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EDUCATIONAL TECHNOLOGY ON TEACHING AND LEARNING OF INTEGRATED ISLAMIC EDUCATION IN BRUNEI DARUSSALAM

Ismail Suardi Wekke & Maimun Aqsha Lubis*

مستخلص: *حكومة بروناى دار السلام تقوم نشيطة بتنمية نموذج مثالى للتعليم وإدارة التربية الإسلامية بالوسائل التكنولوجية. وهذه المحاولة تدعمها مبادرة سلطان بروناى دار السلام بوصفه رئيسا للدولة. وهذه المقالة تكون معلوماتها مستمدة من حقائق الدراسة العلمية. تكامل التربية الإسلامية واستخدامها وسائل الإتصال والإخبار التكنولجية فى عملية التعليم. هذه المحاولة المتكاملة لها أثرها النافع فى إثراء المواد الدراسية للطلاب وفى تسهيل عملية التدريس. وما كادت هذه البرامج تمضى ثمان سنوات حتى حصلت الحكومة على الإرتقاء بمقدرة الطلاب، وباستيعابهم على المواد الدارسية، وبكيفية التقويم التربوي الأصلح, وباصلاح عملية تنظيم التربية الإداري. وهذه الدراسة تحصل على أن وسائل الإخبار والإتصال التكنولوجية تتساير وتقدم التربية الإسلامية تسايرا متكاملا فى ترقية ذكاء الطلاب.*

Abstrak*: Pemerintah Brunai Darussalam giat mengembangkan model pembelajaran dan administrasi pendidikan Islam dengan menjadikan teknologi sebagai fasilitator. Upaya itu didorong oleh prakarsa Sultan Brunai Darussalam, kepala negara sekaligus sultan negara itu. Makalah ini mengemukakan hasil penelitian tentang integrasi pendidikan Islam dan penggunaan teknologi komunikasi dan informasi. Integrasi tersebut memberikan manfaat dalam pengayaan materi dan memudahkan proses pembelajaran. Setelah delapan tahun berjalan, program itu mampu mendorong kepada peningkatan kemampuan siswa, penguasaan materi pelajaran yang lebih terarah, evaluasi yang berkualitas, dan perbaikan pengelolaan administrasi pendidikan. Penelitian ini menunjukkan bahwa teknologi informasi dapat bersinergi dengan pendidikan Islam sehingga pembelajaran menghasilkan kecerdasan bagi peserta didik.*

Keywords: Integrated Islamic Education, Teaching and Learning, Educational Technology, Application of Media.

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EDUCATION is important and helps to guide one's life and is the process by which society deliberately transmits its accumulated knowledge and skills from one generation to other generations through institutions like schools. Since education is dynamic in nature, it has the capacity to propel human beings into becoming better men and women as well as the caliph of God. Based on several discussions and resolution of the many conferences held, Muslim scholars have strongly proposed adopting an integrated education (IE) system. To ensure the success in its implementation, it will have to be carried out after thorough and proper analysis as well as planning. As a nation, Brunei Darussalam is embarking on this approach to tackle the current scholastic issues.[1]

Dualism in education could lead to failure in producing well-balanced individuals. To produce a "balanced" human being, an integrated concept must be practiced—a type of education that simultaneously guides and trains the mind, body and soul of a person based on Islamic values and the revelations (al-Qur'an and al-Sunnah) to produce a pious human being who are devoted to God. In addition, such education has a strategic position in Brunei society life.[2]

Islamic education emphasises the following concepts: (1) a lifetime education; (2) the development of the total potential of the soul, mind and body which are adequately integrated and in three aspects-cognitive, affective and psychomotor; and (3) The capability to carry out duties as a servant of God and as a caliph of God (representative or vicegerent of God on earth) and knowledge and virtuous deeds to achieve happiness of life in this world and the hereafter.[3]

The use of computers, today, has become part and parcel of those involved in providing education and in the education system itself. Therefore, it is timely for educators especially the

[1]M. Varghese, "Reclaiming the Local in Language Policy and Practice", *Linguistics and Education*, vol. 19, no. 1 (2008), 73-5.

