

Textbooks in Teaching and Learning Process in Malaysian's School: A Meta-Analysis Study

*Buku Teks dalam Proses Pengajaran dan Pembelajaran di Sekolah Malaysia:
Satu Kajian Meta-Analisis*

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Abstract

The purpose of this article is to statistically synthesize past studies related to the importance of textbooks context as one of the main resources of the teaching and learning process in Malaysian schools. The main focus of this study is to identify the trends and patterns of past studies on textbooks and the characteristics of the theme of the study related to textbooks. In addition, this research aims to synthesize past studies related to textbooks from various disciplinary angles. The meta-analysis is conducted by collecting data from databases such as Google Scholar, UPSI Digital Repository and UM Library Database. The information relevant to the topic is obtained via Google search by using keywords such as textbook, source of reference, teaching and learning (T&L). There are six themes identified and discussed critically in this research. The findings of previous studies which are analysed systematically through this meta-analysis showed that past studies focused more on the technical part of the textbooks such as textbook evaluation aspects, textbook innovation, thinking skills elements in the textbook, quality aspects of textbooks and the textbook illustrations. Thus, this research feels that there is a dire need to conduct research focusing on the content of the textbook. This study also believes that if there are more research were conducted related to the textbook, it will improve the quality of the textbooks in the content aspects, pedagogical aspects, evaluation aspects, and other technical aspects.

Keywords: teaching and learning, textbook, source of reference

INTRODUCTION

Textbooks are the main source of reference in the education field especially in Malaysia. Malaysia adopts a centralized education system and the use of textbooks in teaching and learning (T&L) in schools is one of the existing practices in the national education system (Mahidin, 2006). According to Borhan (2010), textbooks are also used as one of the main teaching aids in achieving teaching objectives. It is due to the role of the textbooks which is the main determinant of what to teach and how to teach by teachers in the classroom. Saedah Siraj (2000) stated that textbooks are still the most important educational material used in the classroom although there are a variety of great teaching aids in electronic form.

The implementation of the textbook scheme in Malaysia requires a large allocation. For instance, the total expenditure for Kadazandusun Language itself costs about RM8.959 million (Sabah Post, 2020). When a curriculum is drafted, the Textbook Division will publish a new textbook following the curriculum document guidelines provided by the Curriculum Development Division, Ministry of Education Malaysia. We can affirm that, in Malaysia, the usage of textbooks as a tool to standardize the curriculum in the respective subjects (Zakaria et al., 2015). Textbooks are the transformation of curriculum documents that become the main reference material in the teaching and learning process (Mohd Nazri, et al., 2013).

The use of textbooks as a primary resource in the classroom also encounters various challenges, obstacles and barriers. Various studies related to textbooks have been studied over the past three to four decades. Issues related to textbooks are discussed frequently accompanied by thoughtful suggestions to strengthen the quality of textbook delivery.

RESEARCH QUESTIONS

Meta-analysis is a statistical method for pooling the results of several studies reporting the same outcome, to gain a better estimate of the effect size of an intervention (Briscoe, Bethel, & Rogers, 2020). This meta-analytic study aims to synthesize past studies related to the importance of textbooks as the main source of teaching and learning process in Malaysian schools particularly related to the trends, patterns of past studies, and the theme of the textbook studies. Secondly, a meta-analytic study aims to synthesize past studies related to textbooks from various disciplinary angles.

There was a total of 34 articles screened but only 24 articles were analysed for this meta-analysis research. Based on the Cochrane systematic reviews, two studies are enough to perform a meta-analysis, provided that those two studies can be meaningfully pooled and provided their results are sufficiently similar. In this case, it has a sufficient article to conduct meta-analyse research. These selected 24 articles will also help future textbook-related studies as well as the need for future improvement. This study was conducted to answer the following research questions:

1. What types of research methodology have been used to conduct studies related to textbooks as a resource in schools that have been conducted in Malaysia?
2. What are the trends and patterns of past studies on textbooks as one of the main resources of the teaching and learning process in Malaysian's School from the year 2010 to 2021 in terms of research instruments, sampling and population?
3. What are the characteristics of the theme of the study related to textbooks as the resource in schools that have been conducted in Malaysia?
4. What are the main findings from the study related to the theme of the study related to textbooks as the main source in that have been conducted in Malaysia?

METHODOLOGY

This study uses a meta-analysis design, in which the study relates to the importance of text books as the main source of teaching and learning process in our educational system. Meta-analysis is a good way to get objective results by comparing and combining the findings of individual studies by decreasing the limitations of independent studies (Cooper et al., 2009). In the context of this study, several previous studies in the same field will be systematically analysed and combined in order to determine the results of the study as a whole. The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) 2020 checklist guide was used throughout this meta-analysis process. Figure 1 shows the flow diagram of the article selection process.

