

Danielson Teaching Framework as Game Changer for Teaching *Fiqh Muamalat*: A Way Forward

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Received: 13 June 2022

Accepted: 10 August 2022

Published: 23 January 2023

Abstract: Danielson Teaching Framework as Game Changer for Teaching *Fiqh Muamalat*: A Way Forward. Objective: This research examined the effectiveness of Danielson teaching framework to evaluate *Fiqh Muamalat*'s teaching classes across 3 higher learning institutions in Kelantan. The framework covered 4 aspects of teaching; a) planning and preparation, b) classroom environment, c) instruction, and d) professional responsibilities. **Methods:** Across these 4 aspects of teaching, 44 items was used to collect data from 313 students. To answer the survey, the quantitative descriptive and correlational design were employed. **Findings:** Research findings indicate that the construct mean for (a) planning and preparation is 2.06, (b) classroom environment is 2.75, (c) instruction is 2.64, and (d) professional responsibilities is 1.97. **Conclusion:** DTF can be used as a good teaching evaluation framework to see teachers' effectiveness because of its comprehensiveness and coverage. Also, based on the DTF dimensions, more improvements and studies should be conducted to ensure students' success, in relation to understand complicated content like *Fiqh Muamalat*.

Keywords: Danielson teaching framework, fiqh muamalat, Islamic education, pedagogy, teaching supervision.

Abstrak: Kerangka Pengajaran Danielson sebagai Game Changer untuk Pengajaran *Fiqh Muamalat*: Suatu Langkah Kedepan. Tujuan: Penelitian ini menguji efektivitas Kerangka Pengajaran Danielson untuk mengevaluasi Pengajaran *Fiqh Muamalat* di 3 perguruan tinggi di Kelantan. Kerangka tersebut mencakup 4 aspek pengajaran; a) perencanaan dan persiapan, b) lingkungan kelas, c) pengajaran, dan d) tanggung jawab profesional. **Metode:** Dari 4 aspek pengajaran ini, 44 item digunakan untuk mengumpulkan data dari 313 siswa. Untuk menjawab survei, desain kuantitatif deskriptif dan korelasional digunakan. **Temuan:** Hasil penelitian menunjukkan bahwa rata-rata konstruk untuk (a) perencanaan dan persiapan adalah 2,06, (b) lingkungan kelas adalah 2,75, (c) pengajaran adalah 2,64, dan (d) tanggung jawab profesional adalah 1,97. **Kesimpulan:** DTF dapat digunakan sebagai kerangka evaluasi pengajaran yang baik untuk melihat efektivitas guru karena kelengkapan dan cakupannya. Juga, berdasarkan dimensi DTF, lebih banyak perbaikan dan studi harus dilakukan untuk memastikan keberhasilan siswa, terkait dengan pemahaman konten yang rumit seperti *Fiqh Muamalat*.

Kata kunci: kerangka pengajaran Danielson, fiqh muamalat, pendidikan Islam, pedagogi, supervisi pengajaran.

To cite this article:

Abdullah, M. R. & Zabidi, R. S. N. A. (2023). Danielson Teaching Framework as Game Changer for Teaching *Fiqh Muamalat*: A Way Forward. *Jurnal Pendidikan Progresif*, 13(1), 01-15. doi: 10.23960/jpp.v13.i1.202301.

■ INTRODUCTION

Teaching observation plays a vital role for quality teaching and its improvement (Hammesley-Fletcher & Orsmond, 2005). Ideally, teaching observation aims to focus on the teachers' behaviors and the quality teaching itself. It also caters and reflects the preparation made by the teacher, and to assist their teaching performance so good practices become praxis. To that extent, some institutions make teaching observation compulsory to fulfil the quality teaching benchmark that later will qualify the instructors for tenure ship or contract. For example, in the UK Higher Education, Teaching Excellence Framework is made to improve the quality of teaching by focusing on identifying, encouraging and rewarding best performance in teaching (BIS, 2016). Due to teaching observation's importance, there are many frameworks developed to guide and assist the professional development for teachers to sustain and excel their teaching so students could be benefitted from their pedagogy. In this research, we chose Danielson Teaching Framework (DTF) as a teaching observation framework for Fiqh Muamalat's teaching at higher education institutions.

