A STUDENT-CENTERED TEACHING AND LEARNING APPROACH AMONG EXCELLENT TEACHERS OF ISLAMIC EDUCATION

Kamarul Azmi Jasmi
Faculty of Social Sciences and Humanities, University Technology Malaysia
Email: qamar@utm.my

Rasidah Sahran
Faculty of Social Sciences and Humanities, University Technology Malaysia
Email: rasidah76@graduate.utm.my

Muhamad Amirul Amin Mohamad Nazim
Faculty of Social Sciences and Humanities, University Technology Malaysia
Email: muhamad.amirul.amin@graduate.utm.my

Abstract

The role of Islamic Education teachers in imparting knowledge needs to be refined in line with the transformation of the country's education. The implementation of a student-centered teaching and learning approach can have a positive impact on students in improving the quality of knowledge achievement. Therefore, teachers need to equip itself with various pedagogical knowledge, especially student-centered teaching and learning. The purpose of this writing is to explore the student-centered teaching and learning approach among excellent teachers of Islamic education in secondary schools. This writing is done through a qualitative research methodology using interview data as the main data and supported by observation data and document analysis. Excellent teachers of Islamic education selected from eight schools are study participants along with 40 study informants. Along with interview data, there are eight observation data and eight document analysis data. All 56 verbatim were compiled and analyzed using NVivo 20 software to build themes and sub-themes of research findings. The results of the study show that there are 22 student-centered teaching and learning methods and techniques that form a pattern. This finding can produce a Student-Centered teaching and learning approach Model among Excellent teachers of Islamic education in secondary schools.

A. Introduction

The National Philosophy of Education and the Philosophy of Islamic Education become a model in the formation of outstanding and prosperous Muslim human capital in this world and the hereafter. Both philosophies dream of building human capital that produces balanced abilities and potential. The formation of a balanced human capital should start from a young age from pre-school by uncovering the talents and potential of each individual.[1] To work on this talent and potential, it is necessary to go through an effective and persistent learning process.

The excellent teacher of Islamic education is an appointment in the same position at a substantially higher level for teachers who demonstrate effective teaching performance in the classroom. In the context of Islamic education in the 21st century, their expertise needs to be utilized in a way that the excellent teacher of Islamic education collaborates with peers and students through guidance in student-centered teaching and learning in line with the demands of the current teaching and learning approach strategy model.[2]

In the realm of Islamic Education, there has been a growing interest in student-centered teaching and learning approaches among excellent teachers. This approach shifts the focus from the teacher to the student, encouraging active participation and engagement in the learning process. By placing the students at the center of the learning experience, teachers are able to better understand their individual needs and tailor their teaching methods accordingly. This approach is based on the belief that every student has unique strengths and weaknesses that can be leveraged through personalized instruction.

Excellent teachers of Islamic Education who adopt a student-centered approach recognize that students learn in different ways and at different paces. By creating a dynamic and interactive learning environment, they are able to cater to the needs of their students and provide them with a more fulfilling learning experience. The goal of this approach is to equip students with the knowledge and skills they need to succeed in their academic pursuits and in life, while also instilling important Islamic values and principles.

Through this student-centered teaching and learning approach, excellent teachers of Islamic Education aim to develop critical thinking skills, foster creativity, and encourage collaboration among their students. They understand that learning is a dynamic and continuous process, and are committed to providing their students with the tools they need to become lifelong learners. This approach is essential in preparing students for the challenges and opportunities that await them in the future.

---

[1] Darusalam Ghazali, *Pedagogi Pendidikan Islam* (Kuala Lumpur: Utusan Publications & Distributors Sdn. Bhd., 2001).

[2] Ahmad Yunus Kasim and Ab Halim Tamuri, "Pengetahuan pedagogikal kandungan (PPK) pengajaran akidah: Kajian kes guru cemerlang Pendidikan Islam," *Journal of Islamic and Arabic Education* 2, no. 2 (2010).

Because of that, the excellent teacher of Islamic education in Malaysia is a very important person in playing a role to realize the goal of the educational philosophy. Thus, this writing aims to explore the student-centered the excellent teacher of Islamic Education approach among excellent teachers of Islamic education the excellent teacher of Islamic education in secondary schools.

