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Boosting Preschool Students Reading Skills: The Validity of the I-SaBoBa Module

Arulmozhi A/p Narayanasamy[1], Anis Norma Mohamad Jaafar[1,*], Euis Kurniati[2]

[1] Fakulti Pembangunan Manusia, Universiti Pendidikan Sultan Idris, 35900 Tanjong Malim, Perak, Malaysia
[2] Faculty of Educational Sciences, Universitas Pendidikan Indonesia, Jawa Barat, Indonesia

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ABSTRACT

This research evaluates the content and face validity of the I- Module, which was developed specifically for preschool students in Tamil National-Type Schools (SJKT). Utilising the ADDIE Model for its design, the module underwent assessment by nine experts in the fields of early childhood education, the Malay language, and digital education. A survey method was employed to gather data on various dimensions of the module, including content appropriateness, effectiveness, and feasibility within the preschool educational context. The findings reveal a high level of content validity (98.22%) and face validity (98.16%), indicating the module's potential as a supportive and engaging tool for teaching and facilitation (TnF) at the preschool level. The I-SaBoBa Module integrates learning, play, and reading (LPR) to enhance proficiency in reading skills, thereby rendering the learning process more engaging and stimulating cognitive and social development. The incorporation of play activities within this module enables early learners to learn in a dynamic environment, thus promoting their cognitive and social growth. Overall, the high content suitability of the I-SaBoBa Module ensures its relevance as a guide for enhancing the mastery of reading skills among SJKT preschool students. This research advocates for the implementation of this module in the teaching and facilitation (TnF) of SJKT preschools and other preschools as an innovative strategy for fostering reading skills among preschool students.

1. Introduction

Education plays a crucial role in the development and progress of a nation. A well-designed and successfully implemented education system can significantly contribute to a country's development and progress [1]. Preschool education is a crucial early milestone in children's educational journeys. A well-structured, engaging, and impactful learning environment is essential for helping students develop key skills, build self-confidence, and foster a positive attitude toward future learning opportunities [2,3]. Research by Kong [2] shows that high-quality preschool programs in Malaysia significantly enhance children's school readiness, improve their cognitive and socio-emotional

* *Corresponding author.*
E-mail address: anisnorma@fpm.upsi.edu.my

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development, and establish a solid foundation for lifelong learning. The Malaysian Ministry of Education's focus on the National Standard-Based Preschool Curriculum (Kurikulum Standard Prasekolah Kebangsaan, KSPK) ensures that children acquire critical early literacy and numeracy skills, which are vital for their academic success [4]. These findings underscore the imperative for sustained investment in high-quality preschool education to ensure that children in Malaysia can benefit from these essential early learning experiences.

Reading skills in the Malay subject are one of the fundamental literacy skills in early childhood education in Malaysia.The MOE is reported to realigning the curriculum and assessment for Bahasa Melayu subjects based on the four key components of language skill mastery outlined in the Common European Framework of Reference for Languages (CEFR): reading, writing, speaking, and listening. Additionally, the MOE is reported to realigning the Bahasa Malaysia grades in the Sijil Pelajaran Malaysia (SPM) with CEFR grades, which would facilate a much comprehensive aimed at improving language proficiency among Malaysian students [5]. Recently official statements from Dewan Bahasa dan Pustaka Malaysia underscore the significance of all Malaysian citizens, regardless of race or social class, attaining proficiency in Malay, the national language. This language reflects the identity of both the nation and its people.

The issue of reading skills in Malay subject has been a controversial and much disputed subject within the field of education in recent years. Supporting data from newspapers highlight the implications of issues related to the mastery of reading skills. According to oral responses from the Ministry of Education, 6.03 percent, or 117,656 out of 1,948,975 primary school students nationwide, have not achieved the minimum mastery levels (TP1 and TP2) in Malay language lessons, based on Classroom Assessment (PBD) data collected on March 16, 2023. Furthermore, nearly 28 percent of the 448,113 Grade One students for the 2024/2025 academic session have not yet mastered reading, writing, and arithmetic (3M), as reported by the Ministry of Education on September 9, 2024. The Director General indicated that 122,062 pupils were identified for the Ministry of Education's Literacy and Numeracy Intervention Program following an initial screening conducted by teachers in 2023. Among these Grade One students, 62,928 have not yet mastered both literacy and numeracy skills, while 45,465 students have not yet achieved mastery in literacy. Academic success, exemplified by children's abilities to read, write, and perform mathematical operations, has become the primary focus in evaluating the effectiveness of early childhood education [6].

