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(IJEPC)**www.ijepec.com**CONCEPT PAPER FOR PEDAGOGICAL METHODOLOGY
FRAMEWORK IN THE FIELD OF AQIDAH AMONG ISLAMIC
EDUCATION TEACHERS (IET) THROUGH DA'WAH
APPROACH FOR SPECIAL EDUCATIONAL NEEDS STUDENTS
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DOI: 10.35631/IJEPC.1058019**This work is licensed under** [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

This concept paper refers to researchers' case study to examine and develop a Pedagogical Methodology Framework in the Field of Aqidah of Islamic Education Teachers (IET) through Da'wah Approach for Special Educational Needs Students (SENS). This study uses qualitative methods. The triangulation method involving interview data, observation, and document analysis was used to explore the use of the GPI pedagogical Da'wah approach in the field of SENS creed. A pilot study was also conducted to test the validity and reliability of the instrument items in preparation for the actual study. The Cohen Kappa Index analysis was also used in this study to build reliability for the units of analysis from verbatim qualitative data. This analysis was conducted by seeking the agreement value among qualitative experts regarding the units of analysis of a studied theme obtained from interviews. The N'Vivo 15 software is also used to analyze each theme related to the pedagogical methods in Aqidah for Islamic Education Teachers (IET) through the Da'wah approach. It is hoped that through the development of the Pedagogical Methodology Framework in the Field of Aqidah of Islamic Education Teachers (IET) through a Da'wah Approach for Special Educational Needs Students (SENS), it can serve as a guide and reference for educators, especially GPI who teach SENS, always to be prepared and make changes to ensure that Islamic Education teaching, particularly in the field of Aqidah for SENS under the Integrated Special Education Program (ISEP), becomes more engaging and impactful for SENS to understand.

Keywords:

Islamic Education Teacher, Da'wah Approach, Field of Aqidah, Special Educational Need Students, Pedagogy, Integrated Special Education Program (PPKI)

Introduction

In this decade, education is the main thing that must be emphasized in every individual's life, especially children (Abu Bakar, 2023). Therefore, the importance of education among school students is undeniably elevated as a primary foundation in the framework of the 2027 Curriculum Goals (KPM, 2024) to ensure lifelong learning is appropriately provided to all individuals, especially students, during their time in school. Schools should focus on mainstream students and emphasize SENS in proper education (Yunita et al., 2021). This does not only focus on subjects based on literacy or numeracy but also on subjects emphasizing divinity, such as Islamic Education, which should be given importance. Furthermore, Islamic Education is also one of the core subjects that must be taught to all students. Therefore, Islamic Education should not be excluded from being emphasized at SENS so that Islamic values can be instilled in them. They recognize God and stay on the right path (KSSR PK, 2017).

Therefore, in facing the increasingly challenging realities of life, IET needs to shoulder the significant responsibility entrusted to teach SENS to strengthen their faith values through effective pedagogy in the field of faith. This is because teachers should be prepared and open to accepting any challenges in contemporary changes. Furthermore, the challenges of transforming the education system in the current era encourage a paradigm shift in every aspect of Teaching and Learning (T&L) in line with education in the era of the Fourth Industrial Revolution (4.0) (Ahmad Saifudin & Hamzah, 2021). Therefore, IET should play its role as best as possible in educating the nation's children, especially in SENS at schools. Furthermore, based on the latest circular dated March 18, 2024, Islamic Education is only eligible to be taught by IET in schools and cannot be taught by other subject teachers. Therefore, IET should be wise in choosing approaches that can be used as pedagogical methods in teaching.

The impact of the pandemic also requires teachers to be more creative in choosing pedagogical methods while being able to diversify resources and materials that are suitable for teaching and learning (Bahrom, 2020; Henry & Mahamod, 2021). In fact, according to Nurwidiawati et al. (2024), selecting good pedagogy will provide an engaging teaching experience and enhance the potential of each student more optimally. In addition, quality and effective pedagogy, especially in the field of faith, can help students better understand the true faith within themselves to be on the right path. (Wan Mohamad et al., 2019). Concerned about SENS who have much lower intelligence compared to other regular students, the selection of pedagogy is also closely related to the abilities and capabilities of those students (Schnitzler et al., 2020).

