

The Implementation of the 21st Century Pedagogical Elements in Jawi Teaching: A Review Study

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Received: August 1, 2018

Accepted: September 1, 2018

Online Published: October 22, 2018

doi:10.5539/ass.v14n11p41

URL: <https://doi.org/10.5539/ass.v14n11p41>

Abstract

The skills to implement the 21st century pedagogy in teaching become a necessity for Islamic Studies teachers to produce effective Jawi teaching. This study aims to analyse the pedagogical elements of the 21st century in terms of pedagogical skills, knowledge acquisition, student-based learning, cooperative and collaborative learning as well as student-centered learning which have been implemented by the Islamic Studies teachers in Jawi teaching. This study is a quantitative study which used survey design. A five-point Likert scale questionnaire has been used to collect the data and was distributed to 217 Islamic Studies teachers who were selected as the sample of this study. A pilot study was conducted to show the reliability of 0.877 for the whole constructs. This study obtained the highest mean value for the following constructs; pedagogical skills (mean=4.063), knowledge acquisition (mean=3.900), student-based learning (mean=4.174), cooperative and collaborative learning (mean=4.038) and student-centered learning (mean=4.115). The overall mean value for all constructs was 4.875 and this concluded that the level of pedagogical elements of the 21st century by the Islamic Studies teachers in Jawi teaching was high and these elements have been implemented well in Jawi lessons. However, due to the rapid transformation of education in this globalization era, Islamic Studies teachers have to be more progressive in practicing the 21st century pedagogical skills in their teaching to become competent and dynamic educators in the 21st century.

Keywords: pedagogical elements, 21st century, Jawi teaching practice

1. Introduction

Rapid education transformation today has forced many countries in the world to take steps to reform extensively the aspects of curriculum and teaching and learning process. This reformation is aimed at providing students with more quality education to meet the needs of life and work in the 21st century (Schleicher, 2012). The curriculum and the 21st century teaching and learning activities should cover all skills needed in the 21st century education (Nooraini & Abd Halim, 2017) and various skills must be mastered by students to ensure that they are able to compete in line with the world's rapid changing. Therefore, in order to ensure that students can master the 21st century learning skills well, the teachers should integrate those skills in their teaching optimally. In Jawi teaching, pedagogical elements practised by Islamic Studies teachers will help to produce an effective Jawi teaching.

1.1 Literature Review

The effectiveness of the 21st century learning depends on the knowledge acquisition of Islamic Studies teachers and their understanding on the concepts and terms of the 21st century skills, the 21st century learning features and their competence in delivering lessons according to the 21st century pedagogy. However, the questions that have been debated are related to the teachers' ability and competence to teach the skills to the students. This is because of the scenario of the country's education system that is always changing (Muhammad Faizal & Abdul Khalil, 2015; Norlizah & Fadzilah, 2016; Nurul Nashrah, Noor Hasimah & Nur Aida, 2015) due to the needs of the 21st century teaching and learning activities (Chong, 2012) that require teachers to understand and appreciate these skills well so that these skills can be implemented in their teaching practice entirely (Abd Hadi, 2014).

In other words, to ensure that students are provided with these skills, the Islamic Studies teachers have no choice

but to master the 21st century pedagogical concepts and learning, modify various teaching techniques and improve their approaches in the teaching and learning process (Nurul Nashrah, Noor Hasimah & Nur Aida, 2015). The failure of the Islamic Studies teachers to clearly understand the 21st century pedagogical concepts will cause difficulties in the implementation of the 21st century learning as the teacher's understanding on the concepts will influence their action, decision and practice in the classroom (Noraini, 2015).

Furthermore, starting in 2014, the 21st century learning was launched by the Ministry of Education Malaysia and has expanded its implementation from 2015 onwards (Buletin Anjakan, 2015; Nurzarina & Roslinda, n.d.) on all subjects including Jawi. Jawi lesson is a component in Islamic Studies subject where students are taught about the skills of reading and writing Malay language in Jawi which is the original script of Malay people adapted from Arabic letters and it had gone through assimilation process with Malay language (Noorzahidah & Faisal, 2015; Siti Fatimah, 2014). Hence, as a group who directly involves in Jawi teaching, the Islamic Studies teachers should not miss the need of applying the 21st century pedagogy in their teaching practice. Therefore, the Islamic Studies teachers must master the 21st century skills well to apply in their Jawi teaching in line with the 21st century pedagogical concepts outlined by the Ministry of Education.

