THE DEVELOPMENT OF TAHARA WEB 2.0 MODULE FOR SECONDARY SCHOOLS IN PAKISTAN

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THE DEVELOPMENT OF TAHARA WEB 2.0 MODULE FOR SECONDARY SCHOOLS IN PAKISTAN

by

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DEDICATION

To my beloved father, Mr. Manzoor Hussain, who always
advise me to study and excel.

Also, to my mother, Mrs Safia Begum who
motivated and supported
me for my PhD.

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First and foremost, praise to Allah, the Almighty, the greatest of all, on Whom, ultimately, we depend for sustenance and guidance. The Almighty gave me the determination and strength to complete this research. His continuous grace and mercy have permeated my life and tenure of research. Secondly, praise to the Prophet Mohammad ﷺ, the succorer of humanity, the gem of mankind, the ruby of the universe, the Sultan of creation, the unparalleled.

I have never been good with words, which is why I find myself in such a delicate conundrum, to give everyone the thanks they deserve for helping me with such a Sisyphean undertaking, namely the completion of a PhD at USM. Nevertheless, writing this thesis has been a pleasant, instructive, and challenging experience. It taught me things I had expected to learn and many more which I had not anticipated. The predictable lessons from my PhD include learning how to make out relevant information in endless piles of literature and how to communicate my findings in concise academic writing. Some of the unexpected lessons I learned are a) how difficult it is to deal with the organisations and ask for information, b) how essential uplifting conversations about your work can be for nourishing this conviction in times when you share most of your day with your laptop and a cup of tea.

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ABSTRAK

Kemunculan teknologi informasi dan komunikasi (ICT) telah membawa suatu perubahan besar dalam pola pengajaran dan pembelajaran di pelbagai peringkat pengajian di Pakistan. Namun, mata pelajaran Pengajian Islam di sekolah menengah dikatakan ketinggalan daripada pelan penggunaan ICT dalam pengajaran dan pembelajaran yang berpunca daripada strategi pengajaran kendiri dengan intervensi yang minima. Permasalahan ini mendorong kepada pembinaan Modul Tahara Web 2.0 untuk sekolah menengah di Pakistan. Tiga soalan kajian diformulasikan untuk mengenalpasti keberkesanan Modul ICT Pengajian Islam dalam pengajaran dan pembelajaran Pengajian Islam. Sebuah kajian kes etnografi berfokus dijalankan dan data telah diperoleh melalui temubual, pemerhatian dan jurnal peribadi yang melibatkan 6 orang guru dan 24 orang pelajar. Peserta kajian adalah dipilih melalui persampelan bertujuan daripada tiga buah sekolah menengah di Jhelum, Pakistan. Dapatan utama menunjukkan bahawa modul yang berfokuskan perspektif pengajaran guru dan pelajar adalah lebih efektif berbanding modul berfokuskan perspektif kandungan pembelajaran. Hal ini penting dalam membangunkan modul Pengajian Islam yang berasaskan stail pengajaran dan peralatan ICT yang sesuai di peringkat sekolah menengah di Pakistan. Hasil kajian turut mencadangkan bahawa pelaksanaan Modul Tahara Web 2.0 Pengajian Islam adalah signifikan dalam memberikan suatu paradigma baru kepada guru-guru Pengajian Islam dalam menyampaikan mata pelajaran tersebut secara lebih efektif di sekolah menengah di Pakistan.

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ABSTRACT

The advent of Information and communication technology brought about enormous change in the teaching and learning patterns at various settings in Pakistan, yet the Islamic Studies subject at secondary level is far behind the intended plan in utilization of ICT in teaching and learning caused by self-accessing teaching strategies with minimal intervention necessitated this study. This led to the development of Tahara Web 2.0 module for the secondary schools in Pakistan. Three research questions were formulated to discover the effectiveness of Tahara Web 2.0 module in the teaching and learning of Islamic Studies. A focused ethnographic case study design was employed and data was obtained by means of interview, observation and through personal journals that involves 6 Islamic Studies teachers and 24 Islamic Studies students that were selected through purposive sampling from three secondary schools from Jhelum, Pakistan. The main findings suggest that module which focused on the instruction from teachers and students perspective than from content perspective. This will effective in designing and developing Islamic Studies module based on teaching style and suitable ICT tools in secondary school setting in Pakistan. The findings also contributed recommendations that Tahara Web 2.0 module is important significantly to provide a new paradigm to Islamic Studies teachers which they can implement successfully and efficaciously at secondary level in Pakistan.

