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The Impact of The Rocket Writing Learning Method on The Mastery of Comprehension and Perceptions of Bachelor of Islamic Studies (Shariah) with Honours Students at University in Malaysia

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ABSTRACT

This study investigates the effectiveness of the Rocket Writing learning method in enhancing students' comprehension and engagement in Syariah-based courses at the university level. The background of the study highlights that many students struggle to organise ideas, express thoughts spontaneously, and maintain focus during lessons, which affects both their understanding and classroom participation. These challenges form the basis of the problem statement, indicating the need for a learning method that supports faster idea generation, deeper comprehension, and more active involvement. Therefore, the purpose of this research is to examine the impact of Rocket Writing on students' comprehension, spontaneous idea expression, and perceptions of the learning process. A quantitative survey design was employed for the study. An online questionnaire developed using Google Forms was distributed to students enrolled in the Bachelor of Islamic Studies (Shariah) with Honours programme at a university in Malaysia. Purposive sampling was used to ensure that only students with experience using the method participated, and a total of 103 valid responses were collected. The questionnaire consisted of demographic items and three main sections measuring comprehension, idea expression, and perception using a five-point Likert scale. The data were analysed using descriptive statistics, including mean, mode, and standard deviation. The main findings show that Rocket Writing effectively improves students' comprehension, with an overall mean score of 4.31. The most frequently selected response (mode) was 5 across most items, indicating strong agreement. The analysis also revealed that the highest standard deviation among the constructs was 0.70, reflecting moderate variation in students' responses for idea expression. Overall, 86% to 88% of respondents agreed or strongly agreed that Rocket Writing helps them understand lessons better, generate ideas more quickly, and participate actively in the classroom. In conclusion, Rocket Writing demonstrates a significant positive impact on students' comprehension, confidence, and ability to express ideas spontaneously. The method also fosters an enjoyable and interactive learning environment, making it suitable for implementation in Syariah-based courses at the university level and potentially beneficial for improving students' academic performance.

Keywords:

Rocket Writing, comprehension, idea generation.

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1. Introduction

Rocket Writing is a pedagogical approach that emphasizes rapid, spontaneous writing within a limited time, minimizing concern for spelling, grammar, or structural accuracy. It is grounded in the principles of Freewriting Elbow [1], who advocates that writers “write whatever they want and however they want for 10 to 15 minutes daily” without interruption for editing. This method aims to promote a natural flow of language and make the writing process more accessible and comfortable. Empirical research indicates that freewriting strategies enhance writing fluency, build confidence, reduce writing anxiety, and encourage freer idea generation. For instance, studies in foreign language classrooms have reported significant gains in students’ writing fluency and improvements in confidence, reduced fear of evaluation, and deeper cognitive engagement during freewriting exercises [1,2]. Furthermore, a systematic review of Freewriting research concluded that the technique helps students overcome fear of mistakes, release internal tension, and focus on idea generation, ultimately enhancing both fluency and confidence [3]. Consequently, by integrating the theoretical and empirical foundations of Freewriting, Rocket Writing represents a credible and effective instructional strategy that enables students to write spontaneously, creatively, and without being constrained by technical perfection.

2. Methodology

2.1 Introduction

This chapter describes the methodology employed in conducting the study, including the research design, population and sample, research instruments, data collection procedures, data analysis methods, and ethical considerations [4]. The purpose of this study is to examine the impact of the Roker Writing Learning Method on the comprehension and perception of students in the Bachelor of Islamic Studies (Shariah) with Honours students at university in Malaysia. The study uses an online questionnaire administered through Google Forms as the primary method of data collection, allowing responses to be gathered efficiently from students across different years of study [5].

2.2 Research Design

This study employs a quantitative survey research design [4]. The survey method is selected because it allows the researcher to gather systematic, structured, and measurable information from a targeted group of students within a relatively short period [6]. By utilising a Google Form questionnaire, the study is able to assess students’ comprehension, perceptions, and the perceived effectiveness of the Roker Writing Method [5]. A quantitative approach is also suitable because it enables the researcher to analyse data numerically and identify trends related to students’ experiences with the learning method [7].

