The Effectiveness of Strategies and Techniques in Teaching and Learning Islamic Education

MAIMUN AQSHA LUBIS, MELOR MD YUNUS, NORIAH MOHD ISHAK,
TAJUL ARIFIN MUHAMAD, MOHAMMED DIAO
Faculty of Education
Universiti Kebangsaan Malaysia
43600 Bangi Selangor
MALAYSIA
mal@ukm.my,melor14@yahoo.co.uk,tajul.a@ukm.my,
mohammeddiao@yahoo.com

Abstract:- The objective of this paper is to determine the effectiveness of the techniques and strategies in teaching Islamic education from the African teachers' perception. The data was collected from a questionnaire survey that was distributed to 83 teachers from Timbuktu and Gene, Mali, Nigeria. There are five educational techniques and two educational strategies that effective in teaching and learning Islamic education. In addition, the information and communication technology (ICT) contributed to the improvement on teaching and learning process. Information and communication technology may be used as a medium in the teaching and learning to develop more creative thinking in the education process. Besides that, media is a form of teaching aids which assists teachers in the teaching; provide them with tools to illustrate some points or processes as well as to support long distance educational system. There is a positive perception of the teachers in terms of five educational techniques and two educational strategies of teaching and learning in the classroom. Therefore, African teachers have improved their ability to apply more effective strategy and technique in their teaching. Future studies should be improved on the Islamic education in terms of the effective and integration between technique and strategy teaching and learning in the class room.

Key-Word: - Islamic education, Educational technique and strategy, Teachers' perception, Teaching and learning in the classroom, African teachers, integration between technique and strategy.

1 Introduction

The educational activities and cultural in West Africa played a strategic role in introducing Islamic teaching. They also played a significant role in establishing great Islamic rulers and in extending the Islamic world to West Africa. On the other hand, the establishment of Islamic in West Africa is the intermarriages between the North and the West African people. Besides that, the Timbuktu and Gene in Mali, Nigeria are the place of establishment some of the great Islamic states in West Africa. These states had played a very effective role for spreading of Islam, particularly in West Africa region and for the whole African continent in general. This diffusion was done by various individual efforts from different tribes, who were keen to devote himself to the convention of Islam. However this mission was difficult for someone who did not posses a strong believe in God, because they were not receiving any support from any organization or association to sponsor of their mission (Nehemiah 1994)[1].

Hence, it is very crucial time to explore previous scholars' methods of diffusing Islamic teaching on the continent, so that we can find answers to questions like how was Islam diffused in the region? This goes together with well-practiced ways of education in the traditional way of West Africa life. In addition, this research will also focus on how the West Africa scholars had been able to conduct or to blend both of the religious lessons and the African traditional civilization.

In doing so, the West Africa traditional practices and Islamic culture and civilization will be compared (Omar 1993) [2]. Although the researcher has noticed that sad; the Africans themselves were neglected to jut down their historical background in the early time. They started to record it in a very advance of crucial time, while some Europeans and Arabs counterparts began to record the African history in the early crucial time (Benjaminsen, Holden, Lund, & Sjaastad, 2009)[3]. However, the efforts of those scholars were giving a highly consideration and respectful among the African

learner and scholars. Even though, their record was not enough to provide us with adequate excellent written documentation. This is because the fact was that the early African scholars and learner rarely wrote down their historical traditions for they relied more on oral citation to transmit or pass down their historical education.

The objective of this paper is to investigate some educational techniques and strategies in teaching Islamic education from African teachers' perception. A curriculum which is well to fulfill the teaching objectives as applicable to the country's philosophy should be carried out through the proper strategy, approach, method and technique. Assessment is important and should be done to ensure the effectiveness of the teaching and learning. This paper will study perception of African teachers on effectiveness strategy and technique in teaching and learning Islamic education. 83 respondents participated in this research by completing the questionnaires. From all respondents, 48.2% of them are male teachers from various specialization and teaching backgrounds while the rest of the respondents are female teachers with 51.8%, also from various specialization and teaching backgrounds. Table 1 show the number and percentages of respondents.

Table 1 The percentage of male and female respondents

Gender	Respondent	Percentages (%)	Cumulative
Male	40	48.2	48.2
Female	43	51.8	100.00
Total	83	100.00	00

1.1 The Pedagogy and Strategies of Islamic Education in West Africa

Pedagogy literally means a man having oversight of a child or attendant leading boys to school. The words derived from the French and Latin language that was an adaptation of Greek language. There are various definitions of but the most common is pedagogy is the science of teaching. On the other hands, the objective of pedagogy is to provide knowledge and experiences in the light of learning.

