Islamization of Teaching Materials (ITM): A Practical Approach to Integrated Islamic Perspectives and Values in 21st Century Education

Sidiki Diaby[1], Ilham Chenu[2*] and Jaruwat Songmuang[3]

[1]Postgraduate in Educational Sciences and Innovation Learning Management Program, Fatoni University
[2*]Ph.D., Lecturer in Educational Sciences and Innovation Learning Management Program, Fatoni University
[23]h.D., Assistant professor, Lecturer in Educational Sciences and Innovation Learning Management Program, Fatoni University
*Corresponding author, e-mail: ilham2517@gmail.com

Abstract

An efficient method of integrating Islamic viewpoints and principles into contemporary education is the Islamization of teaching materials (ITM). To generate knowledge that is based on Islamic ideals, it entails changing instructional materials to reflect Islamic principles and values. This essay focuses on concrete actions that can be performed to Islamize teaching materials, such as reviewing current resources, defining Islamic values and principles, including Islamic content, taking language into account, and consulting Islamic experts. Students can learn from resources that offer knowledge in line with Islamic beliefs by following these guidelines. The study also highlights the significance and applicability of ITM, emphasizing its potential to enhance students' comprehension of Islamic subjects, safeguard them against secularism, close gaps between Islamic and Western educational systems, and uphold Islamic history, culture, and values. The report emphasizes the value of looking through Islamic sources and speaking with Islamic scholars when determining Islamic viewpoints and values for ITM. In conclusion, this study offers a practical strategy for integrating Islamic ideas and values into contemporary education through ITM, which can support Muslim students' holistic development and help them integrate Western knowledge without compromising their Islamic identity.

Keywords : Islamization of teaching materials, Islamic values, Islamic perspectives

Introduction

The first verse revealed in the Quran commanded Prophet Muhammad (peace be upon him) to read; Allah says "Read! In the Name of your Lord, Who has created (all that exists)" (Quran, 96:1). Allah emphasized on seeking knowledge from the very beginning of the Quran's revelation. Muslim must seek all kinds of knowledge; whether it is religious knowledge or general knowledge; however, western education systems have influenced global education around the world. Those educational systems are secular-based systems trying to separate all religious values, perspectives, and views from education. (Khan, M. S. 2010). stated "Secular

education means education not based on any religious or divine faith.". Materials used in the learning process in those systems are created to meet the objectives of secularism which most of the time contradicts religious ethics. To gain Islamic value-based knowledge, we as Muslims are required to make teaching materials that go alongside Islamic perspectives and values to obtain the holistic objectives of knowledge.

According to Rahmadi et al. (2019) teaching materials are all sorts of resources utilized by teachers or instructors in the teaching and learning process. Teaching materials are tools used in the learning process to transmit knowledge effectively. ITM can refer to the process of adjusting teaching materials to Islamic perspectives, values, and principles to achieve the main goal of Islamization of knowledge. Adjusting those tools to adapt Islamic values and principles will result in having knowledge that is Islamic value-based.

Importance and relevance of the ITM to the 21st century education

ITM is very important to approach the problem that is facing Muslim education for several reasons: ITM leads to a better understanding of Islamic subjects such as history and culture. Furthermore, it can be a significant source of teaching what is misunderstood about Islam as it can be used to teach tolerance and co-existence with non-Muslims. Moreover, ITM saves Muslim students from secularism that affects the most prestigious thing Muslims have (Iman) faith; it helps to maintain Islamic values and purify Muslim students' minds from what defiles minds. (Mohamed, 1994). Argued that Each discipline must be reconstructed to embody the principles of Islam and reshaped to integrate Islamic 'relationships' along his three axes that constitute Tawhid (unity).

Furthermore, there are gaps between the Islamic education system and the Western education system. ITM can be the bridge between the two education systems. Muslim schools will be able to integrate Islamic characteristics into modern knowledge without losing Islamic value and identity. ITM is necessary in order to keep Islamic history, culture, and values to be clear to Muslims. It is crucial to have strong undoubtedly faith in Allah. As is the main key to integrating Western knowledge into Muslim society without having any negative effect on Muslim students.

A practical approach to Islamize teaching materials (ITM)

When it comes to ITM, it is important to focus on practical steps that can be taken to ensure that the teaching materials reflect Islamic values and principles. Here are some practical steps that can be taken:

1. Conduct a review of existing materials: Before making any changes to recent materials, it is necessary to analyze the current teaching materials carefully to detect parts that may need to be Islamized. This review will help to focus on specific areas that need to be developed or replaced.