However, it is undeniable that in fulfilling the needs to provide students with the 21st century skills, various constraints and challenges have to be faced by the Islamic Studies teachers. Lack of understanding on the terms of the 21st century skills is seen as the greatest threat to the implementation of the 21st century pedagogy and learning in Jawi lessons. According to Nurzarina and Roslinda (n.d.), only a handful of teachers are familiar and proficient with the 21st century skills and the rest still do not clearly understand about the 21st century skills and how they can be applied in teaching. The plan to integrate the 21st century skills in teaching and learning also becomes more difficult when teachers are not able to describe all the skills to students due to time constraint (Masyuniza, 2015), while the demands to prepare students to develop into human capital in line with the needs of the global market are pressing.

It is undeniable that the quality and readiness of Islamic Studies teachers in applying the 21st century pedagogy become a major factor to the successful transformation of education desired by the Ministry of Education Malaysia through the Malaysia Education Blueprint 2013-2025 (Munirah Husna, Abdul Razaq & Noria Munirah, 2015). In order to realise the Student Aspiration contained in the Malaysia Education Blueprint 2013-2025, the teaching and learning process should meet the needs of the future (Buletin Anjakan, 2015) by providing students with the knowledge on the subjects as well as various skills such as digital era literacy, critical thinking, creative and innovative, and effective communication (Nurul Nashrah, Noor Hasimah & Nur Aida, 2015).

Therefore, the pedagogy of Islamic Studies teachers should extend beyond the current educational needs in order to keep up with the 21st century needs and skills. This concluded that in order to reach the 21st century pedagogy level, each teacher should have the skills to integrate the information and communication technology (ICT) in the teaching and learning process (Munirah Husna, Abdul Razaq & Noria Munirah, 2015) and is able to adapt to teaching strategies, 21st century learning methods and techniques (Nooraini & Abd Halim, 2017) as the integration of information and communication technology in the 21st century teaching and learning process is a fundamental principle in its implementation. According to Khairul Bariah et al. (n.d.), teachers have often become overwhelmed and faced with stress when they were unable to implement ICT in their teaching because of lack of technology skills. Therefore, to ensure that teachers are able to master the 21st century pedagogy, they must be one step ahead of their students by being more proactive in preparing themselves with ICT knowledge to be creative and innovative teachers (Renuka et al., 2013).

The successful implementation of the 21st century pedagogy also relies heavily on the knowledge acquisition of Islamic Studies teachers, which are the knowledge of the subject and the pedagogy knowledge. The combination between these two elements is necessary to produce an effective 21st century teaching. However, most Islamic Studies teachers are still using conventional approaches that have been long practiced in the past such as inductive, deductive and other approaches (Khairul Bariah et al., n.d.) resulting in the failure to implement the 21st century learning where the teachers have to apply the latest approaches such as mastery, cooperative, collaborative and contextual approaches.

Thus, based on the discussion on the statement of the problem from the literature review, this study was conducted to analyse the 21st century pedagogical elements that have been applied by the Islamic Studies teachers in Malacca, Malaysia in Jawi teaching. The efforts to evaluate the implementation of these elements in Jawi teaching are seen necessary which become solid foundation in the efforts to ensure the Jawi teaching practice in Malaysia is world-class and it will be the benchmark internationally towards producing credible Muslims (Ministry of Education, 2012) who are informative, innovative, critical and creative in thinking and are

able to compete globally (Munirah Husna, Abdul Razaq, & Noriah Munirah, 2015). When the 21st century skills are intensively integrated into Jawi teaching, the 21st century lessons will be created, hence the 21st century pedagogical elements practiced by the Islamic Studies teachers will also produce an effective Jawi teaching practice. The relationship between these elements is shown in Figure 1.

