

Al-Alaq Teaching Module: The Process for Evaluating Content Validity and Its Feasibility

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Abstract

This research aims to evaluate the validity of the content and feasibility of the Al-Alaq Teaching Module (MPaA). The validity and reliability of MPaA were assessed based on the expert opinion method using the Module Content Validation Questionnaire and Feasibility Module Questionnaire as well as interview protocols modified from previous studies. The consensus of experts was analysed using the Content Validation Index (CVI) method. The CVI was used to evaluate the conclusions of nine and seven selected experts in the field of Islamic Education, Curriculum and Module Building on the validity and feasibility of MPaA. Meanwhile, two experts were selected among Islamic Education teachers who taught using MPaA as interview respondents. The selection of experts was determined through the purposive sampling technique. The research found that the Al-Alaq Teaching Module (MPaA) achieved a high validity level in the validity of all experts by obtaining an S-CVI value of 0.98 in the average of all MPaA content contexts. The expert consensus for MPaA feasibility also obtained an S-CVI value of 0.98. This shows that the CVI and S-CVI methods can be suggested to other researchers for use in assessing the validity of the content and feasibility of the built-in educational modules.

Keywords: Teaching Module, Content Validation, Expert Agreement, Content Validation Index (CVI), Islamic Education.

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Introduction

Trends in teaching and learning of the Quran need to change with the current developments. All teaching and learning activities should be in line with the development and learning of the 21st century. The elements of 21st century learning such as collaboration, communication, critical thinking, and creativity as well as the application of high values and morals should be instilled in students to create viable human capital competitiveness. The teaching and learning of the Quran are a process of learning and understanding the wisdom of Allah SWT concerning revelation, divinity, and religious life. The content of the Quran indisputably cannot be changed and added, but the method of presentation of the knowledge may change according to current technological developments and advances. Evidently, the methods of teaching and learning the Quran must be preserved so that it will not be obliterated. Nonetheless, the issue of the inability of primary school students to master the Quranic reading, specifically the basic reading skills of the Quran, remains to be discussed at domestic and national levels. Some of the factors that led to the students' failure to master the Quranic reading was that the teaching and learning methods of the teachers in the classroom were less effective, and the traditional teaching and learning materials did not attract the students to learn the reading skills of the Quran. Based on previous studies, some researchers in the field of Al-Quran suggested that future researchers produce the latest modules or teaching materials to effectively help Islamic Education teachers enliven their teaching and learning practices of Al-Quran reading skills in the classroom.

Research Objectives

Specifically, this study has the following objectives:

- 1) To evaluate the content validity of Al-Alaq Teaching Module
- 2) To identify the effectiveness of Content Validation Index (CVI) method for evaluating module's content validity.

Literature Review

The teaching and learning of the Quran is a process of learning and understanding the wisdom of Allah SWT concerning revelation, divinity and religious life. The content of the Quran indisputably cannot be changed and added, but the method of presentation of the knowledge may change according to current technological developments and advances. Trends in teaching and learning of the Quran need to change with the current developments. All teaching and learning activities should be in line with the development and learning of the 21st century. The elements of 21st century learning such as collaboration, communication, critical thinking, and creativity as well as the application of high values and morals should be instilled in students to create viable human capital competitiveness. Evidently, the methods of teaching and learning the Quran must be preserved so that it will not be obliterated. Nonetheless, the issue of the inability of primary school students to master the Quranic reading, specifically the basic reading skills of the Quran, remains to be discussed at domestic and national levels. Some of the factors that led to the students' failure to master the Quranic reading was that the teaching and learning methods of the teachers in the classroom were less effective, and the traditional teaching and learning materials did not attract the students to learn the reading skills of the Quran. Based on previous studies, some researchers in the field of Al-Quran suggested that future researchers produce the latest modules or teaching materials to effectively help Islamic Education teachers enliven their teaching and learning practices of Al-Quran reading skills in the classroom.

