DEVELOPMENT OF A DEBATE STRATEGY MODEL IN TEACHING TAWHID FOR SAUDI SECONDARY SCHOOLS

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FACULTY OF EDUCATION UNIVERSITY OF MALAYA KUALA LUMPUR

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ABSTRACT

The major purpose of this study was to develop an activity-based debate strategy implementation model for the teaching of the subject of *Tawhid* at secondary schools. The reason for the development of the model was to propose how debate strategy could be used to support the conventional classroom teaching in aiding the students to fulfil their learning objectives through a network of debate teaching activities.

The approach adopted by the study was the Design and Development Research approach that was proposed by Richey and Klein (2007). Following the approach, the model development was carried out in three phases. The first phase focused on need analysis through the use of a survey questionnaire which was administered to 200 secondary school students in Saudi schools in order to establish the need to adopt debate in the process of teaching the subject of *Tawhid*.

The second phase of the study was where the model was developed using Interpretive Structural Modelling (ISM) method with the help of a panel of eight (8) experts. The study also used nominal group technique (NGT) to facilitate the experts' discussions on the identification of the teaching activities to be included in the model. The third phase of the study was carried out through another panel of experts of 20 members who were tasked with the evaluation of the model through the use of a modified Fuzzy Delphi technique. The evaluation was entirely based on the experts' responses where they were given a seven-likert linguistic scale survey questionnaire.

The findings of the study for the first phase revealed that there is need for in-class debate based on the views of the students as larger percentage of the students does not understand the subject of Tawhid through the current method of teaching. In addition, majority of the students think that using debate for the teaching of *Tawhid* will likely

solve all the problems they face in their learning process of the subject. The students also showed high acceptance level and willing to participate in in-class debate in Tawhid's class. Moreover, the findings of the second phase of the research led to the development of the model comprising of 39 teaching activities which were determined by a panel of experts. Also, based on the experts' views, the teaching activities were classified into three learning domains and four different clusters in order to simplify the interpretation of the role of the teaching activities. The findings of the final phase of the model revealed that the experts had a consensual agreement (d = 79.15) in terms of the selected Tawhid teaching activities (Amax = 15.833), relationship among the teaching activities (Amax = 15.333), classification of the teaching activities (Amax = 16.333), and the overall evaluation of the model (Amax = 16.533) with the values exceeding the minimum of 14. Conclusively, the model shows how a more active learning method of debate could be incorporated into the more conventional and traditional lecture method by incorporating debate strategy in the traditional lecture method of teaching Tawhid subject. The findings of the study have practical, theoretical as well as methodological contributions.

PEMBANGUNAN MODEL STRATEGI PERDEBATAN DALAM MENGAJAR TAWHID UNTUK SEKOLAH MENENGAH SAUDI

ABSTRAK

Tujuan utama kajian ini adalah untuk membangunkan model aktiviti berasaskan debat bagi pengajaran subjek Tauhid di sekolah menengah. Ini bertujuan memajukan idea bagaimana strategi debat ini boleh digunakan di dalam kelas pembelajaran konvensional bagi membantu pelajar memenuhi objektif pembelajaran melalui aktiviti berasaskan debat.

Pendekatan yang diadaptasi oleh kajian ini adalah pendekatan Kajian Rekaan dan Pembangunan yang diperkenalkan oleh Richey dan Klein (2007). Berdasarkan perdekatan tersebut, pembentukan model ini melalui tiga fasa. Fasa pertama memfokuskan kepada analisis keperluan melalui pengedaran borang kaji selidik yang diedarkan kepada 200 buah sekolah menengah di Saudi bagi memperkenalkan keperluan mengadaptasi debat dalam proses pengajaran subjek Tauhid.

Fasa kedua kajian ini adalah di mana model ini dibangunkan menggunakan kaedah Pemodelan Struktur Interpretatif (ISM) dengan bantuan lapan orang panel pakar. Kajian ini juga menggunakan teknik kumpulan nominal (NGT) untuk memudahkan perbincangan pakar bagi mengenalpasti aktiviti pengajaran untuk dimasukkan ke dalam model. Fasa ketiga kajian ini dijalankan melalui satu lagi panel pakar yang terdiri daripada 20 orang ahli yang ditugaskan untuk menilai model melalui penggunaan teknik Fuzzy Delphi yang telah diubahsuai. Penilaian itu dibuat sepenuhnya berdasarkan maklumbalas pakar-pakar di mana mereka diberi soal selidik tinjauan skala tujuh-likert linguistik.

Keputusan kajian bagi fasa pertama menunjukkan adanya keperluan kepada debat dalam kelas berdasarkan pandangan murid di mana kebanyakkan pelajar tidak memahami subjek Tauhid berdasarkan kaedah yang digunakan sekarang. Tambahan pula, majoriti pelajar berpendapat bahawa penggunaan kaedah debat akan menyelesaikan semua masalah yang mereka hadapi dalam proses pembelajaran subjek Tauhid. Para pelajar juga menunjukkan tahap penerimaan yang tinggi dan kesanggupan untuk terlibat dalam debat dalam kelas bagi subjek Tauhid. Selain itu, keputusan kajian fasa kedua kajian ini telah membawa kepada pembentukan model yang mengandungi 39 aktiviti yang ditetapkan oleh panel pakar. Berdasarkan pandangan pakar juga, aktiviti pengajaran telah diklasifikasikan kepada tiga domain pembelajaran dan empat kluster berbeza bagi memudahkan penaksiran peranan setiap aktiviti pengajaran. Keputusan bagi fasa yang terakhir bagi model ini menunjukkan bahawa para pakar mempunyai persetujuan bersama (d = 79.15) bagi beberapa aktiviti pengajaran Tauhid, (Amax = 15.833), hubungan antara aktiviti pengajaran (Amax = 15.333), pengkelasan aktiviti pengajaran (Amax = 16.333) dan penilaian keseluruhan model (Amax = 16.533) dengan nilai-nilai yang melebihi minimum 14. Secara keseluruhannya, model ini menunjukkan bagaimana kaedah pembelajaran debat yang lebih aktif boleh dimasukkan ke dalam kaedah kuliah yang lebih konvensional dan tradisional dengan menggabungkan strategi perdebatan dalam kaedah kuliah tradisional pengajaran subjek Tauhid. Penemuan kajian ini mempunyai sumbangan praktikal, teoritis serta metodologi.

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INTRODUCTION

1.0. INTRODUCTION

Islam is a religion that encourages teaching. This led to the inventions and adoptions of various form of methods in teaching different aspects of Islamic education from the classical to the contemporary methods of teaching. Still researchers are coming up with more effective ways sometimes borrowed from other areas of knowledge. The reason for the continuous changes is due to changes in time, social, political and educational factors. In recent time, globalization has brought about new challenges and demands that forced educational schools and institutions into rethinking their approaches in teaching.

Islamic education may mean a number of different things to different people. To clarify the concept, Islamic education refers to Muslims education in their Islamic faith; education for Muslims which includes both secular and religious disciplines; education of Islam for the non-Muslims and education in an Islamic spirit and tradition (Douglass & Shaikh, 2004). Traditionally, Islamic education and knowledge refers to certain field of studies such as the Qur'an, the Hadiths, the science of Qur'an, the science of Hadith, theology, biography of the Prophet and the history of Islam, Shari'ah, and so on. What comprises Islamic education depends largely on how narrowly or broadly it is defined.

Islam is a religion that is broad and rich in subjects and areas developed since its emergence fourteen hundreds years ago. The religion that began with the Qur'an and the traditions of the Prophet Muhammad s.a.w. as the only religious knowledge in the first generations of Muslims later required other aspects of knowledge to help understand the two core sources of Qur'an and the Traditions of the Prophet. Therefore, with time a number of areas of knowledge such as the science of Qur'an, the science of Hadith, *Tawhid*, Shari'ah, various dialects of Qur'anic recitation and other smaller areas of knowledge were all developed in order to complement the knowledge of the Qur'an and the Tradition of the Prophet s.a.w. These areas of knowledge have been taught through centuries since the time of the Prophet to date. These areas of knowledge must be learned by all Muslims as they pertains spiritual matters, the worship of Allah as the creator and sustainer of the universe, and how Muslims should conduct themselves in their relationship with Allah, their fellow human beings as well as how to balance the life here and that in the hereafter.

In contemporary time, Islam is thesecond mostlargest as well as the fastest growing religion in the world. What started in the town of Makkah has now spread into every corners of this planet earth. The need for Islamic education is as important as it has ever been because of the new generations of Muslims coming up as well as the new converts who are flooding into the religion. Not just preservation and continuity is needed with regard to Islamic education. Likewise, with changing of time as well as the socio-economic forces of the contemporary global world order, Islamic education must adapt new ways and methods of teaching that suit the context of today's reality and offer learners more exciting, interactive and lively ways of learning. Doing so will make sharing the knowledge of Islam, which is considered compulsory on every Muslim and Muslimah, easierand more attractive to Muslims as well as non-Muslims who are curious about the religion.

1.0.1 History of Saudi Educational System

The Kingdom of Saudi Arabia, as officially known today, is the land of the Two Holy Mosques of Islam. The Kingdom's political system is imbedded in Shari'ah law. The Kingdom is the biggest country in the Arabian Gulf in terms of land and is geographically located on the Arabian Peninsula. Despite its large geographical area, the Kingdom is sparsely populated as it is mainly covered by the world's largest sand desert know as Rub al-Khali (Saudi Arabia, 2009). The contemporary country called the Kingdom of Saudi Arabia used to be historically a small populated land devoid of any form of modernity or technology and the people used to live a simple and easy life as in the ancient centuries. Following the establishment of the Kingdom in 1920s and the oil exploration of 1950s, life in the newly established Kingdom completely changed in various forms and ways. The changes engulfed the social, health, educational, transportation aspects and other aspects as well.

The Kingdom of Saudi Arabia is generally a homogeneous society made up mainly of ethnic Arabs who adhered to the single religion of Islam (Al-Rasheed, 2010). The Kingdom shares similar features with its neighboring Arab and gulf countries in terms of social values, culture and religion. For instance, social life and considerations are indirectly linked to family ties. The family structure is basically with little variations between the family structures among the nomadic Arabs and the Arabs living in cities. However, the basic pattern is more or less the same and the differences are largely of limited degree (Al-Rasheed, 2010).

With the oil exploration and the economic boom of the Kingdom came a new system of education. The first learning institution was established in 1925 following the formation of the Kingdom. That first establishment remained the only learning institutions for ten years until in 1936 when several schools were established albeit the newly established schools were only recognized as elementary schools later in 1939. About 2319 learners were enrolled then in the newly established schools throughout the Kingdom of Saudi Arabia. Later with the growth of the country's General Directorate of Education (GDE), the number of students enrolled in learning institutions rose dramatically. By 1949, there were 182 elementary learning schools spread throughout the Kingdom taking the overall enrolment to 21,409 pupils. Despite the growing number of learning schools and the steady increase in enrolment throughout the Kingdom between 1930 and early 1950s, the level of illiteracy remained relatively high (Alromi, 2000). The educational system in the Kingdom of Saudi Arabia went through several stages as briefly presented below (Alromi, 2000):

- 1. Establishment of Formalized Education System (1926-1953).
- 2. Oil and Education (1954-1970).
- 3. Emphasis on Quality of Teacher Education (1971-1984).
- 4. Debates on the Curricula in S.A. (1985-2000).
- Post 9/11: Conflicting Discourses in S.A. Educational Paradigm (2001-2003).
- 6. Education and Embracing Neoliberalism Needs (2001-2010).

1.0.2 Saudi Ministry of Education

Due to the great significance attached to education by the founder and the first King of Saudi Arabia, one of his sons, Prince Fahad (later King Fahad) was appointed as the first Minister of Education (Al-Abdulkareem, 2016). The minister was very instrumental in directing and guiding the educational revolution in the Kingdom. With the support of the Minister and his keen interest in education, the government of the day made education one of its top priorities, always motivating parents and students to enroll and attend schools by offering monthly allowances and incentives for learners coming from impoverished family backgrounds. In addition, the Ministry of Education also provided learning materials such as notebooks, textbooks, free transportations for students and so on (Alabdulkareem, 2016). Moreover, students of higher learning institutions were provided with free accommodation and 250 dollars as monthly stipend. Such initiatives were the major reasons for the speedy development and expansion of the achievement of educational objectives set out by the Saudi Ministry of Education. The Saudi Ministry of Educations is the largest centralized body of education of the Kingdom of Saudi Arabia.

1.0.3 Objectives of Education in the Kingdom of Saudi Arabia

The purpose of education generally of any society or country usually reflects the cultural norms, social beliefs and lifestyle of the society. The major objectives of Education in Saudi Arabia are embedded in its Islamic educational heritage and history. After all, the Kingdom's political, social and economic aspects are all fundamentally based on Islamic provisions. Another fundamental objective of education in the Kingdom is reducing and minimizing illiteracy among Saudi people which is enjoined by the Islamic injunction which makes seeking knowledge an obligation on all Muslims, big or small, young and old, male and female. This has been pointed out by Al-Salloom (1991, p.9) who asserted that "Islam is not only integral to Saudi education but also serves as the very essence of its curriculum".

1.0.4 Educational Policy in Saudi Arabia

The major objectives of the Saudi educational policy is to make education more effectual and reliable in helping the Kingdom fulfill its religious, economic and social goals as well as achieving a 100 percent literacy rate among the Saudi population. To illustrate this, the Educational policy of the Kingdom of Saudi Arabia (1980, p. 6) specified the following crucial objectives:

- To strengthen faith in God and Islam, and in Mohammad (Peace be Upon Him) as Prophet and Messenger of God.
- 2. Foster a holistic, Islamic concept of the universe, man and life, such that the entire world is subjected to the laws of God in fulfilling its duty without any interruption or confusion.
- 3. Emphasize that life is a stage of work and production during which the Muslim invests his capacities with a full understanding of and faith in the eternal life in the other world.
- Proclaim that the message of Mohammad (Peace be Upon Him) ensures happiness to man and rescues humanity from all the corruption.
- Integrate Islamic orientation in sciences and knowledge in all their forms, items, curricula, writing and teaching so that they would fall in harmony with sound Islamic thinking.

1.0.5 The Structure of Saudi Educational System

Saudi educational system is similar to the system of education of many countries around the world. The structure of Saudi educational system consists of six stages. *Tawhid* subject is taught at all the levels albeit at some levels the subject is taught as

an optional subject whereas in others the subject is taught as a compulsory subject. Each of the six stages is explained below in relation to the subject of Tawhid. This is to show the significance of the subject of *Tawhid* in the context of Saudi educational system.

1. The Pre-elementary Stage (Kindergarten)

This stage is considered optional in the context of Saudi education system. There is a large number of kindergartens all over Saudi Arabia but even more in big cities which usually are privately owned and run. Most of these schools taught children the most basic form of Tawhid. However, these schools lack any standard curriculum from the Saudi Ministry of Education since they are under private ownership and are not considered part of formal school system.

2. The Elementary State (Primary School)

The elementary level is considered the first formally recognized and obligatory stage of education. This entails six grades usually between the ages 6 and 12 where the duration of each grade is one year. At this level, students are taught the fundamentals of several different subjects including the Qur'an, Islamic studies, science, mathematics, Arabic language, history and geography. Tawhid subject at this is included in the general Islamic studies subjects therefore is one of the obligatory subjects in all public primary schools under the Saudi Ministry of Education throughout the Kingdom and overseas.

3. The Intermediate Level

This is level is the bridge between elementary level and secondary school level. The duration for this stage is three (3) years, each year consisting of two semesters. At this

level, Tawhid subject is learned as an independent subject alongside other Islamic related subjects such as Al Fiqh, Al Hadith, Al Qur'an, and so on.

4. Secondary Level

This is the final public education level formally considered obligatory in the Saudi educational system. This stage comprises of three grades, two semesters each and each grade lasting a year. Most students begin this stage at the age of 15 through to 18 years of age. Upon successful completion of this stage, the students are awarded a certificate of secondary education. The subject of Tawhid is compulsory also at this stage regardless of the students' specialization.

1.0.6 Tawhid Subject in Saudi Secondary Schools

Tawhid subject teaches students about the oneness of Allah, the only being worthy of worship, and the creator and the sustainer of the universe. The scope of the subject of Tawhid is about the belief that Allah is One with no partner or associate in His Lordship, divinity, or names and attributes. The subject is traditionally divided into Tawhid al-uloohiyyah (divinity), Tawhid al-ruboobiyyah (lordship), and al-asma' wal sifaat (names and attributes). In addition to faith in Allah, the subject also encompasses other forms of faiths such as faith in Allah's Messengers, His angels, His Books, the Day of Judgment, and faith in fate both good and bad. The Ministry of Education lists the following as the objectives for teaching the subject of Tawhid at secondary school level:

1. To inculcate the foundations of authentic Islamic *aqeedah* in the minds of the students.

- 2. To confirm what the human nature proves in relation to the lordship and oneness of Allah as indicated by the Shari'ah verses and the verses of the cosmic and the universe.
- 3. To affirming the worship of Allah alone without a partner and worshipping him alone with sincerity.
- 4. Knowledge of the students the bounties of Allah on ourselves and the universe and its indications to the Oneness of Allah.
- 5. To inculcate the love of Shari'ah of the prophet Muhammad (Sallallahu Alaihi wa sallam), honoring Him and obeying Him in the minds of the students.
- To inculcate the love of the religion of Islam and cherishing it in the minds of the students.
- 7. To instill the legitimate love of the good ancestors (al-salaf) and raising the students to follow in their footsteps.
- Knowledge of the students the stages of the religion of Islam, some forms of polytheism, infidelity and hypocrisy, and the conditions of the Day of Judgment.
- 9. To enable the students in depending the Islamic faith with tough argument and strong proofs.
- 10. To distance the minds of the students away from myths and so on.
- 11. To make Islamic faith very clear and show the students its completeness and proving the superiority in its perceptions and beliefs when compared with others.
- 12. To help the students in evaluating their behaviors and opinions according to the requirements of the Islamic faith.
- 13. Building sound doctrine in young people away from blind imitation.

- 14. Protecting the students from beliefs, philosophies, and destructive atheistic views.
- 15. To create confidence and psychological tranquility among the students by introducing them to the correct perceptions and beliefs.

1.1. BACKGROUND OF THE STUDY

Education is the cornerstone of the development of any nation. Islam has encouraged all Muslims to seek for education which can be of two broad categories: the knowledge which can be obtained through human attributes and senses and the knowledge that can only be obtained via revelation, as classified by Al Ghazali (1058-1111) referred to (Nofal, 1993). The later, being the concern of this study, is the knowledge on how to prepare for the life after. Various techniques have been developed and used over the years in teaching Islamic education such as brainstorming, discussion, presentation, story-telling, role play, Q&A, quiz, forum, and exercises (Aziz, et. al. 2016).

The most prevalent method of teaching Islamic subjects in schools is still invaded in the fundamental approach to formal education which is designed in a unidirectional form, from teacher to learner, and homogenous (same for all) in nature using a standard curricular and uniform methods of teaching (Abdullah, 2014). However, with the changes globalization causes educational sector and compelling them to encounter challenges and demand, various approaches and different forms of teaching methods are required in order to counter such challenges (Aziz et al. 2016).

One of the various ways of teaching recently gaining attention from curriculum developers, scholars and teachers in Islamic knowledge is debate strategy which is a distinctive, organized, discursive and one of the strategic teaching methods that involves a dialogue among small group of people discussing a particular issue or topic (Ismail, et. al., n.d.). Simply put, debate is a form of dialogue that helps participants, listeners or readers find answer or solution between two or more parties engage in the debate by talking about a topic and exchanging ideas to deliver their different opinions (Najafi, Motaghi, Nasrabadi & Heshi, 2016).

There are various reasons why debate strategy in teaching is thought highly of by curriculum developers and educators. Debate strategy is believed to be more effective and active in analyzing, discussing, and applying content in more meaningful ways than just cramming information. For this reason students benefit with the active engagement or active learning (Bonwell & Eison, 1991). Such engagement is linked positively with critical thinking and grade point average especially for those students with lower Scholastic Aptitude Test score (Carini, Kuh & Klein, 2006). In addition to evoking active engagement in students, it also gives the students the responsibility for comprehension (Snider & Schnurer, 2002) which implies the students being more active through participation rather than passive through lectures throughout the whole process of learning (Berdine, 1987). Even students who are less likely to share their views in class are more likely to speak and share their views when debate strategy is used to teach (Dundes, 2001). Likewise, students tend to read materials more thoroughly when preparing for a debate (Parcher, 1998).

Furthermore, debate strategy is linked with the development of higher order thinking skills more than the method of lecture (Roy & Macchiette, 2005). This is due to the fact that debate requires both mastery of content as well as the mastery of critical thinking skills that is applicable to different contexts and information (Kennedy, 2007). Another important skill developed through the use of debate is the oral communication skills which is essential to success in various careers (Combs and Bourne, 1994). All these are important skills and ability that are hard to develop using lecture forms of teaching approach.

Debate itself is not a totally new method in teaching. It dated all the way back to the Greek philosophers as it was shaped by the Sophists (5th century BC) who developed a dialectic rhetoric method. The great Greek philosopher, Socrates, was known for his dialectic method through which he would prove a wrong and fix a mistake, clear confusions and inform the truth (Najafi et al., 2016). The Qur'an also gave a number of stories in which a debate was used and urged Muslims to use the method of debate to educate and inform others about the truth. One of those instances the Qur'an mentioned was the debate between Prophet Ibrahim A.S. and a king who challenged Ibrahim on the existence of Allah. Despite being an inherent method encouraged by the Qur'an, debate strategy method could hardly be found in the modern methods of teaching Islamic disciplines.

Therefore, the aim of this study is to reintegrate debate strategy and make it a method of teaching of Islamic education in a modern way.

1.2. PROBLEM STATEMENT

Islamic and Shari'ah education is considered one of the most important knowledge for Muslim students (Ismail, et. al., n.d.). This is due to the fact that Islamic education is the knowledge that will help one to understand the essence of the life here and to where the destination belongs. Thus, Islamic education is considered *fardh 'ain*, meaning individual obligation vis-à-vis *fardh kifayah*, meaning collective obligation (Sha'aban, 2001). As pointed out by Ashaari et al. (2012), in ideal situation, Islamic education should be able to respond to the challenges brought by the modernity on both theoretical and practical bases. However, with the way the world is changing fast, particularly the educational sector, the traditional methods of teaching Islamic knowledge are lacking interactivity which makes Islamic knowledge monotonous to learn and the environment less exciting (Wan Jusoh and Jusoff, 2009). This problem is inherent in the system of education in countries like Saudi Arabia where the method employed in teaching Islamic studies is said to be based on Qur'an and Sunnah method (Al Otaibi, 2014).

The reason for this lack of interactivity in the traditional methods of teaching Islamic studies is the inability of the traditional methods to cope with the contemporary demand of the modern world. For sometimes, Islamic civilization faces stagnancy without innovating new ideas at the practical level (Ashaari, et. al. 2012). This stagnation is reflected in the failure of Islamic educators to address comprehensively the challenges that leads to linking Muslims to backwardness and stagnation (Ashaari, et. al., 2012). Some scholars believe that the failure of Islamic studies to address such challenges is rooted in the inability of Islamic education to nurture critical thinking skills among students (Rosnani, 2005; Ramadan, 2004).

There are so many questions lingering in relation to the method of teaching Islamic studies. Rosnani (2005) has raised some fundamental questions in relation to contemporary Islamic education. She asked whether contemporary Islamic education has been able to produce students who can think critically or generate original and creative ideas? Has it been able to produce students who possess good hearts and live by Islamic values? Have Muslim youth been successfully educated and prepared to face the challenges of their time? What improvements are necessary in the teaching and curriculum of Islamic education for the twenty-first century? Such questions and challenges generally facing the teaching of Islamic education also applied to the teaching of *Tawhid* in a specific manner (Heera, 2009; Juma, 2001). A study conducted by Zakariya (2015) revealed that Islamic education is a conscious effort that is supposed to guide humans to be faithfully strong physically, mentally, and spiritually, and to help them become more intelligent and noble in such a way that they will be important for themselves, their communities and environment. In addition, he added that Islamic education should be established on the basis of the concept of tawhid because the implication of doing so means that the goal of human life has to be within the framework of worshiping Allah. However, this goal cannot be achieved since the method of teaching Islamic education and tawhid in a more specific form is inadequate of helping the students achieve this desired outcome as pointed out by Heera (2009), Juma (2001) and Rosnani (2005).

Islamic education is viewed as a holistic knowledge for the fact that it is a product of revelation and human experience that is capable of finding ways through various human faculties that include mind, soul and heart. This will combine to produce a Khalifar capable of ruling the world with justice (Ashaari et al., 2011). To achieve that, a scientific research is needed in order to measure how successful an eclectic approach is in teaching Islamic studies. According to Ashaari et al. (2011), this requires problem-base system of teaching method whereby the students are offered the opportunity to face contemporary problem and figure out the solution from Islamic sources. Doing so will galvanise students' critical thinking skills as advocated by various classical Islamic scholars such as Imam Abu Hanifah, Imam Ghazali, and Ibnu Rushd (Ashaari et al., 2011).

The Kingdom of Saudi Arabia is considered the center of the Islamic faith and its Islamic education policies and curriculum are used by several other Muslim countries. The Islamic education curriculum of the Kingdom has attracted a hefty
amount of criticism following September 11, 2011 (Almatari, 2012). Many have called for reforms in the curriculum especially the inclusion of innovative approaches and practices. Khoaledah (2003), in her study of the Saudi Islamic education curriculum has found that the methods currently used in teaching Islamic education are obsolete. This less desirable situation implies that there is need for more innovative and and better methods to be used for the teaching of Islamic education in general and *Tawhid* in particular.

Debate strategy can be used in solving a number of the problems linked to the teaching of Islamic studies generally and *Tawhid* in particular. Debate has already been incorporated into the curriculum of many disciplines including sociology, history, psychology, biotechnology, math, health, dentistry, nursing, marketing and social work (Kennedy, 2007). Several studies have tried to study the use of debate in teaching and learning of various disciplines (Bellon, 2000; Berdine, 1987; Budesheim and Lundquist, 2000; Combs and Bourne, 1994; Crone, 1997; Dundes, 2001; Elliot, 1993; Fisher et al. 2001; Garrett, Schoener and Hood, 1996; Gazzard, 2004; Gregory and Holloway, 2005; Huryn, 1986; Jugdev, Markowski and Mengel, 2004). Although these studies studied the use of debate in teaching and learning various disciplines of knowledge, none of them studied the use of debate in teaching *Tawhid* in particular orIslamic education in a more general way.

Admittedly, there are a few studies that have attempted to study debate strategy in teaching and learning Islamic education. These studies did not design or develop an approach that can be used and integrated into the curriculum and the methods of teaching Islamic education (Wail Ismail et al. n.d.). In spite of the fact that debate is an old strategy for teaching as revealed in the Holy Qur'an. The use of debate in teaching *Tawhid* discipline, particularly at the secondary school level, may solve many of the problems the teaching of *Tawhid* faces at various level of education.

In order to solve this problem more interactive and effective methods of teaching are needed in teaching Islamic studies. Therefore, this research aims at developing a debate strategy implementation model that will provide an effective method of teaching *Tawhid* subject. This is done using design and development research approach which is a way to establish new procedures, techniques and tools based on specific needs analysis (Sahrir, et. al., 2012; Richey, and Klein 2007; Cotton, Lockyer and Brickell, 2009).

1.3. PURPOSE OF THE STUDY

The central purpose of this study is to develop debate strategy implementation model for teaching secondary school students Islamic disciplines. The aim of the study, therefore, is to propose a guide and develop a method of how to incorporate a debate implementation strategy in a formal classroom for teaching Islamic disciplines to complement the existing methods of teaching such disciplines particularly in Saudi schools, abroad or at home. Islamic Disciplines including *Tawhid*, Islamic jurisprudence, the Science of Qur'an, the Science of Hadith, the Biography of the Prophet and so on will all fit into the debate strategy implementation model herein developed. The Saudi School in Kuala Lumpur Malaysia is selected as the research focus where the new model is to be developed and experimented. The model is to be developed with the aid of experts' views and collective decision when choosing the appropriate teaching activities to be considered in the model and in determining the relationships among the activities of the model structure. Other experts are set to be consulted in evaluating the model once it is fully developed. Three stages are to be considered in the development of the model which are based on the design and development research (DDR) approach i.e. the needs analysis phase, the development phase, and evaluation phase (Richey and Klein, 2007).

1.4. OBJECTIVES OF THE STUDY

The major objective of this study is to design an interpretive model of debate strategy implementation for teaching *Tawhid* in secondary schools. The author chose to develop this model for secondary school level *Tawhid* subject as designed to be the scope of the study. There are three phases involved in this study. Therefore, the objective of each phase is described below:

- To identify the needs of the development of debate strategy model for teaching Islamic education in secondary schools based on students' views.
- 2. To develop the debate strategy implementation model for teaching Islamic education in secondary schools based on experts' views and decisions.
- 3. To evaluate the debate strategy implementation model for teaching Islamic education subjects in secondary schools based on experts' views and decisions.

1.5. RESEARCH QUESTIONS

On the basis of the objectives, statement of the problem, and the rationale of this study, the questions are formulated according to the three phases of the design and development research approach, as to be described later at the methodology section, chapter 3. For phase 1, in identifying the needs of debate strategy in teaching Islamic education for schools based on students' views, this phase of needs analysis will seek to answer the following research questions:

- 1.1 What are the students' perceptions on the use of debate strategy to teach them the subject of Tawhid?
- 1.2 What are the students' perceptions on the traditional methods used to teach them the subject of Tawhid?
- 1.3 What are the students' current experiences of the use of debate strategy in teaching?
- 1.4 What are the students' level of approval and intention to use debate strategy in learningthe subject of Tawhid if adopted as a method of teaching?

For phase 2, the stage of developing the debate strategy model for teaching the subject of Tawhid, the following questions have been raised:

- 2.1 What are the experts collective views on the teaching activities that should be included in the development of debate strategy teaching model?
- 2.2 Based on the experts collective views, what are the relationshipsamong teaching activities developed for the debate strategy model?
- 2.3 Based on the experts' collective views, how should the teaching activities developed be classified in the interpretation of debate strategy model?

The final phase, which is the evaluation phase, is aimed at answering the following questions:

3.1 What is the experts' agreement on the sustainability of the debate strategy activities proposed in debate strategy implementation teaching model for secondary school's Tawhid subject?

- 3.2 What is the experts' agreement on the classification of the debate strategy activities based on the three domains (Knowledge Input activities, Enabling Skills activities, and Evaluation and Reflection activities) as proposed in the debate strategy implementation model for teaching the subject of Tawhid in Saudi secondary schools?
- 3.3 What is the experts' agreement on the list of debate strategy activities in the respective four clusters i.e. Independent, Linkage, Dependent, and Autonomous, as proposed in the debate strategy implementation model for teaching Tawhid subject in secondary schools?
- 3.4 What is the experts' agreement on the relationships among the debate strategy teaching activities as proposed in the debate strategy implementation model for teaching Tawhid in secondary schools?
- 3.5 What is the experts' agreement on the suitability of the debate implementation model in the teaching of *Tawhid* subject in secondary schools?

1.6. RATIONALE OF THE STUDY

This research aims at developing debate strategy implementation model for teaching Tawhid subject at secondary school in Saudi Arabia. Saudi secondary schools are the focus of this study because the subject of Tawhid is one of the fundamental Islamic education subjects of the schools' curriculum. Tawhid is the foundational pillar and the backbone of Islamic faith - which means the belief in the oneness of Allah SWT therefore teaching it effectively is considered the most essential task in the Islamic education (Ali, 2006). In Saudi Arabia, as one of the core of the Muslim world, the subject of Tawhid is one of the compulsory educational disciplines at the secondary level. This implies that all students going through the Saudi secondary education must study the subject and are expected to master it the best way they possibly could. However, despite this overwhelming position of Tawhid as a pillar in Islam and its unrivalled significance as a subject in Islamic education, the method of teaching it remains largely the traditional method that involves the most active role to the teacher and the students take a relatively passive role of listening and little participation only they the situation warrants (Juma, 2001; Rosnani, 2005; Heera, 2009).

To solve the problems and challenges facing the teaching of Islamic education generally and *Tawhid* in particular, this study proposes the use of debate strategy in teaching the subject of *Tawhid* in secondary schools. This is because learning occurs more effectively when the students are actively involved in the process of analysis, discussion, and in applying the content learned in a meaningful ways as opposed to the absorption of information passively (Doody and Condon, 2012; Bonwell and Eison, 1991) which helps the students benefit more due to the utilization of instructional strategies promoting active engagement (Rai, 2011). Certainly, there are may be other methods of the teaching employed for teaching the subject of Tawhid.

Debates is said to date back over 4000 years to the Egyptian civilization (2080 B.C.). As a teaching strategy it goes back to Protagoras in Athens (481-411 B.C.) (Combs and Bourne, 1994; Snider and Schnurer, 2002; Freeley and Steinberg, 2005). In spite of the ample potential in the use of debate strategy in teaching process, in most schools the only students participating in debates are those in competitive debates teams (Bellon, 2000). Shifting away from teacher centered styles of teaching does not only reduce the load on the teachers but also increases learners' role and permits them to become active participants in their various learning experiences which for long has been considered as a valued part of education (Richardson, 1987; Bevis and Watson,

2000). Such interactivity is also considered the heart of education (Codde, 2006). The process of debating in debate method of teaching encourages individuals to consider different viewpoints and eventually arrive at a conclusion (Moon, 2005) and enhances the oral communication skills of students and improving their self-expressions, social interactions and teamwork (Kennedy, 2007).

Another important reason for using debate strategy in teaching is its holistic approach to teaching as it requires students to develop research skills (Alford and Surdu, 2002), critical thinking abilities (Crone, 1997) that will invaluable assets for their future development. At this juncture, it should be noted that such skills and abilities are very important in understanding the subject of Tawhid which requires logic and deep critical thinking and communication skills and abilities.

The major reason for choosing secondary schools in Saudi Arabia is because the subject of Tawhid is the only compulsory at this level. The subject of Tawhid is not compulsory either at the primary or tertiary levels of education in Saudi Arabia. This level of education in Saudi Arabia serves students in the fifteen to nineteen yearold age group. This gives the debate model herein developed the highest potential of application for an effective teaching of a critical subject of education i.e. Tawhid. The activities involved in the debate implementation model were selected by a panel of experts. This was followed by the identification of the relationship between the activities in order to guide both teachers and learners to the fulfillment of learning course outcomes through collaboration and interactions as stipulated in the model developed. This is not to suggest that the debate implementation model will replace the existing teaching method. Rather the debate implementation model will augment and complement it in order to aid learners achieve learning outcomes faster and more effectively. Therefore, the debate implementation model for teaching the subject of Tawhid could be of tremendous help in achieving the learning objectives and developing some significant skills that will be of use to the students not only at their present time of secondary education but later in their lives.

1.7. THEORETICAL FRAMEWORK

This study used the theory of active learning as its theoretical framework. The theory is also known as student-centred, learner-centred leaning, experiential learning or enquiry-based learning. The theory is based on the constructivism approach which emphasizes the fact that learners construct and build their own understanding and change the focus of learning from the teacher to the students (Adams and Burns, 1999; O'Neill and McMahon, 2005). The social constructivist learning theory, particularly Vygotsky's zone of proximal development (ZPD) (Vygotsky, 1978), emphasized on how students could be aided in the learning process via interaction with other learners, teachers and instructors, content and context (Abdullah, 2014). Here learning occurs when students are engaged in activities that are using the content and skill they are learning. This allows any new information introduced during the activity session to assimilate easily with the existing knowledge and understanding of the students.

Active learning which is based on the constructive school is defined as any instructional method that engages students in the learning process. This aspect of the theory emphasizes that learners construct or build their own understanding by making meaning. Based on this, skilled teaching is that which is active, providing learning environments, opportunities, interactions, tasks and instruction that encourages an indepth learning (O'Neill and McMahon, 2005). Cuseo (n.d.) defined active learning as "an investment of significant amount of mental energy and a high level of

psychological involvement in the learning process". Under active learning, students' learning is like a continuum that ranges from highly active to highly passive. Each method of teaching can be located within this continuum. The more a method is to the one end of the continuum the more active or passive it is (Cuseo, n.d.; Yoder and Hochevar, 2005). The degree or amount of mental energy put in a particular learning process determines its being active or passive (Bull, 2005).

1.8. LIMITATION OF THE STUDY

The intention for developing the debate strategy implementation model is to serve as an example in proposing how debate strategy could be integrated into formal learning in order to assist secondary school students in Islamic education. The study chooses Saudi School in Malaysia as the focus of the study, where Tawhid is taught as a subject, which was experimented using the model developed by this study. Thus, the model developed herein is context specific (Richey, Klien, & Nelson, 2004; Driscoll & Burner, 2005; Wang & Hanafin, 2005).

Both the study and the model to be developed have certain limitations. One of the limitations of the model is that it cannot be employed in teaching all subjects under Islamic disciplines. Islamic subjects, such as teaching the recitation and memorization of the Qur'an or the traditions of the Prophet s.a.w., cannot be suitable for this model. However, the model can be replicated to develop similar interactive model in teaching Islamic education. Also, the study as a whole has limitation in terms of its sampling where convenience and purposive sampling technique was employed in gathering the data of the study. The researcher will have to use Saudi School in Malaysia as its focus study.

1.9. SIGNIFICANCE OF THE STUDY

This study is significant for the domain of Islamic education as it contributes in developing an implementation model that would incorporate active learning through the use of debate strategy in teaching *Tawhid* subject. Although using debate strategy for teaching is not something new but having a well-organised strategy and a constructive model is something that is yet to be given attention by scholars in the realm of Islamic education. It has already been made clear earlier, albeit briefly, some of the salient features of debate strategy in teaching which include interactivity, engagement, development of communication and oratory skills, critical thinking skills, mastery of materials and a host of others. The growing concern over the current methods employed in teaching Islamic disciplines further underlined the significance of this study. Although this study is not an attempt to replace the existing methods and approaches used in teaching Islamic disciplines, rather is developed in order to complement it by making the teaching of Tawhid subject more interactive, lively, engaging, and offer students the ability to think critically and express themselves verbally.

Moreover, the findings of this study should be significant for students, Islamic studies teachers, instructors and lecturers, instructional designers and policy makers. The students could benefit through the multiple benefits mentioned in the previous paragraph. Teaching Tawhid subject will be now livelier and thought provoking than the way it used to be under the traditional system. Thus, using the debate strategy model in teaching Tawhid subject will make students more likely to comprehend the materials of the study, hence achieving the goals and objectives quicker. What is even more important for students is to be able to know opposing viewpoints with regards to the topics of study they are taught and for them to have more active role in the process of their learning.

In addition, instructors and teachers could use this model to guide them in making sure that students have maximum comprehension and their classes are engaging, lively and interactive. This will help the teachers achieve their teaching objectives and prepare their students in terms of knowledge, critical thinking skills, and communication and oratory skills. All these benefits could be achieved by instructors and teachers without necessarily adding more responsibilities to their workload; instead, they will be more engaged with the students as well as the knowledge the try impart to the students. Learning will be more motivating and appealing particularly when the students feel more part of the process, active and exciting whereas teachers become more passive and facilitators instead.

Furthermore, this study is significant also for instructional designers in the field of Islamic education or other fields as well who could use the model to design and develop other course modules where a debate strategy can be employed. Instructional designers could also follow the methodology of this study in gaining experts' views to develop debate implementation strategy models for other disciplines particularly in Saudi Schools, at home or abroad.

Finally, this study is also significant for policy makers at the Saudi Ministry of Education as well as policy makers in various other countries, public and private. They could use this model to draft a policy that would integrate debate strategy in teaching Islamic discipline particularly at the level of secondary school. This will make Islamic education curriculum more robust and will lead to the realization of the designated goals and objectives of its syllabus.

1.10. DEFINITION OF TERMS

Tawhid: is the declaration of absolute monotheism – the unity and uniqueness of God as creator and sustainer of the universe - in the faith of Islam and used as the organizing principle for human society and the basis for religious knowledge, history, metaphysics, aesthetics, ethics, as well as social, economic and world order (Oxford Islamic Studies Online, n.d.). Therefore, for the purpose of this study, *Tawhid* as a school subject is teaching the defined principles and knowledge mentioned above.

Formal Learning: in the context of this study, formal learning means the learning provided by an education or training institution which is structured with clear objectives, time bound and learning support that lead to certification.

Active Learning: this refers to the learning in which the students are the focus and requires active participation from students. For the purpose of this study, the term is used to refer to the constructivist theory of learning identified as one of the two theories to be used for the study.

Debate Strategy: for the purpose of this study, debate strategy refers to a strategy of teaching and learning through the use of debate (argumentative presentation between two or more parties, each representing a different perspective from the other, each party trying to convince the other to accept its point of view. The strategy has been used through centuries and is still being applied today as a way of teaching.

Implementation Model: for the purpose of this study implies that the debate strategy model herein developed is devised in order to be implemented in the teaching of *Tawhid* subject at secondary school level based on Saudi system of education.

Teaching Model: for the purpose of this study means instructional design describing the process of specifying as well as producing a learning situation for the students to

interact so that the changes in their behavior aimed to be achieved by the learning objectives of the subject occur.

Secondary School: in this study, by secondary school, it means the third stage in the educational system of Saudi Arabia. The Saudi system of education follows 6-3-3 system, meaning six (6) elementary years, followed by three (3) at the middle school and another three (3) years as secondary school. The later three (3) years is identified as the focus of this study.

1.11. CHAPTER OUTLINE

Chapter 1: This entails introduction, background of the study, problem statement, purpose, objectives, limitation and significance of the study. The chapter also discusses theoretical framework as well as definitions of major terms of the research.

Chapter 2: This chapter reviews previous studies in relation to the topic under research herein. The chapter discusses studies done on debate strategy in teaching, the theory adopted by the study as well as conceptual framework of the study.

Chapter 3: This chapter talks about the method used by the study. It discusses population, sample, sampling technique, instrument of the study, procedure and data analysis. The chapter also discusses design and development research and its various phases and how they apply to the study.

Chapter 4: This chapter focuses on the findings of the phase of DDR, discusses participants and the outcome of the data collected for the phase.

Chapter 5: This chapter demonstrates the findings of phase 2. It is also where design and development of the model takes place.

Chapter 6: This is the last chapter that focuses on the findings of phase 3. It demonstrates the evaluation of the model and the many steps and aspects involved in doing so.

Chapter 7: This is the pan ultimate chapter of the study. It discusses the findings of the research in detail and could be made from the data collected.

Chapter 8: The final chapter discusses the implication of the study and makes some recommendations with regard to future research, curriculum developers, and policy makers. The chapter also summarizes the study and follows that with closing ceremony.

1.12. CHAPTER SUMMARY

This chapter begins with laying foundation for the background of the study and the justification of debate strategy and how it could be incorporated in formal classroom teaching of Tawhid subject. In the context of the study, debate strategy is described as a tool that can be utilized to make students more active in the learning process. The strategy is shown to be of benefits to both students and instructors as well whereas the students take more center role and the teacher become facilitators in the whole process of learning.

The justification of debate strategy has been also illustrated in the way it helps in developing critical thinking ability and communication and oratory skills. Although debate strategy should be an excellent tool to use for teaching the subject of Tawhid, this study only proposes its incorporation into the current method of teaching rather than using it to replace the existing teaching methods used in Saudi schools. The study chooses Saudi School in Malaysia as its focus study where the proposed model of debate strategy will be experimented.

The proposed research questions and objectives have been presented earlier on which illustrates the direction and intention of the study. That has been followed with discussion on the purpose of the study, its theoretical framework, significance of the study, limitation of the study, and definitions of major terms of the study. The theoretical framework helped discussed assumptions on which bases the study is based and the elements that should be included.

