

Fun And Exciting Teaching Of Islamic Education Teachers In Preschool Classrooms

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Abstract

The entertaining play approach with preschool teaching activities not only aims to introduce knowledge but also aims to stimulate the basic skills needed in the development of every normal child such as social, intellectual, gross and fine psychomotor skills, spiritual and emotional (Nor Sharifah Puteh., & Aliza, A, 2011). Teacher teaching activities in preschool also encourage preschool students to be able to communicate with peers as well as with the environment better and boldly. The teaching activities implemented should be student-centered and each student will be given the responsibility to be actively involved and free to choose activities that suit their interests and desires (Abd Rashid, & Hasmah Ismail, 2013). In this situation, the teacher will play a role as a facilitator to help and guide children to implement activities in learning. Therefore, teaching activities in preschool classrooms, fun and enjoyable entertainment approach based on the concept of learning through play is a very appropriate approach and needed to be applied and practiced in teaching activities in preschool classrooms regardless of subject or skills including educational subjects. Islam that needs to be implemented by a teacher of Islamic education subjects from mainstream classes. Accordingly, entertaining teaching with the approach of singing, storytelling, acting and poetry in teaching activities in preschool classrooms will make the teaching more interesting and entertaining.

Keywords

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Introduction

In a study conducted by Noor Hanim et al. (2020) related to teacher-based teaching of singing and music among indigenous pupils. The study was conducted through interviews among individuals close to the field of indigenous education such as indigenous pedagogy lecturers, indigenous preschool teachers, early childhood education lecturers and also indigenous activists. Findings from the study show that preschool teachers can help increase intelligence among indigenous students by implementing a teaching process that is close to indigenous life. Some of the activities proposed include encouraging the use of singing elements such as *sewang* which is a singing ceremony using the mother tongue by the indigenous community. In fact, the *sewang* event is a traditional event of the indigenous people that is often played. *Sewang* and singing ceremonies in the teaching process have been able to help improve the understanding of the native students in creative teaching activities have been able to be implemented. This study shows that the use of entertainment and singing will be able to increase the interests and abilities of preschool students in general.

In addition, in a study that was conducted by O. Pourkalthor, M.A Tavakoli (2017) who studied related to the use of children's songs in language teaching activities. Studies have shown that the use of children's songs will motivate children to follow language learning with fun. With the use of children's songs that use simple language will help children to also sing along with the lyrics of the song heard. With that, it will directly help children to master the language more easily and pleasantly. Meanwhile, in a study by Ramlah Jantan, Afini Resab, Siti Fatimah Az-Zahra (2016) related to seven year two students who had problems related to difficulty remembering the names of the ten main angels and must be known by every Muslim. The Islamic education teachers involved had planned and made a shift by creating a song containing the names of the ten main angels. The findings from the implementation of the singing have had a huge impact, as the students involved with the study enjoyed following the teacher's teaching sessions as compared to the old method which only emphasized on memorizing techniques. After the performance of the song with the names of the angels, it has borne fruit, when all seven of the disciples have been able to remember the names of the ten main angels along with their respective duties.

Literature Review

Based on several studies that have been conducted shows that the use of musical elements in the teaching and learning process has been able to influence the interest of students to follow it with interest. A fun teaching process will attract students to be actively involved without shame and fear of other peers as well as the process of implementing activities in the classroom will be more interesting and effective. According to a study conducted by Kamala Ratnam, Aliza Alias and Hasnah Toran (2018) who saw the importance of storytelling activities in the teaching of teachers in preschool classes. Storytelling activities are no stranger to teachers and preschoolers. This is because at the beginning of each teaching session in the classroom, there is a slot known as the initial conversation. During the initial conversation activity, teachers will ask students about specific topics to share with other peers. Usually each student will scramble to tell about the events, experiences and dreams of each day that they have gone through. The implementation of a morning conversation slot with a storytelling session will improve social and emotional skills to connect and communicate with teachers as well as other peers. Any noble elements and values as well as good examples will be able to be shared. Therefore, the technique of storytelling and sharing experiences among other friends will create high confidence and also excitement in the students involved.

A study by Revina Rizqiyani and Nur Azizah (2018) has found that in preschool classes, the use of storytelling techniques while using picture books will be able to attract students to focus on teaching activities implemented. Early childhood education is inseparable from storytelling and play activities. Based on the KSPK curriculum, activities should be student-centered and they will be directly and independently involved in each activity. For students who, once accustomed to storytelling, will be able to develop their imagination, especially when children look at pictorial material.

In a study conducted by Rabiatul Adawiah and Ahmad Tamizi (2017) have found that storytelling techniques are able to increase motivation and achievement among school children. This study involves the teaching of Islamic education subjects in the field of faith in primary schools. According to

them. the use of storytelling techniques especially with good stories and examples has been able to attract the interest of students to remember the facts and also be able to take examples from the stories shared by the teacher with the students. However, to make the storytelling more interesting and enjoyable, teachers need to make plans such as the use of teaching aids to attract to attract students such as the use of pictorial materials and audio video materials.