[2]W. F. Sullivan, "Normative Pluralism: Islam, Religion and Law in the Twenty-First Century", *Religion,* vol. 35, no. 1 (2005), 31-40.

[3]Omar al-Shaybaniy, *Falsafah Pendidikan Islam*, tran. Hasan Langgulung (Shah Alam: HIZBI, 1991).

religious education teachers, to know how to use the computers to allow its application to the students for better knowledge dissemination.[4] Furthermore, it can supply facilitation on the difficulties in the learning.[5]

Educational technology (ET) is most simply and comfortably defined as an array of tools that might prove helpful in advancing student learning. ET relies on a broad definition of the word "technology". Technology can refer to material objects of use to humanity, such as machines or hardware, but it can also encompass broader themes, including systems, methods of organization, and techniques. Some modern tools include, but are not limited to, overhead projectors, laptop computers, and calculators. Newer tools such as "smart phones" and games (both online and offline) are beginning to draw serious attention for their learning potential.

The use of ET can offer solutions to problems faced by the students, thus offering opportunity for improved academic achievement.[6] ET plays an important role in communication between teacher and student. It also helps to improve the social skills between the teacher and the students, as every student is involved in the learning process.[7]

IE's Objectives and Principles

In Brunei, the objective of IE is rather holistic and covers a wider scope than those in some other countries. The objectives of IE may be viewed as a distinct equilibrium between moral and/or spiritual development and personal achievement in life as reflected in the cognitive, affective and psychomotor aspects.

[4]E. C. Thompsonn & Irwan H Thianthai C., "Culture and International Imagination in Southeast Asia", *Political Geography,* vol. 26, no. 1 (2007), 268-88.

[5]R. Boyle, "Language Teaching at a Distance: From the First Generation Model to the Third", *System*, vol. 23, no. 3 (2009), 283-94.

[6]M. Otta & M. Tavellaa, "A Contribution to the Understanding of What Makes Young Students Genuinely Engaged in Computer-Based Learning Tasks", *Procedia Social and Behavioral Sciences,* no. 1 (2009) 184-88.

[7]C. M. Anson and S. K. Miller-Cochran, "Contrails of Learning: Using New Technologies for Vertical Knowledge-Building" *Computers and Composition,* vol. 26, no. 1 (2009), 38-48.

Students with high academic achievements would normally posses honourable morals and project balanced personality while is less likely to be involved in forbidden activities.

The main principle in the concept of IE arises from the notion of man being an earthly caliph of God. Humans are "special" creations and the knowledge acquired through the IE will place them on a higher place compared to other creatures.

Islam considers the acquisition and propounding of education as an honourable religious service. Muslims believe that IE lends a lot from the Qur'an as the most important and reliable source of knowledge. The importance of knowledge and education in Islam is evident since the early history of this religion. The first chapter revealed to Prophet Muhammad is dedicated to combating illiteracy, and encourages the people to seek knowledge in all fields. This is clear in Qs. al-'Alaq (96):1-5:

> "(1). Proclaim! (Or read!) In the name of thy Lord and Cherisher, who creates?; (2). Created man, out of a (mere) clot of congealed blood; (3). Proclaim! And thy Lord is Most Bountiful; (4). He who teaches (the use of) the Pen; (5). He teaches men whatever they do not know".

The Qur'an makes several clear references to the importance of knowledge. Prophet Muhammad emphasised the value of seeking knowledge and Muslims are encouraged to continuously seek it. An educated person is regarded more honorable than a religious one, as stated in Qs. al-Mujâdalah (58):11:

> "God will hoist, to suitable ranks and degrees, those of you who believe and who have been granted knowledge".

Education of the Qur'an must be given priority since it can help strengthen the Muslims' belief. God gives wisdom (*hikmah*) as stated in Qs. al-Baqarah (2):269:

> "And he to whom wisdom is granted received indeed a benefit overflowing".

Islam does not differentiate between religious and general education. Both are mutually complementary and are studied simultaneously in a system of education that aims to inculcate prosperity both in this world and the hereafter.

