

## LEVEL OF USAGE AND THE FACTORS INFLUENCING THE TEXTBOOKS OF THE SPECIAL CLASSES FOR QURAN READING AND MEMORIZATION SKILL AMONG TEACHERS IN SELANGOR<sup>(\*)</sup>

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### ABSTRACT

The quality of textbooks plays a vital role in determining both usage levels and the effectiveness of teaching and learning. However, the Kelas Kemahiran Membaca dan Menghafaz al-Quran (KKQ) or Special Classes for Quran Reading and Memorization textbooks have been found to contain several weaknesses, such as factual inaccuracies, overly dense content and syllabi considered too advanced. These issues may negatively affect teaching outcomes. Despite existing research on textbooks in general, studies specifically focused on KKQ textbooks are limited and have not fully examined the factors influencing their use. This study aims to assess the level of KKQ textbook usage and identify key influencing factors among teachers in Malaysia. Using a quantitative survey method, data were collected from 127 KKQ teachers across 116 schools in Selangor. A purposive sampling technique was used to select teachers directly involved in KKQ implementation, while the sample size was determined based on Krejcie and Morgan's Table. The questionnaire used

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demonstrated high reliability, with Cronbach's alpha values of 0.881 for perception of usage and 0.891 for influencing factors. Findings indicate a very high level of textbook usage, with widespread acceptance of KKQ textbooks as the primary teaching tool. Three main factors influencing usage were identified: alignment with Ministry of Education directives and syllabi, quality and clarity of content and the textbook's effectiveness compared to other teaching aids. Additionally, the textbooks supported teaching practices such as lesson planning and time management. However, improvements in illustrations and graphic design are needed to enhance user engagement and instructional effectiveness. This study contributes practical insights for enhancing KKQ textbook quality and offers a foundation for future research in Islamic education.

**Keywords:** *Textbooks; KKQ; Usage Level; Teacher Perception; Educational Resources; Islamic Education Curriculum.*

## 1.0 INTRODUCTION

Textbooks have long been the foundation of educational systems worldwide (Darmayenti & Yustina, 2021). They function not only as learning tools but also as vital instruments in shaping national identity, transmitting knowledge across generations and helping students develop critical thinking skills (Abd Rashid & Engku Ibrahim, 2018; Pardosi & Azzola, 2020; Sapran Hrp, Yusoff & Muhamad, 2021). In Southeast Asia, research has examined the impact of textbooks on students' academic achievement (Lockheed et al., 1986), the presence of gender stereotypes (Blangsinga et al., 2021; Islam & Asadullah, 2018) and the importance of incorporating religious and cultural values (Hamdan, 2018). In Malaysia, textbooks are essential as the primary reference material for teaching and learning (T&L), both in classrooms (Abdullah & Hamzah, 2023; Zapit et al., 2020) and at home (Mustafa et al., 2021). Textbooks remain relevant despite the rapid digital transformation in education (Ismail et al., 2023; Othman, 2019) because they support teaching methods used by teachers (Alexon et al., 2024) to achieve T&L objectives (Abd Mubi et al., 2023) and instill moral values (Pardosi & Azzola, 2020).

The quality of textbooks in Malaysia is systematically regulated by the Ministry of Education (MoE) through the Educational Resources and Technology Division and evaluation committees comprising curriculum experts and subject-matter specialists. This evaluation process involves rigorous review of the alignment of content with the national curriculum, factual accuracy, readability level, appropriateness of language for the target students, as well as the

quality of graphic design and illustrations before a textbook is approved for use in schools (Ahmad et al., 2024; Ghani, 2011; Sjahrony et al., 2017). Through this mechanism, textbooks function not only as primary reference materials, but also as formally regulated curriculum instruments under MoE to ensure quality and consistency in the implementation of teaching and learning in schools.

The use of textbooks offers various benefits, including serving as a bridge that integrates curriculum policies and teachers' professional development (Jia Wei & Rosli, 2020), as well as playing a holistic role in examinations, assessment, character formation and student identity building (Zapit et al., 2020). Furthermore, textbooks serve as the primary channel of knowledge delivery in classrooms (Guat, 2010; Sapran et al., 2021) and influence the way students learn and teachers teach (Hasan et al., 2020). Teachers often use textbooks to prepare lesson notes and teaching modules (Jasmi et al., 2011; Mahalingam & Jamaludin, 2021), while examination questions are also developed based on textbooks (Abdul Azis & Rosli, 2021; Zapit et al., 2020). Continuous assessment that refers to textbooks has been proven to help teachers teach more effectively (Johari & Baharudin, 2023).