CHAPTER 1

INTRODUCTION

1.0 Introduction

The integration of Information and communication of Technology (ICT) in Islamic Studies is seen as crucial in the era of digital technology in the 21st century teaching and learning environment. This study will highlight the implementation of ICT based Islamic Studies module that has been implemented in secondary school in Pakistan. Given the importance of the integration, this chapter starts with the background of the study, identified research problem, objectives and discussion on the key terms, significance of the study; resonate with the effort on improving Islamic Studies instructional delivery.

1.0.1 Background of the Study

As the Pakistan's education continues to cycle through remarkable transitional stages, the use of Information and Communication Technology (ICT) becomes ever more relevant in transforming the traditional way of teaching and learning in the current era. It is relatively impossible for an individual to live easily in an environment without the ICTs. Educational institutions and systems have been making constructive efforts towards transforming and restructuring their educational facilities and curricula so as to utilize and adopt ICT in the classroom.

ICT in education creates an innovative, multi-channel learning environment where the integration of diverse technologies would bring creativity in areas that affect

the classroom experience most significantly. Katyal (2010) agreed that, by harnessing ICT in educational systems, new horizons can be created which help to develop rich and authentic learning for the students and teachers. From the results published in 2015, ICT proved to have enhanced the opportunities in educational institutes and reshaped the overall learning practices (Saeed, Nasim, Hussain, & Azeem, 2015). A 2011 study by Peeraer, Petegem, and Peter, (2011), which explore the competencies and opportunities of ICT usage, found that technology-assisted teaching and learning had revolutionized the traditional classroom setting. It is, therefore, important to recognize that ICT was designed to be a new experience for professionals in the education world (Ramesh & Dibaba, 2017).

Across the Indian Ocean, Pakistan's improving ICT fundamentals will continue to help underpin the developing nation's educational growth momentum. A survey by Park, Khan, and Petrina (2009) identified information technology as the basis for national improvement and subsistence in a rapidly transforming milieu. This kind of acknowledgment to IT will empower a nation to stay alert to vital issues and do their job, which is to build capacity in all parts of national life and orchestrate courageous moves as skilled human resources with reliable infrastructures. The formulation of national ICT policy, according to Ministry of Federal Education (MFE, 2017), would prevent a nation from being towards the erroneous side of the digital divide, and credited the policy with being the practice in any progressive nation as a response to many global realities.

The Ministry of Information and Technology continued to discuss extensively about the national policy, upholding its claim for Pakistan's ability in ensuring that their educational system was able to go online within three years, and in making ICT

the mechanism for sustainable development and competitiveness by the year 2012 (MIT, 2009). However, in 2012, (Hassan & Sajid, 2012) argued that this goal was not achievable even in the predictable future, if implementation efforts were not matched with the serious attitude to shape it into the utilization of ICT in public schools.

The Ministry of Information and Technology expounded on Pakistan's resilience to the anticipated challenges of putting into effect such a sublime policy. It added that, many of Pakistan's constructive measures focused on the allocated Information Technology development funds to support the initiatives to streamline curriculums at all levels, and place an enormous input in ICT infrastructures for all phases (MIT, 2009).

In secondary schools, Islamic Studies is a subject that provides much room for the integration of ICT into its praxis (Alsharidah, 2018). With 1.8 billion Muslims around the world, Islamic Studies provides the essential knowledge that can guide students to develop the understanding of Taqwa, or consciousness of Allah (Ab Halim, 2007). ICT can influence the advancement of Islamic Studies in broadening the scope of its knowledge paradigm, and bridging any gap between religious and modern education. However, across Muslim countries, Islamic Studies seemed to have benefitted less from technological advancement and ICT integration, as misconceptions may be causing this discipline to fall behind on merging with technology (Alsharidah, 2018).

Perhaps the suitability of ICT tools as supplements to understanding and spreading the religion's central concept of Tawhid or oneness, have not been efficiently tested by Islamic Studies teachers. While on the contrary, research has shown that an ICT-integrated instruction would offer enviable results into the

experience of learners, and the utilization of blended instructional models could lead towards better learning (Alsharidah, 2012). In view of these findings, this research study will attempt to design and develop an instruction module that integrates ICT with measurable and observable effects.

