

Technology Skills in Learning Management Among Private Religious Teachers in the Southern Border Provinces of Thailand



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Abstract

In this globalization era, the teacher's role in modifying the approach to student learning is very important, not only in the role of delivering resources or giving knowledge information in the room but more as a facilitator, especially using assistive technology in the learning process. This study aims to identify technology skills in management among private religious teachers in Southern border Provinces of Thailand. Two approaches were used in this study, namely the qualitative approach and the quantitative approach. The respondents in this study consisted of 354 religious teachers who taught at Private Religious High Schools in the Southern Province of Thailand which were categorized as large schools. The results of the study were analyzed with the SPSS program and reported with SP, MEAN and Status. The findings of the study show that technology skills in learning management among private religious teachers in the Southern border Provinces of Thailand in general SP: 1.98 / MEAN : 2.25 are at a low level.

Abstrak

Dalam era globalisasi ini, peranan guru dalam mengubahsui pendekatan terhadap pembelajaran pelajar amat penting, bukan hanya berperanan sebagai mengantar sumber atau memberi maklumat ilmu pengetahuan dalam bilik tetapi lebih berperanan sebagai pemudahcara terutama menggunakan teknologi bantu dalam proses pembelajaran. Kajian ini bertujuan mengenalpasti kemahiran teknologi dalam pengurusan di kalangan guru agama swasta wilayah Thailand. Dua pendekatan digunakan dalam kajian ini iaitu pendekatan kualitatif dan pendekatan kuantitatif. Responden dalam kajian ini terdiri dalam kalangan para guru agama yang mengajar di Sekolah Menengah Agama Swasta di Wilayah Selatan Thailand yang dikategorikan sekolah besar sebanyak 354 orang. Dapatan kajian dianalisis dengan program SPSS dan dilaporkan dengan SP, MEAN dan Kedudukan. Dapatan kajian menunjukkan kemahiran teknologi dalam pengurusan pembelajaran di kalangan guru agama swasta wilayah Selatan Thailand secara umumnya SP : 1.98 / MEAN : 2.25 berada pada tahap rendah.

INTRODUCTION

A professional religious teacher is not only responsible for delivering the teaching and learning process, but also plays a more dominant role in realizing the wishes of Islamic education. In this globalization era, the role of the teacher in modifying the approach to student learning is very important, not only as a role of delivering resources or providing knowledge information in the room but more as a facilitator. In order to achieve the said wish, it is appropriate that some efforts should be implemented by teachers such as gradually developing iltizam towards becoming a professional teacher as a lifelong career. At the same time, the investment and use of knowledge must be balanced with the needs of students, especially in this era of globalization in order to have a positive impact on the purpose of education. The positive effects of globalization in education are quite a lot if you can take the opportunity to use it in the right way, especially technology. Among them, 1) Launching the teaching and learning process because it focuses on the important issues of the topic that will

be presented. 2) Save time, energy and money. 3) Avoiding students' boredom and thus maintaining students' interest. It can also entertain students. 4) Avoiding the occurrence of misunderstanding or misinterpretation of concepts through the senses of seeing, hearing or touching. 5) Get information more easily.¹

The Thai Ministry of Education also plays a role in encouraging teachers to equip themselves with the skills and knowledge to use technology that is appropriate to the learning context at the secondary school level in general. However, it is very difficult in the effort to realize the matter, because of several factors that hinder such as the educational background of different religious teachers and most of them are not qualified in the field of education specifically. At the same time, the colloquium of religious studies does not encourage teachers to focus on using technology tools in learning management, in fact half of the schools do not provide such facilities. With that, most religious teachers lack skills in using technology to help the learning process. Therefore, the purpose of this study is to identify the extent of technology skills in learning management among private religious teachers in the Southern region of Thailand.

METHODS

This study takes the form of a survey of the professionalism of religious teachers in the Southern region of Thailand in using their assistive technology in the learning process. The design of this study is based on a mixed method based on the theory of Frechtling & Westat (1997) which states: "Combining the two methods pays off in improved instrumentation for all data collection approaches and in sharpening the evaluator's understanding of findings". The quantitative approach used in this study was carried out through questionnaires and interviews. In using a quantitative approach, the researcher is guided by Oppenheim's theory (1992) which states that questionnaires and interviews are two effective instruments for obtaining information from respondents.²

The respondents in this study consisted of religious teachers who taught in Private Religious Schools in the Southern Region of Thailand as many as 354 of the total population of 4,572 teachers. The number was chosen according to the Krejcie & Morgan (1970) Sample Size Determination Table. The total number of respondents were selected randomly among religious teachers who teach in Private Religious Schools in the Southern Region of Thailand which are categorized as large schools that have a student population of 1,500 to 2,499 students according to the Thai Secondary Education Management Center Report.