At the worldwide level, Quranic methods are also discussed to improve the achievement of Quranic reading skills. As indicated by Raja Jamilah, Roziaty & M.Y Zulkifly (2011) the methods used vary according to the suitability and language of the speakers in a community. For Middle Eastern nations, whose speakers utilize Arabic rapidly and effectively ace the Al-Quran understanding abilities, yet they do not ace Tajwid aptitudes (Raja Jamilah Raja Yusof et al., 2011). While communities in Asian who speak the Malay Language such as Malaysia and Indonesia have almost the same problem of not being able to master the Quran well (Azhar Jaafar, Munawir, Mohd Isa, 2017). European countries such as the United Kingdom most of their communities are unable to master the Quran because they do not have enough time to study the Quran as well as limited schools (Mohd Aderi, Ab. Halim, Khadijah & Asmawati, 2014). Most of the time spent on conventional learning. Asian countries especially Malaysia and Indonesia use traditional and modern methods in teaching and learning Quran reading skills. Traditional methods such as *Baghdadi* Method, *Qirati* Method, *Al-Barqy* Method, and *Iqra* Method, *Tartil* Method (Azhar Jaafar et al., 2017). Modern methods are also used to help students learn Quranic reading skills by using technology and applications in smartphones (Firdaus

Wan Khairuldin et al., 2017; Hasnatul Balqies Hashim et al., 2016). Modern methods also help in improving the achievement of Al-Quran reading skills among students (Alhamuddin et al., 2018)

In Malaysia context, mastery of the Quranic reading become an issue in the national educational system, which requires monitoring over time (Ab. Halim Tamuri et al., 2015). In 1996, this issue has been discussed as a research conducted by Kementerian Pendidikan Malaysia (KPM) discovered that many primary school Muslim students did not know how to read the Quran when they were in high school (Bhasah, 2013). Studies conducted during the implementation of the Kurikulum Bersepadu Sekolah Rendah (KBSR) from 1982-1992 on the issue of mastery of the Quranic reading have also found that there are still many students who could not read the Quran (Mohd Mukri, 1994).

Based on previous studies from 1995 - 2013, it was found that many previous researchers had conducted their research on the effectiveness and impact of implementing the *Iqra* method in the KBSR Curriculum as well as the J-QAF Program. Currently, there are not many research that looked into the production of a new Quranic teaching module that can help teachers and students improve their ability to read the Quran, particularly in the classroom during the Quranic teaching session. However, at the beginning of 2014 until the recent course of the research, researchers have found that the development of research on Quranic teaching has begun to focus on the research of identifying factors of students' inability to master the Quranic reading by providing suggestions for future researchers to take appropriate action. For example, studies conducted by Ab. Halim et al. (2013); Misnan et al. (2014); Mohd Hanafi & Hamdi (2016); Sapie et al. (2018); Wan et al. (2014) examined factors influencing the ability of students to read the Quran at the primary level, and suggested strategies, methods and techniques that should be integrated into the process of teaching the Quran in the classroom.

In this regard, an innovation of Quranic teaching module called the Al-Alaq Teaching Module is an improvisation of the existing method of *Iqra* method for improving the basic teaching skills of the Quran at the primary school level. The Al-Alaq Teaching Module was developed using the ADDIE Instructional Model guide. ADDIE is an acronym for phases contained in the instructional model that can be accordingly represented as follows: (A) analysis, (D) design, (D) development, (I) implementation and (E) evaluation. The ADDIE model is a module design approach that can be utilised in many forms of development (Branch, 2009; Saedah et al., 2013; Nasohah et al. 2015). MpaA is loaded with a variety of methods and techniques that will enhance year one students' interest and help them to master the basic skills of Al-Quran reading more competently. The module uses Multiple Intelligence Theory as a theory underlying the construction of the module as well as other supporting theories such as the Conceptual Dale Theory, the Interactive Reading Model, and the Atkinson and Shiffrin Information Processing Model. The combination of these theories and models helps researchers produce interesting activities that can improve the performance of basic year one student reading algebra skills more effectively. Nevertheless, the focus of this research is not only development aspect of the module. Instead, this research aimed to evaluate the validity and reliability of MPaA using the Content Validation Index (CVI) method.