Previous studies have extensively examined textbook use across subjects such as Geography, Malay Language, History, English and Science (Abdul Aziz, et al., 2024; Md. Sabil et al., 2022; Othman, 2019; Ridzuwan et al., 2024; Zakaria & Janan, 2022; Zapit et al., 2020). Research has also been conducted on *Maharat al-Quran* textbooks (Sri Andayani et al., 2021), al-Quran and Sunnah Education (Amrina Rasyada & Nik Md Saiful, 2019) and Islamic Education to evaluate their effectiveness as teaching aids in primary and secondary schools (Mohd Khairul Azuan & Mohd Isa, 2023; Siti Nasuha, 2021). Several critical factors influence the use of textbooks, including engaging illustrations and appropriate content (Zakaria & Janan, 2022), teacher attitudes (Vijayaletchmy & Selvam, 2017), Ministry of Education policies (Sjahrony et al., 2017) and the quality of textbooks in terms of content, presentation, activities and exercises (Mohd Nazri et al., 2014).

In addition, research has been carried out on the textbooks used in the the Kelas Kemahiran Membaca dan Menghafaz al-Quran (KKQ) or Special Classes for Quran Reading and Memorization. This program is one of the co-curricular activities aimed at strengthening Quranic skills in secondary schools, with particular emphasis on *tajwid*, *Rasm Uthmani*, memorization of the Quran, *ulum al-Quran*, *qiraat Sab'ie* and *tarannum*. KKQ adopts a unique approach by combining the methods of *talaqqi* (direct learning from a teacher) and *musyafahah* (oral face-to-face recitation), integrating both theory and practice. KKQ textbooks serve as essential official guides, offering structured content, exercises and learning sequences that align with the curriculum.

Existing findings indicate that the use of KKQ textbooks in teaching and learning has only focused on *Qiraat Sab'ie* (Ahmad Junaidi, 2018), *tajwid* (Jahidih & Nurul Hamimi, 2021) and *tarannum* (Nurfadilah et al., 2022), whereas their use in memorization of the Quran and *ulum al-Quran* has not yet been explored. Furthermore, issues concerning the quality of KKQ textbooks have also been raised, including reports of factual inaccuracies, overly dense content and advanced syllabi (Abd Mubi, Hussin & Mohamad, 2023). These issues raise questions about their effectiveness in T&L. Hence, this study is essential to evaluate the extent to which KKQ textbooks are used and to identify the factors influencing their usage, with the aim of enhancing their effectiveness in T&L in Selangor.

## 2.0 METHOD

### 2.1. *Research Design and Instrument*

This study employed a quantitative survey design, which is commonly used in the field of education to collect data on the views and experiences of students or teachers, as well as to identify patterns or trends that may help improve educational practices. Data were collected through questionnaires that were distributed to respondents. According to Creswell and Creswell (2018), the questionnaire method is an appropriate tool for obtaining information in the form of opinions, attitudes and perceptions from respondents representing the study population. The questionnaire used in this study was adapted from several previous studies and subsequently modified and refined to meet the specific needs of the research. The instrument was further validated by a panel of subject-matter experts.

The items in the questionnaire were structured using a five-point Likert scale to assess the level of agreement with each statement. The scale included the following options: Strongly Disagree (SD), Disagree (D), Unsure (U), Agree (A) and Strongly Agree (SA). This format allows for a nuanced understanding of respondents' attitudes and perceptions regarding the variables studied.

### 2.2 *Sampling Technique*

This study was conducted in national secondary schools (Sekolah Menengah Kebangsaan, SMK) under the supervision of the Ministry of Education Malaysia that offer the KKQ program in the state of Selangor. Selangor was selected as the research location due to its status as the state with the highest number of KKQ teachers and students, with 258 teachers and 14,044 students across forms one

to five, according to data from the Planning and Development Unit of Islamic Education, Selangor State Education Department (2023).

A purposive sampling technique was employed in this study as it specifically targeted teachers directly involved in KKQ. This is consistent with the view of Wiersma and Jurs (2009), who state that purposive sampling may be applied when the research objective is more focused on a specific and clearly defined sample that aligns closely with the study’s aims. Although the initial sample selection used purposive sampling with the designation of one KKQ teacher per school, the final number of respondents was determined with reference to the sample size table of Krejcie and Morgan (1970). Given that the total population of KKQ teachers in SMK was 190, the appropriate sample size was 127 teachers.

