

The Investigating on Arabic Subject according to Islamic National Educational Test (I-NET) in Southernmost Thailand: A Developmental Comparison

Ismail Raob¹, Mayuti Duerama²

¹(Faculty of Education / Fatoni University, Thailand)

²(Faculty of Education / Fatoni University, Thailand)

ABSTRACT: *Thai Islamic education refers to the Muslim community to educate its own based the Qur'an and the Sunnah. Arabic language equips teachers to be able to deal professionally with the teaching of Arabic in different contexts and through the integration of different varieties of the Arabic language. This paper to discuss the Islamic National Education Test (I-NET) at terminal in Thailand has a potential to improve Islamic education quality in the country. In addition, a developmental comparison on Arabic Subject is debated in this paper.*

KEYWORDS – *Arabic, Islamic National Educational, Thailand*

I. INTRODUCTION

For educational system, to know how well schools have done and what student have learned require some form of an external assessment. Such assessment would be beyond the classroom and would assess all students using the same instrument. This was “National Test”, an external measurement of student achievement on particular subject area. It is seen as an instrument for controlling both of curriculum and the instruction occurring within schools and as a mechanism for maintaining standard in education (Keevee, 1994).

Typically, national standardized test was administered in varied context and it focus on a measure in various content areas to determine student proficiency in particular knowledge and skill as well as to monitor school quality. Consequently, the result of these assessment are expected to yield major change and offer a means for establishing that change occurred in school to enable comparison among schools in state and the nation (kifer,2001). In general for state or National legislators, the result of assessment may use as a measure of public schools for accountability purpose. It not only was used to judge the quality of school and monitor improvement of school but also was used as a basis for modifying school program by changing educational practice such as, school wide-planning, teaching practice and staff development effort in order to increase the student performance (Sicol, 2002). With this view, it seems that the national test plays critical roles in improving quality standard of all educational system including Islamic education. This paper, therefore, attempt to point out the function of national test for Islamic education system in Thailand context.

II. ISLAMIC EDUCATION IN THAILAND

Islamic education refer to the efforts of the Muslim community to educate its own, to pass along the heritage of Islamic knowledge, first and foremost through its primary sources, the Qur'an and the Sunnah. These educations of Muslims commonly take place in mosques, schools or universities (Douglass and Shaikh, 2004). Fundamentally, the aim of Islamic education is to educate a Muslim to know Allah who is the creator of man and all universes. All Muslim are obligated to seek knowledge of Allah, thereby encouraged them to praise the Greatness of Allah and thank Him for His Mercifulness (Mohammad Hasan, 2007). For this regard, the Islamic education system is really needed to all Muslim community, either the Muslim majority country or minority one.

In Thailand, especially Southernmost Thailand including Pattani, Yala Naratiwat, Songkhla, and Satun their populations mostly are Muslims, Islamic education has been provided with traditional system with the classical style in the “Pondok”, the place where Muslim study Islam with classical system and curriculum, for long period. The Islamic knowledge teaching was under taken in Pondok by “Tok Guru” who contribute himself in teaching Muslim seeking religions education, in various of subject areas based on the a fundamental belief in Allah and the Qur'an and the Sunnah as its sources. In general, Teaching and learning in a Pondok was divided

into two parts, firstly; the general lecture which was offered to everybody including student and people who live surrounding a Pondok; and the second part of the teaching and learning was offered only to student who live in pondok. (Ibrahem Narongraksakhet, 2007).

Academically, the Islamic education that taken place in Pondok was seen as unsystematic one with the reason of its curricula which was not well written and its graduation depended on upon the sole judgment of Tok Guru and content of education depended entirely on Tok Guru. Thus, the new style of Islamic education system has been implemented in Pondok since the it was reformed by government policy in 1966 (Ibrahem Narongraksakhet, 2007). With this new policy, Thailand government introduced a new schooling system intend to designated the pondok as a school for Islamic education as well as general education that contain academic subject. As a result, the Pondok was modernized eventually become the private Islamic school that as it is currently. However, this case was similar to other cases of Islamic education institutions in some country in Southeast Asia as asserted by Azura (2010) that the modernization of Islamic education Institutions in Southeast Asia was accomplished by some practice adopted; firstly, the fully integrating Islamic educational institutions into national education which are run and financed by government; and secondly, making standardization of Islamic education in accordance with national standards while the ownership and administration remain mostly in the hand of Muslim.