In relation to DTF and Fiqh Muamalat, the latter is important in the education, especially since it is related to economy and banking. However, there is a lack of research related to Fiqh Muamalat and pedagogy in terms of an effective teaching approach to encapsulate the knowledge to students. The complexities of Fiqh Muamalat's contents, compounded with difficult terms and concepts, make it a challenging course to teach. Also, there are a lack of research that discuss critically about imparting and transferring the knowledge in the corpus. In relation to teaching improvement for Fiqh Muamalat and its pedagogy, we only found a study that used a

business game to teach shariah-based personal financial transactions (Shahwan, Shafii, Salleh, Ibrahim, Md Arif, Alwi & Sopian, 2015). Thus, in our study, we adopted and adapted Danielson Teaching Framework so that DTF could be tested. We wanted to see if the Framework could be used efficiently to foster understanding in teaching Fiqh Muamalat to our students. This study was expected to improve the lecturer's or instructor's understanding of how to teach the course effectively and efficiently. This study addresses the elements of effective and efficient teaching from Danielson's Teaching Framework that has been used extensively in North America. With a proper teaching framework, the Fiqh Muamalat complexity that could take years for students to master could be digested in a semester. The framework will also serve as a guideline to change and improve the traditional teaching approach. This study sought to explore the perception of learning Fiqh Muamalat using Danielson Teaching Framework that consists of; a) planning and preparation, b) classroom environment, c) instruction and lastly, d) professional responsibilities. DTF is a framework that focuses on teachers' effectiveness and teacher evaluation systems (Evans, Wills & Moretti, 2015).

DTF is used to assess 'the key processes that lead to the outcomes' (Mc Laughlin & Jordan, 2010) of teaching, in order to determine the effectiveness of teachers. The framework helps us to inform critically about teacher practices because the components of DTF fits into The Framework for Teaching (FFT), which is actually 'one of the most widely used observational systems for evaluating teacher effectiveness and driving professional development conversations in schools (Kettler & Reddy, 2017). This framework has been used by researchers since 1996 to test and provide a clear understanding of teaching as high-level cognitive work

(Danielson, 2015). The existence of FFT in the DTF makes it an excellent observational tools for teaching because firstly, it support performance based assessment, and secondly, its structured and hierarchical (Kettler & Reddy, 2017). In comparing with other teaching observation tools/frameworks, or even having specific examination to measure teaching effectiveness, those have limitations and less comprehensive. According to Darling-Hammond & Snyder (2000), the old evaluations failed to understand or capture the in depth of teaching itself. This reason justifies the use of DTF to look and improve Fiqh Muamalat teaching.

DTF has four major domains. Firstly, in planning and preparation, teachers plan their lessons based on their knowledge of the content area. Due to that, the planning needs to be extensive, involving the teachers' ability to integrate the content area with other disciplines that might be related to his/her classroom and to be able to relate to students' schemata (Danielson, 2007). The outcomes are prioritized appropriately and aligned with specific educational standards/curriculum. The teaching must be sequenced effectively to ensure that thinking skills are integrated. Teachers need to make sure the planned and designed assessments can be used as guidelines to monitor students' learning and understanding.

Secondly, for classroom environment, it is geared to fully utilize the learning moods and space so that students could learn effectively. Quality interaction is crucial because it is a sign of effective and respectful communication between teachers and students (Danielson, 2007). Teacher will prioritize the classroom is set for students learning (Ford, 2021). Students should not feel the classroom as an unwelcoming place, and they should be allowed to throw in their constructive ideas and opinions that could support learning. The learning target should be

aimed at a higher level of Bloom Taxonomy, on the level of beyond memorizing, which are applied and synthesized with other fields. Students can help create an effective classroom learning climate by obeying the classroom/ learning procedures prepared by teachers and respectful of other students' groups in the absence of intervention.

Thirdly, for the Instruction aspect, teachers can communicate with students through effective questioning and discussing their learning. This will engage more students' involvement in the assessments (Morris-Mathews, Stark, Jones, Brownell & Bell (2021). Teachers can also be flexible to fulfil students' learning needs. Engagement in learning is highly assorted with the active involvement of the students in the classroom. It can be shown through active involvement and two ways communication between the teacher and students. Students contribute their ideas, and the teacher monitors the understanding by ensuring the learning goals are matched with the standard curriculum (Danielson, 2007). Teachers give constant constructive feedback that will benefit the students. All students are actively involved in learning in the classrooms of experienced teachers. Students are aware of the improvement that they should focus on and, at the same time, work simultaneously with teachers to achieve learning goals. Significant adjustment is made according to context to ensure success.