**Table 1.**  
*Number of KKQ teacher respondents by district*

No.	District	Number of KKQ Schools	Total Number of KKQ Teachers	Number of Teacher Respondents
1	Gombak	22	34	25
2	Hulu Langat	22	32	25
3	Klang	18	28	20
4	Petaling Perdana	13	25	15
5	Kuala Selangor	11	21	12
6	Petaling Utama	8	16	8
7	Kuala Langat	7	12	7
8	Selangor	6	7	6
9	Sabak Bernam	5	9	5
10	Hulu Selangor	4	6	4
		<b>116</b>	<b>190</b>	<b>127</b>

### 2.3 *Validity and Reliability of the Research Instrument*

Before conducting the actual study, a pilot test was carried out to assess the validity and reliability of the instrument to be used. Two main aspects were emphasized: content validity and face validity. Review and verification by experts experienced in their respective fields were conducted to ensure that each item

truly represented the construct being measured and was aligned with the objectives of the study, as well as to assess the clarity of language, comprehensibility of terms and the layout of items from the respondents' perspective. This validation process involved evaluation, comments and recommendations aimed at strengthening the content, refining the wording of the items and ensuring the appropriateness of themes with the constructs examined. Such validity procedures are crucial to ensure that the findings obtained are robust, trustworthy and not open to doubt in terms of their credibility (Yusoff, Hamzah & Surat, 2018).

The pilot study data were analyzed using IBM SPSS Statistics for Mac Version 29.0 to determine the reliability coefficient (Cronbach's alpha). The analysis was conducted separately for the two main constructs: the level of textbook usage and the factors influencing textbook usage. The results indicated that both constructs achieved high alpha values, with 0.881 for the textbook usage construct and 0.891 for the usage factors construct. These values indicate a very good level of internal consistency, demonstrating that the instrument is highly reliable and suitable for use in the main study.

### 3.0 RESULTS AND DISCUSSION

#### 3.1 Level of KKQ Textbook Usage

The findings reveal that the level of KKQ textbook usage in teaching and learning among teachers is high. As illustrated in Table 2, 16 out of 18 items recorded mean values exceeding 4.01, reflecting a high level of interpretation. This outcome underscores the teachers' awareness of textbooks as a primary resource and signifies their realization that textbook integration remains essential and relevant within the contemporary educational landscape (Ahmad et al., 2024).

**Table 2.**  
*KKQ Textbook Usage*

		Frequency & Percentage (N=127)								
No	Item	SD	D	U	A	SA	Min	SD	Interpreta- tion	
BA0	I implement all									
1	textbook usage instructions in KKQ teaching	0 (0.0)	2 (1.6)	1 (0.8)	47 (37.0)	77 (60.6)	4.57	0.60	High	

and learning.											
BA0	I	use	KKQ								
2	textbooks	as the		0	0	0	24	103	4.81	0.39	High
		main reference in		(0.0)	(0.0)	(0.0)	(18.9)	(81.1)			
		teaching.									
BA0	I	use	KKQ								
3	textbooks	every		0	1	3	27	96	4.72	0.55	High
		time I teach		(0.0)	(0.8)	(2.4)	(21.3)	(75.6)			
		KKQ.									
BA0	I	use	KKQ								
4	textbooks	when		0	0	3	27	97	4.74	0.49	High
		teaching the field		(0.0)	(0.0)	(2.4)	(21.3)	(76.4)			
		of Ulum al-									
		Quran.									
BA0	I	use	KKQ								
5	textbooks	when		0	3	2	35	87	4.62	0.64	High
		teaching the field		(0.0)	(2.4)	(1.6)	(27.6)	(68.5)			
		of Tajwid.									
BA0	I	use	KKQ								
6	textbooks	when		2	2	6	35	82	4.52	0.80	High
		teaching the field		(1.6)	(1.6)	(4.7)	(27.6)	(64.6)			
		of									
		Memorization.									
BA0	I	use	KKQ								
7	textbooks	when		1	1	1	26	98	4.72	0.60	High
		teaching the field		(0.8)	(0.8)	(0.8)	(20.5)	(77.2)			
		of Qiraat.									
BA0	I	use	KKQ								
8	textbooks	when		1	5	4	35	82	4.51	0.81	High
		teaching the field		(0.8)	(3.9)	(3.1)	(27.6)	(64.6)			
		of Tarannum.									
BA0	I	use	other								
9	reference	books		6	17	22	40	42	3.75	1.19	Moderately
	to teach	KKQ		(4.7)	(13.4)	(17.3)	(31.5)	(33.1)			High
	besides	KKQ									
	textbooks.	KKQ									
BA1	I am able	to		0	6	8	43	70	4.39	0.81	High
0	complete	all		(0.0)	(4.7)	(6.3)	(33.9)	(55.1)			

