

# Educational Strategy And Technique in Teaching and Learning Islamic Education: Perception of African Teachers

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*Abstract:-* There was a long history for educational strategy and technique in teaching and learning Islamic education in West Africa. The educational activities and cultural center in West Africa played a strategic role in introducing Islamic teaching. On the other hand, they also played a significant role in establishing great Islamic rulers and in extending the Islamic world to West Africa. This paper carried out a research on educational strategy and technique in teaching Islamic education from African teachers' perception. It was conducted by a survey. The data was collected from questionnaires that were distributed to 83 teachers as respondents from Timbuktu and Gene in Mali, Kanem and Bornum in Nigeria. The research finding showed that five educational techniques and two educational strategies were effective in teaching and learning Islamic education. In addition, enhancement technologies through teaching and learning will contribute in two areas (i) ICT (information and communication technology) may be used as a medium in the teaching and learning to develop a more creative thinking in the education process, and (ii) Media is a form of teaching aids that assists teachers in the teaching, provide them with tools to illustrate some points or processes as well as to support long distance educational system. The perception of the teachers in term of educational strategy and technique of teaching and learning in the classroom and the 7 strategies/ technologies perceived by African teachers were effective. Therefore, African teachers have improved their ability to apply more effective strategy and technique in their teaching. On the part of the students, the importance of the educational technique and media are to enable them to associate the effective learning.

*Key-Word:-* Educational strategy and technique, Teachers' perception, Teaching and learning in the classroom, African teachers, Islamic education.

## 1 Introduction

There were intermarriages between the North and the West Africa people. Seconded the establishment some of the great Islamic Institutions in West Africa they are Timbuktu and Gene in Mali, Kanem and Bornun in Nigeria. These Institutes had played a very effective role for spreading of Islam, particularly in West Africa region and for the whole African continent in general. This diffusion was done by various individual efforts from different tribes, who were keen to devote himself to the convention of Islam. However this mission was difficult for someone who did not possess a strong believe in God, because they were not receiving any support from any organization or association to sponsor of their mission (Nehemiah 1994)[1].

Hence, it is very crucial time to explore previous scholars' methods of diffusing Islamic teaching on the continent, so that we can find answers to

questions like how was Islam diffused in the region? This goes together with well-practiced ways of education in the traditional way of West Africa life. In addition, this research will also focus on how the West Africa scholars had been able to conduct or to blend both of the religious lessons and the African traditional civilization. These excellent achievements from the West Africa scholars remain admirable in the hearts of African people until today. Therefore Islam remains as the most influential religion and Muslims throughout West Africa are ready to defend it in at any time. As it also alluded the prominent West Africa scholars during colonial time. Whereby these heroes were considered as the role models in the continent. By the time whereby every African was impose to emulate. Among those admirable heroes of West Africa scholars are Imamu Samurai Toure, Sheik Syringe Bamba, Said Nor Tall and Othman Dan-

Fodio. Even though many changes are taking place in West Africa due to the influence of the Western culture and their civilization, Islam is still the main religion and remains the first choice for West Africa people. This is to profess their faith because of the beautiful way that Islam was introduced to them, and they adapted it peacefully without any fight.

In doing so, the West Africa traditional practices and Islamic culture and civilization will be compared (Omar 1993) [2]. Although the researcher has noticed that sad; the Africans themselves were neglected to put down their historical background in the early time. They started to record it in a very advance of crucial time, while some Europeans and Arabs counterparts began to record the African history in the early crucial time (Benjaminsen, Holden, Lund, & Sjaastad, 2009)[3]. However, the efforts of those scholars were giving a highly consideration and respectful among the African learner and scholars. Even though their record were not enough to provide us with adequate excellent written documentation. This is because the fact was that the early African scholars and learner rarely wrote down their historical traditions for they relied more on oral citation to transmit or pass down their historical education. The integration between strategy and technique in teaching and learning is one of the ways to achieve the objectives. Strategy is part of the planning prior to doing anything. Teacher must have a very well-planned strategy and to use the “integrated study” approach to ensure a more productive learning environment, increased motivation and a boost to the children’s thinking capability and also to encourage the teachers to be more creative. The Methods proposed is ‘learning by doing’ to give a lot of chance for the children to explore, solve problems, experiment, interact and be creative in learning. Various other techniques may be used. Some of the ways for learning are discussions, teaching sessions, field trips, or projects. Non-electrical teaching aids to use are like models, charts, articles, news papers, magazines and so on. Examples of electronic teaching aids are videos and computer simulations.