Problem Statement

Based on data obtained by the Royal Malaysia Police (PDRM), cases of deviant teachings that contradict true faith beliefs are constantly occurring and showing a significant increase over time. Furthermore, according to a study (Mohammad Khairil Ashraf & Raiham 2021), it was also discussed that there were 47 cases involving deviant teachings throughout the year 2020 when the country was hit by the increasingly widespread COVID-19 pandemic and at a worrying level. In this challenging era, a segment of the younger generation has become less aware and more complacent with the onslaught of misguided thoughts and teachings, which has further highlighted and emphasized the issue of faith among the Muslim community in Malaysia. Most of them are unaware of the dangers of deviant thoughts and teachings such as modernism, liberalism, pluralism, secularism, Shia, Ayah Pin, Taslim, Rufaqa', Tuhan Harun, and so on (Nor Azizah et al. 2019).

Although excellent and established religious education is provided, exposure to deviations in religious teachings is still easily accessible, and all information related to heretical beliefs not based on the creed of Ahlus Sunnah wal Jamaah can still be obtained at one's fingertips (Syamilatul & A'dawiyah, 2022). Moreover, the statistics on juvenile arrests in index crimes reported by the Institute for Youth Development Research Malaysia (IYRES), based on the Ministry of Youth and Sports Malaysia, for the years 2016 to 2020 are also quite concerning. The findings revealed that 21,735 out of 31,258 cases, or 69.5%, involved juvenile offenders among Malay Muslim teenagers. This data indirectly provides an initial picture of the younger generation's shaky and increasingly flexible faith, as only a strong faith can control a person's actions from being involved in crime (Muhamad Zaki & Khadijah, 2021).

This also applies to SENS, who need education and knowledge of faith to continue the continuity of true faith among the community in the future, especially SENS through the Da'wah approach. The teaching and learning sessions (T&L) involving SENS are somewhat different from the TnL sessions of typical students in school. This is almost the case for all subjects taught to these SENS. This is because SENS are exceptional students with intelligence that differs from students in the mainstream stream (Abdul Majid et al., 2022). However, the emphasis on the teaching and learning process for Special Educational Needs Students (SENS) should not be underestimated; in fact, their education should be given special attention, particularly in Islamic Education subjects, to ensure that these students are also exposed to Islamic values within themselves.

Therefore, based on the background of the research problem and the preliminary study conducted by referring to previous studies, it was found that the pedagogical methods used for conducting teaching and learning sessions for SENS, particularly in the field of Aqidah, are still lacking in research and require more extensive and detailed studies on the teaching and learning of Islamic Education in the field of Aqidah for SENS. This is because there are still unclear issues that need to be discussed thoroughly compared to other fields in Islamic Education. This is in line with the Curriculum and Assessment Standard Document [DSKP] of the Standard Curriculum for Primary Schools [KSSR] for Special Education Needs Students [SENS] Learning Disabilities (2018), which explains that there are four main areas that SENS must study in schools, one of which is the field of Aqidah.

Among the issues that have been identified is that it is undeniable that various pedagogical methods are used to ensure that the TnL sessions can be conducted as best as possible for SENS in schools covering various fields. However, complaints and grievances found that the pedagogical methods used for SENS are still based on traditional concepts compared to those for mainstream students in the classroom (Haris & Khairudin, 2021). This makes the pedagogy implemented for SENS still weak, and SENS should also be provided with a more engaging learning environment to enhance their motivation in the classroom. Furthermore, most of the discussed pedagogical methods focus on areas other than the Field of Aqidah, such as the Field of Quran Recitation and Worship among SENS.

The lack cluster research in the field of Aqidah for SENS should be taken seriously and requires immediate study to assist teachers in conducting better teaching and learning sessions, particularly in the field of Aqidah for SENS in schools. Furthermore, the Da'wah approach is still not emphasized enough in teaching this SENS. This is because this Da'wah approach can indirectly provide support and encouragement to students to embody Islamic values in their lives as Muslims indeed. Teachers who act as preachers to their students will be able to make themselves more prepared to impart knowledge to all students, regardless of the abilities and diversity of the students they have to face in the classroom (Jihan et al., 2023). In addition, being sensitive to SENS, which has much lower intelligence than other regular students, makes teachers, especially IET, more aware of choosing pedagogy because pedagogy is closely related to the abilities and capabilities of those students. The preliminary study also found the need for a holistic guide that includes a Da'wah approach in the pedagogical methods of IET in the field of SENS creed. In this regard, developing a framework as a guide is necessary for planning and implementing more effective teaching for IET in schools teaching theology to SENS.