Lastly, under the Professional Responsibilities, teachers will maintain ethical standards by being professional. It means there are areas of improvement that are made in terms of advancing their knowledge in teaching skills, assisting and rectifying professional courses related to their content knowledge, and ameliorating ongoing learning processes, individually or in groups (with members of the department) (Danielson, 2007). They are also

competent and skilful in terms of their file's management. Besides having a high record-keeping competency, they are well versed with the cultural diversity of their students. Ultimately, they constantly reflect and act upon their reflection for continuous improvement from time to time

■ METHODS

The researchers employed a quantitative cross-sectional design that identifies, analyses and explains the data collected to answer research questions using descriptive and correlational

statistical approach design. It illustrated and addressed research questions related to the perception of learning *Fiqh Muamalat* among undergraduate students at higher learning institutions in Kelantan to Danielson's Framework for Teaching Evaluation. 313 *Fiqh Muamalat* 's participants from 3 different higher learning education institutions in Kelantan's were involved in the survey . The population consists of undergraduate students (diploma and degree programs) .The population of the study and the courses is described as attached in the following table 1.

Table 1. Population of the study

Institution	Programme	Programme Owner	Course	Number of Students
XXX	Diploma in Syariah	XXX	Fiqh Al-Muamalat	11
	Diploma In Islamic Banking	SSS	Fiqh Al-Muamalat	4
YYY	Bachelor in Islamic Banking	YYY	Fiqh Muamalat	9
ZZZ	Bachelor in Shariah	FFF	Al-Fiqh Al-Islami II	200
ZZZ	Diploma in Al-Shariah	ZZZ	Fiqh Muamalat	100
Total respondents				313

All the populations were involved in the research to gauge accurate results. They were given questionnaires to measure their perceptions of learning *Fiqh Muamalat* in the specific designated area of planning and preparation, classroom environment, instruction and professional responsibilities (Danielson Framework 2007).

The margin of error, which is the amount of error that the researcher tolerates was chosen to be 5% and translated into the confidence levels of 95%. However, the level of confidence can vary according to circumstances. From the population of 313 *Fiqh Muamalat* students and using a sample size calculator by Raosoft Inc, the minimum recommended size of the study is 173 students.

However, the researcher decided to distribute questionnaires to all students who learn *Fiqh Muamalat* in the three higher learning institution (XXX, YYY and ZZZ). This idea is to allow any discrepancies, i.e. in cases where the questionnaire is not completely answered.

In this research, 5-point Likert questionnaires based on the four aspects of students' perception were used: planning and preparation of lecturers, classroom environment, instruction and professional responsibilities of lecturers. These scales were used to encourage students to convey how much they agree with a specific statement, or disagree with it. Significant aspects of questionnaire design are the reliability and validity of the instruments. In this research, the researcher used 5-Likert Scale

questionnaires based on the four dimensions of perceptions of students, which are planning and preparation, classroom environment, instruction and professional responsibilities. Likert-type scales have been used to allow students to convey how much they agree with a given statement or disagree with it. An option of five answers is given to them; strongly agree, agree, unsure, disagree, and strongly disagree. The neutral point where the respondent either agrees or disagrees is unsure. The questionnaires are comprised of

eight planning and preparation items, 13 items on classroom environment, 9 items on instruction and 7 items on professional responsibilities. The students were selected because the participants fulfil the same criteria as the actual respondents in the research. The pilot study was initiated to test the instruments used to measure perceptions among students experienced learning *Fiqh Muamalat*. The overall reliability of the instrument was 0.881. The following table illustrates the reliability of the elements in the questionnaire.

Table 2. Reliability of the questionnaire items

Section	Description	Item Number	Alpha
A	Students' attitude	5	0.780
B	Teaching and Learning Process	12	0.859
C	Course Content	5	0.784
D	Teaching Techniques	22	0.856

■ RESULTS AND DISCUSSION

The results of this study were presented based on the research aims. The findings discussed first the level of perception of the students toward learning *Fiqh Muamalat* in general. These perceptions were related to the DTF's elements. The second research question focused on the granularity of the DTF to students' learning.