While education means developing the capacities for self-development, political agency, and moral leadership. According to Khan (1987)[4], the concept of Islamic education does not involve knowledge only but also actions that is usually considered necessary for Iman (faith) and Amal Al-Salih (virtuous action), side by side with theorical

knowledge and also emphasizes the applied aspects of knowledge.

Strategy is created to achieve a set of objectives or aims. Strategy is a part of well planning before attempting to do anything. Therefore in the world of education, the teachers should be armed with well planned strategy before facing the students. This strategy needs to be implemented in a wise and systematic way, taking into considerations any future possibilities. The strategy used in teaching the Islamic religious knowledge in West Africa involves the use of syllabus, work/ lesson plan and thorough subject preparation. The teachers also employ teaching aids, following specified teaching period set by the principal and lastly, take into consideration the student's abilities (Irvine, 2008)[5]. However, most of the teachers in West Africa are keening to encourage the students to memorize the lesson that had been taught. Therefore now days there are many young African learners have memorized the Qur'an without knowing the meaning.

1.2 Approaches in Islamic Education

Approach invariably means the effective way of teaching a subject to achieve the desired objectives. Teaching approaches consist mainly of inductive and deductive approach. The inductive approach would involve activities such as collecting, interpreting and generalizing the data in drawing up conclusions to form a new set of knowledge.

Deductive approach starts with one or more principles and formulas, principles, laws, theorems or rule be applied to the specific. The teachers in West Africa have different styles of approach to the students. Some teachers created a very strong guide and instructional teaching so that they can reach to their teaching aims more quickly and more effectively. Therefore the creation of a situation of a learning environment and of a complex teaching-learning arrangement that considers the experience and the previous knowledge is crucial for the success of constructive teaching.

The main feature of this approach is to emphasis on the teaching-learning process with the aim of arranging the students in a very effective way. This can be achieved more successfully if the teachers implemented the following points: (i) Teaching should be attached to students' previous knowledge and their experience. (ii) The extensive understanding of teaching aims and subject matter is giving special consideration. (iii) The lessons build up on meaningful problems. (iv) Even though in the first year of teaching, the teachers are giving work

that deals with complex and not 'didactically reduced' aim and content structure that also includes problems which are difficult to define. (v) Classes are taught in action-oriented way to strengthen sensible dealing with tasks and problems in active learning. An active learning is a teaching and learning technique in class which involve with other activities aside from listening to lectures passively (R. Hamid et al, 2009)[16].

1.3 Techniques in Islamic Education

Technique is a manner of procedure, especially a regular and systematic way of accomplishing something, and secondly, it is an orderly arrangement of parts or steps to accomplish an end, which are random efforts that lack technique, and thirdly, the procedures and techniques characteristic of a particular discipline or field of knowledge. It also could be the way of doing something, especially in a systematic way that implies an orderly logical arrangement usually in steps.

According to the religious education teachers, there are insufficient techniques and teaching materials that can be used when teaching using the traditional technique of Islamic education in West Africa. Therefore the majority of the teachers from various religious schools preferred to teach using only two techniques, which are via textbook and memorization, unlike to the modern teaching technique, whereby some of others teachers used various modern technique of teaching, such as discussion, demonstration, questioning and answering technique (Haynes,2009) [6]. Nevertheless, the teachers are given freedom to choose other appropriate and effective technique that response to the needs of the students and that is compatible with the environmental situation. This is because it's necessary to help students to achieve their desired learning goal. According to Jaime Lloret et al (2009)[12], there are many techniques that can be used for in-class exercises such as active learning and collaborative learning. One of the techniques is the usage of ICT in the teaching so that the material taught becomes more understandable and for students to gain more experience and to enable them to make use of the information easily and at the same time can achieve the objective of teaching and learning in the class room [15].

2 Methodology

Since this study also aims to contribute for recording of the real implementation of Islamic

pedagogy in the West Africa, researcher also compared the two categories of methods of pedagogy employed in the West Africa, which are the traditional method and the modern method (Pullo 1960)[10].

Research design refers to the technical aspect for conducting the research. It deals with the activities that comprises of the research process such as selecting participants for the research and preparing for data collection. The goal of a sound research design is to provide results that are credible. The research design also involves data collection from a sample or more than one sample representing two or more populations (William 2000)[11].

