagree	(0.1, 0.3, 0.5)
4	Moderately Agree	(0.3, 0.5, 0.7)
5	Agree	(0.5, 0.7, 0.9)
6	Strongly Agree	(0.7, 0.9, 1.0)
7	Extremely Agree	(0.9, 1.0, 1.0)

Step 2: Conversion linguistic scale values to Fuzzy scale (Table 3). It consists of the importance of m_1 , m_2 , and m_3 , where m_1 is the minimum value, m_2 represents the most reasonable value, and m_3 represents the maximum value.

Step 3: Threshold Value Data Analysis (d). Data analysis to obtain the value of threshold (d) is the first condition that must be complied with. Based on the formula for calculating

the value of the point (d), at this stage in the Fuzzy Delphi procedure is to find the value of threshold (d) where if the value obtained is less than or equal to 0.2, this means that the element is accepted. Vice versa, if the value of (d) is more significant than 0.2, the aspect is subtracted. Step 4: Data Analysis, Expert Consent Percentage. The process carried out at this stage is the second condition that the researcher must do to determine if an element is accepted or rejected. Typically, the minimum value of expert agreement percentage that must be reached is equal to or greater than 75% (Murry & Hammons 1995) & (Chu & Hwang 2008).

Step 5: Process Data Analysis (Defuzzification). Data analysis at this stage met the third requirement in the Fuzzy Delphi -based study. The Defuzzification process aims to obtain the value of the Fuzzy (A) score by using the A_{max} formula as explained in the previous sub-topic. Acceptance of an element that accepts expert consensus must be a Fuzzy score value (A) greater than or equal to the median value of 0.5. If the value of A is less than the value of 0.5, it means that the element is rejected. The value of α - cut is the median value between the Fuzzy numbers (0 and 1).

Table 4 shows that all 27 activity elements found in the prototype of the Arabic text reading skills model based on the KBD inquiry activity - with the three conditions of the Fuzzy Delphi method (Mohd Ridhuan Mohd Jamil & Nurulrabihah Mat Noh, 2020), namely: 1) threshold value (d) equal to or less than 0.2 ($d \leq 0.2$), 2) Expert agreement more significant than 75% ($> 75\%$); and 3) Fuzzy score value (A) equal to or greater than 0.5 (α - cut ≥ 0.5). The analysis proves that the expert panel's consensus accepts the appropriateness of the 27 activity sequences proposed in the prototype model of Arabic text reading skills based on the KBD inquiry activity.

No	Elements	Threshold value (d)	Percentage of Expert Group Agreement	Fuzzy Score	Expert Consensus
1	The teacher advises students to practice reciting the Quran with intonation in everyday life.	0.163	90.9%	0.891	accept
2	The teacher plans appropriate teaching and learning activities to improve their Arabic text reading skills based on learning objectives	0.100	90.9%	0.906	accept
3	The teacher chooses and arranges content according to the needs of the students.	0.110	100.0%	0.873	accept
4	The teacher provides learning materials.	0.089	100.00%	0.888	accept
5	The teacher identifies the needs of students to improve their Arabic text reading skills.	0.081	100.00%	0.845	accept
6	Students collaborate in the search for new information using the concepts of 5W and 1H (When, Why, Who, What, Where, and How).	0.163	90.91%	0.830	accept
7	The teacher guides students in the search for new information.	0.157	100.00%	0.842	accept
8	Students record the information obtained in the book.	0.161	90.91%	0.797	accept
9	The teacher discusses with students the information obtained.	0.139	100.00%	0.785	accept