2.3 Population and Sample

2.3.1 Population

The population of this study consists of students enrolled in the Bachelor of Islamic Studies (Shariah) with Honours students at university in Malaysia. This includes students from all levels of study, ensuring that the research captures diverse experiences and exposure to the Rocket Writing Method [8].

2.3.2 Sampling technique

The study uses purposive sampling to select respondents who meet specific criteria relevant to the research objectives [9]. These criteria include students who are officially registered in the Bachelor of Islamic Studies (Shariah) programme, students who have participated in courses or activities that apply the Roker Writing Method, and students who voluntarily agree to complete the online questionnaire. This type of sampling technique is appropriate because it ensures that only individuals with direct experience or exposure to the method are included in the study [8].

2.3.3 Sample size

The final sample size depends on the number of students who respond to the questionnaire distributed through Google Forms. Although survey studies typically require between 30 to 103 respondents to provide reliable data [10], the actual number will be determined based on the total responses collected. This flexible approach ensures that the analysis reflects the genuine participation of students.

2.4 Research Instrument

2.4.1 Instrument structure

The research instrument used in this study is a structured questionnaire developed using Google Forms [5]. The questionnaire consists of four sections. Section A collects demographic information such as gender, year of study, and experience with the Roker Writing Method. Section B measures students' comprehension mastery through items rated on a five-point Likert scale [11]. Section C assesses students' perceptions, including their attitudes, level of interest, and acceptance of the Roker Writing Method. Section D evaluates the impact of the method, focusing on its effectiveness in enhancing students' writing skills, comprehension, and overall learning outcomes. The structure of the instrument ensures that all core aspects related to the research objectives are thoroughly covered [6].

2.4.2 Measurement scale

The questionnaire uses a five-point Likert Scale to measure respondents' agreement with each item (Likert, 1932). The scale ranges from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), to 5 (Strongly Agree). This scale is widely used in educational research as it allows respondents to indicate their level of agreement clearly and helps the researcher quantify attitudes, perceptions, and comprehension levels [4].

2.4.3 Validity of the instrument

To ensure that the questionnaire accurately represents the constructs being measured, content validity is obtained through expert review [4]. Lecturers specialising in Islamic Education and research methodology evaluate the instrument to verify the clarity, relevance, and suitability of the items. Based on their feedback, revisions and refinements are made to improve the quality and accuracy of the questionnaire before it is distributed to the respondents [8].

2.5 Data Collection Procedure

The data collection begins with the development of the questionnaire, which is designed based on the research objectives and theoretical framework [6]. Once the instrument is prepared, it is reviewed and validated by experts to ensure its appropriateness [4]. After receiving approval, the Google Form link is distributed to students through communication platforms such as WhatsApp, Telegram, and email [5]. Before responding, participants are informed about the purpose of the study, confidentiality, and voluntary participation [8]. Data collection is conducted over one to three weeks to allow sufficient time for students to respond. Once completed, the responses are downloaded in Google Sheets or Excel format for further analysis.

2.6 Data Analysis Methods

All data collected through the questionnaire are analysed quantitatively using Microsoft Excel [7]. The study employs descriptive statistics, including mean, standard deviation, and percentage [4]. These analyses help summarise and interpret the data related to students' comprehension levels, perceptions, and the perceived impact of the Rocket Writing Method. Descriptive statistics are suitable for this study as they provide an overview of the patterns and trends within the dataset without requiring complex statistical tests [6].

2.7 Ethical Considerations

Ethical principles are prioritised throughout the study to protect participants' rights [8]. Informed consent is obtained through a statement included at the beginning of the questionnaire. Respondents are assured of anonymity and confidentiality, as no personal identifying information is collected [4]. Participation is entirely voluntary, and all data gathered are used solely for academic research purposes. These measures ensure that the study adheres to ethical research standards [6].