B. Literature Review

According to Al-Madkur,[3] the delivery is the real teaching and learning of teachers and students. All concepts, principles, facts, and skills related to the teaching topic will be presented to students so that students can learn. At this time, teachers will use all their skills through specific and appropriate approaches, strategies, methods, techniques, and teaching aids to deliver lessons.[4] During this delivery process, effective and excellent teachers will pay attention to learning strategies. The experience of teaching the excellent teacher of Islamic Education is usually able to improve methodical skills during the teaching and learning process. The methods used are clear and appropriate. Usually, excellent teacher strategies focus on student-centered activities, although teacher-centered strategies are not abandoned. In addition, the delivery of teaching and learning needs to comply with what the teacher planned during lesson preparation.[5]

A student-centered approach is one of the demands outlined in the Malaysian Education Development Plan (PPPM) 2013-2025[6] A student-centered approach is also an element found in 21st century learning (PAK-21), which is a student-centered learning process based on elements of communication, collaboration, critical thinking and creativity as well as the application of pure values.[7] Thus, a fun teaching and learning method will have an impact on students' interest in the subject.[8] The impact of effective learning can increase

---

[3] 'Ali Ahmad Al-Madkur, *Manhaj al-Tarbiyyah fi al-Tasawwur al-Islami* (Al-Qahirah: Dar al-Fikr al-'Arabi, 2002).

[4] Yuan Lin, "Presentation-an Initial Step to Introduce Structures and Functions" (paper presented at the International Forum of Teaching and Studies, 2007).

[5] David James, "Are four minds better than one? a study on the efficacy of group work," *College and University* 80, no. 3 (2005); Yu-Chiung Hsu and Ya-Ming Shiue, "The effect of self-directed learning readiness on achievement comparing face-to-face and two-way distance learning instruction," *International Journal of Instructional Media* 32, no. 2 (2005); John Pratte and Matthew Laposata, "The ESA21 project: A model for civic engagement," *Journal of College Science Teaching* (2005); Kathleen Debevec, Mei-Yau Shih, and Vishal Kashyap, "Learning strategies and performance in a technology integrated classroom," *Journal of research on technology in education* 38, no. 3 (2006); Lynn Owens, "The View from the Front of the Class," *Journal of Physical Education, Recreation & Dance* 77, no. 4 (2006); Amy Rosoff, "The reality of unreality: Using imagination as a teaching tool," *English Journal* (2007).

[6] Kementerian Pendidikan Malaysia, "Pelan pembangunan pendidikan Malaysia 2013-2025," (Putrajaya: Kementerian Pendidikan Malaysia, 2013).

[7] Bahagian Pembangunan Kurikulum, "DSKP KSSM Pendidikan Islam Tingkatan 4 dan 5," (Putrajaya, 2018).

[8] Norma Binti Jusof, "Tahap Kemahiran Guru Terhadap Pengajaran Berpusatkan Murid Dalam Kalangan Guru Pendidikan Islam Di Sekolah Rendah," *Jurnal Penyelidikan Teknokrat II* 22, no. 1 (2022); Fatahiyah Elias, Mohd Isa Hamzah, and Khadijah Abdul Razak, "Elemen-elemen Pembelajaran Berpusatkan Murid dalam Pengajaran Akidah dan Impaknya," *Malaysian Journal of Education (0126-6020)* 47, no. 1 (2022)..

student achievement and understanding in the topics studied. Even the direct involvement of students in the activities carried out can be applied when they are in a real situation later.[9]

There are studies conducted by various institutions and researchers also proving that Islamic Education teachers are still focused on traditional teaching methods that are teacher-centered rather than student-centered, especially the lecture method. These studies also show that the studied Islamic Education teachers are still not very creative; less proficient in the use of teaching and learning tools and approaches; less use of the latest teaching approaches because it requires high-level assistance to obtain information on the latest learning innovations and less emphasis on the element of student involvement in class.[10] Accordingly, Islamic education teachers acts as an effective teaching and learning facilitator. This can be done by implementing the appropriate approach. Therefore, student-centered learning can produce students with superior soft skills and academics.[11]

A literature review carried out by [12] shows that the implementation of the student-centered approach method among Islamic education teachers is at a high level. Among the approaches implemented by Islamic education teachers are; (1) drill, (2) presentation, (3) forum, (4) simulation, (5) *tasmik*, (6) mind map, (7) cooperative method, (8) problem solving, (9) playing while learning, (10) brainstorming and (11) visits. Therefore, an effective learning approach can produce quality human capital in line with the development of 21st century education.

Student-centered teaching and learning approaches have gained increasing attention in the field of education over the past few decades. Numerous studies have demonstrated the positive impact of this approach on student engagement, motivation, and academic achievement.

