TEST
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Innovation in Teaching and Facilitation: Challenges of Islamic Education Teachers

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Abstract

Education is an important agenda that needs a special attention since the next generation to be born is largely influenced by the current education system. Even the rise and fall of a nation depends on the amount of education they received. The education field is not going through motionless rate, but instead, it is constantly evolving. The education system of Malaysia requires an effective blueprint to ensure it aligns with developments of the globalization era. Undoubtedly it is cast based on Falsafah Pendidikan Negara that upholds the Rukun Negara. Nonetheless, despite the tremendous technological advancement and innovation today as an effect of 21st-century globalization and 4th Industrial revolution, the main objective of national education needs not to be preserved to ensure it does not maunder to the point of failure. The evolution of technology has brought along the current trends of Internet 2.0 with a nature of distributed and consensus combining the software used and other assistive technologies. The facts that the Islamic education (IE) subject as a core subject that needs to be taken by each Muslim student also needs to be evolved with the current trends of innovation and transformation. The teaching and facilitating of Islamic education need to achieve its ultimate goal, which is to produce a better version of Muslim generation which can play the role of both servant and vicegerent of Allah on this earth. This paper intends to analyze the latest technological advancement and innovation in the education world as well as the challenges poses towards the Islamic education teachers. Teachers particularly EI teachers should always be prepared to accept the changes and innovations in education so that the PdPc PI process is in line with current needs. The excuse of not being able to use the technology should no longer be in the list as many alternatives have been made by the government to enhance their skill of utilizing the technology. The existence of new generation technologies such as the Augmented Reality (AR), the Virtual Reality (VR) and the latest Transmogrified Reality (TR) is supposed to be a whip in the current education field. Nevertheless, the use of technology in education is intended to open up the new dimension of education approach without stirring the education paradigm

Keywords: *Islamic Education Teachers, Challenges, Teaching and Facilitating, Innovation*

I. Introduction

Teaching and learning innovation is an important feature to be cultivated among an Islamic education teacher as it is part of their main task (1) (2) (3). It can not be denied that education plays an important role in determining the future of a society and nation. The upcoming generation will plentifully depend on these form and pattern of education provided. Despite its aim to produce knowledgeable and skillful human beings in a particular field, education also serves to produce upstanding virtuous personalities. Regardless of how high or how great the person is, whether they are knowledgeable or a hand full of skilled, with the absence of moral value, surely will bring failure in building the country.

Coincide with the message brought by the prophet Muhammad SAW's that exhibit the importance of morals in Islam (4). The community and the nation need to ensure that the concept and implementation of education benefit both the world and the hereafter. In general, education is a continuous process of educating and shaping people into meaningful situations in the world and the hereafter (5) From an Islamic perspective, education can be summarized as follows: Islamic education is the process of educating and training the mind, the physical and the spiritual of human beings based on Islamic values derived from al-Quran and as-Sunnah revelation to produce human beings who devote themselves to Allah SWT. It is clearly indicates that Islamic education is a holistic, integrated and a balanced paradigm which not only emphasizes the intellectual and physical elements, but also the spiritual elements of an individuals. It coincides with the word of Allah SWT in surah al-Baqarah, verse 208 which means:

"O you who believe, enter Islam completely..."

Similarly with the implementation of the Islamic Education (IE) system should always underpin the EI philosophy embodied as follows:

"Islamic education is an ongoing effort to convey the knowledge, skills and appreciation of Islam based on the Quran and as-Sunnah, in shaping the attitudes, skills, personalities and life-views as a servant of God who has the responsibility to develop self, society, the surroundings and the nation towards achieving good in
the world and prosperity in the hereafter. "(Curriculum Development Center, 2005)(6).

Hence, the question is, to what extent is the Islamic Education teacher prepare to face the challenge of digital technology and innovation in teaching and facilitating (PdPc) today?

Implementing e-Learning in Malaysia education curriculum is now a brand new breath for Gen Z and Alpha generations. The use of media has leaves an impact and creates awareness of the community that the methods of communication and the distribution of knowledge are no longer through bleached and white chalk like the former era. According to Mohamed Amin and Norazah (7), lectures at the lecture rooms can no longer be conventional if they want to become university graduates who are in line with the current flow of creative and innovative technologies. Teaching here includes teaching in the classroom that experienced digital technology explosions. With respect to this, teachers or instructors should initiate steps to identify the types of technologies that are capable of connecting the understanding of the new generation to the older generation

