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The Role Of Teachers In Embedding Islamic Values And Ethics In Education: A Literature Review

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Abstract

The purpose of this paper is to investigate the role of teachers in embedding Islamic values and ethics in education. The rationale of this study is by understanding how Islamic Education teachers should play their roles in embedding Islamic values and ethics, could perhaps contribute to better ways of students' behavior development. In this regard, the study has focused on exploring how the roles of Islamic Education teachers, and the challenges that affect the teachers in promoting Islamic values and ethics in education. The study used a library research design. The data were collected from research articles published in either international or national accredited journals. The research findings show although the elements of Islamic values and ethics seem to be discussed in Islamic Education, students show low Islamic values and ethics in their behavior. The study recommends several approaches to improve the teaching of Islamic values and ethics in schools which include training for teachers to improve the methodology of teaching and providing teaching and learning facilities. It is also suggested that an open discussion is conducted between parents, teachers, students, policymakers, and religious leaders to develop a guideline on what should be included in the syllabus and how to cultivate Islamic values and ethics in education effectively.

Keywords: Role Of Teacher, Islamic Values, Ethics

Abstrak

Tujuan tulisan ini adalah untuk mengetahui peran guru dalam menanamkan nilai-nilai dan etika Islam dalam pendidikan. Dasar pemikiran dari penelitian ini adalah dengan memahami bagaimana guru Pendidikan Agama Islam harus memainkan peran mereka dalam menanamkan nilai-nilai dan etika Islam, mungkin dapat berkontribusi pada cara yang lebih baik untuk pengembangan perilaku siswa. Dalam kaitan ini, penelitian ini difokuskan untuk mengeksplorasi cara-cara peran guru Pendidikan Agama Islam, dan tantangan yang mempengaruhi guru dalam mempromosikan nilai-nilai dan etika Islam dalam pendidikan. Penelitian ini menggunakan desain penelitian kepustakaan. Data dikumpulkan dari artikel penelitian yang diterbitkan baik jurnal terakreditasi internasional maupun nasional. Temuan penelitian menunjukkan meskipun unsur

nilai-nilai dan etika Islam tampaknya dibahas dalam Pendidikan Islam, siswa menunjukkan nilai-nilai dan etika Islam yang rendah dalam perilaku mereka. Studi ini merekomendasikan beberapa pendekatan untuk meningkatkan pengajaran nilai-nilai dan etika Islam di sekolah yang meliputi pelatihan bagi guru untuk meningkatkan metodologi pengajaran dan menyediakan fasilitas belajar mengajar. Disarankan juga agar dilakukan diskusi terbuka antara orang tua, guru, siswa, pembuat kebijakan dan tokoh agama untuk mengembangkan pedoman tentang apa yang harus dimasukkan dalam silabus dan bagaimana menanamkan nilai-nilai dan etika Islam dalam pendidikan secara efektif.

Kata Kunci: Peran Guru, Nilai-Nilai Islam, Etika

Introduction

Teachers play an important role in teaching knowledge, skills and embedding values to student. Islamic values and ethics are the most important aspects in the curriculum of education in Malaysia¹. Through Islamic education, good Muslim can be produce which develop their potential in integrated manner encompassing the intellectual, spiritual, emotional and physical aspects. Islamic education is a compulsory subject for Muslim students. Therefore students learned Islamic values and ethics to internalize the core values in daily lives.

Realising the importance Islamic Education in promoting Islamic values and ethics into Muslim students, it is therefore very important to understand the role of teachers whose teaching this curriculum. Previous studies showed that Muslim students have lack of interest in learning Islamic education² because of today's students who spend more time with gadgets

and various applications, while Islamic education teachers still do not take advantage of the technology opportunities³, there are also Islamic Education teachers who like to practice PdPc traditionally⁴ that is by using one-way communication as well as 'chalk and talk', one-way explanation, and copying. This is also supported by the study conducted by the Research Report on the Effectiveness of Teaching and Learning Methods in Islamic Education on Student Self-Development (2004), the monitoring report of the Islamic and Moral Education Curriculum Division of JAPIM (2005), as well as studies by Hamdi et al. al. (2012).

The Concepts of Values and Ethics in Islam

Values in Islam

Values are related to ethics and morality which known in Arabic as Akhlaq or Adab. Islamic values is the Muslim's relationship with God, with his fellow men and with other creatures in universe.

