

Systematic Steps of Teaching-Learning Technique: Focusing on Islamic Education at University Level in Bangladesh

Dr. Shah Mukhter Ahmed

Professor, Department of Islamic Studies, University of Rajshahi, Rajshahi-6205, Bangladesh

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ABSTRACT

The teaching-learning process is a systematic, sequential, and planned of action on the part of both the teacher and learner to achieve the outcomes of particular theme. The teaching-learning of Islamic education is providing students creativity, mutual benefit, responsibility and proactive communication with others. The objective of this research is to explore the teaching-learning techniques applied by the teachers when they carry out teaching process of Islamic studies to the students. This study employed a qualitative approach. The data collections in the field study were conducted using in-depth face-to-face interviews with the six participants from department of Islamic studies at master's level students and five participants from the University teachers. The findings showed that the systematic teaching and learning, the participatory methods becomes more understandable and students could gain more understanding any topics and enable them to achieve the objectives of higher education. The findings also show that Qur'an Hadith reading improvement technique and make confidence the students in the learning outcomes. Moreover, Group working and presentation are more effective to acquire the perfect learning in the particular subject. This study, hopefully, there are more ways to connect knowledge between teachers and students in the higher education level.

Introduction

Teachers have a central role in the education system, not only as transmitters of knowledge but also as moral and spiritual guides for student. The philosophy of the Islamic education is designed to pursue the development of human beings through the inculcation of Islamic values, norms and principles, which are the goal of ideological, moral, intellectual and economic development (Mallick, et al., 2021). To achieve these goals, the famous scholars set of courses forming the curricula and syllabus include: Qur'anic Studies, Hadith Studies, Textual Studies of the Qur'an Hadith, *Ilm al-Tawhid*, *Ibadat* (Rituals), Islamic Law (*Shari'ah* and *Usul al-Figh*), The Sources and Development of Islamic Law, Islamic Law of *Mu'amalat*, Islamic Family Law, Advanced Studies of Islamic Theology (*al-Tawhid*), Islamic Law of Inheritance, Laws of *Wasiyyah* and *Waqf*, The Advanced Studies of Islamic Principles of Jurisprudence (*Usul al-fiqh*), Islamic Thought and Philosophy, *Ilm al-Kalam* and the development of Muslim *Firaq*, Islamic Political Thought and Movements, comparative study of Religions, Islamic Art and Architecture (Syllabus, 2021). To attain the proper knowledge of Islamic education, systematic teaching-learning strategy is very important for teachers and learners in the higher education. The process of teaching and learning is a significant procedure in the pursuit of knowledge. Ee (2017) designated teaching as a process of presenting skills, knowledge, attitudes, and values. Whereas, according to Hashim et al (2021) teaching is a task and activity shared by the teacher and his or her students. Without one of them teaching would not take place. Teaching is a change in one's thinking ability and attitude not due to growth process. Rather, change is the enhancement of one's ability to do something. Ee (2017) also argues that learning is a process of change in behavior that is relatively constant and due to the experience or training acquired. The term teaching and learning leads to the meaning that is intended to describe the educational process in all educational institutions, regardless of grade, whether in primary, secondary or higher education. In discussing teaching and learning methods, Tamuri and Yusoff (2018) cited the view

of al-Syaibani (2023) who emphasized on the use of effective methods in teaching and learning process as good methods can help students acquire knowledge, skills and change attitudes, cultivate interests and desired values. According to Tamuri and Yusoff (2018) teaching methods are the steps or methods that teachers and educators undertake for students to understand the content of lessons presented to them. The classroom learning is very significant for the learners. Teachers or educators in the field of Islamic studies inevitably need to be equipped with new knowledge and digital skills. In the same vein, Scrivener, (2020) state that effective methods and techniques should be used during the process of teaching and learning. Saili, et al (2025) emphasizes on coherent presentation, sequential materials, and adequate opportunities for student involvement in integrated training. It is the high time for studying and exploring the status of higher education teaching-learning system of Islamic studies. In these circumstances, researcher thinks that teaching-learning method of higher education in Islamic studies is a matter of high concern which demands intensive study. So, it is expected that the obtained findings from this study will be useful to obtain quality of higher education. Moreover, it will be also supportive for the scholars, academicians, researcher, policymaker, planner, concerning authority and government will be benefited by this study for the implementation of systematic teaching-learning technique at higher education of Islamic studies perfectly.

Objectives of this Study

The main objective of this study is to discuss systematic steps of teaching-learning technique in Islamic Studies department at University level in Bangladesh,

Specific objectives include

- To know the effectiveness of current lecture method practices and gain the broad knowledge of Islam and contemporary others knowledge.
- To assess the student's centered teaching-learning process on the university level, with higher Islamic education related disciplines.

