

ENHANCING LEARNING OUTCOMES IN QUR'AN AND FIQH USING COLLABORATIVE TEACHING METHODS IN UPPER BASIC SCHOOLS IN KATSINA STATE, NIGERIA

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Abstract

The study examined the influence of Collaborative Teaching Method on Islamic Studies Students learning outcomes in Quran and Fiqh in Upper Basic Schools in Katsina state, Nigeria. The study contained two research objectives, two research questions and equally two null hypotheses tested at 0.05 level of significance. The study adopted quasi-experimental research design with two groups; experimental and control, treated using Collaborative Teaching Method (CTM) and Traditional Method respectively. The population comprised eighteen thousand four hundred and forty-five (18,445) Junior Secondary School students from seventeen (17) schools across Dutsin-ma Zonal Education Quality Assurance. Three hundred and seventy (370) JSSII Islamic studies made the sample size of the study as determined based on the guidance of research advice, considering availability of intact classes and the need for comparable groups. The study used Qur'an and Fiqh Using Collaborative Teaching Method Questions (QAFUCTMQ) as data collection instrument. The reliability index of the instrument was established to be 0.908 using Cronbach alpha. The null hypotheses were tested using t-test independent sample. The study revealed that there was significant influence of CTM on students learning outcomes taught Quran and Fiqh in Upper Basic schools in Katsina State. In line with the above findings, the study recommended that Islamic studies teachers should be encouraged to adopt the technique of Collaborative teaching for optimum academic performance of students.

Keywords: Collaborative, Teaching, Learning Outcomes

Introduction

The quality of teaching is essential in determining the quality of intellectual and moral development of students, especially in subject like Islamic Studies, which combines both academic and spiritual objectives. Islamic Studies is a core component of the curriculum for upper basic schools, aimed at nurturing students' moral conduct, spiritual growth, and understanding of Islamic principles that have basis for peace, unity, social justice, economic progress and nation building. However, despite its significance, students' academic performance in Islamic Studies at upper basic schools in Katsina state fall short of expectations. This might be due to lack of students' engagement during lesson. Lack of method to promote critical thinking, use of method that encourages rote learning among others. Therefore, to ensure students active learning and promoting their critical thinking, the researcher employed Collaborative Teaching Method to engage students and improve their learning outcome at this particular level.

Collaborative teaching method is rooted in the principles of teamwork and mutual support, where students work together in small groups to share ideas, help one another to achieve common academic goals. This method has been widely acknowledged for its potential to promote critical thinking, social interaction, and active learning (Madugu, 2019, & Nura, 2021). Studies have shown that collaborative teaching can significantly improve students' academic outcomes and retention, especially in subject that require deep understanding and application like Islamic studies. The positive outcomes of collaborative teaching have been

documented in various studies across different disciplines, including sciences, mathematics, and language arts. However, its effect on Islamic Studies, particularly in the context of upper basic schools in Katsina State, remains inadequately explored.

Therefore, this study seeks to bridge the gap in literature by investigating how collaborative teaching method influences academic performance in *Quran* and *Fiqh* among Islamic Studies students in upper basic schools in Katsina State.

The findings of this study will be invaluable to teachers, school administrators, curriculum planners, professional bodies and policymakers in their efforts to improve the teaching and learning of Islamic Studies in Katsina State and similar settings.

Statement of the Problem

The poor academic performance in Islamic studies at upper basic schools in Katsina State has become a significant concern for teachers and stakeholders in education. This issue is rooted in multiple factors affecting the teaching and learning processes of Islamic studies, which is vital for instilling morality in the mind of young Muslim children and a key principle that contributes to economic progress and nation-building. As Islamic studies promotes peace, unity, and social justice for nation building, its integration into the educational curriculum at all levels is recognized as essential and relevant to the life of Muslims in Katsina state. In line with this idea, the Katsina State House of Assembly recently passed a bill, making religious studies a compulsory subject in all primary and secondary schools. This is to address moral decadence in the state and to enable children acquire moral framework at early age for better tomorrow.

However, the alarming rate of poor performance in Islamic studies at upper basic schools especially in the content of *Quran* and *Fiqh* raises concern about the effectiveness of current teaching methods. Many researchers have identified several contributing factors to poor academic performance of Islamic studies at this level in Katsina State, among which are traditional pedagogical approaches, characterized by rote learning and imitation, failure to engage students and cater to their diverse needs and capabilities. This has led to widespread disinterest in Islamic studies, ultimately contributing to underperformance.