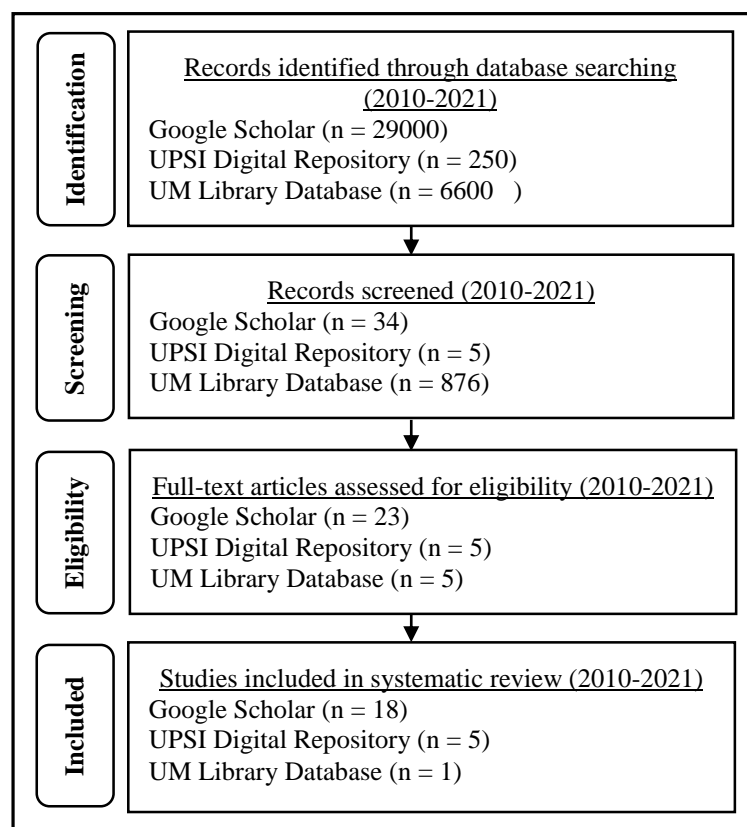


Figure 1 PRISMA flow diagram

Access and Searching Strategies

The database used in the article and journal selection processes are from Google Scholar, UPSI Digital Repository and UM Library Database. Then, articles and journals from year 2010 to 2021 were chosen, downloaded and analysed. Since the main focus of this meta-analysis research is on Malaysian Textbooks, few keywords such as textbook, *buku teks* and *buku teks Malaysia* were used to identify and search for these articles and journals.

Inclusion and Exclusion Criteria

The main acceptance criterion in this meta-analysis research is an empirical study focusing on textbook usage as the main source of teaching and learning process in both primary and secondary schools. The latest articles from the year 2010 to 2021 were chosen for this meta-analysis research. The researcher also only selected articles and journals that use Malay and English as the medium of instructions for this research. Irrelevant articles and journals and keywords that do not match the title were excluded. In addition, articles before 2010 were also not accepted in this meta-analysis. The researcher also did not accept articles from systematic literature review (SLR), literature review (LR) and Meta-analyse research. To ensure the quality of this meta-analysis, the researcher performed data screening whereby incomplete articles containing only abstracts and identified as fake articles were removed.

DATA COLLECTION AND DATA ANALYSIS PROCESS

RQ1: What types of research methods have been used to conduct studies related to textbooks as the main source in schools that have been conducted in Malaysia?

Quantitative Approach						
Num	Author/ Year/ Language	Research topic	Research design	Sampling		Data Collection Method
				Type	Size	
1	Siti Nasuha, 2021 <i>Malay</i>	An Assessment of KSSM's Form One Islamic Education Textbook.	Survey	Teachers	50	Questionnaire
2	Bee Piang Tan et al., 2017 <i>English</i>	Moral values and good citizens in a multi-ethnic society: A content analysis of moral education textbooks in Malaysia	Content Analysis And Narrative Analysis	Textbooks	5	Document Analysis
3	Chew Fong Peng et al., 2019 <i>Malay</i>	Implementation of unity education through KOMSAS texts among the Form two students	Survey	Students	103	Questionnaire
4	Zamri Mahamod et al., 2011 <i>Malay</i>	The attitude using Malay Language textbooks among Malay language primary school teachers	Descriptive (<i>Statistik</i>)	Teachers	198	Questionnaire
5	Parmjit Singh et al., 2020 <i>English</i>	Content Analysis of Primary School Mathematics Textbooks and its Relationship with Pupils' Achievement	Content Analysis (<i>Descriptive-Correlation</i>)	Text Books	11	Document Analysis
6	Tay Meng Guat, 2010 <i>Malay</i>	Trainee teachers' views on the Malay Language Textbook Integrated Primary School Curriculum (KBSR)	Survey	Teachers's Trainee	62	Questionnaire
7	Mohd Nazri et al., 2013 <i>Malay</i>	Innovation and Creativity in Secondary School Textbook Design: Application of Interpretive Structural Modeling (ISM) Approach	ISM	Specialist	112	Ideawriting Process Group Brainstorming
8	Mohd Nazri et al., 2014 <i>Malay</i>	Transformation of assessment and evaluation forms in textbooks: Application of Interpretive Structural Modeling (ISM)	ISM	Specialist	112	Ideawriting Process Group Brainstorming
9	Lau Yi Yi et al., 2020 <i>Malay</i>	History Textbooks Content And Its Relationship To Students' Knowledge	Survey	Students	335	Questionnaire

