International Conference on Learner Diversity 2010

Systematic Steps in Teaching and Learning Islamic Education in the Classroom

Maimun Aqsha Lubis[a], Melor Md Yunus[a], Mohamed Amin Embi[a], Sabariah Sulaiman[a], Zamri Mahamod[a],*

[a]Faculty of Education, Universiti Kebangsaan Malaysia ,43600, Bangi, Selangor, Malaysia

Abstract

This paper explained eight steps of systematic process in teaching and learning Islamic Education in the classroom. This eight steps of Islamic Education teaching and learning process would consider four pedagogical factors in its implementation Once the systematic steps were applied in the systematic teaching and learning, the knowledge taught becomes more understandable and students could gain more experience and enable them to achieve the objectives of language teaching and learning in the classroom.

1.   Introduction

One of the important aspects in teaching and learning Islamic education is providing students creative and proactive communication with others. This proactive teaching and learning activities include creativity, reflectivity, reciprocity, and responsibility and it can be arranged as 8 systematic steps and proper steps in teaching and learning process in the classroom.

2. The Islamic Education Curriculum Practiced in Schools

A curriculum of Islamic education that is being implemented well in the Education System helps to produce individuals who are spiritually, physically, intellectually and emotionally strong and balanced for a more dynamic and progressive generation. For this purpose, the said curriculum needs to be planned out well, requiring comprehensive preparation while paying careful attention to details and the practicality aspects.

_____

*Corresponding author. Tel:+603-8921-6458; Fax: +603-8925-4372
   E-mail address: d-zam@ukm.my

Among the objectives adopted by Primary Religious Schools are to teach the children to understand, believe and practice the Islamic teachings, to inculcate the understanding and appreciation of Islamic values in life. Besides it, this Primary Religious School raises interest in religious teachings and prepare them to shoulder future responsibilities. It also to develop good mannerism in the children to become better citizens, as prescribed by Islam and to train them to be obedient of God's commands and to avoid the forbidden acts. Lastly, this Primary Religious School aim to educate children in becoming members of a responsible society and to serve the nation according to Islamic teaching.

The Islamic teaching Curriculum intends that students will be able to understand and receive the teachings and life example of the Prophet Muhammad SAW and his Companions and to practice and appreciate Islam as a total way of life.

3. Four Factors of Teaching and Learning Approach in the Classroom

A systematic teaching and learning is an effort to establish a successful teaching and learning in-class system. The four factors considered for its implementation are;

- Creativity: To have the ability to produce, innovate and improve i.e. on the quality.
- Reflectivity: The system implemented should always be studied, evaluated and improved including the teaching, learning and school administration.
- Cooperation: Giving, taking and co-operating in any good effort for the Education.
- Responsible: One's success will be achieved with the feeling of deep responsibility, as a *sunnah* of the Prophet SAW

The above four factors should be applied in eight systematic steps in teaching and learning Islamic Education (Maimun qsha; Mohammad Sani, 2009:170-171) as shown in Figure 1.
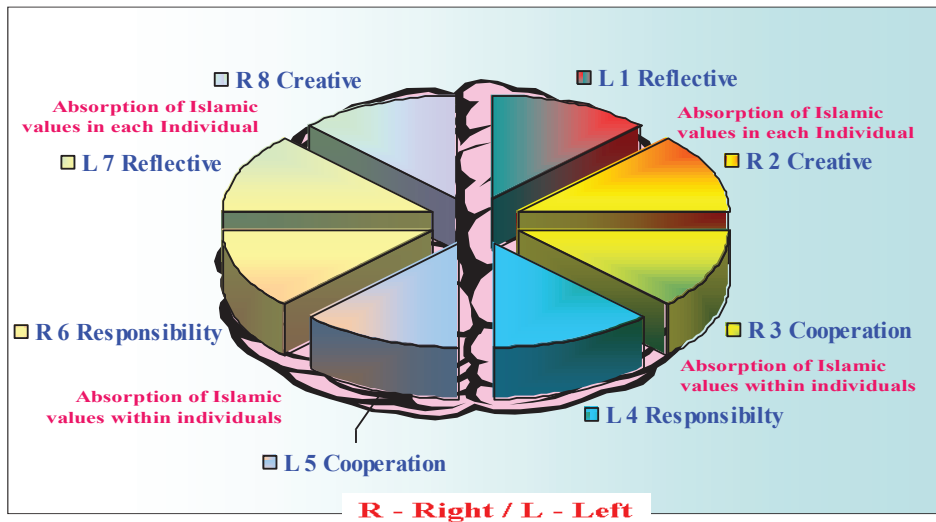

