



Contextual ISMUBA Textbook Use and Its Social Welfare Relevance in an Urban Muhammadiyah Primary School

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Abstract

This study evaluated a contextual Al-Islam, Muhammadiyah Studies (Kemuhammadiyah), and Arabic (ISMUBA) Phase C textbook used in an urban Muhammadiyah primary school and examined how its classroom use may relate to child social welfare. A quantitative-first mixed-methods design drew on a two-school score comparison (30 pupils per school), a response questionnaire completed by 15 textbook users, interviews with school leaders, teachers, and pupils, and four classroom observations. The focal-school mean was 84.28, compared with 79.81 at the comparison school. The available summary reported $t = 1.945$, $df = 29$, $p = 0.061$, and $N\text{-gain} = 0.222$. Because raw pairing information and matched pretest-posttest records were unavailable, the inferential test and gain statistic could not be independently verified. Student responses were favourable (grand mean 4.49/5.00). Interviews and observations showed contextual tasks, participatory discussion, media use, and reflection on social conduct. Taken together, the findings support a cautious conclusion about textbook usability and classroom enactment, not a causal effect on wellbeing, inequality, or peaceful coexistence. Future studies should use transparent longitudinal designs and direct measures of equity- and welfare-related outcomes.

Keywords: ISMUBA; Contextual Learning; Textbook Evaluation; Primary Education; Student Engagement; Child Welfare.

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INTRODUCTION

Muhammadiyah schools integrate Al-Islam, Muhammadiyah Studies (Kemuhammadiyah), and Arabic—collectively known as ISMUBA—as a curriculum that links religious knowledge with everyday conduct. Previous research has discussed the curriculum's holistic aims, its treatment of tolerance and multicultural content, and the gap that can emerge between curricular intentions and classroom practice [1], [2], [3], [4], [5]. This literature provides the context for the present evaluation, but it does not constitute evidence about the textbook examined here.

At the focal school, preliminary observations and teacher accounts suggested that the preceding ISMUBA book relied heavily on extended exposition and recall. Teachers therefore sought examples that were closer to the urban social experiences of pupils in Grades 5 and 6. Research on Arabic instruction in Muhammadiyah primary schools places teaching materials within the broader process of curriculum implementation, while work on STEM e-modules in Islamic schools illustrates how design and usability can shape the practical use of learning resources [6], [7]. The present study focuses on whether this Phase C textbook is usable and meaningful in the classroom and on what can reasonably be inferred from the available achievement data.

Contextual teaching and learning links concepts to lived experience. Primary-school studies have reported gains in conceptual understanding and knowledge when contextual activities were used [8], [9]. Project-based learning and multimedia research point to engagement and representation as additional design considerations [10], [11]. Developmental research further suggests that relationships, active participation, and a supportive learning context matter alongside cognitive performance [12]. These findings motivate the inquiry, but outcomes from other subjects or populations cannot be transferred directly to ISMUBA.

Implementation also depends on teachers and their working conditions. Aridan and colleagues documented variation in Islamic-school teachers' readiness for new pedagogical approaches [13]; a cross-regional study of prospective language teachers similarly examined readiness to use deeper learning [14]. Research with female teachers in Islamic schools identifies digital stress as an issue in technology-rich practice [15]. The present study did not measure teacher readiness, digital stress, or gender differences; these studies inform a cautious interpretation of the classroom setting.

Recent studies have linked Islamic education with quality education, tolerance, and civic character [16], [17], [18], [19]. At the same time, a review of barriers affecting Muslim migrant pupils shows that participation and inclusion depend strongly on social context [20]. In this study, social-welfare relevance is therefore treated as an interpretive educational pathway—through accessible learning, respectful interaction, and opportunities to practise care—rather than as a directly measured outcome.

School-wellbeing research also distinguishes measured health and psychosocial outcomes from classroom impressions [21], [22]. Compassion and empathy may function as social resources [23], [24], while a meta-analysis of school-based social-emotional programmes demonstrates the need for dedicated behavioural measures [25]. Interviews and observations can illuminate how classroom processes are perceived and enacted, but they

cannot establish changes in wellbeing or population-level progress toward a Sustainable Development Goal (SDG).