A curriculum which is well to fulfill the teaching objectives as applicable to the country’s philosophy should be carried out through the proper strategy, approach, method and technique. Assessment should then be done to ensure the effectiveness of the teaching and learning. This study seeks to explore the perception of African teachers on strategy and technique in teaching and learning Islamic education. Overall there are 83 respondents

who participated in this research and completed the questionnaires. Among the respondents, 40 of them are male teachers with different specialization and from various teaching backgrounds. The rest of the respondents are female teachers (43), also with different specialization and various teaching backgrounds.

Table 1 The percentage of male and female respondents

Gender	Respodent	Percentages (%)	Cumulative
Male	40	48.2	48.2
Female	43	51.8	100.00
Total	83	100.00	00

## 2 Literature Review

### 2.1 The Pedagogy of Islamic Education in West Africa

Pedagogy is a word derived from the French and Latin language that was an adaptation of Greek language, mean boy and leader, which literally means a man having oversight of a child or attendant leading boys to school. There are various definitions of pedagogy offered from time to time, but the most common is pedagogy is the science of teaching. The objective of pedagogy is to provide knowledge and experiences in the light of learning.

Education means developing the capacities for self-development, political agency, and moral leadership. According to Khan (1987)[4], the concept of Islamic education does not involve knowledge only but also actions that is usually considered necessary for Iman (faith) and Amal Al-Salih (virtuous action), side by side with theoretical knowledge and also emphasizes the applied aspects of knowledge.

### 2.2 The Strategies of Islamic Education in West Africa

Strategy is a form of well-organized plan created to achieve a set of objectives or aims. Strategy is a part of well planning before attempting to do anything. Therefore in the world of education, the teachers should be armed with well planned strategy before facing the students. This strategy needs to be implemented in a wise and systematic way, taking into considerations any future possibilities. The strategy used in teaching the Islamic religious knowledge in West Africa involves the use of

syllabus, work/ lesson plan and thorough subject preparation. The teachers also employ teaching aids, following specified teaching period set by the principal and lastly, take into consideration the student's abilities (Irvine, 2008)[5]. However, most of the teachers in West Africa are keening to encourage the students to memorize the lesson that had been taught. Therefore now days there are many young African learners have memorized the Qur'an without knowing the meaning.

### **2.3 Approaches in Islamic Education**

In the context of education, approach invariably means the effective way of teaching a subject to achieve the desired objectives. Teaching approaches consist mainly of inductive and deductive approach. The inductive approach would involve activities such as collecting, interpreting and generalizing the data in drawing up conclusions to form a new set of knowledge.

Deductive approach starts with one or more principles and formulas, principles, laws, theorems or rule be applied to the specific. The teachers in West Africa have different styles of approach to the students. Some teachers created a very strong guide and instructional teaching so that they can reach to their teaching aims more quickly and more effectively. Therefore the creation of a situation of a learning environment and of a complex teaching-learning arrangement that considers the experience and the previous knowledge is crucial for the success of constructive teaching. Nonetheless, there are some teachers who just concentrating solely on completing the syllabus, without considering the situation of the students or responding to their needs. The approach consideration must be based on a certain model, principle or lesson theory and varies from concrete to abstract, simple to complex, entire to fractions and lastly, from general to specific approach.

The main feature of this approach is to emphasis on the teaching-learning process with the aim of arranging the students in a very effective way. This can be achieved more successfully if the teachers implemented the following points: (i) Teaching should be attached to students' previous knowledge and their experience. (ii) The extensive understanding of teaching aims and subject matter is giving special consideration. (iii) The lessons build up on meaningful problems. (iv) Even though in the first year of teaching, the teachers are giving work that deals with complex and not 'didactically reduced' aim and content structure that also includes problems which are difficult to define. (v) Classes

are taught in action-oriented way to strengthen sensible dealing with tasks and problems in active learning. An active learning is a teaching and learning technique in class which involve with other activities aside from listening to lectures passively (R. Hamid et al, 2009).

