Analysis of the Needs for Developing Tafsir Learning Applications in the Subject of Usuludin for Grades 4 And 5

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Abstract
Difficulty in understanding and learning Tafsir presents a constraint for students, compounded by the fact that the learning content is in Arabic. This study was conducted to analyze the needs for educational media learning applications for Tafsir in Usuluddin. It focuses on the teaching and learning process of Usuluddin in schools, which requires improvements and updates to align with advancements in education and technology. The reliance on conventional methods or books alone as the primary basis for teaching is found to be less engaging for students, making it harder for them to master the subject. The SPM results show that the Average Subject Grade (GPMP) at the national level remains moderate: 4.17 for 2021 and 3.77 for 2022. Although there was an increase in GPMP in 2022, the achievement in the Usuluddin subject is still considered to be at moderate level. This indicates the need for a paradigm shift and a cohesive effort to diversify approaches in the teaching and learning process of Usuluddin. The study was conducted qualitatively using semi-structured interviews. The findings show that there is a need to develop learning applications for Tafsir in Usuluddin, as well as identifying the key elements necessary for the development of such applications.This study highlights the importance of creating educational media applications as Teaching Aid Materials (BBM) based on technological design, to support the continuity of an effective teaching and learning process and to increase the interest of all parties in understanding and appreciating the subject of Usuludin in everyday life.
Keywords: Usuluddin, Needs, Development, Aplications

Introductions
The Early Childhood Integrated Curriculum (ECIC) is started in 2015 and studies on the implementation of ECIC are not yet as extensive as studies on other subjects. The Usuluddin subject is one of the main subjects in the implementation of ECIC in government-aided religious schools (SABK) which includes subjects (Usuluddin, Syariah, Lughah Arabiah Al-

Muassirah, Manahij and Adab Wal Balaghah). ECIC is a new curriculum developed and implemented to achieve the government's goal of producing balanced individuals in terms of physical, spiritual, intellectual and social aspects.

The new norm educational environment requires teachers to adapt information and communication technology in PdP. In the meantime, the world of education has been influenced by the existence of the Industrial Revolution (IR) 4.0 which emphasizes human ability to interact with advanced technology. According to Widana (2020) that digital skills are seen to have a significant relationship with Higher Order Thinking Skills (HOTS). The justification is the teaching and learning process that uses ICT elements based on learning theory and multimedia theory will facilitate a more organized and planned teaching process according to the content in the learning syllabus

Based on the scenario, teacher need to help the students by developing their potential and mastery not only of revelation (religious) knowledge but also of technological skills. Muhammad Saiful Haq & Wong Seng Yue (2022), technology can play a role in increasing student productivity by helping students to collaborate and exchange ideas and views among themselves. Technological advances can stimulate more effective learning and provide a dimension of self-learning.

Therefore, this study aims to examine the needs for developing of tafsir learning applications for the Usuluddin subject involving students in forms 4 and 5. This study used design study (Development Design Research-DDR) in order to develop the module of practice. The objectives of this study are to analyze the needs for the development of learning applications in the Usuluddin subject, identify the needs of students and teachers for tafsir learning applications and the level of mastery in the Usuluddin subject in Government-aided Religious Schools as well as the technology and multimedia elements needed in the development of learning applications.

Literature Review
The Implementation of the Teaching
The research about content for subjects under the Integrated Curriculum is in Arabic which includes textbooks, exercise books and student activity modules. This implementation requires determination and strong capabilities so that the intention of implementing the KBD can be realized. According to Kamarulzaman Abd Ghani (2020), the most factor that led the failure to implement the religious curriculum through the medium of Arabic in Malaysia before is beause the absence of clear concepts and methods that are suitable for the school environment and the needs of the formulated curriculum.

Apart from teaching and teaching materials in Arabic, the Ministry of Education of Malaysia (KPM) issued a Special Circular Letter Number 8 2023 informing about the Guidelines for the Implementation of the Integrated Early Upper Secondary Curriculum and the Early Sixth Form Curriculum with the new name KBD MATED.

