

## **Analysis of Islamic Religious Education Learning Management and its Impact on Teaching Methods in Ban Bangpu Yaring Pattani Elementary School, Thailand**

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### **ABSTRACT**

The objective of this study is to analyze Islamic religious education learning management at Ban Bangpu Yaring Pattani Public Elementary School in Thailand. Utilizing a qualitative descriptive study and a case study approach, this research focuses on the perspectives of the school principal, teachers, and students. Data were procured via interviews, observations, and document analyses, which were subsequently interpreted qualitatively using the Huberman and Miles model.

Our findings show that the Islamic religious education curriculum management at Ban Bangpu Yaring Pattani Public Elementary School undergoes several stages: (1) The planning of the curriculum begins with an emphasis on the Islamic curriculum at the basic education unit level, a SWOT analysis, the establishment of a curriculum development team for Islamic religious education, curriculum development, revision based on feedback, approval by the local Department or Office of Basic Education, followed by implementation. (2) The implementation of the Islamic religious education learning lacks innovation due to a majority of the teachers being senior staff. Their limited skills in utilizing new technology result in a reliance on traditional learning management models. As a consequence, the learning process fails to fully engage students and teachers struggle to keep pace with modern teaching styles. Notwithstanding, the teachers excel in dedicating ample attention to the students. (3) The evaluation of student learning outcomes has been conducted by teachers to determine the students' mastery of basic competencies in elementary school. The assessment of student learning occurs at the end of each basic competency using predefined indicators based on the minimum competency criteria value, conducted in four stages: classroom, school, regional, and national levels.

This study underscores the need for more innovative approaches in Islamic religious education and training in new teaching methods for senior

teachers to better engage students and match up with the dynamics of the modern world.

Keywords : Islamic Religious Education Learning Management, Impact on Teaching Methods

### **A. Background of the Problem**

Education plays a crucial role in the development of citizens in Thailand, encompassing economic, political, social, and cultural aspects. It is a process that encourages individuals to acquire knowledge, develop reasoning and logical thinking, and gain perspectives to enhance themselves and society. The implementation of education must align with the National Education Act of Thailand (1999), specifically Article 6 on education implementation.

Since 1999, the National Education Decision has approved various types of education in Thailand, with formal education falling under the purview of the Ministry of Education. The Ministry oversees educational goals, methodologies, curricula, duration, examination systems, and evaluations in both government and private institutions. Formal education in Thailand comprises primary and higher education, including general and vocational education, divided into two levels: primary education and higher education.

Since 2002, there have been changes in the Thai education system, particularly in Islamic education, following the decision to implement a compulsory 12-year education period. This includes pre-primary education or kindergarten, primary education (elementary school), lower secondary education (junior high school), and upper secondary education (senior high school).

Primary education in Thailand spans six years, followed by three years of lower secondary education and three years of upper secondary education. Compulsory education lasts for 12 years, beginning at the age of six in primary school and ending at a maximum age of 12 upon completion of primary education. The core subjects in the primary education system consist of Thai language, mathematics, science, social studies, religion and culture, foreign languages, health and physical education, arts, and career and technology (Didik Sulistyanto, 2011).

Previously, organizing Islamic education, especially teaching Islamic religious education in public elementary schools in Southern Thailand, posed challenges for Muslim citizens. Since 2004, three provinces in Southern Thailand have experienced prolonged conflict, leading to progress in Islam in Thailand as a result of the long struggle of the Muslim community. The Thai government eventually allowed the organization of Islamic education, leading to the establishment of 200 Islamic educational institutions and 2,000 mosques in Thailand as of 2011. Some of these institutions adopt the pesantren system similar to those in predominantly Muslim countries like Indonesia and Malaysia.

Islamic education in Thailand extends beyond schools and pesantren, with various Islamic institutions organizing activities such as religious gatherings, Islamic education for young children, and weekly study sessions. Indonesian Muslim communities and students also organize monthly gatherings known as Ngajikhun study forums in different regions of Thailand. Furthermore, Thai Muslim communities collaborate with national and international educational institutions to organize international seminars on Islamic education.

Primary education holds significant importance, with its curriculum aiming to develop students' intellectual thinking, practical skills, and problem-solving abilities. It also prepares students to contribute to society and improve their quality of life while embodying the best qualities as human beings in their work and social lives (Hagya Maleeny, 2003: 1).

