

**PRACTICAL DEFINITION ACCORDING TO MALAYSIAN ISLAMIC
EDUCATION TEACHER**

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Abstract	<p><i>Practice is an important demand in the teaching and learning of Islamic Education. Every theory that has been discussed in class needs to be put into practice at the end of a topic. This article looks at the practical definition aspect among Islamic Education teachers. The research methodology used is a qualitative approach in the form of a case study, using interviews as the primary data with seven participants, which are reconciled with observation data and document analysis as supporting data. Findings show that there are six practical definitions of Education that are understood by Islamic education teachers that form a pattern and model of teaching and learning, namely, practical is an exposure; translation of theory, knowledge, and values; giving experience, as well as practical and demonstrations; related to fardu ain and worship; as well as overall practice.</i></p> <p>Keywords: <i>Definition, Islamic, Education, Practice, Malaysia.</i></p>
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INTRODUCTION

According to the Curriculum and Assessment Standard Document (DSKP) of Form 2 Islamic Education, practice is defined as the practical implementation of the theory learned (KPM, 2016b) Practical Teaching and learning is a student-centered teaching method (Abdullah, 2012). There are various studies that confirm its effectiveness and importance in the educational process. Discussions about it have not only become a focus among previous scholars but are still being continued by scholars today.

LITERATURE REVIEW

Background of Islamic Education Teaching and Learning in Malaysia

In examining the background of teaching and learning practical Islamic education, three main points are discussed, namely the practice of Islamic Education in the national education system, the definition of practical teaching and learning of Islamic education and the issues that apply to teaching and learning practical.

Practice Islamic Education in the National Education System

Ministry of Education (MoE) based on the 1997 Education regulation item 3:4 (Education Act 1996) allocates 180 minutes a week in national schools and 150 minutes for national schools (KPM, 2002). The time distribution is implemented through the formula (3+1) + 2 (additional time) for lower secondary and (3+1) for upper secondary with one time equal to 40 minutes ((KPM, 1990). This practice begins with ablution followed by prayer, *wirid*, prayer and *ta'lim* (*tazkirah*).

In 2017 MoE replaced the KBSM system to KSSM in stages. The time allocation for Islamic Education is four hours a week for lower secondary and three hours a week for upper secondary (KPM, 2016a). In general, junior high school students will follow Islamic Education lessons for four hours a week, equivalent to eight times a week with a count of 30 minutes for each time. Meanwhile, upper secondary gets an allocation of three hours a week equal to six periods with a count of 30 minutes per period. Despite this, the time allocation for each school varies depending on how the school is managed.

Practical Definition of Teaching and Learning in Islamic Education

According to Anom (2005) practical refers to the implementation of principles or theories learned based on actual experience (implementation) of a science. *Amali* or practical involves students repeating what the teacher points out and teaches. This method is seen to be more effective in the Teaching and learning process because students do the skills taught by the teacher themselves (Jasmi & Tamuri, 2007). While the practice in the context of Islamic Education is the appreciation of worship (Mohd Fakhruddin et al., 2013). Based on the High School Islamic Education Practice Guidebook (KPM, 2002) practice refers to a time allotted in the subject of Islamic Education for students to perform zohor or asar prayers in congregation on the day in question.

In short, the practical definition of teaching and learning in Islamic education is an experience in the actual implementation of a knowledge, the implementation of principles or theories, the appreciation of worship, the efforts of students to do it themselves, the appreciation of students in performing zohor or asar prayers in congregation at school.

Practical Teaching and Learning Issues

Study Ab. Halim et al., (2004) stated that the practical teaching and learning method is one of the effective methods according to Islamic education teacher's view for Islamic Education subjects. But unfortunately, when in the classroom, teachers are more likely to adopt lecture and lecture teaching methods than effective methods that they themselves understand. This study is also supported by Abdullah (2012) regarding student-centered Teaching and learning who found that teachers have a positive perception of student-centered teaching, but from the aspect of practical Teaching and learning implementation and methods related to it, less attention is given by teachers to implement it.

A study conducted by Syed Ali (2014) related to practical teaching found that the level of knowledge, skills and attitudes of teachers towards practical Teaching and learning is high. Although there is no difference between new and old teachers' practical Teaching and learning skills, male teachers are more knowledgeable about practical Teaching and learning compared to female teachers. Similarly, the study by Kamarudin et al., (2009) found that most teachers and students have a good perception and acceptance of the importance and effects of practical Teaching and learning. However, there are still some teachers who ignore its implementation (Ab. Halim et al., 2004).