In the context of teaching and learning the Malay language in educational institutions, educators often encounter several challenges. One major obstacle is teaching language skills to non-native speakers. Additionally, instructors must address varying levels of language proficiency among students and develop engaging methods to motivate learners. Another significant challenge is integrating cultural nuances and context into the curriculum to enhance language comprehension and usage.

Few studies have been conducted on Malay language reading skills in SJKT by Balanadam and Jamaluddin [7], Nahar [8], and Nagasundram *et al.,* [9]. However, there has been limited investigation into the proficiency level of reading skills in preschool education at SJKT, even though most students who experience difficulties in mastery of reading skills have attended preschool education. While previous studies have concentrated on reading skills in SJKT primary schools, by Balanadam and Jamaluddin [7], Nahar [8], and Nagasundram *et al*., [9], this study aims to address the existing gap in preschool education in SJKT.

To address this gap, a needs analysis was conducted through semi-structured interviews with SJKT preschool teachers, with the objective of identifying the necessity for the development of a reading module. Five SJKT preschool teachers were selected based on established criteria and interviewed during the needs analysis phase. All participants agreed on the need to develop a specific

module to enhance the reading skills of SJKT preschool students. Consequently, a module titled "Modul Saya Boleh Baca (Modul I-SaBoBa)" was developed in response to the findings of the needs analysis. This module aims to help preschool students from SJKT effectively master Malay reading skills in an enjoyable learning environment. The development of Modul I-SaBoBa is grounded in educational research and best practices, ensuring it effectively supports early literacy development. A recent study by Hussin and Basir [10] revealed a significant increase in research focused on the development of teaching modules for reading skills over the past five years, from 2018 to 2023. The increase observed in this study can be attributed to the heightened awareness among previous researchers regarding the significance of module development in enhancing the reading skills and knowledge of preschool children. They also highlighted that developing modules to improve reading skills could enhance reading abilities and proficiency among preschool children. According to Salleh and Mamat [11], the development of educational modules must consider the needs of educators as well as the existing experiences of students. A well-designed module should support teachers' instructional practices while simultaneously enhancing student learning outcomes.

Although extensive research has been conducted on reading skills issues in primary school at SJKT by Balanadam and Jamaluddin [7], Nahar [8], and Nagasundram *et al.,* [9], there is a notable absence of studies focusing on reading skills in preschool in SJKT, despite the fact that most students complete their preschool education before entering primary school. Most research on this subject has primarily been limited to primary education. The absence of tailored reading modules for SJKT preschool students highlights a significant gap in educational resources. There is an essential requirement for specialized tools aimed at improving reading skills in this demographic, ensuring that early learners receive the necessary support to build foundational literacy skills. The potential impacts of a tailored module for reading skills have not previously analysed or quantified in the context of preschool education in SJKT. This highlights the necessity to understand the diversity of perceptions of development for reading skills for preschool students at SJKT. This research provides an extensive examination to address the existing gap regarding reading skills and the development of tailored modules for Malay reading skills in preschools in SJKT.

2. Developmental Design of the I-SaBoBa Module

The I-SaBoBa module was developed in accordance with Vygotsky's sociocultural theory [12], Gagne's cognitive theory [13], Froebel's educational theory [14], and the bottom-up reading processing model, all of which were integrated into the ADDIE model. The ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation, provides a systematic framework for developing and evaluating educational applications. In the development of the Modul I-SaBoBa for reading skills among preschool children in Sekolah Jenis Kebangsaan Tamil (SJKT), a comprehensive theoretical framework and instructional model have been integrated to ensure a holistic approach to literacy education. The theoretical foundations, derived from Vygotsky's Sociocultural Theory [12], Gagne's Cognitive Theory [13], Froebel's Educational Theory [14], and the Bottom-Up Model [15], guide the instructional practices within the module. Additionally, the ADDIE instructional design model serves as a structural framework for module development, providing a systematic process for the design, implementation, and evaluation of educational interventions. Abd Kadir *et al.,* [16] mentioned that the advancement of educational applications has significantly changed the way children interact with learning materials.