The Ministry of Education of the Thai government has the main mission of managing, administering, and developing the education system at all levels throughout the country. It seeks to enhance the quality of life of Thai individuals, enabling them to become morally upright citizens who can develop themselves and succeed globally. The mission also includes providing opportunities for continuous learning and development to the people of Thailand.

According to the Department of Education's 2010 Report, the operational projects carried out by the Department of Education in the fiscal year 2010 encompassed seven strategic issues:

Creating opportunities for lifelong education and learning

Enhancing the quality and standards of education

Building the country's capacity through knowledge-based issues

Education development for national security

Development, management, and legal aspects of education

Education and research in providing healthcare and promoting health

Stimulating awareness and fostering arts and culture (Ministry of Education, Department of Education Report, 2010).

Since 2005, the Thai government has implemented the Islamic religious curriculum in public elementary schools, provided the school has a Muslim student population of at least 50%. Ban Bangpu Yaring Pattani Public Elementary School in Southern Thailand, with a 100% Muslim student population, adheres to this requirement. The school adopts a dual curriculum system, consisting of the general curriculum and the Islamic religious curriculum, to meet the Ministry of Education's regulations. The school manages its curriculum with two leadership roles: the curriculum management chairman for the general curriculum (Saman curriculum) and the curriculum management chairman for the Islamic religious curriculum. The curriculum sets quality standards for students' competencies, processes, virtues, and morals, with a focus on developing their intellectual capacities. The Department of Education divides the elementary school curriculum into two systems: the Saman curriculum (general curriculum) and the Islamic religious curriculum. The Saman curriculum encompasses subjects such as Thai language, mathematics, science, social studies, religion and culture, health and physical education, arts, career and technology, and English language. The Islamic religious curriculum covers subjects like Qur'an, Aqidah (Islamic creed), Hadith (Prophetic traditions), Fiqh (Islamic jurisprudence), Tarikh (Islamic history), Akhlaq (moral values), Arabic language, and Malay and Arabic languages as additional subjects (Office of Basic Education, Department of Education, 2010: 8).

Based on the above information, primary education, especially Islamic religious education, holds significant importance. The curriculum aims to develop students' thinking, actions, and problem-solving skills while helping them improve their quality of life and contribute positively to society. The community expects this curriculum to have a beneficial impact on students' lives within their local environment, in accordance with local

customs and the teachings of Islam brought by Prophet Muhammad (peace be upon him) and his companions.

However, the Islamic religious teachers at Ban Bangpu Yaring Pattani Public Elementary School in Thailand are not adequately prepared to face or adapt to the changes in the Islamic religious education curriculum, particularly in terms of curriculum management, including planning, implementation, and evaluation at the elementary school level.

Teachers play a valuable role as educational personnel in implementing a quality Islamic religious education curriculum. Consequently, the researcher aims to obtain information on curriculum management, specifically regarding the management of the Islamic religious education curriculum at the elementary school level in Ban Bangpu Yaring Pattani School, Southern Thailand.

## **B. Problem Identification**

Based on the discussion about primary education, it is evident that the management of Islamic religious education learning at Ban Bangpu Yaring Pattani Public Elementary School in Thailand is inadequate and outdated.

## **C. Problem Statement**

Given the background of the problem and the identified issues, the research problem can be formulated as follows: How do Islamic religious teachers at Ban Bangpu Yaring School in Thailand manage the teaching of Islamic religious education, specifically in terms of planning, implementation, and evaluation?

## **D. Research Objective**

The objective of this research is to analyze the management of Islamic religious education learning at Ban Bangpu Yaring Pattani Public Elementary School in Thailand, focusing on the areas of planning, implementation, and evaluation.

## **E. Literature Review**

Definition of Learning Management:

Learning management can be defined as a series of activities that empower all elements and resources related to learning to ensure effective and efficient learning. It encompasses what is managed in learning

management (What), the responsible parties (Who), the process of learning management (When + Where + How), and the benefits of learning management (Why).

#### Aspects Managed in Learning Management:

In order to achieve outstanding results in teaching and learning, schools must ensure that lessons are taught in an inspiring and highly effective manner. According to Ofsted (Sam Morton, 2011), "To receive an outstanding grade for teaching and learning, a school must ensure that lessons are taught in an inspiring and highly-effective way."

