# Implementation of the Focus Group Discussion (FGD) Method to Understand the Book *Dalīl ʿAmal fī iʿdād al-Mawādd* by Rusdy Ahmad Thu'aimah

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**Abstract:** Understanding Arabic academic texts often poses a challenge for students, particularly when the material contains complex structures. This study contributes novelty by applying the Focus Group Discussion method in teaching *maharah qirāʾah* through the study of *Dalīl ʿAmal fī Iʿdād al-Mawādd* by Rusdy Ahmad Thuʾaimah in an Islamic higher education context. The research aims to describe the implementation of FGD in understanding the book *Dalīl ʿAmal fī Iʿdād al-Mawādd* by Rusdy Ahmad Thuʾaimah. The subjects of this study were lecturers and postgraduate students of Arabic Language Education at UIN Maulana Malik Ibrahim Malang during the 2023/2024 academic year. Data were collected through participatory observation over one semester, interviews with ten students, and documentation related to the textbook and instructional design. Data analysis employed the Miles, Huberman, and Saldana model. The results of this study reveal that the implementation of FGD in understanding *Dalīl ʿAmal fī Iʿdād al-Mawādd* was carried out in three stages: first, preparation, including group division and role assignment; second, implementation, consisting of presentations, discussions, question and answer; and third, conclusion, involving a summary of results and lecturer feedback. This process encouraged students not only to engage in individual reading but also to exchange understandings and construct meaning collectively. Supporting factors included the relevance of participants' backgrounds, the systematic structure of the book, and the role of the facilitator, while inhibiting factors comprised differences in Arabic proficiency levels, time constraints, and limited participant preparation.

**Keywords:** *Focus Group Discussion (FGD); Reading Skill; The book "Dalīl ʿAmal fī iʿdād al-Mawādd"*

## INTRODUCTION

Arabic has become part of the development program in Islamic-based schools in Indonesia, starting from Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah, up to higher education institutions (Sudjani & Gunadi, 2020). because Arabic serves as the main tool to analyze and understand Islamic teachings, as well as various branches of knowledge developed by earlier Muslim scholars through a wide range of literary works, from classical to modern (Rusyadi & Fahmi, 2020).

In line with this, Arabic language learning holds high urgency for Islamic higher education institutions in Indonesia, as Arabic is the language used in the original sources of Islamic teachings, such as the Qur'an, hadith, tafsir, fiqh, and other Islamic sciences (Nulaila et al., 2022). By studying and mastering Arabic, students can gain a deep and comprehensive understanding of the meanings and wisdom of Islamic teachings (Noor, 2018). In addition, Arabic can also help students develop knowledge, arts, culture, and civilization derived from the scholarly tradition of the Muslim community, which is written in Arabic (Durtam, 2022).

Considering the important role of Arabic in supporting students' understanding of various sources of knowledge, Arabic learning in higher education should not be limited to focusing only on grammar or vocabulary

memorization (Sudjani & Gunadi, 2020). It is necessary to strengthen receptive language skills, one of which is reading proficiency (Baroroh & Rahmawati, 2020). The teaching of reading skills in the context of Arabic language learning plays a very important role (Al Haqiqy, 2024), reading skills are not merely the activity of reading texts, but also include the ability to understand, interpret, and critically analyze texts in depth (Al Haqiqy, Muassomah, et al., 2024).

Through good reading skills, students can understand the content of Arabic texts more effectively, whether general or academic. Therefore, reading proficiency becomes an essential aspect that requires special attention in the process of Arabic language learning in higher education (Muhammad Syihabul Ihsan Al Haqiqy, 2025). For this reason, mastering reading skills has become one of the main focuses in Arabic language learning at Islamic higher education institutions (Fitriani, 2018). Reading skills not only require the ability to recognize vocabulary and grammatical structures, but also demand that students be able to understand the content, context, and message of the text they read critically and in depth (Haqiqy et al., 2025). This skill is very important, especially when students are exposed to religious texts that are argumentative and dense in meaning. collaborative, and analytical of the text studied (Moh. Mofid & Ning Riza, 2023).