The methods of Islamic teaching in West Africa were explored by referring to the centers of Islamic teaching in Timbuktu and Gene in Mali, Kanim and Burnu in Nigeria. In addition to that, the study focuses on the adaptability of Islamic tradition with the African culture, which has been so phenomenal that it might be considered as part of the African religion.

There were five types of instruments employed during collecting the data and it also the main factor in the questionnaires. The questionnaires were distributed to 83 respondents that the majority of them were African teachers from different field of studies and specialization. This distribution has completed in order to identify the perception and opinion of teachers in teaching strategy and technique Islamic education in West Africa.

A 5-points liker–types scale was used to indicate the level of agreement and disagreement. The respondents were asked to respond to each item based on the following descriptions: strongly agree, agree, not sure, disagree, and strongly disagree. The researcher employed the statistical descriptive method to find percentage for each item of the questionnaire. Each questionnaire was checked to ensure that all the questions were answered completely by the respondents because the result may be affected if they did not fully answer it.

From the analysis, the outputs also highlight the teachers' perception of educational strategy and technique of teaching Islamic education in the classroom. The teachers' experience of handling the activities in the classroom and their opinions would help the researcher to acquire more knowledge and information about the situation regarding teaching the traditional of Islamic education in the classroom.

The male teacher respondents can further be divided according to their years of teaching experience. The data showed that 20 of them have been teaching for 1 to 5 years, 6 have been teaching for 6 to 10 years, 6 taught for 11 to 15 years, yet

another 6 taught for 16 to 20 years and finally 2 teachers have been teaching for 21 to 26 years. As for female teacher respondents, 19 of them have been teaching for 1 to 5 years, 7 have teaching experience for 6 to 10 years, 4 teachers with teaching experience of 11 to 15 years, 5 of them for 16 to 20 years, 3 teachers with 21 to 25 years of teaching experience and another 3 for 26 to 32 years of teaching experience.

Table 2 below showed the number of teachers according to their teaching experience. The teachers have been grouped to male and female.

Table 2   List of male and female teachers and their teaching experience

No	Male Teachers	Female Teachers	Years of teaching
1	20	19	1-5
2	6	7	6-10
3	6	5	11-15
4	6	5	16-20
5	2	3	21-26
6	-	3	26-32

From the table, we can see that there are fewer male and female respondents with more than 20 years teaching experience. We also can see that most the respondents have one to five years experienced on teaching.

3 Results and Disscussion

Item 1 in Table 3 shows the result of 69.9% of the respondents strongly agrees, 27.7% agree, 2.4%, slightly agree 2.4%. This result indicate that majority of the teachers (97.6) agree to encourage their students to think wisely, participate actively and feel free to express their ideas in the classroom. For the item 2, the results were 56.6% of the respondents strongly agree, 36.1% agree, 6.0% slightly agree, and 1.2%, disagree. This result indicate that majority of the teachers (92.7) agree to motivate their students to participate in the classroom and reward them for their best performance. For the item 3, the results were 34.9% of the respondents strongly agree, 45.8% agree, 12.0% slightly agree, 2.4% disagree and 4.8% strongly disagree. This result indicate that majority of the teachers (80.7) agree for providing a reward to their student based on their performance, as a kind of motivation.

The statistic above showed that the responds for item 4 was 27.7 % of the respondents strongly agreed, 55.4 % agreed, 10.8% slightly agree, 4.8 % disagreed and 1.2 % strongly disagree. Through this result we could see that majority (83.1) of the respondents are not sure whether they are giving their students extra homework to motivate them to read more or not.

As for the item 5, the results were as follows: 47.0 % of the teachers strongly agree, 44.6 % agree, 6.0 % slightly agree, 1.2. % disagree and 1.2. % strongly disagrees. This result indicates that majority (91.6) of the teachers strongly agree to the item. This is perhaps because they believe that being a monitor can help the students to learn more about leadership.

As shown in the table above, 27.7 % of the respondents strongly agreed, 32.5 % agreed, 30.1 % slightly agree 3.6 % disagree and 6.0 % strongly disagree to the item 6. This result shows that majority of the teachers (60.2) agreed that it is beneficial to encourage the students to carry out peer teaching as it will help the students and their friend to understand more of the lesson easily.

Lastly, to the item 7, 30.1% of the teachers strongly agree, 44.6% agree, 20.4% slightly agree 2.4% disagree and 2.4 % strongly disagree with it. The result shows that majority (74.7) of the teachers agreed to assign some certain role to motivate all the students to work together and to promote prudence.