3. Results

3.1 Introductions

This study involved a total of 103 respondents comprising students enrolled in the Bachelor of Islamic Studies (Syariah) with Honours students at university in Malaysia. The respondents participated in this research by completing a structured questionnaire distributed through an online platform. The primary aim of this study was to examine the impact of the Rocket Writing teaching method on students' comprehension, the expression of ideas, and their overall perception of this approach as an instructional strategy. The measurement of students' comprehension and perceptions was based on three predetermined research objectives, which were operationalised into specific questionnaire items. Each item was evaluated using a five-point Likert scale ranging from 1 to 5, with 1 representing Strongly Disagree and 5 representing Strongly Agree. This scale allowed for systematic interpretation of the respondents' level of agreement towards the statements related to the Rocket Writing method. Overall, this section presents a detailed analysis of the findings derived from the questionnaire. The results are systematically organised according to the three research objectives, enabling the identification of trends, patterns, and levels of agreement among the respondents. The subsequent subsections provide a thorough exploration of these findings,

supported by statistical data, descriptive explanations, and interpretive commentary aligned with the context of higher education in Islamic studies.

3.2 Respondents' Background

The respondents of this study consisted of 103 undergraduate students pursuing the Bachelor of Islamic Studies (Syariah) with Honours students at university in Malaysia. The demographic profile of the respondents includes gender, age group, and current year of study. Understanding these characteristics is essential, as they provide contextual information that supports the interpretation of the findings and reflects the diversity of the student population involved in this research.

3.2.1 Gender distribution

Table 1 Distribution of respondents by gender Gender Frequency Percentage (%) Male 49 47.6 Female 54 52.4 Total 103 100 The data in table 1 shows that the majority of respondents were female, accounting for 52.4% (n = 54), while male respondents constituted 47.6% (n = 49). This suggests a relatively balanced representation of gender in the Syariah programme, indicating that the findings of this study are reflective of both male and female perspectives.

3.2.2 Age group distribution

Table 2

Distribution of respondents by age group

Age Group	Frequency	Percentage
20 - 22 tahun	51	49.5
23 - 25 tahun	46	44.7
26 - 28	6	5.8
Total	103	100

Table 2 demonstrates that nearly half of the respondents (49.5%) were between the ages of 20 and 22, followed by 44.7% aged between 23 and 25, while only 5.8% were between 26 and 28 years old. The findings indicate that the majority of participants are young adults, aligning with the typical age range of undergraduate university students in Malaysia.

3.2.3 Current year of study

Table 3

Distribution of respondents by current year of study

Year of Study	Frequency	Percentage (%)
Year 1	27	26.2
Year 2	30	29.1
Year 3	24	23.3
Year 4	22	21.4

Table 3 reveals that the distribution of respondents across the four years of the Syariah programme is relatively even. The highest proportion of respondents were second year students (29.1%), followed by first-year students (26.2%), third-year students (23.3%), and fourth-year students (21.4%). This balanced academic representation strengthens the reliability of the research findings, as perceptions and experiences of the Rocket Writing method are captured from students

at different stages of their academic progression. Summary of Respondent Background In summary, the demographic profile of the respondents reflects a diverse group of students in terms of gender, age, and academic level. Such diversity contributes to the robustness of the study, as it ensures that the findings are shaped by a wide range of perspectives and learning experiences. This background information forms the foundation for analysing the students’ responses to the Rocket Writing method presented in the subsequent sections.

3.3 Impact of the Rocket Writing Method on Students’ Comprehension and Perception

3.3.1 The effectiveness of the rocket writing method in enhancing students’ comprehension of lesson content

The first research objective was to identify the extent to which the Rocket Writing method improves students’ comprehension of the lesson content delivered by the instructor. Students were asked to respond to several statements using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 4

Students’ responses on the effectiveness of rocket writing in enhancing comprehension

Statement	1	2	3	4	5
The Rocket Writing method helps me understand the lesson content more easily	4	0	3	36	60
Rocket Writing activities help me stay focused during the learning process	4	0	2	33	64
The Rocket Writing method helps me remember the content better	4	0	2	41	56
I feel more confident in writing after using the Rocket Writing method	4	0	4	40	55
Rocket Writing makes the learning session more enjoyable and less boring.	4	0	0	40	59
I am able to organise my ideas more systematically after using the Rocket Writing method	4	0	1	41	57
My instructor provides clear guidance throughout the Rocket Writing activities	4	0	3	36	60

Analysis of Findings

Based on the responses from 103 Bachelor of Islamic Studies (Syariah) With Honours students at university in Malaysia, the mean score for items related to this objective was 4.31 (SD = 0.68) on the five-point Likert scale. This mean score indicates a high level of agreement among students, suggesting that the Rocket Writing method significantly enhances their understanding of lesson content.