Figure 1. Eight steps/ways of implementation for the systematic approach

1.Left brain   2.Right brain

The details of each step are as shown at figure 2 till figure 5 and should be achievable through proper plan, appropriate approach, methods and techniques.
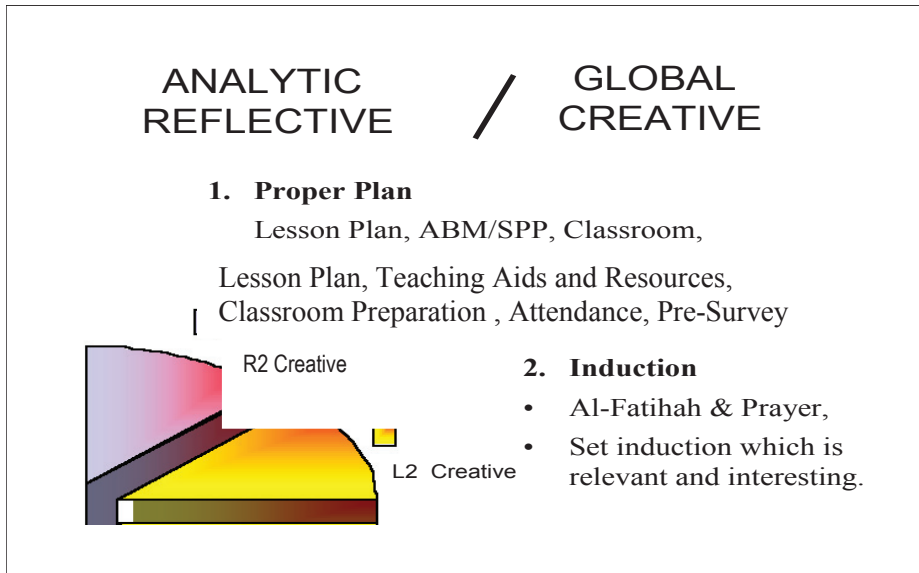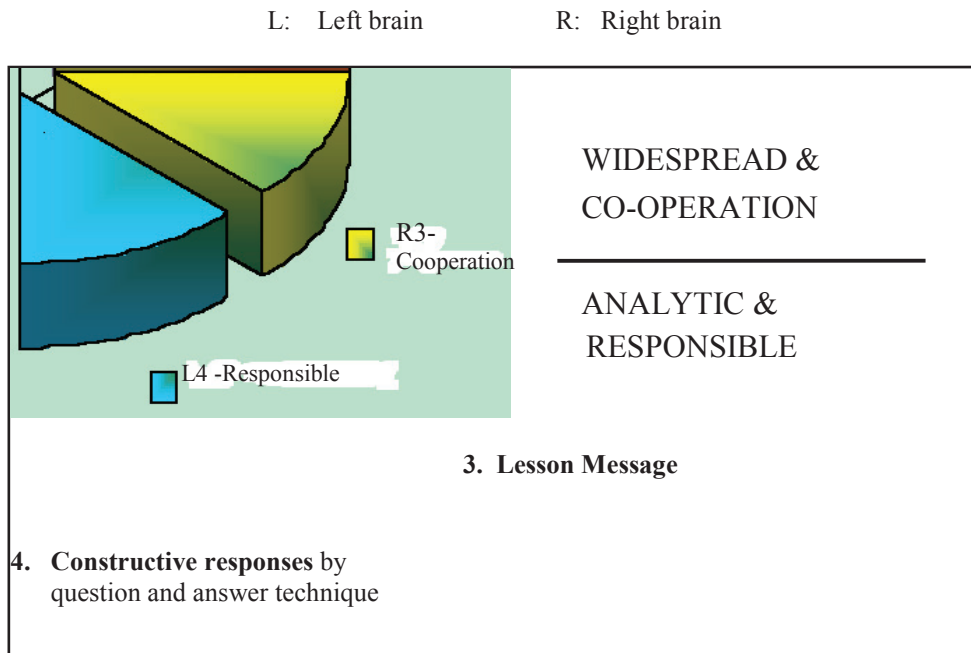

Figure 2. Proper plan and set induction

L: Left brain   R: Right brain

Figure 3. Lesson message and constructive responses
L: Left brain   R: Right brain