CHAPTER 2

REVIEW OF LITERATURE

2.0. INTRODUCTION

The major purpose of this study is to develop debate implementation model for teaching the subject of Tawhid in Saudi secondary schools. The main aim of the model is to propose a guide or framework on how debate method could be integrated by implementing it in the formal classroom of Islamic education. Debate strategy is proposed not to replace the existing approach to teaching Islamic education in general and the subject of Tawhid in particular. Rather it is proposed to augment the traditional approach that is currently under use in Saudi secondary schools in order to aid learners to better understanding of the subject matter and make them active participants of the learning process. On this basis, this chapter discusses the important relevant concepts and theories of debate and its incorporation into the more dominant approach of teaching the subject matter, as well as the theoretical foundation that paved the way to the development of the model. The reason for the discussion of the theories is to guide the selection of the appropriate debate activities and how they could be integrated and incorporated as elements in the development of the model. It is against this backdrop that this chapter discusses the following:

1. Debate, this part discusses the concept of debate, its meaning, origin and history. The section also includes the classical use of debate as well as the way it is employed today in various aspects of the human social life. In addition, the section also dwells on how the concept of debate was first introduced into education and also the way it is making its way today into the contemporary formal system of education. This is followed by the discussion of the use of debate strategy in teaching Islamic education in both classical and contemporary periods.

- 2. Theorizing debate strategy of teaching is discussed here to present the principles that serve as a guide on the development of debate implementation model. On the basis of the concept, definition and theories of debate this part next presents the theoretical foundation of the study.
- 3. Theory, this part discusses the theories that provide a framework of adopting debate strategy in formal education. The study uses two different theories as a framework. The first theory is the social constructivist learning theory and the second one is the active learning theory. Both theories will thoroughly discussed and their relevance and suitability to this study is highlighted. In addition to that, a detailed diagram is formed to indicate the variables and factors considered by this research.
- 4. Teaching strategies, this part discusses teaching strategies within the existing literature. It also discusses teaching strategies in the West, Islam and the Muslim dominated world. In addition, this part also dwells on studies conducted on debate strategy by other scholars. This is followed by review of literatures on teaching Tawhid. The final topic under this part discusses literatures on the application of debate in teaching Tawhid.
- 5. The final phase of this chapter, based on the previous discussion, forms a conceptual framework for the development of debate implementation model for the teaching of Tawhid subject in Saudi secondary schools.

2.1. DEBATE IN EDUCATION

As a result of its long historical application, debate has garnered many definitions since the ancient time. According to Doody and Condon (2012), debate is a process of considering multiple viewpoints and arriving at a judgment that individuals and groups alike employ in order to convince themselves or others about an opinion they hold. This definition has also been echoed by Kennedy (2009) who added that debate goes back over 4000 years to the time of Egyptians (2080 BC). Debate has been generally defined by Cattani (2003) as a competition (a challenge) between two antagonists whereby the two contenders try to win the approval of a third party (judge, auditorium) which very much unlike what takes place in a simple discussion. Freeley and Steinberg (2005) also defined debate as "... the process of considering multiple viewpoints and arriving at a judgment...". Another definition worth mentioning here is that of Snider and Schnurer (2002) whereby they defined debate as "an equitably structured communication event about some topic of interest, with opposing advocates alternating before a decision-making body". All the definitions stated just above are general in their approach that applies to using debates in other aspects of human society not necessarily education.

However, debating as a teaching technique goes back less further to 2400 to Protagorus of Abdera in Athens, Greece (481-411 BC) (Darby, 2007). Darby (2007:1) has defined it as "an old teaching-learning strategy that presupposes an established position, either pro or con, on an issue, assertion, proposition or solution to a problem". Debate is seen more as a competition between two or more competing views as each tries to make clear its views and points. It has also been defined as "a strategy that fosters clinical reasoning and thinking skills as well as heightened awareness of attitude, values and beliefs" (cited in Ramlan et al. 2016 from Garett and Hood, 1996; Darby, 2007; Dundes, 2001).

There are so many reasons why the use of debate strategy has been popular over the course of centuries. One of the reasons is because debate helps the minds of others to learn by allowing these minds to exercise their own powers, learn the skills of critical thinking, analysis, synthesis and impromptu speaking (Zare and Othman, 2015). Galloway (2007) also echoed similar view stating that debates stimulate and promote higher order of learning that includes analysis, synthesis and evaluation. As Nisbett (2003, p. 37) added, "debate is an important education tool for learning analytic thinking skills, and for forcing self-conscious reflection on the validity of one's ideas". Many other scholars are of the view that in-class debate involves a two-way approach whereby learners participate in the learning process, get the chance to express themselves, develop the higher order of thinking, bring an end to rote memorization and misunderstanding, motivate the learners as well as assist them to stay away from prejudice, and make informed decisions and judgments based on valid sources of data (Moomala, Faizah, & Amiri, 2013; Doody & Condon, 2012; Yang & Rusli, 2012; Hall, 2011; Rear, 2010; Kennedy, 2009, 2007; Darby, 2007; Tumposky, 2004).

In the relationship between debates and critical thinking, Kuhn (1991 in Guiller, Durndell and Ross, 2008) believes that one of the major factors developing critical thinking ability is a social one whereby ideas are discussed with peers to collaboratively develop knowledge. This is supported by Paul (1992, 1994, in Frijters, Dam, and Rijlaarsdam, 2006) who added that critical thinking development is linked to dialogue which makes it possible to consider other people's perspectives. Moreover, the use of debate can enhance critical thinking skills through defining the problem, assessing the credibility of sources, identifying and challenging assumptions,

recognizing inconsistencies and prioritizing the relevance and salience of various points with the overall argument (Kennedy, 2007). Debates raise the level of students' motivation and interests in the taught content which enables students to think critically by reasoning, evaluating, understanding, conceptualizing, and reflecting on the literature (Munakata, 2010; Chance 1986).

In addition, Krieger (2005) also found debate to play a tremendous role in helping students progress their ability to express and defend ideas as well as help them recognize flows in the ideas and arguments of each other which is considered a component of critical thinking skills. The development of critical thinking skills in using debate strategy in teaching and learning is one of its most salient features (Scott, 2008). Learners are required to gather enough evidences while preparing for rebuttals in order to support their arguments and viewpoints (Yang & Rusli, 2012; Munakata, 2010; Omelicheva, 2007). Similar view has also been stated by Doody and Condon (2012) where they stated that debate helps learners develop critical thinking skills by learning how to define a problem, evaluate the reliability of resources, identify and challenge assumptions, recognize contradictions, and prioritize the relevance and importance of different viewpoints in the overall course of a discussion. In addition to teaching students critical thinking skills, using a qualitative descriptive approach Najafi et al. (2016) also found debate to have various instructional and educational functions which include mastery learning, creating a learning continuum, continuity in the learning, thinking centered learning, creative thinking, increasing the speed of learning, promoting the evaluation power, promotion of entrepreneurial skills, promotion of mental health, developing verbal skills, teaching critical thinking and promoting social skills.

The use of debate in teaching requires that learners engage in constructive teamwork to unify their position and eliminate redundancy which allows the learners to take on a position and express their opinions/argument while ensuring the maintenance of composure during analytical rebuttals (Darby, 2007). This makes debate an excellent tool for dealing with controversial courses and disciplines of education. In addition, according to Walker and Warhurst (2000), the use of debate also requires teachers and lecturers to sit back from delivering taught content and give students the space to teach and educate one another.

Most of what has been mentioned above on using debate as a strategy in teaching is positive. However, debate also has a negative side which Darby (2007) pointed out that debate has the tendency to trivialize important topics making them either white or black and right or wrong even though some issues have multidimensional viewpoints that will be address if treated in an open discussion. This shortcoming of debate can be rectified using class discussion followed after the debate. Furthermore, debate is found not to be an adequate strategy or an end in itself. Rather it should be used to complement other teaching strategies such as lecture and so on (Brown, 2015). This view has also been stated by the likes of Oros (2007) and Jackson (2009).

2.2.PREVIOUS STUDIES ON THE USE OF DEBATE AS A TEACHING STRATEGY

Many researchers have studied debate in the context of education from various viewpoints in teaching different field of study and different level of education. Various studies have studied the use of debate as a teaching strategy at college and university

level. Some schools, colleges and universities taught their students debate because of its pedagogical benefits. Anderson (2016) studied the teaching of debate in Japanese universities and showed that the teaching and learning of debate should be a central aspect of any second language program. The study proposed debate format for teaching students how to debate particularly in an EFL course. In relation to EFL, Alasmari and Ahmed (2013) explored the used of debate in Saudi Arabia where English language is taught as a foreign language. The study explained the rationale behind using debate in EFL classes and proposed some modules of debating. The study concluded that the use of debate is the most appropriate method and approach to use in teaching the students the skills of English language in a country like Saudi Arabia where English language is considered a foreign language by giving the students opportunities to practice English language which is rare in such countries.

In a different approach, Firmin and Vaughn (2007) developed a debate model for a college level to maximize students learning and tested the model using debate in some sensitive and controversial topics. Ramlan et al. (2016) investigated the use of in-class debate as a strategy for teaching undergraduate medical students. Using a survey conducted at a private medical college in Ipoh, the study found that debates enhance students' confidence through active involvement in the process of conducting and participation in the debates. Very similar study was also conducted by Koklanaris et al. (2008) in which he studied the effectiveness of the preparation and participation in a debate in learning a controversial topic among medical students. They found that students who learn a controversial topic through preparation and participation in debate score better in quiz (pretest score 78.3% and posttest score 85.8%) than those students who prepared through lecture (pretest score 52.5% and posttest score 61.7%). The study concluded that debate is more effective in teaching a controversial topic than the lecture method.

While some fields of studies have been using debates as a teaching strategies, a number of other are now looking on how to follow suit by applying it to their respective areas of study. Simonneaux (2002) attempted to apply the use of debate in teaching and learning in the field of biotechnology. The study devised a strategy that can be employed by the designers and teachers alike in the area of biotechnology. Such undertaking has also been carried out by Proulx (2004) where he proposed the integration of scientific method and critical thinking in classroom debates on environmental issues.

The findings of the above studies correspond to that of Darby (2007) in which he investigated the impact of the use of debate as a teaching and learning strategy for the development of the competence of communication and critical thinking among nursing and occupational therapy students. The study concluded that debates help students in acquiring critical thinking and analytical ability in the said programs of study. In addition, italso found that debate as an active learning process fosters complex thinking process, improve retention, and proper application of course content. It is also found to be enhancer of mastering course content, critical thinking, oral communication skills and empathy. Speaking of the relationship between debate and communication skills, Nuraeni (2014) also found that students who were taught speaking through debate outscored those who were taught without it. This implies that debate is positively linked with speaking skills i.e. it improve students speaking score. So far, debate is found to improve and foster a number of positives in the learning process. This is consistent with Desita (2017) study in which she employed classroom action research methodology to study eighth grade students of SMPN 7 Sungai Raya B class consisting of 26 students. Through observational checklist and form of field notes, the researcher found that students' speaking ability in giving opinion and responding to others' opinions have improved following the use of debate. The research also found that the percentage of students' activity in the classroom' first cycle of debate was 57%, in the second cycle it raised to 67%, and in the third cycle it reached up to 76% indicating that debate technique had improved students speaking abilities in terms of giving opinion and responding to others' opinions.

One of the positive teaching and learning outcome debate is linked with is problem solving skills. Along this line, Hamza and Griffith (2006) found that debate in a college in the state of Texas, along with other interactive instructional approaches, foster problem solving and creative thinking in classrooms. Similar study has also been conducted by Mumtaz and Latif (2017) in the context of medical students where the study explored medical students' views and perceptions regarding a series of debates conducted during problem-based learning practiced which was part of the Spiral curriculum at the Imam Abdulrahman Bin Faisal University, Saudi Arabia. The debates were conducted in a series by second-year female medical students between 2014 and 2016. The findings of the study revealed that the students found debating enhanced analytic decision-making, communication and critical thinking skills.

In a similar effort, Lin and Crawford (2007) studied in the context of first year pharmacy students. In the study, they divided 162 students into 40 teams whereby they were assigned topics to argue for and against. The study found that debates helped these students improve their communication skills and critical thinking ability, expand their knowledge scope and provide a platform for group process. In relation to nursing students, Doody and Condon (2012) found that debate can be used as an assessment method within an intellectual disability nursing programme. According to them, this is so because debate has the potential to promote competence and in-depth knowledge of substantive topics relevant to practice, stimulate critical thinking by freeing students from established opinions and helping them to appreciate the trickiness involved in practice. Apart from the medical related fields, debates have also been employed in teaching and learning other subjects of study. Elliot (1993) studied the use of debate in teaching the psychology of women. She found that debate encourages class participation, active learning, cooperation, critical thinking, and reading ahead of the class meeting.

Using a survey technique and after the selected students participated in 16semester long debates the participants, Zare and Othman (2015) found that, when some students were asked about their perception on the use of classroom debate to improve critical thinking and oral communication ability, the students believed that classroom debate was a constructive learning activity that helped improved their critical thinking skills and oral communication skills. The students stated other benefits of the debate that include mastering the course content, boosting confidence, overcoming the stage fright and improving teamwork skills. Along with argumentative essay, debate has also been found by Dickson (2004) to have created the skills of critical thinking, argumentation, presentation, and, the two, help students become better-informed participants in a democracy. Dundes (2001) also found that small group debate fosters critical thinking in oral presentations and enables maximum class involvement. The study argued that using this method offers all students a chance to discuss social issues and learn through an enjoyable means. When Alén, Domínguez and Carlos (2015) asked some university students about their perception on the use of academic debate as a teaching strategy, the students opined that debates present students with an interesting opportunity to develop diverse and relevant learning and critical thinking abilities through active learning.

As much as some students are in favour of debates, other students were found to not prefer the use of debates in comparisons to other teaching strategies, as found by Brown (2015) in a study she conducted at higher education whereby 14 of 16 students did not like the use of debate. She argued that the reason for the students' dislike of debate is because they expect debates to improve their theoretical understanding rather than critical thinking and collaborative learning skills. The findings of Brown are contrary to that of Vo and Morris (2006) who examined the use of debate as a tool in teaching economics. Using a survey, the examined students found debate helpful in their learning and understanding of course materials, improving comprehension of economic problems and issues, and added that debate enabled them to see the relevance of economics.

2.2.1. Debate Strategy in Islam

Debate can be defined in the Islamic context as a dialogue between two parties on a subject, each party intending to prove his point of view and to nullify the view of the opponent, with the sincere intention to reveal the truth and recognizing it once it is revealed (Al Sanaidy, 1430). Debate has been a strategy that has a long history within Islamic traditions. There have been various instances of the use of debate in the holy Qur'an and Prophet Muhammad (PBUH) has been reported to have employed this strategy in a number of instances during the course of His prophetic life. Despite the immense significance of debate in the Islamic tradition, not much has been written by scholars on the topic. It is rather suprising given the number of Qur'an verses revealed

to encourage the use of debate to arrive at the truth (as to be discussed shortly below). Such encouragement the most important Islamic source awarded to the use of debate to teach and to reveal the truth offers a solid justification for the need of its integration into the modern teaching and learning of the some Islamic subjects. One of the few scholars who have done so is Al Shanqeety (1426) who wrote an entire book on the topic of Tawhid. However, Al Shanqeety's discussion of debate in Islam focusses on debate in general without specifically looking into the use of debate in teaching Islamic subjects. In spite of this apparent limitation of what the likes of Al Shanqeety (1426) discusses on debate, this research benefits immensely from their works particularly the foundation and priciples upon which debate is founded. According to Al Shanqeety (1426), there are a number of conditions of debate in Islam. These include:

- Avoid elongation of talking without benefit so as to shorten the dialog in order to discern the purpose of the debate;
- 2. Avoid using strange words and sweeping generalization;
- 3. Stick to what is relevant to the topic of the debate without getting out of it;
- 4. Avoid mocking and making fun of each other;
- 5. Aim to reveal the truth even if it comes from the opponent's side;
- Not to argue against opponent's point until one understands what the opponent means to say;
- Wait for the opponent to complete their statement and avoid interruption while the opponent is talking;
- Avoid looking down and demeaning the opponent which may lead to avoid accepting the truth from the opponent.

Debate and dialogue are two concepts that have interchangeably used in the context of Islam. Literally, dialogue means exchange of statement (Al Sanaidy, 1430).

Its figurative meaning, however, refers to an exchange of conversation between two parties on a specific topic in which each one of the two has a different viewpoint for the purpose of arriving at the truth even if it comes from the opponent (Al Sanaidy, 1430). The glorious Qur'an has mentioned this three times:

- In Surah Al Kahf (Verse 34): "And he had property (or fruit) and he said to his companion, in the course of mutual talk: I am more than you in wealth and stronger in respect of men."
- 2. In Surah Al Kahf (Verse 37): "His companion said to him, during the talk with him: "Do you disbelieve in Him who created you out of dust (i.e. your father Adam), then out of 'Nutfah' (mixed semen drops of male and female discharge), then fashioned you into a man?"
- 3. In Surah Al Mujadalah (Verse 1): "Indeed Allah has heard the statement of her (Khaula bin Tha'laba) that disputes with you (O Muhammad PBUH) concerning her husband (Aus bin As-Samit), and complains to Allah. And Allah hears the argument between you both. Verily, Allah is All-Hearer, All-Seer."

One can argue that Muslims are obliged to engage in dialogue as a way to arrive at the truth and what is right. For example, in the glorious Qur'an the Prophet (PBUH) was commanded in Surah Ali Imran (verse 64): "Say (O Muhammad PBUH): "O people of the Scripture (Jews and Christians): come to a word that is just between us and you, that we worship none but Allah, and that we associate no partners with Him, and that none of us shall take others as lords besides Allah. Then, if they turn away, say: "Bear witness that we are Muslims." This verse is clear indication of a Islam's command of a meaningful dialogue. According to Al Sanaidy (1430), there are five key features of a dialogue:

- 1. A deep belief and trust in what one engages in a dialogue for;
- 2. Knowledge;
- 3. Wisdom;
- 4. Freedom of thought; and
- 5. Intellectual courage;

As stated above, the concepts of debate and dialogue have been used interchangeably in the Islamic literature. While the mention of dialogue has been very clear in the holy Qur'an, the same cannot be said about the concept of debate. Al though many have argued that the word argue which has been mentioned 29 times in the Glorious Book sometimes was mentioned to refer to debate (Al Sanaidy, 1430). For example, in Surah Al Nahl (verse 125): "Invite (mankind, O Muhammad PBUH) to the Way of Your Lord (i.e. Islam) with wisdom (i.e. with the Divine Inspiration and the Qur'an) and fair preaching, and argue with them in a way that is better. Truly, Your Lord knows best who has gone astray from His Path, and He is the Best Aware of those who are guided." This verse and many others, though do not use the word debate, their contextual meanings imply that they are meant to refer to debate rather than an informal argument. Not only that, the context in which it is used in the verse above implies that Muslims are obliged to engage in a meaningful debate in an attempt to establish the truth and show the right Path (Al Sanaidy, 1430).

According to Al Shanqeety, there are three categories of debate in the holy Qur'an (Al Shanqeety, 1426):

	Category	Evidence from the Qur'an
1.	Ibrahim PBUH vs King Namarood	"Have you not thought about him who disputed with Abraham about his Lord (Allah), because Allah had given him the kingdom? When Abraham said (to him): "My Lord (Allah) is He Who gives life and causes death". He said, "I give life and cause death." Abraham said, "Verily! Allah causes the sun to rise from the east, then cause it you to rise from the west." So the disbeliever was utterly defeated. And Allah guides not the people, who are Zalimun (wrong-doers, etc.)."
2.	Ibrahim PBUH vs His People	"When the night covered him over with darkness he saw a star. He said: "This is my Lord." But when it set, he said: "I like not those that set". "When he saw the moon rising up, he said: "This is my Lord." But when it set, he said: "Unless my Lord guides me, I shall surely be among the erring people." "When he saw the sun rising up, he said: "This is my Lord. This is greater," But when it set, he said: "O my people! I am indeed free from all that you join as partners in worship with Allah."
3.	Prophet Muhammad PBUH vs Jews	"say (O Muhammad PBUH): "Who then sent down the Book which Moses brought, a light and a guidance to mankind which you (the Jews) have made into (separate) paper-sheets, disclosing (some of it) and concealing (much). And you (believers in Allah and His Messenger Muhammad PBUH), were taught (through the Qur'an) that which neither you nor your fathers knew." Say: "Allah (sent it down)." Then leave them to play in their vain discussions."

Table 2.1: Al Shaikh Al Shanqeety's Categories of Debate According to Qur'an

The first category is displayed in the dialogue that took place between Prophet Ibrahim (A.S) and His opponent, King Namarood. The Glorious Qur'an gave a vivid picture of the scenario in surah Al Baqarah (verse 258): "Have you not thought about him who disputed with Abraham about his Lord (Allah), because Allah had given him the kingdom? When Abraham said (to him): "My Lord (Allah) is He Who gives life and causes death". He said, "I give life and cause death." Abraham said, "Verily! Allah causes the sun to rise from the east, then cause it you to rise from the west." So the disbeliever was utterly defeated. And Allah guides not the people, who are Zalimun (wrong-doers, etc.)."

The second category can be found in surah Al An'am (verse 76 – 78): "When the night covered him over with darkness he saw a star. He said: "This is my Lord." But when it set, he said: "I like not those that set". "When he saw the moon rising up, he said: "This is my Lord." But when it set, he said: "Unless my Lord guides me, I shall surely be among the erring people." "When he saw the sun rising up, he said: "This is my Lord. This is greater," But when it set, he said: "O my people! I am indeed free from all that you join as partners in worship with Allah."

The third category is found in the same chapter, surah Al An'am (verse 91) where Allah (SWT) was replying to Jews: "...say (O Muhammad PBUH): "Who then sent down the Book which Moses brought, a light and a guidance to mankind which you (the Jews) have made into (separate) paper-sheets, disclosing (some of it) and concealing (much). And you (believers in Allah and His Messenger Muhammad PBUH), were taught (through the Qur'an) that which neither you nor your fathers knew." Say: "Allah (sent it down)." Then leave them to play in their vain discussions."

2.2.2. Teaching Tawhid

Tawhid (theology) is one of the branches of Islamic religious sciences which is known by some as 'ilm al-Kalam or 'ilm al-Tawhid (Holtzman, 2016). There has been debate on whether 'ilm al-Tawhid and 'ilm al-Kalam are the same (Shah, 2007; Holtzman, 2016). This study is not going to go into that debate due to its little relevance to this study. The meaning of 'ilm al-Tawhid in this study is what is often referred to as 'ilm al-Aqeedah or the knowledge of the Islamic doctrine and beliefs (aqeedah). Tawhid is defined as the subject that deals with the oneness of Allah or eternity of Allah (Mujibullah, 2014). It has also been defined by the Islamic scholar Shaikh Ibn Abdul Wahhab as "the singling out of Allah for worship and service. It is the religion of the prophets sent by Allah to humankind" (Mujibullah, 2014, p. 708). There are three basic kinds of Tawhid: Tawhid al Ruboobiyyah (oneness of Allah and His Lordship), Tawhid al Uloohiyyah (oneness of Allah in worship), and Tawhid al asma' wa as sifat (oneness of Allah in His names and attributes) (Mujibullah, 2014).

The elements and features of the knowledge of Tawhid are the belief in Allah, His angels, His books, His prophets, the life in the hereafter and predestination (Che Noh, Abdul Razak, and Kasim, 2012). The teaching of the knowledge of Tawhid is considered important in Islam for being related to the Creator, Allah (SWT). Oneness of Allah (SWT) is the bedrock of entire human existence and their relationship with their Creator.

Some of the objectives of teaching the knowledge of Tawhid are described as follows (Al Zamiy', 2014):

 Students' understanding the meaning of Tawhid and the real nature of belief in the unseen and discerning the difference between Islam, Iman, and Ihsan.

- 2. Students' understanding of the concept of belief in Allah (SWT) and sensing the effects of that on oneself.
- Students' knowledge of the belief in Angels peace be upon them and its effect on them.
- Students' knowledge of the belief in the divine Books which were revealed by Allah SWT and what comes with the faith.
- 5. Students' understanding of what is meant by the belief in the prophets and what this belief consists of.
- Knowing the belief in the Day of Judgment and its effects and what happens on the Day.
- 7. The belief in fate and predestination and its effects and beware of the misguidance that comes with this issue.

There are limited scholarly works on teaching Tawhid in the modern educational ways. In a study carried out by Che Noh, Abdul Razak, and Kasim (2015) on teaching Islamic doctrine and beliefs in school subject. The study explored Islamic education excellent teachers' pedagogical content knowledge (PCK) and how they implemented the PCK during the lesson. The study found that wise practice and wisdom of practice of the GCPI were the most important elements of effective teaching of Islamic doctrine and beliefs (aqeedah). Mujibullah (2014) also studied the knowledge of Tawhid and its major branches in Islam. However, this study is not empirical in nature rather it is a review of what the knowledge of Tawhid entails and what it teaches students. Other studies of similar nature on teaching Tawhid includes Zakariya (2015), and Salim and Binti Abdullah (2015).

2.3.THEORETICAL FRAMEWORK

2.3.1. Part 1: Constructivism Theory of Education

This part of this section is going to discuss constructivism theory in education. This includes the concept of constructivism, the theoretical assumptions of the theory as well as its application in various studies in education. Before surging forward, it should be made clear that constructivism has been adopted and applied widely as a slogan in different ways and in various contexts (Taber, 2011). This implies that the concept of constructivism is many things to many people, particularly within the realms of various fields of studies, depending largely on how it is applied and intended to be used. Some suggest that constructivism is not a theory rather is a model of learning with which can be used to build a theory of learning (Thompson, 2002).

Basically, constructivism theory or epistemology is rooted in philosophy, sociology, psychology and education. Some of the earlier works on the constructivism theory of education includes Dewey (1929), Bruner (1961), Vygotsky (1962), and Piaget (1980); Bednar, Cunningham, Duffy, and Perry (1992) and von Glasersfeld (1995). Constructivism theory of learning is linked back first to the works of Jean Piaget (1896-1980) who developed the theory of genetic epistemology. This theory proposed four stages in human development that include the sensor motor stage, the preoperational stage, the concrete operational stage and the formal operational stage (Bhattacharjee, 2015).

As educational theory, it represents one of the biggest ideas in education that is based on the premise that cognition (learning) is the result of "mental construction" (Bada, 2015). It is about how human learning takes place, the factors that tend to affect and channel learning, ideas and theorem on how curriculum and instruction should be

designed in order to respond to educational purposes the best way possible (Taber, 2011). According to Driscoll (2000), in his argument for constructivism theory of education, he asserted that knowledge can only exist within the frame of the human mind and this knowledge does not have to match any reality in the real world. Nyikos and Hashimoto (1997), summed up the meaning of learning to the constructivists theorists, particularly the social constructivist as to be explained later, that it is "a constant reinterpretation, a constant reweaving of the "web of meaning" (Vygotsky), of experience" (Dewey) human constant "reconstruction as beings а consciously...evolve new social practices... to meet human needs, to adapt to and transform their environments (Russell, 1993, p. 179). The most underlined idea shared by many scholars of constructivism theory such as Vygotsky (1978), Bruffee (1986) and Wertsch (1991) is their emphasis on the primacy of social interaction as the driving wheel to individual's learning and cognitive development that occurred through the internalization of ideas and information encountered in the socio-cultural realm (cited in Nyikos and Hashimoto, 1997).

The best way to understand the above definition of constructivism is to say that most of the knowledge available in human society or that which is acquired by humans is already part of a pool of cultural knowledge in the society. Therefore, in the traditional and rational conception of formal education, this knowledge has to be reproduced which takes places more like copying from one mind to another (Taber, 2011). Thus, Dewey (1916, p. 46) refuted such notion saying that "education is not an affair of 'telling' and being told, but an active and constructive process". He then added saying that "no thought, no idea, can possibly be conveyed as an idea from one person to another" (p. 188). By the same token, von Glasersfeld (1995) stated that learning is not a stimulus-response phenomenon, rather is a process that demands self-regulation and the development of conceptual structures through reflection and abstraction (cited in Bada, 2015).

In Vygotsky's understanding, which this study adopts, a person's knowledge living in human community will, to a large extent, be driven from social interactions that also lead to the acquisition of various aspects of the culture (Vygotsky, 1978). This implies that their knowledge cannot be copied or transmitted from one mind to another. Rather, learners have to actively construct knowledge in their own minds through social interactions by discovering, transforming information, check new information against the old as well as revising laws that do no longer apply (Bada, 2015). A point ought to be made here that the fact that we construct our knowledge does not imply that knowledge is just an individual and subjective matter free from external influence. Contrary to that, the knowledge is cumulated via the experience of life and the world (Phillips, 1995) and through dialogue with others (Dewey, 1938; Piaget, 1932). To constructivists, even the traditional instruction that is often perceived as transmission pedagogy can play a significant role in constructivist learning (Brophy, 2002).

Much of the credit of social constructivism goes to Vygotsky (1978). He outlined three major components of learning theory:

 Social Interaction: has also been considered by various scholars as a vital component of knowledge accumulation and learning process (Tu and Hsiang, 2000). The level and amount of interaction among learners has implication on the quality of their learning process (Vrasidas and McIsaac, 2000). Through interaction learners can be active participants in the learning process by engaging in those activities that include listening, speaking, reading, writing activities apart
reflection upon what they learn and study (Meyers and Jones, 1993). This is an important element of constructivist learning theory that allows shifting from the traditional method to active learning method. Such interactions is said to improve students' learning achievement (Gokhale, 1995; Nyikos and Hashimoto, 1997; Kekkonen-Moneta and Moneta, 2002), and motivate students to positive learning attitudes (Althaus, 1997; Fulford and Zhang, 1993). To Vygotsky (1978), social interaction comes first before individual's cognitive development. In fact it is the social interaction that leads to child's cognitive development. The fact that social interaction is an important component and criterion in effective learning, makes debate strategy fit into active learning concept of constructivist theory.

- 2. The more knowledgeable other (MKO): this implies that a person can learn from another person who has better understanding or higher ability with regard to a particular task, idea or information. This other person(s) can be any body from teacher, trainer, coach, lecturer, peers (as in the case of this study) or even a machine such as computers and other gadgets.
- 3. Zone of Proximal Development (ZPD): for social interactions to lead to learning and cognitive development, the social interaction has to take place within the zone of an individual's potential development (Nyikos and Hashimoto, 1997). Zone of potential development (ZPD) is a concept developed by Vygotsky (1978: 86) which means "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers". At this juncture, a point ought to be made pertaining ZPD. One of the criticism against ZPD is that it is difficult or even impossible for a teacher to attend to all students' ZPD in the classroom due to large class size and

time constraints and for the possibility that each learner has his/her own ZPD. In response to this, Nyikos and Hashimoto (1997) raised an important question as to whether we can determine the ZPD of a whole group. They, therefore, proposed a concept of "group zone" which will allow an exponential growth due to the social mediation enabled by multiple discussions, points of view, and creative problem solving. This means if there is group ZPD, members of a group arrive at a mutual understanding of the topic of discussion or subject of learning.

The MKO concept is an important one particularly in relation to ZPD because MKO bridge the gap between what learners can achieve on their own and what they can achieve under the guidance or with the help of a more skilful partner. It is not necessary for the MKO to be someone of a teacher form, rather they can also be a friend, peers and so on. In the case of debate strategy, the MKO can be both fellow debaters from among the students as well as the teacher himself/herself. In addition, the MKO can even be a non-human such as computer, the internet, and mobile devices. This theory is perfect for debate strategy because of the need of students to use any resources available to them in preparation for a particular topic of debate. Often students are required to study the topic at home before coming to their classes where the debate sessions take place. In this case, students can use online sources, libraries, parents to help them cover the topic of the debate.



Figure 2.1: Zone of proximal development

According to Tiffin and Rajasingham (1995, p. 24), Vygotsky had four specific factors in the education process:

- 1. Someone in the role of the learner,
- 2. Someone in the role of the teacher, and
- 3. Something that constitutes a problem that the learner is trying to solve with the help of the teacher. This problem may not in form of information or knowledge gap. Rather it could also be in the form of overcoming one's need to acquire competency or skill, and
- 4. The knowledge needed to solve the problem.

It is the interaction among these four factors that leads to education. This implies that for education to occur all these factors have to be there and interacting with each other.



Figure 2.2: Constructivism principles (Briede, 2013).

Returning to the discussion on social interactions and active participation of individuals or learners, both aspects are central to the constructivist theory of learning in the process of learning (Bada, 2015). It means that when we come across something

new to us, we have to find a way to reconcile it with our previous knowledge and experience, sometimes even changing what we believe or labelling the new idea, information, or object as irrelevant (Bada, 2015). What we do makes us active creators and participants in the process of acquiring knowledge. These processes through which we come to experience our surroundings are processes of interpretations of what is being seen and heard and that an individual has to actively construct a meaningful interpretation of such experiences (Hassaskhah, 2011). A third major feature of the constructivist theory of learning is the fact that it is inductive rather than deductive. This implies that in constructivist perspective the concept follow the action not the other way round (Bhattacharjee, 2015). Also, learners construct their own meaning of information and objects they come across, new learning builds on prior knowledge, learning is enhanced by social interactions, and that meaningful learning develops through "authentic" tasks (Bhattacharjee, 2015).

One fundamental idea of the theory of constructivism is that human knowledge, hence learning, is constructed as learners build new knowledge on the foundation of the previous one. This is contrary to the old conception which viewed learning as a passive transmission of information from one individual to another on the basis of reception rather than construction (Tam, 2000). There are two major points to be driven from the notion of constructive knowledge. The first is that learners construct new understanding using their past experiences. This implies that learners always have knowledge from their previous experiences and that their previous knowledge influences the new or modified knowledge they construct in their new learning experience (Phillips, 1995). The second point to be driven here is that knowledge is acquired through active engagement rather than passive process. This means that learners try to compare and contrast their new encounter with their prior experience, sometimes ending up changing their current knowledge in order to accommodate the new experience whereas in other times they end up rejecting the new experience in favour of the previous (Phillips, 1995). As for Hassaskhah (2011), there are two key premises of constructivism theory of learning. The first holds that human learning is limited and channelled by the nature of cognitive devices that always has inherent biases. The second is that human learning depends on cognitive resources that are in possession of any particular individual to be able to interpret information.

It is also worth noting to visit the classification of constructivism into two by Phillips (1997). He classified constructivism theory into "social constructivism" and "psychological constructivism". Both sides are firm on the assumption that knowledge and meaning are created or rather constructed by individuals. Social constructivism focuses on the economic, social and political arena in which knowledge is created. By contrast, psychological constructivism focuses more on the creation of meaning at an individual level and how meaning develops into formal knowledge within groups (Kemp, 2011). This classification has also been noted by Nyikos and Hashimoto (1997) who called them "social constructivism" and "cognitive constructivism". Piaget is seen as the main representative of the cognitive constructivism side who came up with individual construction of knowledge as opposed to interaction in the physical world which implies the primacy of individual cognitive development that is a solitary act apart from the social context (Russel, 1993 cited in Nyikos and Hashimoto, 1997). On their part, the social constructivists, such as Vygotsky (1978), Bruffee (1986), and Wertsch (1991), emphasized on the supremacy of social interaction "as the driving force and prerequisite to individuals' cognitive development through internalization of ideas encountered in the socio-cultural realm.



Figure 2.3: Constructivist model of learning.

On the basis of the constructivism model of learning explained above, several studies have used it in their researches for various fields of knowledge. This part reviews some of those studies that have applied constructivism theory of learning in the following paragraphs (Hassaskhah, 2011).

One of the interesting applications of constructivism theory in education is Nyikos and Hashimoto's (1997) study on collaborative learning in teacher education course. Using content analysis to examine three types of writing (dialogue journals, self-reports on the group process and self-reports on each student's role in the group), the study asked students as to what extent constructivist theory, particularly the concept of the zone of proximal development (ZPD), explains the interaction that occurred spontaneously during group work of their final project. The study found that there were division of labour, role taking and switching, desire for challenge, power relationships, the languages used to express these concerns, and the need for social interaction to actualize constructivist claims. Constructivist theory has also been used by Stenger and Garfinkel (2003) in attaining academic standards. To establish that the study set up a classroom of fifteen language minority first graders participating in an open-ended constructivist's based project hoping to foster critical thinking skills, creating independent and motivated learners as well as meeting the state of Virginia's standard examination. The study found that during the course of the programme students were engaged in the constructivist approach to learning. Such engagement of students, collaboration, cooperation and the overcoming of shyness and introversion were found by Hussain (2012) in post graduate students of education at Islamia University Bahawalpur to whom constructivists teaching and learning approach was applied. The researcher used observational method on different sets of his research methodology students for three years.

The richness and broad nature of constructivism theory of learning means it can be used to inform educational policy of nations and institutions of learning. Such role of constructivism learning theory has been explored by Bhutto and Chhapra (2013) in Pakistan. The study found that there was emergence of inquiry approach on constructivism as an important and thriving learning theory in the field of education in the country. The study concluded by recommending the best application of the constructivism theory of learning to better inform the educational policies of the nation. Constructivism has also been used in studying the teaching and learning of various fields of studies. Briede (2013) has applied the theory of constructivism of learning in his study of engineering education. Using a triangulation method among conceptions of constructivism in higher education, the knowledge society trends and UNESCO five pillars of education (to know, to do, to live together, to be, to transform oneself and society), the study found a correlation among the features done by the triangulation method and that it is reflected in the principles of constructivism of engineering education. Similarly, Luo (2005) has applied constructivism theory as a teaching model for computer science. He found constructivist approach having more advantage in comparison to traditional learning theories and approaches particularly in teaching the subject of computer science (Bhattacharjee, 2015).

Traditional classroom	Constructivist classroom		
Begins with parts of the whole -	Begins with the whole – expanding to		
emphasizes basic skills.	parts.		
Strict adherence to fixed curriculum.	Pursuits of students questions/interests.		
Textbooks and workbooks are used.	Primary sources/manipulative materials are used.		
Instructor gives/ students receive.	Instructor interacts/ negotiates with students.		
Instructor assumes directive / authoritative role.	Instructor interacts / negotiates with students.		
Assessment via testing / correct answers.	Assessment via student works,		
	observations, points of view, tests.		
	Process is as important as product.		
Knowledge is inert.	Knowledge is dynamic, changes with experiences.		
Students work individually.	Students work in groups.		

Table 2.1: Comparison between traditional method and constructivist teaching method.

Recently, due to the rapid development in information technology, new concepts have emerged in the pedagogy that fuss technology and education e.g. elearning, mlearning and so on. It is against this backdrop that Koohang, Riley and Smith (2009) developed a model using the constructivist learning theory in e-learning environments. The study concluded that there is advantage in the use of constructivist learning theory in e-learning environments although empirical studies are required in order to further validate the model.

Examining the use of technology in a constructivist learning environment has also been examined by Gilakjani, Leong and Ismail (2013). The study explained whether technology can make the education process more effective or if technology also needs an appropriate instructional theory to point out its positive effect on the learner. The study found that the use of technology in a traditional teaching approach does not produce more effective instruction and even tend to make the process of learning harder without much benefit. However, using technology and constructivist theory of learning together offers a better integration of technology tools into the classroom in a very effective manner.

2.3.2. Concept and Theory of Active Learning

Constructivist theory of learning is the theoretical foundation of active learning that currently occupies much of the pedagogical discussions. Throughout the paragraphs above discussing constructivism theory, active learning has been repeatedly mentioned as part of the major features of the theory. The aim in this part is to provide further details on active learning theory which is a concept developed from the fundamentals of constructivism theory of learning. There are a number of other terms used for active learning that include student-centered learning, experiential learning, interactiveengagement learning, problem-based learning, inquiry-based teaching and so on. In addition to the fact that active learning is a proposition of constructivism theory, its origin should be found in the likes of the works of Barlett (1932), Ausubel (1963), Piaget (1952) and Inhelder (1969).

The meaning of active learning, according to Bonwell and Eison (1991), is any instructional strategies that share the common elements of "involving students in doing things and thinking about the things they are doing" (p. 91). Eison (2010) added that active learning strategies involves a number of features that include: a) thinking critically or creatively, b) speaking with a partner particularly in a small group, or even with an entire class, c) expression of ideas through writing, d) exploration of personal attitudes and values, e) giving and receiving feedback, reflecting upon the learning process. Active learning instructional strategies can be executed in a number of ways that include: 1) completed by students either in-class or out-of-class, 2) carried out by students either individually or in group, 3) conducted either through the use of technology tools or otherwise. By employing active learning strategies, an instructor spends more time helping students develop their understanding and skills which can be achieved by promoting deep learning. Contrastingly, the instructor spends less time in transmitting information which usually indicates surface or superficial learning. Furthermore, more opportunities are given to students to demonstrate what they are learning and the students are given immediate feedback from their peers and/or instructor (Eison, 2010).

On active learning structures and the type of formats to be used for activities, Felder and Brent (2009) proposed the following points to be observed:

1. Think-pair-share approach: for example, here a problem is posed to the students to work on individually for a short time; then have them form pairs and reconcile and work on the improvement of their solutions; and eventually one of the pairs of each

group is called to share their solutions. This is a higher level to the ordinary group activity because it involves higher level of individual's thinking which leads to greater learning.

- 2. Concept test: an example of this is to pose a multiple-choice question on a concept, idea or subject with incorrect responses that are generated from common students' misconceptions. The students could be asked to respond using personal response systems and a histogram of the responses is displayed. In a situation where the class is small, the students can be asked to write their responses on a card in big letters and hold it up and for the instructor to scan the room and estimate the response distribution. The students could then be organized into pairs for them to reconcile their responses and vote again. Finally, some of them could be called to explain why they gave the responses they did and engage in a discussion where the correct answers will be revealed and why the wrong answers are not.
- 3. Thinking-aloud pair problem solving (TAPPS): this technique is described as a powerful one in terms of helping students work through and understand a solution to a problem, case analysis, text interpretation or translation. This can be done by getting students into pairs; one as the explainer and the other as a questioner. The explainer should be given a minute or two to explain the problem statement line-by-line or asked to explain the first paragraph of the history of the case or, in the case of translation or interpretation, interpret the first paragraph of the text to their partners. The questioner will then be asked to ask a question on any point that is not clear to him/her and to give a hint when there is need. Once the allotted time is complete the instructor stops the students and call on several individuals to explain thing to the class. After getting a satisfactory answer, the pairs are asked to reverse roles and continue to the next problem/solution, case analysis, text interpretation

or translation. This is done until the exercises are over. This technique is one of the most typical and effective active learning strategies. Debate strategy share many thing in common with this example which is one of the reasons why it is considered by this study as a learning and teaching strategy that would support the learning process of Tawhid subject at secondary schools.

Perhaps the earliest work that used the term active learning was Bonwell and Eison (1991). They argued that the term "active learning" lacks an "identifiable origin" or a "common definition". However, they noted that Dewey (1924, p. 390) mentioned that "learning is something an individual does when he studies. It is an active, personally conducted affair". Despite the lack of a precise definition of active learning in educational literature, Bonwell and Eison (1991) have noted a number of characteristics that "students are involved in more than listening; less emphasis is placed on transmitting information and more on developing students' skills; students are involved in higher-order thinking (analysis, synthesis, evaluation); students are engaged in activities (e.g. reading, discussing, writing); greater emphasis is placed on students' exploration of their own attitudes and values". From the aforementioned characteristics, they formed a definition of active learning as that "involves students in doing things and thinking about the things they are doing". Simons (2016) defined active learning as "referring to the extent to which the learner is challenged to use his or her mental abilities while learning". He listed some of the activities involved in active learning and their meaning.