This shows that there have been major changes to the content of the KBD curriculum with KBD MATED as a result of the Academic and Cultural Understanding Agreement between the Government of Malaysia developed by the KPM and the University of Al-Azhar As-Syarif, Egypt

This scenario requires that students study the Maahad al-Bu'uth al Islamiah Curriculum before sitting for the STAM examination. Therefore, this major change in the KBD curriculum involves all parties including teachers and students. All SABK students will experience the process of implementing this MATED KBD even if they are not sure if they will take the STAM examination. In fact, the challenge is increasing for teachers and students to accept the changes and immerse themselves in the curriculum content quickly so that the implementation to students can be conveyed well and accurately.

The Element of Technology in Teaching and Learning
The function and role of teachers should change along with the elements of Information and Communication Technology (ICT) skills that are emphasized in the standard and assessment document (DSKP) for RBT subjects. 21st century learning (PAK-21) introduced in the education system in Malaysia also emphasizes the elements of information and communication technology (DSKP Semakan, 2017).

Other than that based on the research by Chee & Rosli (2020) found that by emphasizing on information technology elements includes the effectiveness of teachers in using information and communication technology to implement more effective and quality teaching and learning.This situation is a pressing factor for teachers to improve their potential and skills in various aspects. The scope could be huge, not just in the Arabic aspect, but also can be develop into integration of media technology to be used as a learning medium to facilitate the delivery of new teaching content or curriculum. Fadzliyah Hashim et al. (2020) stated that educators need to strive to improve skills and mastery of ICT knowledge to a more effective level. Changes in digital technology in the field of education have upgraded technology facilities in educational institutions in Malaysia. Indirectly giving space to teachers to make improvements in mastering technology knowledge and thus facilitating the PdP process.

The implication of the use of ICT giving impact on student development. This is because students cannot maximize their learning by getting to know new things with exploration to the outside world and the latest digital materials. According to Che Ibrahim et al. (2021) stated Fauziah Hashim (2002) has explained that students' cognitive level will not develop and be creative if teaching aids only rely on textbooks due to the lack of materials and the latest learning resources to build knowledge. Basically, if students learn new content, they should relate it to their knowledge, skills and attitudes. According to Hanifah Mahat et al. (2020), changes in teaching and learning strategies in teaching aids are an important step towards effective information dissemination. Nur Aisyah Kamaluddin & Hazrati Husnin (2022), the use of ICT can have a positive effect on the relationship between teachers and students, and students with students. The use of technology in combination with good content quality, teaching design and interesting pedagogy can improve the educational and teaching process and have a positive effect on the educational system adapted to technological progress.

According to Noradilah et al. (2020), teachers in Malaysia need to encourage themselves to learn modern tools as well as knowledge and skills in the field of science and technology to face the challenges of the Industrial Revolution 4.0. The use of ICT can create more realistic, interactive, interesting, and effective virtual learning environment. Therefore, the integration of ICT in the Teaching and Learning (T&L) process is very relevant and needed in today's education to produce a knowledgeable and ICT-literate generation. This is also discussed by

Munirah and Kamariah (2022) that the challenge of teachers is not just to give and supply knowledge, skills and knowledge to children but the challenge is to contribute to the generation of new knowledge and respond to the paradigm shift in line with the needs of the 21st millennium education world contained in the Malaysian Education Development Plan (PPPM) 2013-2025.

Research Methodology
This study using Design and Development Research (Development & Design Research DDR). This DDR approach was highlighted by Richey & Klein (2014) which goes through the following three phases, namely the first phase is the needs analysis phase, the second phase is the design phase and the third phase is the development phase. Meanwhile, Richey & Klein (2014) classified studies that use the DDR method into several types. The first type is Product-Based Development Design Research, which requires examining and making specific conclusions about the alignment of the product with the objectives. The second type is Model-Based Research which involves concluding and examining the procedures, processes, and situations that support the use of the built model. Therefore, this study applies the first type of DDR which involves the first phase, namely Learning Application Requirements Analysis.