Against this background, the study evaluates the contextual ISMUBA Phase C textbook at Muhammadiyah 5 Jakarta Primary School (Sekolah Dasar [SD] Muhammadiyah 5 Jakarta). It addresses three questions: How is the resource used and perceived? What pattern appears in the available two-school test-score comparison and student questionnaire? How do interviews and observations help explain that pattern? The study offers an integrated account of textbook use while keeping claims about educational quality and social welfare within the limits of the available evidence.

METHODS

Research Design

The study followed a quantitative-first explanatory sequential mixed-methods design. Score and questionnaire summaries were examined first; interviews, observations, and documents were then used to interpret how the textbook was enacted in the classroom. The two-school comparison is observational rather than experimental. Because the schools were not randomly assigned and baseline equivalence is undocumented, the comparison cannot establish a causal textbook effect.

Setting and Participants

The focal site was Muhammadiyah 5 Jakarta Primary School, which began full use of the contextual ISMUBA Phase C textbook in the 2023/2024 academic year. The reported comparison included 30 pupils from Muhammadiyah Karangampel Primary School and 30 from the focal school. Fifteen textbook users completed the student-response questionnaire. The qualitative strand involved the principal, the vice principal for curriculum, two ISMUBA teachers, and pupils in Grades 5 and 6; four classroom meetings were observed. The available records did not specify the participant-selection procedure, pupil demographics, or the number of pupils interviewed.

Instruments and Data Collection

The quantitative instruments comprised a 35-item test of Al-Islam and Muhammadiyah Studies understanding and a 40-item, five-point student-response questionnaire. The questionnaire covered content, presentation, language/readability, and real-life context. Reported Cronbach's alpha values were 0.87 for the test and 0.92 for the questionnaire. The records available for review did not include item wording, the validation sample, the scoring key, or raw responses. Semi-structured interviews, observations organised around seven contextual teaching and learning (CTL) components, the textbook, lesson plans, and student reflections provided the qualitative material.

Data Analysis

Available quantitative summaries included means, medians, standard deviations, Shapiro-Wilk and Levene p-values, a t statistic, and an exploratory N-gain. Raw scores and pairing identifiers

were not available. The source analysis labels the significance test as a paired-sample t-test ($t = 1.945$, $df = 29$, $p = 0.061$), although the displayed means refer to different schools. Because the pairing structure could not be checked, the reported p-value is retained for transparency but is not treated as a verified between-school test. The N-gain value of 0.222 is likewise reported descriptively rather than interpreted as an individual longitudinal gain. Interview, observation, and document evidence was organised around curriculum design, engagement, media use, and character-oriented practices. No intercoder statistic was available. Quantitative and qualitative findings were integrated in the discussion.

To clarify the logic of the study, Figure 1 summarizes the mixed-methods procedure, the sequence of data collection, and the alignment of the study with selected SDGs.