Question 1: What is the perception towards learning *Fiqh Muamalat*.

Students' level of perceptions towards learning *Fiqh Muamalat* was based on the views of students' who completed course *Fiqh*

Muamalat in higher learning institutions in Kelantan. Respondents gave their responses through the findings of a survey questionnaire to provide such a positive or negative view of their *Fiqh Muamalat* learning. Level of perception towards learning *Fiqh Muamalat* and its associated category are presented in table 3.

There are four dimensions of learning that has been studied, which are planning and preparation, classroom environment, instruction and professional responsibilities. Table 4 shows the analysis of students' perception of learning *Fiqh Muamalat* for each dimension.

Table 3. Level of perception towards learning *Fiqh Muamalat*

Scale	Perception	Category
1.00 – 1.99	High	Excellent
2.00 – 2.99	Moderate	Good
3.00 – 3.99	Low	Moderate
4.00 – 5.00	Very Low	Weak

Table 4. Students' perception of learning *Fiqh Muamalat* for each dimension

Dimension	Mean	Standard Deviation
A. Planning and Preparation	2.06	0.48
B. Classroom Environment	2.75	0.39
C. Instruction	2.64	0.44
D. Professional Responsibilities	1.97	0.53
Overall Students' Perception	2.43	0.31

Based on this analysis, the overall mean level of students' perception of learning *Fiqh Muamalat* was 2.43 (SD = 0.31). The mean level of students' perception of the lecturer's planning and preparation was 2.06 (SD = 0.48), while their perception of the classroom environment was 2.75 (SD = 0.39). Students' level of perception of lecturer's instruction was found with a mean of 2.64 (SD = 0.44), while their perception of lecturer's professional responsibilities was 1.97 (SD = 0.53).

This figure shows that the level of students' perception of learning *Fiqh Muamalat* on three dimensions was good while a dimension showed an excellent level of students' perception. Based on all the results that had been discussed, we can conclude that

the level of students' perception was in the good category.

Question 2: What is the perception of learning course *Fiqh Muamalat* among students in Kelantan's Higher Learning Institution regarding planning and preparation, classroom environment, instruction and professional responsibilities?

Planning and Preparation

In this study, planning and preparation refer to students' perception of how lecturers plan and prepare for lessons. Eight questions were asked to investigate students' perception of lecturers' planning and preparation. Table 5 shows the distribution of students' responses to the eight extracted items.

Table 5. Distribution of students' responses to planning and preparation items

Items	Response Categories			M	SD
	Agree	Neutral	Disagree		
1 Lecturers provide additional sources of reference in addition to the list of references in the syllabus.	200 (92.6%)	12 (5.6%)	4 (1.9%)	1.72	0.65
2 Lecturers always keep updated on the course.	200 (92.6%)	14 (6.5%)	2 (0.9%)	1.69	0.63
3 Lecturers help students find additional material other than those found in the library.	175 (81%)	28 (13%)	13 (6%)	1.92	0.84
4 Lecturers provide appropriate reference material to the student's level of understanding.	191 (88.4%)	15 (6.9%)	10 (4.6%)	1.81	0.76

5	Lecturers provide teaching materials and references from various sources (videos, magazines, newspapers etc.).	121 (56.1%)	54 (25%)	39 (19%)	2.50	1.00
6	Lecturers are not happy if the reference book in the library is outdated.	53 (24.6%)	104 (48.1%)	59 (27.3%)	3.02	1.03
7	Lecturers deliver challenging and appropriate teaching at the student level.	186 (96.1%)	18 (8.3%)	12 (5.6%)	1.91	0.76
8	Lecturers provide learning experiences that can be linked to other courses.	176 (81.5%)	29 (13.4%)	11 (5.1%)	1.93	0.82
Construct Mean					2.06	

From the findings, the level of students' perception of the lecturer's planning and preparation was found in the good category as its construct mean was 2.06. From the 8 items asked on planning and preparation, students were found to strongly agree that lecturers delivered challenging and appropriate teaching at the student level (96.1%), lecturers provide additional sources of reference in addition to the list of references in the syllabus (92.6%) and lecturers always updated the course (92.6%). These numbers show that the lecturers teaching this course plan and prepare it very well because of the nature of the *Fiqh Muamalat* which itself is a challenging course to teach.