In a coordinated education system, a person must submit himself/herself to the *qudrah* and *iradah* from Allah SWT and

make an effort so that his/her actions are appropriate with the Islamic teaching. One also studies other knowledge that coincides well with his/her personal ability, talent and interest.

The concept of coordinated education has been discussed since the early 70's. The phenomenon will inadvertently alter the education system currently implemented. The attempt to implement a coordinated education system is rather smooth in Negara Brunei Darussalam because its leader is extremely supportive and has made strides in this area while adhering to the philosophy of "*Melayu Islam Beraja*" (Malay, "Malay Islamic Monarch").

The Steps Towards the Implementation of IE

The steps towards the implementation of the deemed proposal from the Commissioner of Education 1972 exhort that it is important for this country to implement the assimilation of Islam in knowledge, that is other subjects will facilitate as the tool in assimilating the Islamic value. This means that all subjects introduced or being taught will bear the characteristics and the principles of Islam. Long after the approval of the proposal by the Commissioner of Education did the Department of Education introduced the concept in 1985.

Several amendments from the 1972 curriculum were made in the "Objectives of education in Brunei as devised by the Department of Curriculum Development-Ministry of Education, Brunei Darussalam 1985". The highlights of the amendments are "to emphasize Islamic education to ensure that Islamic values being assimilated into the education system through the School Curriculum". A report has been written recently concerning "the progress and achievements of the education system and the steps to be taken towards its successful implementation-to produce children and youth who have good moral".

This report has somehow become the main reference in designing the Brunei education system. An extract of the report has clearly indicated the following:

> "The philosophy of the Malay Islamic Monarchy is a continuous effort to develop potentials in individuals as a whole so that the nation may

> produce citizens who are knowledgeable and wise, religious and pious, dynamic, disciplined and responsible, well-suited to the religious needs and its values. The sustaining aim is to achieve an education system that emphasizes on belief and loyalty to Allah and His Prophets, obedient to the king and the country while contributing well to the society."

This is an effort geared towards forming better citizens, strengthening of the independence and sovereignty through the strategy of making Malay Islamic Monarchy as the country's philosophy where Islam is made its main principle.

The follow-on steps to substantiate the aspiration above was made by the initiation of The Department of Curriculum Development, having been approved by The Ministry of Education, to organize conventions and seminars to generate ideas and brainstorm among educators in the region on the best approach towards the implementation of the IE.[8]

The outcome of the convention is the recommendation to take the following steps: (1) To have close discussion between the Ministry of Education and the Ministry of Religious Affairs and other related organizations mainly about the IE and, (2) To form committees to plan, co-ordinate and implement the IE properly. Some of the duties and responsibilities of the committee are: (a) to arrange and prepare conceptual paper related to the implementation of the IE; (b) to plan and coordinate any school activities which support the purported curriculum; (c) to plan and arrange activities and practices forming part of the education curriculum; (d) to prepare and do checking and monitoring of the Assessments System, and (e) to plan and co-ordinate other related systems especially those pertaining to the administration and management of schools involved. (3) To take the steps to give the correct understanding concerning IE to the entire Brunei citizens through national seminars, briefing and courses, and media coverage.

This effort has been highlighted during His Majesty's *titah*[9] on the 10th anniversary of the Teacher's Day:

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[8]Department of Curriculum Development, *Curriculum Development* (Bandar Seri Bengawan: Ministry of Education, Brunei Darussalam, 1985).

[9]Speech of His Majesty's, Paduka Seri Baginda Sultan and Yang Dipertuan Negara Brunei Darussalam.

> "Education is the trust, while religion is encompassing. If our adherence to the religion is weak, so would our country be. It is our obligation to build our country through the proper religious and worldly knowledge. Both of them are integrated and shall not be separated."

Another of His Majesty's *titah:*

> "This holy effort requires planning and conscious efforts. This is the reason behind the establishment of the national education Council of Brunei Darussalam that is to come up with the National Educational Philosophy in alignment with the aspiration to create better human beings who are knowledgeable, religious and pious."