---

[9] Deena Bibi Nurkiah Hasmadi, Mohd Aderi Che Noh, and Ali Rohmad, "Pendekatan Berpusatkan Murid dalam Pengintegrasian Ilmu bagi Subjek Pendidikan Islam," *Jurnal Pendidikan Nusantara* 1, no. 2 (2022).

[10] Mizan Adiliah Ahmad Ibrahim, *Kajian mata pelajaran Pendidikan Islam dan guru-guru Pendidikan Islam di sekolah menengah kebangsaan di Semenanjung Malaysia* (1994); Jabatan Pendidikan Islam Moral and Universiti Putra Malaysia, "Keperluan profesional guru Pendidikan Islam di sekolah menengah," (Kuala Lumpur: Kajian Jabatan Pendidikan Islam dan Moral (JAPIM) dengan …, 1994); Kamarulzaman Abdul Ghani and Nik Mohd Rahimi Nik Yusoff, "Pembelajaran bahasa Arab secara koperatif: Satu kaedah alternatif. Dlm. Khadijah Abdul Razak, Shahri Awaludin, Kamarulzaman Abdul Ghani, Ab. Halim Tamuri, Norshidah Mohd Salleh, & Aliza Alias (pynt.)," *Prosiding Wacana Pendidikan Islam (Siri 3) Perkaedahan Pengajaran Pendidikan: Antara Tradisi dan Inovasi. Bangi: Fakulti Pendidikan, Universiti Kebangsaan Malaysia* (2003); Ab Halim Tamuri et al., "Keberkesanan pengajaran dan pembelajaran Pendidikan Islam ke atas pembangunan diri pelajar," *Laporan Penyelidikan. Fakulti Pendidikan, Universiti Kebangsaan Malaysia dan Jabatan Pendidikan Islam dan Moral, Kementerian Pelajaran Malaysia* (2004).

[11] Norhana Ahad et al., "Penggunaan Inovasi DOM (Dissolution of Marriage) Smart Cycle dalam Meningkatkan Kefahaman Modul Pendidikan Islam 2 Sijil Kolej Komuniti," *e-Jurnal Penyelidikan dan Inovasi* (2021).

[12] Norma Jusof and Mohd Isa Hamzah, "Kemahiran guru pendidikan Islam di sekolah rendah terhadap pelaksanaan pengajaran berpusatkan murid: Satu Analisa," *International Journal of Education and Pedagogy* 2, no. 3 (2020).

One study by Klemm, Willis, Rummel, and Koch explored the impact of a student-centered approach on student motivation and found that students who were exposed to this approach were more motivated to learn and had a greater sense of ownership and control over their learning experience.[13] The study also found that students who were exposed to a student-centered approach were more likely to develop critical thinking skills and problem-solving abilities. Another study by Christensen and Menchaca examined the effectiveness of a student-centered approach on student learning outcomes in an online learning environment.[14] The study found that a student-centered approach increased student engagement and motivation, resulting in higher levels of academic achievement and student satisfaction with the learning experience. Additionally, a meta-analysis conducted found that student-centered teaching and learning approaches have a positive impact on student achievement in a variety of subject areas and grade levels.

Furthermore, in the realm of Islamic Education, a student-centered approach is particularly important as it enables teachers to provide instruction that is not only academically rigorous but also grounded in Islamic principles and values. This approach allows students to develop a deeper understanding of Islamic concepts and apply them in their daily lives.

A student-centered teaching and learning approach has been shown to have a positive impact on student engagement, motivation, and academic achievement in a variety of contexts. It is particularly relevant in the realm of Islamic Education, as it enables students to not only develop their academic abilities but also their understanding and application of Islamic values and principles.

The objective of this study is to explore the "student-centered teaching and learning approach among the excellent teacher of Islamic education " to answer the research question What is the student-centered approach implemented by the excellent teacher of Islamic education?

C. Research Method

The qualitative methodology used is a case study method and various cases as one form of validity of research data [15]. The collection of research data uses observation methods and document analysis as supporting data to support the main data, which is interview data. Selection of study participants [16] using purposive sampling. Eight schools listed by the Majlis Guru Cemerlang Malaysia

---

[13] E.B. Klemm, "Motivation and Ownership: Online Learning and Student-Centered Pedagogy," *Journal of Educational Computing Research* 55, no. 8 (2017).

[14] R. Christensen and M.P. Menchaca, "Online Teaching and Learning as a Student-Centered Approach: A Meta-Analysis of Research 1992-2016," *Online Learning Journal* 21, no. 4 (2017).

