

## ISLAMIC EDUCATION IN MALAYSIA, CASE STUDY: AL FIKH ORCHARD MALAYSIA

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**Abstract:** This study explores the implementation of Islamic education in Tadika Al Fikh Orchard, Malaysia, providing insight into the integration of Islamic values in the early childhood education curriculum. Using a qualitative approach, the study involved in-depth interviews with teachers, direct observation in the classroom, and analysis of curriculum documents to understand how Islamic values are effectively integrated in education. The results show that the integration of Islamic values is not only limited to religious aspects but also integrated in the formation of children's character and social skills. The research highlights the importance of a holistic approach in Islamic education, which includes not only religious knowledge but also character development and social readiness. In addition, the study reveals the importance of continuous professional development for teachers in implementing innovative and adaptive learning approaches. These findings make a significant contribution to the understanding of contemporary Islamic education, with recommendations focusing on best practices and innovative strategies for the integration of Islamic values in education, particularly in global and multicultural contexts. This study aims to provide guidance for other educational institutions to adopt and adapt similar methods in Islamic education.

**Keywords:** Integration of Islamic Education, Early Childhood School Curriculum, Teacher Professional Development

### INTRODUCTION

Islamic education in Malaysia has become an important topic in the discourse of education and social development in the country. Malaysia, which is predominantly Muslim, has long paid attention to the integration of Islamic values in its education system. This is not only related to formal education in schools, but also in the context of early childhood education, which plays a crucial role in the formation of character and basic values at an early age.

In this context, Tadika Al Fikh Orchard Malaysia emerges as an interesting case study. Established in 2011, Tadika Al Fikh Orchard has grown to become one of the most influential early childhood education institutions in Malaysia. The institute offers a curriculum that aligns academic education with Islamic values, reflecting the uniqueness of Islamic education in Malaysia that combines spiritual and intellectual aspects.

The selection of Tadika Al Fikh Orchard as a case study in this study was based on several considerations. First, it is an example of the holistic application of Islamic education at the early childhood education level. Second, the approach taken by Tadika Al Fikh Orchard in integrating Islamic values with modern learning methods such as Montessori, shows the innovation and

adaptation of Islamic education in facing the challenges of the times. Third, the success and expansion of Tadika Al Fikh Orchard reflects the Malaysian people's acceptance and need for education rooted in local religious and cultural values.

This study is also important considering the global context in which Islamic education is often misunderstood or considered irrelevant to the needs of modern education. By looking at the implementation of Islamic education in Tadika Al Fikh Orchard, this study aims to provide new insights into how Islamic education can be aligned with contemporary educational needs, while still maintaining its identity and values.

Furthermore, this research will explore how Tadika Al Fikh Orchard implements a curriculum oriented towards character building, social skills, and emotional intelligence, and how this impacts the development of children educated there. Through a multidisciplinary approach, this study will combine curriculum analysis, classroom observation, and interviews with teachers and parents to obtain a comprehensive picture of Islamic education in Tadika Al Fikh Orchard.

In conclusion, this background sets the foundation for in-depth research on Tadika Al Fikh Orchard as a microcosm of Islamic education in Malaysia. This research aims to contribute to academic discussions on Islamic education, as well as provide practical insights for education practitioners and policy makers.

In this study there are two focuses, namely: first, Integration of Islamic Values in the Curriculum: This question explores how Tadika Al Fikh Orchard integrates Islamic values into the early childhood education curriculum. Then Learning Approach: The second aspect studied is the learning approach used to teach Islamic values to children. The study will collect data through direct observation, interviews with teachers and parents, and analysis of curriculum documents. The aim is to understand in depth how Islamic education is applied at Tadika Al Fikh Orchard, and how this can provide insight for Islamic education approaches elsewhere. This research aims to explore best practices and identify challenges and innovative solutions in the integration of Islamic values in early childhood education.