In practice, not a few lecturers face various challenges in the process of learning Arabic, it is undeniable that there are always complex problems in its implementation, There are several factors that can affect this, including internal factors and external factors (Al Haqiqy, Muassomah, et al., 2024). The internal factors come from the students themselves, where most of them are less motivated to learn Arabic, and some students may not feel interested in Arabic lessons, even Arabic lessons are only used as a vehicle to pass their studies (Sodik et al., 2022). Meanwhile, external factors can include various aspects, where the role of the teacher as a class guide is very important in the continuity of the Arabic language learning process. Therefore, learning methods that are not only theoretical but also interactive and applicable are needed so that students are able to build an understanding actively.

One of the lecturers at an Islamic university has successfully applied the Focus Group Discussion (FGD) method as an effective learning solution. FGD is usually identified as a qualitative research method, but it should be noted that FGD can be applied in the context of learning, including in Arabic language learning (Holis et al., 2024). In the implementation of learning, the lecturer chose the book *Dalīl ʿAmal fī Iʿdād al-Mawādd* by Rusdy Ahmad Thu'aimah as the main material in reading activities and class discussions. This book is one of the important references in the field of planning and compiling Arabic teaching materials, which is written in a dense and systematic Arabic scientific language. The text in this book requires a deep understanding of educational terms, academic paragraph structure, and the author's line of thought, the text in the book is presented in Arabic form which is quite complex, so it requires a deeper understanding strategy.

With the application of *the Focus Group Discussion* (FGD) method in the learning process, students are not only helped in understanding the content of the text, but also gain an understanding of how an Arabic teaching material is designed professionally.

Focus Group Discussion (FGD), when translated freely into Indonesian, refers to "a centralized/directed group discussion" (Zulkarnain & Gusti, 2020). The concept of this activity was first introduced by Ernest Dichter (Holis et al., 2024). FGD is a method of data collection by inviting a group of people to discuss a certain topic (Bala, 2018). Centralized group discussions or FGDs in the learning process are a learning method that involves a group of students to discuss a certain topic (Hajerah et al., 2025).

The goal is to obtain various information and problem solving through the opinions of discussion participants from various experiences, knowledge, and interactions between fellow individuals organized and directed by moderators (Lies Nurhaini, 2022). Each student conveys their views according to their personal knowledge and experience relevant to the topic of learning (Sya'bani, 2017). Through the FGD method, teachers can find out the extent of students' understanding and mastery of the subject matter (Ratminingsih et al., 2024).

Previous studies have shown that the Focus Group Discussion (FGD) method has been applied in various learning contexts and yielded useful findings. Research by Wijaya et al shows that the use of the FGD method in learning Civic Education at the high school level is able to improve students' critical thinking skills through a structured and targeted group discussion process (Aida et al., 2024). Then, research by Siti Khurota A'yunin focuses on the application of FGD in Indonesian learning to improve students' speaking skills. The results show that the FGD method can create a more active learning atmosphere and encourage student participation in conveying ideas (A'yunin, 2023).

Meanwhile, research by Holis, Fitriani, and Aziz. Using a descriptive qualitative approach, to explain in detail the process of implementing the FGD method in Arabic language learning at the Nahdlatul Ulama Ciamis Institute. This study does not directly measure the effectiveness of the method, but provides a comprehensive overview of the stages of the FGD, starting from preparation, implementation, to closing. The research also noted the challenges in implementing FGD, such as limited time in lecture schedules, but also showed how targeted

discussions can encourage active student participation and deepen their understanding of the material discussed (Holis et al., 2024).

Based on the three previous studies, it can be concluded that the Focus Group Discussion (FGD) method has been proven to make a positive contribution in the world of education both to develop the ability to speak, think critically, and understand Arabic materials, but no studies have been found that specifically describe the application of *the* Focus Group Discussion (FGD) method in helping students understand scientific texts in Arabic, especially books *Dalīl ʿAmal fī Iʿdād al-Mawādd* by Rusdy Ahmad Thu'aimah. In addition, the use of the FGD method in the context of reading skills at the Islamic university level is also still rarely used as the focus of research.

Thus, this research is here to fill this gap, by focusing on how the FGD method is applied in Arabic language learning to help students understand the content of the book *Dalīl ʿAmal fī Iʿdād al-Mawādd.* This focus is a form of novelty that combines the FGD method with the study of Arabic academic texts in the context of learning maharah qirā'ah in Islamic universities. This research is expected to be able to contribute to the development of Arabic learning strategies that are more applicable, interactive, and contextual at the higher education level.