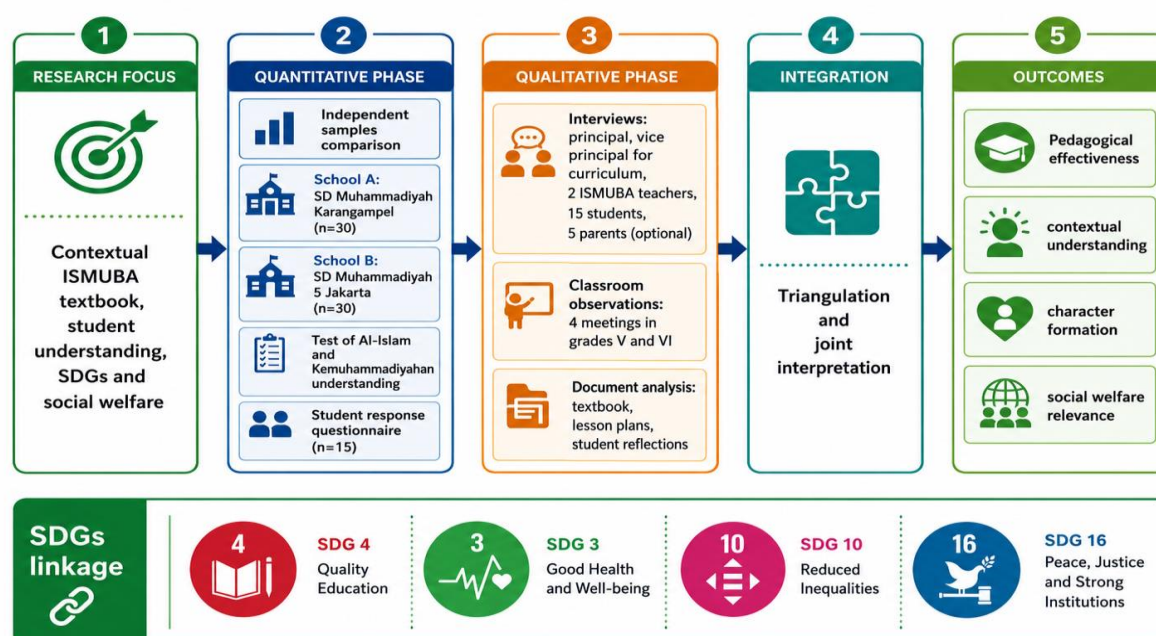


Figure 1. Quantitative-first mixed-methods sequence and the interpretive SDG framework.

Ethical Considerations

No formal ethics-review identifier or documentation of school authorization, parental consent, pupil assent, and confidentiality procedures was included in the records available for this evaluation. Accordingly, the manuscript does not claim formal ethical approval. Any existing ethics, consent, or school-authorization documentation should be retained with the journal's publication record.

RESULTS AND DISCUSSION

Results

Comparative Achievement Profile

Table 1 presents the available descriptive and test summaries for the two schools. The statistics are reproduced as reported, with interpretation limited to what can be supported by the summary data.

Table 1. Summary of comparative quantitative results.

Variable	Comparison school (Karangampel)	Focal school (Jakarta)	Interpretation
Mean score	79.81	84.28	The focal school showed a higher mean score
Median	80.00	82.90	The central tendency shifted upward in the focal school
Standard deviation	5.92	8.00	The focal school showed greater score variation
Shapiro–Wilk significance	0.093	0.416	No evidence against normality at $\alpha = 0.05$
Levene's test significance	0.119	0.119	No evidence of unequal variances at $\alpha = 0.05$
Mean difference	—	4.47	Positive score difference
t, df, p	—	1.945; 29; 0.061	Reported test not significant; pairing unverified
Exploratory N-gain	—	0.222	Source labels low; longitudinal basis unverified

Figure 2 visualizes the reported score pattern and student ratings. It is a graphical summary of the available results rather than a separate statistical analysis.