Needs Analysis
This study provides basic step in the needs analysis process, focusing on identifying the needs for the development of learning applications before design and development. Richey & Klien (2014) emphasize the importance of needs analysis in creating the desired product specifications. This phase involves collecting relevant and appropriate contextual information and environmental data, which serves as a basis before starting design and development research.

 In order to complete this needs analysis, the researcher use two data collection methods are used, namely document analysis and interviews. The purpose of this phase is to identify the level of mastery, the needs of learning applications, the elements in the learning application with a focus on determining the level of student knowledge of tafsir learning for the subject of Usuluddin.

Semi-structured interviews, which consisted of opening questions, transition questions and closing questions, were conducted with 7 respondents selected by sampling to obtain their views and opinions on the need to develop a specific learning application for Tafsir. The respondents involved were categorized into two groups, namely the first group was Usuluddin teachers and the second group was Usuluddin students. The researcher chose the interview approach to gain a deeper understanding of the issues that arise in students' mastery of tafsir learning, and teachers' teaching methods.

The information obtained through this method served as a guide for the researcher in planning the main components of the learning application that would suit the needs of the target group, namely Usuluddin students and teachers at SABK. After the interview questions were done collected, the information obtained will be transcribed through the following transcription coding.

Table 1.1
Coding Transcripts of Interviews with Usuluddin Teachers and Students

Participants	codes
Teacher Usuluddin 1	GU1
Teacher Usuluddin 2	GU2
Teacher Usuluddin 3	GU3
Teacher Usuluddin 4	GU4
Student Usuluddin 1	MU1
Student Usuluddin 2	MU2
Student Usuluddin 3	MU3

Table 1.1 shows the interview coding matrix set before being analyzed using the inductive analysis method. Next is to identify the themes of the respondent's interaction with the answers given during the interview session.

Demographics of Respondents Needs Analysis
In conducting a needs analysis study, seven participants were directly involved in the implementation of teaching and learning Usuluddin were interviewed. Respondents from teachers involved four Selangor Religious Secondary Schools. The following are the demographics for each respondent of the study.

Jadual 2.0
Demographics of Study Participants

Paticipant	sex	Locatiosn	ages	Educations (IPT)	Level of Academics	Experiences of teaching
GU01	female	School 1	45 Years old	Universiti Malaya (UM)	Bachelor Degree in Usuluddin	12 years
GU02	male	School 2	34 Years old	Universiti Islam Antarabangsa Malaysia (UIAM)	Bachelor Degree in Wahyu and Islamic Heritages (Al-Quran dan Sunnah)	8 years
GU03	female	School 3	31 Years old T	Universiti Al Bayt, Mafraq Jordan	Bachelor degree in Fiqh	8 years
GU04	female	School 4	30 Years old	Universiti Al Bayt, Mafraq Jordan	Bachelor degree in arabic languages	8 years
MU01	male	School 3	17 Years old T	SAMT Sultan Hisamudin	SPM candidate 2024	-
MU02	male	School 3	16 Years old	SAMT Sultan Hisamudin	Middle level of religious certificate	-
MU03	male	School 3	16 Years old	SAMT Sultan Hisamudin	Middle level of religious certificate	-

Research Analysis Dan Discussions

The study findings have found several themes that answer the objectives and research questions, namely strategies and activities for teaching tafsir, the need to build learning applications for Usuluddin and the elements necessary in the development of learning applications. The findings are translated as Figure 1 below.