Not much research has been done concerning the integration of ICT in Islamic Studies, as well as the moderating effects of ICT on students' learning in Pakistan secondary education. The researcher believes, by integrating ICT in a suitable instruction module dealing with Islamic Studies at the secondary school level, would significantly enhance learning outcomes. The teaching and learning of Islamic Studies at secondary school level will be the main focus of this study. A well-integrated use of technology and discipline module is assumed to be the key to a successful instruction, but measures should be taken to guide both teachers and students on its usage. This could begin by understanding that technology alone cannot offer enriched learning, unless an appropriate ICT-integrated instruction module is used in the school curriculum. The integration of ICT includes the integration of Web 2.0 in teaching and learning.

Web 2.0 is the current technological intervention that has been used widely in the world. However, there is no single or precise definition for Web 2.0 (Grosseck, 2009) defined Web 2.0 as "the social use of the web which allows people to collaborate, to get actively involved in creating content, to generate knowledge and to share information online", which is likely the most relevant definition to the current research. Every day new practices are emerging, such as sharing of images, videos and documents in YouTube, Google Drive, and also new mechanisms for communication and collaboration through blogging and social sites such as Twitter and Facebook.

Web 2.0 provides easier and faster access to information. It also provides strategies and opportunities for collaboration, and for sharing experiences and resources, while keeping the creation of digital content a simple and easy process.

Web 2.0 facilitates flexible web design, provides a rich and responsive user interface, supports collaboration and helps gather collective intelligence (Conole & Alevizou, 2010; Crook et al. 2008; Murugesan, 2007). It allows users to both access the content from a website and contribute to it. It also allows developers to easily and quickly create web applications that are focused on content creation and modification (Murugesan, 2007). Web 2.0 technologies when utilized in the classroom also change the dynamic between teacher and student. While students seem to have readily adjusted to advances in technology through Web 2.0, teachers may not be adjusting accordingly. Web 2.0 technologies make —knowledge decentralized, accessible and co-constructed by and among a broad base of user (Greenhow et al. 2009).

Web 2.0 technologies provide teachers with new ways to engage students, and even allow student participation on a global level. However, children raised exclusively in the era of new media technologies are less patient with activities such as completion of worksheets and classroom lectures (Conole & Alevizou, 2010; Crook et al. 2008; Murugesan, 2007). Decreased participation in a traditional classroom may be due to better feedback received online. Web 2.0 calls for major shifts in the way education is provided for students. One of the biggest shifts that Will Richardson points out in his book Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms is the fact that education should be collaboratively constructed (Murugesan, 2007). This means that students, in a Web 2.0 classroom, are expected to collaborate with their peers. By making the shift to a Web 2.0 classroom, teachers are

creating a more open atmosphere where students are expected to stay engaged and participate in class discussions. In fact, there are many ways for educators to use Web 2.0 technologies in their classrooms (Grosseck, 2009).

1.1 Problem Statement

The Pakistan's government gave equal importance to the Islamic Studies subject and made Islamic Studies compulsory subject at all levels of education. However, despite the given concern to this issue, the Islamic Studies students face problem in the learning of Islamic Studies, This situation has been traced to poor teaching approaches (Lubis, Yunus, Ishak, Muhamad, & Diao, 2009). Lack of specific learning theories and models for Islamic Studies instruction have also been identified as one of the factors responsible for the dominance of lecture methods in Islamic Studies teaching, which is in dire need to be resolved (Alam et al., 2013).

These have culminated into the dominance of traditional teaching strategies that offers inadequate opportunities for autonomous student inquisition, which researchers identified as one of the main reasons for both Islamic Studies teachers and students' inability to accomplish anticipated level of ingenious and creative thinking in the Islamic Studies classroom (MFE, 2017). At its root, Islamic Studies is a subject that aims to develop higher order thinking skills which involve theory and practice (Khan, 2014). More often than not, the theory will lead the practice. Most Islamic Studies teachers emphasize the theoretical aspect to the detriment of the practical aspect. Teaching strategies like lectures and textbooks still remain the usual and dominant approach in the Islamic Studies classrooms. After preliminary interviews from Islamic

Studies teachers, it was found that over 60% of Islamic Studies classes in Pakistan schools used lectures as their only method of instruction without a practical follow-up.