Vygotsky's Sociocultural Theory [12] provides a foundational basis for the module, emphasizing the significance of social interaction in cognitive development. This theory highlights the importance of the Zone of Proximal Development (ZPD), referring to the tasks that a child can perform with

assistance but cannot yet perform independently [17]. Using supportive educational techniques that adapt to the learner's current level of understanding, the module is designed to provide step-by-step guidance that matches the child's evolving capabilities.

This approach emphasizes the essential role of teacher-student and peer interactions in advancing early reading skills and fostering a learning environment that encourages gradual independence.

Gagne's Cognitive Theory [13] contributes to the module's design through its Nine Events of Instruction, a structured sequence that supports cognitive processing in learners. Gagne's theory outlines stages of learning, beginning with attention and progressing through retention and transfer of knowledge, which are essential for effective learning in early childhood. This structure promotes engagement, guiding the child from attention-capturing activities to reinforcement and retrieval practices. Reinforcement and motivation are critical components of Gagne's framework, ensuring that children are consistently encouraged and engaged with the content, aligning well with early learners' needs for active participation.

Froebel's Educational Theory [14] emphasizes learning through play, a central theme in early childhood education that informs the module's interactive design. Froebel advocated for a child-centered approach that considers children's needs, interests, and natural inclination toward play-based learning. By incorporating play as a vehicle for learning, the module aligns with Froebel's philosophy creating activities that are engaging and developmentally appropriate. Furthermore, his focus on nature and hands-on activities has influenced the module's integration of sensory-rich tasks, enabling learners to explore language in a natural and stimulating environment. Md Zokhi [18] highlighted that game-based learning undeniably offers numerous benefits for students. Among these advantages are enhancements in cognitive development, opportunities to highlight students' potential, and improvements in communication skills. In fact, its positive effects extend beyond the specific context of teaching and learning, contributing significantly to students' overall self-development.

The Bottom-Up Model [15] presents a phonics-oriented approach to literacy development, emphasizing the instruction of individual sounds and letters before introducing whole words. This sequential methodology is essential for early learners, as it enables them to systematically cultivate foundational literacy skills. By acquiring the fundamentals of reading step by step, children progressively advance from basic phonetic comprehension to more complex reading skills, aligning with the incremental learning requirements of preschool-aged children.

To develop educational interventions tailored to the needs of preschool children, the ADDIE instructional model was chosen. This model comprises five phases: Analysis, Design, Development, Implementation, and Evaluation. Its systematic approach to instructional design provides a structured yet adaptable framework, ensuring that the educational content is effectively developed and delivered.

In the analysis phase, a needs analysis was conducted to identify the specific learning requirements of SJKT preschool students, with particular emphasis on language background and reading proficiency. This phase also involved analyzing content requirements and establishing a foundation for the module's development to ensure alignment with the linguistic and educational needs of the children.

The design phase focused on establishing clear learning objectives and creating a structured sequence of content. This phase involved planning engaging and interactive content based on theoretical frameworks, as well as identifying resources to facilitate child-centered learning. By setting concrete goals, the module design aims to achieve defined literacy outcomes while fostering an environment conducive to cognitive and social development.

During the development phase, content was constructed using both the bottom-up and sociocultural approaches, integrating interactive, play-based, and cognitive activities to enhance reading skills. A key emphasis of this phase was establishing a feedback mechanism, allowing for continuous adaptation based on formative assessments and feedback.

The implementation phase encompassed training teachers to effectively utilize the module and apply the underlying theories in their instructional practices. Additionally, the classroom integration of the module was facilitated through the provision of necessary resources, ensuring that both teachers and students had access to the materials required for an engaging and effective learning experience.

The evaluation phase involved both formative and summative assessments to measure the module's effectiveness. A formative evaluation was conducted during implementation to gather feedback and make necessary adjustments. In contrast, summative evaluation was used to assess the overall success of the module in achieving its educational objectives. Revisions were made based on the feedback received, ensuring that the module remained relevant and effective for future applications. Figure 1 offers a clear overview of the design development of the I-SaBoBa module.