2. Identify Islamic principles and values: When the areas that need improvement or replacement have been detected, the next step is to recognize Islamic principles and values that are necessary to incorporate into the material. Topics such as honesty, integrity, compassion, and social responsibility are great examples to be included.

3. Incorporate Islamic content: After identifying Islamic values and principles, the next step is to incorporate those values and principles into school textbooks, references, classroom decorations, and so on.

4. Consider the language used: It is crucial to Islamize the language used in teaching, this can be done by removing language that is considered offensive or inappropriate in Islam, and by adding appropriate Islamic terminology.

5. Engage with Islamic scholars: It is important to contact Islamic scholars and experts in the field when processing Islamization of teaching materials to ensure that teaching materials are accurately Islamic value-based and can provide the appropriate knowledge. It is necessary to ask for help from Islamic educator experts to redesign the standard educational system that is undefiled and covers all parts of students' skills. (Ekowijayanto, 2020)

By taking the steps above we can ensure that students are learning from sources that provide knowledge that is Islam value-based.

Identifying Islamic perspectives and values

In ITM's process, identifying Islamic perspectives and values is a core part of the procedure; Islamic values can be indicated by examining Islamic sources, Quran and Hadith, consulting with Islamic scholars and educators, and analyzing the local and global Muslim context.

Al Migdadi (2012) stated that knowledge and education are intrinsically linked to religion. The Holy Qur'an, Islam's first source of law, and the Sunnah, the second source of Islamic law following the Qur'an from which both knowledge and education derive, are both full of verses and sayings that make this point abundantly clear. Quran and hadith are the primary sources from where Muslims derive guidance; Therefore, in the process of ITM. The first thing to be examined is the Quran and Hadith to identify which of the teaching materials go alongside them, what contradicts, and what is missing.

(Obaidullah 2010) argued that "The task of IOK (Islamization of knowledge), according to Al-Faruqi, is the responsibility of academicians, who are well versed in modern disciplines and Islamic legacy." Consulting with Islamic scholars and educators can be valuable in the ITM procedure. Those experts can provide accurate guidance on how to incorporate Islamic values, perspectives, and beliefs into the teaching materials. Furthermore, they can ensure that the materials are accurate and authentic in representing the Islamic perspective. Lastly, their feedback will create meaningful and well-designed teaching material that is Islamic value-based rooted.

Analyzing the local and global Muslim context is a crucial step in ITM progression. The process of ITM is done to meet the needs of Muslims everywhere around the globe. This involves the examination of cultural, political, and economic factors that shape the Muslim community and values. However, every society has a unique culture and different lifestyles. Attum et al. (2023) revealed that even though different Muslim sects may have diverse customs, they all adhere to the same fundamental theological principles. Cultural norms that are not precisely in line with fundamental religious practices may influence some behavior. Hence, it must be taken into consideration those cultural differences to develop teaching materials that are culturally relevant to their experience. Additionally, educators can identify throughout this process what Islamic principles and values needed to be integrated into the curriculum to create a more holistic and meaningful experience of learning.

Incorporating Islamic perspectives and values into teaching materials

Incorporating Islamic perspectives and values into teaching materials is an important step in the ITM process. This is done Revising existing curricula and textbooks, adapting teaching methods and approaches, and lastly evaluating the impact of ITM.

Involving Islamic perspectives in teaching materials such as Tawhid (oneness of God), *Amanah* (trustworthiness), justice, and so on is a vital procedure. Emphasize on the purpose of our existence in the world; which is to worship Allah as He stated in the Quran " I created the jinn and humankind only so that they might worship Me." (Az-Zariyat: 56). Another way to incorporate Islamic perspectives into teaching materials is to give examples from and case studies that illustrate the application of Islamic values in the real world. For example, ethics of business from Islamic perspectives have to be taught while teaching business courses to students. And give them practical examples of what is permissible in Islamic and what is prohibited. For instance, interest (*Arribah*) is prohibited in Islam. Allah says in the Quran "That is because they say: 'Selling is like usury.' Allah has permitted trading and forbidden usury." (Al-baqara: 275). Even though interests are involved in many aspects of business these days, instructors must make it clear for students. Moreover, educators must provide examples of Muslim successful businessmen and women in the past or present.