	syllabi in the KKQ textbook throughout the school session.										
BA1	I use KKQ										
1	textbooks to create Daily Lesson Plans.	0	2	3	38	84	4.61	0.62	High		
		(0.0)	(1.6)	(2.4)	(29.9)	(66.1)					
BA1	I use KKQ										
2	textbooks to produce teaching aids.	0	2	3	42	80	4.57	0.62	High		
		(0.0)	(1.6)	(2.4)	(33.1)	(63.0)					
BA1	I utilize the										
3	activities contained in KKQ textbooks.	0	5	21	53	48	4.13	0.83	High		
		(0.0)	(3.9)	(16.5)	(41.7)	(37.8)					
BA1	I utilize the										
4	exercises contained in KKQ textbooks.	0	6	24	47	50	4.11	0.87	High		
		(0.0)	(4.7)	(18.9)	(37.0)	(39.4)					
BA1	I formulate										
5	formative questions based on KKQ textbooks.	1	2	11	49	64	4.36	0.77	High		
		(0.8)	(1.6)	(8.7)	(38.6)	(50.4)					
BA1	I formulate										
6	summative questions based on KKQ textbooks.	1	2	8	50	66	4.40	0.75	High		
		(0.8)	(1.6)	(6.3)	(39.4)	(52.0)					
BA1	I use KKQ										
7	textbooks to help increase knowledge.	1	1	1	42	82	4.60	0.63	High		
		(0.8)	(0.8)	(0.8)	(33.1)	(64.6)					
BA1	I face difficulties										
8	teaching if students do not	7	12	25	48	35	3.72	1.13	Moderately High		
		(5.5)	(9.4)	(19.7)	(37.8)	(27.6)					

bring KKQ  
textbooks.

Overall Mean 4.4 0.7

Empirical evidence supporting these findings is reflected in several aspects of usage. In terms of learning domains, the use of KKQ textbooks recorded very high levels of agreement across all areas, exceeding 90%. The domains of *Ulum al-Quran* and *Qira'at* recorded the highest agreement with 124 teachers (97.7%), followed by *Tajwid* with 96.1%, while *Hafazan* and *Taranum* showed 92.2% agreement respectively. From the aspect of teaching preparation, nearly all teachers reported using textbooks for academic planning purposes, with 122 teachers (96.0%) utilizing them to prepare Daily Lesson Plans (*Rancangan Pengajaran Harian*, RPH) and 123 teachers (96.1%) using them to design teaching aids. Regarding assessment, 113 teachers (89.0%) employed textbooks for formative test items and 116 teachers (91.4%) for summative test items.

This consistently high usage pattern indicates teachers' strong reliance on textbooks as the main basis for teaching KKQ. This reliance stems from teachers' recognition of textbooks as standardized teaching resources officially verified by educational authorities. The strategic significance of textbooks can therefore be understood through three primary dimensions: first, as reference material that provides students with essential knowledge; second, as the main instructional source underpinning school tests and examinations; and third, as a pervasive influence within the national education system, impacting curriculum, examinations, equity of student opportunity and character development (Tamuri et al., 2012). Teachers' confidence in textbooks is further reinforced by the credibility of their content, which has undergone expert review and verification (Ahmad et al., 2024). This quality control process assures teachers that textbooks are reliable and valid sources to be used as the primary reference in teaching. Indeed, many teachers are more comfortable employing textbooks as their main teaching aid during classroom instruction (Fahrurrozi, 2005).

Challenges identified in this study, consistent with findings from earlier research include difficulties in optimizing textbook use within contemporary teaching and learning contexts (Mahamod et al., 2011). A majority of teachers reported significant challenges when students failed to bring textbooks to class. Indirectly, this highlights that textbook usage among both teachers and students is a highly critical element that cannot be disregarded in ensuring the smooth and effective delivery of teaching and learning (Singki, 2021).

