

ISLAMIC EDUCATION TEACHER'S PERCEPTION OF THE CURRICULUM INTEGRATION DURING ONLINE TEACHING AND LEARNING

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ABSTRACT

The closure of higher education institutions and schools due to the COVID-19 Pandemic has affected the structure of teaching and learning (PDP), that is, from the method of teaching and learning (PDP) directly to teaching and learning at home (PDPR) via online. This study was conducted to identify teachers' perceptions of the curriculum integration during online teaching and learning sessions of the Islamic Education Secondary School Standard Curriculum (KSSM) subject. The methodology used in this study is qualitative in nature and involves interviews and document analysis. This study found that curriculum integration needs to be implemented during the teaching and learning process, but there are some shortcomings that need to be improved in terms of implementation to be in line with the requirements of the curriculum and philosophy of Islamic Education. This study has an impact on the teaching methods of Islamic education teachers in Malaysia during PDPR in terms of curriculum integration.

Keywords: curriculum integration, Islamic Education, online teaching and learning

1.0 INTRODUCTION

An education system that combines social sciences, natural sciences, and divine sciences must be implemented in the curriculum from the primary level in an effort to further strengthen the society that dignifies knowledge and civilization based on Islam. This effort is in support of the current rise of Islamization among Islamic scholars around the world, including Malaysia. The combination of religion and science has been very strong in the heyday of Islam. In fact, at certain times, scholars were born who mastered both aspects of religion and science. An appreciation of religion and science is essential to find the truth about everything that exists, i.e., man, nature, and God. (Azizan Baharuddin 2007; Mahmood Zuhdi 2000).

Every field of education must bear the challenge of balancing the current demands of producing sufficient energy resources for the development of national science based on religious demands. This education system aims to increase the potential of the individual in a holistic and balanced manner from the physical, emotional, spiritual, and intellectual aspects (JERI) based on faith and obedience to God. This is in line with the goals of the Secondary School Standard Curriculum (KSSM). This demand aims to produce a balanced society with a noble personality and the ability to take responsibility for oneself, society, the country, and the environment. (Abdul Rahim & Azharul Nizam 2007; Deuraseh 2010).

2.0 PROBLEM STATEMENT

Since the world was hit by the COVID-19 pandemic virus, which started in China, Malaysia is also one of the countries that was spared from suffering the same fate. The Malaysian government has enforced the Movement Control Order (MCO), which started on March 18, 2020, as one of the ways to curb the spread of this COVID virus. The closure of some sectors is also one of the ways the country is dealing with the spread of this virus. The education sector, schools, IPTA, and IPTS were also among those affected and had to be closed for a while due to this matter.

For this reason, the ministry of education, in particular, took the approach of Teaching and Learning at Home (PdPR) or Working From Home (WFH) to ensure that students' education does not drop out even if learning cannot be implemented face-to-face. Constraints faced due to this epidemic require educators to mobilise their energy and minds to continue to deliver knowledge digitally or in a virtual world using various online mediums.

This raises the question of the extent to which the integration of knowledge in the curriculum is conducted through online teaching and learning. So, this study was conducted to investigate teachers' perceptions of the curriculum integration during online teaching and learning sessions of Islamic Education Secondary School Standard Curriculum (KSSM) subject.

3.0 RESEARCH OBJECTIVE

This study was conducted to achieve the following objectives:

1. To investigate teachers' perceptions of the curriculum integration during online teaching and learning sessions of Islamic Education Secondary School Standard Curriculum (KSSM) subject
2. To identify the effective strategies which can assist the curriculum integration during online teaching and learning sessions of Islamic Education Secondary School Standard Curriculum (KSSM) subject

4.0 LITERATURE REVIEW

Several past studies have touched on online teaching and learning. The researcher focused on three main aspects of the researcher's study, namely education during the COVID-19 Pandemic phase, the challenges of teaching and learning PdPR, and curriculum integration in teaching and learning.