Qualitative Approach						
Num	Author/ Year/ Language	Research topic	Research Design	Sampling		Data Collection Method
				Type	Size	
1	Abdul Latef et al., 2019 <i>Malay</i>	Analysis of hadeeth in the textbooks of KAFA JAKIM and the textbook KSRA JAIS	Library research	Text Books	2	Document Analysis
2	Nurul Hasna et al., 2020 <i>Malay</i>	Content analysis on the appearance of content, questions and activities of Malay language textbook standard primary school curriculum level two: Anecdotal Data	Content Analysis	Text Books	3	Document Analysis
3	Nurul Hasna et al., 2019 Kuantitatif <i>Malay</i>	Critical thinking skills in the Malay language textbook standard curriculum Level 2 primary school	Content Analysis	Text Books	3	Document Analysis
4	Nadarajan Thambu et al., 2021 <i>Malay</i>	Moral dilemma discussion theater: A transformative approach in implementing Moral Education textbook curriculum content.	Review Article	-	-	-
5	Norzuraina et al., 2019 <i>Malay</i>	CIPP evaluation of learning and facilitation of visually impaired students in using Braille textbooks of Arts Education	Case Study	Students Teachers	5 4	Observation, Interview, Document Analysis & Assignment
6	Fatimatul Zahrah et al., 2016 <i>Malay</i>	The use of KSSRPK English textbooks in the teaching and learning of students with hearing impairment.	Case Study	Teacher	1	Interview & Document Analysis
7	Norziana Mat Rabi et al., 2017 <i>Malay</i>	Measurement of HOTS elements of the Malay language textbook Year Six	Content Analysis	Textbook Specialist Teacher Officer	1 2 1 1	Document Analysis, Interview & Checklist
8	Abdul et al., 2016 <i>Malay</i>	Interpretation of illustration in the Islamic Education primary school textbook	Case Study	Students Illustrator Textbook	18 3 1	Document Analysis & Interview
9	Aisah Noh et al., 2020 <i>Malay</i>	The Contents Of Fraction Illustrations In Year 5 Mathematics Textbook KSSR	Content Analysis	Text Books	1	Document Analysis
10	Abdul Rahman et al., 2015 <i>Malay</i>	Alignment of illustration function in KPM Primary School Islamic Education textbook	Case Study	Text Books	1	Document Analysis
11	Mohd Mahzan et al., 2015 <i>Malay</i>	The Social Unity Message on the Form 4 and 5 Malay Language Textbooks: Analysis of Malay Proverbs	Content Analysis	Text Books	2	Document Analysis
12	Robert Francis et al., 2017 <i>Malay</i>	Communication and understanding of Scientific information in primary Science textbooks: A case study about the delivery method	Case Study	Text Books	3	Document Analysis
13	Aisyah Sjahrony et al., 2017 <i>Malay</i>	The importance of readability textbook in education field	Review Article	-	-	-

Mix-Method Approach						
Num	Author/ Year/ Language	Research topic	Research design	Sampling		Data Collection Method
				Type	Size	
1	Lim Chien Yee et al., 2021 <i>Malay</i>	Analysis of Examples and Exercises for the Topics of Addition and Subtraction in SJKC Mathematics Textbook	Survey	Textbooks	5	Document Analysis
2	Nur Afiqah et al., 2021 <i>Malay</i>	Content Analysis of Addition and Subtraction Topics in Mathematics Textbook Year 1 of Sekolah Kebangsaan	Survey	Textbooks, Curriculum documents (DSKP)	3 3	Document Analysis

A total of 24 articles were analysed. Out of this 24 articles, there were 13 articles (54.2%) used qualitative research methods, 9 articles (37.5%) used quantitative methods and another 2 articles (8%) used mixed research methods. Out of the 24 empirical studies selected for meta-analysis, 22 studies (92%) were conducted in the Malay Language while another 2 articles (8.3%) were in the English Language. Empirical studies for this meta-analysis are conducted from the year 2010 to 2021. It is the latest study conducted in textbook-related fields to date.

RQ2: What are the trends and patterns of past studies on textbooks as the main source of teaching and learning process in Malaysian’s School from the year 2010 to 2021 in terms of research instruments, sampling and population?

Num.	Trend & Pattern/ Author & Year	Sampling					Population Total	Instruments							
		Ss	Tr	I	OS	Tb		DA	IV	OB	Q	IP	GB	As	Cl
1	Siti Nasuha (2001)		√				50				√				
2	Bee Piang Tan (2017)					√	5	√							
3	Chew F.P (2019)	√					103				√				
4	Zamri (2011)		√				198				√				
5	Nurul Hasna (2019)					√	3	√							
6	Parmjit Singh (2020)					√	11	√							
7	Tay Meng G. (2010)		√				62				√				
8	Mohd Nazri (2013)				√		112					√		√	
9	Mohd Nazri (2014)				√		112					√		√	
10	Lau Yi Yi (2020)	√					335				√				
11	Abdul Latef (2019)					√	68	√							
12	Nurul Hasna (2020)					√	3	√							
13	Nadarajan (2021)						0								
14	Norzuraina (2019)	√	√				9	√	√	√					√
15	Fatimatul zahrah (2016)		√				1	√	√						
16	Norziana (2017)		√		√	√	6	√	√						√
17	Abdul Rahman (2016)	√		√		√	22	√	√						
18	Aisah Noh (2020)					√	1	√							
19	Abdul Rahman (2015)					√	1	√							
20	Mohd Mahzan (2015)					√	2	√							
21	Robert Francis (2017)					√	3	√							
22	Aisyah (2017)						0								
23	Lim Chien Yee (2021)					√	5	√							

24	Nur Afiqah (2021)	√	6	√											
TOTAL		4	6	1	3	13	1118	15	4	1	5	2	2	1	1

Notes: Indicators

Ss Student	DA Document Analysis	IP Idea writing Process
Tr Teacher	IV Interview	GB Group Brainstorming
I Illustrator	OB Observation	As Assignment
OS Officer/Specialist	Q Questionnaire	Cl Checklist
Tb Textbook		

There are also few research design used frequently either in qualitative, quantitative or mix-method. Out of the 24 empirical studies selected for meta-analysis, 8 articles (33.3%) used content analysis as their research design while 6 other articles (25%) used the survey as the research design. In addition, other research designs are as follows; 4 case study articles (16.7%), 2 review articles (8.3%), 2 more articles (8.3%) used Interpretative Structural Modelling (ISM), 1 article (4.2%) used library research and 1 more article used descriptive-statistical design (4.2%).

