

TEACHERS' AND STUDENTS' PERCEPTIONS OF THE QUALITY OF STUDENT WORKSHEETS AT ISLAMIC JUNIOR HIGH SCHOOL

Meida Eka Nurlita¹, Indah Nurul Hazairin²

¹²Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi; Indonesia

Correspondence Email; meidajambi21@gmail.com

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Abstract

This study aimed to describe worksheet quality, examine teachers' and students' perceptions, and identify teacher adaptations in Al-Qur'an and Hadith instruction at MTsN 5 Kota Jambi. A qualitative case study design was employed, involving one teacher and ten students selected purposively. Data were collected through classroom observations, in-depth interviews, and document review. Analysis involved data condensation, data display, and conclusion drawing and verification, with credibility examined through source and technique triangulation. Observation findings rated nine aspects of worksheet quality and use as good, while readability and teacher use were rated very good. Interviews indicated that worksheets helped organize lessons, provide exercises, support independent study, and facilitate lesson review. However, participants identified crowded pages, unfamiliar terminology, lengthy questions, insufficient examples, and occasional mismatches between exercises and taught content. The teacher emphasized curriculum alignment and instructional usefulness, while students highlighted clarity, task difficulty, and presentation. Reported adaptations included explaining terminology, clarifying instructions, adjusting content explanations, and replacing unsuitable questions. The study concludes that positive overall assessments can coexist with specific limitations. Worksheet evaluation should therefore integrate teachers' and students' experiences and consider content alignment, language accessibility, presentation, and appropriate teacher guidance.

Keywords

Al-Qur'an and Hadith Instruction; Instructional Material Quality; Student Perceptions; Student Worksheets; Teacher Adaptations.



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INTRODUCTION

Student Worksheets are instructional materials that organize lesson content, activity instructions, examples, and exercises to guide students through learning activities. Their quality depends on whether these components help students understand the subject matter and complete tasks aligned with learning objectives. In Al-Qur'an and Hadith instruction, this requires attention to the explanation of verses, hadiths, and religious terminology, as well as their application in daily life (Haikal & Anwar, 2024). Worksheets, therefore, need accurate and relevant content, understandable language, clear instructions, and exercises appropriate to students' abilities (Chosya & Takiddin, 2025). However, their suitability cannot be understood solely through material characteristics. Teachers experience worksheets as resources for explaining and organizing lessons, whereas students encounter them through reading, interpreting instructions, and answering questions. Examining both perspectives can reveal which features facilitate learning and which require clarification or adaptation.

Preliminary observations and interviews at MTsN 5 Kota Jambi revealed differences in how teachers and students perceived the worksheets used in Al-Qur'an and Hadith lessons. Teachers generally considered the worksheets helpful for presenting material and guiding exercises. Some students similarly valued the explanations and opportunities to review lessons. Nevertheless, concerns arose about questions that did not clearly align with the material or the teacher's explanations. Observation records also noted densely presented pages and exercises requiring adjustment. Student accounts identified difficulties with particular terms, lengthy questions, and insufficient examples or illustrations. These concerns suggest that a worksheet viewed as useful overall may still present obstacles during specific learning activities. The academic issue, therefore, concerns how teachers and students interpret worksheet quality through their experiences and why their assessments may differ across content, language, presentation, and exercises (Monteiro et al., 2021).

Previous research provides several perspectives on this issue. (Ichsan et al., 2020) examined worksheet development and highlighted content, instructions, exercises, and presentation as considerations in material suitability. (Desnita et al., 2023) emphasized alignment with students' cognitive levels, understandable language, visual presentation, learning activities, and the curriculum. (Bondie et al., 2019) discussed teachers' perceptions of instructional materials in relation to their classroom experience and decisions to adapt available resources. (Anthony & Andala, 2023)

addressed instructional materials in relation to learners' abilities and learning needs. (Fauziah & Nurita, 2019) discussed worksheets as resources containing content and activities that encourage student participation. (Yulkifli et al., 2019) also highlighted the importance of material quality and appropriateness in the use of worksheets. Together, these studies identify relevant dimensions of quality while emphasizing the need to consider how instructional materials function for their users.