## LITERATURE REVIEW

### 1. Islamic Education in Malaysia

In the context of Islamic education in Malaysia, there has been a significant development along with the dynamics of globalization and technological advancement. Various factors have influenced the Islamic education system, including the strategy of Islamic educational institutions in building image, the development of Islamic educational institutions in Indonesia which provide an overview related to the revitalization of education in Southeast Asian countries, as well as factors that affect the Islamic education system, such as funding, management, and educational institutions. (Anang et al., 2020)(Muslim, 2022)(Arsad & Ali, 2021)

In addition, the implementation of information technology in Islamic religious education has also become the focus of research. Islamic education in Malaysia has also responded to the challenges of globalization by integrating character and moral values in education. In addition, Islamic education in Malaysia has also undergone changes in the use of technology in the learning process, such as the use of the Google Classroom application as a learning platform. (Nuryana, 2019)(Burhanuddin, 2020)(Kaviza, 2020)

In addition, there is research highlighting students' willingness to use technology in history learning, which shows changes in learning approaches, strategies, and techniques. (Jalan & Ahmad, 2022)

In the context of Islamic education management, there are studies that discuss factors that affect the management of Islamic educational institutions, such as funding systems, as well as problems in Madrasah educational institutions. Thus, Islamic education in Malaysia has undergone a

significant transformation in responding to global and technological developments, as well as facing various challenges related to management, funding, and implementation of technology in the learning process.(Armawati & Rosadi, 2021)(Adelia & Partners, 2021)

## **2. The role of Islamic education in character building**

The role of Islamic education in the formation of character and identity shows a wide array of relevant research. highlighting the strengthening of good habit-based character education at SMP Muhammadiyah 1 Depok Yogyakarta. (Word & Hidayat, 2020)(Word & Hidayat, 2020)

They emphasize the importance of character in education. In addition, Faiqoh & Mahfudh (2015) revealed the model of religious character formation of students at the Mathali'ul Huda Islamic Boarding School Kajen Pati Center. They emphasize data collection techniques through interviews, observation, and documentation. Furthermore, Mardiyah (2019) discussed the application of character education in schools and emphasized that character is formed from the environment at home and parental socialization, and can be instilled in schools Meanwhile, Puspitasari et al. (2022) highlighted the role of Islamic religious education in the formation of religious character of learners. They emphasize that religious character plays an important role in students' lives in the world and in the afterlife. In addition, Suwandi & Widodo (2021) examined the application of the PAI curriculum to the formation of Islamic character of MTs Al-Khairiyah Pulokencana students. (Faiqoh & Mahfudh, 2015)(Mardiyah, 2019)(Puspitasari et al., 2022)(Suwandi & Widodo, 2021)

They stressed that the research was conducted at Madrasah Tsanawiyah Al-Khairiyah Pulokencana Pontang. There are also studies highlighting the impact of COVID-19 on the implementation of character education and Islamic education. using qualitative methods to examine the relevance of the global pandemic to Islamic character education. From this literature review, it can be seen that Islamic education plays an important role in the formation of student character and identity. Various studies highlight various aspects, ranging from the application of religious character, good habit-based character strengthening,(Ulfah, 2021)

## **3. Learning Approach in Islamic Education**

The learning approach in Islamic education shows a wide array of relevant research. adopt a descriptive qualitative approach with literature research methods in exploring Islamic Religious Education (PAI) learning in elementary schools. They highlight the importance of learning approaches appropriate to the characteristics of students at the primary education level. (Aziz et al., 2021a)(Amsari et al., 2022; Aziz et al., 2021a)

In addition, Alhadi (2023) discusses the approach of psychology in Islamic studies with the aim of explaining psychology as an approach in Islamic studies. This shows that the learning approach in Islamic education also involves psychological aspects in understanding students' behavior and mindset. (Alhadi, 2023a)

Furthermore, research by Septian & Wanto (2022) examines the integration of Islamic Religious Education values in the tradition of reading Ratib Al-Haddad. This research shows that the learning approach in Islamic education also involves the integration of religious values in daily religious practice. (Septian & Wanto, 2022a)

In addition, Suhardin et al. (2021) conducted research on the development of home-based Islamic Religious Education materials, involving education stakeholders, especially teachers, supervisors, and parents. This shows that the learning approach in Islamic education also involves cooperation between various related parties in the development of learning materials. (Suhardin et al., 2021a)

From this literature review, it can be seen that the learning approach in Islamic education involves various aspects, ranging from student characteristics, psychological aspects, integration of religious values, to cooperation between education stakeholders.

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### METHOD

#### Initial Observations

- Initial observations will be made to gain a contextual understanding of Tadika Al Fikh Orchard's environment.
- This will include site visits, mapping of the learning environment, and initial observations of classroom interactions.