Rajah 1.0 : Learning Application Requirements Analysis
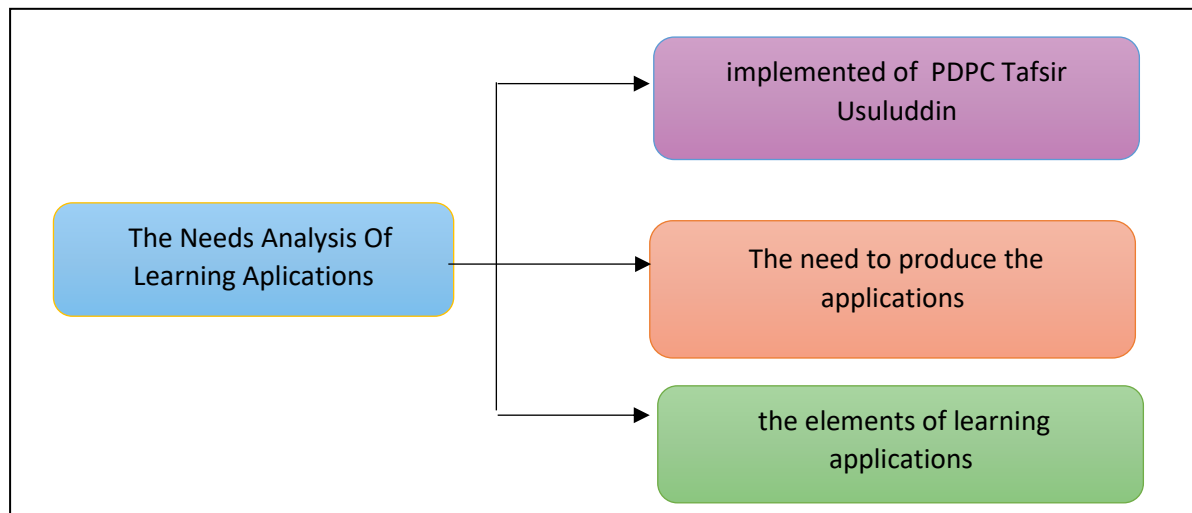
Teaching strategies and activities for Tafsir in Usuluddin

Storytelling Method

Tafsir studies is a discipline that involves teaching and learning to understand the meaning of the verses of the Quran, by referring to certain Ulum Quran topics as knowledge that helps to appreciate the content of the Quran more deeply and well (Haziyah Hussin & Latifah Abdul Majid, 2013).

The others finding found that the storytelling method is used by teachers as one of the strategies in teaching Tafsir to students.

*"Antara aktiviti yang paling menarik minat murid bagi pembelajaran Tafsir ialah dengan menggunakan **kaedah penceritaan.** Kebolehan guru serta murid membawa genre penceritaan yang menarik serta hamper dengan murid akan menjadi pembelajaran Tafsir menjadi menarik. Penggunaan **intonasi** dan **bahasa badan** yang baik mampu menarik perhatian murid disamping penggunaan video dan persembahan paparan slaid yang berkaitan"*

TB01/ GU02

This strategy is also supported in the findings of the following study,

*"Aktiviti menarik untuk tafsir ni biasanya **teknik penceritaan**. Dan kita sebagai guru kaitkan pula dengan subjek lain, merentas kurikulum" Selain itu, tafsir ni yang penting murid memahami cerita terlebih dahulu dan mengetahui makna ayat Al-Quran. Selepas itu semua akan menjadi mudah. Bila memahami ayat al-Quran, kemudian boleh datangkan syarah ayat tersebut. Untuk menghafal asrar kalau nak mudah buat **akronim** atau buat gaya utk sesuatu ayat tu."*

TB01/GU03

Memorization through the Songs
The learning strategy using songs is very popular and is a method that helps students to learn with easily and remember. What's more, learning Tafsir in the Usuluddin subject is in Arabic. According to Affective Krashen (2003) who stated that songs can be the best source to reduce stress and anxiety in learning a foreign language because the melody of the song and the lyrics of the song are attractive and can reduce the 'affective filter' to create a relaxed and effective learning atmosphere. This was found when the study was carried out

*"Murid mempelajari dan menguasai pembelajaran tafsir menggunakan **teknik lagu**. Murid lebih cenderung menghafal sesuatu yang mempunyai irama berbanding yang tiada irama. Murid-murid menggunakan **lagu yang tular** pada waktu sekarang dan menukar intipati lagu itu kepada pembelajaran tafsir"*