In order to obtain the results of the quantitative research section, the researcher built a set of questionnaires that were analyzed in depth in the qualitative study section against the theory of skills in using technology in learning in order to obtain accurate information that is suitable for the purpose of the study. The set of questionnaires consists of 3 parts which are the background of the respondents, questions about the level of technology skills in learning management and finally the proposal part which consists of open questions. Questionnaire by providing a selection of answers in the form of a Likert scale, which is a five-level Likert scale from 1 to 5.3 Answers from the questionnaire were analyzed with the SPSS program and reported in the form of SP, MEAN and RANKING.

¹ Muhammad Syahrul Naim Mohd Fauzi, Saipolbarin Ramli. 2023. Amalan Pentaksiran Berbantuan Instrumen Teknologi Dalam Kalangan Guru Bahasa Arab: Satu Pandangan Awal. *Jurnal Dunia Pendidikan*, 3(2): 589-601 (590)

² Oppenheim, A. N. 1992. *Questionnaire Design, Interviewing and Attitude Measurement*. Edisi 2. London: Printer Publishers. (213)

³ Ahmad Sunawari Long. 2011. *Pengenalan Metodologi Penyelidikan Pengajian Islam*. Bangi: Universiti Kebangsaan Malaysia.

FINDINGS

Here are the findings of a study of technology skills in learning management among private religious teachers in the Southern region of Thailand

Table 1: Technology skills in learning management among private religious teachers in the Southern region of Thailand

No	Statement	SP	MEAN	Position
1	Having skills in creating innovations that attract students	1.85	1.32	Very low
2	Always try to use new applications to help in learning	2.01	1.44	Very low
3	Identify the use of technology tools to help teach at a basic level	1.93	2.61	Simple
4	A sense of interest in learning the use of technology tools to help teach	2.22	2.43	Rendah
5*	Prefer to teach the old way without using new technology tools	2.34	4.67	Very high
6	More focused and happy every time using a new application in learning	1.63	2.01	Low
7	Using different technologies in each study	1.92	1.32	Very low
Total		1.98	2.25	Low

Table 1 above shows that technology skills in learning management among private religious teachers in the Southern region of Thailand are generally at a low level with SP: 1.98 / MEAN: 2.25. In detail, having skills in creating innovations that attract the attention of students achieves a score of SP : 1.85 / MEAN : 1.32 which ranks very low. Always try to use new applications to help in learning to achieve a SP score of 2.01 / MEAN : 1.44, the position is very low. Identifying the use of technology aids in teaching at the basic level achieved a score of SP : 1.93 / MEAN : 2.61 in a moderate position. The sense of interest in learning the use of technology tools in helping to teach achieves a score SP : 2.22 / MEAN : 2.43 ranked low. Prefers to teach in the old way without using new technology tools, achieving a very high SP score: 2.34 / MEAN: 4.67 (negative question). More focused and happy every time using a new application in learning achieved a score of SP : 1.63 / MEAN : 2.01 which ranks low. Using different technology in each study achieved a score of SP : 1.92 / MEAN : 1.32 which is very low.

DISCUSSION OF STUDY RESULTS

The findings of the study of technology skills in learning management among private religious teachers in the Southern region of Thailand are generally at a very worrying level which is low with a score of SP : 1.98 / MEAN : 2.25. This illustrates that teachers still need training in upholding quality in using technology to help them in the learning management process. Research findings like this occur because the majority of teachers with degrees in

religious studies specifically do not have the skills to use technology in the learning management process. This coincides with the results of Mutsalim Khareng & Rohanee Machae's study (2020). The religious teachers have very good religious knowledge but they still need an interesting delivery method that has a good effect on the students. Among other factors that encourage the findings of the study to be at this level is that there are some religious teachers who teach subjects that are not their area of expertise. This also seeks the cause that hinders the delivery of knowledge. The chemistry thing happened because the school's academic management found it difficult to organize a schedule that coincided with the teacher's abilities. In addition, what causes the results of the study to be like this is that there is no facility in helping teachers to be more interested in trying to operate technology. This is because the majority of religious teachers are at an old age and do not have the skills to use technology. Among other things, some religious teachers do not care about their duties and responsibilities in teaching as much as possible due to the unimpressive salary position of teachers so they are more comfortable and prefer the old way compared to using new methods such as assistive technology tools in learning management.⁴

CONCLUSION

In this globalized world, religious teachers should play an important role in developing their knowledge to students through facilitation. In order to achieve the said wish, the teachers should be aware of their role and responsibility towards the task they are entrusted with, not just simply teaching, regardless of how effective the results of the teaching are or not. The progress that comes along with globalization is not all negative, in fact there are some positive things that can have a good effect, especially in the aspect of education. Therefore, don't let goodness come without reaping for your own benefit, so let it be.

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