

Challenges Faced by Teachers about Inculcating Islamic Values: Pilot Inquiry

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ABSTRACT

This paper examined the different challenges faced by the teachers in inculcating Islamic values among teachers in selected private Islamic secondary schools in the Klang Valley, Malaysia. To achieve the purpose of this study, descriptive analysis (frequencies and percentages) was formulated to direct the study. A survey research design was adopted for the study. The sample of the study consisted of 106 teachers from 145 respondents drawn from the area of the study. The instruments for data collection were first the teachers' attitudes. Then, the school environment and the last teaching materials/aids. The data were analyzed quantitatively using Statistical Package for the Social Sciences (SPSS). The result shows that most teachers, specifically 75%, who participated in this study faced challenges in inculcating Islamic values in teaching at school. The researcher suggested that future research should include additional public school teachers to compare their challenges of inculcating Islamic values.

Keywords:

Islamic education; Challenges Faced by Teachers; Inculcating Islamic Values

ABSTRAK

Makalah ini membahas berbagai tantangan yang dihadapi oleh para guru dalam menanamkan nilai-nilai Islam, di antara para guru di sekolah menengah Islam swasta terpilih di Lembah Klang, Malaysia. Untuk mencapai tujuan penelitian ini, analisis deskriptif (frekuensi dan persentase) telah dirumuskan untuk mengarahkan penelitian ini. Desain penelitian survei telah diadopsi untuk penelitian ini. Sampel penelitian ini terdiri dari 106 guru dari 145 responden yang diambil dari wilayah penelitian.. Instrumen pengumpulan data ini ialah pertama: adalah sikap pribadi guru, kedua: lingkungan sekolah dan yang terakhir bahan-bahan pengajaran/alat bantu. Semua data telah dianalisis secara kuantitatif dengan menggunakan Paket Statistik untuk Ilmu Sosial (SPSS). Hasil penelitian ini menunjukkan bahwa sebagian besar guru, khususnya 75% yang berpartisipasi dalam penelitian ini

menghadapi tantangan dalam menanamkan nilai-nilai Islam dalam pembelajaran di sekolah. Peneliti menyarankan agar penelitian di masa depan harus menambahkan sekolah-sekolah umum untuk membandingkan metode pengajaran mereka dalam menanamkan nilai-nilai Islam.

Kata Kunci:

Pendidikan Islam; Tantangan yang Dihadapi Guru-Guru; Penanaman Nilai-Nilai Islam

1. Introduction

Islam encourages humankind to acquire a wide range of useful knowledge. The Qur'an and Sunnah urge mankind to think, ponder, reflect and acquire knowledge that would bring them closer to God and his creation (Wani & Maqgbool, 2012). There are many evidence and virtues of seeking, acquiring, and spreading the knowledge of deen as Prophet Muhammad SAW said "Seeking knowledge is obligatory upon every Muslim (male and female)" (*Sunan Ibn Majah*, 224).

According to Hassi (2011), knowledge plays a key role in Islam and is closely related to education and learning". In the Holy, Qura'an Allah says "... Allah will exalt those of you who believe and those who have the knowledge to high degrees." (*Al-Mujadila*, 58:11). Furthermore, Al-Attas (1979) expounded that, in other words, acquiring knowledge is a part of worship; it is a duty and obligation on every Muslim, regardless of gender, race, nationality, ethnicity, social status, or age, with every member of society is encouraged to become educated, to put their knowledge into practice, and convey to others what they have learned.

Most scholars have comprehensive knowledge that continuously transmits their knowledge to the students, as by Ashraf (1985) that cited in Amin Mt (2019), who defines *Islamic education* as an education that trains the sensibility of pupils in such a manner that in their attitude to life, their actions and decisions and approach to all kinds of knowledge, they are governed by the deeply felt ethical values of Islam.

Hashim (2005) proposes the Islamization of the curriculum, which is very clear and practical for school institutions. She suggests that Muslim teachers have to instill Islamic concepts in Muslim students. However, most teachers not inculcating Islamic concepts and values into their teaching in schools (Amin Mt & Mustaffa, 2019).