Methodology

The research was conducted using quantitative approach. The respondents of the research were nine experts on the validity of the module content, seven experts on the feasibility of the module, and two interview respondents. All specialists were selected for sampling purposes. They were among the lecturers and Islamic Education teachers in the Curriculum Studies and Islamic Education field. This sampling technique was chosen because the researchers needed to identify the characteristics of the experts in the context of the researchers' research. All experts evaluated the validity of the module content and the reliability of the model by filling out the content validity questionnaire. There are eight construct of the module contents in the instrument. The instrument was adapted from Noor Miza (2015) and has been validated by experts. Each instrument was rated on 4-point Likert scale. The Table 1 show the number of construct and items in the instrument.

Table 1 Constructs and Items in the Instrument.

Num	Constructs	Number Items
1	Learning Outcomes Construct	9
2	Content of The Module Construct	11
3	Suitability of The Module Activities' Construct	11
4	Procedure of The Module Implementation Construct	6
5	Teaching Materials Construct	6
6	Time structure and Language Appropriateness Construct	7
7	Assessment Construct	4
8	Design and Development Of Module Construct	7

The data were analysed using the Content Validation Index (CVI) method to evaluate the experts' consensus on MPaA assessment.

The summary of the research process is displayed in Figure 1.

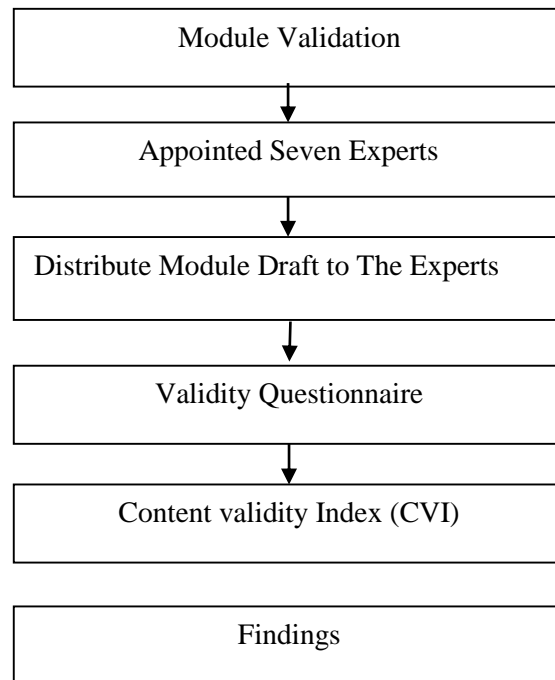


Figure 1 Research Procedure

Expert validity analysis was performed to determine the validity of the content through the Content Validation Index (CVI) method. The strength of this CVI method is its wide use in providing proof of content validity for instruments (Davis, 1992; Grant & Davis, 1997; Lynn, 1986; Waltz et al., 2016). This method outlines simple, easy-to-understand calculations, focuses on relevant consensus, focuses on word agreement, and provides both item and scale information (Polit et al., 2007).

There are two types of CVI calculations, as noted by Lynn (1986), the first involving the Individual Item Content Validity Index (I-CVI), and the second involving the Overall Scale Content Validity Index (S-CVI). For the I-CVI analysis, each panel of experts was asked to evaluate each item in terms of its relevance to the construct. Lynn (1986) explains that at least 3 to 10 experts are sufficient to make an assessment. Each item analysis was performed using a rating scale of either 3, 4 or 5-point ordinal scale. Nonetheless, traditionally, based on the advice of early researchers such as Lynn (1986); Waltz et al., Bausell (2016) ratings typically use a 4-point ordinal scale to avoid neutral or mid-point values.

There are various labels used on a 4-point scale, but the labels introduced by Davis (1992) are frequently used, and responses include 1 = irrelevant, 2 = somewhat relevant, 3 = relevant and 4 = very relevant. Next, for each item, the I-CVI is calculated based on the number of experts rating it as 3 or 4, which is then divided by the total number of experts (Polit & Beck, 2006). For example, items rated as relevant or highly relevant by four out of five appraisers will have an I-CVI of 0.80 (4/5). Lynn (1986) developed the criteria for accepting items that incorporate standard error of proportionality by suggesting an I-CVI value that is equal to 1.00 if the number of experts is less than 5, and the I-CVI value that is less than 0.78 if the number of experts exceeds 6 people.