There were 5 types of sampling used in these articles. There were 13 articles (48.2%) that used various textbooks as their main sampling. Other than that, 6 articles (22.2%) used teachers as their sample, 4 articles (14.8%) used students as the samples, 3 articles (11.1%) involved officers and education specialists as their samples and 1 article (3.7%) used textbook illustrators as their samples. The total population is 1118 respondents whereby the article using the least number of the respondent is 1 while the article using the highest number of respondents are 335. On average 45 respondents per article.

A total of 8 types of instruments were used in 24 articles analysed. Document Analysis is the most frequently used instrument. 15 articles (48.4%) used document analysis as their main instrument. In addition, questionnaires were used in 5 articles (16.1%). The study also shows that 4 articles (12.9%) used interviews as one of the research instruments. There were two articles analysed using Interpretive Structural Modelling (ISM) using the Idea Writing Process instrument (6.5%) and the Group Brainstorming instrument (6.5%). The findings of the study also indicate that there were observation instruments (3.2%), assignments (3.2%) and checklists (3.2%) used only once in some of the articles.

RQ3: What are the characteristics of the theme of the study related to textbooks as the main resource in schools that have been conducted in Malaysia?

Based on the 24 articles that have been analyzed, the researchers have categorized it into six themes. The next section will discuss the findings of each theme.

Theme 1: Textbook Content

Num.	Author/s	Research Topic	Purpose of the Study
1	Siti Nasuha	An Assessment of KSSM's Form One Islamic Education Textbook	To identify the evaluation of KSSM P.Islam Form 1 textbooks in Saratok, Sarikei and Daro districts, Sarawak.
2	Abdul Latef	Analysis of hadeeth in the textbooks of KAFA JAKIM and the textbook KSRA JAIS	Analyze the hadeeths found in the KAFA JAKIM textbook and the KSRA JAIS textbook. Identify the methodology of writing hadeeths in textbooks. Identify alternatives to problematic hadeeths.
3	Lim Chien Yee et al.	Analysis of Examples and Exercises for the Topics of Addition and Subtraction in SJKC Mathematics Textbook	Identify the strengths and weaknesses of examples and exercises for the topics of addition and subtraction in mathematics textbooks and hopefully provide insights to researchers, publishers and textbook writers for future improvement processes.
4	Nurul Hasna Hasan et al.	Content analysis on the appearance of content, questions and activities of Malay language textbook standard primary school curriculum level two: Anecdotal Data	This study aims to examine the form of the Malay Language Primary School Standard Curriculum (KSSR) textbook level two. The focus of the study was on the appearance of the textbook content, instructions and activity content as well as the questions displayed.

5	Nur Afiqah Azhar et al.	Content Analysis of Addition and Subtraction Topics in Mathematics Textbook Year 1 of Sekolah Kebangsaan	This study analyzes curriculum documents as a sample of the study, namely Mathematics Textbook Year 1, Mathematics Textbook Year 2, Mathematics Textbook Year 3 and Curriculum and Assessment Standard Document (DSKP) Years 1, 2 and 3.
6	Bee Piang Tan et al.	Moral values and good citizens in a multi-ethnic society: A content analysis of moral education textbooks in Malaysia	This study aims to identify the dominant moral values for good citizens conveyed by Malaysian moral education textbooks.
7	Nadarajan Thambu et al.	Moral dilemma discussion theater: A transformative approach in implementing Moral Education textbook curriculum content.	This study aims to outline how Moral Dilemma Discussion Theater (a form of theater produced through a combination of Forum Theater techniques and moral dilemma discussion techniques) can be used to present curriculum content in Moral Education Textbooks more transformatively.
8	Mohd Mahzan Awang et al.	The Social Unity Message on Form 4 and 5 Malay Language Textbooks: Analysis of Malay Proverbs	This study aims to identify the themes of unity through the analysis of Malay proverbs contained in the textbook Bahasa Malaysia Forms 4 and 5.
9	Lau Yi Yi et al.	History Textbooks Content and Its Relationship To Students' Knowledge	This study aims to identify students' perceptions of the content of primary school History textbooks, and further measure the relationship of History textbook content with students' level of knowledge.

The nine articles (37.5%) out of the total of 24 articles selected for this meta-analysis study were related to the content of the textbook itself. The three key elements for this theme are identified (77.8%), examine (11.1%) and analyse (11.1%). The area of identification is mainly focuses on the evaluation aspects, methodology elements, theme selections, identifying the strengths or the weaknesses, identify the dominant moral values and identifying students perceptions based on the content of the respective textbooks. Apart from that, the element of examining the textbook is from the aspect of the content, instructions and activity content. Finally, under the theme of textbook content, focuses some studies on analysing textbooks based on the curriculum documents.

