

Perception of Students of Polytechnic Sultan Idris Shah, Selangor, Towards the Application of Learning Module

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Abstract

The modular learning method is essential for helping students reinforce their understanding and to enhance excellence. To demonstrate the actual impact of the module on the students' learning, it is necessary to evaluate the students' impressions and perceptions of the created module. This study aims to determine how students in the second semester of the Introduction to Islamic Law (KPPI) course at Polytechnic Sultan Idris Shah perceive the application of learning module. The constructs tested in this study are learning module evaluation, learning module function and students' acceptance. The study design is descriptive by applying a quantitative approach through the questionnaire (survey instruments). From a pilot study of 30 students, the Cronbach's alpha reliability value received was 0.973. This study applied SPSS 26.0 software to analyze data in the form of frequency, mean, percentage, and standard deviation. Respondents consisted of 70 second semester students who took KPPI. Collectively, the research findings demonstrated that the mean and standard deviation of the module evaluation construct, module function and students' acceptance were high. This proves that the KPPI learning module assists students in enhancing their comprehension, generating interest, and displaying positive acceptance. The research findings also prove that the application of learning module is still the main choice as a learning aid in

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creating a learning environment conducive to excellence.

Keywords: learning module, evaluation, acceptance

Introduction

In 2018, Curriculum Division of the Department of Polytechnic and Community College Education, Malaysia (JPPKK) began offering an Introduction to Islamic Law (KPPI) course to Islamic Banking Diploma students from the Department of Commerce, Polytechnic Malaysia. For students enrolled in the Department of Commerce's Islamic Banking Program, passing this course is a requirement for graduation.

The Department of General Studies (JPA) at Polytechnic Sultan Idris Shah has taken the initiative to provide specific learning module as the primary reference source for lecturers and students in an effort to synchronize teaching and learning in the lecture room. This study was conducted to find out the students' perception of the KPPI module that has been prepared. In addition, it aims to identify issues with the application of the KPPI module and evaluate the elements that aid students in comprehending the KPPI's material.

Literature review

Module is the main material in teaching and learning (Sharifah Alwiah, 1981). This is supported by many researchers such as Aslindawati et al., (2021), Rohaya et al., (2021), Ahmad Tamizi et al., (2020), Nooraihan et al., (2020), Sjahrony et al., (2017). In addition to producing module, the researchers focused on producing high-quality modules (Radin Muhd Imaduddin et al., 2020). This is due to the fact that high-quality modules have the potential to bring about positive impacts such as; (1) increasing the frequency of its application by students (Abdul Rasid & Hasmah, 2013), (2) increasing the level of students' knowledge (Aslindawati et al., 2021), (3) resolving issues associated with tedious, tough, and uninteresting subjects for students (Lau et al., 2020), and (4) assist and encourage students to comprehend the content (Nik Hassan et al., 2016).

59 Perception of Students of Polytechnic Sultan Idris Shah, Selan-gor, To-wards the Application of Learning Module.

The Scope of Research

This study was conducted at Polytechnic Sultan Idris Shah, Sabak Bernam, Selangor. Respondents consisted of all second semester students who had taken KPPI. They consisted of 29 male and 51 female students who pursued the Islamic Banking Diploma program from the Department of Commerce.

Research Methodology

This study employs a questionnaire (survey instrument) as a means of data collection. This is driven by a factor because it is compatible with the objective of the study to obtain accurate and complete information. In addition, this methodology is optimal for achieving the objectives of study and assisting respondents with their evaluations. Using *Cronbach's Alpha* value interpretation, a pilot study was conducted prior to the study to determine the reliability and validity of each questionnaire item. As a result, the reliability value was found to be 0.973. The sample size of this pilot study exceeded 10% of the actual study sample and mirrored the characteristics of the population to be tested. It is backed by Mohd Najib's perspective, (1998). A *Cronbach's Alpha* value close to one also indicates that reliability is high, good, and effective (Mohd Najib, 1998).

The research instrument consists of four parts namely; (1) respondent demographics, (2) module evaluation constructs, (3) module function constructs, and (4) students' acceptance constructs. These three variables are evaluated based on a five (5) point Likert scale ranging from (1) Strongly Disagree to (5) Strongly Agree. The analysis method applied is descriptive analysis, which employed frequency, percentage, mean, and standard deviation. All data were processed using SPSS 26.0 software. The level of these variables were measured according to the mean score interpretation range based on Rosnah et al., (2014) modified from Nunally, (1978) as shown in Table 1

Table 1: Interpretation of Means and Levels

MEAN SCORE	LEVEL
3.80 – 5.00	High
2.50 – 3.79	Moderate

1.00 – 2.49	Low
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Research Findings

Learning Module Evaluation Level of the Introduction to Islamic Law Course

Based on Table 2, the KPPI learning module evaluation level (M=4.60, SD=0.514) was at a high level. Therefore, it can be inferred that students support the application of KPPI learning module in the educational process.