The purpose of this study is to describe the application of *the* Focus Group Discussion (FGD) method in Arabic language learning, especially in helping students understand the content of *the book Dalīl ʿAmal fī Iʿdād al-Mawādd* by Rusdy Ahmad Thu'aimah, In addition, this study also aims to uncover the supporting and inhibiting factors that arise during the process of planning, implementing, and engaging students in directed group discussions.

**RESEARCH METHODS**

The descriptive qualitative approach is chosen as an approach to describe a phenomenon or problem by describing the findings in the field in detail (Creswell, 2013). As for the type using case studies, it is used by researchers to provide a comprehensive overview in describing the implementation of the Focus Group Discussion (FGD) method to understand the content of the book "*Dalīl ʿAmal fī iʿdād al-Mawādd*" by Rusdy Ahmad Thu'aimah during classroom learning.

The subject of this research is students and lecturers of the Arabic Language Education Study Program at the Postgraduate School of UIN Maulana Malik Ibrahim Malang, in the 2023/2024 academic year. The data collection technique uses the triangulation method, namely active participatory observation, because the researcher is present as an active participant during the learning that lasts for one semester, unstructured interviews with 10 students, and documentation related to the main book of Arabic teaching materials, as well as a

draft of the distribution of materials and discussion groups, of which the researcher uses as primary sources. Relevant reference sources, such as the findings of reputable scientific articles and books by experts, are used as secondary sources.

The Miles, Huberman, and Sadana flow model techniques are used as data analysis techniques, which can be recommended as a framework with systematic and targeted analysis stages (Miles et al., 2014), This model was chosen because it makes it easier for researchers to organize raw data into data that can be understood in its entirety, including three stages:

1. Data condensation, which is the process of selecting and centralizing raw data in the field, both findings in the form of direct observations and written notes related to the implementation of the Focus Group Discussion (FGD) method to understand the content of the book "*Dalīl ʿAmal fī iʿdād al-Mawādd*".
2. The presentation of data is carried out by systematically compiling data in accordance with the rules of writing scientific papers, then discussed with relevant theories and with the results of previous research related to the implementation of the Focus Group Discussion (FGD) method to understand the content of the book "*Dalīl ʿAmal fī iʿdād al-Mawādd*".
3. Drawing conclusions, the researcher provides conclusions based on the results of the discussion between data and theory, by presenting them in the form of a descriptive narrative.

The validity test of the data in this study was carried out to ensure the validity and credibility of the research results. The techniques used include:

1. Triangulation of sources and methods, namely comparing the results of participatory observations, interviews with students, and documentation in the form of textbooks and material distribution designs.
2. Member check, which is reconfirming research findings to students and lecturers to match their experiences during the learning process using the FGD method (Sugiyono, 2023).
3. Observation diligence and extension of participation, because researchers are actively involved for one semester in lecture activities, so that the data obtained is more in-depth and comprehensive (Sirajuddin Saleh, 2017).

**RESULTS AND DISCUSSION**

An acronymized Focus Group Discussion (FGD) or a targeted group discussion is a method of group discussion and is carried out formally by involving several people to discuss topics/problems (Eeuwijk & Angehrn,

2017). Without realizing it, this directed discussion activity has been carried out by many audiences in formal forums, especially in learning activities at the university level, it has become the norm for both lecturers and students, even though most of the main actors do not know the proper nomenclature for the naming of the directed discussion.

This narrative actually shows that this FGD method has often been applied in the academic environment. One of them that has been experienced by researchers in participating in lectures in class, this FGD method is applied by lecturers and students of Arabic Language Education in the Postgraduate program to understand the content of the book *Dalīl ʿAmal fī Iʿdād al-Mawādd* by Rusdy Ahmad Thu'aimah. The stages related to the implementation of the FGD method in understanding the content of the book *Dalīl ʿAmal fī Iʿdād al-Mawādd* will be explained in detail as stated by Ernest Dichter starting from the preparation stage to the conclusion (Ari et al., 2024).