Theme 2: Learning and Facilitation Process

Num.	Author/s	Research Topic	Purpose of the Study
1	Norzuraina	CIPP evaluation of learning and facilitation of visually impaired students in using Braille textbooks of Arts Education	This study aims to identify and analyze the Braille Textbook of Arts Education Year 1 (BTBPKT1) and the Learning and Facilitation process (PdPc) of Arts Education (Custom) (PKS) Year 1 and also evaluate the learnability based on the Context-Input-Process-Product (CIPP) evaluation model by Stufflebeam.
2	Chew Fong Peng et al.	Implementation of unity education through KOMSAS texts among the Form two students	This study aims to see how the implementation of literary education through Malay Literature text can foster the unity of lower secondary school students in Merlimau, Melaka.
3	Fatimatul zahrah et al.	The use of KSSRPK English textbooks in the teaching and learning of students with hearing impairment	This study aims to identify the practice of using English textbooks Year 2 Hearing Problems KSSR Special Education by teachers when planning the teaching and learning (PdP) of students with hearing problems.
4	Zamri Mahamod et al.	The attitude using Malay Language textbooks among Malay language primary school teachers	This study aims to identify the attitudes of primary school Malay language teachers towards the use of Malay language textbooks in teaching and learning in the classroom from the aspects of the effectiveness of content, presentation, activities and training as well as language and terminology.
5	Robert Francis et al.	Communication and understanding of Scientific information in primary Science textbooks: A case study about the delivery method	This study aims to identify the ability of students to understand a concept of science and the continuity of concepts.

For the second theme related to Learning and Facilitation process (PdPc), the selected studies (5 articles) focused specifically on teachers and students (20.8%). Three articles were related to students where the focus of the study was on the elements of assessment of student's performance, learning through the implementation of sub-topics in the textbook, and focuses on the assessment of understanding of concepts in the textbook. There are two articles focusing on teachers. Emphasis is on the aspect of selecting appropriate practice as well as the aspect of teachers' attitudes towards the use of textbooks.

Theme 3: Illustration Elements

Num.	Author/s	Research Topic	Purpose of the Study
1	Abdul Rahman Mahamad	Interpretation of illustration in the Islamic Education primary school textbook	This study aims to examine the interpretation of illustrations in Islamic Education textbooks.
2	Aisah Noh et al.	The Contents of Fraction Illustrations in Year 5 Mathematics Textbook KSSR	This study aims to explore and analyse the content of illustrations found in the fifth year Mathematics textbook for the KSSR version.
3	Abdul Rahman Mahamad	Alignment of illustration function in KPM Primary School Islamic Education textbook	This study aims to identify the function of illustration, the alignment of functions and the importance of the function of illustration in textbooks.

The third theme is related to the illustration of the textbook (12.5%). There are two studies related to illustration conducted Islamic Education while one study conducted for Mathematics. The focus of the study is from the aspect of illustration, especially related to the content of the illustration, the method of translating illustrations in textbooks, identify the function of illustration, the alignment of functions and the importance of these functions.

Theme 4: Textbook Quality Evaluation

Num.	Author/s	Research Topic	Purpose of the Study
1	Parmjit Singh et al.	Content Analysis of Primary School Mathematics Textbooks and its Relationship with Pupils Achievement	This study was conducted to see a possibility that this low attainment in mathematics education in schools, among other factors, have something to do with the content analysis of the textbook's pupil's use in the classroom.
2	Tay Meng Guat et al.	Trainee teachers' views on the Malay Language Textbook Integrated Primary School Curriculum (KBSR)	This study aims to obtain feedback from trainee teachers on the quality of Malay textbooks for the Integrated Primary School Curriculum (KBSR).
3	Aisyah Sjahrony et al.	The importance of readability textbook in education field	This article discusses the role of textbooks in enhancing the comprehension ability of Arabic language skills. This study also focuses on the importance of readability studies in the preparation of reading materials for learning Arabic in Malaysia.

The theme of the next article that was analysed was related to textbook quality evaluation in which three articles were analysed (12.5%). Among the elements of the study related to this theme are the quality of student's achievement, feedback from trainee teachers on the quality of textbooks and the function of textbooks, especially in the aspect of student readability. Textbooks are available for the subjects of Mathematics, Malay and English.

Theme 5: Elements of Thinking Skills

Num.	Author/s	Research Topic	Purpose of the Study
1	Norziana Mat Rabi	Measurement of HOTS elements of the Malay language textbook Year Six	The objective of this study is to measure the implementation of the elements of High Order Thinking Skills (HOTS) in the instruction of learning activities in the Year Six Malay Textbook.
2	Nurul Hasna Hassan et al.	Critical thinking skills in the Malay language textbook standard curriculum Level 2 primary school	The aim of this study was to analyse critical thinking skills towards teaching in activities and assessment of reading skills using the Summative Content Analysis Approach.

Elements of thinking skills were the fifth theme that was analysed (8.3%). There are two articles based on thinking skills aspects. Bahasa Melayu textbooks were used in both articles. The focus of the study for this theme is related to the assessment of the use of Higher Level Thinking Skills (HOTS) and analyzing critical thinking skills in activities as well as exercises in textbooks.

Theme 6: Textbook Innovations

Num.	Author/s	Research Topic	Purpose of the Study
1	Mohd Nazri Abdul Rahman et al.	Innovation and Creativity in Secondary School Textbook Design: Application of Interpretive Structural Modelling (ISM) Approach	This study aims to examine the various indicators that influence innovation and creativity in textbooks have been identified from the transformational study and expert opinion. The Interpretive Structural Modelling (ISM) approach is used to achieve innovation and creativity in secondary school textbook design in Malaysia.
2	Mohd Nazri Abdul Rahman, et al.	Transformation of assessment and evaluation forms in textbooks: Application of Interpretive Structural Modelling (ISM)	This study aims to produce a Transformation Model of Textbook Content Assessment and Evaluation in Malaysia (KPM Textbook Division, 2002) and use textbooks as a reference for the National Education Assessment System (2011). Complex textbooks into several subsystems using practical experience and expert knowledge.