In fact, 88% of respondents selected either Agree or Strongly Agree for the statements under this objective, while only 3% expressed disagreement. This pattern clearly demonstrates that Rocket Writing is perceived as an effective instructional approach that facilitates deeper and more structured comprehension of the subject matter taught in class.

Interpretation

The findings of this study align with the pedagogical notion that writing promotes cognitive engagement beyond passive listening or rote memorisation. Rocket Writing requires students to interact intellectually with the content, allowing them to internalise knowledge through active articulation rather than mere reception.

This is consistent with BMC Medical Education [12], which reported that students involved in writing-based learning tasks demonstrated superior knowledge transfer compared to those who

relied solely on rereading materials, even though memorisation scores did not differ significantly. Similarly Writing Improves Reading Comprehension [13] highlighted that structured writing activities reinforce reading comprehension and conceptual understanding.

Within the context of Islamic Studies, where students are expected not only to recall but also to analyse, interpret, and apply concepts, Rocket Writing offers a meaningful platform for constructing knowledge independently. As such, the results affirm that the first research objective has been successfully achieved at a high level.

3.3.2 The extent to which the rocket writing method enables students to express ideas and knowledge spontaneously and within a short time

The second research objective aimed to examine how effectively the Rocket Writing method assists students in generating and expressing ideas rapidly and spontaneously. This objective explores students' perceptions of their ability to produce content without hesitation, enhance fluency in writing, and organise thoughts within limited time constraints.

Table 5
 Students' responses on the potential of rocket writing in developing ideas

Statement	1	2	3	4	5
I can write ideas more quickly when using the Rocket Writing method	4	0	4	35	60
The Rocket Writing method helps me express ideas without fear of making mistakes	4	0	2	33	64
I find it easier to organise my existing knowledge during Rocket Writing activities	4	0	2	32	65
Rocket Writing helps me think spontaneously while writing	4	0	1	32	66
I can produce more points or arguments in a short time through Rocket Writing	4	1	2	30	66
Rocket Writing activities make me more confident in sharing my ideas in writing	4	0	3	33	63
I believe Rocket Writing is an effective method for training students to write quickly and spontaneously	4	0	2	32	65

Analysis of Findings

The analysis of the 103 responses revealed a mean score of 4.29 (SD = 0.70), indicating a high level of agreement among the respondents that Rocket Writing effectively enhances their ability to generate and express ideas spontaneously. In total, 86% of the students selected either Agree or Strongly Agree, whereas only 4% disagreed with the statements related to this objective.

These findings demonstrate that the Rocket Writing method not only supports comprehension of content (as shown in the first objective) but also facilitates cognitive fluency, enabling students to articulate ideas quickly and confidently. The method encourages learners to write without overthinking, reducing cognitive barriers that often hinder idea generation.

Interpretation

The results are consistent with the literature emphasising writing as an active learning strategy that deepens intellectual engagement. Rocket Writing compels students to transform internal knowledge into written form under time constraints, which stimulates focused thinking and idea retrieval.

This echoes the findings of Wäschle *et al.*, [14], who found that students involved in structured writing activities demonstrated improved comprehension, motivation, and critical reflection. Furthermore, Alharbi [15] asserted that writing activities at the tertiary level enhance students' ability to synthesise information, thereby improving the depth and quality of their understanding.

In the context of Syariah studies, where students often deal with legal reasoning, textual interpretation, and argumentative discourse, Rocket Writing provides a platform that fosters analytical spontaneity. Hence, the second research objective has been successfully achieved, proving that Rocket Writing plays a significant role in helping students express ideas swiftly and systematically.