Revising existing curricula and textbooks is an extremely important step in the ITM. This invokes examining the contents of the existing curricula and textbooks to identify their accuracy and appropriateness. Once the areas for improvement have been identified, educators can work on revising the contents to incorporate Islamic values and perspectives into the area or create new materials that reflect Islamic teaching. For example, educators can revise English language books to remove what is not lined with Islamic values, and they can include what is necessary. Ekowijayanto (2020) illustrated a good example when he argued that showing men and women interacting on a regular basis are frequently shown during conversations in English classes. Islam's principles severely govern Muslim men and women's social behavior, which is frequently in complete contrast to Western men and women's social behavior.

Adapting teaching methods and approaches is a crucial aspect of ITM, as it involves aligning instructional strategies with Islamic principles and values to create a culturally sensitive and inclusive learning environment for Muslim students. One approach to adapting teaching methods is to incorporate pedagogical strategies that are consistent with Islamic teachings. For example, using interactive and participatory teaching methods that encourage student engagement and foster critical thinking aligns with the Islamic principle of active learning and inquiry-based education. This can be supported by relevant Quranic verses and Hadith that emphasize the importance of seeking knowledge, critical thinking, and active engagement in the learning process. The Messenger of Allah (ﷺ) said, "Allah makes the way to Jannah easy for him who treads the path in search of knowledge." To illustrate the critical thinking process using this Hadith, initially when we look at the Hadith, we can see that Prophet peace be upon generalize the knowledge that means any path you take in seeking knowledge you will be rewarded. Then, in the Hadith Prophet (peace be upon him) did not identify a gender, which means men and women will be rewarded equally according to their attentions and their work.

Evaluating the impact of ITM

Evaluating the impact of ITM is an effective approach to ensure that the work that has been done was successful; this involves measuring students' achievement and attitudes before and after. Furthermore, Analyze the effectiveness of the new materials and methods.

One way to conduct this is to examine students' academic achievement and their attitudes before the ITM process and examine their academic performance after the ITM then compare and analyze the effectiveness. Moreover, educators need to survey to evaluate the impact of ITM on students' attitudes toward the new materials.

Furthermore, the materials should be analyzed by educators and teachers to ensure their effectiveness in intended learning outcomes. One way to analyze the effectiveness of the new materials is through classroom observation, the teacher observes changes in students' engagement and motivations and then notes that to identify whether the materials and methods have increased engagement or not. Additionally, students' feedback can be a useful tool to overcome some situations that cannot be observed by the teacher in the classroom. Students' feedback can also give a clear picture to educators about how an individual feels and thinks about the new materials. It will be much easier to tackle minor challenges that could not be understood through the observations.

Practical case studies of ITM

Islamization of knowledge concept was first introduced by Syed Muhammad Naquib Al-Attas late 1970s. From the date mentioned early to this day, many countries and educational institutions are implementing it significantly in their education. Here some examples:

Malaysia: The government of Malaysia has implemented a number of initiatives to Islamize teaching materials. These initiatives include developing new textbooks that are aligned with Islamic teachings. (Suparjo, Hanif M, Indianto DS, 2021; Ayunita Hababil, 2023). Providing training for teachers on how to use Islamic concepts and principles in the classroom. Creating a more positive and welcoming environment for Muslim students in schools.

For example, in 2003, the Malaysian government introduced a new curriculum for Islamic studies that was based on the teachings of the Quran and the Sunnah. The new curriculum also included a focus on Islamic values, such as honesty, respect, and compassion. In addition, the government has provided training for teachers on how to use Islamic concepts and principles in the classroom. This training has helped teachers to develop a better understanding of Islam and to be more effective in teaching Islamic concepts to their students.

Indonesia: A number of Islamic schools in Indonesia have implemented their own programs to Islamize teaching materials. These programs include developing their own curriculum that is based on Islamic teachings; using Islamic stories and parables to illustrate lessons. Sausan (2019) Emphasizing the importance of Islamic values, such as honesty, respect, and compassion.

For example, the Al-Azhar Islamic University in Indonesia has developed its own curriculum for Islamic studies that is based on the teachings of the Quran and the Sunnah. The curriculum also includes a focus on Islamic values, such as honesty, respect, and compassion. In addition, the university uses Islamic stories and

parables to illustrate lessons. This helps students to better understand Islamic concepts and to apply them to their own lives.