The sixth theme is related to textbook innovation (8.3%). There were two articles analysed for this meta-analytical study. There were mainly two relevant things that have been studied. Firstly, the construction of the Transformation Model of Textbook Content Assessment and Evaluation. Secondly, identified five key elements that need to be emphasized in producing new textbooks in the future. The impact of these studies can be seen in the production process of KSSM textbooks and the 2017 Reviewed KSSR curriculum.

RQ4: What are the main findings from the study related to the theme of the study related to textbooks as the main source in schools that have been conducted in Malaysia?

Theme 1: Textbook Content

Num.	Research Topic	Findings of the Study
1	An Assessment of KSSM's Form One Islamic Education Textbook	Findings show that textbooks still need some improvement in the use of textbooks where the Textbook Division (BBT) must play an important role in improving the quality of textbooks. It is also to ensure that the function of the textbook remains as the main reference for teaching in schools.
2	Analysis of hadeeth in the textbooks of KAFA JAKIM and the textbook KSRA JAIS	The findings of the study showed that 43% (29 hadeeths) were problematic in terms of quotation errors, weak and invalid while 57% (39 hadeeths) were not problematic. This suggests that both textbooks do not use appropriate methodologies in writing. This study suggests authentic hadeeths used as an alternative to problematic hadeeths and hadeeths writing in textbooks should follow the guidelines of correct hadeeth writing.

<p>3 Analysis of Examples and Exercises for the Topics of Addition and Subtraction in SJKC Mathematics Textbook</p>	<p>The findings of this study showed that there was a total of 74 (56%) examples and 57 (44%) addition exercises, while the number of examples and subtraction exercises were the same, namely 59 (50%) respectively. Analysis of examples and addition exercises show that examples are more than one -step exercises in the textbooks. There were many calculation steps in the textbooks. Level One textbooks has more exercises in the form of math sentences. Pictorial, storytelling or scheduled examples are more compared to pictorial, storytelling or scheduled exercises for Years One to Four.</p>
<p>4 Content analysis on the appearance of content, questions and activities of Malay language textbook standard primary school curriculum level two: Anecdotal Data</p>	<p>Malay textbooks have included a wide scope of content and the finding shows that the wide scope does not burden the students. It also shows that there are some questions in the books in the form of stereotypes of each other and instructions for the questions in activities were not specific. Based on the study, it shows that the questions in Malay textbook reading skills mostly have a low level of difficulty for Years 4 and 5, while in Year 6 textbooks most of the questions show a moderate level of difficulty. Other than that, there are a handful of assessment instructions in the form of statements, not in the form of instructions.</p>
<p>5 Content Analysis of Addition and Subtraction Topics in Mathematics Textbook Year 1 of Sekolah Kebangsaan</p>	<p>The findings of this study show that the content of the topics is based on the curriculum document (DSKP). However, the findings show that there is no relationship between content standards and evaluation standards based on DSKP.</p>
<p>6 Moral values and good citizens in a multi-ethnic society: A content analysis of moral education textbooks in Malaysia</p>	<p>The findings of the study show that responsible values are the dominant values to form good citizens in Malaysia while other important values are respectful, helpful, diligent and caring. This study provides an example of how a multi-ethnic nation like Malaysia promotes these moral values through its education curriculum, for political legitimacy and forging national unity.</p>
<p>7 Moral dilemma discussion theater: A transformative approach in implementing Moral Education textbook curriculum content.</p>	<p>This article exposed how the boredom of textbooks can be reduced by using Moral Dilemma Discussion Theatre in the learning and facilitation process. This technique is a presentation of content through scripts prepared by teachers and students. Students are able to master communication skills and knowledge of moral dilemmas through Immoral Acting activities. During, Dilemma Discussion Session, students have the opportunity to show their critical and creative thinking skills while during the Dilemma Solving Acting Session, these students can master problem-solving skills through the elements of moral reasoning, moral emotions and moral behaviour.</p>
<p>8 The Social Unity Message on Form 4 and 5 Malay Language Textbooks: Analysis Malay Proverbs</p>	<p>The findings of the study show that Malay proverbs emphasize on togetherness in society, including the importance of harmony in life. There are four main themes namely social adaptation, consensus, identity, and responsibility. The study also shows that Malay proverbs are an important teaching and learning material to foster racial unity.</p>
<p>9 History Textbooks Content and Its Relationship To Students' Knowledge</p>	<p>The content of the History textbook according to the student's perception is at a medium level. The content of the textbook is still poor and needs improvement, especially in terms of description and application of values. Poor quality textbooks will reduce the frequency of students using the textbooks provided. The results also show that there is a relationship between the content of the History textbook with the level of students 'knowledge.</p>

For studies related to the content aspects of textbooks, there are several sections that have strengths and weaknesses. One study on the content analysis of addition and subtraction topics in Mathematics SK textbook Year 1 found that the textbooks were indeed produced based on curriculum documents. In addition, another study on Moral dilemma discussion theatre suggests that new teaching techniques can create an active learning environment in the classroom and enhance a better understanding of the concepts. However, some studies have found that the content of textbooks needs to be improved. For instance, there are also studies that shows some textbooks have weaknesses in terms of the content itself. Among other constraints is the aspect of a wide scope that will complicate the learning process. Finally, the finding also shows that the acceptance of textbooks by students is at a moderate level. This is due to the content of the textbook which is still poor and needs improvement.