OBJECTIVES AND RESEARCH QUESTIONS

This study wants to achieve the objective, "*see the practical definition according to Islamic education teacher in Malaysia*" with the research question, "*What is the practical definition according to Islamic education teacher in Malaysia?*".

METHODOLOGY

The writing design carried out in this study takes a case study approach (Yin, 1994) according to Islamic education teacher in seven selected schools. Study participants were selected using a purposive sampling, that is, they must have the rank of DG 44 and above in the selected school because they have experience recognized as experts in their field and have the potential to provide a lot of input and data (Berliner, 2005). Islamic education teacher must also teach Islamic Education level 1, 2, or 4. The selection of student informants uses the snowball technique, that is, with recommendations from selected study participants. Data saturation was reached when the studied participants reached the seventh number (Taylor et al., 2015).

In-depth interviews became the primary data supported by observation and document analysis. The data collection period is for six months. Verbatim data from interviews, observations, and document analysis were analyzed using NVIVO20 to produce themes and sub-themes that eventually patterns from the findings of the study were made into a tree diagram model and a model of the findings of the study (Creswell, 2002).

FINDINGS

The findings of the Teaching and learning Practical Definition Study of Islamic Education as in Table 1 consist of seven main themes, namely exposure, translation of theory, knowledge, and values, giving experience, practicality, and demonstration, related to fardu ain and worship, overall practice behavior, as well as the purpose of evaluation. Of these seven themes, six themes form a pattern, and one does not form a pattern.

Table 1 Practical Definition of Teaching and learning

No.	Definitions	S1	S2	S3	S4	S5	S6	S7
1.	Exposure	x	x	x	x	x	x	x
2.	Translation of Theory, Knowledge, & Values	x	x	x	x	x	x	x
3.	Giving Experience	x	x	x	x	x	x	x
4.	Practical & Demonstration	-	x	x	x	x	x	x
5.	Related to Fardu Ain & Ibadah	-	-	x	-	x	x	x
6.	Treatment Overall Practice	-	x	-	x	x	x	-
7.	Purpose of Evaluation	-	-	-	x	-	-	-

*Description: S1-S7 as School 1-School 7

The first theme that forms the highest pattern such as the findings of the study on the practical definition of Teaching and learning is exposure. Exposure refers to the perception of teachers who say that the definition of Practical Teaching and learning is exposure to worship practiced in the lives of Muslims. Likewise, the Teaching and learning practice implemented in the classroom is an exposure to some students who do not go to school in a religious school. In fact, the revelation gives an early impression of the true act of worship. This is evidenced by the statement of one of the study participants who said: "So, we do this practice so that students can see this practice as an exposure."

The definition of Teaching and learning Practice is the translation of knowledge that covers theory, knowledge, and values contained in a worship. The study participant proved the statement by saying: "This Teaching and learning practice are to translate the knowledge and values learned in Islamic Education subjects and is more focused on the aspect of worship."

The Teaching and learning practice of Islamic Education also defined as teaching that gives experience. Through practice, students can feel for themselves how a certain practice is implemented. Then they will feel confident to do it themselves and share their experiences with others. The matter is clearly seen through the quote namely: "It exists," then I asked who has ever done it. it doesn't matter if it's his own relatives who died, a neighbor or he went to the mosque to pray and there is a body. He can follow the prayer.

Based on experience there is too. they follow without knowing the reading. From there we can unearth students' ideas and experiences. Can share their experiences and problems. and from there also arise other problems and questions"

The Practical Definition of Teaching and learning Islamic Education that forms a pattern is also practical. Practical teaching is done either by students, the teacher himself or done in special worship programs organized by the school. This is proven by referring to the words which are: "What I understand is that this practice has to be done as a whole. practical but he is like my ustazah used to do it called demonstration".

Next the theme formed under the definition is related to worship. The topics that are practiced are topics related to worship. The study participant proved the statement through a quote from his words: "The practice is related to fardu ain, prayer, recitation in prayer, recitation of prayer, circumcision prayer and what is related to some existing syllabus in Islamic Education. that's what I understand."

The last Teaching and learning Practical Definition of Islamic Education that forms a pattern is the overall practice. This means that a practice is carried out in the Teaching and learning Practice of Islamic Education as a whole, not only actions but also including reading verses and prayers. Through an interview conducted by the study participant proved the statement by saying: "What I understand is that this practice has to be done as a whole, practically, but he is like my teacher who used to do that called demonstration".

