

## TEACHERS OF ISLAMIC EDUCATION IN THE 21<sup>ST</sup> CENTURY: PROBLEMS AND POTENTIAL DEVELOPMENT OF TEACHERS IN THAILAND

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### Abstract:

The article discusses the problems and developments of teachers of Islamic Education in the 21st century in Thailand. Teachers are the key factor in driving the curriculum of Islamic Education and must develop a skill to follow current situations that emphasize on the development of Islamic Education which is indispensable. Teachers must develop the desired characteristics of the Prophet Muhammad (pbuh). Both of these factors contribute to the students' knowledge and ethical position and uphold the tenets of Islam. This will guide students even though the world keeps on changing.

**Keywords:** Teacher of Islamic Education 21<sup>st</sup> Century, Problems and Potential Development, characteristics, skills

### INTRODUCTION

There are several factors that make the Islamic education will not succeed according to the curriculum. The Islamic Education in the 21st century in Thailand is an important education. Undoubtedly, there are problems such as, Islamic teachers have duties other than teaching, Islamic teachers have little knowledge of Islamic religion, Islamic teachers lack of knowledge in ICT, Islamic teacher use incorrect teaching method. The author proposes a solution to guide the development of the Islamic teachers in many aspects. And most importantly, to solve such obstacles, the teacher of Islamic education must begin to develop their own careers and simultaneous with the collaboration of all sectors together

### The Importance of Islamic Education Teachers

The Royal Academy Dictionary describes that the word "each" comes from the Sanskrit etymology as "Guru" in the sense that it is a noun that means "teaching graduates or transfer knowledge to students" (the Royal Academy, 2003). In the dictionary, educational, or Dictionary of education's good (good, 1973) has the meaning of the teacher, that teacher is a person who has experienced or educated or particularly well. Or have the experience and education as well as in any field of study, one that can help others.

Teachers are the heart of the learning process. From past to present, teachers never let up, even though a significant the current technological progress will be very active. But the knowledge that served as a role even more important. The knowledge of Allah is great beyond words. The teachers of Islamic education also play a role in their good conduct. Practice is a good role model for students and mold the virtual mirror. (Yont, 2010), Obey the commandments of Allah and His Prophet. Teachers must have the moral, perseverance, generously and should not realize much in the worldly things.

The Arabic the word for Islamic education teacher can be defined as follows.

مُدْرِسٌ : Preacher

مُعَلِّمٌ : Teacher (religious and academic knowledge)

مُؤَدِّبٌ : Nurturer of ethics

مُرَبِّيٌّ : Guardians

It can be seen that Islamic teachers should have the virtue of living for all human relations and interactions at the individual, family, school and social. Ethics of conduct is based on good that has been established by Almighty Allah. Therefore, the ethics of Islamic teacher are based on Islamic principles. Because Islam is a moral good that comes from God, ordained in the Holy Quran of God, it is a blessed

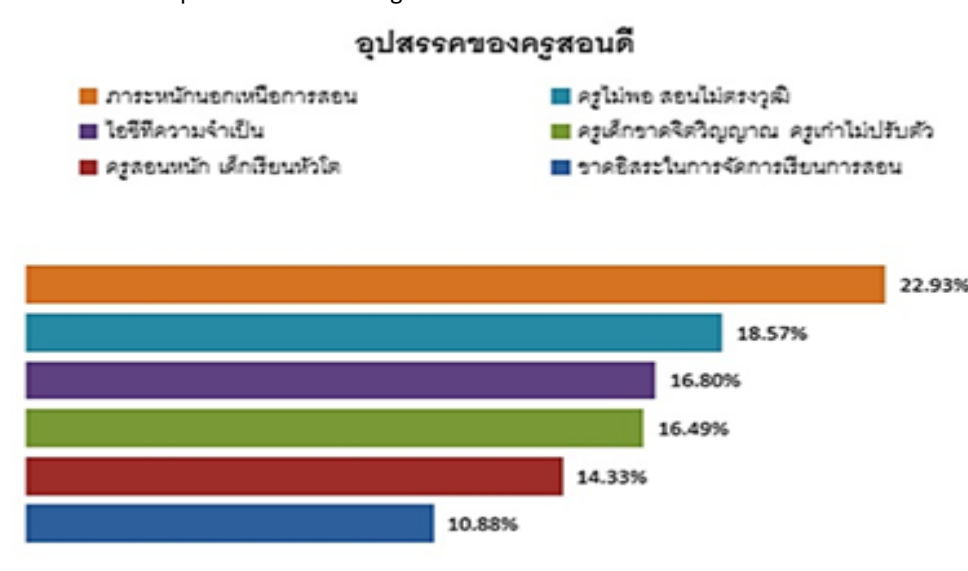
virtue. Powerful, solid and established, in fact, with the \moral and exemplary practice of the Prophet Muhammad. The succession of sages righteous, the Islamic teachers are the master of ethics, as the way of truth is wisdom (*Hikmah*) that Allah has given to the practice of honor and deserved praise (Ibrahim, Ishaq:2013). Hence, the teacher is considered very important one in Islam. The teacher plays a key role in developing Islamic nations. Therefore, the teacher must develop their own ethics and personalities. Behave as a good example to the youths to grow up with good values and integrity with all aspects, especially in multi-cultural society as Thailand. The knowledge of *Dunya* (knowledge of life in this world) and knowledge of *akhirat* (knowledge of life in hereafter) have to be side by side so that the Muslims can live happily and peacefully.

