ISLAMIC EDUCATION IN THE FOURTH INDUSTRIAL REVOLUTION (IR 4.0)

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ABSTRACT

Islamic Education is a subject that is required in the primary school curriculum (KSSR). The goal of Islamic education is to produce Muslims who understand Islam completely. Mastery of knowledge, practice, appreciation, and culture are all highly valued in KSSR Islamic Education. Students in primary school learn the basics of the Quran, Sunnah, akidah, ibadah, sirah, akhlak, and jawi, as well as preparation and appreciation. Based on the Quran and Sunnah, the goal of KSSR Islamic Education is to develop and shape intelligent, faithful, pious, virtuous, and qualified people. The Malaysian Education Blueprint 2013-2025 required a revision of the KSSR 2011 in order to comply with the updated curriculum policy. The Curriculum and Assessment Standards Document (DSKP) for all subjects, including Islamic Education in primary schools, has been released as a result of the standards-based revised curriculum. Content Standards, Learning Standards, and Performance Standards are also included in the DSKP. This paper aims to review the past studies on SKPMg2's Standard 4 of learning and facilitation (PdPc), which requires teachers to compete as a planner, controller, guider, motivator, and evaluator for students' learning in order for it to become an active learner in the classroom. The conceptualization approach was used to write this article, which was done through document analysis.

Keywords: Curriculum, Primary School, Learning and Facilitation, PdPc

I. INTRODUCTION

Islamic education is a continuous effort to impart Islamic knowledge, skills, and values based on the Quran and Sunnah in order to form a person's attitude, skills, personality, and outlook on life as a servant of God with a duty to improve themselves, society, the world, and their country toward achieving good in this world and everlasting happiness in the afterlife (Bahagian Pembangunan Kurikulum, 2018).

In the Primary School Standard Curriculum, Islamic Education is a required subject (KSSR). The aim of KSSR Islamic Education is to develop and shape a Muslim personality that understands, practices, and values Islam as a whole. Awareness, experience, practice, understanding, and culture are all important aspects of KSSR Islamic Education. Through this subject, students learn about the Quran, Sunnah/hadith, akidah/faith (Tawhid of the Oneness of God), ibadah (worship), sirah (lesson from the Holy Prophet Muhammad PBUH), adab akhlak (good manners), and jawi (Arabic-Malay scriptwriting). It's shown in the diagram below:
Students are not only given knowledge, but they are also taught how to put the knowledge into practice and understand it (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa et al., 2021; Roszi et al., 2021; Tumisah et al., 2021). Students are directed to develop themselves and society through this topic, which is based on the Quran and al-Sunnah. The curriculum document for Islamic Education specifically includes 21st-century skills, higher order thinking skills (HOTS), and literacy skills so that the desired human resources can meet the needs of the present (Bahagian Pembangunan Kurikulum, 2019).

II. KSSR ISLAMIC EDUCATION'S GOALS AND OBJECTIVES

The mission of KSSR Islamic Education is to develop and shape Allah SWT's servants and caliphs who are knowledgeable, faithful, pious, virtuous, and skilled in accordance with the Quran and Sunnah, and to contribute to the advancement of civilization in the nation and country, as well as the well-being of nature, in order to achieve world and hereafter well-being. The Malaysian Ministry of Education has identified the following learning objectives for KSSR Islamic Education (Bahagian Pembangunan Kurikulum, 2019):

1. Read properly selected Quranic surahs, apply the tajweed and recite in daily living.
2. Memorize and make use in daily prayers and worship of selected surahs from the Qur'an.
3. Understand and appreciation in Istiqamah, the teachings and the essentials of selected Qur'an surahs.
4. Read and understand the hadith chosen and then apply its demands to your daily lives.
5. Believe and express the foundations of faith which can be used as a pillar and bulwarks for daily life and as a basis for action.
6. Apply the fundamental principle to worship in everyday life by istiqamah, which means satisfying the requirements of the fardu ain and the fardu kifayah.
7. Introducing a sense of love for the SAW prophet through learning from his history and practicing sunnah in his daily life.
8. Enjoy and practice in everyday life the concept of ways and moral values.
9. Love Jawi script as the nation's cultural heritage by reading, building, and writing sentences and texts in it.
10. Use the right form to write Khat Nasakh and Rikaah.

