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THE SIGNIFICANT OF WAQAF ASSETS IN SUPPORTING INTERACTIVE LEARNING: A STUDY AMONG SCHOOL STUDENTS

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Abstract:

Waqf assets have long played a crucial role in supporting education by fostering infrastructure development and promoting academic growth. The introduction of cash waqf has further enhanced these efforts by enabling institutions to provide modern facilities that enrich both teaching and learning experiences. One impactful initiative includes the provision of interactive learning tools, such as television units in schools, aimed at creating a more engaging learning environment. However, the effectiveness of these efforts in significantly improving students' learning processes remains a topic of discussion. Therefore, this study explores the role of waqf assets in promoting interactive learning by examining the impact of cash waqf-funded television units provided by a State Islamic Religious Council. The research assesses how these television units influence students' learning experiences. A questionnaire was used to evaluate students' usage patterns and their perceptions of the televisions' impact during learning sessions. A total of 91 secondary school students from Seremban participated in the study, providing feedback on 22 attributes across three components related to the use of televisions in interactive learning. Data analysis using descriptive statistics measured the effectiveness of these television units. The findings revealed that the televisions positively influenced students' learning activities by increasing engagement, supporting interactive learning, and encouraging self-directed study. This study demonstrates that waqf assets can significantly support the education system and contribute to academic development among school students. Therefore, continued allocation of cash waqf by the State Islamic Religious Council is recommended to

further enhance the availability of quality facilities in schools and support interactive learning.

Keywords:

Waqf, Interactive Learning Tools, Television, Cash Waqf

Introduction

Effective management of waqf plays a crucial role in ensuring continuous benefits to the local community (Mujani and Yaakub, 2021). Regardless of the type or scale of these benefits whether economic, social, or educational. Waqf assets are expected to enhance quality of life and contribute to improved living standards and overall performance (Azrak, 2022; Jamil et al, 2024). Therefore, the management of waqf assets in the education sector is essential in fostering excellence among both educators and students (Mohd Roslan, 2023; Hasan et al, 2024).

In today's context, the advancement of the education system has also received support from cash waqf (Bakar, 2018; Mohd Roslan et al, 2023), often channelled through State Islamic Religious Councils. These funds are typically allocated to government schools, providing facilities and resources to enhance the learning environment. One notable initiative is the provision of television units, aimed at supporting interactive learning and serving as both a teaching aid and a tool for self-directed learning among students. This effort seeks to add meaningful value to the education sector.

However, these contributions should be periodically assessed to determine the extent to which cash waqf impacts educational development. Therefore, this study aims to examine the influence of television facilities in schools, funded through cash waqf allocations provided by the State Islamic Religious Councils.

Literature Review

Effective management of waqf assets plays a crucial role in advancing national education. In Malaysia, initiatives like my Waqaf PTPTN, a collaboration between Perbadanan Tabung Pendidikan Tinggi Nasional (PTPTN) and Yayasan Waqaf Malaysia (YWM), aim to diversify funding sources for higher education and enhance access to quality education for all.

Effective management of waqf assets plays a crucial role in advancing national education (Megat Ajib, 2022; Mohd Roslan et al, 2023). Empirical evidence from Malaysia indicates that waqf-based financing has a significant positive impact on educational development. A study analyzing data from an Islamic charitable institution over fourteen years found that such financing mechanisms effectively support educational initiatives, thereby enhancing the quality and accessibility of education (Hasan et al, 2018).

Developing education through cash waqf can be implemented using various methods. One approach is allocating diverse learning facilities in schools to support student learning. An example of such a facility is providing televisions equipped with reliable internet connectivity.

The provision of television facilities in schools, supported by cash waqf contributions from religious bodies, has the potential to boost students' academic achievement (Trisnawati et al, 2024). As an educational tool, television can enhance interactive learning experiences, present a wide range of educational content, and foster critical thinking and various skills among students (Gedera and Zalipour, 2018)

Television serves as a potent medium for exposing students to interactive learning, significantly enhancing their engagement and motivation (Gedera and Zalipour, 2018) (Trisnawati et al, 2024). Research indicates that children often exhibit greater attention to video content compared to traditional oral instruction, leading to improved comprehension and heightened enthusiasm for subsequent learning sessions.

This increased engagement is attributed to the dynamic and realistic scenarios presented in video materials, which resonate more effectively with students (Desai and Kulkarni, 2022). For instance, studies have demonstrated that educational television programs can positively impact children's learning and development.