### The Problems of Islamic Teachers in the 21<sup>st</sup> Century of Thailand

From the fact, the teachers in the present should not just have the responsibility of teaching only but they need to be responsible for other aspects of educational institutions. Therefore, it is necessary for all parties to assist education in Thailand.

#### The Graft Shows the Obstacles to Be a Good Teacher in Thailand

- Orange** : Responsible other than teaching
- Blue Sky**: Disqualified Certificate
- Violet** : Importance of ICT
- Green** : Less of Ethics
- Red** : Over Task
- Blue** : Independent of Teaching



From the study of Suntorn Piyawasan about the use of Islamic curriculum in primary school (1980) in the southern border provinces of Thailand, most of the schools in region face the problem of using the curriculum and financial. The academic staff lack of knowledge and understanding and supervision as well. Teachers do not see the importance of optimizing the teaching. Places are limited and not adequate to the size of the student. Basic knowledge of the students is different. Learning content and purpose are much (Suntorn Piyawasan, 1980).

The district office of education in the southern border has summed up the problem of teachers of Islamic education at the elementary level. Their religious knowledge is low, about 70%, followed the personalities according to Islamic ethics which is also low at percentage. To achieve the learning and teaching management, of course, it depends on many factors, such as the budget, administrators, teachers, equipment, measurement and evaluation purposes of the course. The most important factor is variable and the quality of education because teachers have different styles and it is important for learning (Somsak Kajornskul,1988).

It can be concluded that the teachers of Islamic education often face problems in teaching, although the Islamic teachers are the most important factor in development of Islamic education. Therefore, the teachers of Islamic education ought to develop and enhance their own abilities and personalities in order to handle the change of globalization.

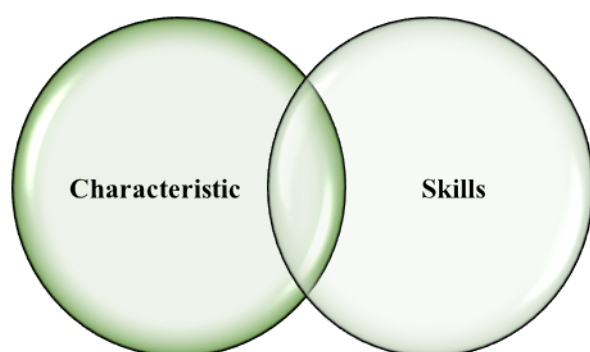
### Concepts and Theories of Teachers' Development

Tassanee Supmethi, (1982) describes that the development of teacher is to provide an opportunities to enhance the academic knowledge, skills and attitude to work and recognize techniques in teaching and practices. It is to supplement teachers in their performance to achieve the effectiveness in teachings and another tasks. The teachers of Islamic education have to eager in acquiring the academic progress.

Boonjai Srisathitnarakul,(1993) describes that the development of teacher is an important activity in helping the teachers to learn the skills, knowledge and improve the concept and technique in teaching. This process will effect and improve the quality of students. And it should be mentioned as a policy in the educational institutions or schools in order to support the teachers to develop and improve their skills.