#### Data Collection

Data will be collected through three main methods:

1. **Interviews:** Semi-structured interviews will be conducted with teachers, curriculum managers, and parents to explore their opinions and experiences about the integration of Islamic values in the curriculum and learning approach.
2. **Structured Observation:** Class observations will be conducted using structured checklists to record the frequency and context in which Islamic values are taught and integrated.
3. **Documentation:** Curriculum materials, lesson plans, and other relevant documentation will be collected and analyzed to understand the curriculum structure and learning materials related to Islamic values.

#### Data Analysis

- The collected data will be analyzed using thematic analysis to identify key patterns and themes.
- Qualitative data analysis software (e.g. NVivo or ATLAS.ti) will be used to assist in managing and categorizing data.

#### Drawing Conclusions (Research Results)

- Findings from the data analysis will be used to formulate conclusions about how Islamic values are integrated in the curriculum and their influence on learning approaches.
- These conclusions will address research questions and provide recommendations for further educational and research practice.

This methodology aims to provide an in-depth understanding of educational practices in Tadika Al Fikh Orchard and will guide researchers to gain a comprehensive insight into the integration of Islamic values in early childhood education.

## RESULT AND DISCUSSION

### a. Results of Research Implementation

This research was carried out using a series of methods that have been designed to collect in-depth and multifaceted data on the integration of Islamic values in the early childhood education curriculum at Tadika Al Fikh Orchard. Observation, interviews, and analysis of documents have provided a broad overview of the approach and practice used by Tadika Al Fikh Orchard.

#### Key Findings:

#### 1. Integration of Islamic Values in the Curriculum:

- Tadika Al Fikh Orchard has developed its curriculum which not only draws on the National Pre-School Standard Curriculum but also enriches the content with Islamic values. This can be seen from the integration of prayer, Islamic moral stories, and character lessons in daily activities.
- The designed learning materials show a strong emphasis on values such as honesty, generosity, and togetherness, which are delivered through diverse learning methods.

#### 2. Learning Approach:

- Structured observations indicate that teachers at Tadika Al Fikh Orchard use a combination of traditional and contemporary methods, including stories, games, and interactive activities to teach Islamic values.
- Teachers actively adapt Montessori methods and game-based learning approaches to integrate Islamic concepts creatively and interestingly.

#### 3. Challenges in Integration:

- Interviews with teachers reveal the challenges of balancing between the national curriculum and certain aspects of Islamic education, particularly in the context of cultural plurality in Malaysia.
- Some of the challenges include overcoming prejudices and misconceptions about Islamic education, as well as ensuring that the material taught is age-appropriate and children's understanding.

#### 4. Solutions and Innovation:

- Tadika Al Fikh Orchard showed initiative in developing training materials for teachers that focus on inclusive Islamic education and respect for diversity.
- Parental involvement is enhanced through regular sessions explaining the integration of Islamic values in education, by strengthening the link between education in kindergarten and at home.

**Preliminary Conclusion:** From the results of this study, it can be concluded that Tadika Al Fikh Orchard has implemented an innovative and inclusive approach in integrating Islamic values into its curriculum. Despite the challenges, the response from the school shows a strong commitment to providing Islamic education that is appropriate and relevant to the needs of today's society.

## ANALYSIS AND RESULTS OF DISCUSSION



## Analysis

Based on data collected through observation, interviews, and document analysis, an in-depth analysis was conducted to understand the dynamics of integrating Islamic values in the curriculum and learning approach at Tadika Al Fikh Orchard. The analysis covers several key aspects:

### 1. Quality of Integration of Islamic Values in the Curriculum

#### a. Context and Approach in the Integration of Islamic Values

Analysis of curriculum content at Tadika Al Fikh Orchard revealed that Islamic values are not only positioned as a complement to the curriculum but become central in the development of the concept and implementation of children's education. These values are introduced not only through explicit subjects such as Islamic Education, but also implicitly integrated in other subjects such as literature, science, and art.

For example, in literacy lessons, the selected stories not only highlight literacy and literacy, but are also chosen to instill concepts such as justice, generosity, and brotherhood that are important aspects in Islamic values. Furthermore, in science lessons, teachers are found to often link scientific concepts with an understanding of the creation and order of the universe reflecting the greatness and wisdom of God, in line with the value of tawhid in Islam.