The integration of internet-enabled televisions in schools offers students convenient access to a wide range of educational resources, enhancing their learning experience. (Desai and Kulkarni, 2022). This technology allows students to easily explore various educational programs, such as educational news, sports news, science programs and projects, art programs and projects, historical dramas, mathematics simulations, videos and animations, attractive graphic art displays and documentary broadcasts.

Research has shown that multimedia resources like educational television programs can positively impact students' academic performance by improving their readiness for school, enhancing comprehension, and expanding vocabulary (Omodara and Adu, 2014; Fisch, 2014). Studies also highlight that exposure to educational media fosters critical thinking skills and supports different learning styles, ultimately contributing to better academic outcomes (Aisyah, 2024; Azhari et al, 2024; Wakhidah, 2023; Hidayati and Manshur; 2024).

By equipping schools with internet-enabled television facilities, students are provided with a dynamic and engaging learning environment, broadening their access to valuable educational content and supporting the development of essential skills (Haleem et al, 2022). Furthermore, the concept of 'edutainment' a blend of education and entertainment has leverages children's natural curiosity and enjoyment of play, making learning more engaging (Turgut and Aslan, 2021; Azhari et al, 2024).

Continuous learning through television enables students to acquire specific skills within the educational realm (Haleem et al, 2022). Educational programs can cultivate critical thinking by exposing students to global issues, both directly and indirectly. Repeated viewing of such programs can enhance listening abilities, language proficiency, and communication skills among students (Gedera and Zalipour, 2018). Research indicates that educational television can positively influence children's learning and development, improving their readiness for school and subsequent academic performance (Priyakanth et al, 2021; Haleem et al, 2022; Aisyah, 2024).

Moreover, integrating news and media literacy into the curriculum has been advocated to combat misinformation and bolster democracy. Such initiatives have improved children's abilities to identify fake news, enhanced writing skills, and promoted community engagement and communication capabilities (Omodara and Adu, 2014; McDougall et al, 2018; Azhari et al, 2024). Therefore, leveraging television as an educational tool can significantly contribute to the development of essential skills in students.

Based on the literature review above, it can be concluded that television equipped with an internet connection has the potential to form a Smart TV that can support the learning process of students in schools. Therefore, this study examines the extent to which TV facilities donated through waqf contributions can enhance interactive learning, thereby improving the effectiveness of teaching and learning in the classroom.

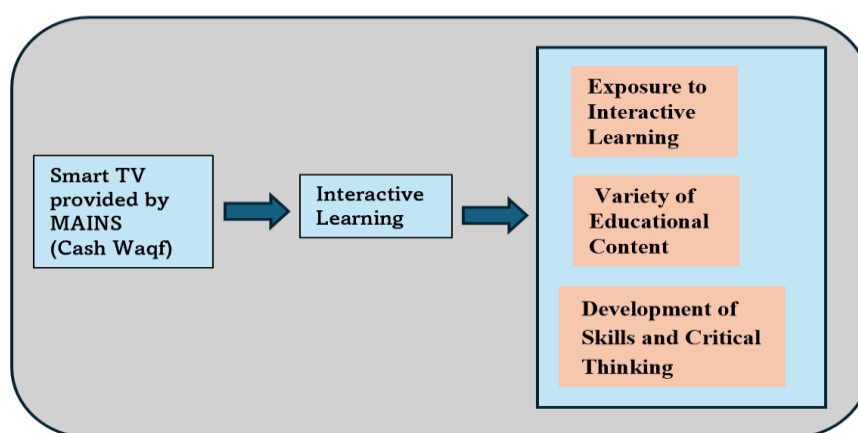


Figure 1: Theoretical Framework

Methodology

This study was conducted using a quantitative approach at a secondary school in Seremban. The school received five television units, funded through a cash waqf contribution from one of the Islamic Religious Councils in Negeri Sembilan. A total of 22 attributes, derived from three components of interactive learning, were incorporated into the research instrument using a five Likert scale to assess the extent of television usage among students and the significance of these waqf-funded assets in supporting interactive learning at the school. A total of 91 students from the morning session participated in the study by responding to the research instrument. The data were analyzed using descriptive cross-tabulation to understand the respondents' profiles and the frequency of television usage among the students. Additionally, a mean score analysis was conducted for the 22 attributes to determine the significance of the television units in enhancing interactive learning among the students.

