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The Approach of Teaching Prayer by Islamic Education Teachers: A Case Study

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Abstract

The aim of the Islamic Education Philosophy (IEP) is to ensure that Islamic Education (IE) is constantly being developed so that the process of delivering knowledge and appreciation of Islam based on the Qur'an and as-Sunnah can be realized in the effort to produce the servant of God responsible for self-development, environment and nation towards achieving good in the world and the hereafter. One aspect that needs to be emphasized to achieve that goal is through teaching prayer. Hence, this article is written to discuss the approaches of teaching prayer applied by the Islamic Education teacher (IET), as previous studies had expressed that approaches used by teachers are not effective. This study uses a qualitative approach, as the data were collected using observation, interview, and document analysis methods with five study participants comprising IET from five selected schools. Selection of participants is based on the proposals submitted by the Curriculum Development Division, Ministry of Education based on the criteria specified. The findings show that various approaches have been used by IET in promoting and improving the teaching of prayers in schools for the sake of improving the professionalism of teachers and the construction of civilizations. This study is expected to be a guide towards deeper understanding of how appropriate approaches in teaching prayer should be implemented in the context of present-day IE in Malaysia in particular and in the Islamic world generally.

Keywords: Islamic Education Teacher, Teaching Prayer, The Approaches of Teaching Prayer

Introduction

Approach is a process or method of approaching or going towards some things. In a deeper sense, approach refers to a process of how one teacher presents a subject that is based on objectives and goals in a lesson. The approach is an act performed to achieve the goal of teaching and learning (Aini, & Faridah, 2008). In summary, the approach in the field of education refers to a set of theories that are axiomatic to be practiced so as to achieve the objectives in the subject (Ahmad, 2011). Therefore, teachers should encourage students' attitudes and behavior towards betterment through various approaches that relates to meaning or wisdom. This is also mentioned by Lubis et al., (2010), the educational process will be more efficient and achieved when there is coherence between the delivery of the curriculum with knowledge on how to use the approaches, methods, and techniques

that are appropriate. Therefore, teachers need to plan and organize a variety of approaches that are meaningful to the students to achieve the objectives that has been set. The use and selection of appropriate and effective approach is to help students understand the lesson more easily. It is compatible with the teaching that aims to simplify the process of teaching and achieve as much as possible the desired goal. Thus, as a teacher of Islamic education, careful and detailed planning is required to get a teaching approach in accordance with the teaching of topics especially prayers. Selection of an appropriate teaching approach prayer is to help students understand how to perform prayers.

Teaching prayer is a form of education that needs to be applied beforehand to all the children as was recommended by the Prophet Muhammad. All parties such as teachers, parents and leaders need to realize that one of their main responsibilities is to make sure children get exposure related to teaching prayers consistently, correctly and steady because prayer is a major milestone for filling the souls of the children with the faith of monotheism. The main objective of teaching is to foster appreciation of the performed prayers through knowledge and understanding of the rules and discipline of worship that have been established by God from eternity as his word,

"Verily, I am Allah, there is no god but I; therefore, serve Me and establish regular prayer for me "(Quran, 20:14)

The phrase 'I am Allah' is shown uluhiyyah's nature of God. This is interpreted by Qutb as worship to God. Worship encompasses all human behavior in every human life, especially prayers. Worship prayer is a form of worship is the most perfect of forms of worship because in prayer, the heart and soul are dedicated wholly to God (Qutb 2000).

Prophet Muhammad was sent to correct the behavior and role models of all through time. Accordingly, in carrying out the process of teaching the prayers, GPI will need to make a model approach from the teaching of Prophet Muhammad as a model of the best teaching method either theoretical or practical, as described by the Prophet Muhammad on how to pray based on the question of a friend who's asking for prayers for those affected by hemorrhoids ;

"I hit a sore hemorrhoids, then I asked the Prophet about the prayer, the Prophet said: Pray standing up if you have the willpower, then sit down if you do not have the willpower and lie down if you still do not have the willpower" (Ibn Majah, 2000) .