Theme 2: Learning and Facilitation Process (PdPc)

Num.	Research Topic	Findings of the Study
1	CIPP evaluation of learning and facilitation of visually impaired students in using Braille textbooks of Arts Education	The finding shows that the selected textbook is a document that supports the learning and facilitation process. The finding also identifies a few weaknesses. Firstly, found the inadequacy of the aspects of transcription, layout, and layout of Braille text in BTBPKT1. Secondly, it showed that there were problems in the PdPc process, especially to the teachers and students in mastering Braille skills, teachers' knowledge on modifying the activities, time management, teacher-centred learning, and lack of opportunities to assess aspects of student creativity. This study also suggested the need to improvise the aspect of transcription and modification to meet the needs of students for equality in education.
2	Implementation of unity education through KOMSAS texts among the Form two students	The finding shows that the textbook does not reflect the reality of a plural society in Malaysia. It also shows that the students are not interested in learning KOMSAS. This is due to the high level of language that causes students to have less understanding of its content. This study also found that different races showed significant differences in the implementation of unity literature education.
3	The use of KSSRPK English textbooks in the teaching and learning of students with hearing impairment	The finding shows that teachers have used textbooks as material for the preparation of daily teaching activities while planning their daily lessons. Teachers also make preliminary readings from textbooks before planning their lessons. Teachers modify the content and activities according to the need of the students and textbook is the main resources for student assessment through various activities.
4	The attitude using Malay Language textbooks among Malay language primary school teachers	The results showed that the attitude of Malay language teachers towards the use of textbooks was at a moderate level in terms of content, presentation as well as activities and training. It also shows that the aspect of language and terminology, shows a high attitude towards the use of textbooks among teachers. The level of frequency of textbook use indicates a moderate level of use for activities and it shows that the teachers are less exposed to the procedures for using BTBM effectively in the classroom.
5	Communication and understanding of Scientific information in primary Science textbooks: A case study about the delivery method	The results showed that students were unable to master the concepts due to the discontinuity of scientific concepts in Science textbooks.

Based on the studies, textbooks are the main source of reference in the learning and facilitation process, especially in helping teachers plan and implement their daily lessons. However, the smoothness of the PdPc process is affected due to several constraints. First, the aspect of teachers' understanding of using the textbooks is still unsatisfactory, especially in modifying the content of textbooks for teaching purposes in the classroom. In addition, the study also found that teachers dominate the learning sessions (teachers-centered) and do not encourage active learning in the classroom. The findings also show that the use of textbooks by teachers is only at a moderate level. Based on the study, the content of the textbook is also considered difficult to measure students understanding. This is due to the use of high level language, students' interest is less encouraging, especially related to literature and students were unable to master the concepts due to the discontinuity of scientific concepts in Science textbooks.

Theme 3: Illustration Elements

Num.	Research Topic	Findings of the Study
1	Interpretation of illustration in the Islamic Education primary school textbook	The findings of the study indicate that illustrations in textbooks are still limited in type, characteristics, and functions and illustrators' knowledge of illustration is also limited.
2	The Contents of Fraction Illustrations In Year 5 Mathematics Textbook KSSR	The findings of the study found that the illustrative content that explains each skill is relatively insufficient to cover the entire topic of fractions.
3	Alignment of illustration function in KPM Primary School Islamic Education textbook	The findings of the study showed that students and illustrators did not pay special attention to the function of illustration in Islamic Education textbooks.

The findings of the study indicate some constraints that exist related to textbook illustrations. Among the weaknesses identified through these related studies are the weaknesses in terms of content delivery as well as the constraints of inexperienced illustrators. This study also found that the aspect of illustration is less focused on the textbook production process.

Theme 4: Textbook Quality Evaluation

Num.	Research Topic	Findings of the Study
1	Content Analysis of Primary School Mathematics Textbooks and its Relationship with Pupils' Achievement	The findings show that the problem categories were not represented systematically. Some categories were overrepresented while others were underrepresented. Results showed that pupils face more difficulty with the problems that were underrepresented
2	Trainee teachers' views on the Malay Language Textbook Integrated Primary School Curriculum (KBSR)	Trainee teachers have a positive view of the content of the BM KBSR textbook. Textbooks are also said to meet the requirements of a curriculum that emphasizes the application of values in teaching. Trainee teachers do not agree with the aspects of activities in textbooks that can stimulate and challenge student learning. This study suggests that aspects of activities and exercises in textbooks should be improved so that teachers do not rely on the use of workbooks. This study also found that aspects of presentation and graphic materials also need to be improved so that the use of textbooks truly meets the aspirations of SPBT.
3	The importance of readability textbook in the education field	Studies related to the readability of Arabic reading materials in Malaysia are still in a new stage and are rarely studied by researchers. Methods and evaluation of Arabic reading materials are especially needed in producing a high quality textbook. The finding of this study also shows that textbooks play a major role in the teaching and learning process.

Few studies on textbook quality evaluation found that the quality of textbooks can still be improved. Among the significant weaknesses that can be seen are the aspect of systematic content presentation, the need for more challenging activities for the students, and giving additional focus to the readability element.