Although, the previous studies have suggested various recommendations to enhance academic performance in Islamic studies at upper basic schools, the persistent nature of the problem indicates a need for further investigation into alternative pedagogical approaches. This study proposes that implementing the Collaborative Teaching Method could significantly improve students' academic performance by fostering collaboration, enhancing cognitive skills, and catering to diverse students' needs. Therefore, this research aims to enhance learning outcomes in *Qur'an* and *Fiqh* using Collaborative Teaching Methods in Upper Basic Schools in Katsina State, addressing a critical gap in educational practice and contributing to the ongoing discourse on effective teaching methodologies in Islamic studies.

Objective of the Study

This study aims to enhance learning outcomes in *Qur'an* and *Fiqh* using Collaborative Teaching Methods in Upper Basic Schools in Katsina State. The specific objectives of the study are to:

1. Examine the Influence of Collaborative Teaching Method on students' learning outcomes taught Quran and Fiqh using traditional method in upper basic schools in Katsina State.
2. Find out the Influence of Traditional Method on students' learning outcomes taught Quran and Fiqh using conventional method in upper basic schools in Katsina State.

Research Questions

Based on the stated specific objectives the study answered the following research questions. The questions are as follows:

1. What is the Influence of Collaborative Teaching Method on students' learning outcomes taught Quran and Fiqh using traditional method in upper basic schools in Katsina State?
2. What is the Influence of Traditional Method on students' learning outcomes taught Quran and Fiqh using conventional method in upper basic schools in Katsina State?

1. Research Hypotheses

The following null hypotheses are formulated to be tested by the stud

H₀₁ There is no significant influence of Collaborative Teaching Method on students' learning outcomes taught *Quran and Fiqh* using traditional method in upper basic schools in Katsina State.

H₀₂ There is no significant influence of Traditional Method on students' learning outcomes taught *Quran and Fiqh* using conventional method in upper basic schools in Katsina State.

Concept of Collaborative Teaching Method

Collaborative teaching method is an instructional approach in which students with different home backgrounds, gender, ethnicity and intellectual abilities are grouped into small units to share ideas, help one another to understand the learning materials and solve problems themselves (Gillies, 2016). When students cooperate with one another to increase the likelihood of efficient learning in a social interaction they tend to learn independently. Similarly, when collaboration is emphasized in the classroom, students work in groups of various sizes to negotiate, initiate, plan, and evaluate together (Sani, 2017). According to Sulaiman (2020), collaborative teaching is a teaching method where teachers divide their students into small groups and then have them cooperate to help one another understand academic material. It can also be understood as a situation in which each person's objectives are connected to those of the others in order to positively correlate with achieving these objectives. In collaborative teaching, students work in small groups both inside and outside of the classroom to assist one another with academic challenges. Through this approach, they build self-confidence, hone their communication skills, sharpen their problem-solving and critical thinking skills, and actively engage in the teaching and learning process. Students in collaborative teaching environments are driven to collaborate in groups and support one another (Madugu, 2019).

Concept of Students' Learning Outcomes in Islamic Studies

Students' learning outcomes refers to the extent to which JSSII students in Dutsin-ma ZEQA were able to respond correctly to an instrument adapted by the researcher after exposing them to collaborative teaching method treatment and traditional method of teaching. Ibrahim (2022) opines that learning outcome refers to how well a student completes his/her tasks and studies.

This indicates that learning outcome is a demonstration of students' mastery of his/her learning through assignment, test, examination or project.

Moreover, Abdur-Rafiu, Aliyu and Oseni (2024) observe that students' poor performance in Islamic Studies seems to have been attributed to some factors that need collective efforts. To them, the schools are to be staffed by good teachers and flooded with useful facilities and instructional materials. Government responsibilities include ensuring the availability of such provision and making regular supervision for effective teaching and learning to take place. On the other hands, parents are charged with the responsibility of enrolling their wards in schools and make payment of their levies. In this regard, Aminu (2019) and Aliyu (2015) also list a number of factors that contribute to students' poor learning outcomes in Islamic studies in Katsina state which involves failure to apply appropriate instructional methodology. Ali (2019) also reflects that Islamic studies is taught without proper regard for the methods that will best suit the students' interests and abilities that could help them retain what they have learned.

Theoretical Framework

The theoretical framework of this study involves the application of theories of Sociocultural Cognitive Theory postulated by Vygotsky (1978).