Selection of the right and appropriate approach will have a positive impact on student behavior changes from a low level to a higher level in them. It requires the wisdom of teachers in the use of approaches that are appropriate to the topic of teaching in order to help to achieve the objectives of learning in the classroom. According to Ahmad (2011) the importance of the selection of a technique should be based on a method that is based on an approach. The effectiveness of a technique used depends on the basics of methodologies and approaches that are strong, steady and reliable. Therefore, teachers need to plan a thorough preparation in selecting appropriate teaching approach with the goal of information which is being delivered to the students that they can understand before beginning the lesson. Teachers must know the delivery approach in teaching so that students can understand what is being served by emphasizing the importance of teaching skills that lead to the use of various methods appropriate to the situation of teaching, especially teaching prayers. However, based on the teaching approach in the teaching of prayer, it still needs to be improved and repaired.

Suhid et al., (2015) found that among students who said that the GPI is not a comfortable teaching approach with a mean value of 24.3, and in the same study, the students also gave a low perception of the diversity of the teaching. In addition, there are also some other studies such as the study by Hazani, (2011), Azimah & Tamuri (2012), Suhid et al., (2015) and Hidayat & Hayati (2016) also stated that the teaching approach can still be repaired and needs to be improved, especially in the teaching of prayer. This is because the process of transfer of knowledge from the teacher of Islamic education is essential to ensure the effectiveness of teaching. In the third character of the eleven major shift in the Malaysia Education Blueprint 2013-2025 (MOE, 2014) have brushed on the issue of transforming the national education system to produce Malaysians with appreciation that strengthens the Islamic and Moral Education with a focus on the core values and philosophy of the main religion by 2017 (Preliminary Blueprint, 2013-2015). In the context of today's education, teachers in particular IET must wisely choose an appropriate approach because it is one factor that is important to the effectiveness of the teaching that will be presented by teachers to pupils other than talent and personality of a teacher in a disciplined knowledge environment (Aderi et al., 2016). Accordingly, this article generally will study and explains how the approach used by GPI in the teaching of prayer based on their experiences.

Methodology
This study used a qualitative approach case study because it seeks to explore and refine teaching among the teachers of prayer in Islam related to teaching practices. Accordingly, this study focuses on the process and try to understand the real experience of teachers who implemented the process. The main criteria for the selection of a qualitative approach is based on the opinions of scholars in the field of qualitative research (Cresswell, 2013; Johnson & Christensen, 2000; & Merriam 2009). Maxwell (2004) stated qualitative research is an ongoing process that requires repeated steps to get a real meaning. Repetition also strengthens the validity of data during the execution of the power of the study. Thus, measures such as observation, interviews and document analysis are able to produce consistent data. In addition to working to give real meaning to the issue or research question.

The choice of method of case studies carried out since it allows researchers to investigate the phenomenon in an actual experience of the study participants during the teaching process prayers take place in the classroom. Study participants were selected based on the study recommendations of Creswell (2013), the study participants and site selection studies relevant to the study objectives are easily accessible for in-depth study. Thus, the researchers chose to study participants consisted of five people who teach Islamic Education in five schools of the same category of secondary school but of different regions and states. Criteria for study participants is determined by selecting study participants who can contribute to the problem and research objectives, have served more than 10 years of experience earned enough to answer the research questions and are willing to share experiences and teaching of Islamic Education secondary school. Generally, the names of the participants of the study is the suggestion of Curriculum Development Center (CPC), the Ministry of Education. The researchers conducted a study to obtain permission from the Ministry of Education, the State Education Department, school principals and IET involved.

In this case, the case study was also selected because it is appropriate to answer the research question because it involves teachers' internal elements such as beliefs, thoughts and principles.

Qualitative research is a study that resulted in a finding that could not be obtained in quantitative methods such as the reality of human life, life experiences, emotions and feelings or in connection with organizational functions, behavioral, cultural phenomena and international relations (Strauss & Corbin, 1998). The data collected using in-depth interviews as well as observation and analysis of teaching adopted document. The researchers did not write the name of the actual participants in the study of the findings but simply placing a specific code such as P1 to participants and TB1 for an interview. Abbreviation for observation, the researchers put the code P1 for the observed one.