The learning of *Islamic education* is very important for every Muslim because it is a gateway to knowing Islam and its teachings (Mustafa, 2010). Through *Islamic education*, the character building of a good Muslim as an individual and a member of society would be emphasized and developed. In other words, teachers play an essential role not only in transferring knowledge and training skills but also in inculcating values to their students (Amin Mt & Mustaffa, 2019). The

research objective of this study is to examine the different challenges faced by the teachers in inculcating Islamic values in school.

2. Methods

This study is designed quantitatively to identify the number of challenges faced by the teachers in inculcating Islamic values in their classroom teaching. This study is descriptive quantitative. The survey method helps the researcher to describe the attitudes, opinions, behavior, or characteristics of the population under study (Creswell, 2012).

According to Fraenkel and Wallen (2000), population refers to the group that is of the researcher's interest and is a group for the researcher to work on. The population of this study is all teachers in selected private secondary schools, namely Al-Amin secondary school, International Islamic Secondary (IIS) School, and ADNI Islamic Secondary School in Klang Valley. The information and the complete list of the population are based on the database provided by the schools. The population of teachers in the three secondary schools consists of 145 teachers. The population consists of all teachers teaching different subjects in the selected schools under study. Due to the small size of the population, this study is going to collect the responses from the whole population, regardless of their demographical background.

The researcher used the purposive sampling technique to select the sample of respondents for the study. According to (Creswell, 2014) the advantages of using purposive sampling are that it can reduce the generalizability among the subjects, and it uses the best available knowledge.

The researcher selected respondents among teachers in three selected private secondary schools in Klang Valley using a Raosoft calculator to determine the sample size after the target population was known. A Raosoft calculator is an innovative software program for information gathering and analysis (Raosoft, n.d.). This software is helpful and useful to assess the suggested sample size after the researcher has determined the number of the population. The researcher had a population of 145 teachers, so the researcher arranged the margin of error to 5% and the confidence level to 95%. The result shows that the minimum sample size required is 106 teachers.

The researcher used questionnaires to collect the data for this study. Cohen, Manion, and Morrison (2007) claim that "the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to *analyze*."

The researcher adapted the questionnaires from three different instruments from previous research, and some questionnaires were used with modifications to appropriate with this study. This questionnaire has 26 items using the 3-point Likert Scale, which is based on opinionated statements to which respondents are asked to indicate perceptions or opinions. This questionnaire uses a 3-point Likert scale format that clarifies the opinion about the challenges in inculcating Islamic values among

teachers ranging from 1 (Agree), 2 (Disagree), 3 (Not sure). Furthermore, the submitted questionnaires will be checked for completeness and tabulated in a numerical code. Moreover, The data will then be inputted into a computer file using Statistical Package for the Social Science (SPSS) version 22 software to gather the data.

3. Results and Discussion

Education aims to develop the student's abilities, skills, moral, cognitive, mental, spiritual, and intellectual aspects in gaining knowledge and to get closer to Allah SWT as good servants. Teachers generally find themselves faced with many problems in teaching and learning, be it from students, curriculum, teaching methods, etc. Sahari and Langgulung (1999) stated in an article in Explanations behind school children's poor attitude towards *Islamic education*, the teacher has problems engaging students' interest in *Islamic education* in some factors namely teaching method, teacher characteristics, textbooks, and curriculum structure.

Moreover, Nur-Ashikin (2003) set at least five challenges that the teachers of Islamic Religious Knowledge face in propelling *Islamic education*, especially in inculcating Islamic values. Those five challenges are found in methods of teaching, teachers' attitudes towards Islamic values, curriculum structure, textbooks, and instructional aids. Quite similarly, in this study, the researcher has chosen the challenges faced by teachers in inculcating Islamic values according to three categories, namely teachers' attitude, school environment, and teaching materials/aids.