Students also strongly agree that lecturers provide appropriate reference material to the student's level of understanding (88.4%), and lecturers help students find additional material other than those found in the library (81%). On the other hand, 56.1% of students agree that lecturers provide teaching materials and references from various sources (videos, magazines, newspapers etc.), and only 24.6% of students agree that lecturers are not happy if the reference book in the library is outdated. The percentages that disagreed with the statements in the planning and preparation dimension were comparatively low, ranging between 0.9% to 27.3%.

From the findings of this study, the level of students' perception on lecturer's planning

and preparation was found in a good category and lecturers could take this result as an opportunity to maintain the good planning and preparation and vary the teaching material and references from various sources. This is parallel to Sanchez & Varcacel (1999) that believe planning and preparation actually help teachers to plan for improvement, and if necessary, to change "the conception and practice of teaching strategies if their role is to be consistent" (pg. 510) for respective area of teaching and learning, especially related to *Fiqh Muamalat*. Borko, Bellamy & Sanders (1992) believed that planning could help teachers to develop the content of the lesson over time. Leikin & Kawass (2005) enhanced the idea of planning by categorizing and arranged it into three different phases; (i) before the teaching is enacted, (ii) while teaching is happening, (iii) after teaching is done. Overall, these researches explicitly tell us that planning and preparation are crucial for effective teaching and learning

Classroom Environment

Classroom environment refers to how lecturers set up their classrooms so that students can learn. Thirteen questions were asked in the questionnaire to determine students' perception of the classroom environment for the *Fiqh Muamalat* course. Table 6 shows the dispersal of students' responses to the items.

Table 6. Distribution of students' responses to classroom environment items

Items	Response Categories			M	SD
	Agree	Neutral	Disagree		
1 The quality of interaction between students and lecturers is not harmonious.	18 (8.3%)	15 (6.9%)	185 (84.8%)	4.13	0.92
2 There are elements of lecturer teaching that are not sensitive and respect the needs of students.	34 (15.7%)	35 (16.2%)	147 (68%)	3.76	1.09
3 Lecturers try to build good relationships with students but to no avail.	21 (9.7%)	38 (17.6%)	157 (72.7%)	3.85	1.00
4 Students are passive in the teaching of lecturers.	45 (20.8%)	52 (24.1%)	119 (55%)	3.55	1.11
5 Lecturer attempts to place students in small groups do not create an effective learning environment.	35 (16.2%)	41 (19%)	140 (64.8%)	3.71	1.13
6 There are students who refuse to cooperate with other students.	88 (40.7%)	41 (19%)	87 (40.3%)	3.03	1.26
7 There are students who do not listen or belittle other students who give their views or presentations.	71 (32.9%)	45 (20.8%)	100 (46.3%)	3.26	1.22
8 Lecturers show concern for students, not only in the classroom, but outside the classroom.	176 (81.5%)	28 (13%)	12 (5.6%)	1.84	0.90
9 Lecturers respect and encourage student learning.	209 (96.8%)	3 (1.4%)	4 (1.9%)	1.47	0.62
10 Students are involved when other students make a presentation, such as responding positively if the presentation is good and constructive criticism if the presentation is poor.	179 (82.9%)	18 (8.3%)	19 (8.8%)	1.92	0.95
11 There are students who show interest by asking questions or giving their opinions.	195 (90.3%)	13 (6%)	8 (3.7%)	1.71	0.74
12 Students help other students to understand the content of the course.	193 (89.4%)	16 (7.4%)	7 (3.2%)	1.78	0.72
13 Students have their own initiative in improving the quality of their work.	193 (89.4%)	15 (6.9%)	8 (3.7%)	1.77	0.74
Construct Mean				2.75	

From 13 items asked in the classroom environment, students strongly agreed that lecturers respect and encourage student learning (96.8%), and there were students who show interest by asking questions or giving their opinions

(90.3%). Additionally, 89.4% of students also strongly agreed with the statement that they help each other to understand the content of the course, and they have their own enthusiasm in enhancing their work quality. The numbers indicate that the

conducive and peaceful classroom environments are needed to foster understanding and meaningful learning.

