INTERACTIVE LEARNING IN ISLAMIC EDUCATION USING FROG VLE: READINESS AND PROFICIENCY OF TEACHERS

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Abstract: The evolution in educational delivery from using chalk and black board to computer and multimedia has apparently resulted in a more attractive and incremental interest among students during their learning session. Recently, the Ministry of Education Malaysia has implemented proactive and dynamic initiative by introducing the Frog Virtual Learning Environment (FROG VLE) application. In general, FROG VLE is a virtual learning website that is provided to all students, teachers, and parents to get any required information and learning development in school education including the Islamic Education subject. This study aimed to identify the level of readiness and proficiency of Islamic Education teachers towards the utilization of Frog VLE in their teaching and learning activities. This study used a quantitative method where 2 sets of questionnaires of readiness and proficiency have been constructed with the reliability score at 0.93 and 0.96. Result shows that the level of readiness among teachers towards the use of Frog VLE is high with the mean of 3.76, but the level of skills in Frog VLE application among teachers is moderate with the mean of 3.17. These show that the Islamic Education teachers are aware and ready to venture into interactive learning using FROG VLE, but they still lack skills that need more effort and programmes in preparing them with higher skills focusing on Frog VLE in school.

Keywords: Teachers, Islamic education, FROG VLE, awareness, proficiency, primary school

1. Introduction

The emergence of multimedia and ICT provide impetus in increasing the learning quality of students because it is a combination of attractive technology such as audio, visual, graphics, animation and many more. Nonetheless, the roles of educators are vital in ensuring the effectiveness of teaching and learning imbued with advancement of ICT towards achieving the 21st century education style (PAK21).

According to Ee (1998) and Hasnuddin et al. (2015), the elevation of implementation of education on certain components particularly ICT in Islamic Education subject can increase the effectiveness of teaching methods, and increase the focus and attention of the students in their studies. Teachers with interactive activities usually can influence students to be more motivated and active and it helps the process of achieving the teaching and learning objectives (Maimun Aqsha, Wan Nurul Syuhada' & Mohd Isa, 2017). According to Mohamed Amin (2016), the 21st century teachers need to have four main characteristics which include being capable in giving awareness to the students and education of the 21st century, capable in transforming education to prepare the students for their future, capable of relating the curriculum to be relevant with the 21st century education and being able to teach towards green, digital and global teaching culture. Thus, the capability of teachers using the ICT as an approach is reasonable as it can give positive impact and deep interest for the current generation which is being friendly with gadgets and communication tools.

The utilization of technology in education seems to develop active interaction between teachers and students, and the diverse mode of teaching activities as well as higher quality of teaching and

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learning activities (Mohd Arif et al., 2005). Technology in education has made the current education process more productive, relevant, and more responsive.

Tajul Ariffin (1993) strictly stated that there are five levels of technology usage in education which can influence the development of Islamic Education subject in schools which are (1) technology usage that serves as a catalyst for the expansion of the scope of the Islamic Education paradigm, (2) technology usage can create unity between Islamic Education and other fields such as science, economy, and other professionals fields, (3) how humans can be used and exploited positively in all forms of technology to make Islamic Education as a core in education learning, (4) technology mastery can be used as a worldwide networking for Islamic Education, and (5) utilizing the technology in building the concept of God and His knowledge.

In Islamic Education, technology usage through Frog VLE application serves as a platform and a source of education and learning in the class. According to Zarada and Rozita (2003), the benefits of using technology in Islamic Education is a factor to make teaching more effective. The integration of multimedia elements could attract the interest and motivate the students, so that they can pursue self-lifelong term learning anytime and anywhere.

According to Ab Halim, Muhamad Faiz and Kamarul Azmi (2012), Islamic Education teachers need to be creative, innovative and capable in using learning methods and contents of pedagogy which are interrelated which can produce positive impact towards student achievement. In addition, it can generate critical and creative thinking. It can also produce a fun learning environment and encourage the students to master the knowledge towards a perfect appreciation. They also need to do reflections regarding their strengths and weaknesses, study the external changes, desire and adapt with society values which are always changing (Kamarul Azmi, 2010). On top of that, Islamic Education teachers must be well prepared with skills and knowledge to practice the suitable and effective education techniques. This study was conducted to achieve the objectives as below:

a) To identify the readiness level of Islamic Education teachers towards the usage of FROG VLE application in teaching the Islamic Education.

b) To identify the proficiency level of Islamic Education teachers towards the usage of FROG VLE application in teaching the Islamic Education.