Result

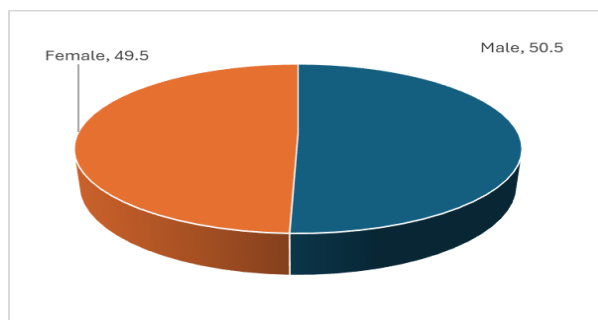


Figure 2: Gender Profile of Respondents

Table 1: Distribution Of Respondent Profile

Profile	Category	Male (%)	Female (%)	Total (%)	Overall
Grade/Form	3	36.7	16.7	53.3	100%
	4	1.1	15.6	16.7	
	5	0.0	12.2	12.2	
	KAV	3.3	0.0	3.3	
	KBS	3.3	0.0	3.3	
	KR Efektif	1.1	0.0	1.1	
	KSSMPK BITARA	2.2	0.0	2.2	
	KVS	3.3	1.1	4.4	
	PPKI	0.0	3.3	3.3	
Distance between Home and School (Kilometres)	< 5 km	28.6	19.8	48.4	100%
	> 31 km	1.1	0.0	1.1	
	11-15 km	6.6	8.8	15.4	
	16-20 km	2.2	2.2	4.4	
	21-25 km	0.0	1.1	1.1	
	26-30 km	0.0	2.2	2.2	
	6-10 km	12.1	15.4	27.5	
Mode of Transportation to School	Walking	4.4	2.2	6.6	100%
	Car/Taxi	19.8	24.2	44.0	
	Lain-lain	2.2	0.0	2.2	
	Motorcycle	16.5	8.8	25.3	
	Van/ bus	7.7	14.3	22.0	
Ethnicity	India	6.6	5.5	12.1	100%
	Malay	44.0	44.0	87.9	

Figure 2 and Table 1 present the profile of students involved in the survey. In general, male students make up 50.5% of the respondents, followed closely by female students at 49.5%. Among them, 53.3% are Form 3 students. Additionally, 48.4% of the students reside near the school, within a distance of less than 5km. In terms of transportation, 44% of students commute to school by car, followed by 25% who use motorcycles, and 22% who travel by van or bus.

Table 2 presents the usage rates of television facilities placed in five rooms; the Conference Room, Gigih Classroom (Special Education), Digital Classroom, PVMA Workshop and Resource Center. Based on the provided rating scale, the facilities in these five locations show good usage levels. The placement of televisions in three rooms recorded scores exceeding 4.0 (4.13, 4.18, 4.33) indicating frequent use. Meanwhile, the television in the Conference Room scored 3.65, leaning towards 4.0, suggesting moderate to frequent usage.

Table 2: The Usage Rate of Television Facilities Among Students

TV Allocation	Mean Statistic	Measurement Scale
TV in the Conference Room	3.65	5.0 Always – <i>used almost every day or whenever needed.</i> 4.0 Frequently – <i>used several times a week.</i> 3.0 Sometimes – <i>used occasionally or a few times a month.</i> 2.0 Rarely – <i>used once in a while, maybe a few times a year.</i> 1.0 Never – <i>not used at all.</i>
TV in the Gigih Classroom (Special Education)	4.13	
TV in the Digital Classroom	4.18	
TV in the PVMA Workshop	4.33	
TV in the Resource Centre	3.44	

Table 3: Reliability Test

Component	Code	Attribute	Cronbach's Alpha
Exposure to Interactive Learning	1a.	Exposed to interactive learning sessions	.799
	1b.	Exposed to various cultures and global issues	.806
	1c.	Attracted to what the teacher is teaching	.802
	1d.	Better understand what the teacher is teaching	.804
	1e.	Clearer about what the teacher is conveying	.803
	1f.	Inspired by the information obtained	.801
	1g.	Excited for the next learning session	.807
Variety of Educational Content	2a.	Educational news	.794
	2b.	Sports news	.791
	2c.	Science programs and projects	.793
	2d.	Art programs and projects	.788
	2e.	Historical dramas	.792
	2f.	Mathematics simulations	.792
	2g.	Videos and animations	.790
	2h.	Attractive graphic art displays	.792
	2i.	Documentary broadcasts	.797
Development of Skills and	3a.	Expands critical thinking	.798
	3b.	Improves listening skills	.793
	3c.	Enhances creative imagination	.803

Critical Thinking	3d.	Improves language skills	.795
	3e.	Enhances communication skills	.795
	3f.	Exposure on current global issues	.795

Based on Table 3, all the questions recorded a Cronbach's Alpha value exceeding 0.75, ranging from 0.795 to 0.806. This indicates that each question posed was clear, well-understood by the respondents, and suitable for analysis purposes