[15] Sharan B Merriam, *Qualitative Research and Case Study Applications in Education. Revised and Expanded from" Case Study Research in Education."* (ERIC, 1998).

[16] Sabitha Marican, *Kaedah Penyelidikan Sains Sosial* (Petaling Jaya, Selangor: Pearson Prentice Hall, 2005).

[MGCM]] (Malaysia, M. G. C., 2007)[17] were involved in this study. The criteria for the selection of study participants are based on (a) the excellent teacher of Islamic education must be in the rank of DG 48 or 52; (b) the excellent teacher of Islamic education must teach level 4, 5 or 6 below or 6 above. Selection of students, fellow teachers, and administrators as informants by using snowball sampling through the excellent teacher of Islamic education own selection; (c) the excellent teacher of Islamic education must also teach the subjects of Islamic Education, Sharia, Usuluddin and Islamic Tasawur; (d) the excellent teacher of Islamic education represents from various types of schools and locations throughout Malaysia; (e) The researcher also selected the eight most senior the excellent teacher of Islamic education people from categories (a), (b), (c) and (d) because of their more experience than the junior ones in the excellent teacher of Islamic education.

The validity and reliability of qualitative research data involves several steps as suggested by Bogdan dan Biklen (1997)[18], namely expert confirmation of the constructed themes and the calculation of Cohen Kappa on the level of theme agreement. Data triangulation involves interview data, observation, and document analysis and between schools. All verbatim research data were analysed in NVivo 20. to generate themes and sub themes. The pattern of research findings and themes produced were agreed upon by three experts appointed to achieve the level of Cohen *et al.* (2002)[19] which is high and finally forms a model of educational research findings.

D. Finding and Discussion
Finding

Table 1 PdP Methodology Student-Centered Approach Operated by the excellent teacher of Islamic education in s1-s8.

Bil.	Ciri	S1	S2	S3	S4	S5	S6	S7	S8
1.	Stake, restore, and exercise	X	X	X	X	X	X	X	X
2.	Group discussion	-	X	X	X	X	X	X	X
3.	Self-learning	X	X	-	-	-	X	X	X
4.	Presentation	-	-	X	X	X	X	X	X
5.	Practice	X	X	X	X	-	-	X	X
6.	Students make notes	X	-	X	X	X	-	X	X
7.	Forum	X	X	X	X	-	-	-	-
8.	Play, drama and simulation	-	X	-	X	-	-	-	X
9.	Formula of mind	-	X	-	-	-	-	X	X

---

[17] Majlis Guru Cemerlang Malaysia, "Diari Majlis Guru Cemerlang Malaysia 2007," (TTP: Majlis Guru Cemerlang Malaysia, 2007).

[18] Robert Bogdan and Sari Knopp Biklen, *Qualitative research for education* (Allyn & Bacon Boston, MA, 1997).

[19] Louis Cohen, Lawrence Manion, and Keith Morrison, *Research methods in education* (routledge, 2002).

10.	*Tasmi'*	X	-	X	-	X	-	-	-
11.	*Halakah*	-	X	X	X	-	-	-	-
12.	Reading	-	-	X	-	-	X	-	-
13.	Make a folio	-	-	-	X	-	-	X	-
14.	Students create Mind maps	-	-	-	X	-	-	-	X
15.	Predicting the future	-	X	-	-	-	-	-	X
16.	Student information	-	-	-	X	-	-	-	-
17.	Match	-	-	-	X	-	-	-	-
18.	Mentor-minds	-	-	-	-	-	X	-	-
19.	Discuss	-	-	-	X	-	-	-	-
20.	Workshop	-	-	-	-	-	-	X	-
21.	Contribute suggestions	-	-	-	-	-	-	X	-
22.	Project	X	-	-	-	-	-	-	-

Remarks: Remarks: S1-S8 as schools 1 to 8

The student-centered approach practiced by the excellent teacher of Islamic education in S1-S8 is more diverse with 22 methods and techniques used by them as shown in Table 1. Out of these 22 methods and techniques, the six most practiced by GCPI in S1-S8, namely pasak, pugar, as well as drills, self-study, group discussions, presentations, practicals, and students making notes. Peg, pugar, and drill methods are the methods that represent the entire GCPI and are the most and frequently used by them in class (P2S1, 52, 110; GCPI2, 160, 169, 197, 243; P1S2, 98; P2S2, 80 ; GCPI3, 480; P1S3, 279; P1S4, 148, 205; P2S4, 148, 239; P2S5, 99; GCPI6, 171; P1S6, 104; GCPI7, 172; P2S7, 99; P1S8, 174). Pasak, pugar, and drill or whatever other name is used is the name given by GCPI to the module in the form of a book or handout that contains training questions given during class sessions or since the beginning of the school year. This module is in the form of drills, which are practice questions, mapping or mind maps that are given guidance, and some are left blank for students to find answers based on the title and guidance given. The purpose of this module is for students to be able to remember well the contents of the teaching and learning of Islamic Education.