Category	Learner Activity
Orientation on goals and actions	Thinks of possible goals and activities.
Choice of goals	Chooses personal learning goals.
Relevance of goals	Realises why goals are relevant.
Self confidence	Is self confident; promotes own self confidence.
Planning of teaching activities	Plans and chooses teaching activities.
Motivating students to learn	Is motivated to learn; promotes own
Getting started	motivation.
Comprehension	Has an adequate starting strategy;
	getting attention. Recalls prior learning.
Integration	Reads, listens, analyses.
Application	Relates, makes a schema.
Monitoring	Applies to a new situation, thinks of
	possible applications.
Testing	Consults own feeling of knowing.
Revision	Paraphrases
Reflection	in order to test comprehension. Tries a
	new strategy
Evaluation	Thinks of possible reasons for
	succeeding this time.
Feedback	Evaluates the process of learning.
Judgment	Uses external feedback possibilities.
Motivation	Judges own performance. Thinks of
Concentration management	future rewards. Takes a break.

Table 2.2: Activities of active learning

The basic reason for the attention afforded to active learning by scholars in the realm of education and pedagogy is the fact that it is through active learning students understand, which is the essence of knowledge. As cited in Bonwell and Eison (1991) that Johnson et al. (1986) stated that active learning as an "active inquiry, not passive absorption, is what engages students. It should pervade the curriculum". Another citation mentioned that "when students are actively involved in … learning… they learn more than when they are passive recipients of instruction (Cross 1987, p. 4). In spite of all the positives of active learning, Drake (2012) found mixed results in the literature of active learning he critically studied. First, creating activities that engage cognitive mind is not unique to active learning. Second, it still remains a vague for how much time should be afforded to the instructor for their control and direction.

Third, activities that are conducted out of class have been ignored when they also accomplished the same effects for the same reasons. Finally, there is overemphasis on technique rather than outcomes which makes active learning more like means rather than end in itself. This led the authors to propose an alternative framework called Ausubel's Assimilation Learning Theory.

There are also risks involved for both the instructor and the learner when applying active learning (Bonwell & Eison, 1991). For this reason it has been recommended that instructors should start with low risk active learning before bulging or advancing into the high risk active learning. Table 2.3 below contrasts a number of general characteristics of low and high risk active learning strategies:

Table 2.3: Low Risk Active Learning Strategy versus High Risk Active Learning Strategies

Dimension	Low Risk Strategies	High Risk Strategies
Class time required	Relatively short	Relatively long
Degree of structure	More structured	Less structured
Degree of planning	Meticulously planned	Spontaneous
Subject matter	Relatively concrete	Relatively abstract
Students' prior	Better informed	Less informed
knowledge of the subject		
matter		
Students' prior	Familiar	Limited
knowledge of the		
teaching technique		
Pattern of interaction	Between department/	Among students
	faculty and students	

Table 2.3 above shows the differences in terms of general characteristics between low risk and high risk active learning strategies. In terms of class rime required, short active learning strategies involve less risk because it does not require long time to be executed. This implies that low risk strategies have relatively less class time to be wasted compared to high risk active learning strategies. In the case of degree of structure, low risk strategies such as short writing activities, debates, case studies and so on also have the advantage of low risk that course content will not be adequately covered and also the instructor is less likely to feel in control of the class than when dealing with instructional activities that are less carefully structured or scripted such as role playing, informal group discussion and so on (Eison, 2010). Likewise, on the degree of instructor planning, it implies that the more the lessons or instructions are thoroughly and thoughtfully planned the less risky the active learning strategies in becoming unexpectedly unproductive. The next feature where there is difference is that there is also relatively lower risk on the subject matter when it the lesson or instruction is relatively concrete in a way such as in-class or out-of-class reading assignment that is accompanied with writing activity and usually the students are relatively more prepared. However, if the subject is in the mould of large class discussion or the students are not adequately prepared or informed in an abstract lesson, it is likely the class goes astray (Eison, 2010). Similarly, the more familiar and experienced students and the instructor with a particular active learning strategy the less an instructional risk is involved. This is more so when a new and unfamiliar technology tools are involved. Lastly, it is less likely and therefore less risky that a communication that involves students and the instructors strays away from topic or shy students to not participate than a discussion involving student-to-student without a moderator (Eison, 2010).

Some scholars went further to develop a scale with which active learning can be measured. Carr, Palmer and Hagel (2015) investigate the effects that result from the addition of a small number items to a scale developed for measuring active learning by capturing some highly engaging though mostly online activities. The study was carried out to respond to some concerns that students of distant learning education often score lower average scores on active learning scales when compared to their oncampus counterparts. The findings of the study revealed that average scores on the Australasian Survey of Student Engagement or National Survey of Student Engagement scale significantly increase when the new items were included and that the difference between on-campus and distant learning students significantly narrows. On their part, Settles, Craven and Ray (2008) developed a framework for active learning in a multiple-instance (MI) setting. Instances are orgnised into bags in an MI, therefore, the bags instead of individual instances that are labeled for training. The study introduced two active query selection strategies that are motivated by MI setting. Similarly, Faust and Paulson (1998) presented a catalogue of active learning techniques in their study in an attempt to foster students' learning in the context of a lecture course. Some of the activities they discussed include listening practices which requires students to absorb what they hear, short writing exercises where students are required to react to lecture material, complex group exercises where students apply course material, and complex group exercises where the students are required to apply course material to "real life" situations or to new problems.

Various scholars have also studied a number of research problems in relation to fields of studies using the term active learning. Davidson (2015) assessed the impact of active learning in a summer academy which used active learning strategies in teaching mathematics with students for a short period of time in Colorado, the United States of America. Pre and post assessment scores of the academy show an increase in students learning within a six day time period. The result of the study showed that if the students were exposed to active learning environment on regular basis, their results and scores would have been better. Likewise, Freeman et al (2014) compared students' performance in undergraduate science, technology, engineering, and mathematics (STEM) courses under traditional lecturing versus active learning. They found that students under the traditional lecturing are more likely to fail by 1.5 than those in active learning. Furthermore, the result indicated that under active learning average examination scores improved by about 6%. In addition, heterogeneity analyses showed that in all the STEM courses active learning increases the scores on concept of inventories more than on course examinations and that active learning appeared effective in all class sizes even though it was more effective in small size classes. The study concluded that active learning is supported by empirical evidences as the preferred, empirically validated teaching practice in regular classrooms. Similar study has also been conducted by Coll, Jansoon, Dahsah and Chairam (2010) who investigated the use of active learning in teaching Chemistry in Thailand. The study demonstrated how active learning could be applied in teaching chemistry, particularly in the country.

In slightly different comparative study from that of Freeman et al, , Weltman (2007) also made a comparison though between the type of learners that benefit the most from active learning and those who benefit the least in a business school. The study analysed different types of students' characteristics that include: grade point average, learning style, age, gender and ethnicity. In addition to using three topics and five instructors covering seven class sections, the study used three different experimental teaching methods. Each student was exposed to all three experimental teaching methods. The study found that performance of students at three different grade point average (high, middle, low), converged at around the overall mean when learning was obtained in an active learning environment. However, students with high and mid-point grade averages. Other characteristics of students such as gender,

learning style and ethnicity were found insignificant. Higher performance in active learning method, (interactive-engagement method as the author referred to it), compared to traditional learning method has also been found by Hake (1997) in his study of students in introductory physics course. The study used pre and post test data using the Halloun (Hestenes Mechanics Diagnostic Test), or as it is referred to recently as Force Concept Inventory, for 62 introductory physics courses that comprised of total number of 6542 students. Close to Hake (1997), Bullard, Felder and Raubenheimer (2008) also examined the effect of active learning on students' performance and retention in chemical engineering. The students were divided into two groups. One group was taught using traditional lecture-based method and the other was taught using extensive active learning, with group activities in every class session. The change of method was found to have relatively little difference to students with high first year grade point averages. However, the low-GPA students in the active learning classes consistently outperformed their low-GPA peers taught through traditional lecture-based method.

Despite the widespread consensus held by educators that active learning results to relatively better learning outcomes than passive forms of instruction. Markant et al. (2016) reviewed research in order to show how active learning leads to better outcomes. They argued that the opportunity to control information experienced while learning is what leads to improved memory if compared to situations where there are no control at all. The study integrated findings from a broad range of experimental paradigms from which distinctive mechanisms were identified that mediate the effective of active learning on memory. This includes the "formation of distinctive sensorimonitor associations, elaborative encoding as a result of goal-directed exploration, improved coordination of selective attention and encoding, adaptive selection of material based on existing memory, and metacognitive monitoring".

2.4. TEACHING STRATEGIES

Since teaching in the modern conception is deliberate and planned set of activities it needs strategies that will lead to success and achieve the desired outcomes. Teaching strategies have been widely studied in relation to various fields of knowledge. This part reviews some selected works on teaching strategies and help frame the study herein. Teaching or instructions is the whole process applied in order for learning to occur as well as the development of target behavior which the learners are expected to have (Akdeniz, 2016). This "requires not only systematic guidance for learning but also a purposeful organisation of experiences to help students achieve the desired change in their performances" (Şimşek, 2011 cited in Akdeniz, 2016).

When referring to teaching or instructional strategies often a reference to either early progressivism or the later conception of theorization of constructivism (as discussed in detail in the previous section). The strategies point to the ways as well as approaches followed by the teachers in order to achieve the fundamental aims of instructions (Akdeniz, 2016). According to Marzano (2003) instructional strategies have influence over learners' achievement and let teachers diversify the instructional applications and the effectiveness of the strategies depends largely on the prevention of the random and mysterious occurrence of this process. Another definition of teaching strategies worth mentioning here is that which defines instructional strategies as instructional methods that comprise of specialized instructional phases in line with the particular purposes and objectives of the subject and the features of the content area so as to enable learners to attain the target behavior (Silver and Stein, 1996). The definitions stated above all posit that the goals of instruction are complex and sophisticated which requires instructors to have a variety of approaches towards the fulfillment of the educational needs of learners from distinct socio-cultural environments and to be able to help them achieve effective learning (Akdeniz, 2016).

Some scholars are of the view that contexts have to be taken into account when choosing an instructional strategy. It is suggested that different instructional strategies should be applied depending on the subject field as well as content (Shulman, 1987). This implies that an instructional strategy should be chosen and applied after careful consideration of the content of field as well as other factors, meaning no to "one size fits all" approach. Previously, only behaviourists model was available which concentrated on the observable behavior produced through the stimulation of objects and human subjects mostly under a controlled laboratory condition (Shipman, 1985; Shinn, 1997). This formed the basis for the model of stimulus (input) and response (output), mediated by feedback approach in "cognitive processing models" (Shinn, 1997, p. 23).

According to Akdeniz (2016), there are four major categories of instructional strategies namely, instruction through presentation; instruction through discovery; instruction through inquiry and investigation; and finally, cooperative learning.

Strategy	Related theory & theorists	Key points	Eligible methods and techniques
Presentation strategies	Based on D. Ausubel's Learning Theory	Teacher-centeredDeductive reasoning	The workshop, question and answer, lecture, case study,

Table 2.4: Traditional taxonomies

		• Informative	discussion.
		instruction	brainstorming.
		Abstract to	demonstration. etc.
		concrete	
		Preprocessing	
		information	
		Acquisition	
Discovery strategies	Based on J.	• Learner-centered	Brainstorming, role
	Bruner and J.	• Inductive reasoning	plaving.
	Piaget	Comprehensive	question & answer.
	0	instruction	discussion,
		Concrete to abstract	debate, drama,
		 Reinforcements and 	analogy, case
		samples	study, etc.
		• Discovery	
Inquiry strategies	Based on	• Learner-centered	Trip, observation,
	Suchmann	• Deductive and	individual study,
	and J. Dewey	inductive reasoning	experiment, lab,
		• Higher-order	case study,
		thinking	problem-solving,
		 Experiential 	etc.
		 Problem-solving 	
		• Analysis, synthesis,	
		evaluation,	
		reflection,	
		creation	
Cooperative/Collaborative	Based on L.	• Learner-centered	Student Teams-
Strategies	vygotsky	• Group	Achievement
		studies/social	$D_{1V1S10n}$ (STAD),
		Mort charing	Problem
		• Work sharing	solving, case study,
		• Democratic values	Inquiry, Learning Together
		and case studies	Think-Pair-Share
		• Analysis synthesis	Group
		evaluation	Investigation
		• , uruuron	investigation
			teams-game-
			tournament.
			Cooperative
			Integrated Reading
			and Composition
			(CIRC), jigsaw,
			etc.

The basis for the presentational strategies is Ausubel's meaningful learning theory which advocates meaningful learning rather than rote learning (memorizing the

information). Ausubel (1963) argued that in this strategy, the most general ideas of a subject should be presented first and then go into details and specifics. Also, new materials should be integrated with previously presented information by making comparisons and cross-referencing of both the new and the old ideas. This has to be done through three fundamental phases: advanced organizer, presentation of learning task or material and strengthening the cognitive organisation. The major mechanism and central to Ausubel's theory is advanced organizers:

These organizers are introduced in advance of learning itself, and are also presented at a higher level of abstraction, generality, and inclusiveness; and since the substantive content of a given organizer or series of organizers is selected on the basis of its suitability for explaining, integrating, and interrelating the material they precede, this strategy simultaneously satisfies the substantive as well as the programming criteria for enhancing the organization strength of cognitive structure. (Ausubel 1963, p. 81).

The discovery strategy on the other hand is based on Bruner's theory of development which has its roots in constructivism. To Bruner, the outcome of cognitive development is thinking (Bruner, 1957). Since his theory is based on constructivist theory, he argued that a learner constructs his or her knowledge for themselves through self-discovery which opposed the idea of knowledge transfer. Thus, the task of a teacher here is to facilitate the learning process by developing lessons that aim at provision of the needed information for the learner without trying to organize it for them (Bruner, 1957). He came up with four features of effective instruction which are (cited by Akdeniz, 2016): (1) Personalized: instruction should relate to learners' predisposition, and facilitate interest toward learning, (2) Content Structure: content should be structured so it can be most easily grasped by the learner,

(3) Sequencing: Sequencing is an important aspect of the presentation of material and

(4) Reinforcement: rewards and punishment should be selected and placed appropriately.

Phase one: advance Organizer	Phase two: presentation of learning task or material	Phase three: strengthening cognitive organization
Clarify aim of the	Make the organization of	Relate new information to
Lesson	the new material explicit	advance organizer
Present the organizer	Make logical order of learning	Promote active reception learning
Relate organizer to students' knowledge	Present material and engage students in meaningful teaching activities	

 Table 2.5: Ausubel's model of meaningful learning

Inquiry strategy has its basis in Suchman's and Dewey's studies. In inquiry strategy, students' questions, ideas, and observations are the center of learning experience. Here, the role of the teachers is to establish a culture in which ideas and views are respectfully challenged, tested, and viewed as improbably. It moves learners from a position of wondering to a position of understanding and further curiosity. Under this approach, both teachers and students shoulder the responsibility of learning (Scardamalia, 2002 cited in Akdeniz, 2016). The word inquiry itself means seeking knowledge, information, or truth through asking questions and the information gathered as responses to the questions can be applied to senses like smelling, testing, touching, hearing and seeing.

There are four major features of inquiry-based strategy: firstly, the patterns and meanings have to be clear for beginners and away from deception. Secondly, the knowledge of a field should be structured. Thirdly, the structured knowledge should be applicable, transferrable, and accessible to a variety of situations. Fourthly, the structured knowledge should be easily remembered and retrieved so as to enable new information in the underlined field is gained without much effort (Akdeniz, 2016). Based on this instructional strategy approach, various disciplines of knowledge could be interrelated which allows for the integrity of different disciplines as well as the worldviews governing them. Therefore, under this strategy, a good teacher's worksheet should be able to enable the students to increase their skills by providing different ways of viewing the world, communicating with it, and raising new questions with regard to issues pertaining daily life and looking to find answers to those questions (Akdeniz, 2016).

The last strategy under the traditional taxonomy is cooperative learning which is "a form of a small group instruction where students work in a social setting to solve problems" (Slavin, 1991 cited in Akdeniz, 2016). There is still lack of unanimity among scholars as to what constitutes cooperative learning strategy. However, five factors are deemed necessary in cooperative learning: positive interdependence, faceto-face interaction, individual accountability, small group and interpersonal skills, and group self-evaluation (Slavin, 1991). Positive interdependence is the realization of each of the group members about the value and the need for the group cooperation for the achievement of each one's personal goals, the goals of the other group members as well as the goals of the group as one body. There are several forms of interdependence that include goal interdependence, task interdependence, resource interdependence, role interdependence, and reward interdependence. Face-to-face interactions are the encouragement of groups members to their fellow group members and facilitating each other's efforts to complete tasks and attain the goals of the group. Individual accountability means to hold each student accountable in mastering the learning materials. It also involves completing one's task within the group as well as supporting the work of the rest of the members of the group (Doolittle, 1995; Akdeniz, 2016). The final feature of this strategy is small group and interpersonal skills. This refers to the social skills that are required in dealing competently with others particularly in small groups. This includes skills such as staying with other members of the group, speaking politely and in a low conversational voice, trusting other group members, mediating and managing intergroup conflict, and sharing of leadership responsibilities which may require guidance and direction of a teacher (Akdeniz, 2016).

In addition to the aforementioned taxonomies of teaching strategies, there are other taxonomies popularly known within the pedagogical literature. Among those classifications are:

- Saskatchewan education taxonomy: under this taxonomy there are five classifications of instructional strategies: direct instruction, indirect instruction, interactive instruction, independent study and experiential learning.
- 2. Bloom's taxonomy (Bloom, 1956; Shinn, 1997): this is presented in the table presented below:

Stage	Explanation	Instructional strategies
Remember (knowledge)	Shallow processing: drawing out factual answers, testing recall and recognition	Highlighting, rehearsal, memorizing, mnemonics

Table 2.6:	Bloom'	S	Taxonomy
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Understand (comprehension)	Translating, interpreting and extrapolating	Key examples, emphasize connections, elaborate concepts, summarize, paraphrase, students explain, students state the rule, creating visual representations: concept maps, outlines, flow charts organizers, analogies, pro/congrids, metaphors, rubrics, heuristics
Apply	Knowing when to apply; why to apply; and recognizing patterns of transfer to situations that are new, unfamiliar or have a new slant for students	Modeling, cognitive apprenticeships, mindful practice, part and whole sequencing, authentic situations, coached practice, case studies, Simulations, algorithms
Analyze	Breaking down into parts, forms	Models of thinking, challenging assumptions, retrospective analysis, reflection through journaling, debates, discussions and other collaborating teaching activities, decision-making situations
Evaluate	According to some set of criteria, and state why	Challenging assumptions, journaling, debates, discussions and other collaborating teaching activities, decision-making situations
Create	Combining elements	Modeling, challenging assumptions,
(synthesis)	into a pattern	reflection through journaling,
	not clearly there before	debates, discussions and other
		collaborating teaching activities,
		design, decision-making situations.

2.5.CONCEPTUAL FRAMEWORK OF THE STUDY

Based on the review of the use of in-class debate in teaching, the review of the concept of debate, social constructivist theory, Vygotsky's Zonal of Proximal Development (ZPD), and active learning, this section discusses the conceptual framework of the study which aims at highlighting the major ideas, concepts and variables with regard to the use of in-class debate in teaching which gives theoretical foundation for the development of the in-class debate strategy implementation model for the teaching of Tawhid subject in secondary schools. To be more specific, this section conceptualizes the implementation of debate for the teaching of Tawhid subject via the development of an implementation model that consists of in-class debate Tawhid activities as the final outcome of the research. The conceptual framework, as presented in Figure 2.4, deals with the following:

- 1. The objective of the study
- 2. All the major variables of the study which are going to be considered in the development of debate teaching activities.
- 3. The theories from which the variables of the study were extracted and how the variables are connected to achieve the objective of the study.
- 4. The way the variables are placed in the process of the development of the model.
- 5. The way the theories and all the concepts are linked leading to the end product of the study.

The following is the purpose of the conceptual framework of the study as elaborated in detail:

 The major purpose of this study is to examine how in-class debate could be incorporated in the current method of teaching Tawhid in secondary schools. Referring to the problem statement of this study, the major objective of this research is to develop an interpretive structural debate implementation model as an aid to the teaching of the subject of Tawhid in secondary schools. Doing so will contribute to the extant literature by serving as a proposal and a guide on the incorporation of in-class debate in the conventional and traditional Tawhid subject classroom. This will assist students in achieving their learning objectives and fulfilling the goal of teaching the subject of Tawhid. Thus, it is necessary to develop the model in order to guide instructors as well as others in implementing debate strategy to enhance students' performance and understanding of Tawhid subject but not replace the existing method of teaching Tawhid.

- 2. On the basis of the problem statement, the scope of the study, inquired by the research questions, and guided by the research objectives, this study proposed debate strategy to be implemented to make teaching the subject of Tawhid livelier, more interactive, inculcating in the students critical thinking skills, communication skills and collaborative learning. Hence, the conceptual framework of the study reveals ho social constructivist theory through Vygotsky's ZPD model is linked and informed the study. Vygotsky's ZPD shows how learners could be assisted through the 'More Knowledgeable Other' (MKO). Furthermore, since the goal of the model is to make teaching the subject of Tawhid livelier, more active and more interactive, active learning theory has also been adopted in order to informed the model in terms of being more interactive and more active in supporting the learning process of the students. In active learning, students are involved in more than listening and other basic activities of learning rather they are involved in the thinking process, communication, collaboration and teamwork as well as the evaluation process, to some extent.
- 3. The theories and the variables are linked to the development process of the model, as shown in the model, according to the phases of the methodology proposed by Design and Development Research approach.

- 4. The conceptual framework also shows how the variables and the theories adopted by the study are placed leading to the development of model. For instance, the use of interpretive structural modeling (ISM) technique is connected to Phase 2 of the methodology being the major tool in the development of the model. Also, fuzzy Delphi technique is associated with the final phase of the research, the evaluation phase, as shown in the framework.
- 5. In general, the main goal of the conceptual framework of the study is to illustrate how the objectives of the study are achieved by connecting the variables, theories, framework and models adopted by the study in an attempt to develop debate strategy implementation model. As stated, the major aim of the model is to provide a support to the existing method of teaching Tawhid subject by making the learning experience of the students livelier, more interactive, more cooperative and inculcating in them the skills of critical thinking, teamwork, and communication and so on.



2.6. CHAPTER SUMMARY

The major aim of this chapter is to review the relevant literature by studying the relevant concepts and theories of debate which will guide in the development of the model of debate in formal teaching Tawhid subject at secondary school level. The theories that were reviewed herein are adopted as a guide in determining the appropriate debate activities and incorporating those activities as elements in the development of the model. The chapter started with the concept of debate and its application in education to provide a general overview on how debate has been applied previously in education in the past as well as its reemergence in the contemporary formal education system. This part is concluded with the review of some relevant studies on how debate strategy has been applied in teaching Islamic religious subjects.

The second part of this chapter discussed how debate can be theorized which is provide foundation for this current study. Under this section, the theories that have been employed in order to serve as the guiding light for this study have extensively discussed. This provided the general theoretical framework of the study. The theoretical framework of the study is based on constructivists theory, therefore, constructivist theory has been discussed in detail, its origin, evolution, application in education, conceptual development of its various forms and its theoretical assumptions. To further shed light on the theory, some relevant studied that have applied constructivist theory of education have been reviewed. The discussion then moved to active learning theory which has its bases in constructivist theory. Here, concepts such as Vygotsky' zone of proximal development have been discussed as well. This is to describe how learners could achieve their learning goals individually as well as in group with the help of more capable peers through interactions. The chapter then dwells on teaching strategies so far developed by scholars which have been very much in use in education. Here, since there are broad taxonomies of teaching strategies proposed by various scholars, the chapter presented and discussed such taxonomies within the existing literature of education in order to provide contextual background to this study.

CHAPTER 3

METHODOLOGY

3.0. INTRODUCTION

The current chapter describes the methodology and procedure applied in the process of conducting this study. It discusses the way how the development of debate strategy implementation model for teaching *Tawhid* in secondary schools. The central idea of the methodology is to devise experts' participation and how to use their ideas during interpretive structural modeling session to assist in the development and assessment of the model developed by the study. In addition, the chapter will also discuss in detail the use of interpretive structural model in the previous studies and the procedures followed for the selection of the panel of experts, the selection of instruments as well as the methods applied for data analysis.

3.1. METHOD OF THE STUDY

The central idea of this research is to design and develop a debate strategy implementation model for teaching *Tawhid* subject in secondary schools. Prior to the model development, needs analysis data are collected from students through a survey questionnaire in order to establish the need for the development of the model. The model has been developed with the aid of the integrated opinions and expertise of a panel of experts that were carefully selected for the study. The study employs interpretive structural modeling and nominal group technique as a framework to assist the study in getting the help of a panel of experts in the process of developing the strategy whereas fuzzy Delphi method is employed for the assessment phase. The study also uses constructivist learning theory and active learning theory as framework for the development of activities embodied in the debate strategy implementation model as already presented in chapter two. Given the focus of the study, the detailed objectives of the study, as discussed earlier in chapter one, are hereby restated:

- To identify the needs of the development of debate strategy model for teaching Islamic education in secondary schools based on students' views.
- 2. To develop the debate strategy implementation model for teaching Islamic education in secondary schools based on experts' views and decisions.
- 3. To evaluate the debate strategy implementation model for teaching Islamic education subjects in secondary schools based on experts' views and decisions.

To achieve these objectives, the study employs design and development model, formerly known as developmental research (Richey, Klein and Nelson, 2004; Richey and Klein, 2007; Richey and Klein 2014), in developing debate strategy implementation model for secondary schools' students. The method was introduced as an instrument for testing and validating theory and its applicability (Richey, Klein and Nelson, 2004; Richey and Klein, 2007; Richey and Klein 2014). Even though testing and validating the applicability of theory is the primary function of the model, it has also been employed for design and development programmes, instructional and learning strategies, products as well as systems in order to provide solutions to pedagogical problems and understand further the features and processes of design and development (Plomp, 2007; Richey and Klein 2014). This justifies the selection of this method as the method of this study which is aid this study in designing and developing a debate strategy implementation model. The model herein designed and developed is not to replace the formal and current method of teaching the subject of Tawhid rather the model will compliment the current practices but improve and make the learning process more active, exciting and achieve the learning outcomes in a better way.

The ability of the method when used for the development of new procedure, techniques and tools based on needs analysis have also been acknowledged by Richey and Klein (2007) and Richey and Klein (2014). This has also been noted by Seels and Richey (1994) who stated that the method is made up of a systematic study for designing, developing and evaluating instructional programs as well as process and criteria of internal consistency and effectiveness (cited by Abdullah, 2014). The method entails three phases needs analysis, design and development, and evaluation as stressed by Wang and Hanafin (2005).

This chapter is organized following the themes of the model adopted. Phase 1 is for need analysis. This phase examine the need for a method that will support students' learning of the subject of Tawhid. In this phase, the students' acceptance and readiness for a debate strategy to complement their current learning of the subject of Tawhid at the secondary school level. It is on the basis of the findings of this phase that determine the next phase. Phase 2 entails the designing and the development of the implementation model. At this phase, a panel of experts were selected to assist and help in the development of the model. Given the nature of *Tawhid* subject, students needs and learning objectives aimed to be achieved, the experts will identify the most appropriate activities to be included in the debate strategy implementation model and the way the activities were integrated and incorporated into a holistic guide in implementing debate strategy in the current methods used for teaching the subject of Tawhid. The final phase, Phase 3, is the stage where the developed model was evaluated by a set of experts. The purpose, samples selection, instruments employed as well as the procedure for data collection of each of the three phases is elaborately discussed in the following paragraphs of this chapter. It should be noted that different

methodologies were employed for each of the three phases. Hence, the reasons for the selection of each methodology will also be discussed.

3.2. PHASE 1: NEED ANALYSIS

3.2.1. Purpose

The starting point of this study is the need analysis. The aim of need analysis is to identify and establish the need for the development of debate strategy implementation model for the teaching of *Tawhid* subject at the secondary school level based on the views of students. To achieve this aim, the following research questions were answered by the needs analysis phase:

- 1. What are the students' perceptions on the use of debate strategy to teach them the subject of Tawhid?
- 2. What are the students' perceptions on the traditional methods used to teach them the subject of Tawhid?
- 3. What are the students' current experience of the use of debate strategy in teaching?
- 4. What are the students' level of approval and intention to use debate strategy in teachingthe subject of Tawhid if adopted as a method of teaching?

To justify whether there is a need for the incorporation of debate strategy into the current method of teaching Islamic education and particularly *Tawhid* subject, it is essential to answer the above questions in order to assist the students in secondary schools to have better understanding of the subject of *Tawhid*, being the most fundamental subject in Islamic education. The major aim of the needs analysis is to determine students' approval of debate strategy as an intervention programme that will facilitate their learning of the subject of *Tawhid* as well as their intention to participate
in debate as a complimentary method to the existing method used for teaching them the subject. To sum it up, answering these questions provide the justifications for the development and implementation of debate strategy implementation model for *Tawhid* subject.

3.2.2. Respondents

The sample of this phase involves200 students from the Saudi School in Malaysia who are currently students at any level of the three years of secondary education. According to Winner (2009) and Cohen, Manion and Morrison (2007), 30 samples and above is considered suitable for researches that employ statistical analysis. The students were selected from the entire population of secondary school students in Saudi Arabia (the Kingdom is following 6-3-3 system implying three years of secondary education often between fifteen and nineteen year-old age group) (Kingdom of Saudi Arabia Ministry of Higher Education, 2006). To select the students as the sample of this phase, a purposive sampling method was employed. The subject of *Tawhid* is a compulsory subject for all the students at this level. Passing the subject is compulsory for all students at this level before moving to the next level.

3.2.3. Needs Analysis Instrument

To achieve the specific objectives of this phase, a set of needs analysis survey questionnaire was employed (See Appendix A). The questionnaire consists of 48 questions divided into four different parts: 1) demographic details of the students and their perceived understanding of the subject of *Tawhid*, 2) Students' perception on their competence of the subject of *Tawhid*, 3) Current students' perception on the subject of *Tawhid*, 4) Students' approval and intention to use debate strategy. Before

using the questionnaire for the collection of data of this phase, a pilot study was conducted on 40 secondary school students from a selected secondary school in Saudi Arabia which will help in improving the items entailed in the questionnaire. However, it should be highlighted that the 40 students will not be included during the actual needs analysis study. The instrument will also be validated by five (5) curriculum experts in addition to the reliability text that was conducted on the survey questionnaire for all items included.

The aim of the questionnaire is to evaluate the needs of students to be supported with a more active method in their learning process of the subject of *Tawhid*. Moreover, the questionnaire will also assess students' approval level of debate strategy as well as the degree of their intention to participate in the debate sessions. The items of the questionnaire have been adopted from Abdullah (2014) albeit with various modifications in order to suit the objectives and subject of the current study.

3.2.4. Reliability

According to Sekaran and Bougie (2013), reliability indicates the extent to which it is error free and hence consistent measurement across time and across the various items in the instruments. It is an indication of the stability and consistency of which the instrument measures the concept. Cronbach's alpha is the most frequent used statistics to measure the internal consistency reliability. The range of its measure is from 0 to 1.00. The acceptable range of reliability coefficient is 0.7 and higher (Sekaran and Bougie, 2013). Cronbach's alpha, in this study, was used to assess the internal consistency reliability of development of debate strategy implementation model for teaching tawhid in secondary school. The internal consistency details are shown in table 3.1 below.

Table 3.1: Reliability Test of Needs Analysis Questionnaire

Construct	Number of Items	Cronbach Alpha
Development of debate	20	.852
strategy implementation model		

3.2.5. Procedure

The purpose for conducting needs analysis is to assess students' needs to develop the debate strategy implementation model. According to McKillip (1987) "needs are value judgments that a target group has problems that can be solved". Needs analysis has also been defined by Iwai et al. (1999) as activities that are involved in collecting information aimed to serve as the basis for developing a curriculum to meet the needs of a particular group of students. Brindley (1989) and Berwick (1989) provided definitions of various types of needs as well as accounts of different forms of problems and limitations in making use of need concept. They also suggested ways through which different kind of needs could be identified; needs identified by analysts and needs experienced and expressed by learners. Likewise, Hutchinson and Waters (1987) cited in Abdullah, 2014) classified needs into three: necessities (which refer to what needs to be learned for effective functioning in a particular situation), lack (referring to the gap between what learners possess the knowledge of and the proficiency they are now targeting), and wants (referring to the subjective needs of the learners).

In the available literature, some few studies have pointed out to the need of developing a new method of teaching for Islamic disciplines. Rosnani (2005) has raised certain fundamental questions in relation to the contemporary teaching of Islamic subjects and why there is need to change the current method or develop a better method to tackle the existing problems. Heera (2009) and Juma (2001) have agreed that those problems facing the teaching of Islamic subjects generally also apply to the teaching of *Tawhid* in a specific manner. Thus, it is necessary to investigate current students' understanding of the subject of *Tawhid* which will determine what to be included in the debate activities developed by this study.

3.2.6. Data Analysis

A descriptive statistics was used in analyzing the data collected at this stage which will then be analysed using the Statistical Package for Social Sciences (SPSS) version 23 software. The researcher proposes analysis of the mode and mean scores for this phase in order to determine the needs of debate strategy for teaching the subject of *Tawhid* at secondary school level based on the views of students. Figure 3.2 below demonstrates a flowchart of the steps that have been presented above which described the methodology employed at this phase. The major aim of the results of the data obtained for this phase is to establish that there is need to develop debate strategy implementation model for the teaching of *Tawhid* subject at secondary school level.



Figure 3.1: Flowchart of Needs Analysis Phase

3.3. PHASE 2: DEVELOPMENT OF DEBATE STRATEGY

3.3.1. Purpose

This is the stage at which debate strategy implementation model is developed. The implementation model is developed on the basis of using debate strategy to support and aid students to achieve learning objectives of the subject. The debate strategy implementation model herein developed will help in achieving the learning objectives of the *Tawhid* subject much more effectively and enthusiastically and overcome the deficiency often linked to the method of teaching Islamic subjects. The implementation model will consist of a number of interlinked activities from the *Tawhid* syllabus taught in the current method. Thus, at this stage, the developed implementation model of the debate strategy is not meant to replace the existing method used for teaching the

subject. Rather, it is meant to support it by making the learning process more thrilling, action-filled, and thought provoking.

All the activities included in the debate teaching strategy are to be selected with the aid of experts. The experts will also help in determining the relationship among the activities in order to guide both teachers and learners in achieving learning outcomes. The relationships among the activities selected were subjected to investigation so as to ascertain the practicality of the implementation of the strategy. The following serves as the detailed objectives of this phase:

- 1. To identify the suitable debate activities for the implementation of debate strategy to assist learners in achieving the learning objectives of the *Tawhid* subject much more effectively and interactively.
- 2. To determine the relationships among the activities included in the debate strategy implementation model.
- 3. To divide the teaching activities identified into different categories.
- 4. To propose debate activities structural model in implementation of debate strategy.

3.3.2. Interpretive Structural Modeling

Given the objective of this phase discussed above, particularly regarding the relationship among the teaching activities, the study proposes to employ interpretive structural modeling (ISM). Using ISM, a structural model could be extracted based on the relationships among the debate strategy teaching activities. ISM is a powerful methodology for structuring complex issues which was developed by Warfield (1973, 1974, 1976). The methodology is described as particularly useful when working with participants in a group whereby a structured debate can be of help for the participants

in reaching a consensual agreement on a particular topic (Janes, 1988). This implies that the methodology is a decision-making tool that helps in putting together ideas of individuals or groups in order to simplify and facilitate the understanding of a complex issue or topic through the use of a map of relationships among various elements of the complex issue or topic (Attri, Dev and Sharma, 2013). The process involves a set of elements, directly or indirectly related, structured into a comprehensive systematic model (Attri, Dev and Sharma, 2013). As highlighted by many, ISM methodology is context free, applicable to various forms of contents, and enables individuals or groups to reach consensual decisions in collaboration with each other once the elements of the model their contextual relations are clearly identified (Abdullah, 2014; Jadhav, Mantha and Rane, 2013).

ISM enables the experts to go through the process of discussion and analysis through which they can assist in the development of the debate strategy implementation model and can help in the integration of knowledge and structured understanding by deriving solid decision together with underlying reason. This is possible because ISM helps dissolve complex and intricate issues or topic allowing experts to deal with only two ideas at a time and helps transform vague and poorly articulated mental models into a clear, visible and well-defined models that can used for many purposes (Ahuja, Yang and Shankar, 2009). The outcome of the ISM process brings about a visual relationship map among ideas and information which would highlighting the important concepts of the issue or topic for the experts to discuss, understand and pass a sound decision (Abdullah, 2014).

A Brief review of literature on ISM reveals that the methodology was first invented to deal with issues related to economics, particularly in business consultation and other related fields (Li Hanfang, Tan Zhongfu and Wang Chengwen, 2007; Chang et al., 2012; Kaliyan, Govindan, NoorulHaq and Young, 2013; Mahajan, Jadhav, Kalamkar and Narkhede, 2013; Ali, 2017). Later on, the methodology has also been widely applied in other fields such as knowledge management (Singh and Kant, 2008; Tabrizi, Foong and Nazli Ebrahimi, 2010), transportation system (Yin Hong-Yang, Xu Li-Qun, and Quan Xiao-Feng, 2010; Sun Hui, Zhou Ying, and Fan Zhi-Qing, 2012; Digalwar and Giridhar, 2015), tourism (Petrudi, Firuzjaevan, Firuzjaevan and Gholamrezazadeh, 2013; Roy and Misra, 2016; Rageh Ismail, 2010), as well as information system (Upadhye, Awana and Mathur, 2014; Tang Zhi-Wei, Du Ren-Jie, and Gao Tian-Pen, 2005). Likewise, ISM has been applied in the field of education (Warfield, 2009; Sohani and Sohani, 2012; Abdullah, Saedah, Asra and Zaharah, 2014). The methodology has been continuously been applied into many other fields of study as highlighted by Abdullah (2014) particularly in the field of education although the application of the methodology in education seems to focus on policymaking, program planning, or management of institution. As it has been shown in the study of Abdullah (2014), Abdullah, Saedah, Asra and Zaharah (2014), and as is the case for this study, the application of the methodology goes farther than those aspects and could be applied well into other aspects of education.

Until recently, ISM has been exploited by policymakers, program panning, and management of institution. This is in spite of the fact that it is a powerful decision making tool that can help tremendously and can work effectively in education related issues. An example of where ISM can be applied and can help is in the investigation of the role of various stakeholders in the decision making of a university. Here, the views of the major stakeholders, teachers, parents and the students themselves can be effectively investigated through the application of ISM. The findings could help in improving the governance of the university by making their decision making process making inclusive. Another example of the use of ISM in the field of education could be seen in its application by Abdullah (2014) where he investigated how mLearning implementation model could be developed in order to provide a learning support for a university English course. Here, ISM is being utilized in developing a program using innovation in education. This current study also followed similar example where ISM is applied in developing a model to use as a guide in teaching and learning of Tawhid subject at the secondary school level through the use of debate strategy. Since ISM is an integral aspect of the development of the mode, the concepts underpinning it and the way it works are hereby explained below in order to show its potential in educational research.

The ISM process was applied in this study using ISM computer software which facilitates the comparison of the experts' ideas and inputs help in generating the model once the process is completed. The software preferred by this study is Concept Star developed by Sorach Incorporation. The modeling language used in the software entails both qualitative and quantitative representation of systems used in dissolving intricate topics and issues via a single set of process.

Conceptually, ISM uses pair-wise analysis to simplify complex issues where it organizes numbers of ideas into a structured relationship of model (Poduval, Pramod and Raj, 2015), as shown in Figure 3.2 below.



Problem Space – Ideas and their perceived relationships

Resulting Relationship Model

Figure 3.2: Conceptual view of ISM.

From what is shown in Figure 3.3 above, a particular process is followed in converting the elements involved in the issue into a comprehensible and logical view of the problem. This is further shown in Figure 3.3 below. The process enables user to synthesize the problem in an easy manner from which the user can develop ideas and solutions.



Figure 3.3: Fundamental steps to construct an effective ISM.

In accordance with the discussion so far on ISM, it is clear that ISM is interpretive for the fact that it involves judgment by deciding whether there are relationships between elements and if there are how these elements could be connected to each other. The procedure is also called modeling technique due to its overall structure and the nature of the relationships among the elements which can be presented in a graphical model (Abdullah, 2014). There is a combination of three modeling languages applied in ISM that include words, diagrams, and mathematics (Lee, 1999). Words are used in ISM because of their being an elaborate method in broadcasting the output of the structure of a system in a symbolic form (Mihram, 1972, cited in Abdullah, 2014). Diagram, on its part, presents a pictorial output of the issue understudy and it offers a powerful means of communication in the form of "parallel information processing capacity" (Abdullah, 2014, p. 115). According to Janes (1988), in ISM the diagrams are called Diagraph as shown in Figure 3.4 below:



Figure 3.4: Illustration of a diagraph with cycles.

For the mathematics aspect, it allows symbolic models to be formed by manipulating discrete mathematic calculation of logic and structure such as binary relations, set theory, matrix theory, graph theory, and Boolean algebra) (Janes, 1988). The reason for this is to provide a quantitative representation of the system. Binary matrix is used in ISM in constructing the reachability matrix (Warfield, 1976; Abdullah, 2014). This creates a mapping of relationships among the elements, ideas, or teaching activities, as in the case of this research. Figure 3.5 below presents an example of a reachability matrix:

	e1	e2	e3	e4
el	1	1	0	1
e2	0	1	0	0
e3	1	1	1	1
e4	1	1	0	1
e1, e2, e3, e4 denote elements				
matrix entries:		ies:	1 = 0 0 = 0	yes'

Figure 3.5: Illustration of a reachability matrix

It should be pertinent here to note that ISM could be executed manually using paper and pencil. However, the technique can just be executed through ISM computer software. The role of the software is to facilitate the pair-wise process through which, after completion, the model could be produced. It should be added that the mathematical process embodied in ISM is concealed from the experts which enables experts with little or no mathematical skills to use ISM in conducting their research studies. There is only one version of the software which has been developed by Concept Star under Sorach Incorporation. It is clear that ISM has combined both qualitative, symbolized by the use of words and diagram, and quantitative, symbolized through mathematics, representation which is aimed at simplifying complex issues through a single set of process (Abdullah, 2014).

The ISM process involves identifying variables of the underlying issue which was followed by a session among the experts on the issue for problem-solving. This is followed by the creation of a contextual phrase that will interlink the variables based on the context of the issue. Then, the variables are compared to develop a structural self-interaction matrix (SSIM) following a pair-wise comparison of the variables and transitive logic. This ends with the SSIM being transformed into a reachability matrix with the support of discrete mathematics which will lead to a structural model called Interpretive Structural Model (ISM) depending on how the variables are partitioned (Abdullah, 2014). The ISM modem developed was interpreted and evaluated by the experts to reach a consensus on the issue at hand. Since ISM can be used in combination with other methods (Abdullah, 2014) this study will employ Nominal Group Technique (NGT) in order to generate the variables that would later be discussed by experts during the ISM session.

3.3.3. Respondents

This study will use the same respondents, a group of experts, for the interpretive structural modeling session (ISM) for the focus group interview in developing the debate strategy implementation model for the fact that the respondents were involved in the development of the model during the ISM session. As noted by Abdullah (2014), it is necessary to ensure a correct selection of experts for the success of this type of study for the fact that the outcome of the study depends largely on the views of the experts (Skulmoski, Hartman and Krahn, 2007). Experts have been defined as individuals with knowledge of a particular issue or in a certain area (Dalkey and Helmert, 1963). There are certain requirements looked for when selecting the experts: knowledge and experience of the underlying issue, willingness and capacity to take part, having time to take part in the study, and possessing effective communication skills (Adler and Ziglio, 1996). This study applies the same criteria in selecting the experts of this study.

The number of experts participating in the study is also another factor that should be taken into consideration. Janes (1988) suggested that the number in an ISM related studies should not exceed eight (8) respondents. The justification given by Janes for opting for this number is because the members of a panel have to interact with each other and if the number is high the quality of their debate will be affected. The experts herein were selected based on the formula of probability, n (n-1). As pointed out by Abdullah (2014) if the number of the respondents is 5, the possible communication among the experts could be 5 (5-1) = 25. This number increases dramatically if the size of the experts is increased, for instance, by another five (5 making it 10 (10-1) = 90 possible communications making it impliedly difficult and exhaustive to the respondents to discuss every elements that should be discussed. This

might also lead to the decline in the motivation of the respondents. Thus, for this study, a total of eight (8) experts were chosen: five (5) content experts who are experts of teaching Islamic subjects, particularly the subject of *Tawhid*, at secondary school; and three (3) curriculum experts which makes a total of eight (8) experts.