Although these studies address worksheet design, suitability, and instructional use, the relationship between teachers' and students' assessments requires closer contextual examination. Evaluating material characteristics alone may not explain why teachers consider a worksheet helpful while students struggle with particular explanations or exercises. The present study addresses this gap by examining both perspectives within Al-Qur'an and Hadith instruction at MTsN 5 Kota Jambi. Its novelty lies in integrating observation of worksheet characteristics and classroom use with teachers' and students' accounts of content appropriateness, language clarity, presentation, exercises, and learning benefits. It also examines teachers' responses to perceived limitations, including additional explanations and adjustments to questions. This approach provides a contextual understanding of worksheet quality as experienced in learning activities, including areas of agreement and difference between users.

This study aims to describe the quality of the worksheets used in Al-Qur'an and Hadith instruction at MTsN 5 Kota Jambi, analyze teachers' and students' perceptions of that quality, and identify teachers' efforts to adapt the use of worksheets to students' learning needs. Specifically, the study examines content appropriateness, clarity of language and instructions, presentation of material and exercises, perceived learning benefits, and factors influencing users' assessments. By considering teachers' instructional experience alongside students' experiences completing worksheet activities, the study seeks to identify both useful features and aspects requiring improvement. The findings are expected to provide contextual evidence for evaluating, selecting, and adapting worksheets, particularly where the material is considered helpful overall but presents difficulties in specific tasks. They may also inform improvements in explanations, examples, illustrations, and exercises to make the worksheet more responsive to classroom needs.

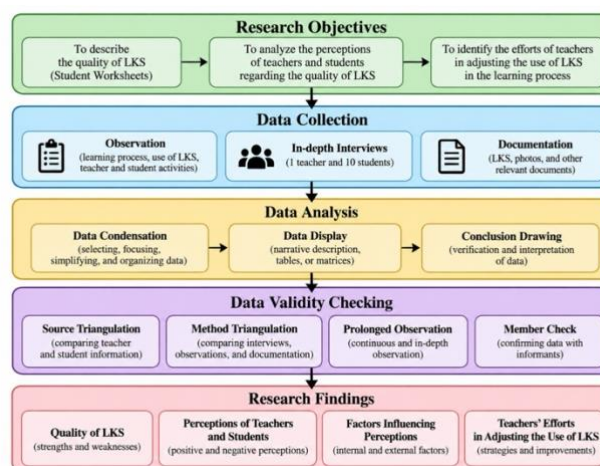
METHOD

This study used a qualitative case study design to examine teachers' and students' perceptions of the quality of student worksheets used in Al-Qur'an and Hadith instruction at MTsN

5 Kota Jambi (Creswell, 2016). The case comprised the worksheets and their use within this instructional setting. Participants were purposively selected based on their direct experience using the worksheets and comprised one Al-Qur'an and Hadith teacher and ten students. Research data included classroom observation records, interview accounts concerning worksheet quality and use, and documentary evidence of worksheet content and presentation. The data sources were the teacher, the ten students, classroom learning activities, the worksheets used in instruction, and relevant activity records. Observations were conducted from 02 February 2026 to 02 April 2026, focusing on worksheet condition, teacher guidance, student activities, and difficulties encountered during use. In-depth interviews explored the appropriateness of the content, the clarity of the language and instructions, the presentation, the exercises, the perceived benefits, and teachers' adaptations. Document review examined the worksheets and relevant records to contextualize the interview and observation data (Bowen, 2009).