Islamic Studies is in general still dependent on lecturers or often called the traditional teaching strategies. It is teacher-centered and causes learners' passive acceptance of knowledge and information. Consequently, it can lead to various problems such as: lecturers are too dominating most of the learning activities and (b) learning acquisition can be very limited due to much reliance on information by lecturers. Applying the traditional approach to learning is not necessarily wrong. But ideally a good learning process puts a lecturer as a learning manager. In this instance, he or she does not merely transmit knowledge to learners, but he or she arrange and leads them to attain successful learning, for instance by motivating them to be responsible for meeting their own needs, being knowledgeable of learners' individual characteristics and all methods of teaching, believing in their ability, willing to take risks, and acting as a facilitator and resource person (Lubis, 2012).

Teachers in Pakistan are lack of instructional strategies when it comes to teaching Islamic Studies curriculum. Islamic Studies instruction, in the recent decades, has been primarily taught as a body of information, rather than as a body of experience (Tauhidi, 2007). On the local front, teachers in Pakistan have not put interactive strategies to good use when it comes to teaching secondary-level Islamic Studies (MFE, 2017). As a result, students have somehow been tuned to memorizing the bits of information they have learned in Islamic Studies for examination purposes (Lubis, et al., 2009). As a result, Islamic Studies seemed irrelevant and did not inspire its students due to their personal learning experiences and lives (Khan, 2014).

In the 21st century, using only lectures as a method of instruction in teaching a practice-oriented subject without the utilization of ICT tools is considered pedagogically insufficient (Diao, 2009). The lack of viable, coordinated activity in the learning environment would cause the students' attention to wane even though a learner-centered approach is used (Alsharidah, 2018).

Despite the many advantages of a learner-centered instructional strategy, which help improve students' problem solving skills, motivate application of learning and retention of materials; it's a good idea to add some flipped classrooms, demonstrations and other feasible strategies to the learning experience as added enhancements (Jwaifell et al., 2018). Wherever possible, it may be helpful to give Islamic Studies assignments that not only assess students' progress and understanding, but also help them to develop the knowledge and skills needed for self-improvement (Tauhidi, 2007).

Previous research indicated that teachers holds negative attitudes towards the use of ICT, as a result they are less likely to contribute effectively to the utilization of ICT in the teaching of Islamic Studies (Alsharidah, 2018). An initial glance has shown limited integration of technology into the subject of Islamic Studies and curriculum. This lack raises the question of appropriate technology use with the curriculum (Anjum, 2017). An issue is teacher knowledge about appropriate types of ICT that could be integrated into Islamic Studies curriculum.

The problem is that there are modest attempts and a limited practice of integrating technology in the classroom by teachers of Islamic Studies. Through the researcher professional life in high schools as a teacher of Islamic Studies for 10 years,

the teachers of Islamic Studies have not been using technology in their classrooms. They need to understand the role of technology and its significant impact on learning.

Preliminary research showed that Students frequently took less interest about their Islamic Studies subject experiences. Even more alarming are studies showing that secondary school students do not feel Islamic Studies is a particularly valuable or interesting part of the school curriculum. Due to the conventional teaching approaches students feel that teaching methods are simply mind-numbing and less interesting. It would be futile if the Muslim students themselves do not want to learn it due to lack of interest. In fact, the lack of interest among students to learn Islamic education will create a barrier between them and the Islamic teachings (Parveen, 2003). It is apparent that if Islamic Studies is perceived by secondary school students as not being valuable, then learning Islamic Studies is adversely affected (Dehraj et al. 2018).

In fact, Students initial interest to learn the lesson influences their understanding. As mentioned by Sylvia (2006), when interested, students persist longer at learning tasks, spend more time studying, read more deeply, remember more of what they read, and get better grades in their classes. In addition to that, Hidi and Renninger (2006) also stated that the level of a person's interest has repeatedly been found to be a powerful influence on learning. In this case, students seek support from teachers to fulfil their individual needs.

Whenever students are motivated in using technologies like cell phones, laptops, iPods and even android tablets to aid their learning, it may be wiser for teachers to choose better materials that can empower students to make or alter text and images for them to upload on different social networks. When there is lack of planning and a

teacher-centered instruction being used, students tend to become passive learners of knowledge rather than constructors of information.

To the researcher's knowledge the findings reported to date only provide limited insights into ICT use in the context of the Islamic Studies. Assuming there is a dire need to create new, interactive and innovative teaching modules all planning should be channelled towards harnessing the appeal of 21st century teaching skills and considerate the needs of the individual learners', while implementing the whole range of ICT in order to engage the learners in knowledge creation and reflection. If the need to improve teaching strategies is what's shifting the global trend in ICT and education, teachers will need to strategize carefully the instruction they decide to take on.