The digital world is bound to meet the needs of the latest generation. Various digital platforms such as Facebook, Pathbrite, Youtube, and WhatsApp are now a new world of communication and intercourse between generations to generation. The latest Z-generation (1998-2009) and Alpha-generation (2015 up to now) have unique features and distinctions that require us to understand them in depth. According to Don Tapscott (8), this generation is born surrounded by the use of the internet and the way they understand the knowledge or even the world is by browsing on one particular issue. Based on Mac McCrindle's (9) statement "*Emphasize the common experience of people born in the same historical period which refers to their technological knowledge and historical experiences*", shows that a generation is formed with the existence and change of technology that happens simultaneously where the previous generation was experienced the same phase and the new generation learned from each of these changes. Figure 1 below shows the tools owned by each of the generation phases.
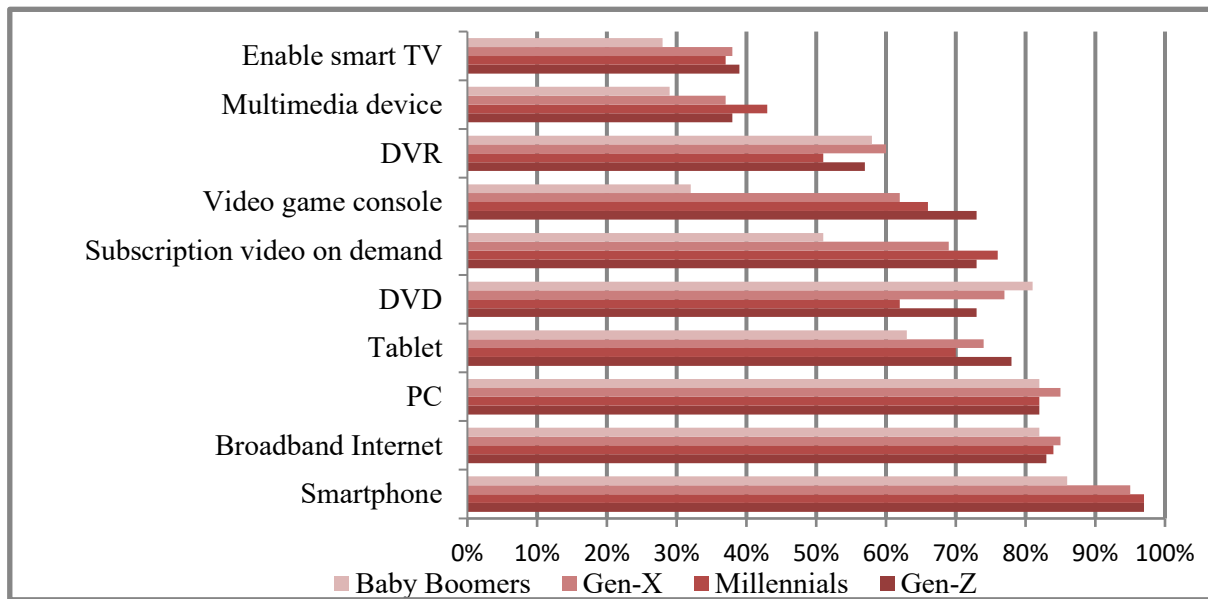
Figure 1: Graph of household device ownership by generation. (Source from https://www.recode.net/2017/7/17/15961370-millennials).

Based on Figure 1, Millennials and Z generation seems to monopolize digital use especially the smartphones. The Millennials and Z generation are highly engaged in experiencing digital illustrated experience with challenges, scoring and as a source of income. David Kirkpatrick (10) argues that the Millennials and Z generation are emphasized more on the digital needs for the sake of inner satisfaction of experiencing the virtual world despite the need to spend their money in buying the digital accessories. In fact, he also described the generation of Millennials and Z as a 'loyal software user' generation. This situation will certainly open up the opportunity for digital entrepreneurs to marketize new software such as Madlips, Tiktok, Bigo, Snapchat, Instaframe, Perfect365, and others.

The development of the 4th Industrial Revolution (IR 4.0) surprised people with the new paradigm including in education. 2016 remarks the beginning of the Fourth Industrial Revolution (Industry 4.0) which is said to be the continuation of the third version of the automation and the Internet and other physical processes including the cyber-physical system. Generally, the 4th Industrial Revolution (IR 4.0) encompasses the discovery of new technologies such as automation, the Internet of Things (IoT), analysis and big data, simulations, system integration, robotic applications and clouds that will spur the progress of the modern landscape. It involves a technology automation that creates a new challenge for all sectors in the country that require them to make changes in line with digital transformation to remain competitive other than accelerating the development of the modern landscape (11). In other words, this automation technology is seen as a technology that no longer depends on human beings.