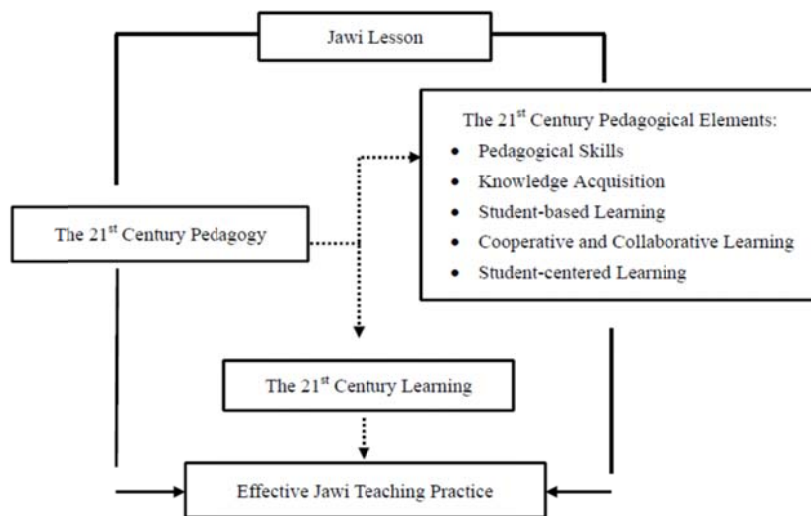


Figure 1. The 21st Century Pedagogical Elements in Jawi Teaching

1.2 Objectives

This study was conducted to achieve the following objectives:

- 1) To study the profiles of the Islamic Studies teachers who teach Jawi from the aspects of age, academic qualification, professional qualification and teaching experience.
- 2) To analyse the 21st century pedagogical elements from the aspects of pedagogical skills, knowledge acquisition, student-based learning, cooperative and collaborative learning and student-centered learning implemented by the Islamic Studies teachers in Jawi lessons.

2. Method

This study was a quantitative research using survey to get feedback (Check & Schutt, 2012; Noraini, 2010) on the phenomenon being studied. This study used a simple random sampling technique, which involved 217 Islamic Studies teachers from Malacca state based on Sample Size Determination Table (Krejcie & Morgan, 1970). The questionnaire and test were instruments used for this study to analyse the 21st century pedagogical elements from the aspects of pedagogical skills, knowledge acquisition, student-based learning, cooperative and collaborative learning and student-centered learning implemented by Islamic Studies teachers in Jawi lessons. In short, the survey questionnaire consisted of two parts which were:

Table 1. Research Instruments

Part	Research Instrument	Item
A	Questionnaire	Teacher’s demographic data (age, gender, academic qualification, professional qualification and teaching experience).
B	Questionnaire	21st century pedagogical elements from the aspects of pedagogical skills, knowledge acquisition, student-based learning, cooperative and collaborative learning and student-centered learning.

This questionnaire used a five-point Likert scale. The scores included Strongly Disagree (SD) with point 1, Disagree (D) with point 2, Less Agree (LA) with point 3, Agree (A) with point 4 and Strongly Agree (SA) with point 5. The reliability of this study was measured using the internal consistency through Cronbach Alpha and the reliability of the construct of knowledge on CJSS obtained the value of 0.913. This value was considered high because according to George and Mallery (2006), the coefficient alpha value of 0.8 was considered good while the coefficient alpha value above 0.9 was considered excellent.

3. Results

3.1 Teacher's Demographic Data

The analysis of this study used The Statistical Package for the Social Sciences (IBBM SPSS) program version 21.0. Based on the sample distribution as shown in table 2, 159 respondents (73.3%) were women while only 58 (26.7%), were men.

Table 2. Sample Distribution Based on Gender

Gender	Frequency	Percentage (%)
Male	58	26.7
Female	159	73.3
Total	217	100

The results in Table 3 show the highest academic qualification of the respondents of this study. A total of 180 respondents (82.9%) were Islamic Studies teachers under graduate category who have a Bachelor's and Master's degree. For non-graduate category, 37 of the respondents either have a Diploma, STPM or SPM (17.1%).

Table 3. Sample Distribution Based on Academic Qualification

Academic Qualification	Frequency	Percentage (%)
Graduate	180	82.9
Non-Graduate	37	17.1
Total	217	100

Referring to Table 4, out of 217 respondents, 86 of them (39.6%) have a Diploma of Education as their professional qualification. Bachelor of Education recorded the second highest distribution of professional qualification, which were 73 respondents (33.6%) and the Certificate of Education recorded the lowest distribution, which were 58 respondents (26.8%).

Table 4. Sample Distribution Based on Professional Qualification

Professional Qualification	Frequency	Percentage (%)
Bachelor of Education	73	33.6
Diploma of Education	86	39.6
Certificate of Education	58	26.8
Total	217	100

For the sample distribution based on Jawi teaching experience, category 1-5 years reported the highest value which were 68 respondents (31.3%). For 6-10 years category, it recorded the second highest value which were 59 respondents (27.2%) and for the category of 11-15 years were 54 respondents (24.9%). While the remaining 36 respondents (16.6%) were for the category of more than 15 years of teaching experience. The sample distribution based on Jawi teaching experience is shown in table 5.