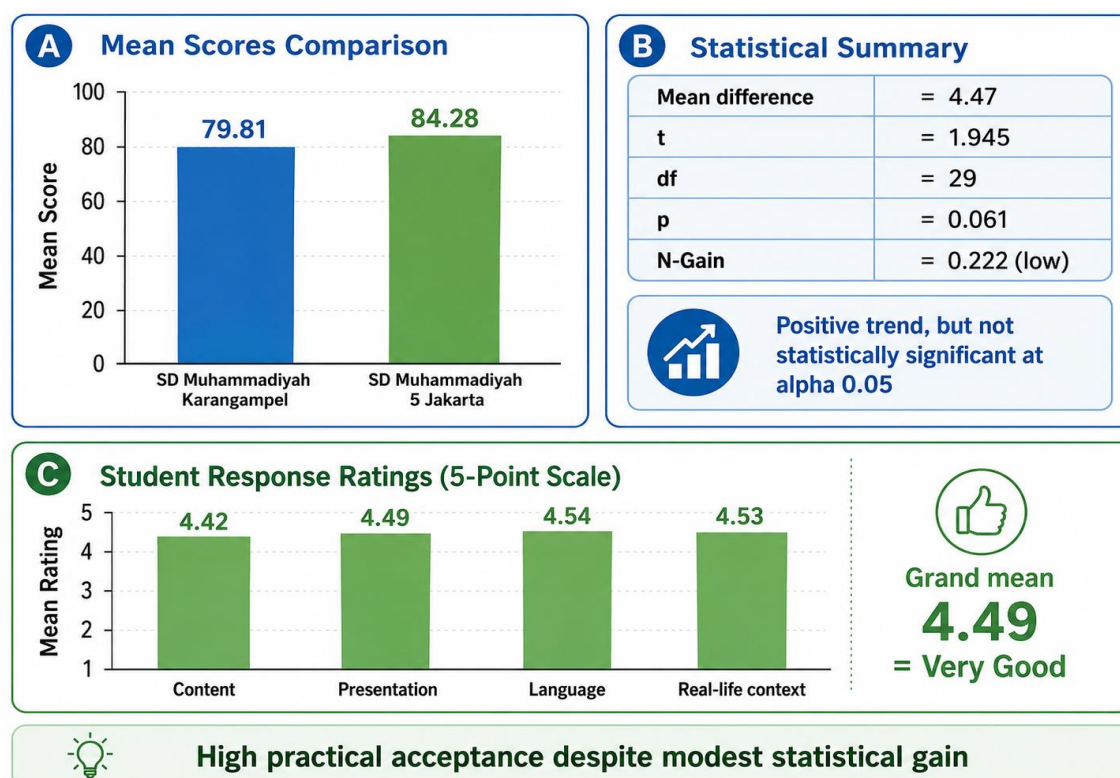


Figure 2. Source-reported means, test summary, N-gain, and student ratings; inferential statistics require verification.

Student Response to the Textbook

Table 2 summarizes responses across four questionnaire dimensions for 15 pupils. The grand mean was 4.49 on a five-point scale. These values describe the views of the respondents and should not be generalized to all textbook users.

Table 2. Student response questionnaire results (n = 15).

Dimension	Mean score	Category
Content	4.42	Very Good
Presentation	4.49	Very Good
Language and readability	4.54	Very Good
Real-life context	4.53	Very Good
Grand mean	4.49	Very Good

The focal-school mean was higher (84.28 versus 79.81). The available summary also reported $t = 1.945$, $df = 29$, $p = 0.061$, and an N-gain of 0.222. Because the analytic dataset was unavailable, the inferential test and gain statistic could not be independently verified; no causal inference is made from these values.

Classroom Enactment and Thematic Findings

Interviews, classroom observations, and documents provided explanatory evidence about how the book was used in practice. Table 3 distinguishes the material that was reported or observed from its possible educational and social-welfare relevance.

Table 3. Thematic summary of qualitative findings.

Theme	Illustrative evidence	Relevance to SDGs and social welfare
Curriculum reconstruction	Teachers and school leaders reported a shift from memorization and long narrative text to contextual tasks, projects, and inquiry-based activities.	Possible relevance to SDG 4 through contextual access; not an SDG outcome measure.
Engaged classroom culture	Interview and observation accounts described more questioning, discussion, and group work.	Possible relevance to participation; differences by background were not measured.
Technology and media support	Teachers described videos, displays, comics, and cases as aids to explanation.	Possible relevance to learning experience; cognitive load and wellbeing were not measured.
Character, welfare, and civic outcomes	Students were encouraged to practice worship discipline, empathy, charity, tolerance, and community care.	A curricular intention related to care and coexistence; behavioural change was not measured.

Figure 3 brings the four qualitative themes together visually. The SDG labels indicate interpretive connections only; they should not be read as measured SDG outcomes.