3.3.4. Research Instruments

Given the nature of this phase, two different instruments were employed during this phase. The first of the three instruments is a draft of debate strategy activities that has been generated from previous studies. This draft were also used during focus group interview sessions. The draft of the listed activities will help the experts to identify appropriate debate activities that merit inclusion in the model. The experts will decide on whether these activities should be included in the model, merged with others, or left out totally. The experts are free to add other activities they feel merit inclusion in the final list of the activities in the model. Once the final list is produced, the experts were required to grade all the activities based on their degree of preference for each of the listed items.

The next instrument employed is the interpretive structural modeling software. The version of the software deemed appropriate for this study is Concept Star developed by Sorach Incorporation. This software will help the experts' discussion and decision making process in determining the relationship among the activities that have been uploaded into the software.

3.3.5. Procedure and Analysis of Findings

This study will employ Nominal Group Technique (NGT) in developing debate strategy implementation model for teaching *Tawhid* subject at secondary schools. There are eight (8) steps involved in this phase (Phase 2):

- Listing elements that are relevant to the underlying issue. To do this task, the study adopts a modified nominal group technique (NGT) (Abdullah, 2014) in identifying and listing the elements of debate strategy model. NGT method is known to help in generating ideas or variables in relation to an issue, topic or situation which has been described as a structured variation of a small-group discussion used in order to reach a consensus regarding a particular issue or situation (Jones, 2004). NGT involves five (5) different steps, as highlighted by Broome and Cromer (1991):
 - I. A question that will be presented to the group of respondents in order to arose their interests in the topic or issue under study;
 - II. Generating the ideas as individuals;
 - III. The ideas generated are shared with the rest of the group members;
 - IV. Making the ideas familiar through discussion and clarification of all the items included among the members in the group; and
 - V. Finally, putting the ideas through a voting process where the members select the most relevant items.

This study will adopt the modified NGT which eliminate the inherent time consumption in the classic version, as employed by Abdullah (2014). This modified version begins involves a short survey of pre-listed activities of debate strategy which serves as a guide to the participating experts and offers them a starting point of ideas to start with. Doing so will shorten the NGT process from 4 hours to 90 minutes (Abdullah, 2014). The experts are free to agree or disagree with the list of debate activities listed in the survey. Only activities that garner positive consensus will be included in the model. If the experts also have additional ideas on the debate activities they would like to propose in the model, the experts are free to do so. The debate activities initially included in the list are made familiar and clarified to the experts in order to enable them to make the right judgment on its inclusion in the final model (Broome and Cromer, 1991). The NGT process will end with the experts being given the final list individually for their final assessment and voting for the most suitable debate activities. The experts will do so by giving a ranking number for every activity which is based on a scale of one (1) to seven (7). One (1) represents the least favourable and seven (7) represents the most favourable item (Abdullah, 2014). The following is the interpretation of the scale:

- 1 = Least favourable5 = Very favourable2. slightly favourable6 = Highly favourable
- 3. Moderately favourable 7 = Most favourable

4 = Favourable

The debate activities are then scored from the ranking numbers accumulated from the experts which give priority values for the debate activities. The debate activities are then prioritize based on the total cumulated scores they garnered from the experts. Activities that score the highest were the most highly prioritized activities in the list. The flowchart below gives summary of the procedure of NGT session:



Figure 3.6: Flowchart of nominal group technique session.

The NGT and ISM are used together at this phase due to being comparable in nature (Georgakopoulos, 2009; Janes, 1988). Both methods involve experts with shared interests of a particular issue in making decisions (Abdullah, 2014). According to Blumer (1969), it is more significant to gather information from the views of a selected group of people who are knowledgeable and interested in an issue than to do so with any other group of representatives (cited in Abdullah, 2014). However, the difference between the two lies with ISM being a computerized methodology that uses mathematical algorithm to minimize the task in exploring several possible relationships between ideas (Warfield, 1976; Broome, 1998). Yet, the two are both comparable and complimentary to each other. Some previous studies that have employed the two methods together include the study conducted by Abdullah (2014) which has inspired the current study to a great extent. Similarly, Georpakopoulos (2009) used the two methods to examine teacher effectiveness through system approach. This study employed NGT in an attempt to facilitate U.S. and Japanese students in gaining items of characteristics and acquiring behavior of effective teachers. ISM, on the other hand, was used to form influence structures which would help in mapping teacher effectiveness system in which students arrive at a judgment by pairing behaviours and features of effective teachers through the use of ISM computer assistance.

- 1. The second step involves determining the contextual relationship and relation phrase in relation to the way the debate activities (elements) should be interlinked with each other. The contextual relationship defines the goal to be accomplished and any form of boundary in the path. The relation phrase is what determines the way the relationships among debate activities were analysed through the construction process of the ISM. Both the contextual relationship and the relation phrase are determined by the experts' views on the relationship among the elements of debate activities (Abdullah, 2014).
- 2. The third step involves the development of a Structural Self-interaction Matrix (SSIM) of the debate activities showing the interlinks among elements which has been conducted with the aid of ISM software. At this stage, pair of elements were shown by the software after which the experts will decide through voting the relationship before another pair of elements is shown. This is repeated throughout the stage till all the elements are put in pairs.
- 3. The next step focuses on generating the ISM model. This were carried out through the software following the successful pairings of the debate elements. Hence, the software will now generate the debate model through the pair wise logic. Based on Transitive Logic for any three elements (1, 2, 3) with a specific relationship where:
 - 1 is related to 2 (written $1 \rightarrow 2$),

- And 2 is related to 3, (written $2 \rightarrow 3$),
- Then 1 is related to 3, (written 1 \rightarrow 3 or 1 \rightarrow 2 \rightarrow 3).
- 4. Here, the model was reviewed by the experts in case of any conceptual inconsistency (Abdullah, 2014) requiring any necessary modification. Although no major amendments were allowed to be made here because the development of the structure has been made through a systematic process of discussion (Janes, 1988). If there is any amendment suggested by the experts, the researcher has to go back to the computer software in order to generate the final model once again.
- 5. This is where the final model is presented following any necessary amendments, if any are made. Also, the activities were classified into different levels in order to interpret the model at the end of the study, as opined by Janes (1995).
- 6. Here, the teaching activities were classified into clusters based on their "driving powers and dependency" (Abdullah, 2014, p. 125). The reachability matrix is formed through SSIM substitution of V, A, X and O by 1 and 0. The substitution of letters with 1s and 0s is carried out through the following rules (Abdullah, 2014, p. 125):
 - I. I. If the (i, j) entry in the SSIM is V, the (i, j) entry in the reachability matrix becomes 1 and the (j, i) entry becomes 0;
 - II. If the (i, j) entry in the SSIM is A, the (i, j) entry in the reachability matrix becomes 0 and the (j, i) entry becomes 1;
 - III. If the (i, j) entry in the SSIM is X, the (i, j) entry in the reachability matrix becomes 1 and the (j, i) entry also becomes 1; and

IV. If the (i, j) entry in the SSIM is O, the (i, j) entry in the reachability matrix becomes 0 and the (j, i) entry also becomes 0.

The symbols V, A, X, O actually denote the relationships between pairs of elements (teaching activities) as indicated below:

- V Teaching activity 'i' will help to achieve Learning activity 'j';
- A Teaching activity 'i' will help to achieve Learning activity 'j'
- X Teaching activities 'i' and 'j' will help to achieve each other; and
- O Teaching activities 'i' and 'j' are unrelated.
- 7. The teaching activities were also categorised in clusters in accordance with their driving powers and dependence powers. What has been presented in steps 6 and 7 is very essential for the interpretation of the model.
- 8. The data will then be analysed as well as interpreted based on the classification of debate activities and according to the importance and hierarchy of activities.

3.4. PHASE 3: THE EVALUATION OF DEBATE STRATEGY

3.4.1. Purpose

The third phase of this study focuses on evaluation of the developed model which is to ascertain the suitability of the debate strategy model as a guide in implementing debate as a strategy that supports the current method of teaching the subject of *Tawhid* at secondary school level. The evaluation was carried out by experts who will check the included elements of the model, the relationship among the included activities, the suitability of the model in debate strategy implementation as well as the relationships of the elements of the model. To be able to evaluate the model, this study will adopt the fuzzy Delphi method in order to get the views of the experts in validating the model. The following section will elaborate on the use of fuzzy Delphi method, experts' selection, the instruments used, the procedure followed for the evaluation as well as the analysis of data.

3.4.2. Fuzzy Delphi Method

This method has been introduced by Kaufman and Gupta (1988). The method is used for decision making through several round of survey questionnaires that aim at eliciting experts' views relating to a particular issue under investigation (Sanchez-Lezama, Cavazos-Arroyo and Albavera-Hernandez, 2014). The method is defined as "a subjective prediction method based on expert opinions and selecting useful data from questionnaires and meetings" (Chen, 2014, p. 16). The method was introduced following the integration of fuzzy set theory, introduced by Zadeh (1965), and Delphi technique (Chen, 2014; Liu, 2013; Murray, Pipino and Gigch, 1985). The integration was made by Murray, Pipino and Gigch (1985). The approach is also known as "consensus approach" or "inner-opinions consensus" (Abdullah, 2014, p. 127). The method has been defined by Delbecq et al. (1975) as a technique used for the systematic collection of opinions and judgments from experts on a particular topic via the use of a set of carefully designed sequential questionnaires interspersed with summarized information and feedback that have been collected from earlier responses. Another definition which was given by Adler and Ziglio (1996) states that Delphi is a structured process that is employed for the purpose of collecting information and extracting knowledge from a designated group of experts through the use of series of designated questionnaires.

Delphi method is also a decision-making method which entails several rounds of questionnaire surveys to gain experts' views on a particular issue (Linstone & Turoff, 2002; Abdullah, 2014). The method is known by other names such as consensus approach or inner-opinions consensus of a group identified as experts or "Delphi polls of experts" (Abdullah, 2014, p. 127). It has been defined by Adler and Ziglio (1996) as a structured process to gather knowledge from a group of experts via a series of survey questionnaires together with controlled opinion feedback. The definition is close to that given by Delbecq et al. (1975, p. 10) in which he defined Delphi as a method through which a systematic solicitation and collection of judgment is rendered on a pre-determined topic via a set of well-designed and sequential questionnaires punctuated with summarized information and feedback of opinions that have been gathered from earlier response. The method is also defined as a process through which polling of respondents' views is conducted on the possibilities and probabilities of the future (Hill & Fowles, 1975).

The Delphi method came into being through some studies in technological forecasting introduced by RAND Corporations in 1953 (Cornish, 1977). The method was first introduced by Olaf Helmer and Norman Dalkey as research technique in probing into the issues of military problems (Helmer, 1983). Since then the approach has been applied in various fields of knowledge ranging from education and related fields (Baggio, 2008; Strickland, Moulton, Strickland & White, 2010; Frazier and Sadera, 2011; Bobonich and Cooper, 2012; Rigby, Schofield, Mann, and Benstead, 2012), management and administration (Soares & Amaral, 2011; Schmiedel, vom Brocke, and Recker, 2013), international business and marketing (Story, Hurdley, Smith, and Saker, 2000; MacCarthy and Atthirawong, 2003), to nursing and medical related fields (Byrne, Wake, Blumberg, and Dibley, 2008; Keeney, 2010; Herrmann,

Kirchberger, Stucki and Cieza, 2010), as well as many other fields of knowledge. The following are the major characteristics of this method:

- Anonymity: under this approach, experts are selected anonymously without the knowledge of the identity of the other members or their numbers. Although experts are availed the feedback generated from other members but only in the second round following the data analysis conducted by the researcher. However, there is no relationship among the members of the sample and their views are classified except to be integrated in the analysis of the data. This is necessary so as to prevent experts from facing any pressure, influence, or encouragement from other members of the group of experts while responding to their questionnaires.
- 2. Feedback: since there are subsequent rounds of questionnaires, experts are given the major ideas generated from the groups which will allow them to go back and re-assess their judgment and resubmit their responses to the group.
- 3. Statistical: the responses of the experts are statistically analysed through frequencies arranged in a chronological order which leads to a splinesgraph (Abdullah, 2014). Fifty (50) percent of experts represents overall consensus which is placed on top of the graph whereas the top quartile indicates the deviation from the experts' opinions. In total, there are four quartile each representing 25 percent of the experts' contribution.
- 4. Convergence: the final results represent convergence which has been generated from the multiple rounds of feedback from the experts.

The Delphi approach enables this study to generate experts' views independently using follow up questionnaires keeping in mind the confidentiality of the identity each of the members of the experts' group which ironically is identified as the inherent weakness of the method. Ho and Chen (2007) highlighted these weaknesses as follows:

- 1. The repetition in the research cycle is considered time consuming.
- 2. The repetitive nature could also be boring to the experts and could negatively affect the data collection process. The lack of commitment of the experts could a negative implication on the coordination and communication between the experts and the researcher which could lead to the lack of consensus in their conclusion.
- 3. There is also a likely financial implication incurred from the repetition of the research process.
- 4. The fuzziness of the experts' views is also a source of weakness of the model which could lead to misinterpretation of the experts' views. This implies that there is no consideration for the approximation of the experts' agreement on a particular element. Since the experts' opinions are going to be extracted through "true or false", the degree of the truth or false must be established. This calls for the use of Likert scale of 1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. When an expert chooses 3 = neutral, the response is considered as neither agree nor disagree which will not be considered in the accumulative responses whether the consensus is found in the agreement or disagreement. However, based on the fuzziness of the experts' views according to the "triangular fuzzy number", the accumulative responses from the analysis of the responses of all the experts could be more accurate to determine whether the experts consensually agree or disagree with the question.

5. Delphi method has also been faulted for its inability to produce clinical testingtype accuracy by producing exact numerical results. The fact that the technique is qualitative not quantitative means that the approach may not produce an exact repeatable result (Grisham, 2008).

Several ways have been proposed by experts to counter the fuzziness invaded in the experts' opinions of the Delphi method. Klir and Folger (1988) have proposed mean normalization mode whereas Hsu and Chen (1996) have suggested what they termed the fuzzy similarity aggregation method that can be employed to gather similarities among experts by assigning fuzzy numbers to each one of the experts. This is followed by aggregating experts' fuzzy evaluation through the use of consensus coefficient. However, if there is low level of agreement among the experts once again, the questionnaires have to be redistributed again. Another solution proposed to the issue of fuzziness is the application of maximum-minimum method together with cumulative frequency distribution and fuzzy scoring in order to address experts' views in terms of fuzzy numbers which resulted in fuzzy Delphi method (Ishikawa et al., 1993).

3.4.2.1. The Fuzzy Theory

The theory of fuzzy uses fuzzy logic through computers in order to make human-like decisions. Zadeh (1965) was the first to propose fuzzy logic which enables computers to make decisions with imprecise quantities much like the way human brains do. Human brains make decisions through high level of reasoning and by taking into consideration various uncertainties. For instance, an employee who would like to further his education would think of whether he/she is psychologically ready for the

adventure, how he could convince his/her boss to let him/her go, whether that is going to affect her/his salary earnings or not and so on. By considering all variables, he/she has to make the right and the correct decision with all the amount of uncertainties that are involved along the process. To make humanlike decisions, fuzzy logic depends on two fundamental elements: fuzzy set and fuzzy rules. The first, fuzzy sets enable one to make measurements of imprecise situations. For instance describing how big an elephant is without measuring its weight, height, width and so on. In this regard, what is considered a set "is a collection of related items that belong to that set with different degrees" (Abdullah, 2014, p. 132). To use football as an example, a coach may arrive at a decision of choosing his players based on a particular height for a player to be considered. The specific height the coach employed in measuring the players is called crisp boundary. On the basis of this boundary, any player that is found to be taller than the specified height is considered tall enough to be chosen and those shorter than the specified height are disqualified because there are found to be lower than the crisp boundary. However, the problem is the reference word 'tall' and 'not tall' do not offer much information because all players can be considered tall at a certain height. In addressing this, fuzzy logic provides more information in such a way that instead of referring that a player is just tall enough, fuzzy logic provides additional information by stating that the players is tall to a degree of 0.75. Therefore, this is the information from fuzzy logic that is combined with fuzzy rules to arrive at a decision. To make some clarifications on fuzzy rules, it uses some specified rules to model the world. For example, a person who is tall with good reflexes is advised to be a football goalkeeper but if the person is gifted with technical skills and calmness the person is advised to become an attacking midfielder. Here, the rule takes what is partially true facts (tall with good reflexes) and find out as to what degree or extent they are true (for instance,

how tall is the person and how quick are the person's reflexes), and combine it with another fact to make that true to a certain extent in order to determine eventually how suitable a person is to certain position in football. Based on the two partially true fact a number of rules can be combined and different decisions could be made, referring to what is called inference (Abdullah, 2014). This rule applies humanlike decision making concept rather than a strict measurement to make decision. In addition, in this process, numbers are used in describing items rather than numbers.

It is on this basis that the fusion of fuzzy theory into fuzzy Delphi method helps to overcome the limitation inherent within the traditional Delphi method as presented in Table 3.2 below:

Table	3.2:	Fuzzy	Delphi	Method	versus	the I	Delphi	Method
		~						

Traditional Delphi MethodFuzzy Delphi MethodThe major purpose is to achieve experts' consensus. This is done by eliciting experts' wide range of opinion while maintaining quality of the experts' independent opinions. Multiple rounds of survey are conducted with experts required to revise their opinions in each round based on the overall results of the previous round until there is convergence in their opinions.Here, cumulative frequency distribution and fuzzy scoring is used to convert experts' opinions to fuzzy numbers which is because traditional Delphi method entails semantic fuzziness within the survey questions and answers. A function of similarity is employed to assess and evaluate the extent of the experts' agreement. Then the consensus coefficient for the expert was employed in determining the fuzzy value of their opinions.Strength weaknessesAM collecting and organizing experts' opinions.The time for survey is reduced significantly.Relatively high costRelatively low cost		Description of the two method	
The major purpose is to achieve experts' consensus. This is done by eliciting experts' wide range of opinion while maintaining quality of the experts' independent opinions. Multiple rounds of survey are conducted with experts required to revise their opinions in each round based on the overall results of the previous round until there is convergence in their opinions.Here, cumulative distribution and fuzzy scoring is used to convert experts' opinions to fuzzy numbers which is because traditional Delphi method entails semantic fuzziness within the survey questions and answers. A function of similarity is employed to assess and evaluate the extent of the experts' agreement. Then the consensus coefficient for the expert was employed in determining the fuzzy value of their opinions.Strength weaknessesand More time is needed in collecting and organizing experts' opinions.The time for survey is reduced significantly.Relatively high costRelatively low cost		Traditional Delphi Method	Fuzzy Delphi Method
Strength weaknessesand More time is collecting and experts' opinions.needed in organizing organizing Relatively high costThe time for survey is reduced significantly.Relatively high costRelatively low cost		The major purpose is to achieve experts' consensus. This is done by eliciting experts' wide range of opinion while maintaining quality of the experts' independent opinions. Multiple rounds of survey are conducted with experts required to revise their opinions in each round based on the overall results of the previous round until there is convergence in their opinions.	Here, cumulative frequency distribution and fuzzy scoring is used to convert experts' opinions to fuzzy numbers which is because traditional Delphi method entails semantic fuzziness within the survey questions and answers. A function of similarity is employed to assess and evaluate the extent of the experts' agreement. Then the consensus coefficient for the expert was employed in determining the fuzzy value of their opinions.
Relatively high cost Relatively low cost	Strength and weaknesses	More time is needed in collecting and organizing experts' opinions.	The time for survey is reduced significantly.
		Relatively high cost	Relatively low cost

Need to administer survey questionnaires repeatedly until reaching consensus. However, the recovery rate of the survey is low.

The possibility of the risk of Expe misinterpreting experts' opini opinions through the process of comp reaching consensus.

The consensus arrived at by the experts is only applicable to a certain range. The fuzziness within that is not taken into consideration.

Number of surveys is relatively decreased which increases the questionnaires recovery rate.

Experts are free to fully express their opinions, making sure of completeness and consistency of the experts as a group.

Here, the fuzziness in the consensus arrived at by the experts is taken into consideration during the survey process. Also, experts' original opinions are not misinterpreted and the true reflections of their responses are maintained.

The reason behind the adoption of Fuzzy Delphi method for the evaluation phase of this study is because the evaluation of the model involves decision making and the technique is a very powerful decision-making tool that has been wellestablished for years. In addition, the method also relies solely on experts' opinions for making decision. This is logical given the fact the debate model was developed using experts' views hence the use of a panel of experts for the evaluation. It is also worth mentioning that some previous researches have employed fuzzy Delphi for the purposes of evaluation. However, much of these attempts were widely aimed at planning, projections, decision-makings and development. Some of the examples of the use of the methods in the previous research include Ho and Wang (2008) who used the model to study sustainable urban system dynamic, Tarmudi et al. (2016) used the model for the evaluation of effective teaching based on students' perspective, and Abdullah (2014) who used the model in evaluating the development of mLearning implementation model for undergraduate English language learning. This study adopted fuzzy Delphi method to carry out the evaluation of debate strategy implementation model based on the modifications made by Abdullah (2014, p. 134) who made two major modifications to the method as follows:

- In Delphi technique, experts are used for instance in decision making of product development using variables determined by them prior to the development. In this study, the evaluation does not require the respondents to generate variables although the session involves decision-making. Although the evaluation output could be analyzed simply using descriptive statistics instead, the results of the testing could be solely based on a simple majority of the respondents' view on certain evaluation criteria of the model. Fuzzy Delphi method goes beyond findings based on majority view; it takes into consideration collective views through consensus opinions of the respondents involved. As a method more advanced than the traditional Delphi method, fuzzy Delphi method as mentioned in the earlier section takes into account the fuzziness that cannot be avoided during the survey process.
- 2) The second modification is in the use of defuzzification process and rankings in fuzzy Delphi method. In a conventional use of fuzzy Delphi method, the defuzzification process and rankings are used to determine the variables of the study. Instead, in the evaluation procedure of the present study, the defuzzification process and rankings are used to determine the consensual agreement among experts on items tested in the model based on predetermined range of defuzzification values. The procedure in conducting the

modified fuzzy Delphi method is further elaborated in the next section. However, the following section discusses the sample of the study and instruments used prior to the discussion on the procedure.

3.4.3. Respondents

Purposive sampling is used for the selection of experts to evaluate the model at this phase which is due to the use of modified fuzzy Delphi method. Twenty respondents (20 experts) were selected for the evaluation. The experts were tasked with the validation of the model. When using the Delphi method, the selection of experts for the evaluation process is considered very important due to its ability to affect the quality of the study (Taylor and Judd, 1989). This study opts to select twenty (20) experts since previous studies have no agreement on any specific number (Hsu and Stanford, 2007). Adler and Ziglio (1996) and Delbecq et al. (1975) suggested a number ranging between 10 and 15. Likewise, Witkin and Altschul (1995) proposed 10 to 50 experts. Therefore, based on the above studies, 20 experts were selected for this phase.

Similarly, scholars have no agreement over a standard criterion for the selection of experts. Kaplan (1971) mentioned that scholars lack consensus on a particular criterion to be applied while selecting experts. For this reason, Oh (1974) and Pill (1971) suggested that the selected experts are required to have some background or experience in the underlying field, should also have the ability to contribute their informed views based on the demand of the study, should have the willingness to have an open mind in revising their initial stand in order to reach consensus with fellow experts. Contrarily, Delbecq, Van de Ven and Gustafson (1975) proposed different criteria. They stated that experts should be classified into three

groups: top management who are expected to use the outcome of the study; professional individuals; and individuals whose judgments are obtained. Based on these different criteria proposed by various scholars, the evaluation process for this study was conducted by teachers of *Tawhid* subject at both secondary school level as well as other levels of education and possess certain degree of experience in curriculum and active learning methods.

Regarding the number of experts for this, as stated above there is yet to be a consensus among scholars on the particular number of experts that is adequate (Hsu & Stanford, 2007). Some previous researches proposed any number between 10 and 15 experts (Adler & Ziglio, 1996; Delbecq et al., 1975, cited in Abdullah, 2014). They argued that this is the idle number in a Delphi study. However, other studies proposed different numbers altogether. For example, a number between 10 and 50 of respondents were argued to be necessary in order to facilitate the study (Witkin & Altschul, 1995). As Ludwig (1994, p. 52) justified, the number of experts picked must be able to represent a "pooling of judgments and the capability of the research team in processing information". As for this study, based on all these different views, the number of experts employed as a panel for the evaluation of the model is twenty 20.

3.4.4. Instrument

This study employs survey questionnaire for this phase consisting of 30 questions divided into two parts. The first part entails experts' personal details whereas the second part focuses on experts' views of the developed debate strategy model. The first part is made up of two sections. One focuses on respondents' background information. Two, focuses on the respondents' views and involvement in debate for learning purposes. Before the use of the questionnaire, a pilot study was conducted on 6 teachers at secondary school level using debate for teaching and learning purposes. These 6 teachers will not be included during actual needs analysis phase study. According to Abdullah (2014), a pilot of three to twelve experts is sufficient on 20 experts' sample. The instruments will also be validated by three (3) curriculum experts. In addition, reliability test was conducted on the survey questionnaire for all items registering a Cronbach alpha coefficient of .874 which will indicate high reliability for all items.

3.4.4.1. Reliability

According to Sekaran & Bougie (2013), reliability indicates the extent to which it is error free and hence consistent measurement across time and across the various items in the instruments. It is an indication of the stability and consistency of which the instrument measures the concept. Cronbach's alpha is the most frequent used statistics to measure the internal consistency reliability. The range of its measure is from 0 to 1.00. The acceptable range of reliability coefficient is 0.7 and higher (Sekaran & Bougie, 2013). Cronbach's alpha, in this study, was used to assess the internal consistency reliability of development of debate strategy implementation model for teaching tawhid in secondary school. The internal consistency details are shown in Table 3.3 below.

Table 3.3: Reliability Test of the Evaluation Questionnaire Instrument

Construct	Number of Items	Cronbach Alpha

3.4.5. Procedure

This phase was meant to evaluate the model developed in Phase 2 of this study. As stated earlier, this study used fuzzy Delphi method to evaluate the model. The following is the procedure followed for the evaluation phase:

- 1. The first step is the selection of the experts to evaluate the model which has been elaborately explained in the previous section.
- 2. To address the issue of fuzziness inherent in the experts' opinions, the study uses a linguistic scale which determined to frame the respondents' feedback. This linguistic scale has many things in common with the Likert scale though with the addition of fuzzy numbers representing the scale of responses based on triangular fuzzy number which is presented in Figure 3.4 below. Every response, there are three fuzzy values attached to it in order to consider the fuzziness inherent in the experts' opinions. All the three values, as presented in Figure 3.7 is consistent of three levels of fuzzy value: minimum value (m1), most plausible value (m2), and maximum value (m3).



m1 = minimum value; m2 = most plausible value; m3 = maximum value

Figure 3.7: Triangular Fuzzy number, Adopted from Abdullah (2014)

To further clarify this aspect, the linguistic scale is a conversion process of linguistic variable into fuzzy numbers. For the fuzzy numbers, the level of agreement is supposed to be in odd numbers (3, 5, or 7 point) linguistic scale. Higher scale implies more accurate response analysis.

 Table 3.4: Sample of Linguistic Scale

	5 Point Lin	guistic Scale		
Strongly agree	0.60	0.80	1.00	
Agree	0.40	0.60	0.80	
Moderately agree/Neutral	0.20	0.40	0.60	
Disagree	0.10	0.20	0.40	
Strongly disagree	0.00	0.10	0.20	

Table 3.4 above shows that the fuzzy numbers are within the range of 0 to 1. However, this study employed a 7-point linguistic scale as presented in Table 3.5 below.

Table 3.5: Seven Point Linguistic Scale

	7 Point Ling	uistic Scale		
Strongly agree	0.90	1.00	1.00	
Agree	0.70	0.90	1.00	
Moderately agree	0.50	0.70	0.90	
Slightly agree	0.30	0.50	0.70	
Slightly disagree	0.10	0.30	0.50	
Disagree	0.00	0.10	0.30	
Strongly disagree	0.00	0.00	0.10	

3. An excel spreadsheet is used to insert the experts' responses on their views of the model in the corresponding fuzzy number scales for each questionnaire item which is to generate the average of m₁, m₂, and m₃. Table 3.6 below shows the sample of the fuzzy Delphi expert response spreadsheet.

Respondents		Item 1	.1
Respondent 1	0.5	0.7	0.9
Respondent 2	0.7	0.9	1.00
Respondent 3	0.7	0.9	1.00
Respondent 4	0.7	0.9	1.00
Respondent 5	0.7	0.9	1.00
Respondent 6	0.5	0.7	0.9
Respondent 7	0.7	0.9	1.00
Respondent 8	0.5	0.7	0.9
Respondent 9	0.5	0.7	0.9
Respondent 10	0.5	0.7	0.9
	m_1	m ₂	m_3

Table 3.6: Fuzzy Delphi Spreadsheet Sample of Expert Responses

4. After inserting the fuzzy scale numbers of the experts' responses, the next step was to look into the difference and calculate the experts' evaluation data and the average value for each item of the questionnaire in order to identity the threshold value, 'd' using the following formula (Abdullah, 2014):

$$d(\tilde{m},\tilde{n}) = \sqrt{\frac{1}{3}[(m_1 - n_1)^2 + (m_2 - n_2)^2 + (m_3 - n_3)^2]}.$$

To further clarify the formula, the m_1 , m_2 , and m_3 stand for the average values for all the experts' opinions whereas n_1 , n_2 , and n_3 stand for the fuzzy values for all three values for every participant. Table 3.7 below presents the sample of the formula:

Table 3.7: Sample of Calculation to Identify Threshold Value, d

Respondents	Item 2.1	Item 2.2
Respondent 1	0.2	0.2
Respondent 2	0.1	0.1
Respondent 3	0.1	0.1
Respondent 4	0.1	0.2
Respondent 5	0.1	0.1

Respondent 6	0.2	0.1
Respondent 7	0.1	0.1
Respondent 8	0.2	0.2
Respondent 9	0.2	0.2
Respondent 10	0.1	0.1
Respondent 11	0.2	0.2
Respondent 12	0.2	0.1
Respondent 13	0.1	0.1
Respondent 14	0.1	0.1
Respondent 15	0.1	0.1
Respondent 16	0.1	0.1
Respondent 17	0.1	0.1
Respondent 18	0.1	0.1
Respondent 19	0.1	0.1
Respondent 20	0.2	0.2

The importance of threshold value 'd' is to determine the consensus level among the experts. According to Cheng and Lin (2002) (cited in Abdullah, 2014), a value that is less than or equal with 0.2 is considered that all the experts have managed to achieve a consensus. The sample above shows no value has exceeded 0.2 which indicates that all the experts have achieved consensus on the two items presented in the examples. The most important values to take not of are those at the bottom of the table indicating the overall value 'd' of each item which stood at less than 0.2 for each. This is importance because the overall group consensus is supposed to be more than 75%. Any percentage less that 75% will demand for another round of fuzzy Delphi to be conducted.

5. The aggregate of value 'd' of each item is determined by adding all the fuzzy numbers for each item. Table 3.8 below presents the sample of this stem which is very crucial for the final step of the phase.
| Respondents |] | Item 2.1 | | Item 2 | .2 | |
|------------------|-------|----------|-------|--------|-------|-------|
| Respondent 1 | 0.5 | 0.7 | 0.9 | 0.5 | 0.7 | 0.9 |
| Respondent 2 | 0.7 | 0.9 | 1.00 | 0.7 | 0.9 | 1.00 |
| Respondent 3 | 0.7 | 0.9 | 1.00 | 0.7 | 0.9 | 1.00 |
| Respondent 4 | 0.7 | 0.9 | 1.00 | 0.5 | 0.7 | 0.9 |
| Respondent 5 | 0.7 | 0.9 | 1.00 | 0.7 | 0.9 | 1.00 |
| Respondent 6 | 0.5 | 0.7 | 0.9 | 0.7 | 0.9 | 1.00 |
| Respondent 7 | 0.7 | 0.9 | 1.00 | 0.7 | 0.9 | 1.00 |
| Respondent 8 | 0.5 | 0.7 | 0.9 | 0.5 | 0.7 | 0.9 |
| Respondent 9 | 0.5 | 0.7 | 0.9 | 0.5 | 0.7 | 0.9 |
| Respondent 10 | 0.7 | 0.9 | 1.00 | 0.7 | 0.9 | 1.00 |
| Respondent 11 | 0.5 | 0.7 | 0.9 | 0.5 | 0.7 | 0.9 |
| Respondent 12 | 0.5 | 0.7 | 0.9 | 0.7 | 0.9 | 1.00 |
| Respondent 13 | 0.7 | 0.9 | 1.00 | 0.7 | 0.9 | 1.00 |
| Respondent 14 | 0.7 | 0.9 | 1.00 | 0.7 | 0.9 | 1.00 |
| Respondent 15 | 0.7 | 0.9 | 1.00 | 0.7 | 0.9 | 1.00 |
| Respondent 16 | 0.7 | 0.9 | 1.00 | 0.7 | 0.9 | 1.00 |
| Respondent 17 | 0.7 | 0.9 | 1.00 | 0.7 | 0.9 | 1.00 |
| Respondent 18 | 0.7 | 0.9 | 1.00 | 0.7 | 0.9 | 1.00 |
| Respondent 19 | 0.7 | 0.9 | 1.00 | 0.7 | 0.9 | 1.00 |
| Respondent 20 | 0.5 | 0.7 | 0.9 | 0.5 | 0.7 | 0.9 |
| Average | 0.630 | 0.830 | 0.965 | 0.640 | 0.840 | 0.970 |
| Fuzzy Evaluation | 12.60 | 16.60 | 19.30 | 12.80 | 16.80 | 19.40 |

Table 3.8: Fuzzy Evaluation Sample

6. The last step of this procedure of the evaluation phase is what is termed defuzzification process. The following formula is used in calculating the defuzzification value for each questionnaire item (Abdullah, 2014):

 $A_{max} = 1/4 * (a_1 + 2a_m + a_2)$

Table 3.9 below presents the sample of the defuzzification process:

Respondents]	Item 2.1	l	Item 2	2	
Respondent 1	0.5	0.7	0.9	0.5	0.7	0.9
Respondent 2	0.7	0.9	1.00	0.7	0.9	1.00
Respondent 3	0.7	0.9	1.00	0.7	0.9	1.00
Respondent 4	0.7	0.9	1.00	0.5	0.7	0.9

Table 3.9: Defuzzification Process Sample

Respondent 5	0.7	0.9	1.00	0.7	0.9	1.00
Respondent 6	0.5	0.7	0.9	0.7	0.9	1.00
Respondent 7	0.7	0.9	1.00	0.7	0.9	1.00
Respondent 8	0.5	0.7	0.9	0.5	0.7	0.9
Respondent 9	0.5	0.7	0.9	0.5	0.7	0.9
Respondent 10	0.7	0.9	1.00	0.7	0.9	1.00
Respondent 11	0.5	0.7	0.9	0.5	0.7	0.9
Respondent 12	0.5	0.7	0.9	0.7	0.9	1.00
Respondent 13	0.7	0.9	1.00	0.7	0.9	1.00
Respondent 14	0.7	0.9	1.00	0.7	0.9	1.00
Respondent 15	0.7	0.9	1.00	0.7	0.9	1.00
Respondent 16	0.7	0.9	1.00	0.7	0.9	1.00
Respondent 17	0.7	0.9	1.00	0.7	0.9	1.00
Respondent 18	0.7	0.9	1.00	0.7	0.9	1.00
Respondent 19	0.7	0.9	1.00	0.7	0.9	1.00
Respondent 20	0.5	0.7	0.9	0.5	0.7	0.9
Average	0.630	0.830	0.965	0.640	0.840	0.970
Fuzzy Evaluation	12.60	16.60	19.30	12.80	16.80	19.40
Defuzzification		16.167			16.333	

When applying fuzzy Delphi technique, it is essential to use defuzzification to classify the variables that the experts agreed on by consensus which is done through the ranking of the variables. The variable that garners the highest defuzzification value is given the highest ranking in terms of priority to be considered as output variable. However, this has not been applied in the case of this study in preference for the ranking of items agreed by the experts.

Once the defuzzification values are generated, the defuzzification value and the ranking are used in identifying the questionnaire items the experts agreed on by consensus for the evaluation of debate strategy implementation model. A consensus is only reached if the range of the defuzzification value is between 14 and 17.5. The defuzzification value of 10 is considered the minimum value of experts' consensus signifying the hypothetical agreement of 'moderately agree' for all questionnaire items (Abdullah, 2014). On the other side of the spectrum, the defuzzification value of 19.2 is considered the maximum value indicating experts' consensus of 'strongly agree' for all the questionnaire items. Figure 3.8 below illustrates the range of experts' agreement in the context of defuzzification.



Note: DV - Defuzzification Value

Figure 3.8: Elaboration of experts' agreement based on defuzzification value.

Figure 3.8 above shows the ranges of defuzzification value as explained earlier. A defuzzification value not more than 10 is considered experts' consensual disagreement with the questionnaire item whereas a defuzzification value ranging between 14 and 19.2 is considered consensus agreement to strong agreement among the experts. This modified fuzzy Delphi method has been adopted from Abdullah (2014) and, as he argued, it has a different view of the use of defuzzification value and rankings for evaluation purposes.

3.4.6. Data Analysis

The data generated from the section 1 of the survey questionnaire was analyzed through SPSS version 24 software using descriptive statistics. Also, mode analysis and the means scores of this phase was worked out and charted the experts' background information which are relevant to the study as obtained from the questionnaires. The data from the second section, however, wase analyzed through the use of fuzzy Delphi method. According to Abdullah (2014), there 6 steps involved in the process of applying fuzzy Delphi technique and the analysis stage is carried out from step 2 to 6. This illustrated in Figure 3.9 below:



Figure 3.9: Flowchart of Fuzzy Delphi Method Procedure.

3.5. CHAPTER SUMMARY

This chapter has discussed the entire methodology of the study. Since the study is conducted in three (3) different but interconnected phases, the chapter provides detail methodology of each phase that includes the purpose, respondents, research instruments, procedures and data analysis. In needs analysis phase, the study selected 200 respondents from the Saudi School in Kuala Lumpur in order to ascertain students' needs of a better teaching strategy that is based on active learning, a student-centered approach, to make the learning of Tawhid subject a more interactive, livelier, and a method that can inculcate critical thinking skills, communication skills and cooperation and teamwork skills in the students. To obtain the data from these respondents, the study employs questionnaire survey as the instrument for this phase. At phase two, the development of the model, a group of eight (8) experts were selected using a purposive sampling technique. The eight (8) experts are to help with the development of the teaching activities and their responses are to be aggregated through the use of Interpretive Structural Modeling software. The process of the gathering the data from the experts is through the nominal group technique (NGT). The data was then analysed with the help interpretive structural modeling software, which is powerful decision making tool, to finalize the selection of the debate teaching activities using pair-wise approach. The final phase, the model evaluation, twenty (20) experts are selected as the respondents for the validation of the model. To do so, a survey questionnaire are to administered to them where they are required to evaluate the items of the questionnaire based on a linguistic scale of 1-7. The responses are then analysed through fuzzy Delphi techniquewhich enables the experts to reach consensual agreement on all the questionnaire items representing the various aspects of the model, the relationship among the elements, the classification of the teaching activities and the overall evaluation of the model. The data collected for this phase are to be analysed using SPSS software and Microsoft Excel.

CHAPTER 4

DATA ANALYSIS (NEED ANALYSIS)

4.0. INTRODUCTION

This section presents the result of the data analysis in this study. It is divided into two broad sections. The first part reveals the result of the pilot study while the second part focuses on the result of the need analysis. The pilot study is a preliminary test conducted on 40 students randomly selected from Saudi International School in Kuala Lumpur, Malaysia. The need analysis explains in a clear term the rationale for this study. It examines the need for the debate strategy in teaching Tawhid subject in secondary schools in the Kingdom of Saudi Arabia. This section started with the result of the pilot study bringing out the reliability and validity test of the pilot test. This is followed by the result of the need analysis. Further detail of this two sections are presented in the succeeding paragraphs.

4.1. PILOT STUDY

A pilot study can be defined as a form of initial study that was undertaken in order to determine the reliability and validity of the research instrument that will be used in a research study (Creswell, 2012). In addition, De Vaus (2014) conceived the term pilot study as a process of testing a proposed research instrument on a trial sample in order to provide further guidance to the researcher and ensure quality research study. Based on these definitions above, this pilot study for this research study was conducted in Saudi International School in Kuala Lumpur. The rationale behind choosing Saudi International School, Kuala Lumpur is that this school used the same syllabus as other schools in the Kingdom of Saudi Arabia.

4.1.1. Research Instrument for the Pilot Study

The research instrument used for the pilot test is made up of 42 item questions which were divided into four sections of A, B, C and D respectively. Section A relates to respondents' personal detail. Section B centres on the perception of respondents towards Tawhid subject. Also, Section C relates to respondents' opinion on the current method of teaching Tawhid subject in schools while Section D covers acceptance and use of in-class debate strategy. Respondents are expected to provide their answers on five Likert scales of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD) respectively.

4.1.2. Population and Sample of the Pilot Study

The population of the pilot study consists of about 40 students in senior secondary school in Saudi International School, Kuala Lumpur. A total of 40 respondents were randomly selected and sampled for the pilot study. Since 40 respondents were adjudged to be appropriate for this type of research, therefore, the researcher used these 40 respondents for the pilot study.

4.1.3. Administration of the Research Instrument for the Pilot Study

The researcher administered the research instrument to the respondents personally in Saudi International School, Kuala Lumpur. The effort was made to provide a detailed explanation where necessary on the subject matter. In all, a total of 55 questionnaires were distributed to the respondents, out of which only 40 were fully filled and returned. Since this number is considered appropriate for the pilot study, the researcher, therefore, decided to use the 40 respondents for the pilot study. Below is the demographic information of the respondents used for the pilot study:

4.1.4. Demographic Information of Respondents

For the demographic information of the respondents used in the pilot study, the researcher examined the gender and grade of these respondents and presented the result below:

Gender	Frequency	Percentage(%)	Mean	Standard
				Deviation
Male	19	47.5	1.525	.506
Female	21	52.5		
Total	40	100		

Table 4.1: Gender

Table 4.1 above shows the distribution of the respondents based on gender. It was found that 19 (47.5%) of the respondents are male and 21 (52.5%) are female. This reveals that the pilot study comprises more female respondent than male. The mean score of gender is 1.525 with a standard deviation of .506. Next is to examine the distribution of the respondents in relation to students' grade. The result is presented below:

Grade	Frequency	Percentage(%)	Mean	Standard
				Deviation
SS 1	10	25	2.125	.790
SS 2	15	37.5		
SS 3	15	37.5		
Total	40	100		

Table 4.2 above displays the distribution of the respondents in relation to students' grade. There are basically three grades examined in this pilot study. These are SS1, SS2 and SS 3. From the result presented above, 10 (25%) are SS 1 students, 15 (37.5%) are SS 2 students and the remaining 15 (37.5%) are SS 3 students. The mean score of students' grade is 2.125 and its standard deviation is .790.