Table 5. Sample Distribution Based on Jawi Teaching Experience

Jawi Teaching Experience	Frequency	Percentage
1-5 years	68	31.3
6-10 years	59	27.2
11-15 years	54	24.9
More than 15 years	36	16.6
Total	217	100

Based on the discussion on the demographics of the respondents, the majority of the respondents were women, which were 73.3%. In terms of the highest academic qualification, the majority of the respondents (82.9%) were graduate teachers while the highest professional qualification were Diploma holders in teaching which were

39.6%. In terms of teaching experience, 31.3% of the respondents have been teaching Jawi for 1 to 5 years.

3.2 The 21st Century Pedagogical Elements in the Jawi Teaching Practice

The score distribution of the 21st century pedagogical elements in the Jawi teaching practice of Islamic Studies teachers in Malacca is as shown in table 6. The findings showed that no respondent was under 'Low' mean score interpretation. The 'Medium' mean score was between 2.34 to 3.66 which recorded a frequency of 27 people (12.4%) while majority of 190 respondents (87.6%) were under the 'High' mean score interpretation which was between 3.67 to 5.00. Overall, the mean score of the 21st century pedagogical elements in the Jawi teaching practice of Islamic Studies teachers in Malacca was 4.875. Therefore, to put it briefly, the findings of this study showed that the level of the 21st century pedagogical elements in the Jawi teaching practice of Islamic Studies teachers in Malacca was high.

Table 6. The Distribution Score of the 21st Century Pedagogical Elements in Jawi Teaching Practice

Mean Score	Frequency	Percentage	Mean Score Interpretation
1.00 until 2.33	0	0	Low
2.34 until 3.66	27	12.4	Medium
3.67 until 5.00	190	87.6	High
Total	217	100	

Overall Mean = 4.875, Standard Deviation = 0.330

A detailed data distribution for the 'Pedagogical Skills' construct is shown in table 7. The overall mean value for the 'Pedagogical Skills' construct was the third highest mean value among the five constructs which was 4.063. However, this value was still categorised under high score interpretation.

Table 7. The Distribution Score of the Pedagogical Skills' Construct

ASPECT	ITEM	CRITERIA	FREQUENCY / PERCENTAGE					MEAN	SD
			SD	D	LA	A	SA		
Pedagogical Skills'	B1	I use variety of methods in classroom lessons.	1 0.5%	7 3.2%	41 18.9%	96 44.2%	72 33.2%	4.064	0.830
	B2	I do not rely on one teaching method only.	1 0.5%	8 3.7%	4 1.8%	137 63.1%	67 67%	4.202	0.690
	B3	I have mastered different techniques and methods of Jawi teaching.	0 0%	4 1.8%	26 12.0%	171 78.8%	16 7.4%	3.917	0.511
	B4	I am able to arrange the contents of Jawi lessons through systematic teaching stages.	0 0%	0 0%	8 3.7%	183 84.3%	26 12.0%	4.082	0.387
	B5	I have enough pedagogical knowledge and skills in Jawi teaching.	0 0%	8 3.7%	48 22.1%	87 40.1%	74 34.1%	4.046	0.843
	B6	I have modified various new Jawi teaching techniques to be more creative and innovative.	0 0%	0 0%	8 3.7%	175 80.6%	34 15.7%	4.119	0.424
	B7	I carry out teaching activities that stimulate creative and critical thinking among students	1 0.5%	12 5.5%	43 19.8%	88 40.6%	73 33.6%	4.013	0.894

Overall Mean=4.063, Standard Deviation=0.400

For the 'Knowledge acquisition' construct, the overall findings recorded only 3.900 for the mean value. However, the mean value for this construct was still high although it obtained the lowest mean value among the other five constructs. The data distribution of this construct is shown in Table 8.