From the both theories, it can be concluded that the development of Islamic teachers, a part from skills, should develop their own qualities and personalities, because teaching of Islamic education includes theory and practice. Therefore, the Islamic teacher has to be a good example for students.

### The Development of Islamic Teacher in the 21<sup>st</sup> Century



From the figures above the development of Islamic teacher in the 21<sup>st</sup> century must follow the theory of CS (Characteristic & Skills)

As the world is changing at all time, the learning process never stops. Muslim community has become a learning society and aim to provide quality of Islamic education based on potential and quality of Islamic teachers. Islamic teachers are the main factor in building Islamic nation and the teachers are playing very important role in preaching the messages of Almighty Allah. In the 21<sup>st</sup> century, the faces of Islamic teachers have changed their roles from teaching only in the class to the role of being the guardians of students as follows;

Skills of Islamic Teacher in the 21 <sup>st</sup> Century	Scope
1. Contents	<ul style="list-style-type: none"> <li>• Accuracy of the context</li> <li>• Ability to integrate with the context</li> </ul>
2. Information Technology	Kidanond (2005:7) suggests of using information technology for educational management that the schedule for teaching; <ul style="list-style-type: none"> <li>• Teaching of Islamic education by using WBL (Web based Learning)</li> <li>• Instruments i.e., computer as educational instruction</li> </ul>

	<ul style="list-style-type: none"> <li>• Communication via facebook in conversation and assignment</li> </ul>
3. Interaction and Communication	<ul style="list-style-type: none"> <li>• Teacher and learner: Treatment as guardians</li> <li>• Teacher and colleague: Skill of interaction with different ages, position</li> <li>• Teacher and parents: Exchange information for development sincerely</li> <li>• Teacher and community: Building the trustfulness and space of participation</li> </ul>
4. Learning Strategies	<ul style="list-style-type: none"> <li>• Child Center Approach</li> <li>• Teach less learn more</li> <li>• Analytical environment</li> <li>• Connect to reality of daily life</li> </ul>
5. Creativity	<ul style="list-style-type: none"> <li>• Develop the Islamic education, innovation</li> <li>• Research Islamic education</li> </ul>
6. Assessment	<p>Dr.Chokchai (2004:185) mentions the assessment for learner 3 parts;</p> <ul style="list-style-type: none"> <li>• IQ (Intelligent Quotient)</li> <li>• EQ (Emotion Quotient)</li> <li>• AQ (Adversity Quotient)</li> </ul>

*From Paskorn Ruangthang and team, (2013)*

### Features of Islamic Teacher in the 21<sup>st</sup> century

Although the world has very much changed and the technology has more advanced, but being a teacher is still steady. The soul of being a teacher has to attach with the quality of the Prophet Muhammad (Pbuh). He is considered as the best teacher for mankind. He has Intelligent Quotient, Emotion Quotient and Adversity Quotient. Hence, the features of Islamic teacher as follows;

**Truthfulness:** Teacher of Islamic education has to maintain the truthfulness to students. Behave in a good manner without seeking advantage from the learners

**Trustfulness:** The teacher of Islamic education must have the quality of trustfulness. He has to maintain the fame and reputation of being a good Muslim and being a good example. And to behave a good ethics according to the pattern of the Prophet.

**A good preacher:** Teacher of Islamic education should bring the quality of good ethics in preaching to others honestly.

**Intelligence:** Teacher of Islamic education must understand the basic of knowledge and sciences. Knowing how to integrate Islamic sciences with other sciences. Mastering of teaching technique and organizing activities accordantly with the objectives of knowledge.

**Sincerity:** He must have the quality of sincerity. Every deed has to be done for the sake of Almighty Allah.

**Patient and Remembrance to Allah:** The teacher of Islamic education has to take any action steady with the quality of patient. He has to teach the student the knowledge of truth and always remembers that all knowledges come from Allah.

### CONCLUSION

The teacher of Islamic education is not merely teaching the students to enhance only their abilities but also to lead their life in this world. The teacher of Islamic education is doing even more important to nurture the students to grow up in this world with quality and guide them to have success in their life hereafter as well. The Islamic teachers will meet the success when they always develop and improve their own personalities steady and enthusiasm to learn other sciences to suit their life in the modern world. The most important is to be a good example to the new Islamic generations.

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