4.1.5. Reliability of the Pilot Study

As explained earlier in chapter three of this thesis, the reliability test tells us how well we can rely on the information provided in the questionnaire. In order to determine the reliability of the items in the questionnaire, the researcher used Cronbach's Alpha. Pallant (2011) argued that Cronbach's Alpha enables the researcher to determine which item to retain and which one to be deleted. For the pilot study, the researcher used Cronbach's Alpha to ascertain the reliability of all the items in the survey questionnaire and presents the result below:

 Table 4.3: Reliability Statistics for Students' Perception Towards Tawhid Subject

Cronbach's Alpha	Number of Items
.729	6

As shown in Table 4.3 above, it was found that the value of Cronbach's Alpha for students' perception towards Tawhid subject is .729. There are 6 items under this variable. Therefore, there is a need to further check the value of the Cronbach's Alpha of each of these 6 items to determine which one to retain and which one to be deleted. The table below guided the researcher on this.

S/N	Items	Cronbach's Alpha if Item
		Deleted
1	I understand the subject Tawhid	.567
2	I know what is expected of me to learn from Tawhid	.738
3	I know what the subject is trying to teach	.330
4	Tawhid improves my spiritual development	.538
5	I get a good grade in the subject of Tawhid	.694
6	I often give the correct answer when the teacher asks questions in Tawhid class	.459

Table 4.4: Item-total Statistics for Students' Perception Towards Tawhid Subject

Table 4.4 presents the result of item-total statistics for students' perceptions towards Tawhid subject. It reveals the result of the Cronbach's Alpha of the 6 items under this variable. The rule of Cronbach's Alpha is that none of the items here should be greater or higher than the value of the Cronbach's Alpha shown under reliability statistics above. A look at Table 4.4 above, shows that only item 2, with Cronbach's Alpha of .738, is greater or higher than the value of the overall Cronbach's Alpha for this variable as shown in the reliability statistics table. This, therefore, means that item number 2 will be deleted while the researcher will retain the remaining 5 items under this variable.

 Table 4.5: Reliability for Students' Opinion on the Current Method of Teaching

 Tawhid

Cronbach's Alpha	Number of Items
.379	10

Table 4.5 above shows the result of the reliability statistics for students' opinion on the current method of teaching Tawhid subject in secondary schools. From Table 4.5 above, it was found that the value of Cronbach's Alpha for this variable is .379. The variable under review consists of 10 items. Next, there is need to further

check the value of the Cronbach's Alpha of each of these 10 items to determine which one to be deleted and which one to retain.

S/N	Items	Cronbach's Alpha if Item Deleted
1	I feel lively and excited during Tawhid class	.470
2	I like the method used by the teacher in teaching Tawhid	.295
3	The teacher does most of the talking while students only listen	.336
4	Students involvement in Tawhid class is small	.453
5	I get interested in Tawhid class	.179
6	The current method of teaching Tawhid allows students to participate in class activities	.318
7	The current method of teaching Tawhid is teacher- centred	.369
8	The current method of teaching Tawhid makes the subject interesting	.306
9	The current method of teaching Tawhid allows student creativity	.342
10	I will be eager to learn Tawhid if a better method is introduced	.370

Table 4.6: Item-total Statistics for Students' Opinion on Current Method of Teaching Tawhid

Table 4.6 presents the result of item-total statistics for students' opinion on the current method of teaching Tawhid subject in secondary schools in the Kingdom of Saudi Arabia. It reveals the result of the Cronbach's Alpha of the 10 items under this variable. As explained earlier, the researcher followed the rule of Cronbach's Alpha in order to ascertain which of these items are reliable. From Table 4.6 it was found that item 1 and 4 do not meet the reliability test. Therefore, item 1 which reads: I feel lively and excited during Tawhid class and item 4 which states: Students involvement in

Tawhid class is small will be deleted because their values are more than the result obtained for the total Cronbach's Alpha for this variable. In conclusion, out of these 10 items, 2 items will be deleted while the researcher will retain 8 items.

Table 4.7: *Reliability Statistics for Acceptance/Use of In-Class Debate (Performance Expectancy)*

1	Cronbach's Alpha	Number of Items
	.573	7

Based on the information provided in Table 4.7 above, it was found that the value of Cronbach's Alpha for students' acceptance and use of in-class debate (performance expectancy) in teaching Tawhid subject is .573. There are 7 items under this variable. After this, the researcher went a step further to check the value of the Cronbach's Alpha of each of these 7 items in order to determine their reliability and also ascertain which one to retain and which one to be deleted.

S/N	Items	Cronbach's Alpha if Item Deleted
1	The in-class debate method is exciting and useful forachieving teaching objectives	.817
2	Using in-class debate method will make me more active in Tawhid class	.360
3	Using in-class debate method will make me think critically	.168
4	Using the in-class debate method will help me improvemy communication skills	.550
5	Using the in-class debate method will teach me how towork as a team	.392

 Table 4.8: Item-total Statistics for Acceptance/Use of In-Class Debate (Performance Expectancy)

6	Using the in-class method will help me learn different sides of the argument	.430
7	Using the in-class debate method allows me to express my view about some topics in Tawhid	.512

Table 4.8 presents the result of item-total statistics for students' acceptance and use of in-class debate (performance expectancy) in learning Tawhid subject. It shows the result of the Cronbach's Alpha of each of the 7 items under this variable. The rule of Cronbach's Alpha is that none of the items here should be greater or higher than the value of the Cronbach's Alpha shown under reliability statistics above. Considering the result in Table 4.8 above, it was found that only item 1 does not pass the test of reliability. Therefore, item 1 under this variable will be deleted. This, therefore, implies that the remaining 6 items (items 2 to 7 under this variable) will be accepted and retained.

Table 4.9: Reliability Statistics for Acceptance/Use of In-Class Debate (Effort Expectancy)

Cronbach's Alpha	Number of Items	
.490	3	

Based on the information provided in Table 4.9 above, it was found that the value of Cronbach's Alpha for students' acceptance and use of in-class debate (effort expectancy) in teaching Tawhid subject is .490. There are 3 items under this variable. After this, the researcher went a step further to check the value of the Cronbach's Alpha of each of these 3 items in order to determine their reliability and also ascertain which one to retain and which one to be deleted.

S/N	Items	Cronbach's Alpha if Item Deleted
1	My involvement in the in-class debate will be exciting	.157
2	It will be easy for me to participate and express myself in in-class debates	.317
3	I would find in-class debate easy to participate	.124

 Table 4.10: Acceptance/Use of In-Class Debate (Effort Expectancy)Item-total Statistics

Considering the result in Table 4.10 above, it was found that all the 3 items under effort expectancy meet up with the reliability test because all of the value of the Cronbach's Alpha if item deleted for each of these three items are lesser than the value of the Cronbach's Alpha generated for the whole variable. This, therefore, means that the researcher will accept all the three items under this variable because they are all reliable.

 Table 4.11: Reliability Statistics for Acceptance/Use of In-Class Debate (Attitude)

Cronbach's Alpha	Number of Items
.519	4

Based on the information provided in Table 4.11 above, it was found that the value of Cronbach's Alpha for students' acceptance and use of in-class debate (attitude towards participating in the in-class debate) in teaching Tawhid subject is .519. In addition, there are 4 items under this variable. After this, the researcher went a step further to check the value of the Cronbach's Alpha of each of these 4 items in order to determine their reliability. This will help in determining which item to retain and which one to be deleted.

S/N	Items	Cronbach's Alpha if Item Deleted
1	I don't like learning through in-class debates	.273
2	The in-class debate will make learning more interesting and exciting	.509
3	It would be fun to learn by participating in in-class debates	.353
4	Learning through in-class debates will be a good idea	.506

 Table 4.12: Item-total Statistics for Acceptance/Use of In-Class Debate (Attitude)

From the result presented in Table 4.12 above, it was found that all the 4 items under attitude to participate in in-class debate passed the reliability test. None of the value of these 4 items is greater than the value of the Cronbach's Alpha generated for the whole variable. The implication of this is that all these 4 items will be retained.

 Table 4.13: Acceptance/Use of In-Class Debate (Social Influence) Reliability Statistics

 Cronbach's Alpha

 Number of Items

 .165

Table 4.13 above, shows the reliability statistics for acceptance and use of inclass debate (social influence). From this table, it was found that the value of Cronbach's Alpha for students' acceptance and use of in-class debate (social influence) in teaching Tawhid subject is .165. Also, there are 4 items under this variable. Next, there is a need to check for the item total statistics for each of the 4 items under this variable. With this, the researcher can determine which of the item to retain and which one to be deleted.

S/N	Items	Cronbach's Alpha if Item Deleted
1	People who influence my behaviour think that I should participate in in-class debates	.032
2	People who are important to me think that I should participate in in-class debates	.016
3	My teacher has encouraged and convinced me to participatein in-class debates	.103
4	My school supports the use of in-class debate for learning	.416

Table 4.14: Acceptance/Use of In-Class Debate (Social Influence) Item-total Statistics

Considering the result in Table 4.14 above, it was found that 3 items under social influence meet up with the reliability test. These are items 1, 2 and 3. Item 4, on the other hand, failed to pass the reliability test. It, therefore, implies that the researcher will retain items 1, 2, 3 and will delete item 4 under this variable.

Table 4.15: Reliability Statistics for Acceptance/Use of In-Class Debate (Self Efficacy)Cronbach's AlphaNumber of Items

	1	
.27	76	3

Based on the information provided in Table 4.15 above, it was found that the value of Cronbach's Alpha for students' acceptance and use of in-class debate (self-efficacy) in teaching Tawhid subject is .276. In addition, there are 3 items under this variable. After this, the researcher went a step further to check the value of the Cronbach's Alpha of each of these 3 items in order to determine their reliability. This will help in determining which item to retain and which one to be deleted.

S/N	Items	Cronbach's Alpha if Item Deleted
1	I would study on my own to be able to participate in thein-classdebateif there is nobody around telling me what to do	.243
2	I would study on my own to be able to participate in the in-class debate, if I know I will be participating in the in- class debate	.102
3	I would study on my own to be able to participatein the in-class debateif I am guided on what to study	.266

 Table 4.16: Item-total Statistics for Acceptance/Use of In-Class Debate (Self-Efficacy)

From the result presented in Table 4.16 above, it was found that all the 3 items under self-efficacy passed the reliability test. None of the value of these 3 items is greater than the value of the Cronbach's Alpha generated for the whole variable. The implication of this is that all the 3 items under self-efficacy will be retained.

Table 4.17: Acceptance/Use of In-Class Debate (Behavioral Intention) Reliability Statistics

Cronbach's Alpha	Number of Items
.557	3

Based on the information provided in Table 4.17 above, it was found that the value of Cronbach's Alpha for students' acceptance and use of in-class debate (behavioural intention towards participating in the in-class debate) in teaching Tawhid subject is .557. In addition, there are 3 items under this variable. Thereafter, the researcher proceeds further to check the value of the Cronbach's Alpha of each of these 3 items in order to determine their reliability. This will assist in determining which item to retain and which one to be deleted.

S/N	Items	Cronbach's Alpha if Item Deleted
1	I intend to participate in in-class debates as soon as possible	.370
2	I plan to participate in in-class debates for the subject of Tawhid	.289
3	I predict I would participate in in-class debates for the subject of Tawhid	.543

 Table 4.18: Acceptance/Use of In-Class Debate (Behavioral Intention) Item-total

 Statistics

From the result presented in Table 4.18 above, it was found that all the 3 items under behavioural intention towards participating in the in-class debate meet up with the rule of Cronbach's Alpha and also passed the reliability test. None of the value of these 3 items is greater than the value of the Cronbach's Alpha generated for the whole variable. This implies that all these 3 items will be retained.

 Table 4.19: Acceptance/Use of In-Class Debate (Anxiety) Reliability Statistics

 Cronbach's Alpha

 Number of Items

 194

 3

Table 4.19 above, shows the reliability statistics for acceptance and use of inclass debate (anxiety). From this table, it was found that the value of Cronbach's Alpha for students' acceptance and use of in-class debate (anxiety) in teaching Tawhid subject is .194. Also, there are 3 items under this variable. Next, there is a need to check for the item total statistics for each of the 3 items under this variable. With this, the researcher can determine which of the item to retain and which one to be deleted.

S/N	Items	Cronbach's Alpha if Item Deleted
1	I feel anxious participating in in-class debates for the subject of Tawhid	.163
2	I am afraid I could not communicate well when participating in in-class debates	.173
3	I feel intimidated using in-class debates	.127

Table 4.20: Acceptance/Use of In-Class Debate (Anxiety) Item-total Statistics

Considering the result in Table 4.20 above, it was found that 3 items under anxiety meet up with the reliability test. Therefore, items 1, 2 and 3 will be retained.

4.1.6. Validation of the Research Instrument used for the Pilot Study

In order to check for the validity of the items in the survey questionnaire used in this study, the researcher used factor analysis for a check for validity of the items. The researcher, therefore, decided to consider the KMO and Bartlett's Test, determinant, total variance explained, commonalities and rotated component matrix tables as a way of ensuring that the assumptions of factor analysis are met. As proposed by Pallant (2011), for research instrument to be qualified for factor analysis, the value of its correlation matrix must be .3 or above. Also, she argued that the value of the KMO must be .6 or above with Bartlett's test result less than .05. Similarly, Mayers (2013) stressed that the value of KMO must be high in order to fulfilthe assumption of multicollinearity. Thereafter, the researcher ran the factor analysis test and arrived at the following results:

Kaiser Meyer-Olkin Measure of Sampling Adequacy	.611
	5124.224
Approximate Chi-Square	7134.234
Bartlett's Test of Sphericity Degree of Freedom	630
Significance	.000

Table 4.21: KMO and Bartlett's Test Result

Table 4.21 shows the result of the Kaiser Meyer-Olkin measure of sampling adequacy and Bartlett's test of Sphericity. In addition, the Kaiser Meyer-Olkin and Bartlett's test reveals the suitability of the data set for factor analysis. From the Table 4.21 above, it was found that the value of the Kaiser Meyer-Olkin measure of sampling adequacy is .611 which is above .6 suggested by Pallant (2011). Also, Bartlett's test of sphericity is statistically significant with p < .000. Therefore, the data passed the Kaiser Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity. Next, there is a need to examine the result of the total variance explained. This is presented in the next sub-heading.

		Initial Eigen values	
S/N	Total	Percentage of Variance	Cumulative Percentage
1	3.379	9.387	9.381
2	3.204	8.899	18.285
3	2.776	7.712	25.997
4	2.629	7.303	33.300
5	2.498	6.938	40.238
6	2.239	6.220	46.458
7	1.198	5.520	51.978
8	1.185	5.162	57.140

1

 Table 4.22: Total Variance Explained

Table 4.22 above shows the result of the total variance explained. With this, the researcher can determine the number of variables to be retained. It also shows the number of variables with an eigenvalue greater than 1. From the total variance explained table above, it was found that eight variables have their eigenvalue greater than 1. Therefore, eight variables will be examined in this study. In addition, the total variance explained table shows that 57.14% of the items are explained by the eight variables in this research study.

The 42 items in the in-class debate survey questionnaire were subjected to principal components analysis (PCA) using Statistical Package for Social Sciences(SPSS) version 21. Prior to this, the suitability of data for factor analysis was assessed. A careful inspection of the correlation matrix shows the presence of many coefficients of .3 and above. The Kaiser-Mayer-Olkin value was .611 which exceeds the recommended value of .6 suggested by Kaiser (1970). The Bartlett's Test of Sphericity reached statistically significant of .000. These support the factorability of the correlation matrix.

The principal component analysis shows the presence of eight components with an eigenvalue greater than 1. A critical inspection of the scree plot graph shows a clear break after the eight component. Going by the Catell's (1966) screen test, it was decided to retain eight components for further investigation. The six components solution explained a total of 57.1% of the variance.

4.1.7. Summary of the Pilot Study

The pilot study test was conducted on 40 students who were randomly selected across senior secondary 1, 2 and 3 students in Saudi International School, Kuala Lumpur. After collecting data from the respondents, the effort was made to test the reliability and validity of the research instrument. Out of the 42 items, 38 items passed the reliability test while the remaining were considered unreliable. Factor analysis was used to ascertain the validity of the research instrument. Thereafter, the researcher proceeds with the distribution of the survey questionnaire after making the necessary adjustment. This shows that the survey questionnaire can be used on the larger population in the Kingdom of Saudi Arabia. The result of the needs analysis is presented in the next sub-heading.

4.2. FINDINGS OF THE NEEDS ANALYSIS

In this section, the researcher made effort to present the result of the needs analysis. After ascertaining the reliability and validity of the research instrument through the pilot test, the researcher went further to conduct the real test and came up with the need analysis for this study, Here, a total of 200 students were sampled from three different public secondary schools in the Kingdom of Saudi Arabia. The researcher distributed the survey questionnaire personally to the students in their schools and made an explanationwhere necessary. The effort was made to collect the survey questionnaire back after completion. Data were key-in and the result is shown in the next paragraph.

4.2.1. Needs Analysis for the Demographic Distribution of Respondents

This section presents the result of the needs analysis of the respondents in relation to their demographic information. It examined the distribution of the respondents in relation to their gender and grade. The result is presented below:

Gender	Frequency	Percentage (%)
Male	103	47.5
Female	97	52.5
Total	200	100

Table 4.23: Gender

As expressed in Table 4.23 above, it was found that 103 (47.5%) of the respondents are male while the remaining 97 (52.5%) are female. In contrast to the gender distribution in the pilot test, there are more male respondents in the real study than their female counterpart.

Table 4.24: Grade		
Grade	Frequency	Percentage(%)
SS 1	60	30
SS 2	65	32.5
SS 3	75	37.5
Total	200	100

Table 4.24 above presents the distribution of the respondents is based on students' grade. From this table, it was found that 60 (30%) of these respondents are SS 1 students, 65 (32.5%) are SS 2 students while the remaining 75 (37.5%) are SS 3 students. This result also shows that there are more SS 3 students in this study than any other class. Next, there is a need to get the result of the needs analysis of each of the items in the survey questionnaire. This is presented in the next sub-heading.

4.2.2. Needs Analysis for Items in the Survey Questionnaire

In this section, the effort was made to ascertain the need for debate strategy model for teaching Tawhid subject in secondary schools in the Kingdom of Saudi Arabia. Therefore, the result was presented based on the sections itemized in the survey questionnaire as shown below:

4.2.2.1. Needs Analysis for Students' Perception Towards Tawhid Subject

This section presents the result of the students' perceptions towards Tawhid subject in secondary schools in the Kingdom of Saudi Arabia.

S/N	Items	SD	D	N	А	SA	Total
1	I understand the subject Tawhid	50	53	14	40	43	200
2	I know what the subject is trying to teach	45	49	19	43	44	200
3	Tawhid improves my spiritual development	43	42	18	49	48	200
4	I get a good grade in the subject of Tawhid	53	52	12	41	42	200
5	I often give the correct answer when the teacherasks questions in Tawhid class	48	52	16	43	41	200

Table 4.25: Students' Perception Towards Tawhid Subject

Table 4.25 above shows the result of the respondents on students' perception towards Tawhid subject in secondary schools in the Kingdom of Saudi Arabia. It consists of five item questions. On question 1, 50 (25%) of the respondents strongly disagree with the item which reads I understand the subject of Tawhid. Also, 53 (26.5%) of these respondents disagree with the question on item 1.14 (7%) remain neutral on this question. 40 (20%) of the respondents agreed that they understand the subject of Tawhid while the remaining 43 (21.5%) strongly agree that they understand the subject of Tawhid. In summary on this item, it was found that maintained that 103 (51.5%) of the respondents do not understand Tawhid subject, 14 (7%) are neutral while 83(41.5%) of the respondents understand the Tawhid subject. This shows that more of the students do not understand the Tawhid subject.

In addition, item question 2 in this section shows that 45 (22.5%) of the respondents strongly disagree that they know what the Tawhid subject is trying to teach. 49 (24.5%) disagree with the statement which reads I know what the Tawhid subject is trying to teach. 19 (9.5%) are neutral. 44 (22%) of these respondents agreed that they know what the Tawhid subject id trying to teach while the remaining 43 (21.5%) strongly agree that they know what the Tawhid subject is trying to teach. From this short analysis, it was found that 94 (47%) of the respondents do not know what the Tawhid subject is trying to teach. From this analysis, it was found that 94 (9.5%) are neutral while 87(43.5%) of the respondents know what the Tawhid subject is trying to teach. From this analysis, it was found that the Tawhid subject is trying to teach. From this analysis, it was found that the Tawhid subject is trying to teach. From this analysis, it was found that the Tawhid subject is trying to teach are less than those who do not know what the subject is trying to teach. Therefore, it can be concluded that more students do not know what the Tawhid subject is trying to teach.

Furthermore, on item 3 in the survey questionnaire which reads: Tawhid subject improves my spiritual development 43 (21.5%) of the respondents strongly disagree with this statement, 42 (21%) of the disagree, 18 (9%) of these respondents are neutral. 49 (24.5%) of these respondents agree that Tawhid subject increases their spiritual development while the remaining 48 (24%) of the respondents strongly agree that the Tawhid subject improves their spiritual development. From this simple analysis, it can be deduced that there is a slight difference in the response of the

students on Tawhid subject. However, more students agree that Tawhid subject improves their spiritual development.

Moreover, item 4 of the survey questionnaire reads: I get a good grade in the subject of Tawhid. On this item, 53 (26.5%) of the respondents strongly disagree with the statement that reads I get a good grade in the Tawhid subject., 52 (26%) disagree with the statement. 12 (6%) of the respondent remain neutral of this statement. 41 (20.5%) agree with the statement while 42 (21%) of the respondents strongly agree with the statement. A close look at this information shows that 105 (52.5%) of the respondents do not agree with the statement, 12 (6%) are neutral and 83 (41.5%) of the respondents agree with the statement. This, therefore, means that more students do not get a good grade in Tawhid subject.

Finally, the last item in this section will be examined. Item 5 reads: I often give the correct answer when the teacher asks questions in class. On this question, 48 (24%) of the respondents strongly disagree with the statement that read I often give the correct answer when the teacher ask questions in class. 52 (26%) of the respondents disagree with the statement in item 5 of this questionnaire. 16 (8%) of the respondents are neutral on this item, 43 (21.5%) of the respondents agreed that they often give correct answer when the teacher asks questions in Tawhid class while 41 (20.55) of the respondents strongly agree that they often give correct answer when the teacher asks questions in Tawhid class. From this information, the researcher deduced that 100 (50%) of the respondents do not agree with the question, 16 (8%) are neutral while 84 (42%) of the respondents agree with the question. This implies that more respondents do not often give the correct answer when the teacher asks questions in Tawhid class.

In summary, a larger percentage of the respondent does not understand the Tawhid subject. Also, a great number of the respondents do not know what the subject is trying to teach. These respondents also claim that they do not get a good grade in Tawhid subject. In addition, these respondents maintained that they do not often give correct answers when the teacher asks questions in Tawhid class. Although, these respondents agreed that Tawhid subject improves their spiritual development. It can, therefore, be deduced from the information above that there is a need to improve the quality of teaching Tawhid subject in secondary schools. If this is done, it will increase the performance of secondary school students in Tawhid subjects and also improve their level of spiritual development as a Muslim. Next, the researcher analyzed the students' opinion on the current method of teaching Tawhid subject in secondary schools. The result is presented in the next sub-headings.

4.2.2.2. Needs Analysis for Students' Opinion on the Current Method of Teaching Tawhid Subject

In this section, the researcher made effort to present the result of the findings on students' opinion on the current methods of teaching Tawhid subjects in secondary schools in the Kingdom of Saudi Arabia. There is eight-items questions in this section. The result of the respondents on each of these eight questions is presented below:

SN	ITEM	SD	D	N	А	SA	Total
6	I like the method used by the teacher in teachingTawhid subject	66	82	11	24	17	200
7	The teacher does most of the talking while students only listen	14	20	11	86	69	200
8	I get interested in Tawhid class	62	78	10	26	24	200

Table 4.26: Students' Perception of Current Method of Teaching Tawhid Subject

9	The current method of teaching Tawhid allows students to participate in class activities	66	74	13	22	25	200
10	The current method of teaching Tawhid isteacher-centred	13	25	7	73	82	200
11	The current method of teaching Tawhid makesthe subject interesting	70	74	12	21	23	200
12	The current method of teaching Tawhid allowsstudent creativity	68	79	10	25	18	200
13	I will be eager to learn Tawhid if a bettermethod is introduced	20	24	11	70	75	200

Table 4.26 above shows the opinion of respondents on the current method of teaching Tawhid subjects in secondary schools in the Kingdom of Saudi Arabia. Based on the result above, it was found that 66 (33%) of the respondents strongly disagree with this question stating that they do not like the current method used by their teachers in teaching Tawhid subjects. Similarly, 82 (41%) of the respondents disagree claiming that they do not like the current methods of teaching Tawhid subject in secondary schools in the Kingdom of Saudi Arabia. 11 (5.5%) of the respondents are neutral on this question. Meanwhile, 24 (12%) of the respondents agreed that they like the current method used by their teachers in teaching Tawhid subject while the remaining 17 (8.5%) of the respondents strongly agree that they like the current method adopted by their teachers in teaching Tawhid subject in secondary schools. This result shows that 148 (74%) of the students do not like the current method used by their teachers in teaching Tawhid subject in secondary schools in the Kingdom of Saudi Arabia, 11 (5.5%) of these respondents remain neutral on this matter while 41 (20.5%) of these respondents support this question because they like the current method used by their teachers in teaching Tawhid subjects. The researcher found that majority of the respondents do not like the current method used by secondary school teachers in teaching the Tawhid subject. Therefore, an alternative method is needed in order to make teaching of the subject effective.

On question number 7 in the survey questionnaire, it was found that 14 (7%) of the respondents strongly disagree with this question on the basis that their teachers do not just do the teaching alone while they listen. Also, 20 (10%) of the respondents disagree with this question. It was also found that 11 (5.5%) of these respondents are neutral on this question. However, this result shows that 86 (43%) of the respondents agree that their teachers do all the talking when they are teaching the subject of Tawhid while students only listen. 69 (34.5%) of the respondents strongly agree that their teachers do the talking while students only listen in the Tawhid class. It is evident from this information that 34 (17%) of the respondents are in support of this question. This shows that most of the students see the teaching of the Tawhid subject as the responsibility of their teachers because these teachers do all the talking alone while their students listen. Therefore, there is a need for a better and alternative method that will involve the students in the classroom teaching, not just a passive listener.

Commenting on the item in question 8 above, it was found that 62 (31%) of the respondents strongly disagree with this question claiming that they are not interested in the Tawhid class. Also, 78 (39%) of the respondents disagree stating that they are not interested in the Tawhid class. 10 (5%) of the respondents are neutral. In the contrast, 26 (13%) of the respondents agree that they are interested in the Tawhid class while 24 (12%) of these respondents strongly agree that they are interested in the Tawhid class. From this information, it was found 140 (70%) of the respondents do not like the Tawhid class, 10 (5%) are neutral while 50 (225%) like the Tawhid class. It can, therefore, be concluded that the majority of these respondents do not like the

Tawhid class. Among their reasons can be due to the fact that these students do not like the current method of teaching the subject as discussed earlier. Therefore, concise effort must be put in place by the Ministry of Education, school management and teachers in attracting and winning the interest of these students towards learning the Tawhid subject. One of the measures to ensure this is by introducing and implementing the in-class debate which will ensure active participation and involvement of students in the teaching process.

In addition, it was found from question 9 of the survey questionnaire that 66 (33%) of the respondents strongly disagree with this question claiming that the current method used in teaching Tawhid subject does not allow students participation in class activities. Also, 74 (37%) of these respondents disagree claiming that the current method of teaching Tawhid subject does not allow students participation and involvement in class activities. 13 (6.5%) of the respondent are neutral on this question. 22 (11%) of the respondents agreed that the current method allows students participation in class activities while 25 (12.5%) of the respondents strongly agree that the current method of teaching Tawhid subject allows them to participate in class activities.

From this information, the researcher further found that 140 (70%) of the respondents do not support the question because they believe that the current method of teaching Tawhid subject does not involve students in class activities, 13 (6.5%) are neutral while 47 (23.5%) are in support of the question. Since the majority of the respondents do not support this question, the researcher, therefore, concludes that the current method of teaching Tawhid subject in secondary schools in the Kingdom of Saudi Arabia does not allow student participation in class activities. Therefore, an alternative method must be introduced and imbibed by the Ministry, schools and

teachers as a way of facilitating and enhancing effective teaching of Tawhid subject in secondary schools in the Kingdom.

Moreover, it was found from question 10 of the survey questionnaire that 13 (6.5%) of the respondents strongly disagree with this question on the fact that they do not see the current method of teaching Tawhid as teacher-centred. 25 (12.5%) of the respondents disagree with this question because they do not see the current method of teaching Tawhid in secondary schools as teacher-centred. However, 7 (3.5%) of the respondents are neutral on this matter. On the other hand, 73 (36.5%) of the respondents agreed that the current method of teaching Tawhid subject in secondary schools in the Kingdom of Saudi Arabia is teacher-centred while the remaining 82 (41%) of the respondents strongly agree that the current method of teaching Tawhid subject is teacher-centred. It was found that 36 (19%) of the respondents do not support this question, 7 (3.5%) are neutral and 155 (77.5%) are in support of this question. Since the majority of the respondents are in support, the researcher, therefore, concludes that the current method of teaching Tawhid subject in secondary schools in the Kingdom of Saudi Arabia is teacher-centred. This may be responsible for the reason why these students are not interested in the Tawhid class as reported above. The in-class debate method may be introduced in order to encourage active participation of students in the teaching activities in secondary schools in the Kingdom.

Furthermore, it was found that 70 (35%) of the respondents strongly disagree that the current method of teaching Tawhid subject does not make the subject interesting. Also, 74 (37%) of the respondents disagree with this question claiming that the current method of teaching Tawhid subject in secondary schools in the Kingdom of Saudi Arabia does not make the subject interesting. Meanwhile, 12 (6%) of the respondents are neutral. On the contrast, it was found that 21 (10.5%) of the respondents agreed that the current method of teaching Tawhid subject makes the subject interesting while 23 (11.5%) of the respondents strongly agree that the current method of teaching Tawhid subject in secondary schools makes the subject interesting. In short, 144 (72%) of the respondents fail to support this view, 12 (6%) are neutral on it while 44 (22%) are in support of the view. This, therefore, means that quite a large proportion of the respondents do not support the view. This implies that the current method of teaching Tawhid subject in secondary schools in the Kingdom of Saudi Arabia does not make the subject interesting to students. Therefore, there is a need for an alternative method which can be provided by the in-class debate method.

In continuation, it was found that 68 (34%) of the respondents strongly disagree with the question in item 12 of this survey questionnaire on the ground that the current method of teaching Tawhid subject does not allow students creativity. Similarly, 79 (39.5%) of the respondents disagree claiming that the current method of teaching Tawhid subject in secondary schools in the Kingdom of Saudi Arabia does not allow input of student creativity. Although, 10 (5%) of the respondents remain neutral on this question. Furthermore, it was found that 25 (12.5%) of the respondents agree that the current method of teaching the Tawhid subject allows student creativity while the remaining 18 (9%) of the respondents strongly agree that the current method of teaching the Tawhid subject allows student creativity. A cross investigation of this result shows that 147 (73.5%) of the respondents maintained that the current method of teaching Tawhid subjects in secondary schools in the Kingdom of Saudi Arabia does not allow student creativity, 10 (5%) are neutral and 43 (21.5%) of the respondents argued that the current method allows students creativity. It is evident from this result that majority of the respondents do not support this view claiming that

the current method of teaching Tawhid subject does not allow student creativity. Since this is the case, there is a need for a better method that will allow student input and participation in the teaching process.

Finally, 20 (10%) of the respondents strongly disagree that they will not be eager to learn the Tawhid subject if a better method is introduced. Similar to this, 24 (12%) of the respondents disagree saying that they will not be eager to learn the Tawhid subject if a better method is introduced. On this question, 11 (5.5%) of the respondents are neutral. 70 (35%) of the respondents agreed that they will be eager to learn the Tawhid subject if a better method is introduced while 75 (37.5 %) of the respondents strongly agree that they will be eager to learn Tawhid subject if a better method is introduced while 75 (37.5 %) of the respondents strongly agree that they will be eager to learn Tawhid subject if a better method is introduced. In summary, it was found that a total of 44 (22%) of the respondents are not in support of this view, 11 (5.5) are neutral while the remaining 145 (72.5%) are in support. This shows that there are more respondents in support of the question than those who do not support. Therefore, the researcher concluded that students in secondary schools in the Kingdom of Saudi Arabia will be eager to learn the Tawhid subject if a better method of teaching the subject is introduced.

In conclusion of this section, it was found from the result that majority of the students do not like the current method of teaching Tawhid subject in secondary school in the Kingdom of Saudi Arabia. Also, students maintained that teachers do most of the teaching while students only listen during the Tawhid class. In addition, it was found that students are not getting interested in the Tawhid class. Moreover, it was found that the current method of teaching Tawhid subject in secondary schools in the Kingdom of Saudi Arabia does not allow students to participate in class activities. Majority of the students also claim that the current method of teaching Tawhid subject in secondary schools is teacher-centred. Not only that, the current method of teaching

the Tawhid subject does not make the subject interesting to learners. Furthermore, the current method of teaching Tawhid subject does not allow student creativity. Therefore, students argued that they will be eager if a better method is introduced for teaching Tawhid subject in secondary schools in the Kingdom of Saudi Arabia. With this report, the in-class debate method stands a better chance of providing a solution to the problem facing teaching of Tawhid subject in the Kingdom of Saudi Arabia, provided the government, Ministry of Education, schools and teacher adopt this method and carefully ensure its successful implementation.

4.2.3. Perception of Students on Acceptance and Use of In-Class Debate Strategy

In this section, the effort was made to present perceptions of students on acceptance and usage of in-class debate strategy for teaching Tawhid subjects in secondary schools in the Kingdom of Saudi Arabia. It is also important to note that the researcher divided items under this section into seven different sub-headings namely: performance expectancy, effort expectancy, attitude towards participation in debates, social influence, self-efficacy, behavioural intention to participate in in-class debates and anxiety. Results of each of this division are presented in the following subheadings.

4.2.3.1. Students Perception on Acceptance and Use of In-Class Debate (Performance Expectancy)

There are five questions in this section. Therefore, the 200 respondents provided their views on each of these five question as presented in the result below:

SN	ITEM	SD	D	N	А	SA	Total
14	Using in-class debate will make me more active in the class	32	25	8	75	60	200
15	Using in-class debate will make me think critically	40	22	10	68	57	200
16	Using in-class debate will help me improve my communication skills	39	25	12	63	61	200
17	Using in-class debate will teach me how to work in a team	28	23	10	73	66	200
18	Using in-class debate will help me learn difficult sides of argument	33	28	17	59	63	200
19	Using the in-class debate method allows me to express my view about some topics in Tawhid	20	24	8	68	80	200

Table 4.27: Student Perception on Acceptance and Use of in-class Debate(Performance Expectancy)

Based on the information provided in Table 4.27 above, it was found that 32 (16%) of the respondents strongly disagree with the statement which read Using inclass debate will make me more active, 25 (12.5%) of the respondents disagree that using in-class debate strategy for teaching Tawhid subject will not make them active. On this matter, 8 (4%) of these respondents are neutral on this question. 75(37.5%) of the respondents agreed that using the in-class debate strategy for teaching Tawhid subject will make them more active while the remaining 60(30%) of the respondents strongly agreed that the use of in-class debate strategy for teaching Tawhid subject will help in making them more active. From this brief analysis, the researcher found that a total of 135 (67.5%) of the respondents are in support of this view, 8(4%) are neutral while 57 (28.5%). It can, therefore, be concluded that more students are in support of the use of in-class.
Question number 15 of the questionnaire centres on the impact of the in-class debate strategy on students thinking ability. On this question, it was found from Table 4.27 above that 40 (20%) of the respondents strongly disagree that using in-class debate strategy will not make them think critically. 22 (11%) of the respondents disagree that using in-class strategy for teaching Tawhid subject will not make them think critically and 10 (5%) of the respondents are neutral on this question. Still on this question, 68 (34%) of the respondents agreed that using the in-class debate strategy for teaching Tawhid in secondary school will make them think critically while the remaining 57 (28.5%) of the respondents strongly agree that by using the in-class debate strategy for teaching Tawhid subject, this will make them think critically. This, therefore, implies that using the in-class debate strategy for teaching Tawhid subjects in secondary schools in the Kingdom of Saudi Arabia will make students think critically because 125 (62.5%) of the respondents are in support of this view, 10(5%)are neutral while the remaining 65 (22.5%) are against this view. Since more students support this view, it can be deduced from the result that applying the in-class debate strategy in teaching Tawhid subject will help to make students think critically.

Furthermore, 39 (19.5%) of the respondents strongly disagree with the questions that say: using the in-class debate will help to improve my communication skill. 25 (12.5%) of the respondents disagree with this notion. It was also found that 12 (6%) of the respondents are neutral on this question, 63 (31.5%) of the respondents agreed that by using the in-class debate strategy for teaching Tawhid subject, this will help them to improve their communication skill and 61 (30.5%) of the respondents strongly agree that by using the in-class debate strategy for teaching Tawhid subject in secondary school, this will help to improve their communication skills. A close investigation of the result shows that 64 0(32%) of the respondents do not support the

view, 12(6%) are neutral while 124 (62%) of these respondents support the view. Since over 60% of the respondents support this view, the researcher, therefore, concludes that using the in-class debate strategy for teaching Tawhid subjects in secondary schools, it will help to enhance the communication skill of students in secondary schools in the Kingdom of Saudi Arabia.

The next question centres on the importance of the in-class debate strategy for enhancing teamwork among students. On this question, Table 4.27 above shows that 28 (14%) of the respondents the strongly disagree with this question claiming that the use of in-class debate strategy for teaching Tawhid subject will not teach them how to work as a team. In the same vein, 23 (11.5%) of the respondents disagree with the question. Meanwhile, 10(5%) of the respondents remain neutral on this question. 73 (36.5%) of the respondents agreed that using the in-class debate strategy for teaching Tawhid subjects in secondary schools will teach them how to work as a team while the remaining 66 (33%) of the respondents strongly agree with the question. Considering this result, the researcher found that 51 (25.5%) of the respondents do not concur with this question, 10 (5%) are neutral while 139 (69.5%) of the respondents support this view. Since more respondents agreed with the view, it can, therefore, be concluded that the use of in-class debate strategy for teaching Tawhid subjects in secondary schools will help students to learn how to work in a team. This will be made possible when the students are divided into groups for discussion and debate. This division, students will learn how to work together in defending their team or group. Thereby improving their team spirit.

In addition, the question in item no 18 in this section relates to the importance of the in-class debate strategy in helping students to learn different sides of the argument. On this question, Table 4.27 shows that 33 (16.5%) of the respondents strongly disagree with this view stating that the in-class debate strategy does not help them to learn different sides of the argument. Similarly, 28 (14%) of the respondents disagree on this question. 17 (8.5%) of the respondents are neutral on this question. In contrast, 59(29.5%) of the respondents agreed that using the in-class debate strategy in teaching Tawhid will help them to learn different sides of the argument. 63 (31.5%) of the respondents strongly agree with this question. It can be deduced from this result that 45 (22.5%) of the respondents do not support this question, 17 (8.5%) are neutral and 122 (61%) of the respondents are in support of this question. This, therefore,means that whenever the in-class debate strategy is implored in teaching Tawhid subjects in secondary schools, it will help students to learn different sides of the argument.

Considering the question in item number 19 of the survey questionnaire, it was found that 20 (10%) of the respondents strongly disagree that using the in-class debate method does not allow them to express their views about some topics in Tawhid. Also, 24 (12%) of the respondents also disagree that the use of in-class debate method does not allow them to express their views about some topics in Tawhid. 8 (4%) of the respondents are neutral on this question. Nonetheless, 68 (34%) of the respondents agreed that the use of in-class debate will allow them to express their views about some topics in Tawhid. Still, on this, 80 (40%) of the respondents strongly agree that the use of in-class debate will allow them to express their views about some topics in Tawhid. Still, on this information shows that 44 (22%) of the respondents do not support the question, 8 (4%) are neutral while 148 (74%) of the respondents support the view. It can be concluded that majority of the respondents support the view. The implication of this is that using the in-class debate strategy will allow students to express their views about some topics in Tawhid. In conclusion on this aspect, it was found that larger percent of the respondents support the use of in-class debate strategy in teaching Tawhid subjects in secondary schools in the Kingdom of Saudi Arabia because it makes students more active in class. It also enhances students to think critically about issues. In addition, the use of in-class debate strategy for teaching Tawhid subjects helps to improve the level of communication and communication skills of students. The in-class debate strategy was also found responsible for teaching students how to work as a team. Also, the in-class debate strategy helps students to learn different and diverse views or argument in the course of learning. With this, they will learn how to respect the views and opinions of others. Finally, students will be allowed to express their views on some topics in Tawhid when the in-class debate strategy is used in teaching and learni9ng Tawhid subjects in secondary schools in the Kingdom of Saudi Arabia.

4.2.3.2. Students Perception on Acceptance and Use of In-Class Debate

(Effort Expectancy)

In this section, the researcher made effort to present students' opinion on acceptance and use of the in-class debate (effort expectancy). It is important to note that there are three item questions under effort expectancy as presented in the result below:

SN	ITEM	SD	D	N	А	SA	Total
20	My involvement in the in-class debate will be exciting	30	26	12	60	72	200
21	It will be easy for me to participate and express myself in the in-class debate	28	22	15	78	57	200

Table 4.28: Student Perception on Acceptance and Use of in-class Debate (Effort Expectancy)

As shown in Table 4.28 above, 30 (15%) of the respondents strongly disagree that their involvement in the in-class debate will be exciting. 26(13%) of the respondents disagree with the question, 12 (6%) of the respondents remain neutral on this question. Meanwhile, 60 (30%) of the respondents agree that their involvement in the in-class debate will be exciting and 72 (36%) of the respondents strongly agree that their involvement in the in-class debate will be exciting. Therefore, the researcher went further to ascertain the percentage of respondents do not support the question, 12 (6%) are in the middle while 132 (66%) of the total respondent support the question. It is evident from this result that the percentage of respondents that show support for this question is far higher than those who go against it. The researcher, therefore, concludes that students' involvement in the in-class debate will be exciting. If the in-class debate is properly implemented in secondary schools, students will find learning Tawhid subjects interesting and exciting.

Commenting on the respondents' view on question 21 of the survey questionnaire, 28 (14%) of the respondents strongly disagree with the question which reads: It will be easy for me to participate and express myself in the in-class debate. Similarly, 22(11%) of the respondents disagree with this question arguing that it will not be easy for them to participate and express themselves in the in-class debate. Although, 15 (7.5%) of the respondents remain neutral on this question. However, 78 (39%) of the respondents agree that it will be easy for them to participate and express themselves in the in-class debate and the remaining 57 (28.5%) of the respondents strongly agree that it will be easy for them to participate and express themselves in the in-class debate. The researcher found that a total of 50 (25%) of the respondents argued that it will not be easy for them to participate and express themselves in the in-class debate; 15(7.5%) of these respondents are neutral while 135 (67.5%) of the respondents agreed that it will be easy for them to participate and express themselves in the in-class debate. It can, therefore, be concluded that a larger percentage of the respondents argued that it will be easy for them to participate and express themselves in the in-class debate.

As seen in question 22 in Table 4.28 above, it was found that 27 (13.5%) of the respondents strongly disagree in their effort towards the in-class debate arguing that they will not find the in-class debate easy to participate in. Also, 25 (12.5%) of the respondents disagree saying that they will not find the in-class debate easy to participate in. Meanwhile, 14 (7%) of the respondents are in between on this question. They neither agree nor disagree. It was also found that 75 (37.5%) of the respondents agree that they will find the in-class debate easy to participate in while the remaining 59 (29.5%) of the respondents strongly agree that they will find the in-class debate easy to participate in. A thorough investigation of this result shows that 52 (26%) of the respondents do not support the view, 14 (7%) of the respondents are neutral on it while 134 (67%) of the respondents support the view. It is evident that more respondents support this question. The researcher, therefore, concludes that the majority of the respondents will find the in-class debate easy to participate in.