### **2.4 Techniques in Islamic Education**

Technique can be defined in English as the following: first, it is a manner of procedure, especially a regular and systematic way of accomplishing something, secondly, it is an orderly arrangement of parts or steps to accomplish an end, which are random efforts that lack technique, and thirdly, the procedures and techniques characteristic of a particular discipline or field of knowledge. It also could be the way of doing something, especially in a systematic way that implies an orderly logical arrangement usually in steps.

According to the religious education teachers, there are insufficient techniques and teaching materials that can be used when teaching using the traditional technique of Islamic education in West Africa. Therefore the majority of the teachers from various religious schools preferred to teach using only two techniques, which are via textbook and memorization, unlike to the modern teaching technique, whereby some of others teachers used various modern technique of teaching, such as discussion, demonstration, questioning and answering technique (Haynes, 2009)[6]. Nevertheless, the teachers are given freedom to choose other appropriate and effective technique that response to the needs of the students and that is compatible with the environmental situation. This is because it's necessary to help students to achieve their desired learning goal. According to Jaime Lloret et al (2009), there are many techniques that can be used for in-class exercises such as active learning and collaborative learning.

### **2.5 Review or Related Studies**

Today we have enough documents about the history of West Africa region, since the Arab historians named it as the Bilad al-Sudan, the land of the Blacks. However, today the scholars who wish to write on Africa South of Sahara have to deal with two categories of sources: External source and internal source. The most reliable external sources are the Islamic, whereby it has taken from the Europeans records which we cannot really depend on totally without making any investigation.

Whereas the internal sources are mostly oral tradition which relied on the transmission of the cultural heritage; its utilization by historians is a subtle art. Some later compilations were made by the African Muslim scholars, mostly in Arabic language. The Arab historians follow African and European scholars who have provided excellent records in the region (Trimingham 1975)[7].

Ibn Batutah was a great Islamic scholar and remarkable person in the earliest Muslim scholars who traveled extensively in many places including Asia and Africa. While he was in Africa he stayed among the indigenous people in the kingdom of Mali for about eight months, during this period he wrote what he witnessed. This account of history highlighted the higher sense of justice, learning education and governance in the Kingdom of Mali Empire. In addition to that, he also talked about the king of Mali Empire how he accepted Islam through one of the early Sufi preacher called Ali bin Yakuf in the year 575 AD. Who originally came from North Africa particularly from Jarbah Island currently found in Tunisia? Ali Ibn Yakuf seemed to be belonged to race of Ibadi and had visited Ghana and Mali Empires in the year 575 AD.

Followed Al-Bakri wrote in 1067 century and described the life situation in West Africa especially Tokure and Ghana Empires and he also gave an account of the development of military activities of the Almoravid movement under Abdullah Ibn Yasim in other states. Besides that he described at length Islam in West Africa. Al-Bakri further mentioned the Muslim geographer, and he gave us an early account of the ancient Soninke Empire of Ghana. In his *Kitab fey Masalik wall Mamalik* (The Book of Routes and Kingdoms), he described Ghana in 1068 century as a highly advanced Empire economical, it was a prosperous country. The King had employed many Muslim interpreters and most of his ministers and treasurers were Muslims. Because during that time many Muslims were educated and they were capable to record, write and read. That advantage made it possible to establish international relations. We also noticed sadly that the African themselves did not write down their own history in the crucial early time while Muslims and non Muslims scholars either were recording their geography and history.

Al Mashodi Abl Hassan, Ali Ibn Hussein. (957 A.D. 346.H.). Provided us an excellent record in his book, *Al Ajaeb donya*, mean the surprising of the world. He explained the commercial relationship between Ghana Empire and North Africa which

indeed was concerned about trade between two regions; in addition to that, he also alluded to some of the merchants, routes which had played a very crucial role for connecting between the North African and West Africa people. Ibn Fadl-Allah al-Umari, in (1342-9.H). He wrote the book *al-Absar Fi Mamalik al-Amsar*. And described how the Mali Empire was important based on account of the first hand material collected from the people who lived there.