The design of the teaching and learning of Islamic Studies will be more effective if more attention is given to individual learners than to the group as a whole. An ICT based module can be designed to be used for this purpose. According to Winkel (1991), the module can be used to study independently or individually because the module contains objectives, instruction sheet, reading materials, answer keys, and evaluation tools. Modules can be used as an alternative form of presentation of materials used in teaching, including teaching and learning Islamic Studies.

This suggests that Islamic Studies is a subject matter that contains a lot of discussions about abstract and practical concepts which are inter-related and challenging. It also requires deep understanding, which is not easy. Based on the results of these above studies, it is recommended to develop ICT module that can solve the problem in the difficulties faced by teachers and students in teaching and learning of the Islamic Studies.

1.2   Purpose of the Study

Besides using mainly lectures as a mode of instruction, the teaching and learning of Islamic Studies in Pakistan secondary schools have not been engaging its students with practical activities that involve the use of ICT tools. Bear in mind, the general purpose of this research study is to develop a module for the integration of 'ICT' into the Islamic Studies curriculum at secondary school level.

1.3   Objectives of the Study

An investigation was done with the perspective of designing and developing an ICT-incorporated module for teaching and learning of Islamic Studies at Pakistani secondary schools. The instructional module presented in this research has integrated Web 2.0 apps such as *Prezi, Edmodo* and *Edpuzzle* combined with the traditional face-to-face classroom teaching strategy to teach Islamic Studies in order to investigate the outcomes. The specific objectives for this study are:

1   To develop Tahara Web 2.0 module for secondary school in Pakistan.
2   To explore the teachers' understanding on the use of Tahara Web 2.0 module in enhancing their instructional strategies.
3   To explore the Islamic Studies teachers' attitude towards the use of Tahara Web 2.0 module in secondary school level Islamic Studies.
4   To discover the students' interest towards the use of Tahara Web 2.0 module for secondary schools in Pakistan.

1.4 Research Questions

1   What are the teachers' understandings on the use of Tahara Web 2.0 module in enhancing their instructional strategies?

2. What is the Islamic Studies teachers' attitude towards the use of Tahara Web 2.0 module in secondary school level Islamic Studies?

3. What makes the students interested in the use of Tahara Web 2.0 module Module for secondary schools in Pakistan.

1.5 Rationale for the study

The need for this study stemmed from the fact that current educational methods are swiftly changing, and new educational models are expected to reassess the skills and methods of teaching. Despite some researchers not considering that technology can transform and bring revolution in the pedagogical methods (Conole & Warburton, 2005; Jones, 2004; Korte & Hüsing, 2006; Mansour, 2008), the eagerness for ICT use in curriculum would be more logical if there were convincing and solid evidence that its utilization would consistently leads to enhanced students learning (Kerr, 2005).

Rabah (2015) discussed about integrating technology and its benefits in education as an emergent research area. With ICT-based integration, remarkable researches were undertaken to assess its constructive effects on the teaching and learning system, particularly to identify how technology can bring a change in the development of positive learning (Peeraer & Van Petegem, 2011). Every day, advancements in the field of ICT have accelerated the growth of new learning approaches and this situation has become complex for present educational paradigms

to accurately reflect the growth of ICT because of its constant transformation (Tondeur et al. 2012; Whitehead, Jensen, & Boschee, 2013). Nawaz (2013) has successfully, acknowledged ICT integration and related digital tools as essential and influential frills in the transformation of educational techniques in the 21st century. Moltó Egea added one of his own a year later, saying that, to take benefits from the integration of ICT, one will need to understand it as a system in education rather than take it as a technical system or tool.

In addition to this, prior study stated that current educational methods are swiftly changing and new educational models are now anticipated, raising the need to reassess the skills and methods of teaching. This is consistent with the responsibility relayed on teachers, especially in how they apply and choose learning strategies as well as their participation in transforming future knowledge (Davis & Moely, 2007).

Basically, ICT has been acclaimed to have transformative traits for all educational frameworks. In 2002, Solomon said the much-discussed topic on how to revolutionize education, especially in the area of ICT-integrated learning, has not been fully figured out. This transformative nature of ICT cannot and will never blossom without its own unless there is a user. Consequently, the user needs to incorporate technology into educational modules in order to enhance students' learning (Haddad & Draxler, 2002). In conclusion, the way to a powerful incorporation of technology into educational programs starts with its teacher who ought to have the essential information and skills to facilitate learning.