Findings
The main focus in the discussion of this article is a reference to the underlying objective of the study is "How is the approach to teaching prayers in Islamic Education in Schools". The findings were explained in detail with respect to the approach that has been applied by the GPI while performing teaching of prayers. The findings have shown four approaches that have been practiced by IET in order to ensure the implementation of the teaching prayers to produce students who are literate and caring in their daily prayer practice. Besides that, it can stimulate students to continue to discharge his/her duties in order to pray in any kinds of situation like Figure 1 below.
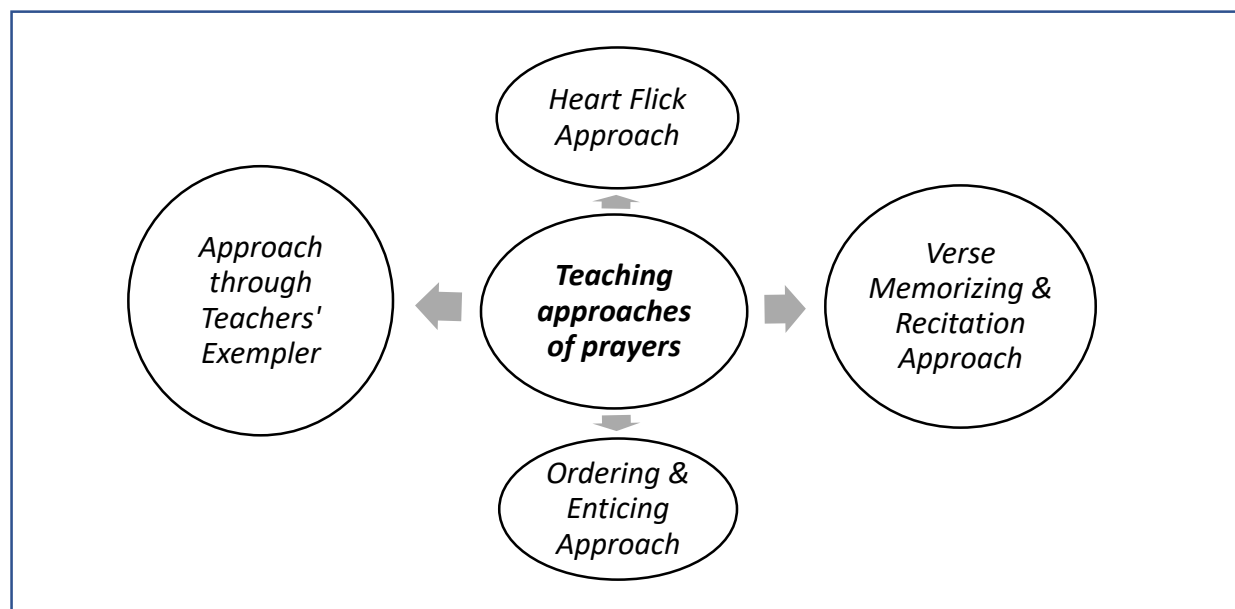

Figure 1: Teaching Approaches of Prayers

Approach 'Heart Flick'
In order to ensure the teaching of prayers become more meaningful, students should be approached slowly and deeply. With the effect of touching students' hearts, it will raise awareness for them to follow the teaching of prayers. Most of the study participants also approached 'Heart Flick' even using it in different ways. Among them can be viewed through interviews and observations with the participants 3 (P3) of the study:

"normally Kak Aidah will do it, class begins. Actually bismillahhirrahmanirrahim 'allahummasolli ...', read all the prayers, 'O Allah, O my Lord forgive the sins of my students'. Aa that's is what I would do "

"Kak Aidah always does it, at the end of every lesson we would say our prayers, we will pray for them. End it with bismillah. There must always be a prayer from the teacher. In class you're quiet and not say your prayers like that, the students won't feel anything so Kak Aidah would just say the prayers even though it's different depends on the naughty students , 'Oh my God, my Lord, you open their hearts and you made them chaste blah blah blah ... '. The doors to their heart. So they would say amen amen. He will not be get up and leave but he would remain still there "(P3 / TB1 / 03.06.18)

While Participant 5 (P5) uses the approach that comprehends students' heart to pray before starting the process of teaching in order to attract their attention in class;
"Erm. But so if that students who said there was a problem earlier, mmm..guide them slowly. Provided he or she. We have to attract her heart, too. Because sometimes there are backgrounds of these students that might cause them to hate performing prayers, ". (P5 / TB 1 / 11.05.18)