Ibn Khaldun obtained independent information relating to the history of Mali from a fiqh of the people of Ghana, whom he met in Cairo in (796-1393-4). And from people who have visited Mali. Al Sadi in *Tarikh al Sudan* (The History of Sudan) He wrote about the protective power of religious books such as the Quran. Apart from these scholars, there were some African and European scholars who indeed have contributed in recording the history of South Saharan African region from different fields of study and they provided us an excellent and reliable record of the region. Among them are John Spencer Trimingham, Ibrahim Suleiman, Nehemiah Levitzion, Mervyns Hiskett and Peter B. Clarke and many others. Nehemiah Levitzion compiled a collection of his article in a book called *Islam in West Africa*. Islam in West Africa discussed many various topics on Islam in the region. He also argued that the nineteenth century Islamic militancy called for reform had its routes from the rural areas rather than the cosmopolitan urban ones. He attributed this trend to a shift in power following the age of reform and the collapse of the Islamic ally- inclined imperial systems from the urban to the rural areas whence the age of reform began. Levitzion claimed that the outbreak of these militant movements put an end to the era of peaceful process of Islamization. He also examined Sufism, Jihad movements and role of trade in the spread of Islam and its development.

Peter. B. Clarke in his book *West Africa and Islam* first discussed the introduction of Islam in Africa from the eighth century to twentieth century and argued that Islam was introduced into West Africa as early as the eighth century. This claim was based on accounts that reported on Uqba Bin Naif who opened the region of al Maghrib to Islam had proceeded southwards up to the fringes of Sahara desert. The sources referred to confirm the eighth century was the earliest period that Islam was introduced into West Africa. Clarke highlighted the Islamic institutions in West Africa region such as Timbuktu and Gene in Mali Empire. He also

discussed the Jihad movement of Othman Dan Fodio, Shayku Ahamadu, Al-Hajji Omar Tall and Almamey Samori Toure among others and their impact on the history of the region. The emergence and commercial activities of the Europeans leading to the scramble and eventual partition of Africa were examined.

Hisketts, in his book the development of Islam in the West Africa examined Islamic Institutions such as Madrassa, Sufisim and Jihad in the region. He discussed the rise and growth of various Jihad movements and their impact on the regions in the eighteenth centuries (Hiskett 1984)[8].

Hogben in his book the Muhammad an Emirates of Nigeria claimed that the Arabs had conquered western Sudan, but he did not elaborate further. He also claimed that Dan Fodio's jihad was a fight for the racial domination by the Fulani over their Hausa host, which was carried out under the pretext of Islam. Hogben did not believe that the rulers of Hausa land were corrupted or oppressing the right of their Muslims subjects. Hogben's viewpoints uncovered interesting contradictions though he denied injustices and oppression against the Muslims; he introduced the history of the Islamic states in Nigeria infused Islam in its institution in the Emirates of Northern Nigeria (Hogben 1930)[9].

George. W. Carpenter who envisaged an Islamization process in Africa encouraged the utilization of the resources of western culture. Since this did not occur, he concluded that the influence of Islam (in Africa) was completely negative. It placed formidable roadblocks in the way of progress. For Carpenter Islam would have contributed to development in Africa if it had utilized elements of western cultural values. He could not find any alternative way of Islam contributing to material progress in Africa without using western norms and values. In another word without western values, African could not progress.

### 3 Methodology

For this research, I employed library research as the main method for data collection. Since the materials and references needed were vast, I also executed data collecting from the internet, so that a sufficient and thorough conclusion can be drawn at the end of the research. Since this study also aims to contribute for recording of the real implementation of Islamic pedagogy in the West Africa, I also compared the two real major methods of pedagogy employed in

the West Africa, which are the traditional method and the modern method (Pullo 1960)[10].

Research design refers to the technical aspect for conducting the research. It deals with the activities that comprises of the research process such as selecting participants for the research and preparing for data collection. The goal of a sound research design is to provide results that are credible. The research design also involves data collection from a sample or more than one sample representing two or more populations (William 2000)[11].

The methods of Islamic teaching in West Africa were explored by referring to the centers of Islamic teaching in Timbuktu and Gene in Mali, Kanim and Burnu in Nigeria. In addition to that, the study focuses on the adaptability of Islamic tradition with the African culture, which has been so phenomenal that it might be considered as part of the African religion.

During collecting the data, there were five types of instruments employed. The instruments used in this study were set of questionnaires. The questionnaires were distributed to 83 respondents the majority of them were African teachers from different field of studies and specialization. This distribution has completed in order to identify the perception and opinion of teachers in teaching strategy and technique Islamic education in West Africa.