Global tendency in education has not just to pursue the advancement of 21st century skills, but instead students are recommended to develop and improve creative thinking, joint cooperation and collaboration regardless of the knowledge they

acquire. Islamic Studies in schools have the potential to build up skills for those who seek to improve their life through a teacher who utilizes teaching modules that incorporate ICT. The integration of ICT in the classroom has been commended as a profitable tool to overcome the conventional isolation of the classroom environment (Braun, 1997) while in the meantime, enhances learning as a whole (Saye, 1998). A good teaching module that consistently incorporates ICT in the classroom also helps to cultivate the advancement of the skills, improves students' accomplishment while at the same time, peak the students' forte of the subject to its best.

1.6   Significance of the Study

In general, this research study was carried out with the aim of making a significant contribution to Islamic Studies teachers and students in secondary schools in Pakistan. Those in the secondary education system would find it valuable, in that if the module was found effective in upgrading the teaching and learning, those affected will be encouraged to acquire more of the requisite skills for integrating ICT in the teaching of Islamic Studies. The findings of this research will help create awareness among Pakistani teachers on the role ICT plays in providing Islamic Studies instructors with the skills they are expected to have in their profession, and hopefully making them review their current teaching strategies to determine how much they need to change in order to help develop the students.

At present, the dispensation of Islamic Studies teaching and learning has shifted from the use of traditional teaching strategies to ICT-integrated teaching in the Muslim world. It will, therefore, be apt for the Islamic Studies instructors to use teaching

modules that can positively impact their students so as to ensure that they fit into the growing global trend. Regardless of readiness, this trend will place a huge responsibility on the government, educationists and policy makers overseeing the secondary education system to strive and provide an environment favorable for teaching and learning by the provision of requisite ICT resources.

It's probably alright to say that curriculum developers will find the findings of this research study useful for developing an ICT-integrated curriculum in the area of Islamic Studies. The blue print for effective integration of ICT into the Islamic Studies curriculum may prove to benefit all levels of Islamic Studies instruction.

If the researcher established the fact that an ICT module would enhance the teaching and learning of Islamic Studies, it would then befit the instructional delivery in Pakistani secondary schools in a manner that motivates teachers to have faith in their capacity to integrate ICT into the Islamic Studies curriculum. Fortunately, however hesitant the teachers were in the first place, ICT-integrated learning is here to stay, and therefore further exploration into this subject should be carried out using different study designs to gain people's confidence.

There is a huge focus on this research to extend its exploration in the area of ICT integration, especially in the field of Islamic Studies. Besides that, educational institutions and Islamic Studies teachers will find this study timely as it will enable them to adopt, at an accelerated rate, the use of appropriate teaching strategies that integrate ICT in the curriculum.

1.7   Limitations of the Study

There are certain circumstances, as noted by (John & Khan, 2016), which are beyond the power of the researcher that may likely put constraints on inferences drawn from the research and the usage of such inferences to other conditions. By looking at this research's contribution to knowledge, some limitations have to be taken into consideration.

The Islamic Studies teachers and students who participated in this study were from secondary schools, comprised of grades 9-10 schools. Therefore, the data can only be related to the sample and the schools that participated in this study and cannot be generalized for other academic areas or grade levels.

The researcher-made Interview, observation and personal journals only assessed responses on teachers' attitude and students' interest towards web 2.0 ICT module. Therefore, participants were not able to provide feedback on other factors, which may contribute to ICT module implementation in secondary schools.

Due to the scope of this research study researcher was not able to collect data from the entire recommended population sample, so this study is limited by the number of participants, as researcher used a convenience sample.

Another limitation was that this research merely included participation of six Islamic Studies teachers who were teaching secondary students in Jhelum, Pakistan, although it has been forecast that more participants means more beneficial aspects to be discovered in the use of the Tahara Web 2.0 module. Besides that, getting participants from other regions of Pakistan can help identify more fruitful aspects of the research as well.

1.8 Operational Definitions

For this research , the following terms will be used and are defined as follows:

Secondary School Education

Secondary school education or secondary education in Pakistan starts from grade 9. Upon the completion of grade 10, students have to appear in a standardized exam under the Board of Intermediate and Secondary Education before being awarded a Secondary School Certificate, which is also known as 'matriculation' in Pakistan (Sabir & Nasi, 2014). The term is operationally defined to include all Students enrolled in the Secondary Schools Education in Pakistan.