Literature Review

According to the Kamus Dewan Bahasa Dan Pustaka Fourth Edition (2021), pedagogy means the study of teaching methods and principles. Pedagogy, on the other hand, can be defined as the study of teaching, specifically teaching that involves formal education. Approach, according to the Kamus Dewan Bahasa Dan Pustaka Fourth Edition (2021), refers to methods, that is, ways or steps that can be taken before starting a task or the given assignment. In conclusion, pedagogy and approach are mutually dependent on each other, especially for teachers' teaching and learning in the classroom. Pedagogy is closely related to the success of the teacher's teaching and learning sessions in schools. Through good pedagogy, a more conducive and meaningful classroom atmosphere can be created, not only for the teacher but also for the students in the class (Ngali, 2019).

Various pedagogies among IET that have been implemented involve mainstream students as well as SENS. According to Sopian et al. (2022), it also explains the importance of pedagogy among teachers, including knowledge of methods for teaching students in the classroom. Furthermore, according to Augustine (2023), there is a significant impact on pedagogy in the classroom using various methods, including the integration of technology to help stimulate students throughout the teaching and learning sessions. Furthermore, a pedagogy begins with contemporary forms, techniques, strategies, approaches, and extends to types of learning that are indeed very helpful for teachers in managing the teaching and learning process (Hussain & Halim, 2023). It is clear here that pedagogy is an important aspect that must be mastered by a teacher before the teaching and learning session (T&L) is conducted.

The approach in teaching is also closely linked to previous studies because it is significant for the selection of pedagogical methods for the upcoming teaching and learning sessions. This is no exception for the subject of Islamic Education. The selection of the right approach can particularly help IET in implementing pedagogical methods that are suitable for the designated field. This is in line with the study by Mohamed Shalikin (2024), which explains that there are various teaching approaches that can be used in Islamic Education subjects according to the abilities and capabilities of the teachers. Mondal's study (2021), also emphasizes that various techniques can be used in Islamic Education teaching and learning in the classroom to create effective pedagogy in shaping more effective classroom teaching and learning. The study by Norsham et al. (2023), explains that the methodology of dakwah is also used in the teaching and learning of SENS for secondary school students.

According to Ibrahim (2022), the dakwah approach is also very synonymous and can be used for all layers of society, including MBPK, in providing understanding of Islamic values within themselves. Thorndike Edward Lee's theory (1974) has become the main theory in further solidifying the framework of the Islamic Education Teacher's (IET) Pedagogical Da'wah Approach in the Field of Faith for Special Educational Needs Students (SENS). Three aspects of the law applied in Thorndike's Theory involve the law of readiness, the law of exercise, and the law of effect, which are used in applying the dakwah approach to special needs students (SENS), particularly in involving pedagogical methods in the field of SENS Aqidah. For the law of readiness applied in this theory, it establishes that the teacher's readiness to use the Da'wah approach is very important in providing engaging pedagogy to MBPK.

This is also agreed upon by the study of Majid and Abdul Majid (2022), which emphasizes that teachers must be prepared both physically and mentally when teaching MBPK in schools. The study by Govindasamy and Parthiban (2022), also emphasizes the aspect of teacher readiness in teaching MBPK to help students easily acquire the knowledge conveyed throughout the teaching and learning sessions. As for the training law, referring to the training provided throughout the pedagogical session, it indirectly helps MBPK to understand every content and important matter related to the field of faith found in the content set by KPM, focusing on exposing students to knowledge, skills, and values so that students can understand, appreciate, and practice Islamic law in their daily lives (DSKP, KSSR PK (Learning Problems), 2018). Hui et al. (2020), states that intervention and training are greatly needed for MBPK to ensure they are given the best opportunities and are more prepared to master various skills within themselves.

The law of effect refers to the fact that the dakwah approach used by GPI can indirectly have a profound impact on MBPK, helping them to understand the true values of faith in their daily lives. In this regard, the approach of Da'wah within pedagogical methods is instrumental in helping SENS students understand the field of Aqidah. This is because the method of teaching is the procedure or how someone manages, organizes, and implements the teaching and learning process creatively and effectively (Masnan et al., 2019). It is also the effort and actions of the teacher in an organized and systematic manner to achieve the effectiveness of the teaching and learning process (T&L) while also achieving the objectives set before conducting the T&L session in the classroom with the students (Godfrey et al., 2019).