III. ISLAMIC EDUCATION IN THE INDUSTRIAL REVOLUTION 4.0: LEARNING AND FACILITATION (PDPC)
The KSSR was updated to follow the revised curriculum policy of the Malaysian Education Blueprint 2013-2025, launched in stages in 2011. It matches the quality of elementary school curricula to international standards. The KSSR incorporated the standard curriculum that has become an international standard through the development of the Document for curriculum and evaluation standards (DSKP) for all subjects that includes content standards, learning standards and performance standards. In order to provide knowledge to students, KSSR Islamic Education emphasizes the use of various teaching strategies. The ingenuity of teachers in organized and organized preparation, processing and implementation of approaches, strategies and techniques is critical for teaching's efficiency. Teaching focused on students can foster active involvement and promote an engaging learning environment (Irma et al., 2021; Suzana et al., 2021; Rohanida et al., 2021; Nazrah et al., 2021; Shahrulliza et al., 2021). Teachers require training courses and workshops for teachers for more than one or two days. Before implementing it in school programmes, they need time to understand the new curriculum content. Teachers should also have time to master the skills needed to teach. (Ornstein & Hunkins, 2018). The 2nd Wave of Malaysian Education Quality Standard (SKPMg2) is a re-write of SKPM 2010 that includes some changes as a result of a series of studies and meetings. The improvements to SKPMg2 are aimed at enhancing the consistency of the program while also adapting it to current educational trends. SKPMg2 was released in 2017 by the Board of Inspectors and Quality Assurance as a standard for determining educational quality achievement in a variety of areas, including leadership, organizational management, curriculum management, co-curriculum and student affairs, learning and facilitation, and student development (Jemaah Nazir dan Jaminan Kualiti, 2017).

Teachers as planners, controllers, guides, and motivators, as well as students as active learners, should be used to teach Islamic Education according to Standard 4 of the SKPMg2 for Learning and Facilitation (Pembelajaran dan Pemudahcaraan, PdPc). Teachers play an important role in the teaching and learning process by effectively facilitating students' overall development and maintaining high levels of student achievement (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul et al., 2021; Helme et al., 2021). It is depicted in the diagram below:

Diagram 2: SKPMg2's Standard 4 of Learning and Facilitation (PdPc)

3.1 Teacher as Organizer/Planner

Teachers plan the following steps for professional and systematic PdPc implementation:

i. develop daily lesson plans,

ii. determine the method of assessment; and

iii. provide educational resources based on student ability and learning time allocation.

3.2 The Teacher as the Controller

Teachers direct the learning process in a professional and well-planned manner, as shown below:
i. Manage lesson content and allotment of time.

ii. By meeting the lesson objectives, you can encourage students’ active participation.

iii. Provide opportunities for active participation of students by monitoring their abilities and engaging them in PdPc on a regular basis.

iv. Oversee student communication and treatment, arrange student positions, and create a fun learning environment based on suitability and needs in a prudent, comprehensive, and ongoing manner.

3.3 The Teacher as a Guide
Teachers guide students in the following ways in a professional and organized manner:

i. Assist students in mastering the content and skills;

ii. Assist students in making decisions and solving problems; and

iii. Correctly, accurately, prudently, and diligently combine the content of the lesson with other skills/subjects based on the needs and abilities of students.

3.4 The Teacher as a Motivator of Mind and Emotion
a.Minds
Teachers encourage students' minds to perform learning activities in a professional and planned manner by doing the following:

Encourage students to communicate and work together,

Pose questions that encourage critical and creative thinking,

Make decisions or deal with problems; and

Allowing students to take the lead and ask questions about the lesson's content.

b.Emotions
Teachers encourage students' emotions while carrying out learning activities in a professional and planned manner, as shown below:

Giving students praise, encouragement, appreciation, and confidence, as well as caring for their needs in a prudent, comprehensive, and ongoing manner.

3.5 The Teacher as Evaluator/Assessor
The following is how teachers assess in a systematic and planned manner:

i. Assessing using a variety of methods,

ii. Performing rehabilitation/enrichment activities,

iii. Assigning tasks; and

iv. Based on the lesson objectives, reflect on and review students' work.