3.1 Teachers' Personal Attitude

Salleh (2009) emphasized that educators should instill in students the emotional *nafs* of *al-mutmainnah* and allow them to follow the Qur'an and Sunnah in the fullness of one's personality and creativity. He also pointed out that *Islamic education* aims to balance the overall balanced personality development of the human acronym JERISAH-Jasmani (physical), Emosi (emotional), Rohani (spiritual), Intelek (intellectual), Sosialisasi (socialization), Alam (environment), and Hamba Allah (vicegerent of Allah). These fundamental components need proper education and training in such a way that faith is infused into the whole of one's personality. Consequently, this personality can be governed by the Islamic system of values sincerely, willingly, and ecstatically so that one may realize status as Vicegerent of Allah. This means that teachers have an excellent task in achieving the goal of molding a person to become *Khalifatullah*, to whom Allah has promised the authority of the universe. This could be achieved through appropriate strategies, approaches, leadership, and a well-organized curriculum.

According to Ashraff (1985), the teacher is the most productive model for students at primary to secondary levels. Teachers must have an Islamic character and employ Islamic values as the code of life to realize the superiority of *Islamic education*. Hence, they will be able to guide students to appreciate Islamic values (Jasmi & Tamuri, 2007). Teachers are idolized and depended upon because not only are they knowledgeable, but they must also have Islamic personality and devotion that can

be outstanding role models for students to emulate without hesitation (Kamarul Azmi & Ab Halim, 2012).

Teachers without a high level of piousness will not be able to be good role models. Hence, teachers' approaches and teaching styles must be abreast with the current and latest developments in maximizing the acquisition and application of knowledge gained (Tamuri et al, 2013). The ideal of a teacher in Islam should be referred to the Prophet Muhammad (P.B.U.H), his companions, and also great Muslim scholars. Halstead (1995) states that 'teachers were expected not only to be learned but also to have a deep personal commitment to faith and to be a living example of virtue and piety which students could unhesitatingly emulate'.

According to Aziz (1997), the most important teacher is those who rehearse to them about God, purify the soul, intellectual domain ('*aql*), physical and emotion with knowledge, skill, and appearance to produce a good man and contribute to the nation later on. Also, Holori (2013) the teacher is one of the most important factors in shaping students' personalities and attitudes. In the daily lives of students, and as a matter of fact, the teacher is the one who has the most interactions with them. Students see, hear and observe the teachers' deeds, actions, words, and speech. These real scenes of the teacher have a consequential influence on students as was explained above. Therefore, Muslim teachers should seize this opportunity to inculcate Islamic beliefs and values in students. In this regard, Muslim teachers who have Islamic beliefs should consider the transition of Islamic values as their responsibility. Besides, they should possess the characteristics of a good mentor and acquire the abilities and methods to influence students.

Table 1. Teachers' Personal Attitude towards Inculcating Islamic Value

No	Items	Percentage (%)/Frequency		
		A	D	N
Teachers' Personal Attitude				
1	I feel difficult to be a mentor for students in inculcation Islamic values.	59.4 (63)	19.8 (21)	20.8 (22)
2	I always rush in developing students' good character.	76.4 (81)	12.3 (13)	11.3 (12)
3	I feel difficult to be a role model.	83.1 (87)	12.3 (13)	5.7 (6)
4	Islamic practice is optional for me.	74.5 (79)	14.2 (15)	0.9 (11)
5	I pay less attention to my Islamic appearances.	63.3 (67)	22.6 (24)	14.2 (15)
6	My responsibility just to preach.	56.8 (60)	21.7 (23)	20.8 (22)
7	I am not good enough at developing students' faith in religion.	71.7 (76)	7.5 (8)	20.8 (22)
8	I do my effort to inculcate Islamic values into students.	74.5 (79)	15.1 (16)	10.4 (11)

Key: (A) Agree, (D) Disagree (N) Not sure

Table 1 provides information on the detail of the frequency and percentage for each item involved in teachers' challenges in inculcating Islamic values in their teaching in Islamic Schools. The result shows that most teachers, specifically 75%, who participated in this study faced the challenges of personal attitudes in inculcating Islamic values in teaching at school, while very few agreed and disagreed. For instance, in item 3, (81.1 %) of teachers agreed that they felt being a role model in their teaching was difficult, while 12.3 and 5.9, respectively, disagreed or were not sure about the item. In addition, in (Item 8) vast numbers of the teachers, with (74.5%), made efforts to inculcate Islamic values into students, as compared to 15.1 and 10.4, respectively, who were not sure or disagreed with the statement. Furthermore, item (7) shows that (71.1%) of teachers believed that they were not good enough in developing students' faith in religion, while the rest disagreed or were not sure, at 71.5 and 20.8 percent, respectively. Thus, it can be concluded from the above table that the majority of the participants agreed that personal attitude could be a challenge in inculcating Islamic values during teaching and learning.