The researcher found that each GCPI has compiled this module for use by their students in addition to giving copies to other Islamic Education teachers. GCPI2 once made a report: (GCPI: PP/BBM/KEDM) "I also implemented a recovery class program for average students. Peg classes for excellent students and intervention classes for weak students." (ADS2, 161). Recovery, peg and intervention classes according to this report mean classes prepared by GCPI2 with drill modules that also contain self-learning methods consisting of exercises that test according to the cognitive level of his students. For GCPI3 and GCPI5, their modules are not in the form of self-study, but in the form of practice questions or previous years' questions or prediction questions.

Student group discussion and presentation methods are also used by GCPI except GCPI1 in S1-S8. GCPI1 does not use these two methods because

of his many commitments at the KPM, JPN, PPD, and inter-school levels (OS1, 114; ADS1, 178). His busyness caused this method to not save time. Free time during his absence will be used by students to study independently. GCPI1 distributed a module in the form of a handout containing self-learning exercises the day before he left school (P2S1, 52, 110). The self-learning method that is also contained in pegs, pugar, and drills according to the Principal in S1 does not undermine the excellence of GCPI1 students (PS1, 350) considering that the school is a school from among selected students. This is different from GCPI2 students, most of them are at a medium and weak level as shown in Table 4.9 before. Therefore, the group discussion method practiced by GCPI2 is specific to the discussion of answers between students to the recovery module prepared by him. GCPI2 explains:

(GCPI: PP/Mtd/PBP/PPLT) "Group work drill, let's work closely with them. Then we make a checklist for him. Then we do it together, I give, let's say I give ten questions. But if a boy can do 10 questions, excellent. If a boy has 10 questions, he can do seven questions, which means he has already excelled in half. Half brilliant. If a boy gives 10 for three, it means that he has fulfilled it, we can't be angry with him, why don't you do it again? After that we do it together with him, go out on the field together, so he has fun, we solve problems together.

GCPI2, 160; 169

While the group discussion method, that is, the teacher gives topics for students to discuss and then present in front of the class, is not practiced by GCPI2 because of the weak level of students' ability to give and express ideas. Practical methods are used by all GCPIs except GCPI5 and GCPI6. An example of a quote from GCPI that shows the PdP of the practical method, (GCPI:PP/Mtd/PBP/AmL) "...Among them, as related to the appropriate title in Islamic Education that I have done, which is the practice of slaughtering by fourth grade students . Hajj is also practiced by fourth graders." (GCPI1, 850). GCPI5 is not involved in practice because his subject of expertise is teaching al-Quran and al-Sunnah which is not directly involved in practice. While GCPI6, there is no evidence from the data that practice has ever been implemented, but in the quantitative data that will be discussed later it shows that he has used practical methods as shown in Table 4.54 with item code KP1. The level of agreement of this method is moderately high with a mean of 3.29. This shows that GCPI6 used practical methods, but he did not use them throughout the researcher's study in S6. Finally for the method used by most GCPI is the student method to make notes. This method covers all GCPIs in S1-S8 (P2S1, 47; P1S3, 202; P2S4, 143; GCPI5, 671; GCPI7, 170; P1S7, 125; P2S7, 127; P2S8, 120) except GCPI2 and GCPI6. Both of these GCPIs actually have note modules that are distributed to their students, unlike other GCPIs that make this method a way for their students to understand in depth what they are learning. The best example of an interview about student note-taking methods can be seen in this researcher's interview with P2S4:

(GCPI:PP/Mtd/PBP/PMN) "After that, he likes to ask about the notes, whether they have been made, whether they are ready, tell them to raise their hands, who is not ready yet, who is not ready yet. The one who is not ready when he can be ready, he wants to be ready, after that, ustazah is a person who, people say, who is fast, not fast how, if today this title is presented, what is this title commented on, tomorrow he wants to have a title, note, about the topic that has been discussed and presented.