Table 8. The Distribution Score of the Knowledge Acquisition's Construct

ASPECT	ITEM	CRITERIA	FREQUENCY / PERCENTAGE					MEAN	SD
			SD	D	LA	A	SA		
Knowledge Acquisition	B8	I have a deep knowledge about the Homograph topic.	1 0.5%	6 2.8%	49 22.6%	153 70.5%	8 3.7%	3.741	0.591
	B9	I am able to elaborate _e / wa_ method well.	1 0.5%	17 7.8%	56 25.8%	102 47.0%	41 18.9%	3.760	0.864
	B10	I am able to relate Jawi numerical method with the students' actual experience.	1 0.5%	2 0.9%	24 11.1%	179 82.5%	11 5.1%	3.907	0.481
	B11	I am able to answer the questions asked by students about <i>Derlung</i> Rule precisely.	0 0%	1 0.5%	29 13.4%	174 80.2%	13 6.0%	3.917	0.453
	B12	I fully master the contents of Jawi lessons well.	1 0.5%	8 3.7%	29 13.4%	92 42.4%	87 40.1%	4.184	0.840
	B13	I understand clearly the objectives of Jawi subject.	0 0%	1 0.5%	5 2.3%	149 68.7%	62 28.6%	4.253	0.513
	B14	I know the latest progress of the Complete Jawi Spelling System (CJSS).	1 0.5%	3 1.4%	47 21.7%	148 68.2%	18 8.3%	3.824	0.606
Overall Mean=3.900, Standard Deviation=0.347									

For the 'Student-based learning' construct, the findings showed that the overall mean value of the item was the highest among the five constructs contained in this instrument which was 4.174. The mean value for the 'Student-based learning' construct was high. The detailed analysis of the data distribution for the 'Student-based learning' construct is as shown in Table 9.

Table 9. The Distribution Score of the Student-Based Learning Construct

ASPECT	ITEM	CRITERIA	FREQUENCY / PERCENTAGE					MEAN	SD
			SD	D	LA	A	SA		
Student-Based Learning	B15	I have chosen every teaching method according to the learning styles of each student.	0 0%	5 2.3%	31 14.3%	81 37.3%	100 46.1%	4.271	0.790
	B16	The approach that I have used take into account the diversity of student intelligence.	0 0%	7 3.2%	36 16.6%	83 38.2%	9 41.9%	4.193	0.832
	B17	I do practice the teaching style gradually / <i>tadrij</i> according to the student's abilities.	1 0.5%	7 3.2%	37 17.1%	110 50.7%	62 28.6%	4.036	0.792
	B18	I organise the contents of the lessons based on students' potential.	0 0%	2 0.9%	5 2.3%	158 72.8%	52 24.0%	4.198	0.511
Overall Mean=4.174, Standard Deviation=0.535									

The construct of 'Cooperative and collaborative learning' recorded the overall mean value of 4.038. This mean value was also high. The detailed analysis of the data distribution of 'Cooperative and collaborative learning' construct is shown in Table 10.

Table 10. The Distribution Score of the Cooperative and Collaborative Learning

ASPECT	ITEM	CRITERIA	FREQUENCY / PERCENTAGE					MEAN	SD
			SD	D	LA	A	SA		
Cooperative and Collaborative Learning	B20	I practice cooperative learning among students.	0 0%	3 1.4%	15 6.9%	186 85.7%	13 6.0%	3.963	0.428
		The cooperative learning strategy that I have applied was effective.	2 0.9%	9 4.1%	50 23.0%	95 43.8%	61 28.1%	3.940	0.871
	B21	I applied cooperative learning in game activities (<i>Pancing Jawi, Tingting Jawi, Boling Jawi</i> , etc).	1 0.5%	2 0.9%	25 11.5%	174 80.2%	15 6.9%	3.921	0.507
	B22	I carry out simulation method / <i>taklid</i> to teach students a proper Jawi writing technique.	0 0%	0 0%	8 3.7%	154 71.0%	55 25.3%	4.216	0.494
	B23	I carry out lessons gradually from low level to high level (mastery learning).	0 0%	0 0%	4 1.8%	176 81.1%	37 17.1%	4.152	0.408
Overall Mean=4.038, Standard Deviation=0.307									

'Student-centered learning' is the last construct contained in this study instrument. This construct obtained the second highest mean value which was 4.174. The data distribution of the 'Student-centered learning' construct is shown in Table 11.