3.2 School Environment

Teachers play a vital role in propagating Islamic teachings. They are responsible to create an Islamic environment by portraying good characteristics (*akhlaq*) to influence their students and inculcate Islamic values in them (Al-Attas, 1979; Tamuri, 2007 & Muhammed-Lawal, 2018). The environment does play a role in the teaching and learning process of any subject. The home environment has an impact on what goes on in schools. Hammer (2003) says that parents can largely affect the performance of children when they provide them with favorable study environments at home. Odeh et al (2015) argue that parental education and their social status have some impact on student achievement. All the above shows that the environment has some impact on the implementation of any curriculum. Ruo (1991) shows that there is a relationship between what students write and the type of language spoken outside. The administrative environment of the school not only encourages students to strive for good academic achievement but also plays a vital role in inculcating Islamic values.

Apart from that, according to Tamuri et al (2013), there have been quite many challenges in developing these younger generations due to major impacts from their social environment. Problems such as gangsterism, harassment, drug addiction, and suicide have been some examples of disciplinary problems among students, leading to the decline of students' character (Abd Razak, 2005). The success of teaching and learning is greatly dependent on the teachers' ability to educate and inculcate the students with Islamic values to be better in terms of changing students' character through the school environment. The effectiveness of the teaching and learning process is two-way feedback between teachers and students in and outside the classroom. Ajao (2001) argues that the quality of education not only depends on the teachers as reflected in the performance of their duties but also on the effective coordination of the school environment. For this reason, school authorities should be able to provide a conducive school environment that has a good climate for effective teaching and learning. Such an environment should be safe, with students treated fairly by teachers

and happy to be in school; furthermore, they should feel that they are a part of the school. Nwangwu (1990) presented the characteristics of the school setting to include school buildings, classrooms, furniture, playgrounds, sports facilities, laboratories, libraries, and facilities that help teachers deliver lessons effectively.

Last but not least, school administration also holds a powerful influence in shaping students' character. School staff, both academic and administrative, should be able to act following the mission of inculcating Islamic values through creating an Islamic environment. Related to this view, Xin (2003) notes that the role of school administrators in establishing a good social environment is starting from teachers and administrators are in a strong position to influence students' sense of belonging to a school. As a result, it is concluded that school administrators and teachers have a great responsibility to promote a healthy social atmosphere in school, which is essential in developing an Islamic environment (Khalid, 2009).

Table 2. School Environment Challenges to Inculcate Islamic Value

No	Items	Percentage (%)/Frequency		
		A	D	N
School Environment				
1	I find that my colleague does not always give cooperation to create an Islamic environment.	76.4 (81)	12.3 (13)	11.3 (12)
2	I find that the school administration does not give cooperation to create an Islamic environment.	77.4 (82)	10.4 (11)	12.3 (13)
3	I find that school administration does not concentrate to create an Islamic environment.	54.8 (58)	22.6 (24)	22.6 (24)
4	I do not find any teacher who has the same ideas about inculcating Islamic values.	67.0 (71)	12.3 (13)	20.8 (22)
5	I find that the textbooks are difficult to integrate with Islamic values.	70.8 (75)	17.9 (19)	11.3 (12)
6	I find that my subject cannot support inculcating Islamic values.	50.0 (53)	29.2 (31)	20.8 (22)
7	I find that only Islamic religious knowledge subjects can support inculcating Islamic values.	54.7 (58)	28.3 (30)	17.0 (18)
8	I find that some academic subjects cannot be blended to inculcate Islamic values.	57.5 (61)	22.6 (24)	19.8 (21)