Review of Related Literature

This research uses a systematic literature review to put forward research that has been done by previous researchers, and find novelty related to systematic steps of teaching-learning in Islamic education. Islamic education plays a crucial role in character development, as it integrates moral, spiritual, and ethical teachings into the learning process (Mohsin, & Kamal, 2023) . According to Al-Attas, Islamic education aims not only to impart knowledge but also to cultivate good character (akhlaq) based on Qur'anic principles. So, to gain moral and spiritual growth alongside intellectual development of the learner, the teaching-learning strategy is very crucial.

Strategies and Method in Islamic Education

In the context of education, teaching technique 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 that considers the previous experience knowledge is crucial for the success of constructive teaching (Valderrama, 2017).

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 the 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 (Hamid et al, 2019).

Teaching Learning procedures

Teaching and learning process can be defined as a transformation process of knowledge from teachers to students. It is referred as the combination of various elements within the process where an educator identifies and establish the learning objectives and develop teaching resources and implement the teaching and learning strategy. On the other hand, learning is a cardinal factor that a teacher must consider while teaching students (Theodor, 2019). A teaching method is a set of principles and methods used by teachers to enable student learning. These strategies are determined partly by the subject matter to be taught, partly by the relative expertise of the learners, and partly by constraints caused by the learning environment. The teaching and learning method is a relationship that exists between teachers and students where understanding in a certain area is transmitted among each other. It is a combined process where a teacher evaluates information needs, establishes particular knowledge objectives, and flourishes new learning and teaching strategies (Hamid et al, 2019). This process nurtures how teachers pass on their knowledge to their students. This can take place in two ways. One is known as the 'one way' method, where only the teachers is the speaker, and the other is called the 'circular' method, where both the teachers and the students participate in the discussion which eventually leads to the development of the class. According to Theodor (2019) during this teaching-learning process, Learning management system, when teachers transmit their knowledge to the students, they have to keep in mind, the latter's age, capabilities, skills as well as living conditions. The teaching-learning process is a five-step cycle. They are:

1. Prior knowledge: It is the knowledge that students already have stored in their memories before starting a new topic.
2. Presenting New Material: Teachers try to link Prior knowledge of the students and use abstract ideas and a multi-sensory approach while teaching them.
3. Challenge: Teachers set Graphical and non-linguistic tasks for students. The pupils here learn to work effectively in groups and grow their cooperative and collaborative skills.
4. Feedback: Here, Teachers show students how to improve their skills.
5. Repetition: Since the teaching-learning process helps students in creating long-term memories, it is important that this process is repeated several times with an uninformed time gap for the welfare of the students.

Research Methodology

This study is a qualitative study. The sample of the study is five professors and four students of University of Rajshahi who were selected purposively. The data collection of this study is derived from the semi-structured interview method as well systematic literature review to put forward research that has been done by previous researchers, and find novelty related to systematic steps of teaching-learning in Islamic education. The sample has been identified R1 (Professor), R2 (Professor), R3 (Associate Professor), R4 (Associate Professor), and R5 (Lecturer). On the other hand four sample of student is known P1 to P4 (Student). The author finds out the article with Google scholar and Scopus databases in the period 2017 to 2024. The keywords used were "Islamic education", "teaching", and "Learning". The articles found were filtered with the criteria: i) journal articles, ii) accredited journals, iii) indexed by Scopus iv) articles that discuss teaching- learning process, v) Islamic teaching- learning procedure vi) Assessment practices vii) teacher problems in learning Islamic education, viii) student learning problems in learning Islamic Cultural and ix) learning media. The following is a visualization of the prism flow chart of previous research on systematic teaching-learning technique.

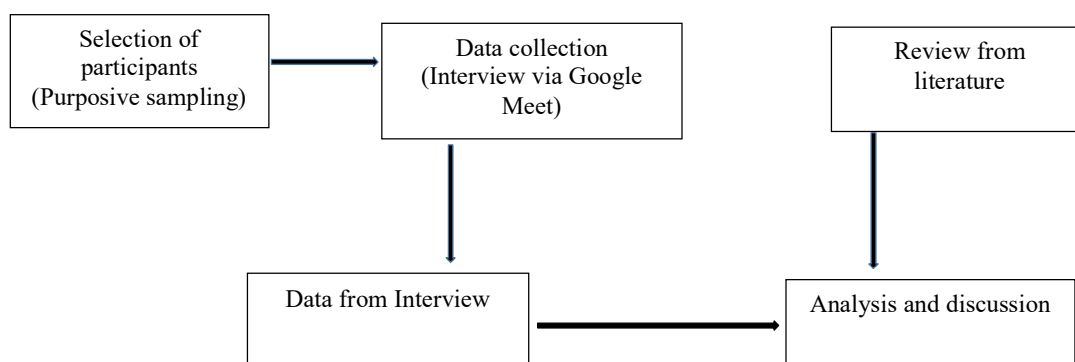


Figure 1. Research design and data collection

Table 1. Inclusion and exclusion criteria.