Table 11. The Distribution Score of the Student-centered Learning Construct

ASPECT	ITEM	CRITERIA	FREQUENCY / PERCENTAGE					MEAN	SD
			SD	D	LA	A	SA		
Student-centered Learning	B24	I carry out student-centered learning activities.	2 0.9%	7 3.2%	35 16.1%	114 52.5%	59 27.2%	4.014	0.804
	B25	I engage all students in classroom lessons.	0 0%	0 0%	2 0.9%	175 80.6%	40 18.4%	4.175	0.460
	B26	I make sure students are actively engaged in classroom lessons.	0 0%	1 0.5%	3 1.4%	166 76.5%	47 21.7%	4.193	0.460
	B27	The student-centered learning approach that I have used encourages the student's critical and creative thinking.	0 0%	0 0%	7 3.2%	187 86.2%	23 10.6%	4.073	0.365
Overall Mean=4.115, Standard Deviation=0.351									

Table 12 shows the summary of the mean score distribution and the component level of the 21st century pedagogical elements, which were implied in the Jawi teaching practice of Islamic Studies teachers in Malacca. The 'Student-based learning' construct recorded the highest mean score (mean = 4.174, SD = 0.535) followed by 'Student-centered learning' construct (mean = 4.115, SD = 0.351) which obtained the second highest score. The 'Pedagogical Skills' construct obtained the third highest score (mean = 4.063, SD = 0.400) while the 'Cooperative and collaborative learning' construct recorded the fourth highest score (mean = 4.038, SD = 0.307). On the other hand, the 'Knowledge acquisition' construct obtained the lowest mean score (mean = 3.013, SD = 0.340). However, all these constructs were at high level.

Table 12. The Summary of the Mean Score Distribution and the Level of the 21st Century Pedagogical Elements in Jawi Teaching

Construct	Mean Score	Standard Deviation	Level
Pedagogical Skills	4.063	0.400	High
Knowledge Acquisition	3.900	0.347	High
Student-based Learning	4.174	0.535	High
Cooperative and Collaborative Learning	4.038	0.307	High
Student-centered Learning	4.115	0.351	High

4. Discussion

The efforts to empower education have been realised by the Ministry of Education Malaysia (MOE) to balance the needs for competitive human capital internationally. The Malaysian Education Blueprint 2013-2025 is one of the initiatives of the Ministry of Education (MOE) to prepare students in Malaysia with the 21st century educational challenges aimed at meeting the global standards of education (Zamri, 2013) without ignoring the local profiles. Therefore, some aspects need to be well mastered by teachers to produce the 21st century learning which are curriculum or knowledge acquisition, pedagogical skills, student-based learning skills, collaborative and cooperative learning as well as ICT skills in the teaching and learning process (Bartlett- Bragg, 2010). Based on this statement, it is understandable that the pedagogical skills among teachers is one of the most important elements in carrying out the 21st century learning. Without knowledge on pedagogy and teacher skills in delivering teaching, teachers will not be able to implement the 21st century learning skills aspired by the Ministry of Education (MOE) successfully and effectively.

Referring to this statement, based on the findings for the 'Pedagogical Skills' construct, the Islamic Studies teachers in Malacca were more inclined to 'not using only one teaching method'. This item which recorded the highest mean value (mean = 4.202, SD = 0.690) indicated that the Islamic Studies teachers in Malacca have applied different teaching methods while practicing the 21st century pedagogy in their Jawi lessons. This finding was similar to Ishak (2009) who emphasized that teachers who limit the use of only one particular teaching method in their teaching would affect their teaching delivery and students negatively. Furthermore, the use of a particular teaching method will make the lessons boring because each individual has different learning styles that require more flexible approaches (Abdullah, 2004).

The findings also showed that the Islamic Studies teachers in Malacca have 'transformed various new Jawi teaching techniques to be more creative and innovative' by obtaining the mean value of 4.119. This finding corresponded with the study of Siti Zulaidah et al. (2017) who stated that creative and innovative teaching techniques would capture students' interest and create an effective teaching and learning process and a positive learning environment. However, the Islamic Studies teachers in Malacca were unable to 'master different techniques and methods of Jawi teaching' and obtained the lowest mean value compared to other items in this construct. With a mean value of only 3.917, this finding was equivalent to the study by Normazidah (2012) who stated that the lack of skills among teachers in using various teaching techniques and methods would prevent the achievement of teaching objectives that would make the teaching ineffective. Therefore, Islamic Studies teachers need to diversify appropriate teaching techniques and methods (Akmariah, 2010) and recognize the importance of mastering the 21st century pedagogical skills to produce an effective 21st century learning.