A study by Sepp, H., & Höjjer, K. (2016) who have used foodstuffs as teaching materials that will make activities with students more fun. The study, conducted in Sweden, was conducted through interviews among preschool teachers. Food is one thing that is close to preschoolers and usually they are always involved directly or indirectly such as by helping their parents at home. But when teachers use teaching methods that use food materials as materials for teaching will make classroom activities more interesting as well as create a high curiosity among preschool students. The findings of the study found that the use of food-based materials as an activity in the classroom can create a positive teaching atmosphere because the activities are interesting and also in accordance with the knowledge of preschool students. In addition, in a study by Abd Rasid Jamian, Nurul Nadiah and Shamsudin Othman (2016) related to a fun and entertaining techniques to improve performance in the areas of writing the Malay language by using the casting method in teaching activities of teachers at schools around Putrajaya. 80 teachers of the Malay language education has been involved in the research. The findings of the study show that using acting techniques edutainment has managed to increase the Malay language essay writing ability. This situation shows that the use of edutainment Casting was able to have a positive impact for the students involved to improve the mastery of writing the Malay language subject in the schools involved in the research.

Acting activities among students can also be implemented by using interesting materials, especially in preschool and kindergarten education. According to Loy Chee Luen, Aminah Ayob and Nordin Mamat (2015) who studied the use of finger puppets among children in kindergarten, showed the effectiveness of acting techniques. The finger puppets used depict common animals such as elephants, rabbits, tigers, monkeys and so on. The study only involved 8 children who were in the nursery. Activities carried out with several approaches such as individually, in pairs and also in groups. Findings from studies that have been conducted show that the use of finger puppets has been successful in increasing social interaction among groups of children involved in storytelling and acting based on the finger puppet characters they already have. Indeed with the use of materials such as finger puppets and teaching techniques by teachers become effective and interesting. The acting method has been able to create a fun and enjoyable teacher teaching atmosphere for the children. The use of finger puppets must also be suitable for use among preschool students to be used as teaching aids by preschool teachers.

Discussion

In addition, the use of poetic elements is also one of the teaching approaches that can be used in teaching activities with the concept of entertainment. The use of poetry with interesting language as well as having interesting language elements can make teaching more enjoyable. Several studies have been conducted related to the use of poetry for classroom teaching purposes. According to a study conducted by H, Izadi., & H, Hojjati., (2017) who have implemented a poetry reading program for preschool children. The study involved a total of 50 preschool students who aimed to see the effectiveness of poetry to increase students' self-confidence and also make teaching activities more fun. In the study conducted, required teachers to recite some selected poems in front of the students involved. The poems read have an interesting and also entertaining language style as the language has an element of humor and provides motivation. The results of the study that have been conducted found that students' self-confidence to learn has increased as well as the approach to reading poetry has also made teaching activities in the classroom by teachers more interesting and fun.

Meanwhile in a study that was carried out by Rericiya Vlasta, Vala Jaroslav and Sladova Jana (2014) in Cheskovlatvia who conducted a study related to the use of poetry in the classroom in primary schools. The study involved 31 students aged 12 to 13 years. The study was carried out in the classroom by using several types of poetry such as children's poetry songs that have interesting senikata. The study was conducted by combining the use of questionnaires and interviews. Findings from the study that has been implemented give positive results because it brings fun to the students involved. This is because at the beginning of the use of poetry implemented in the classroom, students face problems in understanding a given poem. However, after getting an explanation from the teacher and after

reading the whole poem like the poem that has been prepared, Most of the students gave a good response and enjoyed reading the poems that have been supplied to them. For the students involved, the use with interesting language and also having an element of humor has motivated them to use poetry as one of the teaching mediums of the teachers.

The study of Menezes, L, Costa, A, M (2020) looked at the humor element approach in mathematics teaching activities by Portuguese and Spanish teachers. This is because they found the achievement of students in mathematics subjects for all levels of education to be unsatisfactory. For that reason, the study tries to find the best teaching methods and approaches to improve the mastery of mathematics subjects among students in schools. For that reason, teachers are introduced to a humorous approach to create an enjoyable atmosphere in classroom teaching activities. The study was conducted by means of questionnaires and interviews. Findings from the study found that 89 percent agreed that there is a need for a humorous approach in mathematics teaching activities especially when communicating between teachers and students. The element of humor in the teaching of mathematics also suggests that the explanation of the mathematics teacher will be easier and more enjoyable for the pupils.

Conclusion

In this regard, the findings of the study found that the element of humor in the classroom can increase students' confidence and can attract students to follow the activities implemented by the teacher with interest. The classroom atmosphere will also be positive as the students will have fun. However there are also views that argue otherwise in relation to the approach of the humor element in the classroom. In conclusion, fun teaching is an appropriate approach to be implemented in teaching activities by teachers by using certain elements, including in the teaching altiviti of Islamic education in preschool classes. This is because, in order to attract the interest of preschool students to always pay attention and also to encourage them to attend school.

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