Participant 1 (P1) approach also often reminded the students about the importance of studying and praying with your heart touched through the stories of the grave. He often carries stories related to the implications of the prayer and prayer places a duty in the primary responsibility of the students in addition to exam success;
"That's the same way for prayer too ... why do you pray… oooo…. another more important thing ... test is more important than spm the four questions in the grave.. a lot of them can't still answer them…. You memorize them in this world allahu rabbi..allahu rabbi. But if your duties.. still you don't answer… and still cannot answer… we want to say…. Touch their hearts…. To learn to pray actually… but at least when talking about death.   Tales about the hereafter… and correlates them with prayers….aaaa…. they will listen…. They are excited to hear them… and yes sure . (P1 / TB / 2.4.18)

Approach Ordering and Enticing
A number of study participants were found to state that the approach ordering and persuading is to be done to stimulate students to participate in prayer in the classroom teaching. While ensuring that students can perform the ritual prayers in accordance with the law. Participant 2 (P2) stressed that the command and persuade is very important in teaching prayer because it is the responsibility of all parties regardless of the position based on the evidence in the Qur'an;
"I take one verse in the Quran though I don't remember what it is. Sura Al Imran, oh wait no it's Surah Ibrahim: Command your family members to pray. The meaning there is ... command our family members to pray no matter it is our family members or anyone else ... it means that when it comes to prayers, we have to order them to, That is the fact that I took from that. It means that the responsibility lies on whoever it is be it a leader or parents or teachers especially to command their children to pray No matter where it is, when it is and till their death days. Means that we have to be patient on that command. Means that if the child cannot do it, we have to continually commanding them. The verse goes like this ... it is a lesson for us who are leaders to keep on doing it continuously, do not give up. Don't ever reach the level 'the hell with you , don't want to pray it's up to you". (P2 / TB1 / 02.28.18)

While Participant 3 (P3) also stated that her stressed on the approach in the implementation of persuasion in teaching prayers;

"Next is persuading them, enticing them, aaa means that… means that one knowledge…. Second is persuading or enticing them. To upgrade a knowledge is through persuasion, he would later ask, always caring, they already pray or not… did they perform dhuha prayers today or not? care for them. So it means the child already knows. so at first he would feel heavy to do it but sooner or later it would be of a habit. Aa when I see the kid I would always ask, would want to ask… want to persuade…."(P3 / TB1 / 3.7.18.)

This persuasion approach is also supported by the observation 1 (O1) of her teaching (P3 / O1 / 6/3/18) that teach about 'Solat Sunat Hajat'. Complete description of each one of the special prayers like the pronouncement of will reciting, verse reciting, P3 then ask students to prepare to go to the mosque to pray together.

Approach Exemplar Teacher

Teaching based on the approach by modelling the teacher is also aimed at making students understand better that lesson well by methods commonly practiced by teachers. Understanding approach by exampling also can guide the students to apply the teachings of Islam in their lives based on the observation of the teacher. This is consistent with the principles of teaching which was organized by the Prophet Muhammad through 'Qudwah Hasanah'. Prophet Muhammad never commanded anything but he will performed it firsthand. Similarly, the prohibition to avoid certain things unless he first would forbid it. This is evident from the word of God,

"Certainly there is for you in the Messenger of Allah an excellent example, for those who look forward to (the pleasure of) Allah and (reward) in the Hereafter, and they also remember Allah much (in hard times and happy "(Quran, 33:21)

Accordingly, the study participants were interviewed and said that the process of teaching and calling them for prayers is through the involvement of teachers in advance:

"But yes we start with ourselves first, starting with us, we also have to do it. If we do it, we would obtain soul. When we have soul in us, we can deliver them to other people "(P5 / TB1 / 04.11.18)

"We as a role model means that we have to show that we are there for a reason, for example we are here, we should do sunat prayers that we talked about…. That's it actually, the one that we have to implement. This is what we always say but... "(P2 / TB1.28.2.18)