**Stage 1: Preparation of the FGD**

In preparation for the implementation of lecture activities in the teaching material development course, lecturers prepare the FGD method called a small seminar. The lecturer performs the steps as stated by *Ernest Dichter*, namely: first, the lecturer as a facilitator formulates the topics and learning outcomes of the course, the topics that have been formulated and determined by the lecturer are displayed on the Power Point slide with the aim that it can be clarified and understood by students. Each topic/material to be discussed has 3-4 sub-discussions, according to the table of contents of the book *Dalīl ʿAmal fī Iʿdād al-Mawādd*, among the classifications of these topics/materials can be explained as follows:

Table 1. Division of Themes and Sub-Themes

| No | Division of Themes | Sub-Themes |
|---|---|---|
| 1 | *Muṣāḥibātu al-kitābi al-madrasiyy* (Companion books) | *Mursyid al-muʿallim* (Teacher's Guide) *Kitāb al-qirā'ah al-iḍāfiyyah* (Additional Reading Books) *Kurrāsat at-tadrībāt* (buku latihan) *Kitāb al-muḥādathah* (Conversation book) |
| 2 | *Taḥlīl al-kitāb al-madrasī* (Textbook Analysis) | *Al-bayānāt al-ʿāmmah* (General data) *Al-ikhʾrāj (desain)* |
| 3 | *Asāsiyyāt Iʿdād al-Kitāb* (Basics of book preparation) | *Ad-Dirāsāt al-Asāsiyyah* (kajian dasar) *Al-Mawāqif al-Lughawiyyah* (Language Situation) |

*An-Nuṣūṣ al-Mukhtārah* (Selected texts) *Tajrīb wa Ikhtibār al-Kitāb* (uji coba dan evaluasi buku)

| | | |
|---|---|---|
| 4 | *Iʿdād mawādd al-istimāʿ wa al-kalām* (Preparation of listening and speaking materials) | *Ṭarīqat tadrīs al-istimāʿ wa al-kalām* (Learning Methods of Listening & Speaking) *Al-mahārāt al-lughawiyyah fī al-istimāʿ wa al-kalām* (language skills in listening & speaking) |
| 5 | *Iʿdād Mawādd al-Qirāʾah wa al-Kitābah* (Preparation of reading and writing materials) | *Ṭarīqat Tadrīs al-Qirāʾah wa al-Kitābah* (Reading & Writing Learning Methods) *Al-Mahārāt al-Lughawiyyah fī al-Qirāʾah wa al-Kitābah* (language skills in reading & writing) |

Second, group division Lecturers divide groups according to the number of topics/materials as stated in table 1, namely dividing 15 students into 5 groups. Each group was given the task of 1) writing the results of the book reading review in the form of a power point, 2) writing the material in a power point format in *Point of view format,* 3) presenting the results of the review in the discussion class/Focus Group Discussion, 4) writing a maximum of 7 slides of PPT.

Third, after the division of topics and materials in each group, then each group divides their respective tasks, namely each student gets the task of reading and understanding each sub-theme and then summarized to be presented in the PPT, here the role of maharah qira'ah skills is shown. Every student must have quite qualified reading skills because the text read is a text that has a high level, requires a deep understanding (*fahmul maqru'),* as said by Rusydy Ahmad Thu'aimah *Mahārah al-Qirāʾah* is not only an activity of reading the text, but also includes the ability to understand, interpret, and criticize the text in depth (Al Haqiqy, Muassomah, et al., 2024). In addition, each group also prepares the tasks of who will be appointed as moderators, minutes, and speakers.

Fourth, prepare technical needs (Nuruningsih & Ayuningtyas Palupi, 2021). Lecturers and students alike are facilitators to prepare a conducive place, electronic needs such as projectors, screens, whiteboards, and remote controls. All of these technical needs are carried out by utilizing campus facilities in the postgraduate lecture class of UIN Maulana Malik Ibrahim it self. This was done to ensure that the implementation of the Focus Group

Discussion (FGD) in understanding the content of *the book Dalīl ʿAmal fī Iʿdād al-Mawādd* runs smoothly, and as a mediation to provide collective understanding.

**Stage 2: Implementation of FGD**

After all preparations have been made, the Focus Group Discussion (FGD) activity began with the implementation of presentations from each group according to the topics and subthemes that have been shared (Swadayaningsih, 2020). The FGD activities were carried out in turn, where each group had a turn to present the results of the study of the subchapters of the *book Dalīl ʿAmal fī Iʿdād al-Mawādd*.