Key: (A) Agree, (D) Disagree (N) Not sure

Table 2 also indicates the detail of the frequency and percentage for each item involved in teachers' challenges about inculcating Islamic values in their teaching in Islamic Schools in terms of the school environments. The results show that most teachers, specifically 75% of the teachers who participated in this study, faced the challenges of the school environment in inculcating Islamic values in teaching at school, while very few agreed and disagreed. Item 1 depicts that an above-average number of teachers agreed that their colleagues do not always give cooperation to create Islamic environments in the school premises, while 12.3% and 11.3%, respectively, disagreed or were not sure about the item. Furthermore, in (Item 2), vast numbers of the teachers (77.4%) agreed that the

school administration does not give cooperation in creating an Islamic environment, compared to 12.3 and 10.4 percent, respectively, who were not sure or disagreed with the statement. Furthermore, item (5) shows that (70.8%) of teachers believed that that the textbooks are difficult to integrate with Islamic values, compared to others, who agreed and were not sure, at 71.9 and 11.3 percent, respectively. Thus, it can be concluded from the above table that the majority of the participants agreed that personal attitude could be a challenge in inculcating Islamic values during teaching and learning.

3.3 Teaching Materials/Aids

Teaching materials refers to material resources for teaching and learning activities, such as textbooks, students' worksheets, Compact Disk (CD) learning kit, etc., used by the teacher as the subject content sources. Student understanding is one of the objectives that teachers always emphasize to obtain the quality of teaching and understanding. Every teacher needs to use teaching materials to make their lessons effective and creative so that their students have knowledge that can be practiced inside or outside the classroom, particularly concerning practicing Islamic values.

According to Mustaffa (2014), reading material and teachers in schools have a place with each other. It seems that it is not possible to separate these two components. At whatever point teachers go into the classroom, they would feel deficient instructing without course readings. Studies have shown that the majority of teachers favored course readings in contrast to different sources. Teachers have used course books now and again to teach them in all subjects as well as to inculcate Islamic values (Tamuri, 2007).

Also, Mustafa (2010) used audiovisual materials, slide shows, and multimedia as teaching aids to capture the interest of students and increase their understanding of *Islamic education*. In a study led by Sahari and Langgulong (1999), 93.1% of the respondents concurred that the conventional techniques for instructing and the instructors' inability to utilize varying media help as explanations behind the understudies' poor state of mind towards the educating of Islamic training in schools. The use of instructional technology was encouraged by some researchers and Muslim intellectuals to enhance students' learning experience. Daud (2003) recommended that *Islamic education* teachers use new instructional technology to enrich and improve students' understanding. She stated that the integration of various types of instructional aids would help teachers and students to achieve the desired goals of learning. Additionally, Ashraf (1986) also supported the use of audio-visual aids in the teaching of *Islamic education* for its positive effects on the learners.

Mustafa (2010) stated that researchers on *Islamic education* emphasized the usage of instructional aids and technology to make teaching more interesting. Daud (2003) has suggested the use of computers in teaching and learning *Islamic education*; has argued that it can be used in different situations and can help teachers gain attention and interest from classroom students. Additionally, Ashraf (1986) also viewed that the usage of audiovisual materials in teaching *Islamic education*

would offer a meaningful learning experience for the learners, as the teachers not only use pictures to explain about hajj, etc.

According to Nur-Ashikin (2013) teachers have to prepare attractive, interesting, and even interactive teaching aids so that the lessons are presented interactively and interestingly, and so that their lessons can be understood concretely. Best and Thomas (2007) stated that instructional aids for creative teaching are classified as visualization, association, thought cascading, chunking, metaphors, and focused relaxation. They also wrote that supporting creative teaching strategies should engage the students' attention through the use of such techniques and materials as real objects, electric whiteboards, cardboard theatre, videos, poster stations, keyword mats, thought cascades, newspapers, diagrams, OHP/projection, keyword wall displays, learning mats, flipcharts, sticky notes, posters, and artifacts.