To establish an IE, several aspects take into account are as follows:

The Teachers' Education. Teachers and educationists are ready to change their thinking and attitude to accept and understand IE as a holistic system. Teachers were trained to be confident in their way of thinking and attitude while showing good mannerism in accordance with the pure Islamic values as a notable example to the students. Such criteria imply that the selection of future teachers does not rely purely on academic achievements but also on self-reliance and good personality.

To support this initiative, the Teaching Institution produces future teachers that are capable of promoting growth and development in the children's mental abilities besides good personality. The teachers' education curriculum were thoroughly analysed, and courses such as philosophy of Islamic education, history of Islamic education and others are included.

Teachers use Islamic methods, aspirations, and spirit in their teachings for the students to understand and be more inclined to mould themselves the Islamic way.

The IE system will not be effective unless there are enough teachers trained to teach subjects as outlined in Islam while incorporating "Malay Islamic Monarchy" (*MIM*) without changing the essence of the subjects. If teachers are not trained well, they will not be able to teach effectively in an integrated schooling system.

Since teachers are catalysts in the IE system, they understand the concepts and objectives and are able to fit in well

into the realm of the IE system. Therefore the education curriculum for the teachers prepares them for the required skills. Teachers are not only being exposed to the theories and background, but also trained on how to be more innovative in the preparation of the teaching materials.

As for the IE curriculum, the revealed knowledge (ʻilm al-naqlî) and acquired knowledge (ʻilm al-ʻaqlî) are integrated well. Teachers themselves receive or undergo their teacher's education training through a set of IE curriculum to facilitate their understanding in applying the principles of the IE at the schools where they are going to be assigned.

The Development and Distribution of Textbooks. The Department of Curriculum Development plays a vital role in the preparation and distribution of the textbooks required as reading material for the IE curriculum. Currently, the department has taken pro-active steps by getting feedback and working with the scholars who could share their knowledge and skills especially in religious matters. Some of the books that are readily available are Geography and History Textbooks for Form II and III. The responsible department is making an effort to produce the Science Textbook for Form I to IV.

The Teachers Role. The job of teaching and educating students is the priority of a teacher. A teacher's duty is instrumental yet dignified and honoured. It is seen as continuing the Prophet Muhammad's job. In the light of IE, his duty is to contribute in the teaching area in achieving the aims and the IE objectives. To ensure that the IE is carried out, the teachers' role is to translate the curriculum into teaching in the classroom.

Due to their vital role, the teachers equip themselves with knowledge, skills, good personality, behaviour and attitude to promote as good teachers as well as *muslim* with good qualities and characteristics.

The teacher role is made more complex with the development and progress in the field of Information Technology (IT). Nowadays, it is taken that it is the teacher's role to help strengthen the society's spiritual needs especially among the students and young generations. Furthermore, the important phenomenon of globalization that is the global break

of the natural and cultural borders in combination with the availability of knowledge and information for everybody, in every time, at every place changes dramatically the landscape of what we call "teaching" and "education".[10] This scenario reflects the importance of the IE as a means in developing a better generation and mankind, in general.

The Co-curriculum Activities. The Co-curriculum activities have its own value to help expanding the student's physical and mental potential. It is a set of activities routinely performed at schools to promote development in knowledge, skills, experience, attitude and personality of the students.

To fulfill the aspirations of the IE system, it is essential to understand several primary principles underlying this education system, which are: (1) Knowledge is of utmost importance for men to cope with life challenges and to acquire more knowledge for lifelong learning and continuous life improvements; (2) Acquiring knowledge will increase students' thinking ability. As a result, the students are able to express opinions and views objectively and to think critically. At schools, students must be trained in various aspects of thinking so that students know how to resolve problems effectively; (3) In relation to good values, an integrated curriculum contains some elements of spiritualism, humanitarianism, and patriotism. As such the scope of instilling these genuine values is imbedded almost entirely into the IE curriculum to ensure the developments of students with high morals; (4) Promoting the development of the Malay language as the main language for acquiring knowledge, and promoting solidarity is viewed as an essential step because it is said that a person's ability to acquire knowledge is related to a person's ability in using a language and his/her language's capacity to support the knowledge; (5) To instill the culture and habit of being enthusiastic about reading and seeking knowledge; and (6) All subjects must be co-existed and integrated well for a rich and exciting learning environment.