#### b. Lesson Plan Development for a Holistic Learning Experience

Evaluation of the lesson plan shows that Tadika Al Fikh Orchard has designed its activities with the aim of creating a comprehensive learning experience. The lesson plan includes not only cognitive but also affective and psychomotor learning objectives aligned with Islamic character education.

These teachers develop lesson plans with consideration of how each activity can instill values such as curiosity, empathy, and self-discipline. The activities designed are often interactive and collaborative, allowing children to learn to work in teams, appreciate differences, and practically apply Islamic values in everyday life.

#### c. Assessment and Reflection on Value Integration

Furthermore, assessment and reflection on the effectiveness of the integration of these values is an important part of the educational process at Tadika Al Fikh Orchard. Each learning unit is evaluated not only on the basis of academic achievement but also achievement in aspects of values and character. This reflection is carried out by both teachers and students, where students are invited to reflect on what they have learned about Islamic values and how they can apply them in their lives.

Thus, the quality of integration of Islamic values in the curriculum at Tadika Al Fikh Orchard is a dynamic and continuous process, involving the entire school community in a joint effort to educate a generation that is not only academically intelligent but also rich in authentic Islamic values.

### 2. Teacher Response and Adaptation

#### a. Diversified Teaching Methods

In interviews conducted with teachers of Tadika Al Fikh Orchard, various innovative approaches in teaching Islamic values were revealed. Teachers emphasize the importance of non-monotonous teaching methods to teach abstract concepts. For example, to instill the value of honesty, teachers not only tell stories of honest prophets or companions but also hold simulations and role plays that allow students to practice honesty in controlled situations.

Class discussions, which are often triggered by actual stories or events, become forums where students can explore and discuss Islamic values in depth. In addition, interactive group activities such as collaborative projects and extracurricular activities are selected to reinforce values such as cooperation, responsibility, and social care.

**b. Curriculum Adaptation for Inclusivity**

Classroom observations show that Tadika Al Fikh Orchard teachers proactively adapt their teaching materials to achieve inclusivity and accessibility. This includes modifying assignments for students with special needs, using visual aids or technology to aid learning, and ensuring that the examples used in teaching are universal and inclusive for all student backgrounds.

Teachers are specifically trained to recognize and respect diversity in their classrooms, be it differences in ability, culture, or language. This allows them to teach Islamic values in a way that is relevant and acceptable to all students, without feeling alienated or excluded.

**c. Professional Development and Continuous Reflection**

Analysis of the interviews also showed that continuous professional development is an integral part of Tadika Al Fikh Orchard's policy. Teachers receive regular training not only in pedagogical aspects but also in aspects of developing Islamic values and ethics. They are also encouraged to undertake ongoing reflection on their teaching practices, often in collaborative groups with fellow teachers, to share experiences, challenges, and strategies that work.

These reflections and discussions provide an opportunity for teachers to continuously improve their approach to integrating Islamic values, ensuring that the education they provide remains relevant, effective, and responsive to students' changing needs.

**d. Student Involvement in the Learning Process**

The learning approach applied by teachers at Tadika Al Fikh Orchard is also unique in that it encourages active involvement of students in their own learning process. Through methods such as project-based learning and inquiry, students are invited to not only passively receive information but also become creators of knowledge, enabling them to understand and express Islamic values in ways that are meaningful to them.

Overall, the response and adaptation of teachers at Tadika Al Fikh Orchard to the challenges of teaching Islamic values demonstrates a strong commitment to holistic and inclusive education, where every child can learn and grow in an environment that supports and values diversity.

### **3. Challenges in Teaching Practice**

**Difficulties in Integrating Theory into Practice**

In-depth analysis of data collected through interviews and classroom observations at Tadika Al Fikh Orchard shows that one of the main challenges faced by teachers is the gap between the theoretical understanding of Islamic values and their practical application in the context of early childhood education. Teachers often feel that there is a difference between the idealism taught in their training and the everyday reality in the classroom. They found that the theories they learned about value education were not always easy to apply when faced with unexpected classroom dynamics, such as individual differences in children's levels of understanding or children's emotional reactions to learning material.

**The Need for Innovative Learning Methods**

Teachers recognize the need to constantly develop and adapt learning methods to keep learning materials relevant and interesting for children. This includes challenges to make value learning interactive and engaging, as well as relevant to children's everyday experiences. There is recognition that learning should not be static, and Islamic value education should be able to adapt to changing times and the interests of the younger generation.