2. Methodology

This study used quantitative methods with 2 sets of reliable questionnaires as instruments of primary data collection. The constructs of the questionnaire are the readiness and the skills of Islamic Education teachers towards the usage of Frog VLE in primary school. The distribution of the items and the reference source for constructing the instrument is shown in Table 1. The feedback is using the ordinal measurement scale and Likert scale with five ratings. The Likert scale is represented with 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Table 1: Construct of Questionnaire

Sections	Item	Sources
A: Demographic	A1-A3	Constructed by the researcher
B: The readiness of the teachers	B1-B11	Adopted with modification from Ummu Salma & Fariza (2014)
C: The teacher's skill using the Frog VLE	C1-C11	Adopted with modification from Zailawati & Fariza (2014)

Question items need to be tested on the reliability through face and construct validity so that the instruments used are appropriate and able to answer the research questions (Mohd Najib, 2003). The researcher has obtained the face validity from 3 experts in Islamic Education and e-learning namely lecturers from University of Malaya, Sultan Idris University of Education and Assistant Director (Technology Division), Ministry of Education.

Table 2: Reliability Coefficient

Construct	Number of Items	Reliability Coefficient
Teacher readiness	11	0.93
Teacher skills using Frog VLE	11	0.96

Based on Table 2, the construct of teacher readiness towards using the Frog VLE is reliable where the record value of reliability coefficient is 0.93 with 11 items. Meanwhile, the skill of Islamic Education teacher using Frog VLE recorded value of 0.96 of reliability coefficient is also with 11 items. These show that both sets of questionnaires are very good and considered highly reliable (Ghazali & Sufean, 2016).

For data analysis, the researcher used descriptive analysis, considering the percentage and mean values. This is referring to the study of Tschannen Moran and Gareis (2004). The mean value for very high level is between 4.21-5.00, 3.41-4.20 for high level, 2.61-3.40 for moderate level, 1.81-2.60 for low level and 1.00-2.00 for very low level.

This study was conducted among 110 Islamic Education teachers who were teaching in primary schools at Klang District. The researcher followed the systematic research steps as planned throughout this research to make sure the research can be done perfectly. After checking all the completed feedback forms, analysis was done using the Statistical Package for Social Sciences (SPSS) version of 23.0.

3. Result and Discussion

The respondents consisted of 110 Islamic Education teachers in primary school in Klang District. The demographic summary of the respondents is shown in Table 3.

Table 3: Respondents Demography

Demographic	Categories of Respondent	Frequency	Percentage %
A1 - School location	Urban	39	35.5
	Rural	71	64.5
A2 - Gender	Male	16	14.5
	Female	94	85.5
A3 - Teaching Experiences	Below 5 years	18	16.4
	6 to 10 years	39	35.5
	11 to 15 years	22	20.0
	16 to 20 years	10	9.1
	21 to 25 years	17	15.5
	26 to 30 years	4	3.6

The research respondents consisted of 16 male teachers with the percentage (14.5%) and 94 teachers (85.5%) were female. For school location, 39 teachers (35.5%) taught in the urban area while 71 teachers (64.5%) taught in the rural area. Teaching experiences showed that 18 teachers (16.4%) had below 5 years of experiences, 39 teachers (35.5%) had 6 to 10 years of experiences, 22 teachers (20%) had 11 to 15 years of experiences, 10 teachers (9.1%) had 16 to 20 years of experiences, 17 teachers (15.5%) had 21 to 25 years of experiences and 4 teachers (3.6%) had 26 to 30 years of experiences in teaching. The summary of the demographic analysis shows that the number of female teachers is more than the male teachers.