Statistical methods were used to analyze the questionnaires, data, and including the group means and percentage. A 5-points liker-types scale was used to indicate the level of agreement and disagreement. The respondents were asked to respond to each item based on the following descriptions: strongly agree, agree, not sure, disagree, and strongly disagree. The meanings of the codes are as follows:

Table 2 : The descriptors for liker scale to analysis the data gathered

Level	Code
Strongly agree	5
Agree	4
Slightly agree	3
Disagree	2
Strongly disagree	1

To analyze the data, the researcher employed the statistical descriptive method. This was aimed to find out the mean scores due to the form of percentage was carried out to each item of the

questionnaire. Each questionnaire was checked to ensure that all the questions were answered completely by the respondents since the result may be affected if they did not fully answer it.

The data will also highlight the teachers' perception of educational strategy and technique of teaching Islamic education in the classroom by calculating the group mean. The teachers' experience of handling the activities in the classroom and their opinions would help the researcher to acquire more knowledge and information about the situation regarding teaching the traditional of Islamic education in the classroom.

The male teacher respondents can further be divided according to their years of teaching experience. The data showed that 20 of them have been teaching for 1 to 5 years, 6 have been teaching for 6 to 10 years, 6 taught for 11 to 15 years, yet another 6 taught for 16 to 20 years and finally 2 teachers have been teaching for 21 to 26 years. As for female teacher respondents, 19 of them have been teaching for 1 to 5 years, 7 have teaching experience for 6 to 10 years, 4 teachers with teaching experience of 11 to 15 years, 5 of them for 16 to 20 years, 3 teachers with 21 to 25 years of teaching experience and another 3 for 26 to 32 years of teaching experience.

The list below showed the 40 male teachers and 43 female teachers which had been grouped according to their teaching experience

Table 3 List of male teachers and their teaching experience

No	Male Teachers	Years of teaching
1	20	1-5
2	6	6-10
3	6	11-15
4	6	16-20
5	2	21-26

Table 4 List of female teachers and their teaching experience

No	Male Teachers	Years of teaching
1	19	1-5
2	7	6-10
3	5	11-15
4	5	16-20
5	3	21-25
6	3	26-32

From Table 3 and Table 4 we can see the number and years of teaching experience for male and female respondents. There are fewer male respondents and the female respondent's teaching experience years also exceeded male respondent's teaching experience years.

Table 5 The degree of effectiveness in strategy and technique of teaching and learning Islamic education in the classroom

Stage	Degree
1.00 – 2.30	Not effective
2.40 – 3.70	Slightly effective
3.80 – 5.00	Fully effective

#### 4 Finding

For the item "I always encourage my students to think wisely, participate actively and feel free to express their ideas in the classroom (technique)" the result were 69.9% of the respondents strongly agree, 27.7% agree, 2.4%, slightly agree 2.4%. This result indicate that majority of the teachers (97.6) agree to encourage their students to think wisely, participate actively and feel free to express their ideas in the classroom. For the item "I always motivate my students to participate in the classroom and reward the best performance (technique)" the results were 56.6% of the respondents strongly agree, 36.1% agree, 6.0% slightly agree, and 1.2%, disagree. This result indicate that majority of the teachers (92.7) agree to motivate their students to participate in the classroom and reward them for their best performance. For the item "I always provide grades or rewards to individual group member based on their performance or the entire group members (technique)", the results were 34.9% of the respondents strongly agree, 45.8% agree, 12.0% slightly agree, 2.4% disagree and 4.8% strongly disagree. This result indicate that majority of the teachers (80.7) agree for providing a reward to their student based on their performance, as a kind of motivation.

The statistic above showed that the responds for item "I always give the students extra homework to motivate them to read more (strategy) was 27.7 % of the respondents strongly agreed, 55.4 % agreed, 10.8% slightly agree, 4.8 % disagreed and 1.2 % strongly disagree. Through this result we could see

that majority (83.1) of the respondents are not sure whether they are giving their students extra homework to motivate them to read more or not.

As for the item "I assign one member to observe the group and report on the group activities (strategy)", the results were as follows: 47.0 % of the teachers strongly agree, 44.6 % agree, 6.0 % slightly agree, 1.2. % disagree and 1.2. % strongly disagrees. This result indicates that majority (91.6) of the teachers strongly agree to the item. This is perhaps because they believe that being a monitor can help the students to learn more about leadership.