**Demand for Deeper Professional Development**

Furthermore, some teachers expressed the need for more in-depth and continuous professional training. They state that to increase their effectiveness in integrating Islamic values in their daily teaching, they need access to the latest educational resources, opportunities to learn from best practices, and time to reflect and refine their approach. Training should include not only the

development of didactic skills but also strategies for overcoming the practical challenges they face in the classroom.

#### Implications for Curriculum and Teacher Training

These challenges have significant implications for curriculum design and teacher training programs. Educational institutions such as Tadika Al Fikh Orchard may need to reconsider how Islamic values are taught in teacher training, with a greater focus on practice- and reflection-oriented learning experiences. In addition, there may be a need to develop support networks for teachers, where they can share experiences and solutions, as well as create communities of practice that can improve teaching skills and tackle challenges collectively.

Addressing these challenges will require a holistic approach that not only changes the way material is taught, but also how teachers are prepared to enter the classroom and how they are supported throughout their teaching careers. This will demand a concerted effort among teachers, school administrators, policymakers, and education experts to ensure that Islamic values education can be delivered in an effective and meaningful way.

## RESULTS OF DISCUSSION

The discussion of the results of this study offers a comprehensive insight into how Islamic education, particularly in Tadika Al Fikh Orchard, navigates contemporary challenges as well as the opportunities offered by modern pedagogical approaches.

#### Implications for Islamic Education in Malaysia

The discussion indicates that Islamic education in Malaysia is facing a turning point, where there needs to be a transition from a narrow traditional focus towards a more inclusive and holistic education. The findings of Tadika Al Fikh Orchard show that:

- **Future-Oriented Education:** The integration of Islamic values in the curriculum undertaken by Tadika Al Fikh Orchard emphasizes the need for a more dynamic approach in Islamic education—one that embraces character education and social readiness along with religious knowledge. This approach demands deep reflection on how Islamic values can be taught in a relevant manner to today's global and multicultural context.
- **The practice of** Tadika Al Fikh Orchard can serve as a model for other institutions in designing curricula that integrate Islamic values strategically without compromising the focus on students' academic competence and personal development.

#### Recommendations for Educational Practice

Based on these findings, some strategic recommendations that can be applied by other educational institutions in Malaysia include:

- **Continuous Professional Development:** Teachers need to be supported through continuous training that not only focuses on improving pedagogical skills but also on an in-depth understanding of how to integrate Islamic values into the curriculum and daily learning.
- **Technology in Education:** Leveraging technology to present more interactive and engaging learning materials, which can enrich students' learning experience and provide them with relevant expertise for the 21st century.
- **Parent Involvement:** Strengthen parental involvement in the educational process to ensure that there is synergy between the values taught at school and at home.

From this discussion, it is clear that Tadika Al Fikh Orchard has built a strong foundation for innovative Islamic values education. However, this is only the beginning of a long journey in contemporary Islamic education. The involvement of all stakeholders—teachers, parents, policymakers, and communities—will be key to advancing adaptive and relevant Islamic education that not only meets the needs of the present but also anticipates the needs of the times



## CONCLUSION

This research has succeeded in revealing various important aspects in the implementation of Islamic education in Tadika Al Fikh Orchard. Through direct observation, interviews, and document analysis, the study provides an in-depth picture of how the integration of Islamic values is carried out in the curriculum and learning approach at this institution.

The results showed that the integration of Islamic values in Tadika Al Fikh Orchard is not only limited to religious lessons, but also permeates all aspects of learning, encouraging the development of children's character and social skills. The challenges faced in this integration process have been successfully overcome with innovative and adaptive learning approaches, as well as through continuous professional development for teachers.

This research is important because it provides insight into best practices in Islamic education that can be adopted by other educational institutions. It also highlights the need for a holistic approach in Islamic education that not only focuses on religious knowledge but also on character building and social preparation. The recommendations of this study are expected to make a significant contribution to the development of Islamic education that is future-oriented, adaptive, and relevant to contemporary needs.

The whole study confirms the importance of integrating Islamic values in early childhood education to form a generation that is not only academically intelligent but also strong in Islamic values and identity. This research contributes to a broader understanding of the application of Islamic education in today's global and multicultural context.

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