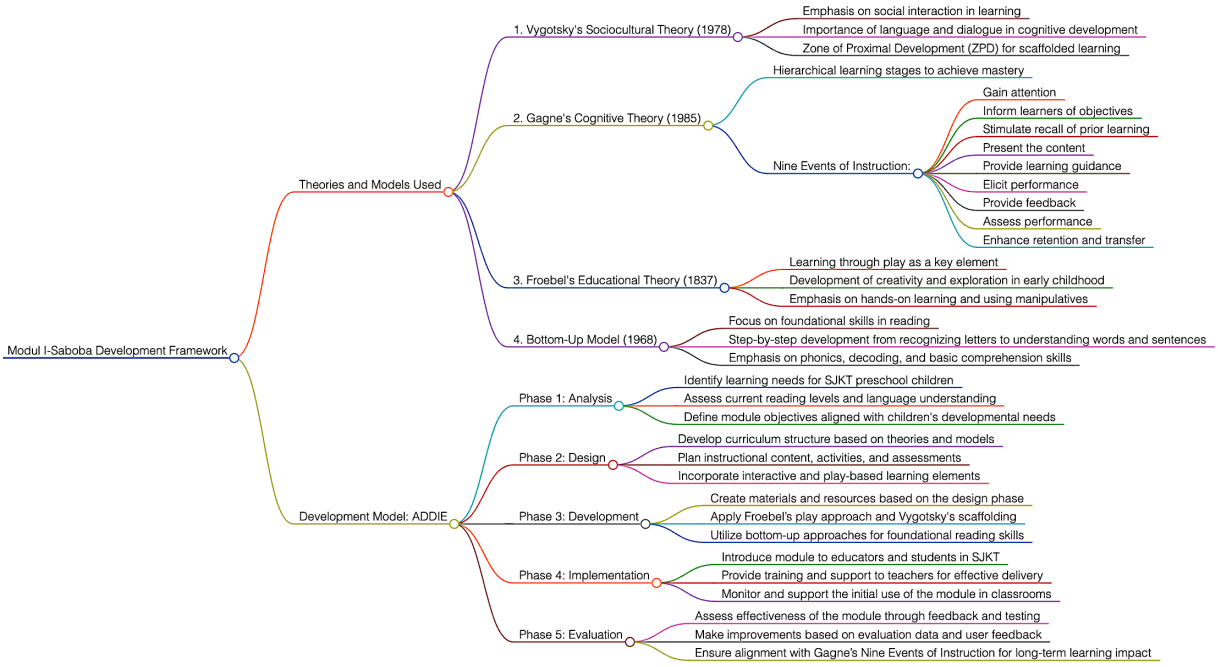

Fig. 1. Mind map of design development of the I-SaBoBa module

In summary, the synthesis of Vygotsky's Sociocultural Theory, Gagne's Cognitive Theory, Froebel's Educational Theory, and the Bottom-Up Model within the ADDIE framework establishes a comprehensive and cohesive approach for Modul I-SaBoBa. This module employs a variety of theoretical perspectives and instructional design methodologies to develop an effective, engaging, and contextually relevant reading program for SJKT preschool children.

3. Objective

The objective of this study is to assess the content validity and face validity of the I-SaBoBa Module based on expert evaluations.

4. Methodology

This study employs a quantitative methodology utilizing a survey research design to assess content validity as determined by expert evaluation. A few previous studies by Rashidi *et al.,* [19], Marham *et al.,* [20], Bahari dan Saleh [21], Emison *et al.,* [22], Rasdi *et al.,* [23], Chai *et al.,* [24], Muhamad and Luen [25], Ismail *et al*., [26], and Saper *et al.,* [27] have been using survey research to determine the validity of module. Module content validity refers to the extent to which the items in the module reflect the content to be taught and measured. In an educational context, content validity is important to ensure that the teaching module is relevant and appropriate to the set learning objectives. This process usually involves evaluation by experts in the relevant field to determine whether the items are sufficient and appropriate to represent the construct being measured. Good content validity is important to ensure that the modules used in teaching are accurate and reliable, thereby providing authentic and relevant results in the learning process.

4.1 Sample

Researchers have employed rater group sampling in this study. The assessment group comprises a panel of experts specializing in early childhood education, the Malay language, digital education, as well as primary trainers from KPM preschools in the state of Pahang. Further details regarding the study sample selected for involvement in the design and development phases of Module I-SaBoBa are presented in Table 1.

Table 1
Criteria of sample for content and face validity

Research Phases	Sample of the Research	Characteristics:
Design and Development of the I-SaBoBa Module • **Review and Evaluation of Module Content** • **Content Validity of the Module**	• 3 IPT university lecturers • 3 teacher training institute lecturers • 3 preschool master trainers	⇒ Senior lecturer specializing in the Malay language, Early Childhood Education, and Digital Education. ⇒ Has conducted research related to early childhood education and developed a module for Malay language reading skills for preschool students. ⇒ Preschool master trainer for the Ministry of Education Malaysia (MOE) in the state of Pahang.