First, the FGD activity began with an opening by the lecturer as the main facilitator. The lecturer gave a brief introduction to the purpose and benefits of the activity, as well as reminding them about the flow of the discussion and the role of each student in the group. After that, the moderator of the group who got the turn led the presentation (Holis et al., 2024). The moderator introduces the themes and subthemes discussed, then leaves time to the group presenter to present the material. The students who served as presenters presented their study results on a specific part of the book *Dalīl ʿAmal fī Iʿdād al-Mawādd,* which they summarized in PowerPoint format (maximum seven slides). The presentation is packaged with *a point of view approach*, so that it not only contains a summary, but also an understanding and interpretation of the content of the text that has been studied.

As an example of implementation, in the first session, group one presented the theme *Muṣāḥibātu al-Kitābi al-Madrasiyy* (Companion book) which consists of four subthemes: *Mursyid al-Muʿallim* (Teacher's Guide), *Kitāb al-Qirāʾah al-Iḍāfiyyah* (Additional Reading Books), *Kurrāsat at-Tadrībāt* (exercise book), dan *Kitāb al-Muḥādathah* (Conversation book). The presentation began with an explanation of the functions and objectives of each type of companion book in supporting Arabic learning in the classroom. Each subtheme is delivered by a different group member, and presented in a *point of view* format arranged in Power Point media. The presenter also features live excerpts from the book *Dalīl ʿAmal fī Iʿdād al-Mawādd* to reinforce the content of the material.

Second, after the presentation is over, the moderator opens a discussion session. Students from other groups were given the opportunity to ask questions, provide feedback, or submit their analysis of the material that had been presented. One of the participants from another group began to ask questions, including:

*"What is the role of Mursyid al-Muʿallim in helping teachers design learning strategies in the classroom?"*

*"What are the fundamental differences between Kitāb al-Qirāʾah al-Iḍāfiyyah and the main book used in learning?"*

The discussion took place in an open and interactive atmosphere. Students are encouraged to think critically, relate the material to the learning context, and show the extent to which they understand the content of the text. In this stage, students' *maharah qirā'ah* skills are very visible, especially in their ability to understand terms, grasp implicit meanings, and explain the content of the readings in depth (Al Haqiqy, 2024). Lecturers act as active observers and facilitators who occasionally provide direction, clarification, or triggering questions, but still provide space for students to develop discussions independently.

Third, during the discussion, the minutes of the presenting group recorded the main points of discussion, including questions, answers, and responses that arose during the discussion. After the discussion session is considered sufficient, the moderator delivers a summary of the results of the discussion and closes the session by noting the important points that were agreed. The discussion time for each group lasts about 20–30 minutes, depending on the complexity of the material and the interactions that occur in the class. In the implementation of this FGD, lecturers do not take over the control of discussions, but act as active facilitators who provide feedback when needed and keep the discussion in accordance with the direction and objectives of learning (Adawiyah, 2021).

The FGD activities at this stage show that the group discussion method not only increases student active participation, but also provides a collaborative, in-depth, and reflective learning experience in understanding the content of scientific texts in Arabic (Agustina & Haqiqy, 2025). Students learn from each other, strengthen their understanding of the content of the book through open discussions, and are directly involved in building meaning collectively

**Stage 3: Closing of the FGD**

After all groups finished making presentations and discussions, the Focus Group Discussion (FGD) activity ended with a closing session. The closing began with the submission of conclusions from each group moderator based on the results of the discussion that had taken place (Setiawan et al., 2025). The moderator conveyed a summary of important points, both in terms of the content of the material discussed and the input or response given by other groups. This aims to reaffirm the common understanding that has been achieved during the FGD process, as well as note the things that need to be further developed.

Furthermore, lecturers provide comprehensive feedback on the course of the discussion and the performance of each group. This feedback includes appreciation for student activity, clarification of material that is still not well understood, and reinforcement of

important concepts from the content of the book *Dalīl 'Amal fī I'dād al-Mawādd*. The lecturer also provided constructive notes for improvement in the next meeting, especially in terms of presentation techniques, mastery of the material, and the quality of discussion participation.