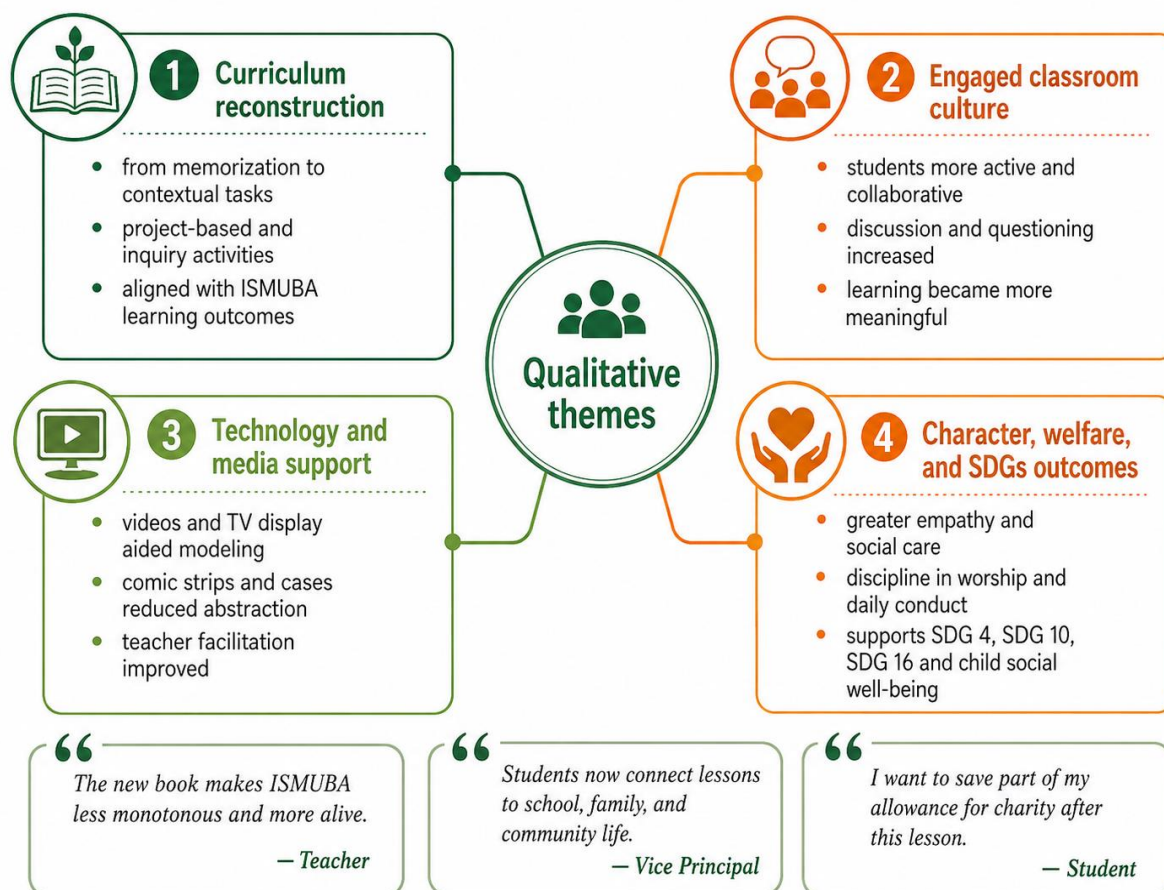


Figure 3. Visual synthesis of qualitative themes and their possible relevance to selected SDGs.

Participant Perspectives and Observed Reflections

The principal contrasted the previous approach with the intended use of the new book: “The old ISMUBA learning tended to be monotonous, theoretical, and merely memorization. I want Al-Islam, Kemuhammadiyah, and Arabic values to become students’ lived character.” The vice principal described a shift from “explaining” and “memorizing” toward “real activities, projects, and case simulations.” These are participant accounts of curriculum intent and classroom experience.

Teachers described lessons as “more alive” and easier to facilitate. Across four observed meetings, pupils related examples of sacrifice, charity, halal food, and Islamic history to school, family, and social life. Reflections included intentions to save allowance for charity, improve prayer discipline, and avoid discriminatory conduct. Intentions and short-term observations should be distinguished from verified behavioural change.

Discussion

Interpreting the Quantitative Pattern

The focal-school mean exceeded the comparison-school mean by 4.47 points, while the reported p-value was 0.061. Because the displayed groups are different schools but the source labels the analysis as paired, the inferential result remains unresolved without the analytic dataset and pairing structure. The N-gain value also cannot be treated as a secure measure of

change without matched pretest and posttest observations. The quantitative evidence therefore supports a descriptive difference, favourable user ratings, and further qualitative interpretation, but not a causal claim of textbook effectiveness.