Based on Table 4, the analysis found that the Islamic Education teacher preparation towards the usage of Frog VLE application was at the high level with the overall mean value of = 3.76 with standard deviation value of = 0.73. Thus, the needs of providing help and training to improve the skills in Frog VLE application during their teaching session are significantly required.

Table 4: Analysis of the readiness among Islamic Education teacher towards the usage of Frog VLE application in the Islamic Education teaching

No.	Item	Mean	Standard Deviation	Level of performance
B1	I am ready to use the Frog VLE in my teaching session.	3.82	0.71	High
B2	I am ready to use Frog VLE to plan my Islamic Education lesson.	3.68	0.75	High
B3	I am ready to use Frog VLE in preparing my teaching material.	3.77	0.79	High
B4	I am ready to develop *site dashboard* for my Islamic Education lesson.	3.74	0.75	High
B5	I am ready to use Frog VLE to prepare assessment for my students.	3.76	0.72	High

B6	I am ready to use Frog VLE to monitor the assessment marks of my students.	3.65	0.78	High
B7	I am ready to use Frog VLE to upload or download any documents.	3.68	0.69	High
B8	I am ready to use Frog VLE to access emails.	3.64	0.80	High
B9	I am ready to encourage my colleagues to use Frog VLE in their lesson in the class.	3.79	0.75	High
B10	I am ready to use Frog VLE to share resources with other teachers.	3.75	0.67	High
B11	I am ready to learn more about Frog VLE for my personal improvement.	4.13	0.59	High
	Overall Mean	3.76	0.56	High

Table 5 shows the analysis of the level of skills for Islamic Education teachers towards the usage of Frog VLE application. The analysis result shows a moderate level of skills with the mean value of = 3.17 and standard deviation of = 0.73, instead of their high readiness.

Table 5: Analysis of Level of skill of Islamic Education teacher towards the usage of Frog VLE application in Islamic Education lesson

No.	Item	Mean	Standard deviation	Level of performance
C1	I know the components and the function of application in the Frog VLE.	3.32	0.86	Moderate
C2	I am proficient in using the components and the function of application in the Frog VLE.	3.23	0.89	Moderate
C3	I am capable of providing study site as an assistant teaching tool.	3.27	0.90	Moderate
C4	I am capable of providing quizzes and assessment by using Frog VLE.	3.37	0.85	Moderate
C5	I am capable of using Frog VLE to gain new ideas for teaching purpose.	3.25	0.84	Moderate
C6	I am capable of using the Frog VLE portal to improve education.	3.24	0.83	Moderate
C7	I am capable of using the Frog VLE communication system to share information for the school purpose.	3.25	0.88	Moderate
C8	I am capable of using frog drive, frog store and discover to search, save and share any contents for the school purpose.	3.04	0.87	Moderate
C9	I am capable of using the e-material in the Frog VLE to refer to teaching material.	3.00	0.85	Moderate
C10	I am capable of using the textbooks through the Frog VLE website.	3.02	0.88	Moderate
C11	I am capable of using the analysis tools to record and update my students' academic achievement	2.94	0.85	Moderate
	Overall Mean	3.17	0.73	Moderate

The result found that the teachers' readiness constructs are at a high level. Most of the Islamic Education teachers had the knowledge in using the Frog VLE application in their lesson. The highest mean value is 4.13 with standard deviation of 0.59 which stated that "I am ready to learn more about Frog VLE application for my personal improvement". This kind of teachers' attitudes need to be praised and supported by the school so that their interest and readiness is always at their maximum level and are able to give a positive impact to their surrounding and students in the school.

These findings are different from the study done by Maimun Aqsha Lubis et al. (2017) who found that Islamic Education teachers are at the moderate level but have deep knowledge in implementing multimedia in their teaching. It is also supported by the study of Mohd Izham Mohd Hamzah and Noraini Attan (2007) who stated that the teacher's preparation is at the moderate level.

However, the level of teachers readiness needs to be considered from their attitudes in implementing information technology in their teaching that will be the main factor to determine the success and effectiveness on the usage of Frog VLE application (Sandra Rahman et al., 2013).