Thus, for the Pondok which had been changed their status into Islamic Private Schools, their teaching and learning required to provide the academic subject along with the Islamic subjects, so that two type of curriculum has been implemented namely, Islamic education curriculum and general education curriculum. Therefore, these schools are vary popular among Muslim student in a southernmost part of Thailand.

Moreover, The Islamic education curriculum that implemented in Islamic school covers eighth subject areas for both primary and secondary level namely Ibtida'e level (primary level) for 4 years, Mutawasit level (Lower secondary level) for 3 years , and Thanawi (Upper secondary level) for 3 years (Ministry of Education, 2003). However, to be in line with the General Education curriculum in the country, the curriculum of Islamic studies for Islamic private School was developed and adjusted continuously. Namely, the curriculum of religious studies 1970, the curriculum of religious studies 1974, the curriculum of religious studies 1980, Integrated Curriculum 1992, Curriculum of religious Studies 1996 and the Curriculum of Islamic studies 2003 which is currently implemented in Islamic private school along with the Core Curriculum of Basic education 2008 which was updated from The Curriculum of basic education 2001.

III. ISLAMIC NATIONAL EDUCATIONAL TEST (I-NET) IN THAILAND

One reform effort of educational development in Thailand was the regulation of the Education Act 1999, which was the first educational regulation of Thailand, for reconstructing educational system in the country accordance with the principles and intention the constitution. The Act provided a whole structure of educational system and the framework in improving the quality of education concerning various components such as the educational standard and quality control system that would play critical role in educational improvement.

Subsequently, as the great impact of such Education Act, Ministry of Education promulgated the Curriculum of Basic Education 2001, which is contains the core content and learning goal of knowledge and skill of basic education through the primary and elementary education level, to successfully succeed the improvement of student achievement and quality standard of education. Therefore, to be in line with the Education Act and corresponded to the Curriculum of basic education 2001, the Curriculum of Islamic studies was adjusted as the Curriculum of Islamic studies 2003 instead. It covers eighth subject areas for both primary and secondary Islamic education level namely Ibtida'e level for 6 years, Mutawasit level for 3 years , and Thanawi for 3 years. This curriculum has currently been implemented in Islamic private school along with The Core Curriculum of Basic education 2008 which has been updated from The Curriculum of basic education 2001.

However, the Education Act affirm that all educational levels in Thailand must be monitored by Educational quality assurance system (the educational Act, 1999) to ensure that educational outcome meets the desirable standard. This is because; the context of diversity in practice curriculum implementation in different school condition might achieve difference learning outcome. In other words, the gap between schools such as administration system, instructional resource, teacher competency and assessment process could effect student

achievement unavoidably. Therefore, the national assessment should have taken part in monitoring and evaluating educational outcome continuously.

with a view of evaluating and monitoring the outcome of the educational system that to be based on same standard, the National Institutes of Educational testing service (NIETS) was established in 2005 to conduct the national test for determining student performance at terminal stage of basic education including primary and elementary that provided by the government in across the country annually.

The major purposed of the national test is to provide information about the position of educational quality in general , for government and policy maker to consequently use in educational improvement policies setting up , It would particularly be used to identify the strength and weakness of student performance subject areas and inform a feedback to teachers in terms of teaching methodology, handling of syllabus and areas of emphasis in the teaching strategies (NIETS,2003). Therefore, all levels of basic education in Thailand have to cooperate in the national educational assessment. At first, the National Institutes of Educational Testing Service (NIETS) conducted the Ordinary National Educational Test (O-NET) to students at terminal stage of primary levels and elementary in core academic subject areas of academic including Mathematic, Sciences, and both Thai and English languages . Then, the National Educational test was extended to the subject areas of Islamic studies for Islamic private School students called Islamic National Educational Test (I-NET). Meaning that, all students at terminal stage of Ibtida'e level, Mutawasit level, and Thanawi level in Islamic Private School have to take part in National Educational Test in core subject of Islamic studies.

