

Collaborative Learning in the teaching of Usul Fiqh (Islamic Jurisprudence) at the Pre-University Level in Brunei Darussalam

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Abstract

This research was conducted to analyse the effectiveness of Collaborative technique in the teaching and learning of Usul Fiqh (UF). The main aim of this study was to find out the differences in achievement levels of the experimented groups that had been taught using the Collaborative technique and the achievement levels of the controlled group (taught using the conventional approach). Also, this study aimed to analyse the attitudes of students towards the learning of UF; before and after the intervention, the views and perceptions of the students towards collaborative technique as well as the problem faced during the collaborative intervention. The study used quasi-experimental method of research by applying post-test design. A total of 42 students from one of the Form Six centres in Brunei was chosen. The analysis showed that there was significant difference between the two groups whereby the experimented group achieved significantly higher results compared to controlled group. Furthermore, this study also show the attitude of the students towards the learning of UF after the induction of the Collaborative technique was not much different when compared to their attitudes before Collaborative was introduced. Finally, analysis of data showed that the students had slight problems in following the learning of UF using Collaborative Approach, with mean value of 3.51.

Keywords: Collaborative techniques, experimental, secondary school, Brunei

1. Introduction

The education system in Brunei Darussalam has experienced a transformation in order to meet the objectives set in the nation's vision 2035. Among the objectives are to provide educated people, highly skilled and able to bring the education system to a world class level. In line with this, it is therefore very important to produce quality teachers because the teachers are the ones who will educate and structure the new generation through the knowledge given. Teachers can be considered as the changing agents who are given the responsibilities to make the nation's aspirations and vision to reality.

In the speech of His Majesty, Sultan and Yang Dipertuan, in commemorating the 21st celebration for Teachers' Day, he mentioned that in any situation, teachers are expected to bring changes, from being illiterate to literate as well as from 'not knowledgeable' to someone with knowledge. In terms of education, it is obvious that the learning process should be conducive with complete facilities provided in order for the students to think actively, able to work with others, with principles and self-learning. According to Tan (2004), the pedagogy today is to give opportunity to students to the

way of 'thinking visible'.

2. Statement of Problem

Usul Fiqh or Islamic Jurisprudence is one of the subjects offered in the Sixth Form Centres in Brunei Darussalam. It is a popular subject among the students because from year to year, there is an increase in enrolment, for instance in 2009, there were 406 students enrolled in this subject; in 2010 there were 330 students and in 2011, there were 459 takers. Although the percentages of takers increases but still the number of passers is still at the unsatisfactory level (See Table 1).

Table 1. Students' achievement in the subject of Syari'ah for BGCE A'Level

Year	Students enrolled	Grade A-C (%)	Grade D-E (%)	Failures (%)
2007	401	60.85	31.17	7.98
2008	398	56.53	33.67	9.8
2009	406	69.95	21.68	8.37
2010	330	60.9	28.8	10.3
2011	459	58.82	28.54	12.63

Source: Department of Examination, Ministry of Education, Brunei (2012)

From the table, it can be seen that the percentages of students getting grades D and E increased from 2009 to 2011 and the number of failures too, are in the high range. According to Hassan Langgulung (1981), one of the pedagogical aspects which need to be looked into is the teaching-learning approach. Application of various teaching methods and activities may produce effective teaching strategies. This is supported by Juriah (1990) and Nawi and Ramlan (2014) where among reasons why students are demotivated in class is due to the teaching patterns of the teachers which are boring and not creative.

In relation to this, according to Rose Dee (2009), most of the teachers in Brunei Darussalam who are teaching Syari'ah, the popular approaches used in their lessons are lecture, talk and verbal explanation only. This implies that most of the teachers prefer to use the conventional way of teaching. Hence, this study is aimed to investigate the effectiveness of using Collaborative Approach in teaching which is simultaneously parallel to the needs of SPN21.

