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HEART OF LEARNING: PEDAGOGICAL PRACTICES AMONGST ISLAMIC EDUCATION NOVICE TEACHERS

Tengku Sarina Aini Tengku Kasim 1
Fatimah Sahida Abdurajak 2

1 Islamic Education Programme, Academy of Islamic Studies, University of Malaya
2 Islamic Education Programme, Academy of Islamic Studies, University of Malaya

Abstract: Teacher training programmes in higher institutions provide a good foundation to prepare student-teacher to be competent in teaching and learning field. Hence, not all novice teachers are able to play their roles and responsibilities efficaciously as a new educator. Literature revealed that some of the novice teachers were struggling to translate their pedagogical theory-based knowledge into real classroom teaching practice. In light of emphasising 21st century education, new teachers were expected to be equipped and conducted the learning and facilitating process by using student-centred teaching approaches. Therefore, this study will address Islamic Education novice teachers’ experiences in interpreting their pedagogical-based knowledge during learning and facilitating process. Ten Islamic Education novice teachers from four different states in Malaysia were selected by using purposive sampling. As a source of evidence, qualitative semi-structured individual interviews were employed. The results indicated 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; Pedagogical Practices; 21st Century Education; Teacher Training

Introduction
The beginning years of teaching experiences have been dubbed as the impotent period for novice teachers. They are facing a variety of difficulties and unfamiliar condition during this period, as they undergo the transition of being student-teachers into in-service teachers. Novice teachers’ first year experience is imperative, on account of obtaining skills that can help them to teach effectively (Çakmak, 2013). Organisation for Economic Co-Operation and Development (OECD) (2014) pointed out that no matter how high quality of education given by their respective teacher training programs, novice teachers cannot be prepared for all the challenges they will face during their first few years of working. This notion is supported by Farrell (2008), as he claimed that new teachers will not only learn on how to teach with their initial experiences, however, it is influenced with a number of factors, such as their socialisation process during their first year, previous schooling encounter and teacher training programme.

There is a volume of published studies that distinguishing years of teaching that a new teacher should experience in order to be considered as a novice or beginning teacher. Caspersen and Raanen (2014) identified a professional development period for new teachers is during their first three years. In addition, OECD (2017) recruited new teachers with a maximum three years of working