Digital games have evolved from the use of black and white colors and blocks to the mastery of organic and geometric forms which has slowly resembled the real world. This has encouraged the young generation to experience themselves into the virtual game. With the existence of the Augmented Reality (AR) technology, a combination of virtual objects and the real world and the Virtual Reality (VR) which is a combination of a designated artificial world which would give the true feeling to the consumer in experiencing the 3D dimensions world (refer to figure 2). Likewise, the latest Transmogrified Reality (TR) which is still under survey by the world's largest web company, Google will be in the new generation's must-have list.
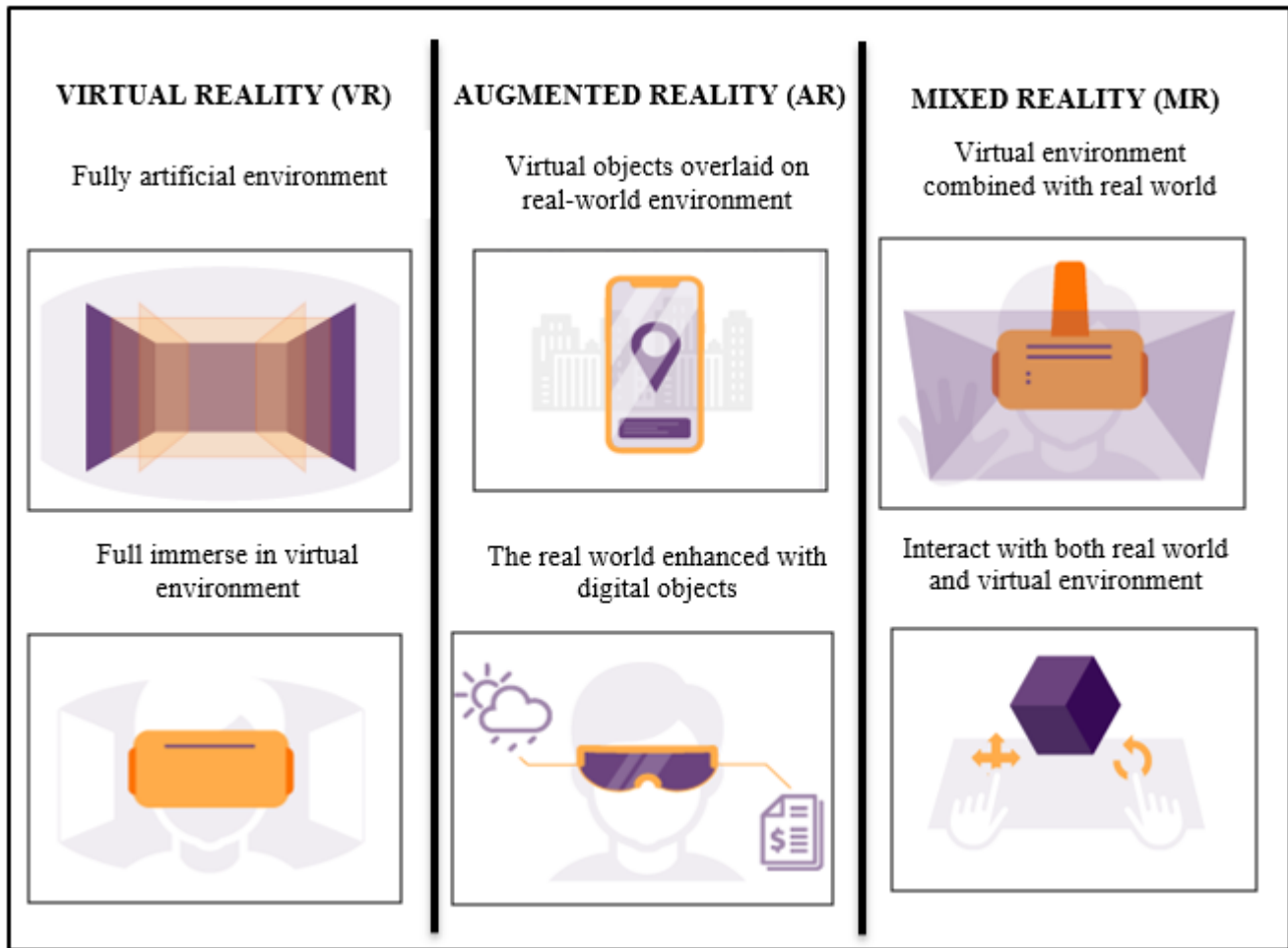
Figure 2: Ilustration application of VR, AR and MR's use in achieving industry and education objectives. Sources: https://rubygarage.org/blog/difference-between-ar-vr-mr

II. TRANSFORMATION AND INNOVATION IN TEACHING AND MODERNING

Transformation or change in the education of Malaysia can be assessed through student current level of learning and development and it does not set aside the development of IE subjects. Changes in student learning can be seen through a holistic curriculum approach that emphasizes the intellectual values, spiritual, emotional, and physical development, in line with the strong national identity (12). It includes emphasizing the use of various approaches in PdPc that provide more hands-on learning process such as discovery inquiries, constructivism learning, self-regulating learning, outdoors learning and others.Teachers are the drivers of education development by responding to challenges in education transformation through Malaysia's Education Development Plan (PPPM) 2013-2025. Educators need to preserve the development of professionalism to support the implementation of Malaysia education transformation. Through quality and sound education, we are able to produce the world-class students that possess a critical thinking skill of the 21st century in line with the National Education Philosophy (13).