As shown in the table above, 27.7 % of the respondents strongly agreed, 32.5 % agreed, 30.1 % slightly agree 3.6 % disagree and 6.0 % strongly disagree to the item "I always encourage my students to carry out peer teaching, that is to teach and explain the lesson to their group members (technique)". This result shows that majority of the teachers (60.2) agreed that it is beneficial to encourage the students to carry out peer teaching as it will help the students and their friend to understand more of the lesson easily.

Lastly, to the item "I always assign role to certain group member to ensure that all must work together to produce a good final result (technique)", 30.1% of the teachers strongly agree, 44.6% agree, 20.4% slightly agree 2.4% disagree and 2.4 % strongly disagree with it. The result shows that majority (74.7) of the teachers agreed to assign some certain role to motivate all the students to work together and to promote prudence.

To what extent do the teachers perceive of teaching the traditional method of Islamic education in West Africa? This is the question that this study is trying to answer. A majority of the respondents from the questionnaires perceived that teaching the traditional Islamic education is something that is viable them. They also suggested that teachers also must have a strong basic fundamental of Islamic knowledge or Islamic background and some experience in teaching the Islamic education. This is because these factors could assist the students to acquire more knowledge about the subject more effectively.

The Table 6 shows the group mean of seven items of the questionnaires, which seek to find out the utilization of the social interaction skills during the group work activities in the classroom. The 7 items including the group mean were used to find out about the implementation by teachers while teaching the social interaction in the classroom.

The group mean were calculated for items numbered 1, 2, 3, 4, 5, 6 and 7. All seven groups mean shows a similarly high value of 4.675, 4.434, 4.037, 4.964, 4.341, 3.494 and 3.687. This shows that individual accountability does exist in many cooperative learning activities carried out by the teachers when teaching the social interaction skills in the classroom.

The techniques of encouraging the students to think wisely, participate actively and feel free to express their ideas in the classroom was fully effective (mean 4.675). The technique of motivating the students to participate in the classroom and reward the best performance was fully effective (mean 4.434). The technique of providing grades or rewarding to individual group member based on their performance or the entire group members was fully effective (mean 4.037). The strategy of giving the students extra homework to motivate them to read more was fully effective (mean 3.694). The strategy of assigning one member to observe the group and report on the group activities was fully effective (mean 4.341). The technique of encouraging the students to carry out peer teaching, that is to teach and explain the lesson to their group members was slightly effective (mean 3.494). Finally, the technique of assigning role to certain group member to ensure that all must work together to produce a good final result was fully effective (mean 3.687).

As a completion of educational technology, media plays some important roles that are to assist teachers in the teaching, provide them with tools to illustrate some points or processes as well as to support long distance educational system. An interactive tool introduces new technologies into the educational methodology. It can be used as online applications, providing a positive aid to the learning tasks (Jaime Llorett t al, 2009) [12]. On the part of the students, the importance of the Educational Technology 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 Educational Technology and media, especially computer is very important to upgrade teachers' specializations and skills so that they may identify troubleshoot and overcome related various problems.

The School Resources Center is one of the units within a school functioning in the data collection, processing, managing and offering of various administration and educational resource tools. With

the establishment of these centers, the goal to upgrade the teaching and learning process in reproducing knowledgeable community may be achieved. The usage of technology such as e-learning can help to achieve this goal. E-learning is based not only on the technological tools but also on a complex environment in which the process of teaching and learning occurs (S. Campanella et al, 2008). [13]

It can be summarized that (i) ICT may be used as a medium in the teaching and learning to develop a more creative thinking in the Integrated Education process. (ii) Media is a form of teaching aids that assists the teachers' presentations and save their time. (iii) Current education system requires more innovative and creative teachers through implementation of ICT, and (iv) The Education in ICT should be an important subject in the school Integrated Curriculum as preparation to face challenges posed in the 21<sup>st</sup> century.

In terms of the practice of using Internet or Intranet, Internet tends to cover communication services, the spread and research of Information on a global scale while Intranet means on-line access to exclusive information confined to a society / group or institution.