Ethics in Islam

Ethics is good behavior that is required according to the Quran and Hadith. Code of ethics for teaching professions is a guidelines for teachers to behave like a teacher.

The Role of Teachers in Embedding Islamic Values and Ethics

Becoming the Role Model to students

Islamic education teachers should portray Islamic values and ethics in teaching and learning process. Al Ghazali emphasized that teacher should shows good manners so that the children may follow his/her example indirectly⁵. Abdul Halim Tamuri explained the role of teacher as Murabbi who teaches children daily life as true Muslim. Teacher can reflect Islamic values and ethics by his/ her character to be followed by the student. Teacher must aware his/her huge influence to the students.

Applying effective approach in teaching and learning

Islamic education teachers should conduct practical and realistic activities in teaching and learning. They also are encouraged to conduct interactive learning activities which uphold Islamic values and ethics.

Challenges

The influence of parents

To instill Islamic values and ethics is challenging without support from parents. Somehow parents did not give good influence to their children to uphold Islamic values and ethics in daily life.

Peer Influence

Students spend more time with peers rather than family members. Therefore, they can easily being influenced by their peers with negative activities and commit with bad deeds.⁶

The Quality of Islamic education teachers

The objective of education can only be achieved with excellent and quality teachers. Good quality student can be produce through good quality teacher. Research reported that lack of quality among Islamic education teachers may be contributed to the lack of students' interest toward Islamic education. The characteristic of Islamic education teachers must be taking into consideration. Research shows that Islamic education teachers was known as fierce, unfriendly and strict teacher. Students were found to be not satisfied with the characteristics of Islamic education teachers⁷.

The weakness of pedagogy in teaching Islamic Education

Heart pedagogy is one of the best approach to help Islamic education teachers understand the students.

The weakness of curriculum

Based on study by Rosnani Hashim, Islamic education curriculum is lack of Islamic faith and values. Muslim education teachers mostly graduated from secular system.

Technology and Mass Media

The rapid evolution of technology has exerted great influence in students' life. Many students use social media as an information center in their learning⁸. But despite that, there are also many students who misuse it for negative things such as playing games, watching porn videos, chatting with the opposite sex and so on⁹.

Approaches

Teachers training

The performance of the teachers depends on the training they received from their institutions. Islamic education teachers should improve their attitude by attending teacher training program to inculcate Islamic values and ethics in their teaching¹⁰. In addition, Islamic education teachers need

to attend special training to improve their teaching skills to capture students' attention and interest. Through appropriate training, Islamic education teachers may enhance their ability to utilize instructional materials and media and significantly improve their performance in embedding Islamic values and ethics.

Interactive Teaching and Learning

Islamic education teachers must improve their skills to keep up with current technologies which enhance teaching and learning process. They also are encouraged to use various teaching strategies to increase students' level of interest in learning Islamic education. The use of technology can help to create interactive teaching and learning become more efficient and effective.

Relate the Teaching with Science

Rosnani Hashim in her research discussed the significant roles of Islamic education curriculum integrated with science¹¹. She recommended that Islamic education teachers should understand science in terms of its history, philosophy and contemporary from Islamic views.

Environmental Sustainability

Islamic education teachers should nurture loving and caring environment in the soul of students. Therefore teacher can easily embed Islamic values and ethics. In

applying morals and integrity, teachers need to give the concept of understanding to students, approach students and show good morals. Then, students will be more impressed and appear in the form of a connection between knowledge and action¹².

Collaborative Community

Collaborative community is an effort among teachers, parents, schools need to be applied. A culture of collaboration seeks to improve teacher learning in particular through the sharing of experiences, views and teaching within the learning community. As a result of such sharing, teachers seek to increase their expertise particularly in teaching and student learning.¹³ However, collaboration also reduces teacher autonomy in teaching and also discourages teacher motivation if the collaboration is formed under the direction of the administrator. Such collaboration cannot make the practice of learning communities a culture of continuous collaboration and this will contribute to school performance. Therefore, certain strategies are needed to improve the culture of collaboration through learning communities with the cooperation of all parties.

Conclusion

The concern of this study is to identify the role of teachers in embedding

Islamic values and ethics. Based on the finding, it is important for Islamic education teachers to play their roles in embedding Islamic values and ethics in education by applying interactive approaches that will support students' engagement as well as to develop their character building as a Muslim. If the environment does not support the process of learning, students' might lost their interest toward the subject and also recommendations to improve better school financing management.

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