COOPERATION &
FULL-SCALE

———————————

RESPONSIBILITY &
COOPERATION

L5-
Analytic

R6-
Responsible

6. Presentation, Correction and Additional
-Between group and teacher

5. Cooperation
-in the group of students
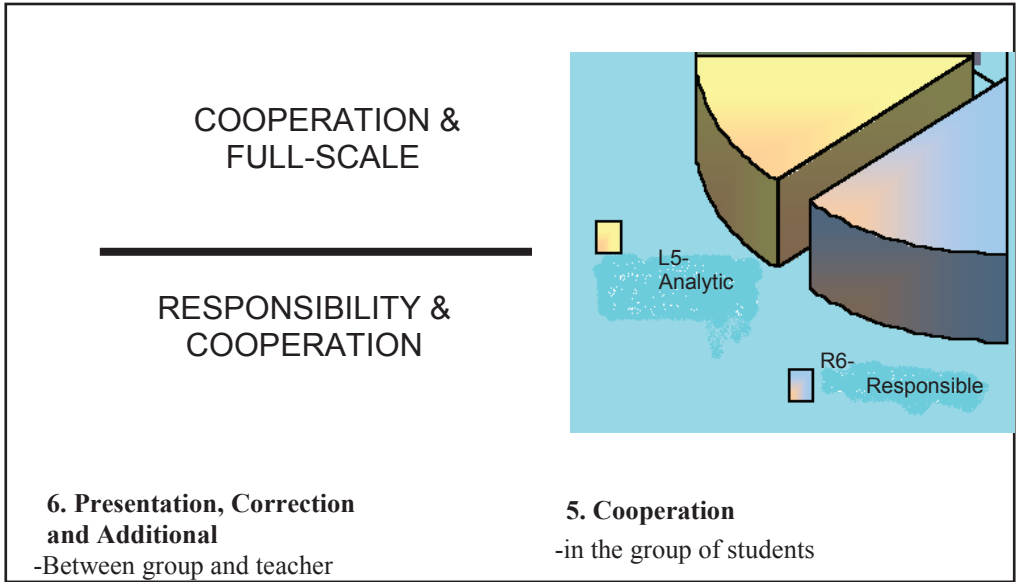
Figure 4. Cooperation, correction and additional

ANALYTIC
REFLECTIVE

GLOBAL
CREATIVE

7. **Assessment**
   To measure and evaluate the objective of teaching and learning of Islamic Education

8. **Conclusion and homework**
   Al- ᶜAshr & Prayer and giving homework for students
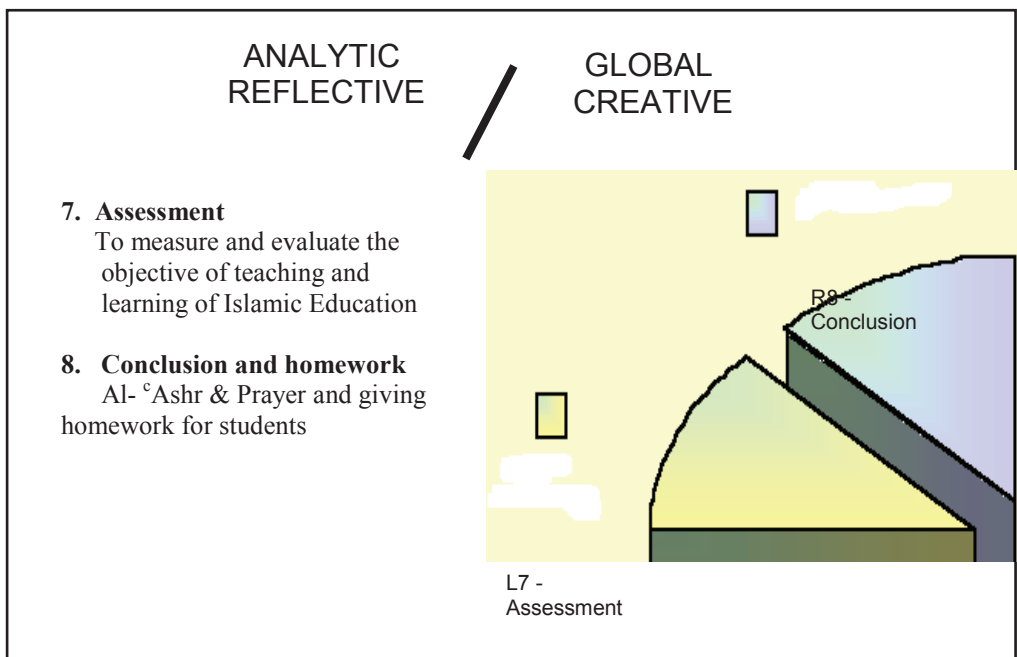
R8-
Conclusion

L7 -
Assessment

Figure 5: Assessment and conclusion

L: Left brain   R: Right brain

4. Finding and discussion

   The application of systematic approach in the classroom is to achieve the objective of teaching and learning Islamic education. These eight steps of systematic approach activities are good to be a practice in the process of

teaching and learning. At that time, the target and objective of teaching and learning process in the class room can be evaluated and will be achieved.