United States: There are a number of Islamic schools and community organizations in the United States that have developed their own teaching materials. These materials are often used in conjunction with traditional textbooks to provide a more comprehensive and balanced education for Muslim students. (ISNA, n.d.)

For example, the Islamic Society of North America (ISNA) has developed a number of teaching materials for Islamic studies. These materials include textbooks, workbooks, and activity kits. The materials are designed to help students learn about Islam in a comprehensive and engaging way.

The ISNA also provides training for teachers on how to use Islamic teaching materials in the classroom. This training helps teachers to develop a better understanding of Islam and to be more effective in teaching Islamic concepts to their students.

These are just a few examples of how Islamization of teaching materials can be implemented in practice. There are many other ways to do this, and the best approach will vary depending on the specific context. However, the key is to be creative and to find ways to incorporate Islamic teachings and values into educational materials in a way that is both meaningful and effective.

Islamization of teaching materials is a valuable tool for promoting Islamic education and helping students to develop a strong understanding of Islam. By incorporating Islamic teachings and values into educational materials, we can help students to become better Muslims, as well as more well-rounded and tolerant individuals.

Conclusion

ITM is an important process that involves adapting teaching materials to Islamic perspectives, values, and principles. This process is necessary to better understand Islamic history, culture, and values, protect Muslim students from secularism, and bridge the gap between Islamic and Western education systems. Practical steps can be taken to ensure that the teaching materials reflect Islamic values and principles. This includes conducting a review of existing material, identifying Islamic principles and values, incorporating Islamic content, considering the language of use, and consulting with Islamic scholars. Identifying Islamic perspectives and values requires analyzing Islamic sources such as Quran and Hadith, consulting Islamic scholars and educators, and assessing local and global Islamic contexts. Incorporating Islamic views and values into educational materials includes incorporating Islamic content, promoting Islamic values through education, and incorporating Islamic views into educational materials. By Islamizing teaching materials, educators can provide students with knowledge grounded in Islamic values and principles to strengthen their faith and identity as Muslims.

Future directions and recommendations

The ITM is an important process that greatly benefits future Muslim education. To facilitate this process, we conduct more extensive research into integrating Islamic values and principles into various subjects and work with Islamic educational institutions to develop standardized frameworks. It is also recommended to offer

and conduct training courses on the impact of Islamization studies. An online platform that develops and facilitates collaboration among Muslim educators. These recommendations will create a meaningful and holistic learning experience for Muslim students that goes alongside their religious beliefs and values. It is important to continue research and develop strategies to integrate Islamic perspectives and values into teaching materials.

References

Al Migdadi. (2012). Issues in Islamization of Knowledge, Man, and Education. *Revue Académique Des Sciences Humaines Et Sociales*, *7*(1), 3-16.

Attum, B., Hafiz, S., Malik, A., & Shamoon, Z. (2023). *Cultural Competence in the Care of Muslim Patients and Their Families*. Treasure Island (FL): StatPearls Publishing.

Ekowijayanto, M. (2020). The integration of islamic values in implementation of learning english: islamic education students perspective. *Eternal (English, Teaching, Learning, and Research Journal), 6*(1), 18-30.

Khan, M. S. (2010). Secularization of Education and its Hazardous Implications for Pakistan. *TheDialogue, 5*(1), 87-95.

Mohamed, Y. (1994). Islamization of Knowledge: A Critique. *American Journal of Islam and Society*, *11*(2), 283-294.

Obaidullah. (2010). The Role of Universities towards Islamization of Knowledge: The IIUM as a Model. *The seminar' 2010 on "The role of Universities towards Islamization of Knowledge" organized by the department of Da'wah and Islamic Studies*. Bangladesh: Islamic University Kushtia.

Rahmadi P, F., Manshuruddin, Siregar, B., & Abrianto, D. (2019). *Islamic Education Concept about Developing Materials*. IOSR Journal of Research & Method in Education (IOSR-JRME), 9(5), 68-74.

Sausan, A, D. (2019). *Islamization of Education "Philosophy of Islamic Education"*. English language teaching departmentfaculty of tarbiyah and teaching training. Iain syekh nurjati cirebon.

Suparjo, Hanif, M., Indianto S, D. (2021). Developing Islamic Science Based Integrated Teaching Materials for Islamic Education in Islamic High School. *Pegem Journal of Education and Instruction, 11*(4), 282-289.