4.1 Education During the Pandemic Phase

The global community, especially in our country, has had to change their normalcy and lifestyle because of the COVID-19 Pandemic. Not excluding the education sector, which consists of schools, public educational institutions, and IPTS, they also had to innovate in accordance with the current environment. They needed to work together to break the COVID-19 chain by changing the structure of learning using online learning methods. The process of teaching and learning has changed to something that is not new but is beginning to be seen as the right choice, which is virtual learning. (Hamat & Mahlan, 2020).

In addition, Ratheeswari, K. (2018) stated that in the digital era, the use of information and communication technology or Information and Communications Technology (ICT) provides opportunities for students to learn and apply the skills needed in the 21st century. Online learning is also able to help educators and students explore more knowledge. Schools in the 21st century should have the application of technology in the learning process (Nur Akalili Mohd Amin & Nurfaradilla Mohamad Nasri, 2021).

Online learning is one of the learning methods that incorporates the use of technology in teaching and learning (Afriyanti et al. 2018). In fact, online learning is the only way to ensure that a learning can still be implemented regardless of place and time (Md Noor Salleh, 2019). Apart from that, online learning can also have a positive influence on students such as the ability to increase students' attitudes and motivation towards a subject (Nurul Hafizah Maarof et al. 2020).

4.2 Online Teaching and Learning Challenges

The teaching profession is the main pillar of the country in shaping the future of excellent human beings. Teachers as teaching facilitators function fully to ensure the delivery of transparent and quality knowledge to all levels of students. The Covid-19 global health crisis that hit the world today has had various impacts on the economy, society, and politics of a country, including the field of education. There are various challenges faced including the challenge of using technology. Teachers often do not get the involvement of students in this PdPR method for several reasons such as the current situation and must take into account the resources available to students (Norehan binti mohd Nasir, 2021).

The small mobile phone screen is also a challenge because of what teachers upload during online learning using google meet or even zoom meetings where students cannot be seen clearly. The readiness of students to attend classes online is dependent on the device, data plan and self -motivation of students (Tamilnullai and Salini, 2021). Siti Aisyah Ibrahim and Khadijah Abdul Razak (2021) also stated that one of the main challenges faced by teachers in using online teaching for student learning is the lack of internet access for students to follow online learning conducted by teachers.

In addition, students are also seen to face challenges in engaging in online learning. According to Suzlina Hilwani and Jamaludin (2015), information technology serves as the driving force in creating positive change that can diversify PdPc methods by teachers. The negative attitude that exists towards online learning is because students are still unable to

adapt to the new norms where they prefer face-to-face PdP (Mohd Radzi, 2020). Lack of motivation among students to pursue online learning due to lack of motivation from parents. Parents do not care about their children's education, and even prioritize their jobs during the PKP period (Zamri & Anita 2020).

Mohd Fairuz et al. (2020) in a study on online learning readiness during the Covid-19 Pandemic, found that socioeconomic factors disrupted students' readiness in pursuing virtual learning. He also argues that backgrounds of high-income students are more prepared with online PdP compared to students from low-income households. This statement is in line with the findings of Buja et al. (2020), who found that socioeconomic factors had impacted online learning during the Covid-19 Pandemic due to impaired parental income causing them to focus more on basic living necessities than the provision of their children's learning equipment.

4.3 Curriculum integration in teaching and learning

According to Zetty Nurzuliana Rashed (2020), the concept of integration or cohesion is related to a set of concepts of connection, interdependence, interweaving, connection, continuity, coordination, affiliation, interaction, cooperation, cross-disciplinary, and unification. This concept of integration, or holistic, is completely different from the Western definition. In Islam, the concept of integration is based on the principle of monotheism, while the concept of Western integration is based on secular and materialist perspectives. An integrated curriculum according to the Islamic concept is not simply to include all types of knowledge into the master curriculum with each subject, but integrated is all types of knowledge, whether theoretical or practical, whether worldly or hereafter, that are intertwined, where both supply elements of faith, syariah, and morality that influence each other to encourage faith and piety to Allah. Integrated education is defined as education centered on divinity and aims to produce students who have a balanced personality in terms of intellectual, emotional, physical, and spiritual development. Efforts towards achieving this goal are made through the integration of knowledge, values, and morals, in integrated teaching and learning situations that include aspects of skills, language, co-curriculum and school culture.