Theme 5: Elements of Thinking Skills

Num.	Research Topic	Findings of the Study
1	Measurement of HOTS elements of the Malay language textbook Year Six	The findings of the study showed that as much as 50 percent of the elements of HOTS are applied in textbooks. The findings of the study also show that the elements of HOTS are suitable to be implemented in listening and speaking skills, reading skills and writing skills activities. In conclusion, this study proves that the implementation of the KBAT element in the activity instructions of the Year Six Malay Textbook meets the requirements of the Malaysian Education Development Plan (PPPM) 2013-2025. The impact of this study indicates that the KBAT element is still not fully implemented in the textbook

2	Critical thinking skills in the Malay language textbook standard curriculum Level 2 primary school	The results of the study found that the overall level of critical thinking skills of the questions in the activities and evaluation of the BM KSSR textbook was at a moderate level. The findings also show that activities and assessments are concerned to be less helpful to teachers in the teaching process and facilitation towards critical thinking skills. Propose that the Ministry of Education Malaysia issue a guide for writing activities and assessments in a textbook that contains balanced instructions, especially in critical thinking skills, the appropriate level of difficulty and meets the requirements of Malay language subjects across the curriculum This study also suggest that publishers and textbook writers include clear and appropriate graphic presentations for each topic to facilitate teachers' teaching in the classroom and teachers should be given specific guidance on how to use textbooks effectively. Finally, the study also suggests that teachers are encouraged to apply analogy skills in teaching to expose them to critical thinking skills
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The findings of the study show that the elements of thinking skills are still at a moderate level. This study has also provided some suggestions that can improve the effectiveness of learning sessions based on critical thinking.

Theme 6: Textbook Innovations

Num.	Research Topic	Findings of the Study
1	Innovation and Creativity in Secondary School Textbook Design: Application of Interpretive Structural Modelling (ISM) Approach	The findings of this study indicate that textbook innovation and creativity should place emphasis on the use of QRC and textbook web portals or websites. Emphasis should also be given to the use of stimulus pages (in the form of pictures or graphics) for each topic to help increase the level of understanding, accurate and concise information by using 2D or 3D graphics. Additional guidance for self-learning in a textbook can help facilitate the reader to understand the content of complex, conceptual and abstract content. This study suggests that efforts to implement textbook innovation and creativity should emphasize all the elements that have been identified by the expert group.
2	Transformation of assessment and evaluation forms in textbooks: Application of Interpretive Structural Modelling (ISM)	Five elements were identified to influence the transformation of assessment and evaluation forms in textbooks, namely various levels of assessment, using illustrations and graphics as assessment tools, exploratory activities through websites, and entering BDE codes and modular training systems.

The findings of the study on the theme of textbook innovation suggest some innovations that should be implemented, and it is relevant to the current era of education. If we analyse the KSSM textbooks, especially the Form 4 Moral Education textbook published in 2019, we can see that the elements of innovation, transformation, and creativity have been applied in this textbook. In the process of and analysing the articles for this theme, it was found that these studies used the same design, using experts as samples and it has the same sampling size.

CONCLUSION

Textbooks play an important role in Malaysian classrooms. Hence, the importance of the use of textbooks has been a practice since the 1960s. Textbooks are important tools to promote new curriculum change and the best way implementation of the curriculum according to curriculum documents. There are many textbook-related studies that have been done locally and abroad. Since this meta-analysis focuses on studies related to textbooks in Malaysia specifically, then we can see as many as six aspects that have been studied scientifically. The content of the textbook is indeed influenced by the curriculum documents that have been drafted. Although there are relevant studies have been done yet it is not comprehensive. A textbook must be evaluated from the aspect of content consistently. The Ministry of Education Malaysia should be proactive by conducting a specific study on the content of textbooks when there is a change in the curriculum. It is more effective if a study of the suitability or alignment of a textbook is done within a period of three years after a textbook is adopted. The justification for this proposal is to ensure that the textbook is proven to be relevant according to the

intended curriculum changes. It will also directly identify the constraints that may exist early in the implementation and open space for relevant parties to improve the content of the curriculum if there is any necessity.

In Malaysia, based on the studies done in the past decade, we can assure that textbooks play an important role in the learning and facilitation process (PdPr) inside the classroom. Textbooks are used optimally for introductory, explanatory, activity and assessment sessions. As textbooks become the main source of the teaching and learning process, there is a lack of research related to 21st Century Learning specifically in relation to textbooks. It is also possible that aspects of 21st Century Learning have been incorporated directly into textbooks, but studies related to this aspect should be given attention. This is to see the extent to which textbooks can help teachers and students experience the fun atmosphere of 21st Century learning. Apart from the 21st Century Learning elements, aspects of High Order Thinking Skills (HOTS) should also be given more attention. Specific studies related to HOTS should be done regularly because it is a major aspiration of the current curriculum especially for KSSR and KSSM curriculums.

Book illustration is an important aspect that can attract the reader's attention. Studies related to the aspect of illustration have been studied. Now it is time for the Textbook Division to find a method or an approach that can overcome the weaknesses of the illustration in the textbook. To ensure that the aspect of illustration is capable to having an impact, the innovation or transformation of the proposed textbook must be seriously considered during the production period of new textbooks. For instance, we can see the influence of two studies conducted by Mohd Nazri in 2013 and 2014 related to Innovation and Creativity in Secondary School Textbook Design and Transformation of assessment and evaluation forms in textbooks in KSSM textbooks. It is a positive development where an aspect or element considered in the production of a textbook is made based on the results of scientific studies that have already been conducted.

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