10	Students collect new information learned	0.205	81.82%	0.788	accept
11	Students present new findings in small groups and then present them to all groups.	0.217	81.82%	0.767	accept
12	The teacher stimulates the student's mind through the corresponding induction set.	0.137	100.00%	0.824	accept
13	The teacher explains the learning objectives that need to be achieved to the students.	0.163	90.91%	0.830	accept
14	The teacher instructs students to form small groups.	0.108	100.00%	0.830	accept
15	The teacher sets the time given to each group.	0.125	100.00%	0.848	accept
16	All students participated in Arabic text reading activities to improve their reading skills.	0.154	90.91%	0.864	accept
17	The teacher conducts assessments to test the student's knowledge.	0.119	100.00%	0.882	accept
18	A student reads one verse of an Arabic text with a loud voice in a small group in turn.	0.171	90.91%	0.839	accept
19	A student reads Arabic texts in a loud voice involuntarily. Meanwhile, another student pays attention and checks the sound of Arabic text pronunciation.	0.110	90.91%	0.861	accept
20	The teacher performs observations professionally of the reading activities carried out by students in each group.	0.116	100.00%	0.839	accept
21	The teacher guides students to read Arabic texts with correct pronunciations and intonations	0.119	100.00%	0.882	accept
22	The teacher inquires students to compare the information obtained from their friends' presentations with the existing information.	0.190	90.91%	0.800	accept
23	Other students correct their friends' presentation errors.	0.203	81.82%	0.721	accept
24	The teacher affirms the results of student discussions to increase their confidence and motivation.	0.097	100.00%	0.897	accept
25	The teacher writes on the board the errors in pronunciation of letters, words, or intonations committed by students during reading activities in the group	0.154	90.91%	0.864	accept
26	A student volunteered to read a note of the errors on the board while the other students repeated the reading	0.251	81.82%	0.764	accept
27	Teacher and students record self-reflection after teaching and learning sessions.	0.134	81.82%	0.709	accept

Table 5: Expert Consensus on the Overall Applicability of the Model

Expert	Elements			
	1	2	3	4
1	0.0	0.0	0.0	0.0
2	0.1	0.1	0.0	0.0
3	0.0	0.0	0.0	0.1
4	0.0	0.0	0.0	0.0

5	0.0	0.0	0.0	0.0
6	0.0	0.1	0.0	0.1
7	0.1	0.1	0.2	0.2
8	0.1	0.1	0.2	0.2
9	0.1	0.0	0.0	0.2
10	0.0	0.0	0.0	0.1
11	0.0	0.2	0.0	0.1
The (d) Value of Each Element	0.11	0.12	0.07	0.13
Number of Elements $d \leq 0.2$	11	11	11	11
Percentage Of Each Element $d \leq 0.2$	100.0%	100.0%	100.0%	100.0%
Average of Fuzzy Number (Fuzzy Score)	0.80	0.81	0.83	0.85

Table 5 shows the consensus of the expert panel on the four elements in the overall assessment section of the Arabic text reading skills model based on the inquiry activities. For element 1, the threshold value (d) is 0.1, which is lower than the condition set in the Fuzzy Delphi approach (the threshold value (d) is equal to or less than 0.2). The findings from the expert agreement also show that element 1 gets 100% expert agreement. In addition, the results show that the value (A) is 0.80. Thus, element one has fulfilled all conditions for the validity of the Fuzzy Delphi method. The expert consensus was reached for element one, which means it was accepted.

Next, for element two, the threshold value (d) is 0.1, which is lower than the conditions set in the Fuzzy Delphi approach (threshold value (d) is equal to or less than 0.2). From the aspect of the expert agreement, the findings show that element 2 gets 100% expert agreement, while the third condition is that the value of Fuzzy score (A) is equal to or greater than 0.5 (α - cut ≥ 0.5) and the findings show that the value of (A) is 0.81. In conclusion, the expert consensus was reached for element two, which means it was accepted.

Whereas for element 3, the threshold value (d) is 0.0, which is lower than the conditions set in the Fuzzy Delphi approach (threshold value (d) is equal to or less than 0.2). From the aspect of the expert agreement, the study findings show that element 3 gets 100% expert agreement. The third condition is that the value of Fuzzy score (A) is equal to or greater than 0.5 (α - cut ≥ 0.5) and the findings show that the value of (A) is 0.83. In conclusion, the expert consensus was reached for element three, which means it was accepted.

Finally, for element four, the threshold value (d) is 0.1, which is lower than the conditions set in the Fuzzy Delphi approach (threshold value (d) is equal to or less than 0.2). From the aspect of the expert agreement, the study findings show that element 4 gets 100% expert agreement. Whereas the third condition is the value of Fuzzy score (A) equal to or greater than 0.5 (α - cut ≥ 0.5) and the findings show that the value of (A) is 0.85. The expert consensus was also reached for element four, which means it was accepted.