<div align="right">P2S4, 143</div>

Based on this interview, GCPI4 uses the method of students making notes for each topic discussed and presented in class. The notes are then reviewed by him and given grades and prizes. This is as explained by P2S4 (205): (GCPI:PP/PLPP/GLKN) "…it's true that our books are beautiful, beautiful, beautiful, so we did our best, that note is because of ustazah, likes to give gifts, he is generous, the best notebook gets a gift." The remaining 16 methods and techniques in the student-centered PdP approach do not represent the majority of GCPI in S1-S8. These methods and techniques consist of forums, acting, drama, and simulations, mind formulas, tasmi', halaqah, reading, making folios, students making mind maps, predicting the future, student explanations, competitions, mentoring, discussions, workshops, brainstorming, and projects. The forum PdP method represents four schools, namely S1-S4 (GCPI1, 863; P2S2, 172; P1S3, 267; GCPI4, 230, OS4, 458). Acting, drama, and simulation represent three schools, namely S2 (G1S2, 532; GCPI2, 178, 269, 179; P1S2, 98; P2S2, 99), S4 (G2S4, 71) and S8 (GCPI8, 432). The tasmi' method, which is the student's method of memorizing the Qur'an or hadith. This method is widely used in S1 (OS1, 178; G2S1, 213) and S3 (P1S3, 155; P1S5, 89). The halaqah method, which is the method of students sitting in a circle and reading something, especially the Quran. This method is widely used by GCPI who use the school surau as a teaching place, namely GCPI2 (358), GCPI3 (682), and GCPI4 (263). The method of reading either en masse to the facts written on the whiteboard (OS3, 438) or reading silently (GCPI3, 460; P1S6, 90), or one person reading while the other student listens (OS6, 489) is used by GCPI in S3 and S6. The student method of making folios is practiced by GCPI in S4 (GCPI4, 233; P1S4, 357; P2S4, 185) and S7 (GCPI7, 782).

Next, students' methods of making mind maps are practiced by GCPI4 (490, 495) and GCPI8 (G1S8, 161). The method of predicting the future is to encourage students to guess and think about their future situation and formulate what they need to do when they are there at that time. For example, the teacher gives the following assignment: "When you are working, you want to get married, what are the characteristics of the wife you want at that time?" "How will you pray if you are destined to be on the planet Mars in 2020." This method of predicting the future is used by GCPI2 (180) and GCPI8 (392). Mind formula technique, which is an abbreviation method for an expression consisting of

several letters so that students can easily remember the facts of the lesson. This method is practiced by GCPI2 (GCPI2, 242), GCPI7 (P1S7, 89), and GCPI8 (P2S7, 60). Other student-centered PdP approaches that only represent one school for one method, i.e., the student explanation, competition and discussion method in S4 (P2S4, 126; OS4, 462; GCPI4, 229, 231), the mentor-menti method in S6 (GCPI6, 220, 265), workshops, and brainstorming in S7 (G2S7, 306, 173), as well as project methods in S1 (GCPI1, 892).

Discussion

Effective teaching and learning are usually seen in the approach, methods and techniques used by teachers towards their students. The experience of teaching teachers can improve their methodological skills during the teaching and learning process. Although today's student-centered approach is an important approach in modern teaching and learning, but when exam achievement becomes a priority for schools and MoE, the excellent teacher of Islamic education must focus only a small part of student-centered approach that is able to improve students' exam excellence. Because of that there are only six patterns of student-centered approaches that focus on the methods and techniques of pegs, pugar, and drills; group discussion; self-learning; presentation; practice and students make notes. Peg, recover, and drill techniques; self-study; and students making notes is a teaching method that focuses on students' memory so that students can answer well in exams. The findings of this study are also supported by studies conducted by several previous researchers[20] who state that the student-centered approach method used among teachers is drills and presentations. Drills are indeed intended for exam achievement and the use of presentations is the dominant method to save teaching and learning time in the classroom.

Based on literature research,[21] stated that the methods implemented in student-centered approaches are forums, simulations, *tasmik,* mind maps, brainstorming, cooperatives, problem solving, playing while learning and visits in addition to drills and presentations. If seen, the student-centered approaches in the literature study are more compared to what is obtained in the excellent teacher of Islamic education student-centered approaches. This weakness does not mean that the excellent teacher of Islamic education fails in their teaching and learning, but it is proven that even though the student-centered approaches used is few, which is only six methods, they are able to make the students get very excellent results in public exams. In fact, the success achieved by them is due to the

---

[20] Jusof and Hamzah, "Kemahiran guru pendidikan Islam di sekolah rendah terhadap pelaksanaan pengajaran berpusatkan murid: Satu Analisa."; Hasmadi, Noh, and Rohmad, "Pendekatan Berpusatkan Murid dalam Pengintegrasian Ilmu bagi Subjek Pendidikan Islam."