For the 'Knowledge acquisition' construct, the Islamic Studies teachers in Malacca only obtained the mean value of 3.741 for the item 'I have deep knowledge on Homograph topic'. Although the mean value was high, this finding illustrated the teacher's perception on Homograph, which was still not deep enough even though teachers with the 21st century pedagogical skills should master the subjects they taught (PPD Muar, 2015). This is because when the teachers did not have deep knowledge about the contents of the lessons they taught, they will spread inaccurate information to the students (Nik Mohd Rahimi, Nurul Huda, & Mahat, 2012). One of the items for this construct however obtained the highest mean value which was 'I understand clearly the objectives of Jawi subject' (mean = 4.253). This finding illustrated that the Islamic Studies teachers in Malacca have a deep understanding on the goals and objectives of the Jawi subject in creating the 21st century pedagogy. This element should be well mastered by the teachers as it becomes the direction and determinant of the approaches, strategies and techniques used in teaching and learning process (Ab Halim et al., 2013).

For the 'Student-based learning' construct, the item 'I chose learning method based on the learning style of each

student' recorded the highest mean value which was 4.271 while the item 'I practiced gradual learning style / *tadrij* according to the students' ability' obtained the lowest mean score which was 4.036. Based on this finding, it can be concluded that the Islamic Studies teachers in Malacca emphasized the learning styles of each student when choosing a learning method that would be applied in Jawi teaching but they have paid less attention to the practice of gradual learning or *tadrij* based on the ability of the students. This should not be underestimated by the teachers in the 21st century pedagogy because different learning styles will affect the teaching and learning process in the classroom (Nurul Huda, 2014; Seri Syahliliana, 2015; Zamri, 2011) and determine whether the teaching process is effective and useful or otherwise (Roshiza, 2015).

However, the study found that the Islamic Studies teachers in Malacca emphasized the student-centered learning aspect and always 'ensure the students are actively involved in classroom learning' through the implementation of the 21st century pedagogy in Jawi lessons. The items contained in the 'Student-centered learning' construct obtained the highest mean value of 4.193. Nevertheless, the Islamic Studies teachers in Malacca were less successful in promoting critical and creative thinking to the students when the item 'student-centered learning approach that I have implemented encouraged students to be more creative and critical in thinking' only obtained the mean value of 4.073. Referring to this finding, this element should be given attention as the teacher's expertise in implementing student-centered learning is essential to stimulate students to learn actively and are able to analyse concepts or ideas to produce critical and creative thinking (Chew & Shashipriya, 2014) as it is one of the elements in the 21st century learning (Buletin Anjakan, 2015; Siti Zubaidah, 2016).

Cooperative and collaborative learning is also one of the 21st century learning features. For this construct, the item 'I made simulation of how to write the letters using the correct Jawi writing technique' obtained the highest mean value of 4.216 while the item 'I applied cooperative learning in game activities' only recorded the lowest mean value which was 3.921. This finding showed that most of the Islamic Studies teachers in Malacca have applied simulation method through learning and collaborated with students when teaching Jawi writing but less applied cooperative learning approach in their teaching. This finding corresponded with the study of Rafiza (2013) which found that collaborative learning could encourage active involvement of students during the learning process because interaction happened between students and learning materials, students and students as well as students and teachers which can help students build more meaningful knowledge and communication skills learned by students indirectly. However, the Islamic Studies teachers in Malacca should increase the use of cooperative learning approach because according to Umi Kalthom and Ahmad (2014), cooperative learning can help students in solving difficult and complex problem through cooperation among group members.

5. Conclusion

Students with the 21st century learning skills as well as teachers with the 21st century pedagogical skills require challenging efforts to be realized (Nurul Nashrah, Noor Hasimah & Nur Aida, 2015). In order to realize the 21st century learning concept, each teacher needs to be expert in integrating the 21st century pedagogical skills in good teaching besides being positive in accepting changes and proactive by striving to adopt the characteristics of the 21st century educators (Nooraini & Abdul Halim, 2017) in themselves such as able to adapt themselves, practice life-long learning concept, have vision, collaborative, communicative, take risks, have leadership character as well as become role model for students (PPD Muar, 2015). Islamic Studies teachers in particular must realize that in facing rapid development of education in the 21st century, there is no room for them not to participate or say no to the implementation of education transformation. On the contrary, they should always be prepared, be a step forward and be able to efficiently manage the transformation to produce more effective teaching and learning process towards producing excellent students in line with the 21st century learning concept.

Acknowledgment

The authors hereby acknowledge the Universiti Teknologi Malaysia for their financial support through the Grant no. R.J130000.7831.4F950.

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