Learning management or Teaching and Learning Activities (TLA) include various aspects both inside and outside the classroom. These aspects encompass:

Management of the learning environment/classroom: Creating a conducive and engaging environment for learning.

Management of instructional materials: Handling and utilizing materials that support the teaching and learning process.

Management of activities and time: Planning and organizing activities and allocating time effectively.

Management of students: Addressing student needs, behavior management, and fostering an inclusive learning environment.

Management of learning resources: Utilizing various resources to support learning, including messages, people, materials, devices/equipment, techniques/methods, and the learning environment/setting.

Management of teaching behavior: Incorporating effective teaching strategies, techniques, and approaches.

Learning resources, as classified by Rusman (2011), are essential components in the teaching and learning process. These resources can be categorized as follows:

Messages: Information that needs to be conveyed, such as ideas, facts, understanding, and data. Examples include study materials, folk tales, fairy tales, and advice.

**People:** Individuals who possess information and play a role in the teaching and learning process, such as teachers, actors, students, speakers, and players. Examples include resource persons, community leaders, heads of institutions, and respondents.

**Materials:** Software components that contain messages to be presented through the use of tools. Examples include transparencies, film slides, tape recorders, and picture books. Reliefs, temples, statues, tools, and techniques can also be considered as materials.

**Devices/Equipment:** Hardware components that facilitate the presentation of messages contained in the software. Examples include overhead projectors (OHP), projectors, slides, films, TVs, cameras, whiteboards, generators, engines, tools, and cars.

**Techniques/Methods:** Procedures and approaches employed in using learning materials, equipment, situations, and people to convey messages effectively. Examples include lectures, discussions, sociodramas, simulations, independent studies, games, and casual conversations.

**Environment/Setting:** The surrounding context in which the message is delivered, such as classrooms, studios, libraries, auditorium halls, parks, gardens, markets, shops, and museums.

By effectively managing these aspects and utilizing various learning resources, schools can enhance the teaching and learning experience, resulting in improved outcomes and student engagement.

Table 1

Classification of types of learning resources (Rusman, 2011: 137)

Types of Learning Resources	Understanding	Example	
		Designed	Utilized
1. <i>Message</i>	Information that must be channeled by other components is in the form of ideas, facts, understanding, data.	Study materials	Folk tales, fairy tales, advice
2. <i>People</i>	People who store information. Not including those who	Teachers, actors, students,	Resource persons, community

	carry out the function of developing and managing learning resources.	speakers, players (excluding technicians and curriculum teams)	leaders, heads of institutions, respondents
3. <i>Material</i>	Something can be called software that contains messages to be presented through the use of tools.	Transparencies, film slides, tape recorders, picture books.	Reliefs, temples, statues, tools, techniques
4. <i>Device</i>	Something can be called hardware that channels messages to be presented in the software.	OHP, projector, slides, film, tv, camera, whiteboard	Generators, engines, tools, and cars
5. <i>Technique</i>	Procedures prepared in using learning materials, equipment, situations and people who convey messages.	Lectures, discussions, sociodramas, simulations, lectures, independent studies	Games, lectures, casual conversations
6. <i>Setting</i>	The surrounding situation in which the message is channeled.	Classrooms, studios, libraries, auditorium halls	Parks, gardens, markets, shops, museums,

### C. Process/Methods of Learning Management

#### Management of Learning Space/Classroom:

The management of learning space involves the effective organization and arrangement of various objects and items within the classroom. This includes desks, chairs, student artwork displays, school furniture, and other learning resources. The arrangement of desks and chairs can be done in different configurations such as groups, U-shape, or rows, depending on the teaching strategy and desired outcomes. However, it is recommended to avoid using rows if high interaction among students is desired.



The learning space should fulfill the following criteria:

- a) Appeal to students and create an engaging environment.
- b) Facilitate teacher and student mobility within the classroom.
- c) Enable effective teacher-student and student-student interactions.
- d) Provide easy access to learning resources and instructional aids.
- e) Facilitate varied activities and learning experiences.

Management of Instructional Materials:

In managing instructional materials, teachers need to carefully plan challenging learning tasks, provide feedback, and establish assessment programs that allow all students to demonstrate their learning outcomes. The key to providing challenging tasks lies in creating a set of questions and tasks that encourage critical thinking and engagement in scientific activities.