Zawawi Ahmad (1996) states that integrated education according to Islam is education that connects the principles of knowing God, nature and self simultaneously. Zawawi also stated that the educational process is not only focused on taking care of the physical interests only, but also shaping the soul, intellectual and emotional of a person so that it is orderly, compatible, and in accordance with the soft desires. In addition to the importance of taking care of the physical and spiritual, this process is also focused on producing knowledge in a person's mind as well as shaping his attitude through guidance and tutoring.

5.0 METHODOLOGY

This study uses document analysis and interview methods. In this study, formal documents such as curriculum documents, namely the Form 1-3 Lower Secondary Islamic Education Textbook and the KSSM Curriculum and Assessment Standard Document (DSKP), are used as data. For the interview method, a total of five respondents were secondary school teachers who teach lower secondary. All of them teach in high school and have served as teachers for around 3 to 10 years. aged between 27 and 37 years old. The researcher gave some questions

to the teacher to be prepared with the answers. Table 1 shows the interview questions that were conducted:

Objectives of the study	Interview Questions
1. To investigate teachers' perceptions of the curriculum integration during online teaching and learning sessions of Islamic Education Secondary School Standard Curriculum (KSSM) subject	1. How do you define the concept of curriculum integration during online teaching and learning? 2. In your view, what skills do curriculum integration should include during online teaching and learning? 3. Is curriculum integration an issue to the Islamic Education teachers? Why?
2. To identify the effective strategies which can assist the curriculum integration during online teaching and learning sessions of Islamic Education Secondary School Standard Curriculum (KSSM) subject	1. What are your practices in Teaching and Learning online to develop integration of knowledge? 2. In your opinion, what challenges Islamic Education Teacher's face in developing their curriculum integration skills during online teaching and learning? 3. In your opinion, what is the best instructional methods/ strategies can be used to develop integration of knowledge among students during online teaching and learning?

Table 1 : The interview questions

After that, the researcher started the interview session by using a telephone call, and the respondents answered the questions. Every phone call that was made is being recorded.

6.0 RESULTS AND FINDING

To answer study questions about the extent of Islamic education instructors' perceptions of the integrated curriculum during online teaching and learning, the interview method was used. The following are the findings of the researcher's interview with 5 teachers.

6.1. Teachers' perceptions of the curriculum integration during online teaching and learning sessions of Islamic Education Secondary School Standard Curriculum (KSSM) subject

6.1.1. How do you define the concept of curriculum integration during online teaching and learning?

Curriculum integration during online teaching and learning occurs when combining audio visual and text as well as reinforcement in various forms whether live online, recording or a combination of both. There are also teachers of the view that curriculum integration involves the integration between religious knowledge and academic knowledge, or a combination of knowledge and values. There are also some teachers define the concept of curriculum

integration between in-class experiences and out-of-class experiences. It is also defined as introducing new things to students by showing videos from aspects of mathematical science and so on related to learning on the day.

6.2.2. In your view, what skills do curriculum integration should include during online teaching and learning?

The teachers interviewed stated that they must have IT skills, then speaking skills with appropriate intonation in attracting students to listen to online explanations as well as skills in using various teaching and learning applications available. This includes the skill of finding information using computers, the internet, and appropriate websites, as well as the skill of finding answers from authentic sources by first filtering the information found.

6.3.3. Is curriculum integration an issue to the Islamic Education teachers? Why?

It is an issue for some Islamic Education teachers. For example, in the title for Akidah such as topic Asma Al-Husna. This is because teachers need to really understand in depth so that it can be conveyed correctly without misunderstanding. However, Islamic education teachers nowadays need to train themselves by relating each of their teachings to the realities of daily life related to various aspects.