According to Decker (2008) the result of national assessment is meaningful for improving the course and teaching methods, increasing student academic achievement, encouraging teacher and student, and promoting the equality of educational standard. Similarly, Sicolu (2002) affirms that the reasons of the use of large-scale assessment result are to be used as a basis for modifying school program, to judge the quality of school, and to monitor improvement of school, at the same time, it is expected to improve student performance by changing educational practice such as, school wide-planning, teaching practice and staff development effort. Thus, the national assessment plays critical role in improving educational outcome. For example, in United State, the National Assessment of Educational Progress (NAEP) has aided as the key indicator for the educational outcome of the nation's youth Since its launch more than 40 years ago (Jones and Olkin, 2004). NAEP has become important and essential resource for detection evidence of progress towards national goals. Thus, the states and schools was required to report the result from the academic achievement and Adequate Yearly Progress (AYP) of required subgroups of students who historically have shown patterns of low educational achievement and attainment in the aggregate. This requirement strong emphasis the states on the use of student test results as a means of holding schools accountable, and also placed over a new set of accountability rules (Duran, 2006 ; Linn, 2005).

In case of I-NET, the result has been reported with descriptive statistic such as mean ,maximum, and minimum score for student and school level individually, while the overall of result have been served to educational agencies both regional and national level. consequently, This result have been used to make a decision on policies setting for educational improvement in school level as well as in state or region and national level. For example, the Office of Strategies Management and Integration in Education Region 12 which is the government agent responsible for Islamic education in the region have used the national Islamic educational test information to make decision on setting up policies and organizing the projects and activities in order to increase student achievement in Islamic National Education Test .It is also used in making decision in the process of academic selectivity or admission process for some university such as, Fatoni University.

In short, the students' performance on Islamic National Education Test (I-NET) at terminal stage of Islamic education in Thailand are useful for Islamic education setting because its information help educational institutions and stakeholder make informed decisions such as selectivity, admitting and placing in appropriate Islamic educational setting. Theses indicated that Islamic National Education Test (I-NET) at terminal in Thailand has a potential to improve Islamic education quality in the country.

The first paragraph under each heading or subheading should be flush left, and subsequent paragraphs should have a five-space indentation. A colon is inserted before an equation is presented, but there is no

punctuation following the equation. All equations are numbered and referred to in the text solely by a number enclosed in a round bracket (i.e., (3) reads as "equation 3"). Ensure that any miscellaneous numbering system you use in your paper cannot be confused with a reference [4] or an equation (3) designation. (10)

IV. A DEVELOPMENTAL COMPARISON NATIONAL EDUCATION TEST (I-NET) IN SOUTHERNMOST THAILAND

Table 1 Islamic National Education Test (I-NET) Ibtidaiyah level in 2012

Subjects/Provinces	Pattani	Yala	Narathiwat	Songkhla	Satun	Average
Al-Quarn	42.72	43.66	41.38	41.96	39.72	41.89
Al-Hadith	40.65	43.63	39.83	45.87	47.1	43.42
Al-Aqidah	40.91	42.63	39.65	41.28	40.75	41.04
Al-Figh	37.2	43.21	38.02	40.96	37.84	39.45
At-Tarak	44.28	47.5	42.87	45.08	43.17	44.58
Al-Aklak	44.74	48.13	43.86	51.98	52.05	48.15
Malay	46.94	51.04	46.47	37.83	29.9	42.44
Arabic	35.56	40.78	35.01	31.62	27.38	34.07
Average	41.63	45.07	40.89	42.07	39.74	41.88

I-NET results show that Ibtidaiyah level in 2012 including eight subjects. It has shown that the numbers of respondents who tested are Islamic private schools students. Majority of the Pattani, Yala, and Narathiwat were highest scores in Malay subjects (46.94), (51.04), and (46.47) respectively. On the other hand, Songkhla and Satun were highest in Al-Aklak subject (51.98) and (52.05) respectively. However, all eight subjects, Arabic subject was lowest scores in southernmost Thailand; Yala (40.78), Pattani (35.56), Narathiwat (35.01), Songkhla (31.62), and Satun (27.38) respectively.