On the other hand, students strongly disagreed that the quality of interaction between students and lecturers was not harmonious (84.4%), and lecturers tried to build good relationships with students but to no avail (72.7%). Furthermore, 68% of students disagreed that there are elements of lecturers' teaching that are not sensitive and respect the needs of students, while 64.4% of students disagreed that the lecturer's attempts to place students in small groups do not create an effective

learning environment. In conclusion, these findings showed that students' perception of learning *Fiqh Muamalat* from the classroom environment dimension is good as the construct mean is 2.75.

Instruction

In the classroom, lecturers' instruction is essential. Effective lecturers recognize their responsibility for student learning to ensure students' success. Nine questions were asked to investigate students' perception of lecturers' instruction. Table 7 shows the distribution of students' responses to these items.

Table 7. Distribution of students' responses to instruction items

Items	Response Categories			M	SD
	Agree	Neutral	Disagree		
1 Lecturers explain the content of the course in dialogue with a large number of student engagements.	158 (73.1%)	44 (20.4%)	14 (6.5%)	2.13	0.85
2 Lecturers teach the content of course material sequentially without determining whether the student understands or not.	56 (25.9%)	38 (17.6%)	122 (56.5%)	3.39	1.14
3 Lecturers use high academic terms but do not elaborate because they assume students understand.	35 (16.2%)	29 (16.4%)	152 (70.4%)	3.68	1.05
4 Students can explain what they are learning and know where the chapters are being taught in the curriculum.	148 (68.5%)	40 (18.5%)	28 (12.9%)	2.36	0.85
5 Lecturers explain the difficulties that students may face in understanding certain subjects.	180 (83.3%)	19 (8.8%)	17 (7.9%)	2.01	0.85
6 Lecturers ask questions that require critical thinking but do not give them enough time to think.	50 (23.1%)	49 (22.7%)	117 (54.1%)	3.34	1.04
7 Students love the discussion and ask for an extended period of discussion.	133 (61.6%)	62 (28.7%)	21 (9.7%)	2.31	0.94
8 Students often ask critical questions about the course to other lecturers and students.	111 (51.4%)	52 (24.1%)	53 (24.5%)	2.64	1.06
9 Lecturers give students the opportunity to provide conclusions to strengthen their understanding of the lessons.	171 (88.4%)	14 (6.5%)	11 (5.1%)	1.86	0.78
Construct Mean					2.64

From 9 items asked on instruction items, students strongly agreed that lecturers give students the opportunity to provide conclusions to strengthen their understanding of the lessons (88.4 %) and lecturers explain the difficulties that students may face in understanding certain subjects (83.3%). On the other hand, 70.4% of students disagreed that lecturers use high academic terms but do not elaborate because they assume students understand. It means the lecturers explained the jargon and difficult terms in simplified yet understandable to students. Nearly 55% of students disagreed that lecturers ask questions that require critical thinking but do not give them

enough time to think. The construct mean was 2.64, which indicates that the students' perception for instruction dimension on *Fiqh MuYâmalat* learning is in a good category.

Professional Responsibilities

Accomplished lecturers have a great sense of professionalism and concentrate on enhancing their teaching to support students' learning. In this research, seven questions were asked to determine students' perception on lecturers' professional responsibilities. Table 8 shows the distribution of students' responses to these items.

Table 8. Distribution of students' responses to professional responsibilities items

Items	Response Categories			M	SD
	Agree	Neutral	Disagree		
1 Lecturers are responsible for making improvements in their teaching.	204 (94.4%)	8 (3.7%)	4 (1.9%)	1.61	0.65
2 Lecturers provide assessments based on learning objectives.	188 (87%)	22 (10.2%)	6 (2.8%)	1.81	0.73
3 Lecturers provide assessments that can be linked to lecture teaching in the classroom.	181 (83.8%)	29 (13.4%)	6 (2.8%)	1.88	0.74
4 Lecturers keep records of student assignments.	178 (82.4%)	30 (13.9%)	8 (3.7%)	1.85	0.83
5 Lecturers know the level of student learning.	176 (81.5%)	32 (14.8%)	8 (3.7%)	1.89	0.82
6 Information about the student's learning level is known by the lecturer formally or informally.	154 (71.3%)	53 (24.5%)	9 (4.2%)	2.15	0.77
7 Lecturers ask students to prepare portfolios (logbook, notebook or file) at the beginning of the semester to be checked throughout the semester.	107 (49.5%)	64 (29.6%)	45 (24.8%)	2.61	1.11
Construct Mean					1.97

From 7 items asked on professional responsibilities, students strongly agreed that lecturers are responsible for making improvements in their teaching (94.4 %). They also strongly agreed that lecturers provide assessments based on learning objectives (87%), lecturers provide

assessments that can be linked to lecture teaching in the classroom (83.8%), and lecturers keep records of student assignments (82.4%). On the other hand, 49.5% of students agreed that lecturers ask students to prepare portfolios (logbook, notebook or file) at the

beginning of the semester to be checked throughout the semester, while 24.8% of students disagreed with the statement.