Objectives Of The Study

The objectives of the study that are intended to be achieved in this research are as follows:

- 1) Exploring the knowledge and skills of pedagogical methods in Islamic Education Teachers (IET) in the field of Aqidah through a Da'wah approach towards Special Educational Needs Students (SENS).
- 2) Identifying the factors that influence the pedagogical methods of the Islamic Education Teacher (IET) in the field of Aqidah through a Da'wah approach towards Special Educational Needs Students (SENS).
- 3) Exploring the challenges in the pedagogical methods of the Islamic Education Teacher (GPI) in the field of Aqidah through a Da'wah approach towards Special Educational Needs Students (SENS).

Study Framework Proposal

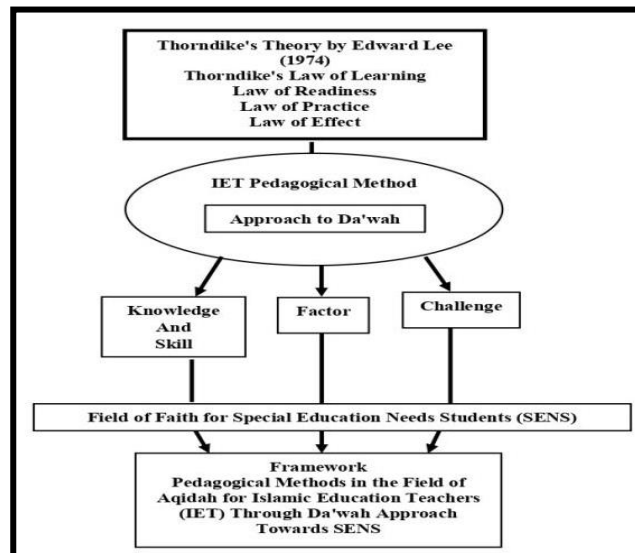


Figure 1: Study Framework Proposal

Source: Based on Thorndike's Theory (1974) and Thorndike's Law Learning

Research Methodology

The statement by Darussalam and Hussin (2021), indicates that a sound research methodology is necessary to ensure that an objective is achieved based on valid and reliable data. In this section, the researcher will elaborate and discuss the design in detail, the population and sample of the study, the research instruments used, the data collection procedures, data processing, and data analysis.

Study Design

According to Bryman (2008), research design is the framework that guides a study in collecting and analyzing the obtained data. For this study proposal, the research design framework presented and agreed upon by Creswell and Creswell (2018) is adapted, as it is comprehensive and can demonstrate the relevance of the study's strategies and techniques.

The research design is qualitative. The strategy of this study is a case study. Meanwhile, the research technique combines interviews, observations, and document content analysis. A systematic and structured research design for the planning provided in a study can accurately answer the set research questions (Jamil & Noh, 2021). Every meaning obtained in qualitative research is holistic, multidimensional, and dynamic (Merriam, 2009). Therefore, this study design was chosen to help the researcher obtain more detailed and in-depth information regarding the knowledge and skills of IET regarding the pedagogical methods of the Field of Aqidah through the SENS da'wah approach in schools. According to Robson (2011), qualitative research design evolves, develops, and is open in line with the study's progress.

Validity and Reliability

Validity and reliability are essential elements in qualitative research to determine the appropriateness and usability of information (Jasmi, 2012). According to Maxwell (1996), the validity of qualitative research refers to the extent to which the study findings accurately and consistently depict the phenomenon being studied or explored (Lebar, 2007). Wiersma (2005) explains that reliability refers to the consistency of data collected continuously using various methods. Therefore, in qualitative research, validity and reliability are two fundamental aspects that ensure the study is valid and trustworthy. The main features in determining the suitability and usability of an instrument are validity and reliability. Validity is used to measure the accuracy of a measurement used in the study. Validity also ensures whether the measures or indicators used contain all the characteristics or new ideas within the measured concept (Fraenkel & Wallen, 1996). After evaluating and observing several opinions, the validity and reliability of the data were conducted for this qualitative study to strengthen the research findings. In this study, the process of validity and reliability of the research data is obtained and evaluated through several methods, namely (1) expert validation process, (2) pilot study, (3) data triangulation, (4) credibility criteria, (5) audit trail, (6) field note-taking, and (7) detailed explanation of research findings.