[10]R. Roberto, "New Horizons in Education and Educational Technology," Paper Published in the Proceedings of *6th WSEAS International Conference on Education and Educational Technology*, (2007).

All above principles are being emphasized in choosing the contents and approaches of learning. Teachers definitely play important roles in coming up with modern approaches to IE.

The concept of technology in education began to develop in the early 1970s. However, around those times only a small number of educators truly understood the implications and were aware of the importance and function of technology as a tool in education.

Educational technology is a profession made up of an organized effort to implement the theory, intellectual technique, and practical application of educational technology. The government of Brunei is well aware of the importance of IT in the country. On February 13, 2006, the First National Conference on ICT in education was launched by Pengiran Dato Seri Setia Dr. Haji Mohammad Ibn Pengiran Haji ᶜAbdal Rahman, the Acting Minister of Education at the International Conference Centre. The first National Conference carried the theme "Enhancing Education through Evolving Technology" that addresses the nation's stride towards an e-education system.

There are two bodies that are responsible to assimilate the technology into Brunei's education. First, the Science, Technology and Environment Partnership (STEP) Centre– established within the Ministry of Education. The center is aimed at ensuring the opportunity on the development of science, technology, and environment education through various activities and programs. and second, the Department of Information and Communication Technology, Ministry of Education, which is divided into four sections: Administration Section, Educational Technology Development Section, Professional and ICT Training Section, and Infrastructure and Maintenance Section.

There are a number of reasons why educators are so passionate about using technology in the classroom. It provides a great benefit of flexibility in term of storage and use, and enable access to a variety of resources that are of high quality and relevant to curriculum, i.e. online resources. Teachers can gather facts and post valuable information for their students to use. Educational technologies are not a single technology but

complex combinations of hardware and software. The use of technology in education are broad in providing access to cutting-edge technology (video-editing, video-conferencing, digital music production, animation, multimedia software and courseware, smart movie, slide show and presentation software). The multimedia resources, on the other hand, provide visualization and manipulation of teaching and learning software to enhance understanding of scientific concepts. The Qur'an states "I have only created *Jinns* and men so that they may subjugate themselves" (Qs. al-Dzâriyât [51]: 56.

Technology in the Teaching and Learning

ET can be surmised as the proper use of skills and techniques in education and while it focuses on the effective transfer of human learning, it is not confined to teaching tools/aids only. The teaching and learning process is extremely complex since it involves people with different abilities, needs, and expectations.[11] Therefore, appropriate methods and skills are needed to make the teaching and learning process effective and interesting.

Teaching technology or the technology in education is a subset of ET which involves techniques used by teachers or educators to systematically improve the learning of the students. It consists of five domains: (1) The theory and practice on preparation, (2) The development of teaching materials, (3) Its proper usage, (4) The management of the learning process, and (5) The rating and assessment of the students and recording and compilation of the source of learning.

ET has more motives than purely teaching technology since the interrelations of the different domains are geared towards solving the problems faced in the process of teaching and learning. ET, as applied in Islamic education is an attempt to organize the learning-teaching process systematically into a curriculum with proper learning phases for optimal quality of knowledge.

[11]S. Campanella, et.al., "E-learning platforms in the Italian Universities: the technological solutions at the University of Bari", *WSEAS Transactions on Advances in Engineering Education*, no. 1 (May, 2008).

Islamic education in Brunei Darussalam aims to inculcate and foster good value and understanding of Islam and to encourage its practice by individuals. Therefore, the methods of ET in the teachings of Islam are important to achieve the aims where factors of piousness in individual's attitude and members of the society become the curriculum's central agenda.

Teachers act as agents to an effective learning and function to impart awareness to commit and abide by the laws of God the Almighty. Teachers do not only teach the facts contained in the syllabus but also indirectly act as leaders in propagating the values in Islam. They influence, involve, and get people into their social life and to make decisions based on the new teaching.