In conclusion of this section, respondents show a great support for the in-class debate strategy for teaching Tawhid subjects in secondary schools in the Kingdom of Saudi Arabia claiming that it students' involvement in the in-class debate will be exciting. Respondents also opined that it will be easy for them to participate and express themselves in the in-class debate. Finally, these respondents argued that they will find the in-class debate easy to participate in. Next, the researcher will examine the opinion of the respondents on their attitude towards participation in the in-class debate.

4.2.3.3. Students Perception on Acceptance and Use of In-Class Debate (Attitude Towards Participation in Debates)

This section presents students' opinion on acceptance and use of the in-class debate (attitude towards participation in the debate). There are four item questions under attitude towards participation in the debate. The researcher made effort to analyze the result of the respondents based on each item under attitude towards participation in the debate as presented below:

 Table 4.29: Student Perception on Acceptance and Use of in-class Debate (Attitude Towards Participation in Debate)

SN	ITEM	SD	D	Ν	А	SA	Total
23	I don't like learning through the in-class debate	21	36	7	74	62	200
24	In-class debate will make learning moreinteresting and exciting	25	21	13	69	72	200
25	It would fun to learn by participating in in-class debate	18	22	12	84	64	200
26	Learning through the in-class debate will be agood idea	20	16	7	79	78	200

Table 4.29 above shows the result of the respondents' opinion on students' acceptance and use of in-class debate (attitude towards participation in debates) in

teaching Tawhid subject in secondary schools in Kingdom of Saudi Arabia. Commenting on item number 23, it was found that 21(10.5%) of the respondents strongly agree that they don't like learning through the in-class debate. 36 (18%) of the respondents disagree that they don't like learning through the in-class debate method while 7 (3.5%) of the respondents remain neutral on this question. Although, 74 (37%) of the respondents agree that they like to learn through the in-class debate method. 62 (31%) of the respondents strongly agree that they like to learn Tawhid subject through the in-class debate method. Based on the information above, it was found that 57 (28.5%) of the respondent fail to support this view, 7(3.5%) are neutral and 136 (68%) of the respondents are in support of the question. From this, it can be deduced that a large proportion of the respondents like to learn Tawhid subject using the in-class debate method. Therefore, the researcher concluded that majority of the respondents prefer to learn Tawhid subject using the in-class debate method.

Considering the question in item number 24 in Table 4.29 above, it was found that 25 (12.5%) of the respondents strongly disagree with the in-class debate method saying that it will not make learning interesting and exciting for them. Also, 21 (10.5%) of the respondents disagree saying that the in-class debate method will not make their learning exciting and interesting. Meanwhile, 13 (6.5%) of the respondents are neutral on this matter. In addition, 69 (34.5%) of the respondents agree that using the in-class debate method in teaching Tawhid subject will make learning more interesting and exciting for them. 72 (36%) of the respondents strongly agree that the in-class debate method will make learning more interesting and exciting for them. It was found that 46 (23%) of the total respondent fail to support this view, 13 (6.5%) are neutral and 141 (70.5%) are in support of the view. The implication of this is that using the inclass debate method will make learning more interesting and exciting to learners. Concerning item 25 of the survey questionnaire, it was found that 18 (9%) of the respondents strongly disagree with the question in item 25 saying that using the inclass debate method will not make teaching a fun. Also, 22 (11%) of the respondents disagree claiming that it won't be a fun for them to learn using the in-class debate method. 12 (6%) of these respondents are neutral on this matter. In the contrast, 84 (42%) of the respondents agree that it would a fun for them to learn through the inclass debate method while 64 (32%) of the respondents strongly agree that it would be fun for them to learn using the in-class debate method. Basically, it was found that 40 (20%) of the respondents fail to agree with this view claiming that the in-class debate method will not make teaching of Tawhid subject a fun, 12 (6%) are neutral and 148 (74%) of the respondents gladly embrace the in-class debate method for teaching Tawhid subject claiming that it will make learning of Tawhid subject a fun in secondary schools in the Kingdom of Saudi Arabia.

On the last question in this section, it was found that 20 (10%) of the respondents strongly disagree with this question stating that learning through the inclass debate method will not be a good idea for them. Similarly, 16 (8%) of the respondents disagree claiming that if they learn through the inclass debate method will not be a good idea for them. 7 (3.5%) of the respondents are neutral. On the other way round, 79 (39.5%) of the respondents agree that learning through the inclass debate method will be a good idea for them while 78 (39%) of the respondents strongly agree that with the use of the inclass debate method, learning through this medium will be of a good benefit and idea to students. From this information, it was gathered that 36 (18%)of the respondents are against the question in item 25 of the survey question on the ground that the inclass debate method will not be a good idea for them while 7(3.5%) are neutral and the remaining 157 (78.5%) of the respondents support

the view claiming that the in-class debate method will be a great idea for them because it will enhance teaching of Tawhid subject in secondary school.

In conclusion of this section, it was found that majority of the respondents like the in-class debate method and wish to learn Tawhid subject through it. In addition, a largerpercent of the respondents in this research study prefer the in-class debate method because they claim that it will make learning more interesting and exciting. Also, a great number of the respondents agreed that it would be fun for them to learn by participating in the in-class debate. Finally, the respondents agreed that learning through the in-class debate method will be a good idea for them. The implication of this is that students in secondary schools in Kingdom of Saudi Arabia prefer to learn Tawhid subject through the in-class debate method because it will enhance teaching, learning and will ensure active participation of the learners in the learning process.

4.2.3.4. Students Perception on Acceptance and Use of In-Class Debate

(Social Influence)

Here, the researcher made effort to present students' opinion on acceptance and use of the in-class debate (social influence). It's important to note that there are three item questions under this section. The result is provided in the next table below:

 Table 4.30: Student Perception on Acceptance and Use of in-class Debate (Social Influence)

SN	ITEM	SD	D	Ν	А	SA	Total
27	People who influence my behaviour think that I should participate in the in-class debate	14	12	10	78	86	200

28	People who are important to me think that I should participate in the in-class debate	16	22	14	71	77	200
29	My teacher has encouraged and convinced me to participate in the in- class debate	21	24	8	66	81	200

Table 4.30 above reveals the result of the respondents on acceptance and usage of the in-class debate (social influence). The table shows that 14 (7%) of the respondents strongly disagree on the question that reads: people who influence my behaviour think that I should participate in the in-class debate. In the same manner, 12 (6%) of the respondents disagree with this question claiming that those people who can influence their behaviour do not think that they (these students) should participate in the in-class debate. 10 (5%) of the respondents agreed that people who can influence their behavior think that these students should take part in the in-class debate while 86 (43%) of the respondents strongly agree that people who influence their behavior think that they (these students) should participate in the in-class debate. This result shows that 26 (13%) of the respondents do not agree with the question, 10(5%) are neutral and 164 (82%) of the respondents agreed with this item. It further shows that those people who can influence the behaviour of these students want them to take part in the in-class debate.

In addition, 16 (8%) of the respondents strongly disagree with the in-class debate claiming that people who are important to them (these students) think that these students should not participate in the in-class debate. 22 (11%) of the respondents disagree with the item in number 28 of the survey questionnaire on the basis that those people who are important to them (the students) think that these students should not participate in the in-class debate. 14 (7%) are neutral. 71 (35.5%) of the respondents

agreed that people who are important to them (these students) think that these students should participate in the in-class debate. 77 (38.5%) of the respondents strongly agree that people who are important to them (these students) think that these students should participate in the in-class debate. A careful consideration of this result shows that 38 (19%) of the students do not support this view, 14 (7%) are neutral and 148 (74%) of the respondents are in support of the view. This, therefore, implies that people who are important to these respondents want these students to participate in the in-class debate.

On the last question in this section, 21 (10.5%) of the respondents strongly disagree that their teachers do not encourage and convince them to participate in the in-class debate. Similar to this, 24 (12%) of the respondents disagree that their teachers do not encourage and convince them to participate in the in-class debate. Meanwhile, 8 (4%) of these respondents are neutral on this matter. However, 66 (33%) of the respondents agree that their teachers encouraged and also convinced them to participate in the in-class debate. 81 (40.5%) of the respondents strongly agree that their teachers encouraged and convinced them to participate in the in-class debate. From this information, it was gathered that a total of 45 (22.5%) of the respondents claimed that their teachers do not encourage and convinced them to participate in the in-class debate. 8 (4%) are neutral and 147 (73.5%) of the respondents supported this view by claiming that their teachers encouraged and convinced them to participate in the in-class debate.

In conclusion of this section, it was found that a large proportion of the respondents agreed that people who influence students behaviour think that these secondary school students should participate in the in-class debate. Also, it was found that people who are important to these secondary school students think that these students should participate in the in-class debate while teachers also encouraged and convinced their students to participate in the in-class debate in these secondary schools. The implication of this is that people who can influence students behaviour and are important to them want secondary school students to take part in the in-class debate because they understand that by participating in the in-class debate, it will improve communication skills, confidence level and boost the cognitive domain or reasoning of students.

4.2.3.5. Students Perception on Acceptance and Use of In-Class Debate (Self-Efficacy)

In this section, the researcher presents students' opinion on acceptance and use of the in-class debate (self-efficacy). This section consists of three item questions. The result of each item is presented in the table below:

		GD	-			<u> </u>	
SN	11 EM	SD	D	Ν	А	SA	Total
30	I would study on my own to be able to participate in the in-class debate if there is nobody around telling me what to do	32	28	20	43	77	200
31	I would study on my own to be able to participate in the in-class debate if I know I will be participating in the in-class debate	19	18	6	72	85	200
32	I would study on my own to be able to participate in the in-class debate if I am guided on what to study	16	17	4	88	75	200

 Table 4.31: Student Perception on Acceptance and Use of in-class Debate (Self-Efficacy)

As shown in Table 4.31 above, it was found that 32 (16 %) of the respondents strongly disagree with this view stating that they will not study on their own in order

to participate in the in-class debate unless there is someone around to tell them what to do. In the same vein, 28 (14%) of the respondents also disagree with this question holding the same claim. It was gathered that 20 (10%) of the respondents are neutral on this question. In the contrast, 43 (21.5%) of the respondents agreed that they will study on their own to be able to participate in the class debate if there is nobody around telling them what to do while 77 (38.5%) of the respondents strongly agreed that they will study on their own if there is nobody to tell them what to do. This result reveals that 60 (30%) of the respondents do not want to study on their own as a way of participating in the in-class debate, 20 (105) are neutral and 120 (60%) of the respondents are ready to study on their own even if there is no one around telling them what to do. The researcher, therefore, concluding that students who are able to and ready to study on their own even if there is no one around telling them what to do show a high self-efficacy while those who do not want to study unless they are push or force, are displaying a low self-efficacy. Therefore, something must be done to enhance the self-efficacy of these secondary school students.

Commenting on the question in item 31 of the survey questionnaire, it was found that 19 (9.5%) of the respondents strongly disagree with this question on the basis that they do not want to study on their own once they know that they will be participating in the in-class debate. Also, 18 (9%) of these respondents disagree following their colleague who strongly disagrees. 6 (3%) of these respondents are neutral on this question. It is important to also note that 72 (36%) of the respondents agreed that they will study on their own to be able to participate in the in-class debate if they know that they will be participating in the in-class debate while 85 (42.5%) of the respondents strongly agree. The result further reveals that 37 (18.5%) of the respondents do not support this view, 6 (3%) are neutral and 157 (78.5%) of the respondents support the view. This shows that more students prefer to study on their own if they know that they will take part in the in-class debate.

On the last question in this section, it was found that 16 (8%) of the respondents strongly disagree with this question stressing that they will not study on their own in order to participate in the in-class debate even if they are guided on what to do. 17 (8.5%) of the respondents disagree with this question. Although, 4 (2%) of the respondents are neutral on this matter. Nonetheless, it was found that 88 (44%) of these respondents agreed that they will study on their own in order to participate in the in-class debate if they are guided on what to study while 75 (37.5%) of the respondents strongly agree that they will study on their own to be able to participate in the in-class debate, if they are guided on what to study. From this result, it is evident that 33 (16.5) of the respondents do not support the question, 4(2%) are neutral while 163 (82.5%) of the respondents are in support of this question. The researcher, therefore, concluded that students are ready to study on their own in order to participate in the in-class debate if they are guided on what to study.

In conclusion of this section, it can be deduced that the majority of the students are willing to study on their own if there is no one to tell them what to do. Also, students are willing and ready to study on their own if they know that they will be participating in the in-class debate. Also, these students are willing and ready to study on their own if they are guided on what to study. Meanwhile, something must be done in order to improve the self-efficacy of secondary school students. These students must be given adequate encouragement and support in order to accept and utilize the inclass debate appropriately and efficiently.

4.2.3.6. Students Perception on Acceptance and Use of In-Class Debate

(Behavioural Intention to Participate in In-Class Debate)

This section shows students' opinion on acceptance and use of the in-class debate (behavioural intention to participate in the in-class debate). It comprises of three item questions. The result of each item is presented in the table below:

Table 4.32: Student Perception on Acceptance and Use of in-class Debate(Behavioural Intention to Participate in In-Class Debate)

SN	ITEM	SD	D	N	A	SA	Total
33	I intend to participate in in-class debate as soon as possible	21	25	10	69	65	200
34	I plan to participate in the in-class debate for subject Tawhid	23	21	8	83	65	200
35	I predict I would participate in the in- class debate for the subject of Tawhid	22	24	12	66	76	200

Table 4.32 above presents the result of the students' perception of acceptance and use of in-class debate (behavioural intention to participate in the in-class debate). On the first question in this table, it was found that 21 (10.5%) of the respondents strongly disagree with this question on the ground that they do not intend to participate in the in-class debate as soon as possible. Also sharing this view, 25 (12.5%) of the respondents also disagree. 10 (5%) of the respondents are neutral on this question. Another wayaround, it was found that 69 (34.5%) of the total respondents agreed that they intend to participate in the in-class debate as soon as possible while 75 (37.5%) of the respondents strongly agree to participate in the in-class debate as soon as possible. This further reveals that 46 (23%) of the respondents do not want to take part in the in-class debate as soon as possible, 10 (5%) are neutral while 144 (72%) of the respondents accept to take and participate in the in-class debate as soon as possible. It is clear from this information and statistics that the majority of the students want to take part in the in-class debate as soon as possible. This is a strong evidence for the use of in-class debate in secondary schools in the Kingdom of Saudi Arabia.

On item 34 of the survey questionnaire, it was found that 23 (11.5%) of the respondents strongly disagree with the in-class debate method claiming that they do not plan to participate in the in-class debate method for the subject of Tawhid. Also, 21 (10.5%) of the respondents disagree with the question also saying that they do not plan to take part in the in-class debate for the subject of Tawhid. 8 (4%) of the respondents are neutral on this question. Nonetheless, a total of 83 (41.5%) of the respondents agreed that they plan to participate in the in-class debate for the subject of Tawhid. 65 (32.5%) of the respondents strongly agree that they plan to participate in the in-class debate for the subject of Tawhid. In short, 44 (22%) of the respondents do not plan to participate in the in-class debate for the subject of Tawhid, 8 (4%) are neutral and 148 (74%) of the respondents plan to participate in the in-class debate for the subject of Tawhid. The implication of this is that more students plan to participate in the in-class debate for the subject of Tawhid. It, therefore, means that the in-class debate method must be carefully planned and structured in a way that will meet the learning needs and aspiration of these students. Since secondary school students in the Kingdom of Saudi Arabia plan to participate in the in-class debate for the subject of Tawhid, this method must be given careful consideration by the Ministry of Education. Also, teachers must be encouraged to use the methods in teaching process.

On the last question in this section (item no. 35 of the survey questionnaire), it was found that 22, 24,12, 66, 76, 22 (11%) of the respondents strongly disagree with the view. These 22 (11%) claimed that they do not predict to participate in the in-class debate for the subject of Tawhid. Also, 24 (12%) disagree stressing that they do not

predict they will participate in the in-class debate for Tawhid subject. Although, 12 (6%) of the respondents are neutral on this statement. In contrast, 66 (33%) of the respondents agreed that they predict they will participate in the in-class debate for the subject of Tawhid while 76 (38%) of the respondents predict they will participate in the in-class debate for the subject of Tawhid. In short, a total of 46 (23%) of these respondents do not predict to participate in the in-class debate for the subject of Tawhid, 12 (6%) are neutral while 142 (71%) of the respondents predict they will participate in the subject of Tawhid. This means that majority of the respondents predict they will participate in the in-class debate for the subject of Tawhid.

In conclusion, this study found that majority of the respondents intend to participate in the in-class debate as soon as possible. It was also found that students plan to participate in the in-class debate for the subject of Tawhid. Finally, secondary school students predict that will participate in the in-class debate for the subject of Tawhid. This result means that secondary school students are eager and willing to learn Tawhid subject through the in-class debate method or strategy. Therefore, the Ministry of Education, schools and teachers must harness all their resources towards ensuring that the learning needs of these students are met and provide them with requiring facilities that will enhance the effective use of the in-class debate in secondary schools in the Kingdom of Saudi Arabia.

4.2.3.7. Students Perception on Acceptance and Use of In-Class Debate (Anxiety)

This section shows students' opinion on acceptance and use of the in-class debate (anxiety). It comprises of three item questions. The result of each item is presented in the table below:

SN	11 EM	SD	D	Ν	А	SA	Total
36	I feel apprehensive about participating in the in-class debate for the subject of Tawhid	17	23	6	69	85	200
37	I am afraid I will not communicate well when participating in the in-class debate	75	79	10	16	20	200
38	Using the in-class debate is somehow intimidating to me	68	79	9	28	16	200

Table 4.33: Students Perception on Acceptance and Use of In-Class Debate (Anxiety)

Based on the information provided in Table 4.33 above, it was found that 17 (8.5%) of the respondents strongly disagree with the use of in-class debate saying that they do not feel anxious or apprehensive participating in the in-class debate for the subject of Tawhid. Also, 23 (11.5%) of the respondents disagree with the question in item 36 based on the fact that they do not want the in-class debate because they don't feel anxious participating in the in-class debate. However, 6 (3%) of the respondent feel neutral on this question. They neither support nor go against the view. On the other hand, it was found that 69 (34.5%) of the respondents agreed with this question claiming that they feel anxious and apprehensive to participate in the in-class debate for the subject of Tawhid. Still, on this, 85 (42.5%) of the respondents strongly agree that they feel apprehensive and anxious whenever they participate in the in-class debate in the subject of Tawhid. It can be deduced from this information that 40 (20%) of the respondents do not feel apprehensive or anxious whenever they participate in the in-class debate in Tawhid class. Meanwhile, 6 (3%) are neutral while 154 (77%) of the respondents feel anxious and apprehensive whenever they participate in the inclass debate for the subject of Tawhid. As a result of this fact, the researcher, therefore, concludes that most of the respondents feel apprehensive and anxious participating in the in-class debate for the subject of Tawhid. Therefore, the in-class debate method should be adopted in teaching of Tawhid and other subjects because it makes students happy by involving them in the learning process.

Question 37 of the survey questionnaire centres on the level of anxiety of the students when participating in the in-class debate for the subject of Tawhid. Based on the result in Table 4.33 above, it was found that 75 (37.5%) of the respondents strongly disagree with the question on the basis that they do not feel afraid that they cannot communicate well when participating in the in-class debate. In the same manner, 79 (39.5%) of the respondents disagree claiming that they do not get afraid of their level of communication when they are participating in the in-class debate. Meanwhile, 10 (5%) of the respondents are neutral on this question. 16 (8%) of the respondents agreed that they are afraid that they could not communicate well when participating in the inclass debate while the remaining 20 (10%) of the respondents strongly agree that they are afraid that they will not be able to communicate well when participating in the inclass debate. From this information, it was gathered that 154 (77%) of the respondents do not agree with the question arguing that they are not afraid of the in-class debate because it does not affect their level of communication, 10 (5%) are neutral and 36 (18%) of the respondents support this question. From this analysis, the researcher found that most of the respondents do not see the in-class debate as a problem because it does not affect their level of communication rather the in-class debate aims at developing the students by enhancing their public speaking and improving their communication competency.

On the last question, it was found that 68 (34%) of the respondents strongly disagree with the question on the basis that the in-class debate method does not intimidate them at all. Similarly, 79 (39.5%) of the respondents do not feel intimidated

using the in-class debate method for learning their subject. 9 (4.5%) of the respondents are neutral on this question. 28 (14%) of the respondents agree with this question while 16 (8%) strongly agree to state that using the in-class debate method of teaching Tawhid subject seems intimidating to them. As presented above, the researcher found that 147 (73.5%) of the respondents do not support the question because they do not feel intimidated using the in-class debate method, 9 (4.5%) are neutral while 44 (22%) of the respondents said the use of the in-class debate method make them feel intimidated. This result shows that majority of the respondents do not feel intimidated using the in-class debate method for learning Tawhid subject. Students see the in-class debate method as an avenue for them to present their views, develop their public speaking skill and improve their confidence level. Therefore, the in-class debate method needs to imbibe in all secondary schools in the Kingdom of Saudi Arabia.

In conclusion of this section, it was found that majority of the respondents feel apprehensive and anxious when they participate in the in-class debate for the subject of Tawhid. Also, these a large percentage of these respondents maintain that they are not afraid of using the in-class debate method because it does not affect their communication pattern or it has no effect on their ability to communicate effectively. Finally, the majority of these respondents do not feel intimidated using the in-class debate. This has a lot of implication on teaching process. Using the in-class debate method will enhance the communication skill of learners. It will also boost students' confidence. As a result, the Ministry of Education in the Kingdom of Saudi Arabia should consider instilling the in-class debate method into the curriculum of Tawhid subject.

4.3. CHAPTER SUMMARY

This chapter started with a pilot test of the research instrument. The researcher made effort to test the validity and reliability of the research instrument. Factor analysis and Cronbach's alpha were used to test the validity and reliability of the instrument respectively. Thereafter, the researcher went further to conduct the need analysis of the items in the questionnaire. Thereafter, the need analysis was conducted on all the items. Descriptive statistics (simple percentage) was used for conducting the need analysis. The need analysis test shows that there is a need for in-class debate in teaching Tawhid subject in secondary schools in the Kingdom of Saudi Arabia. Students are of the view that the in-class debate will be of great assistance and help to them in their studies and it will enhance their involvement in the learning process. In order to make learning more responsive to students' needs, in the Kingdom of Saudi Arabia, there is need for the Ministry of Education to improve the curriculum of Tawhid subject, train teacher on how to implement the in-class debate method and ensure adequate and effective monitoring in order to achieve goals of secondary education in the Kingdom.

CHAPTER 5

FINDINGS OF PHASE 2: DESIGN AND DEVELOPMENT OF THE MODEL

5.0. INTRODUCTION

This is the core of the study as it focuses on the design and development of the model. It is the most important phase where the debate implementation model was developed. The development of the model was carried out according to the findings of the previous phase, the need analysis phase of the study. As has been established in the need analysis phase, there is a need to support secondary schools students in their learning of the subject of Tawhid, therefore debate strategy is proposed as the solution. Hence, the development of Tawhid implementation model to augment the current teaching method is made the focus of this study based on teaching activities for the Saudi secondary school Tawhid syllabus. The findings of this phase are the combination of the experts' collective views on the teaching activities as well as the relationship among the activities.

5.1. FINDINGS OF THE DEVELOPMENT PHASE

5.1.1. Findings of Step 1: Results of Modified Nominal Group Technique

The debate activities included in the model have been determined through the results of the findings from the modified nominal group technique (NGT). The final debate activities were developed at the end of the NGT session. During the session the experts consensually agreed on the final list of the debate teaching activities to develop the debate implementation model. The ranking and prioritization of the debate teaching activities based on the experts' individual voting decision are shown in Table 5.1. It should be stated that the aim of the voting session was not to eliminate any teaching activities at the final stage of the NGT session since all the experts decided on the final list rather the aim was to rank the degree of the experts' individual preference for each of the listed learning activity based on 1-7 scale.

	Learning Activities	EP 1	EP 2	EP 3	EP 4	EP 5	EP 6	EP 7	EP 8	Total	Priority
1	Have an introductory session in which students are introduced to the	5	6	6	5	4	5	6	4	41	20
	idea of debate and how the strategy will augment their learning										
	process.										
2.	Decide topics that divide the views of students.	6	6	5	5	4	4	5	5	40	28
3.	Liase with the school to ensure that parents are involved in preparing										
	their children for the debate.	7	6	6	5	4	5	4	5	42	15
4.	Audience should be allowed to contribute after the presentation by the										
	two contending groups.	6	7	5	5	4	5	4	6	42	16
5.	Strike a balance between the different views of a topic in order to lead	6	7	6	6	4	7	6	6	48	6
	the students to the right path based on the objective of the subject				P						
	matter.										
6.	Award presenters a certificate or letter of appreciation.	6	6	5	4	4	4	5	4	38	32
7.	Coach students step-by-step of debate process and the rules of the	6	7	6	5	4	5	4	5	42	17
	debate.										
8.	Show students' video containing examples of in-class debate.	6	6	5	4	4	6	5	5	41	22
9.	Organize a simulation debate where students act and learn how to	6	5	6	5	6	6	5	4	43	12
	conduct themselves during debates.										
10.	Give each group of students a topic to prepare either for or against the	5	5	5	4	6	5	4	4	38	33
	motion.										
11.	Give 15 minutes to the debate groups during the class session prior to	5	5	5	6	4	4	4	5	38	34
	the debate class to collaborate and discuss on their main debate										
	argument.										
12.	Have a class session on a selected Tawhid topic prior to using the topic	6	6	6	7	6	7	7	6	51	3
	in debate.										
13.	Recommend/provide reading materials for the students' debate	7	6	6	5	4	5	6	6	45	10
	preparation.										
14.	Time the debate accordingly balancing between preparation, opening	5	6	5	4	4	5	5	5	39	29
	statement, rebuttal, closing statement, and class discussion.										
15.	Work with debate teams to identify at least three main points for their	5	6	5	6	6	7	6	6	47	7
	argument.										
16.	Reflection on what students have learned after every debate session	7	7	6	6	6	7	7	7	53	1
	and set a new learning target for the next debate session.										
17.	Present a statement from religious figures, thinkers, liberals, Western	6	6	5	4	4	5	5	4	39	30
	scholars etc. and asked students to debate on the statement.						1	1	1	1	

Table 5.1: Findings of NGT: Ranking and Prioritization of Teaching activities

v	Monitor each team to ensure that every member of the team	7	6	6	7	7	7	6	7	53	2
19. E	Encourage students to watch sample videos of in-class debate.									-	
		6	5	5	4	4	5	4	4	37	36
20. A	Allocate sometimes in class during which students are shown exemplary in-class debates particularly on topics related to Tawhid.	6	5	5	4	6	5	5	5	41	23
21. S	Show students how to find evidences from the Qur'an and Sunnah to support their argument.	6	5	5	5	6	6	5	5	43	13
22. E	Evaluation of students' performance immediately after every debate	7	6	5	6	5	6	7	7	49	5
23 A	Al Islam Al-Iman or Al-Ihsan Which is more important?	6	5	4	5	4	4	4	4	36	38
24. I	is the Day of Judgment near?.	6	6	5	6	4	4	5	5	41	24
25. Is	Is Al Qadar inclusive of who we are, what happens to us and what we chose to do?	6	5	5	4	5	5	5	6	41	25
26. A	All forms of bid'a, conventional and religious, are forbidden.	6	6	4	5	5	6	5	4	41	26
27. P	Polytheism is worse than infidelity.	6	5	4	4	6	6	6	5	42	18
28. H	Hypocrisy is worse than infidelity.	6	5	5	5	5	6	5	4	41	27
29. E h	Both smaller polytheism and bigger polytheism send the doer to the nellfire.	6	5	4	5	5	4	5	5	39	31
30. F a	Ruling with none other than what Allah has reveled is automatically an act of infidelity.	6	6	5	5	5	6	5	4	42	19
31. L	Life in the grave: Real or Fantasy?	6	6	6	5	4	6	6	7	46	8
32 V	Worshiping Allah: A Must or a Choice?	6	5	5	4	5	7	7	7	46	9
33. P	Preparation for the Last Day: Compulsory or Optional?	6	6	5	4	5	7	5	5	43	14

Table 5.1 above shows the result of the NGT indicating a total of 33 activities (23 teaching activities and 10 debate motions) that were agreed upon by the experts as element for the construction of debate implementation model. In addition, the table also showcases the ranking numbers for each learning activity as they were scored by the experts. The lowest ranking number scored by the expert was (4) which indicates 'favourable' and the highest score given was (7), which indicates 'most favourable'. At the end, the accumulated scores and ranking numbers of each activity determines the priority value of the activity. On the basis of the priority values calculated as shown in table 5.1 above, the teaching activities could be arranged in the following order:

- Reflection on what students have learned after every debate session and set a new learning target for the next debate session.
- Monitor each team to ensure that every member of the team contributes in the process.
- Have a class session on a selected Tawhid topic prior to using the topic in debate.
- Evaluation of students' performance immediately after every debate session for further improvement.
- 5. Strike a balance between the different views of a topic in order to lead the students to the right path based on the objective of the subject matter.
- 6. Work with debate teams to identify at least three main points for their argument.
- 7. Motion: Life in the grave: Real or Fantasy?
- 8. Motion: Worshiping Allah: A Must or a Choice?
- 9. Recommend/provide reading materials for the students' debate preparation.
- 10. Organize a simulation debate where students act and learn how to conduct themselves during debates.

- 11. Show students how to find evidences from the Qur'an and Sunnah to support their argument.
- 12. Motion: Preparation for the Last Day: Compulsory or Optional?
- 13. Liase with the school to ensure that parents are involved in preparing their children for the debate.
- 14. Audience should be allowed to contribute after the presentation by the two contending groups.
- 15. Coach students the process, the step-by-step of debate process and the rules of the debate.
- 16. Motion: Polytheism is worse than infidelity.
- 17. Motion: Ruling with none other than what Allah has reveled is automatically an act of infidelity.
- 18. Have a debate introductory session in which students are introduced to the idea of debate and how the strategy will augment their learning process.
- 19. Show students' videos containing examples of in-class debates.
- 20. Allocate sometimes in class during which students are shown exemplary in-class debates particularly on topics related to Tawhid.
- 21. Motion: Is the Day of Judgment near?.
- 22. Motion: Is Al Qadar inclusive of who we are, what happens to us and what we chose to do?
- 23. Motion: All forms of bid'a, conventional and religious, are forbidden.
- 24. Motion: Hypocrisy is worse than infidelity.
- 25. Decide topics that divide the views of students.
- 26. Time the debate accordingly balancing between preparation, opening statement, rebuttal, closing statement, and class discussion.

- 27. Present a statement from religious figures, thinkers, liberals, Western scholars etc. and asked students to debate on the statement.
- Motion: Both smaller polytheism and bigger polytheism send the doer to the hellfire.
- 29. Award presenters a certificate or a letter of appreciation.
- 30. Give each group of students a topic to prepare either for or against the motion.
- 31. Give 15 minutes to the debate groups during the class session prior to the debate class to collaborate and discuss on their main debate arguments.
- 32. Encourage students to watch sample videos of in-class debate.
- 33. Motion: Al Islam, Al-Iman or Al-Ihsan, Which is more important?.

For the ISM part, all these teaching activities were inserted in the ISM computer software in accordance with the priority ranking above. On the basis of the priority list above, the learning activity 'Reflection on what students have learned after every debate session and set a new learning target for the next debate session' is the activity that topped the list. Therefore, the first activity in the priority is the most important element and should lead the pairing with other elements during the ISM session (Janes, 1988; Abdullah, 2014).

The following paragraphs elaborate further on each learning activity:

 Reflection on what students have learned after every debate session and set a new learning target for the next debate session.

There a consensus among the experts that it is very important to reflect on what the students learn following every debate session. This can be done by allocating some time at the end of every debate session whereby the teacher explained to the students the viewpoints of each of the debate teams and which viewpoint is correct regardless of the performance of the team that supported that viewpoint during the debate. The teacher should also stress on the importance of the learning objective and ensure that all students understand what they are expected to learn without getting too much influenced by the debate atmosphere. This activity is prioritized by the experts for the following reasons:

- a) The whole idea of including debate in teaching the subject of Tawhid is to make the learning experience of the subject active and less monotonous. However, this has to be done without the teaching letting the students get lost in the highly competitive atmosphere of debate. The teacher has to keep reminding the students the objective of learning the subject of Tawhid through debate method.
- b) By helping the students reflect on the debate topic and what has been learned during the debate session, the teacher and the students achieves one of the major objectives of using in-class debate for teaching, i.e. critical thinking skills, as stressed by the previous research (Kickson, 2004; Proulx, 2004; Darby, 2007; Lin & Crawford, 2007; Doody & Condon, 2012; Zare & Othman, 2015).

The reflection session can be held immediately after the debate or in the subsequent class session. Each student should also be encouraged to share with the rest of the class what he thinks of the debated topic during the reflection session.

Monitor each team to ensure that every member of the team contributes in the process.

This item is very important as opined by the experts during the NGT session. The teacher has to ensure that all members of each debate team participate and contribute in the process of the debate. The students should be taught how to share the responsibility

and work together in producing their major arguments and also while articulating the points. This is necessary because, as stated by a number of previous studies (e.g. Zare & Othman, 2015; Darby, 2007), teamwork is one of the major essences of the use of in-class debate in teaching.

3. Have a class session on a selected Tawhid topic prior to using the topic in debate.

This implementation model of debate strategy to teach the subject of Tawhid is not designed to replace the existing method of teaching the subject in Saudi schools. It is rather designed to augment the current method in which the teacher teaches any Tawhid topic the way he or she is used to and use the debate implementation model to improve students understanding, cultivate critical thinking skills, encourage teamwork and make the students more active and learning more exciting.

4. Evaluation of students' performance immediately after every debate session for further improvement.

This item recommends that there should be immediate feedback for the students after every debate. Students' should be advised on the areas they did well and where improvements are needed. The evaluation should include all aspects of the students learning process such as communication skills, critical thinking skills, conduct in rebuttals, teamwork and so on.

 Strike a balance between the different views of a topic in order to lead the students to the right path based on the objective of the subject matter. This item implies that the teacher's responsibility during the debate session is to serve as the moderator and ensuring that the students' thoughts and understanding is channeled towards the right path based on the objective of the topic of the debate. This item should precede that on reflection and feedback.

6. Work with debate teams to identify at least three main points for their argument.

This item is referring to one of the functions of the teacher in relation to the debate teams. The teacher should work closely with the members of each group to help them workout the three main points they can use as their arguments during the debate. The teacher should only guide the students and correct them as opposed to telling them what they would use as their arguments during the debate.

7. Motion: Life in the grave: Real or Fantasy?

This item represents one of the debate motions to be used as a sample. This requires the students to challenge each other on the evidence of life in the grave after death. This motion can only be proposed after the teacher comprehensively teaches the students on the topic of life after death. The objective here is to assist students in understanding the evidences of life in the grave as has been established by the major Shari'ah sources.

8. Motion: Worshiping Allah: A Must or a Choice?

This item proposes another important debate motion that requires an in-depth understanding. The objective of this motion is to assist the students in further solidifying their understanding of faith in Allah and the relationship between Allah, as the creator and the sustainable of the universe, and the mankind.

9. Recommend/provide reading materials for the students' debate preparation.

This item is one of those situations where the teacher should be very much involved. The students should be encouraged to read carefully chosen supporting materials for them to prepare well for the debate. The teacher can use additional materials apart from those used in class for the subject matter in order to expand students' understanding and grasp of the underlined topic.

10. Organize a simulation debate where students act and learn how to conduct themselves during debates.

This item complements item 11. Once the students are introduced to the idea of in-class debate, a simulation debate session can be organized by the teacher to find out the extent of the students' understanding. During the simulation session, the debate can be slowed down and mistakes can be corrected immediately they are by the students. A role can be replayed until the mistake is entirely corrected.

11. Show students how to find evidences from the Qur'an and Sunnah to support their viewpoint.

This item is about helping the students learn how to make basic research in preparation for the debate. The work of the teacher here is to teach the students to know how to be accustomed to looking into the Qur'an, famous and authentic books of Tafseers and the Sunnah of the Prophet (s.a.w.). 12. Motion: Preparation for the Last Day: Compulsory or Optional?

In this item, students are given a motion: preparation for the Last Day: Compulsory or Optional?. The item is complementary to item 13 as explained above. The students here have to work with the teacher in preparing for the debate by working out their major arguments and how to count the argument of their opponents.

13. Liase with the school to ensure that parents are involved in preparing their children for the debate.

This item involves what is required of school management for a successful integration of debate strategy in the method of teaching students the subject of Tawhid. The nature of debate strategy in teaching makes it more engaging and requires the students to be more devoted to their learning. This can be achieved fully if the teacher, the schools and the parents work cooperatively in ensuring that the parents are involved in the process of using debate for successful teaching experience.

14. Audience should be allowed to contribute after the presentation by the two contending groups.

This item postulates that in the case of large classes where all the students cannot participate in one round of debate, non-participating students should be allowed to contribute. This can be done either by asking the non-participating students to vote for the most convincing argument or by allowing them to comment on certain part of the debate where it is deemed fit. This will add another helpful dimension to the debate and make debate sessions even more inclusive. 15. Coach students the process, the step-by-step of debate process, and the rules of the debate.

This item complement items 11 and 12 previously explained. The teacher should take the responsibility of coaching the students how to conduct themselves during debate sessions. Participating in debate requires critical thinking skills ability and communication skills and both can be acquired gradually through the careful guidance of a teacher before the students feel comfortable with themselves to express themselves clearly before their fellow students.

16. Motion: Polytheism is worse than infidelity.

This item contains two of the important topics in Tawhid. The central idea of Tawhid is about the oneness of Allah and worshipping Him alone. Thus, the experts recommend extracting a debate motion that will help the students understand polytheism and infidelity.

17. Motion: Ruling with none other than what Allah has reveled is automatically an act of infidelity.

This item contains another motion of the debate which centered around the notion of Shari'ah and its application. The purpose here is to help the students understand the ruling of applying the law that has been revealed by Allah and what doing the opposite means in one's faith. The motion has been driven from one of the central topics of Tawhid, faith in Allah's revealed Books.

18. Have debate introductory session in which students are introduced to the idea of debate and how the strategy will augment their learning process.

Under this item, the students will be informed about ways that the debate method will help them achieve their learning objectives and better learning of the subject matter. The purpose of this item is to get students' supports and make them interested in the newly introduced teaching strategy. This item will ensure students understand the new structure of teaching the subject of Tawhid and how the debate strategy will be mixed together with the current method of teaching them the subject of Tawhid.

19. Show students' video containing examples of in-class debate.

In this item, the students are shown videos containing in-class debates. The teacher should be in attendance pointing and explaining to the students some areas where great attention is needed and direct students' attention to the small details in the videos from which the students can gain more understanding. The teacher can stop the video at certain point to explain to the students a point they are should pay extra attention to.

20. Allocate sometimes in class during which students are shown exemplary in-class debates particularly on various topics related to Tawhid.

This item is complimentary of Item 22 above. Here, the focus of the teacher will be on finding in-class debate specifically on the subject of Tawhid. The students can learn a great deal if they are shown examples of in-class debates dealing with topics of the subject of Tawhid.

21. Motion: Is the Day of Judgment near?.

This item focuses on another debate motion driven from one of the major topics of Tawhid. One of the pillars of faith in the subject of Tawhid is faith in the Day of Judgment.
Therefore, the purpose of this motion is to help students understand the topic on the Day of Judgment, its signs and Qur'anic and Prophet's traditions explaining the approach of the Day of Judgment.

22. Motion: Is Al Qadar inclusive of who we are, what happens to us and what we chose to do?

This item deals with one of the most complex topics of Tawhid, faith in Fate (*Qadar*). The purpose of this motion is to assist the students in understanding the nature of Qadar and its many facets. The teacher has to ensure that the students do not drift into issues of Qadar which evidences of the Qur'an and the Sunnah of the Prophet remained silent on.

23. Motion: All forms of bid'a, conventional and religious, are forbidden.

In this item, the issue of bid'a (heresy) is dealt with. Heresy is one of the topics of Tawhid that is increasingly significant particularly in the current time. This item will therefore assist the students in understanding its nature, rulings, the punishment that awaits its doer and how to avoid it.

24. Motion: Hypocrisy is worse than infidelity.

Under this item, the students will understand what hypocrisy is and the difference between hypocrisy and infidelity. The motion will demand from the students to go deeper into each one of hypocrisy and infidelity and learn what makes a person a hypocrite or an infidel. Evidences from the Qur'an and the Sunnah of the Prophet will be given to the students to support their viewpoint before they are eventually informed about the correct point of view. 25. Decide topics that divide the views of students.

This item is among the first to stage for the debate sessions. This task falls on the hands of the teacher whereby he should look at into the Tawhid syllabus and select topics that can be relevant for the debate. The subject of Tawhid is a sensitive subject therefore the teacher should be very selective with regards to the topics and motions to be included in the debate.

26. Time the debate accordingly balancing between preparation, opening statement, rebuttal, closing statement, and class discussion.

This item focuses on the structure of the debate. The debate session must be structured within the stipulated period of time for the subject of Tawhid. In Saudi secondary schools, each subject class session takes 45 minutes. Therefore, the debate session should not exceed more than 30 minutes in order to allow other activities such as introduction and assessment.

27. Present a statement from religious figures, thinkers, liberals, Western scholars etc. and asked students to debate on the statement.

Under this item, the teacher can use a statement expressed by a religion figure, thinker, and liberal advocates which is related to a Tawhid topic and drive a motion out of it. The students can learn to find evidences from the Qur'an and the Sunnah of the Prophet in support of an argument or against it. This is likely to improve their critical thinking and research skills.

28. Motion: Both smaller polytheism and bigger polytheism send the doer to the hellfire.

In this item, a debate motion is driven from one of the major topics of Tawhid i.e. bigger and smaller polytheism. The purpose of this motion is help the students understand the difference between the two forms of polytheism and the Shari'ah ruling on each of them.

29. Award presenters a certificate or a letter of appreciation.

This item recommends some form of reward in order to encourage the students to do better in the debate. The certificate can be given to the top debate performers who have done better than their peers throughout a school semester. This cannot be done without the cooperation of the school of administration.

30. Give each group of students a topic to prepare either for or against the motion.

This item focuses on what the teacher should do prior to every debate session. The students should be given time to prepare by forming the debate groups prior to the debate session, recommend reading materials and encourage each group members to discuss among themselves and workout their points of arguments. Without giving the students enough time, they cannot prepare well for the debate and there may not be good organisation in their presentations.

31. Give 15 minutes to the debate groups during the class session prior to the debate class to collaborate and discuss on their main debate argument.

This item compliment item 33 as explained above. It will help as part of the preparation of each debate session for the teacher to award 15 minutes to give the debate groups time to discuss and plan their presentation. This can be done during class session preceding that for the debate.

32. Encourage students to watch sample videos of in-class debate.

Under this item, in addition to the teacher showing an example video of in-class debate, the teacher should also encourage the students to look for sample videos of in-class debates which they can watch at home on their own and increase their communication and critical thinking skills.

33. Motion: Al Islam, Al-Iman or Al-Ihsan, Which is more important?.

This item drives a motion out of the three most fundamental pillars of Tawhid i.e. Al-Islam, Al-Iman and Al-Ihsan. This motion will help the students have better understanding of these three principles. The teacher should fully explained these three principles and ensure that students understand them prior to having debate on them.

5.1.2. Findings from Step 2: Contextual Relation Phrase and Relation Phrase

In reference to the Saudi secondary schools Tawhid subject and the teaching activities identified and agreed upon, the experts consulted by the researcher for this study identified "in order to develop communication and critical thinking skills of students in the learning of Tawhid and improve students' understanding, the learning activity 'a' MUST be conducted BEFORE learning activity 'b' in order to guide through the SSIM process." The phrase "in order to make learning the subject of Tawhid more active and increase students' communication skills and critical thinking skills, the learning activity ..., ' is identified as the contextual phrase for this study whereas the phrase MUST be conducted BEFORE is considered the relation phrase that relate the elements of the model.