Exercises in the class room in terms of group discussion and presentation are among main practices in teaching and learning. Usually, as a part of learning, the home work was given to the students to help them in revising the last lesson that they learned before in classes. Some of the objectives of the exercises are to prepare them in solving problems. One of the other hand, they are many methods that can be used in teaching and learning process. One of the methods is by using multimedia activities in proper steps of teaching and learning in the classroom. Lectures or teachers will attract the students' interest in teaching and learning by applying courseware and multimedia software in 8 proper steps for classroom activities.

The eight proper steps in teaching and learning have fulfilled pedagogy aspects and the teachers have been able to know whether the teaching outcome been fully achieved or how good the percentage of achievement. The step one in teaching and learning process will provide teacher in more well prepared lesson before entering the class room. The step two will make student happy and feel the lesson interesting by conveying the interested set induction. The step three and four encourage teacher to understand and master the subject as well as possible cause and it will be taught in a technique of question and answer while explaining the lesson. The step five and six will stimulate student to be more creative, cooperative and responsible when discussion and presentation of the subject. The step seven will measure and evaluate the teaching and learning outcome or objectives. The step eight will let student to understand the important conclusion and get ready to do home work. This approach will also more successful if there are creative, reflective, cooperation and responsible motivation in each student to achieve the teaching outcomes.

5. Conclusion

The lesson taught applying 8 systematic steps will become more understandable and teaching and learning process more effective. Furthermore the application of 8 systematic and proper steps in teaching and learning in the classroom will able to access the objectives perfectly. For example, once the teacher reaches to the step of number seven that is measurement and evaluation, the effectiveness of teaching and learning can be seen easily and 8 systematic steps of teaching and learning in the classroom will guide teachers to become more confident.

References

Abdul Razak (2001). Online delivery systems: Setting baseline for professional development of educators *Malaysian Journal of Educational Technology*, 1(2) 47-52.

Al-Syaibaniy, Omar. 1991. (trans. Hasan Langgulung), Falsafah Pendidikan Islam (in Malay). "The Philosophy of Islamic Education". HIZBI, Shah Alam, Malaysia.

Bantoch G.H. 1980. *Dilemmas of the Curriculum*, Martin Robertson, Oxford, Great Britain

Ee Ah Meng. 1997. *Pedagogi I, Kurikulum dan Pengurusan Bilik Darjah (Semester II)* (in Malay) *"Pedagogy I, Curriculum and Classroom Management Semester II*

Eva Milkova, *Multimedia Applications and their benefit for Teaching and Learning at Universities*, WSEAS Transactions on Informations Science and Aplication, Issue6, Volume 5, June 2008.

Jabatan Pengajian Islam, Kementerian Pendidikan Brunei Darussalam (Department of Islamic Studies, Ministry of Education Brunei Darussalam.

Jaime Lloret,Miguel Garcia, Diana Bri, Hugo Coll,*Using Multimedia Activities for Homework and in-class Exersises to improve the result of university students*.WSEAS Transactions on Advance in Engineering EducationN, Issues 1, Volume 6, January 2009

Maimun Aqsha Lubis, Mohammed Sani Ibrahim.(2009) *A Comparative Analysis Of The Intergrated Islamic Education in Malaysia and Brunei*, Siri Penerbitan Fakulti Pendidikan Universiti Kebangsaan Malaysia, Cetakan ke-2.

Schmid, E.C. (2009) *Enhancing perfomance knowledge and self-esteem in classroom language learning: The potential of the ACTIVote component of interactive whiteboard technology*. *System,* 35 (2007) 119-133.

Sirkema,S.,*Implementing Information Technologies in the learning process,In*: *6th*WSEAS International Conference on EACTIVITIES, Tenerife, Spain,2007,pp.263-267.

Usun, S. (2009). Information and communication technologies (ICT) in teacher education (ITE) program in the world and Turkey. *Procedia Social and Behavioural Sciences*, 1 (2009) 331-334.

Sirkema,S.,*Implementing Information Technologies in the learning process,In*: *6ᵗʰ* WSEAS International Conference on EACTIVITIES, Tenerife, Spain,2007,pp.263-267.

Widdowson, H. G. (1978). Teaching language as communication. London: Oxford University Press.

http://www.eyefdubai.com/v1/newsdetail-32453.htm