The findings of this study have revealed an intricate yet meaningful understanding of DTF and how it could be used to improve teaching and learning, especially related to difficult/critical subject matters. This happened because DTF addressed comprehensive reform in terms of teaching by addressing proper teaching dimensions (Danielson, 2007). According to the results that we analyzed, the framework can be used efficiently to instigate success in learning and teaching Fiqh Muamalat. The level of perception among students towards learning Fiqh Muamalat are high and good on three dimensions; (planning and preparation, classroom environment and instruction). Participants perceived their lecturers' planning and preparation, classroom environment and lecturers' instruction in a positive way. Also, the lecturer's professional responsibilities received an excellent level of students' perception. DTF can help to gain effective teaching due to its nature that are detailed and intricate, as well as can be a guidance for professionals to focus on teaching improvements (Viviano, 2012). As discussions, we should see what DTF did to the teaching elements for this study, (a) planning and preparation, (b) classroom environment, (c) Instruction, and (d) Professional Responsibilities

Planning and Preparation

From the findings of this study, the level of students' perception of the lecturer's planning and preparation was found in the good category. Our students agreed that the course was challenging, and needed appropriate teaching skills and preparation from the lecturers. Updating and providing additional references were among part of planning and

preparation that the lecturers needed to do, and inform the students. The ability of the lecturers to be able to integrate the subject matter to other courses/life events was another proof that the lecturers did their homework before teaching. This showed that students did not have issues with *Fiqh Muamalat* lecturers' planning and preparation for the class. XYZ addressed the contingency preparing the teaching planning by associating it with Tyler's approach to Curriculum, linear and easy to predict with the assessment specified.

There were a variety of sources used by lecturers to encourage different perspective and width ranges of reading materials from different reading sources. From the findings of this study, the level of students' perception on lecturer's planning and preparation was found in a good category and lecturers could take this result as an opportunity to maintain the good planning and preparation and vary the teaching material and references from various sources. This is parallel to Sanchez & Varcacel (1999) that believe planning and preparation actually help teachers to plan for improvement, and if necessary, to change "the conception and practice of teaching strategies if their role is to be consistent" (pg. 510). For respective area of teaching and learning, especially related to *Fiqh Muamalat*. Borko, Bellamy & Sanders (1992) believed that planning could help teachers to develop the content of the lesson over time. Leikin & Kawass (2005) enhanced the idea of planning by categorizing and arranged it into three different phases; (i) before the teaching is enacted, (ii) while teaching is happening, (iii) after teaching is done. Overall, these researches explicitly tell us that planning and preparation are crucial for effective teaching and learning.

Classroom Environment

The findings showed that the level of students' perception in terms of classroom

environment was in a good category. From 13 items asked about the classroom environment, students were found to strongly agree that lecturers respect and encourage students to learn, students show interest by asking questions or giving their opinions, students help each other to understand the content of the course, and they have their initiative in improving the quality of their work. All of these lead to establishing a conducive culture of learning. It happens because “learning culture consists of shared meanings, the evolution of which is at the heart of the learning process (p.7) “ Gil, Garcial-alcaraz & Mataveli (2021). . Students need to work together to ensure learning success, and the lecturers were responsible to lead and create shared meanings in the classroom. Students’ responses showed that they perceived their classroom environment for the *Fiqh Muamalat* course positively. According to Martin (2002), it is important for teachers to create a classroom environment that is salient to students to encourage effective knowledge transfer. The idea of an effective classroom environment is that having “the need to establish order in classrooms and to facilitate positive learning environment (Rose & Gallup 1998).