Data were analyzed through data condensation, data display, and conclusion drawing and verification (Milles & Huberman, 2014). Observation records, interview accounts, and documentary evidence were selected and grouped according to worksheet quality, teachers' and students' perceptions, and teachers' adaptations. The grouped data were presented in tables and thematic narratives to identify similarities and differences between participants' accounts. Conclusions were verified by comparing interview statements with observed classroom activities and worksheet characteristics. Source triangulation compared the teacher's account with students' accounts, while technique triangulation compared interviews, observations, and document review. Careful examination of observation records was used to check the consistency of interpretations with recorded classroom events.

Figure 1. Research Framework



FINDINGS AND DISCUSSION

Findings

The findings describe the quality and use of student worksheets in Al-Qur'an and Hadith instruction at MTsN 5 Kota Jambi. They are organized into three themes: worksheet quality, teachers' and students' perceptions, and teacher adaptations. Evidence was obtained from observations and interviews with one teacher, ten students, and the Vice Principal for Curriculum. Student participants are identified as S1–S10.

Quality of Student Worksheets

Observations assessed eleven aspects of worksheet quality and classroom use. Table 1 presents the recorded scores and findings.

Table 1. Observation Results on Worksheet Quality and Use

No	Aspect	Score	Recorded finding
1	Appearance	3	Attractive and neat, although some pages appeared crowded.
2	Instructions	3	Generally clear and understandable.
3	Content relevance	3	Consistent with the lessons taught.
4	Language	3	Generally simple and understandable.
5	Material organization	3	Content presented systematically before exercises.
6	Student activities	3	Activities provided opportunities for active participation.
7	Sample questions	3	Understandable and relevant to the material.
8	Exercises and assessment	3	Generally relevant, although some questions required adjustment.
9	Readability	4	Text and images were clearly legible.
10	Teacher use	4	Worksheets were used as instructional guides.
11	Student responses	3	Most students used the worksheets actively; some required guidance.

Source: Researcher's observation instrument, 2026. Score 3 = good; score 4 = very good.

Nine aspects received a “good” rating, while readability and teacher use received “very good” ratings. Recorded limitations included crowded pages, exercises requiring adjustments, and students' ongoing need for guidance.

Teachers' and Students' Perceptions

Interviews addressed content alignment, language, presentation, exercises, and learning benefits. Table 2 summarizes agreement and differences between the teacher's and students' accounts.

Table 2. Teacher and Student Perceptions of Worksheet Quality

No	Dimension	Teacher's account	Students' accounts
1	Content alignment	Generally aligned with curriculum and competencies; some sections required adjustment.	Generally relevant, although S2 and S8 reported differences from classroom explanations.
2	Language and instructions	Simple sentences and helpful instructions; specialized terms required explanation.	S3 identified difficult Arabic terms; S6, S8, and S10 reported language or terminology difficulties.
3	Presentation	Systematic and neat, with room for visual improvement.	Illustrations were valued; S6 identified text-heavy pages. Students requested more illustrations, colors, or summaries.
4	Exercises	Generally relevant; some questions required explanation or replacement.	S4 and S6 reported insufficient content-question alignment; S9 found analytical questions difficult; S10 struggled with lengthy questions.
5	Learning benefits	Helped organize lessons and assignments and supported individual and group activities.	Supported lesson review, assignments, independent study, and test preparation.
6	Assistance needs	Some students required further guidance.	S4, S6, and S10 described situations requiring teacher explanation or assistance.

Source: Interviews with the Al-Qur'an and Hadith teacher and ten students.

The teacher and students generally considered the worksheets useful, while identifying specific limitations. Student recommendations included worked examples, concise explanations, summaries, progressively arranged exercises, and solutions for checking answers. The Vice Principal for Curriculum similarly described worksheets as useful supplementary materials and reported that they were evaluated for suitability through classroom observations and teacher feedback.

Teacher Adaptations to Students' Learning Needs

The teacher reported reviewing worksheets before instruction and adjusting their use when content or exercises were unsuitable. Table 3 presents these actions.