Criterion	Inclusion Criteria	Exclusion Criteria
Timeline	Studies conducted between 2017 and 2024	Studies conducted before 2017
Literature type	Articles from journals	Conference proceedings, review articles, book chapters, reports
Language	The text was written in English	Text not written in English
Subject area	Related to teaching- learning process & assessment practices and Islamic teaching-learning technique	Not related to teaching- learning process & assessment practices and Islamic teaching-learning technique

The analysis of the interview data is analyzed manually which includes the process of transcription, reduction, coding, and display of data. All data is analyzed using the descriptive content analysis method.

Results And Discussion

Lecture Method

In higher education of Bangladesh, the most common teaching technique is used the lecture method. According to Abimbade (2017) lecture method is an organized verbal presentation of the course content by the teacher to his students and is one of the oldest methods and most widely used in tertiary institutions in Bangladesh. The lecturer dominates most of the time allocated for the course and at times with or without the students' involvement. This method could also be outlined to the period of revelation when Angel Gabriel appeared to the Prophet SAW and teach him the Qur'an. In a Hadith the Prophet SAW said:

Occasionally the angel appears before me in the form of a man and speaks to me, and I grasp all that he says (Khan, 1979).

The revelation of the Qur'an further indicates that the Qur'an is divided into segments and at intervals; this is in order not to burden the students (Prophet's companions). Allah SWT Says:

(It is) a Qur'an which we have divided (into parts from time to time), in order that thou mightiest recite it to men at intervals: We have revealed it by stages. (Al Qur'an, 17:106).

In another place, he was cautioned not to intervene or be in haste with the Qur'an:

Do not move your tongue with it to make haste with it. Surely on us (devolves) the collecting of it and reciting of it. Therefore when we have recited it, follow its recitation. Again on us (devolves) the explaining of it (Al Qur'an, 75:16-19).

From the above verses we can also realize that lecture Method was used during the period of revelation. It is a method widely used in the Muslim World for teaching the Qur'an recitation from the early period of Islam to contemporary time. Islamic studies teachers can therefore use this method to teach different types of Qur'anic recitations effectively.

Wisdom and Adequate Knowledge

In teaching Islamic studies a teacher is expected to demonstrate wisdom and possess considerable knowledge of the subject matter. He should facilitate easy understanding of his students, avoid difficult expressions and diversify his method of addressing his subject to conform to different individual differences of his students.

A teacher should also be adequately possessed of knowledge about his subject matter. He must have sufficient knowledge of Islamic Studies to be able to lecture his students. Poor in articulation is not fit to convey the teaching-learning process. According to Badawi (2018), a teacher must have sufficient knowledge to be able to teach the students properly. In a *Hadith* Muawiyah said that he heard Allah's Apostle saying,

If Allah wants to do good to a person, He makes him comprehend the religion. I am just a distributor, but the grant is from Allah.

An Islamic Studies teacher, is therefore, expected to be fully aware of the various methods of various fields of Islamic sciences. For example, a teacher of Hadith studies should be familiar with the methodology developed by Hadith scholars such as the basic method of criticism employed by *hadith* scholars, the method of comparison and authenticity to demonstrate the reliability or other wise of reports. The same thing goes with the teacher of *Usul al-Fiqh* who should also know the methodology of *Fuqaha'* (Jurists) in deducing laws from the sources, discussing *al-Ahkam al-Shar'iyyah* (legal laws), methods of dealing with *al-Ayat al-Ahkam* (Quran legal studies), *al-Ahadith Ahkam* (Hadith legal Studies) and so on.

Question-answer Technique

Lecturing is a common method frequently used by majority of lecturers in which one-way teaching takes place. In order to reinforce this technique, lecturer should give about ten to twenty minutes for the students to ask questions after the lecture has ended (Zahiah Haris & Mustapha Kamal Ahmad Kassim, 2019).

This technique is also applied through the lecturer asking questions relating to the subject related information and students' need to respond accordingly. This technique is intended to detect the level of understanding of students, encourage students to explain information clearly as well as to assess the ability to understand the conducted session. This technique will be more effective when planned and quality questions are asked as it can help sharpen students' thinking skills while creating a more dynamic and efficient learning environment (Zahiah Haris, 2023)

Story telling Technique

One purpose of this technique is to give simple examples of the subject content which can be understood easily and remembered well by the students. Most of the lecturers use appropriate personal experiences and present it in a simple, easy and effortless language style. Good modulation and body language help students to better understand the story and its relationship with the teaching content. A study conducted by Maimun Aqsa Lubis (2024) showed techniques of storytelling and acting are among effective techniques for students to think in an Islamic way, which can encourage their interest to learn Islamic knowledge, help them practice Islamic teachings, improve their moral and attitude, assist them in assessing and improving their character, building their sense of responsibility towards themselves, their families and communities as well as help them to be good. An appropriate story that is told in an interesting style is remembered long lasting in the memory. This is a more powerful technique that can attract students' attention and concentration in teaching and learning process. (Ee Ah Meng, 2023).