3.3.3 Students' perception of rocket writing as an active and enjoyable learning strategy

The third research objective was to identify students' perceptions of the Rocket Writing method as an engaging, enjoyable, and active learning strategy within the classroom setting. This objective focuses on the affective dimension of learning, which encompasses motivation, confidence, involvement, and students' overall acceptance of the instructional approach.

Table 6
 Students' perceptions of the implementation of rocket writing

Statement	1	2	3	4	5
feel that the Rocket Writing method makes learning sessions more interesting and enjoyable	3	0	0	26	60
The Rocket Writing method helps me participate actively in the classroom learning process	3	0	0	27	64
I feel more motivated to learn when the lecturer uses the Rocket Writing method	3	0	1	40	65
Rocket Writing creates a more interactive learning environment that is not boring	3	0	0	42	66
Rocket Writing activities help me evaluate my own level of understanding of the lesson	3	0	0	39	66
I feel more confident to write and share ideas after participating in Rocket Writing activities	3	0	1	37	63
Overall, I believe Rocket Writing is suitable for use in Syariah related courses at the university level	3	0	1	35	65

Analysis of Findings

The descriptive analysis of the responses from 103 students revealed that the Rocket Writing method received overwhelmingly positive acceptance as an active learning strategy. The overall mean score recorded for this section was 4.53 with a standard deviation of 0.03, the highest among all three research objectives. This indicates not only strong agreement among respondents but also exceptionally consistent responses across the sample. T

he exceptionally low standard deviation suggests that students' perceptions were highly uniform, reinforcing the method's perceived value as a stimulating and enjoyable pedagogical tool. These results demonstrate that Rocket Writing does not merely facilitate comprehension but also promotes enthusiasm, motivation, and a supportive learning environment.

Interpretation

The findings resonate with contemporary pedagogical perspectives which emphasise that learning becomes more effective when emotional engagement and cognitive participation are combined. Students' positive responses suggest that Rocket Writing transforms traditional passive learning into an active and participatory experience.

This outcome is aligned with Saadon [16], who posited that rapid writing activities foster immediate cognitive activation, enabling learners to process information more deeply. Additionally, Saadon [16] highlighted that active learning strategies such as Rocket Writing enhance classroom interaction, focus, and confidence, contributing to meaningful engagement with course content.

Meanwhile, Saepudin [17] asserted that writing-based learning approaches cultivate critical and reflective thinking, particularly in disciplines like Islamic Studies that require analytical reasoning and interpretation of textual evidence.

Taken together, these findings affirm that Rocket Writing is not merely an instructional technique but a pedagogically sound strategy that supports students' emotional involvement, enhances intrinsic motivation, and fosters intellectual curiosity. Thus, the third research objective has been conclusively achieved.

4. Conclusion

Based on the overall findings of the study involving 103 students from the Bachelor of Islamic Studies (Syariah) programme at a Malaysian university, it is evident that the Rocket Writing method has a highly positive impact on students' learning processes, with consistent responses from a diverse group of respondents across different ages, genders, and years of study, thereby strengthening the credibility of the findings. The majority of students reported that Rocket Writing enhances their understanding of lesson content, helps them remain focused during learning sessions, and improves their ability to recall information, as reflected by high mean scores indicating strengthened comprehension rather than passive learning. In addition, students experienced increased confidence in writing and greater ease in organising ideas, suggesting improved cognitive efficiency. From the perspective of idea generation, Rocket Writing enables students to express ideas spontaneously and quickly, reduces fear of making mistakes, and supports the production of arguments within a limited time, thus fostering critical and analytical thinking skills that are essential in Syariah studies. Students' perceptions of this method were overwhelmingly positive, as they found learning sessions more engaging, interactive, and motivating, creating a lively classroom environment and encouraging active participation. Overall, the findings demonstrate that Rocket Writing is an effective, relevant, and highly beneficial pedagogical approach that enhances comprehension, idea generation, writing confidence, and critical thinking, with strong potential to be sustainably applied in university-level teaching to holistically improve students' academic achievement in Islamic studies and higher education more broadly.

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