User Response and Classroom Enactment

The 4.49/5.00 grand mean reflects favourable responses from the 15 participating pupils, with the highest ratings for language/readability and real-life context. The small respondent group and the absence of a documented recruitment procedure limit generalization. Learner-centred teaching research emphasizes participation rather than simple exposure to materials [26], while locally grounded work on teacher readiness highlights the importance of implementation conditions [27]. The questionnaire is therefore best interpreted as usability feedback rather than evidence of long-term learning or behavioural change.

Teachers and school leaders described shorter, more situated tasks, group discussion, and the use of supporting media. Research on educational technology in resource-constrained settings similarly points to access, professional support, and design choices as important conditions for implementation [28], [29], [30], [31], [32]. These studies help to interpret why the textbook may have been easier to use, although the present study did not include usage logs, implementation-fidelity measures, or an isolated estimate of the contribution of videos and displays.

Moral, Welfare, and SDG Relevance

Activities involving charity, prayer discipline, food choices, and the treatment of peers were consistent with the intended moral curriculum. Research on social skills in a Muhammadiyah welfare institution provides a related, although different, context [33]. Reviews of teacher-pupil interaction and social-emotional programmes show that self-regulation and prosocial conduct require explicit measurement and sustained observation [34], [35]. The present themes therefore indicate opportunities for moral and social learning rather than verified enduring changes in empathy or self-control.

Among the SDGs discussed, the most direct connection is with SDG 4 because pupils described the book as accessible and connected to their surroundings. Connections with SDG 3, SDG 10, and SDG 16 remain interpretive because health, group disparities, and peaceful civic outcomes were not measured. School-wide wellbeing research and evaluations of social empathy likewise point to the value of multi-informant, outcome-specific assessment [36], [37]. A review of socio-emotional security further shows that engagement is shaped by relationships extending beyond any single textbook [38].

Implications for Evaluation and Practice

For practice, the contextual examples and structured reflection appear worth retaining, while future implementation should document which pupils participate and what they learn over time. Whole-school wellbeing research stresses the value of listening to pupils and staff across settings [39], and a meta-analysis of experiential learning supports the use of dedicated measures for prosocial and wellbeing outcomes [40]. Future evaluations should collect matched pretest and posttest scores, apply an appropriate between-school analysis, record implementation fidelity, and report gender-disaggregated outcomes when ethically and

appropriately collected. Such evidence would permit a stronger examination of equity and welfare without attributing unmeasured gender effects to the present sample.

CONCLUSION

This mixed-methods evaluation found a higher descriptive mean at the focal school (84.28 versus 79.81) and favourable textbook ratings from 15 respondents (4.49/5.00). The reported inferential test and N-gain could not be verified from the available dataset. Interviews and four classroom observations indicate that contextual tasks, discussion, media use, and reflection made the textbook meaningful to participants. The study therefore supports a cautious conclusion about perceived usability and classroom enactment, with plausible relevance to quality education and child social welfare. Effects on wellbeing, inequality, and peaceful coexistence were not directly measured.

LIMITATIONS

The two-school comparison has no documented randomization or baseline equivalence. Raw scores, pairing identifiers, and individual pretest–posttest data were unavailable, preventing verification of the reported paired t-test and N-gain. The respondent group was small ($n = 15$), qualitative observations covered four meetings, and participant selection, coding audit trail, and ethical approval details were not supplied. Gender was not recorded in the available summaries. Longitudinal, multi-school research with transparent statistical design and direct behavioural and wellbeing measures is needed.

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AUTHOR CONTRIBUTIONS

R.O., H., and A.R. contributed to the conception and design of the study, interpretation of the findings, manuscript preparation, critical revision, and approval of the final version. All authors accept responsibility for the integrity of the work.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

During revision, OpenAI's ChatGPT was used solely for language polishing, structural-consistency checks, and reference-format review. The authors independently verified the scientific content, data, analysis, interpretation, and citations and take full responsibility for the final manuscript.

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