Table 3. Reported Teacher Adaptations

No	Identified Need	Teacher Action
1	Content differing from classroom instruction	Reviewed content and adjusted explanations to the lesson.
2	Unfamiliar religious or Arabic terminology	Explained terms to clarify meaning.
3	Questions insufficiently aligned with taught content	Provided additional explanations or substituted questions.
4	Exercises exceeding students' current understanding	Clarified tasks or selected more appropriate questions.

5	Difficulty following instructions	Provided guidance before task completion.
6	Differences in student understanding	Offered further explanations to students requiring assistance.

Source: Interview with the Al-Qur'an and Hadith teacher.

The reported adaptations involved content review, clarification, and question replacement. They addressed differences between worksheet content, classroom instruction, and students' understanding. The teacher also requested closer alignment between content and exercises, clearer language, and a more engaging presentation in future worksheets.

Discussion

The research results indicate that the quality of Student Worksheets in Al-Qur'an and Hadith instruction at MTsN 5 Kota Jambi has generally supported the learning process, from both the teachers' and students' perspectives. Observation results show that most aspects fall into the "good" category, while aspects of readability and teachers' use of the received "very good" scores are in the "good" category. Interview findings also revealed that teachers and students view the worksheets as supplementary materials that aid in delivering content, providing exercises, reviewing material, and facilitating student learning activities. Thus, the worksheets in this study serve not only as a collection of questions but also as materials that connect the content to students' learning activities.

These findings align with the research by (Wahyuni et al., 2023) on the use of student worksheets in Al-Qur'an and Hadith instruction at MTsN 3 Agam. That study found that LKPDs assist teachers in the learning process, particularly as tools for assigning tasks and exercises, while for students, LKPDs can be used as a means of studying at home (Wahyuni et al., 2023). These similarities indicate that the function of worksheets as supplementary learning materials is not limited to MTsN 5 Kota Jambi but is also evident in the context of Qur'an and Hadith instruction at other madrasahs (Purwati et al., 2023). However, this study provides a more in-depth perspective because it not only examines the use of the worksheets but also explores the perceptions of the teacher and ten students regarding the layout, instructions, content, language, questions, benefits, challenges, and areas for improvement of the worksheets.

The appropriateness of the content is one of the key aspects in the informants' perceptions. Teachers stated that the content in the worksheets generally aligns with the curriculum and learning competencies; however, some sections still need to be adjusted to match the material presented in class (Noer et al., 2025). Students also generally stated that the material aligns with the teacher's

explanations, although some stated differences in sequence or in specific sections that were not entirely consistent with classroom instruction. This situation indicates that the worksheets' alignment cannot be assessed solely by their alignment with the curriculum; it is also necessary to consider how the worksheets' content aligns with the ongoing learning process (Evans & Cleghorn, 2022; Khan et al., 2025; Qhibi et al., 2020; Tractenberg, 2021).

These findings are consistent with the research by (Mustafid et al., 2023) on the development of Al-Qur'an and Hadith instructional materials, which emphasizes the importance of using materials tailored to students' developmental stages. That study demonstrated that instructional materials developed with students' characteristics in mind can support students' understanding of the subject matter (Mustafid et al., 2023). In the context of this study, this principle is evident in students' need for more concise material, more examples, simple language, and exercises tailored to their abilities. This means that the suitability of instructional materials must be understood more broadly, encompassing the alignment of the curriculum, learning content, students' ability levels, and their learning experiences.

The aspect of practice questions emerged as another key finding. The research results indicate that students tend to find it easier to understand example problems than certain practice exercises. Some students stated that certain exercises required deeper understanding, repeated reading of the material, analytical skills, memorization, or additional examples before they could complete them. Teachers also noted that some questions were not fully aligned with the material just covered, so they sometimes provided additional explanations or replaced those questions. This finding indicates that the mere presence of exercises in the worksheets does not automatically guarantee that they meet students' learning need (Hong & Li, 2025; Moorhouse & Wong, 2022). Exercises need to be designed based on the material already studied, students' ability levels, and an appropriate level of difficulty (Hwang et al., 2020).