The question is trying to answer is to what extent do the teachers perceive of teaching the traditional method of Islamic education in West Africa? A majority of the respondents from the questionnaires perceived that teaching the traditional Islamic education is something that is viable them. They also suggested that teachers also must have a strong basic fundamental of Islamic knowledge or Islamic background and some experience in teaching the Islamic education. This is because these factors could assist the students to acquire more knowledge about the subject more effectively.

As a completion of educational technology, media plays some important roles that are to assist teachers in the teaching, provide them with tools to illustrate some points or processes as well as to support long distance educational system. An interactive tool introduces new technologies into the educational methodology. It can be used as online applications, providing a positive aid to the learning tasks (Jaime Llorett t al, 2009) [12]. On the part of the students, the importance of the Educational Technology media is to enable them to associate between concrete/ tangible facts from the abstract ones, to help promote the students' retention and to facilitate the Simulation and Recovery phases.

To support the use of Educational Technology and media, especially computer is very important to

upgrade teachers' specializations and skills so that they may identify troubleshoot and overcome related various problems.

It can show that (i) ICT may be used as a medium in the teaching and learning to develop a more creative thinking in the Integrated Education process. Most of the students use ICT for surfing internet to get information and for searching for words meaning and pronunciation [13]. Furthermore, the processes on learning in education through applying ICT pointed out that it helped students to archive the education goal and objective.

Table 3   Seven items and percentages

NO.	Items	PERCENTAGES (%)					GROUP MEAN
		5 Strongly Agree	4 Agree	3 Slightly agree	2 Disagree	1 Strongly Disagree	
1.	I always encourage my students to think wisely, participate actively and feel free to express their ideas in the classroom	69.9	27.7	2.4	0	0	4.675
2.	I always motivate my students to participate in the classroom and reward the best performance	56.6	36.1	6.0	1.2	0	4.434
3.	I always provide grades or rewards to individual group members based on their performance or entire group members	34.9	45.8	12.0	2.4	4.8	4.037
4.	I always give the students extra homework to motivate them to read more	27.7	55.4	10.8	4.8	1.2	3.964
5.	I assign one member to observe the group and report on the group activities.	47.0	44.6	6.0	1.2	1.2	4.341
6.	I always encourage my students to carry out peer teaching, that that is to teach and explain the lesson to their group members.	27.7	32.5	30.1	3.6	6.0	3.494
7.	I always assign role to certain group member to ensure that all must work together to produce a good final result.	30.1	44.6	20.4	2.4	2.4	3.687

Finally, ICT extended teaching and learning processes and knowledgeable of the subject and the same time improved their capability to gain accelerated education in teaching and learning process.[14]. (ii) Media is a form of teaching aids that assists the teachers' presentations and save their time. (iii) Current education system requires more innovative and creative teachers through implementation of ICT, and (iv) The Education in ICT should be an important subject in the school Integrated Curriculum as preparation to face challenges posed in the 21st century.

In terms of the practice of using Internet or Intranet, Internet tends to cover communication services, the spread and research of Information on a global scale while Intranet means on-line access to exclusive information confined to a society / group or institution.

4 Conclusions

This study investigated the perception of the teachers in effectiveness educational technique and strategy in teaching and learning Islamic education in the classroom. From the results of perception of African teachers, the five educational techniques and two educational strategies of teaching and learning in the classroom perceived by African teachers were effective.

Some important finding was found out from the data. The result obtained showed that there was relevance of educational technique and strategy in teaching and learning in the classroom. The teaching and learning process is extremely complex since it involves people with different abilities, needs and expectations (R. Hamid et al, 2009). [16] This perhaps could influence their interpretation of the questions contained in the questionnaire.

Considering the matter above, most of the respondents have professional skills in teaching the Islamic education; accept for a few of them, who, in the writer's opinion, need to change their styles of teaching. The teachers in West Africa can develop their own styles of teaching throughout the syllabus while teaching the traditional of Islamic education in the classroom. It also could be more valuable to them when the lessons were conducted based on the Quran and Sunna.

Teachers can discover their own way of teaching styles that may be compatible with their environmental situation. In addition, teachers also should know the advantage and disadvantage of their strategies and techniques of their teachings. Integration of educational strategy with new developed technique is a good answer in respond to the needs of new generation and that is compatible with the system of current education in effective teaching and learning.

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