Table 2 provides more detailed background information on the expert evaluators involved in validating, assessing, and providing feedback for improvements related to the content of the module.

Table 2
Sample for content and face validity

No.	Profile of Expert Evaluators	Expertise	Organization
1	University Lecturer (Dr)	Early Childhood Education	University
2	University Lecturer (Dr)	Early Childhood Education	University
3	IPG Lecturer	Early Childhood Education	IPG
4	University Lecturer (Dr)	Malay Language	University
5	IPG Lecturer (Munsyi Dewan)	Malay Language	IPG
6	IPG Lecturer	Digital Education	IPG
7	Preschool Master Trainer	Early Childhood Education	School
8	Preschool Master Trainer	Preschool Education	School
9	Preschool Master Trainer	Preschool Education	School

Table 2 shows that nine experts validated the I-SaBoBa Module. These experts included six university lecturers in Early Childhood Education, an expert in teacher selection, and a preschool master trainer for KPM in Pahang. According to Grant and Davis [28], the number of expert panelists in a study depends on the level of expertise required and the diversity of knowledge needed in the research. The justification for selecting nine experts in this study follows Lynn's [29] assertion that the minimum number of expert panelists in a study is between three and ten. In the context of this research, as outlined in Table 2, the researcher selected and appointed nine expert evaluators to obtain stronger and more convincing content validity results and to enhance the value of the I-SaBoBa Module to be developed. Sabin *et al.,* [30] also employed nine expert evaluators for the content and face validity of the module. The researcher distributed the content validity and face validity assessment instruments to the expert evaluators, asking them to complete the assessment instruments and provide overall feedback on the module.

4.2 Instrument of Content and Face Validity

The content and face validity questionnaire instruments for the I-SaBoBa Module were developed based on a literature review and adapted and modified from Rashidi *et al.,* [19] with the researcher's permission. This instrument was also validated by four experts in early childhood education and the Malay language in terms of language and item suitability. The researcher made improvements according to the experts' comments and suggestions, and it was then verified by the supervisor. The I-SaBoBa Module assessment instrument generally consists of four sections. Section A covers the experts' background and experience. Section B involves the review and evaluation of the I-SaBoBa Module content, ensuring alignment with the National Preschool Standard Curriculum (KSPK) and includes 24 items. Section C provides an overall assessment of the I-SaBoBa Module, focusing on face validity with 15 items. Section D offers space for experts to share their opinions and comments on the module. Table 3 summarizes the content and face validity instrument of the I-SaBoBa Module.

Table 3
Content validity and face validity questionnaire instrument

Section	Items in the I-SaBoBa Module Assessment Instrument	Item
Section A	• Expert Evaluator Information	NA
Section B **Content Validity**	• Construct 1: I-SaBoBa Module Content	24
Section C **Face Validity**	• Construct 2: Overall Suitability of the I-SaBoBa Module	15
Section D	• Expert Evaluator Feedback Form	

This research employs a 5-point Likert scale questionnaire. This choice provides respondents with options to indicate the appropriate scale for the developed module. The 5-point Likert scale is often selected for its balance of simplicity and depth, offering a straightforward yet effective way to capture respondents' attitudes and opinions. Research by Joshi *et al.,* [31] indicates that the 5-point scale is straightforward for respondents to understand and complete, reducing cognitive load and survey fatigue, which can lead to higher response rates and more reliable data. Additionally, it includes a neutral midpoint, allowing respondents to express indifference, which is essential for capturing accurate sentiment, making it a popular choice in educational and social science research [31].