These findings can be compared to the study by (Safitri & Rifa'i., 2023) on the use of worksheets (LKPD) at MTs Al-Ikhlas Pemetung Basuki. That study showed that worksheets can support students' creative learning and elicit positive responses. However, that study employed a development research approach using validation data and quantitative responses. In contrast, this study uses a qualitative approach to explore the direct experiences of teachers and students (Safitri & Rifa'i., 2023). This difference in approach allows this study to reveal the reasons behind students' responses—for example, why students struggled with certain questions, why they needed

additional examples, and how teachers adjusted questions deemed inappropriate.

From a linguistic perspective, the study indicates that the language in the workbooks is generally considered simple and easy to understand. However, certain terms in the Qur'an and Hadith instructions still require teacher explanation. This is important because instructions in the Qur'an and Hadith involve religious terminology and Arabic elements that students may not fully grasp from written explanations alone. Therefore, the use of simple language must be accompanied by explanations of terms, examples, or context to help students understand the material. This demonstrates that the quality of the language in the worksheets is determined not only by the use of simple sentences but also by the instructional material's ability to bridge the gap between academic terminology and students' comprehension skills (Javaid et al., 2023; Van Geel et al., 2019).

In terms of visual presentation, the research findings show that students responded quite positively to the images and illustrations, but some students hoped for more colors, images, and examples. Student 6 even stated that some pages had too much text, while other students wanted more concise material supplemented with images or tables. These findings indicate that the workbook's graphic design is related to students' experience using it. A clear, uncluttered layout can help students read and understand the material, while illustrations can provide visual variety in the learning process. This aligns with the research by Mustafid et al. (2023), which identifies student characteristics as one of the considerations in the development of "Al-Qur'an Hadis(Mustafid et al., 2023) .

The most evident benefit of the worksheets in this study is their ability to support independent learning and review of material. Students used the worksheets to review material after class, complete assignments, prepare for quizzes, and revisit material previously explained by the teacher. These findings align with the research by Amelia et al. (2024), which showed that worksheets can help students learn at home and assist teachers in assigning tasks and exercises. Thus, the use of worksheets can expand students' opportunities to engage with the material beyond the teacher's direct instruction (Amelia et al., 2024; Rizkiah et al., 2026; Salim et al., 2018). However, this study also shows that independent learning using worksheets does not mean that students can learn entirely without teacher guidance. Some students still need explanations when encountering Arabic terms, lengthy material, questions with long sentences, analytical questions, or questions whose answers are not directly found in the material. Teachers also noted that some students require further guidance due to varying levels of understanding of the workbook content (Bertram et al.,

2021; Orosz et al., 2023). These findings indicate that workbooks and teachers serve complementary roles. Workbooks provide content, instructions, and exercises, while teachers reinforce concepts, offer clarifications, and adapt instruction to students' needs.

In the context of Al-Qur'an and Hadith learning, the teacher's role as a facilitator in the use of instructional materials becomes increasingly important. (Salim et al., 2018) explain that Al-Qur'an and Hadith instruction requires effective planning, implementation, and management of the learning process because the material is not only related to the mastery of knowledge but also to the character development of students (Satriyadi & Syahputra, 2023) . The results of this study demonstrate the practical application of this need: teachers do not simply use the worksheets as is, but first study the worksheet content, provide additional explanations, and replace questions if they are deemed too difficult or not sufficiently aligned with the material being taught.

Teachers' efforts to adapt the worksheets were one of the key findings of this study. Teachers stated that before using the worksheets, they first studied the instructional material's content. If any material or questions were deemed inappropriate, teachers provided additional explanations or made adjustments. This practice demonstrates that the quality of instructional materials in actual classroom use is determined not only by the worksheets themselves but also by how teachers interpret and adapt them. In the learning process, teachers are the ones who directly understand students' characteristics, their level of understanding, and the alignment between the worksheet content and the material currently being covered.