At the end of the activity, the lecturer invited students to reflect on the learning process they had undergone through the FGD. This reflection can be in the form of conveying impressions, experiences, or challenges that students feel when reading and understanding academic Arabic texts (Zulkarnain & Gusti, 2020). The closing atmosphere was made warm and appreciated the contribution of each participant, so that students felt appreciated and more motivated to continue to be active in the learning process (Al Haqiqy, Huda, et al., 2024). With the end of this session, the FGD is not only a means to understand the content of the reading, but also to build critical thinking skills, teamwork, and the courage to express opinions in a positive and supportive scientific atmosphere.

## Supporting Factors

The implementation of the Focus Group Discussion (FGD) method in understanding the content *of the book Dalīl 'Amal fī I'dād al-Mawādd* has a number of significant supporting factors.

1. The availability of discussion participants who have a background or interest in the field of Arabic language education is the main element that supports the success of the FGD. Because this book discusses technically and methodologically the preparation of teaching materials, participants who understand the context of language education will find it easier to grasp and explore the substance of the book's content (Muslim, 2017).

2. The systematic and applicative structure of the book's content also supports the success of the discussion method. This book not only conveys theories, but also contains practical steps and application examples that can be discussed and analyzed collaboratively in group discussions. This makes it easier for participants to connect theory with their field experience (Agustina & Haqiqy, 2025).

3. The role of a competent facilitator in guiding the course of the discussion is an important factor in maintaining the focus of the discussion and encouraging active participation from all participants. A facilitator who understands the content of the book and has good communication skills will be able to create effective and directed discussion dynamics. In addition, an open and interactive discussion atmosphere will foster a spirit of collaboration in exploring the content of

the book. When participants feel comfortable expressing their opinions and questions, the understanding of the material becomes deeper and more meaningful.

## Inhibiting Factors

Despite its many advantages, the implementation of the FGD to understand *the book Dalīl 'Amal fī I'dād al-Mawādd* is inseparable from challenges and obstacles.

1. The first, obstacle is the difference in students' level of understanding of Arabic, especially since this book is written in formal Arabic which is dense with technical terms. Participants who do not have adequate Arabic language proficiency may have difficulty following the flow of the discussion and understanding the content of the book in its entirety.

2. Second, the lack of time available to discuss the entire content of the book in depth is another obstacle. Because this book contains many theoretical concepts and practical instructions, FGDs that are carried out in a limited time can make the discussion rushed and not in depth.

3. Third, the dominance of several participants in the discussion can also be an obstacle. Participation imbalances can hinder the realization of collective understanding, because views are only focused on a few individuals (Haqiqy et al., 2024). In addition, the lack of initial preparation of participants, both in reading and analyzing the content of the book before the discussion, can also reduce the effectiveness of the FGD. Without sufficient initial understanding, participants will have difficulty following the flow of the discussion or making meaningful contributions.

## CONCLUSION

The application of *the Focus Group Discussion* (FGD) method in understanding the content *of the book Dalīl 'Amal fī I'dād al-Mawādd* by Rusdy Ahmad Thu'aimah shows that directed group discussion activities can be an alternative learning approach that is able to encourage active student involvement in understanding Arabic academic texts, in lecture activities carried out through three stages In the preparation stage, lecturers divide students into group based on themes taken from the contents of the book, and assign the role of each group member. The implementation stage is filled with presentations, discussions, and questions and answers that show the extent of students' understanding of the content of the text. The closing stage was carried out by submitting a summary of the results of the discussion by the group moderator and feedback from the lecturer as a facilitator. Through the FGD process, students are not only read individually, but are also encouraged to exchange

understandings, interpret the content of the text, and build meaning collectively in an open and interactive atmosphere.

From this process, a number of supporting factors were found that helped smooth the course of the FGD activities, including: the background of participants relevant to the field of study, the structure of the book's content that is systematic and applicative, and the ability of the facilitator to manage the discussion. The inhibiting factors include differences in the level of Arabic language mastery, limited time to discuss the content of the book in depth, and lack of preparation for participants in understanding the material before discussion. Nevertheless, FGD activities provide a meaningful learning experience for students, especially in understanding scientific Arabic texts in a more collaborative, in-depth, and contextual way.

Practically, this study recommends that lecturers use Focus Group Discussion (FGD) as one of the strategies in learning Arabic texts to improve interaction in the classroom. In terms of curriculum, FGD can be considered as an alternative method in text-based courses or book studies. As for the developer of teaching materials, the findings of this research can be used as a reference in designing collaborative and contextual learning materials and activities.

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