Islamic Studies

By referring to Islamic Studies, it means the study of Islam. In a Muslim setting, an Islamic study is the umbrella term for the Islamic sciences ('Ulum al-din). It incorporates all the customary types of religious thought, for example, kalam (Islamic philosophy) and fiqah (Islamic law). In Pakistan's education system, it is made compulsary for all Muslim students up to secondary school level to acquire Islamic Studies (Sabir & Nasi, 2014). In this study, Islamic Studies refers to the secondary level i.e. 9th grade subject of Islamic Studies focusing on tahara.

Information and Communication Technology (ICT)

Information and communications technology is an extensional term for information technology that stresses the role of unified communications and the integration of telecommunications and computers. For the purpose of this study, ICT is defined along

the line of new technologies such as computers, web 2.0 tools integrated in teaching and learing of Islamic studies.

Tahara Web 2.0 module

Web 2.0 is the term used to describe a variety of web sites and applications that allow anyone to create and share online information or material they have created. In this study the module represents on the topic related to the cleanliness and purification of body and soul for the secondary school Islamic Studies students under the age of 15-16. The module represents a set of dynamic, flexible guidelines for building effective instructional material based on web 2.0 tools. Facilitate the teaching and learning of Islamic Studies concepts in secondary school classrooms.

Understanding

Understanding is a psychological process related to an abstract or physical object, such as a person, situation, or message whereby one is able to think about it and use concepts to deal adequately with that object. Understanding is a relation between the knower and an object of understanding. In this research study teachers' understanding refers to the Islamic Studies teachers understanding towards the Tahara Web 2.0 module.

Attitude

Attitude is the positive or negative degree of effect associated with a certain subject. In the present study attitude refers to persistent tendency of secondary school Islamic Studies teachers towards the use of Tahara Web2.0 module in the teaching and learning of Islamic Studies.

Interest

In education, interest refers to the student's degree of curiosity, engagement, passion and the level of attention they have in learning. Generally, the concept of student's interest is measured by the belief that a student's learning improves when they are engaged, inspired or inquisitive. When a student's learning suffers, they show impassiveness, boredom or disinterest. A stronger learner's interest or improved student's interest are the most common instructional objectives in education. In this study attitude viewed as students interest towards the use of Islamic Studies Tahara module.

Constructivist Learning Environment

Constructivist learning environments is a technology-base in which learners are engaged in meaningful interactions. In this study, the use of ICT in Islamic Studies creates an environment where learners work together to help each other to construct new knowledge.

Islamic Studies Teachers

Islamic Studies teachers provide Quranic and Islamic studies instruction, creating an educational atmosphere where students are granted the opportunity to fulfill their potential of becoming knowledgeable and productive Muslims. In this study, Islamic studies teachers refer to secondary schools Islamic subject teachers of Pakistan. In this study, Islamic studies teachers refer to secondary schools Islamic subject teachers of Pakistan.

1.9   Summary

This chapter presented an introduction to this thesis, which included the research background and an overview of the particular cultural context in which this research took place. A broad focus was to examining the current ICT educational models and practices that exist in developed and developing countries, was followed by a focus on the case study of this research, Pakistan. As background, this context would enable better engagement with the nuances of this study and its emphasis on Islamic Studies teachers within the broader context of secondary schools in Pakistan. Other compilations included sections on the significance of the study, its aims and scopes, research questions, research methods, and a glossary of terms. The next chapter provides a comprehensive literature review on the areas of research relevant to the context of this study.

CHAPTER 2

LITERATURE REVIEW

2.0   Introduction

The ultimate objective of the present multiple case study was to discover the understanding of teachers' towards using Tahara Web 2.0 module in the instructional strategies in addition to assessing the teacher's attitude and student's interest towards the ICT. This chapter also glanced on the role of ICT in teaching and learning while emphasizing on the usage of ICT in Islamic studies subject. This chapter begins with a description of the theoretical framework for the study and also discussed the selection of the theory.

2.1   Need of 'ICT' integration in Islamic Studies

Education institutes of developing countries including Pakistan are on the par to construct ICT compliant environments to enhance teaching and learning process. It's widely accepted that expanding utilization of ICT in academic world opens the door for new learning opportunities. ICT resources such as digital cameras, scanners camcorders, and software are successfully integrated as part of the classroom regardless of academic level to ease the instructional process (Dawson et al. 2012).