This finding can also be understood in the context of (Nasution, 2023) research, which shows that the teaching of the Qur'an and Hadith in madrasahs involves interrelated stages of planning, implementation, and evaluation. Thus, the use of worksheets should not stop at providing materials and exercises but should be followed by observing students' understanding and evaluating the suitability of the materials used (Nasution, 2023) In this study, this process was evident in the teachers' actions of providing additional explanations, guiding students before they worked on assignments, and replacing questions deemed inappropriate.

In terms of learning outcomes, the research findings indicate that the use of worksheets contributes to students' learning, particularly by providing materials for reviewing content, offering practice exercises, increasing engagement in completing assignments, and supporting both individual and group learning activities. However, the research findings do not indicate that the use of worksheets directly improves students' learning outcomes quantitatively. Therefore, the

conclusions drawn from this study are limited to the informants' experiences and perceptions of the support worksheets used in the learning process (Ahmed et al., 2024; Kingston et al., 2025; Orser et al., 2019). This limitation is significant because the study employed a qualitative approach and did not conduct experimental measurements of improvements in learning outcomes.

The implications of this study for teachers are the need to select and adapt worksheets before using them in instruction. Teachers must ensure that the content, language, instructions, examples, and exercises are relevant to the competencies and subject matter being taught (Cammarata & Haley, 2018)(Goyibova et al., 2025). For students, worksheets need to be designed not only to provide content and questions but also to offer learning support through examples, summaries, instructions, and exercises arranged in a step-by-step manner (Gray et al., 2023). Meanwhile, for madrasahs, the research findings can serve as a basis for evaluating the selection and development of worksheets to better align with the curriculum and students' actual needs.

More specifically, this study complements previous research by demonstrating that perceptions of worksheet quality are not uniform. Teachers evaluate worksheets primarily based on curriculum alignment, competencies, content, student abilities, and ease of use in the learning process. In contrast, students tend to assess them based on their direct experiences when reading the material, understanding the instructions, completing the exercises, and learning independently. These differing perspectives highlight the importance of involving both parties in evaluating the quality of workbooks. This study also demonstrates that a workbook may be rated fairly well overall but still contain sections that need improvement based on users' direct experiences (Romas & Sharma, 2022).

Thus, the discussion in this study emphasizes that the quality of the Al-Qur'an and Hadith workbooks at MTsN 5 Kota Jambi is not only related to their appearance, language, content, and available exercises but also to the suitability of the instructional materials to the learning context and student characteristics. The research findings reinforce previous studies indicating that workbooks can assist teachers and students in learning the Qur'an and Hadith; however, this study provides additional insight into how teachers adapt workbooks and how students identify areas for improvement based on their own experiences. Thus, future workbook development should focus on aligning content and exercises, using easy-to-understand language, presenting information in a less dense format, providing examples and summaries, and structuring exercises progressively according to students' abilities.

CONCLUSION

This study concludes that the use of Student Worksheets in the teaching of the Qur'an and Hadith at MTsN 5 Kota Jambi has become a supportive component of the learning process from both the teachers' and students' perspectives. Overall, user experiences indicate that they can serve as supplementary material that guides learning activities, provides students with opportunities to re-engage with the material, and supports both individual and group learning. Perceptions of the quality of the SWLs are shaped by users' direct experiences in interacting with the content, presentation, language, instructions, and exercises provided. Thus, the quality of the SWLs in this study is understood not only by the characteristics of the instructional materials but also by their suitability for learning needs and student characteristics.

This study also emphasizes that the use of workbooks must be accompanied by active teacher involvement in adapting their use to the learning context. These findings imply that the evaluation and development of workbooks must be conducted continuously, incorporating the experiences of teachers and students as direct users. For madrasahs and teachers, the results of this study can serve as a basis for selecting or developing more contextual, user-friendly instructional materials aligned with students' needs. Ultimately, worksheets will be more meaningful if they are viewed not merely as tools for completing exercises but as supplementary materials that support a more focused, adaptive, and student-centered learning process in the study of the Qur'an and Hadith.

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