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Heart of Learning: Pedagogical Practices Amongst Islamic Education Novice Teachers in the 21st Century

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Abstract
A number of issues and challenges have been faced by novice teachers such as the difficulties in translating their knowledge into action, managing the classroom, finding suitable teaching approaches and more. Thus, this study seeks to address and examining the understanding and pedagogical practices of novice teachers as they grapple with essential aspects of teaching. Moreover, it provides an insight into the actual application of their teaching and learning approaches which they adopt throughout a limited experience during their initial years of teaching. This study was conducted on ten Islamic education novice teachers in secondary schools from four different states in Malaysia. The data were collected by using semi-structured individual interviews. The results that emerge from these findings are teachers’ application of using student-centred learning and their acceptance in imposing 21st Century Education.

Keywords: Islamic education novice teachers, pedagogical practices, student-centred learning, 21st century education

Introduction
Since the fourth industrial revolution has been publicised in 2015, the education dynamic has rapidly advanced in order to cope with the rising changes in terms of the technology of production from human-made into cyber-physical systems. This technological innovation brought a wave of accelerating pace of change, in which it can be accessed instantly and deliver a greater impact. In addressing the purpose of preparing current generation with the right skill set and knowledge, it is essential to ensure effective and immediate transformation of the delivery of education. The act of transforming education can be seen in Malaysia, whereas the former Minister of Higher Education Malaysia, Datuk Seri Idris

students’ opinions, as well as to let them to be the presenter in the classroom. Teachers also need to give the right to freedom of speech to the students, as it promotes an encouraging interaction amongst students. The teachers’ trust in their students to provide students’ autonomy in the teaching and learning process will increase their motivation to learn and cooperate.

**Conclusion**
The application of the methods of teaching in the 21st Century Education inevitably required Islamic Education novice teachers to adapt student-centred approach as the policy will reflect around students as the core of learning. This insight can help to understand the importance of Islamic education novice teachers’ roles in successfully implementing the new education change. In short amount of time and experiences in Islamic education novice teachers beginning years, they were found in needing lots of rooms for improvements in their pedagogical practices. They shoulder the responsibilities of teaching the values of Islam, with embracing the new life which based on intelligent technology. It is undeniable that Malaysia’s initiatives on 21st century education with incorporating fourth Industrial Revolution can serve as a benchmark in enhancing teachers’ quality, together with their pedagogical competencies in order to provide world-class education frameworks.

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