ICT tools are made to become part of the student community of modernized classrooms to access for and share additional knowledge, to complete assignments, to do online tutorials, conduct researches and organize and process data as well as a mode of communication (Desai, 2016). Presentation software is used by the teachers to

increase the concentration and interest of students towards learning while the students use the computer as a tool to complete their coursework (Strickland & Nazzal, 2005). In order to enhance the learning process, both teachers and students observe internet as the gateway for unlimited source of additional information.

It was interesting to find that teachers had prevented ICT use in Islamic Studies classrooms before due to conservative thoughts about the contents of television and the Internet. Nonetheless, to quote (Sulaiman) in 2015, the full integration of ICT with Islamic Studies is essential since it can enhance the efficiency and effectiveness of the teaching and learning. In addition, there are a number of examples of the proliferation of technology in religious education through websites, blogs, online discussion forums and TV channels that share information related to Islam (Alsharidah, 2012).

Therefore, computerized technologies are prescribed for effective, efficient and productive Islamic Studies teaching and learning (Maimun Aqsha Lubis, 2009). Furthermore, ICT leads to optimism, innovation and self-improvement. According to Sūrah Al-Mu'minūn 18:61 of the Al-Quran, one who indulges in search for good endeavor will be more successful. Hence, the use of modern technology for Islamic studies is highly recommended and encouraged.

However, a large number of Islamic scholars are against of incorporating ICT to embrace Islamic knowledge due to the negative effects it may land on the Muslim populace. Therefore, teaching Islamic knowledge via the conventional way is preferable to some scholars in comparison to ICT-affiliated pedagogy methods although the later is practiced as part of instructive process to propagate Islam in most of the universities in Asian countries. The need for incorporation of ICT to improve the teaching strategies of Islamic studies is foreseen by everyone particularly the

educational institutions and the teachers to enhance effectiveness, productivity and teaching quality. Students also need to take advantage of the opportunities presented to amplify their performance (Maimun Aqsha Lubis, 2009).

To use technology for religious instruction will bring about broad impact (Göl, 2012; Sajjadi, 2008). Incorporation of modern-day technology to assist the delivery of principles, methods, and contents of religious education will escalate students' engagement to acquire religious knowledge (Sajjadi, 2008). Technology drives towards positive thinking to elicit self-improvement and contributes to innovate (Aljaraideh & Abushra, 2016; Lubis et al. 2011b; Oyaid, 2009). On par to the integration of technology in Islamic Studies, professional development of the teaching force to improve their ability is adequately emphasized by the scholars.

There is little intervention on the above notice point. An intelligent and methodical review of all the related writing was the focus of this study. The accompanying area demonstrates a review of the after effects of important studies led in different nations and demonstrates that there have been rare and scarce studies in Pakistan. The current study is different from -mentioned studies in many ways for instance; it is based on the development of the Tahara web 2.0 module and investigated the understanding and attitude of the Islamic Studies teachers towards module and this study also investigated the interest of the Islamic Studies students.

2.2   Teaching approaches of Islamic Studies

Teaching approach is regarded as an important part of quality teaching strategies. Various teaching approaches are inclusive of activities which are prepared

by teachers with reference to curriculum as well as to build the learning atmosphere, shaping the characters of their students, and also to formulate the system which congregates knowledge, morals, and behaviors (Kember & Kwan, 2002).

Zedan, Yusoff, and Mohamed (2015), criticized that tutor assigned for Islamic Studies are not innovative when it comes to teaching approaches. Newcomers continued to teach Islamic Studies exactly the way they were taught earlier. Course content and the methods of teaching Islamic Studies is repeated ignoring the impact it may leave or the relevancy of it. For example, the significance of Namaz (five times prayers in a day) was never highlighted by Islamic Studies teachers. The focus is heavily placed on preparing the pupils to pass annual examinations with flying colours instead of developing understanding about spirituality and instilling values to be a better human being in terms of behavioral or moral.

According to Abubakar (2014) teaching Islamic Studies in secondary schools helps students to practice the religion properly. However, it is possible only if the content of the curriculum is effectively and practically implemented and various topics of Islamic Studies is properly taught to have greater impact on students in terms of Iman, Salat , Zakat, Swam, Hajj and other other religious rules and duties.

Zedan et al. (2015) noted that both the Islamic schools and Department of Islamic Studies in universities are in large applying memorization learning as part of teaching process. Meanwhile,   innovative teaching approaches which emphasizes on comprehension and discussion are not explored in most of the educational institutions.

Zedan et al. (2015) also stated that integration of technology to teach Islamic studies was neglected for years. A false assumption that sacred message of Islamic