Table 2: KPPI Module Evaluation Level

Construct	N	Mean (M)	Standard Deviation (SD)	Level
Module evaluation	70	4.60	0.514	High

Table 3 : Descriptive Analysis of KPPI Module Evaluation Level

Statement	Mean	SD
I dislike tedious modules.	4.69	.468
I agree this module is informative	4.67	.531
I agree this module is a useful learning resource	4.66	.535
I agree the learning module is visually engaging and appealing.	4.64	.539
I don't mind paying a little extra for this module if it helps me in my study	4.66	.535
The learning module can be regarded as a reference for the subject	4.66	.535
The learning module is solely used in class as a reference.	4.64	.539
Total	4.60	.514

KPPI Module Function Level

Based on Table 4, the KPPI module *(M=3.72, SD=0.784) was at a high level. It can be concluded that this module is highly beneficial for students to comprehend the course.

61 Perception of Students of Polytechnic Sultan Idris Shah, Selan-gor, Towards the Application of Learning Module.

Table 4: KPPI Learning Module Function level

Construct	N	Mean (<i>M</i>)	Standard Deviation (SD)	Level
Module function	70	3.72	0.784	High

Table 5: Descriptive Analysis of the KPPI Module Function Level

Statement	Me an	SD
I need more references to back up the textbooks I'm using.	3.70	.823
The units in the textbook should be compiled accordingly based on the chapters covered in class	3.71	.819
The learning module contains precise and lucid information.	3.71	.819
The documentation included in the learning module is useful	3.73	.833
The content of learning module is periodically updated.	3.74	.846
Total	3.72	.784

Students' Acceptance Level of the KPPI Learning Module

Based on Table 6, students' acceptance level towards the Introduction to Islamic Law course learning module ($M=4.17$, $SD=0.509$) was at a high level. Thus, it can be inferred that students have a highly positive attitude about this learning module as a tool for enhancing comprehension in this course.

Table 6: Students' Acceptance Level of the KPPI Module

Construct	N	Mean (<i>M</i>)	Standard Deviation (SD)	Level
Students' acceptance	70	4.17	0.509	High

Table 7: Descriptive Analysis of Students' Acceptance Level of the KPPI Module

Statement	Mean	SD
Learning in this legislative course broadens my horizons in a positive way.	4.17	.510
Learning in this course helped me become more sensitive to the history of Islamic law.	4.17	.510
This course helped me to be more confident when dealing with matters pertaining to the history of Islamic law.	4.17	.510
Total	4.17	.509

Discussion And Summary

Based on the research findings, the highest mean score indicated that respondents chose to agree with the statement *"I agree that this module is informative"* (4.67). This finding is supported by the study of Ahmad Tamizi et al., (2020) which states four advantages of using modules in education, namely the assurance of teaching effectiveness due to the modules are thoroughly constructed, in addition to the lesson content being planned and organized in accordance to educational theories and models. Teaching and learning are more efficacious since researchers have demonstrated the effectiveness of modules in their studies. As a result, the application of modules enables teachers and students to attain goals more quickly and efficiently in a relatively short amount of time, as well as master multiple subject units in a modular manner.

While the lowest mean score on the statement *"The learning module is solely used in class as a reference"* with a mean value of 4.64. This finding is consistent with Sharifah Alwiah's research findings (1981), which claim that the module has six advantages, one of which is teaching students who are unable to attend class. The needs of learners inside and outside of the class must be fulfilled through high-quality modules.

In addition, in terms of the module function, the highest mean score indicated that respondents agreed with the statement *"The content of learning module is periodically updated."* (3.74). This is consistent with the research findings by Lau et al., (2020), which states that good quality module is a module that is regularly updated.

63 Perception of Students of Polytechnic Sultan Idris Shah, Selan-gor, Towards the Application of Learning Module.

Furthermore, all the mean scores for the students' acceptance construct were high. Respondents chose to agree with the statements "*Learning in this legislative course broadens my horizons in a positive way.*", "*Learning in this course helped me to be more sensitive to the history of Islamic law*" and "*This course helped me to be more confident when dealing with matters pertaining to the history of Islamic law.*" with a mean value of 4.17. Thus, it can be concluded that students very much appreciate this learning module as a tool to enhance their comprehension of this course.

In conclusion, the application of learning module is the main choice as a learning aid and has the potential to create a conducive learning environment.

Conclusion

This study has succeeded in achieving its objective of determining how students perceive the KKPI module. The research findings are consistent with previous research, which revealed that a good quality module should drive students to comprehend the content, increase the frequency with which they apply it, and expand their level of knowledge. It should also resolve issues related to tedious subjects. Although respondents' acceptance of this module is high, continuous improvement and upgrading processes are still required.

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Conflict Of Interests

The authors declare no competing interests such as financial or personal relationship, regarding the writing of this article.

Authors' Contributions

The authors designed the study and gathered the literature and wrote the article.

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65 Perception of Students of Polytechnic Sultan Idris Shah, Selan-gor, Towards the Application of Learning Module.

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