6.2 Effective strategies which can assist the curriculum integration during online teaching and learning sessions of Islamic Education Secondary School Standard Curriculum (KSSM) subject

6.2.1. What are your practices in Teaching and Learning online to develop integration of knowledge?

Teachers will provide examples that are appropriate and easy to understand by students either in the form of descriptive audio, visual pictures, or related videos. Next test the students' comprehension with a short quiz to assess the suitability of the method that has been used. Teachers can also give students an assignment for them to find additional information before class begins.

6.2.2. In your opinion, what challenges Islamic Education Teacher's face in developing their curriculum integration skills during online teaching and learning?

Teachers claim that the biggest obstacle is their lack of expertise of how to use online teaching and learning apps, as learning takes time before it can be completely implemented in the classroom. Furthermore, teachers frequently suffer a shortage of skills and training in the field of online teaching and learning. The abandonment of online duties such as data input and Quran teaching, as well as other clerical tasks now in use, impedes the development of curriculum integration abilities in online teaching and learning. Teachers also need more knowledge and a strong internet network so that every activity they want to carry out runs smoothly. Teachers also need to be creative and highly motivated when facing challenges from students, such as students not attending online classes.

6.2.3. In your opinion, what is the best instructional methods/ strategies can be used to develop integration of knowledge among students during online teaching and learning?

Teachers are of the opinion that descriptive methods that are integrated with audio visual as well as using interesting applications can help in developing the integration of knowledge among students during online teaching and learning. Teachers can use project-based techniques, discovery inquiry-based approaches, game-based approaches, and hybrid ways to perform knowledge integration among students while teaching and learning online.

7.0 DISCUSSION AND CONCLUSION

The National Philosophy of Education (FPK) aims to ensure that all students get continuous education to develop their potential as students in accordance with the Malaysian Education Development Plan (PPPM) 2013-2025's six student ambitions. The goal is for all students to develop knowledge, critical thinking skills, leadership abilities, bilingual skills, ethics, spirituality, and a sense of national identity.

This accomplishment will be realised if all parties commit to the education system, whether in person or online at home. All stakeholders must work together to improve the implementation of less effective teaching. Administrators participate in the development of strategies for more effective teaching.

Integration within the curriculum is critical when using online teaching and learning sessions to provide students a more relevant learning experience. The application of values across the curriculum is particularly critical for teachers to implement during online teaching and learning sessions. This can help pupils develop not only knowledge but also a positive personality. The issue that frequently arises during online teaching sessions must be addressed for the desire to integrate knowledge to flourish.

In terms of definitions, teachers provide various definitions of the integration of knowledge. However, they agree that integration of knowledge is a combination of several elements in learning, such as theory and practice, an integration of various teaching resources such as the internet, and an integration of worldly and hereafter knowledge, as stated by Zetty Nurzuliana Rashed (2020).

Through this study, integration in the curriculum is very important to implement during online sessions. This is because the integrative curriculum can provide a better learning experience for students, such as a combination of theory and practice and a combination of knowledge and values. In addition, students will be able to make connections between in-class experiences and out-of-class experiences. This will help to achieve the set teaching and learning objectives.

The application of values across the curriculum is also especially important to be applied by teachers during online teaching and learning sessions. This can ensure that students not only gain knowledge, but also have an admirable personality. Problems that often exist during online teaching sessions are poor internet connection, poorly trained teachers, students not attending classes, and low student motivation.

Teachers can promote an integrative curriculum in a variety of ways. Project-based techniques, discovery inquiry-based approaches, game-based approaches, and so on are only a few examples. However, online sessions are less effective than face-to-face sessions. As a result, teachers play a critical role in determining the optimal tactics to use during online teaching and learning sessions to implement the integrative curriculum. In addition, teachers

can use various strategies to support the integrative curriculum during online learning teaching sessions in accordance with the philosophy of national education and the philosophy of Islamic education.

In conclusion, teachers believe that incorporating integrative curriculum into the online teaching and learning process is tremendously beneficial in promoting meaningful and effective learning. However, deficiencies on the side of teachers, gadgets, students, and others must be addressed in order for teaching and learning to be more successful and participatory.

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