Whereas S-CVI is defined as the proportion of items rated 'relevant'/'highly relevant' (Waltz et al., 2016) or the proportion of items rated 3 or 4 by all experts involved (Waltz and Bausell, 1981). In other words, the S-CVI is the average of the ratings obtained for items rated as 3 or 4 by all experts. The focus of the S-CVI is on the average quality of the item rather than on the average performance by the experts. Many researchers found that the S-CVI acceptable value is greater than 0.80 (Davis, 1992; Grant & Davis, 1997; Polit & Beck, 2006). For the S-CVI analysis, the calculation formula is as follows (Polit, Beck & Owen 2007).

$$\text{S-CVI} = \frac{\text{Total value of I-CVI}}{\text{Item number}}$$

This research considers the overall I-CVI and S-CVI values, and the adopted I-CVI values are ≥ 0.78 (Lynn, 1986) while the S-CVI values are ≥ 0.80 (Davis, 1992). The CVI was analysed on an individual basis by nine expert panels. Information about the experts is shown in Table 3.20. Each selected expert evaluated the suitability of each item based on a 4-level scale that is 1 = irrelevant, 2 = somewhat relevant, 3 = relevant and 4 = very relevant.

Findings

The findings of the research are discussed based on the research constructs contained in the research instrument. There are eight constructs in the research namely Learning Outcomes, Content Constructs, Suitability of Learning Activity, Learning Activity Construct, Learning Materials Constructs, Time and Language Construct, Evaluation Construct, and Design and Development Construction. Table 2 shows the values of I-CVI and S-SVI by the 9 experts on learning outcome constructs.

a) Learning Outcomes Construct

Table 2 shows the values of I-CVI and S-SVI by the nine expert panels on learning outcome constructs.

Table 2 Value of I-CVI and S-CVI by Expert Panels for the Construct of Learning Outcomes

No. Item/Experts	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	No. Agreed	Item CVI	Status Item
1	4	4	4	4	4	4	4	4	5	9	1.00	Accepted
2	4	4	4	4	4	4	4	4	5	9	1.00	Accepted
3	4	4	4	4	4	4	4	4	3	9	1.00	Accepted
4	4	4	4	4	4	4	4	4	3	9	1.00	Accepted
5	4	4	4	4	4	4	4	4	3	9	1.00	Accepted
6	4	4	4	4	4	4	4	4	3	9	1.00	Accepted
										S-CVI	1.00	Accepted

Based on the analysis in Table 3.19, the overall value of the S-CVI is 1.00, which is above the acceptable value of 0.80. Accordingly, assessment items for learning outcomes constructs possess high content validity.

b) Content of The Module Construct

Table 3 shows the values of I-CVI and S-SVI by the nine expert panels on content constructs of MPaA.

Table 3 Value of I-CVI and S-CVI by Expert Panels for the Content Constructs of MPaA

Item No./Experts	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	No. Agreed	Item CVI	Status Item
1	4	4	4	4	4	4	3	4	4	9	1.00	Accepted
2	4	4	4	4	4	4	3	4	4	9	1.00	Accepted
3	4	4	3	4	4	4	4	4	4	9	1.00	Accepted
4	4	4	4	3	4	4	3	4	2	9	1.00	Accepted
5	4	4	4	2	2	3	4	4	4	7	0.78	Accepted
6	4	4	4	2	2	3	4	4	4	7	0.78	Accepted
7	4	4	4	4	4	4	4	4	4	9	1.00	Accepted
8	4	4	3	4	4	4	5	4	4	9	1.00	Accepted
9	4	4	4	4	4	4	3	4	4	9	1.00	Accepted
10	4	4	3	4	4	4	3	4	4	9	1.00	Accepted
11	4	4	4	3	4	4	3	4	4	9	1.00	Accepted
										S-CVI	0.96	Accepted