3. Conceptual Framework

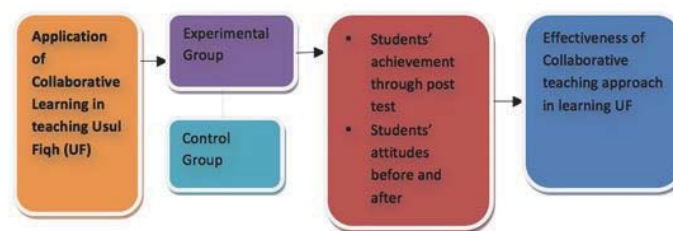


Figure 1. Research Conceptual Framework

The conceptual framework shows that the Collaborative Learning is applied on the experimental group. As a result, from the treatment given, comparison is done in terms of students' achievement in the experimental group before and after treatment as well as the achievement of the students in the control group (taught using the conventional approach) are observed through the post-test given.

4. Research Objectives

This research is underpinned by the following objectives , namely:

- To identify the effectiveness of Collaborative Approach in students' achievement compared to Conventional Approach ;
- To identify the effectiveness of Collaborative Approach with regard to students' attitudes compared to the Conventional Approach;
- To assess students' perception towards the usage of Collaborative Approach in teaching Usul Fiqh (UF); and
- To identify the problems faced by students towards the application of Collaborative Approach in teaching UF.

5. Research Methods

This study is a quasi-experimental study which aims to look at the effectiveness of Collaborative Learning in teaching UF for the pre-university students. Samples involved were students who have been identified earlier whereby according to Wiersma (1995), when intact group of subjects are used in an experiment, it is called as quasi-experiment.

Two classes were involved where the students were divided into two groups, A & B. Students in Group A were given treatment, where Collaborative Learning was used in their lessons, whereby, Group B was not given any treatment, that is, teacher used conventional approach in the lessons. Written test was also used to assess the effectiveness of both approaches used.

This study used two instruments namely written test and questionnaire. The written test was used as post-test (given after treatment). The test was given 6 weeks after treatment and a topic in the syllabus was selected. In this case, students in Group A were given the treatment and after 6 weeks they were given a written test to see the effectiveness of Collaborative Learning in their lessons. Effectiveness can be seen from the scores obtained in the test.

In the written test, 4 questions were given where students were asked to answer 3 out of 4. Each question carries 20 marks. Marking scheme was based on the standards set for the BGCE A'Level exam. Questionnaire was used because of its practicality and it allows respondents to give their feedbacks. The items in the questionnaire are also used to identify students' perceptions towards the practice of Collaborative Learning.

This study involved 42 pre-university students and they were divided into two groups, as mentioned earlier (21 students for each group). Respondents are assumed to have different level of academic achievement.

Table 2. Respondents of the study

Group A			Group B		
Male	Female	Total	Male	Female	Total
6	15	21	6	15	21

6. Results

6.1 Significant Difference Between the Collaborative Approach & Conventional Approach In Terms Of Students' Achievement in Learning Usul Fiqh

Results showed that there is a significant difference between the 2 groups (Group A & B) whereby the mean values for Group A is 39.4 and Group B is 22.4. This indicates that students in Group A performed better and have higher marks compared to students in Group B.

Table 3. Mean, Standard Deviation and t-test for Students' achievement in Post test

Group	N (f)	Mean	S.D	t value	P < 0.05
Experiment (A)	21	39.4	10.73	4.30	0.00
Control (B)	21	22.4	11.81		

S.D = Standard Deviation

6.2 Significant Difference In Students' Attitude In Learning Usul Fiqh Before & After Treatment

Data shows that there is a significant difference in students attitudes ($p < 0.00$), that is, the students' attitudes when given conventional treatment shows a higher value compared to students who were given the treatment of Collaborative Learning. There is also a reduction in the mean values before and after treatment, that is, before treatment was given,

mean value was 3.20 and after treatment, mean value = 3.24.

Table 4. Mean, Standard Deviation and t-test for students' attitudes before and after treatment

Group	N (f)	Mean	S.D	t value	P < 0.05
Experiment (A)	21	3.30	0.39	38.72	0.00
Control (B)	21	3.24	0.45	32.58	

S.D = Standart Deviation

6.3 Students' Perceptions Towards The Application of Collaborative Approach In Learning Usul Fiqh

Data was analysed descriptively and it was found that overall, the students have positive perceptions towards Collaborative Approach with a mean value of 3.76 (see table 5). Their perceptions are divided into 4 aspects namely attitude, knowledge, skills and value, and learning. From the table, the knowledge dimension (see table 6) shows the highest mean value (mean = 3.96), followed by skills and values (mean = 3.86). For conclusion, students agreed that Collaborative Approach is able to improve their understanding and their memorization skills especially in learning Usul Fiqh and they too recommended that this approach be taught and applied to students at secondary levels for all subjects taught.