Table 4: The Rate of Interactive Learning Exposure Among Students Through Waqf-Contributed TV Facilities

Component and attribute		Mean	Std. Deviation	Skewness		Kurtosis	
		Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Exposure to Interactive Learning	Exposed to interactive learning sessions	2.04	1.182	1.109	.253	.326	.500
	Exposed to various cultures and global issues	2.14	1.321	1.090	.253	.034	.500
	Attracted to what the teacher is teaching	1.96	1.237	1.236	.253	.567	.500
	Better understand what the teacher is teaching	2.03	1.069	.770	.253	-.201	.500
	Clearer about what the teacher is conveying	2.03	1.069	1.048	.253	.745	.500
	Inspired by the information obtained	2.11	1.224	1.123	.253	.442	.500
	Excited for the next learning session	2.11	1.206	.873	.253	-.052	.500

Table 4 presents the status of interactive learning exposure among students following the placement of TV facilities in the school. Referring to the mean score values, the analysis results indicate that the level of exposure is relatively low, with scores below 3.0. Based on the measurement scale set in the instrument, the scores suggest that the level of exposure is minimal. This could be due to students' limited understanding of what interactive learning entails. At the same time, the usage rate of TVs across all rooms, as shown in Table 2, reflects good utilization despite the low awareness of interactive learning.

Table 5: The Contribution Rate of TV Education Programs Towards Interactive Learning Among Students

Component and attribute		Mean	Std. Deviation	Skewness		Kurtosis	
		Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Variet	Educational news	2.88	1.459	-.224	.253	-1.588	.500
	Sports news	3.07	1.548	-.278	.253	-1.550	.500

	Science programs and projects	2.97	1.509	-.181	.253	-1.553	.500
	Art programs and projects	2.87	1.607	.006	.253	-1.680	.500
	Historical dramas	2.64	1.567	.253	.253	-1.587	.500
	Mathematics simulations	3.03	1.616	-.216	.253	-1.631	.500
	Videos and animations	2.97	1.386	-.119	.253	-1.441	.500
	Attractive graphic art displays	2.91	1.525	-.118	.253	-1.637	.500
	Documentary broadcasts	2.79	1.502	-.017	.253	-1.605	.500

Meanwhile, Table 5 presents the various types of TV programs that contribute to interactive learning sessions among students. All attributes recorded values exceeding 2.5, approaching 3.0. This indicates that the donated TV facilities have the potential to help students better understand their subjects. Sports news programs and math simulation programs recorded the highest scores, at 3.07 and 3.03 respectively.

6: The Contribution of Interactive Learning to the Development of Skills and Critical Thinking Among Students

Component and attribute		Mean	Std. Deviation	Skewness		Kurtosis	
		Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Development of Skills and Critical Thinking	Expands critical thinking	2.73	1.415	-.123	.253	-1.682	.500
	Improves listening skills	3.23	1.351	-.681	.253	-1.044	.500
	Enhances creative imagination	2.98	1.406	-.303	.253	-1.490	.500
	Improves language skills	2.92	1.360	-.237	.253	-1.516	.500
	Enhances communication skills	2.87	1.360	-.271	.253	-1.564	.500
	Exposure on current global issues	2.74	1.405	.042	.253	-1.566	.500

Next, Table 6 presents the rate of skill development and critical thinking among students as a result of exposure to and practice of interactive learning through the TV facilities provided at the school. The analysis shows that this learning method successfully contributes to students'

listening skills, recording the highest score of 3.23. This is followed by creative imagination skills (2.98) and language skills (2.92). Other skills, such as communication abilities and the capacity to explore new knowledge relevant to the subjects taught at school, also recorded scores above 2.5. This indicates that the use of waqf-donated TV facilities has the potential to enhance students' skills over time through educational programs viewed during school hours.

Summary

In summary, leveraging cash waqf to provide schools with internet-enabled televisions can significantly enhance the educational environment offering students diverse learning opportunities. Findings from the study indicate that these television units are not unfamiliar to students; in fact, they are closely associated with tools that deliver up-to-date information essential for both students and teachers. This is evident from the high usage rate of these facilities. However, students may not be fully aware of the concept of interactive learning through these televisions due to a lack of explicit communication regarding this learning approach. In reality, students have been applying this method of learning indirectly by watching various educational programs delivered through the school's television facilities. Furthermore, continuous exposure to such learning methods contributes to the development of critical thinking and essential skills among students.

This highlights the significant role of televisions, funded through cash waqf contributions, in fostering interactive learning among students. However, successful implementation at the school level requires strong cooperation and encouragement from teachers to ensure that the content broadcasted genuinely contributes to students' academic excellence.

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