According to Noah and Ahmad [32], quality modules should achieve content validity above 70%. If the validity is below this threshold, the module lacks adequate content suitability and should be re-evaluated. The instrument used to assess content validity in this research employs a five-point Likert scale, with values defined as follows: 1 for "strongly disagree," 2 for "disagree," 3 for "neutral," 4 for "agree," and 5 for "strongly agree." Content validity is calculated by summing the total score from expert evaluators (x), dividing this by the maximum possible score (y), and then multiplying by one hundred according to the following formula [32]:

$$\frac{\text{Total Expert Evaluator Score (x)}}{\text{Maximum Score (y)}} \times 100\% = \text{Content Validity Achievement}$$

Source: Sidek Mohd Noah and Jamaludin Ahmad (2019)

The draft of the I-SaBoBa Module underwent a comprehensive review and evaluation process by expert evaluators to identify areas in the design and content requiring improvement. After refining the module, the researcher got consent from the experts. Each expert then received questionnaires and the I-SaBoBa Module draft for validation.The expert evaluators were given 14 to 21 days to review the module and provide feedback before returning it to the researcher. Feedback and insights from the panel of experts were essential in enhancing the module content. Expert evaluators thoroughly reviewed the module draft to gather opinions on the content validity and face validity of the draft before its implementation. Each expert's feedback was kept confidential and used solely for research purposes. Besides the questionnaire, the researcher also used WhatsApp and email to clear up any doubts and get more information from the expert evaluators.

5. Result and Discussion

5.1 Content validity of the I-SaBoBa Module

The research findings on the module's content validity were obtained from the profile of expert evaluators for assessing both the content validity and face validity of the module. The I-SaBoBa Module's validity comprises two main sections: the first section is the I-SaBoBa Module Content, which includes 24 items, and the second section is the face validity of the I-SaBoBa Module, containing 15 items. Table 4 details the content validity of the I-SaBoBa Module as evaluated by the expert evaluators.

The evaluation involved several key aspects, such as the suitability of the module title, module content, content and learning standards, allocated time, teaching guidelines, and the module's effectiveness in helping students master reading skills. The evaluation results indicated that the I-SaBoBa Module was well-received by the expert evaluators, with an overall content validity percentage of 98.22%, as outlined in Table 4.

The module title was rated as suitable for the module content, achieving a 95% acceptance rate. The module content was also evaluated as meeting the needs of preschool students and the standards set in the National Preschool Standard Curriculum (KSPK), with acceptance rates of 95% and 100%, respectively. This indicates that the module is well-designed to fulfill the needs of early childhood education.

Table 4
Content validity of the I-SaBoBa Module

No	Item	Percentage %	View Of Expert Evaluators
1	The module title aligns with the module content.	**95**	**Accepted**
2	The I-SaBoBa Module content is suitable for preschool students.	**95**	**Accepted**
3	The I-SaBoBa Module content meets the content standards and learning standards set in the National Preschool Standard Curriculum (KSPK).	**100**	**Accepted**
4	The selected content standards are appropriate.	**97.5**	**Accepted**
5	The selected learning standards are appropriate.	**100**	**Accepted**
6	The I-SaBoBa Module content aligns with the time allocated for Malay language learning in preschool.	**97.5**	**Accepted**
7	The I-SaBoBa Module content serves as a teaching guide for preschool teachers in learning.	**100**	**Accepted**
8	The I-SaBoBa Module content is also applicable for remedial teachers.	**100**	**Accepted**
9	The I-SaBoBa Module content aids students in pronouncing and vocalizing vowel sounds - a, i, u.	**100**	**Accepted**
10	The I-SaBoBa Module content helps students identify and pronounce consonants - b, c, k, r, s, t.	**100**	**Accepted**
11	The I-SaBoBa Module content assists students in vocalizing open syllables (Consonant-Vowel, CV).	**100**	**Accepted**
12	The I-SaBoBa Module content helps students read CV+CV words.	**97.5**	**Accepted**
13	The I-SaBoBa Module content helps students read CV+CV+CV words.	**100**	**Accepted**
14	The I-SaBoBa Module content helps students read CVC words.	**97.5**	**Accepted**
15	The I-SaBoBa Module content helps students read V+CV words.	**100**	**Accepted**
16	The I-SaBoBa Module content helps students read V+CVC words.	**100**	**Accepted**
17	The I-SaBoBa Module content helps students read CV+CVC words.	**97.5**	**Accepted**
18	The I-SaBoBa Module content aids students in reading and understanding phrases.	**97.5**	**Accepted**
19	The I-SaBoBa Module content supports students in reading and understanding simple sentences with correct pronunciation.	**97.5**	**Accepted**
20	The assessment aligns with the National Preschool Assessment Instrument (IPPK).	**92.5**	**Accepted**
21	The illustrations in the I-SaBoBa Module engage students' interest in learning.	**100**	**Accepted**
22	The I-SaBoBa Module content encourages students to learn actively.	**95**	**Accepted**
23	The module objectives are achievable through the module's teaching strategies.	**97.5**	**Accepted**
24	The concept of learning through play is applied in digital learning.	**100**	**Accepted**
	Overall	**98.22**	

Overall, the selected content and learning standards were assessed for content suitability with acceptance percentages of 97.5% and 100%, respectively. The module's content was also evaluated for its suitability within the allocated time for Malay language learning in preschool, with an acceptance percentage of 97.5%. This indicates that the module can be implemented effectively within the specified timeframe.