5.1.3. Findings from Step 3 and 4: Development of the Model

The steps 3 and 4 of the section of the research are aimed at developing the model through the decision of the experts. The experts decided the relationships between the elements or activities using pair wise technique using the ISM software, as mentioned in Chapter 3 at the methodology section. The model developed herein serves as a guide to teachers for the implementation of debate strategy in teaching the subject of Tawhid at the secondary schools levels. However, it should be noted that the implementation of the model is based on in-class debate as a tool to support the formal method of teaching the subject of Tawhid in secondary schools, particularly in the Kingdom of Saudi Arabia. Therefore, the debate strategy implementation model developed herein is not meant to replace the existing method used for the teaching of the subject of Tawhid in secondary schools.

Debate strategy could be used as the sole method and strategy for teaching formal school subjects (Vargo, 2012). However, this study intends to propose debate as a supporting teaching method that complement the existing formal teaching method used for the teaching of Tawhid subject. Therefore, this model is a guide to how active learning and traditional method of teaching could be combined together for the better attainment of learners' needs in learning one of the most fundamental Islamic subject, Tawhid. The model was developed through the interpretation of experts by making a network of relationships of teaching activities that have been identified as the elements of the model. The relationship between the activities has been based on the 'contextual phrase' as well as the 'relation phrase', as explained in the preceding paragraphs under the step 2 in this chapter. All the three, the teaching activities, the contextual phrase and relation phrase, have been identified and determined according to the Tawhid syllabus of Saudi secondary schools. The Tawhid subject outcomes should be:

1. Illustration of the meaning of Iman.

- 2. Explaining the quality of the people of faith.
- 3. Understanding the increasing benefits of faith in this world the hereafter.
- 4. Understanding the distinction between Al-Islam, Al-Iman and Al-Ihsan.
- 5. Knowledge of the pillars of faith and their supporting evidences.
- 6. Explaining the rule on committing polytheism and the punishment of those who committed it.
- 7. Explaining the danger of committing sins and warning against it.
- Understanding the distinction between polytheism, infidelity and hypocrisy and call to stay away from them.
- 9. Warning against sayings and actions that lead to apostasy.
- 10. Explaining the rulings that related to apostasy.
- 11. Illustrating features of infidelity and its rulings
- 12. Embracing the characteristics of Tawhid and staying away from apostasy, infidelity and hypocrisy.

In brief, the major objectives of the Saudi secondary school Tawhid subject's outcome were to make students understand various topics of Tawhid which have the significant role in the life of Muslims and their relationship with their Lord, the Lord of the Universe.

The teaching activities determined through the nominal group technique in Step 1, the relation phrase and contextual phrase from Step 2, the ISM model for debate implementation model for teaching Tawhid at Saudi secondary schools has been developed through the collective decisions of the experts and through the aid of ISM computer software as displayed in figure 5.1 below. However, the model cannot yet be considered final, as stated earlier in Chapter 3. In Step 5 and 6 of this phase, the model was sent again to the experts for their review and modifications, if necessary.



\rightarrow = MUST be conducted before

Figure 5.1: Interpretive Structural modeling (ISM) based on Debate Strategy Implementation Model of Secondary School Tawhid Subject

5.1.4. Findings from Steps 5 and 6: Presentation and Review of the Model

After development the model and presenting it to the experts, the experts were asked if few amendments could be added to the model. The first point the experts were consulted about was to categorised the activities into three major categories namely, knowledge input activities, enabling skills activities and evaluation and reflection activities. The first domain, the teaching activities are the activities that are designed to assist students to acquire background information and knowledge about the use of debate in teaching Tawhid subject. The second domain, the Enabling skills activities, includes perhaps the most important activities that aim at using debate strategy to teach students various topics of Tawhid. The third domain focuses on the evaluation and reflection skills activities. The purpose of these skills activities is to provide students with a form of feedback upon which they can act to improve or work entirely on developing new skills.

The arrows shown in figure 5.2 indicate the flow from one activity to another based on the contextual and relation phrase (as stated in the findings of step 2). The three domains stated are interwoven and interrelated with each other and together they combined to form an overall structure of sequence activities for the whole debate strategy implementation model. For instance, activities 20 and 11 must be conducted before activities 17, 22 and 36. Table 5.2 below presents each of the three domains and lists all the activities that are categorised under it. The Knowledge input activities domain contains more activities followed by Enabling skills activities and the least number of activities fall under the evaluation and reflection domain.







Figure 5.2: Classification of Leaning Activities

This model could be further interpreted and employed as a guide through the reachability matrix of the teaching activities. This is presented under the steps 7 and 8 below.

5.1.4. Findings from Step 7: Classification of the Teaching activities Based on the Model

The model in figure 5.2 and the classifications of the teaching activities into domains in Table 5.2 form the basis for the reachability matrix for the teaching activities as shown in Table 5.2 below.

LA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	DP
1	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	4
2	1	1	0	0	1	0	1	1	0	0	0	1	0	0	0	1	0	0	0	0	1	1	1	0	0	1	0	1	0	0	0	0	0	13
3	1	1	1	0	0	1	0	0	1	0	1	0	0	1	0	0	1	1	0	0	0	0	0	1	0	0	1	0	0	1	1	0	1	16
4	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	3
5	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	5
6	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
7	1	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	6
8	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	4
9	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	7
10	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	5
11	1	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	8
12	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	5
13	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	2
14	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
15	1	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0.	0	0	0	0	0	0	1	0	8
16	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	6
17	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
18	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
19	1	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	7
20	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	5
21	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4
22	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
23	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	5
24	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	4
25	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	4
26	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	3
27	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	5
28	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	5
29	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
30	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	5
31	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	4
32	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	6
33	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5
DEP	30	17	8	2	9	2	5	4	6	5	2	3	3	6	2	3	4	1	2	4	4	5	2	2	2	4	4	3	4	3	4	2	3	

Table 5.2: NOTE: LA – Teaching activities; DP-Driving Power; DEP- Dependence Power

Table 5.2 shown above contains the reachability matrix of the teaching activities. The reachability matrix defines the driving power and the dependence power of each of the 39 teaching activities. The total number displayed horizontally on the far right hand side of the table represents the driving power cumulated by each learning activity. The driving power is made up of the total number of all teaching activities that the given learning activity may help to achieve including itself. The vertical numbers displayed represents the dependence power of each learning activity which refers to the total number of teaching activities (the given learning activity inclusive) that may help achieve it. For instance, the driving power of learning activity 1-Reflection on what students have learned after every debate session and set a new learning target for the next debate session, is 4 which implies that this learning activity can help achieve four other teaching activities including itself. On the vertical line, the table indicates that the dependence power of the learning activity 1 is 30. This implies that 30 of the teaching activities must be conducted before activity one except activities 4, 13 and 29 that are not related to it.

At this stage, the teaching activities are partitioned based on their levels of influence. When partitioning both reachability and antecedent sets of each learning activity were taken into consideration as shown in Table 5.4. The reachability sets are inclusive of the given element as well as other elements that may help in achieving it. Without using the software, the ISM is conducted manually for the partitioning of reachability matrix for further development of the model by grouping the elements based on their levels. Thus, the partition levels of teaching activities are developed in this study in order to further interpret the model.

Learning	Reachability Set	Antecedent Set	Intersection	Level
Activity				
1	1, 5, 15, 32	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33	1	1
2	1, 2, 5, 7, 8, 12, 13, 16, 19, 20, 21, 24, 26,	2, 3, 4, 7, 10, 11, 12, 13, 17, 22, 27, 28, 29, 30, 31, 33	2	2
3	1, 2, 3, 4, 7, 10, 13, 16, 19, 27, 25, 28, 29, 31, 32	3, 11, 12, 17, 20, 22, 23, 28, 30	3	3
4	5, 15, 32	1, 5	4,7	8
5	1, 6, 9, 21, 25	2, 6, 14, 18, 24, 26, 29, 31,	5	9
			4,7	8
6	1, 2, 4, 7	3, 4, 7	8	6
7	1, 6, 8, 14, 29,	2, 8, 18, 24, 26	9,21	6
8	1, 9, 21, 25	2, 6, 9, 21, 31	10	4
9	1, 2, 10, 16, 19, 37, 38	3, 4, 10, 13, 25, 27, 29, 30	11	9
10	1, 2, 3, 12, 28	11, 12, 17, 22, 23, 30	12	5
11	1, 2, 10, 13, 25, 28, 29,	3, 4, 13	13	8
12	1, 6, 14, 29	2, 8, 14	15	8
13	15, 32	1, 5, 15	16	4
14	1, 16	3, 4, 10, 16, 19, 27, 32	17	9
15	1, 2, 3, 12, 17, 22, 23, 30	11, 17	18	8
16	1, 6, 8, 18, 24, 31	2, 18, 26	19	6
17	1, 2, 16, 19,	3, 4, 10, 19, 32	20	10
18	1, 2, 3, 11, 20	20	9,21	7
19	1, 9, 21	2, 6, 9, 21	17	8
20	1, 2, 3, 12, 22, 23, 37	11, 17, 22	18	6
21	1, 2, 3, 12, 23	11, 17, 22, 23, 36	19	7
22	1, 6, 8, 24	2, 18, 24, 31	20	6
23	1, 25	2, 6, 9, 25, 27	21	9
24	1, 6, 8, 18, 26	2, 26	22	9
25	1, 16, 25, 27	3, 27	23	8
26	1, 2, 3, 28	11, 12, 28	24	6
27	1, 6, 29	2, 8, 14, 29, 39	25	5
28	1, 2, 10, 30, 34	3, 4, 13, 30, 33, 35	26	8
29	1, 6, 9, 24, 31, 32	2, 18, 31	27	7
30	1, 2, 10, 29, 33	1, 5, 15, 32	28	7
31	1, 2, 10	3, 4, 13, 33	29	6
32	1, 2, 10, 30, 33	3, 4, 13, 30, 34	30	7
33	1, 2, 16, 37	4, 11, 17, 36	31	7
			32	7
			33	7

Table 5.3 above indicates that the influence of each debate learning activity is determined by both reachability set and antecedent set. Based on the reachability set

and antecedent set, there are 10 levels of teaching activities. Activity 1 is shown to be at the lowest level whereas activity 20 is shown to be at the highest level. The activities are rearranged again according to their levels in Table 5.5 below to indicate the hierarchy of the teaching activities based on the level partitions.

Table 5.4: Level Partition of Reachability Matrix

Act.	Learning Activities	Level
1.	Reflection on what students have learned after every debate session and set a new learning target for the next debate session.	1
2.	Monitor each team to ensure that every member of the team contributes in the process.	2
3.	Have a class session on a selected Tawhid topic prior to using the topic in debate.	3
5.	Strike a balance between the different views of a topic in order to lead the students to the right path based on the objective of the subject matter.	3
9.	Recommend/provide reading materials for the students' debate preparation.	4
14.	Audience should be allowed to contribute after the presentation by the two contending groups.	4
10.	Organize a simulation debate where students act and learn how to conduct themselves during debates.	5
27.	Present a statement from religious figures, thinkers, liberals, Western scholars etc. and asked students to debate on the statement.	5
7		ſ
/.	Motion: Life in the grave: Real or Fantasy?	6
8.	Motion: Worshiping Allah: A Must or a Choice?	6
17.	Motion: Ruling with none other than what Allah has reveled is automatically an act of infidelity.	6
20.	Allocate sometimes in class during which students are shown exemplary in-class debates particularly on various topics related to Tawhid.	6
22.	Motion: Is Al Qadar inclusive of who we are, what happens to us and what we chose to do?	6

26.	Time the debate by giving students 5 minutes to prepare, each team gets 5 minutes of opening statement, 5 minutes each for rebuttal, 5 minutes each for closing statement and 5 minutes for class discussion.	6
31.	Give 15 minutes to the debate groups during the class session prior to the debate class to collaborate and discuss on their main debate argument.	6
21	Motion: Is the Day of Judgment near?.	7
32.	Award presenters a certificate or a letter of appreciation.	, 7
31.	Give each group of students a topic to prepare either for or against the motion.	7
32.	Encourage students to watch sample videos of in-class debate.	7
33.	Motion: Al Islam, Al-Iman or Al-Ihsan, Which is more important?.	7
6.	Work with debate teams to identify at least three main points for their argument.	8
11.	Show students how to find evidences from the Qur'an and Sunnah to support their argument.	8
12.	Motion: Preparation for the Last Day: Compulsory or Optional?	8
13.	Liase with the school to ensure that parents are involved in preparing their children for the debate.	0
16.	Motion: Polytheism is worse than infidelity.	o 8
19.	Show students' video containing examples of in-class debate.	8
25.	Decide topics that divide the views of students.	8
28.	Motion: Both smaller polytheism and bigger polytheism send the doer to the hellfire.	0
4.	Evaluation of students' performance immediately after every debate session for further improvement.	8
15	Coach students the process, step-by-step of debate process and the rules of the debate.	0
15.	Motion: All forms of bid'a, conventional and religious, are forbidden.	9
23.	Motion: Hypocrisy is worse than infidelity.	7 Q
24.	Have debate introductory session in which students are introduced to the	, 10
18.	idea of debate and now the strategy will augment their learning process.	10

5.1.5. Findings from Steps 8 and 9: Analysis and Interpretation of the Model

The final steps of this section are 8 and 9 which focus on analyzing and interpreting the model. This has been formulated from the reachability matrix, as shown in Table 5.4, and the level partition of reachability matrix, as shown in Table 5.5. The teaching activities are then further classified into four categories based on their driving power and dependence power, as proposed by Mandal and Deshmukh (1994) and employed by Abdullah (2014). The four categories are: a) Autonomous activities; b) Dependent activities; c) Linkage activities; and d) Independent activities, as shown in Figure 5.3 below.

The Figure indicates that teaching activities 11 and 4 have driving power 10 and 15 and dependent power of 2 and 3 respectively. Therefore, these two teaching activities were positioned in the driving power of 10 and 15 respectively at the Y-axis whereas they were positioned on the 2 and 3 X-axis respectively too. The major reason for this classification is to analyse the driving power and dependence power of the teaching activities. Autonomous activities refer to those activities with both weak driving power and dependence power. Most of the debate teaching activities in this study fall under this category. Dependent activities have weak driving power but strong dependence power. Learning activity 1 falls under this category. The Linkage activities are activities that have both strong driving power and dependence power. Activities under this category are the important links between the Dependent activities and the Independent activities. In the case of this study, only learning activity 2 can be put under this category. The final category is Independent activities which have strong driving power but weak dependence power. According to this study, activities 11, 4 and 3 can be put under this category. More elaboration of the interpretations of the findings of this chapter is discussed later in Chapter 7.



ATTACHMENT C

Figure 5.2. Driver- Dependence matrix for debate implementation model for teaching the subject of Tawhid at Saudi secondary schools.

5.2. CHAPTER SUMMARY

This chapter contains the phase 2 of this research. The result of the phase is the interpretive structural debate strategy implementation model for the teaching of Tawhid subject at the Saudi secondary schools as elaborately shown in figure 5.2 earlier in this chapter. As discussed extensively, the model has been developed through the opinion of experts using interpretive structural modeling technique. The technique is a power decision making tool that recently is started to be used in education (Abdullah, 2014) but previously in the economic and business sector (Warfield, 1976). The model herein developed is for the teaching of Tawhid subject at the Saudi secondary schools, which is a compulsory subject for all students going through the Saudi secondary school system. In total, the model consists of 39 teaching activities connected to each other in a hierarchical manner based on pair wise technique. The model was finally divided into three domains: Knowledge Input activities, Enabling Skills activities, and Evaluation and Reflection activities. The model was subjected to further analysis based on Driver-dependence matrix in order to determine the cluster of each activity on the basis of their driving power and dependence power.

CHAPTER 6

FINDINGS OF PHASE 3: EVALUATION OF THE MODEL

6.0. INTRODUCTION

The major aim of phase 3, the final phase of the study, was for the evaluation of debate implementation model. This phase is crucial in determining the suitability of the model as a source of guidance to debate strategy implementation model as learning strategy and support for the teaching of the subject of Tawhid at the Saudi secondary school level. The fuzzy Delphi method has been employed for this phase to evaluate the model based on the opinions of experts, as mentioned in Chapter 3 under the methodology section. The evaluation has been carried out by 20 experts from the education and Islamic education fields for the validation of the model. The findings of this phase are presented in two sections. The first section offers the background information of the experts which serves as the validation of their expertise in evaluating the model. The second section deals with the experts' opinions on the suitability of the model as a guide to instructors in the implementation of debate strategy model for the teaching of Tawhid subject at Saudi secondary schools. Before presenting the findings of this chapter the following table provides the summary of the profiles of the experts consulted by this study:

Table 6.1 Summary of Ex	xperts' Profi	le
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Expert	Designation	Place of Work
Expert 1	Tawhid Subject Teacher	Saudi Schools KL
Expert 2	Tawhid Subject Teacher	Saudi Schools KL
Expert 3	Lecturer in Islamic Studies	International Islamic University
		Malaysia
Expert 3	PhD. in Usul Al Deen	International Islamic University
-		Malaysia
Expert 4	Doctoral Candidate in	Islamic University Al Medina
-	Islamic Jurisprudence	-

Expert 5	Islamic Studies Teacher	International Islamic School (IIUM)			
Expert 6	Associate Prof. Islamic	International Islamic University			
	Education	Malaysia			
Expert 7	Assoc Prof., Curriculum	Al Imam University, Riyadh, KSA			
	Design				
Expert 8	Lecturer Islamic Education	Al Imam University, Riyadh, KSA			
Expert 9	PhD. Curriculum	King Faisal University, Riyadh, KSA			
	Development				
Expert 10	Tawhid Subject Teacher	Saudi Schools in Jakarta, Indonesia			
Expert 11	Tawhid Subject Teacher	Saudi Schools in Riyadh, KSA			
Expert 12	Debate Teacher	International Islamic School (IIUM)			
Expert 13	Lecturer in Skills	King Faisal University, Riyadh, KSA			
	Acquisition				
Expert 14	Lecturer Qur'an and	Insaniah University College			
	Islamic Education				
Expert 15	Islamic Studies Teacher	Dar Al Huffaz Schools, Kuala Lumpur			
Expert 16	PhD. Curriculum	Queen Nora University Riyadh, KSA			
	Development				
Expert 17	Lecturer Curriculum	King Saud University			
	Design & Development				
Expert 18	Lecturer Instructional	Umm Al Qura University			
-	Design				
Expert 19	Lecturer Instructional	Umm Al Qura University			
-	Design				
Expert 20	Lecturer Al Aqeedah	Islamic University Al Medina, KSA			

6.1. FINDINGS OF THE EVALUATION PHASE

6.1.1. Background Information of the Experts

This phase is the last of the three phases of this research. The evaluation phase involved 20 experts as already stated in Chapter three of this research. Table 6.1 below shows that 70% (n = 14) of the experts were male whereas the remaining 30% (n = 6) of the experts were female. The two percentage combined to make 100% of the respondents of this phase.

Table 6.1: Experts' Gender

	Experts' Gender						
		Valid Cumula					
		Frequency	Percent	Percent	Percent		
Valid	Male	14	70.0	70.0	70.0		
	Female	6	30.0	30.0	100.0		
	Total	20	100.0	100.0			

A majority of the experts (80% n = 16) have between 5 to 10 years experience as educators whereas three experts (15% n = 3) have between 11 to 20 years experience in teaching and the field of education. Only (5% n = 1), one among the experts, has above twenty (20) years experience in teaching and the field of education.

 Table 6.2: Experts ' Experience

		Experts	' Experience	2	
				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	5-10 Years	16	80.0	80.0	80.0
	11-20 Years	3	15.0	15.0	95.0
	Above 20	1	5.0	5.0	100.0
	Years				
	Total	20	100.0	100.0	

In addition to the teachers' professional experience, thirteen (65% n = 13) of the experts are PhD holders whereas seven (35% n = 7) among them have master degree qualification.

Experts' Qualifications					
				Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	PhD	13	65.0	65.0	65.0
	Master	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

Likewise, all the experts were from education backgrounds. However, majority of the experts (65 n = 13) are non-Islamic studies education backgrounds whereas 35% (n = 7) are from specifically education with Islamic studies specialization.

Experts' Fields of Expertise Valid Cumulative Frequency Percent Percent Percent Valid Education (Islamic 7 35.0 35.0 35.0 Studies 100.0 Education (non-Islamic 65.0 13 65.0 Studies) Total 20 100.0 100.0

Table 6.4: Experts' Fields of Expertise

Table 6.4 above shows the relative debate experience of the experts. There are three (3) categories of options available from which the experts' chose. Option 1, very experienced, implies that the expert use debate strategy to teach or has been involved in curriculum design and development that involved the use of debate as a method of instruction. Four among the experts (20% n = 4) fall under this category (very experienced). The second option is "moderately experienced". This implies that the expert has been involved in the use of debate for teaching as a moderator or evaluator. Fifteen (15) experts (75% n = 15) fall under this category. The last category is "low experienced" which implies that the expert participated in in-class debate as a student. One expert (5% n = 1) of the experts fall into this category.

Table 6.5: Expe	erts' Prior Exp	perience with Debate
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				Experts' Debate Experienc						
					Valid					
			Frequenc		Percen Cumula					
			У	Percent	t	Percent				
Valid	Very experienced	1.00	4	20.0	20.0	20.0				
	Moderately	2.00	15	75.0	75.0	95.0				
	experienced									
	Low experienced	3.00	1	5.0	5.0	100.0				
		Total	20	100.0	100.0					

Table 6.5 show different forms of debate experienced by the experts. Majority of the experts (65% n = 13) have experience with in-class debate. Another four among the experts (20% n = 4) have experience with inter-class debate whereas only three among the experts (15% n = 3) had experienced inter-school debate.

 Table 6.6: Forms of Debate Experienced by Experts

	Forms of Debate													
		Valid	Cumulative											
			Frequency	Percent	Percent	Percent								
Valid	In-class debate	1.00	13	65.0	65.0	65.0								
	Inter-class debate	2.00	4	20.0	20.0	85.0								
	Inter-school debate	3.00	3	15.0	15.0	100.0								
		Total	20	100.0	100.0									

Table 6.6 shows experts' opinions on the use of debate in teaching. Majority of the experts (95% n = 19) agreed that debate is a good strategy to use for teaching. One expert (5% n =1) agrees that he would like to employ debate strategy in teaching students. None of the experts selected the third (I will like to be involved in a class in which debate is used) and fourth (I do not like using debate for teaching) options.

Table 6.7: The Use of Debate in Teaching

	L	lse of l	Debate in Tea	aching		
					Valid	Cumulative
			Frequency	Percent	Percent	Percent
Valid	It is a good strategy to teach	1.00	19	95.0	95.0	95.0
	I will like to use it to teach	2.00	1	5.0	5.0	100.0
	I will like to be involved in a class in which debate is used	0.00	0	0.0	0.0	0.0
	I do not like using debate for teaching	0.00	0	0.0	0.0	0.0
		Total	20	100.0	100.0	

On the basis of the analysis shown in Tables 6.1 to 6.6, the respondents of this phase of the study match the description of experts to evaluate this model developed in phase 2 of this study. When selecting experts for a specific Delphi study, it has been suggested by Pill (1971) and Oh (1974) that the experts should possess certain background knowledge or experience that is related to the field of the study, be capable in contributing their views to the needs of the study, and are willing to revise their initial judgment to reach consensus with their fellow experts. With regard to academic qualifications in related fields, all respondents are from education backgrounds as shown in Table 6.1 to 6.6 which qualify them as the suitable candidates to evaluate the debate strategy implementation model developed in phase 2 of this study. All the respondents have some knowledge about using debate strategy in teaching albeit some of the experts only experienced debate as students. The following paragraphs are the report of the experts' evaluation of debate strategy implementation model.

6.1.2. Findings of the Evaluation of the Debate Strategy Implementation Model for Teaching *Tawhid* Subject at Secondary Schools

The responses of the respondents of this phase, the experts, to the evaluation survey questionnaire were obtained based on seven-point linguistic scale, as shown in Appendix The threshold value 'd' was calculated based on the experts' responses and feedbacks (refer to Appendix ...) for all the questionnaire items as presented in Table 6.8 in order

to determine the consensus level among the experts for each item of the questionnaire. Any threshold value that exceeds 0.2 indicates the lack of consensus between a particular expert with the rest of the experts' view on a particular questionnaire item (Cheng & Lin, 2002). For this study, none of the value d of all the items of the questionnaire exceeded 0.2 which implies that all the experts.

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										ITEMS										
EVDEDTS	1 1	2.1	2.2	22	2.4	2.1	2.2	2.2	2.4	4.1	4.2	13	4.4	5 1	5.2	5.2	5 /	5 5	5.6	57
	0.1	2.1	2.2	2.5	2.4	0.1	0.1	0.1	0.1	4.1	4.2	4.5	4.4	0.1	0.1	0.1	0.1	0.1	0.2	0.1
1	0.1	0.2	0.2	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1
2	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.1	0.1	0.2	0.1
3	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1
4	0.1	0.1	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.0	0.0
5	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.1	0.0	0.0
0	0.1	0.2	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.0	0.0
/	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.0
8	0.1	0.2	0.2	0.1	0.0	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.0	0.0
9	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.0
10	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.0
11	0.1	0.2	0.2	0.2	0.0	0.1	0.1	0.2	0.2	0.2	0.2	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.0
12	0.1	0.2	0.1	0.1	0.0	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3
13	0.1	0.1	0.1	0.1	0.0	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.0	0.0
14	0.1	0.1	0.1	0.1	0.0	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.0	0.0
15	0.1	0.1	0.1	0.1	0.0	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.1
16	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.0	0.0
17	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.0	0.0
18	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.3
19	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.2	0.2	0.1
20	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.1
The																				
Value d																				0.00
of Each	0.105	0.115	0.107	0.001	0.064	0.100	0.004	0.115	0.115	0.101	0.101	0.100	0.101	0.115	0.102	0.122	0.100	0.100	0.101	0.08
Item	0.125	0.115	0.106	0.081	0.064	0.106	0.094	0.115	0.115	0.121	0.121	0.126	0.121	0.115	0.103	0.133	0.120	0.120	0.121	2

 Table 6.8: Threshold Value, d, For the Evaluation Survey Questionnaire Items

From what is presented in Table 6.7, the total responses of the experts were 400. All 400 responses were 0.2 or less which indicated that the threshold value 'd' was 100% therefore exceeding 75% implying that the respondents have reached the required consensus in their respective views for all the items in the evaluation survey questionnaire in evaluating the debate implementation model for teaching *Tawhid* subject at secondary schools. It has also been noted elaborately in Chapter 3 that a threshold value of less than 75% would require another round of Fuzzy Delphi where the experts would respond to the evaluation survey questionnaire again in order to reevaluate their opinions until a consensus is achieved by getting a threshold value 'd' of over 75%. However, the fact that consensus has already been achieved in the first round, now the findings for the experts' collective opinions on the evaluation of the model are presented based on the following aspects:

- 1. The suitability of the elements (the teaching activities);
- 2. The domain classification of the elements;
- 3. The cluster classification of the elements;
- 4. The relationship among the teaching activities; and
- 5. The suitability of the model for teaching in helping students to achieve the learning objectives of *Tawhid* subject at secondary schools.

As stated by Muhammad Riduan (2014), the evaluation of aspects (1) to (4) were carried because these aspects represent the teaching activities and the existing relationship among them, which are the main parts of the structure of the model. The ability of the model to serve as a clear and valid guide to debate implementation depends on its suitability, clarity as well as the structure. The inclusion of aspect (5) was made in order to evaluate the purpose of the model.

The four (4) aspects mentioned above fit into the research questions for this phase:

Aspect 1, suitability of the teaching activities:

 a) What is the experts' agreement on the sustainability of the debate strategy activities proposed in debate strategy learning model implementation for secondary school Islamic courses?

Aspect 2, The domain classification of the elements:

b) What is the experts' agreement on the classification of the debate strategy activities based on the three domains (Knowledge Input activities, Enabling Skills activities, and Evaluation and Reflection activities) as proposed in the debate strategy implementation model for the secondary school Islamic subjects?

Aspect 3, The cluster classification of the elements;

c) What is the experts' agreement on the list of debate strategy activities in the respective four clusters i.e. Independent, Linkage, Dependent, and Autonomous, as proposed in the debate strategy implementation model for secondary school Islamic subjects?

Aspect 4, The relationship among the teaching activities:

d) What is the experts' agreement on the relationships among the debate strategy activities as proposed in the debate strategy implementation model for secondary school Islamic subjects?

Aspect 5, The suitability of the model for teaching:

e) What is the experts' agreement on the suitability of the debate implementation model in the teaching of *Tawhid* subject at secondary schools?

The following are the reports of the findings of evaluation process.

6.1.3. Aspect 1: The Suitability of the Elements (The Teaching Activities) of the Debate Implementation Model

With regards to this questionnaire item, the experts were prompted with the following question: 'Do you agree with the debate teaching activities proposed in the model in connection to the learning outcomes? (Item 1.1)'. As elaborately stated in Chapter 3, the accepted defuzzification value for each questionnaire item has to fall within the range of 10, as the minimum value, and 19.2, as the maximum value. For item 1.1, the defuzzification value of 15.833 falls within the range of 14 to 19.2 implying that all experts who participated in the evaluation process consensually agree with this questionnaire item.

Table 6.9: Experts' views on debate activities proposed in the model

	Item 1.1		
Average responses	0.610	0.810	0.955
Fuzzy evaluation	12.20	16.20	19.10
Defuzzification value	15.833	3	

6.1.4. Aspect 2: Views on the Domain Classification of Debate Teaching

Activities of Debate Implementation Model

The respondents of the evaluation process of the debate teaching activities where given the domain classification of debate teaching activities in Figure 5.2 in order to obtain the views of the experts on the domain classification. The following questionnaire items were also given to the experts for their respective responses:

- 2.1 Do you agree with the grouping of debate teaching activities into 3 domains as shown in the model (ATTACHMENT A): Knowledge Input Activities, Enabling Skills Activities and Evaluation and Reflection Activities.
- 2.2 The list of teaching activities grouped under Knowledge Input Activities as presented in the model.
- 2.3 The list of teaching activities grouped under Enabling Skills Activities as presented in the model.
- 2.4 The List of teaching activities grouped under Evaluation and Reflection Activities as presented in the model.

The findings of these items are presented in Table 6.9 below which shows that respondents' consensus agreement on the groupings of the debate teaching activities (item 2.1) has a defuzzification value of 16.167 and to all the teaching activities under Knowledge Input Activities, Enabling Skills Activities, and Evaluation and Reflection Activities. With regard to the list of activities, Evaluation and Reflection Activities garnered the highest consensus agreement from the experts with a defuzzification value of 16.833 ranging between consensually moderately agree and consensually agree. On the downside, Knowledge Input Activities (Item 2.2) received the lowest defuzzification value of 16.333 which is still within the range of consensually moderately agree and consensually agree. Likewise, Enabling Skills Activities (Item 2.3) garnered the defuzzification value of 16.667. However, all the items under this section received the defuzzification value within the range of consensually agree (17.5) and consensually moderately agree (14). Based on the defuzzification value scores of

these items, the experts consensually agreed with the proposed classification of debate teaching activities in the debate strategy implementation model in accordance with the three domains: Knowledge Input Skills Activities, Enabling Skills Activities and Evaluation and Reflection Skills Activities. In addition, they also consensually agreed to the list of activities entailed in each domain.

Table 6.10: Experts' Views on the Domain Classification of Debate Teaching activities

Item	2.1				2.2			2.3		2.4		
Average responses	0.630	0.830	0.965	0.640	0.840	0.970	0.660	0.860	0.980	0.670	0.870	0.985
Fuzzy evaluation	12.60	16.60	19.30	12.80	16.80	19.40	13.20	17.20	19.60	13.40	17.40	19.70
Defuzzifica tion value		16.167			16.333			16.667			16.833	

6.1.5. Aspect 3: Views on the Cluster Classification of Debate Teaching Activities of the Debate Strategy Implementation Model

With regard to the experts' views on the classification of debate teaching activities on the basis of the four clusters (Independent, Linkage, Dependent and Autonomous), the following questionnaire items were used in the format below:

- 3.1. Classification of debate teaching activities in the independent cluster.
- 3.2. Classification of debate teaching activities in the linkage cluster.
- 3.3. Classification of debate teaching activities in the dependent cluster.
- 3.4. Classification of debate teaching activities in the autonomous cluster.

The findings of the experts' collective views on cluster classification of debate teaching activities are presented in Table 6.11. Based on the defuzzification value for

all the items, the experts consensually agreed on the cluster classification as well as the list of activities listed under each cluster as presented and proposed in the model.

	1 able 6.11	: Experi	ts view	's on the	e Ciustei	r Classi	псапоп	of Debi	ite Teac	cning ac	cuvities	
Item		3.1		3.2				3.3			3.4	
Average responses	0.640	0.840	0.970	0.650	0.850	0.975	0.630	0.830	0.965	0.630	0.830	0.965
Fuzzy evaluation	n 12.80	16.80	19.40	13.00	17.00	19.50	12.60	16.60	19.30	12.60	16.60	19.30
Defuzzifi ation valu	c ie	16.333			16.500			16.167			16.167	

Table 6.11 above shows that the experts consensually agreed to the classification of debate teaching activities into Independent cluster, Dependent cluster and Autonomous cluster within Independent cluster having garnered the defuzzification value of 16.833 which is a score between consensually agree (17.5) and consensually moderately agree (14). Furthermore, the experts consensually agreed with the activities entailed in each of Linkage cluster with defuzzification value of 16.333, Dependent cluster with defuzzification value of 16.300 and Autonomous cluster with defuzzification value of 16.167 each having reached the score ranging between 14 consensually moderately agree and 17.5 consensually agree. It is also evident in Table 6.11 that Independent cluster scored the highest defuzzification value (16.833) followed by Dependent cluster (16.500) whereas Autonomous cluster scored the lowest defuzzification value (16.167).

6.1.6. Aspect 4: Experts' Views on the Relationships of Debate Teaching Activities of Debate Implementation Model

The findings that have been so far presented focused on the debate teaching activities elements as well as the position of the elements (Aspect 1-3 of the questionnaire) which are according to the three most important features of an interpretive structural model i.e. the teaching activities elements, the positioning of the teaching activities elements and the relationship among the teaching activities elements. The fourth aspect of the evaluation questionnaire presents the findings of for the relationship among the elements of the debate teaching activities. For the evaluation of the relationship among the activities in the model, the experts responded to the following questionnaire items in giving their respective views:

- 4.1. Do you agree with the relationships among the debate teaching activities in the Knowledge Input Activity domain as shown in the model (ATTACHMENT A) in aiding the students to achieve their learning needs and course outcomes (ATTACHMENT C)?
- 4.2. Do you agree with the relationships among the debate teaching activities in the Enabling Skills Activity domain as shown in the model (ATTACHMENT A) in aiding the students to achieve their learning needs and course outcomes (ATTACHMENT C)?
- 4.3. Do you agree with the relationships among the debate teaching activities in the Evaluation and Reflection Activity domain as shown in the model (ATTACHMENT A) in aiding the students to achieve their learning needs and course outcomes (ATTACHMENT C)?

4.4. Do you agree with the OVERALL relationships among the debate teaching activities as shown in the model (ATTACHMENT A) in aiding the students to achieve their learning needs and course outcomes (ATTACHMENT C)?

The findings of the experts' views on the questionnaire items for Aspect 4 are demonstrated in Table 6.11 below. Like the previous aspects, the defuzzification value of this aspect is above the value of 14 which implies that the experts consensually agreed on the relationship of debate teaching activities as proposed in the model (Figure 5.1). As the table shows, the relationship among teaching activities in the Knowledge Input Activities (Item 4.1) together with Evaluation and Reflection Activities garnered the highest defuzzification score of 16.000 each. Enabling Skills Activities on the other hand received the lowest defuzzification value of 16.000. In addition, Evaluation and Reflection Activity domain gained 15.667 defuzzification value. On the overall relationship among the teaching activities (Item 4.4), the defuzzification registered a value of 15.333 indicating experts' consensual agreement on the overall relationship among the teaching activities. However, the value is lower than the values in individual relationships in each of the three domains (Knowledge Input Activities, Enabling Skills Activities, and Evaluation and Reflection Activities). This implies the experts value the individual relationships in each of the three domains more than the overall relationship.

Item	4.1			4.2				4.3		4.4			
Average responses	0.620	0.820	0.960	0.620	0.820	0.960	0.600	0.800	0.950	0.580	0.780	0.940	
Fuzzy evaluation	12.40	16.40	19.20	12.40	16.40	19.20	12.00	16.00	19.00	11.60	15.60	18.80	
Defuzzific ation value		16.000			16.000			15.667			15.333		

Table 6.12: Experts' Views on the Relationships among Debate Teaching activities

6.1.7. Aspect 5: Views on the Overall Suitability of the Model as a Guide for Teaching *Tawhid* Subject in Secondary Schools

The last aspect of the evaluation process of the debate model focused on the experts' views on the suitability of the model for the teaching and in aiding students to achieve their Tawhid learning objectives. Table 6.12 below presents the results of this aspect as the experts respond the following items:

- 5.1 The model shows a clear guide on how the class of Tawhid subject could be conducted using debate to complement the conventional classroom learning.
- 5.2 It is practical to use a network of interrelationship of teaching activities in developing a model of curriculum implementation in guiding the curriculum implementers to conduct Tawhid debate lessons as shown in this model.
- 5.3 The model Attachment shows clearly how passive teaching activities could merge with active debate teaching activities to form a holistic learning experience for the students.
- 5.4 The model Attachment shows clearly how debate strategy could promote and capitalize collaborative and active learning through the formation of debate group among students and engaging them in both individual and team related teaching activities.

- 5.5 The model Attachment shows clearly how one activity connects to other activities in aiding the students through debate in achieving their learning outcomes.
- 5.6 The model could be used to guide planning of secondary school Tawhid unit lessons by the lecturer in facilitating students' learning.
- 5.7 The model could be used as an example to develop other curriculum implementation models for other subjects.

Item		5.1			5.2			5.3			5.4	
Average responses	0.660	0.850	0.970	0.670	0.860	0.975	5 0.64	0 0.83	0 0.960	0.640	0.835	0.96 5
Fuzzy evaluatio n	13.20	17.00	19.40	13.40	17.20	19.50) 12.8	0 16.6	0 19.20	12.80	16.70	19.3 0
Defuzzifi cation value		16.533			16.700			16.20	00		16.267	
Item			5	.5	<u>)</u>		5.6			5.7		_
Average re	esponses	0.6	40 0.8	835 0.	965 0.	710	0.880	0.975	0.740	0.910	0.990	
Fuzzy eval	luation	12.	.80 16	5.70 19	0.30 14	4.20	17.60	19.50	14.80	18.20	19.80	
Defuzzification value		ue	16.	267			17.100			17.600		

Table 6.13: Experts' Views on the Suitability of the Model in Teaching

Looking at the result for Item 5.1 in Table 6.13, the experts consensually agreed that the model shows a clear guide on how the class of Tawhid subject could be conducted by using debate as a complimentary method to the conventional classroom learning. This leads to the defuzzification value of 16.533 which is above the minimum value of 14. Hence, the overall range of agreement on this item ranges between consensually moderately agreed (14) and consensually agreed (17.2). Likewise, Item 5.2, which states that the model is a practical network of interrelationship of teaching
activities, received 16.700 defuzzification value. Item 5.3 which the experts' views on whether the model shows clearly how to combine passive teaching activities with active debate teaching activities received 16.200 defuzzification value. Item 5.4, which asks the views of the experts about whether the model shows clearly how debate strategy could promote active and collaborative learning, garnered defuzzification value of 16.267. 5.5 (16.267). The defuzzification values of all these items range between consensually moderately agreed (14) and consensually agreed (17.2). The last two items, Item 5.6 which asked the experts whether the model could be used in guiding planning of secondary school Tawhid unit lessons by the teacher received the second highest defuzzification value among all having garnered 17.100 whereas Item 5.7 which asks if the model could be used as an example to develop other curriculum implementation models for other subjects received the highest defuzzification value of 17.600. This implies that the last two items (5.65 and 5.7) are between consensually agree (17.2) and consensually strongly agree (19.2). It should also be noted that under this final aspect of the evaluation questionnaire, the item that receives the lowest defuzzification value was item 5.3 with the value of 16.200.

6.2. CONCLUSION

To conclude this phase of the study as well as this chapter, the overall mapping results for the entire five evaluation questionnaire aspects are summarized and concluded in Table 6.13 presented below. The table shows all the defuzzification values of all the questionnaire items, their average fuzzy number as well as ranking of the items. Ranking number 1 is considered the highest rank with the highest defuzzification value. The rankings here in this study are used to compare the level of agreement of items among the experts. Table 6.13 below shows that item 5.7 (the model could be used as an example to develop other curriculum implementation models for other subjects) is ranked number 1 based on the experts' preferences for having received the highest defuzzification value. On the other end of the spectrum, Item 4.4 (the overall relationships among debate teaching activities in aiding the students to achieve their learning needs and course outcomes) is ranked number 20, the lowest, based on the experts' preferences having garnered the lowest defuzzification value among all the items of the evaluation questionnaire survey.

Table 6.14: Defuzzification and Average Fuzzy Numbers of all the QuestionnaireItems.

	VALUE SCORE		
ITEM	FUZZY	AVERAGE OF FUZZY	POSITION
	EVALUATION	NUMBER	
1.1	15.833	0.792	18
2.1	16.167	0.808	13
2.2	16.333	0.817	9
2.3	16.667	0.833	5
2.4	16.833	0.842	3
3.1	16.333	0.817	8
3.2	16.500	0.825	7
3.3	16.167	0.808	14
3.4	16.167	0.808	15
4.1	16.000	0.800	16
4.2	16.000	0.800	17
4.3	15.667	0.783	19
4.4	15.333	0.767	20
5.1	16.533	0.827	6
5.2	16.700	0.835	4
5.3	16.200	0.81	12
5.4	16.267	0.813	10
5.5	16.267	0.813	11
5.6	17.1	0.855	2
5.7	17.6	0.88	1

Conclusively, the most important findings of this phase, Phase 3, of the study are the defuzzification values of the items in the experts' evaluation of the interpretive structural model for teaching Tawhid subject in secondary schools. All in all, based on the findings presented in this section, having the defuzzification values of all the questionnaire items exceed the minimum value of 14 (see Table 6.13), it could be concluded that the experts have consensually agree to all five aspects of the evaluation of debate model. Thus, on the basis of the views of the experts, the debate model herein developed in this study is suitable to serve as a guide in the implementation of debate as learning support for teaching*Tawhid* subject in secondary schools.

CHAPTER 7

DISCUSSION OF FINDINGS

7.0. INTRODUCTION

The combination of Chapter 4, 5, and 6 of this study cumulatively entailed the findings of this study. The three chapter entailed Phase 1 – Needs analysis, Phase 2 – Development of the debate implementation model for teaching Tawhid subject in secondary schools, and Phase 3 – Evaluation of the debate implementation model. In a nutshell, the needs analysis phase established the need to adopt a form of active and collaborative learning in the existing method of teaching the subject of Tawhid in secondary schools, particularly following the Saudi curriculum and syllabus. In responding to that needs, the development phase focused on the development of debate implementation model for teaching Tawhid subject in secondary schools in order to support the existing method of teaching the students the subject of Tawhid and help the students in their learning process and achieving their learning objectives. To validate the developed mode, the evaluation phase focused on the evaluation of the model in guiding both instructors and learners in achieving the learning objectives of Tawhid subject.

In the following paragraphs of this chapter, the findings of each phase are elaborated on then followed by discussion on the model focusing on the teaching activities entailed in the model and the relationship among them in aiding secondary school students in the process of their learning the subject of Tawhid.

