ISSUES AND CHALLENGES IN TEACHING AND LEARNING: AN ANALYSIS OF ISLAMIC EDUCATION NOVICE TEACHERS’ PRACTICES

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Accepted date: 15 April 2018 Publish date: 28 June 2018


Abstract: As an attempt for novice teachers to execute what they have learnt back in teacher training programmes into practices, they have still to face an array of tribulation during their initial years of teaching. New education policies required teachers to centre their students as focus in learning process, yet not all Islamic Education novice teachers able to conduct the learning and learning process by using student-centred teaching approaches. Thus, this study tends to address ten Islamic Education novice teachers’ experiences in interpreting their pedagogical-based knowledge during teaching and learning process. They were secondary school’s novice teachers from four different states in Malaysia and selected by using purposive sampling. As a source of evidence, qualitative semi-structured individual interviews were employed. The findings revealed on the challenges and issues that they were facing by adjusting to the reality of applying student-centred learning in the classroom.

Keywords: Islamic Education Novice Teachers; Teaching Practices; Teacher Training

Introduction
The beginning five years of teaching experiences for novice teachers normally function as a trial and error process. In light of emphasizing 21st century education, they are expected to be equipped and conducted the teaching and learning process efficaciously as a new educator. As the recent graduates from teacher training programmes, their pedagogical theory-based knowledge that they have obtained is imperative in helping them addressing current education affairs. Regardless of how, novice teachers will face a daunting task on coping with new roles and responsibilities due to transitioning from student-teachers into in-service teachers. They are struggling to translate what they have learned back in their respective programmes and practicing it in school settings. Farrell (2008) claimed that novice teachers will not only learn how to teach once they entered the school, but they have already encountered with a number of factors that can shape them to be competent educators, such as their socialization process during their first year, previous schooling encounter and teacher training programme.