The I-SaBoBa Module has been evaluated to function as a teaching guide for preschool teachers and remedial teachers, with a full acceptance rate of 100%. This indicates that the module is a useful guide to assist teachers in the process of TnF for reading skills. The content of the module is also assessed to be helpful in enabling students to articulate and pronounce vowels and consonants, as well as read various types of words and phrases, with a full acceptance rate of 100%.

The I-SaBoBa Module is evaluated to assist students in reading and understanding simple sentences with correct pronunciation, with an acceptance rate of 97.5%. The assessment within the

module is also found to align with the National Preschool Assessment Instrument (IPPK), with an acceptance rate of 92.5%. The illustrations in the module are evaluated as being able to capture students' interest in learning, with a full acceptance rate of 100%, indicating that the module is well-designed to engage students.

The high content validity (98.22%) of the I-SaBoBa Module align with previous research indicating the importance of structured and engaging educational modules in early childhood education, Hussin and Basir [10].

In conclusion, the assessment of the content validity of the I-SaBoBa Module indicates that this module is well-received by the profile of expert evaluators and is suitable for use in teaching and learning reading skills at the preschool level. With an overall acceptance rate of 98.22%, this module offers as promising potential as a quality guidebook in helping SJKT preschool students master reading skills.

5.2 Face Validity of the I-SaBoBa Module

Face validity was conducted through the users of the instrument, whether teachers, students, or expert evaluators [33]. Table 5 provides a detailed explanation of the face validity of the I-SaBoBa Module as assessed by the profile of expert evaluators.

Table 5
Content validity of the I-SaBoBa Module

No	Item	Percentage %	View Of Expert Evaluators
1	Clear font size.	**95**	**Accepted**
2	Suitability of bright text color.	**95**	**Accepted**
3	Appropriateness of the correct font.	**95**	**Accepted**
4	Organized text layout.	**100**	**Accepted**
5	Use of appropriate images.	**100**	**Accepted**
6	The use of augmented reality (AR) in the I-SaBoBa Module is engaging.	**97.5**	**Accepted**
7	Good audio quality in augmented reality (AR).	**100**	**Accepted**
8	Digital game links are accessible.	**100**	**Accepted**
9	The materials used in the I-SaBoBa Module are suitable and engaging.	**100**	**Accepted**
10	The I-SaBoBa Module is suitable for use by preschool students.	**100**	**Accepted**
11	The I-SaBoBa Module can serve as a teaching guide for teachers.	**97.5**	**Accepted**
12	The I-SaBoBa Module can serve as a teaching guide for parents.	**100**	**Accepted**
13	The I-SaBoBa Module website is user-friendly.	**95**	**Accepted**
14	The I-SaBoBa Module can help students master reading skills easily and effectively.	**100**	**Accepted**
15	The overall quality of the I-SaBoBa Module is well-produced.	**97.5**	**Accepted**
	Overall	**98.16**	

This evaluation involves several key aspects, including font size, content suitability, color appropriateness, font type, text layout, use of images, augmented reality (AR), audio quality, links to digital games, module materials, module suitability for preschool students, teaching guidelines for teachers and parents, user-friendly website, and the effectiveness of the module in helping students master reading skills. The evaluation results indicate that the I-SaBoBa Module is well received by the profile of expert evaluators, with an overall face validity percentage of 98.16%, as explained in Table 5.

The font size in the module was assessed with a 95% acceptance rate, indicating that the text is clear and easy to read for preschool students. The content suitability of the text color also received the same percentage, suggesting that the colors used are bright and suitable for capturing the students' attention. The font type used was also rated appropriate with a 95% acceptance rate, ensuring that the text is legible and the font shape is not confusing.

The arrangement of the writing in the module received full acceptance (100%), indicating that the writing is organized and systematic, making it easier for preschool students to follow the module content. The use of appropriate images also received full acceptance, signaling that the images used are relevant and support the students' learning process.