DISCUSSION

The prototype of the Arabic text reading skills model based on the inquisition activities of the KBD consists of 27 elements of training based on three models, namely the Inquiry Model, the Cognitive Model of Reading Comprehension, and the Interactive

Reading Model. The prototype has also undergone an assessment and usability phase by experts using the *Fuzzy Delphi* approach. In this regard, the experts agreed to receive the KBD model prototype. According to (Saedah Siraj et al., 2020), a prototype should undergo testing before it can be called a model.

The findings of the study also pointed out that the Arabic text reading skills model based on the inquiry activities of the KBD is required by every Arabic teacher in training students in reading skills. The uniqueness of the Arabic text reading skills model based on the inquisition activities of the KBD compared to the existing reading skills model is that there is an element of practice in reciting the Quran. The aspect of practicing reciting the Quran is a crucial element (*driving power*) in this model. This element clearly shows that the practice of reciting the Quran can improve the reading skills of Arabic texts among students. The verse further strengthens this view in the Holy Quran in Surah al-‘Alaq (96:1-3):

“(1) Recite in the name of your Lord who created. (2) Created man from a clinging substance. (3) Recite, and your Lord is the Most Generous”¹

In interpreting this verse, (al-Zuhaili), 1991 states that Allah s.w.t commands Muslims to learn reading and writing. The use of the word (اقرأ) twice in the same surah illustrates the importance of reading. Meanwhile, (al-Qurtubi, 2006) interprets verse 3 of surah al-‘Alaq as:

“read O Muhammad s.a.w. in the name of Allah s.w.t who helps you and understands you even if you cannot read.”

Therefore, the critical points from the study are: 1) Teachers need to understand that the success of a student in reading skills is with the permission of Allah s.w.t.; 2) Teachers should always advise the students that reading is the basis of knowledge, and it should be practiced regularly. This opinion is in line with (Yusuf Marwan 2008); (al-Hallaq 2010); (‘Isani 2012); (Mohd Ridhuan Jusoh 2018); (Mohd Hazli Yah @ Alias et al. 2019); and (Muhammad Arif Hidayat, 2017). 3) A person's appreciation of the Holy Quran will relate to a person's noble morals. This opinion is commensurate with the idea that the effect of reciting the Quran has changed an individual's character for the better, and 4) Seek knowledge (of the world and the hereafter) because knowledge will preserve its owner.

In addition, many hadiths of the Prophet Muhammad s.a.w. tell about the advantages of reciting the Quran, including a hadith (al-Naisaburi, 2014) from Abi Umamah r.a, stating that he heard the Prophet Muhammad s.a.w. said:

“Read the Quran. Indeed, on the Day of Resurrection, the Quran will intercede for its readers.” (Muslim)

Apart from the Quran factor, the uniqueness of the Arabic text reading skills model based on the inquisition activities of the KBD applies to inquest activities in the PdPc. This is in line with Malaysia's Ministry of Education's recommendation that the PdPc should be more centered on students and teachers only act as facilitators (Ministry of Education Malaysia 2013) and (Curriculum Development Division 2014) If we refer to education in the west, the inquest approach has long been applied in their education system (Ness 2016)(Bruce & Davidson 1996).

CONCLUSION

PdPc that applies the inquiry approach is in line with a 21st-century education. In general, 21st-century education refers to the skills that need to be used in the PDPC, including working in a diverse environment, communication, critical thinking, leadership, problem-solving, decision-making, and group work. Meanwhile, to achieve these skills, teachers must create cooperative learning, democratic classrooms, and motivation (Rohani Arbaa et al., 2017). This view is also in line with (Ainun Rahmah Iberahim et al., 2017) to face the challenges of the 21st century, students need to be equipped with basic skills in education, including the ability to communicate, master multiple languages, think critically, and be innovative. Success in getting 21st-century skills should begin with applying 21st Century skills constructs in the PdPc.

In conclusion, the model of Arabic text reading skills based on the KBD inquiry activities is unique with the application of elements of al-Quran reading practice activities and inquiries. This study aims to confirm expert consensus on the prototype of the Arabic text reading skills model based on inquiry activities among form two students of the KBD in Government Aided Religious Schools. The study's findings showed that all expert panels accepted all elements of the proposed activities of the model prototype.

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