### 3.2 Factors Influencing the Use of KKQ Textbooks

The study findings further indicate that the factors influencing the use of KKQ textbooks among teachers are at a consistently high level. Based on Table 3, a total of 12 items recorded an overall mean of 4.3 with a standard deviation of 0.8, reflecting a very encouraging acceptance level of KKQ textbooks as the primary instructional resource. This high level of acceptance can be explained by three interrelated factors.

First, compliance with Ministry of Education directives mandating the use of textbooks as a strategy to standardize the school education system, coupled with the alignment of these textbooks with the prescribed syllabus. Second, the quality of the content, which is rich in both core and supplementary information, presented in a language that is clear and easily understood by both teachers and students. Third, the proven effectiveness of textbooks compared to other teaching aids in facilitating the teaching and learning process. Collectively, these three factors form a mutually reinforcing ecosystem that significantly shapes teachers' decisions to consistently use KKQ textbooks.

**Table 3.**  
*Factors Influencing the Use of KKQ Textbooks*

No	Item	Frequency & Percentage (N=127)							
		SD	D	U	A	SA	Min	SD	Interpretation
<b>Compliance and Suitability Factors</b>									
1	BB0 I use KKQ textbooks because I comply with Ministry of Education instructions.	5 (3.9)	4 (3.1)	5 (3.9)	40 (31.5)	73 (57.5)	4.4	1.0	High
2	BB0 I use KKQ textbooks because they meet the Syllabus requirements.	1 (0.8)	0 (0.0)	0 (0.0)	34 (26.8)	92 (72.4)	4.7	0.6	High
3	BB0 I use KKQ textbooks because I	0 (0.0)	2 (1.6)	6 (4.7)	51 (40.2)	68 (53.5)	4.5	0.7	High

am confident in the quality of the textbooks.

BB0 I use KKQ	0	2	5	45	75	4.5	0.7	High
4 textbooks because their content is appropriate.	(0.0)	(1.6)	(3.9)	(35.4)	(59.1)			

Content and Delivery Factors

BB0 I use KKQ	0	0	5	38	84	4.6	0.6	High
5 textbooks because they are filled with basic information.	(0.0)	(0.0)	(3.9)	(29.9)	(66.1)			

BB0 I use KKQ	0	4	13	41	69	4.4	0.8	High
6 textbooks because they are filled with additional information.	(0.0)	(3.1)	(10.2)	(32.3)	(54.3)			

BB0 I use KKQ	7	16	30	46	28	3.6	1.1	Moderately High
7 textbooks because there are various types of illustrations and graphics such as pictures, diagrams, and tables.	(5.5)	(12.6)	(23.6)	(36.2)	(22.0)			

BB0 I use KKQ	1	7	7	57	55	4.2	0.9	High
8 textbooks because the language register and terminology used are easy to understand.	(0.8)	(5.5)	(5.5)	(44.9)	(43.3)			

Effectiveness of Usage Factors

BB0 I use KKQ	2	4	19	58	44	4.1	0.9	High
9 textbooks because they are more	(1.6)	(3.1)	(15.0)	(45.7)	(34.6)			

	effective compared to teaching using other teaching aids.								
BB1 I use KKQ	0	7	18	58	44	4.1	0.8	High	
0 textbooks because	(0.0)	(5.5)	(14.2)	(45.7)	(34.6)				
	the suggested activities are appropriate.								
BB1 I use KKQ	0	8	14	55	50	4.2	0.9	High	
1 textbooks because	(0.0)	(6.3)	(11.0)	(43.3)	(39.4)				
	the suggested exercises are appropriate.								
BB1 I use KKQ	3	5	10	56	53	4.2	0.9	High	
2 textbooks because	(2.4)	(3.9)	(7.9)	(44.1)	(41.7)				
	they save time from referring to other reading materials.								
Overall Mean						4.3	0.8		

Findings indicate several important aspects regarding the factors influencing the use of KKQ textbooks. In terms of compliance with directives, 113 teachers (89.0%) reported using textbooks because they were following the instructions of the Ministry of Education Malaysia. This demonstrates teachers' strong adherence to established educational policies. With regard to alignment with the syllabus, nearly all teachers, 126 (99.2%), agreed that the textbooks were consistent with what needed to be taught. This shows that KKQ textbooks successfully transformed the syllabus into accessible instructional materials.