The negative and moderate attitudes especially among the inexperienced teachers who attended the ICT course can be seen to affect their spirit and readiness to apply multimedia in their teaching and educating (Melvina Chung Hui Ching & Jamaludin Badusah, 2010). Moreover, the technical weakness, incomplete infrastructure, and skills in handling the software also make the Islamic Education teachers prefer to use the traditional method of teaching compared to multimedia application like Frog VLE.

Teachers play a big role in creating students who are knowledgeable, skilful, creative, innovative and competitive. Besides, to become a proactive teacher, they need to be mentally and physically well prepared to overcome any challenges or adapt to any changes. Teachers must also be able to adapt themselves to the suitable approaches and deliver methods that are effective to the students and current situation. The existence of Frog VLE application needs to be viewed from the positive side, so that the teachers nowadays can plan well for the teaching and lesson in the class.

The result also found that the teacher skills' construct is at the moderate level. Islamic Education teachers are still weak in terms of their capabilities, efficiency and mastering in using the Frog VLE application in the class. The highest mean value is 3.37 on item "I am capable of providing quizzes and assessment by using Frog VLE." with 0.85 value of standard deviation which is still at the moderate level.

In an education context, this skill refers to the teacher's skill in the classroom. Every teacher needs to have learning skills, thinking skills, planning skills, simplification skills, communication skills, and managing skills (Zarina Mustafa, 2012). It is also similar with the Frog VLE application, where the researchers see that teachers must be able to manage their very own website, planning the learning, and communicating with the students anytime by using the technology. From that, the teacher needs to adapt effectively to the changes that happen in education. Teachers are responsible to develop students with analytical, critical, and creative thinking abilities so that the students are able to adapt to the changes in their surroundings.

Teachers play an important role in teaching and learning Islamic Education in the school. A quality preparation from them can achieve the objective of Islamic Education through preparing the students to become *khalifah* that is useful in the world and hereafter.

The basic quality features of Islamic Education teachers is quality teaching and learning, quality personality, mastering the knowledge, skill in integration of multimedia and Islamic Education teachers surroundings (Jasmi, 2011). This is a big task for Islamic Education teachers that need to be achieved in this modern day.

However, a study conducted by Nor Zaira, Zolkefli and Mohd Kasri (2016) found that the level of skill and ICT infrastructure is the factor that makes FROG VLE application a success which is at the low level. This is why the variation skills in the FROG VLE application need to be mastered such as constructing learning site skills, using FROG VLE portal skills, FROG drive skills, and skills in using e-material to enable the teaching that is attractive and drives the students motivation.

Wan Abdul Rahim et al. (2006) suggested that an ideal teacher is knowledgeable, efficient in technical and good in handling the job as an educator. An effective teaching requires skills and wide knowledge towards the subject and a deep understanding of the learning aspect of the students. It is clear that teachers must not only be a mastery in their lessons but also be able to plan their teaching material that needs to be downloaded and shared with other teachers and students in the FROG VLE application.

4.   Conclusion

As a conclusion, Islamic Education teachers must have suitable criteria in handling the teaching based on information technology. Even though there will be challenges in handling it, the Islamic Education teachers must prepare themselves with skills and knowledge which are aligned with the education trend nowadays that gives priority to student-centred learning and PAK-21.

Islamic Education teachers play important roles in the teaching and learning process in the school. Quality preparation by the teachers is important to achieve the Islamic Education objectives in preparing students to become a good *khalifah* in the world and hereafter. This is in line with what previous researchers stated that basic quality characteristics of Islamic Education teachers include quality teaching and learning, quality personality, mastering knowledge and skills, information technology integration and Islamic Education teacher's environment. It is a big task for Islamic Education teachers

to get it done in this modern day. Through the findings of this study, the researcher suggests that the Ministry of Education through the Islamic Education Division needs to provide courses and workshops related to FROG VLE application to Islamic Education teachers continuously and periodically. This will give the teachers an opportunity to master the skill and the required knowledge to be applied in their teaching and learning session. Besides, incentives and rewards should be given to the teachers who are dynamic and creative and this can increase their motivation to apply and implement up-to-date methods in their Islamic Education lesson.

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