Sociocultural Cognitive Theory by Vygotsky (1978)

Sociocultural Cognitive theory developed by Vygotsky (1978) explores how the process of thinking and learning occurs by considering the inside of the human mind. This theory is about reciprocal interaction among children around suitable academic tasks which creates growth in the knowledge of concepts and critical thinking (Suhra, et al, 2021). Vygotsky's notion of the Zone of Proximal Development (ZPD) is meaningful to learning. Such learning happens through interaction with each other in the ZPD. Vygotsky defines the ZPD as: 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 (Vygotsky, 1978). Therefore, this theory correlates with nature of collaborative class in learning the Quran and Fiqh in upper basic schools in Katsina state.

Methodology

The design for this study was Quasi-experimental design with two groups served as experimental and control. According to Kerlinger (1973) the use of experimental and control groups is the common aspect of Quasi-experimental design. This design is appropriate because intact classes were used and the research subjects were assigned to experimental and control groups. The study is experimental considering the goal of the research which is to determine the effect of independent variables (Collaborative teaching Method) on the dependent variables (students learning outcomes). The design involves a pretest which was administered to both experimental and control groups. This measured the knowledge of Islamic studies and the equivalent ability of the experimental and control groups before the treatment. The experimental group was exposed to treatment in which they were taught using collaborative teaching method while the control group received the same instruction as the experimental but using traditional method of teaching.

Population of the Study

The population of this study consists of all Upper Basic School students in seventeen (17) schools in Dutsin-ma Zonal Education Quality Assurance which comprises eighteen thousand, four hundred and forty-five (18,445) students among which seven thousand and seventy-seven (7,077) were JSSI, six thousand and seventy-five (6,075) were JSSII and five thousand, two hundred and ninety-three (5,293) were JSIII as at 2023/2024 academic session. This is shown in table 1.

Table 1
Population of the Studies

S/N	Name of schools	JSSI	JSSII	JSSIII	Total
1.	GJSS 'D' DTM	670	666	763	2,099
2.	GPJSS, DTM	900	463	473	1,836
3.	GJSS, Karofi	601	480	465	1,546
4.	GJSS, Bagagadi	187	154	125	466
5.	GJSS, Birchi	420	491	437	1,348
6.	GJSS, kuki	394	234	175	803
7.	GJSS, Makera	445	503	398	1,346
8.	GJSS, Wurma	337	286	213	836
9.	GJSS, Rawayau	579	331	279	1,189
10.	GJSS, Tsauri	296	315	281	892
11.	GJSS, Dabawa	165	159	145	469
12.	GGJSS, Kurfi	246	251	302	799
13.	GPJSS, Kurfi	254	553	430	1,237
14.	GGJASS, DTM	200	190	150	540
15.	GGJSS, DTM	1035	537	450	2,022
16	GJSS, Tamawa	327	444	197	968
17	GGJSS, Shema	21	18	10	49
Total:		7,077	6,075	5,293	18,445

Source: Dutsin-ma Zonal Education Quality Assurance Office (2024)

Sample and Sampling Technique

The design is Quasi-experimental; as such two schools were purposively selected (Creswell, 2014). These were GJSS Darawa, Dutsin-ma and GPJSS, Kurfi to serve as experimental and control group schools respectively. In each school an intact JSSII class was selected based on

the guidance of research advice. The distribution of students in the two classes is shown in table 2.

Table 2
Sampled Size of the Study

S/N	Schools		Male	Female	Total
1	GJDSS, Darawa, DTM	(Experimental)	106	86	192
2	GPJSS, Kurfi	(Control)	101	77	178
	Total:				370

Table 2 indicates the sample size for the study as three hundred and seventy (370). The experimental class contains one hundred and two (192) students (106 male and 86 female) while the control class had one hundred seventy-eight (178) students (101 male and 77female). According to Cohen, Manion and Morrison (2018) the sample and selection of groups could be determined by research advice. Therefore, the choice of 370 as sample size was based on this suggestion.

Instrumentation

One instrument was adapted by the researcher named *Qur'an and Fiqh* Using Collaborative Teaching Method Questions (QAFUCTMQ). QAFUCTMQ consists of thirty (30) multiple choice items with four options in each question (ABCD) for the determination of students' learning outcome in *Quran* and *Fiqh*. The instrument contains two sections; A and B. Section A contains bio data and section B contains the thirty (30) items. QAFUCTMQ was used for pilot testing and re-administered for pretest before the treatment; the same instrument was also used to re-administer posttest after six weeks treatment of CTM. QAFUCTMQ was based on the junior secondary school (Upper Basic) Islamic studies curriculum contents which involve *suratul Quraish and Ikhlas*; meaning and lessons only) *Fiqh*: (Compulsory and *Sunnah* steps of ablution) The items were adapted from Basic Education Certificate Examination (BECE) past question paper 2024.