TB01/MU02

Therefore, based on the interviews that were conducted, the results of the study found that storytelling, explanation and construction of acronyms as well as the use of songs can be strategies and activities in learning tafsir. The variety of storytelling forms will make learning tafsir fun, interesting and not boring.

a. **The need to build a learning application for Tafsir in Usuluddin To meet the need to diversify teaching approaches for teaching Tafsir**
A study was conducted to analyze whether there is a need to build a learning application. Based on interviews with respondents, as students and teenagers, the need for application development is very appropriate to be implemented
"Sebagai remaja, wujud keperluan untuk pembangunan aplikasi pembelajaran tafsir bagi Usuluddin. Ini memberikan peluang untuk pelajar memperlajari sesuaut isi pelajaran yang bukan sahaja di dalam buku semata-mata tetapi meluas hingga ke alam maya"

TB01/MU01

"Penggunaan aplikasi pembelajaran menjadi satu perkara yang penting dan signifikan buat murid pada masa kin idalam usaha untuk kita menterjemahkan kaedah PAK21 dalam pembelajaran."

TB01/GU02

b. **Elements needed in building an Usuluddin learning applications**
To fulfill the neccesaary and goals of learning tafsir in Usuluddin, the researcher has found several elements from the study findings. With the theme of an interesting and fun application, the application to be built must have the following elements:

c. **User-Friendly Design**
*"Reka bentuk aplikasi pembelajaran yang dihasilkan perlu mempunyai papan pemuka yang **mudah**, jelas dan **menarik**"*

TB01/MU03

*"Sebolehnya, aplikasi pembelajaran yang dibina ada konsep **catchy**"*

TB01/GU04

The application design also contains simple and concise content, such as interpretation descriptions that are easy to understand and not too long.

d. Interactive

Interactive The second element proposed is to have an interactive element that makes users interact actively, either individually or in groups. This is proven by the findings of the study from respondents who expressed their opinions.

"Sebagai murid, kami menyukai aplikasi berbentuk interaktif yang mempunyai kuiz, teka silang kata, atau permainan berkaitan tafsir. Sambil belajar, kami bermain dan berinteraksi"

TB01/MU02

"Aplikasi pembelajaran juga perlu mempunyai ciri kolaborasi iaitu murid mempunyai ruang untuk perbincangan atau sesi soal jawab secara maya"

TB01/MU01

e. Audio

Audio Audio plays an important role in learning by enriching students' learning experiences. Audio reinforces auditory learning styles, helps increase knowledge, and makes learning more flexible outside the classroom. The study findings show that audio elements should be included in the development of learning applications.

"Aplikasi pembelajaran yang dibina perlu mempunyai audio, contohnya audio suara bacaan ayat-ayat tafsir al-Quran"

TB01/GU04

f. Rewards System

Rewards System By utilizing technology and gamification approaches, applications can provide incentives in the form of rewards for students who successfully achieve certain learning goals.

"Sistem ganjaran seperti lencana, markah, merit atau tahap pencapaian akan memberikan galakan kepada murid untuk lebih bersungguh dalam pembelajaran Tafsir, dan sistem ganjaran ini perlu diletakkan sebagai salah satu elemen pembinaan aplikasi"

TB01/GU01

Conclusions

In conclusion, an effort to build an Usuluddin learning application needs to be given attention. This is because teaching methods based on technology and media are in line with current developments in the world of education that sustain digitalization. It is hoped that this study will show the need to build this application, especially for the Usuluddin subject, to improve student achievement and mastery as well as foster their interest and motivation in learning Usuluddin. Applying media and technology in learning is important to improve student learning. Among the needs of media in the context of learning are to enliven the interactive learning atmosphere, unravel the understanding of an abstract concept, support project-based and collaborative learning, diversify learning styles, encourage creativity and innovation, and create full student involvement with motivational culture.

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