Islamic religious teachers practice using ET including the media appropriate with the needs of Islamic education. The aim is, so that, the teaching of Islam can be assimilated well into the students' life. Media are sources that may be used to attract the student's interest and enhance their understanding while prodding them to be more confident in their studies. As an example, the use of the multimedia technology enhances the comprehension of the lecture because of its visual and sound impact on the student. There are many works where multimedia activities are used to support the subject and for class presentations.[12]

The usage of media in the teaching of Islamic studies is very important so that the material taught becomes more understandable and presentable and for the students to gain more experience and to enable them to make use of the information easily. Several factors discourage the usage of ET in the teaching-learning process. First is attitude factor. Some teachers, especially those not exposed to the media in ET think that the requirement as additional workload as well as increase in the preparation time. Second is management factor. Some managers do not give the necessary allocation for teachers to attend related courses. Most schools also face the problems of

[12]L. Jaime, et.al., "Using Multimedia Activities for Homework and in-Class Exercises to improve the results of university students", *WSEAS Transactions on Advances in Engineering Education*, no. 1 (June, 2008).

insufficient availability of the Technology media facilities. Third is factor of space and place. A Resource Center to station and keep the equipments or teaching materials are not provided in certain schools.

To increase the potential of ET in Brunei Darussalam, the suggestions are for the Brunei government to allocate some budget on Technological materials for the schools and to encourage the Private Sectors to contribute to the educational institutions.

To conclude, increasing the effectiveness of teaching and learning teachers cannot get away without using ET. By using the appropriate and systematic ET we can gain high quality of education. Teachers, therefore are alert and adaptable to the development and use of ET.

The ICT project in Government's Primary Schools. In Brunei, the Information and Communication Technology (ICT) Project for Phase I covers 50 schools, in which they are provided with 13 computers and a laboratory. Students are able to use and access some basic functions of computers. In 2000, the computer project was widened with the addition of several more computers. In Phase II, each school received at least five more computers. At the same time, 146 teachers are trained on the basic usage of computers.

Most of the schools have appointed two operating teachers for the computer class. There are no special full-time computer teachers to conduct this class. Almost all schools use the computer laboratories and start the learning and teaching syllabus with the basics of computer to the students.

The Effect of Using Media. Electronic or non-electronic media are an aids or teaching instruments that help teachers achieving the teaching and learning objectives. Media are used as a teaching aid possibly in the following manner: (1) Demonstration aids–students will easily visualize and acquire the skills to be learnt. This demonstration can easily be recorded and re-run in the form of videos and films, and (2) Discussion tools–to promote peer students and students-teacher discussions.

Media play some important roles that are to assist teachers in the teaching and provide them with tools to illustrate some

points or processes as well as to support long distance educational system. To the students, the importance of ET media is to enable them to associate between concrete/tangible facts from the abstract ones, to help promote the students' retention, and to facilitate the simulation and recovery phases.

To support the use of ET media, especially computers, it is important to upgrade teacher's specialization and skill so that they may identify, troubleshoot, and overcome various related problems. The School Resources Center is one of the units within a school functioning in the collection, processing, managing, and offering of various administration and educational resources tools. With the establishment of these centers, the goal to upgrade the teaching and learning process in reproducing knowledgeable community may be achieved.

It, therefore, can be summarized that: (1) ICT may be used as a medium in the teaching and learning to develop a more creative thinking in the IE process. (2) Media are forms of teaching aids that assists the teachers' presentations and save their time. (3) Current education system requires more innovative and creative teachers through implementation of ICT. (4) The education in ICT is important subject in the school as preparation to face challenges posed in the 21st century.

