

تقويم مناهج التربية الإسلامية في المدارس الثانوية في سلطنة بروناي دار السلام .

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An Evaluation of the Islamic Education Curricula in Secondary Schools at the Sultanate of Brunei Darussalam

Abstract

This study is aimed at exploring the existing Islamic Education Curricula in the Ministry of Education's secondary schools at the Sultanate of Brunei Darussalam, from the view of both teachers and students during the academic year 2000/2001. The sample of the study consisted of (40) male and female teachers, and (462) male and female students. The research instrument consists of two questionnaires for teachers and students which include (79) items specific to four domains.

The findings of the studies showed that the evaluation of all the teachers and students of the importance of Islamic Education subject goals and their objectives were high, but moderately estimated realizing content of subject matters, therefore both sides agree that the content of curriculum does not tackle contemporary issues, and that its language level does not suit that of students. Findings also showed that methods and aids of teaching are still in a traditional style which depends on lecture, and its aids are limited to blackboard, and also lacking of activities, while assessment method that is currently adopted relies on written tests only. There were statistical significant differences found at ($\alpha \leq 0.05$) level with regard to students' responses attributed to gender (male, female) in the (goals) and in favor to female students, and in (aids) and (activities) which are both in the favor of male students. No statistical significant differences were found at ($\alpha \leq 0.05$) level with regard to teachers' responses on curriculum components domains attributed to years of experience, but there were statistical significant differences found in (teaching methods), and in (assessment) in favor of teachers holding a certificate from the Islamic Education Teachers' Institute in comparison with those teachers holding bachelor degree in Islamic Studies.

In light of these findings, the researchers recommended the necessity of re-assessment of Islamic Education curricula in secondary schools go along with the aspired goals, in accordance with the needs of students, community and contemporary issues. In addition, it is important to set up refreshing courses for teachers, and it is necessary in preparing additional programs regarding teaching methods, activities and aids to assist in activating the role that should be played by the Islamic Education subject.

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(Serudin, 1983)

(Jalan Pemancha) "

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تطوير مناهج التربية الإسلامية في المدارس الثانوية

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