Qualitative Results from Interviews

4.1 Theme 1: Teacher centered teaching-learning procedure

Opinion of the respondent about teaching-learning procedure at Islamic higher education

At the beginning of teaching of the Quran and Hadith, teacher used to deliver the lecture method because Allah forbid to utter any word when the Quran is recited (Tilawah). Some participant

says that in the lecture method teacher should allocate the time fifteen to twenty minutes for asking question and answer session so that this method will be very effective for the learner. Moreover, teacher has to plan to fix the subject matter question (Key Informant Interviews: R1, R3, and R5). The majority of respondents opined that in the Islamic history related topics particularly Serrate Rasul (sm.) story telling technique is the most operative to keep the memory and understanding to the students. According to (R1 & R4), storytelling is a teaching tool that helps students better understand the Islamic history related knowledge along with stage of Prophet's life. It also helps the students visualize themselves in similar situations with the storyteller. Stories make learning more fun while at the same time helping students better understand relevant information.

A respondent presented; hard and complex of Islamic history related subject matter is not easy to retain for the learners. So, storytelling teaching technique helps the students to remember and understand this subject material very easily. Moreover, in today's world of videos, tablets, and podcasts, digital storytelling can be an effective way to illustrate a difficult concept. You can use digital storytelling through the use of videos, pictures, apps, and audio to help students retain information in a more creative and memorable way (R4 & R5).

Several KII express that question-and-answer method is also an important part of the teaching and learning process. Participant also reveals that question method can provide teachers the opportunity to apply bilateral communication between them and their students. Thus, they also add that the question method is not limited to one party only. In fact, it can involve both parties. A student may ask the teacher questions for further explanation, or the teacher may ask the student to see the student's understanding of the knowledge being learned (R1, R4, P3 & 4).

Participant R2 said learner-centered teaching-learning process is highly active in making education more engaging and meaningful. As it involves both teachers and students actively in academic learning. Through this method students are able to participate in the group discussions, group work, debates, and presentations. This method also builds communication skills, teamwork, and self-confidence. Learner centered teaching-learning system promotes the engagement, collaboration, and practical learning of the students. It makes the students to strengthen the self-confidence power and problem-solving skills.

Some respondents reported that assessment procedure is more important to attain proper knowledge of Islamic studies. They also urged that in our higher education, summative assessment is used in the evaluation procedure. But this assessment is not perfect to acquire in the proper knowledge. However, they opined that formative assessment is appropriate technique of assessment in the higher education (R3, P4). Through the formative assessment, a learner is evaluated in the classroom or out of the classroom continuously. In the formative assessment, teacher gets to give the feedback opportunity to the students. As a result, the learner can understand their mistake then they are able to rectify themselves by the feedback system. Teachers can also understand student's needs. Except that this process makes learning easier and more effective. It helps students do well in exams and understand lessons clearly. Feedback is essential for accurately achieving learning outcomes. It helps identify learners' strengths and weaknesses of curriculum related knowledge align with the aim of education. Regular, constructive feedback ensures that students stay on track and promotes deeper understanding and motivation (R2, R4, P1 & P3).

Conclusion

Systematic Teaching-learning process is very much imperative that influence the proper learning outcomes in the higher education of Islamic Studies. In addition, the teaching session will be successful with the selection of teaching methods and techniques that can have a profound impact not only on the understanding of students, but also affecting and touching their heart. In this way students will stay focus and be able to remember the lessons faster and better. In conclusion, given

the fact that higher education of Islamic Studies have some basics different teaching-learning methods from other education. The teaching and learning technique of *Quran and al-hadith* course have been conducted using both lecture method, and question-answering technique. This combination of question-answering and lecture methods are expected to help improve students' ability to master the Quran and hadith courses. The findings suggested that participatory teaching-learning procedure, storytelling teaching process, question-answering method and demonstrations technique must be improve students' ability to get accurate and proper knowledge in the higher education. The results of this study show that the this teaching-learning technique in higher education of Islamic studies can succeeded in producing significant changes in students' knowledge, wisdom, attitudes and behaviors. The integration of teaching-learning applications in the learning process provides an innovative and interesting way to convey character values. This study reveals that the formative assessment, and continuous feedback are able to improve the students' academic attainment. As a result, active participation in the teaching-learning process, as well as thorough monitoring of assessment techniques, is extremely beneficial to achieving desired learning outcomes in the higher education of Islamic studies.

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