While the definition that does not form a pattern is the purpose of evaluation. This means that Islamic Education Teaching and learning Practice is seen as the purpose of assessment.

DISCUSSIONS

Findings that form the pattern of study findings about the definition of Practical Teaching and learning Islamic education is a revelation; translation of theory, knowledge, and values; give practical experience and demonstrations; something related to fardu ain and worship; as well as some form of overall practice treatment. The findings of the study have differences and similarities with the theory of practical definition in literature studies.

The practical definition is seen as a translation of theory, knowledge, and values in the findings of the study is similar to that mentioned by (Anom, 2005) who states that one of the practical definitions of Teaching and learning is the implementation of principles or theories. This view also states that the practical definition is the actual implementation of a science that is consistent with the findings of the study; that is, the practical definition is to give practical experience and demonstration. The practical definition is also meant to mean something related to fardu ain and worship. This matter has similarities with the study carried out by (Mohd Fakhruddin et al., 2013) which states that the practical definition is an appreciation of worship. In addition, the definition of Practical Teaching and learning in the findings of the study is as a form of overall practice behavior which is in line with the statement (Jasmi & Tamuri, 2007) which mentions that the definition of Practical Teaching and learning is the effort of students to do themselves in the implementation of the learned practice.

Then, there is also a difference between the results of the study and the literature review. The only pattern of practical definition that is not found in the literature review but is present in the research findings is the definition of Teaching and learning Practice as 'an exposure' to students.

CONCLUSION AND IMPLICATION

The findings and discussion of the study that form the pattern of research findings that have been confirmed by experts give implications for the formation of a new teaching and learning model, namely the Practical Definition Model According to Islamic Education Teacher Secondary School (MDAGPISM) of this model as shown in Figure 1.

The model summarizes that there are six definitions Practical Education as understood by Islamic education teacher, that is practical is an exposure; translation of

theory, knowledge, values; give experience, as well as practical and demonstrations; related to fardu ain and worship; as well as overall practice.

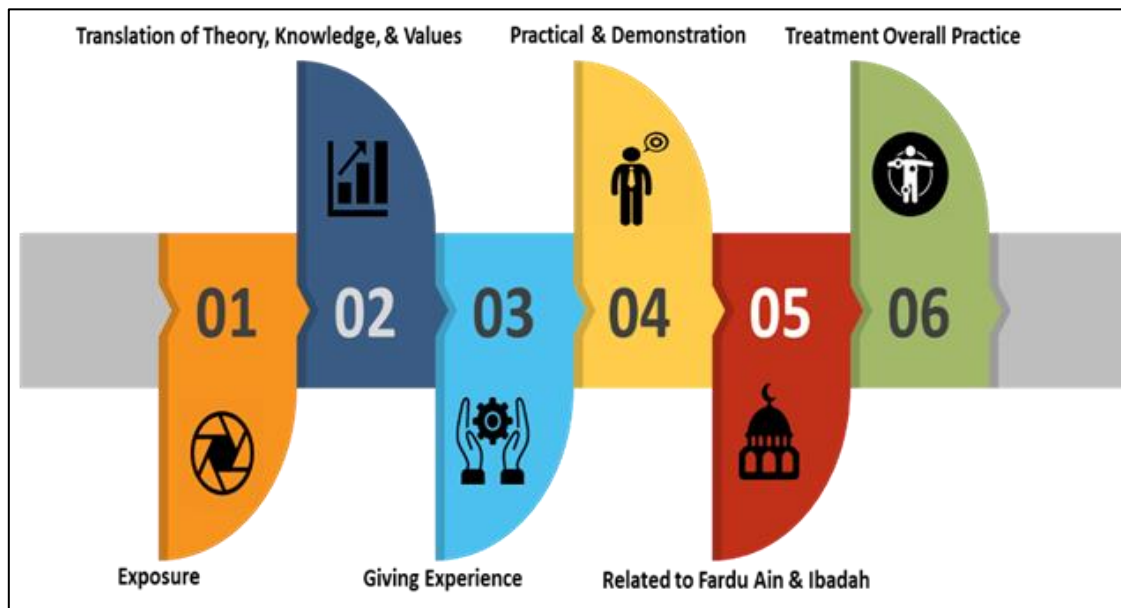


Figure 1 Model of Practical Definition according to Middle School GPI (MDAGPISM)

Through the definition of the Teaching and learning practical model resulting from this study, it is hoped that it can be used as a guide for teachers, teacher education centers at IPG or universities and the Ministry of Education, Culture, Sports, and Science, and PPD as well as all educational institutions in Malaysia.

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