Pilot Study

Before conducting the actual study, the researcher plans to first conduct a pilot study involving two Islamic Education teachers who teach at two primary schools with the PPKI program in the state of Johor. The schools selected to conduct this pilot study are excluded from the schools for the actual study. A pilot study was conducted on the interview protocol questions to enhance the validity and reliability of the interview protocol in this study. According to Marican (2005), a pilot study is an initial study conducted on a small sample size before the actual study is carried out. According to Baba (1992) and Sekaran (2000), a pilot study is conducted to test the participants' understanding in terms of the accuracy and appropriateness of terms, sentence structure, and language use, to reduce formatting and to simplify the words used in the research instrument. Pilot studies are one of the important aspects in conducting a research. The purpose of a pilot study in qualitative research is to identify the suitability of the interview instruments used with respondents. In the study, the use of semi-structured interview instruments was prepared before being submitted to the supervisor to assess the alignment between the research objectives and themes with the research questions. This validity is very important as one of the confirmations of qualitative research (Houghton et al., 2013).

Actual Study

To conduct the actual study, the researcher made several preparations, including ensuring that the interview instruments provided received validation from qualitative experts. The interviews used were directed towards the research objectives to be achieved and were determined in the study to be conducted, involving six IET who teach SENS. In addition, observations and document analysis were also used as supporting data in this study. The observations conducted involved teaching and learning sessions with IET and SENS in the PPKI class that teaches the subject of Aqidah. Furthermore, document analysis also involves the teacher's e-BRM, teacher's DSKP, RPT, and SENS exercises. Errors and mistakes in spelling and sentence structure need to be ensured from the beginning to avoid any issues in the process of obtaining actual research data. The selection of schools also serves as a primary guideline to ensure that the schools to be studied meet the criteria for the research to be conducted.

Population and Sample of the Study

The population of this study consists of all Islamic Education Teachers (IET) who teach (SENS) in schools for the subject of Islamic Education in all primary schools in Johor state under the PPKI program. Based on the Special Education Data Unit (Special Education Sector, JPNJ, 2024), 278 primary schools in Johor state, including SK, SJKC, and SJKT, have the Integrated Special Education Program (PPKI) in the schools. The sampling technique for this study uses Patton's (2002) sampling technique, known as the "Purposive Sampling Technique," also referred to as "judgment sampling" by McMillan and Schumacher (2006). To ensure that the selected primary schools meet the study's purpose and objectives, the researcher first obtained a list of school names from the Special Education Sector, Johor State Education Department (JPNJ), to ensure that the research schools are appropriate and meet the study's objectives. Based on that list, the researcher identified the number of students with learning difficulties in a school by considering the number of experienced teachers teaching (SENS) and schools with students with moderate learning difficulties. The selected schools have teachers with extensive experience teaching (SENS) for the subject of Islamic Education, as well as students with learning difficulties in the moderate category only. This study's six selected primary schools are exclusively from Primary Schools. One research participant represents each school after undergoing a verification process by the school authorities and the participant's voluntary consent without any coercion.

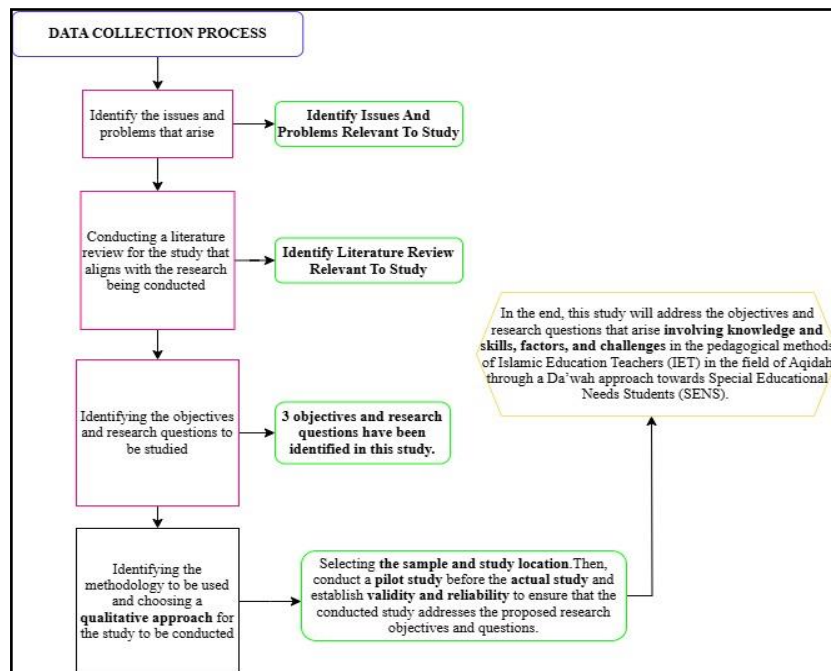


Figure 2: Data Collection Process

Source: Darrussalam and Hussin (2021)