Transformation to Digital Technology for School Administration. Brunei is currently transforming its system of administration towards digital technology. According to the Director of the Examination Board - Ministry of Education, IT) must be integrated into the administration of school and its methods of teaching. During the award ceremony of certificates of application of computer for teachers and workers of *Tahfiz Al-Qur'an Sultan Haji Hasanal Bolkiah (ITQSHHB)*, it was quoted:

> "What is important is that teachers need to be trained to become innovative and capable to be creative in the use of the available resources namely: IT and multimedia, language laboratory, method of presentation, and information through internet, sharing resources for references and last but not least providing notes."[13]

The Director of the Examination Board also touched on the ability of a person to make use of information for the purpose

[13] *http://www.brunet.bn/news/pelita/21mac/berita16.htm*

of the teaching. Nowadays, the related knowledge about how to make full use of the digital technology in teaching is a "must" for any teachers to make them become effective teachers. She stresses:

> "The importance of Computers and IT knowledge are important that computers are located in all of the educational institutions. In the other context, the usage of computers is more than just a mere mechanism in the process of learning any subjects." [14]

Discussion

Brunei has planned to adopt an education system namely the IE system after taking into consideration many aspects. The IE system is considered as the best education system since the implementation is referred back to Islam where the Qur'an and Hadîs are used as the main reference. This education system promotes the idea that any education contains both Islamic and worldly knowledge. The values exist in the form of well-planned curriculum, keeping in view the teachers and the students' education orientation, the teaching materials, the conception of conducive learning environment, and so on. On the other hand, this findings is supported by Tardy[15] that trough IE; Brunei Darussalam is keep on track to teach language and value on the same time.

In the implementation of the IE, effort has been and is still being made to give a good understanding of the Islamic philosophy regardless of ethnic, race, culture and religion. After a few years of groundwork, Brunei can contentedly declare that it is prepared for the real implementation of the integrated curriculum from the early days of pure ideas conception dated back to the year 2000. Besides the preparation of appropriate textbooks as part of the Teaching material, a continuous effort is also being made by holding courses, seminars or workshop to give the proper and correct understanding to the fellow Teachers. The implementation of the IE is always being

[14] *Ibid.*

[15] C. M. Tardy, "Researching First and Second Language Genre Learning: A Comparative Review and a Look Ahead", *Journal of Second Language Writing*. vol. 15, no.1 (2006), 79-101.

supported well by His Royal Highness's decrees i.e. in conjunction with Teachers Day and also at convocation ceremonies held at University of Brunei Darussalam.

The primary objective of adopting IE system in Brunei is so that a generation of balanced individuals may be shaped;[16] where the Muslims becomes better Muslims and citizens along the Non-Muslims and both can live harmoniously and develop the nation together. One of the immense challenges faced by Brunei as a nation in the successful implementation of IE is the lack of skillful teachers. There is also the challenge of getting the willingness of the science teachers to teach the subjects in such a way that the Islamic principles and values will be blended together with pure science. Additionally, another great task is to educate other support groups to eventually understand and offer a hand to work along with the teachers to carry out their duties.

An important element to take note is that in IE, the teaching and learning activities has always comprise the integrated knowledge of the mind and the heart.[17] The final result is to eventually produce individuals who are not only academically excellent but also those who are honorable and responsible and to be able to contribute well to the society. Those can be counted as intellectual capital for the society.[18]

The decision made by Brunei Darussalam in realizing the concept of IE is deemed wise, despite some great challenges that cannot be under estimated. It is duly hoped that the IE system can be implemented successfully in the near future. The government has set up certain agencies to boost the use of information technology.[19] Such agency may also take the role to train workers in the designated areas and introduce them to

[16]Extract of the Report of Department from the 1972 Curriculum (Bandar Seri Begawan: Ministry of Education Brunei Darussalam, 1985).

[17]Ministry of Religious Affairs, Negara Brunei Darussalam, *Yearly Report on 1986-1995* (Bandar Seri Begawan: Ministry of Religious Affairs Brunei Darussalam, 1985).

[18]L. A. Joia, "Using Intellectual Capital to Evaluate Educational Technology Projects", *Journal of Intellectual Capital*, vol. 1, no.4 (2000), 341-56.