Table 3 shows that the overall value of the S-CVI is 0.96, which is above the acceptable value of 0.80. Therefore, assessment items for learning strategy constructs have high content validity. Meanwhile, two assessment items were not fully accepted by the panel of experts with only a CVI of 0.78. Nevertheless, it still achieves an acceptable CVI value of ≥ 0.78 . Hence, the two modules of assessment that are related to the module need to be refined, specifically the module usage guide. In addition, an overview of the concept of the multiple intelligence teaching approaches needs to be further clearly defined. As a result, the researchers refined the module development guide by adding more information on the use of concepts, and the multiple intelligence teaching approaches in the module to the MPaA usage guide.

c) Suitability of The Module Activities' Construct

Table 4 shows the values of I-CVI and S-CVI by the nine expert panels on the suitability of module activities.

Table 4 Values of I-CVI and S-CVI by Expert Panels for the Suitability of Module Activities

Item /Experts	No.	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P9	No. Agreed	Item CVI	Status Item
1		4	4	4	3	3	3	4	3	4	9	1.00	Accepted
2		4	4	4	3	3	4	4	3	4	9	1.00	Accepted
3		4	4	4	3	3	4	4	4	4	9	1.00	Accepted
4		4	4	3	3	4	4	4	4	4	9	1.00	Accepted
5		4	4	4	4	4	4	4	4	4	9	1.00	Accepted
6		4	3	4	3	3	4	4	4	4	9	1.00	Accepted
7		4	4	4	4	4	4	4	4	4	9	1.00	Accepted

8	4	4	4	4	4	4	4	4	4	9	1.00	Accepted
9	4	4	4	4	3	4	4	4	4	9	1.00	Accepted
10	4	4	4	4	4	4	4	4	4	9	1.00	Accepted
11	4	4	4	4	4	4	4	4	4	9	1.00	Accepted
										S-CVI	1.00	Accepted

Based on the analysis in Table 4, the overall value of the S-CVI is 1.00, which is above the acceptable value of 0.80. Thus, assessment items for the suitability of module activities possess high content validity.

d) Procedure of The Module Implementation Construct

Table 5 shows the values of I-CVI and S-SVI by the nine expert panels on the procedure of module implementation construct.

Table 5 Value of I-CVI and S-CVI by Expert Panels for the Procedure of Module Implementation Construct

No. Item/Expert	P1	P2	P3	P4	P5	P6	P7	P8	P9	No. Agreed	Item CVI	Status Item
1	3	4	4	4	4	4	4	4	4	9	1.00	Accepted
2	4	4	4	3	3	4	4	4	4	9	1.00	Accepted
3	4	4	4	3	3	4	4	3	4	9	1.00	Accepted
4	4	4	4	4	4	4	4	4	4	9	1.00	Accepted
5	3	4	4	4	4	4	4	4	4	9	1.00	Accepted
6	3	4	4	4	4	3	4	4	3	9	1.00	Accepted
										S-CVI	1.00	Accepted

Based on the analysis in Table 5 the overall value of the S-CVI is 1.00, which is above the acceptable value of 0.80. Consequently, assessment items for the procedure of module implementation construct is high.

e) Teaching Materials Construct

f)

Table 6 shows the values of I-CVI and S-CVI by nine expert panels on teaching materials.

Table 3.23 Value of I-CVI and S-CVI by Expert Panels for the Teaching Materials Construct

Item /Expert	No.	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	No. Agreed	Item CVI	Status Item
1	2	4	4	4	4	4	3	4	3	4	8	0.89	Accepted
2	4	4	4	4	4	4	4	4	4	4	9	1.00	Accepted
3	4	4	4	4	4	4	4	4	4	4	9	1.00	Accepted
4	4	4	4	3	3	4	4	4	4	4	9	1.00	Accepted
5	4	4	4	3	3	4	4	4	4	4	9	1.00	Accepted
6	4	4	3	3	3	4	4	4	3	9	1.00	Accepted	
											S-CVI	0.97	Accepted

Based on the analysis in Table 6, the overall value of the S-CVI is 0.97, which is above the acceptable value of 0.80. Hence, assessment items for the teaching materials construct are highly accepted.

g) Time structure and Language Appropriateness Construct

Table 7 shows the values of I-CVI and S-CVI by the nine expert panels on time structure and language appropriateness in MPaA.