Some recommendations for the users of Information Communication and Technology on how to make full use of ICT (i) Parents should be more alert of the current development and monitor their children's activities when surfing the net. (ii)

Parents should prepare themselves with computer knowledge while taking the responsibility to give strong Islamic education to their children. (iii) The school authority has to become more pro-active in attending to the school curriculum and co-curriculum requirements to develop and improve the academic achievement. (iv) Detailed observation of the current practice and problems and considerable price of the computers are rather necessary in ensuring the use of information communication and technology, so that it could be enjoyed by all levels of society, and (v) The government can show support by developing ICT-related programs to improve the technology and the skills of using the computers among the students. Overall, the selection of the strategy, or the combination of strategies, need to be performed according to the interests of all stakeholders (S. Campanella et al, 2008) [13]. The Table 6 shows the group mean of seven items of the questionnaires, which seek to find out the teaching and learning interaction skills during the group work activities in the classroom. The 7 items including the group mean were used to find out the degree of effectiveness of five educational techniques and two educational strategies perceived by teachers.

Table 6 ; seven items and percentages

NO.		PERCENTAGES (%)					GROUP MEAN
		5 Strongly Agree	4 Agree	3 Slightly agree	2 Disagree	1 Strongly Disagree	
1.	I always encourage my students to think wisely, participate actively and feel free to express their ideas in the classroom	69.9	27.7	2.4	0	0	4.675
		(58)	(23)	(2)	(0)	(0)	
2.	I always motivate my students to participate in the classroom and reward the best performance	56.6	36.1	(6.0	1.2	0	4.434
		(47)	(30)	(5)	(1)	(0)	
3.	I always provide grades or rewards to individual group members based on	34.9	45.8	12.0	2.4	4.8	4.037
		(29)	(38)	(10)	(4)	(2)	



	their performance or entire group members						
4.	I always give the students extra homework to motivate them to read more	27.7	55.4	10.8	4.8	1.2	3.964
		(23)	(46)	(9)	(4)	(1)	
5.	I assign one member to observe the group and report on the group activities.	47.0	44.6	6.0	1.2	1 u.2	4.341
		(39)	(37)	(5)	(1)	(1)	
6.	I always encourage my students to carry out peer teaching, that that is to teach and explain the lesson to their group members.	27.7	32.5	30.1	3.6	6.0	3.494
		(23)	(27)	(25)	(3)	(5)	
7.	I always assign role to certain group member to ensure that all must work together to produce a good final result.	30.1	44.6	20.4	2.4	2.4	3.687

## 5 Implications

The researcher will briefly discuss the implication of the study's findings, whereby it has provided valuable information about the perception by teachers in teaching the Islamic education in West Africa. Some important finding was found out from the data. The result obtained showed that there was relevance of educational technique and strategy in teaching and learning in the classroom. The selected respondents came from different background of study or specialization, and thus posses various skills and experience of teaching. Furthermore teaching and learning process is extremely complex since it involves people with different abilities, needs and expectations (R. Hamid et al, 2009). [14] This perhaps could influence their interpretation of the questions contained in the questionnaire.

Considering the matter above, most of the respondents have professional skills in teaching the Islamic education; accept for a few of them, who, in the writer's opinion, need to change their styles of teaching. The teachers in West Africa can develop their own styles of teaching throughout the syllabus while teaching the traditional of Islamic education in the classroom. It also could be more valuable to

them when the lessons were conducted based on the Quran and Sunna.

Teachers can discover their own way of teaching styles that may be compatible with their environmental situation and responds to needs of their students. By using a variety data collection method, teachers can achieve this. In addition to that, teachers also should know the advantage and disadvantage of their strategies and techniques of their teachings.

Changing the old technique and syllabus of traditional teaching to a new development of educational technique of teaching is compatible with the development of the new era in education. It could provide student a better knowledge. It can also widen their experience in many different field of the study.

Further research can be carried out in order to find out the implementation of Islamic pedagogy in West Africa. Integration of educational strategy with new developed technique is a good answer in respond to the needs of new generation and that is compatible with the system of current education in effective teaching and learning.

## 6 Conclusions

This study investigated the perceptions of the teachers in educational strategy and technique in teaching and learning Islamic education especially in the classroom. All of the educational strategies and educational techniques applied in the classroom by African teachers were effective.

### Reference:

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