Table 2 Developmental Comparison National Education Test (I-NET) Ibtidaiyah level

Year	Al-Quarn	Al-Hadith	Al-Aqidah	Al-Figh	At-Tarak	Al-Aklak	Malay	Arabic	Average
2010	44.97	44.01	23.03	14.27	34.00	63.55	41.60	30.50	37.00
2011	41.68	44.27	46.58	35.45	41.92	50.05	38.06	35.88	41.74
2012	41.89	43.42	41.04	39.45	44.58	48.15	42.44	34.07	41.88

Table 2, illustrates the developmental comparison National Education Test (I-NET) Ibtidaiyah level between 2010-2012 academic years. In 2010 including three subjects were lowest Al-Figh, Al-Aqidah, and Arabic. Moreover, in 2011 Al-Figh and Arabic were lowest represent again. Furthermore, an Arabic subject was lowest in 2012. Hence, Arabic is one subjects most problems in instructions.

Table 3 National Education Test (I-NET) Mutawassitah level in 2012

Subjects/Provinces	Pattani	Yala	Narathiwat	Songkhla	Satun	Average
Al-Quarn	42.78	39.00	40.47	37.50	39.09	39.77
Al-Hadith	56.74	48.52	50.83	49.41	52.16	51.53
Al-Aqidah	52.32	45.83	46.09	43.02	49.37	47.33
Al-Fiqh	43.57	38.09	38.05	36.39	37.19	38.66
At-Tarak	41.53	37.93	38.83	36.98	41.77	39.41
Al-Aklak	62.96	55.61	57.29	55.97	57.72	57.91
Malay	50.62	44.12	47.11	40.46	28.26	42.11
Arabic	53.26	38.82	38.48	41.52	30.09	40.43
Average	50.47	43.49	44.64	42.66	41.96	44.64

Table 3 shows that the I-NET results Mutawassitah level in 2012 including eight subjects. It has shown that the numbers of respondents who tested are Islamic private schools students. All of southernmost Thailand was excellent scores in Al-Aklak that more than 50 scores. Although, it considers by provinces found that Pattani and Yala were lowest scores on At-Tarak subject. In addition, Narathiwat and Songkhla were lowest on Al-Fiqh subject. While, Satun was lowest on Malay subject.

Table 4 Developmental Comparison National Education Test (I-NET) Mutawassitah level

Year	Al-Quarn	Al-Hadith	Al-Aqidah	Al-Fiqh	At-Tarak	Al-Aklak	Malay	Arabic	Average
2010	37.89	40.5	18.56	20.52	35.27	64.93	40.33	30.92	36.12
2011	42.55	40.71	44.69	38.34	31.91	53.15	38.17	36.21	40.72
2012	39.77	51.53	47.33	38.66	39.41	57.91	42.11	40.43	44.64

Table 4, shows the developmental comparison National Education Test (I-NET) Mutawassitah level between 2010-2012 academic years. In 2010 including three subjects were lowest Al-Aqidah, Al-Fiqh, and Arabic. Likewise, in 2011 At-Tatik, Arabic, and Malay were lowest represent again. Besides, At-Tarik, Al-Quarn, and Arabic were lowest in 2012.

Table 5 National Education Test (I-NET) Sanawiah level in 2012

Subjects/Provinces	pattani	Yala	Narathiwat	Songkhla	Satun	Average
Al-Quarn	39.00	42.78	40.47	37.50	39.09	39.77
Al-Hadith	48.52	56.74	50.83	49.41	52.16	51.53
Al-Aqidah	45.83	52.32	46.09	43.02	49.37	47.33
Al-Fiqh	38.09	43.57	38.05	36.39	37.19	38.66
At-Tarak	37.93	41.53	38.83	36.98	41.77	39.41
Al-Aklak	55.61	62.96	57.29	55.97	57.72	57.91
Malay	44.12	50.62	47.11	40.46	28.26	42.11
Arabic	38.82	53.26	38.48	41.52	30.09	40.43
Average	43.49	50.47	44.64	42.66	41.96	44.64

I-NET results show that Sanawiah level in 2012 including eight subjects. It has shown that the numbers of respondents who tested are Islamic private schools students. All southernmost Thailand was highest scores in Al-Aklak subject that very high score more than 50 scores. Nonetheless, Pattani and Yala were lowest on At-Tarak subject. Narathiwat and Songkhla were lowest on Al-Fiqh. Excluding, Satun was lowest on Malay and Arabic subjects.