[19]D. Laurillard, "Gordon Pask Memorial Speech: Contributions to Educational Technology", *Kybernetes*, vol. 30, no. 5/6 (2000), 756-59.

electronic communication not only in government offices but also for school administration.[20]

There are various models and interpretations in explaining the word "integrated" as in IE. One possible meaning of "integrated" is the co-joining between science and non-science subjects, irrespective of the languages used or whether they are related to co-curricular or non-curricular activities. While these approaches have their own strengths, they do not fit perfectly into the true model and meaning of IE. An IE emphasizes the unison of knowledge, not merely the installation of one's knowledge but somehow follows after or emulates the approach and method of implementation and techniques used in the teaching and learning in a class room.

An IE focuses mainly on implementing Islam as a whole with some philosophies of promoting a strong belief and knowledge, the balance of the physical element and the soul, the world and the hereafter, the thoughts, the heart, the mind and the search and application of revealed knowledge. Through IE, a person can be educated and trained to understand and uphold the Islamic faith, the laws and the morals in one's life. An IE unifies the different knowledge in life, with congruence between the development of *ummah* and its teaching, the relation between human and God, the relation between the different components in oneself, towards creating equilibrium in mind, spirit and body. In core, an IE's main aim is to obtain richness of the heart and brilliance of the mind. An IE governs the entire education process and knowledge development and incorporates the spiritual, physical, and mental aspects in its implementation. A student is made to understand that knowledge is pure *(quds)* and his / her involvement serves as a religious service for mankind.

After examining the view and the defined approach of IE, it can then be concluded that the full model is "education based on revelations (al-Qur'an and al-Sunnah) that is the integration of revealed and acquired knowledge and can only be achieved by implementing the effective strategy, approach, method and

[20]Yousuf Ahmad Fadel, "Information Technology in the 21st Century: Benefits, Barriers and Concerns of Muslim Scholars in Islamic Studies", *Technical Education in the 20th and 21st Centuries* (2000), 2.

technique in teaching and learning process towards building a prosperous community (*baldatun thayyibatun wa rabbun ghafûr*)".

This model is also put to practice in Brunei Darussalam in the application and implementation of IE, taking into account the teaching-learning materials, the teacher's education and the environment. All of these aspects encompasses the theology and general knowledge (revealed and acquired knowledge), *fardlu kifâyah* and *fardlu 'ayn*. In other words, IE does not separate the worldly knowledge and the knowledge about the hereafter. The product of the IE is the human beings that are intellectually, emotionally, spiritually and physically balanced.

According to Mahmud Saedon, Islamic education is an IE based on and led by al-Qur'an and al-Sunnah. The integration of Islamic education requires four realms to be embraced into IE namely knowledge-based, physiological, civic and spiritual Education. He further emphasized that the IE disregards dualism in knowledge and education while IE principle promotes the importance of acquiring useful knowledge. Knowledge thought to be vague would be analyzed carefully in adherence to Islamic perspective and amended, if need be.

Closing

For schools where computers are available, the headmaster advises and encourages the teacher and students to be creative and innovative in using the technology provided. Other studies need that attempt to look at language use Malay-English bilingual education in Brunei. More prevalent use of computers by Religious education teachers may be achieved by educating the work force (mostly Islamic teachers) who incidentally does not have prior knowledge of information technology. The full use of modern technology in the course of teaching is vital since it can increase productivity, effectiveness and overall teaching efficiency. The integration and adaptation of new modern technology, the teacher's role is not lessened in their focus on knowledge dissemination to the students. In Islam, the use of modern technology is encouraged as it helps towards the development of positive thinking, the ability to innovate and to trigger the drive for self-improvement. The Qur'an states

"Those people who race to search for good deed, those are the people who will be more advanced. (Qs. al-Mu'minûn [8]:61)"

Teachers who are expert in the field of technology assimilate good spiritual values in its use for education purposes. It is the responsibility of teachers to impart knowledge that does not conflict with the teachings of Islam. Some Islamic scholars totally object to the ideas of using modern technology; in fear of its adverse effects to the entire Muslim population. For this reason some Muslim scholars prefer to use old media in their teaching although technology is widely accepted as facilitating the process of teaching and propagating Islam in most Asian universities. *Wa al-Lah a'lam bi al-shawâb.*•

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