Table 7 Value of I-CVI and S-CVI by Expert Panel for Time Structure and Language Appropriateness in MPaA

Item No./Expert	P1	P 2	P 3	P 4	P 5	P6	P 7	P 8	P9	No. Agreed	Item CVI	Status Item
1	4	4	4	4	4	4	4	4	4	9	1.00	Accepted
2	4	4	4	4	4	4	4	4	4	9	1.00	Accepted
3	4	4	4	4	4	4	4	4	4	9	1.00	Accepted
4	4	4	4	4	4	3	4	3	3	9	1.00	Accepted
5	4	4	4	4	4	2	3	3	2	7	0.78	Accepted
6	4	4	4	4	4	3	4	3	4	9	1.00	Accepted
7	4	4	4	4	4	2	2	3	3	7	0.78	Accepted
S-CVI										0.93	Accepted	

Table 7 shows the overall value of the S-CVI is 0.93, which is above the acceptable value of 0.80. Therefore, assessment items for learning strategy constructs have high content validity. However, two assessment items were not fully accepted by the panel of experts with only a CVI of 0.78. Nonetheless, it still achieves an acceptable CVI value of ≥ 0.78 . Two items of assessment regarding grammatical errors and use of words were unclear. Hence, the researchers purified MPaA by making appropriate word corrections, and used correct language as suggested by the panel of experts.

h) Assessment Construct

Table 8 shows the values of I-CVI and S-CVI by the Nine Expert Panels on Assessment Constructs.

Table 3.25 Values of I-CVI and S-CVI by Expert Panel for Assessment Constructs

Item No./Expert	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	No. Agreed	Item CVI	Status Item
1	3	4	4	4	4	3	4	3		9	1.00	Accepted
2	3	4	4	4	4	3	4	4		9	1.00	Accepted
3	3	4	4	4	4	3	4	3		9	1.00	Accepted
4	3	4	5	3	4	3	4	3		9	1.00	Accepted
S-CVI										1.00	Accepted	

Based on the analysis in Table 8, the overall value of the S-CVI is 1.00, which is above the acceptable value of 0.80. Thus, assessment items for the procedure of module implementation construct are high

i) Design And Development of Module Construct

Table 9 shows the values of I-CVI and S-SVI by the nine expert panels on MPaA design and development of module constructs.

Table 9 Values of I-CVI and S-CVI by Expert Panel for Design and Development of Module Constructs

Item No./Expert	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	No. Agreed	Item CVI	Status Item
1	3	4	4	4	4	4	3	4	4	9	1.00	Accepted
2	3	4	4	4	4	4	4	4	4	9	1.00	Accepted
3	4	4	4	3	3	4	4	4	4	9	1.00	Accepted
4	4	4	4	4	4	4	4	4	4	9	1.00	Accepted
5	4	4	4	4	4	4	3	4	4	9	1.00	Accepted
6	4	4	3	4	4	4	4	3	3	9	1.00	Accepted
7	4	4	4	4	3	4	4	4	4	9	1.00	Accepted
										S-CVI	1.00	Accepted

Based on the analysis in Table 9, the overall value of the S-CVI is 1.00, which is above the acceptable value of 0.80. Thus, the assessment items for the design and development of module constructs are of high content validity. The total expert summary of all the validity constructs of the al-Alaq Teaching Module (MPaA) design was 0.98. This value exceeded the acceptable value of 0.80. This finding has shown that the content of the MPaA module is highly validated by the nine expert panels in this research.

Discussions

In conclusion, the CVI method can be employed to evaluate the consensus of the expert panels in determining the validity of the module built by the researchers. The analysis of this method is convenient with small number of experts' involvement. To assess the validity of the module, this method can also be applied in all areas of research to obtain experts' consensus on a research material or product. Additionally, the significance of this research is that it provides opportunities for other researchers to use CVI as an alternative method of gaining expert consensus in assessing the validity of the content and reliability of a module. This method can also be used to evaluate the validity of the items in the research instrument.

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