Also, the students recognized that the quality of interaction between students and lecturers are harmonious, and lecturers’ try to build good relationships with students is successful. It is important to note a study by Alkharusi (2010) that emphasizes teachers’ teaching experience, self-beliefs and goals for students’ learning need to be taken into account upon organizing a good classroom environment. According to Yan & Kember (2003), there are other factors influencing a good classroom environment, such as “the nature of the curriculum, the types of teaching employed, the forms of assessment used and the nature of their relationship with their students” (p.305). All of these are needed in a good learning culture.

In conclusion, these findings showed that students’ perception of learning *Fiqh Muamalat* from the classroom environment dimension is in a good category. This result could inspire the *Fiqh Muamalat* lecturers to improve the classroom environment, especially by encouraging students to cooperate with others and listen to others’ view.

Instruction

The findings revealed that the level of students’ perception in terms of instruction was in a good category. Students were found to strongly agree that lecturers give students the opportunity to provide conclusions to strengthen their understanding of the lessons, and lecturers explain the difficulties that students may face in understanding certain subjects. This is congruent with Danielson (2007) that required the teacher to engage and to be responsive by addressing students’ difficulties. It may come from various reasons such as problems in understanding concepts due to high level of abstraction, leading to difficulties to relate, interpret and transit the abstract concept to meaningful daily language (Bouchee, Putter-Smits, Thurlings & Pepin (2021). Alongside it, Danielson (2015) encourages us to be flexible when it comes to students’ assessment. It means to differentiate according to students’ capabilities and level. This is nothing wrong because Schonberger, Wilcox, Kennedy & Kasunich (1998) believed “assessment as a part of the scaffolding to get us to the next level, it lessens our fears and increases our confidence” (p. 294). Also, lecturers did not use high academic terms and give students enough time to think when asking questions that require critical thinking. Coming from the teacher’s questioning, the thinking time is a by-product of the latter, which needs students’ thoughtfulness and skills to articulate the thoughts/answers later (Chin, 2007). In

conclusion, the study indicated that the students' perception of the instruction dimension on *Fiqh Muamalat* learning is in a good category. Positive perception of lecturers' instruction could help in students' learning.

Professional Responsibilities

We can conclude that the level of students' perception of the lecturer's planning and preparation was excellent. Students believed that lecturers are responsible for making improvements in their teaching. Also, improvement is usually working hand in hand with intervention and change of the current practice by learning and relearning forgotten knowledge and skills, later to mobilize them towards meaningful learning (Cohen & Ball, 2001). Lecturers also provided assessments based on learning objectives, and the assessments can be associated or related to lectures in the classroom. Moreover, lecturers kept records of student assignments to ensure or track their progresses. All of these objectives were geared to aim students to be critical and reflective thinkers, able to participate in civic or society, and being able to exercise their rights and responsibilities (Morris & Morris, 2001). This is also a hidden result of professional responsibilities for a long run.

Also, only 49.5% of students agreed that lecturers ask students to prepare portfolios (logbook, notebook or file) at the beginning of the semester to be checked throughout the semester, while 24.8% of students disagree with the statement. This may be due to the reason that different lecturers use a different approach to assess students' learning. One of the reasons happened because the lecturers realized differences in terms of attention, persistence and motivation to learn among the students, thus they needed different approaches to handle

the concerns (Bulotsky-Shearer, Fernandez, Dominguez, & Rouse, 2011).

In conclusion, the study showed that the students' perception of professional responsibilities dimension on *Fiqh Muamalat's* teaching is excellent. This indicated that students were satisfied with their lecturers' professional responsibility. This result also showed that the students had no doubt about their lecturers' professional responsibilities and highly rated them.

CONCLUSIONS

The findings of this study would like to insinuate several important points. Subjects related to Islamic studies need a teaching framework that covers many dimensions of teaching, and the framework suggested should be reliable and engaging, and in this case, DTF can fulfil that gap, also help to sway negative perceptions towards any teaching related to Islamic studies classroom(provided that the teaching supervision is using this framework). In the current study, all of the teaching elements provided in DTF actually helped us to realize that students and the *Fiqh Muamalat* themselves are in dynamic relationships. They were useful to evaluate the meaningfulness of teaching and learning the *Fiqh Muamalat*. In addition, realizing how limited the existence of research related to the teaching framework of *Fiqh Muamalat* made us conduct this fruitful study. Therefore, academicians could further research other teaching frameworks to compare with DTF, and be able to improve the teaching itself.

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