Teachers should focus on the following strategic aspects in managing instructional materials:

- a) Providing thought-provoking questions and tasks that stimulate student thinking and inquiry.
- b) Providing meaningful feedback to guide student learning and improvement.
- c) Designing assessments that allow all students to demonstrate their abilities and showcase their learning outcomes.

Management of Activities and Time:

The teaching and learning process typically consists of three major activities: introductory activities, core activities, and closing activities. These activities are crucial for effective classroom management and learning

engagement. The management of activities and time can be organized and structured as shown in Table 2 below:

Table 2

Management of Activities and Time (Masnur, 2007: 60-61)

Initial activity	Filled with stating things that interest students to learn, reviewing prerequisite knowledge, or conveying initial information and or classical task explanations.	Time Allocation: 10 to 15 minutes
Core activities	Provided for students to experience activities such as conducting experiments, role playing, problem solving activities, or simulations, which should be done in pairs or groups. If the core activity is carried out by students individually, it must be followed by activities that involve more than one person, for example explaining the process and learning outcomes to their friends. This is intended to create interaction between them so that their learning outcomes become stable.	
Closing Activities	Usually filled with a summary of classical learning outcomes.	Time Allocation: 10 to 15 minutes

4. Management of Students a) In order to develop individual and social skills, the arrangement of students in learning should alternate between individual, pair, and group learning. The arrangement should

be adjusted to the learning materials being studied. b) Implementing a "peer tutoring" system, where capable students are assigned to provide explanations to less capable students. Similarly, encourage less capable students to ask questions or seek explanations from capable students before approaching the teacher. This is done to instill the idea that learning can come from anyone, not just the teacher, and to reduce dependency on the teacher. This approach also aims to eliminate the myth that "the teacher knows everything and is always right".

5. Management of Learning Resources In managing learning resources, teachers should consider the available resources within the school and involve the people within the school system. Utilizing resources from the surrounding environment is necessary to make the school an integral part of the local community. This way, the school can fulfill its function as a center for social and cultural renewal and development.

Utilizing the environment can develop various skills such as observation (using all senses), note-taking, formulating hypothesis-driven questions, classifying, writing, and creating drawings/diagrams.

6. Management of Teaching Behavior "If feeling stressed, the brain's performance will not be optimal. The brain is emotionally hijacked - (Quantum Teaching)" This statement emphasizes that emotions greatly influence the cognitive functioning of the brain. Therefore, teachers should maintain their behavior in order not to disturb the emotions or feelings of the students.

Feelings of being offended, humiliated, threatened, or underestimated are examples of feelings that can hinder the brain's functioning. International research reveals that children's needs include 5 aspects: (a) to be understood, (b) to be respected, (c) to be loved, (d) to feel valued, and (e) to feel safe. Interestingly, none of these aspects are related to having a nice building or complete facilities. They are all psychological needs, not material needs. In line with these five aspects, some expected teacher behaviors include: (a) listening to students, (b) respecting students, (c) developing students' self-confidence, (d) providing challenges, and (e) creating an atmosphere where students are not afraid to make mistakes or fail.

## F. Conclusion

Based on the research findings and discussions, the following conclusions can be drawn:

The planning of Islamic education learning at Ban Bangpu School begins with the formulation of school programs and is effectively implemented. The curriculum planning process for Islamic education involves various techniques, including specific training for the school principal and Islamic teachers, SWOT analysis to understand the school's internal and external environment, the formation of a curriculum development team, formulation and budgeting of the curriculum based on guidelines from the Pattani District Education Office, and incorporating feedback from teachers, school committee members, and the community into the teaching and learning process.

Student learning outcomes are evaluated by teachers to assess the level of mastery of basic competencies. Research on student learning outcomes can be conducted at the completion of each competency using predetermined indicators. The establishment of minimum competency standards (MCS) for each subject ensures continuous improvement in student learning. Ban Bangpu School employs a multi-level evaluation approach, which includes assessments at the classroom, school, district, and national levels.

In conclusion, the management of Islamic education learning at Ban Bangpu School in Thailand highlights the significance of effective planning, implementation, and evaluation. The involvement of school leaders, teachers, school committees, and the community has played a crucial role in ensuring the quality of Islamic education and the success of students' learning outcomes.

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