The transformation effort on the development of PI curriculum in the form of content standards and learning standards is a form of innovation that is in line with the mainstream. Content standards are specific statements on what students should be aware of and can do during a school period includes the aspects of knowledge, skills, and values. Learning standards are a set of quality criteria and indicators of learning and achievement that can be measured by each content standard. Hence, one of the government's efforts to intensify innovation and program activities in education is to develop the Education Development Master Plan (PIPP).To ensure the successfulness of PIPP is achieved, educators need to innovate to meet PIPP's goals,

especially in "enhancing the creativity, innovation, and culture of the students" in IE teaching and faciliting. The use of AR and VR has been seen in teaching and learning (PdPc) sessions. As discussed, the emergence of VR and AR technology is also being experienced in PdPc. The use of VR and AR can benefit teachers because they do not have to take a study tour to a particular place but instead only need to use VR and AR digital tools in the classroom. The AR application is able to increase students' interest especially the new generation and the use of 3 Dimensional objects is to unlock the creativity in experiencing the virtual digital form of the study process. Even with the existence of this application, it is able to save the cost of learning space as the AR and VR functions are to create a vast space without boundaries.

III CURRENT CHALLENGES OF ISLAMIC EDUCATION (PI) TEACHERS

The above discussion has clearly indicated the challenges faced by Islamic education teachers added to the rivals impact of globalization and rapid technological change. PI teachers are not been left in this process of change and should always be prepared if they do not want to be left behind in the current transformation and innovation of the education world without eliminating the Islamic values and the Islamic law. What to be the concern is the issue or problem of the less mastered IE teacher in modern teaching methods or techniques that emphasize Hands-On Learning, inquiry learning, and mixed learning. (14) and (15), teachers' weakness in mastery the knowledge, PdPc's approach, the use and application of Information Technology and Communication or ICT in education is among the things detected in education level at school. Therefore, PI teachers should have the ability to integrate the skills of the 21st-century if they want to produce students with life skills and competitive, creative, and innovative. According (5), the suitability of the teaching approach is closely related to the type of students and the teaching style of a teacher.

Nowadays, PI teachers should enhance knowledge and skills using modern technology tools and digital technologies in the PdPc process. In other words, the full reliance on textbooks in the PdPc process should be avoided, instead, teachers need to master the skills using the latest digital technology, ICT and teaching media in line with current generations. Undoubtedly, to master this skill certainly requires effort and diligence as well as full moral support from other parties. Hence,

teachers should be given appropriate training in all aspects on an ongoing basis and ensured their effectiveness. According (16), educators today should be mindful of teaching and activities in digital form to enable learning at any time and anywhere, even across any device and learning stage. At par with the demands of time and globalization era, IE teachers need to understand and master the ability to apply higher order thinking skills or HOTs in the PdPc process that will ultimately students help students in realizing their knowledge and skills as a way of life-based on Shari'a. Islamic education teachers need not to play the role of *Murabbi, Muaddib* but also as *Mu'allim* so that the students will not only are equipped with the knowledge and skills but also the strength of faith and good morals. It requires the inner strength of the teacher with the help and support of the community.

V. CONCLUSION

Most Muslims, particularly the Islamic eeducation teachers must be willing to adopt a paradigm of thought in education without neglecting the superior, practical and dynamics of Islam throughout the ages. Teachers should always be prepared to accept the changes and innovations in education so that the PdPc IE process is in line with current needs. The paradigm shift should be accepted with open heart and sincerity if we want to see the equivalent Islamic Education in the mainstream. A future generation will be constantly exposed to numerous phenomena as a result of the explosion of digital technology and the unstoppable globalization era. Hence, teachers need to be equipped with 21st-century science of knowledge and teaching skills that include psychology, pedagogy, and sociology without deserted the principles and characteristics of traditional Islamic education that have successfully produced the outstanding Islamic intellectual and scholars. In order to ensure that this desire and pure intentions are to be success, support and involvement of various parties in a holistic and collective way are of paramount concern in order to achieve the goal in practical and real rather depend on the theoretical basis.

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