

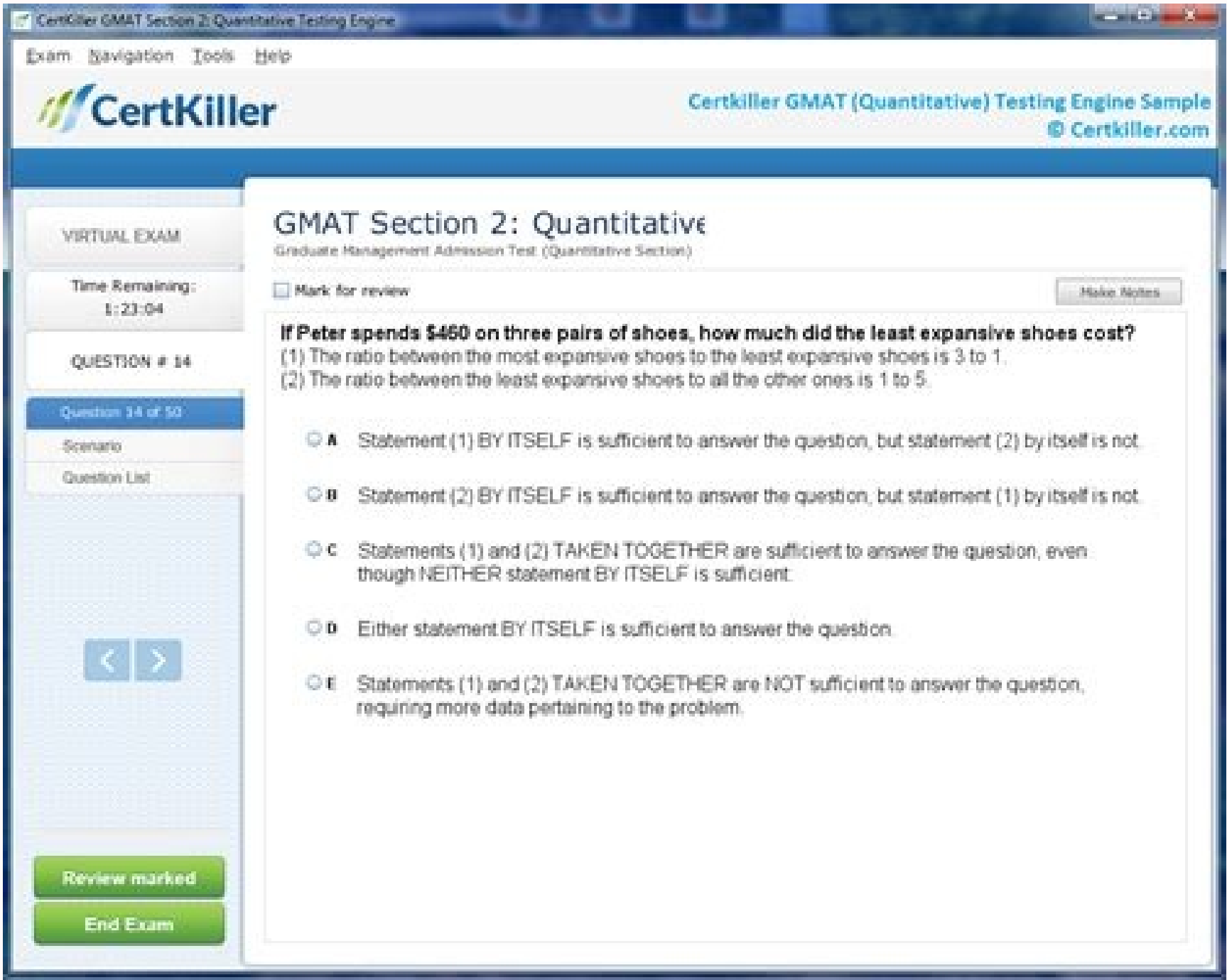
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Article

Aspects to Be Considered when Implementing Technology-Enhanced Learning Approaches: A Literature Review

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Abstract: The significance of approaches to technology-enhanced learning (TEL) has increased rapidly during the last few years. Nowadays in education different approaches such as game-based learning, web-based learning, video-based online courses, and many others are used on a daily basis. However, what defines the success of technology-enhanced learning approaches and how can such approaches be developed in a structured way? Furthermore, what different aspects have to be considered while doing so? To answer these questions, 4567 publications were analyzed in this present literature review in order to recognize the different aspects of implementing technology-enhanced learning approaches. Finally, 20 categories are defined in four main areas that summarize all the aspects in the field of technology-enhanced learning. Moreover, the study also reveals research areas that are important but hardly investigated in the observed journals of this study.

Keywords: technology-enhanced learning; online learning; e-learning; research fields

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Research based instruction in the teaching of islamic education

Abbas Asyifah

Abstract

In an effort to produce skilled and competent graduates, Indonesia University of Education with its motto of "producing knowledgeable, educated and religious human-being", considers the development of required scientific attitudes, good behaviour, and strong religious values of students as an integral and important component needed to develop students' noble character and their intellectual ability. Developing such qualities requires innovative teaching and learning techniques which are enjoyable and able to motivate students. In this paper, the author seeks to answer four(4) questions: 1. How can one plan a research-based instruction for an Islamic education seminar course? 2. What are the steps condensed in research-based instruction for a seminar course? 3. How is the evaluation of research-based instruction in an Islamic education seminar course? And 4. What are the weaknesses and strength of the research based instruction model in regard to facilitating an Islamic education seminar? To establish an appropriate answer to these questions, the author has used a descriptive-qualitative approach. The data have been obtained through observation, interviews and a study of relevant documents. The findings reveal that the implementation of an instruction research-based model is appropriate and applicable in the teaching of Islamic education seminar course. The study concludes that instruction research based model has the capacity to engage students and it is able to improve their problem solving skills in daily life.

Keywords: Instruction; Islamic education; Students teaching and learning; Research based instruction

Introduction

To anticipate the negative effects brought about by the developments in the field of Information and Communication technologies (ICT), and with the influence of globalization, it is necessary for human beings to understand how to behave in society. In other words, people have to be aware of the values and virtues society wants as they face new life demands. The question arising is how to make people aware of their responsibility in such a rapidly changing world. According to Laksono (1992), people should be taught both academics and virtue or good character in order to live a noble life.

In Indonesia, to prevent students from the negative influence of ICT and globalization, general education was developed comprising of religious education that aims to instill good values in students. This course was created to perform two major functions: first, to develop professionals

and religious experts, and second, to develop knowledge and skills of students and teachers equally in respect to the varying religions found in Indonesia (Majid, 2004). Islamic education is regarded as a subject whose function is to develop and instill positive values in students through appropriate instruction process (in this case Islamic education seminar course). The objective of this course is to develop God-fearing communities with good character and not to create professionals.

In reference to Indonesia's higher education curriculum structure, Islamic education is a compulsory subject to all Muslim students in public Universities across the country. The course is considered important in national development. With the passing of the education Bill No.20/2003 into a law, the position of Islamic education became clear with its main mission of developing students' personality. However, though Islamic education is a fundamental course within Indonesia's National Education System, its application is still limited to conceptualisation and not yet in practice (Nasution, 1999). This is assumed to be one of the causes for moral decay in the country.

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