[21] Jusof and Hamzah, "Kemahiran guru pendidikan Islam di sekolah rendah terhadap pelaksanaan pengajaran berpusatkan murid: Satu Analisa."

excellent teacher of Islamic education efforts to produce drill, recovery, and peg modules according to the students' cognitive ability level.

E. Conclusion and Implications

The summary from this study found that there are six methods used by the excellent teacher of Islamic education in implementing the student-centered approaches for Islamic education subjects. The method carried out is according to the suitability of the teaching and learning topic, the student's background, and the teacher's skill level. The findings of this study the student-centered approaches activity for the excellent teacher of Islamic education is a basic learning activity which is an activity carried out by all study participants, according to the student's suitability. The findings of this study form a student-centered teaching and learning approach model among the excellent teacher of Islamic education (MPBP-GCPI) as illustrated in figure 1.
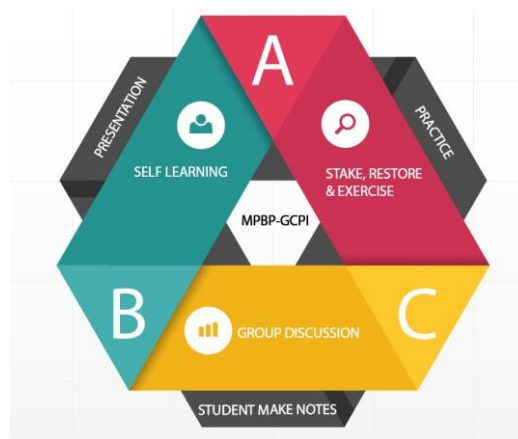

Figure 1 Student-Centered PdP Approach Model among GCPI (MPBP-GCPI)

Based on the MPBP-GCPI that the success of the excellent teacher of Islamic education to diversify student-centered approaches in the classroom had to be sacrificed with teacher-centered teaching and learning but supported by six student-centered approaches as in the model so that students can achieve excellence in public examinations faced by students in secondary schools

BIBLIOGRAPHY

Ahad, Norhana, Mohammad Fahmi Abdul Hamid, Khairul Azhar Meerangani, and Amran Abdul Halim. "Penggunaan Inovasi Dom (Dissolution of Marriage) Smart Cycle Dalam Meningkatkan Kefahaman Modul Pendidikan Islam 2 Sijil Kolej Komuniti." *e-Jurnal Penyelidikan dan Inovasi* (2021): 175-197.

Al-Madkur, 'Ali Ahmad. *Manhaj Al-Tarbiyyah Fi Al-Tasawwwur Al-Islami.* Al-Qahirah: Dar al-Fikr al-'Arabi, 2002.

Bogdan, Robert, and Sari Knopp Biklen. *Qualitative Research for Education.* Allyn & Bacon Boston, MA, 1997.

Cohen, Louis, Lawrence Manion, and Keith Morrison. *Research Methods in Education.* routledge, 2002.

Christensen, R., & Menchaca, M. P. (2017). Online teaching and learning as a student-centered approach: A meta-analysis of research 1992-2016. Online Learning Journal, 21(4), 15-30.

Debevec, Kathleen, Mei-Yau Shih, and Vishal Kashyap. "Learning Strategies and Performance in a Technology Integrated Classroom." *Journal of research on technology in education* 38, no. 3 (2006): 293-307.

Elias, Fatahiyah, Mohd Isa Hamzah, and Khadijah Abdul Razak. "Elemen-Elemen Pembelajaran Berpusatkan Murid Dalam Pengajaran Akidah Dan Impaknya." *Malaysian Journal of Education (0126-6020)* 47, no. 1 (2022).

Ghani, Kamarulzaman Abdul, and Nik Mohd Rahimi Nik Yusoff. "Pembelajaran Bahasa Arab Secara Koperatif: Satu Kaedah Alternatif. Dlm. Khadijah Abdul Razak, Shahri Awaludin, Kamarulzaman Abdul Ghani, Ab. Halim Tamuri, Norshidah Mohd Salleh, & Aliza Alias (Pynt.)." *Prosiding Wacana Pendidikan Islam (Siri 3) Perkaedahan Pengajaran Pendidikan: Antara Tradisi dan Inovasi. Bangi: Fakulti Pendidikan, Universiti Kebangsaan Malaysia* (2003): 326-335.