Table 3. Teaching Materials/Aids Challenges to Inculcate Islamic Value

No	Items	Percentage%/Frequency		
		A	D	N
Teaching materials/Aids				
1	I face problems dealing with insufficient teaching materials and resources.	48.1 (51)	26.4 (28)	25.6 (27)
2	I do not have time to review the textbooks' content before using them to inculcate Islamic values.	49.1 (52)	30.2 (32)	20.4 (22)
3	I find that the teaching materials provided by the school are not supporting enough inculcating Islamic values.	63.3 (67)	22.6 (24)	14.2 (15)
4	I find that the internet was very slow to give students more information about Islamic values.	56.8 (60)	21.7 (23)	20.8 (22)
5	I find that the audiovisual is very limited to help students in understanding Islamic values.	71.7 (76)	7.5 (8)	20.8 (22)
6	I find that the animation film not suitable for my subject in inculcating Islamic values.	71.7 (76)	7.5 (8)	20.8 (22)
7	I find that the video clip provided by the school takes quite a time to attract students' interest in understanding Islamic values.	74.5 (79)	15.1 (16)	10.4 (11)
8	I find that the screen projector is very limited to help students in understanding Islamic values.	70.8 (75)	17.9 (19)	11.3 (12)
9	I do not know how to use Photoshop application to make my teaching interesting in inculcating Islamic values.	50.0 (53)	29.2 (31)	20.8 (22)
10	I do not know how to use PowerPoint effectively in inculcating Islamic values.	67.9 (72)	13.2 (14)	18.9 (20)

Key: (A) Agree, (D) Disagree (N) Not sure

Table 3 also illustrates the detail of the frequency and percentage for each item involved in teachers' challenges in inculcating Islamic values in their teaching in Islamic Schools in terms of the teaching materials/aids provided in school. The results show that more than 70% of the teachers who participated in this study faced the challenges of teaching materials/aids in inculcating Islamic values in teaching at school; while very few were not sure and disagreed. For instance, item (1) depicts that almost an average number of teachers, with (48.1%), agreed that they faced the problem of dealing

with insufficient teaching materials/aids and resources, and 26.4 % disagreed, while 25.5 % were not sure about the same item. Besides, in (Item 5) vast numbers of the teachers (71.7%) agreed that they find the audiovisual to be very limited in helping students understand Islamic values, compared to 7.5% and 20.8% who were not sure or disagreed, respectively. Moreover, item (9) shows that (50%) of teachers believed that they do not know how to use the Photoshop application to make their teaching interesting in terms of inculcating Islamic values, compared to the others, around 29.2% of whom disagreed and 20.8% percent were not sure. In item (10), 67.9% of the teachers who participated in this study agreed that they do not know how to use PowerPoint effectively in inculcating Islamic values, while 13.2% were not sure and 18.9% disagreed. Thus, it can be concluded from the above table that the majority of the participants agreed that teaching materials/aids provided in the school serve as challenges in inculcating Islamic values during teaching and learning. Based on the results of the survey of challenges faced by the teachers in inculcating Islamic values in terms of teachers' personal attitude, school environment, and teaching materials/aids. It was found that the majority of the participants agreed that most teachers faced challenges in inculcating Islamic Values during teaching and learning.

4. Conclusions

Teachers generally find themselves faced with many problems in inculcating Islamic values in their teaching and learning, be it from students, curriculum, teaching methods, etc. every instructor ought to end up a good example for their understudies, keeping in mind the end goal to instill Islamic qualities. The role model is including the teacher's reflection on her/his attempts to facilitate student learning and argues that this is the role model toward which teachers should be aiming to develop themselves to become more effective with their understudies. Additionally, school teachers should provide some education programs to teachers in terms of inculcating Islamic values before they start their teaching.

The present study's limitation is that the challenges faced by teachers in inculcating Islamic values were only examined among secondary teachers in three selected Islamic schools. However, future studies should include additional public secondary school teachers to compare their challenges in inculcating Islamic values. In addition to this, future studies could also include the approaches used by teachers to inculcate Islamic values in schools, where future studies should consider the effective methods in inculcating Islamic values in teaching.

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