Findings and Discussion of the Result

Table 3
Distribution by Experimental and Control Groups

	Frequency	Percentage %
Experiment	192	52
Control	178	48
Total	370	100

Table 3 contains the experimental group with one hundred and nity-two (192) subjects which represented 52% and control group with one hundred and seventy-eight (178) subjects represented by 48%. The distribution indicates that experimental group has larger population.

H₀₁: There is no significant influence of CTM on students learning outcomes taught *Quran* at upper basic schools and those taught using traditional method in Katsina State. To test this hypothesis, t-test independent sample was used as shown on table 4

Independent Sample t-test Analysis of Influence of CTM on Students’ Learning Outcomes in *Quran*

Variable	Group	N	Mean	Std	Df	T	p value	Decision
Performance	Experimental	192	7.81	1.44	368	7.94	0.000	Rejected
	Control	178	6.08	1,28				

Table 4 revealed that the p value (0.000) is less than alpha (0.05). From this information ($p = 0.000$; $\alpha = 0.05$), $p < \alpha$, this means that the hypothesis which states: There is no significant influence of CTM on students’ learning outcomes taught *Quran* at upper basic schools and those taught using traditional method in Katsina State is rejected. This shows that there is statistically a significant effect of CTM on the mean score of experimental ($\bar{x} = 7.81$) and control ($\bar{x} = 6.08$) groups. This implied that experimental group performed significantly better than Control. Hence, the use of CTM enhances students’ learning outcomes in *Quran*.

H₀₂: There is no significant influence of CTM on students learning outcomes taught *Fiqh* at upper basic schools and those taught using traditional method in Katsina State. To test this hypothesis, t-test independent sample was used as shown on table 5.

Table 5: Independent Sample t-test Analysis of Influence of CTM on Students’ Learning Outcomes in *Fiqh*

Variable	Group	N	Mean	Std	Df	T	p value	Decision
Performance	Experimental	192	8.32	1.01	368	12.26	0.000	Rejected
	Control	178	5.95	1.408				

Table 5 revealed that the p value (0.000) is less than alpha (0.05). From this information ($p = 0.000$; $\alpha = 0.05$), $P < \alpha$, this means that the hypothesis which states: There is no significant influence of CTM on students’ learning outcomes taught *Fiqh* at upper basic schools and those taught using traditional method in Katsina State is rejected. This shows that there is statistically a significant effect of CTM on the mean score of experimental ($\bar{x} = 8.32$) over the control ($\bar{x} = 5.95$) groups. This implied that experimental group performed significantly better than Control. Hence, the use of CTM enhances students’ learning outcomes in *Fiqh*.

The discussions of findings are presented in relation to the outcome of the research hypotheses and questions. However, the findings made by the study were backed-up by authorities and similar researches.

Finding number one which stated that students taught *Quran* using CTM significantly performed better than those taught using traditional method, which means they have the higher mean scores performance than their counterpart in the control group. This showed that there is significant difference in the learning outcome of students taught *Quran* using CTM from that

of those taught the same content using traditional method. This finding is supported by the finding of Ahmed (2019).

Finding number two which stated that Students taught *Fiqh* using CTM significantly performed better than those taught using Traditional method. This view is in agreement with Aliyu (2015) and Ahmed (2019) that learner centered method such as Discussion, Inquiry, Excursion and Collaborative strategies among others produce better result in Islamic studies than traditional approach. Moreover, the view of Ajani (2014) on Islamic studies curriculum on *Fiqh* which posits that the content should be treated practically rather than emphasis on memorization is also in line with this finding considering the topics which are practical based activities such as compulsory and sunnah act of ablution.

Conclusion

Based on the findings of the study, it was concluded that Collaborative Teaching Method facilitates students' learning outcomes in *Quran*, and *Fiqh*.

Recommendations

Based on the findings of this study the researcher recommended that:

1. Islamic studies teachers should be encouraged to adopt CTM in teaching *Quran* to improve students learning outcomes in schools.
2. Islamic studies teachers should be encouraged to adopt CTM in teaching *Fiqh* to improve students learning outcomes in schools.

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