Ghazali, Darusalam. *Pedagogi Pendidikan Islam.* Kuala Lumpur: Utusan Publications & Distributors Sdn. Bhd., 2001.

Hasmadi, Deena Bibi Nurkiah, Mohd Aderi Che Noh, and Ali Rohmad. "Pendekatan Berpusatkan Murid Dalam Pengintegrasian Ilmu Bagi Subjek Pendidikan Islam." *Jurnal Pendidikan Nusantara* 1, no. 2 (2022): 111-118.

Hsu, Yu-Chiung, and Ya-Ming Shiue. "The Effect of Self-Directed Learning Readiness on Achievement Comparing Face-to-Face and Two-Way Distance Learning Instruction." *International Journal of Instructional Media* 32, no. 2 (2005): 143.

Ibrahim, Mizan Adiliah Ahmad. *Kajian Mata Pelajaran Pendidikan Islam Dan Guru-Guru Pendidikan Islam Di Sekolah Menengah Kebangsaan Di Semenanjung Malaysia.* 1994.

James, David. "Are Four Minds Better Than One? A Study on the Efficacy of Group Work." *College and University* 80, no. 3 (2005): 47.

Jusof, Norma Binti. "Tahap Kemahiran Guru Terhadap Pengajaran Berpusatkan Murid Dalam Kalangan Guru Pendidikan Islam Di Sekolah Rendah." *Jurnal Penyelidikan Teknokrat II* 22, no. 1 (2022).

Jusof, Norma, and Mohd Isa Hamzah. "Kemahiran Guru Pendidikan Islam Di Sekolah Rendah Terhadap Pelaksanaan Pengajaran Berpusatkan Murid: Satu Analisa." *International Journal of Education and Pedagogy* 2, no. 3 (2020): 1-26.

Kasim, Ahmad Yunus, and Ab Halim Tamuri. "Pengetahuan Pedagogikal Kandungan (Ppk) Pengajaran Akidah: Kajian Kes Guru Cemerlang Pendidikan Islam." *Journal of Islamic and Arabic Education* 2, no. 2 (2010): 13-30.

Klemm, E. B., Willis, J. W., Rummel, A., & Koch, C. M. (2017). Motivation and ownership: Online learning and student-centered pedagogy. Journal of Educational Computing Research, 55(8), 1070-1089.

Kurikulum, Bahagian Pembangunan. "Dskp Kssm Pendidikan Islam Tingkatan 4 Dan 5." Putrajaya, 2018.

Lin, Yuan. "Presentation-an Initial Step to Introduce Structures and Functions." Paper presented at the International Forum of Teaching and Studies, 2007.

Malaysia, Kementerian Pendidikan. "Pelan Pembangunan Pendidikan Malaysia 2013-2025." Putrajaya: Kementerian Pendidikan Malaysia, 2013.

Malaysia, Majlis Guru Cemerlang. "Diari Majlis Guru Cemerlang Malaysia 2007." TTP: Majlis Guru Cemerlang Malaysia, 2007.

Marican, Sabitha. *Kaedah Penyelidikan Sains Sosial.* Petaling Jaya, Selangor: Pearson Prentice Hall, 2005.

Merriam, Sharan B. *Qualitative Research and Case Study Applications in Education. Revised and Expanded from" Case Study Research in Education.".* ERIC, 1998.

Moral, Jabatan Pendidikan Islam, and Universiti Putra Malaysia. "Keperluan Profesional Guru Pendidikan Islam Di Sekolah Menengah." Kuala Lumpur: Kajian Jabatan Pendidikan Islam dan Moral (JAPIM), 1994.

Owens, Lynn. "The View from the Front of the Class." *Journal of Physical Education, Recreation & Dance* 77, no. 4 (2006): 29-33.

Pratte, John, and Matthew Laposata. "The Esa21 Project: A Model for Civic Engagement." *Journal of College Science Teaching* (2005).

Rosoff, Amy. "The Reality of Unreality: Using Imagination as a Teaching Tool." *English Journal* (2007): 58-62.

Tamuri, Ab Halim, Adnan Yusopp, Kamisah Osman, Khadijah Abdul Razak, Shahrin Awaludin, and Zamri Abdul Rahim. "Keberkesanan Pengajaran Dan Pembelajaran Pendidikan Islam Ke Atas Pembangunan Diri Pelajar." *Laporan Penyelidikan. Fakulti Pendidikan, Universiti Kebangsaan Malaysia dan Jabatan Pendidikan Islam dan Moral, Kementerian Pelajaran Malaysia* (2004).