3.6 Students as Active Learners
The following are the ways in which students are involved in the learning process:

i. Collaboratively respond, communicate, and perform activities,
ii. Critical and creative thinking,

iii. Ask a question,

iv. Solve problems,

v. Actively, confidently, and prudently relate the content of the life lesson to the objectives of the lesson.

IV. THE EFFECTIVENESS OF SKPMG2’S LEARNING AND FACILITATION

The soft skills in the Industrial Revolution 4.0, according to the World Economic Forum (2016), include 10 skills: complex problem-solving skills, critical thinking, creativity, human management, relationships with others, emotional intelligence, judgment and decision-making, service orientation, consultation, and cognitive flexibility (The 10 Skills You Need to Thrive in the Fourth Industrial Revolution | World Economic Forum, n.d.). Islamic Education teacher training programs must be expanded and updated to meet the educational challenges of the 21st century (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al., 2021; Jumiah et al., 2021). To make learning more interesting and relevant to the current context, Islamic Education teachers must be creative and innovative (Mohd Ali et al., 2021; Parimala et al., 2021; Siti Jamilah et al., 2021; Nor Fauziyana et al., 2021; Noel et al., 2021). Teachers of Islamic Education should also be wise to translate, plan, and implement PdPc in the classroom in order to provide a learning sequence that can shape the students’ experience so that they can eventually contribute to the needed workforce (Ajmain @ Jima’ain et al., 2019).

Teachers of Islamic Education are primarily responsible for equipping students with the knowledge, morality, identity, strong character, and life skills required to guide Islamic instruction (Kasmar et al., 2019). Teachers need to be able, without giving up on principles and characteristics of traditional Islamic education which produced excellent Islamic scholars and intellectuals, to learn and to acquire knowledge and teaching capabilities in 21st century psychology and pedagogy as well as sociology. In order to attain the objective in practice and in theory rather than in practice, the support and participation of various parties in a holistic and collective way are essential to ensure that this pure desire and intentions are met (Muhammad Talhah & Siti Nur Hadis, 2020).

The role of teachers as a person who is directly involved in classroom learning are discussed which have a direct impact on success (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al., 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021). All of these roles require increased effort and attention to the needs of students to improve the learning quality (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairul et al., 2021; Rohani et al., 2021). Teachers serve as assessors in SKPMg2's Standard 4 of learning and facilitation. Classroom assessment competence is defined as the ability to evaluate student work and analyze data collected through various assessment methods. Teachers can conduct systematic assessments of the quality of their role as assessors. To meet the standard, teachers must use a variety of assessment methods, including rehabilitation and enhancement activities, assigning students, reflecting on and reviewing student work (Badaruddin et al., 2021, Abdul Rasid et al., 2021). All actions taken to achieve this standard must be in accordance with the lesson objectives, as well as the teachers’ rigorous and effective implementation of the assessment (Zamri & Hamzah, 2019).

Teaching effectiveness is determined by improving practices, as illustrated in the SKPMg2's Standard 4 of learning and facilitation, which requires teachers to compete as a planner, controller, guider, motivator, and evaluator for students’ learning in order for it to become an active learner in the classroom. Standard 4 of the SKPMg2 for learning and facilitation is one way to improve the quality of classroom teaching (Wan Norhasma & Nurahimah, 2019). The study of Khuazaimah et al. (2019) reveal that there is a moderate and significant positive relationship between learning and facilitation (PdPc) and student achievement. The current study also looks into and inspects how primary school teachers are using SKPMg2's Standard 4 of learning and facilitation to improve the quality of their teaching practices, as well as any issues that may arise during implementation (Zulkifiy Md Alwayi et al., 2021). Standard 4 of the SKPMg2 for learning and facilitation (PdPc) will be useful to teachers, headmasters or administrators, the District Education Office, the State Education Department, and the Ministry of Education Malaysia in their efforts to improve the quality of lesson planning among primary school teachers, as well as a source of reference in dealing with education in the 21st century's globalization era.
V. CONCLUSION
To meet the current challenges in Islamic Education, teachers must master the content of a revised curriculum as well as appropriate teaching methods. Standard 4 of the SKPMg2 for PdPcis the most important guide in improving teaching practices and increasing student learning.

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