In terms of content quality, most teachers expressed satisfaction as the textbooks contained comprehensive information. A total of 112 teachers (88.2%) agreed that the language used was clear and understandable, indicating that the textbooks were effective in delivering knowledge in a way that was easily accessible for both teachers and students. However, visual elements such as illustrations and graphics still required improvement, with a moderate average score of 3.6 out of 5.0. Only 74 teachers (58.3%) reported being satisfied with this aspect. These findings highlight the need for enhancement in the visual presentation of textbooks in order to attract greater interest from both teachers and students. Regarding effectiveness, 102 teachers (80.3%) agreed that KKQ

textbooks were superior compared to other teaching aids. This shows that teachers are confident in the quality of the textbooks as the main teaching resource. Concerning learning activities and exercises included in the textbooks, 102 teachers (80.3%) were satisfied with the activities provided, while 105 teachers (82.7%) agreed that the exercises were appropriate to the students' level. Finally, in terms of time efficiency, 109 teachers (85.8%) reported that the use of KKQ textbooks was quicker, easier and helped save time in preparing teaching materials.

In conclusion, the factors influencing the use of KKQ textbooks reflect strong motivation among teachers to utilize them as their primary teaching resource. A deeper analysis identified three main factors driving textbook use, as illustrated in Figure 1 below:

**Figure 1.**  
*Factors Influencing the Use of KKQ Textbooks*



The first factor is compliance with educational policy, which requires teachers to use textbooks as a strategy to standardize the education system (Sjahrony et al., 2017). This factor reflects the strong institutional influence in shaping teachers' instructional practices in schools (Azis & Rosli, 2021). Confidence in the suitability of the curriculum encourages teachers to believe that textbooks are aligned with the prescribed syllabus (Abdul Rahman et al., 2013). This confidence is shaped by the textbook development process, which adheres to national curriculum guidelines (Lim & Mohd Fadzil, 2021). The second factor is the perception of content quality, which influences teachers' decisions to rely on textbooks (Yaacob, 2023). Teachers tend to choose teaching materials that have undergone a rigorous academic review process and are guaranteed to be credible (Mahamod & Tengku Mohamed Salim, 2011). The third factor is efficiency and convenience, which motivates teachers to use textbooks because

they save time in preparing teaching materials (Jia Wei & Rosli, 2020). Internal factors, such as teachers' attitudes and beliefs, also play an important role. Teachers with a positive attitude toward the use of standardized materials are more inclined to use textbooks (Nurzaemah et al., 2015). Meanwhile, external factors, such as school administrative support and accessibility, also influence the level of usage (Fakhruddin et al., 2021).

Nevertheless, several challenges were identified, particularly the limitations of visual elements that fail to engage the interest of both teachers and students. This underscores the need to enhance the visual appeal of textbooks to improve their effectiveness (Ridzuwan et al., 2024; Zakaria & Janan, 2022). Another critical issue in KKQ textbooks is the integration of higher-order thinking skills (HOTS), which encompass critical thinking (*tafakkur*), communication skills (*qawl ma'rūf*), collaboration (*ta'āwun*) and creativity and innovation. These competencies align with 21st-century educational goals and are also deeply rooted in Qur'anic values, making them essential for both teachers and students (Yunus et al., 2024). Despite the identified limitations, the overall positive aspects outweigh the negatives, supporting the continued and widespread use of textbooks among KKQ teachers.

#### 4.0 CONCLUSION

This study provides several significant findings that offer a deeper understanding of the use of KKQ textbooks within Malaysia's education system. The level of KKQ textbook usage among teachers was found to be very high, indicating a strong acceptance of textbooks as the primary instructional tool. Three main factors influencing textbook use were identified: compliance with Ministry of Education directives and consistency with the syllabus, the quality of content and clarity of language, and the effectiveness of textbooks compared to other teaching aids. Although the use of textbooks was found to be very high across all KKQ domains, illustrations and graphics remain areas that need improvement. KKQ textbooks have proven effective in teaching preparation, including lesson planning, teaching aids, and time management. The implications of this study suggest the need for improving textbook visual design as well as implementing stronger structured monitoring to ensure more optimal use of KKQ textbooks. Future research is recommended to explore the impact of KKQ textbook use on students' academic achievement and to compare their effectiveness against digital learning resources.

In conclusion, this study contributes to the development of higher-quality and more relevant KKQ textbooks that align with the needs of teachers

and students in efforts to enhance the quality of teaching and learning. Despite its limitations, the study successfully achieved its objectives by identifying the level of use and the factors influencing the use of KKQ textbooks, thereby providing a solid foundation for further research and practical guidance for improving KKQ textbooks and their usage in Malaysia's education system.

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