Table 5. Mean values for Students' perceptions (Attitude, Knowledge, Skills and Values, Learning) towards the usage of Collaborative Approach

Perceptions	Mean Values	Standart Deviation
Attitude	3.56	0.87
Knowledge	3.96	0.71
Skills and Values	3.86	0.48
Learning	3.66	0.69
Total	3.76	0.56

Table 6. Percentages regarding the knowledge of students on Collaborative Approach

Items	1	2	3	4	5	Mean
Through CA, I can improve my understanding in learning UF	0	19%	4.7%	38.1%	38.1%	3.95
CA challenges my ability and my knowledge	0	4.7%	9.5%	42.8%	42.8%	4.24
CA allows me to use my previous experience and knowledge in problem solving	0	4.7%	19%	52.3%	23.8%	3.95
Through CA, knowledge and information obtained stay in my memory for a longer period	0	23.8%	14.2%	23.8%	38.1%	3.76
Through CA, I gain more new information or knowledge from friends	0	9.5%	19%	42.8%	28.5%	3.9

Note : CA = Collaborative Approach

UF = Usul Fiqh

6.4 Problems Faced by Students During The Application of Collaborative Approach In Teaching Usul Fiqh

From Table 7, it can be seen that on the whole, the level of problems faced by the students regarding the usage of Collaborative Approach is at the moderate level (mean = 3.53). It is also found that the highest dimension of problem faced is related to time and nature of tasks, second comes the problem with regard to facilities and dimensions related to 'self, peers and parents' has the lowest mean.

With regard to time and nature of tasks, the students strongly agreed that they are burdened with school tasks of other subjects which made them passive and less creative; having difficulties in organizing time to do discussion with peers or classmates and limited time avail in implementing the Collaborative Approach in learning.

Table 7. Mean Values for Types of Problems faced by students during the implementation of Collaborative Approach

Types of Problems	Mean	Standart Deviation
Facilities	3.48	0.73
Self, Peers and Parents	3.11	0.77
Time and Tasks	3.96	0.70
Total	3.53	0.46

7. Discussion

This study shows that there is a significant difference in students' attitude with regard to learning UF using Collaborative Approach. Nevertheless, the Collaborative Approach is seen by the students as a positive approach whereby, at least this gives an indication that with positive attitudes may result high effort from the students which consequently they will work harder in order to achieve better compared to students with negative attitudes. According to Chooi (1998), effort and interest, if combined may produce good results from the students.

The students too, show positive perception towards Collaborative Approach. This result supports research done by Noraziah (2007), where in the research, the researcher confirmed that Collaborative Approach in learning may result to various types of positive attitude which ultimately produce good academic achievement. Collaborative Approach encourages students to use their existing knowledge in order to solve problems. Apart from that, Collaborative Approach can also motivate students to 'learn how to learn' as well as to be a more efficient and independent students.

Undoubtedly, students do face problems during the application of collaborative Approach in their lessons. Majority of the students agreed that given a chance to overcome these problems, given good teaching materials as well as good facilities, would help them to improve their learning. In addition, factors like peers and parents do give impact on their academic achievement. This study supported a study done by Ching et.al (1990) where majority of the students in that study voiced out the needs of having good teaching materials and facilities for them to get good results. The right circles of friends and role of parents do give great impact on the students' performance (Kamaruddin, 1989; Taha 1981).

8. Conclusion

This study proved that cultivating Collaborative Approach in learning UF can aid in increasing students' quality of learning. On the other hand, the conventional approach too, gives good impact on students' learning even though the results may not be as good as when Collaborative Approach is used. Collaborative Approach is also seen suitable and relevant to be used in teaching UF and can help students to be more positive and can help them in their problem based solving skills.

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