The use of augmented reality (AR) in the module was rated positively, with an acceptance percentage of 97.5%. This indicates that AR is an innovative element that can enhance students' interest in learning. The audio quality within the AR was also fully accepted, ensuring that the audio is clear and does not disrupt the learning process.

The link to the digital games in the module can be easily accessed and is fully accepted. This is important to ensure that the teachers, preschool students, and parents can access all the learning materials provided. The materials used in the module are also assessed as suitable and engaging, with full acceptance, indicating that the materials are relevant and capable of capturing the students' interest.

The I-SaBoBa Module is deemed suitable for use by preschool students with full acceptance, indicating that the module aligns with the developmental level of the students. The module also serves as an effective teaching guide for teachers and parents, with acceptance rates of 97.5% and 100%, respectively. This demonstrates that the module is a valuable resource to assist both teachers and parents in the teaching and learning process of Malay reading skills.

The I-SaBoBa Module website was also evaluated as user-friendly, with an acceptance rate of 95%, ensuring that users can easily access and use the website. The module is also assessed to have a positive impact in helping students master reading skills effectively, achieving full acceptance. Overall, the module was developed with high quality, with an acceptance rate of 97.5%, indicating that it is an effective and high-quality guide in assisting students in mastering reading skills.

The face validity assessment of the I-SaBoBa Module demonstrates its exceptional suitability for preschool education, with an overall acceptance rate of 98.16%. Expert evaluators unanimously agreed on the module's clear font size, bright text color, appropriate font, organised text layout, and engaging use of images and augmented reality (AR). The module's materials were deemed suitable and engaging, and its digital game links were easily accessible. Additionally, the module was found to be user-friendly for both teachers and parents, and highly effective in helping students master reading skills. These findings underscore the I-SaBoBa Module's potential as a high-quality, effective, and engaging tool for enhancing reading skills among SJKT preschool students.

5.3 Profile of Expert Evaluators' Views and Recommendations

Overall, the expert evaluators agreed that the developed module meets the outlined aspects, with only a few suggestions for improvement to further enhance the quality of the I-SaBoBa Module's content. The data for expert feedback and suggestions were obtained simultaneously with the validity assessment data. The researcher used feedback forms to collect comments and recommendations from the experts. Based on this feedback, the researcher implemented the suggested improvements. The revised draft of the I-SaBoBa Module was then reassessed and validated by the supervisor. Table 6 shows the expert evaluators' views and suggestions for improving the I-SaBoBa Module.

Table 6
Expert evaluators' views and suggestions

Expert Evaluator's	Construct	Expert Evaluators' Views and Suggestions
2	Construct 2: Face Validity	⇒ The text layout could be further organized.
	Feedback Form	⇒ Suggest adding teacher or parent comment regarding children's achievements in each phase.
3	Construct 2: Face Validity	⇒ The font size could be increased on the main page display. ⇒ The text color on the main page could be clarified.
6	Feedback Form	⇒ It is recommended to add 3 syllables for the enrichment activities. ⇒ Add an "AR" menu in the exercises for enhancement.

6. Conclusion

This research assessed the content and face validity of the I-SaBoBa Module, developed for preschool students at Tamil National-Type Schools (SJKT). Evaluations by nine experts in early childhood education, Malay language, and digital education indicated high content validity (98.22%) and face validity (98.16%). Key aspects evaluated included the module title, content, learning standards, duration, teaching guidelines, and effectiveness in helping students master reading skills. Overall, The I-SaBoBa Module has proven, through content and face validity, to be a valid and effective tool for enhancing reading skills in preschool students. Its integration of learning, playing, and reading (LPR) concepts not only supports skill mastery but also engages students, stimulating their cognitive and social development. The module has successfully completed a pilot test, yielding significant post-test results among the treatment group samples. It has now progressed to the field study phase. The module's use in SJKT preschools and other preschools is recommended as an innovative approach to developing reading skills. Continuous improvements based on feedback from teachers, parents, and students will help maintain the module's relevance and effectiveness. This research presented in this article constitutes one of the initial investigations examining the validity of the I-SaBoBa Module for enhancing Malay reading skills among preschool students in SJKT. It addresses and fills the gap in research regarding the development of reading modules aimed at improving reading skills in preschool students at SJKT.

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