Table 6 Developmental Comparison National Education Test (I-NET) Sanawiah level

Year	Al-Quarn	Al-Hadith	Al-Aqidah	Al-Fiqh	At-Tarak	Al-Aklak	Malay	Arabic	Average
------	----------	-----------	-----------	---------	----------	----------	-------	--------	---------

2010	38.93	38.8	29.44	43.15	31.13	53.57	40.17	34.72	38.74
2011	47.41	37.61	38.94	36.22	31.65	45.75	40.27	36.86	39.34
2012	45.99	44.72	39.88	37.1	32.97	53.36	40.26	36.06	41.29

Table 6, shows the developmental comparison National Education Test (I-NET) Sanawiah level between 2010-2012 academic years. In 2010 including three subjects were lowest Al-Aqidah, At-Tarak, and Arabic. As well, in 2011 At-Tatik, Al-Figh, and Arabic. Moreover, At-Tarik, Al-Figh, and Arabic were lowest in 2012.

V. CONCLUSION

Nowadays, there is a raising demand for improving educational standard in all educational system including Islamic education to assure the educational outcome. However, there has been verified that the national assessment plays critical role in improving educational quality. Thus, the Islamic national educational Test (I-NET) is as a means for Islamic educational development in Thailand. Since school is where most learning happens, what happens in school has a direct impact on learning. In turn, what happens in school is influenced by the resources, policies and practices approved at higher administrative levels in a country's education system.

Today, classical Arabic is understood by all Arabs but those who can speak it with perfection are the educated people. Speaking the Arabic language is a key to discovering the depth and richness of the Arabic culture. Access to culture provides students with a valuable tool to appreciate and experiment with the linguistic material acquired. Indeed it has been proven that familiarity with some aspects of the culture equips students with a much deeper understanding of the Arabic world that supports the otherwise difficult process of learning and mastering the complex application of the Arabic language. Thai education must be taken more seriously by all, students, parents, teachers, school administrators and Muslims in general how to improve Arabic skills of students in southernmost Thailand.

REFERENCES

- Azura , Azyumardi.(2010).Modernization of Islamic Education: The Case of Pesantren and Madrasah in Indonesia.papar presented at the first AMRON International Conference "ASEAN Islamic Education: Changed from with through Education" Walailuk University, Thailand.2-3 October, 2010.
- Douglass, Susan L. & Shaikh, Munir A.(2004).Defining Islamic Education: Differtiation and Appliction.Current Issues in Comparative Education,Vol.7(1) 5-18.
- Decker, D. M., & Bolt, S. E. (2008). Challenges and Opportunities forPromoting Student Achievement Through Large-Scale Assessment Results. *Assessment for Effective Intervention*, 34(1), 43-51.
- Ibrahim Narongraksakhet.(2007).Current Educational Changes during the Year of 2004-2007 and Their Impacts Upon Educational provision in Southern Border Province of Thailand, Islam Yala University.
- Keevee, P.John.(1994).International Institute for Educational (Educational Planing).UNESCO.
- Kiffer, Edward.(2001).Large-scale Assessment: Dimensions, Dilemma, and Policy. California: Corwinn Press.
- Linn, R. L. (1998). "Validating Inferences From National Assessment of Educational Progress Achievement-Level Reporting." *Applied Measurement in Education* 11(1): 23-47.
- Mohammad Hannan Hassan.(2007).Educating man: a sketch on the aims of Islamic Education. *Educational Awakening; Journal of The Educational Sciences*.Vol 4(2)183-205.
- National Institutes of Educational testing service (NIETS).(2010). Utilizing the national test result of teacher . Retrieved 20 Mac 2012, from <http://www.niets.or.th>
- Sicolly, F. (2002). Stability of School-Level Scores from Large-Scale Student Assessments. *Applied Measurement in Education*, 15(2), 173-185.