Expected Research Findings

It is hoped that the study conducted will be able to identify the extent of knowledge and skills in the pedagogical methods of the Islamic Education Teacher (IET) in the field of Aqidah through the da'wah approach towards Special Educational Needs Students (SENS), as well as the factors that influence and the challenges faced in implementing the Da'wah approach in the pedagogical methods of the IET in the field of Aqidah towards SENS. Next, the findings obtained can be used to develop a Framework for the Pedagogical Method of the Islamic Education Teacher (IET) in the Field of Aqidah Through the Da'wah Approach for Special Educational Needs Students (SENS), which has been validated and is unidimensional using precise and proper procedures. Finally, the researcher hopes that the study on the Framework of Pedagogical Methods in the Field of Aqidah for Islamic Education Teachers (IET) Through the Da'wah Approach for Special Educational Needs Students (SENS) can serve as a reference and guide for all Islamic Education teachers, especially those teaching SENS, in ensuring that their teaching and learning become more meaningful and effective.

Table 1: Expected Research Finding

OBJ	Study Objectives	Findings to be obtained
OBJ 1	Exploring the knowledge and skills of pedagogical methods in Islamic Education Teachers (IET) in the field of Aqidah through a Da'wah approach towards Special Educational Needs Students (SENS).	Knowledge of Da'wah pedagogy, knowledge of Da'wah methods, skills in Da'wah, communication skills, pedagogical skills using a Da'wah approach in the classroom with (SENS) in the field of Aqidah.
OBJ 2	Identifying the factors that influence the pedagogical methods of the Islamic Education Teacher (IET) in the field of Aqidah through a Da'wah approach towards Special Educational Needs Students (SENS).	Factors influencing teachers' pedagogy, especially Islamic education teachers, in applying the Da'wah approach in Aqidah. Among (SENS), involving the school, parents, teachers, peers, and other factors will be identified based on the conducted research.
OBJ 3	Exploring the challenges in the pedagogical methods of the Islamic Education Teacher (GPI) in the field of Aqidah through a Da'wah approach towards Special Educational Needs Students (SENS).	The challenges that can influence the pedagogy, skills, and knowledge of teachers, especially Islamic education teachers, in applying the Da'wah approach in the field of Aqidah involve challenges in the collaborative teaching method (SENS), support and cooperation from the school and parents, as well as the role of peers, and other challenges that will be encountered based on the conducted study.

Conclusion

Overall, SENS indeed requires a perfect education in their lives. Similarly, in delving into Islamic education in schools, the role of Islamic education teachers is crucial, and they should take seriously the importance of Islamic education among SENS, particularly in the field of Aqidah, so that they are always on the right path in line with the education received by other regular students in schools. Therefore, emphasis on the field of Aqidah among SENS should be given and implemented in line with the knowledge and skills of teachers through a da'wah approach that can be used as pedagogy in TnL for IET in the classroom. Therefore, the effectiveness of a teacher's instruction dramatically depends on the teacher's effort and attitude in determining the pedagogy in their teaching in a planned and systematic manner (Awi & Zukifli, 2021). Therefore, PI teachers who teach SENS must always strive to optimize their teaching achievements and effectiveness to attract interest in attending school in line with the seven educational pillars to address the dropout among students, especially in SENS.

It is hoped that this study will be able to make a meaningful contribution to many parties, especially to the Ministry of Education Malaysia (MOE), in elevating the status of education and subsequently developing a more practical and flexible curriculum for all types of students in schools, particularly for (SENS) in schools. In addition, this study can also provide benefits and advantages to teachers, especially (IET), in applying the da'wah approach in teaching and learning, particularly in the field of Aqeedah. Not to be excluded this study is also expected to open the eyes and minds of parents with special children so that they can join forces and make efforts to ensure that appropriate education is provided to their children according to their abilities and capabilities so that they always feel comfortable and happy to be in school. In addition, the importance of this study is also expected to provide a comprehensive picture to all layers of society that (SENS) also have the right to their rights, especially in education, whether at the primary or highest level.

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