7.1. PHASE 1: NEEDS ANALYSIS - DISCUSSION AND ANALYSIS

In short, the debate implementation model was proposed to augment the secondary school Tawhid' subject learning needs, as proposed in Chapter 1 of this study. The aim of the model is to guide Tawhid's instructors in implementing debate based on the secondary school's curriculum as designed by Saudi Ministry of Education to augment the existing methods used by teachers in teaching the subject. The underlining reason for proposing debate is to make learning the subject of Tawhid an active process that invokes critical thinking skills and improve students' ability to communicate effectively. However, before developing a learning model of this nature, a need analysis is ought to be carried out in order to establish the need for a learning support for the students. Thus, the needs analysis was carried out through the use of needs analysis survey questionnaire consisting of 42 items and divided into four (4) sections.

- 1. Respondents/Students' demographic details
- 2. Perceptions of respondents/students toward Tawhid subject.
- 3. Respondents' opinions on the current method of teaching Tawhid subject.
- Respondents' acceptance and use of in-class debate strategy in teaching Tawhid subject.

The questionnaires were distributed to the students in an attempt to assess their need to have a different method that will augment the existing method used in teaching them Tawhid subject as well as to assess their levels of acceptance on the incorporation of debate strategy into their Tawhid subject and the extent of their acceptance and intention to be involved in debate processes. A total of 200 questionnaires were administered to secondary schools' students. As stated in Chapter 3 of this research, the items of the questionnaire were adopted from Abdullah (2014) but thoroughly modified in order to suit problem and the objectives of this research. All the

questionnaires administered during the collection process were returned and analysed accordingly. The sample of this phase, the students, was selected from the Saudi secondary school in Kuala Lumpur Malaysia. The data gathered for this phase were analysed using descriptive statistics with the Statistical Package for Social Science (SPSS). Using the software, the analysis of mode and mean for this phase was carried out to determine the needs of debate at secondary school level based on the students' views. The objectives of the needs analysis phase were to answer the following questions by identifying the need for debate implementation for the teaching of *Tawhid* subject:

- What are the students' perceptions on the use of debate strategy to teach them Islamic related subjects?
- 2. What are the students' perceptions on the traditional methods used to teach them Islamic related subjects?
- 3. What are the students' current experience of the use of debate strategy in teaching?
- 4. What are the students' level of approval and intention to use debate strategy in learning Islamic subjects if adopted as a method of teaching?

The need to have an active method that support the students' learning of Tawhid was justified by the findings for the research questions 1.1 and 1.2 since majority of the students 103 (51.5%, n = 200) (refer to 4.5 to 4.7, pp.) admitted their lack of understanding of the subject of *Tawhid*. It has been further revealed that 94 (47%, n = 200) of the respondents do not know what the subject of Tawhid is trying to teach. This figure is more than those who know what the subject of Tawhid is trying to teach 87 (43.5%, n = 200) whereas 19 (9.5%, n = 200) among the students were neutral when asked. This supports the fact that majority of the students are totally at odd with the learning objectives of the Tawhid subject as they do not even have an

idea about what the subject of Tawhid is trying to teach. In addition, it has also been revealed by this phase that 49 (24.5%, n = 200) are of the view that *Tawhid* subject improves their spiritual development whereas 43 (21.5%, n = 200) others were of the opinion that *Tawhid* subject does not improve their spiritual development. The result indicates although more students agree with the statement that *Tawhid* subject improves them spiritually, a large portion of the students totally misunderstand the goals of the subject.

Majority of the students' lack of understanding of *Tawhid* subject and its objectives is further supported by the fact that majority of the students 53 (26.5%, n = 200) and 52 (26%, n = 200) strongly disagree and disagree respectively with the statement that they get good grade in *Tawhid* subject. The two sets of students make up 105 (52.5%) of the 200 students involved in the study. Of the remaining students 12 (6%) were neutral, whereas 41 (20.5%) and 42 (21%), making up a total of 83 (41.5%, n = 22), agree and strongly agree respectively with the statement that they do well and get good grade in *Tawhid* subject. The lack of good grade among majority of the students is further vindicated by the fact that 48 (24%) and 52 (26%), making up 100 (50%, n = 200) of the students, do not often give correct answers when asked by their respective Tawhid teachers. Therefore, only 84 (42.05%) of the students give correct answers when asked in the class by their teachers. All these findings justify the need for a different strategy of teaching Tawhid subject which will help the students understand the subject, achieve its learning objectives and improve their grades and scores.

In terms of the current method used for teaching Tawhid subject (refer to Table 4.6, pp...), it has been established by the needs analysis that the great majority of the students 148 (74%, n = 200) do not like the current method employed in teaching them

the subject of Tawhid. Only 41 (20.5%, n = 200) like the current method employed in teaching Tawhid subject. The rest of the students were neutral. This finding has further been supported by the fact that 155 (77%, n = 200) of the students claimed that in Tawhid classes, the teachers mostly talk while the students remain passive listeners. Unsurprisingly, 140 (70%, n = 200) of the students are not interested in Tawhid subject as a result of the passive nature of the current method employed in teaching the subject. This also implies that of the 200 students only 50 (25%) claimed that they are interested in Tawhid class using the existing method of teaching. The findings of this phase so far underline the needs of a different approach to the teaching of Tawhid which is capable of making the students more actively engaged and interested in the class. This is necessary as the vast majority 140 (70%) of the students believe that the current method of teaching Tawhid subject do not involve students in class activities and that 155 (77.5%, n = 200) believed that the current method employed for teaching Tawhid subject is teacher-centered, further proving the inadequacy of the existing method of teaching the subject and the need for a more active method that engage the students and involve them in class activities.

To further validate the findings above, 144 (72%) of the 200 students who participated in the study believed that the existing method of teaching Tawhid subject makes the subject of Tawhid uninteresting. This underlines the earnest nature of the need of an alternative method of teaching that is capable of galvanizing the students and reigniting their interests in the subject. In addition to the method making the Tawhid uninteresting subject, the existing method of teaching Tawhid also does not encourage students' creativity. Majority of the students 147 (73.5%, n = 200) believed that the current method of teaching Tawhid subject in secondary schools in Saudi Arabia does not allow students' creativity making the subject monotonous and dull.

Thus, 145 (72.5%) of the students agreed that they will be eager to learn and participate in Tawhid subject class if a better method of teaching is introduced. It is therefore evident in the findings and discussions presented that an alternative method of teaching Tawhid subject that is capable of making the students interested, stimulate their creative abilities, and make the classes less teacher-centered is highly needed.

In terms of students' acceptance of in-class debate strategy, findings of research question 1.4 underline the feasibility of debate strategy to be incorporated into the existing method of teaching Tawhid subject in order to solve the students' learning problems since the method can be incorporated into the existing method of teaching Tawhid subject (refer to Tables 4.7 and 4.8, pp. ...). This aspect of the findings is vital in understanding students' acceptance level and whether or not they are willing to accept in-class debate in the learning process of Tawhid subject. Along these lines, it has been established by the findings of Phase 2 that 135 (67.5%, n = 200) of the participating students believed that using in-class debate will make them more in Tawhid subject classes. This implies that only a total of 57 (28.5%) of the students do not believe that introducing in-class debate will make them active in Tawhid subject classes. This findings is consistent with existing literature (for example, see: Berdine, 1987; Bonwell & Eison, 1991; Darby, 2007; Elliot, 2009; Alén, Domínguez & Carlos, 2015; Ramlan et al., 2016). These previous studies stressed that debate strategy engages students in active learning rather than being passive learners in their classes. Furthermore, the vast majority of the students 125 (62.5%, n = 200) also believed that in-class debate strategy will galvanize their thinking abilities and invokes critical thinking abilities in them. This is also consistent with the previous literature as has been found by studies such as Kuhn 1991; Dundes, 2001; Stenger & Garfinkel, 2003; Dickson, 2004; Proulx, 2004; Krieger, 2005; Darby, 2007; Doody & Condon, 2012;

Alén, Domínguez & Carlos, 2015; Zare & Othman, 2015. All these studies argued that debate strategy foster critical thinking skills in students.

Another reason that prompted the students to accept debate strategy is their beliefs that debate can improve their communication skills. Of the total of students who participated in the needs analysis of this study, 124 (62%, n = 200) believe that debate strategy will improve their communication skills. This corresponds with the findings of various studies in the previous literature. For example, Darby (2007); Lin and Crawford (2007); Nuraeni (2014); and Zare and Othman (2015) all found in their respective studies that debate strategy of teaching leads to students' improvement of communication skills. Furthermore, another finding made under the needs analysis phase found that debate strategy of teaching improves teamwork and collaborative learning. 139 (69.5%) of the 200 students agreed that using debate strategy will teach them how collaborate, cooperate with their classmates and work in team while learning. This corresponds with the findings of Kennedy (2007); Darby (2007); and Zare and Othman (2015) who all found in their respective studies that using debate strategy in teaching inculcate teamwork and collaborative learning among the students.

Debate strategy is also accepted by the students, as found by needs analysis phase, because it is linked with giving the students a chance to learn many sides of the same argument. Of the 200 students who were surveyed, the vast majority 122 (61) of them agreed that debate strategy using debate strategy in teaching them Tawhid subject will help learn various sides of the same argument. This is also supported by previous studies as Krieger (2005) and Darby (2007) found that debate strategy enables students to be informed about different sides of the same issue. This view is also shared by other studies (see: Yang & Rusli, 2012; Munakata, 2010; Omelicheva, 2005). The finding on learning various sides of the same issue is related to another finding, giving students a chance to voice their views about some selected topics of Tawhid, made by the needs analysis phase. The students, 148 (74%, n = 200), believed that the use of debate strategy in teaching them Tawhid will give them the opportunity to state their views on some selected Tawhid topics providing that they can find Qur'anic and Prophetic Hadiths to support their viewpoints. This is consistent with the findings of Moon (2005); Kennedy (2007); and Kennedy (2009).

Another aspect of question 1.4 focuses on the type of efforts to be expected from the students. Table 4.28 of Chapter 4 focuses on this revealing that the students 132 (66%, n = 200) were of the view that participating in in-class debate will be exiting for them. This is perhaps due to the expectation of the students, 135 (67.5%), that participating in debate will be easy for them and they can be able to express themselves if they participate. Thus, on the basis of the efforts the students expect to make, the students, 136 (68%, n = 200), conceded that they would like to learn Tawhid subject using the in-class debate method. This is because, according to the students 148 (74%), think that learning Tawhid subject using debate strategy will make learning fun. In addition, the students, 157 (78.5%, n = 200), believed that learning Tawhid subject through debate will be a good idea.

On the social influence on students' acceptance of in-class debate strategy for teaching, Table 4.30 of Chapter 4, revealed that 164 (82%) students believed that people who can influence their behavior would like them to participate in in-class debate. Likewise, 148 (74%) of the students believed that people who are important to them would also like them take part in the in-class debate. Similar percentage of students also, 147 (73.5%), were of the view that their teachers would like them to participate in in-class debate. In the same vein, with regard to the acceptance of and use of in-class debate based on self-efficacy (as shown in Table 4.31 of the needs

analysis), it has been established that majority of the students, 120 (60%, n = 200), have high self-efficacy as they would study on their own even if there is no one around to tell them what to do. This finding was further probed by the fact that 157 (78.5%) of the students would prefer to study on their own when they know that they will participate in an in-class debate. In fact, 168 (82.5%) felt they were ready to study on their own in order to participate in the in-class debate providing that they receive guidance on what to study.

In terms of the students' behavioural intention to participate in in-class debate, this study found, as revealed in Table 4.32 of Chapter 4, that 144 (72%) of the students accept to take part in the in-class debate as soon as possible. This is very important in terms of the appropriate time to introduce the debate method to the students. It has been further established by the fact that 148 (74%) of the students plan to participate in the in-class debate for Tawhid subject. However, this implies that the debate strategy must be planned carefully by the Saudi Ministry of Education before being introduced to the students. To further confirm their stands, the students 142 (71%) predict that they will participate in the in-class debate method for the subject of Tawhid.

The final finding of the needs analysis phase focused on students' anxiety on accepting to use the in-class debate. As shown in Table 4.33, the students, 154 (77%) are anxious and apprehensive about participating in in-class debate for the subject of Tawhid. However, despite admitting that they felt anxious, the same percentage of students, 154 (77%), opined that they were not afraid to participate in the in-class debate because it does not affect their level of communication. They, the students 147 (73.5%), do feel intimidated for accepting to use the in-class debate for learning Tawhid subject.

All the findings so far discussed in this chapter show that there is need to introduce in-class debate strategy implementation model for teaching Tawhid subject in Saudi secondary schools. This is very necessary as argued by Venkatesh, et al. (2003) who stated that the learners should accept and intend to use a proposed solution before the implementation of the solution. Thus, the study focused on the development of debate strategy implementation model for teaching Tawhid subject in Saudi secondary schools. The discussion of the findings for the development of the model is discussed in the following section.

7.2. DISCUSSION OF FINDINGS: PHASE 2 (THE DEVELOPMENT PHASE)

The phase 2 of this research was the stage where the debate implementation model was developed for the teaching of Tawhid subject in secondary schools. The development phase attempted to answer the following research questions:

- 1. What are the experts collective views on the teaching activities that should included in the development of debate strategy teaching model?
- 2. Based on the experts collective views, what are the relationship among teaching activities developed for the debate strategy model?
- 3. Based on the experts' collective views, how should the teaching activities developed be classified in the interpretation of debate strategy model?

In an attempt to respond to question 2.1, several teaching activities that became the elements of the developed model were identified and determined through experts' opinions using Nominal Group Technique (NGT). As the major objective of the study, the model was developed for the teaching of Tawhid subject in secondary schools. The second step of this phase, which aimed at responding to question 2.2, was the development of the debate implementation model through experts' opinions using interpretive structural modeling technique which is described as a powerful decisionmaking tool that has been mostly employed in economic and business sector (Abdullah, 2014; Warfield, 1976). This step led to the interpretive structural debate implementation model for teaching Tawhid subject in secondary schools, as shown in Figure 5.1. The final elements of the model consist of 33 elements which was the combination of informal learning and the existing Tawhid syllabus formal teaching activities. The teaching activities were organized in a hierarchical order and determined by the experts through a pair wise technique. As the answer to the research question 2.3, the teaching activities were classified into three domains in an attempt to facilitate the interpretation of the teaching activities. The domains are knowledge input activities, enabling skills activities, and evaluation and reflection activities. From this point, the teaching activities were subjected into analysis in order to form a driverdependence matrix as shown in Table 5.3. It was through the matrix that the teaching activities were categorized into four different clusters, independent cluster, dependent cluster, linkage cluster, autonomous cluster, on the basis of their respective driving power and dependence power. The major function of the clusters was to show how the teaching activities were related to each other and how the flow and priority of the activities are supposed to be carried out in the implementation to aid the students in their learning process for Tawhid subject in secondary schools and to support them in achieving their learning goals and achieving their learning objectives.

7.3. DISCUSSION OF FINDINGS: PHASE 3 (THE EVALUATION PHASE)

This was the final phase of the study which focused on evaluating the debate implementation model for teaching Tawhid subject in secondary schools, developed in Phase 2 of the study. The objectives of the evaluation phase were to answer the following research questions:

- What is the experts' agreement on the sustainability of the debate strategy activities proposed in debate strategy learning model implementation for secondary school Islamic courses?
- 2. What is the experts' agreement on the classification of the debate strategy activities based on the three domains (Knowledge Input activities, Enabling Skills activities, and Evaluation and Reflection activities) as proposed in the debate strategy implementation model for the secondary school Islamic subjects?
- 3. What is the experts' agreement on the list of debate strategy activities in the respective four clusters i.e. Independent, Linkage, Dependent, and Autonomous, as proposed in the debate strategy implementation model for secondary school Islamic subjects?
- 4. What is the experts' agreement on the relationships among the debate strategy activities as proposed in the debate strategy implementation model for secondary school Islamic subjects?
- 5. What is the experts' agreement on the suitability of the debate implementation model in the teaching of *Tawhid* subject at secondary schools?

On the basis of these research questions above, the model was evaluated according to the following five (5) aspects:

1. The suitability of the debate teaching activities;

- The classification of the debate teaching activities into three domains: knowledge Input activities, enabling skills activities, and evaluation and reflection activities;
- The list of debate teaching activities in the respective four clusters: independent, linkage, dependent, and autonomous as classified in Phase 2;
- 4. The relationships among the debate teaching activities developed in Phase 2; and
- The suitability of the debate learning implementation model in the teaching of Tawhid subject in secondary schools.

The evaluation phase was conducted through twenty (20) experts using the modified fuzzy Delphi method. The instrument used to gather the responses of the experts was a survey questionnaire that consists of 30 items divided into two major parts. The first part focused on the experts demographic and background information whereas the second part was the section that used to elicit the experts' respective views on the model. Of the 20 experts who participated in the evaluation of the model, 14 of them were male, 6 were female, 16 had 5-10 years experience, 3 had 11-20 years of experience and 1 had more than 20 years of experience. In addition, 13 of the experts are PhD holders whereas 7 had a master degree with all of them coming from the education background, albeit only 7 were from Islamic education background.

The experts views which was based on threshold value, 'd', as presented in Table 6.7 (pp.), and the defuzzification value, as presented in Table 6.13 (pp.), conclusively suggested that the experts consensually agreed to each one of the five evaluation aspects of the model. This implied that the experts had a consensus (i.e. consensually agreed) on the model's suitability to be used as a guide to debate implementation as a learning strategy to support the teaching of Tawhid subject in secondary schools. In the following sections, the detail of how the debate teaching activities fit into the Islamic rule of debate, as stated in Chapter 2, and active learning theory will be elaborately discussed to further analysed the model.

7.4. TEACHING ACTIVITIES AND AL-SHANQEETY'S CONDITIONS OF DEBATE

According to Al Shanqeety (1325-1393H), there are eight (8) conditions of debate in Islam which include:

- Avoid elongation of talking without benefit so as to shorten the dialog in order to discern the purpose of the debate;
- 2. Avoid using strange words and sweeping generalization;
- 3. Stick to what is relevant to the topic of the debate without getting out of it;
- 4. Avoid mocking and making fun of each other;
- 5. Aim to reveal the truth even if it comes from the opponent's side;
- Not to argue against opponent's point until one understands what the opponent means to say;
- 7. Wait for the opponent to complete their statement and avoid interruption while the opponent is talking;
- 8. Avoid looking down and demeaning the opponent which may lead to avoid accepting the truth from the opponent.

 Table 7.1: Teaching activities Based on Islamic Principles of Dialogue and Debate

No.	Islamic Principles of Dialogue/Debate	Teaching activities
1.	Avoid elongation of talking without benefit so as to shorten the dialog in order to discern the purpose of the debate	29. Time the debate by giving students 5 minutes to prepare, each team gets 5 minutes of opening statement, 5 minutes each for rebuttal, 5 minutes each for closing statement and 5 minutes for class discussion.
	the debate	33. Give each group of students a topic to prepare themselves for debate and ask them to prepare either for or against the motion.
		34.Give 15 minutes to the debate groups during the class session prior to the debate class to collaborate and discuss on their main debate argument.
2.	2. Avoid using strange words and sweeping generalization	6. The teacher, as a moderator, should strike a balance between the different views of a topic in order to lead the students to the right path based on the objective of the subject matter.
	7. Work with debate teams to identify at least three main points for their argument.	
		12. Organize a simulation debate where students act and learn how to conduct themselves during debates.
		17. Coach students the process, step-by-step of debate process and the rules of the debate.
		20. Have debate introductory session in which students are introduced to the idea of debate and how the strategy will augment their learning process.
		22. Show students' video containing examples of in- class debate.
		36. Encourage students to watch sample videos of in-class debate.
3.	Stick to what is relevant to the topic of the debate without	3. Have a class session on a selected Tawhid topic prior to using the topic in debate.

getting out of it

6. The teacher, as a moderator, should strike a balance between the different views of a topic in order to lead the students to the right path based on the objective of the subject matter.

7. Work with debate teams to identify at least three main points for their argument.

13. Show students how to find evidences from the Qur'an and Sunnah to support their argument.

17. Coach students the process, step-by-step of debate process and the rules of the debate.

5. Aim to reveal the truth even if it comes from the opponent's side
5. Aim to reveal the truth is the opponent's side
6. Comparison on the set of the next debate set of the next

5. Evaluation of students' performance immediately after every debate session for further improvement.

6. The teacher, as a moderator, should strike a balance between the different views of a topic in order to lead the students to the right path based on the objective of the subject matter.

35. Divide students into three (for the motion, against the motion and neutral) and introduce a topic to them (which can be either correct or false). Students are informed at the end of the debate of the accuracy or falsity of the statement.

- 6. Not to argue against 29. Time the debate by giving students 5 minutes opponent's point until one understands what the opponent means to say 29. Time the debate by giving students 5 minutes of opening statement, 5 minutes each for rebuttal, 5 minutes each for closing statement and 5 minutes for class discussion.
- 7. Wait for the opponent to complete their statement and avoid interruption while the opponent is talking
- 8. Avoid looking down and demeaning the opponent which may lead to avoid accepting

12. Organize a simulation debate where students act and learn how to conduct themselves during debates.

the truth opponent.	from	the	17. Coach students the process, step-by-step of debate process and the rules of the debate.
			20. Have debate introductory session in which students are introduced to the idea of debate and how the strategy will augment their learning process.

Based on Table 7.1, the teaching activities developed in Phase 2 were in accordance with these principles of dialogue and debate in Islam. The activities were designed in such a way that there will not be elongation of talking without benefit and the specific time frame is given for each step of the debate. Teaching activities 29, 33 and 34 were all in accordance with this principle. In learning activity 29 and 34, the students are assigned timeframe for each stage of the debate in order not to elongate the session without achieving the purpose whereas learning activity 33 ensures that the students are well prepared for the dialogue before ever opening their mouths to speak.

With regard to the second principle of Al Shanqeety (1426), which stresses the importance of avoiding the use of strange words and sweeping generalization, a number of activities were aimed at ensuring this principle. Teaching activities 6, 7, 12, 17, 20, 22, and 36 were all designed to ensure the debates were in line with this principle. First, the teacher as a moderator will serve as a supervisor of the whole process correcting students where mistakes are made. Students' arguments will also be screened, learning activity 7, before allowing the students to utter that during the debate session. In addition, to also ensure that students do not use sweeping generalizations and strange words learning activity 12, 17, 20 and 36 were all designed to teach, coach and involve the students in simulation sessions and make them learn by watching examples of similar exceptional in-class debates from which they can learn the best practices and the dos and donts of the new strategy.

Several of the teaching activities were also aligned with the third and the fourth principles, i.e. ensuring that the students stick to what is relevant without getting out of topic and do not engage in mockery and other demeaning behaviour. For example, teaching activities 3, 6, 7, 13, and 17 were also in consistence with this principle. The students are first taught the topic of Tawhid from the syllabus from using that same topic in debate. Also, while moderating the teacher will ensure that the students stick to what is relevant without getting out of the underlined issue. In order to avoid getting out of topic the teacher will work with the students to identify their major points as learning activity 7 stated. Once their major points are identified, the teacher then guides the students to find evidences in the Qur'an and Hadith, learning activity 13, to support their point of views. The teacher will also coach the students, learning activity 17, all the steps involved and the code of conduct during the debates.

As for the principle number 5 which emphasizes on the aim to reveal the truth even if it comes from the opponent's side, teaching activities 1, 5, 6, and 35 were all designed to ensure the application of this principle. The teacher works with the students in reflecting on the debate topic and deciding which view point is right as portrayed by the learning activity 5. Likewise, learning activity 35 also ensured that the students are informed at the end of the debate on the accuracy or falsity of all the viewpoints considered in the debates.

Principle number 6 stresses on the importance of understanding of a viewpoint before issuing a counter argument whereas principle number 7 emphasizes on the significance of allowing the opposing side to finish talking before another side replies. These two principles have also been considered while identifying the debate teaching activities. Teaching activities 29, which allocates certain minutes for each step of the debate ensures that students understand and discuss with their team members about the opponent's point before issuing a rebuttal. Also, the learning activity ensures that all the teams involved in the debates have their time to make their points while other teams involved remain silent without any form of interruption.

The last principle emphasizes on respecting the opponents for not doing or saying anything that is demeaning or disrespectful to the opponents. This has also been considered in the development of the debate activities. Teaching activities 12, 17, and 20 ensure that students are coached on how to conduct themselves when debating. This principle is very significant as to not allow the students to dwell into quarrel, mockery, insults and other unwarranted and disrespectful behaviours.

7.5. DEBATE TEACHING ACTIVITIES BASED ON ACTIVE LEARNING THEORY

The theory adopted by this study is active learning theory which was elaborately discussed in Chapter 2 of this study. This section of the chapter discusses the debate teaching activities in the light of active learning theory. Based on active learning theory as opined by Bonwell and Eison (1991), "students are involved in more than listening; less emphasis is placed on transmitting information and more on developing students' skills; students are involved in higher-order thinking (analysis, synthesis, evaluation); students are engaged in activities (e.g. reading, discussing, writing); greater emphasis is placed on students' exploration of their own attitudes and values". The debate teaching activities developed in Phase 2 of this study engage the students through a series of active learning processes that involves self-reading and identification of the points to use during the debate. The debate teaching activities focus on developing various skills, as earlier explained, that include communication skills, critical thinking

skills, teamwork and cooperation, listening skills and self-control. All these skills engage the students in higher-order thinking such as analysis, synthesis and evaluation of one's points as well as the points of the opponents. The debate teaching activities entail various important learning components such as reading, discussing as well as writing.

Furthermore, the debate teaching activities are consistent with Simon (2016) definition of active learning which he defined as the extent to which the learner is challenged to use his or her mental abilities while learning. This is embedded in debate teaching activities which compel the students to think critically and be able to express one's thoughts clearly to others. For instance, the learning activity 7, which states that the teacher will monitor the students while they identify their major points of argument, is a clear indication of the central point of this definition. The active nature of the debate teaching activities ensures what Cross (1987) stated that when students are actively involved in learning they learn more than when they are passive recipients of instruction.

7.6. ROLE OF RELATIONSHIP AMONG TEACHING ACTIVITIES

The most important sections in understanding the role of relationship among the teaching activities for the implementation of debate strategy were shown in the findings of Step 7 (Table 5.3 and 5.4, pp. ...) and the cluster classifications of Step 8 and 9 (Figure 5.2, pp. ...). The importance and interrelationship among the teaching activities were shown through the driving power and the dependence power which was presented in the driver-dependence matrix diagram in Figure 5.2. The reason for this obvious importance is as highlighted by Abdullah (2004) that without the matrix

diagram presented in Figure 5.2, it will be assumed that the implementation of debate teaching activities should begin with the knowledge input activities then followed by the activities that came below them. However, as shown in Table 5.5 (pp. ...), the learning activity 'Have a debate introductory session in which students are introduced to the idea of debate and how the strategy will augment their learning process' (activity 20) was positioned at the highest level. This indicated that this activity was the most important activity as a result of its high driving power but low dependence power in relation to the entire identified teaching activities of the implementation of debate for the teaching of Tawhid subject. It also implies this activity was the major driving factor that should be considered before the initiation of the other remaining teaching activities. It is also interesting to note that this particular activity fell under the 'Enabling skills activities' domain in the model (see Table 5.2, pp. ...).

It could also be observed that certain teaching activities were integration of the existing teaching strategy of teaching Tawhid subject in Saudi secondary schools and the active learning strategy of debate teaching activities. For example, teaching activities 3, 11, and 20 showed how the two strategies can be integrated in helping the students to achieve their learning goals. This is very significant in creating a bridge via which a smooth transition can be made between traditional lecture learning strategy and active learning strategy, particularly debate strategy (Walker et al., 2008). Active learning is student-centered whereas lecture strategy is teacher-centered. Therefore, the most important point is how learner-centered the learning process is. Those activities that are more teacher-centered are designed in such a way that the autonomy is slowly being moved from the teacher towards the learner. Learning activity 10 and 13 showed how the students studied independently and interdependently with their team member and are coached on how to find evidences from the Qur'an and the

Hadith of the Prophet to support any claim they make while debating. This is one of the activities that focused on learner autonomy and the ability to learn on their own. Teaching activities 4, 6, 7, 12, 33, and 35 were all an attempt to create a cooperative and collaborative learning strategy among the students. Through these teaching activities, the students learn how to work as a team in achieving their learning target, and in fully understanding their points of view as well as the opponents' view points. This is central to the idea of constructivist learning theory in general as well as active learning theory in particular based on Vygotsky (1978) idea of collaborative and cooperative learning that has been echoed by Nyikos and Hashimoto's (1997); and Stenger and Garfinkel (2003).

In terms of connection with other teaching activities, teaching activities 11, 17, and 20 are an essential precedent for the overall successful implementation of the debate implementation model. For instance, having debate introductory session in which students are introduced to the idea of debate and how the strategy will augment their learning process in activity 20 is significant before the remaining teaching activities particularly, teaching activities that focused on content delivery (e.g. teaching activities 14, 18, 26, 27, and 38). Likewise, learning activity 20 must also precedes teaching activities 3 which focused fusing the existing teaching strategy and the new debate strategy implementation model by giving a lecture on any given topic to be used for the debate prior to the debate session.

As shown in Figure 5.2 (pp. ...), learning activity 2 which stated that 'teacher should monitor each team to ensure that every member of the team contributes in the process of the debate in order to encourage all students towards learning' is a very strategic activity in ensuring that all students actively participate in the process of the debate. Similarly, teaching activities that were classified under independent cluster activities in Figure 5.2 (pp. 204) are also considered strategic activities because of their nature of preparing the students in understanding how the debate teaching strategy functions and what are expected from them as learners, i.e. their role as learners as well as the role of the teacher as a guide. These activities require relatively more attention from the instructor.

The teaching activities classified under dependence cluster in the driving power-dependence diagram, Figure 5.2 (pp. 204), have weak driving power but strong dependence power. Among all the teaching activities of this study, only learning activity 1 fell under this category. It implies that this learning activity depends squarely on other teaching activities of the model. The final classification of the teaching activities, as shown in Figure 5.2, is the autonomous cluster teaching activities. Majority of the teaching activities of debate implementation model fell under this category. These activities have both relatively weaker driving power and weaker dependence power than activities classified under the other three clusters. These activities were mainly the motions of the debates which have no influence on the implementation of the debate strategy and were considered detached from the whole system. These activities can be replaced by other activities being mere content activities that can be easily replaced without implication to the debate implementation model system.

In a nutshell, in reference to the entire teaching activities in the all the four clusters, Tawhid subject's teachers need to pay more attention to all the teaching activities irrespective of the cluster to which they are classified. Those teaching activities that only focused on content, i.e. the debate motions, can be replaced by other motions as deemed fit by the subject instructor and according to the syllabus and context where the debate teaching activities are applied. These activities were based on experts' collective decision based on secondary school Tawhid subject objectives. The model could help in guiding how the teaching activities individually and in connection with each other can help the students in achieving their learning objectives. These activities could also be implemented in teaching other school's subjects.

7.7. CHAPTER SUMMARY

This chapter begins its discussion on the findings of this research in three phases: the needs analysis phase (Phase 1), the development of the debate implementation mode for teaching Tawhid subject in secondary schools phase (Phase 2), and the evaluation phase (Phase 3). In short, the needs analysis phase showed the perceptions of the majority of the students were that the existing teaching strategy used for teaching them Tawhid is inadequate and that the method makes majority of the students not able to understand the objectives of Tawhid subject let alone enjoy being in Tawhid class. This affects the students' performance in achieving their Tawhid learning goals. Thus, this is a learning problem for the students and a teaching strategy one for the teachers that need a solution. It was clear therefore that the current and existing teaching method used to teach the students the subject of Tawhid could not fulfill the needs of the students as the current strategy used for teaching the students is teacher-centered. Debate teaching strategy was therefore proposed in order to support the students Tawhid subject learning process alongside the current method used for teaching the students.

Hence, this study chose to focus on the development of debate learning strategy for teaching Tawhid subject at secondary schools, particularly in Saudi Arabia. Therefore, the major findings of this study constitute the Phase 2 of the study which was the result of the model. The debate implementation model was generated using ISM software through experts' opinions. The developed model then was subjected to experts' evaluation as the Phase 3 of the study. This evaluation was carried out using fuzzy Delphi technique. The findings of the evaluation phase showed that the model was given a high level of consensual agreement on all the five aspects included in the questionnaire as the instrument to evaluate the model. On the basis of the outcome of the evaluation phase, it can be concluded that the debate implementation model is suitable as a guide for integrating debate strategy as a support for the current strategy being used in teaching Tawhid subject in secondary schools.

The debate teaching activities and how they are related to each other are consistent with the constructivist learning theory, particularly Vygotsky's idea of Zone of Proximal Development (ZPD) (Vygotsky, 1978), in how learners learn through cooperation and collaboration with others. Furthermore, the teaching activities are consistent with the Islamic principles of dialogue and debate as proposed by Shaikh Al Shanqeety (Al Shanqeety, 1426). As also earlier shown in this chapter, the debate teaching activities also support active learning theory (Bonwell & Eison, 1991; Bonwell, 2003; Bull, 2005; Davidson, 2015). Thus, by adopting the theories, frameworks and the models herein discussed, the debate implementation model aimed at proposing the way debate could be implemented through a network of debate teaching activities in supporting the needs and fulfilling the learning objectives of secondary schools' students in learning Tawhid subject.

CHAPTER 8

IMPLICATION AND RECOMMENDATION

8.0. INTRODUCTION

The aim of this chapter is to present some recommendations from the study as well as to discuss its implications. The chapter begins with a brief summary of the study before moving onto the implication of the study. Three different implications will be presented at the implication section. This includes practical implications, theoretical implication and methodology implications. The last part of the chapter lays down some suggestions for future possible directions of research in the field of Islamic education.

8.1. SUMMARY OF THE STUDY

The major aim of this study was to develop an implementation model of debate for the teaching of Tawhid in secondary schools. The goal of the model was to guide how debate could be implemented as a learning aid for secondary schools students in learning the subject of Tawhid. This is in order to increase the interest of students in learning Tawhid, improving their performance, and help them develop new skills such as communication skills, critical thinking skills, cooperative and collaborative learning, teamwork and achieve the learning objectives of the subject. The model, as presented in Figure 5.2, was developed following the confirmation of the need of the students to have a debate implementation model as elaborately discussed in the findings of Phase 1. After the confirmation of the need of the students for the model, the development of the model was then completed in Phase 2 of the study based on the views of experts using the interpretive structural modeling (ISM) technique session.

The elements that comprised the model were made up of debate teaching activities that were identified and later determined through nominal group technique that were conducted before the ISM sessions. It is based on the experts' views that the teaching activities in the model were categorised into sections so as to facilitate the understanding of the activities that contribute to the understanding of the subject of Tawhid and developing additional skills. Thus, on the basis of the ISM technique, a driver-dependence matrix (Figure 5.3) was developed which was aimed at analyzing the role and the significance of the activities in aiding the students' learning of the subject of Tawhid. The model was then evaluated in the final phase of the study for the suitability to be applied as a guide for instructors and teachers in implementing debate strategy implementation model. The evaluation was carried out through a panel of experts using fuzzy Delphi technique. It was revealed by the result of the evaluation that the experts consensually agreed on all the suitability criteria. This showed the suitability of the model to be applied as debate implementation model for teaching Tawhid subject in secondary schools. With these findings of the study, the study has implications to instructional practices in teaching the subject of Tawhid as to be discussed in the following section. Three categories of implications of the study (practical, theoretical and methodology implications) are all discussed one after another.

8.2. IMPLICATIONS OF THE STUDY

8.2.1. Practical Implications of the Study

As discussed in the Chapter 2 of this research, using debate in the teaching process is not entirely new. However, what is missing is a constructive guide as to how debate strategy could be used alongside traditional lecture strategy of teaching particularly at secondary schools in order to help students fulfill their learning objectives. The use of debate learning strategy in Islamic education has also been lacking a constructive stepby-step chain of teaching activities which instructors could follow in satisfying learners' need and helping them achieve their learning outcomes. Thus, the result of this study serves as a contribution to the existing body of knowledge in the implementation of active learning strategy which is learner-centered rather than teacher-centered in the field of Islamic education, specifically the subject of Tawhid. This is demonstrated through the development of the debate implementation model for teaching Tawhid subject in secondary schools. The model specifically is designed for the teaching of Tawhid subject for Saudi secondary schools or other secondary schools elsewhere that follow similar curriculum and syllabus. The developed model in particular and the study in general could change the direction of education stakeholders when designing sustainable and meaningful learning strategies particularly in form of active learning without totally abandoning the current and existing teaching method, the lecture strategy.

Another important contribution of the study within the existing body of knowledge is in Islamic education. This is because, as stated under the problem statement of this study, Islamic education has been accused of being inadequate and incapable of fulfilling the learning needs and objectives of learners (Rosnani, 2005). Therefore, this study proposes the debate strategy implementation model for teaching Tawhid subject to serve as a guideline on how to systematically implement debate learning strategy to aid in fulfilling learning needs. Other subject under the realm of Islamic education could also adopt or adapt debate teaching strategy in secondary schools. Tawhid subject teachers could use the activities and the relationship among

them to plan appropriate debate strategy lesson plans that will help in achieving the learning objectives. For instance, based on Chapter 5 findings, Figure 5.2 and the driver-dependence matrix, the teacher might opt to start Tawhid class with the learning activity activity 20 which introduces the students to the notion of using debate for teaching the subject of Tawhid, and then introduce the students to the debate processes and give a worksheet that outline the debate processes, activity 11, before eventually organizing a simulation debate where the students act and learn how to conduct themselves during debate, activity 12 and activity 17. Once this is done the teacher can apply activity 3 whereby they students are taught a particular subject of Tawhid in a regular class before being used during the debate. This sequence shows how the activities could be systematically employed by teachers in teaching the subject of Tawhid.

Similarly, the Saudi Ministry of Education, the Ministry of Education in other countries, and schools where Tawhid subject is taught can refer to the findings of this study to reshape the existing method used in teaching Islamic education and in making the learning of Tawhid more learner-centered, more exciting and able to teach the students not just the content of Tawhid but how to express it and critically understand intricate issues that emanates from the topics they learn. Therefore, the findings of the study will help the Ministry to understand what the students need and what will keep their interests and deepen their understanding of the subject matter so as to design teaching materials in accordance with the new findings. Likewise, with the findings of the study, the Ministry could devise appropriate policies and make the right decisions in helping both teachers and learners achieve their learning outcomes. Schools could also apply the new strategy in teaching Tawhid subject in particular or other Islamic related subjects without necessarily waiting for the change to come from the top. Teachers of Tawhid subject looking to revolutionize their classes, deepen students understanding of the subject or would like to make their classes more exciting, more fun, more collaborative and cooperative, and more competitive and challenging could find this study and its findings very significant and helpful in aiding both teachers and students achieve their goals.

8.2.2. Theoretical Implications of the Study

The model developed, as has been discussed elaborately, reveals how debate strategy could be implemented as well as how active learning strategy and traditional lecture strategy could integrated to offer solutions to the students' learning needs. The model herein developed changes the process of using debate for teaching. This study has adopted the social constructivist theory of learning in general and active learning in a specific way. The two theories, i.e. the broad social constructivist theory and the active learning theory, form the theoretical framework on which this study has been founded. The social constructivist learning theory Vygotsky (1978), Bruffee (1986), and Wertsch (1991), particularly Vygotsky' (1978) notion of ZPD and the more knowledgeable other (MKO) described clearly the relationship between knowledge, the learner and the teacher, and how teacher-learner interactions should be and how learning environment are supposed to be organised. The learners' ZPD could be overcome through the aid, supervision and guidance of the teachers who serves as the more knowledgeable other (MKO).

Active learning theory, as the second theory of the study, is a branch of social constructivist theory, the origin of which could be traced back to the works of Barlett (1932), Ausubel (1952), Piaget (1952) and Inhelder (1969), describes that the learner

should be active in the process of learning not a passive listener putting less emphasis on transmitting information rather on developing students' skills by involving the students in higher-order thinking such as synthesis, analysis and evaluation. Thus, through the frameworks the teaching activities described how the students could interact with each other collaboratively, cooperatively as well as competitively and how they could be aided by the teacher to achieve their learning objectives through debate teaching activities. The teaching activities applied fully the concept of active as students will be engaged to analyse, synthesize and evaluate their learning contents. As active learning also postulates, through the teaching activities the students will be engaged in other higher-order activities such as reading, discussing and writing.

8.2.3. Methodology Implications of the Study

In addition to the practical and theoretical implications of the study, the study also contributes to the existing body of knowledge in terms of methodology for curriculum instruction and Islamic education. The methodology contributions through the use of interpretive structural modeling (ISM) software which is a powerful tool used for decision making that until recently has been mostly used in management, business, economic, marketing, finance, manufacturing, products development research and other related sectors. However, recently the use of ISM in education field has been growing (Abdullah, 2014) particularly in education policy making, training, resource management, educational institution management and others. Now few researches in the field of education have been using ISM in solving specific learning and teaching problems. In addition, few studies in the field of education have been combining ISM and nominal group technique (NGT) which is a similar but manual technique used to

generate the elements before further forming a model as done by this study. To round up this study, fuzzy Delphi technique has employed which was shown to be a very helpful strategy in evaluating the model generated through ISM, a process that is scarcely applied in educational research as claimed by Abdullah (2014). All these methods and techniques that have been employed have one thing in common which is to rely on experts' decisions while developing and designing the model. The experts' decision were relied on due to the scarcity of step-by-step debate teaching activities in the field of Islamic education in general and Tawhid subject in particular. The research methodologies employed by this study have been completely adopted from Abdullah (2014) study in which he developed mLearning implementation model for the teaching of a professional English course at a college. Despite similarities of this study to the stated study in terms of the adopted methodology, this study completely differs from Abdullah (2014) for its focus on Tawhid education, the theories adopted and level of education (secondary school in the case of this study). The methodology of combining ISM with NGT and fuzzy Delphi technique could be henceforth employed in developing similar implementation model in relation to other Islamic related fields in all levels of education. It could be used for devising policies, designing curriculum, resource management institutional management, school syllabuses and others.

8.3. RECOMMENDATION

Following the findings of this study, the study can offer a few recommendations in relation to the incorporation of debate implementation model as an active learning strategy. In the case of the application of debate strategy in teaching other school's subjects, the focus should be put on using debate learning strategy as a solution to the weakness the traditional lecture strategy has been accused of such as the lack of

students' involvement, being teacher-centered, boring and unable to develop new skills in the students. The focus of learning should be in keeping students interested in the subject matter, make their learning experience exciting and memorable, and teach them other skills that are crucial for their intellectual development. By using debate learning strategy all the inherent disadvantages of the traditional teaching strategies could be solved.

However, the debate implementation model does not call for an absolute radical shift from the traditional teaching strategies to the teaching strategy herein developed. Hence, the second recommendation of the study proposes a combination of the traditional strategy together with the active learning strategy of debate implementation model. Doing so may ensure a better outcome since despite the continuous attention students-focused learning receives, the role of teacher in the teaching process still remains significant in aiding the students fulfill their learning objectives. Thus, the combination of the two assigned the right activities to each party giving the teacher a part role where their role is only to function as facilitators and guide and let the students navigate their ways through the learning process. However, in those situations where the teachers are required to take the center stage the debate implementation model herein develop allows the teachers to lecture and teach as they do in the traditional. Therefore, the debate implementation model is a balanced strategy that should offer solutions to the traditional strategy of teaching Tawhid subject.

Although the debate learning strategy was meant to provide solutions for the teaching of Tawhid subject in secondary schools, the model as well as the methodology could also be employed and adopted in developing models in other areas and disciplines of knowledge providing solutions to other forms of learners' learning needs using debate strategy or other forms of active learning. The third and final
recommendation of the study focuses on the further research that could be carried out based on the outcome of this study. As it has shown and discussed, the final product of this study is the interpretive structural debate strategy implementation model for the teaching of Tawhid subject in secondary schools, particularly in the Kingdom of Saudi Arabia, based on interrelated chain of teaching activities. It is highly recommended to develop Tawhid subject learning modules and conducted on secondary school students. Doing so will serve as evaluation of how effective the debate learning model is in augmenting the learning process of learners based on students' opinion.

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