"he becomes a role model or example for this students haa, One, this students with us which if its in a week for form 1, 2, 3 students, the class period is 7 periods so 7 times 30 minutes is a lot of time, 210 minutes they will be with us, they see how we are and our language… our communication with the students… as one of the guidelines, people say .... "(P5 / TB1 / 11.04.18)

Recitation and Memorization Sentence approach

Study participants also shared their experiences in conducting teaching through the practice of prayer, which began with the reading class recitation and memorizing verses in addition to prayer. The approach of remembrance and read verse memorization is conducted simultaneously when of prayers begin in the classroom. Participant 3 (P3) as a teacher who has nearly 30 years of experience by reading certain verses, it softens the hearts of his students to continue to follow the teaching of

prayer. It is based on interviews and observations (P3 / P1 / 06.03.18) (P3 / P1 / 05.03.18) against him;

"Before we start our class..kita say our prayers and verses..astaqfirullah a'zim ... then we solawat ... the method is used since before all… a method that I have been using for a long time… beginning in Sarawak…. Meaning that we want this student… he wants a soul cleanse... tazkiyyatun nafs..meaning istiqhfar ... we want to give them knowledge… but he is not ready.. so if we want we must recite.. if we want to train him then we must always recite…" and with recite that I always do at every class beforehand, we hope that it would soften their hearts. "

Participant 5 (P5) states that the teaching approach reciting prayers in advance in class will make the hearts of the students soft and easy to focus during lesson. Everything that was told by the teacher will be followed easily;

" so the students already know that when we go into class we would start our lesson with the verse recitation and then proceed to tahiyat,… aaa so they will follow, aaa. So we would do the same thing repeatedly. Aaaa so they become good at it" (P5 / TB1 / 04.11.18)

The approach starting class by reading verse memorization is also done by P4. This is based on their observation (O1) of teaching prayers Participant 4 (P4); (P4 / O1 / 3.5.18 and P4 / O2 / 04.05.18).

Discussion

The analysis highlights the approach prayer important to help the implementation and practice of prayer, especially in schools through the support and the relationships between students and teachers. The findings also show that the study participants were aware of the best approach should be used to ensure that the teaching process of prayers always go smoothly and be able to attract students not to overlook the responsibility of performing prayers or the prayers of others. Teachers need to enhance the role and responsibilities of each in implementing the tasks and trying to find the best approaches to improve the effectiveness of teaching, especially teaching prayers and hopefully it can be a guide to all teachers in Malaysia in particular and in the Islamic world generally.

Approach through making teachers as an example and implementing the perfect prayer, even prayers must be presented by teachers at the school in advance. This is an effort to make schools as the best model and is the most effective teaching of prayers for the students because they like to observe and imitate everything that is done by their teachers unnoticed either directly or indirectly. This is proved from the study Aderi et al., (2016), teachers in particular IET must wisely choose an appropriate approach because it is one factor that is important to the effectiveness of the teaching that will be presented by teachers to pupils other than talent and personality of a teacher in a disciplined knowledge environment and all teachers should be creative to make the teaching prayer more meaningful.

In short, the approach used by teachers in teaching prayer is closely linked to the practice and experience of teachers themselves. Teaching approaches that emphasize heart flick approach, instruction, advice and storytelling elements present in explanation technique seeks to change the perception of students to learn and perform the prayer. However, understanding and applying teaching approaches can be enhanced by focusing on aspects of implementing religious devotion or in other words the pleasure of worship.

Conclusion

Teaching prayer is a form of teaching that aims to raise the rank and position of humans. To achieve these goals and objectives, teaching prayers must be done with full attention and sincere hearts and full of the love of God in terms of approaches, methods, strategies, understanding, and appreciation of implementation. The conclusions of this study are to show that teaching approaches of prayers performed by the GPI is based on an approach that is able to attract students to pursue teaching. But teachers need to strengthen their teaching approach from time to time either directly or indirectly through programs, courses or even seminar specially designed for this purpose. Spirituality based education approach should also be considered and emphasized time and continues to be in line with academic excellence. Expectations of this writing, so that the teachers will always enhance their efforts and commitment to guide students by providing a variety of approaches and spiritual activities. Thus, this study is an initial step towards a more in-depth study and comprehensive to strengthen and improve the process of teaching prayers in secondary school in particular and Malaysia in general.

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